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## Introduction

Aboriginal student success is an important part of the overall success of the B.C.'s school system. The Aboriginal "How Are We Doing?" report provides information about the performance of the education system in supporting Aboriginal students.

The report provides a mechanism for the Ministry of Education, Aboriginal communities and school districts to discuss, make recommendations and take action to improve the educational outcomes for Aboriginal students. Through Aboriginal Education Enhancement Agreements and Local Education Agreements, school districts have used this report to improve education outcomes for Aboriginal students.

The proportion of Aboriginal students to the general B.C. student population is very stable at 11.5 per cent in 2015/16.

More than 90 per cent of Aboriginal students achieved a pass rate of C- or better in six of 11 courses:

- English 10 at 91 per cent
- Civic Studies 11 at 93 per cent
- Social Studies 11 at 95 per cent
- BC First Nations Studies 12 at 94 per cent
- English 12 at 96 per cent
- Communications 12 at 96 per cent

More Aboriginal students are completing high school in B.C. than ever before. The six-year completion rate for Aboriginal students climbed to 64 per cent in 2015/16, up from 57 per cent in 2011/12.



# Aboriginal Report 2011/12 - 2015/16 How Are We Doing?

Province (Public Schools Only)

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

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Ministry of  
Education

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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

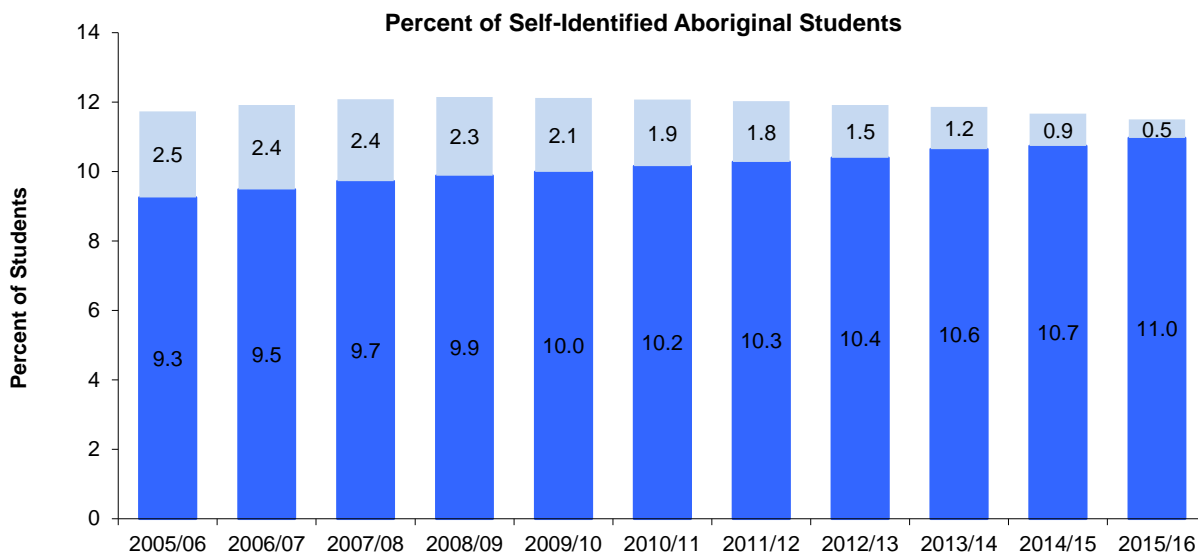
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete 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	All Students #	SIA in Year*		SIA Only in Other Year(s)*		Never SIA*	
		#	%	#	%	#	%
2005/06	599,491	55,462	9.3	14,907	2.5	529,122	88.3
2006/07	587,815	55,768	9.5	14,268	2.4	517,779	88.1
2007/08	583,618	56,760	9.7	13,790	2.4	513,068	87.9
2008/09	579,485	57,257	9.9	13,157	2.3	509,071	87.8
2009/10	580,480	58,017	10.0	12,360	2.1	510,103	87.9
2010/11	579,110	58,834	10.2	11,086	1.9	509,190	87.9
2011/12	569,735	58,531	10.3	9,996	1.8	501,208	88.0
2012/13	564,531	58,717	10.4	8,553	1.5	497,261	88.1
2013/14	558,983	59,502	10.6	6,809	1.2	492,672	88.1
2014/15	552,787	59,382	10.7	5,134	0.9	488,271	88.3
2015/16	553,378	60,706	11.0	2,925	0.5	489,747	88.5



**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

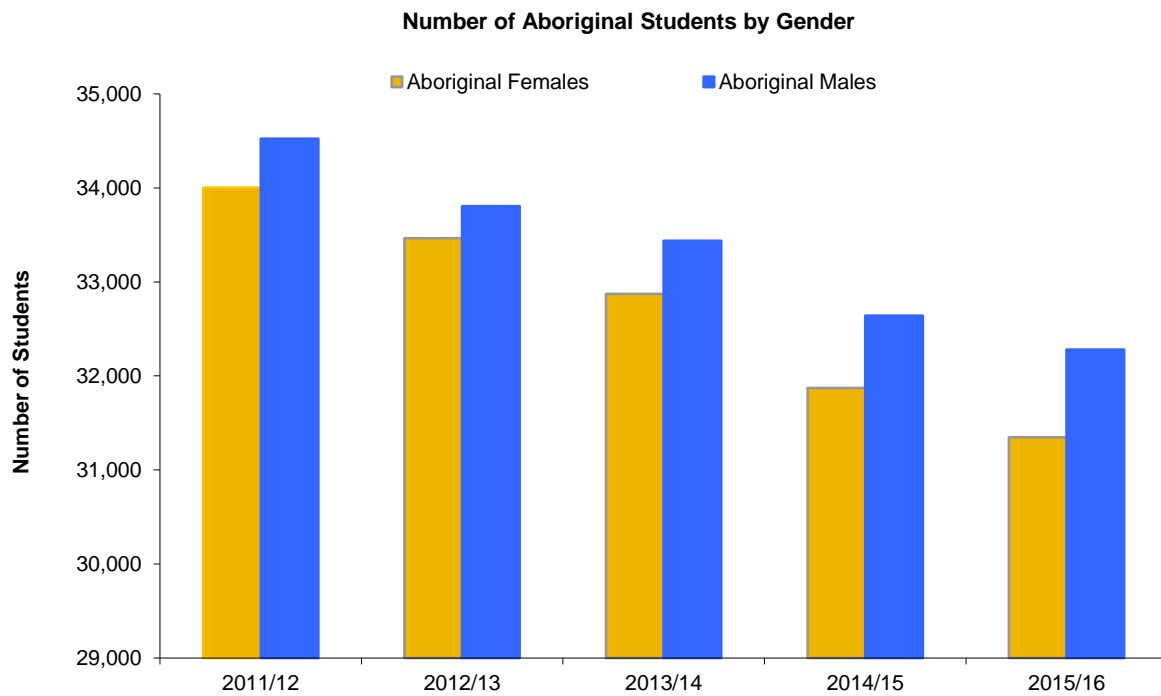
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

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. Column (3) shows students who have never identified themselves as Aboriginal.

## ABORIGINAL STUDENTS BY GENDER

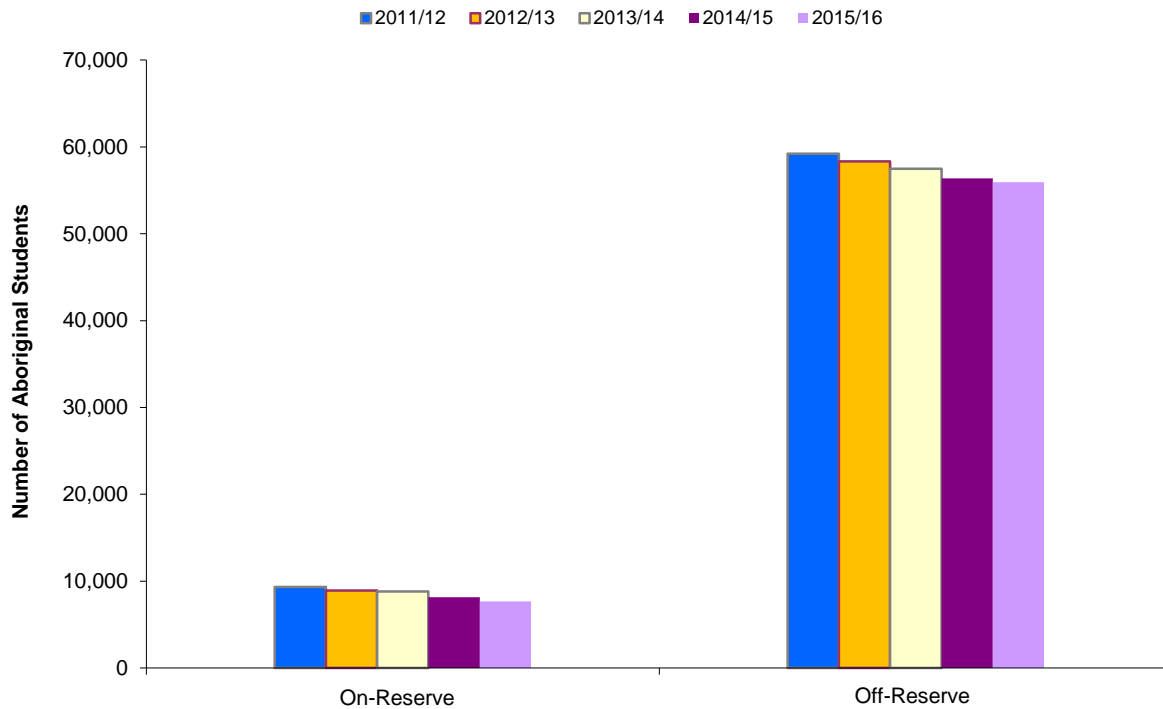
School Year	All Students	Aboriginal Students		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students
		#	%				
2011/12	569,735	68,527	12.0	34,003	6.0	34,524	6.1
2012/13	564,531	67,270	11.9	33,465	5.9	33,805	6.0
2013/14	558,983	66,311	11.9	32,872	5.9	33,439	6.0
2014/15	552,787	64,516	11.7	31,873	5.8	32,643	5.9
2015/16	553,378	63,631	11.5	31,349	5.7	32,282	5.8



## ABORIGINAL STUDENTS, ON- OR OFF-RESERVE

School Year	On-Reserve				Off-Reserve		
	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #
2011/12	68,527	4,615	4,709	9,324	29,388	29,815	59,203
2012/13	67,270	4,420	4,506	8,926	29,045	29,299	58,344
2013/14	66,311	4,404	4,408	8,812	28,468	29,031	57,499
2014/15	64,516	3,980	4,163	8,143	27,893	28,480	56,373
2015/16	63,631	3,776	3,918	7,694	27,573	28,364	55,937

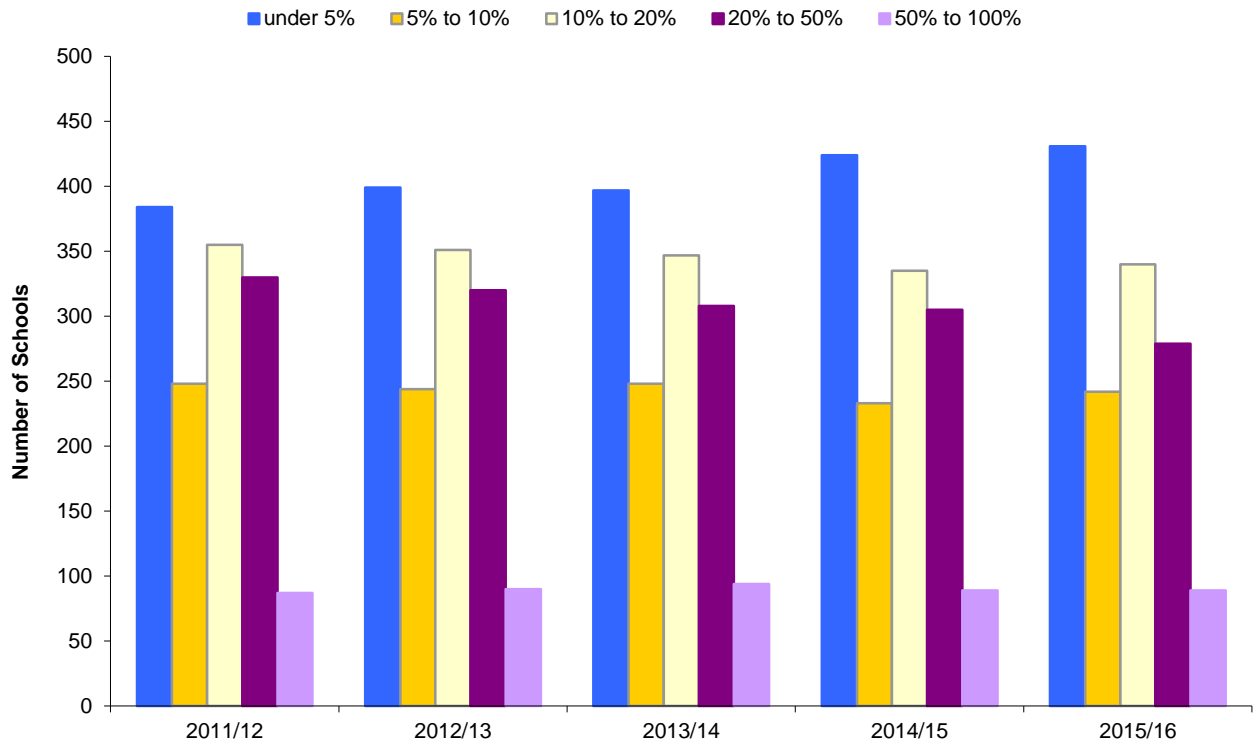
**Number of Aboriginal Students, On or Off-Reserve**



## NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	Total Schools #	Number of Schools				
		under 5%	5% to 10%	10% to 20%	20% to 50%	50% to 100%
2011/12	1,404	384	248	355	330	87
2012/13	1,404	399	244	351	320	90
2013/14	1,394	397	248	347	308	94
2014/15	1,386	424	233	335	305	89
2015/16	1,381	431	242	340	279	89

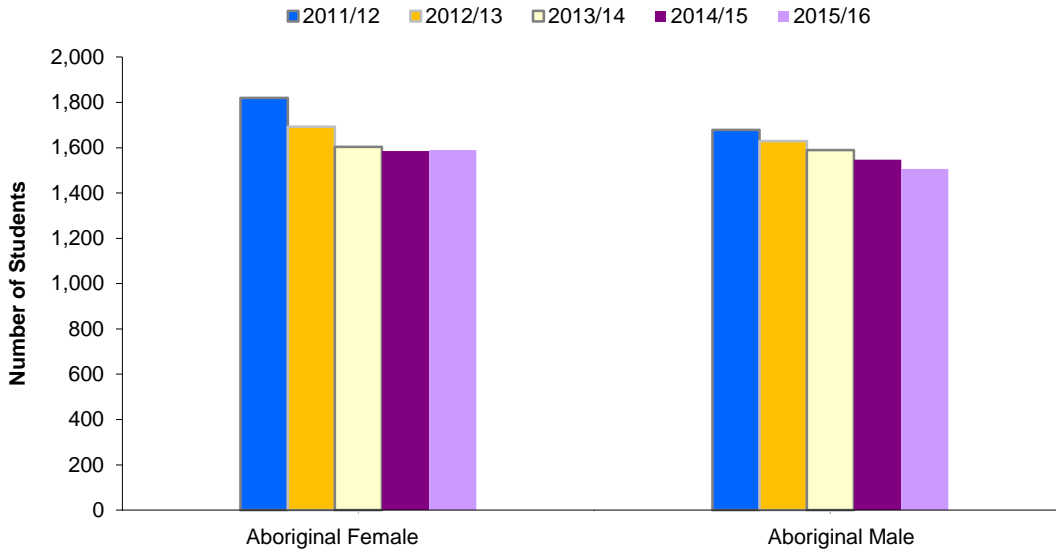
**Number of Schools with Aboriginal Students (%)**



## STUDENTS IN ALTERNATE PROGRAMS

School Year	Aboriginal			Non-Aboriginal		
	Total Students #	Female #	Male #	Total Students #	Female #	Male #
2011/12	3,499	1,820	1,679	5,632	2,543	3,089
2012/13	3,322	1,693	1,629	5,199	2,231	2,968
2013/14	3,194	1,604	1,590	4,800	2,040	2,760
2014/15	3,132	1,585	1,547	4,622	1,992	2,630
2015/16	3,096	1,590	1,506	4,536	2,041	2,495

**Number of Aboriginal Students in Alternate Programs**



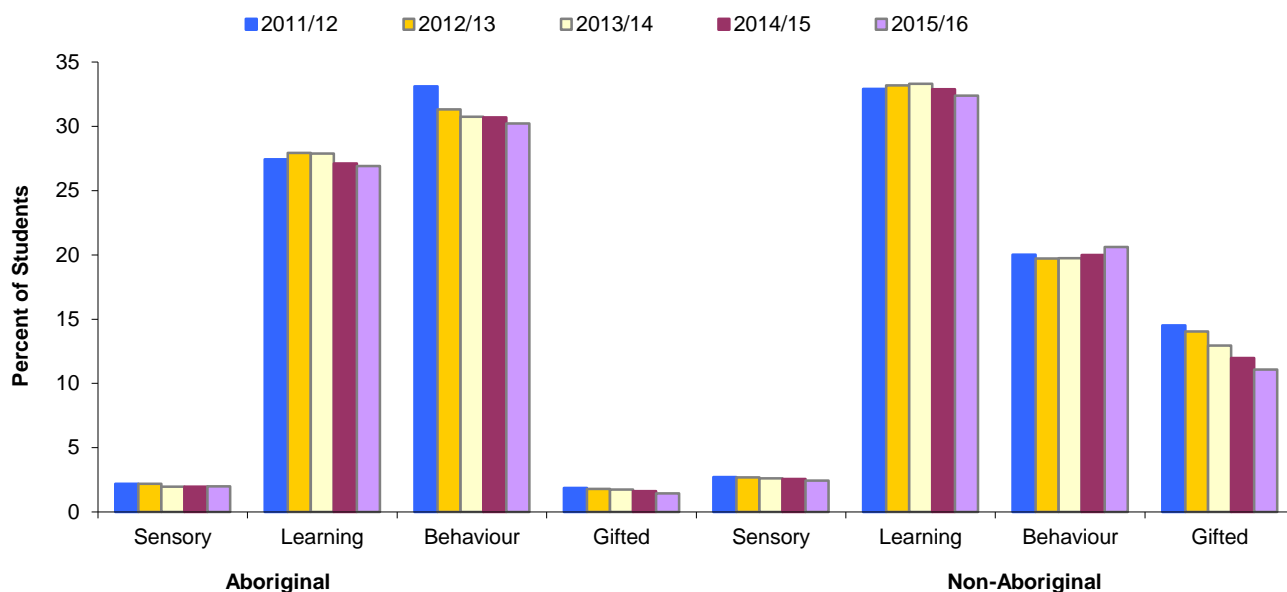


## STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2011/12	12,284	44,965	268	2	1,215	3	3,369	27	14,805	33	4,068	33	8,996	20	229	2	6,524	15
2012/13	12,247	45,119	268	2	1,214	3	3,421	28	14,971	33	3,837	31	8,902	20	220	2	6,330	14
2013/14	12,156	45,086	238	2	1,177	3	3,390	28	15,022	33	3,739	31	8,900	20	213	2	5,835	13
2014/15	12,221	44,839	240	2	1,153	3	3,314	27	14,744	33	3,751	31	8,965	20	199	2	5,368	12
2015/16	12,364	45,576	246	2	1,114	2	3,327	27	14,758	32	3,738	30	9,391	21	177	1	5,047	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).

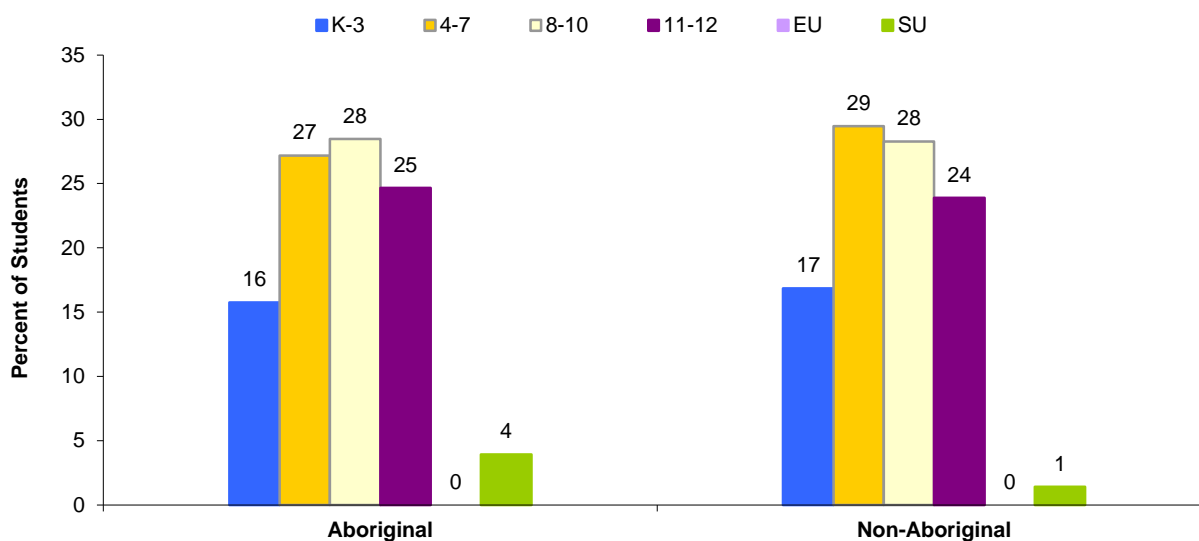
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2011/12	4,068	477	12	1,007	25	1,415	35	1,055	26	12	0	96	2
2012/13	3,837	493	13	973	25	1,250	33	1,021	27	0	0	96	3
2013/14	3,739	570	15	947	25	1,173	31	927	25	0	0	120	3
2014/15	3,751	556	15	975	26	1,088	29	964	26	0	0	167	4
2015/16	3,738	589	16	1,016	27	1,064	28	922	25	0	0	147	4

### Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2011/12	8,996	1,268	14	2,570	29	2,828	31	2,230	25	7	0	76	1
2012/13	8,902	1,292	15	2,549	29	2,735	31	2,216	25	0	0	93	1
2013/14	8,900	1,415	16	2,547	29	2,592	29	2,203	25	0	0	123	1
2014/15	8,965	1,441	16	2,563	29	2,541	28	2,284	25	1	0	126	1
2015/16	9,391	1,583	17	2,767	29	2,656	28	2,243	24	0	0	131	1

**Students with Behaviour Disabilities - Grade Distribution 2015/16**



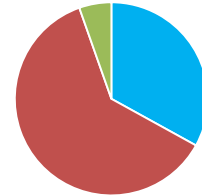
\* Total includes Graduated Adults.

## 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

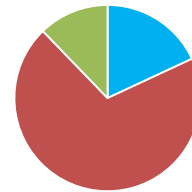
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	3,870	81	1,245	32	2,387	62	238	6
2012/13	3,913	82	1,124	29	2,487	64	302	8
2013/14	3,751	81	1,190	32	2,319	62	242	6
2014/15	3,490	77	1,219	35	2,069	59	202	6
2015/16	3,483	76	1,150	33	2,145	62	188	5



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

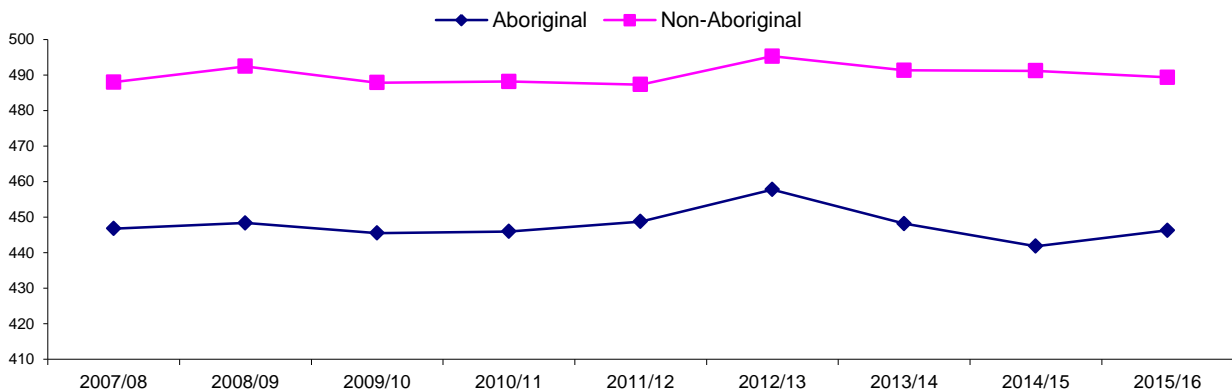
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	27,840	85	5,098	18	19,572	70	3,170	11
2012/13	27,985	86	4,705	17	19,260	69	4,020	14
2013/14	27,974	85	5,132	18	19,014	68	3,828	14
2014/15	26,723	80	4,747	18	18,549	69	3,427	13
2015/16	26,799	78	4,843	18	18,682	70	3,274	12



■ Not Yet Meeting  
■ Meeting  
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**Average FSA Scaled Score - Grade 4 Reading**

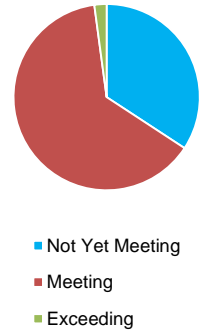


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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	
			#	%	#	%	#	%
2011/12	3,790	79	1,140	30	2,535	67	115	3
2012/13	3,844	81	1,078	28	2,617	68	149	4
2013/14	3,675	79	1,175	32	2,403	65	97	3
2014/15	3,400	75	1,061	31	2,234	66	105	3
2015/16	3,392	74	1,161	34	2,159	64	72	2

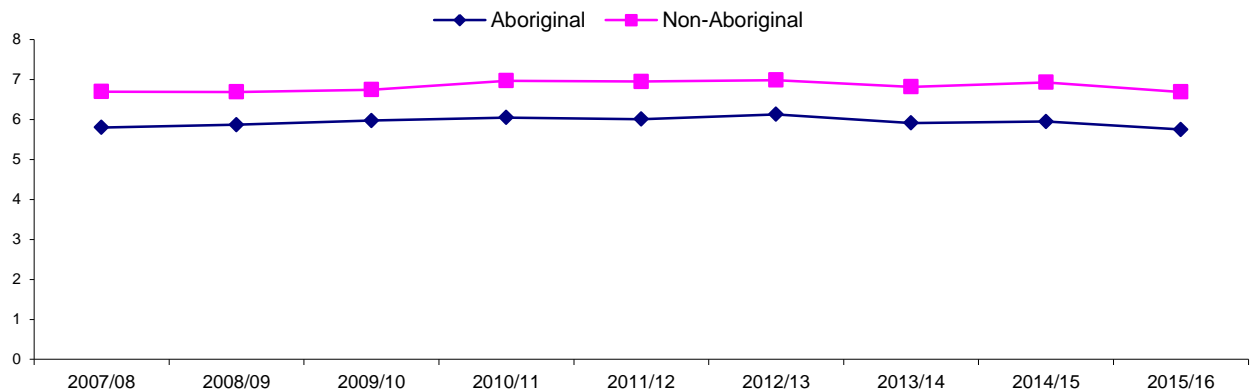


### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	27,508	84	3,789	14	21,983	80	1,736	6
2012/13	27,656	85	3,555	13	22,146	80	1,955	7
2013/14	27,615	84	4,048	15	22,216	80	1,351	5
2014/15	26,357	79	3,607	14	21,011	80	1,739	7
2015/16	26,389	77	4,187	16	20,931	79	1,271	5



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

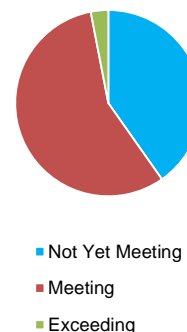


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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.

