



# Aboriginal Report 2013/14 - 2017/18

## How Are We Doing?

### School District 079 Cowichan Valley

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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?

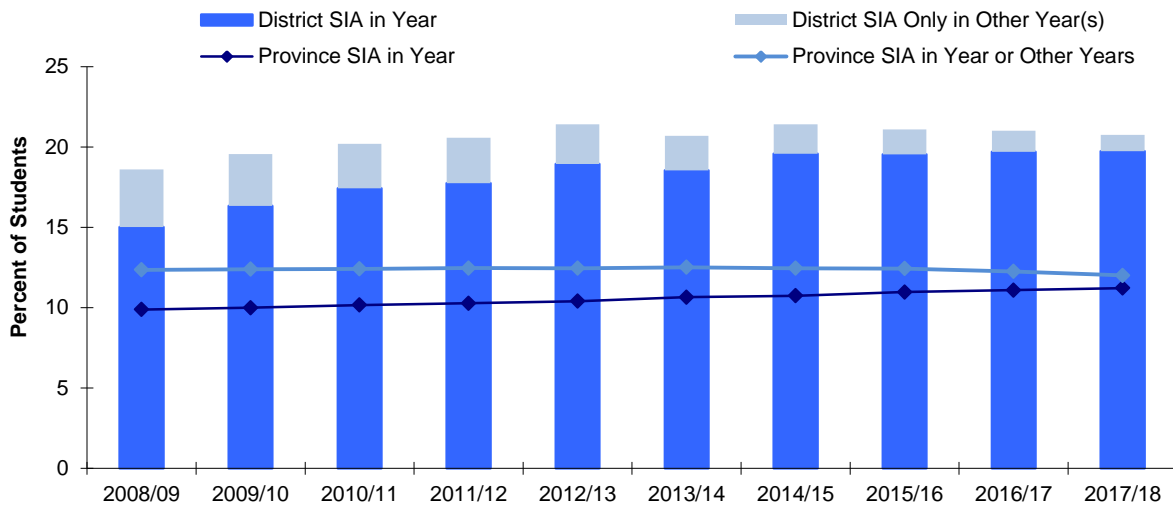
PLEASE NOTE

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	8,809	1,323	15.0	315	3.6	579,485	57,257	9.9	14,326	2.5
2009/10	8,649	1,413	16.3	279	3.2	580,480	58,017	10.0	13,887	2.4
2010/11	8,392	1,463	17.4	232	2.8	579,110	58,834	10.2	13,044	2.3
2011/12	8,179	1,452	17.8	230	2.8	569,734	58,531	10.3	12,445	2.2
2012/13	7,906	1,497	18.9	195	2.5	564,529	58,717	10.4	11,569	2.0
2013/14	7,682	1,425	18.5	165	2.1	558,983	59,502	10.6	10,444	1.9
2014/15	7,587	1,486	19.6	138	1.8	552,786	59,382	10.7	9,449	1.7
2015/16	7,606	1,486	19.5	118	1.6	553,376	60,706	11.0	8,109	1.5
2016/17	7,825	1,541	19.7	103	1.3	557,626	61,799	11.1	6,534	1.2
2017/18	8,027	1,584	19.7	81	1.0	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

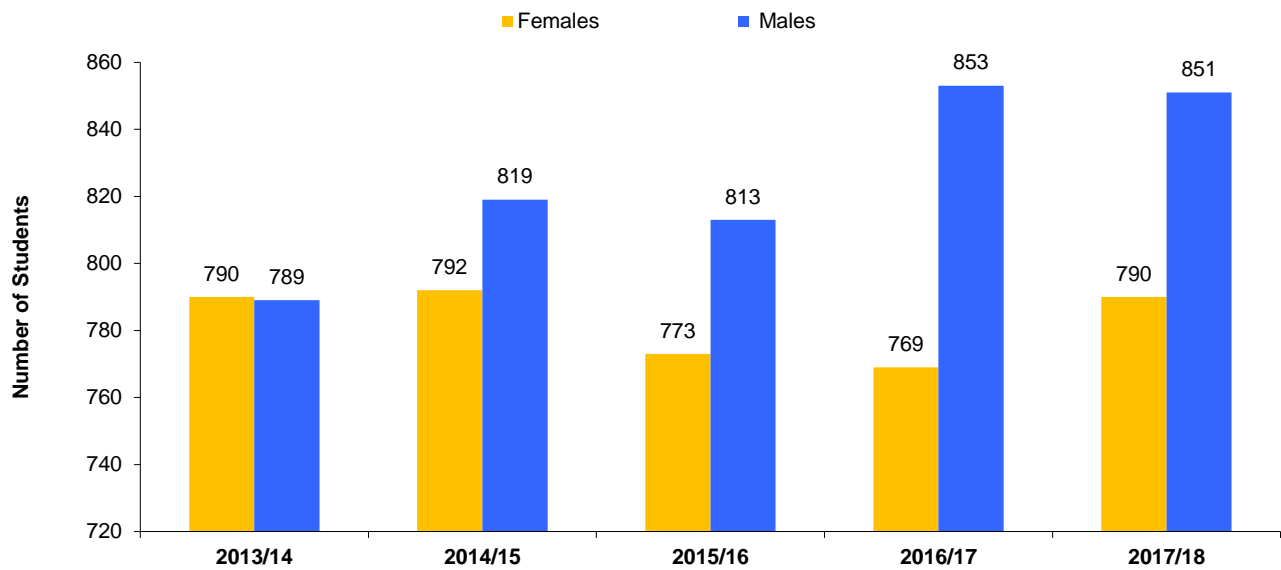
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (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	7,682	1,579	20.6	790	10.3	789	10.3	69,182	34,363	34,819
2014/15	7,587	1,611	21.2	792	10.4	819	10.8	67,939	33,645	34,294
2015/16	7,606	1,586	20.9	773	10.2	813	10.7	67,749	33,432	34,317
2016/17	7,825	1,622	20.7	769	9.8	853	10.9	67,078	33,137	33,941
2017/18	8,027	1,641	20.4	790	9.8	851	10.6	66,142	32,575	33,567

**Number of Aboriginal Students by Gender**

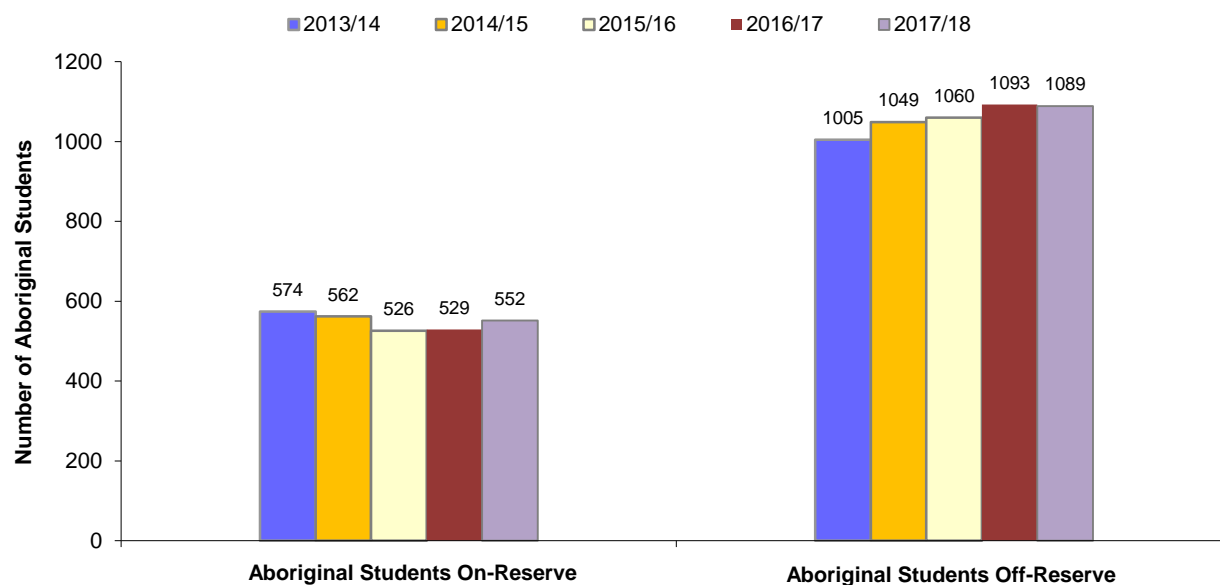


\* Public schools only.

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2013/14	1,579	293	281	574	497	508	1,005	8,812	60,370
2014/15	1,611	265	297	562	527	522	1,049	8,143	59,796
2015/16	1,586	242	284	526	531	529	1,060	7,694	60,055
2016/17	1,622	239	290	529	530	563	1,093	7,285	59,793
2017/18	1,641	246	306	552	544	545	1,089	7,820	58,322

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

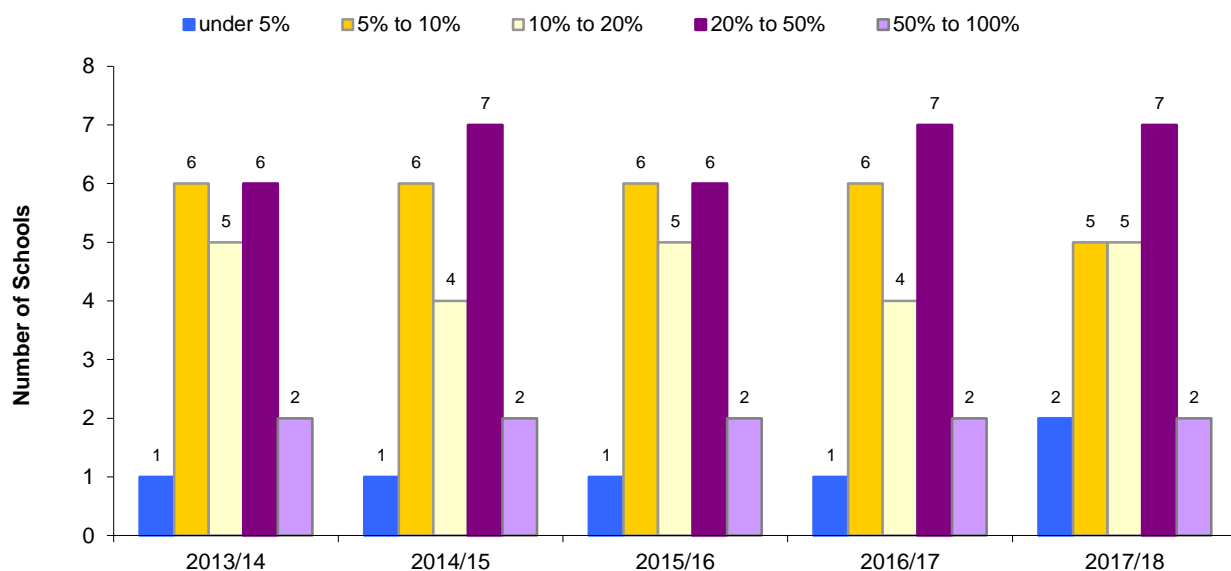


\* Public schools only.

