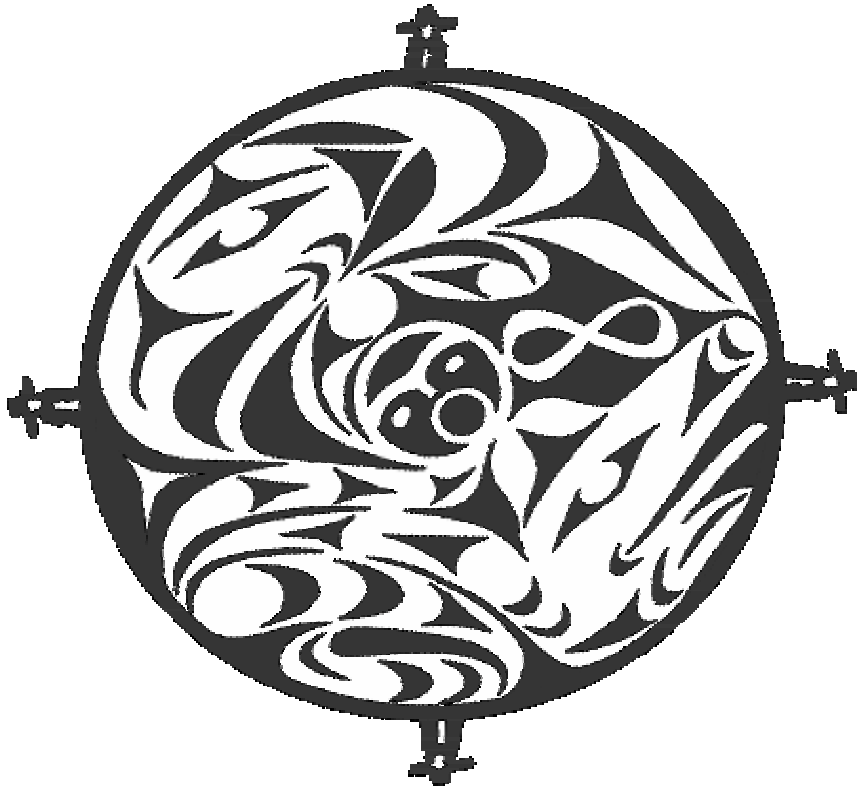


**Aboriginal Report -  
How Are We Doing?  
2003/04**

**Province - Public Schools Only**



# *Aboriginal Report - How Are We Doing?*

## *Introduction*

The 2003/04 Aboriginal “How Are We Doing?” report provides information about the public school system’s performance in serving students of Aboriginal ancestry. This report is one component of the ongoing effort to ensure that the needs of Aboriginal students are met and that there is continued improvement in Aboriginal student achievement.

The report is intended to provide a basis for examining areas that require attention and focus, as well as identifying successes.

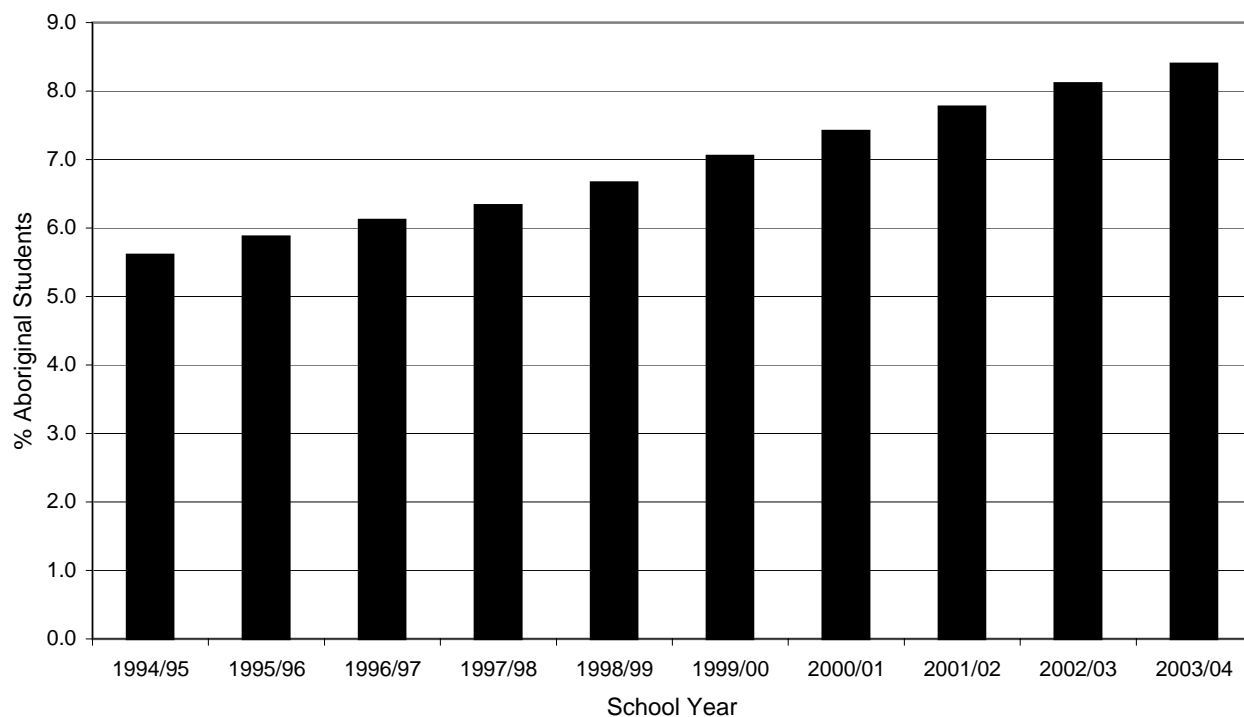
A key goal of the Ministry of Education is improved academic achievement for all students. The education system has made significant progress towards this goal, and Aboriginal students are experiencing greater success as a result. However, more work needs to be done before social equity is realized, especially for Aboriginal students.

Both Aboriginal and non Aboriginal results are included in this report to illustrate the distance which must be traveled by schools as they attempt to meet the goal of improved achievement for all students.

***Aboriginal Report - How Are We Doing?***  
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***Percent of Students in BC Public Schools Who Self-Identify as Aboriginal,  
1994/95 - 2003/04 Province - Public Schools Only***



School Year	Aboriginal Students	All Students	% Aboriginal
1994/95	33855	603789	5.6
1995/96	35783	609262	5.9
1996/97	38094	622708	6.1
1997/98	40437	638452	6.3
1998/99	42378	636072	6.7
1999/00	44759	634909	7.0
2000/01	46865	631864	7.4
2001/02	48926	629629	7.8
2002/03	50364	620720	8.1
2003/04	51616	614674	8.4

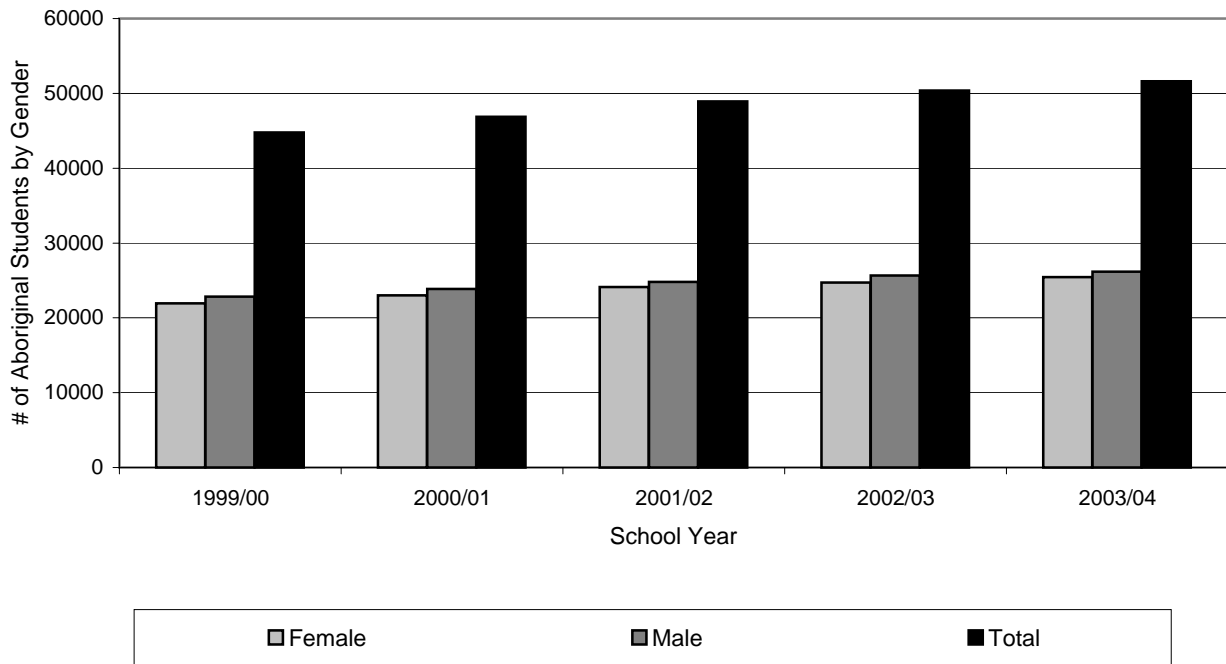
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) Self-identified Aboriginal students are a growing percentage of all students.
- (2) The increase may be the result of an increase in the number of self-identifications and/or an increase in the population.
- (3) Currently, Aboriginal students make up approximately 8.4% of the total student population.

***Number of Aboriginal Students in BC Public Schools, by Gender  
1999/00 - 2003/04 Province - Public Schools Only***



School Year	Aboriginal Students					
	# of Aboriginal Students			% of Total Students		
	Female	Male	Total	Female	Male	Total
<b>1999/00</b>	21923	22836	44759	7.1	7.0	7.0
<b>2000/01</b>	23013	23852	46865	7.5	7.4	7.4
<b>2001/02</b>	24111	24815	48926	7.9	7.7	7.8
<b>2002/03</b>	24700	25664	50364	8.2	8.1	8.1
<b>2003/04</b>	25436	26180	51616	8.5	8.3	8.4

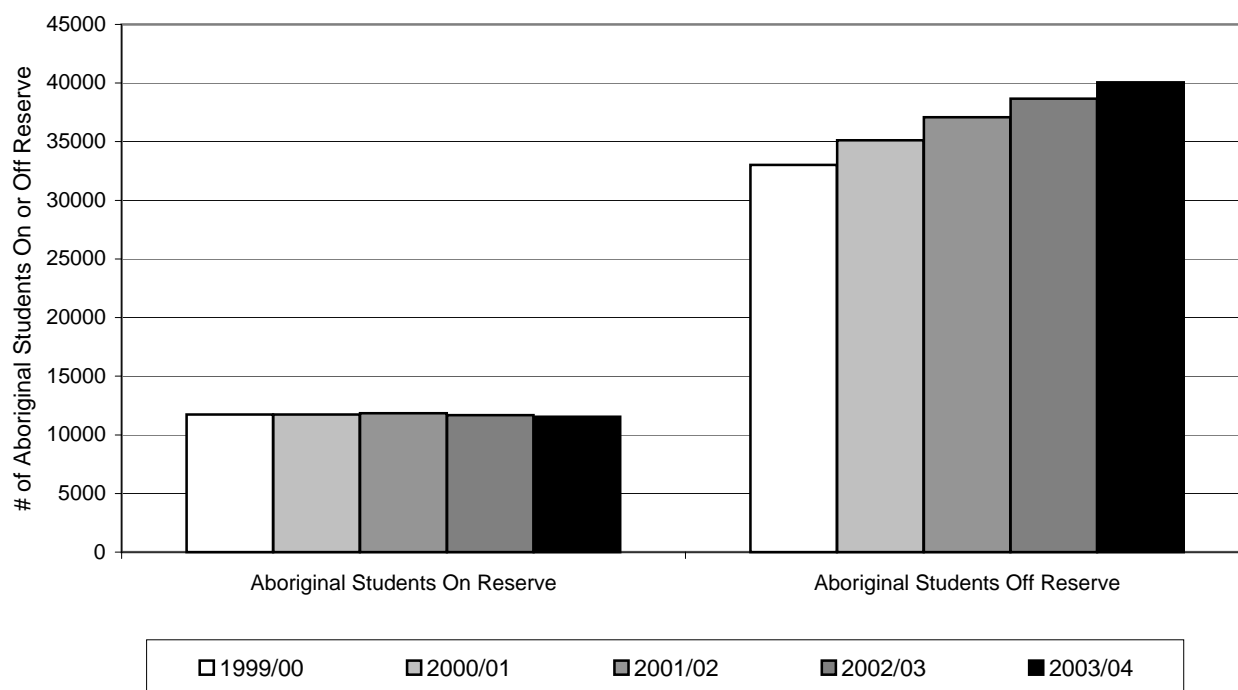
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The ratio of female to male Aboriginal students has remained stable over the last five years.

