



# Aboriginal Report 2013/14 - 2017/18

## How Are We Doing?

### School District 082 Coast Mountains

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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?

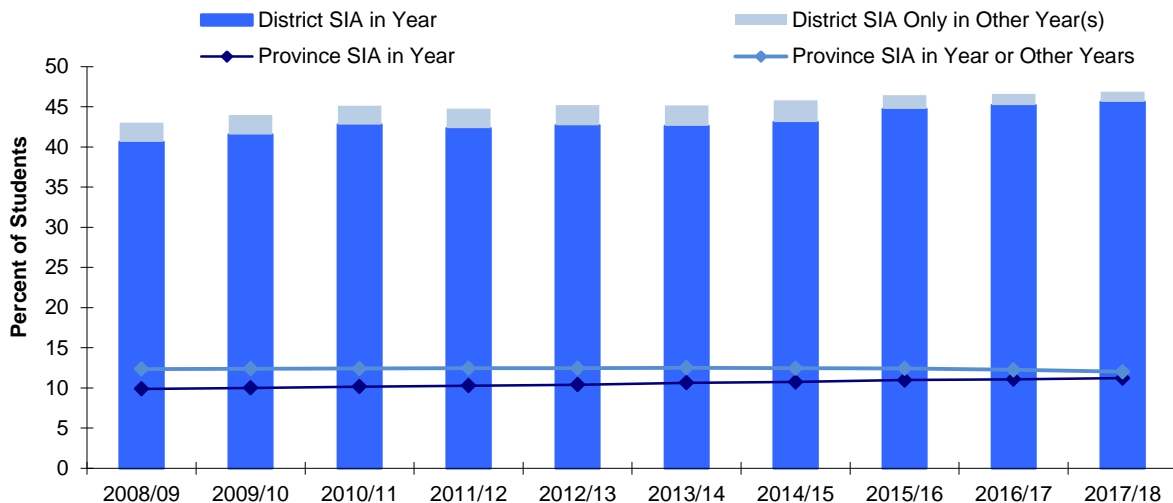
PLEASE NOTE

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	5,549	2,254	40.6	134	2.4	579,485	57,257	9.9	14,326	2.5
2009/10	5,481	2,277	41.5	133	2.4	580,480	58,017	10.0	13,887	2.4
2010/11	5,379	2,302	42.8	125	2.3	579,110	58,834	10.2	13,044	2.3
2011/12	4,998	2,116	42.3	122	2.4	569,734	58,531	10.3	12,445	2.2
2012/13	4,953	2,114	42.7	126	2.5	564,529	58,717	10.4	11,569	2.0
2013/14	4,962	2,114	42.6	128	2.6	558,983	59,502	10.6	10,444	1.9
2014/15	4,802	2,069	43.1	130	2.7	552,786	59,382	10.7	9,449	1.7
2015/16	4,396	1,966	44.7	76	1.7	553,376	60,706	11.0	8,109	1.5
2016/17	4,228	1,912	45.2	58	1.4	557,626	61,799	11.1	6,534	1.2
2017/18	4,241	1,935	45.6	54	1.3	563,245	63,182	11.2	4,434	0.8

**Percent of Self-Identified Aboriginal Students**



**Note:**

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

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

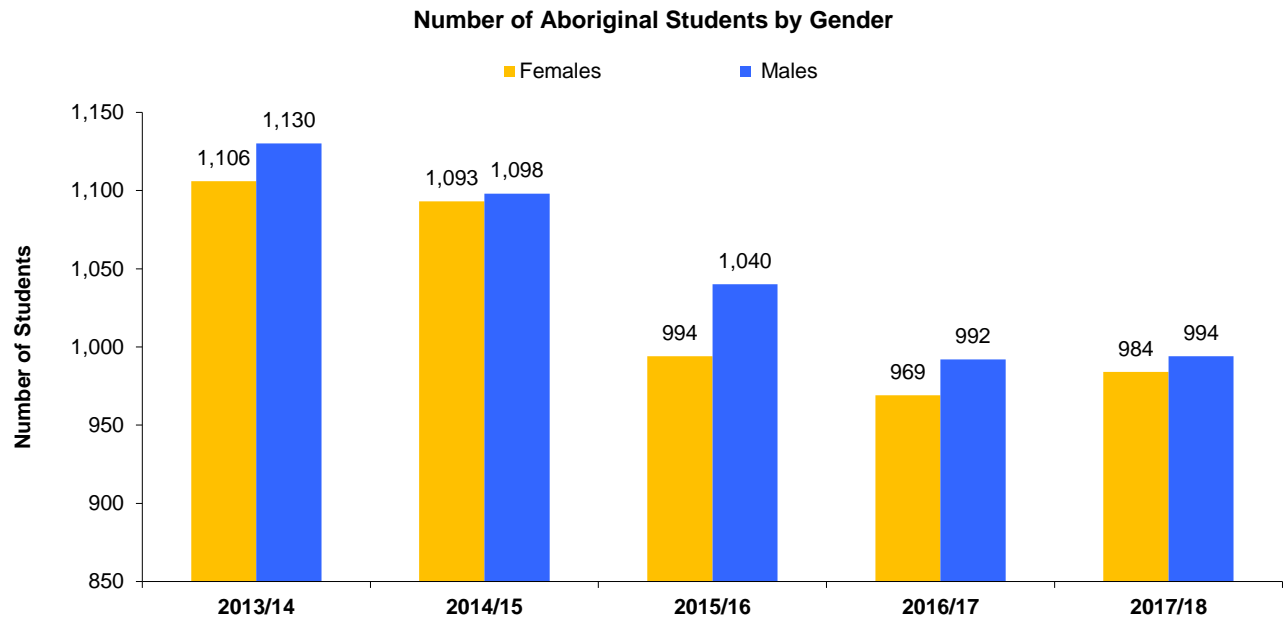
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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

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

## ABORIGINAL STUDENTS BY GENDER

School Year	District						Province *			
	All Students #	Aboriginal Students		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%							
2013/14	4,962	2,236	45.1	1,106	22.3	1,130	22.8	69,182	34,363	34,819
2014/15	4,802	2,191	45.6	1,093	22.8	1,098	22.9	67,939	33,645	34,294
2015/16	4,396	2,034	46.3	994	22.6	1,040	23.7	67,749	33,432	34,317
2016/17	4,228	1,961	46.4	969	22.9	992	23.5	67,078	33,137	33,941
2017/18	4,241	1,978	46.6	984	23.2	994	23.4	66,142	32,575	33,567

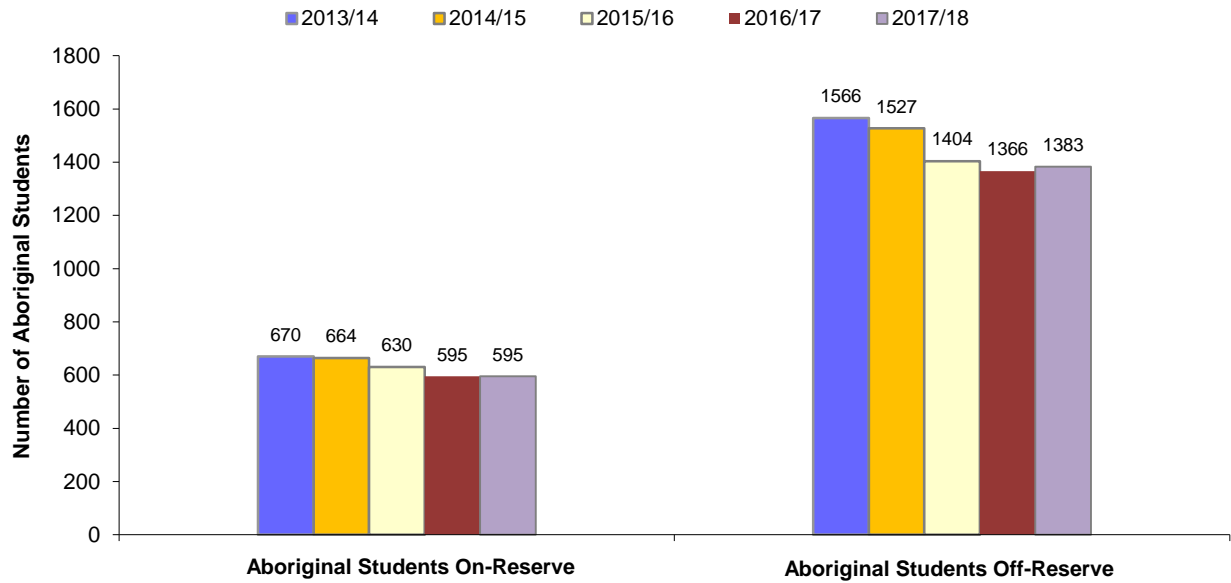


\* Public schools only.

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	Aboriginal Students #	District						Province *	
		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	2,236	337	333	670	769	797	1,566	8,812	60,370
2014/15	2,191	322	342	664	771	756	1,527	8,143	59,796
2015/16	2,034	312	318	630	682	722	1,404	7,694	60,055
2016/17	1,961	285	310	595	684	682	1,366	7,285	59,793
2017/18	1,978	288	307	595	696	687	1,383	7,820	58,322

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

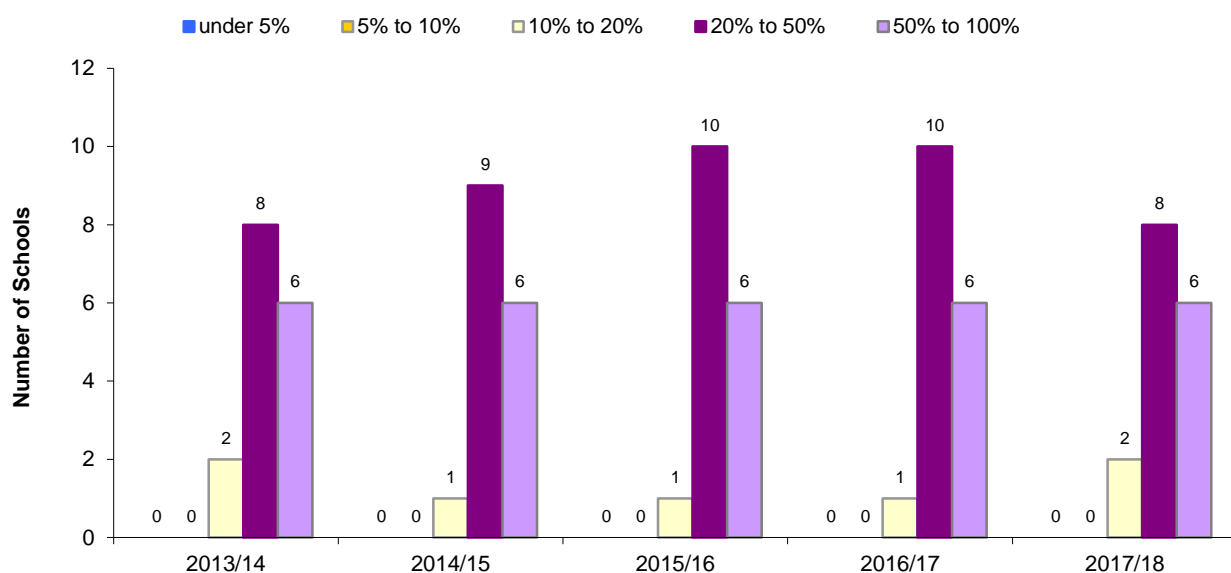


\* Public schools only.

