



**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**EDUCATION COMMITTEE**

**AGENDA**

February 24, 2016 from 1:00-2:30 p.m.  
School Board Office – Gibsons, BC

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- 1) Strategic Plan: Goal 1.c. – Math
- 2) Strategic Plan: Goal 2.f. – Leaders
- 3) Aboriginal Performance Data – “How Are We Doing?” (HAWD)
- 4) Curriculum (*standing item*)
- 5) Parent Engagement (*standing item*)



# Aboriginal Report 2010/11 - 2014/15

## How Are We Doing?

**School District 046**  
**Sunshine Coast**

PO Box 220  
 Gibsons, BC, V0N 1V0  
 Phone: 604 886-8811

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

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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?

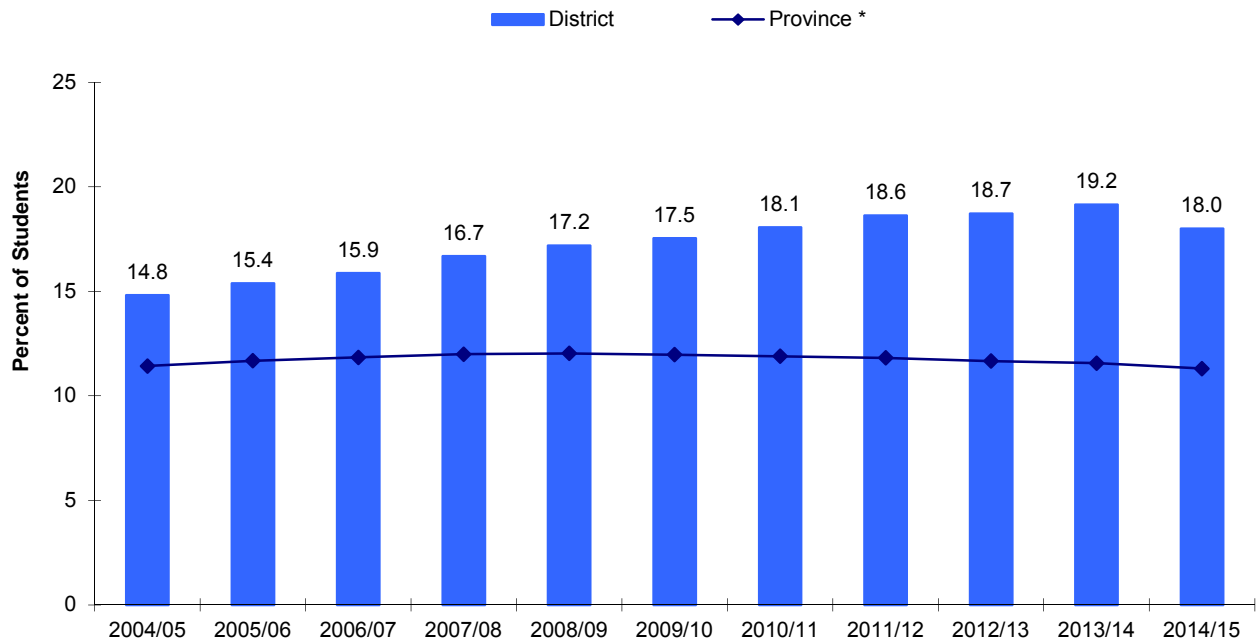
PLEASE NOTE

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 #	Aboriginal Students #	Aboriginal Students %	All Students #	Aboriginal Students #	Aboriginal Students %
2004/05	4,099	607	14.8	606,382	69,276	11.4
2005/06	3,953	608	15.4	599,492	70,035	11.7
2006/07	3,811	605	15.9	587,814	69,612	11.8
2007/08	3,687	615	16.7	583,617	70,000	12.0
2008/09	3,519	605	17.2	579,484	69,732	12.0
2009/10	3,392	595	17.5	580,480	69,501	12.0
2010/11	3,299	596	18.1	579,109	68,902	11.9
2011/12	3,215	599	18.6	569,736	67,323	11.8
2012/13	3,142	588	18.7	564,530	65,849	11.7
2013/14	3,059	586	19.2	558,984	64,631	11.6
2014/15	3,027	545	18.0	552,788	62,491	11.3

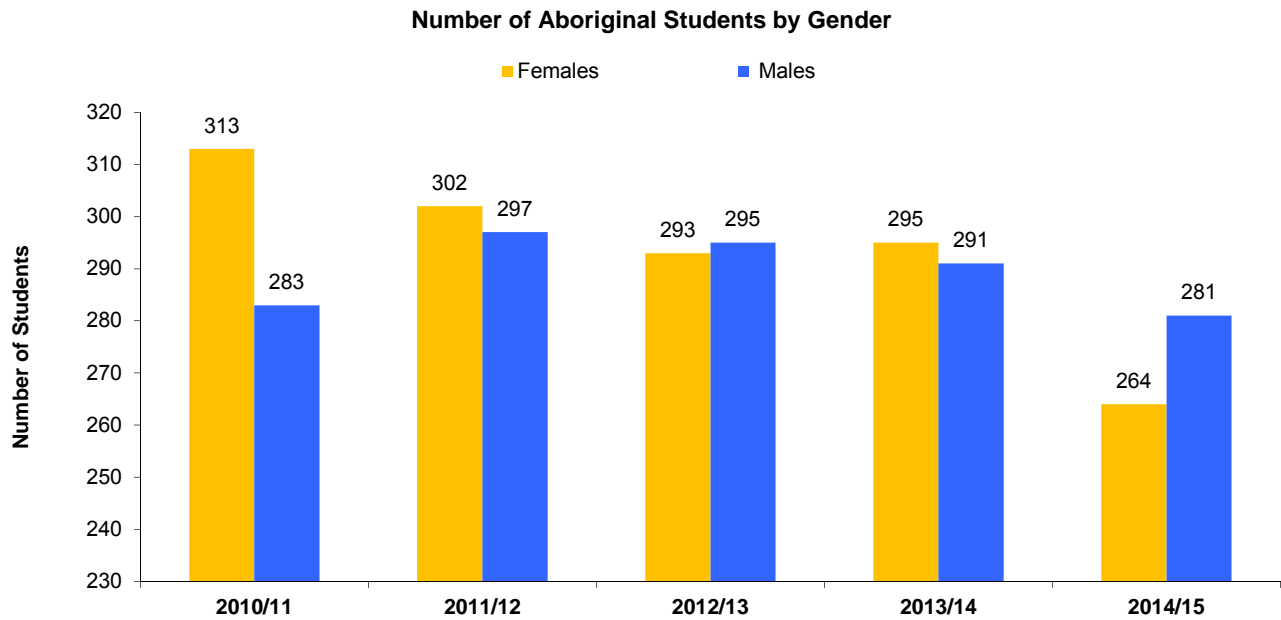
**Percent of Self-Identified Aboriginal Students**



\* Public schools only.

## ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District				Province *				
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Students #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2010/11	3,299	596	18.1	313	9.5	283	8.6	68,902	34,097	34,805
2011/12	3,215	599	18.6	302	9.4	297	9.2	67,323	33,358	33,965
2012/13	3,142	588	18.7	293	9.3	295	9.4	65,849	32,720	33,129
2013/14	3,059	586	19.2	295	9.6	291	9.5	64,631	32,006	32,625
2014/15	3,027	545	18.0	264	8.7	281	9.3	62,491	30,834	31,657

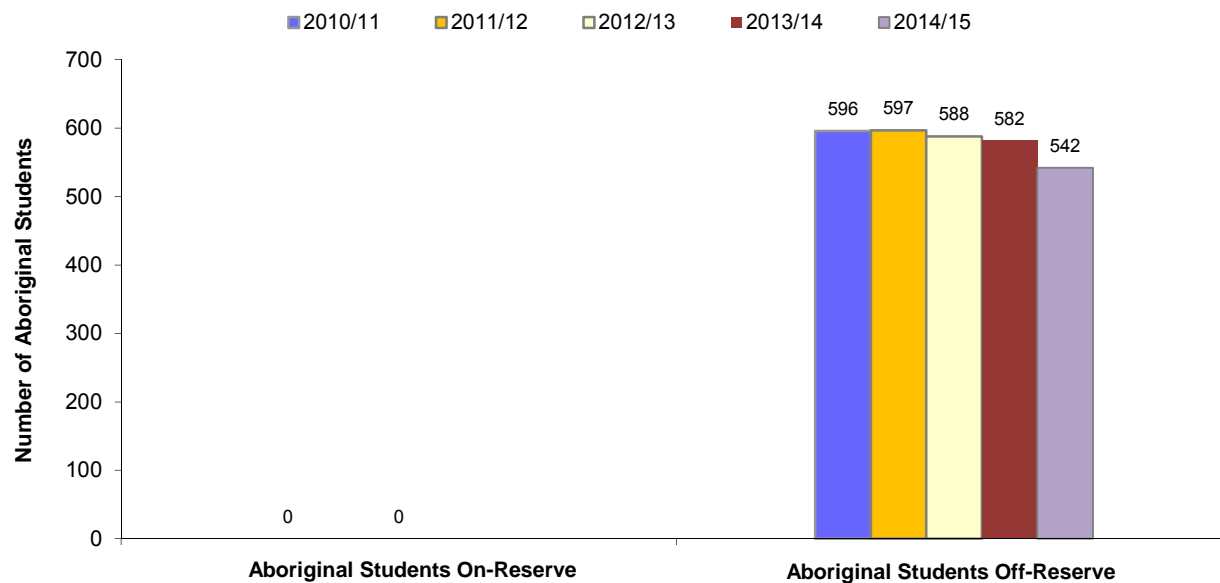


\* Public schools only.

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	District							Province *	
	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2010/11	596	0	0	0	313	283	596	9,908	58,994
2011/12	599	Msk	Msk	Msk	301	296	597	9,324	57,999
2012/13	588	0	0	0	293	295	588	8,926	56,923
2013/14	586	Msk	Msk	Msk	294	288	582	8,812	55,819
2014/15	545	Msk	Msk	Msk	263	279	542	8,143	54,348

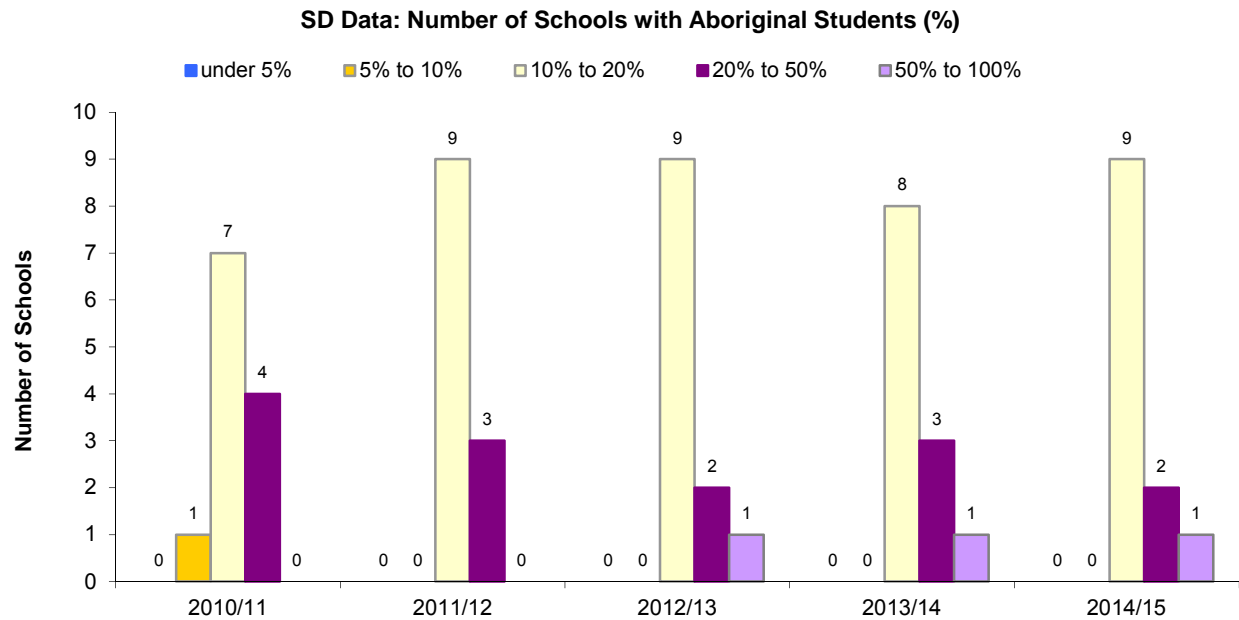
**District Data: Number of Aboriginal Students, On- or Off-Reserve**



\* Public schools only.