**Number of Aboriginal Students in BC Public Schools, On or Off Reserve  
1999/00 - 2003/04 Province - Public Schools Only**



School Year	Aboriginal Students					
	Aboriginal Students On Reserve			Aboriginal Students Off Reserve		
	Female	Male	Total	Female	Male	Total
1999/00	5658	6083	11741	16263	16751	33014
2000/01	5692	6047	11739	17319	17803	35122
2001/02	5752	6088	11840	18358	18724	37082
2002/03	5655	6020	11675	19040	19641	38681
2003/04	5649	5908	11557	19782	20269	40051

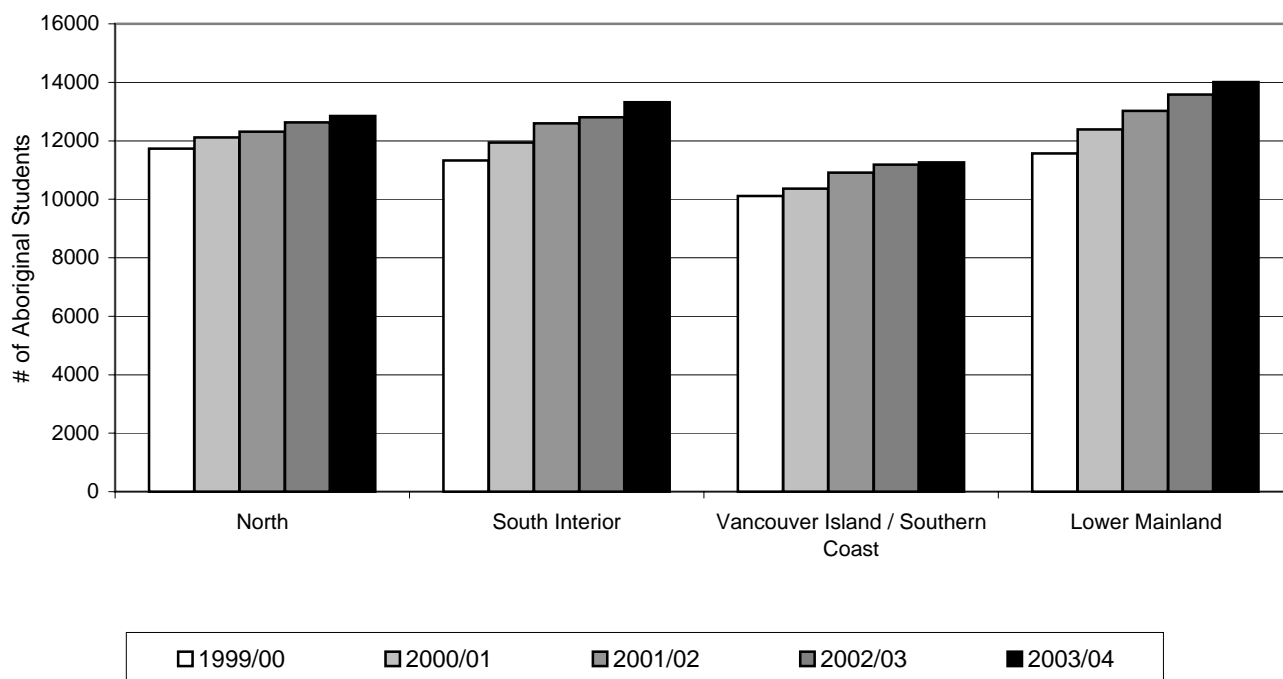
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The number of On-reserve students in public schools has remained stable over the last five years.
- (2) There has been a steady increase in the number of Off-reserve students who self-identify as Aboriginal.
- (3) Eleven of the sixty public school districts have higher populations of On-reserve students.

***Distribution of Aboriginal Students in BC Public Schools by Region,  
1999/00 - 2003/04***



Region	Aboriginal Students				
	1999/00	2000/01	2001/02	2002/03	2003/04
<b>North</b>	11729	12112	12316	12628	12849
<b>South Interior</b>	11323	11937	12591	12802	13317
<b>Vancouver Island / Southern Coast</b>	10107	10364	10916	11188	11258
<b>Lower Mainland</b>	11563	12393	13018	13584	14013

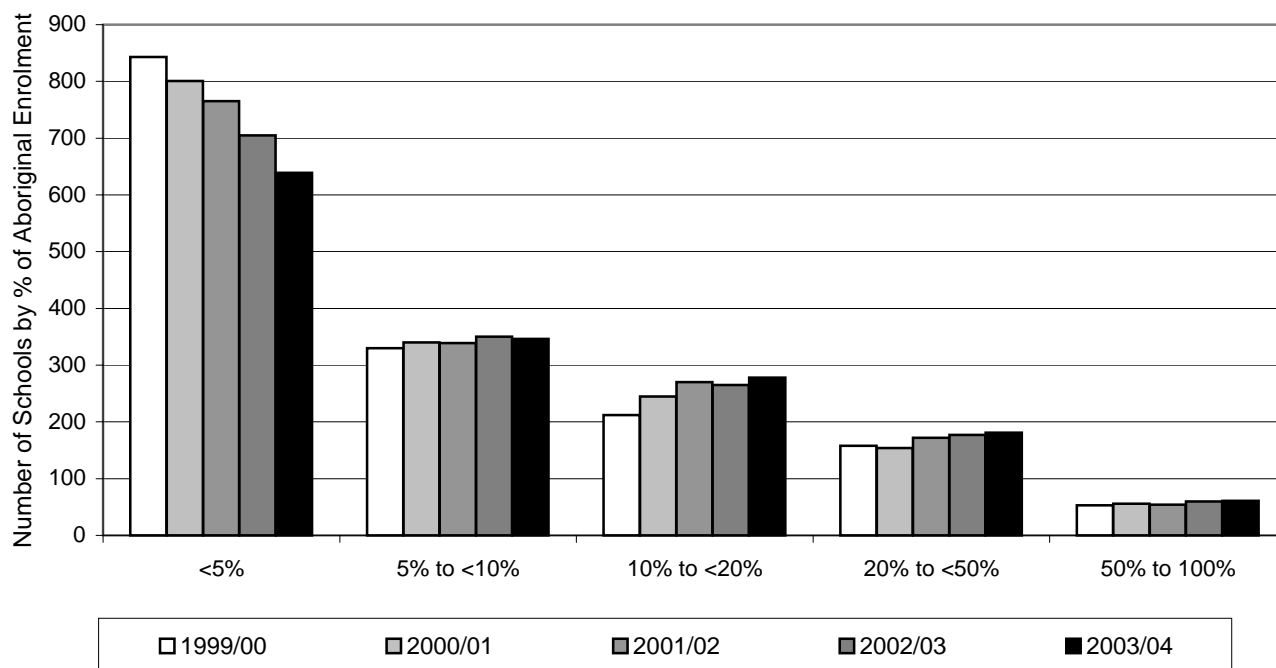
**Notes:**

- (1) North region includes school districts 050, 052, 054, 057, 059, 060, 081, 082, 087, 091, and 092.
  - (2) South Interior region includes school districts 005, 006, 008, 010, 019, 020, 022, 023, 027, 028, 051, 053, 058, 067, 073, 074, 078, and 083.
  - (3) Vancouver Island / Southern Coast region includes school districts 046, 047, 048, 049, 061, 062, 063, 064, 068, 069, 070, 071, 072, 079, 084, and 085.
  - (4) Lower Mainland region includes school districts 033, 034, 035, 036, 037, 038, 039, 040, 041, 042, 043, 044, 045, and 075.
- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.

**Provincial Overview Comments:**

- (1) Due to increases in Aboriginal populations there has been a steady increase in the number Aboriginal students throughout the four regions.

## *Number of BC Standard Public Schools by Population of Aboriginal Enrolment, 1999/00 - 2003/04*



Population of Aboriginal Enrolment	Number of Schools				
	1999/00	2000/01	2001/02	2002/03	2003/04
<5%	843	801	765	705	639
5% to <10%	330	340	339	350	346
10% to <20%	212	245	270	265	278
20% to <50%	158	154	172	177	181
50% to 100%	53	56	54	60	61

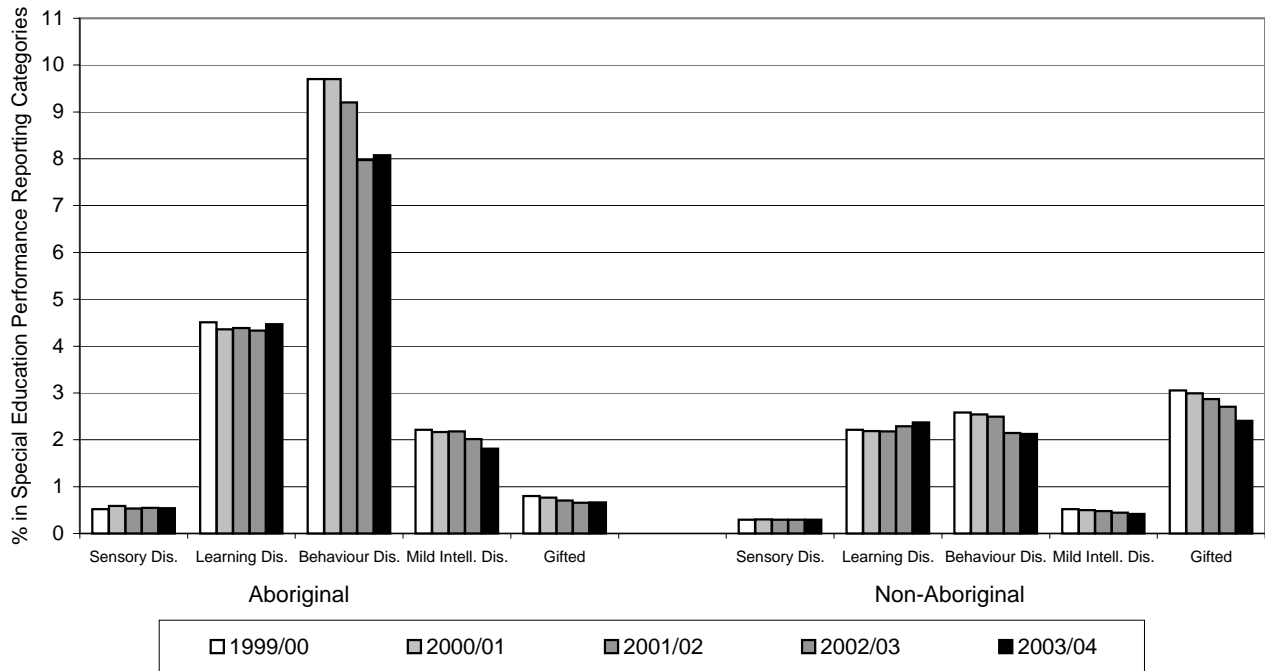
### Notes:

- (1) Includes Standard public schools only.
- (2) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.

