



# Aboriginal Report 2002/03 - 2006/07

## How Are We Doing?

### Province (Public Schools Only)

electronic version of report: [www.bced.gov.bc.ca/reporting/achieve/ab-perf.php](http://www.bced.gov.bc.ca/reporting/achieve/ab-perf.php)

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Report Release: 2007

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## ABORIGINAL REPORT - HOW ARE WE DOING?

The 2006/07 Aboriginal "How Are We Doing?" report provides information about Aboriginal student 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, the student is included in all subsequent reported outcomes for Aboriginal students. This approach to tracking student outcomes and demographics will correct inconsistent self-identification of Aboriginal students from year to year. In the past, there were occurrences of students identifying as Aboriginal in multiple school years, and then not identifying when they moved to a new school or enrolled in senior grades.

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To increase confidence in 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 also important to note if fewer, or if more students participating would have a bearing on the results.

- **Be cautious of data representing small numbers of students**

Notice 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 of 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 captured by these data representative of student achievement in this district?
- What story do these data suggest about student achievement in this district?
- 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

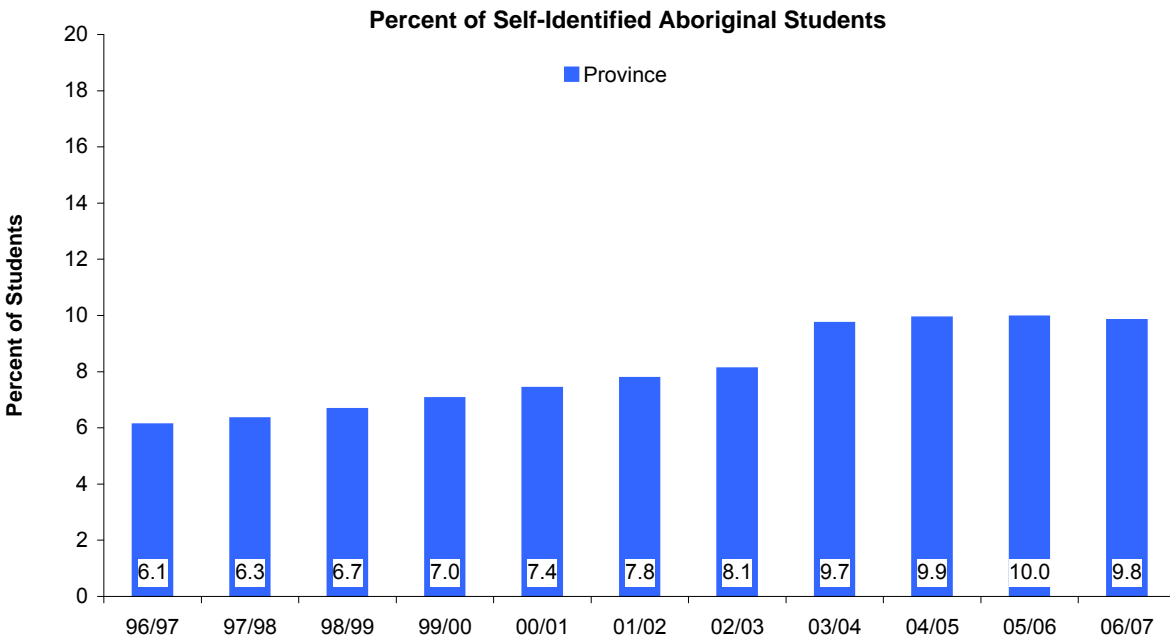
The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

### PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	All Students #	Aboriginal Students		Non-Aboriginal Students	
		#	%	#	%
96/97	622,702	38,085	6.1	584,617	93.9
97/98	638,941	40,435	6.3	598,506	93.7
98/99	636,075	42,368	6.7	593,707	93.3
99/00	635,094	44,749	7.0	590,345	93.0
00/01	632,049	46,846	7.4	585,203	92.6
01/02	629,619	48,905	7.8	580,714	92.2
02/03	620,672	50,359	8.1	570,313	91.9
03/04	614,670	59,808	9.7	554,862	90.3
04/05	606,392	60,152	9.9	546,240	90.1
05/06	599,505	59,692	10.0	539,813	90.0
06/07	587,920	57,767	9.8	530,153	90.2