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

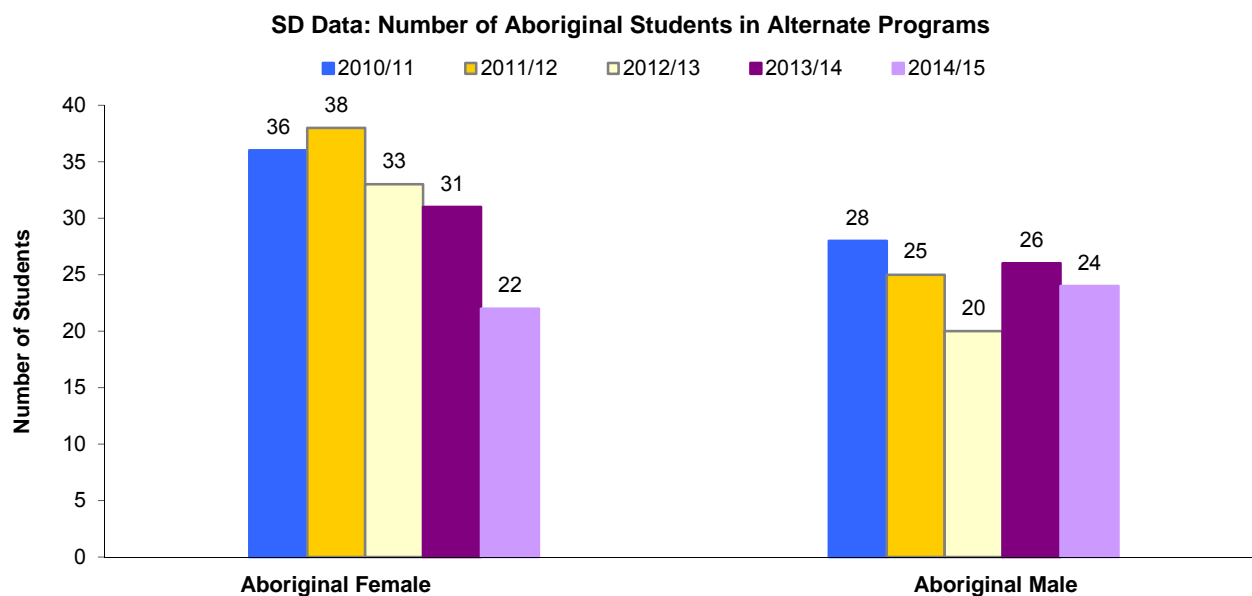
School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2010/11	12	0	1	7	4	0	1,408	395	246	365	308	94
2011/12	12	0	0	9	3	0	1,404	395	250	357	315	87
2012/13	12	0	0	9	2	1	1,404	407	256	350	303	88
2013/14	12	0	0	8	3	1	1,394	410	248	356	288	92
2014/15	12	0	0	9	2	1	1,386	436	241	344	278	87



\* 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 #
2010/11	199	36	28	64	50	85	135	1,923	1,827	2,972	3,595
2011/12	194	38	25	63	44	87	131	1,813	1,679	2,545	3,094
2012/13	186	33	20	53	50	83	133	1,685	1,625	2,238	2,973
2013/14	165	31	26	57	43	65	108	1,594	1,579	2,050	2,771
2014/15	157	22	24	46	47	64	111	1,559	1,532	2,018	2,645



\* Public schools only.

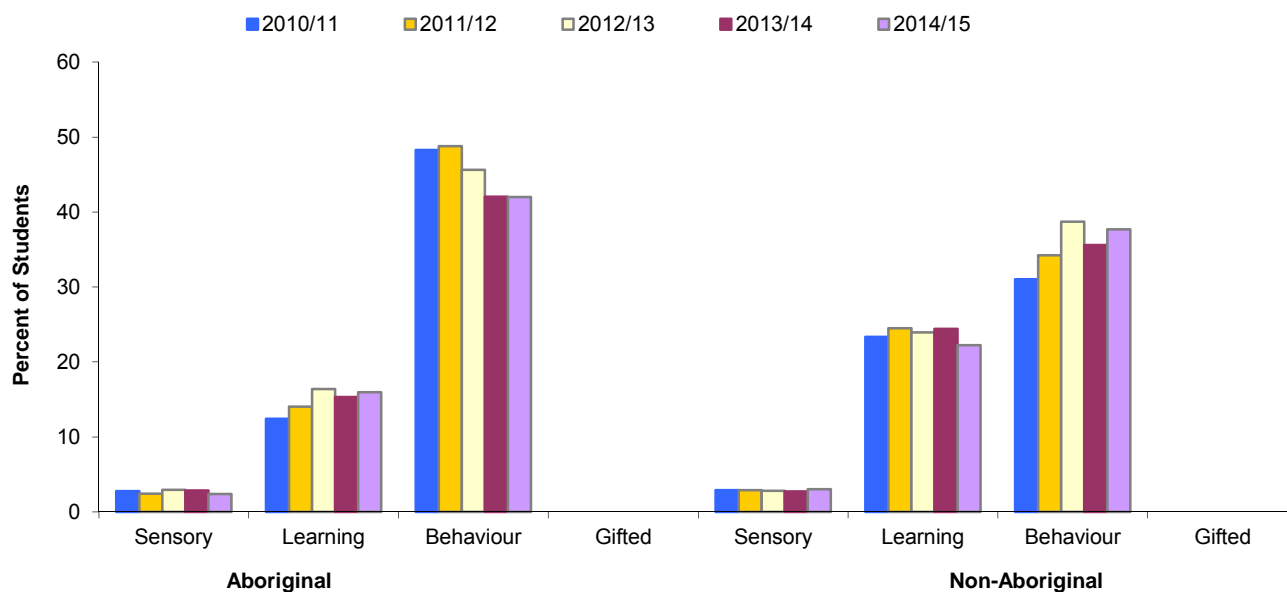


## STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2010/11	145	377	4	3	11	3	18	12	88	23	70	48	117	31	Msk	Msk	Msk	Msk
2011/12	164	412	4	2	12	3	23	14	101	25	80	49	141	34	Msk	Msk	Msk	Msk
2012/13	171	426	5	3	12	3	28	16	102	24	78	46	165	39	Msk	Msk	Msk	Msk
2013/14	176	438	5	3	12	3	27	15	107	24	74	42	156	36	Msk	Msk	Msk	Msk
2014/15	169	427	4	2	13	3	27	16	95	22	71	42	161	38	Msk	Msk	Msk	Msk

**Percent of Students in Special Needs Performance Reporting Groups**



## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

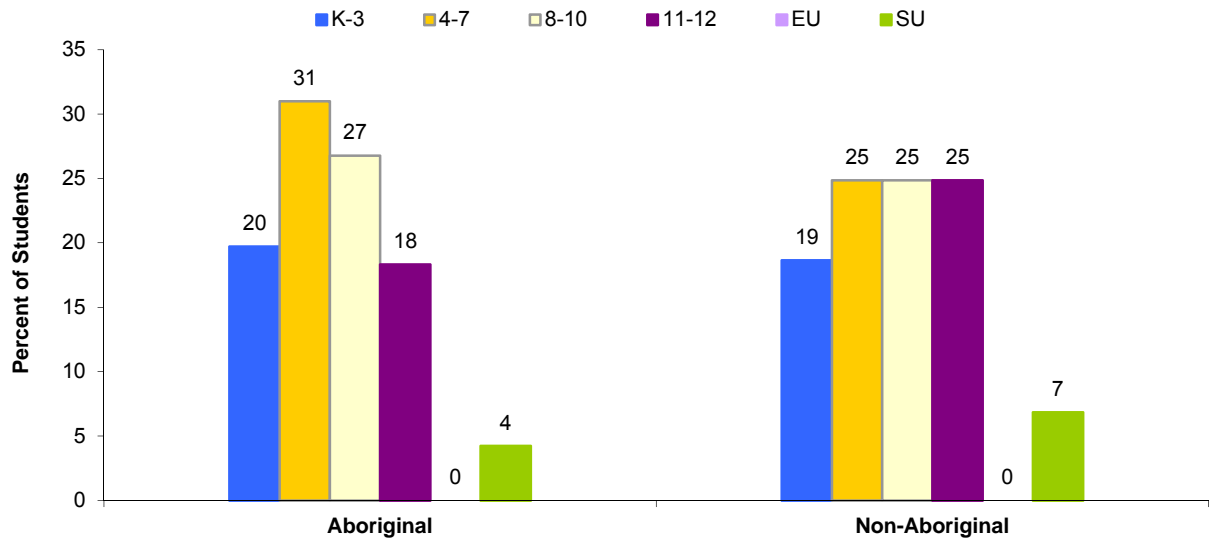
### Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2010/11	70	6	9	22	31	26	37	11	16	0	0	Msk	Msk
2011/12	80	12	15	19	24	23	29	13	16	0	0	13	16
2012/13	78	16	21	19	24	21	27	12	15	0	0	10	13
2013/14	74	14	19	18	24	23	31	11	15	0	0	8	11
2014/15	71	14	20	22	31	19	27	13	18	0	0	3	4

### Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2010/11	117	15	13	28	24	51	44	20	17	0	0	Msk	Msk
2011/12	141	24	17	33	23	42	30	29	21	0	0	13	9
2012/13	165	25	15	36	22	44	27	40	24	0	0	20	12
2013/14	156	28	18	44	28	46	29	27	17	0	0	11	7
2014/15	161	30	19	40	25	40	25	40	25	0	0	11	7

**Students with Behaviour Disabilities - Grade Distribution 2014/15**

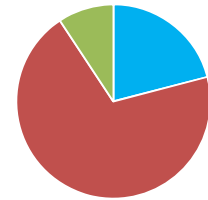


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

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

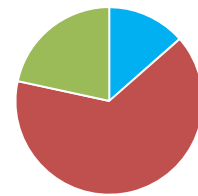
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	29	83	8	28	16	55	5	17
2011/12	40	95	7	18	28	70	5	13
2012/13	39	87	14	36	19	49	6	15
2013/14	22	79	2	9	19	86	1	5
2014/15	43	86	9	21	30	70	4	9



- Not Yet Meeting
- Meeting
- Exceeding

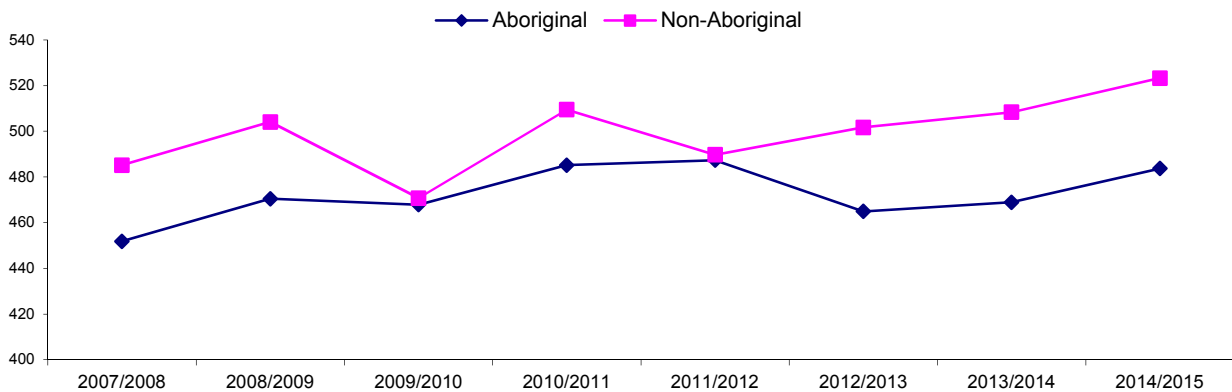
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	155	91	15	10	111	72	29	19
2011/12	156	91	25	16	117	75	14	9
2012/13	130	87	22	17	85	65	23	18
2013/14	144	81	22	15	103	72	19	13
2014/15	148	87	20	14	96	65	32	22



- Not Yet Meeting
- Meeting
- Exceeding

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

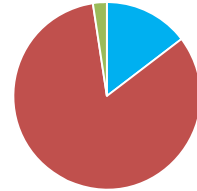


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

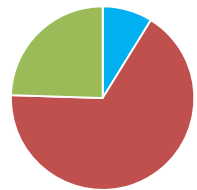
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	29	83	4	14	24	83	1	3
2011/12	39	93	3	8	33	85	3	8
2012/13	36	80	3	8	31	86	2	6
2013/14	21	75	1	5	19	90	1	5
2014/15	41	82	6	15	34	83	1	2



■ Not Yet Meeting  
 ■ Meeting  
 ■ Exceeding

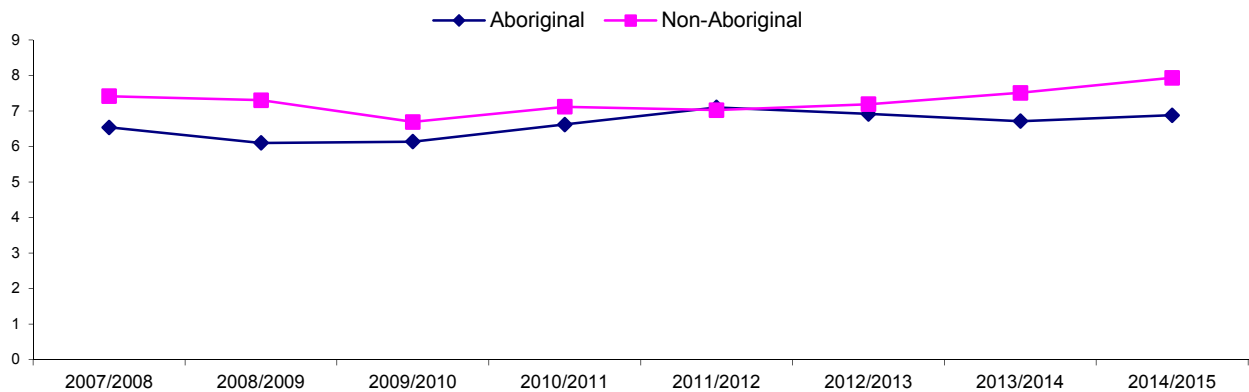
### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	154	91	18	12	126	82	10	6
2011/12	155	90	19	12	129	83	7	5
2012/13	126	85	10	8	107	85	9	7
2013/14	133	75	12	9	106	80	15	11
2014/15	147	86	13	9	98	67	36	24



■ Not Yet Meeting  
 ■ Meeting  
 ■ Exceeding

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

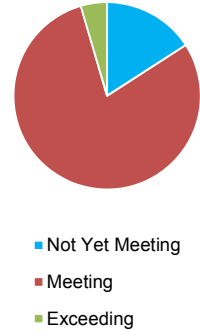


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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.