### Provincial Overview Comments:

- (1) Approximately 42% of BC Standard public schools have fewer than 5% Aboriginal enrolment.
- (2) Approximately 41% of BC Standard public schools have between 5% and 19% Aboriginal enrolment.
- (3) Approximately 12% of BC Standard public schools have between 20% and 49% Aboriginal enrolment.
- (4) Approximately 4% of BC Standard public schools have Aboriginal enrolment equal to or greater than 50%.

**Percentage of Students in Special Education Groups, 1999/00 - 2003/04**  
**Province - Public Schools Only**



School Year	Number of Special Education Students																					
	Sensory Disabilities		Learning Disabilities		Behaviour Disabilities		Mild Intellectual		Gifted		Sensory Disabilities		Learning Disabilities		Behaviour Disabilities		Mild Intellectual		Gifted			
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1999/00	233	1	1745	0	2018	5	13056	2	4343	10	15237	3	992	2	3062	1	359	1	18014	3		
2000/01	276	1	1776	0	2042	4	12806	2	4548	10	14881	3	1014	2	2915	0	359	1	17499	3		
2001/02	261	1	1694	0	2147	4	12658	2	4503	9	14500	2	1066	2	2796	0	345	1	16644	3		
2002/03	274	1	1683	0	2180	4	13054	2	4017	8	12252	2	1014	2	2548	0	330	1	15443	3		
2003/04	280	1	1636	0	2308	4	13358	2	4170	8	11946	2	933	2	2343	0	343	1	13545	2		

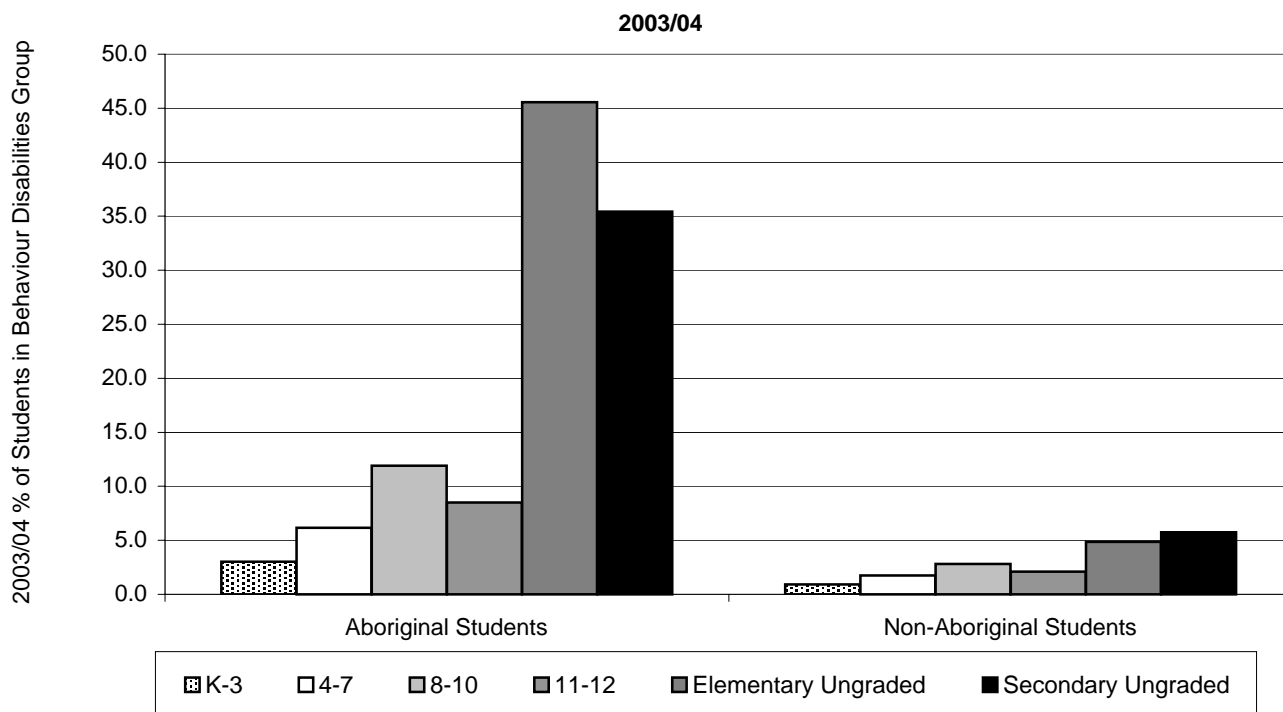
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) 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), Mild Intellectual Disabilities includes category K (Mild Intellectual Disability), and Gifted includes category P (Gifted).
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The percentage of Aboriginal students in the Behaviour Disabilities group has decreased slightly since 1999/00.
- (2) There is an overrepresentation of Aboriginal students in the Behaviour Disabilities group.
- (3) For additional information see "*Overrepresentation of Aboriginal Students Identified with Behaviour Disorders*" report (2000).

**Percentage of Students in Special Education Behaviour Disabilities Group,  
by Grade Grouping, 1999/00 - 2003/04 Province - Public Schools Only**



Grade Grouping	Number and Percent of Students in Special Education Behaviour Disabilities Group																			
	Aboriginal Students										Non-Aboriginal Students									
	1999/00		2000/01		2001/02		2002/03		2003/04		1999/00		2000/01		2001/02		2002/03		2003/04	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>K-3</b>	528	4	495	4	420	3	375	3	400	3	2002	1	1716	1	1628	1	1353	1	1440	1
<b>4-7</b>	1032	8	1099	8	1101	7	996	6	974	6	3808	2	3640	2	3492	2	3126	2	3123	2
<b>8-10</b>	1605	15	1677	15	1578	13	1389	11	1579	12	5310	3	5204	3	5124	3	4421	3	4290	3
<b>11-12</b>	682	11	733	10	803	11	640	8	676	8	2906	3	3312	3	3407	3	2563	2	2423	2
<b>Elementary Ungraded</b>	30	46	56	50	59	53	39	41	41	46	108	8	79	6	103	6	80	5	83	5
<b>Secondary Ungraded</b>	466	35	488	37	531	35	578	34	500	35	1103	9	930	9	742	7	707	7	583	6

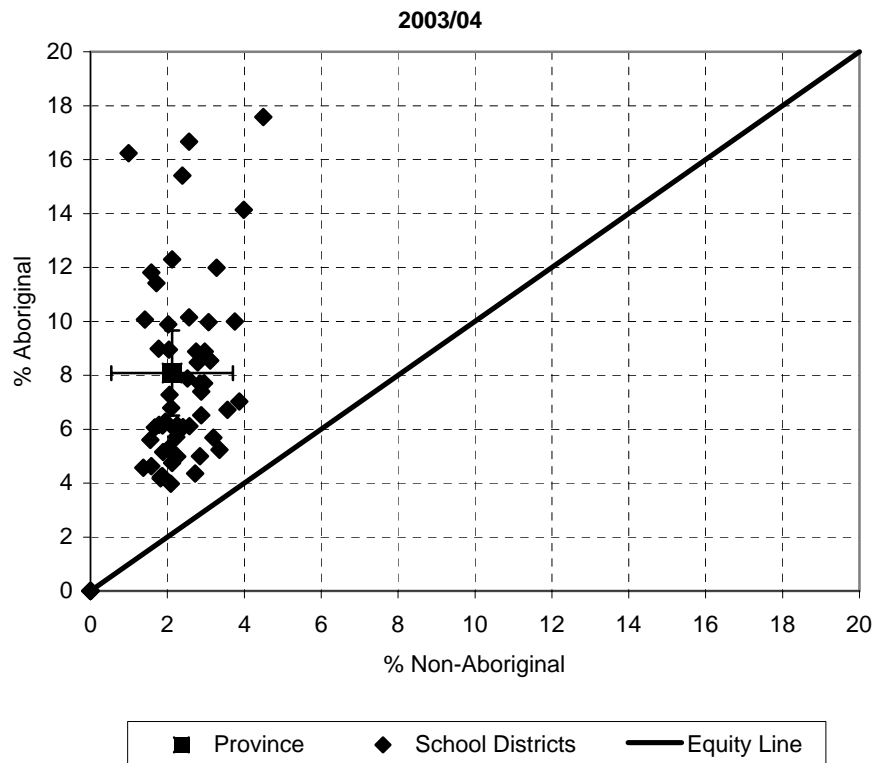
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Behaviour Disabilities group includes categories H (Intensive Behaviour Interventions / Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) Definition of elementary and secondary ungraded (taken from 1701 Instructions) "the student is not in a specific elementary or secondary grade. Ungraded students are not necessarily special education students. The ungraded categories include students who are taking courses at a number of levels and the school personnel do not consider the student to be in a specific grade level"

**Percentage of Students in Special Education Behaviour Disabilities Group,  
1999/00 - 2003/04**



School Year	Provincial Percentage of Students in Special Education Behaviour Disabilities Group	
	Aboriginal	Non-Aboriginal
1999/00	9.7	2.7
2000/01	9.7	2.6
2001/02	9.2	2.5
2002/03	8.0	2.1
2003/04	8.1	2.1