## 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	16	0	0	2	8	6	1,393	370	241	341	346	95
2014/15	16	0	0	1	9	6	1,385	393	223	335	337	97
2015/16	17	0	0	1	10	6	1,380	396	224	349	318	93
2016/17	17	0	0	1	10	6	1,369	400	229	348	300	92
2017/18	16	0	0	2	8	6	1,377	416	238	335	303	85

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

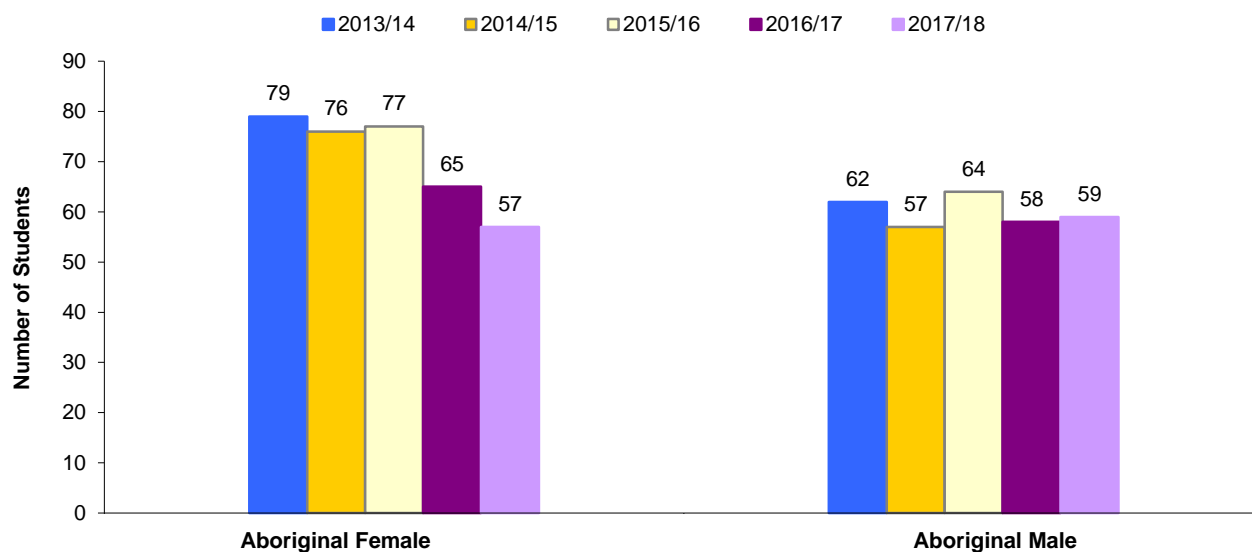


\* Public schools only.

## 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	190	79	62	141	22	27	49	1,610	1,594	2,033	2,757
2014/15	172	76	57	133	16	23	39	1,595	1,560	1,981	2,618
2015/16	182	77	64	141	21	20	41	1,609	1,527	2,022	2,474
2016/17	172	65	58	123	24	25	49	1,605	1,543	2,037	2,468
2017/18	151	57	59	116	19	16	35	1,500	1,498	2,016	2,419

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



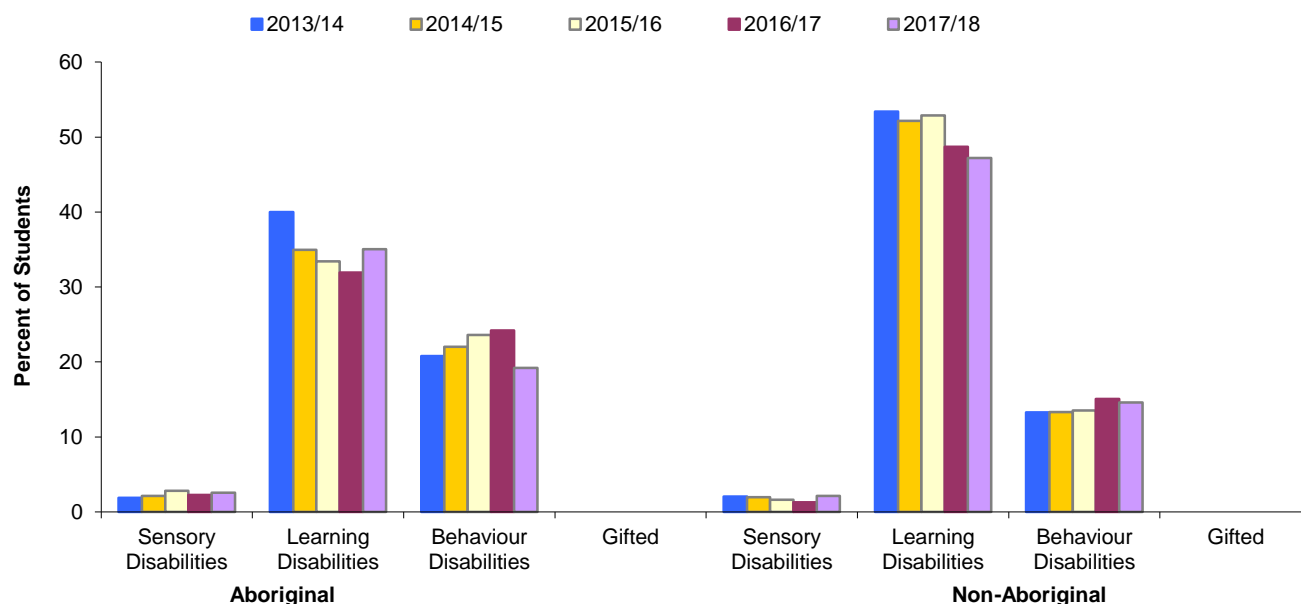
\* Public schools only.

## 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	375	294	7	2	6	2	150	40	157	53	78	21	39	13	Msk	Msk	Msk	Msk
2014/15	372	255	8	2	5	2	130	35	133	52	82	22	34	13	0	0	0	0
2015/16	356	244	10	3	4	2	119	33	129	53	84	24	33	14	0	0	0	0
2016/17	351	232	8	2	3	1	112	32	113	49	85	24	35	15	0	0	0	0
2017/18	354	233	9	3	5	2	124	35	110	47	68	19	34	15	0	0	0	0

**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).

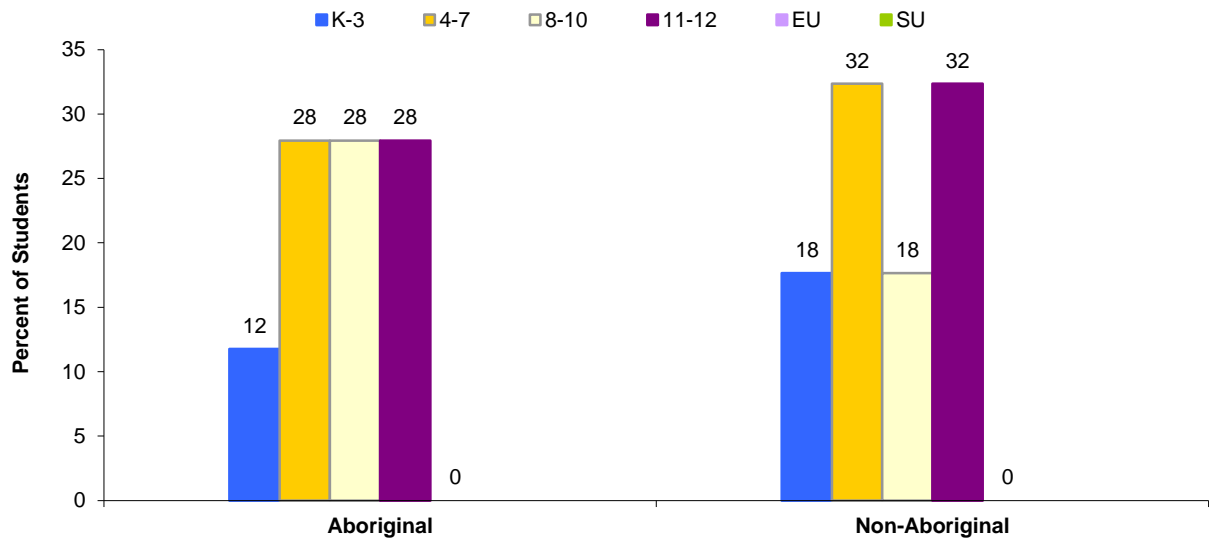
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	78	Msk	Msk	16	21	15	19	26	33	0	0	14	18
2014/15	82	6	7	14	17	24	29	25	30	0	0	13	16
2015/16	84	9	11	20	24	17	20	30	36	0	0	Msk	Msk
2016/17	85	12	14	20	24	22	26	27	32	0	0	Msk	Msk
2017/18	68	8	12	19	28	19	28	19	28	0	0	Msk	Msk

### Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	39	Msk	Msk	4	10	10	26	20	51	0	0	2	5
2014/15	34	4	12	7	21	12	35	11	32	0	0	0	0
2015/16	33	5	15	7	21	10	30	11	33	0	0	Msk	Msk
2016/17	35	6	17	6	17	4	11	18	51	0	0	Msk	Msk
2017/18	34	6	18	11	32	6	18	11	32	0	0	Msk	Msk

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



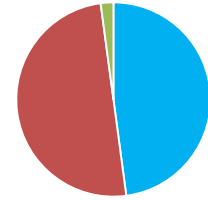
\* Total includes Graduated Adults.

## 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

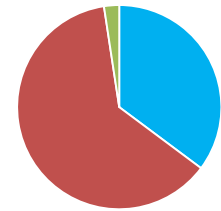
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	134	83	59	44	71	53	4	3
2014/15	125	77	67	54	57	46	1	1
2015/16	119	80	41	34	77	65	1	1
2016/17	96	68	46	48	50	52	0	0
			Emerging		On Track		Extending	
2017/18	142	92	68	48	71	50	3	2



■ Emerging ■ On Track ■ Extending

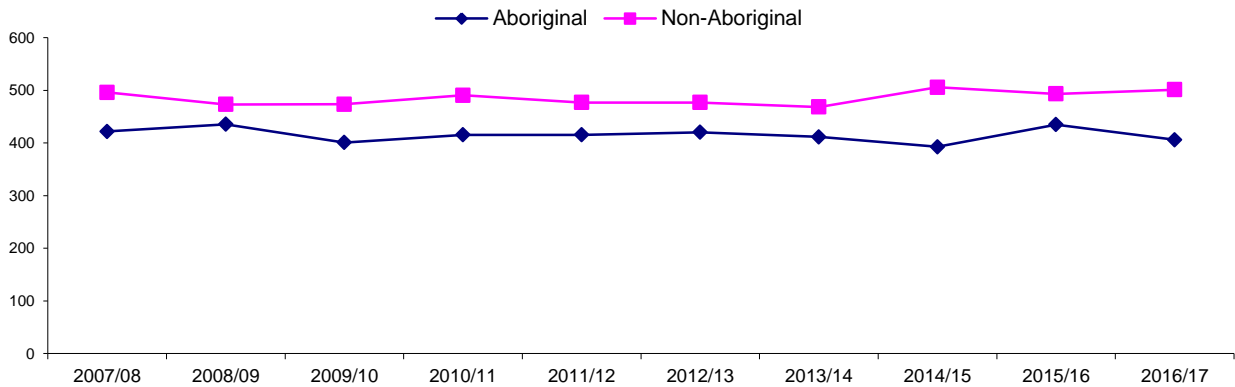
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	126	86	30	24	93	74	3	2
2014/15	133	78	20	15	91	68	22	17
2015/16	141	84	20	14	109	77	12	9
2016/17	125	83	23	18	82	66	20	16
			Emerging		On Track		Extending	
2017/18	125	83	44	35	78	62	3	2



■ Emerging ■ On Track ■ Extending

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

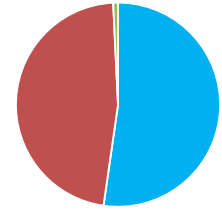


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

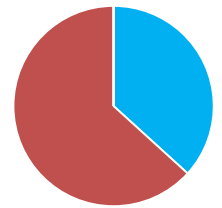
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	124	77	70	56	54	44	0	0
2014/15	123	76	72	59	50	41	1	1
2015/16	114	77	59	52	55	48	0	0
2016/17	96	68	38	40	57	59	1	1
			Emerging		On Track		Extending	
2017/18	132	86	69	52	62	47	1	1