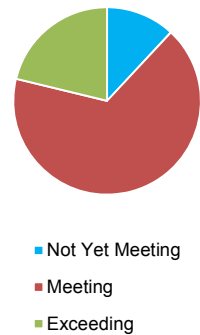
### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	29	83	5	17	23	79	1	3
2011/12	40	95	5	13	30	75	5	13
2012/13	37	82	10	27	25	68	2	5
2013/14	23	82	7	30	15	65	1	4
2014/15	44	88	7	16	35	80	2	5

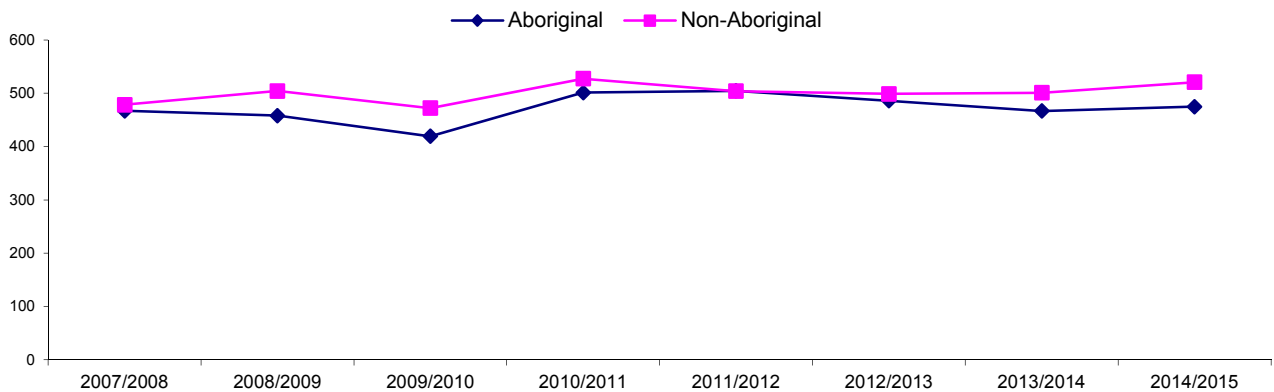


### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	154	91	16	10	112	73	26	17
2011/12	155	90	24	15	113	73	18	12
2012/13	129	87	22	17	95	74	12	9
2013/14	142	80	22	15	103	73	17	12
2014/15	151	88	18	12	101	67	32	21



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

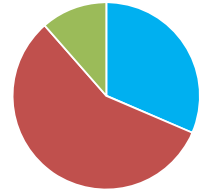


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

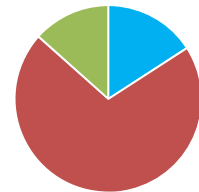
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	27	77	4	15	22	81	1	4
2011/12	27	73	7	26	19	70	1	4
2012/13	40	87	14	35	23	58	3	8
2013/14	30	75	7	23	19	63	4	13
2014/15	35	90	11	31	20	57	4	11



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

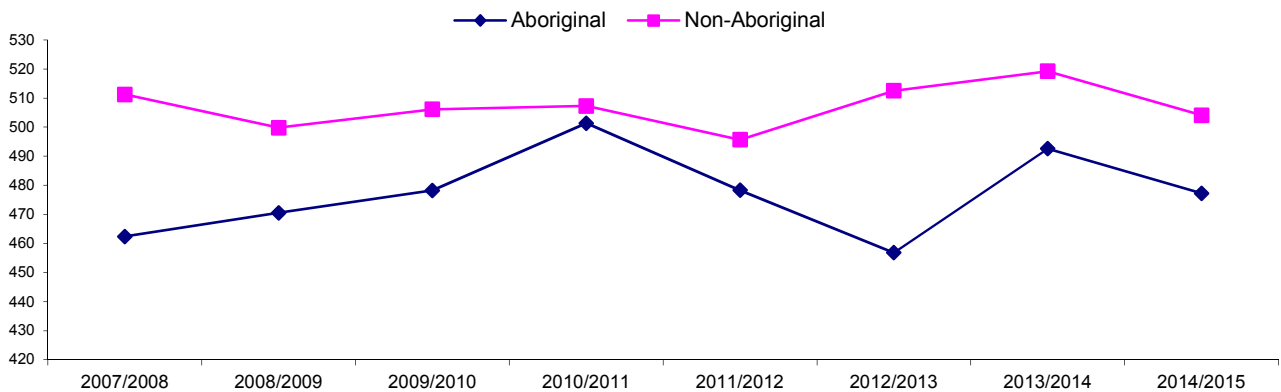
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	178	87	34	19	114	64	30	17
2011/12	178	92	43	24	112	63	23	13
2012/13	150	82	25	17	100	67	25	17
2013/14	144	83	18	13	102	71	24	17
2014/15	164	86	26	16	116	71	22	13



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

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

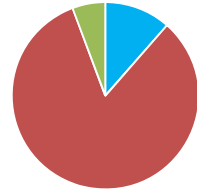


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

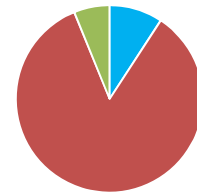
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	27	77	5	19	20	74	2	7
2011/12	27	73	7	26	19	70	1	4
2012/13	40	87	13	33	27	68	0	0
2013/14	29	73	5	17	21	72	3	10
2014/15	35	90	4	11	29	83	2	6



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

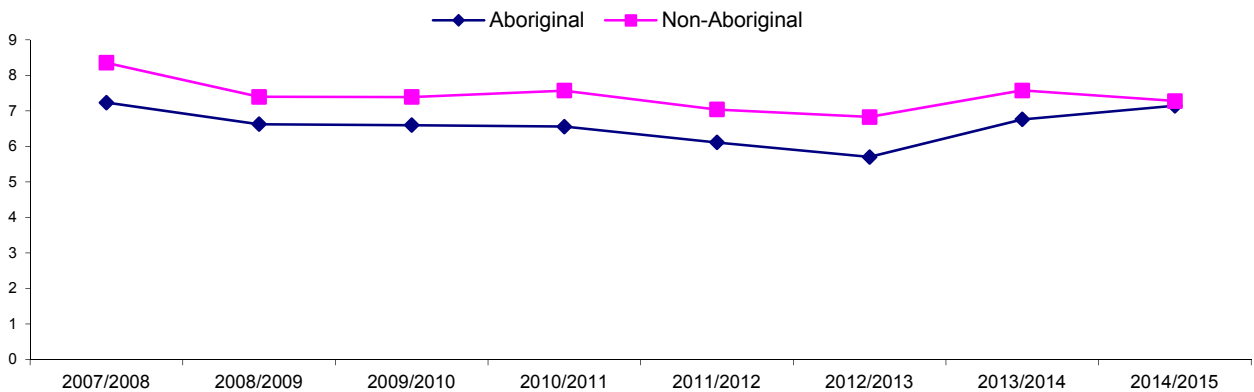
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	177	86	16	9	134	76	27	15
2011/12	176	91	25	14	135	77	16	9
2012/13	150	82	32	21	103	69	15	10
2013/14	141	82	11	8	114	81	16	11
2014/15	163	85	15	9	138	85	10	6



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

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

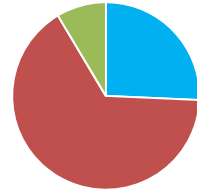


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

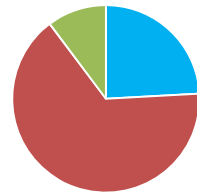
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	27	77	9	33	15	56	3	11
2011/12	26	70	7	27	17	65	2	8
2012/13	39	85	20	51	19	49	0	0
2013/14	29	73	6	21	20	69	3	10
2014/15	35	90	9	26	23	66	3	9



- Not Yet Meeting
- Meeting
- Exceeding

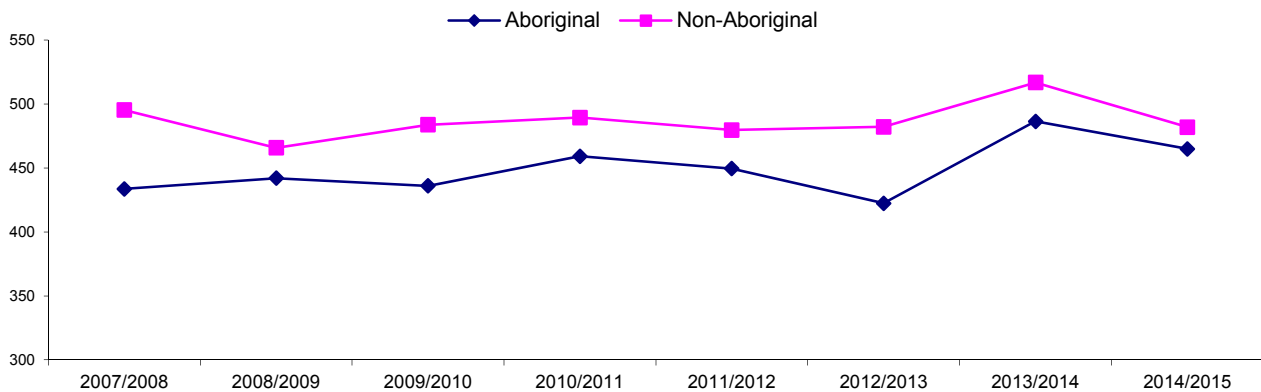
### GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	181	88	49	27	104	57	28	15
2011/12	175	91	45	26	117	67	13	7
2012/13	150	82	32	21	106	71	12	8
2013/14	143	83	19	13	100	70	24	17
2014/15	166	87	40	24	109	66	17	10



- 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.