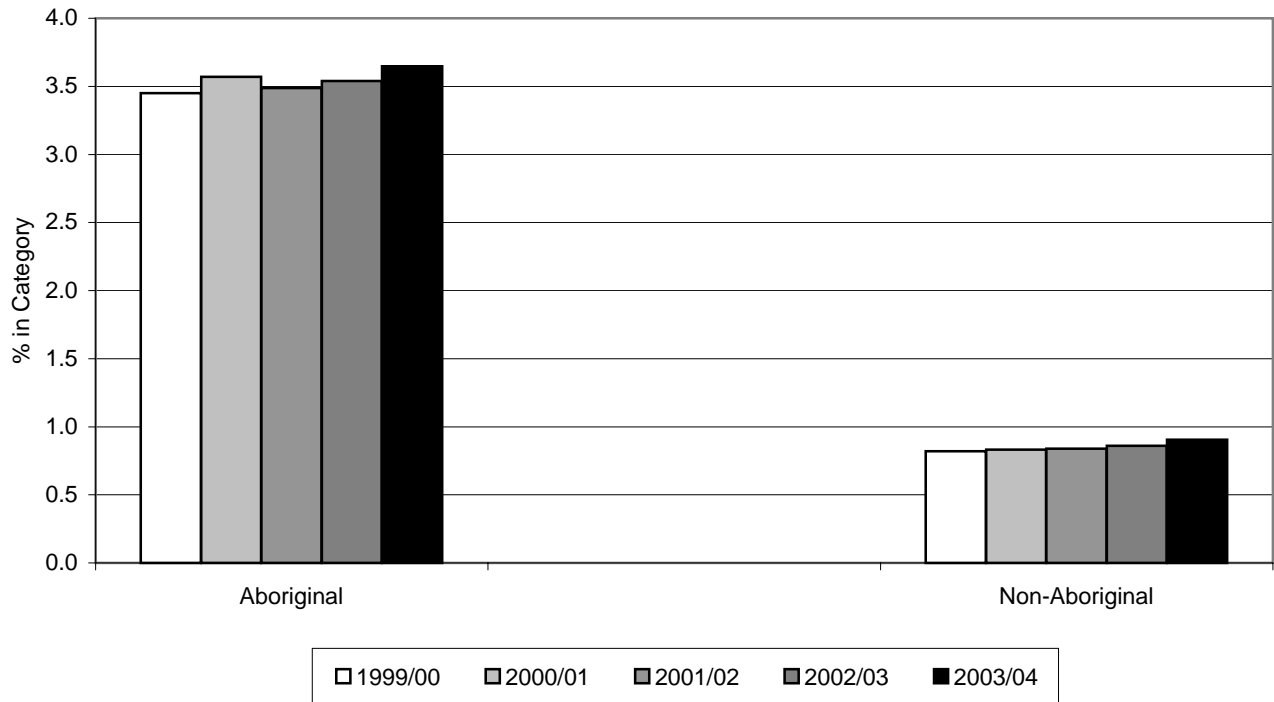
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Behaviour Disabilities group includes categories H (Intensive Behaviour Interventions / Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).
- (3) Not all public school districts are displayed as the numbers are based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) Graph represents the 2003/04 school year only.

**Percentage of Students in Intensive Behaviour Interventions / Serious Mental Illness  
Special Education Category, 1999/00 - 2003/04  
Province - Public Schools Only**



School Year	Students in Intensive Behaviour Interventions / Serious Mental Illness Category			
	Aboriginal		Non-Aboriginal	
	#	%	#	%
1999/00	1544	3.4	4834	0.8
2000/01	1673	3.6	4870	0.8
2001/02	1706	3.5	4868	0.8
2002/03	1783	3.5	4911	0.9
2003/04	1883	3.6	5092	0.9

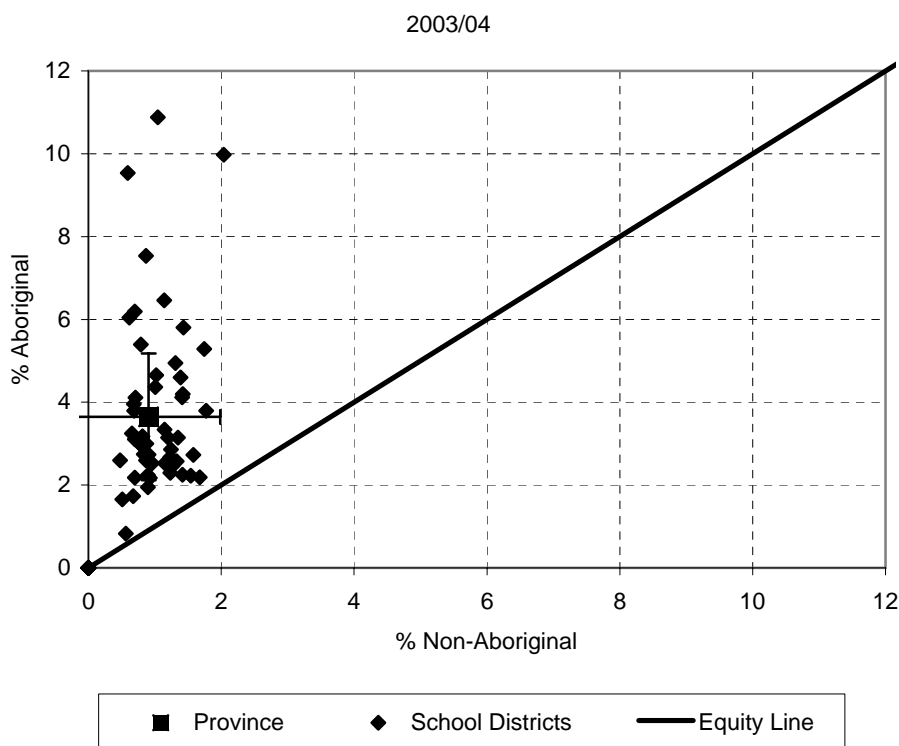
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) The *Intensive Behaviour Interventions / Serious Mental Illness* Special Education Category was changed in name from *Severe Behaviour* in 2002/03.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) There has been a steady increase of Aboriginal students in the Intensive Behaviour Interventions / Serious Mental Illness category, progressing from 3.4% in 1999/00 to 3.6% in 2003/04.

**Percentage of Students in Intensive Behaviour Interventions / Serious Mental Illness  
Special Education Category, 1999/00 - 2003/04**



School Year	Provincial Percentage of Students in Intensive Behaviour Interventions / Serious Mental Illness Category	
	Aboriginal	Non-Aboriginal
1999/00	3.4	0.8
2000/01	3.6	0.9
2001/02	3.5	0.9
2002/03	3.5	0.9
2003/04	3.6	0.9

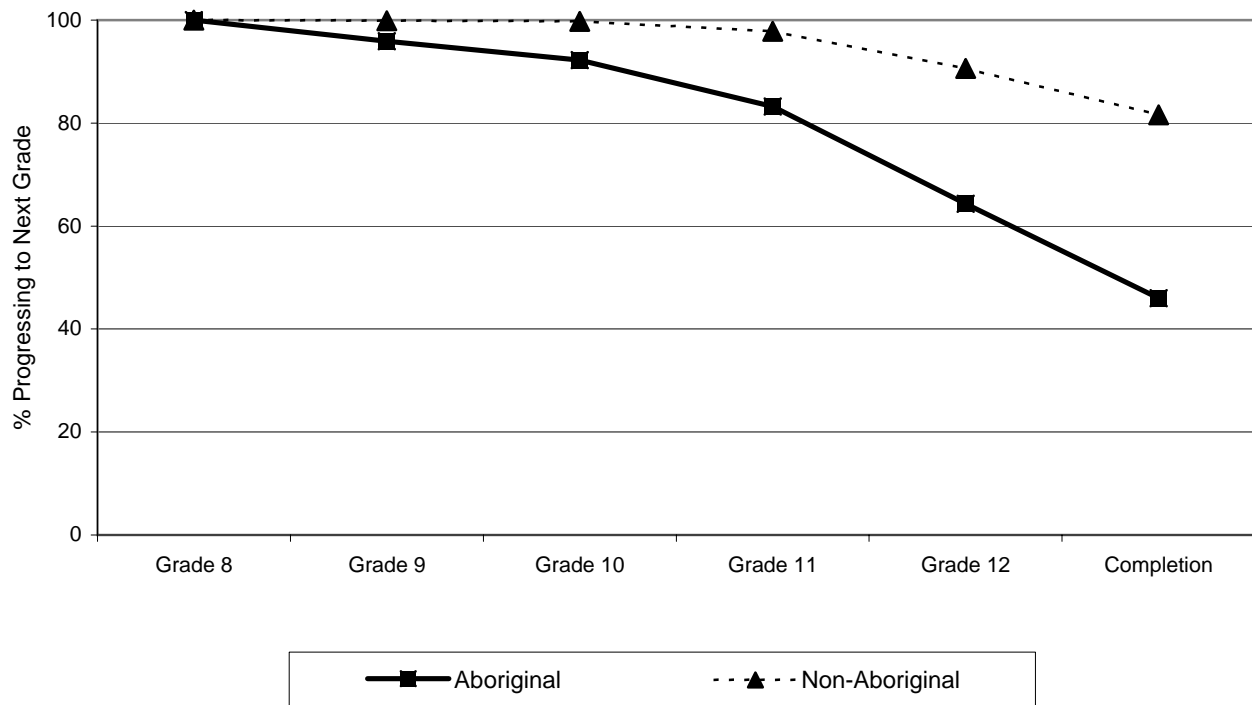
**Notes:**

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- (2) The *Intensive Behaviour Interventions / Serious Mental Illness* Special Education Category was changed in name from *Severe Behaviour* in 2002/03.
- (3) Not all public school districts are displayed as the numbers are based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) Graph represents the 2003/04 school year only.

***Secondary School Progress of Students Entering Grade 8 in 1997  
Province - Public Schools Only***



School Year	Secondary School Progress of Students Entering Grade 8 in 1997 (%)	
	Aboriginal	Non-Aboriginal
Grade 8	100	100
Grade 9	96	100
Grade 10	92	100
Grade 11	83	98
Grade 12	64	91
Completion	46	82

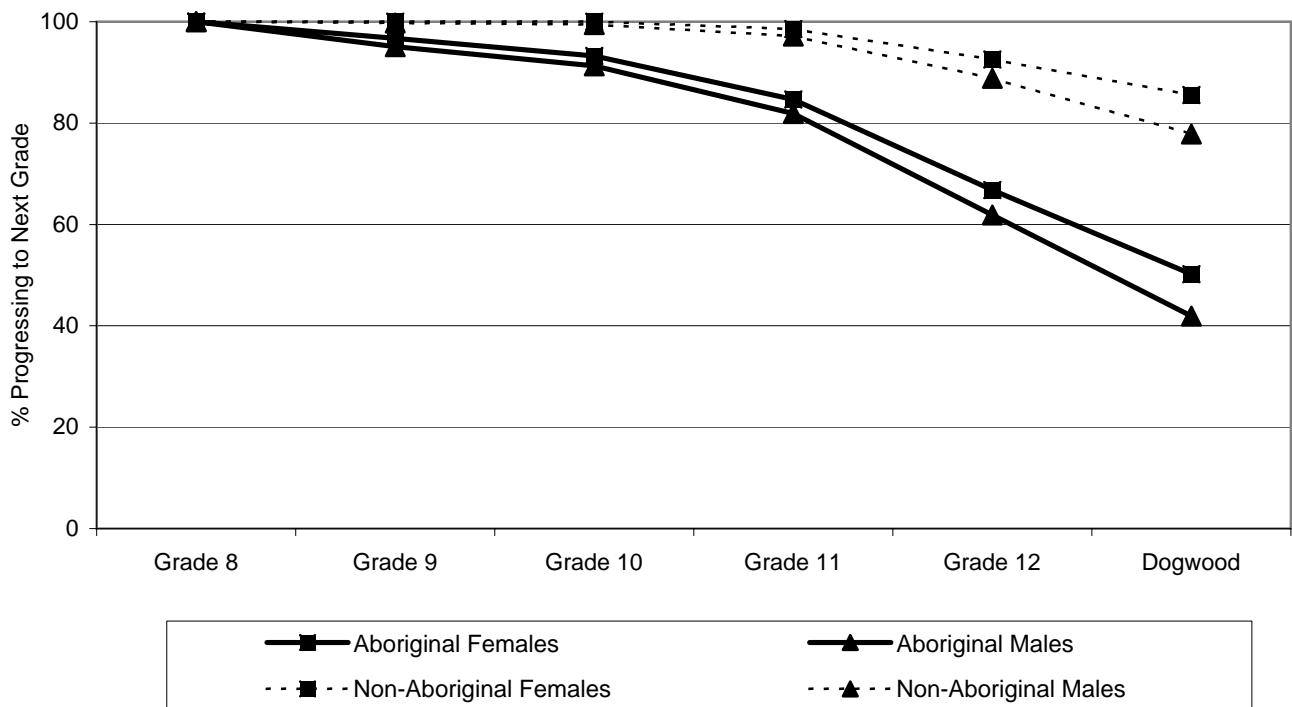
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Grade transition includes transitions to a higher grade in any school type.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The Six-Year Dogwood Completion Rate for Aboriginal students was 46% in 2002/03.