■ Emerging   ■ On Track  
■ Extending

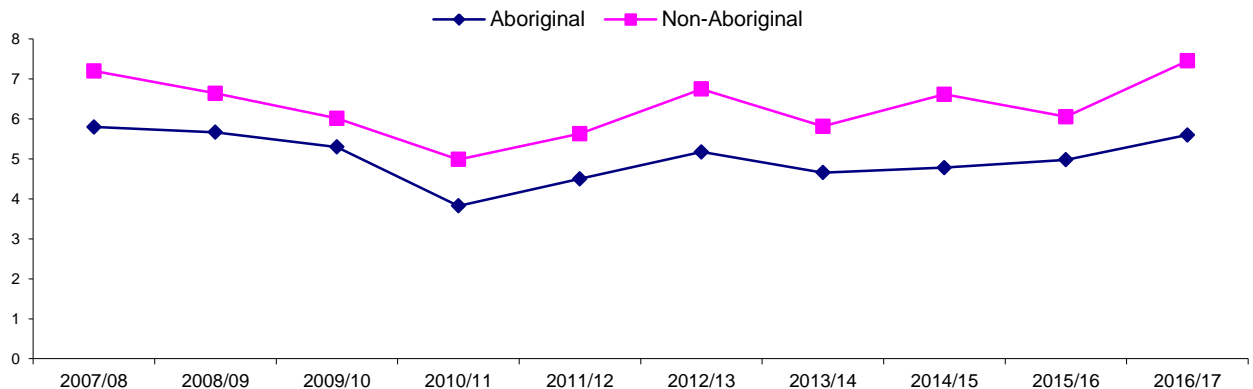
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	122	84	46	38	74	61	2	2
2014/15	123	72	26	21	89	72	8	7
2015/16	135	80	43	32	91	67	1	1
2016/17	121	80	21	17	85	70	15	12
			Emerging		On Track		Extending	
2017/18	117	78	43	37	74	63	0	0



■ Emerging   ■ On Track  
■ Extending

**Average FSA Score - Grade 4 Writing**

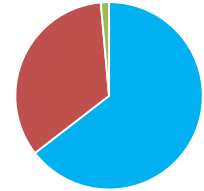


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

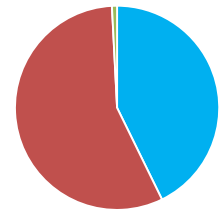
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	127	79	79	62	47	37	1	1
2014/15	124	77	73	59	51	41	0	0
2015/16	120	81	63	53	54	45	3	3
2016/17	96	68	59	61	37	39	0	0
			Emerging		On Track		Extending	
2017/18	141	92	91	65	48	34	2	1



■ Emerging ■ On Track ■ Extending

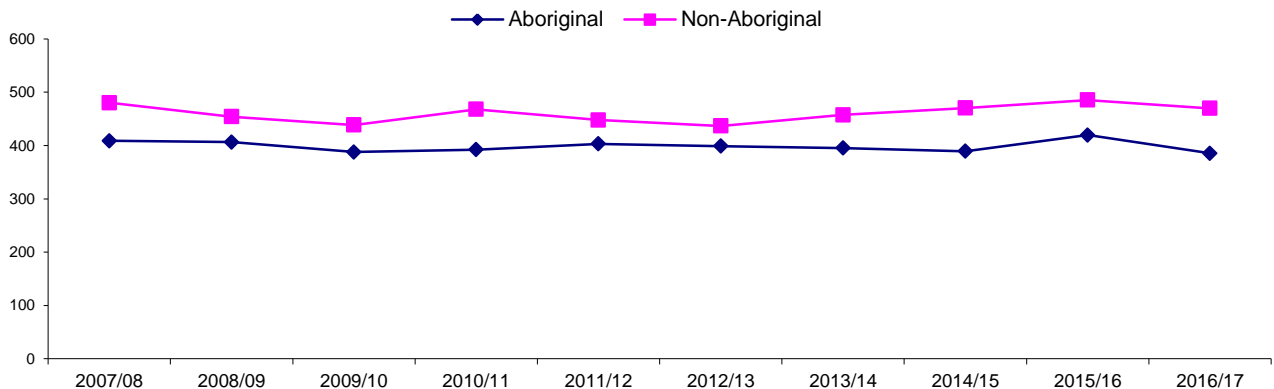
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	124	85	36	29	83	67	5	4
2014/15	124	73	31	25	86	69	7	6
2015/16	145	86	23	16	113	78	9	6
2016/17	123	81	33	27	85	69	5	4
			Emerging		On Track		Extending	
2017/18	124	83	53	43	70	56	1	1



■ Emerging ■ On Track ■ Extending

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

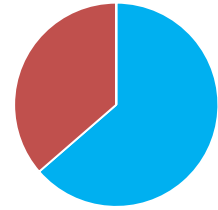


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

### GRADE 7: ABORIGINAL

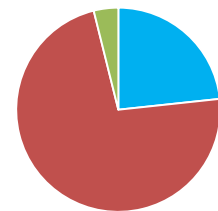
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	124	83	69	56	53	43	2	2
2014/15	104	81	65	63	38	37	1	1
2015/16	110	86	66	60	42	38	2	2
2016/17	106	70	72	68	33	31	1	1
			Emerging		On Track		Extending	
2017/18	99	61	63	64	36	36	0	0



■ Emerging ■ On Track ■ Extending

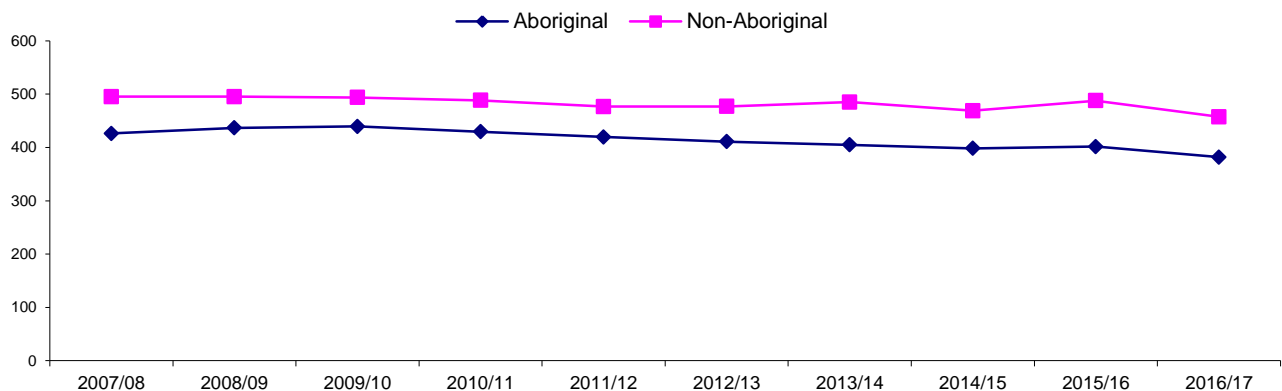
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	157	83	36	23	103	66	18	11
2014/15	147	77	38	26	101	69	8	5
2015/16	133	89	28	21	95	71	10	8
2016/17	116	68	31	27	80	69	5	4
			Emerging		On Track		Extending	
2017/18	103	57	24	23	75	73	4	4



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Reading

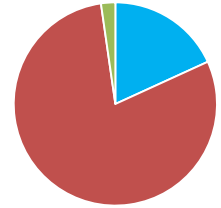


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

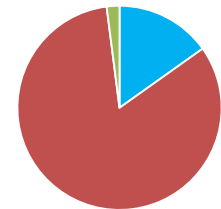
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	109	73	62	57	45	41	2	2
2014/15	99	77	35	35	62	63	2	2
2015/16	102	80	59	58	42	41	1	1
2016/17	103	68	56	54	41	40	6	6
			Emerging		On Track		Extending	
2017/18	88	55	16	18	70	80	2	2



■ Emerging ■ On Track  
■ Extending

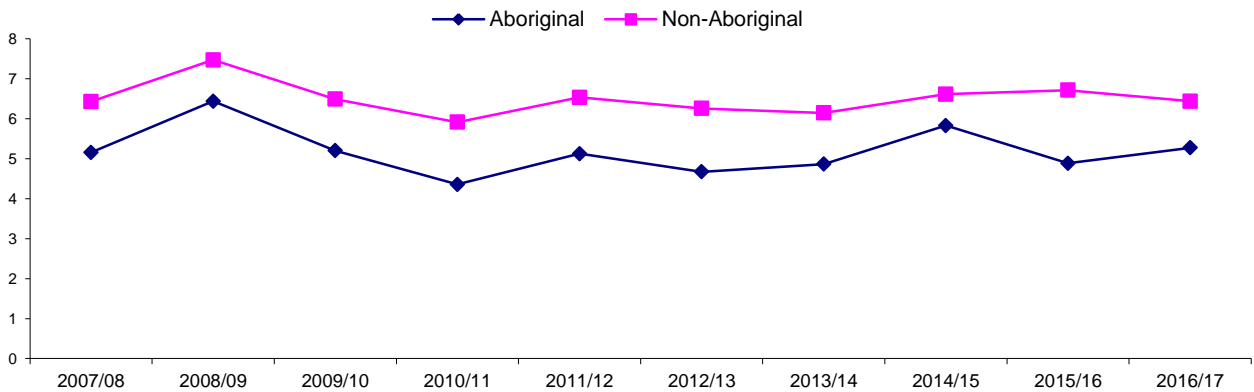
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	152	80	55	36	92	61	5	3
2014/15	142	74	32	23	104	73	6	4
2015/16	131	87	23	18	105	80	3	2
2016/17	115	68	36	31	72	63	7	6
			Emerging		On Track		Extending	
2017/18	99	55	15	15	82	83	2	2



■ Emerging ■ On Track  
■ Extending

**Average FSA Score - Grade 7 Writing**

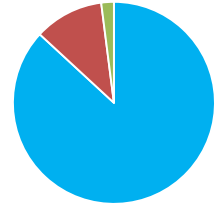


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

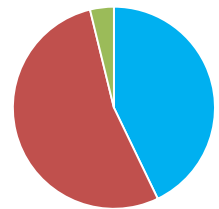
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	122	82	97	80	24	20	1	1
2014/15	104	81	87	84	17	16	0	0
2015/16	106	83	79	75	27	25	0	0
2016/17	105	70	89	85	15	14	1	1
			Emerging		On Track		Exceeding	
2017/18	99	61	86	87	11	11	2	2



■ Emerging ■ On Track  
■ Extending

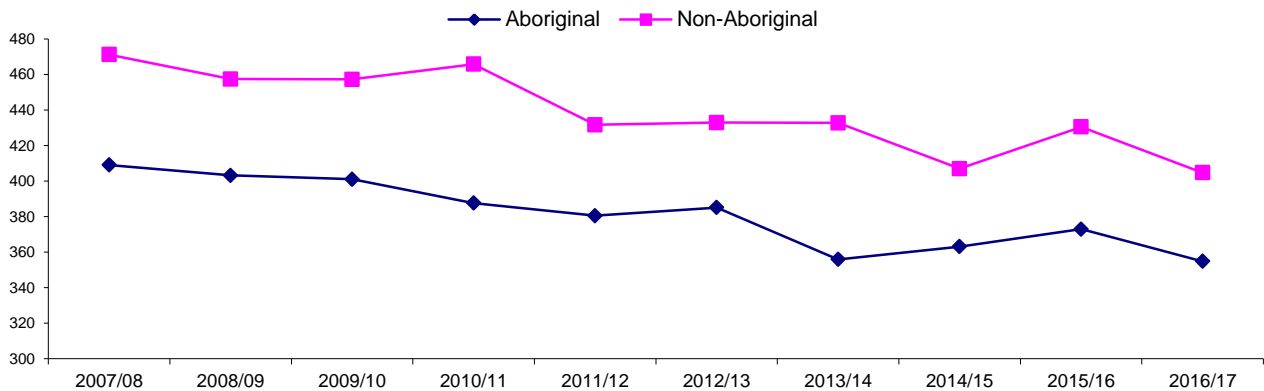
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	151	79	67	44	81	54	3	2
2014/15	145	76	81	56	63	43	1	1
2015/16	131	87	54	41	73	56	4	3
2016/17	117	69	60	51	57	49	0	0
			Emerging		On Track		Exceeding	
2017/18	105	58	45	43	56	53	4	4



■ 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).