**NOTES:**

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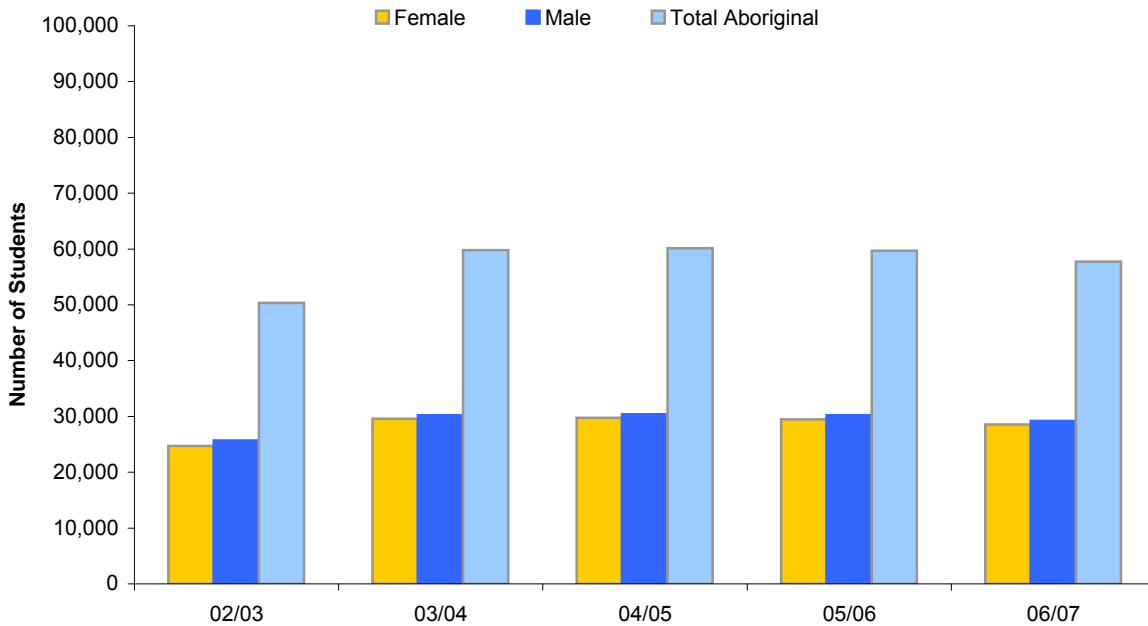
## ABORIGINAL STUDENTS BY GENDER

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

### NUMBER OF ABORIGINAL STUDENTS BY GENDER

School Year	All Students	Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students
	#	#	%	#		#	
02/03	620,672	50,359	8.1	24,688	4.0	25,671	4.1
03/04	614,670	59,808	9.7	29,572	4.8	30,236	4.9
04/05	606,392	60,152	9.9	29,768	4.9	30,384	5.0
05/06	599,505	59,692	10.0	29,487	4.9	30,205	5.0
06/07	587,920	57,767	9.8	28,579	4.9	29,188	5.0

**Number of Aboriginal Students by Gender**



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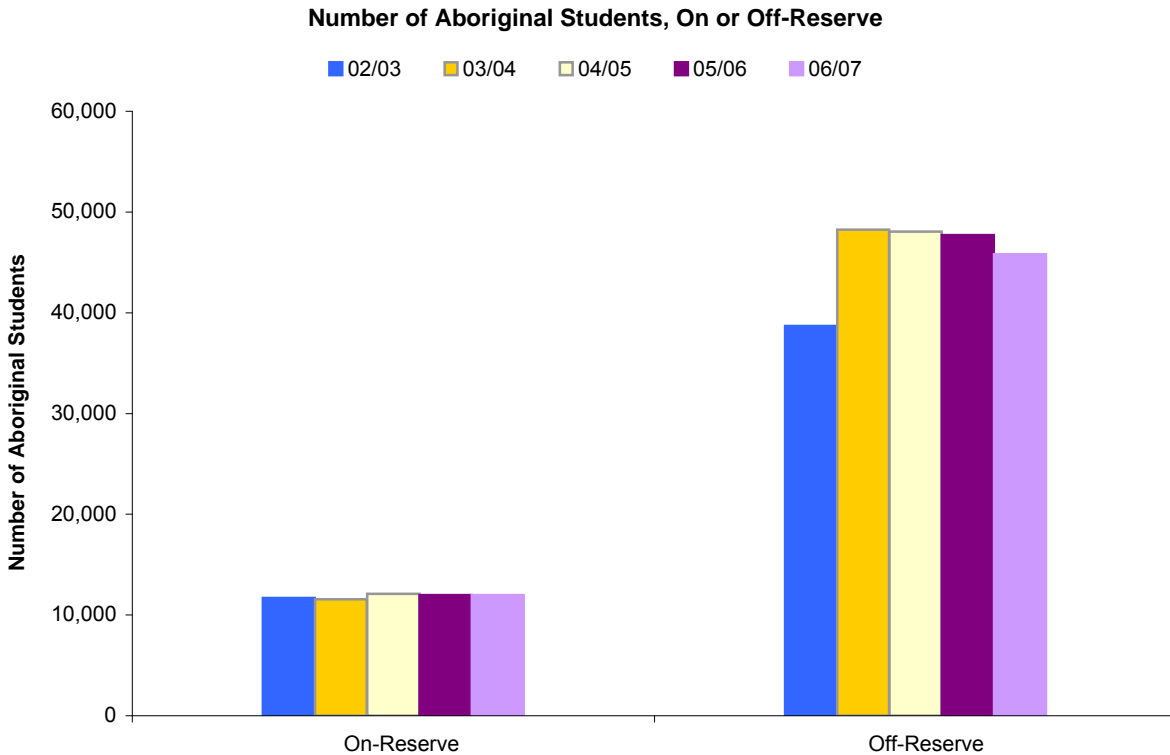
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## ABORIGINAL STUDENTS, ON OR OFF-RESERVE