**Secondary School Progress of Students Entering Grade 8 in 1997, by Gender  
Province - Public Schools Only**



School Year	Secondary School Progress of Students Entering Grade 8 in 1997 (%)			
	Aboriginal Females	Aboriginal Males	Non-Aboriginal Females	Non-Aboriginal Males
Grade 8	100	100	100	100
Grade 9	97	95	100	100
Grade 10	93	91	100	99
Grade 11	85	82	99	97
Grade 12	67	62	93	89
Completion	50	42	86	78

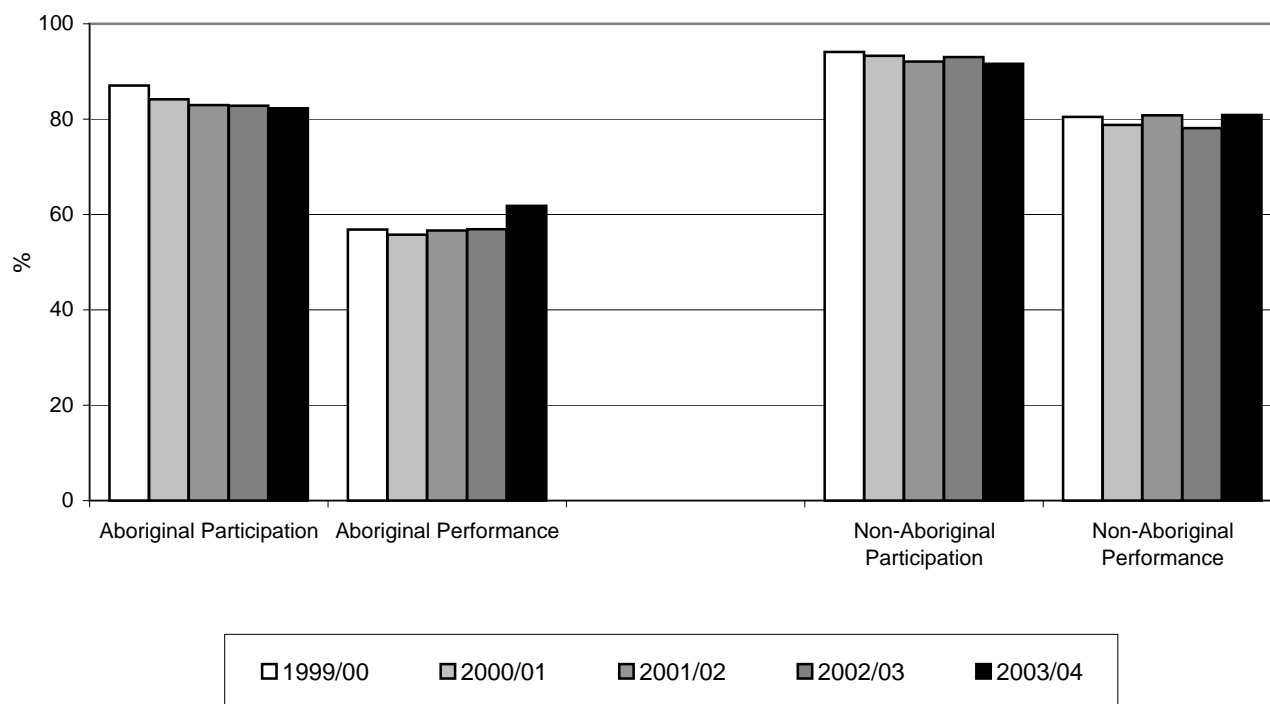
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Grade transition includes transitions to a higher grade in any school type.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The Six-Year Dogwood Completion Rate for Aboriginal females was 50% in 2002/03.
- (2) The Six-Year Dogwood Completion Rate for Aboriginal males was 42% in 2002/03.
- (3) Combined, the Six-Year Dogwood Completion Rate for Aboriginal students was 46% in 2002/03.

**Reading Comprehension - Grade 4 Students - Foundation Skills Assessment,  
1999/00 - 2003/04 Province - Public Schools Only**



School Year	Reading Comprehension Grade 4 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
1999/00	2977	87	1656	57	39836	94	31849	80
2000/01	3076	84	1653	56	38371	93	29943	79
2001/02	3075	83	1668	57	37698	92	30071	81
2002/03	3051	83	1668	57	36740	93	28297	78
2003/04	3005	82	1826	62	36369	92	29258	81

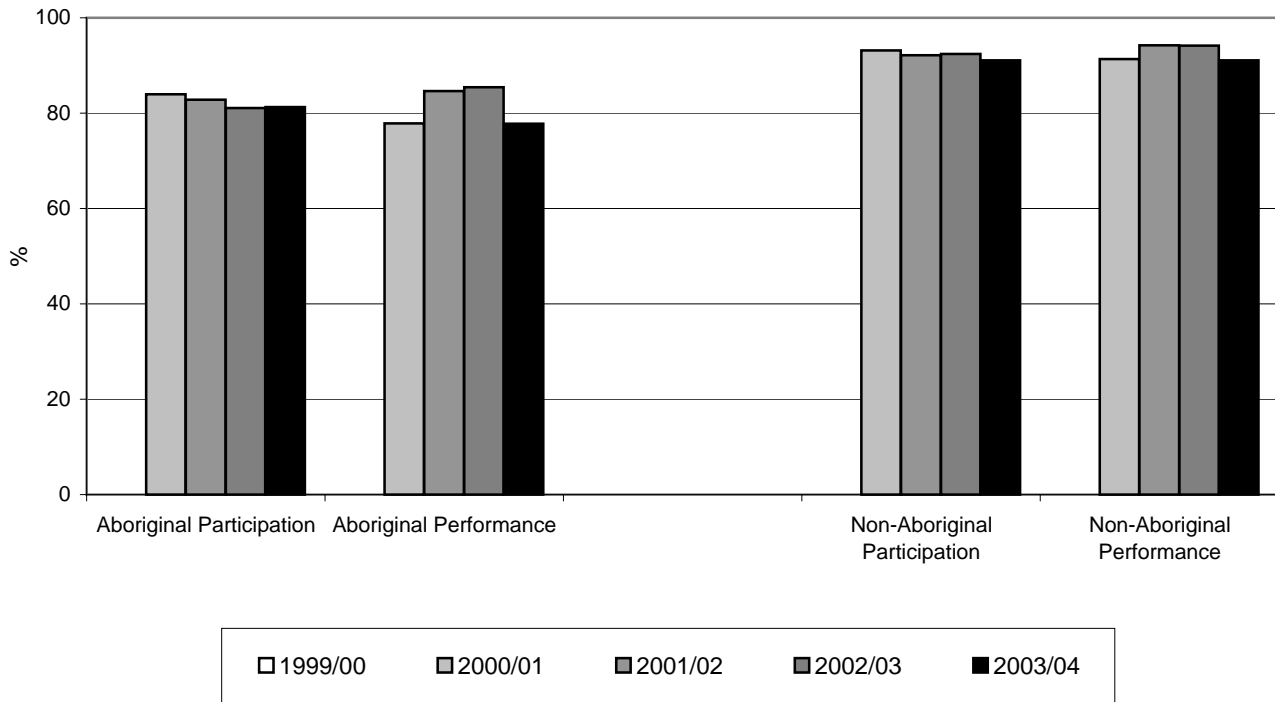
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The percentage of grade 4 Aboriginal students meeting or exceeding expectations has increased from 56% in 2000/01 to 62% in 2003/04.

**Writing - Grade 4 Students - Foundation Skills Assessment,  
1999/00 - 2003/04 Province - Public Schools Only**



School Year	Writing Grade 4 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
#	%	#	%	#	%	#	%	
1999/00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2000/01	3069	84	2318	78	38308	93	34583	91
2001/02	3069	83	2461	85	37720	92	35104	94
2002/03	2987	81	2382	85	36518	92	33493	94
2003/04	2967	81	2221	78	36161	91	32486	91

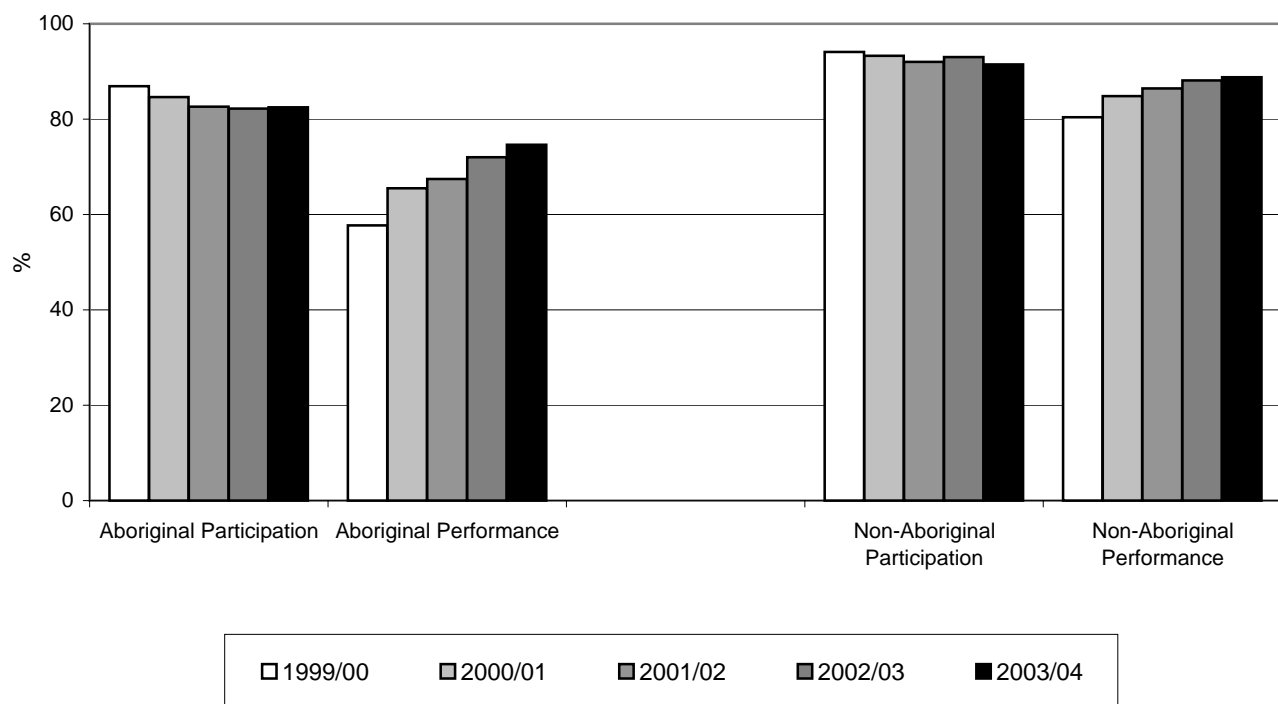
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The percentage of grade 4 Aboriginal students meeting or exceeding expectations has decreased from 85% in 2002/03 to 78% in 2003/04.