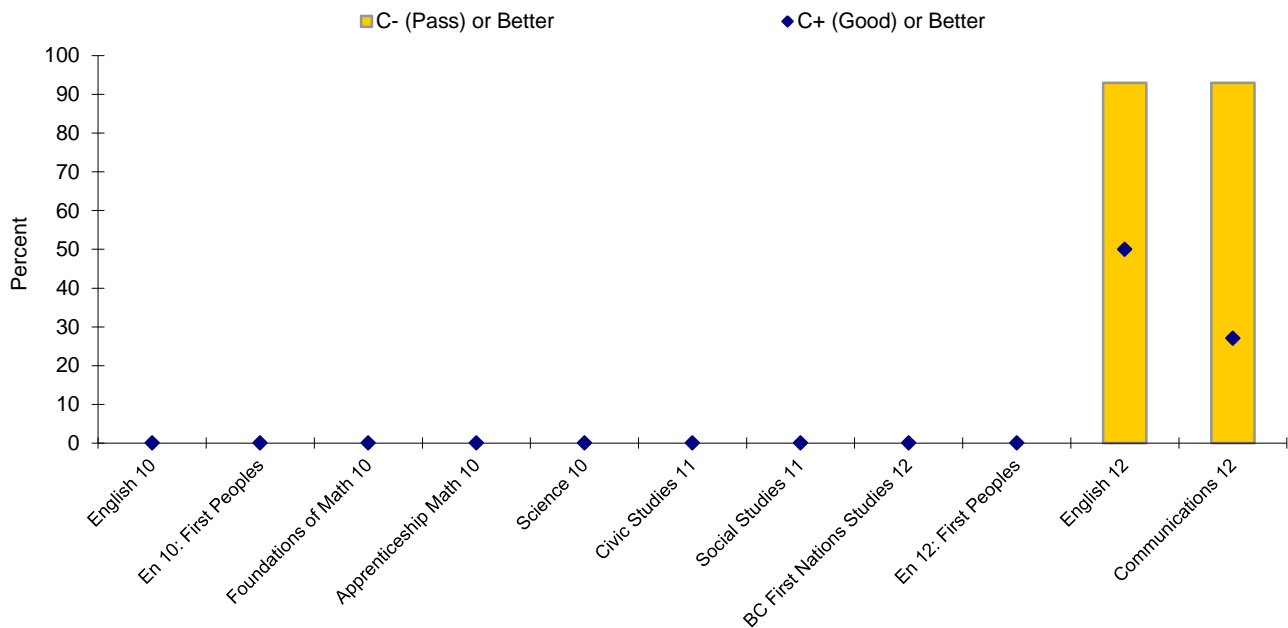
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	68	63	93	34	50	176	174	99	131	74
Communications 12	15	14	93	4	27	10	10	100	4	40

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



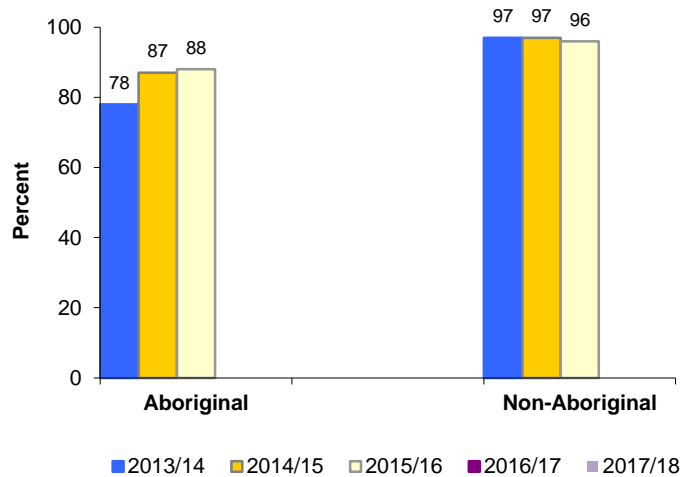


## FINAL MARKS: ENGLISH 10

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	130	102	78	42	32	242	235	97	166	69
2014/15	130	113	87	49	38	201	195	97	134	67
2015/16	127	112	88	55	43	210	202	96	157	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	130	190	111	19	242	252	220	22	
2014/15	130	178	103	27	201	212	190	11	
2015/16	127	168	106	21	210	218	196	14	
2016/17	-	177	-	-	-	202	-	-	
2017/18	-	184	-	-	-	217	-	-	

**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.

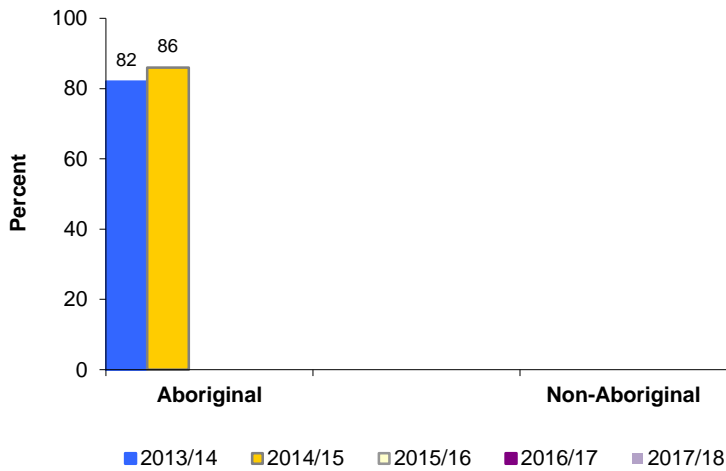
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

**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	22	18	82	5	23	Msk	Msk	Msk	Msk	Msk
2014/15	29	25	86	8	28	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #
2013/14	22	190	15	7	Msk	252	Msk	Msk
2014/15	29	178	20	9	Msk	212	Msk	Msk
2015/16	Msk	168	Msk	Msk	-	218	-	-
2016/17	-	177	-	-	-	202	-	-
2017/18	-	184	-	-	-	217	-	-

**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.

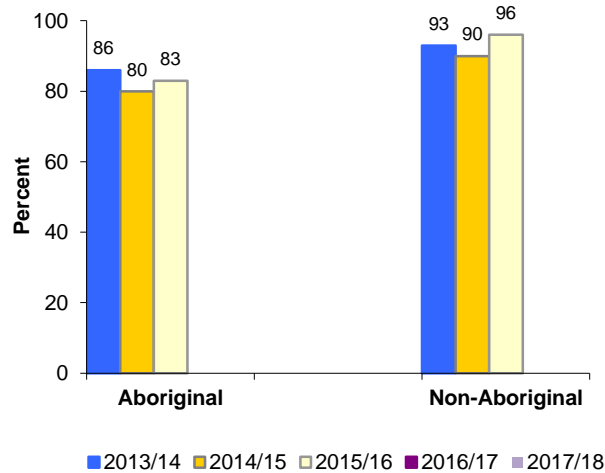
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	80	69	86	24	30	215	200	93	133	62
2014/15	69	55	80	31	45	176	159	90	102	58
2015/16	81	67	83	36	44	160	153	96	113	71
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	80	190	61	19	215	252	177	38
2014/15	69	178	54	15	176	212	152	24
2015/16	81	168	61	20	160	218	141	19
2016/17	-	177	-	-	-	202	-	-
2017/18	-	184	-	-	-	217	-	-

**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.

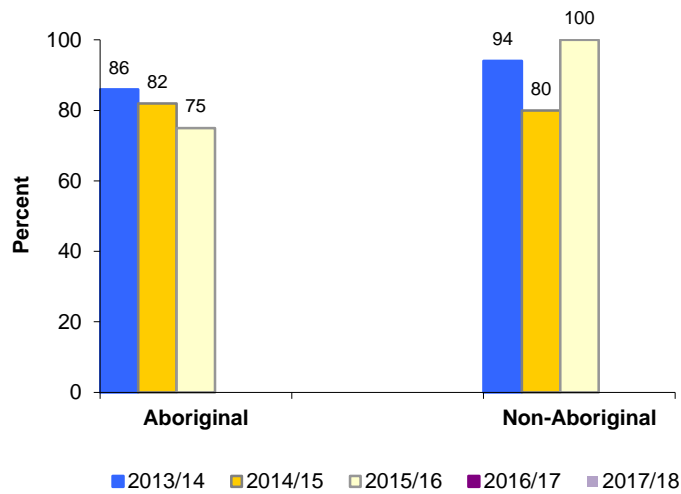
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	92	79	86	38	41	63	59	94	36	57
2014/15	78	64	82	26	33	56	45	80	25	45
2015/16	60	45	75	19	32	62	62	100	32	52
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #
2013/14	92	190	68	24	63	252	49	14
2014/15	78	178	60	18	56	212	41	15
2015/16	60	168	34	26	62	218	44	18
2016/17	-	177	-	-	-	202	-	-
2017/18	-	184	-	-	-	217	-	-

**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.

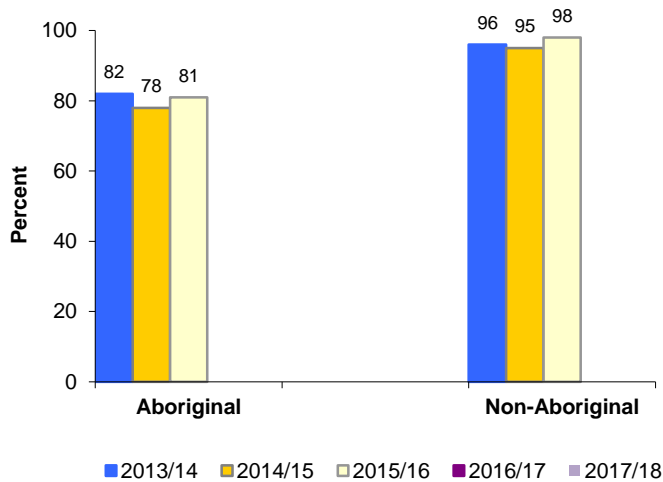
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	159	131	82	53	33	237	227	96	160	68
2014/15	139	109	78	48	35	217	206	95	131	60
2015/16	137	111	81	57	42	211	207	98	145	69
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 <sup>2</sup> #			Gr 10 #	Non-Gr 10 <sup>2</sup> #	
2013/14	159	190	126	33	237	252	218	19	
2014/15	139	178	115	24	217	212	195	22	
2015/16	137	168	108	29	211	218	189	22	
2016/17	-	177	-	-	-	202	-	-	
2017/18	-	184	-	-	-	217	-	-	

**Science 10: C- (Pass) or Better**



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

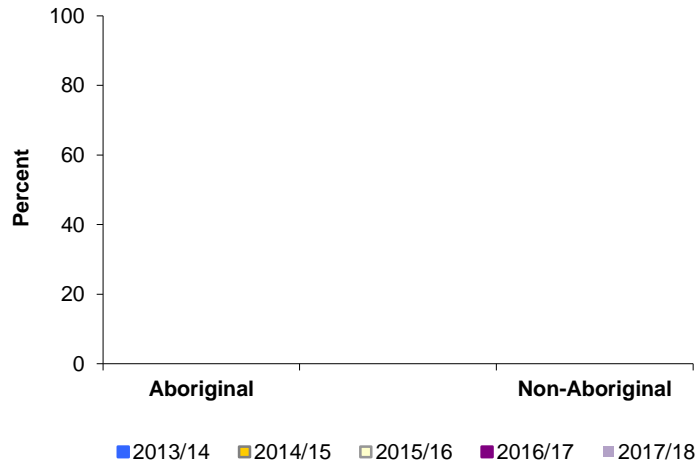
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## FINAL MARKS: CIVIC STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 11 #	Non-Gr 11 <sup>2</sup> #			Gr 11 #	Non-Gr 11 <sup>2</sup> #
2013/14	-	185	-	-	-	250	-	-
2014/15	-	183	-	-	-	250	-	-
2015/16	-	173	-	-	-	222	-	-
2016/17	-	157	-	-	-	222	-	-
2017/18	-	172	-	-	-	206	-	-