## 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	20	1	6	5	6	2	1,393	370	241	341	346	95
2014/15	20	1	6	4	7	2	1,385	393	223	335	337	97
2015/16	20	1	6	5	6	2	1,380	396	224	349	318	93
2016/17	20	1	6	4	7	2	1,369	400	229	348	300	92
2017/18	21	2	5	5	7	2	1,377	416	238	335	303	85

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

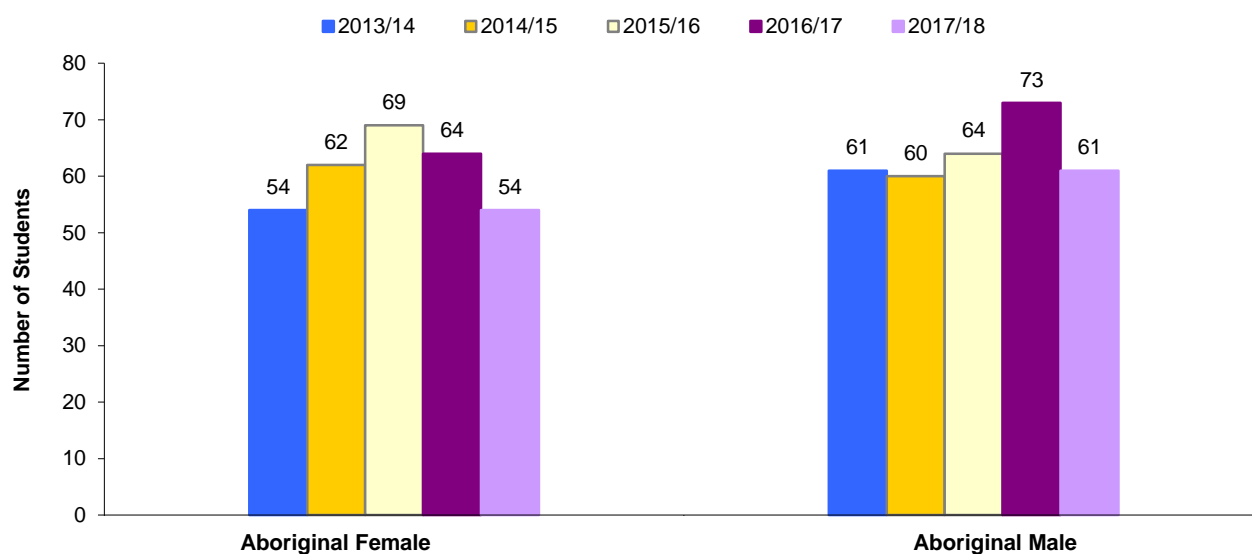


\* Public schools only.

## 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	286	54	61	115	73	98	171	1,610	1,594	2,033	2,757
2014/15	303	62	60	122	81	100	181	1,595	1,560	1,981	2,618
2015/16	318	69	64	133	88	97	185	1,609	1,527	2,022	2,474
2016/17	323	64	73	137	90	96	186	1,605	1,543	2,037	2,468
2017/18	308	54	61	115	91	102	193	1,500	1,498	2,016	2,419

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



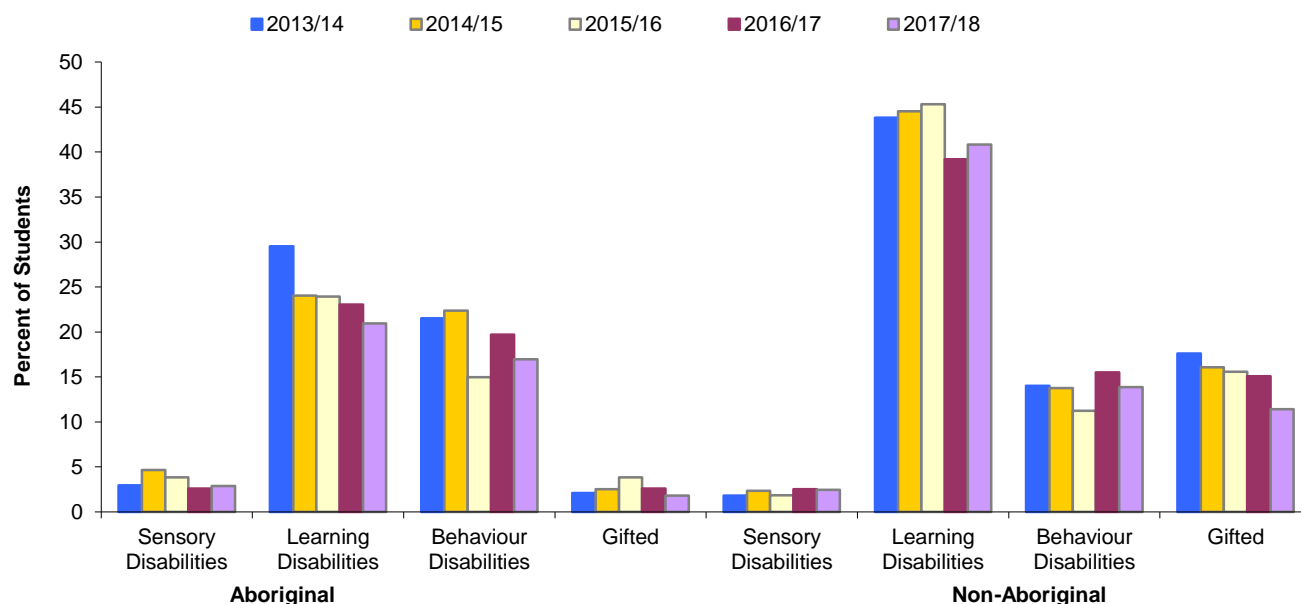
\* Public schools only.

## 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	237	664	7	3	12	2	70	30	291	44	51	22	93	14	5	2	117	18
2014/15	237	640	11	5	15	2	57	24	285	45	53	22	88	14	6	3	103	16
2015/16	234	649	9	4	12	2	56	24	294	45	35	15	73	11	9	4	101	16
2016/17	269	709	7	3	18	3	62	23	278	39	53	20	110	16	7	3	107	15
2017/18	277	735	8	3	18	2	58	21	300	41	47	17	102	14	5	2	84	11

**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).

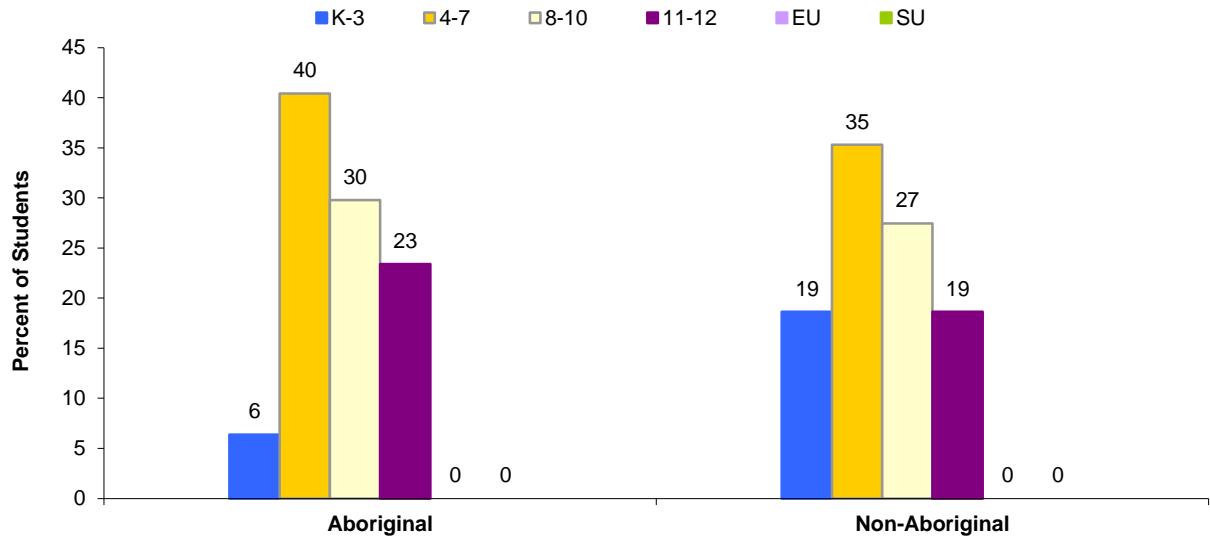
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	51	5	10	16	31	23	45	7	14	0	0	0	0
2014/15	53	6	11	12	23	23	43	12	23	0	0	0	0
2015/16	35	3	9	8	23	11	31	13	37	0	0	0	0
2016/17	53	10	19	12	23	14	26	17	32	0	0	0	0
2017/18	47	3	6	19	40	14	30	11	23	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	93	16	17	25	27	30	32	21	23	0	0	0	0
2014/15	88	12	14	32	36	24	27	20	23	0	0	0	0
2015/16	73	11	15	27	37	18	25	17	23	0	0	0	0
2016/17	110	15	14	32	29	36	33	27	25	0	0	0	0
2017/18	102	19	19	36	35	28	27	19	19	0	0	0	0

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



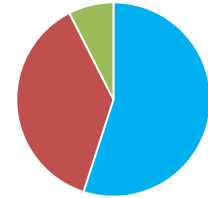
\* Total includes Graduated Adults.

## 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

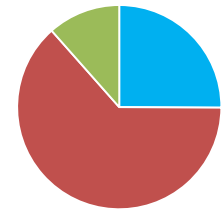
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	58	55	24	41	33	57	1	2
2014/15	59	55	29	49	29	49	1	2
2015/16	51	40	24	47	25	49	2	4
2016/17	42	31	16	38	26	62	0	0
			Emerging		On Track		Extending	
2017/18	40	35	22	55	15	38	3	8



■ Emerging ■ On Track ■ Extending

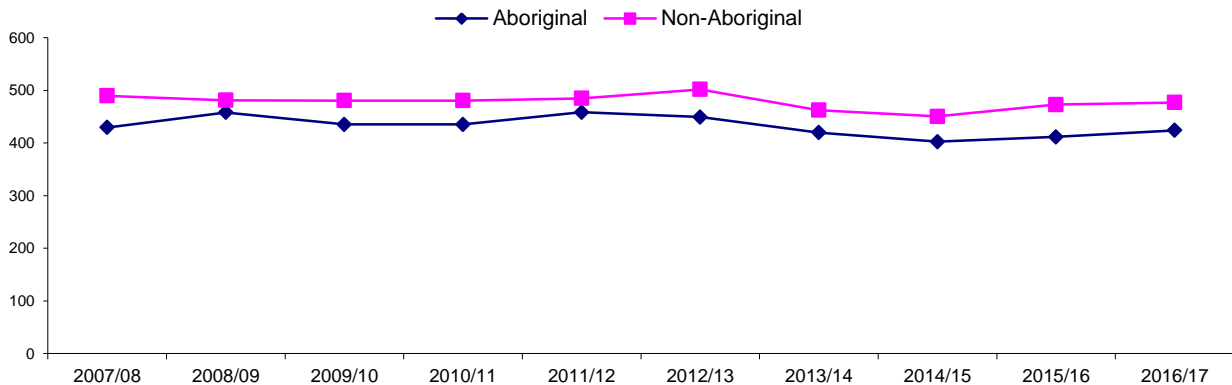
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	323	80	81	25	212	66	30	9
2014/15	293	74	93	32	179	61	21	7
2015/16	284	63	67	24	191	67	26	9
2016/17	244	51	48	20	172	70	24	10
			Emerging		On Track		Extending	
2017/18	295	63	74	25	187	63	34	12



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 4 Reading

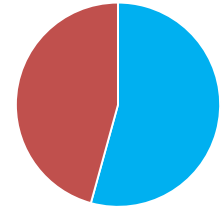


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

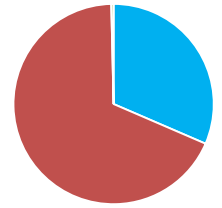
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	57	54	16	28	40	70	1	2
2014/15	61	56	21	34	38	62	2	3
2015/16	47	36	21	45	26	55	0	0
2016/17	40	29	23	58	17	43	0	0
			Emerging		On Track		Extending	
2017/18	35	30	19	54	16	46	0	0