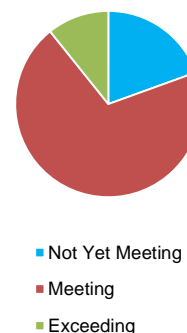
### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	3,862	80	1,420	37	2,286	59	156	4
2012/13	3,896	82	1,570	40	2,167	56	159	4
2013/14	3,734	80	1,539	41	2,056	55	139	4
2014/15	3,457	76	1,500	43	1,866	54	91	3
2015/16	3,452	76	1,389	40	1,958	57	105	3

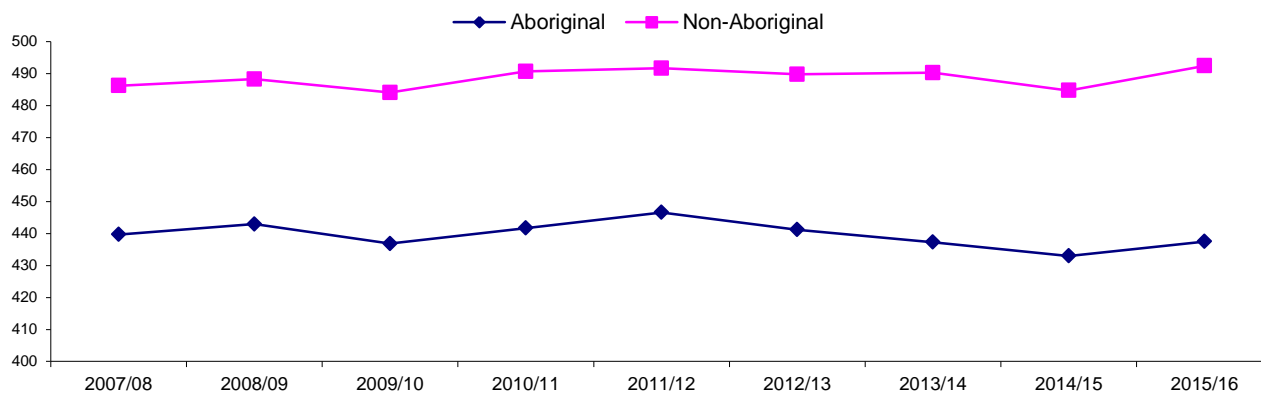


### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	27,773	85	5,428	20	19,515	70	2,830	10
2012/13	27,908	85	5,747	21	19,227	69	2,934	11
2013/14	27,934	85	5,781	21	19,291	69	2,862	10
2014/15	26,656	80	5,827	22	18,496	69	2,333	9
2015/16	26,733	78	5,207	19	18,650	70	2,876	11



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

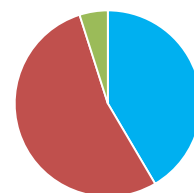


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

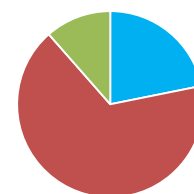
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	3,919	78	1,572	40	2,185	56	162	4
2012/13	3,939	80	1,533	39	2,219	56	187	5
2013/14	3,741	79	1,369	37	2,163	58	209	6
2014/15	3,567	75	1,428	40	1,975	55	164	5
2015/16	3,581	74	1,487	42	1,918	54	176	5



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

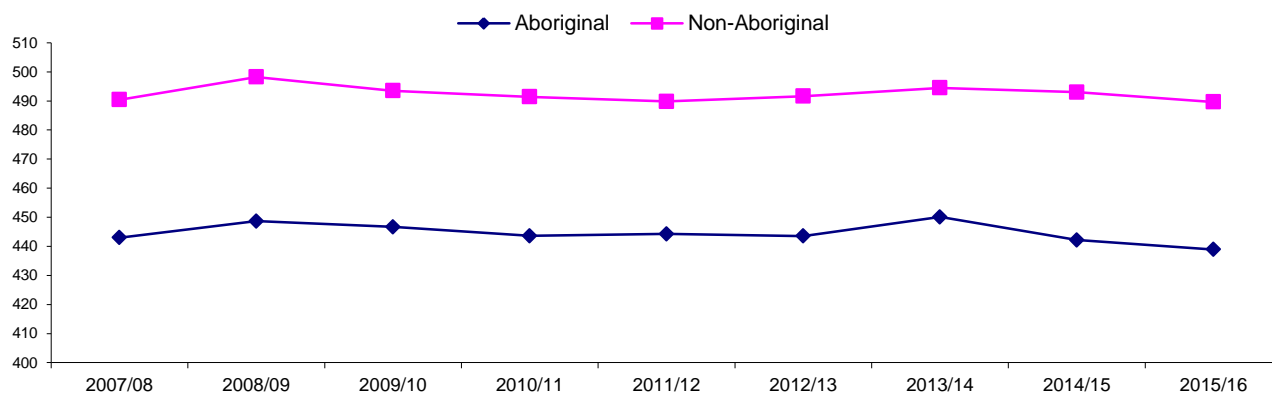
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	28,865	83	6,503	23	19,127	66	3,235	11
2012/13	28,602	83	6,210	22	19,090	67	3,302	12
2013/14	28,362	83	5,993	21	18,966	67	3,403	12
2014/15	26,684	79	5,716	21	17,753	67	3,215	12
2015/16	26,364	77	5,758	22	17,582	67	3,024	11



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

### Average FSA Scaled Score - Grade 7 Reading

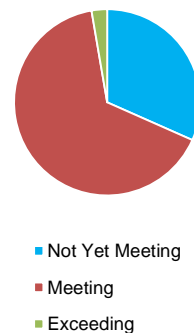


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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	
			#	%	#	%	#	%
2011/12	3,827	76	1,119	29	2,595	68	113	3
2012/13	3,809	78	1,101	29	2,605	68	103	3
2013/14	3,619	76	1,071	30	2,454	68	94	3
2014/15	3,417	72	868	25	2,461	72	88	3
2015/16	3,370	70	1,066	32	2,213	66	91	3

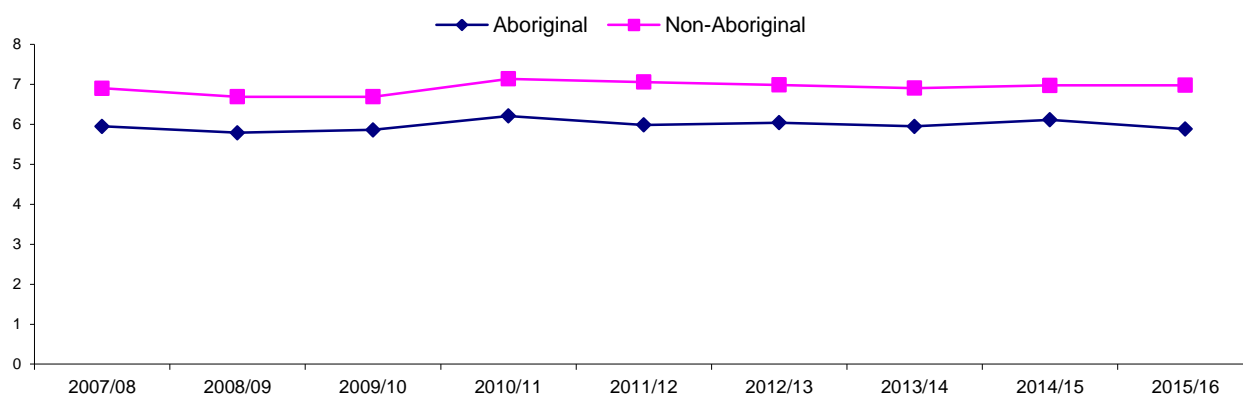


### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	28,433	81	3,346	12	23,071	81	2,016	7
2012/13	28,179	82	3,509	12	22,962	81	1,708	6
2013/14	27,907	82	3,500	13	22,892	82	1,515	5
2014/15	26,273	78	2,886	11	22,024	84	1,363	5
2015/16	25,878	76	3,462	13	20,735	80	1,681	6



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

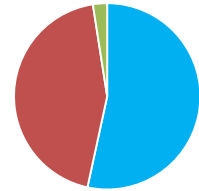


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

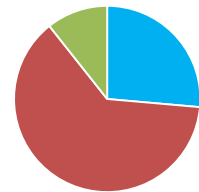
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	3,898	78	2,045	52	1,776	46	77	2
2012/13	3,871	79	1,920	50	1,872	48	79	2
2013/14	3,688	78	1,869	51	1,736	47	83	2
2014/15	3,508	74	1,894	54	1,555	44	59	2
2015/16	3,494	72	1,866	53	1,542	44	86	2



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

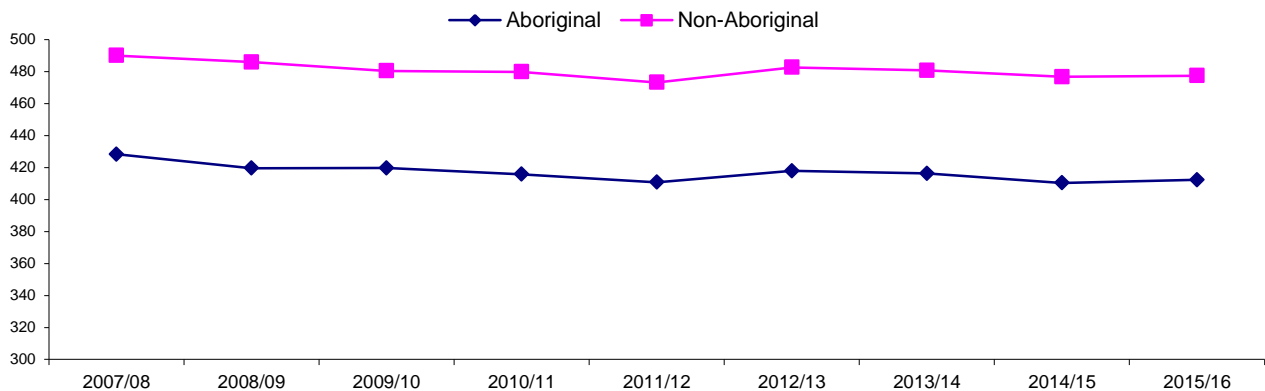
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2011/12	28,721	82	7,709	27	18,357	64	2,655	9
2012/13	28,544	83	6,731	24	18,778	66	3,035	11
2013/14	28,273	83	7,035	25	18,282	65	2,956	10
2014/15	26,632	79	7,183	27	16,628	62	2,821	11
2015/16	26,256	77	6,932	26	16,523	63	2,801	11



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

**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. These courses have a mandatory exam component. Results presented in this section include graduation program exams written in August, November, January, April and June of the school year indicated.

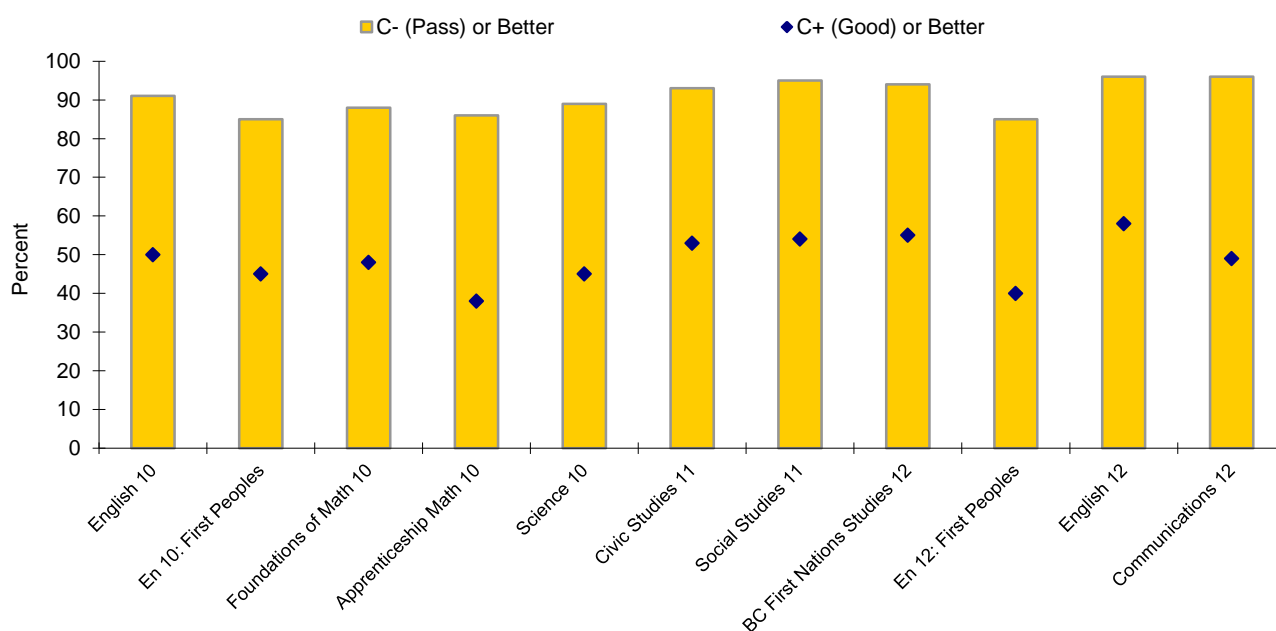
The final mark for a course is derived from the course mark (classroom work) and the exam mark. As the course mark measures performance for the duration of the course and the exam evaluates performance through large-scale testing, the results of these two indicators may vary. In Grades 10 and 11 the 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.