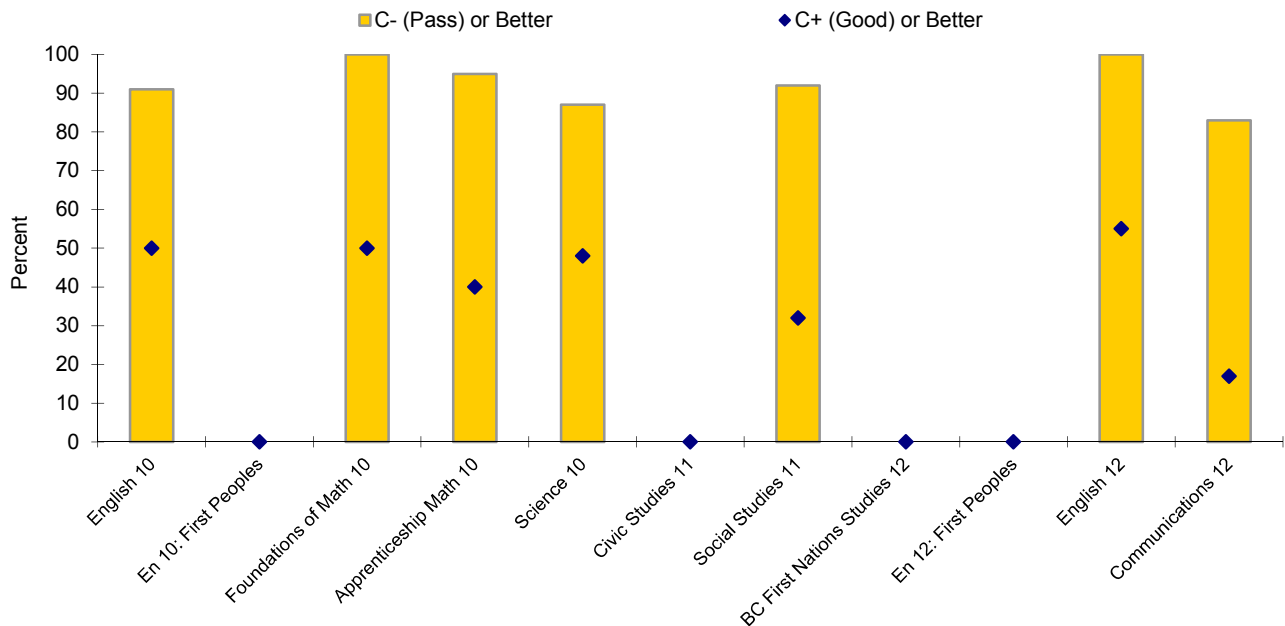
The final mark for a course is derived from the course mark (classroom work) and the exam mark. As the course mark measures performance for the duration of the course and the exam evaluates performance through large-scale testing, the results of these two indicators may vary. In Grades 10 and 11 the 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	34	31	91	17	50	196	187	95	148	76
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	16	16	100	8	50	135	131	97	109	81
Apprenticeship Math 10	20	19	95	8	40	54	51	94	28	52
Science 10	31	27	87	15	48	184	179	97	133	72
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	25	23	92	8	32	199	195	98	133	67
BC First Nations Studies 12	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
English 12: First Peoples	-	-	-	-	-	-	-	-	-	-
English 12	22	22	100	12	55	160	158	99	110	69
Communications 12	12	10	83	2	17	34	33	97	16	47

**Final Marks Overview: Aboriginal Results 2014/15**

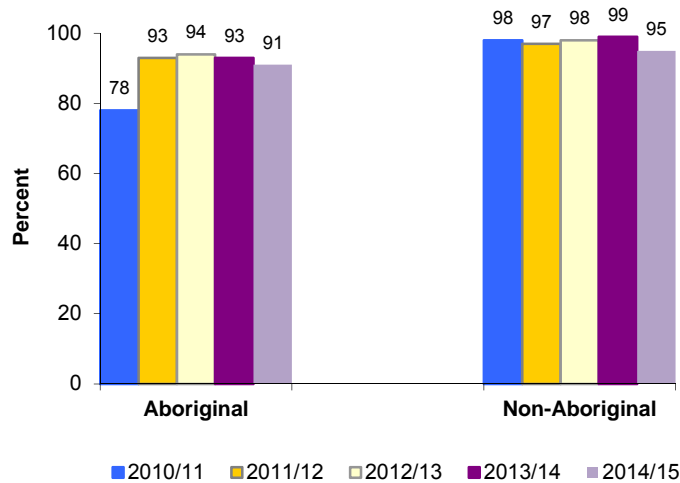


## FINAL MARKS: ENGLISH 10

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	
		#	%	#	%		#	%	#	%
2010/11	49	38	78	22	45	240	236	98	183	76
2011/12	60	56	93	31	52	233	225	97	183	79
2012/13	48	45	94	17	35	220	216	98	149	68
2013/14	29	27	93	13	45	211	208	99	156	74
2014/15	34	31	91	17	50	196	187	95	148	76

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> #	
2010/11	49	64	44	5	240	264	221	19	
2011/12	60	68	49	11	233	248	209	24	
2012/13	48	56	43	5	220	228	194	26	
2013/14	29	32	26	3	211	249	195	16	
2014/15	34	38	27	7	196	198	172	24	

### 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.

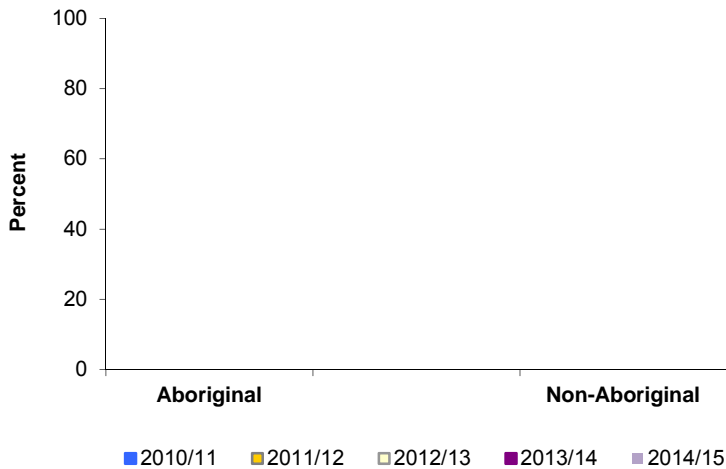
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2010/11	-	-	-	-	-	-	-	-	-	-
2011/12	-	-	-	-	-	-	-	-	-	-
2012/13	-	-	-	-	-	-	-	-	-	-
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-

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> #
2010/11	-	64	-	-	-	264	-	-
2011/12	-	68	-	-	-	248	-	-
2012/13	-	56	-	-	-	228	-	-
2013/14	-	32	-	-	-	249	-	-
2014/15	-	38	-	-	-	198	-	-

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



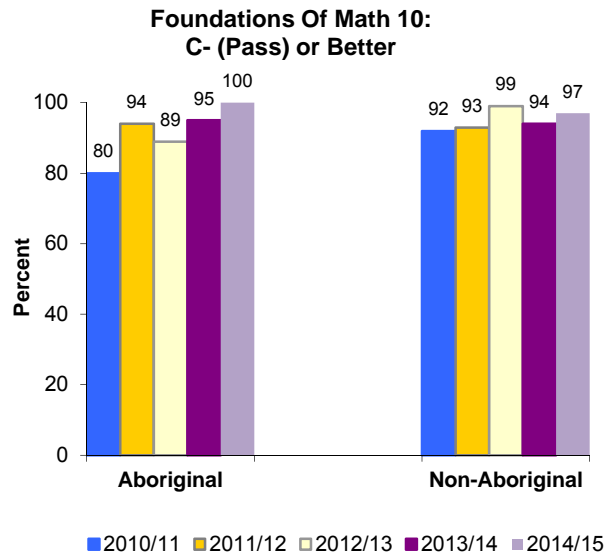
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	
		#	%	#	%		#	%	#	%
2010/11	30	24	80	12	40	178	163	92	106	60
2011/12	31	29	94	17	55	192	178	93	110	57
2012/13	18	16	89	8	44	148	146	99	95	64
2013/14	20	19	95	9	45	163	153	94	108	66
2014/15	16	16	100	8	50	135	131	97	109	81

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> #	
2010/11	30	64	27	3	178	264	170	8	
2011/12	31	68	26	5	192	248	167	25	
2012/13	18	56	17	1	148	228	136	12	
2013/14	20	32	14	6	163	249	149	14	
2014/15	16	38	14	2	135	198	120	15	



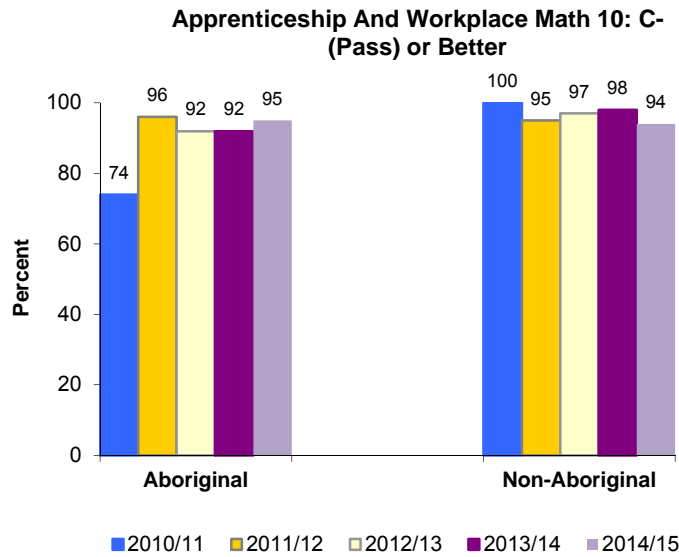
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	
		#	%	#	%		#	%	#	%
2010/11	19	14	74	7	37	52	52	100	16	31
2011/12	26	25	96	13	50	63	60	95	36	57
2012/13	24	22	92	10	42	71	69	97	36	51
2013/14	13	12	92	5	38	59	58	98	25	42
2014/15	20	19	95	8	40	54	51	94	28	52

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> #		
2010/11	19	64	16	3	52	264	40	12		
2011/12	26	68	17	9	63	248	43	20		
2012/13	24	56	17	7	71	228	49	22		
2013/14	13	32	7	6	59	249	49	10		
2014/15	20	38	13	7	54	198	45	9		



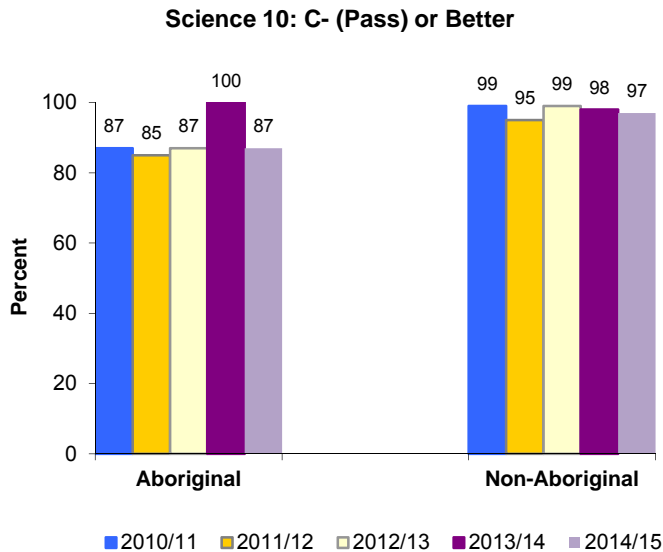
<sup>1</sup> Data represent only those students who are enrolled and in attendance in September or February of year indicated.

<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	
		#	%	#	%		#	%	#	%
2010/11	46	40	87	18	39	234	231	99	164	70
2011/12	60	51	85	25	42	231	220	95	147	64
2012/13	45	39	87	19	42	226	224	99	145	64
2013/14	28	28	100	14	50	194	191	98	142	73
2014/15	31	27	87	15	48	184	179	97	133	72

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> #	
2010/11	46	64	43	3	234	264	218	16	
2011/12	60	68	50	10	231	248	209	22	
2012/13	45	56	39	6	226	228	200	26	
2013/14	28	32	22	6	194	249	186	8	
2014/15	31	38	24	7	184	198	170	14	



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

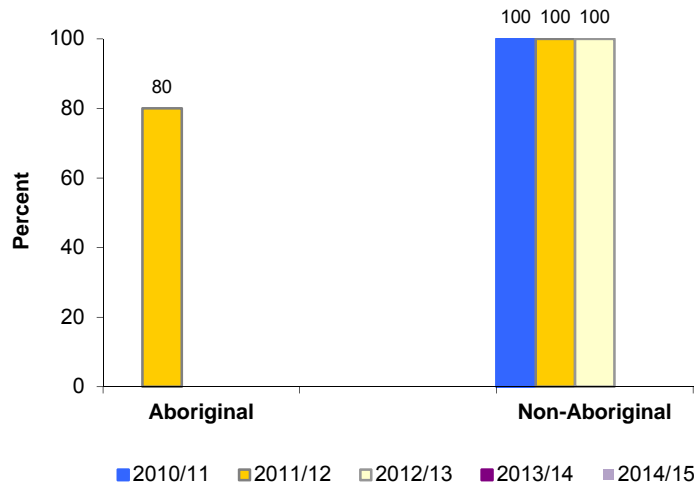
<sup>2</sup> Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## 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	
		#	%	#	%		#	%	#	%
2010/11	Msk	Msk	Msk	Msk	Msk	10	10	100	4	40
2011/12	10	8	80	4	40	17	17	100	11	65
2012/13	Msk	Msk	Msk	Msk	Msk	13	13	100	10	77
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-

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> #		
2010/11	Msk	48	Msk	Msk	10	279	10	0		
2011/12	10	58	9	1	17	287	17	0		
2012/13	Msk	62	Msk	Msk	13	261	11	2		
2013/14	-	51	-	-	-	239	-	-		
2014/15	-	40	-	-	-	249	-	-		