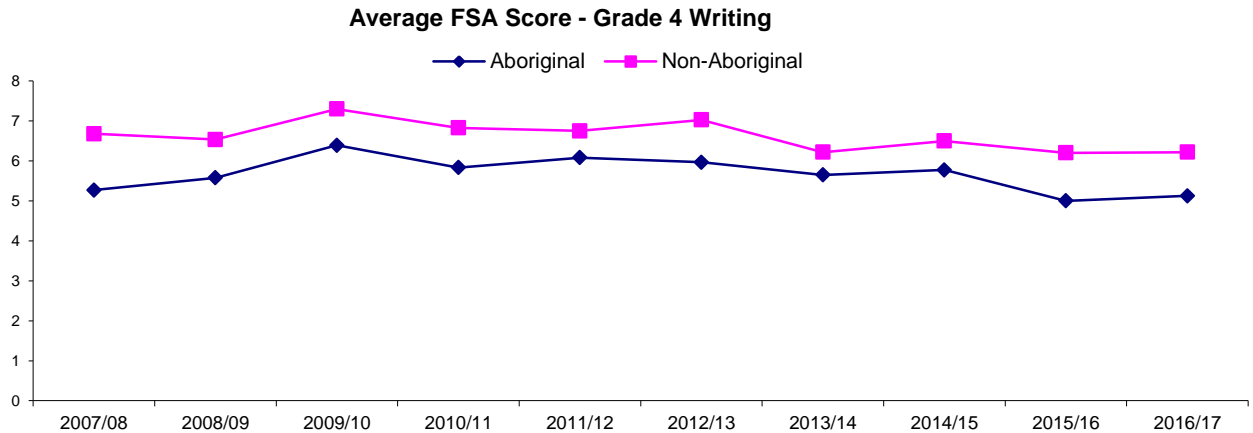
■ Emerging   ■ On Track  
■ Extending

### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	318	79	74	23	239	75	5	2
2014/15	287	72	63	22	207	72	17	6
2015/16	274	61	73	27	196	72	5	2
2016/17	237	50	66	28	163	69	8	3
			Emerging		On Track		Extending	
2017/18	270	58	85	31	184	68	1	0



■ Emerging   ■ On Track  
■ Extending

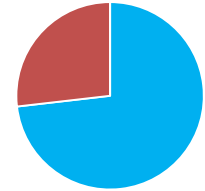


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

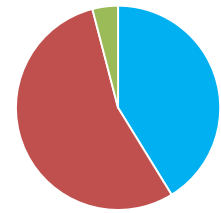
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	59	56	29	49	30	51	0	0
2014/15	58	54	33	57	24	41	1	2
2015/16	50	39	20	40	30	60	0	0
2016/17	40	29	22	55	17	43	1	3
			Emerging		On Track		Extending	
2017/18	41	36	30	73	11	27	0	0



■ Emerging ■ On Track ■ Extending

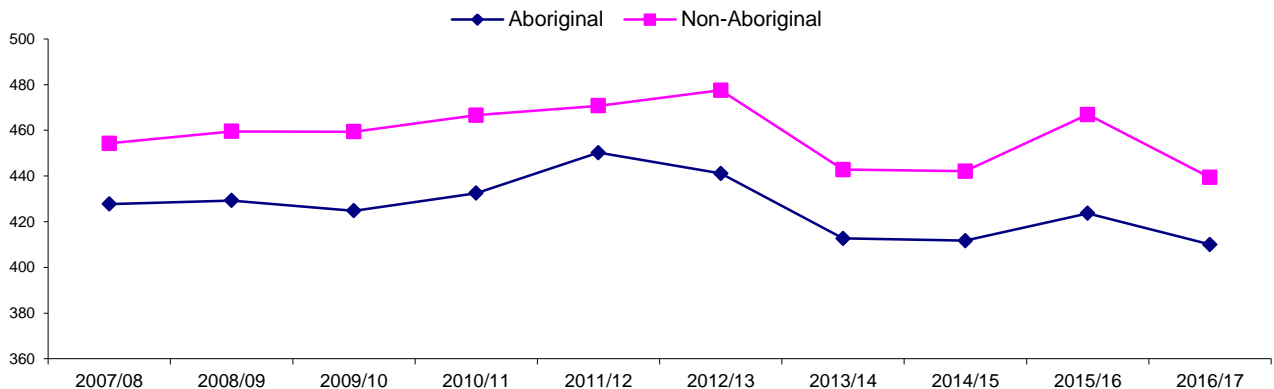
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	320	79	120	38	189	59	11	3
2014/15	277	70	102	37	170	61	5	2
2015/16	281	62	69	25	201	72	11	4
2016/17	245	51	91	37	148	60	6	2
			Emerging		On Track		Extending	
2017/18	296	63	122	41	162	55	12	4



■ Emerging ■ On Track ■ Extending

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

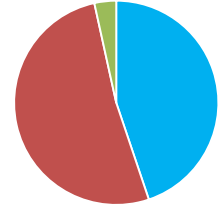


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

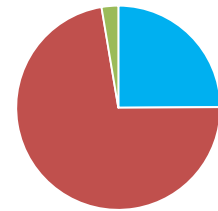
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	56	57	27	48	25	45	4	7
2014/15	54	50	23	43	26	48	5	9
2015/16	60	45	28	47	29	48	3	5
2016/17	49	41	25	51	23	47	1	2
			Emerging		On Track		Extending	
2017/18	58	51	26	45	30	52	2	3



■ Emerging ■ On Track ■ Extending

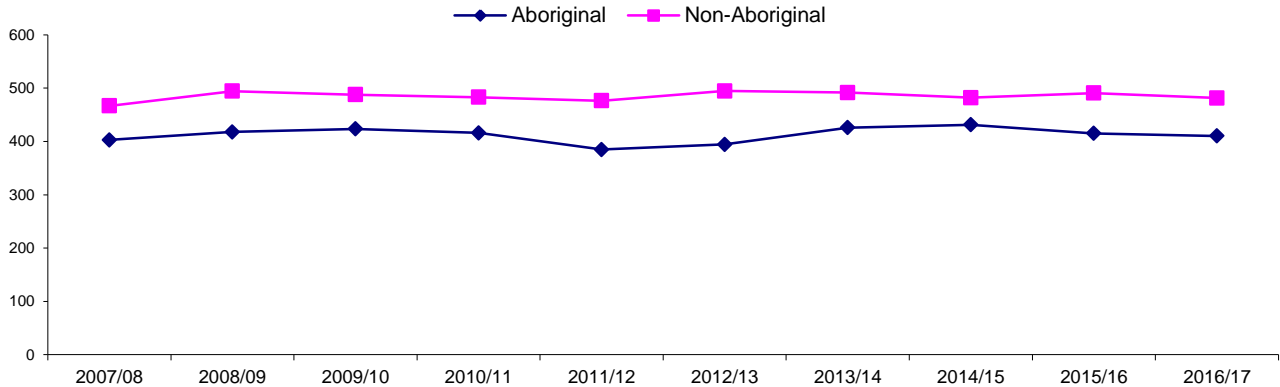
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	353	79	70	20	255	72	28	8
2014/15	310	70	79	25	196	63	35	11
2015/16	239	60	48	20	167	70	24	10
2016/17	221	55	53	24	149	67	19	9
			Emerging		On Track		Extending	
2017/18	265	59	66	25	192	72	7	3



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Reading

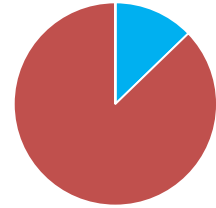


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

### GRADE 7: ABORIGINAL

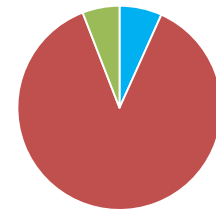
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	54	55	26	48	26	48	2	4
2014/15	50	46	13	26	35	70	2	4
2015/16	52	39	23	44	28	54	1	2
2016/17	40	33	9	23	28	70	3	8
			Emerging		On Track		Extending	
2017/18	47	42	6	13	41	87	0	0



■ Emerging ■ On Track  
■ Extending

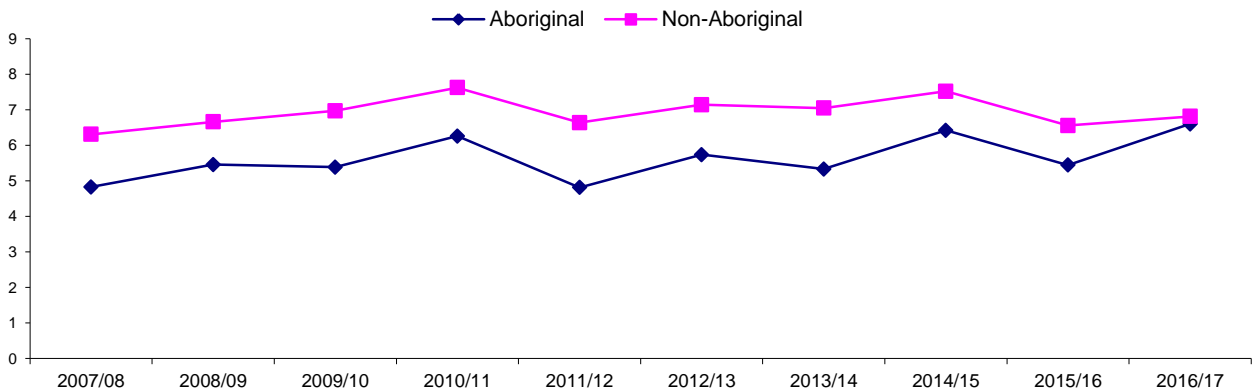
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	339	76	59	17	252	74	28	8
2014/15	295	67	31	11	231	78	33	11
2015/16	224	56	40	18	176	79	8	4
2016/17	209	52	38	18	156	75	15	7
			Emerging		On Track		Extending	
2017/18	238	53	16	7	208	87	14	6



■ Emerging ■ On Track  
■ Extending

**Average FSA Score - Grade 7 Writing**

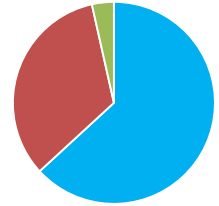


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

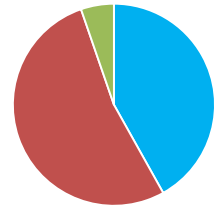
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	51	52	32	63	19	37	0	0
2014/15	53	49	35	66	18	34	0	0
2015/16	60	45	37	62	22	37	1	2
2016/17	47	39	34	72	13	28	0	0
			Emerging		On Track		Extending	
2017/18	57	50	36	63	19	33	2	4



■ Emerging ■ On Track  
■ Extending

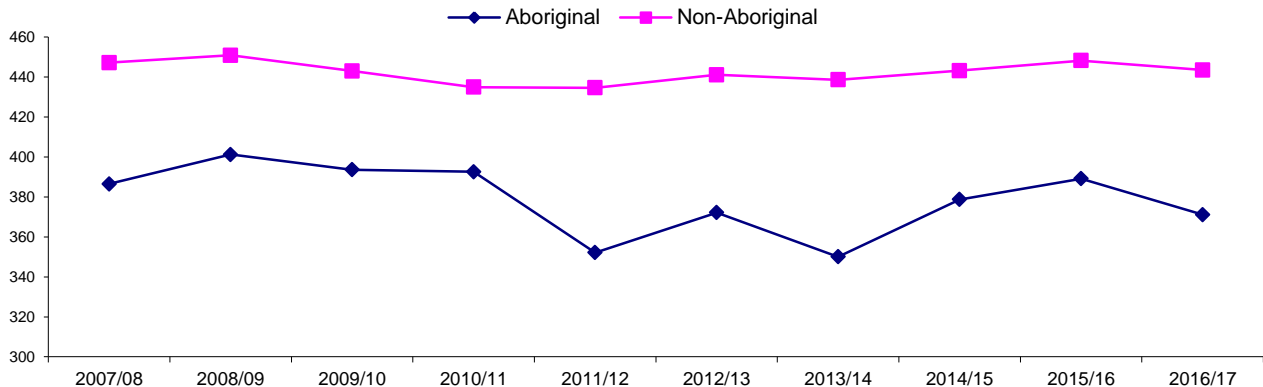
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	348	78	139	40	200	57	9	3
2014/15	302	68	114	38	179	59	9	3
2015/16	228	57	74	32	146	64	8	4
2016/17	216	53	86	40	121	56	9	4
			Emerging		On Track		Extending	
2017/18	265	59	111	42	140	53	14	5



■ 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).