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

### NUMBER OF ABORIGINAL STUDENTS, ON OR OFF-RESERVE

School Year	On-Reserve				Off-Reserve		
	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #
02/03	50,359	5,656	6,019	11,675	19,032	19,652	38,684
03/04	59,808	5,642	5,915	11,557	23,930	24,321	48,251
04/05	60,152	5,949	6,159	12,108	23,819	24,225	48,044
05/06	59,692	5,871	6,108	11,979	23,616	24,097	47,713
06/07	57,767	5,885	6,078	11,963	22,694	23,110	45,804



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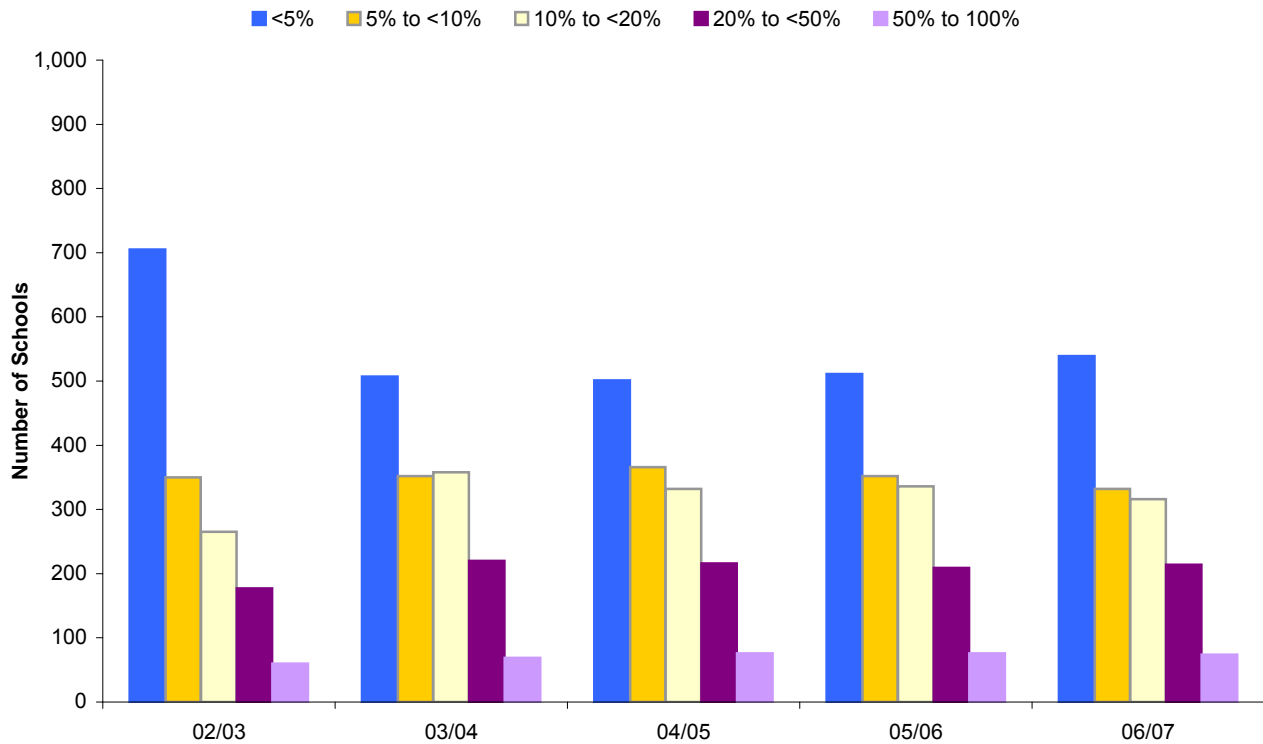
## STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS (%)