### 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.

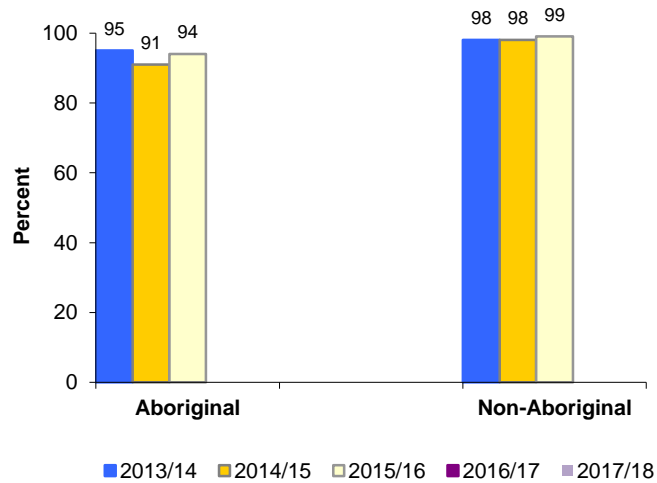
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	80	76	95	37	46	218	213	98	158	72
2014/15	82	75	91	40	49	225	221	98	161	72
2015/16	68	64	94	30	44	197	196	99	160	81
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	80	185	66	14	218	250	183	35
2014/15	82	183	71	11	225	250	198	27
2015/16	68	173	51	17	197	222	167	30
2016/17	-	157	-	-	-	222	-	-
2017/18	-	172	-	-	-	206	-	-

**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.

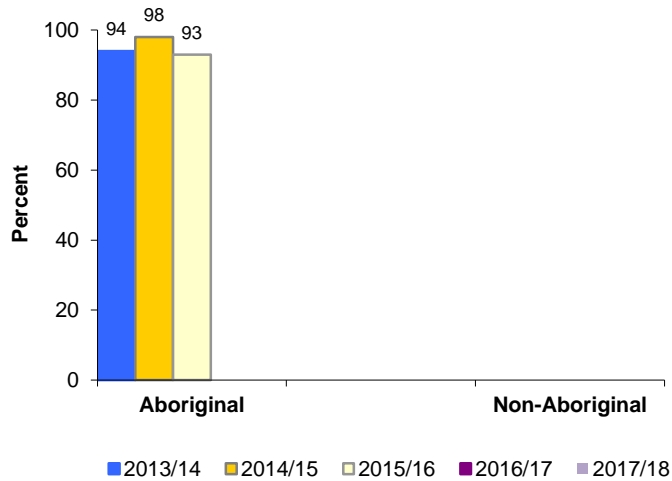
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	33	31	94	15	45	Msk	Msk	Msk	Msk	Msk
2014/15	45	44	98	26	58	Msk	Msk	Msk	Msk	Msk
2015/16	46	43	93	20	43	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	33	267	11	22	Msk	435	Msk	Msk	
2014/15	45	298	15	30	Msk	417	Msk	Msk	
2015/16	46	234	25	21	Msk	318	Msk	Msk	
2016/17	-	203	-	-	-	304	-	-	
2017/18	-	235	-	-	-	322	-	-	

**BC First Nations Studies 12:  
C- (Pass) or Better**



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

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

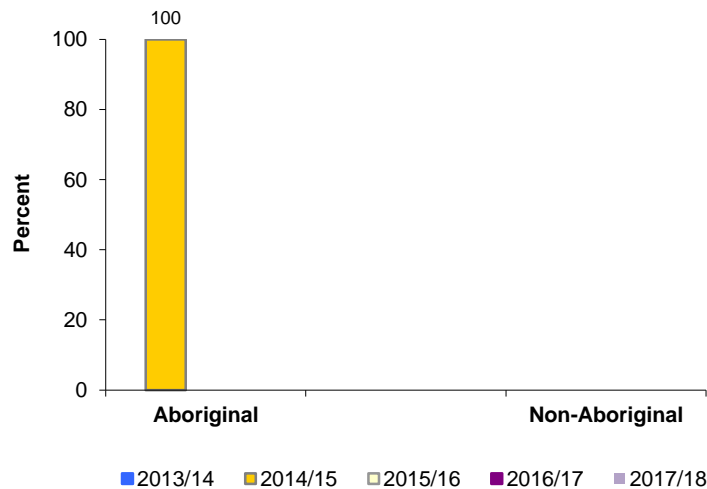


## FINAL MARKS: ENGLISH 12: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal					
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		
		#	%	#	%		#	%	#	%	
2013/14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2014/15	12	12	100	5	42	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
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	267	Msk	Msk	Msk	435	Msk	Msk		
2014/15	12	298	11	1	Msk	417	Msk	Msk		
2015/16	Msk	234	Msk	Msk	Msk	318	Msk	Msk		
2016/17	Msk	203	Msk	Msk	Msk	304	Msk	Msk		
2017/18	Msk	235	-	-	-	322	-	-		

**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.

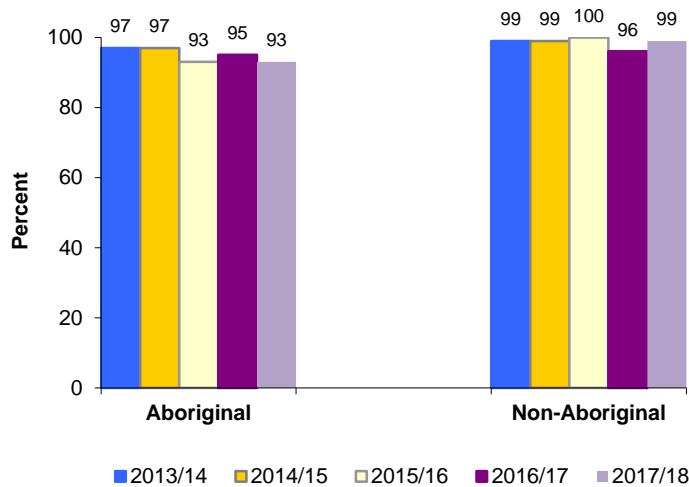
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	68	66	97	30	44	213	211	99	146	69
2014/15	69	67	97	28	41	195	193	99	144	74
2015/16	85	79	93	34	40	209	209	100	145	69
2016/17	73	69	95	35	48	172	165	96	117	68
2017/18	68	63	93	34	50	176	174	99	131	74

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	68	267	63	5	213	435	195	18	
2014/15	69	298	65	4	195	417	171	24	
2015/16	85	234	77	8	209	318	184	25	
2016/17	73	203	64	9	172	304	154	18	
2017/18	68	235	-	-	176	322	-	-	

**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.

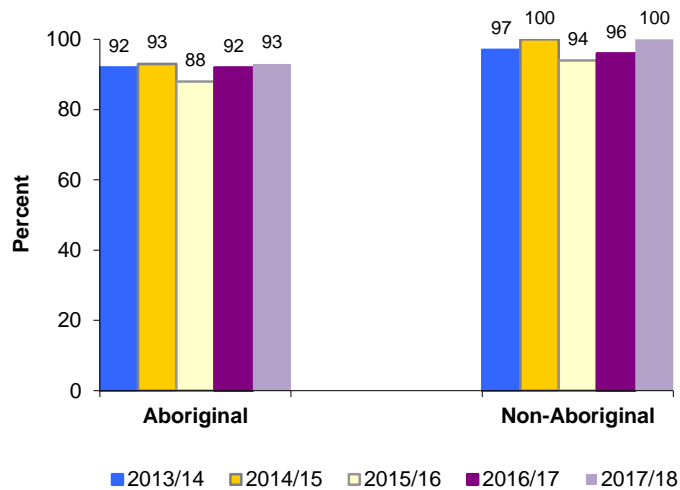
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	26	24	92	17	65	37	36	97	25	68
2014/15	15	14	93	6	40	23	23	100	13	57
2015/16	32	28	88	8	25	18	17	94	10	56
2016/17	24	22	92	11	46	23	22	96	15	65
2017/18	15	14	93	4	27	10	10	100	4	40

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	26	267	20	6	37	435	32	5		
2014/15	15	298	13	2	23	417	17	6		
2015/16	32	234	27	5	18	318	10	8		
2016/17	24	203	21	3	23	304	19	4		
2017/18	15	235	-	-	10	322	-	-		

**Communications 12: C- (Pass) or Better**



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

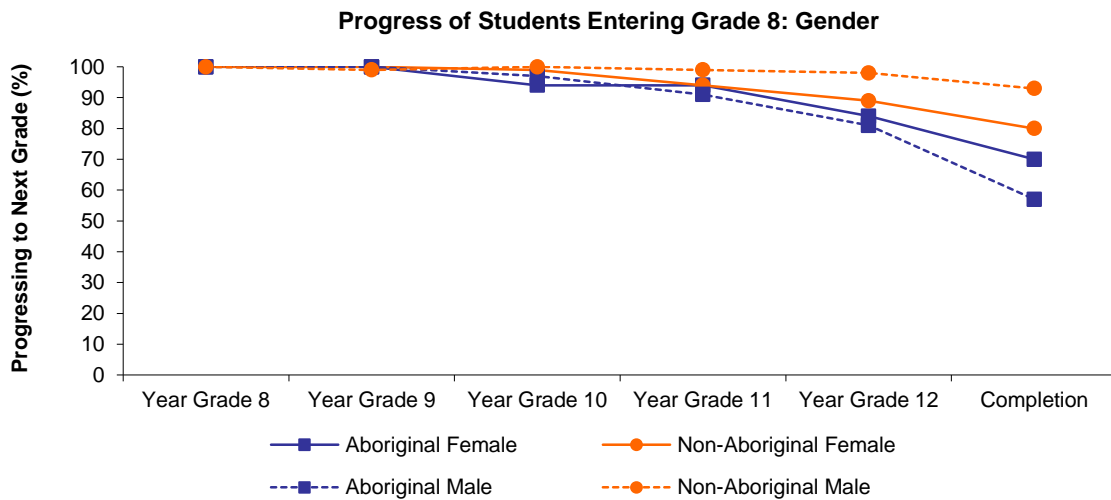
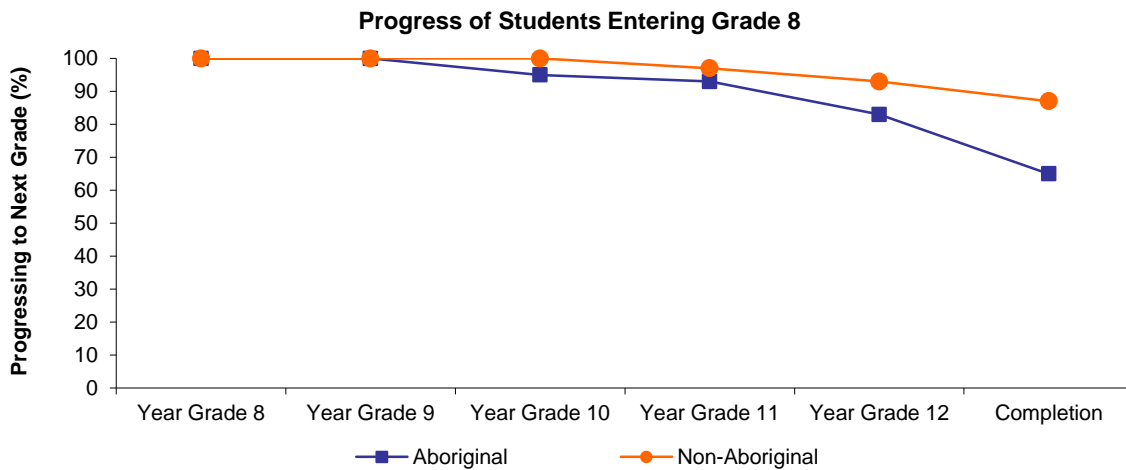
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## PROGRESS OF STUDENTS ENTERING GRADE 8

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any BC Public or Independent school.)

### PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2012

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	99
	Grade 10	95	94	97	100	99	100
	Grade 11	93	94	91	97	94	99
	Grade 12	83	84	81	93	89	98
2017/18	Completion	65	70	57	87	80	93



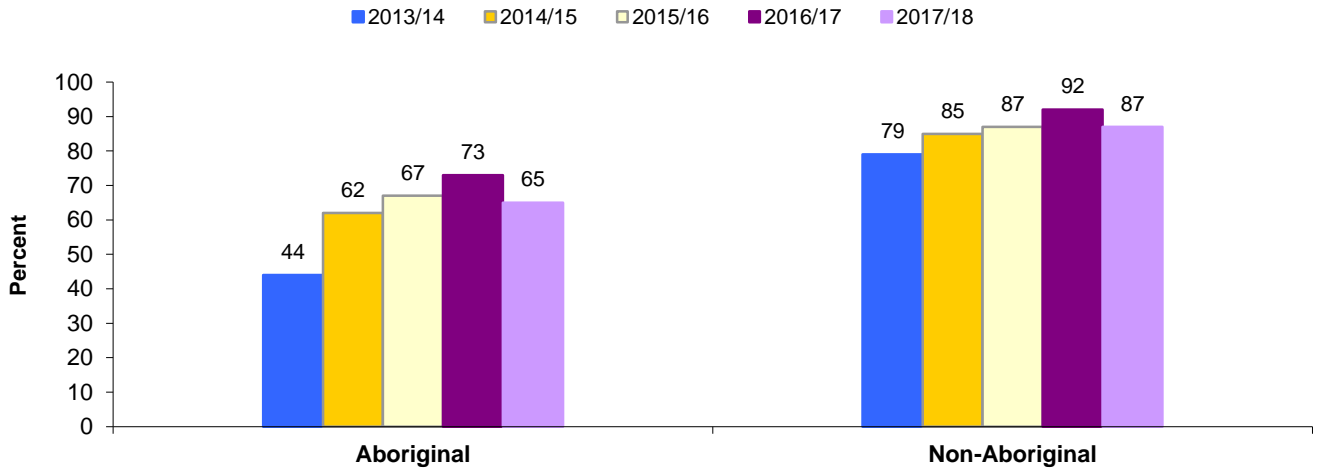
## SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

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.

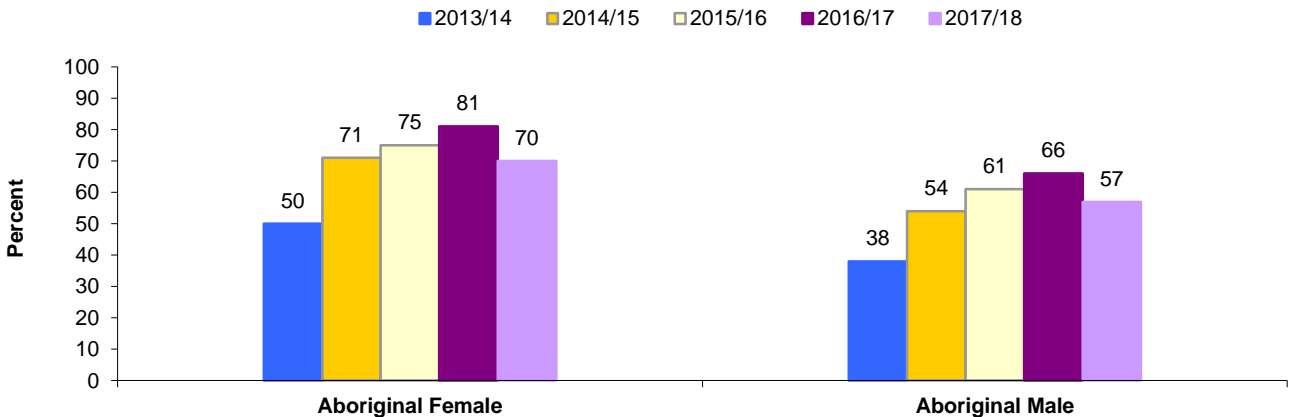
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	44	50	38	79	77	80
2014/15	62	71	54	85	91	80
2015/16	67	75	61	87	87	86
2016/17	73	81	66	92	94	90
2017/18	65	70	57	87	80	93

**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).

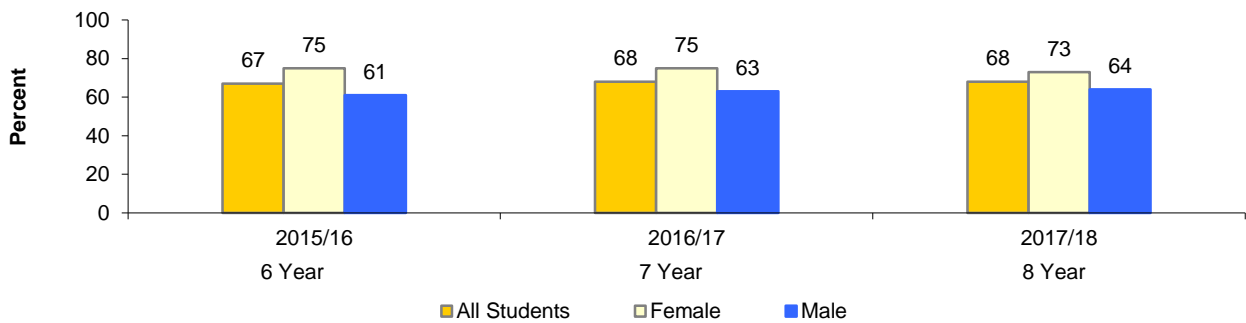
## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

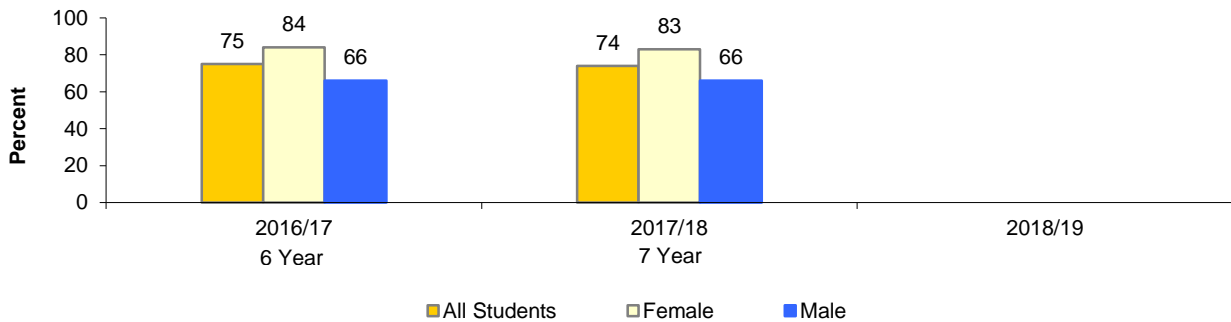
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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	67	75	61	68	75	63	68	73	64
2011/12	75	84	66	74	83	66	-	-	-
2012/13	65	70	57	-	-	-	-	-	-

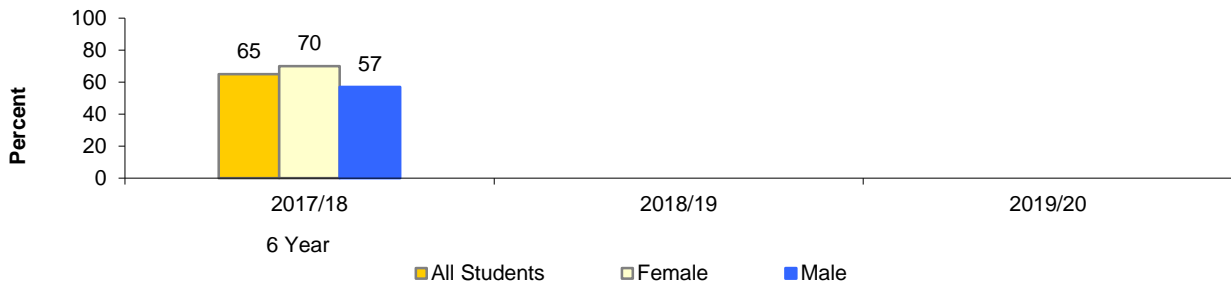
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort**



**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	228	17	7	392	10	3
2014/15	273	13	5	386	Msk	Msk
2015/16	210	Msk	Msk	289	Msk	Msk
2016/17	188	10	5	277	Msk	Msk
2017/18	192	17	9	263	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	228	83	36	392	223	57
2014/15	273	88	32	386	199	52
2015/16	210	96	46	289	217	75
2016/17	188	85	45	277	196	71
2017/18	192	84	44	263	182	69

### 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	228	24	11	392	11	3
2014/15	273	36	13	386	24	6
2015/16	210	41	20	289	19	7
2016/17	188	20	11	277	11	4
2017/18	192	22	11	263	11	4

\* See Glossary for definitions.

## EDUCATION EXPERIENCES OF (EVER\*) CHILDREN IN CARE

A Continuing Custody Order (CCO) means that the Director of Child Welfare is the sole guardian of the child, and the Public Guardian and Trustee manages the child's estate. While many children only come into the care of the Ministry of Children and Family Development (MCFD) for a brief period of time, the MCFD's relationship with children under a Continuing Custody Order is longer-term in nature. This means that the MCFD has an opportunity to positively affect the educational attainment of these children. To improve education outcomes for children under a Continuing Custody Order, a good understanding of who these children are and how they are currently performing in school must be established.

\* The results below are based on students who were at one time during their K-12 school years under a CCO. These numbers are different from the MCFD report that focuses only on students who are currently under a CCO, with six-year completion results based on the students who were under a CCO while in their Grade 8 year.

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

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2013/14	91	76	84	15	16
2014/15	88	76	86	12	14
2015/16	68	58	85	10	15
2016/17	58	49	84	9	16
2017/18	50	44	88	6	12

### 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	2,236	76	3
2014/15	2,191	76	3
2015/16	2,034	58	3
2016/17	1,961	49	2
2017/18	1,978	44	2

### 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	22	Msk	Msk	Msk	-	Msk	Msk
2014/15	62	Msk	Msk	Msk	Msk	Msk	Msk
2015/16	Msk	Msk	Msk	Msk	-	-	-
2016/17	Msk	Msk	Msk	Msk	-	Msk	Msk
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	Msk	Msk	Msk	Msk	-	Msk	Msk
2014/15	Msk	-	Msk	Msk	-	-	-
2015/16	Msk	Msk	Msk	Msk	-	Msk	Msk
2016/17	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	Msk	Msk	-	Msk	Msk	-	Msk

\*\* See Glossary for definition



## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, numerous BC post-secondary institutions have changed their name and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	88	100	37	42.0	10	11.4	1	1.1	-	-		
Non-Aboriginal	243	100	71	29.2	28	11.5	9	3.7	4	1.6		

### 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	143	100	29	20.3	10	7.0	7	4.9	6	4.2		
Non-Aboriginal	120	100	6	5.0	5	4.2	2	1.7	3	2.5		

### 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	88	100	1	1.1	-	-	-	-	-	-		
Non-Aboriginal	243	100	3	1.2	1	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	143	100	2	1.4	-	-	2	1.4	-	-		
Non-Aboriginal	120	100	1	0.8	1	0.8	-	-	-	-		

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	88	100	5	5.7	-	-	-	-	-	-	-	-
Non-Aboriginal	243	100	43	17.7	3	1.2	1	0.4	-	-	-	-

### 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	143	100	-	-	-	-	-	-	-	-	-	-
Non-Aboriginal	120	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	88	100	-	-	-	-	2	2.3	-	-	-	-
Non-Aboriginal	243	100	7	2.9	5	2.1	2	0.8	2	0.8	-	-

### 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	143	100	-	-	-	-	1	0.7	-	-	-	-
Non-Aboriginal	120	100	-	-	-	-	-	-	-	-	-	-

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

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## STUDENT LEARNING SURVEY RESULTS, 2013/14 - 2017/18

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 40% to 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, visit [www.bced.gov.bc.ca/sat\\_survey/](http://www.bced.gov.bc.ca/sat_survey/)

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### CAVEAT

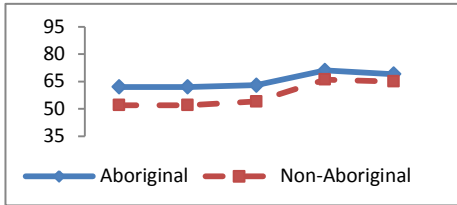
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change,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

In the 2016/17 Student Learning Survey, more questions have been asked, new questions related to themes and categories of interest to clients, new open – ended questions, and the survey has been "PENed".