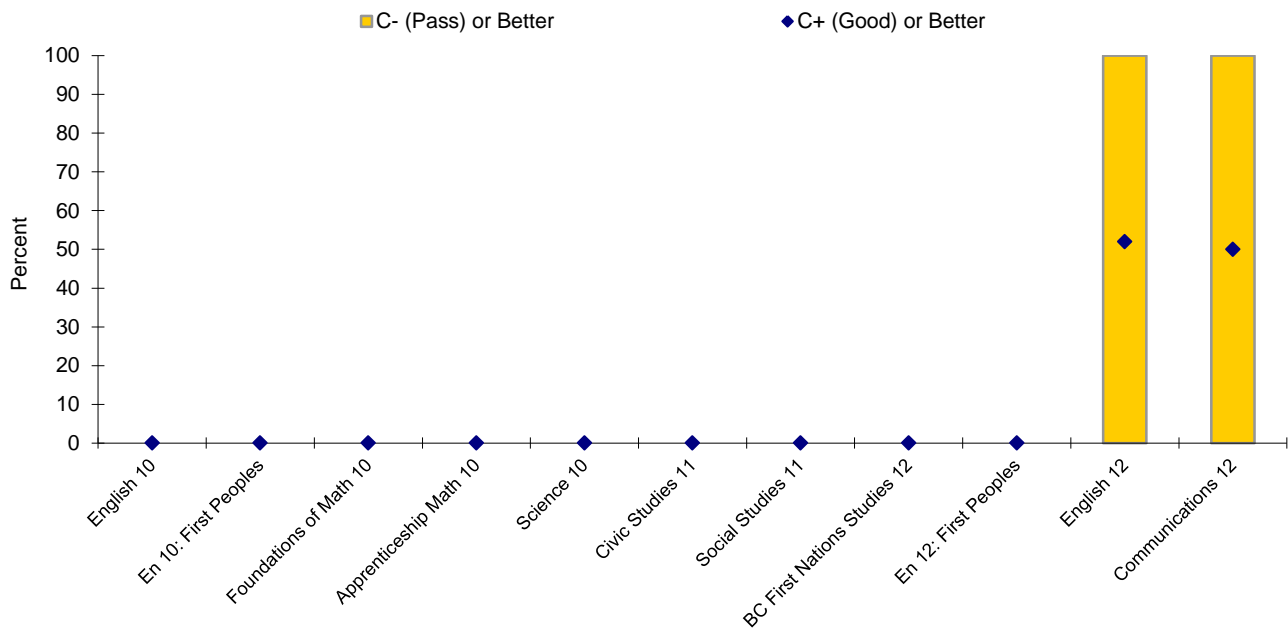
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	48	48	100	25	52	415	406	98	288	69
Communications 12	24	24	100	12	50	35	35	100	19	54

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



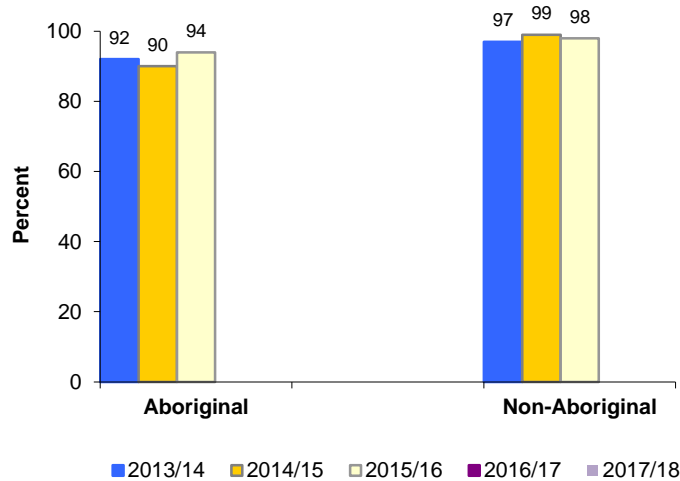


## FINAL MARKS: ENGLISH 10

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	75	69	92	40	53	534	518	97	383	72
2014/15	80	72	90	40	50	511	505	99	375	73
2015/16	77	72	94	35	45	526	514	98	360	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	75	146	67	8	534	582	489	45	
2014/15	80	135	72	8	511	516	436	75	
2015/16	77	134	70	7	526	507	436	90	
2016/17	-	131	-	-	-	508	-	-	
2017/18	-	123	-	-	-	511	-	-	

**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.

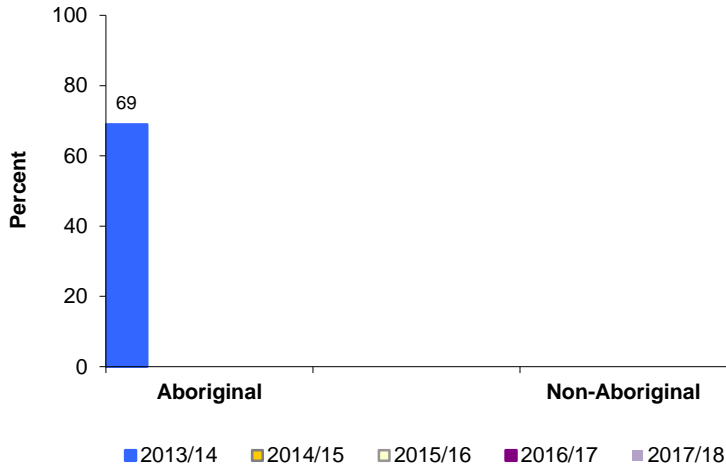
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

**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	16	11	69	5	31	-	-	-	-	-
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	16	146	11	5	-	582	-	-
2014/15	-	135	-	-	-	516	-	-
2015/16	-	134	-	-	-	507	-	-
2016/17	-	131	-	-	-	508	-	-
2017/18	-	123	-	-	-	511	-	-

**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.

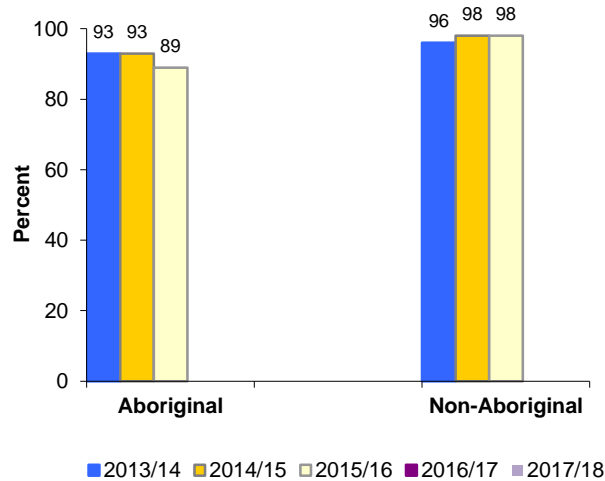
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	42	39	93	18	43	367	353	96	225	61
2014/15	29	27	93	10	34	336	330	98	229	68
2015/16	35	31	89	14	40	358	352	98	228	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	42	146	31	11	367	582	323	44	
2014/15	29	135	26	3	336	516	298	38	
2015/16	35	134	32	3	358	507	304	54	
2016/17	-	131	-	-	-	508	-	-	
2017/18	-	123	-	-	-	511	-	-	

**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.

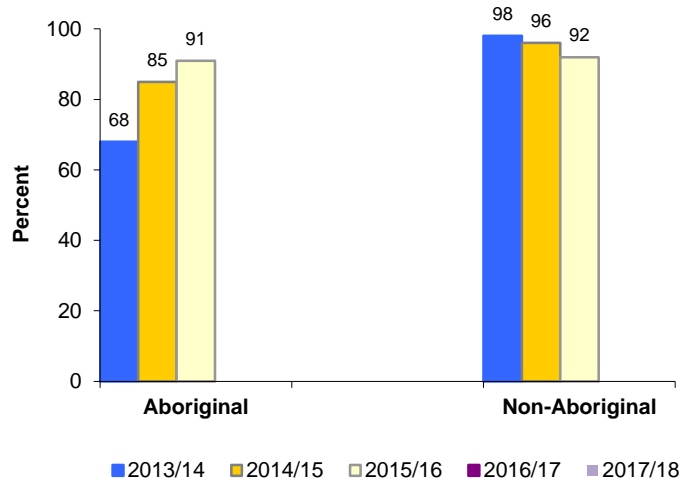
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	53	36	68	13	25	163	160	98	88	54
2014/15	47	40	85	14	30	166	160	96	77	46
2015/16	46	42	91	13	28	131	121	92	73	56
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	53	146	43	10	163	582	131	32		
2014/15	47	135	38	9	166	516	135	31		
2015/16	46	134	38	8	131	507	108	23		
2016/17	-	131	-	-	-	508	-	-		
2017/18	-	123	-	-	-	511	-	-		

**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.

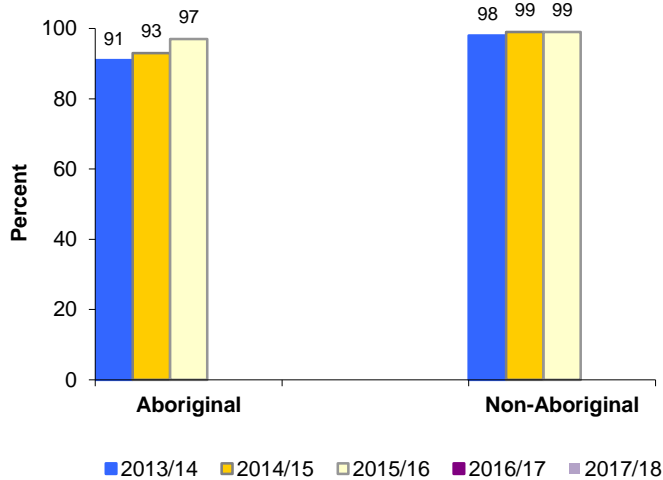
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	76	69	91	30	39	513	504	98	361	70
2014/15	76	71	93	32	42	498	493	99	347	70
2015/16	72	70	97	23	32	468	461	99	329	70
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	76	146	66	10	513	582	473	40	
2014/15	76	135	63	13	498	516	442	56	
2015/16	72	134	65	7	468	507	427	41	
2016/17	-	131	-	-	-	508	-	-	
2017/18	-	123	-	-	-	511	-	-	