### 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	4,016	3,649	91	2,025	50	39,228	37,884	97	27,821	71
English 10: First Peoples	219	187	85	99	45	170	169	99	124	73
Foundations of Math 10	2,202	1,929	88	1,056	48	32,513	30,519	94	21,856	67
Apprenticeship Math 10	2,091	1,807	86	794	38	7,522	6,855	91	3,462	46
Science 10	4,054	3,624	89	1,814	45	38,284	36,841	96	26,662	70
Civic Studies 11	73	68	93	39	53	820	798	97	591	72
Social Studies 11	2,930	2,770	95	1,577	54	36,281	35,366	97	26,542	73
BC First Nations Studies 12	757	710	94	417	55	1,493	1,451	97	975	65
English 12: First Peoples	142	121	85	57	40	154	151	98	103	67
English 12	2,516	2,415	96	1,451	58	34,847	34,041	98	25,537	73
Communications 12	919	883	96	448	49	4,317	4,164	96	2,233	52

**Final Marks Overview: Aboriginal Results 2015/16**

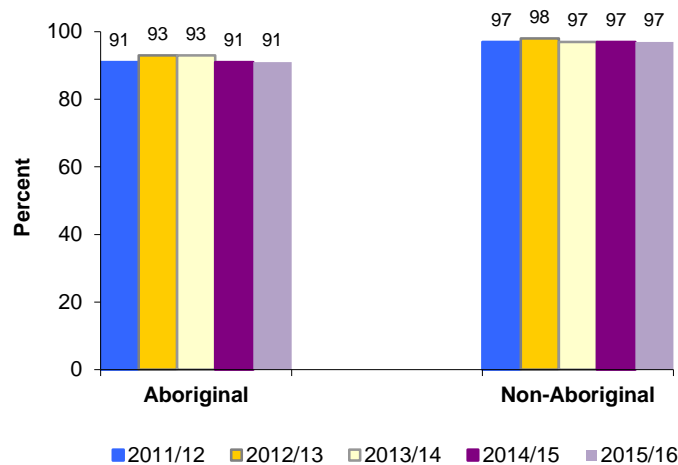


## FINAL MARKS: ENGLISH 10

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	
		#	%	#	%		#	%	#	%
2011/12	4,472	4,085	91	2,056	46	43,309	41,966	97	29,860	69
2012/13	4,337	4,020	93	2,054	47	41,368	40,364	98	29,459	71
2013/14	4,084	3,788	93	2,016	49	38,909	37,889	97	27,459	71
2014/15	4,161	3,788	91	2,029	49	38,787	37,482	97	27,280	70
2015/16	4,016	3,649	91	2,025	50	39,228	37,884	97	27,821	71

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> #		
2011/12	4,472	6,315	3,735	737	43,309	47,458	37,017	6,292		
2012/13	4,337	6,011	3,627	710	41,368	44,313	36,162	5,206		
2013/14	4,084	5,809	3,521	563	38,909	42,267	34,542	4,367		
2014/15	4,161	5,556	3,513	648	38,787	41,243	33,889	4,898		
2015/16	4,016	5,383	3,375	641	39,228	41,683	33,940	5,288		

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



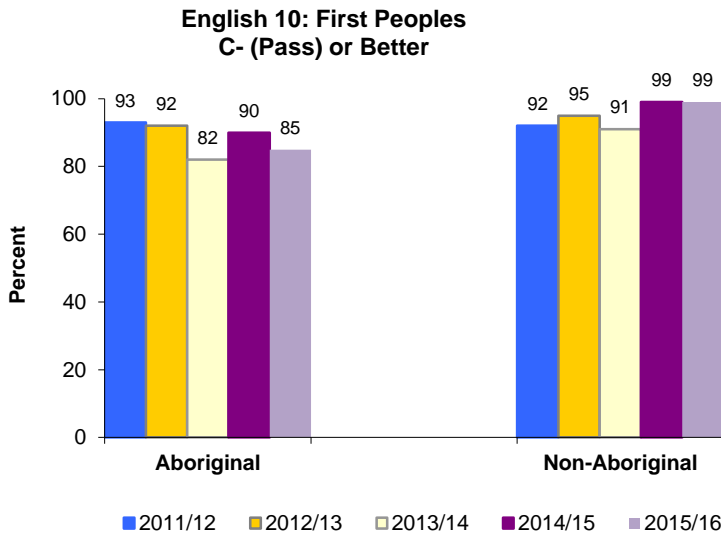
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	
		#	%	#	%		#	%	#	%
2011/12	116	108	93	54	47	13	12	92	8	62
2012/13	194	179	92	85	44	66	63	95	43	65
2013/14	233	191	82	101	43	76	69	91	52	68
2014/15	200	179	90	84	42	124	123	99	93	75
2015/16	219	187	85	99	45	170	169	99	124	73

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> #
2011/12	116	6,315	93	23	13	47,458	10	3
2012/13	194	6,011	168	26	66	44,313	63	3
2013/14	233	5,809	175	58	76	42,267	71	5
2014/15	200	5,556	167	33	124	41,243	116	8
2015/16	219	5,383	188	31	170	41,683	157	13



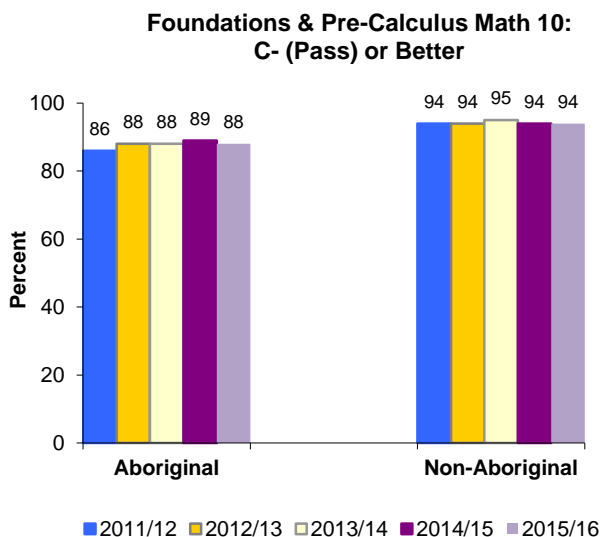
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	
		#	%	#	%		#	%	#	%
2011/12	2,421	2,093	86	964	40	35,158	32,982	94	22,003	63
2012/13	2,345	2,064	88	1,028	44	34,037	32,089	94	21,947	64
2013/14	2,309	2,025	88	1,025	44	33,132	31,431	95	21,608	65
2014/15	2,129	1,899	89	1,020	48	31,368	29,559	94	20,877	67
2015/16	2,202	1,929	88	1,056	48	32,513	30,519	94	21,856	67

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> #		
2011/12	2,421	6,315	2,061	360	35,158	47,458	30,159	4,999		
2012/13	2,345	6,011	1,999	346	34,037	44,313	29,354	4,683		
2013/14	2,309	5,809	1,963	346	33,132	42,267	28,428	4,704		
2014/15	2,129	5,556	1,823	306	31,368	41,243	27,037	4,331		
2015/16	2,202	5,383	1,884	318	32,513	41,683	27,733	4,780		



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

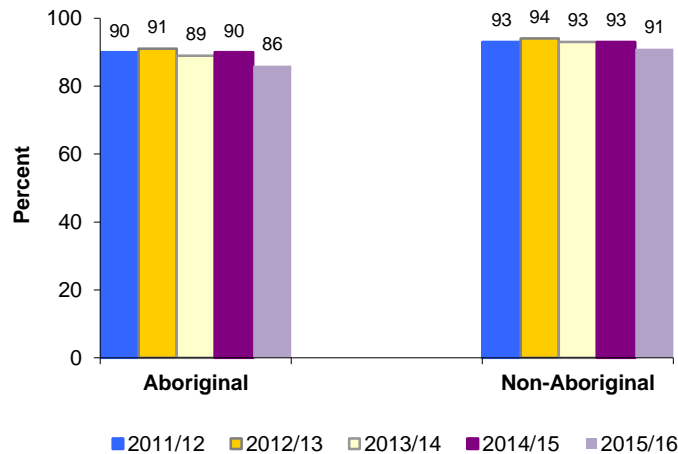
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2011/12	2,242	2,009	90	781	35	8,183	7,602	93	3,381	41
2012/13	2,382	2,166	91	906	38	8,162	7,661	94	3,541	43
2013/14	2,283	2,033	89	847	37	7,754	7,229	93	3,418	44
2014/15	2,334	2,097	90	886	38	7,783	7,213	93	3,507	45
2015/16	2,091	1,807	86	794	38	7,522	6,855	91	3,462	46

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> #		
2011/12	2,242	6,315	1,496	746	8,183	47,458	5,822	2,361		
2012/13	2,382	6,011	1,561	821	8,162	44,313	5,810	2,352		
2013/14	2,283	5,809	1,561	722	7,754	42,267	5,716	2,038		
2014/15	2,334	5,556	1,565	769	7,783	41,243	5,681	2,102		
2015/16	2,091	5,383	1,459	632	7,522	41,683	5,550	1,972		

**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.

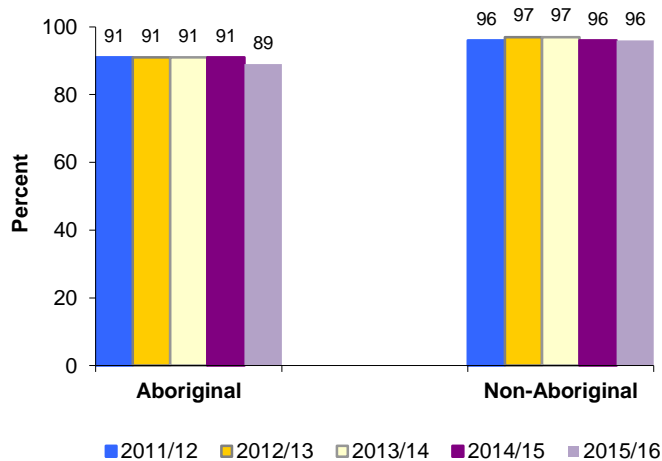
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2011/12	4,406	4,008	91	1,763	40	41,433	39,959	96	27,040	65
2012/13	4,397	4,012	91	1,844	42	39,849	38,654	97	27,108	68
2013/14	4,200	3,831	91	1,729	41	38,154	37,025	97	25,932	68
2014/15	4,237	3,855	91	1,838	43	37,959	36,539	96	26,116	69
2015/16	4,054	3,624	89	1,814	45	38,284	36,841	96	26,662	70

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> #		
2011/12	4,406	6,315	3,612	794	41,433	47,458	36,369	5,064		
2012/13	4,397	6,011	3,592	805	39,849	44,313	35,580	4,269		
2013/14	4,200	5,809	3,523	677	38,154	42,267	34,298	3,856		
2014/15	4,237	5,556	3,480	757	37,959	41,243	34,123	3,836		
2015/16	4,054	5,383	3,412	642	38,284	41,683	34,146	4,138		

**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.

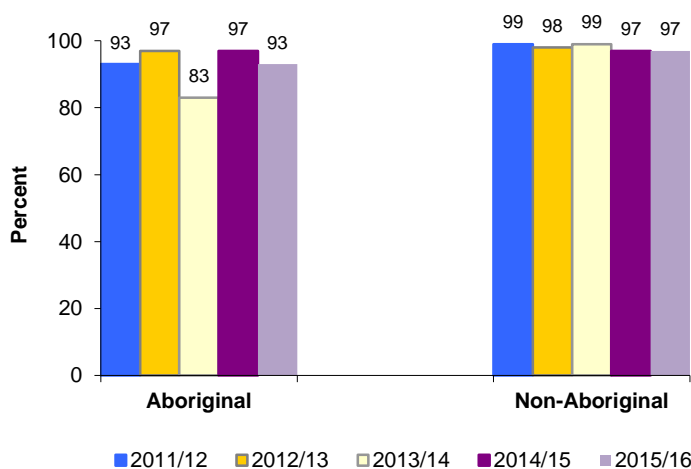
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2011/12	86	80	93	52	60	722	713	99	504	70
2012/13	105	102	97	62	59	763	750	98	534	70
2013/14	94	78	83	50	53	649	640	99	450	69
2014/15	68	66	97	40	59	675	658	97	458	68
2015/16	73	68	93	39	53	820	798	97	591	72

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> #		
2011/12	86	6,562	76	10	722	50,067	597	125		
2012/13	105	6,496	71	34	763	48,502	619	144		
2013/14	94	6,311	65	29	649	46,447	516	133		
2014/15	68	6,016	43	25	675	44,909	557	118		
2015/16	73	5,927	51	22	820	44,340	687	133		