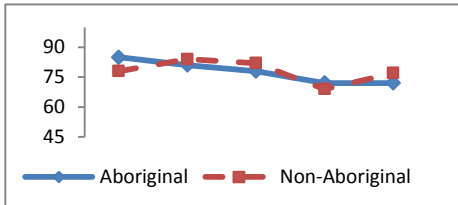
Report users should carefully compare any results for 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

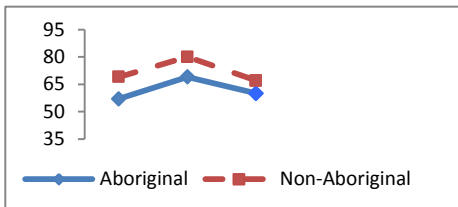
### Do you like school?



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



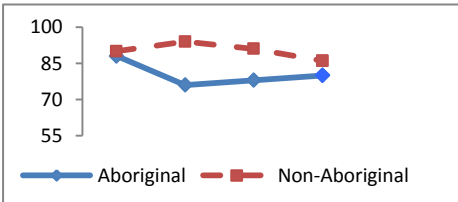
### Do your teachers help you with your schoolwork when you need it?



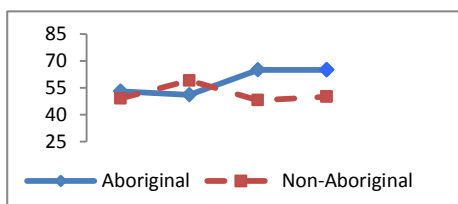
### How many teachers help you with your schoolwork when you need it?



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



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



### Aboriginal

### Non-Aboriginal

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	104		64	62	153		80	52
2014/15	115		71	62	154		80	52
2015/16	112		70	63	147		79	54
2016/17	112		79	71	134		88	66
2017/18	138		95	69	134		87	65

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	105		89	85	150		117	78
2014/15	111		90	81	147		124	84
2015/16	113		88	78	141		115	82
2016/17	110		79	72	133		92	69
2017/18	139		100	72	134		103	77

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	113		64	57	154		106	69
2014/15	122		84	69	157		126	80
2015/16	117		70	60	150		101	67
2016/17	-		-	-	-		-	-
2017/18	-		-	-	-		-	-

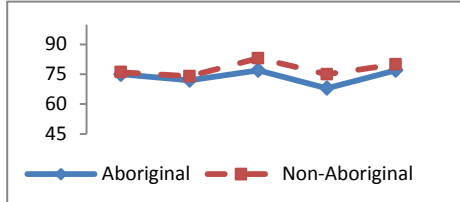
School Year	Gr 4 Respondents		All or many		Gr 4 Respondents		All or many	
	#	%	#	%	#	%	#	%
2013/14	-		-	-	-		-	-
2014/15	-		-	-	-		-	-
2015/16	-		-	-	-		-	-
2016/17	112		53	47	132		67	51
2017/18	-		-	-	-		-	-

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	105		92	88	152		137	90
2014/15	116		88	76	153		144	94
2015/16	115		90	78	147		134	91
2016/17	111		89	80	133		114	86
2017/18	-		-	-	-		-	-

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2013/14	104		55	53	149		73	49
2014/15	108		55	51	144		85	59
2015/16	109		71	65	143		68	48
2016/17	110		71	65	133		67	50
2017/18	-		-	-	-		-	-

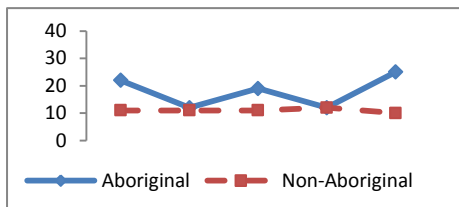
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



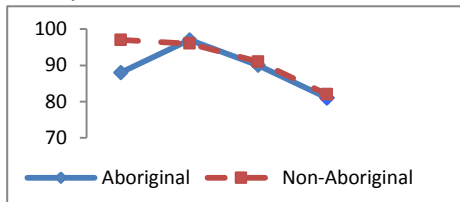
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	114	85	75	156	119	76
2014/15	119	86	72	156	116	74
2015/16	116	89	77	149	124	83
2016/17	120	82	68	124	93	75
2017/18	138	106	77	134	107	80

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



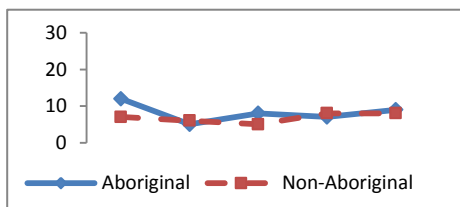
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	111	24	22	151	17	11
2014/15	113	13	12	148	17	11
2015/16	112	21	19	148	16	11
2016/17	119	14	12	124	15	12
2017/18	138	35	25	133	13	10

**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	113	100	88	155	150	97
2014/15	116	113	97	157	151	96
2015/16	117	105	90	152	139	91
2016/17	113	92	81	133	109	82
2017/18	-	-	-	-	-	-

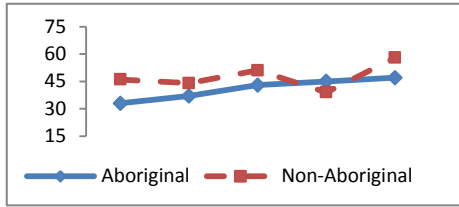
**I would like to go to a different school.**



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	105	13	12	146	10	7
2014/15	110	6	5	149	9	6
2015/16	109	9	8	147	8	5
2016/17	114	8	7	132	10	8
2017/18	138	12	9	132	11	8

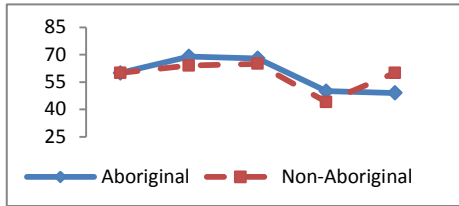
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



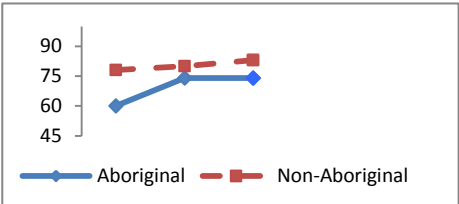
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	100	33	33	168	78	46
2014/15	98	36	37	169	75	44
2015/16	94	40	43	136	69	51
2016/17	126	57	45	148	57	39
2017/18	132	62	47	153	88	58

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



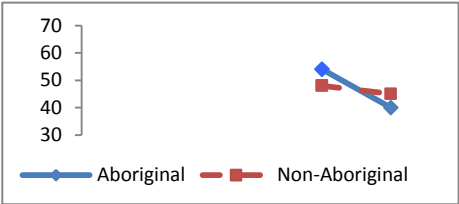
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	95	57	60	164	99	60
2014/15	91	63	69	161	103	64
2015/16	92	63	68	130	84	65
2016/17	127	64	50	148	65	44
2017/18	132	65	49	153	92	60

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



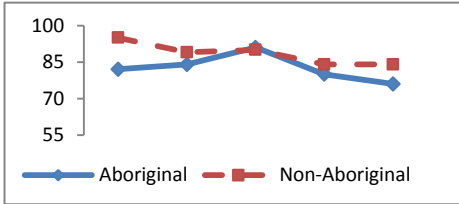
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	102	61	60	166	129	78
2014/15	97	72	74	171	136	80
2015/16	97	72	74	139	116	83
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



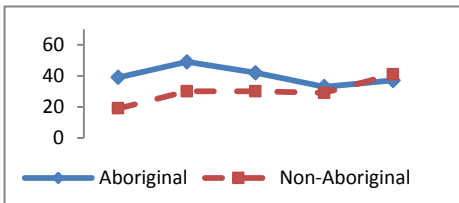
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	%	#	%
2013/14	-	-	-	-
2014/15	-	-	-	-
2015/16	-	-	-	-
2016/17	127	68	145	70
2017/18	132	53	152	69

### 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	100	82	82	168	159	95
2014/15	98	82	84	168	149	89
2015/16	96	87	91	138	124	90
2016/17	126	101	80	146	122	84
2017/18	131	100	76	150	126	84

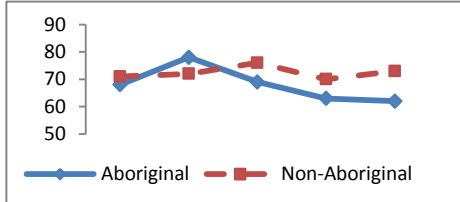
### At school, are you being taught about Aboriginal peoples in Canada?



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	101	39	39	161	31	19
2014/15	96	47	49	168	51	30
2015/16	92	39	42	128	38	30
2016/17	127	42	33	148	43	29
2017/18	131	48	37	152	62	41

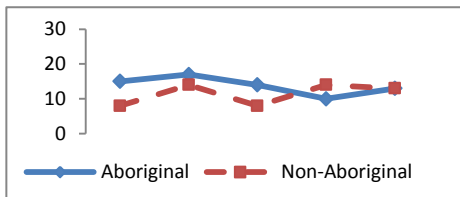
**STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



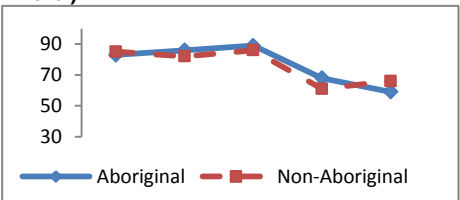
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	102	69	68	164	117	71
2014/15	96	75	78	163	117	72
2015/16	94	65	69	136	104	76
2016/17	123	77	63	146	102	70
2017/18	130	80	62	152	111	73

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



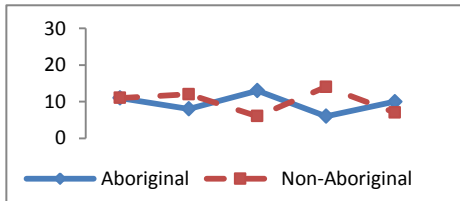
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	102	15	15	167	13	8
2014/15	96	16	17	167	23	14
2015/16	92	13	14	136	11	8
2016/17	124	12	10	147	21	14
2017/18	130	17	13	150	20	13

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2013/14	101	84	83	168	143	85
2014/15	95	82	86	167	137	82
2015/16	97	86	89	136	117	86
2016/17	126	86	68	148	90	61
2017/18	131	77	59	152	100	66

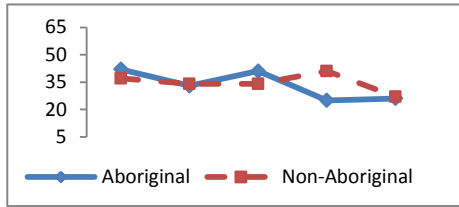
**I would like to go to a different school.**



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	95	10	11	162	18	11
2014/15	91	7	8	162	20	12
2015/16	86	11	13	130	8	6
2016/17	126	8	6	148	20	14
2017/18	132	13	10	152	11	7

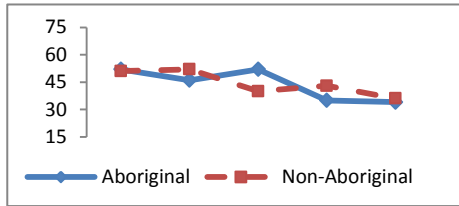
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