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

## NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL ENROLMENT (%)

School Year	Total Schools #	Number of Schools				
		<5%	5 to <10%	10 to <20%	20 to <50%	50 to 100%
02/03	1,557	705	350	265	177	60
03/04	1,506	507	352	358	220	69
04/05	1,491	501	366	332	216	76
05/06	1,484	511	352	336	209	76
06/07	1,475	539	332	316	214	74

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



**NOTES:**

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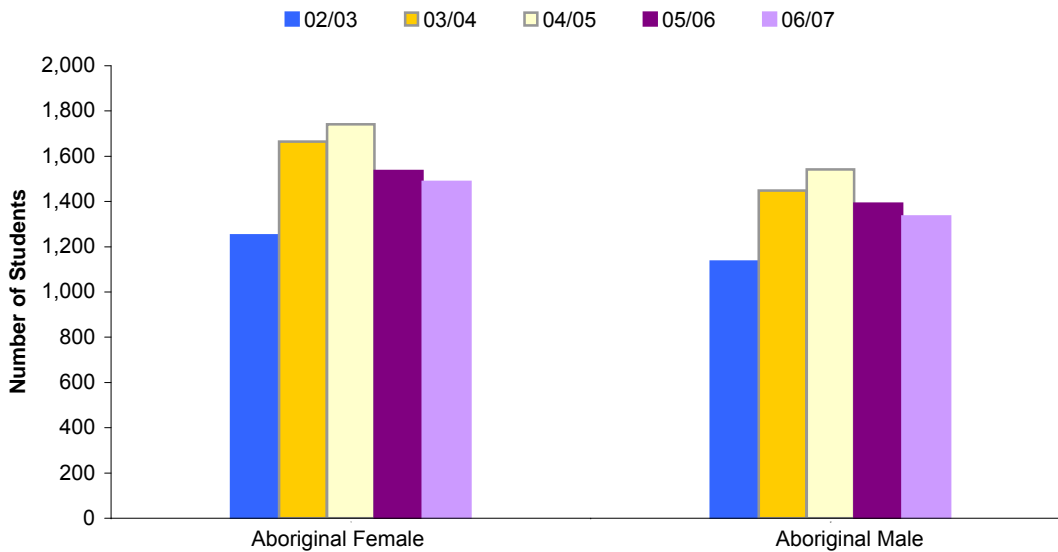
## STUDENTS IN ALTERNATE PROGRAMS

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

### STUDENTS IN ALTERNATE PROGRAMS

School Year	Aboriginal			Non-Aboriginal		
	Total Students #	Female #	Male #	Total Students #	Female #	Male #
02/03	2,386	1,251	1,135	9,137	4,534	4,603
03/04	3,113	1,665	1,448	9,400	4,733	4,667
04/05	3,283	1,741	1,542	8,428	4,263	4,165
05/06	2,925	1,534	1,391	7,961	3,828	4,133
06/07	2,820	1,486	1,334	6,932	3,295	3,637