**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.

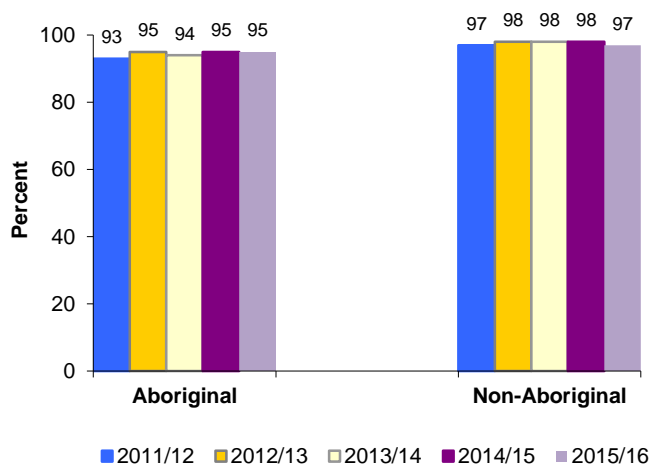
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	
		#	%	#	%		#	%	#	%
2011/12	3,100	2,886	93	1,440	46	39,562	38,472	97	27,079	68
2012/13	3,080	2,915	95	1,539	50	37,929	37,039	98	26,852	71
2013/14	2,996	2,804	94	1,516	51	36,795	35,910	98	26,327	72
2014/15	2,968	2,811	95	1,580	53	35,054	34,340	98	25,667	73
2015/16	2,930	2,770	95	1,577	54	36,281	35,366	97	26,542	73

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> #		
2011/12	3,100	6,562	2,590	510	39,562	50,067	32,768	6,794		
2012/13	3,080	6,496	2,557	523	37,929	48,502	31,653	6,276		
2013/14	2,996	6,311	2,534	462	36,795	46,447	30,756	6,039		
2014/15	2,968	6,016	2,480	488	35,054	44,909	30,695	4,359		
2015/16	2,930	5,927	2,510	420	36,281	44,340	30,276	6,005		

**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.

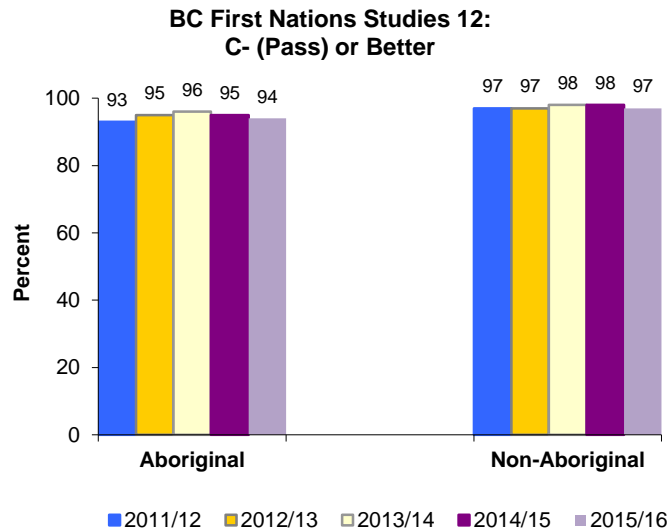
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.



## 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	
		#	%	#	%		#	%	#	%
2011/12	814	755	93	397	49	1,674	1,622	97	1,058	63
2012/13	819	775	95	429	52	1,589	1,548	97	1,026	65
2013/14	796	766	96	397	50	1,592	1,555	98	1,050	66
2014/15	851	811	95	469	55	1,549	1,516	98	991	64
2015/16	757	710	94	417	55	1,493	1,451	97	975	65

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> #		
2011/12	814	6,401	324	490	1,674	58,217	966	708		
2012/13	819	6,538	309	510	1,589	56,217	834	755		
2013/14	796	6,561	320	476	1,592	54,369	817	775		
2014/15	851	6,322	299	552	1,549	50,898	744	805		
2015/16	757	6,673	307	450	1,493	50,747	714	779		



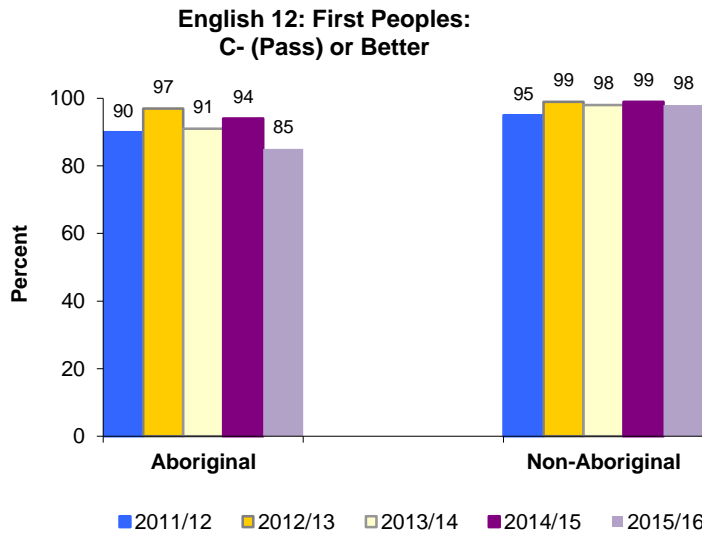
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	
		#	%	#	%		#	%	#	%
2011/12	88	79	90	43	49	100	95	95	64	64
2012/13	76	74	97	33	43	93	92	99	63	68
2013/14	101	92	91	46	46	183	180	98	125	68
2014/15	101	95	94	47	47	156	154	99	111	71
2015/16	142	121	85	57	40	154	151	98	103	67

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> #		
2011/12	88	6,401	70	18	100	58,217	76	24		
2012/13	76	6,538	65	11	93	56,217	75	18		
2013/14	101	6,561	88	13	183	54,369	169	14		
2014/15	101	6,322	92	9	156	50,898	137	19		
2015/16	142	6,673	126	16	154	50,747	128	26		



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

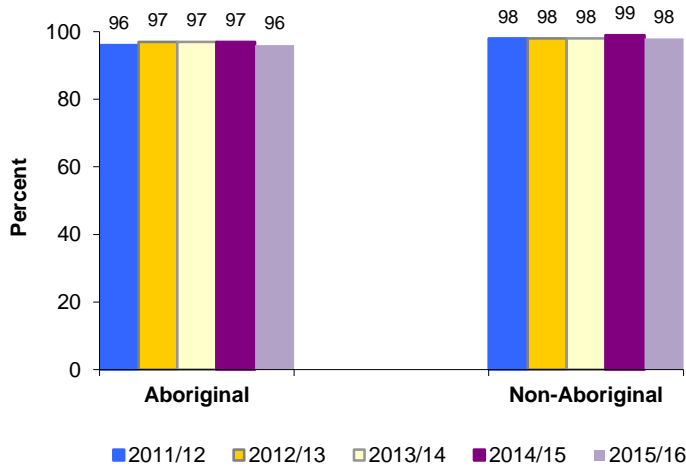
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

**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	
		#	%	#	%		#	%	#	%
2011/12	2,480	2,376	96	1,281	52	38,114	37,380	98	26,812	70
2012/13	2,558	2,493	97	1,398	55	37,771	37,163	98	27,454	73
2013/14	2,532	2,461	97	1,428	56	36,466	35,848	98	26,519	73
2014/15	2,489	2,404	97	1,425	57	35,130	34,621	99	26,087	74
2015/16	2,516	2,415	96	1,451	58	34,847	34,041	98	25,537	73

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> #		
2011/12	2,480	6,401	2,288	192	38,114	58,217	34,988	3,126		
2012/13	2,558	6,538	2,335	223	37,771	56,217	34,694	3,077		
2013/14	2,532	6,561	2,308	224	36,466	54,369	33,388	3,078		
2014/15	2,489	6,322	2,291	198	35,130	50,898	32,726	2,404		
2015/16	2,516	6,673	2,287	229	34,847	50,747	32,141	2,706		

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



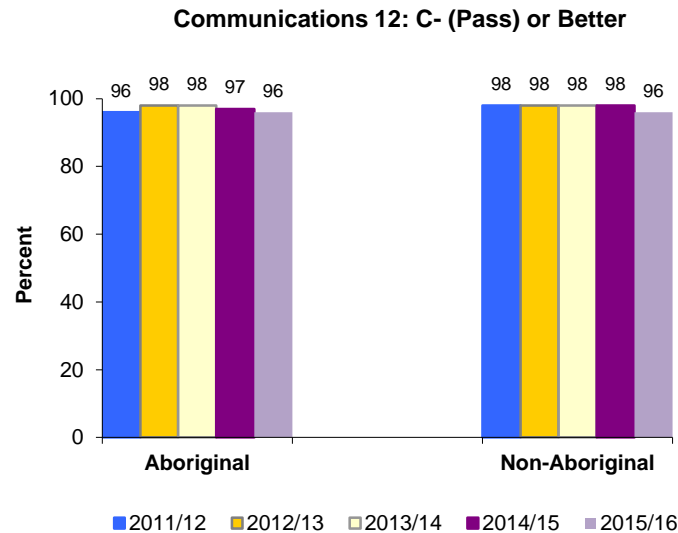
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	
		#	%	#	%		#	%	#	%
2011/12	1,002	965	96	392	39	4,660	4,552	98	2,231	48
2012/13	965	942	98	442	46	4,578	4,470	98	2,594	57
2013/14	949	933	98	509	54	4,485	4,384	98	2,629	59
2014/15	927	902	97	493	53	4,307	4,231	98	2,589	60
2015/16	919	883	96	448	49	4,317	4,164	96	2,233	52

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> #		
2011/12	1,002	6,401	844	158	4,660	58,217	4,014	646		
2012/13	965	6,538	804	161	4,578	56,217	3,908	670		
2013/14	949	6,561	811	138	4,485	54,369	3,821	664		
2014/15	927	6,322	783	144	4,307	50,898	3,711	596		
2015/16	919	6,673	797	122	4,317	50,747	3,700	617		



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

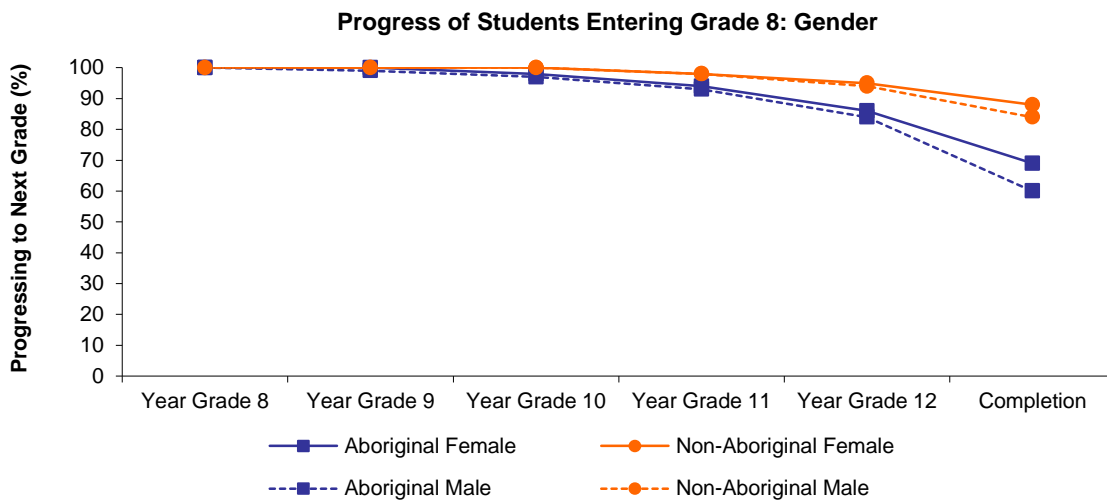
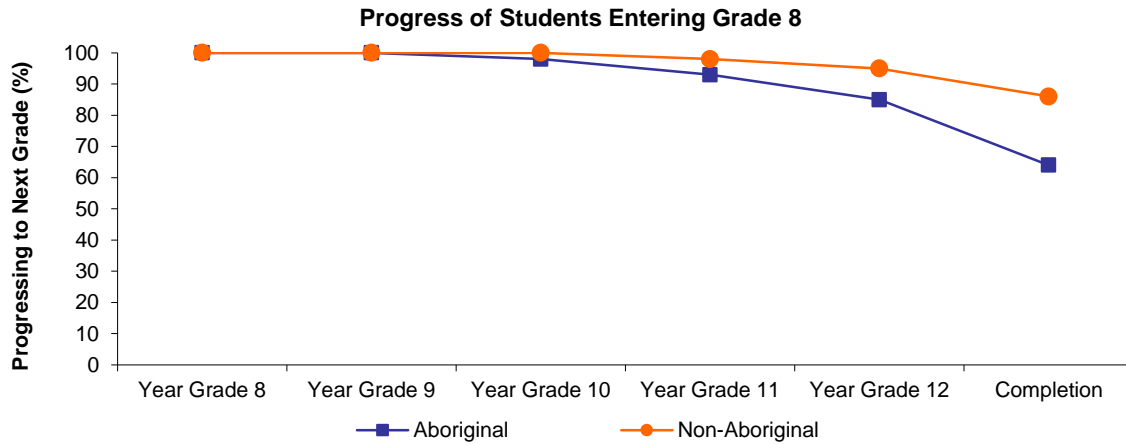
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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 2010