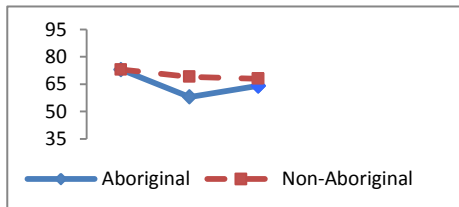
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
2013/14	118	50 42	210	77 37
2014/15	107	35 33	174	60 34
2015/16	109	45 41	164	55 34
2016/17	115	29 25	173	71 41
2017/18	122	32 26	176	48 27

### 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	116	60 52	207	105 51
2014/15	103	47 46	172	89 52
2015/16	108	56 52	155	62 40
2016/17	114	40 35	171	73 43
2017/18	121	41 34	178	64 36

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



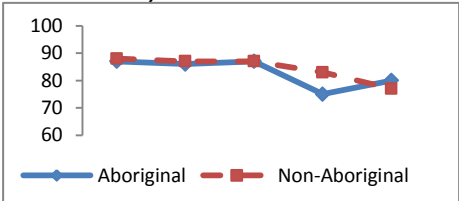
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
2013/14	121	88 73	213	156 73
2014/15	108	63 58	175	120 69
2015/16	110	70 64	165	112 68
2016/17	-	- -	-	- -
2017/18	-	- -	-	- -

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



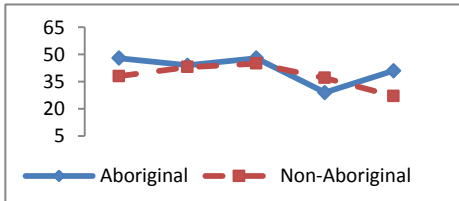
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many # %	Gr 10 Respondents #	All or many # %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	115	52 45	173	109 63
2017/18	122	49 40	178	85 48

### 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	118	103 87	214	188 88
2014/15	105	90 86	167	146 87
2015/16	105	91 87	159	139 87
2016/17	114	86 75	172	142 83
2017/18	119	95 80	177	137 77

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

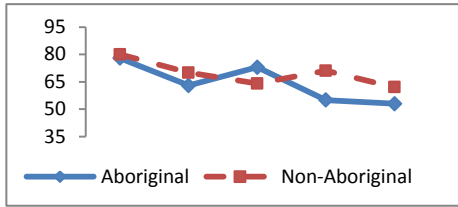


School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
2013/14	116	56 48	211	80 38
2014/15	101	44 44	169	72 43
2015/16	105	50 48	160	72 45
2016/17	114	33 29	172	63 37
2017/18	121	50 41	178	48 27



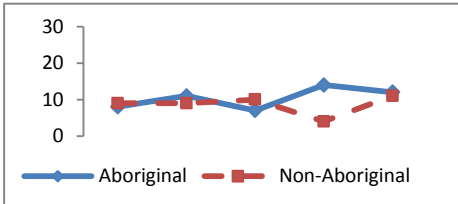
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### Do you feel safe at school?



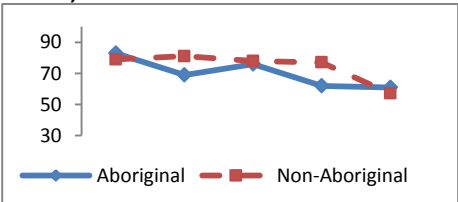
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	120	93	78	211	168	80
2014/15	102	64	63	173	121	70
2015/16	107	78	73	165	106	64
2016/17	116	64	55	171	121	71
2017/18	122	65	53	176	109	62

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



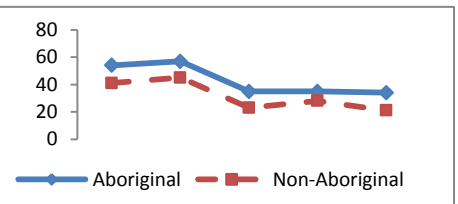
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	119	10	8	210	19	9
2014/15	107	12	11	175	15	9
2015/16	107	8	7	165	17	10
2016/17	116	16	14	171	7	4
2017/18	121	14	12	178	19	11

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



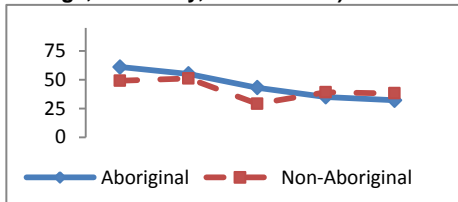
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	120	99	83	216	171	79
2014/15	107	74	69	176	142	81
2015/16	106	81	76	165	128	78
2016/17	115	71	62	172	132	77
2017/18	122	75	61	178	101	57

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



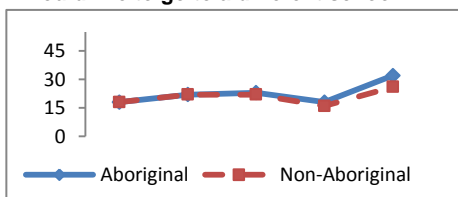
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	117	63	54	213	88	41
2014/15	104	59	57	173	77	45
2015/16	109	38	35	163	37	23
2016/17	115	40	35	173	49	28
2017/18	122	42	34	178	37	21

### 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	114	69	61	213	104	49
2014/15	104	57	55	173	88	51
2015/16	106	46	43	160	46	29
2016/17	115	40	35	173	68	39
2017/18	120	38	32	178	67	38

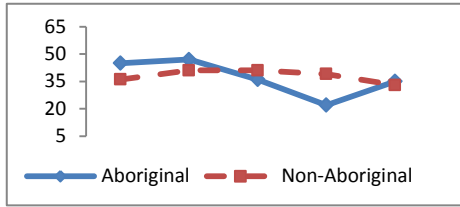
### I would like to go to a different school.



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	115	21	18	204	36	18
2014/15	99	22	22	170	37	22
2015/16	96	22	23	151	33	22
2016/17	115	21	18	171	28	16
2017/18	122	39	32	178	47	26

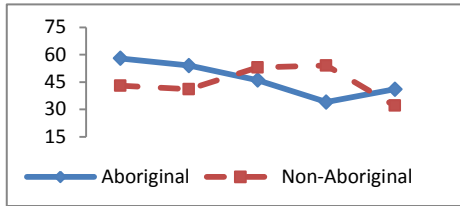
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



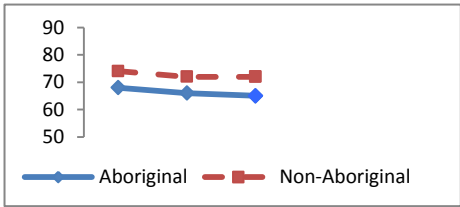
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	58	26	45	168	61	36
2014/15	60	28	47	138	57	41
2015/16	78	28	36	137	56	41
2016/17	68	15	22	127	50	39
2017/18	91	32	35	133	44	33

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



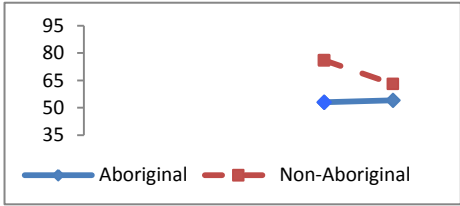
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	59	34	58	166	72	43
2014/15	59	32	54	136	56	41
2015/16	78	36	46	135	71	53
2016/17	68	23	34	127	68	54
2017/18	92	38	41	133	42	32

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



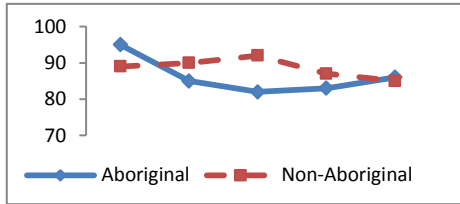
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	59	40	68	170	125	74
2014/15	59	39	66	138	99	72
2015/16	77	50	65	136	98	72
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

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



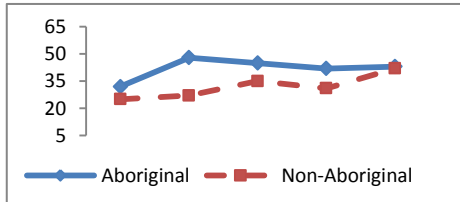
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	68	36 53	127	96 76
2017/18	91	49 54	132	83 63

### 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	58	55	95	163	145	89
2014/15	59	50	85	134	120	90
2015/16	78	64	82	134	123	92
2016/17	66	55	83	127	110	87
2017/18	87	75	86	132	112	85

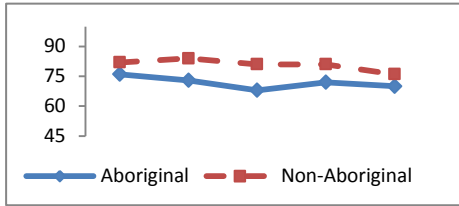
### At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	57	18	32	162	41	25
2014/15	58	28	48	131	35	27
2015/16	78	35	45	129	45	35
2016/17	67	28	42	127	40	31
2017/18	91	39	43	130	54	42

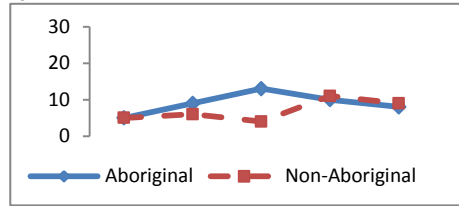
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



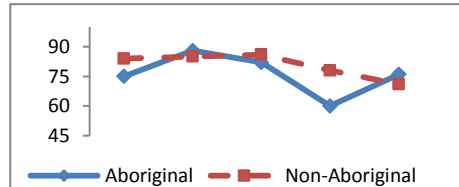
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	55	42 76	165	135 82
2014/15	59	43 73	138	116 84
2015/16	78	53 68	137	111 81
2016/17	69	50 72	126	102 81
2017/18	90	63 70	132	100 76

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



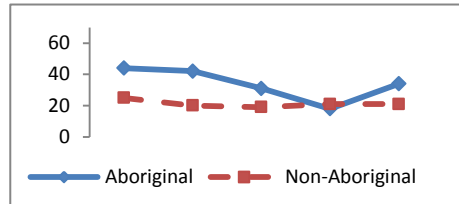
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	59	3 5	167	9 5
2014/15	58	5 9	137	8 6
2015/16	77	10 13	137	6 4
2016/17	69	7 10	125	14 11
2017/18	90	7 8	132	12 9

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



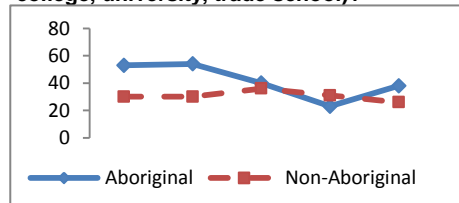
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2013/14	60	45 75	170	142 84
2014/15	60	53 88	138	117 85
2015/16	79	65 82	138	118 86
2016/17	68	41 60	127	99 78
2017/18	92	70 76	133	95 71

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



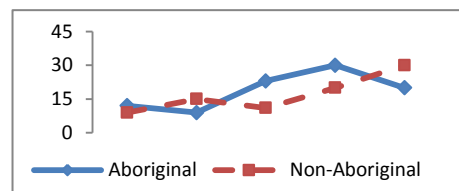
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	59	26 44	160	40 25
2014/15	60	25 42	135	27 20
2015/16	78	24 31	134	26 19
2016/17	65	12 18	127	27 21
2017/18	90	31 34	131	28 21

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



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	59	31 53	164	49 30
2014/15	59	32 54	135	41 30
2015/16	75	30 40	134	48 36
2016/17	65	15 23	127	40 31
2017/18	89	34 38	130	34 26

### 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	58	7 12	161	15 9
2014/15	57	5 9	132	20 15
2015/16	71	16 23	132	15 11
2016/17	67	20 30	127	25 20
2017/18	91	18 20	133	40 30

## 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.