**Number of Aboriginal Students in Alternate Programs**



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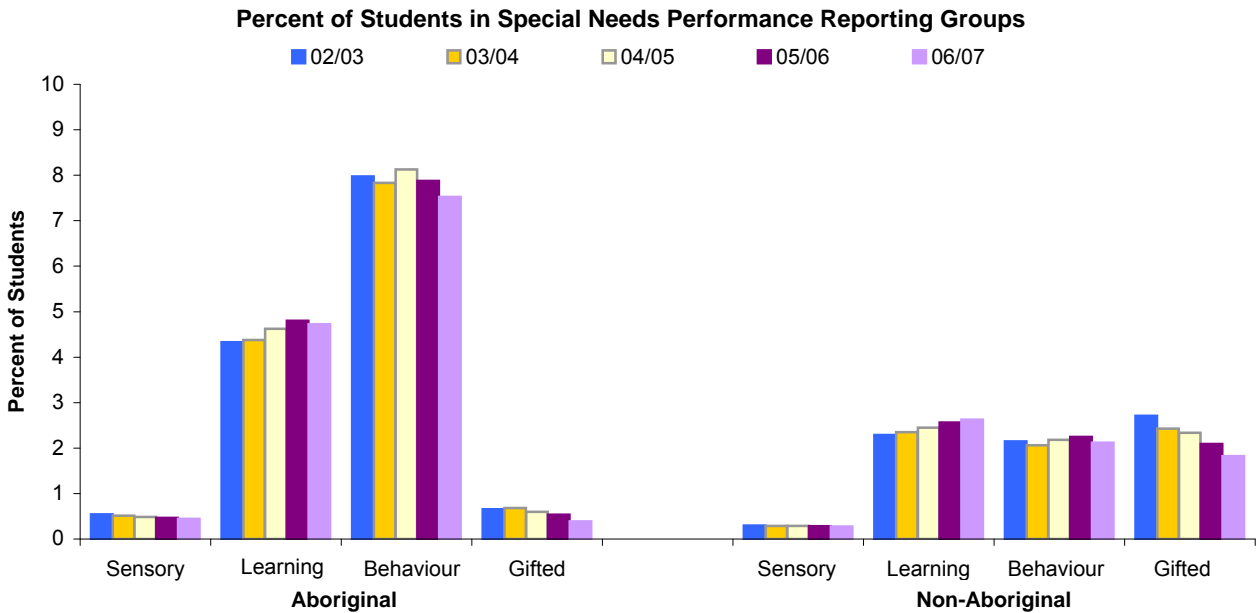
## STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

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).

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

### STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

School Year	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
	Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
02/03	274	1	1,683	0	2,180	4	13,054	2	4,016	8	12,251	2	330	1	15,443	3
03/04	306	1	1,610	0	2,618	4	13,049	2	4,686	8	11,430	2	408	1	13,480	2
04/05	294	0	1,593	0	2,782	5	13,386	2	4,890	8	11,925	2	360	1	12,781	2
05/06	278	0	1,519	0	2,863	5	13,839	3	4,701	8	12,133	2	318	1	11,264	2
06/07	258	0	1,452	0	2,726	5	13,916	3	4,346	8	11,223	2	223	0	9,659	2



**NOTES:**

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## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

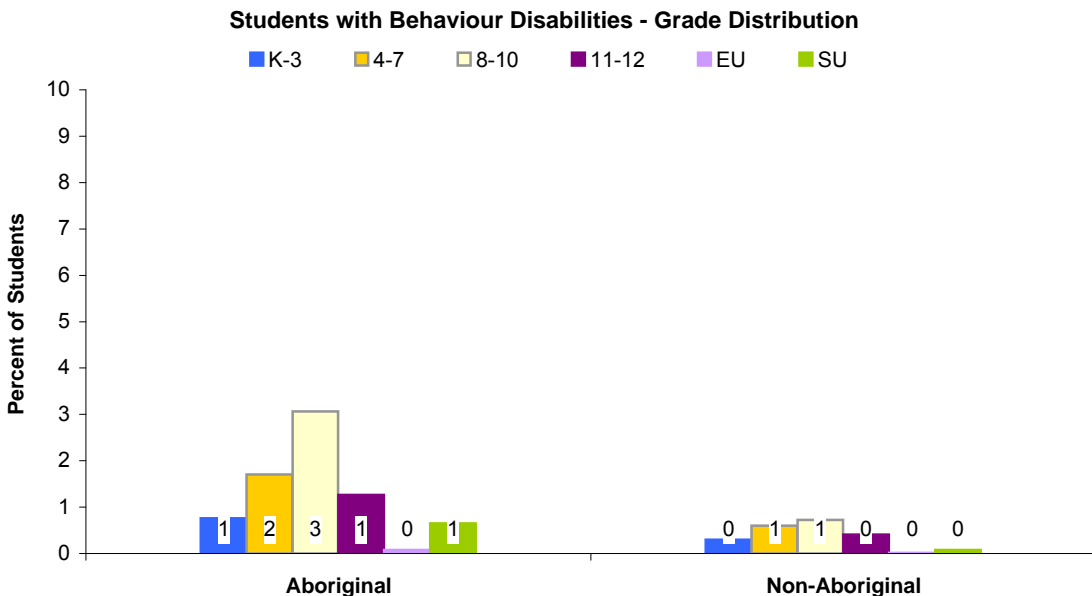
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Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