**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.

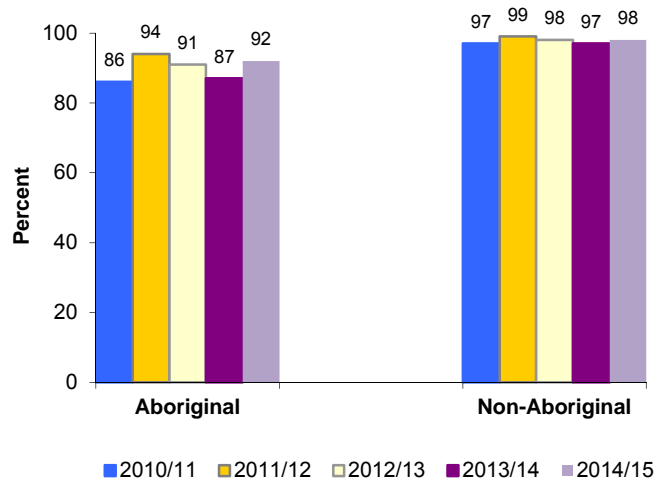
<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

## 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	
		#	%	#	%		#	%	#	%
2010/11	22	19	86	14	64	211	204	97	135	64
2011/12	34	32	94	18	53	215	212	99	149	69
2012/13	47	43	91	25	53	219	214	98	162	74
2013/14	31	27	87	12	39	185	179	97	116	63
2014/15	25	23	92	8	32	199	195	98	133	67

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> #	
2010/11	22	48	20	2	211	279	189	22	
2011/12	34	58	30	4	215	287	196	19	
2012/13	47	62	41	6	219	261	195	24	
2013/14	31	51	27	4	185	239	172	13	
2014/15	25	40	23	2	199	249	176	23	

**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.

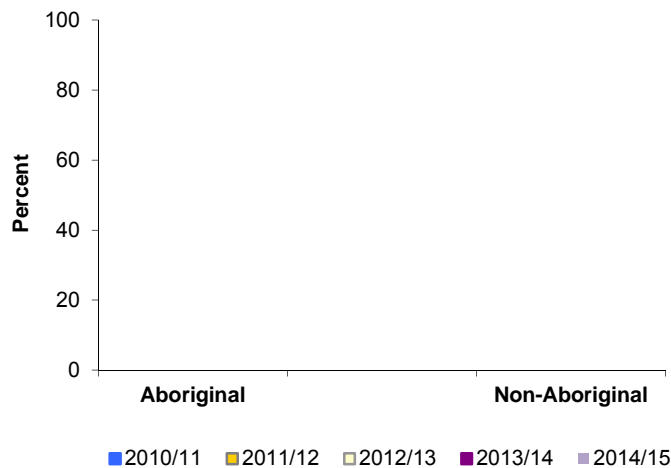


## FINAL MARKS: BC FIRST NATIONS STUDIES 12

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	
		#	%	#	%		#	%	#	%
2010/11	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2011/12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2012/13	-	-	-	-	-	-	-	-	-	-
2013/14	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2014/15	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> #		
2010/11	-	38	-	-	Msk	304	Msk	Msk		
2011/12	Msk	32	Msk	Msk	Msk	236	Msk	Msk		
2012/13	-	46	-	-	-	257	-	-		
2013/14	Msk	59	Msk	Msk	-	236	-	-		
2014/15	Msk	41	Msk	Msk	-	228	-	-		

**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.

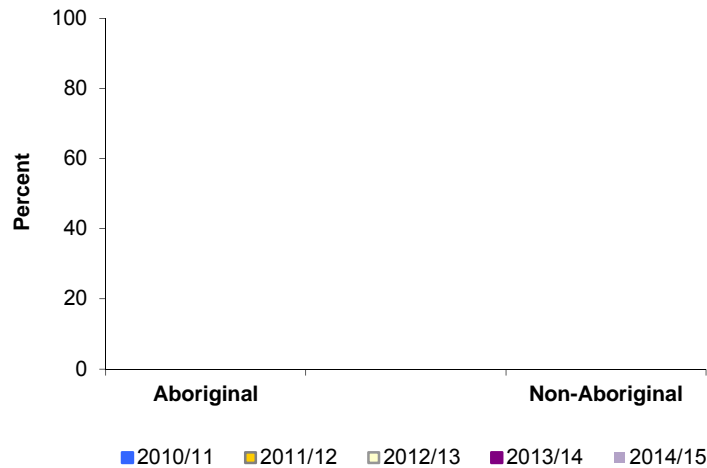
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	
		#	%	#	%		#	%	#	%
2010/11	-	-	-	-	-	-	-	-	-	-
2011/12	-	-	-	-	-	-	-	-	-	-
2012/13	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-

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> #
2010/11	-	38	-	-	-	304	-	-
2011/12	-	32	-	-	-	236	-	-
2012/13	Msk	46	Msk	Msk	Msk	257	Msk	Msk
2013/14	-	59	-	-	-	236	-	-
2014/15	-	41	-	-	-	228	-	-

**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.

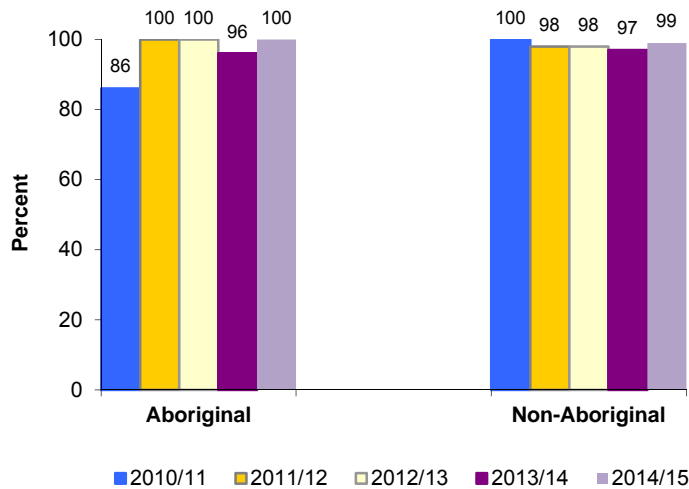
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	
		#	%	#	%		#	%	#	%
2010/11	14	12	86	3	21	215	214	100	164	76
2011/12	23	23	100	16	70	194	190	98	128	66
2012/13	26	26	100	18	69	195	192	98	145	74
2013/14	24	23	96	15	63	187	182	97	130	70
2014/15	22	22	100	12	55	160	158	99	110	69

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #	
2010/11	14	38	13	1	215	304	207	8	
2011/12	23	32	19	4	194	236	170	24	
2012/13	26	46	24	2	195	257	184	11	
2013/14	24	59	22	2	187	236	178	9	
2014/15	22	41	20	2	160	228	152	8	

**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.

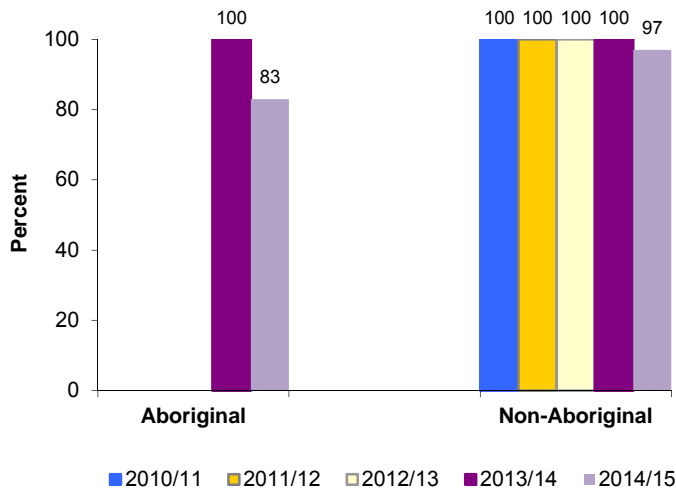
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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	
		#	%	#	%		#	%	#	%
2010/11	Msk	Msk	Msk	Msk	Msk	22	22	100	12	55
2011/12	Msk	Msk	Msk	Msk	Msk	25	25	100	18	72
2012/13	Msk	Msk	Msk	Msk	Msk	19	19	100	15	79
2013/14	15	15	100	11	73	31	31	100	22	71
2014/15	12	10	83	2	17	34	33	97	16	47

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> #		
2010/11	Msk	38	Msk	Msk	22	304	18	4		
2011/12	Msk	32	Msk	Msk	25	236	18	7		
2012/13	Msk	46	Msk	Msk	19	257	17	2		
2013/14	15	59	15	0	31	236	28	3		
2014/15	12	41	6	6	34	228	29	5		

**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.

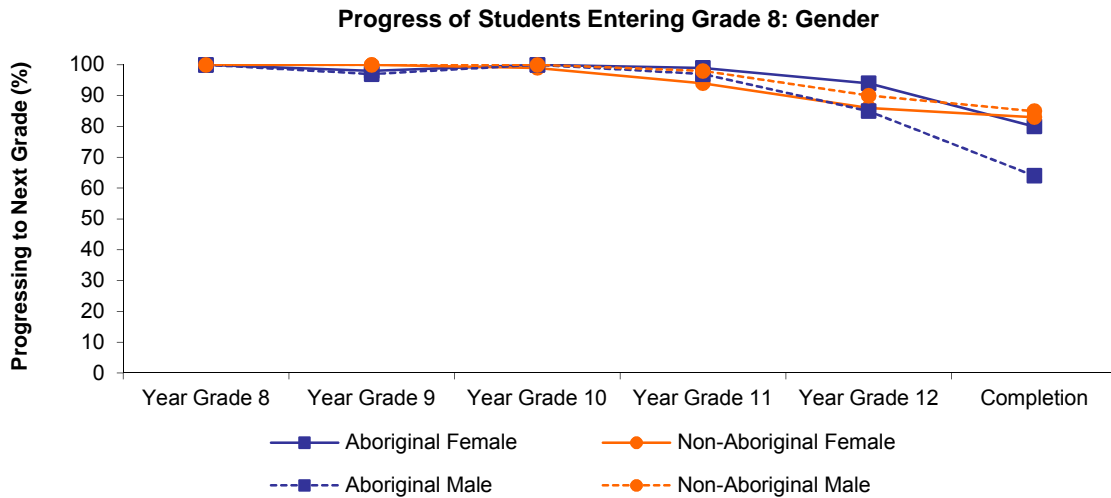
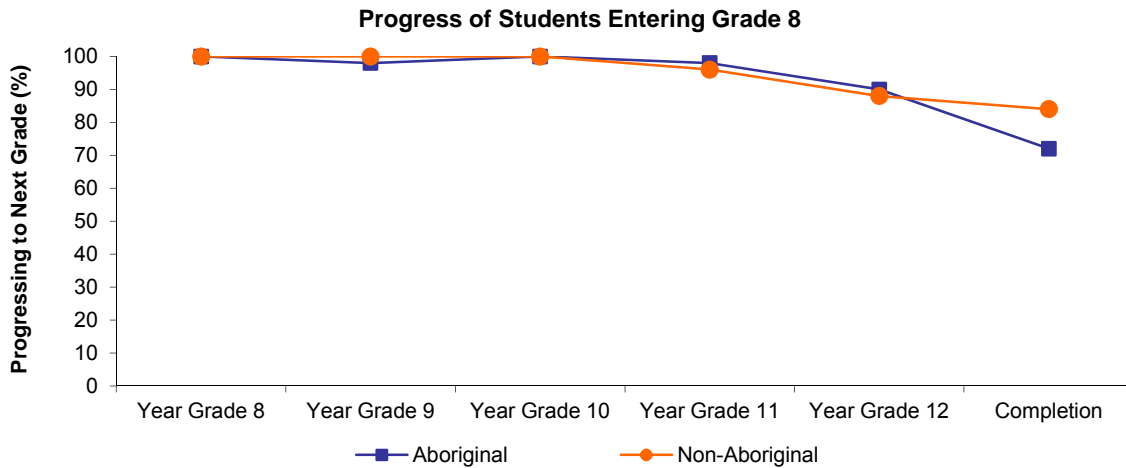
<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

## 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 2009

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2009/10	Grade 8	100	100	100	100	100	100
	Grade 9	98	98	97	100	100	100
	Grade 10	100	100	100	100	99	100
	Grade 11	98	99	97	96	94	98
	Grade 12	90	94	85	88	86	90
2014/15	Completion	72	80	64	84	83	85



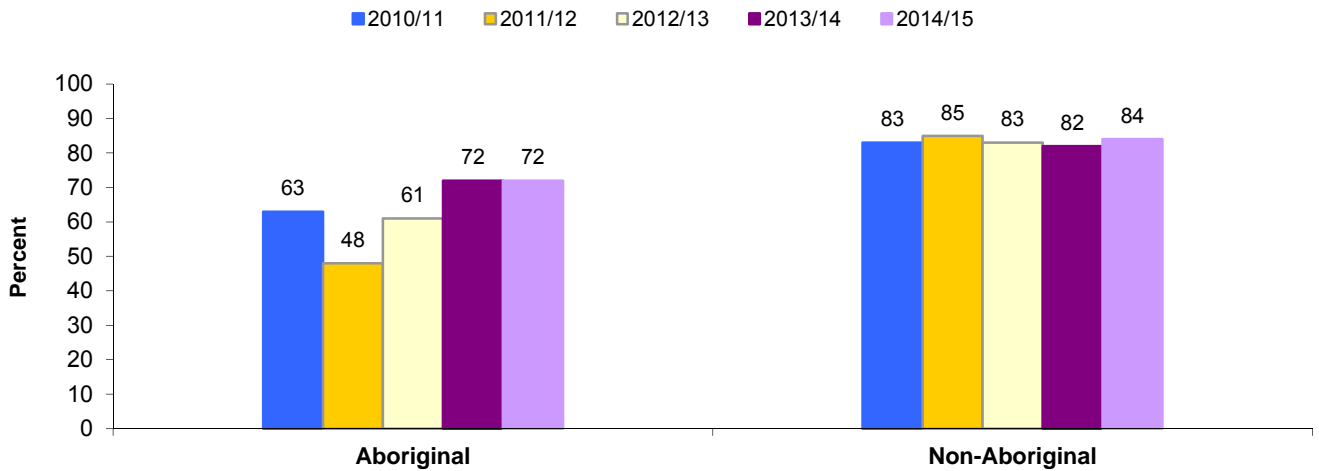
## BC SIX-YEAR COMPLETION RATE, 2010/11 - 2014/15

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.