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2010/11	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	99	100	100	100
	Grade 10	98	98	97	100	100	100
	Grade 11	93	94	93	98	98	98
	Grade 12	85	86	84	95	95	94
2015/16	Completion	64	69	60	86	88	84



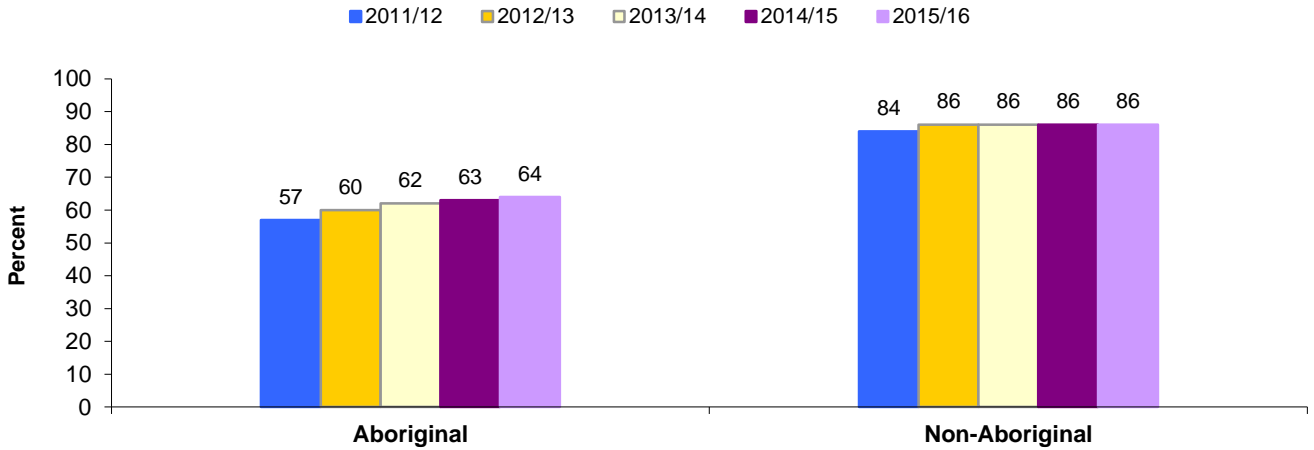
## BC SIX-YEAR COMPLETION RATE, 2011/12 - 2015/16

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.

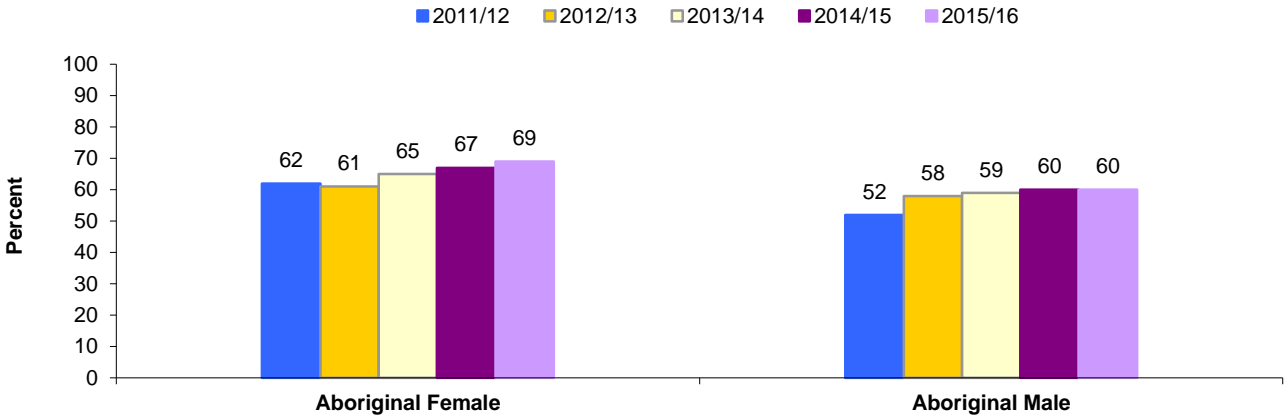
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2011/12	57	62	52	84	86	82
2012/13	60	61	58	86	88	84
2013/14	62	65	59	86	89	84
2014/15	63	67	60	86	88	84
2015/16	64	69	60	86	88	84

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



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



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

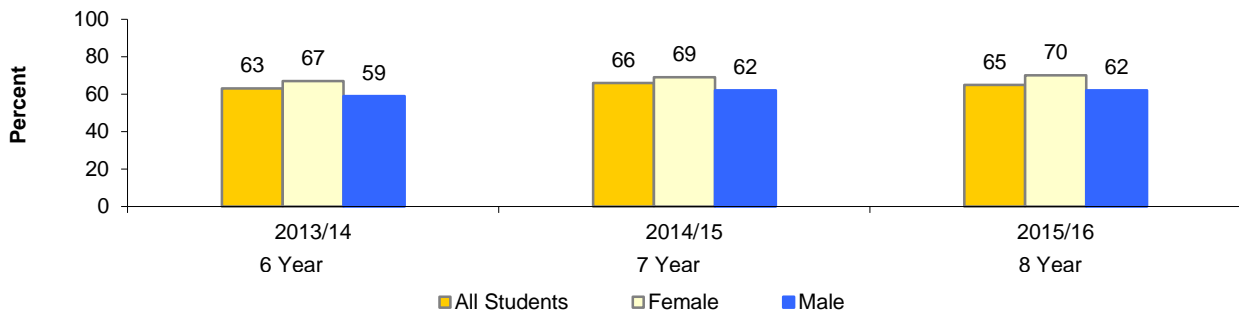
## BC SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2009/10 and 2010/11 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

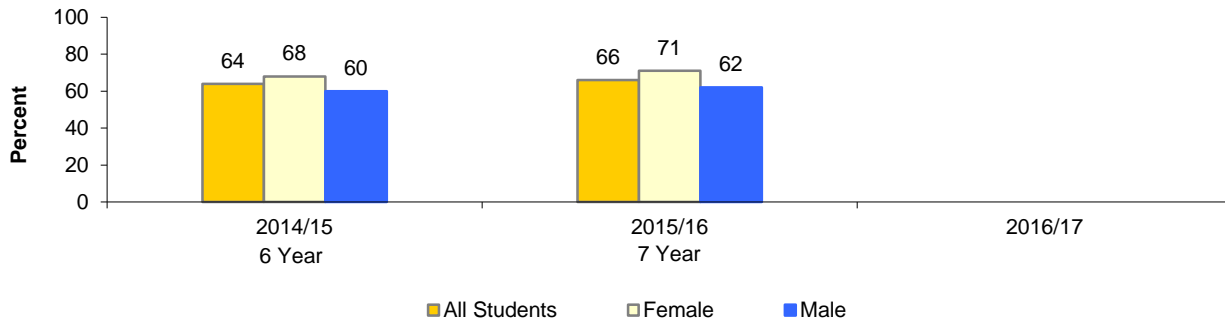
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Students %	Female %	Male %	All Students %	Female %	Male %	All Students %	Female %	Male %
2008/09	63	67	59	66	69	62	65	70	62
2009/10	64	68	60	66	71	62	-	-	-
2010/11	64	69	60	-	-	-	-	-	-

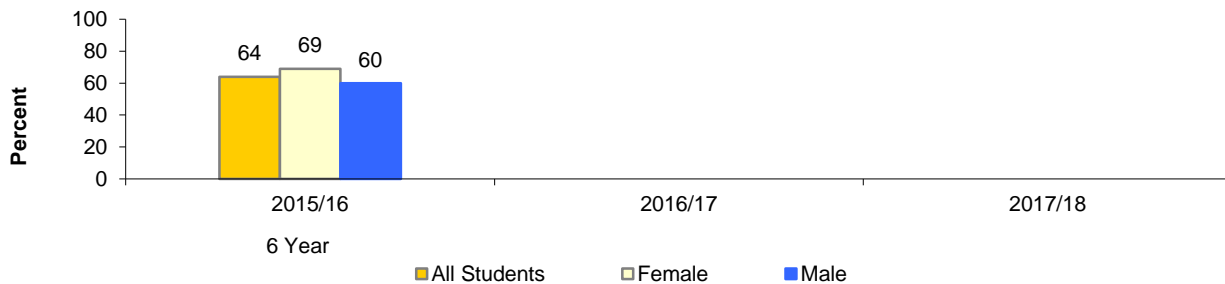
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2008/09 Cohort**



**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 Cohort**



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

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 *	
	#	#	%	#	#	%
2011/12	5,923	261	4	53,062	851	2
2012/13	6,057	301	5	53,044	673	1
2013/14	6,096	262	4	51,599	705	1
2014/15	5,947	252	4	48,438	644	1
2015/16	6,163	258	4	47,956	688	1

### BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2011/12	5,923	3,069	52	53,062	38,924	73
2012/13	6,057	3,138	52	53,044	38,355	72
2013/14	6,096	3,070	50	51,599	36,866	71
2014/15	5,947	3,050	51	48,438	36,088	75
2015/16	6,163	3,027	49	47,956	35,080	73

### 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 *	
	#	#	%	#	#	%
2011/12	5,923	456	8	53,062	3,038	6
2012/13	6,057	683	11	53,044	3,287	6
2013/14	6,096	675	11	51,599	2,850	6
2014/15	5,947	655	11	48,438	2,412	5
2015/16	6,163	642	10	47,956	1,929	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. See the MCFD report for more details  
[http://www.mcf.gov.bc.ca/about\\_us/performance.htm](http://www.mcf.gov.bc.ca/about_us/performance.htm)

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

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2011/12	5,540	3,317	60	2,223	40
2012/13	5,138	3,146	61	1,992	39
2013/14	4,728	2,928	62	1,800	38
2014/15	4,271	2,698	63	1,573	37
2015/16	3,845	2,448	64	1,397	36

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

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2011/12	68,527	3,317	5
2012/13	67,270	3,146	5
2013/14	66,311	2,928	4
2014/15	64,516	2,698	4
2015/16	63,631	2,448	4

### CCO (EVER) SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2011/12	37	39	27	32	49	39	44
2012/13	41	38	30	34	60	46	51
2013/14	45	44	36	40	62	43	51
2014/15	50	51	37	44	71	50	59
2015/16	47	40	37	38	69	50	59

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2011/12	88	86	80	83	93	91	92
2012/13	88	87	88	87	95	84	90
2013/14	87	84	82	83	93	88	90
2014/15	93	92	92	92	98	89	94
2015/16	94	91	92	91	98	97	98

\*\* 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							
	2010/11		2011/12		2012/13		2013/14		2014/15	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,660	100	688	18.8	211	5.8	90	2.5	51	1.4
Non-Aboriginal	40,947	100	6,607	16.1	1,890	4.6	790	1.9	446	1.1

### 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							
	2010/11		2011/12		2012/13		2013/14		2014/15	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	4,076	100	424	10.4	169	4.1	132	3.2	77	1.9
Non-Aboriginal	27,946	100	1,564	5.6	504	1.8	316	1.1	203	0.7

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute							
	2010/11		2011/12		2012/13		2013/14		2014/15	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,660	100	68	1.9	39	1.1	20	0.5	9	0.2
Non-Aboriginal	40,947	100	1,171	2.9	514	1.3	239	0.6	170	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							
	2010/11		2011/12		2012/13		2013/14		2014/15	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	4,076	100	39	1.0	21	0.5	23	0.6	14	0.3
Non-Aboriginal	27,946	100	371	1.3	128	0.5	85	0.3	67	0.2

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

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

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

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2010/11		Year of Transition to a Research-Intensive University							
	#	%	2011/12		2012/13		2013/14		2014/15	
			#	%	#	%	#	%	#	%
Aboriginal	3,660	100	182	5.0	13	0.4	8	0.2	6	0.2
Non-Aboriginal	40,947	100	7,842	19.2	531	1.3	137	0.3	60	0.1

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

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2010/11		Year of Transition to a Research-Intensive University							
	#	%	2011/12		2012/13		2013/14		2014/15	
			#	%	#	%	#	%	#	%
Aboriginal	4,076	100	3	0.1	3	0.1	-	-	2	0
Non-Aboriginal	27,946	100	125	0.4	27	0.1	43	0.2	43	0.1

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2010/11		Year of Transition to a Teaching-Intensive University							
	#	%	2011/12		2012/13		2013/14		2014/15	
			#	%	#	%	#	%	#	%
Aboriginal	3,660	100	415	11.3	125	3.4	52	1.4	44	1.2
Non-Aboriginal	40,947	100	6,021	14.7	1,262	3.1	438	1.1	270	0.7

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

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2010/11		Year of Transition to a Teaching-Intensive University							
	#	%	2011/12		2012/13		2013/14		2014/15	
			#	%	#	%	#	%	#	%
Aboriginal	4,076	100	144	3.5	59	1.4	35	0.9	24	0.6
Non-Aboriginal	27,946	100	597	2.1	153	0.5	84	0.3	72	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.

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## SATISFACTION SURVEY RESULTS, 2011/12 - 2015/16

The Satisfaction Survey is a 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, but overall the response rates are very high (around 90% for elementary grades and around 60% to 75% for secondary grades).

The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question is skipped by less 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 Satisfaction Survey. These questions were selected because they help to provide students' perspectives in regards to their sense of belonging. For more information on the provincial Satisfaction Survey, visit [www.bced.gov.bc.ca/sat\\_survey/](http://www.bced.gov.bc.ca/sat_survey/)

The chart next to each question represents the percentage of students responding "All of the time" or "many times" over five years. If the number of respondents for one year is considerably lower than that of the other years the percentage is not shown on the chart.