**Numeracy - Grade 4 Students - Foundation Skills Assessment,  
1999/00 - 2003/04 Province - Public Schools Only**



School Year	Numeracy Grade 4 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
1999/00	2974	87	1616	58	39825	94	31407	80
2000/01	3095	85	1960	65	38367	93	32215	85
2001/02	3062	83	1994	67	37680	92	32227	86
2002/03	3027	82	2087	72	36759	93	31899	88
2003/04	3013	83	2161	75	36306	91	31697	89

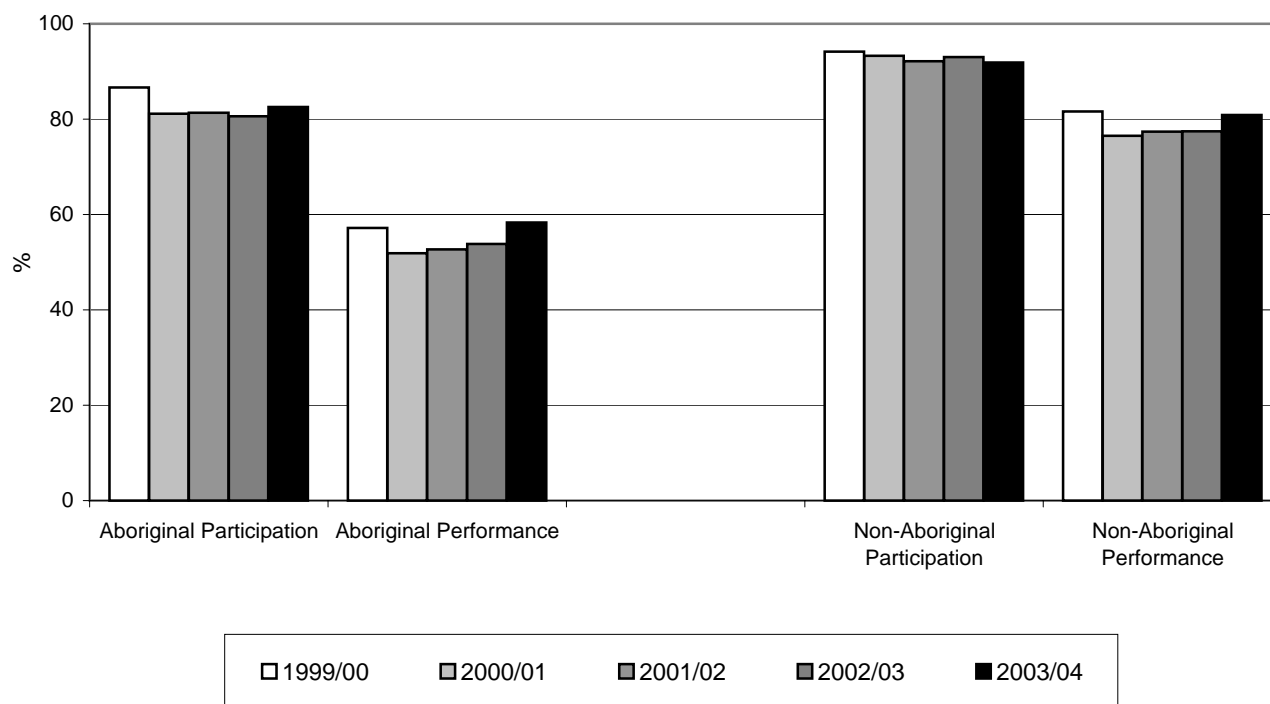
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The percentage of grade 4 Aboriginal students meeting or exceeding expectations has increased from 58% in 1999/00 to 75% in 2003/04.

**Reading Comprehension - Grade 7 Students - Foundation Skills Assessment,  
1999/00 - 2003/04 Province - Public Schools Only**



School Year	Reading Comprehension Grade 7 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
1999/00	2915	87	1635	57	39912	94	32412	82
2000/01	2910	81	1473	52	39986	93	30342	77
2001/02	3080	81	1577	53	39239	92	30088	77
2002/03	3249	81	1701	54	40044	93	30641	77
2003/04	3459	83	1989	58	38590	92	31057	81

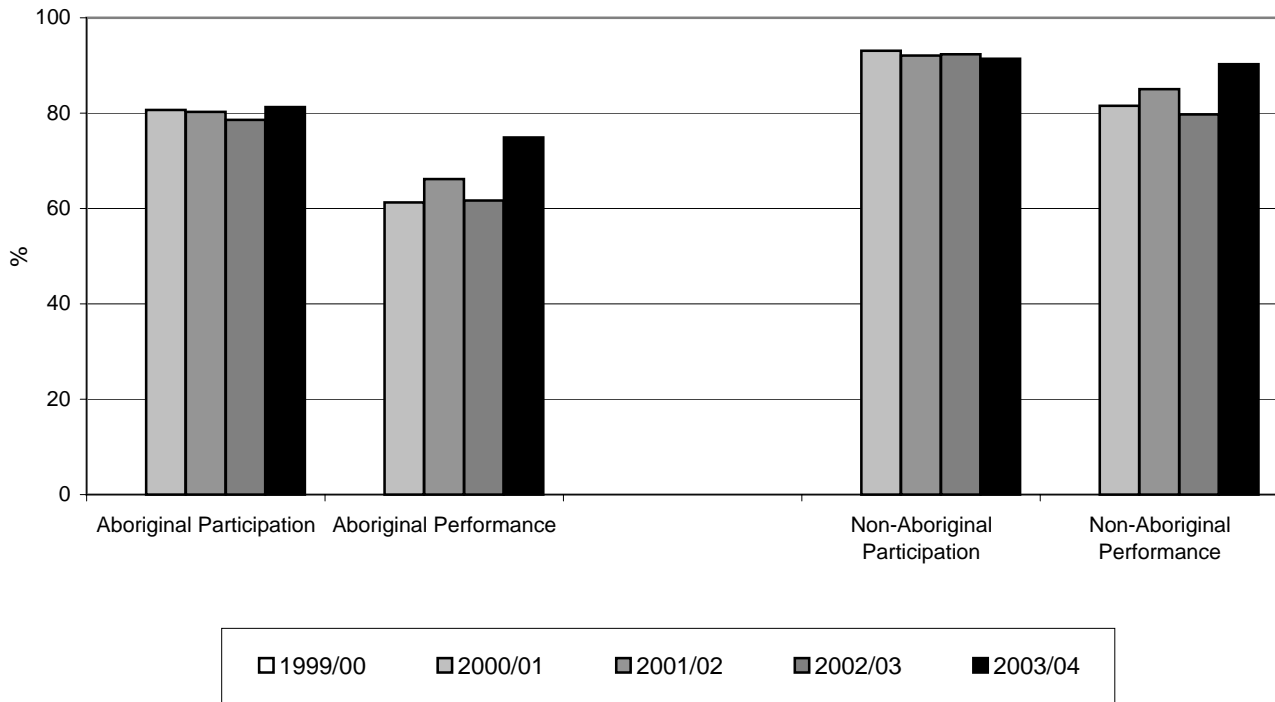
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) There has been a continual increase in the percentage of grade 7 Aboriginal students meeting or exceeding expectations, from 52% in 2000/01 to 58% in 2003/04.

**Writing - Grade 7 Students - Foundation Skills Assessment,  
1999/00 - 2003/04 Province - Public Schools Only**



School Year	Writing Grade 7 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
1999/00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2000/01	2894	81	1727	61	39905	93	32219	82
2001/02	3041	80	1902	66	39211	92	32786	85
2002/03	3169	79	1876	62	39746	92	31177	80
2003/04	3405	81	2463	75	38394	91	34243	90

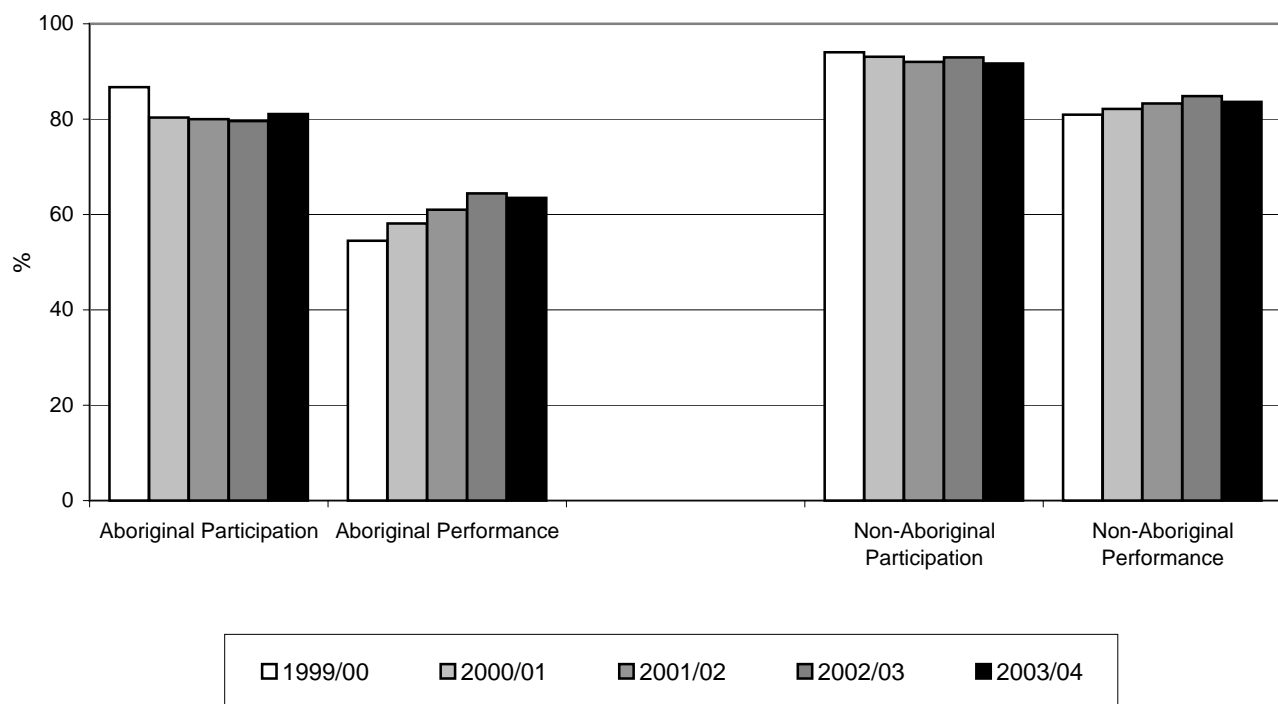
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The percentage of grade 7 Aboriginal students participating has fluctuated between 79% and 81% since 2000/01.