**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.

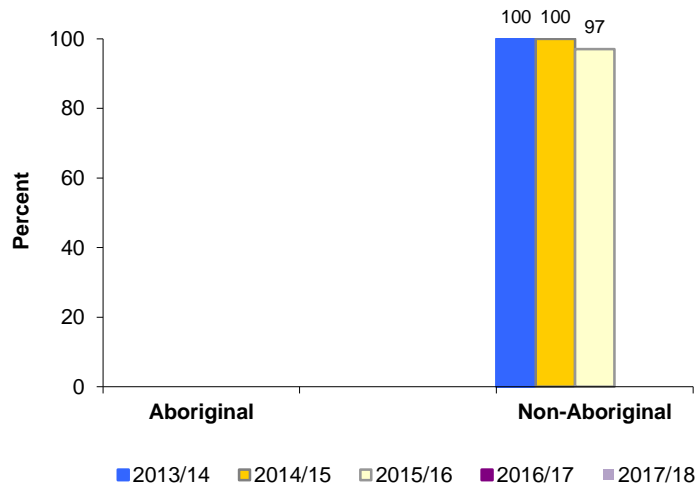
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	17	17	100	12	71
2014/15	Msk	Msk	Msk	Msk	Msk	27	27	100	27	100
2015/16	Msk	Msk	Msk	Msk	Msk	33	32	97	25	76
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	136	Msk	Msk	17	600	13	4		
2014/15	Msk	125	Msk	Msk	27	603	23	4		
2015/16	Msk	124	Msk	Msk	33	524	27	6		
2016/17	-	129	-	-	-	532	-	-		
2017/18	-	125	-	-	-	537	-	-		

**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.

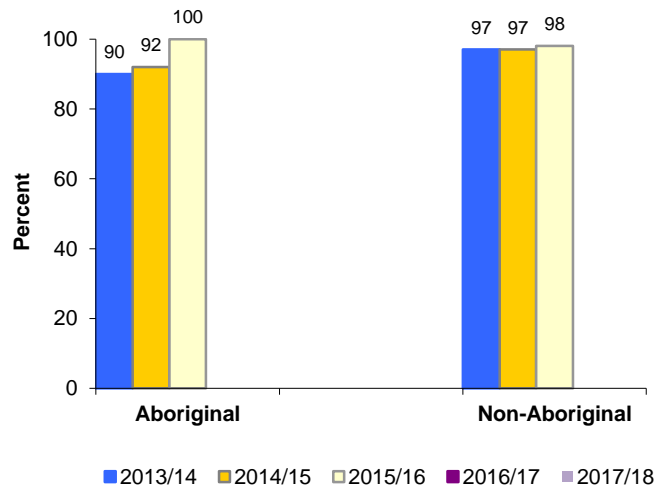
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	58	52	90	16	28	460	447	97	327	71
2014/15	60	55	92	25	42	478	465	97	330	69
2015/16	45	45	100	14	31	436	429	98	278	64
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	58	136	52	6	460	600	403	57
2014/15	60	125	49	11	478	603	412	66
2015/16	45	124	39	6	436	524	363	73
2016/17	-	129	-	-	-	532	-	-
2017/18	-	125	-	-	-	537	-	-

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



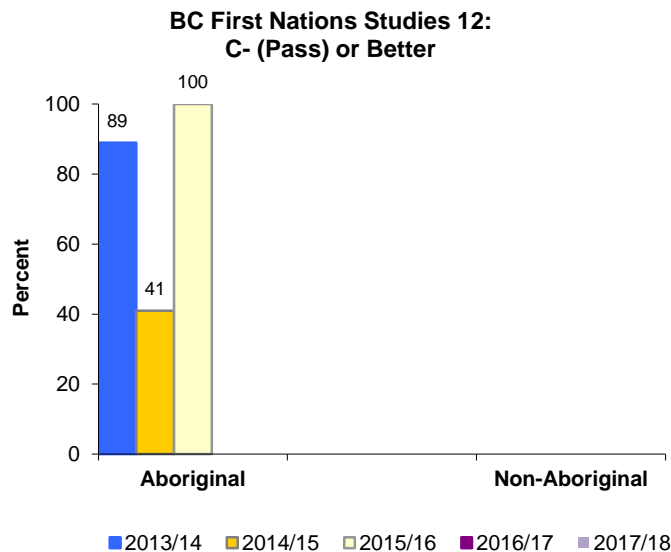
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	18	16	89	7	39	Msk	Msk	Msk	Msk	Msk
2014/15	17	7	41	3	18	Msk	Msk	Msk	Msk	Msk
2015/16	11	11	100	5	45	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	18	133	6	12	Msk	571	Msk	Msk	
2014/15	17	137	5	12	Msk	551	Msk	Msk	
2015/16	11	136	5	6	Msk	570	Msk	Msk	
2016/17	-	149	-	-	-	636	-	-	
2017/18	-	163	-	-	-	659	-	-	



<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.

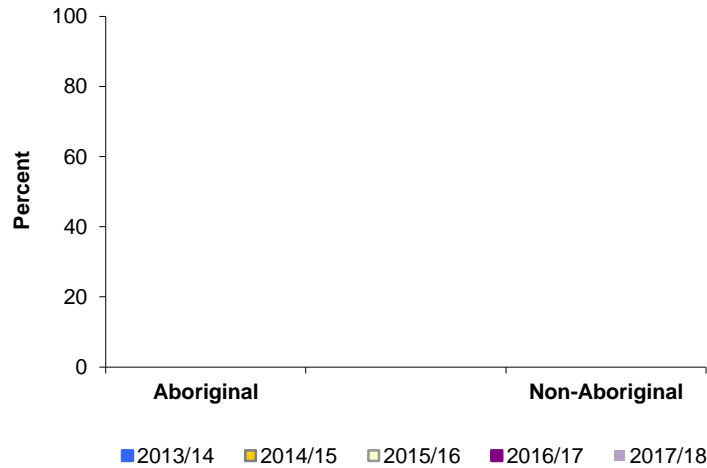


## FINAL MARKS: ENGLISH 12: FIRST PEOPLES

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	-	-	-	-	-	-	-	-	-	-
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	133	Msk	Msk	Msk	571	Msk	Msk
2014/15	-	137	-	-	-	551	-	-
2015/16	-	136	-	-	-	570	-	-
2016/17	-	149	-	-	-	636	-	-
2017/18	-	163	-	-	-	659	-	-

**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.

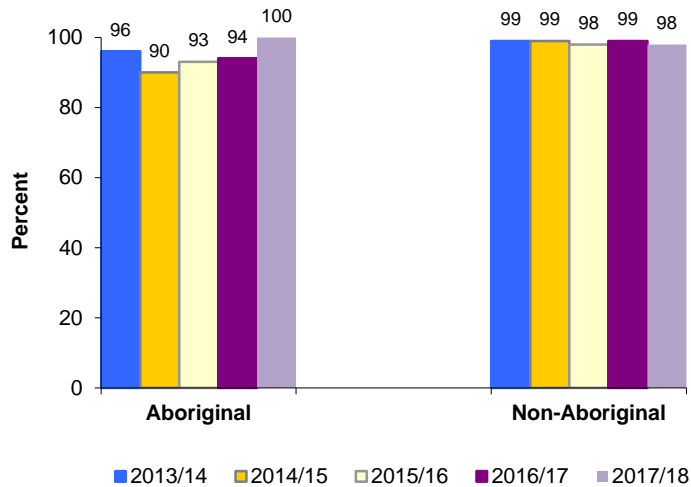
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	54	52	96	29	54	431	428	99	327	76
2014/15	50	45	90	21	42	428	425	99	318	74
2015/16	41	38	93	27	66	444	436	98	325	73
2016/17	47	44	94	23	49	409	403	99	274	67
2017/18	48	48	100	25	52	415	406	98	288	69

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #
2013/14	54	133	48	6	431	571	391	40
2014/15	50	137	48	2	428	551	380	48
2015/16	41	136	39	2	444	570	412	32
2016/17	47	149	44	3	409	636	377	32
2017/18	48	163	-	-	415	659	-	-

**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.

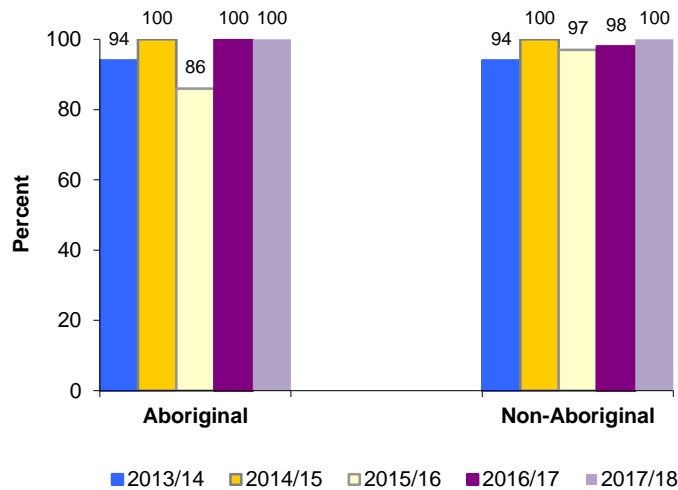
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	16	15	94	9	56	36	34	94	18	50
2014/15	15	15	100	7	47	50	50	100	31	62
2015/16	14	12	86	2	14	60	58	97	35	58
2016/17	16	16	100	12	75	55	54	98	28	51
2017/18	24	24	100	12	50	35	35	100	19	54

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	16	133	13	3	36	571	29	7		
2014/15	15	137	13	2	50	551	39	11		
2015/16	14	136	14	0	60	570	50	10		
2016/17	16	149	13	3	55	636	50	5		
2017/18	24	163	-	-	35	659	-	-		

**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.

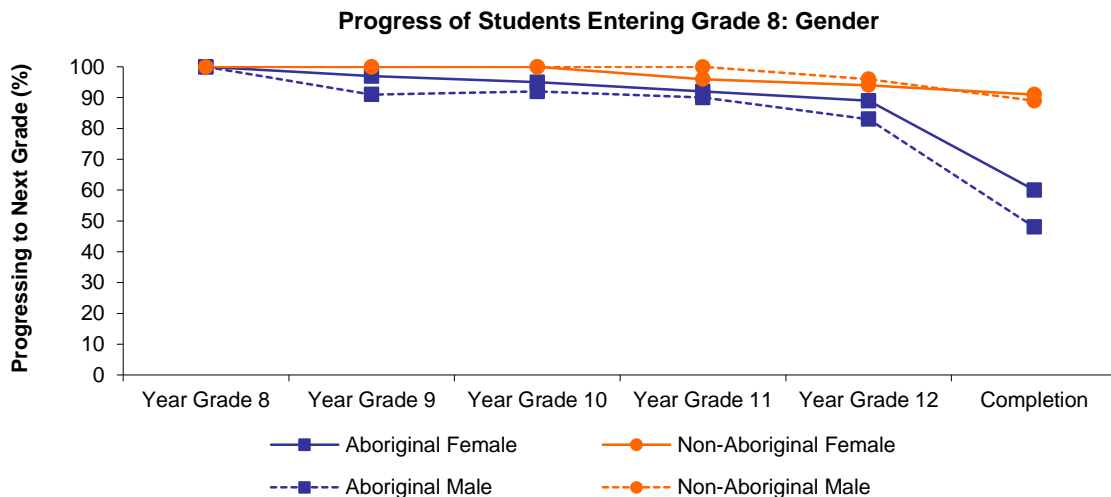
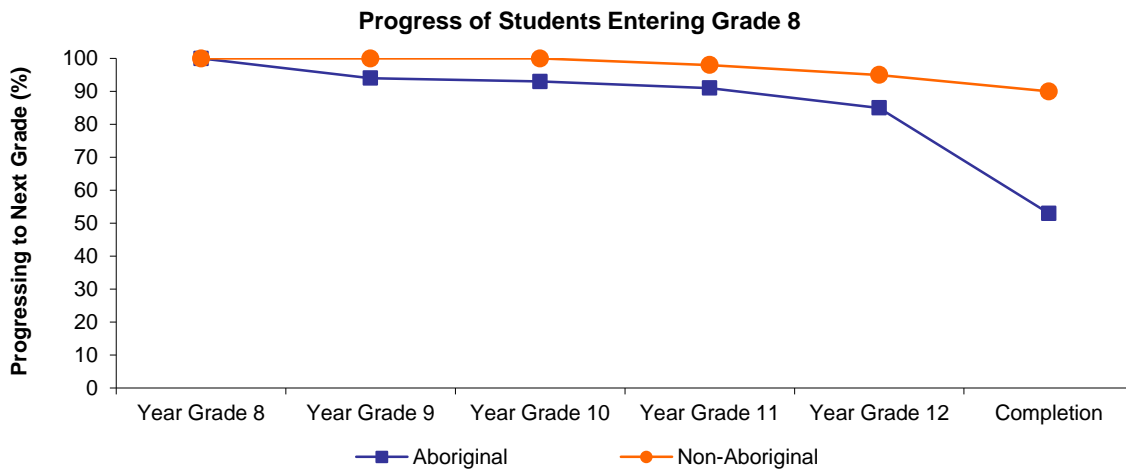
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	94	97	91	100	100	100
	Grade 10	93	95	92	100	100	100
	Grade 11	91	92	90	98	96	100
	Grade 12	85	89	83	95	94	96
2017/18	Completion	53	60	48	90	91	89