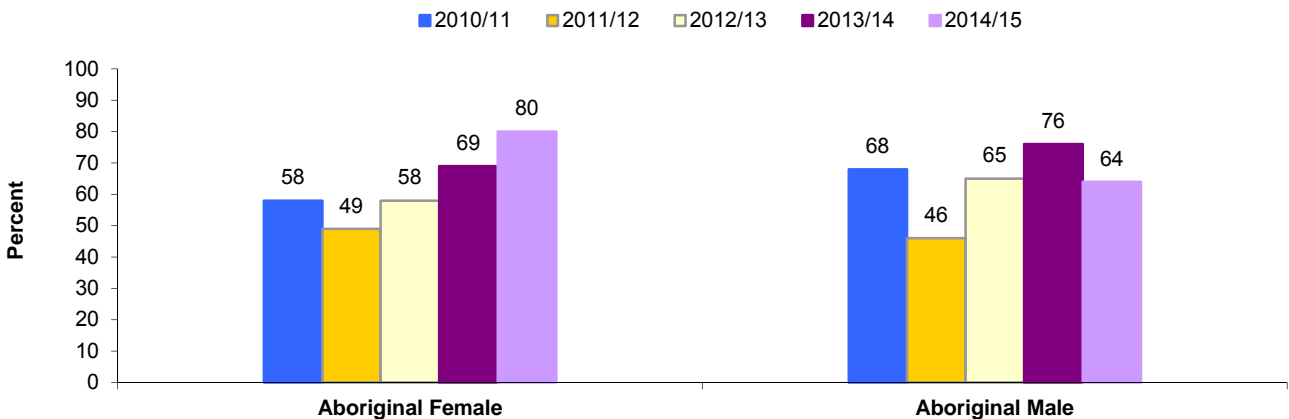
### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2010/11	63	58	68	83	88	78
2011/12	48	49	46	85	91	79
2012/13	61	58	65	83	87	79
2013/14	72	69	76	82	88	75
2014/15	72	80	64	84	83	85

**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).

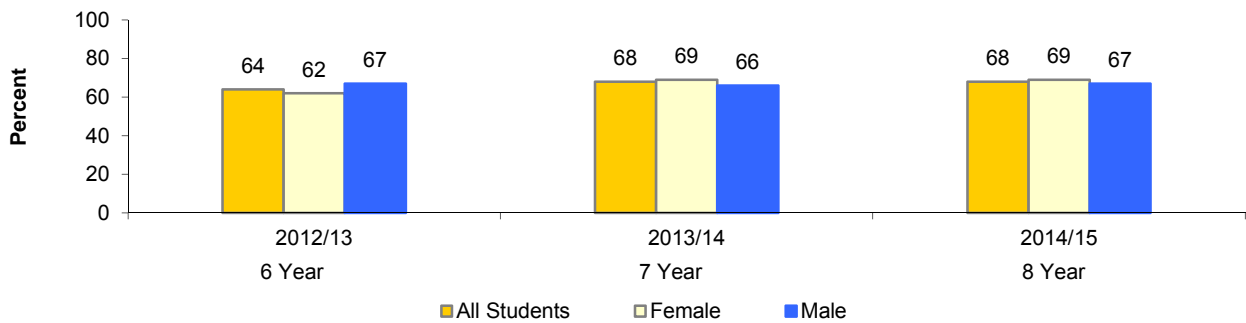
## BC SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2008/09 and 2009/10 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

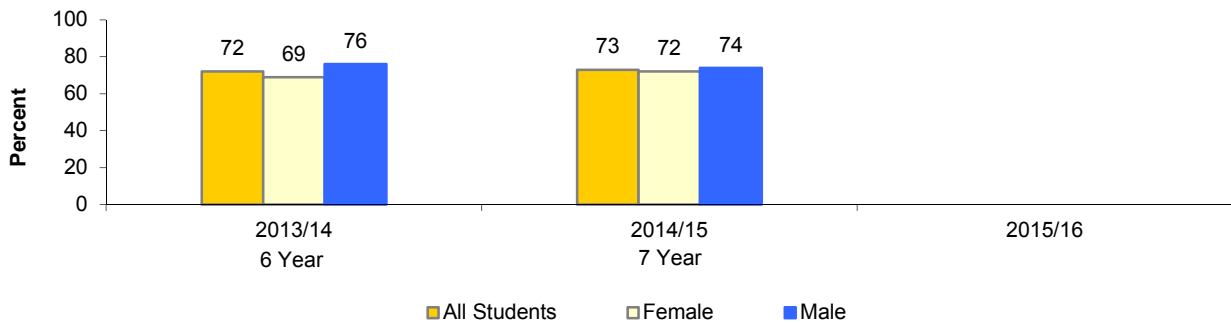
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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 %
2007/08	64	62	67	68	69	66	68	69	67
2008/09	72	69	76	73	72	74	-	-	-
2009/10	72	80	64	-	-	-	-	-	-

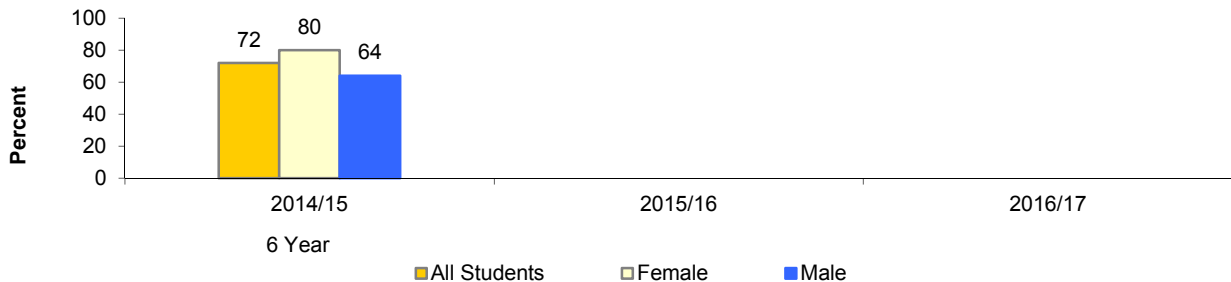
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2007/08 Cohort**



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



**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2009/10 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 *	
	#	#	%	#	#	%
2010/11	36	0	-	292	0	0
2011/12	30	Msk	Msk	232	13	6
2012/13	45	Msk	Msk	255	Msk	Msk
2013/14	57	Msk	Msk	228	Msk	Msk
2014/15	41	Msk	Msk	218	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 *	
	#	#	%	#	#	%
2010/11	36	16	44	292	232	79
2011/12	30	28	93	232	203	88
2012/13	45	35	78	255	212	83
2013/14	57	39	68	228	205	90
2014/15	41	30	73	218	184	84

### 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 *	
	#	#	%	#	#	%
2010/11	36	Msk	Msk	292	13	4
2011/12	30	0	-	232	Msk	Msk
2012/13	45	Msk	Msk	255	Msk	Msk
2013/14	57	Msk	Msk	228	Msk	Msk
2014/15	41	Msk	Msk	218	13	6

\* See Glossary for definitions.



## SCHOLARSHIPS AND AWARDS, 2009/10 - 2013/14

To be eligible for any provincial scholarship or award, a student must be a Canadian citizen or permanent resident, a BC resident, and meet graduation requirements. Additional requirements and amounts received for the 2013/2014 school year are listed below.

### GRADE 12 GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP

School Year	Aboriginal Students				Non-Aboriginal Students					
	Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000 #	Scholarship Recipients \$1,000 %	Scholarship Recipients \$2,500 #	Scholarship Recipients \$2,500 %	Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000 #	Scholarship Recipients \$1,000 %	Scholarship Recipients \$2,500 #	Scholarship Recipients \$2,500 %
2009/10	41	1	2	0	0	305	6	2	0	0
2010/11	38	0	0	0	0	304	2	1	0	0
2011/12	32	2	6	0	0	236	25	11	0	0
2012/13	46	1	2	0	0	257	22	9	0	0
2013/14	59	1	2	0	0	236	18	8	1	0

The provincial government awards \$1,000 to a student who meets basic eligibility and required Grade 12 provincial exam achievement. A student who qualifies for the scholarship and ranks among the top students in BC receives \$2500.

### DOGWOOD DISTRICT/AUTHORITY AWARD

School Year	Aboriginal Students			Non-Aboriginal Students		
	Sep/Feb Gr 12 Students #	Scholarship Recipients #	Scholarship Recipients %	Sep/Feb Gr 12 Students #	Scholarship Recipients #	Scholarship Recipients %
2009/10	41	3	7	305	13	4
2010/11	38	0	0	304	15	5
2011/12	32	1	3	236	11	5
2012/13	46	2	4	257	24	9
2013/14	59	6	10	236	18	8

This scholarship recognizes graduates who excel in their chosen non-academic field. Students who meet basic Ministry of Education eligibility as well as criteria determined by the district are awarded a \$500 cheque and a \$500 voucher.

### SECONDARY SCHOOL APPRENTICESHIP SCHOLARSHIP

School Year	Aboriginal Students			Non-Aboriginal Students		
	Sep/Feb Gr 12 Students #	Scholarship Recipients #	Scholarship Recipients %	Sep/Feb Gr 12 Students #	Scholarship Recipients #	Scholarship Recipients %
2009/10	41	0	0	305	0	0
2010/11	38	0	0	304	0	0
2011/12	32	0	0	236	0	0
2012/13	46	0	0	257	0	0
2013/14	59	0	0	236	0	0

This \$1000 scholarship is available to school-aged students registered with the Industry Training Authority (ITA) who successfully complete 4 SSA courses and maintain a C+ average, in addition to reporting 900 hours or more to the ITA.

## 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	
		#	%	#	%
2010/11	66	39	59	27	41
2011/12	59	37	63	22	37
2012/13	59	39	66	20	34
2013/14	55	39	71	16	29
2014/15	49	35	71	14	29

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

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2010/11	596	39	7
2011/12	599	37	6
2012/13	588	39	7
2013/14	586	39	7
2014/15	545	35	6

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2010/11	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2011/12	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2012/13	Msk	Msk	Msk	Msk	Msk	-	Msk
2013/14	43	Msk	Msk	Msk	Msk	-	Msk
2014/15	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 %
2010/11	Msk	Msk	-	Msk	-	Msk	Msk
2011/12	Msk	-	Msk	Msk	Msk	-	Msk
2012/13	Msk	-	Msk	Msk	Msk	-	Msk
2013/14	Msk	Msk	Msk	Msk	Msk	-	Msk
2014/15	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 2009/10		Year of Transition to a Community College									
	#	%	2010/11		2011/12		2012/13		2013/14			
			#	%	#	%	#	%	#	%		
Aboriginal	34	100	1	2.9	3	8.8	1	2.9	1	2.9		
Non-Aboriginal	259	100	11	4.2	5	1.9	4	1.5	2	0.8		

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

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2009/10		Year of Transition to a Community College									
	#	%	2010/11		2011/12		2012/13		2013/14			
			#	%	#	%	#	%	#	%		
Aboriginal	46	100	1	2.2	-	-	1	2.2	-	-		
Non-Aboriginal	109	100	1	0.9	1	0.9	-	-	2	1.8		

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year 2009/10		Year of Transition to an Institute									
	#	%	2010/11		2011/12		2012/13		2013/14			
			#	%	#	%	#	%	#	%		
Aboriginal	34	100	3	8.8	-	-	-	-	-	-		
Non-Aboriginal	259	100	2	0.8	11	4.2	1	0.4	3	1.2		

### K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2009/10		Year of Transition to an Institute									
	#	%	2010/11		2011/12		2012/13		2013/14			
			#	%	#	%	#	%	#	%		
Aboriginal	46	100	1	2.2	1	2.2	-	-	-	-		
Non-Aboriginal	109	100	2	1.8	-	-	-	-	-	-		

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 2009/10		Year of Transition to a Research-Intensive University							
	#	%	2010/11		2011/12		2012/13		2013/14	
			#	%	#	%	#	%	#	%
Aboriginal	34	100	3	8.8	-	-	-	-	-	-
Non-Aboriginal	259	100	50	19.3	1	0.4	-	-	-	-

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

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2009/10		Year of Transition to a Research-Intensive University							
	#	%	2010/11		2011/12		2012/13		2013/14	
			#	%	#	%	#	%	#	%
Aboriginal	46	100	-	-	-	-	-	-	-	-
Non-Aboriginal	109	100	-	-	-	-	-	-	-	-

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2009/10		Year of Transition to a Teaching-Intensive University							
	#	%	2010/11		2011/12		2012/13		2013/14	
			#	%	#	%	#	%	#	%
Aboriginal	34	100	9	26.5	1	2.9	-	-	1	2.9
Non-Aboriginal	259	100	33	12.7	16	6.2	10	3.9	4	1.5

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

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2009/10		Year of Transition to a Teaching-Intensive University							
	#	%	2010/11		2011/12		2012/13		2013/14	
			#	%	#	%	#	%	#	%
Aboriginal	46	100	3	6.5	3	6.5	-	-	-	-
Non-Aboriginal	109	100	2	1.8	-	-	1	0.9	-	-

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, 2010/11 - 2014/15

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

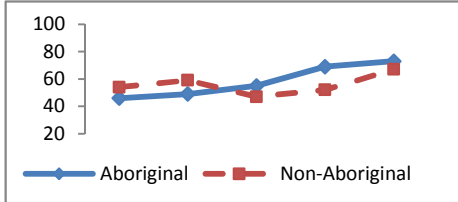
Survey report users should keep in mind that during the 2011/12 school year, due to labour disputes survey participation was optional.