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### CAVEAT

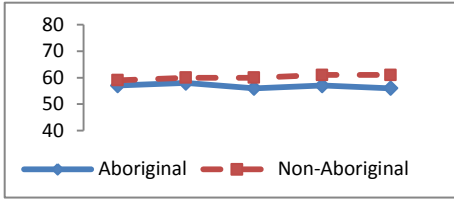
Survey report users should keep in mind that during the 2011/12 school year, due to labour disputes survey participation was optional.

Response rates for that one year fell far below typical levels, and so those responses may not be representative of the school populations.

Report users should carefully compare any results for 2011/12 against trends established in earlier and subsequent years, and consider discounting the 2011/12 results if they differ greatly from established trends.

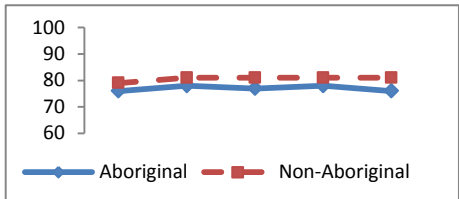
## SATISFACTION SURVEY RESULTS, GRADE 3/4

### Do you like school?



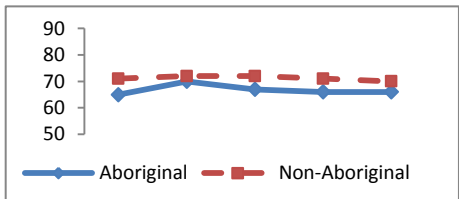
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
2011/12	1,632	932	57	10,726	6,360	59
2012/13	3,741	2,166	58	25,492	15,362	60
2013/14	3,530	1,987	56	24,308	14,529	60
2014/15	3,498	2,010	57	23,714	14,539	61
2015/16	3,656	2,058	56	24,284	14,869	61

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



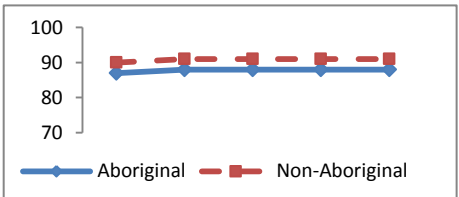
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
2011/12	1,638	1,242	76	10,554	8,348	79
2012/13	3,695	2,883	78	25,106	20,331	81
2013/14	3,506	2,717	77	23,986	19,467	81
2014/15	3,434	2,686	78	23,178	18,765	81
2015/16	3,562	2,718	76	23,684	19,078	81

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



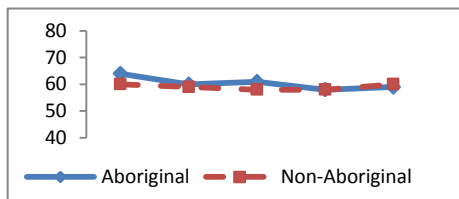
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
2011/12	1,688	1,092	65	10,869	7,736	71
2012/13	3,820	2,664	70	25,839	18,699	72
2013/14	3,635	2,450	67	24,638	17,705	72
2014/15	3,609	2,394	66	24,081	17,179	71
2015/16	3,761	2,475	66	24,563	17,174	70

### 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 #	%
2011/12	1,662	1,449	87	10,749	9,703	90
2012/13	3,752	3,301	88	25,580	23,363	91
2013/14	3,577	3,147	88	24,391	22,188	91
2014/15	3,545	3,114	88	23,741	21,672	91
2015/16	3,711	3,265	88	24,328	22,232	91

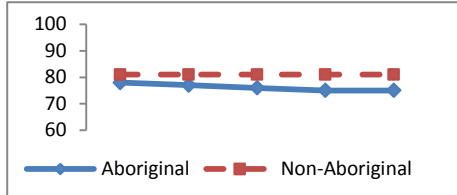
### At school, are you being taught about Aboriginal peoples in Canada?



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 #	%
2011/12	1,639	1,044	64	10,562	6,334	60
2012/13	3,699	2,224	60	25,009	14,745	59
2013/14	3,496	2,127	61	23,840	13,854	58
2014/15	3,440	2,010	58	23,112	13,520	58
2015/16	3,604	2,140	59	23,764	14,205	60

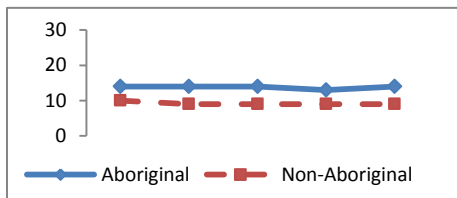
**SATISFACTION SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



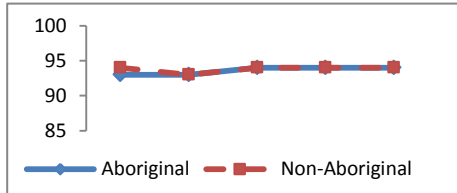
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	1,682	1,304	78	10,819	8,801	81
2012/13	3,781	2,917	77	25,749	20,912	81
2013/14	3,620	2,761	76	24,524	19,869	81
2014/15	3,553	2,648	75	23,901	19,354	81
2015/16	3,724	2,776	75	24,434	19,727	81

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



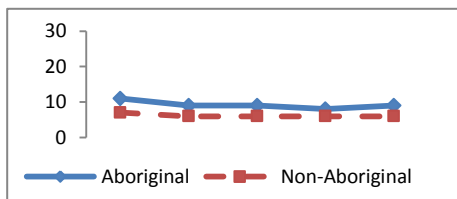
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	1,668	235	14	10,733	1,085	10
2012/13	3,746	512	14	25,420	2,176	9
2013/14	3,564	484	14	24,276	2,084	9
2014/15	3,514	449	13	23,616	2,103	9
2015/16	3,687	531	14	24,159	2,287	9

**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	
	#	#	%	#	#	%
2011/12	1,692	1,573	93	10,921	10,231	94
2012/13	3,830	3,555	93	25,953	24,262	93
2013/14	3,653	3,416	94	24,738	23,256	94
2014/15	3,605	3,378	94	24,096	22,658	94
2015/16	3,784	3,549	94	24,672	23,285	94

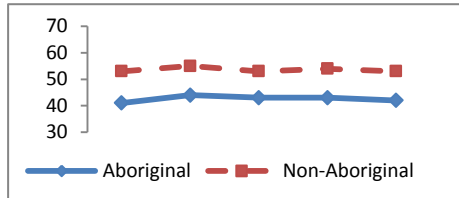
**I would like to go to a different school.**



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	
	#	#	%	#	#	%
2011/12	1,625	176	11	10,563	708	7
2012/13	3,683	338	9	25,154	1,425	6
2013/14	3,523	315	9	24,014	1,333	6
2014/15	3,436	281	8	23,202	1,327	6
2015/16	3,607	331	9	23,698	1,341	6

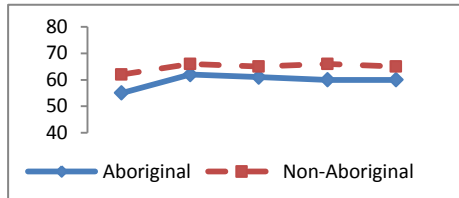
## SATISFACTION SURVEY RESULTS, GRADE 7

### Do you like school?



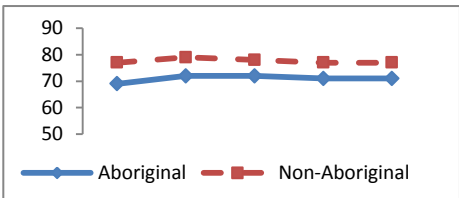
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
2011/12	1,488	611	41	10,485	5,526	53
2012/13	3,608	1,570	44	26,294	14,481	55
2013/14	3,512	1,517	43	23,875	12,691	53
2014/15	3,461	1,499	43	23,421	12,683	54
2015/16	3,511	1,488	42	24,064	12,861	53

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



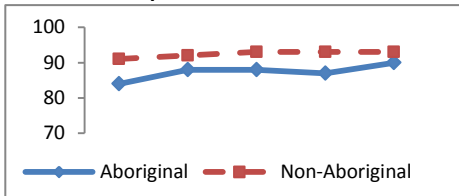
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
2011/12	1,479	818	55	10,330	6,445	62
2012/13	3,559	2,205	62	25,904	17,026	66
2013/14	3,439	2,092	61	23,534	15,302	65
2014/15	3,380	2,037	60	23,000	15,243	66
2015/16	3,454	2,056	60	23,666	15,316	65

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



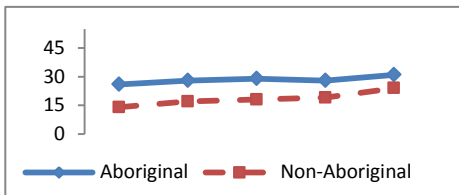
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
2011/12	1,507	1,041	69	10,517	8,122	77
2012/13	3,627	2,598	72	26,379	20,936	79
2013/14	3,532	2,541	72	23,975	18,735	78
2014/15	3,454	2,465	71	23,486	18,085	77
2015/16	3,544	2,531	71	24,132	18,590	77

### 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 #	%
2011/12	1,482	1,243	84	10,503	9,568	91
2012/13	3,606	3,164	88	26,288	24,266	92
2013/14	3,487	3,071	88	23,920	22,289	93
2014/15	3,439	3,004	87	23,409	21,801	93
2015/16	3,529	3,171	90	24,084	22,468	93

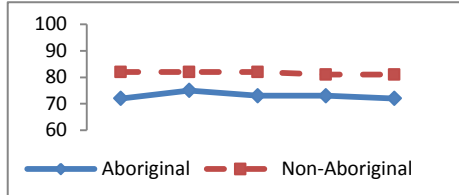
### At school, are you being taught about Aboriginal peoples in Canada?



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 #	%
2011/12	1,473	381	26	10,187	1,473	14
2012/13	3,550	983	28	25,572	4,258	17
2013/14	3,453	993	29	23,289	4,182	18
2014/15	3,404	947	28	22,915	4,313	19
2015/16	3,491	1,075	31	23,624	5,686	24

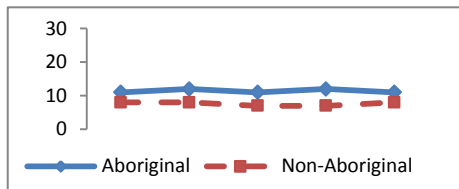
**SATISFACTION SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



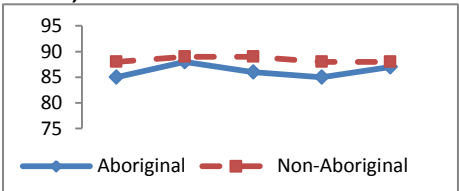
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	1,492	1,080	72	10,486	8,604	82
2012/13	3,602	2,695	75	26,319	21,668	82
2013/14	3,497	2,555	73	23,905	19,534	82
2014/15	3,421	2,481	73	23,361	19,027	81
2015/16	3,510	2,536	72	24,052	19,377	81

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



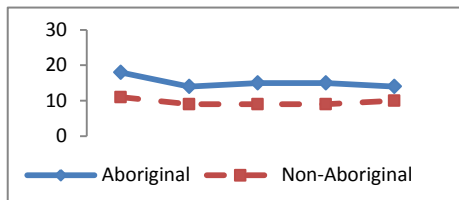
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	1,493	167	11	10,480	790	8
2012/13	3,577	433	12	26,187	1,969	8
2013/14	3,481	394	11	23,772	1,770	7
2014/15	3,408	392	12	23,213	1,740	7
2015/16	3,488	389	11	23,889	1,823	8

**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	
	#	#	%	#	#	%
2011/12	1,498	1,268	85	10,502	9,257	88
2012/13	3,643	3,189	88	26,321	23,374	89
2013/14	3,512	3,035	86	23,906	21,189	89
2014/15	3,465	2,953	85	23,425	20,657	88
2015/16	3,539	3,065	87	24,100	21,177	88

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

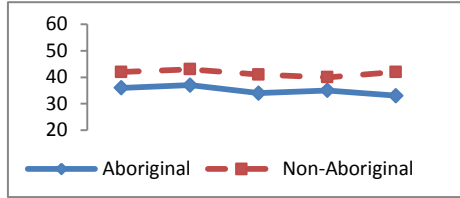


School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	1,470	259	18	10,320	1,139	11
2012/13	3,530	498	14	25,855	2,380	9
2013/14	3,411	497	15	23,464	2,179	9
2014/15	3,356	489	15	22,896	2,133	9
2015/16	3,405	472	14	23,520	2,261	10



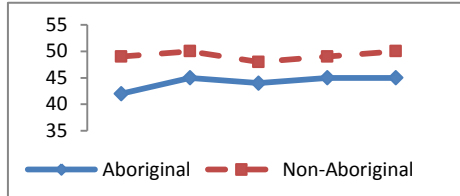
## SATISFACTION SURVEY RESULTS, GRADE 10

### Do you like school?



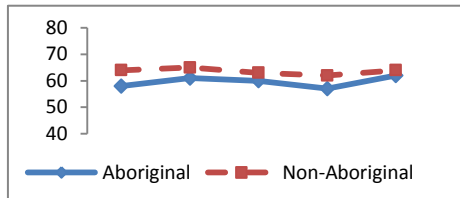
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2011/12	1,542	555	36	11,301	4,729	42
2012/13	3,331	1,216	37	26,036	11,132	43
2013/14	3,331	1,126	34	24,940	10,105	41
2014/15	3,037	1,061	35	23,622	9,556	40
2015/16	2,968	986	33	22,191	9,236	42