**Numeracy - Grade 7 Students - Foundation Skills Assessment,  
1999/00 - 2003/04 Province - Public Schools Only**



School Year	Numeracy Grade 7 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
1999/00	2918	87	1511	55	39853	94	31839	81
2000/01	2881	80	1629	58	39921	93	32361	82
2001/02	3030	80	1770	61	39198	92	32225	83
2002/03	3209	80	1992	64	40004	93	33484	85
2003/04	3398	81	2062	63	38523	92	31649	84

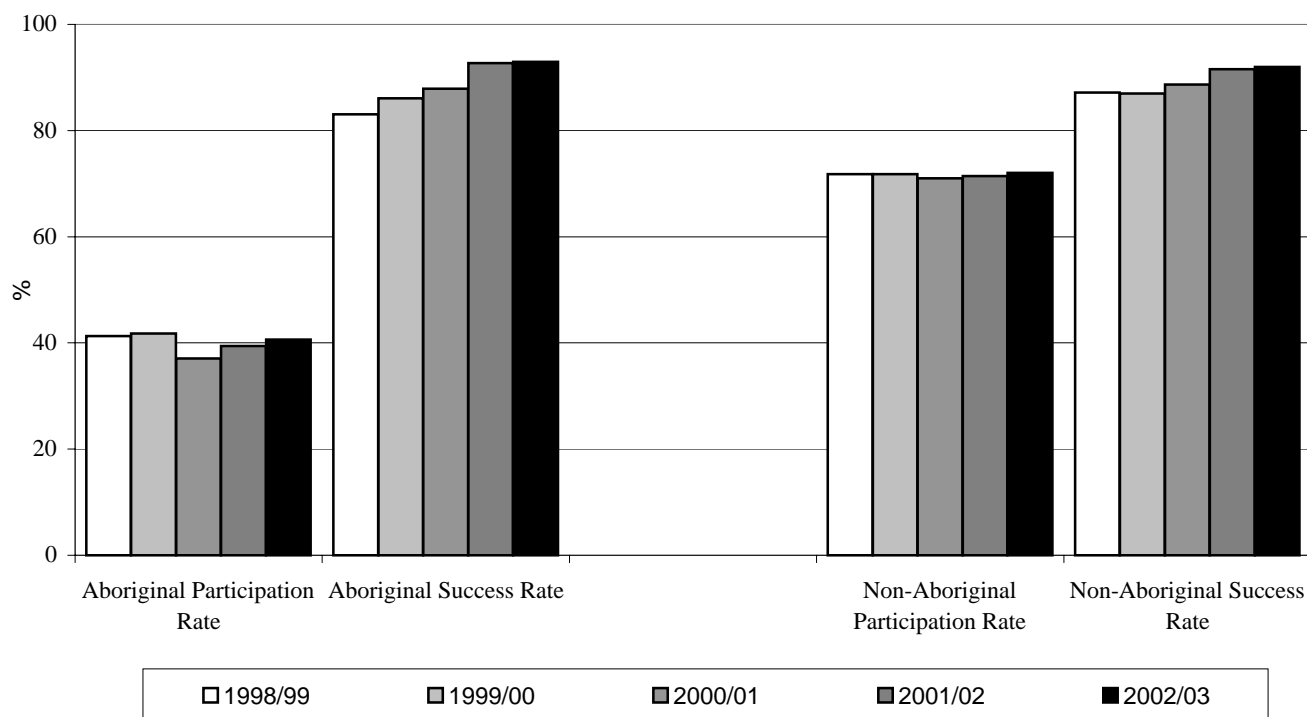
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) There has been a continual increase in the percentage of grade 7 Aboriginal students meeting or exceeding expectations, from 55% in 1999/00 to 63% in 2003/04.

**English 12 Participation and Success Rate, 1993/94 - 2002/03**  
**Province - Public Schools Only**



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Success Rate		Participation Rate		Success Rate	
	#	%	#	%	#	%	#	%
1993/94	665	36	572	82	29521	69	28617	89
1994/95	799	41	696	82	30760	69	30427	89
1995/96	903	44	812	83	32174	73	32156	89
1996/97	912	44	819	85	33616	73	33633	92
1997/98	930	40	859	86	35520	70	35179	90
1998/99	969	41	857	83	36564	72	35511	87
1999/00	1143	42	1050	86	38003	72	36642	87
2000/01	1075	37	1018	88	37991	71	37531	89
2001/02	1186	39	1154	93	39027	71	39416	92
2002/03	1310	41	1282	93	39487	72	40209	92

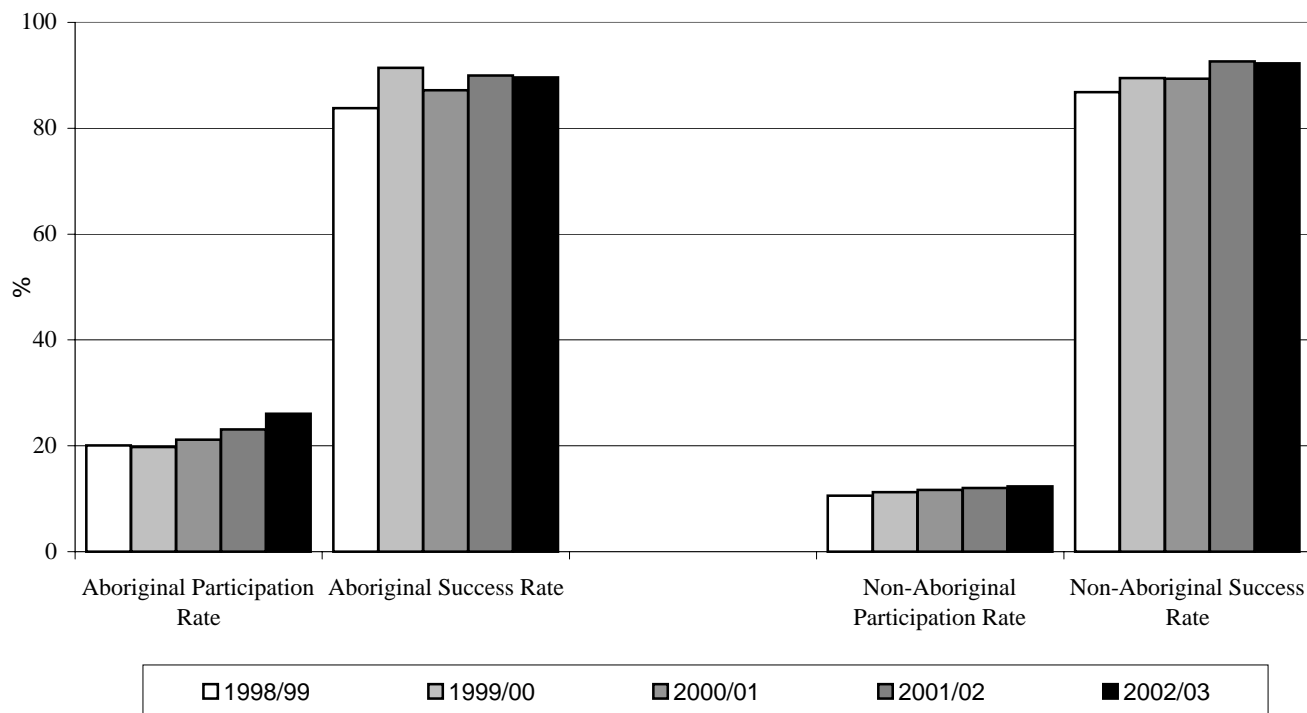
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Measure is derived from dividing the number of successful Aboriginal participants in the subject by the number of Aboriginal first time grade 12 students as of September 30th.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).
- (4) Participation number is the count of students enrolled in the course and participation percent is the count of students enrolled in the course divided by the number of grade 12 students on September 30th. Success Rate is the students who received a grade of C- or better.

**Provincial Overview Comments:**

- (1) Aboriginal student participation has increased from 37% in 2000/01 to 41% in 2002/03.
- (2) Aboriginal students when participating perform very well on the provincial exam.

**Communications 12 Participation and Success Rate, 1993/94 - 2002/03**  
**Province - Public Schools Only**



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Success Rate		Participation Rate		Success Rate	
	#	%	#	%	#	%	#	%
1993/94	380	20	311	81	4419	10	3992	90
1994/95	347	18	293	83	4668	10	4092	87
1995/96	381	19	337	88	4983	11	4450	88
1996/97	357	17	305	84	4764	10	4255	89
1997/98	383	16	332	86	4891	10	4250	86
1998/99	471	20	398	84	5373	11	4699	87
1999/00	542	20	501	91	5942	11	5376	89
2000/01	613	21	537	87	6230	12	5619	89
2001/02	695	23	628	90	6583	12	6126	93
2002/03	841	26	758	90	6778	12	6295	92

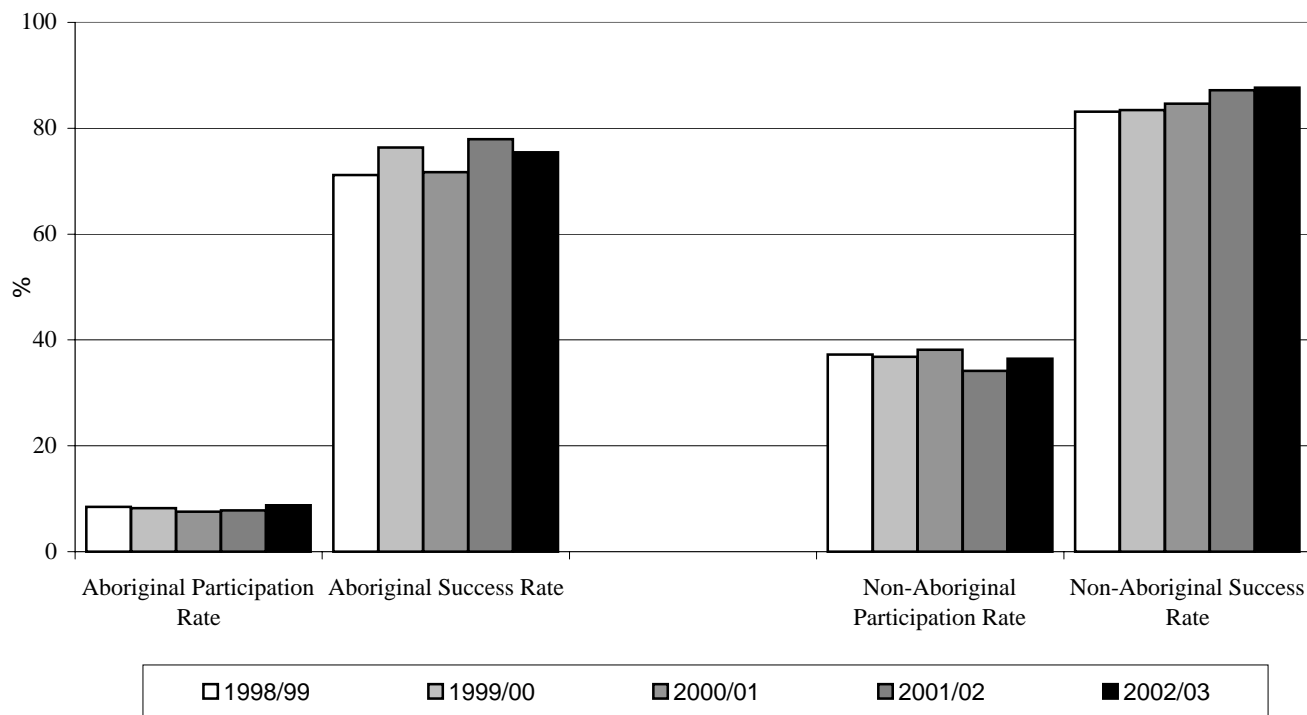
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Measure is derived from dividing the number of successful Aboriginal participants in the subject by the number of Aboriginal first time grade 12 students as of September 30th.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).
- (4) Participation number is the count of students enrolled in the course and participation percent is the count of students enrolled in the course divided by the number of grade 12 students on September 30th. Success Rate is the students who received a grade of C- or better.

**Provincial Overview Comments:**

- (1) There has been a steady increase in participation of Aboriginal students in the course.