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?

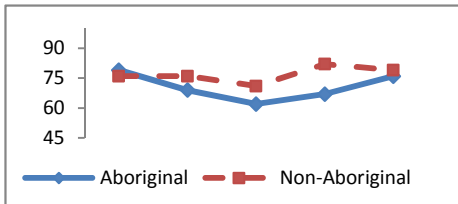


### Aboriginal

### Non-Aboriginal

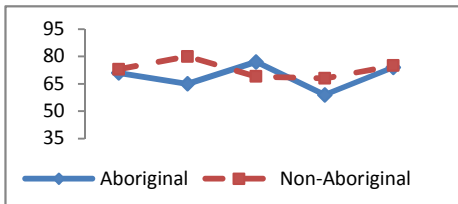
School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	24		11	46	142		76	54
2011/12	37		18	49	152		89	59
2012/13	20		11	55	124		58	47
2013/14	29		20	69	143		74	52
2014/15	44		32	73	159		107	67

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



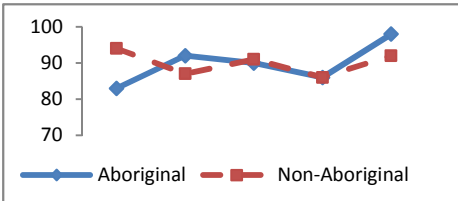
School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	24		19	79	140		107	76
2011/12	36		25	69	144		110	76
2012/13	21		13	62	120		85	71
2013/14	30		20	67	143		117	82
2014/15	38		29	76	151		119	79

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



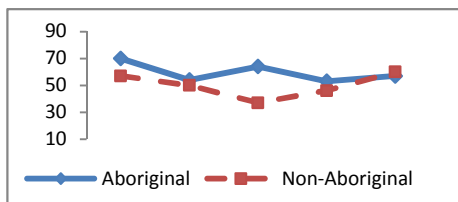
School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	24		17	71	147		107	73
2011/12	37		24	65	155		124	80
2012/13	22		17	77	128		88	69
2013/14	29		17	59	146		100	68
2014/15	46		34	74	165		123	75

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



School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	24		20	83	144		135	94
2011/12	37		34	92	149		129	87
2012/13	21		19	90	126		115	91
2013/14	29		25	86	144		124	86
2014/15	42		41	98	164		151	92

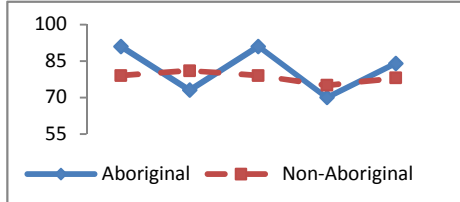
### At school, are you being taught about Aboriginal peoples in Canada?



School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	23		16	70	146		83	57
2011/12	37		20	54	146		73	50
2012/13	22		14	64	124		46	37
2013/14	30		16	53	144		66	46
2014/15	44		25	57	164		99	60

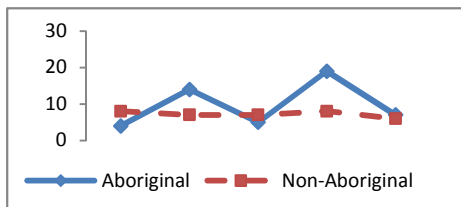
**SATISFACTION SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



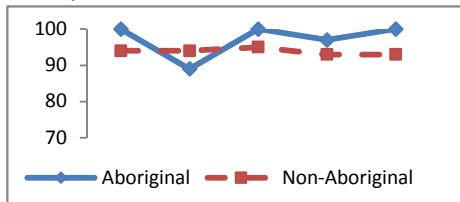
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2010/11	23	21	91	146	116	79
2011/12	37	27	73	151	123	81
2012/13	22	20	91	126	100	79
2013/14	30	21	70	146	110	75
2014/15	45	38	84	167	131	78

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



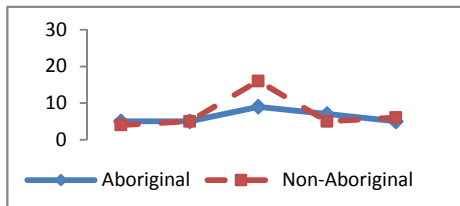
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2010/11	24	1	4	144	12	8
2011/12	37	5	14	150	11	7
2012/13	22	1	5	122	9	7
2013/14	27	5	19	147	12	8
2014/15	45	3	7	162	9	6

**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	
	#	#	%	#	#	%
2010/11	24	24	100	146	137	94
2011/12	37	33	89	153	144	94
2012/13	22	22	100	127	121	95
2013/14	30	29	97	149	139	93
2014/15	41	41	100	153	143	93

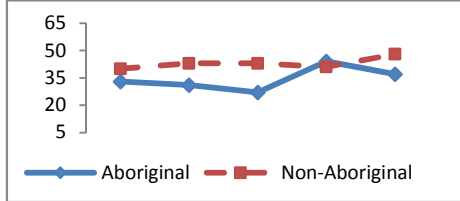
**I would like to go to a different school.**



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	
	#	#	%	#	#	%
2010/11	22	1	5	143	6	4
2011/12	37	2	5	151	7	5
2012/13	22	2	9	125	20	16
2013/14	30	2	7	145	7	5
2014/15	41	2	5	144	9	6

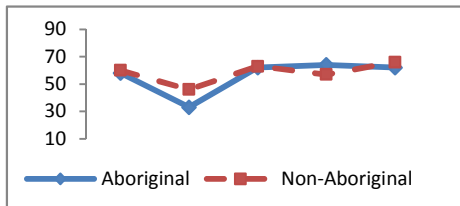
## SATISFACTION SURVEY RESULTS, GRADE 7

### Do you like school?



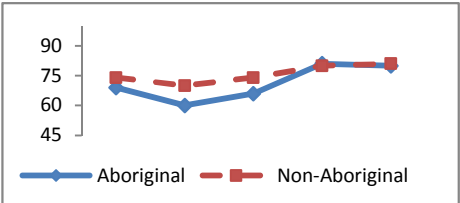
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2010/11	24	8	33	151	60	40
2011/12	29	9	31	157	68	43
2012/13	37	10	27	159	68	43
2013/14	34	15	44	140	57	41
2014/15	43	16	37	145	70	48

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



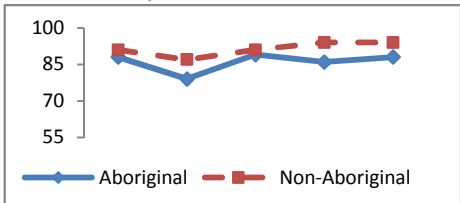
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2010/11	26	15	58	149	89	60
2011/12	27	9	33	158	73	46
2012/13	37	23	62	154	97	63
2013/14	36	23	64	141	80	57
2014/15	42	26	62	144	95	66

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



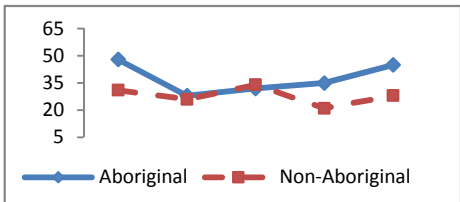
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2010/11	26	18	69	150	111	74
2011/12	30	18	60	162	113	70
2012/13	38	25	66	160	119	74
2013/14	36	29	81	140	112	80
2014/15	44	35	80	146	118	81

### 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	
	#	#	%	#	#	%
2010/11	25	22	88	148	135	91
2011/12	29	23	79	162	141	87
2012/13	38	34	89	160	145	91
2013/14	36	31	86	142	134	94
2014/15	43	38	88	144	136	94

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

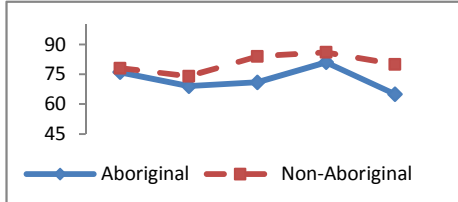


School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2010/11	25	12	48	151	47	31
2011/12	29	8	28	159	41	26
2012/13	37	12	32	157	54	34
2013/14	34	12	35	141	29	21
2014/15	44	20	45	142	40	28



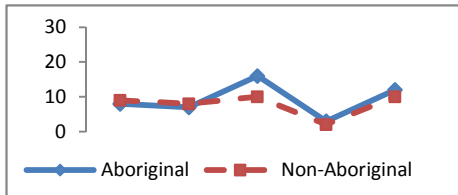
**SATISFACTION SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



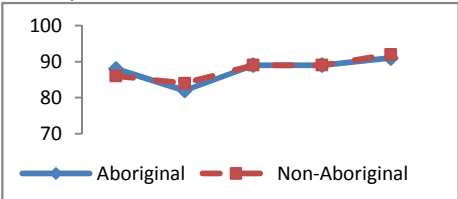
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2010/11	25	19	76	147	115	78
2011/12	29	20	69	158	117	74
2012/13	38	27	71	160	134	84
2013/14	36	29	81	140	120	86
2014/15	43	28	65	146	117	80

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



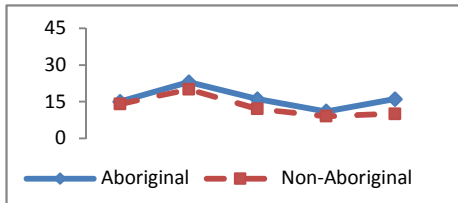
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2010/11	26	2	8	149	13	9
2011/12	29	2	7	156	13	8
2012/13	38	6	16	159	16	10
2013/14	34	1	3	138	3	2
2014/15	43	5	12	146	14	10

**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	
	#	#	%	#	#	%
2010/11	25	22	88	149	128	86
2011/12	28	23	82	160	134	84
2012/13	37	33	89	158	140	89
2013/14	35	31	89	141	126	89
2014/15	44	40	91	145	134	92

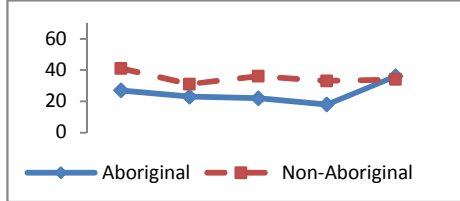
**I would like to go to a different school.**



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	
	#	#	%	#	#	%
2010/11	26	4	15	145	21	14
2011/12	30	7	23	156	31	20
2012/13	37	6	16	158	19	12
2013/14	36	4	11	137	13	9
2014/15	43	7	16	143	15	10

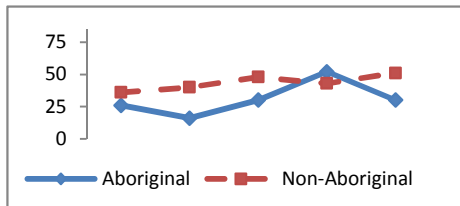
## SATISFACTION SURVEY RESULTS, GRADE 10