### Does staff treat all students fairly at school?



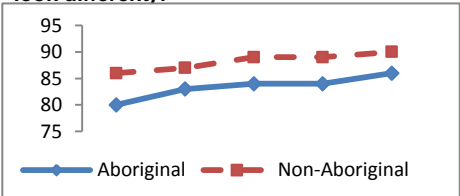
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2011/12	1,529	647	42	11,135	5,486	49
2012/13	3,297	1,472	45	25,493	12,724	50
2013/14	3,263	1,445	44	24,519	11,796	48
2014/15	2,978	1,347	45	23,125	11,272	49
2015/16	2,916	1,323	45	21,654	10,733	50

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



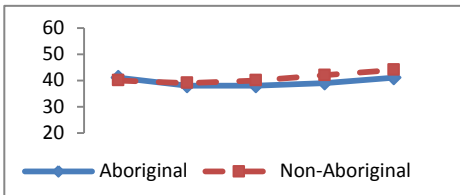
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2011/12	1,553	903	58	11,317	7,230	64
2012/13	3,356	2,040	61	26,020	16,801	65
2013/14	3,343	2,014	60	24,908	15,670	63
2014/15	3,054	1,747	57	23,581	14,642	62
2015/16	2,992	1,855	62	22,096	14,064	64

### 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 # %	
2011/12	1,518	1,207	80	11,124	9,516	86
2012/13	3,279	2,720	83	25,537	22,334	87
2013/14	3,246	2,714	84	24,431	21,630	89
2014/15	3,008	2,532	84	23,192	20,639	89
2015/16	2,927	2,518	86	21,817	19,599	90

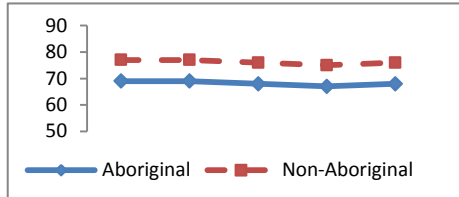
### At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2011/12	1,514	627	41	11,064	4,476	40
2012/13	3,276	1,248	38	25,353	9,930	39
2013/14	3,244	1,241	38	24,288	9,683	40
2014/15	2,994	1,170	39	23,031	9,676	42
2015/16	2,928	1,187	41	21,672	9,629	44

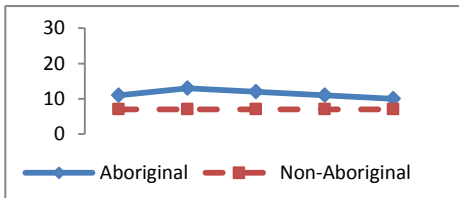
**SATISFACTION SURVEY RESULTS, GRADE 10 continued**

**Do you feel safe at school?**



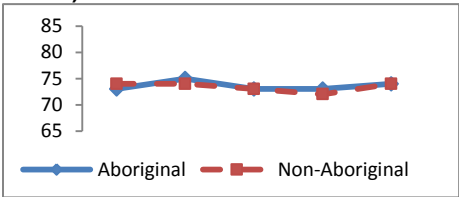
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	1,532	1,055	69	11,276	8,726	77
2012/13	3,313	2,291	69	25,914	19,928	77
2013/14	3,298	2,256	68	24,796	18,933	76
2014/15	2,991	2,000	67	23,379	17,450	75
2015/16	2,922	2,000	68	21,925	16,628	76

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



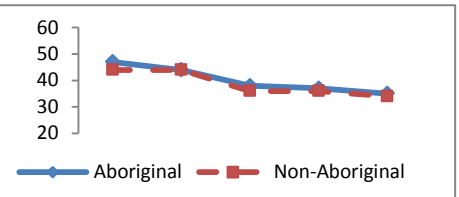
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	1,541	170	11	11,217	748	7
2012/13	3,319	415	13	25,781	1,797	7
2013/14	3,276	392	12	24,687	1,634	7
2014/15	3,010	329	11	23,255	1,566	7
2015/16	2,931	296	10	21,842	1,475	7

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



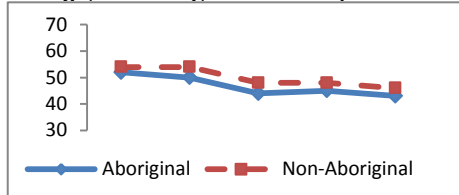
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
	#	#	%	#	#	%
2011/12	1,556	1,134	73	11,303	8,323	74
2012/13	3,364	2,512	75	25,961	19,260	74
2013/14	3,335	2,426	73	24,874	18,274	73
2014/15	3,067	2,236	73	23,590	17,095	72
2015/16	2,981	2,217	74	22,142	16,428	74

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



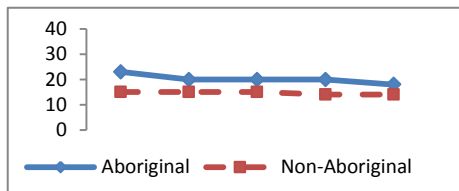
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2011/12	1,531	720	47	11,133	4,870	44
2012/13	3,303	1,463	44	25,564	11,170	44
2013/14	3,268	1,255	38	24,544	8,939	36
2014/15	3,009	1,105	37	23,177	8,356	36
2015/16	2,937	1,015	35	21,691	7,377	34

**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	
	#	#	%	#	#	%
2011/12	1,522	795	52	11,124	5,965	54
2012/13	3,294	1,657	50	25,589	13,813	54
2013/14	3,245	1,442	44	24,560	11,817	48
2014/15	2,979	1,329	45	23,182	11,126	48
2015/16	2,917	1,256	43	21,750	10,027	46

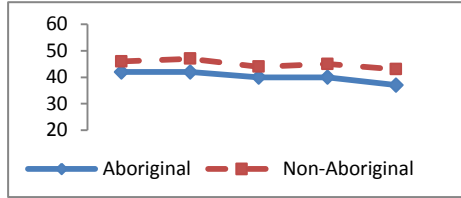
**I would like to transfer to a different school.**



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	
	#	#	%	#	#	%
2011/12	1,497	338	23	10,958	1,660	15
2012/13	3,218	657	20	25,188	3,755	15
2013/14	3,181	638	20	24,023	3,597	15
2014/15	2,905	569	20	22,685	3,232	14
2015/16	2,835	512	18	21,261	3,028	14

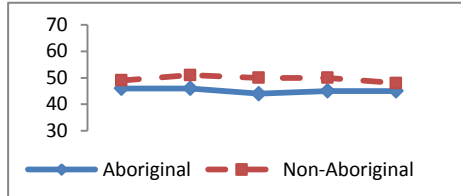
## SATISFACTION SURVEY RESULTS, GRADE 12

### Do you like school?



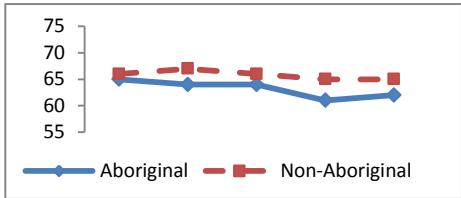
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2011/12	913	384	42	8,950	4,129	46
2012/13	2,329	976	42	22,584	10,576	47
2013/14	2,279	903	40	21,382	9,475	44
2014/15	2,105	837	40	20,347	9,112	45
2015/16	2,110	781	37	18,541	7,971	43

### Does staff treat all students fairly at school?



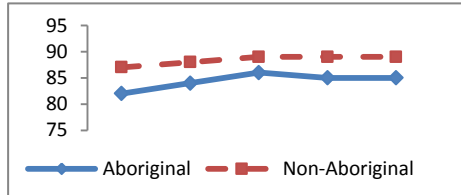
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2011/12	911	416	46	8,863	4,348	49
2012/13	2,292	1,062	46	22,278	11,323	51
2013/14	2,252	989	44	21,106	10,502	50
2014/15	2,066	935	45	20,016	9,916	50
2015/16	2,090	949	45	18,224	8,815	48

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



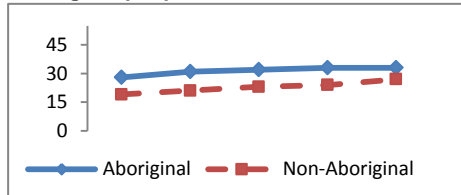
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2011/12	917	594	65	8,968	5,906	66
2012/13	2,326	1,490	64	22,563	15,188	67
2013/14	2,288	1,454	64	21,379	14,049	66
2014/15	2,104	1,279	61	20,278	13,177	65
2015/16	2,114	1,310	62	18,494	12,096	65

### 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 #	%
2011/12	890	731	82	8,777	7,645	87
2012/13	2,280	1,923	84	22,158	19,478	88
2013/14	2,234	1,917	86	20,966	18,580	89
2014/15	2,056	1,740	85	19,975	17,760	89
2015/16	2,099	1,791	85	18,193	16,261	89

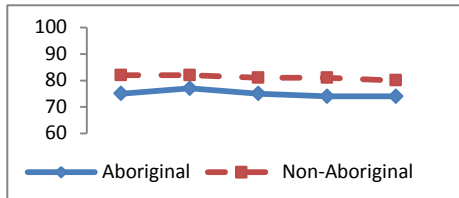
### At school, are you being taught about Aboriginal peoples in Canada?



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 #	%
2011/12	888	247	28	8,714	1,640	19
2012/13	2,264	700	31	21,990	4,683	21
2013/14	2,234	713	32	20,789	4,703	23
2014/15	2,062	671	33	19,827	4,721	24
2015/16	2,095	698	33	18,052	4,944	27

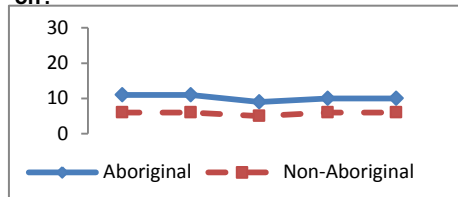
## SATISFACTION SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



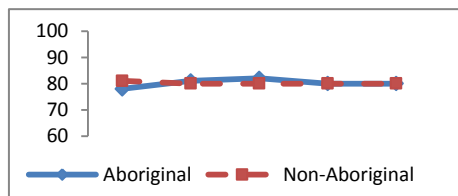
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2011/12	907	682	75	8,922	7,319	82
2012/13	2,318	1,774	77	22,467	18,427	82
2013/14	2,274	1,713	75	21,243	17,294	81
2014/15	2,077	1,527	74	20,123	16,236	81
2015/16	2,086	1,540	74	18,332	14,672	80

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



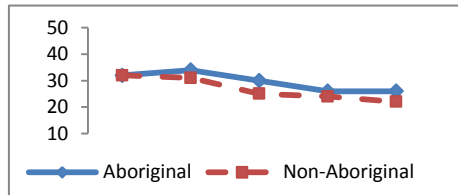
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2011/12	911	102	11	8,894	519	6
2012/13	2,311	249	11	22,428	1,347	6
2013/14	2,263	211	9	21,237	1,136	5
2014/15	2,069	208	10	20,074	1,149	6
2015/16	2,093	219	10	18,277	1,100	6

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



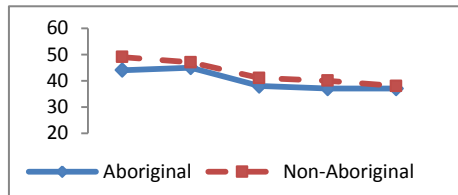
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more # %		Gr 12 Respondents #	Two adults or more # %	
2011/12	916	717	78	9,002	7,278	81
2012/13	2,338	1,886	81	22,612	18,059	80
2013/14	2,287	1,869	82	21,458	17,253	80
2014/15	2,127	1,702	80	20,367	16,219	80
2015/16	2,137	1,708	80	18,569	14,789	80

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



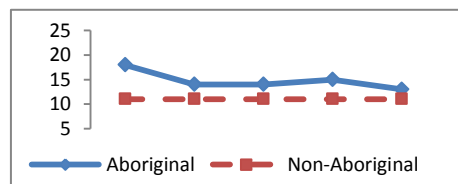
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2011/12	899	292	32	8,843	2,824	32
2012/13	2,296	781	34	22,339	6,898	31
2013/14	2,259	676	30	21,146	5,242	25
2014/15	2,075	541	26	20,017	4,854	24
2015/16	2,105	555	26	18,234	4,046	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 # %	
2011/12	899	400	44	8,884	4,345	49
2012/13	2,281	1,020	45	22,378	10,407	47
2013/14	2,237	860	38	21,212	8,679	41
2014/15	2,069	765	37	20,080	8,105	40
2015/16	2,086	781	37	18,328	7,031	38

### I would like to transfer 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 # %	
2011/12	895	163	18	8,706	964	11
2012/13	2,255	315	14	21,961	2,356	11
2013/14	2,202	316	14	20,758	2,345	11
2014/15	2,025	295	15	19,662	2,162	11
2015/16	2,031	261	13	17,857	2,011	11

## GLOSSARY

For complete listing of glossary: [www.bced.gov.bc.ca/reporting/glossary.php](http://www.bced.gov.bc.ca/reporting/glossary.php)

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 29).
<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>	<p>Category A – Physically Dependent</p> <p>Category B – Deafblind</p> <p>Category C – Moderate to Profound Intellectual Disability</p> <p>Category D – Physical Disability / Chronic Health Impairment</p> <p>Category E – Visual Impairment</p> <p>Category F – Deaf or Hard of Hearing</p> <p>Category G – Autism Spectrum Disorder</p> <p>Category H – Intensive Behaviour Interventions / Serious Mental Illness</p> <p>Category K – Mild Intellectual Disability</p> <p>Category P – Gifted</p> <p>Category Q – Learning Disability (formerly Category J)</p> <p>Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
<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.