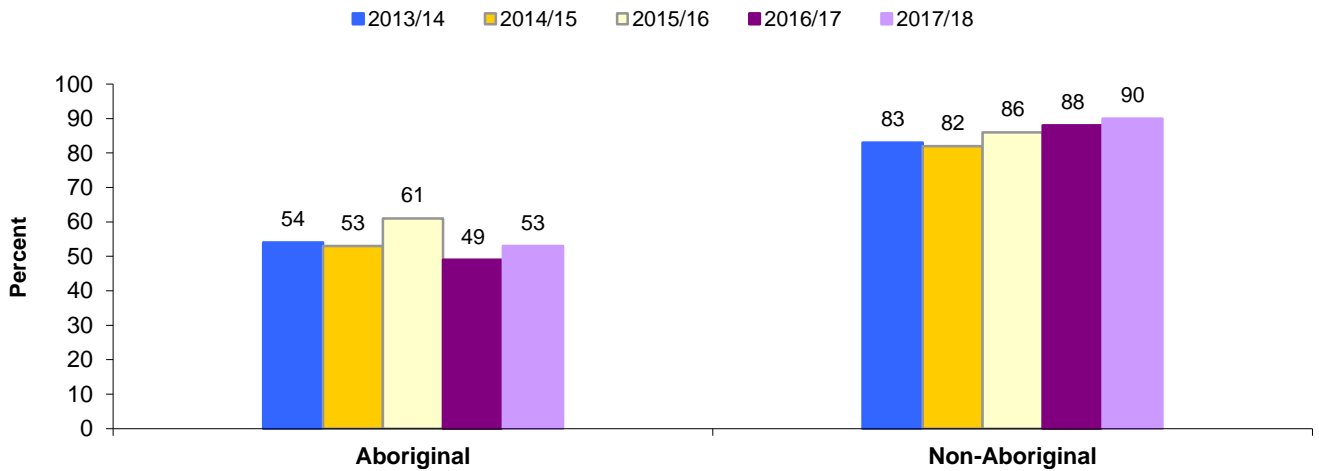
## SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

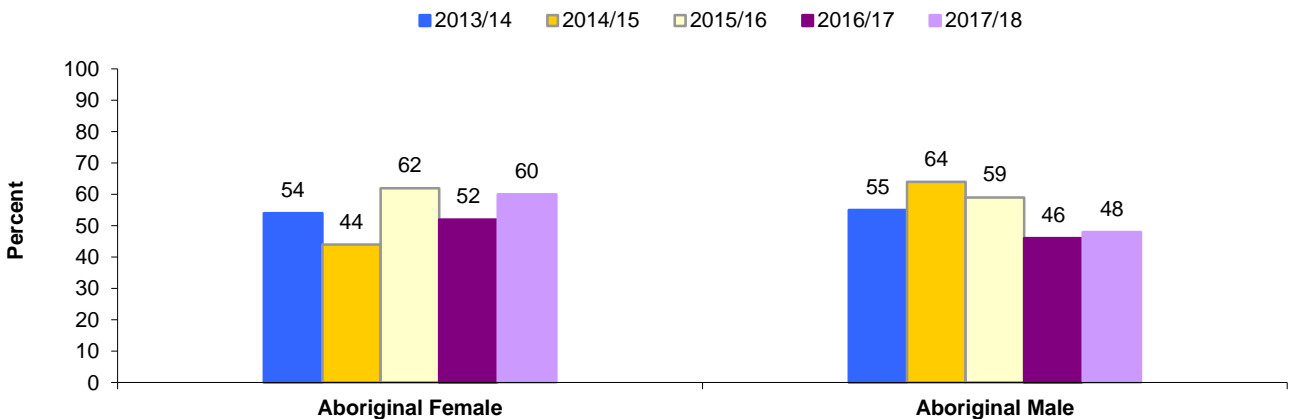
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	54	54	55	83	83	84
2014/15	53	44	64	82	86	79
2015/16	61	62	59	86	90	83
2016/17	49	52	46	88	89	87
2017/18	53	60	48	90	91	89

**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).

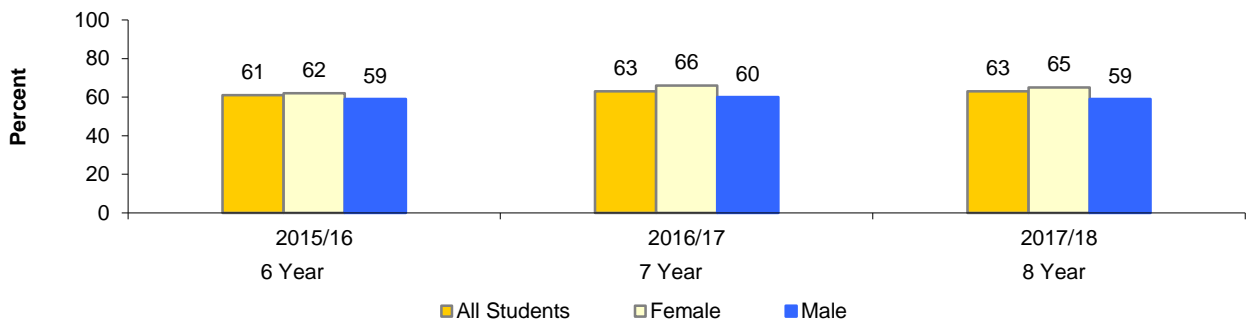
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

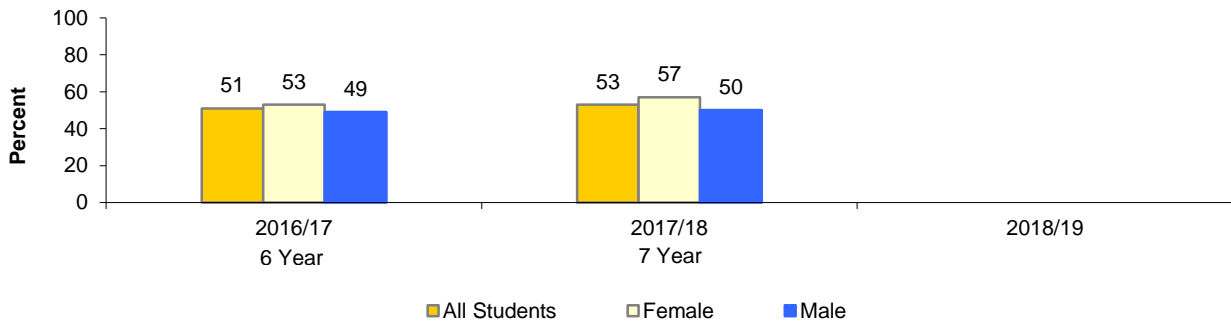
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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	61	62	59	63	66	60	63	65	59
2011/12	51	53	49	53	57	50	-	-	-
2012/13	53	60	48	-	-	-	-	-	-

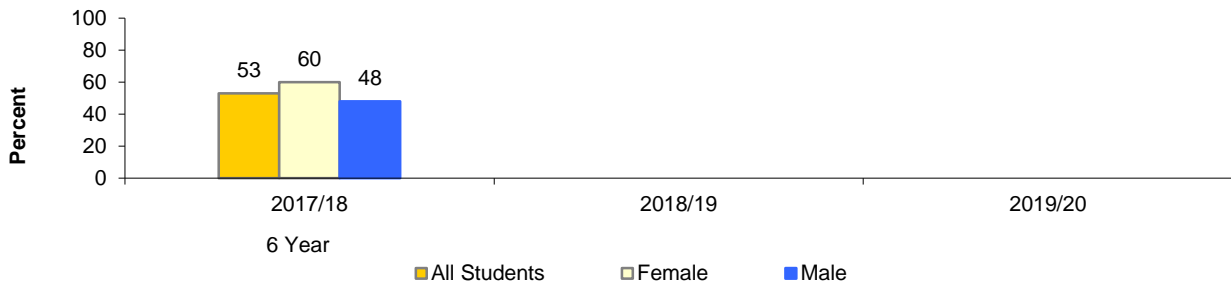
#### Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



#### 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	125	Msk	Msk	554	Msk	Msk
2014/15	133	Msk	Msk	548	11	2
2015/16	132	15	11	557	Msk	Msk
2016/17	143	Msk	Msk	556	0	0
2017/18	157	Msk	Msk	646	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	125	59	47	554	433	78
2014/15	133	57	43	548	455	83
2015/16	132	50	38	557	475	85
2016/17	143	54	38	556	432	78
2017/18	157	67	43	646	426	66

### 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	125	32	26	554	61	11
2014/15	133	21	16	548	53	10
2015/16	132	22	17	557	64	11
2016/17	143	24	17	556	47	8
2017/18	157	Msk	Msk	646	39	6

\* 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	156	97	62	59	38
2014/15	152	100	66	52	34
2015/16	144	101	70	43	30
2016/17	155	111	72	44	28
2017/18	141	100	71	41	29

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

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2013/14	1,579	97	6
2014/15	1,611	100	6
2015/16	1,586	101	6
2016/17	1,622	111	7
2017/18	1,641	100	6

### 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	27	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	68	Msk	Msk	Msk	Msk	Msk	78
2015/16	25	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	47	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	57	Msk	Msk	Msk	Msk	-	Msk

### CCO (EVER) ELIGIBLE GRADE 12 GRADUATION RATE\*\* (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	Msk	-	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	-	Msk	Msk	Msk	Msk
2016/17	Msk	-	-	-	Msk	-	Msk
2017/18	100	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	86	100	6	7.0	-	-	1	1.2	2	2.3		
Non-Aboriginal	528	100	48	9.1	17	3.2	11	2.1	8	1.5		

### 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	122	100	3	2.5	1	0.8	1	0.8	-	-		
Non-Aboriginal	298	100	1	0.3	2	0.7	-	-	1	0.3		

### 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	86	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	528	100	4	0.8	5	0.9	1	0.2	2	0.4		

### 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	122	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	298	100	1	0.3	-	-	-	-	1	0.3		

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

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University							
	#	%	2013/14		2014/15		2015/16		2016/17	
			#	%	#	%	#	%	#	%
Aboriginal	86	100	8	9.3	2	2.3	-	-	-	-
Non-Aboriginal	528	100	64	12.1	5	0.9	4	0.8	1	0.2

### 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	122	100	-	-	-	-	-	-	-	-
Non-Aboriginal	298	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	86	100	19	22.1	9	10.5	6	7.0	1	1.2
Non-Aboriginal	528	100	100	18.9	40	7.6	13	2.5	5	0.9