### Do you like school?



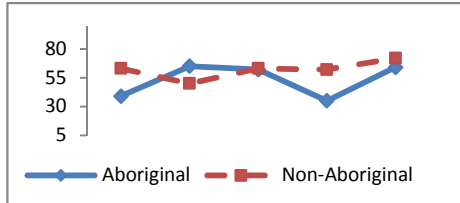
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2010/11	37	10	27	195	80	41
2011/12	31	7	23	150	46	31
2012/13	27	6	22	138	49	36
2013/14	22	4	18	165	55	33
2014/15	22	8	36	137	47	34

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



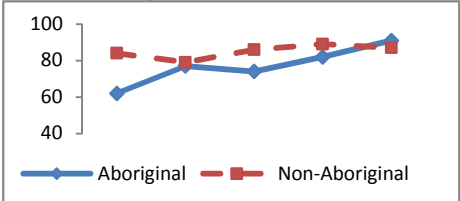
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2010/11	38	10	26	194	70	36
2011/12	31	5	16	146	59	40
2012/13	27	8	30	135	65	48
2013/14	23	12	52	161	69	43
2014/15	23	7	30	134	68	51

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



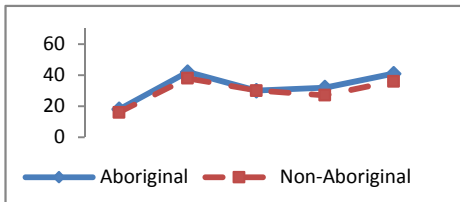
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2010/11	38	15	39	193	121	63
2011/12	31	20	65	151	76	50
2012/13	26	16	62	136	86	63
2013/14	23	8	35	164	101	62
2014/15	22	14	64	137	99	72

### 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	
	#	#	%	#	#	%
2010/11	37	23	62	196	164	84
2011/12	31	24	77	146	115	79
2012/13	27	20	74	135	116	86
2013/14	22	18	82	158	140	89
2014/15	23	21	91	131	114	87

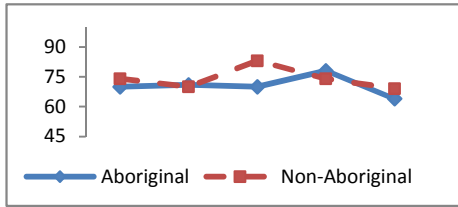
### At school, are you being taught about Aboriginal peoples in Canada?



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	
	#	#	%	#	#	%
2010/11	38	7	18	192	30	16
2011/12	31	13	42	151	57	38
2012/13	27	8	30	134	40	30
2013/14	22	7	32	159	43	27
2014/15	22	9	41	130	47	36

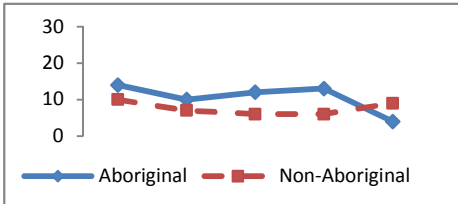
**SATISFACTION SURVEY RESULTS, GRADE 10 continued**

**Do you feel safe at school?**



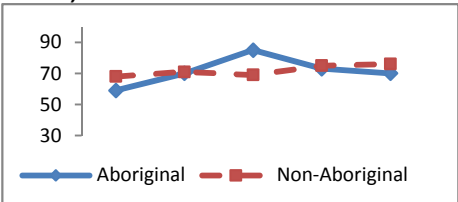
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2010/11	37	26	70	196	146	74
2011/12	31	22	71	145	102	70
2012/13	27	19	70	136	113	83
2013/14	23	18	78	164	122	74
2014/15	22	14	64	137	95	69

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



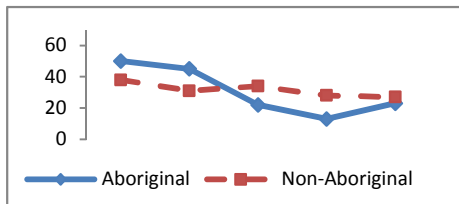
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2010/11	37	5	14	195	20	10
2011/12	31	3	10	147	10	7
2012/13	26	3	12	136	8	6
2013/14	23	3	13	163	10	6
2014/15	23	1	4	138	12	9

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



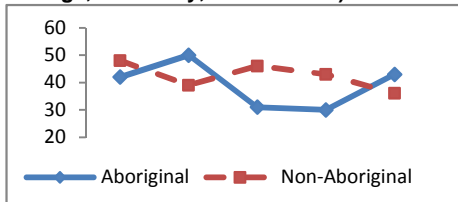
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2010/11	37	22	59	193	131	68
2011/12	30	21	70	149	106	71
2012/13	26	22	85	134	92	69
2013/14	22	16	73	161	121	75
2014/15	23	16	70	136	104	76

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



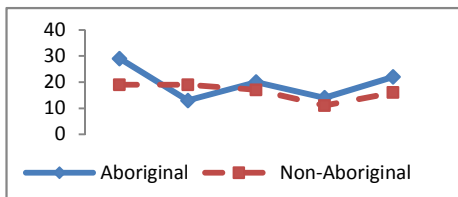
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2010/11	38	19	50	193	73	38
2011/12	31	14	45	147	46	31
2012/13	27	6	22	132	45	34
2013/14	23	3	13	162	46	28
2014/15	22	5	23	135	36	27

**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 # %	
2010/11	38	16	42	192	92	48
2011/12	30	15	50	147	58	39
2012/13	26	8	31	133	61	46
2013/14	23	7	30	162	70	43
2014/15	23	10	43	136	49	36

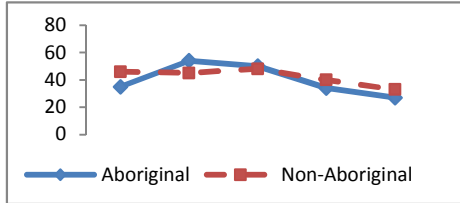
**I would like to transfer to a different school.**



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 # %	
2010/11	34	10	29	189	36	19
2011/12	31	4	13	144	27	19
2012/13	25	5	20	132	23	17
2013/14	22	3	14	158	18	11
2014/15	23	5	22	135	22	16

## SATISFACTION SURVEY RESULTS, GRADE 12

### Do you like school?

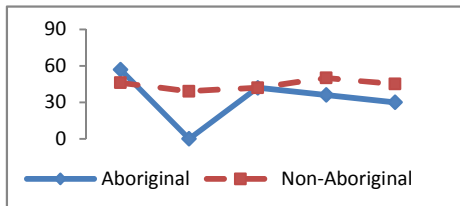


### Aboriginal

### Non-Aboriginal

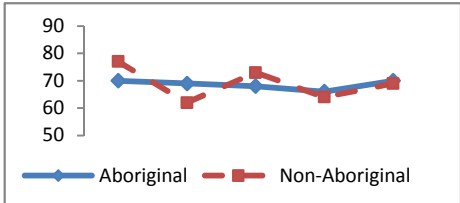
School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	23	35	8	35	167	76	46	
2011/12	13	54	7	54	69	31	45	
2012/13	18	50	9	50	119	57	48	
2013/14	29	34	10	34	133	53	40	
2014/15	22	27	6	27	136	45	33	

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



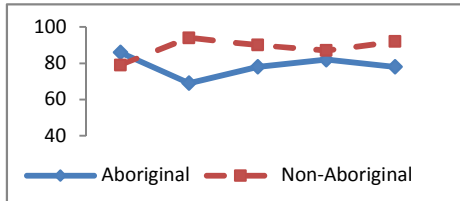
School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	23	57	13	57	163	75	46	
2011/12	13	0	0	0	71	28	39	
2012/13	19	42	8	42	119	50	42	
2013/14	28	36	10	36	135	67	50	
2014/15	23	30	7	30	135	61	45	

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



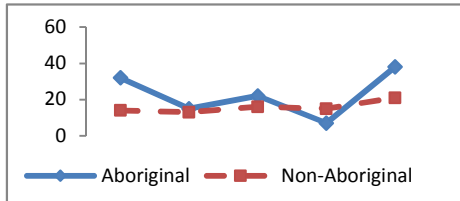
School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	23	70	16	70	166	127	77	
2011/12	13	69	9	69	69	43	62	
2012/13	19	68	13	68	120	87	73	
2013/14	29	66	19	66	134	86	64	
2014/15	23	70	16	70	133	92	69	

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



School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	22	86	19	86	165	130	79	
2011/12	13	69	9	69	70	66	94	
2012/13	18	78	14	78	120	108	90	
2013/14	28	82	23	82	134	116	87	
2014/15	23	78	18	78	135	124	92	

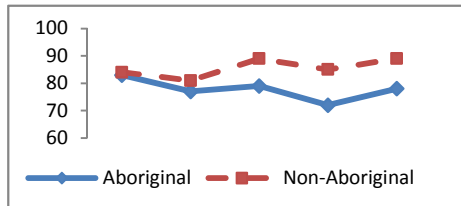
### At school, are you being taught about Aboriginal peoples in Canada?



School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	22	32	7	32	167	23	14	
2011/12	13	15	2	15	71	9	13	
2012/13	18	22	4	22	120	19	16	
2013/14	27	7	2	7	131	20	15	
2014/15	21	38	8	38	134	28	21	

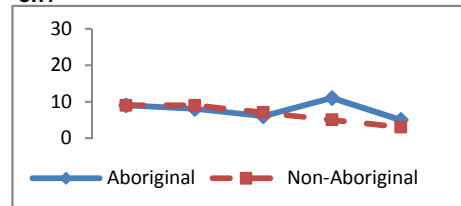
## SATISFACTION SURVEY RESULTS, GRADE 12 continued

### Do you feel safe at school?



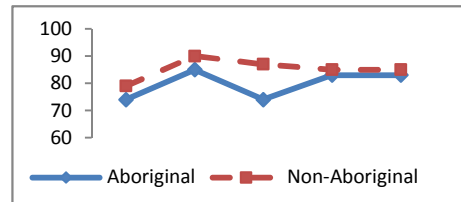
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2010/11	23	19	83	165	138	84
2011/12	13	10	77	72	58	81
2012/13	19	15	79	117	104	89
2013/14	29	21	72	131	112	85
2014/15	23	18	78	132	117	89

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



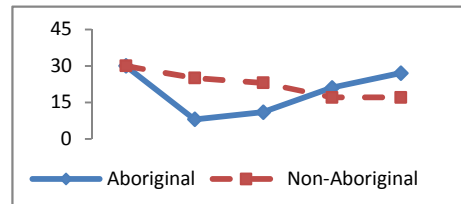
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2010/11	23	2	9	165	15	9
2011/12	13	1	8	70	6	9
2012/13	18	1	6	120	8	7
2013/14	28	3	11	134	7	5
2014/15	22	1	5	132	4	3

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



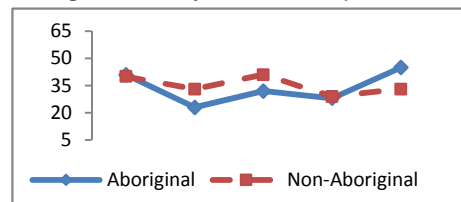
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2010/11	23	17	74	166	131	79
2011/12	13	11	85	71	64	90
2012/13	19	14	74	119	104	87
2013/14	29	24	83	134	114	85
2014/15	23	19	83	132	112	85

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



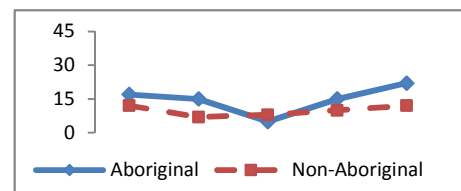
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2010/11	23	7	30	166	50	30
2011/12	13	1	8	72	18	25
2012/13	18	2	11	119	27	23
2013/14	28	6	21	134	23	17
2014/15	22	6	27	134	23	17

### 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	
	#	#	%	#	#	%
2010/11	22	9	41	166	66	40
2011/12	13	3	23	72	24	33
2012/13	19	6	32	120	49	41
2013/14	29	8	28	133	39	29
2014/15	22	10	45	134	44	33

### 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	
	#	#	%	#	#	%
2010/11	23	4	17	167	20	12
2011/12	13	2	15	69	5	7
2012/13	19	1	5	119	10	8
2013/14	26	4	15	128	13	10
2014/15	23	5	22	130	16	12

## 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>	<p>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).</p> <p>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></p>
<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>	<p>The student performance levels are:</p> <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>	<p>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.</p> <p>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.</p> <p>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).</p>
<b>Special Education Program</b>	A supplemental program provided by schools to assist students, identified as having “special requirements”, in achieving a Certificate of Graduation and/or other outcomes as specified in the student’s Individual Education Plan (IEP).
<b>Special Needs (in performance-oriented reports)</b>	<p>When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included:</p> <ul style="list-style-type: none"> <li>• Sensory Disabilities (Categories E and F)</li> <li>• Learning Disabilities (Category Q)</li> <li>• Behaviour Disabilities (Categories H and R)</li> </ul> <p>These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry’s student achievement measures are most meaningful.</p>
<b>Special Needs Categories</b>	<p>Category A – Physically Dependent</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.