**Math 12 Participation and Success Rate, 1993/94 - 2002/03**  
**Province - Public Schools Only**



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Success Rate		Participation Rate		Success Rate	
	#	%	#	%	#	%	#	%
1993/94	153	8	99	62	14528	34	12985	80
1994/95	168	9	114	62	15735	35	14443	81
1995/96	178	9	130	68	16550	38	15648	82
1996/97	189	9	151	74	17358	38	15759	82
1997/98	205	9	141	65	18418	36	17089	84
1998/99	198	8	153	71	18963	37	17764	83
1999/00	225	8	184	76	19475	37	18212	83
2000/01	219	8	175	72	20415	38	19790	85
2001/02	235	8	191	78	18665	34	17920	87
2002/03	282	9	221	75	19984	36	19264	88

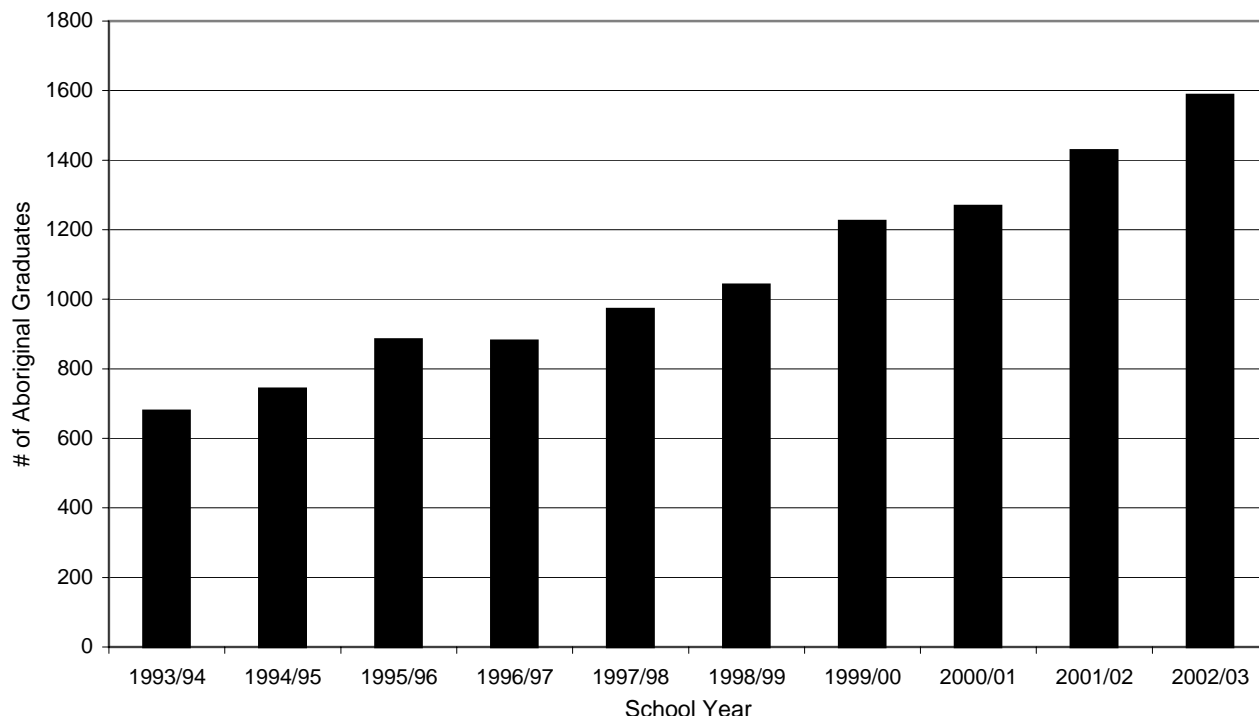
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Measure is derived from dividing the number of successful Aboriginal participants in the subject by the number of Aboriginal first time grade 12 students as of September 30th.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).
- (4) Participation number is the count of students enrolled in the course and participation percent is the count of students enrolled in the course divided by the number of grade 12 students on September 30th. Success Rate is the students who received a grade of C- or better.

**Provincial Overview Comments:**

- (1) Aboriginal student participation in Principles of Mathematics 12 has continued to increase growing by 1% over the last year however participation only stands at 9%.

***Number of Aboriginal Graduates Receiving a Dogwood, 1993/94 - 2002/03  
Province - Public Schools Only***



School Year	Number of Aboriginal Graduates Receiving a Dogwood
	Provincial Total
1993/94	679
1994/95	743
1995/96	884
1996/97	881
1997/98	972
1998/99	1042
1999/00	1225
2000/01	1268
2001/02	1428
2002/03	1587

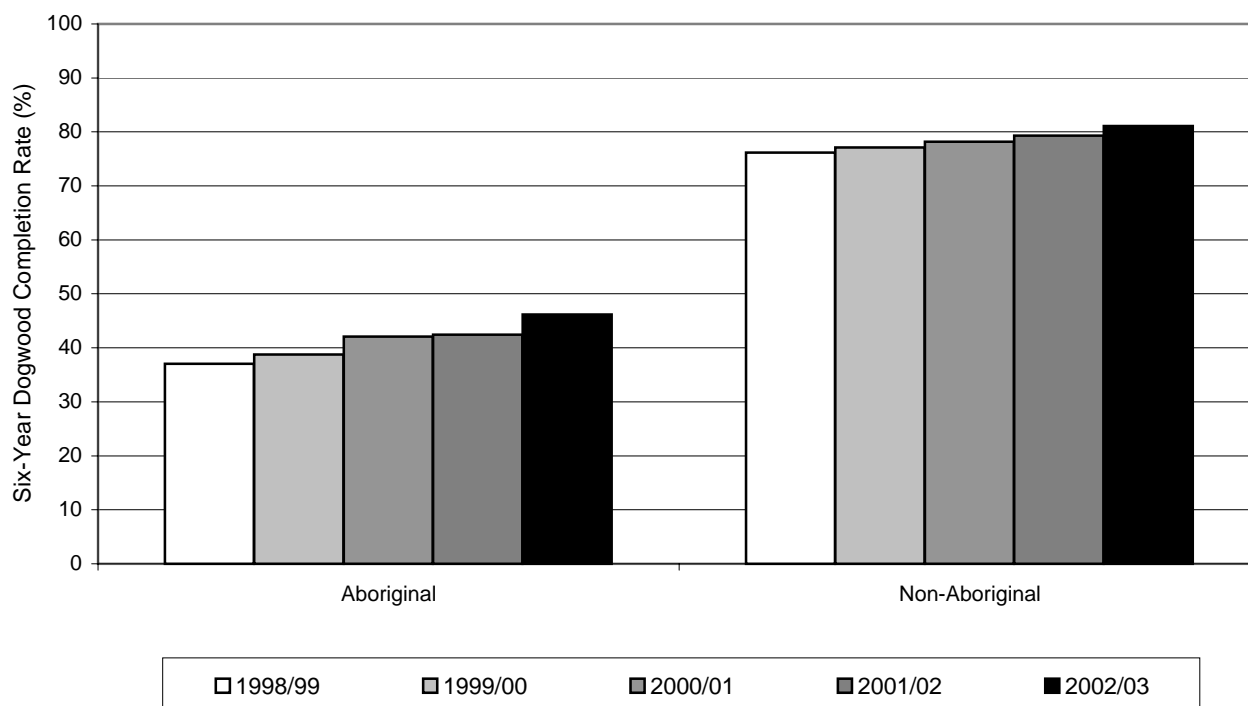
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Includes any person who has received a Dogwood (such as adult graduates who have received a Dogwood, not an Adult Dogwood, and those who have taken more than six years to receive a Dogwood).
- (3) May not match previous reports. Graduates are sometimes not recognized as receiving a Dogwood until after the date of publication. Such graduates are added to the count for their graduation year.
- (4) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Comments:**

- (1) The number of Aboriginals students receiving a Dogwood Diploma continues to increase.

***Six-Year Dogwood Completion Rate, 1998/99 - 2002/03***  
***Province - Public Schools Only***



School Year	District Six-Year Dogwood Completion Rate (%)	
	Aboriginal	Non-Aboriginal
1998/99	37	76
1999/00	39	77
2000/01	42	78
2001/02	42	79
2002/03	46	81

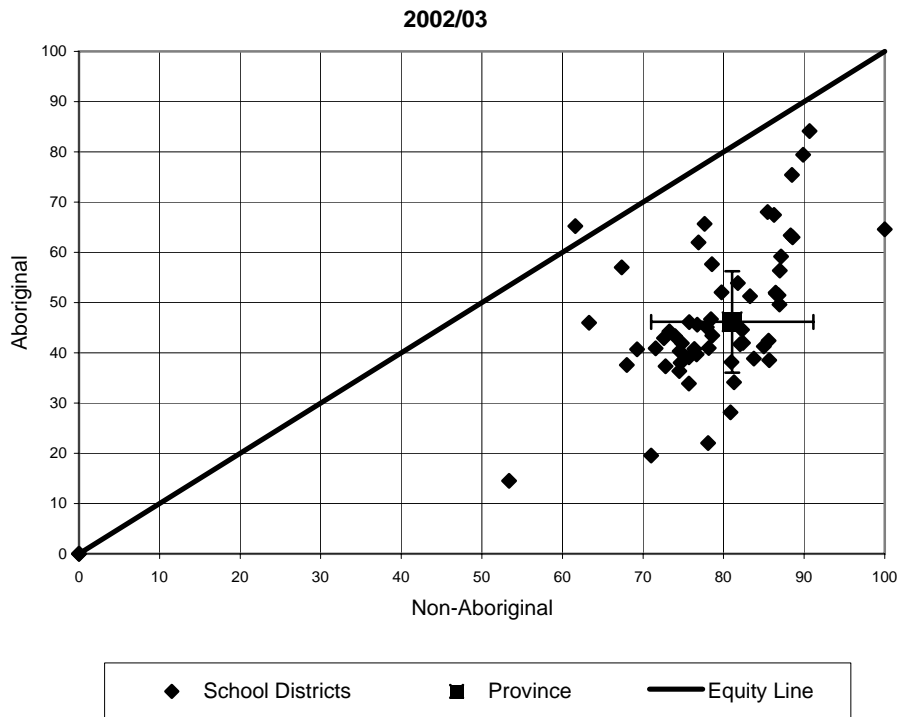
**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) The Aboriginal Six-Year Dogwood Completion Rate has increased from 42% in 2001/02 to 46% in 2002/03.
- (2) The Aboriginal Six-Year Dogwood Completion Rate has increased approximately 9% over the last five years, almost twice that of the non-Aboriginal Six-Year Dogwood Completion Rate.

## *Six-Year Dogwood Completion Rate, 1998/99 - 2002/03*



School Year	Provincial Six-Year Dogwood Completion Rate (%)	
	Aboriginal	Non-Aboriginal
<b>1998/99</b>	37	76
<b>1999/00</b>	39	77
<b>2000/01</b>	42	78
<b>2001/02</b>	42	79
<b>2002/03</b>	46	81

**Notes:**

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Not all public school districts are displayed as the numbers are based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**Provincial Overview Comments:**

- (1) Graph represents the 2003/04 school year only.

***Aboriginal Report - How Are We Doing?***  
***Appendix***

(1) The report has been modified since its last release. The layout has been changed to create a more readable format and include more information on each page.

(2) The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in small differences from previously published reports. The data contained in this report are the most accurate data available at time of publication.