### 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	122	100	37	30.3	1	0.8	2	1.6	4	3.3
Non-Aboriginal	298	100	18	6.0	5	1.7	2	0.7	6	2.0

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

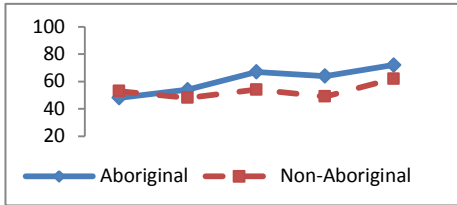
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

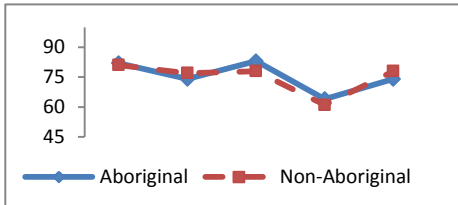
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



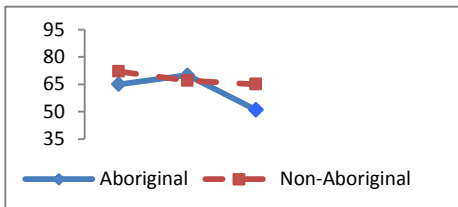
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	79	38	48	376	200	53
2014/15	56	30	54	321	155	48
2015/16	82	55	67	365	196	54
2016/17	105	67	64	404	199	49
2017/18	87	63	72	437	272	62

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



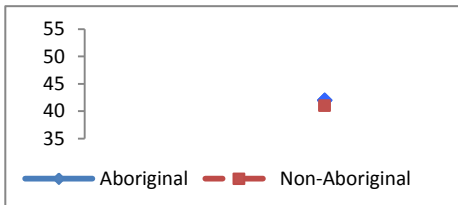
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	77	63	82	367	298	81
2014/15	54	40	74	318	246	77
2015/16	82	68	83	348	273	78
2016/17	104	67	64	406	249	61
2017/18	89	66	74	434	338	78

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



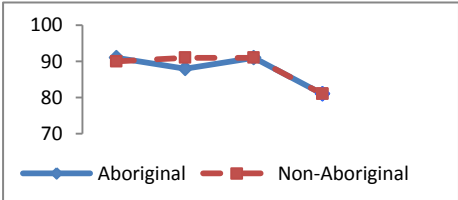
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	81	53	65	379	272	72
2014/15	61	43	70	333	222	67
2015/16	86	44	51	372	241	65
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



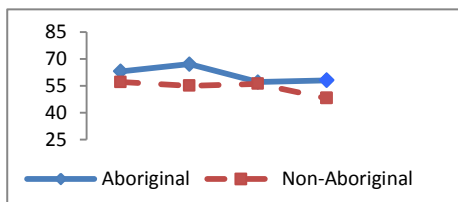
School Year	Aboriginal		Non-Aboriginal	
	Gr 4 Respondents #	All or many # %	Gr 4 Respondents #	All or many # %
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	104	44 42	400	162 41
2017/18	-	-	-	-

### 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	77	70	91	374	335	90
2014/15	59	52	88	327	297	91
2015/16	82	75	91	370	335	91
2016/17	95	77	81	372	300	81
2017/18	-	-	-	-	-	-

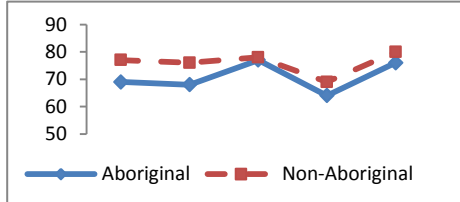
### At school, are you being taught about Aboriginal peoples in Canada?



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	75	47	63	361	204	57
2014/15	60	40	67	311	170	55
2015/16	79	45	57	350	195	56
2016/17	100	58	58	385	185	48
2017/18	-	-	-	-	-	-

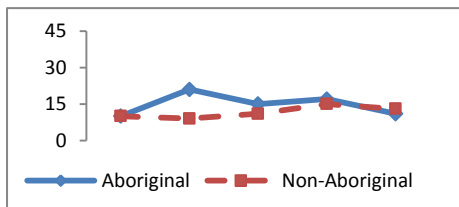
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



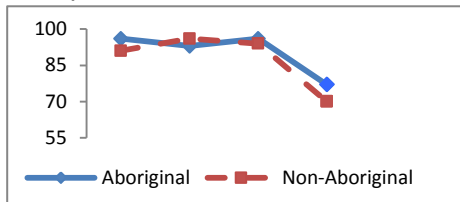
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	80	55	69	377	290	77
2014/15	60	41	68	329	251	76
2015/16	86	66	77	371	288	78
2016/17	116	74	64	380	263	69
2017/18	88	67	76	433	345	80

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



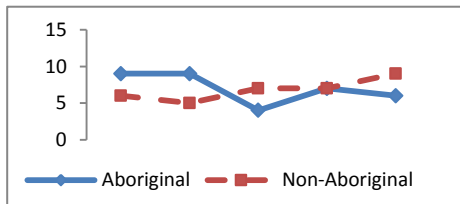
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	77	8	10	377	39	10
2014/15	57	12	21	321	30	9
2015/16	85	13	15	365	39	11
2016/17	116	20	17	377	58	15
2017/18	87	10	11	428	54	13

**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	80	77	96	381	348	91
2014/15	58	54	93	331	318	96
2015/16	84	81	96	372	351	94
2016/17	106	82	77	404	283	70
2017/18	-	-	-	-	-	-

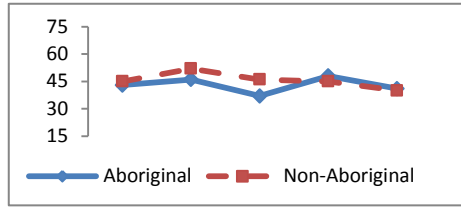
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	78	7	9	370	23	6
2014/15	58	5	9	322	15	5
2015/16	78	3	4	360	24	7
2016/17	106	7	7	407	27	7
2017/18	88	5	6	432	38	9

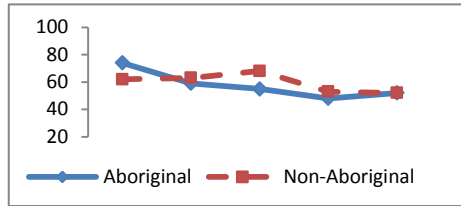
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



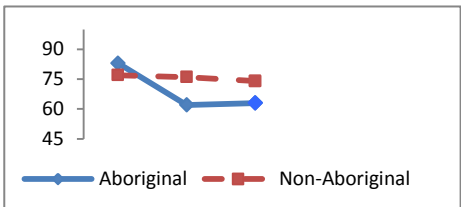
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	82	35	43	380	170	45
2014/15	52	24	46	329	170	52
2015/16	89	33	37	345	160	46
2016/17	94	45	48	351	157	45
2017/18	97	40	41	395	157	40

### 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	73	54	74	373	230	62
2014/15	51	30	59	318	199	63
2015/16	84	46	55	336	227	68
2016/17	96	46	48	351	186	53
2017/18	95	49	52	396	204	52

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



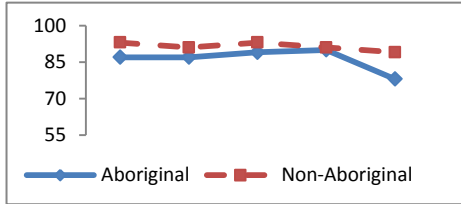
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	81	67	83	386	296	77
2014/15	53	33	62	331	252	76
2015/16	90	57	63	347	258	74
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



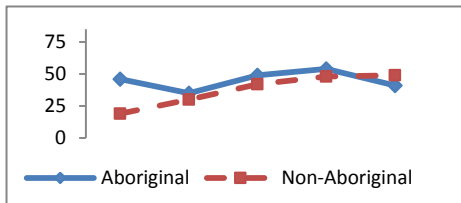
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	96	38 40	348	174 50
2017/18	97	38 39	397	178 45

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	79	69	87	386	359	93
2014/15	53	46	87	327	299	91
2015/16	87	77	89	344	320	93
2016/17	93	84	90	347	315	91
2017/18	96	75	78	391	347	89

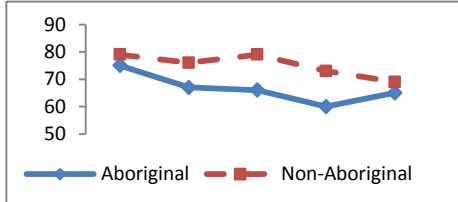
### At school, are you being taught about Aboriginal peoples in Canada?



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	76	35	46	384	73	19
2014/15	51	18	35	327	97	30
2015/16	88	43	49	344	144	42
2016/17	95	51	54	347	167	48
2017/18	97	40	41	394	194	49

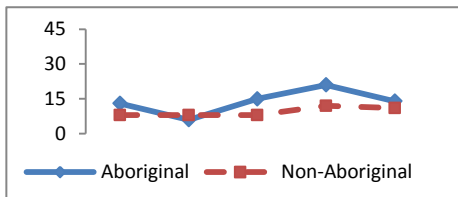
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



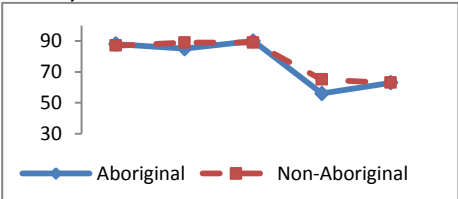
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	81	61	75	381	301	79
2014/15	52	35	67	331	250	76
2015/16	91	60	66	340	270	79
2016/17	98	59	60	342	248	73
2017/18	97	63	65	394	272	69

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



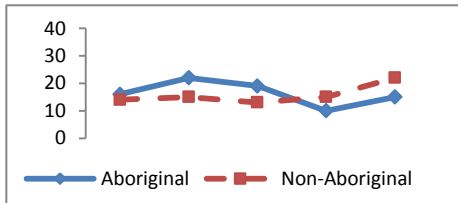
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	80	10	13	382	29	8
2014/15	52	3	6	327	27	8
2015/16	89	13	15	338	27	8
2016/17	100	21	21	338	41	12
2017/18	96	13	14	391	42	11

### 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	81	71	88	381	330	87
2014/15	53	45	85	326	291	89
2015/16	91	82	90	341	304	89
2016/17	94	53	56	350	227	65
2017/18	96	60	63	394	247	63

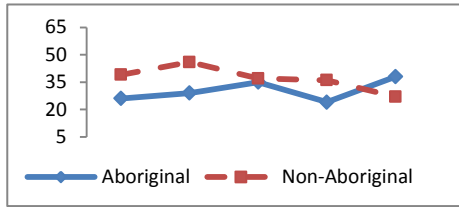
### I would like to go to a different school.



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	79	13	16	368	50	14
2014/15	46	10	22	323	50	15
2015/16	83	16	19	335	42	13
2016/17	96	10	10	348	51	15
2017/18	96	14	15	393	86	22

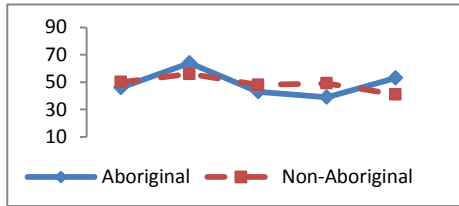
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



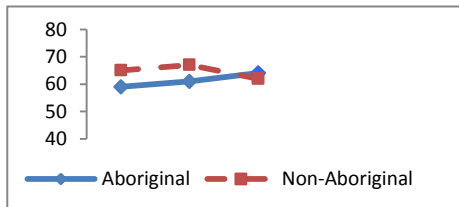
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	82	21	26	439	171	39
2014/15	55	16	29	360	164	46
2015/16	69	24	35	384	143	37
2016/17	38	9	24	243	87	36
2017/18	47	18	38	293	80	27

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



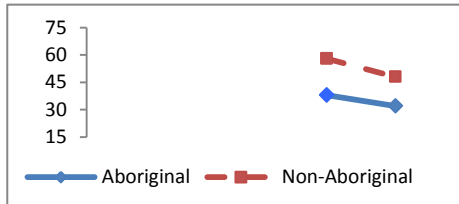
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	78	36	46	429	216	50
2014/15	55	35	64	354	199	56
2015/16	67	29	43	365	174	48
2016/17	38	15	39	245	120	49
2017/18	47	25	53	293	119	41

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



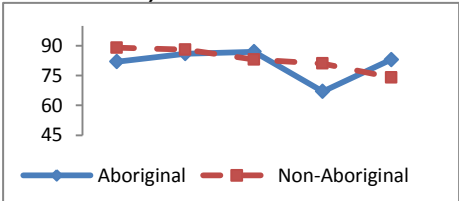
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	79	47	59	440	288	65
2014/15	56	34	61	361	241	67
2015/16	70	45	64	383	237	62
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



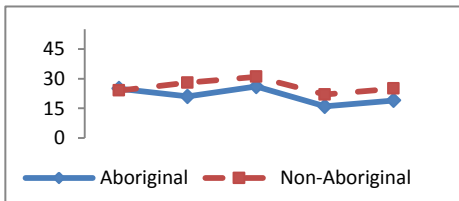
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	37	14 38	244	141 58
2017/18	47	15 32	294	141 48

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	78	64	82	428	382	89
2014/15	56	48	86	352	308	88
2015/16	67	58	87	384	320	83
2016/17	36	24	67	234	190	81
2017/18	46	38	83	284	210	74

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

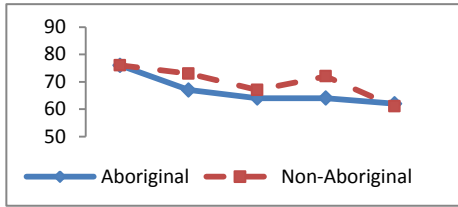


School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	75	19	25	422	103	24
2014/15	53	11	21	351	97	28
2015/16	68	18	26	372	115	31
2016/17	37	6	16	240	52	22
2017/18	47	9	19	289	73	25



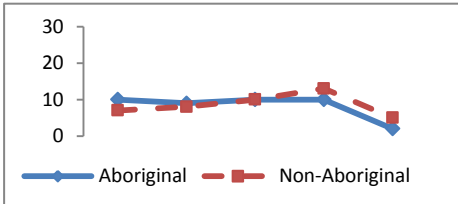
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



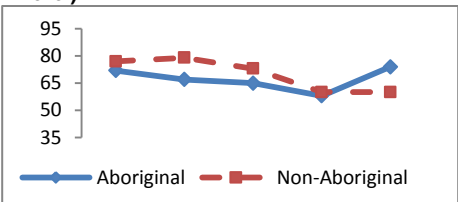
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	80	61	76	437	331	76
2014/15	55	37	67	356	260	73
2015/16	67	43	64	383	257	67
2016/17	42	27	64	236	169	72
2017/18	47	29	62	293	179	61

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



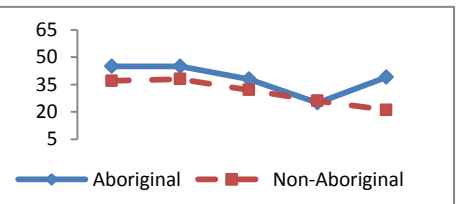
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	81	8	10	433	31	7
2014/15	56	5	9	351	29	8
2015/16	68	7	10	379	39	10
2016/17	42	4	10	234	30	13
2017/18	47	1	2	292	16	5

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



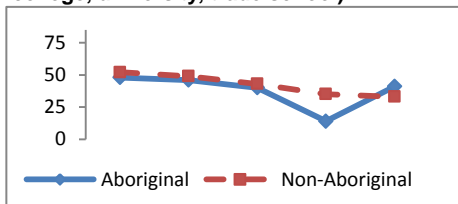
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	78	56	72	435	336	77
2014/15	54	36	67	356	280	79
2015/16	69	45	65	387	282	73
2016/17	38	22	58	245	148	60
2017/18	47	35	74	295	177	60

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



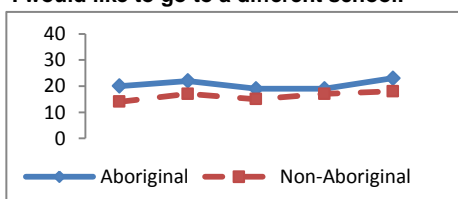
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	78	35	45	432	158	37
2014/15	56	25	45	351	132	38
2015/16	69	26	38	374	120	32
2016/17	36	9	25	237	62	26
2017/18	46	18	39	285	61	21

### 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	75	36	48	435	225	52
2014/15	56	26	46	349	172	49
2015/16	70	28	40	372	161	43
2016/17	35	5	14	236	83	35
2017/18	46	19	41	286	94	33

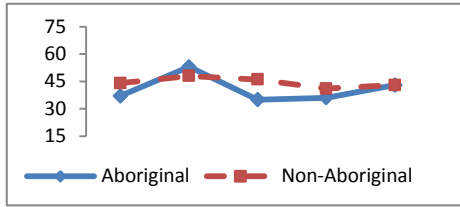
### I would like to go to a different school.



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	75	15	20	422	61	14
2014/15	54	12	22	344	57	17
2015/16	63	12	19	366	54	15
2016/17	37	7	19	245	42	17
2017/18	47	11	23	292	54	18

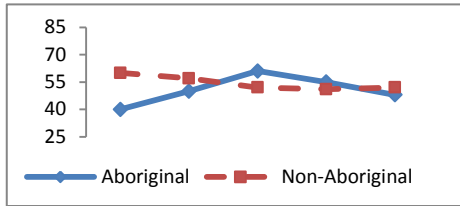
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



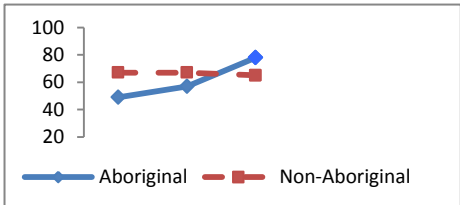
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	43	16 37	323	141 44
2014/15	34	18 53	342	163 48
2015/16	52	18 35	392	181 46
2016/17	22	8 36	243	99 41
2017/18	21	9 43	189	82 43

### 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	43	17 40	317	190 60
2014/15	34	17 50	334	190 57
2015/16	49	30 61	385	202 52
2016/17	22	12 55	241	122 51
2017/18	21	10 48	190	99 52

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



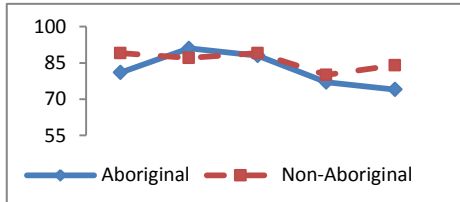
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	43	21 49	321	214 67
2014/15	35	20 57	338	226 67
2015/16	51	40 78	396	256 65
2016/17	-	- -	-	- -
2017/18	-	- -	-	- -

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



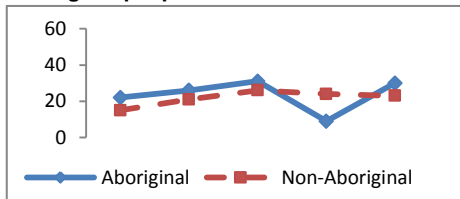
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	22	14 64	241	153 63
2017/18	20	9 45	179	112 63

### 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	42	34 81	311	277 89
2014/15	35	32 91	337	294 87
2015/16	49	43 88	384	343 89
2016/17	22	17 77	235	187 80
2017/18	19	14 74	159	133 84

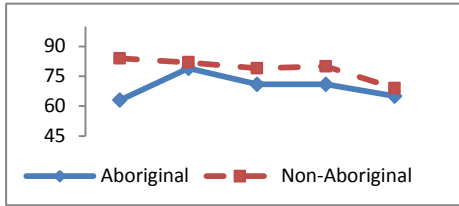
### At school, are you being taught about Aboriginal peoples in Canada?



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	41	9 22	309	46 15
2014/15	35	9 26	337	71 21
2015/16	48	15 31	383	98 26
2016/17	22	2 9	236	56 24
2017/18	20	6 30	173	39 23

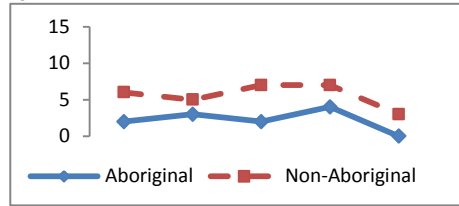
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



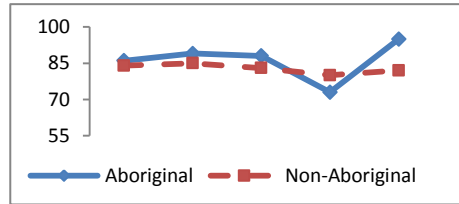
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	43	27	63	316	264	84
2014/15	34	27	79	334	273	82
2015/16	52	37	71	387	306	79
2016/17	24	17	71	239	191	80
2017/18	20	13	65	182	126	69

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



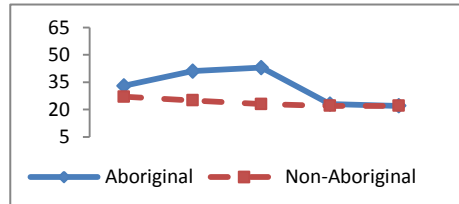
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	42	1	2	320	20	6
2014/15	34	1	3	336	18	5
2015/16	52	1	2	385	27	7
2016/17	23	1	4	239	16	7
2017/18	20	0	0	181	6	3

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



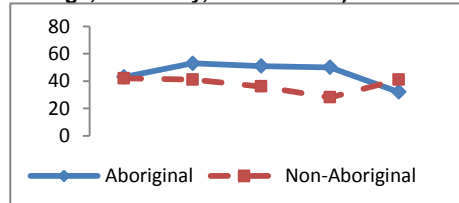
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	42	36	86	322	269	84
2014/15	35	31	89	342	292	85
2015/16	52	46	88	389	323	83
2016/17	22	16	73	243	194	80
2017/18	21	20	95	190	156	82

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



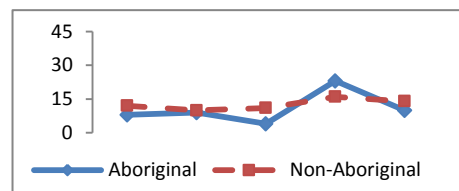
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	42	14	33	319	86	27
2014/15	34	14	41	330	82	25
2015/16	51	22	43	387	88	23
2016/17	22	5	23	235	51	22
2017/18	18	4	22	160	35	22

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	42	18	43	318	135	42
2014/15	34	18	53	333	136	41
2015/16	51	26	51	386	138	36
2016/17	22	11	50	235	66	28
2017/18	19	6	32	160	65	41

### 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	38	3	8	315	39	12
2014/15	34	3	9	333	33	10
2015/16	50	2	4	380	43	11
2016/17	22	5	23	241	38	16
2017/18	21	2	10	189	27	14

## 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.