School Year	Aboriginal Students #	Aboriginal Students											
		K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (EU)	
		#	%	#	%	#	%	#	%	#	%	#	%
02/03	50,359	375	1	996	2	1,389	3	640	1	39	0	577	1
03/04	59,808	465	1	1,149	2	1,780	3	709	1	45	0	538	1
04/05	60,152	450	1	1,134	2	1,758	3	975	2	41	0	532	1
05/06	59,692	463	1	1,069	2	1,886	3	814	1	42	0	427	1
06/07	57,767	438	1	986	2	1,772	3	730	1	44	0	376	1

School Year	Non-Aboriginal Students #	Non-Aboriginal Students											
		K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
02/03	570,313	1,355	0	3,126	1	4,420	1	2,563	0	80	0	707	0
03/04	554,862	1,379	0	2,948	1	4,089	1	2,390	0	79	0	545	0
04/05	546,240	1,495	0	3,035	1	4,046	1	2,695	0	88	0	566	0
05/06	539,813	1,542	0	3,119	1	4,224	1	2,663	0	102	0	483	0
06/07	530,153	1,566	0	3,192	1	3,827	1	2,150	0	91	0	397	0



## STUDENTS IN SPECIAL NEEDS BEHAVIOUR DISABILITIES

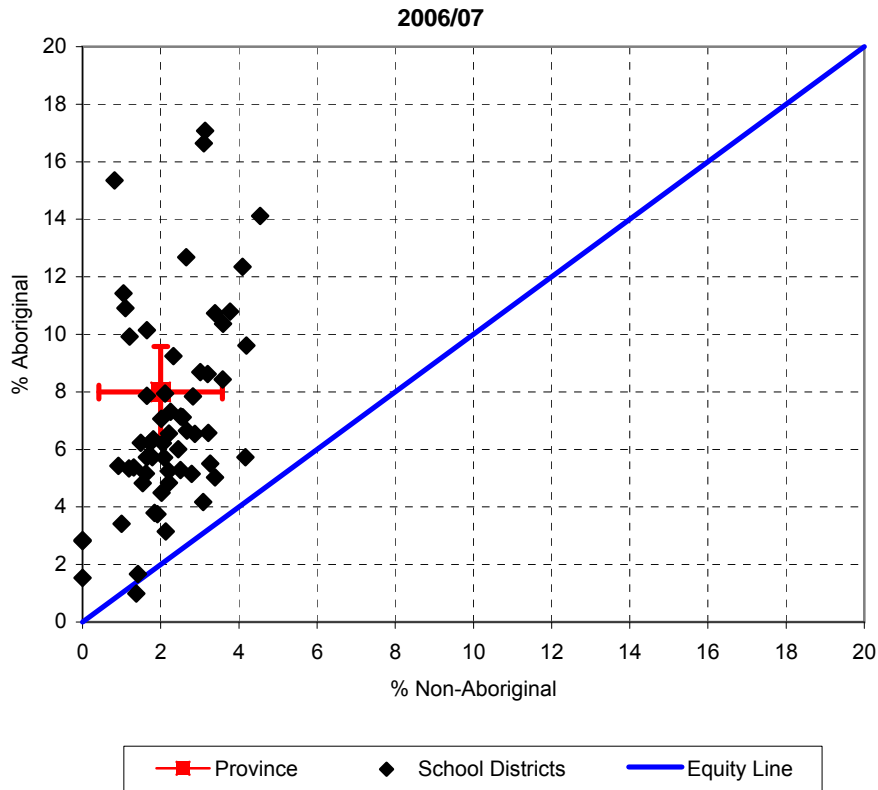
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Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

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).

**Percent with Behaviour Disabilities**

School Year	Aboriginal %	Non-Aboriginal %
02/03	8.0	2.1
03/04	7.8	2.1
04/05	8.1	2.2
05/06	7.9	2.2
06/07	7.5	2.1



**NOTES:**

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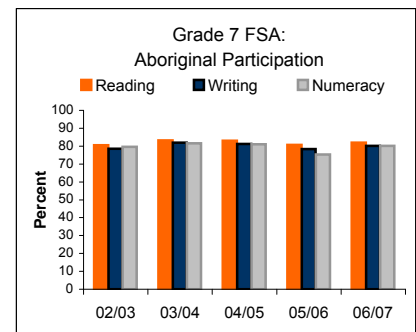
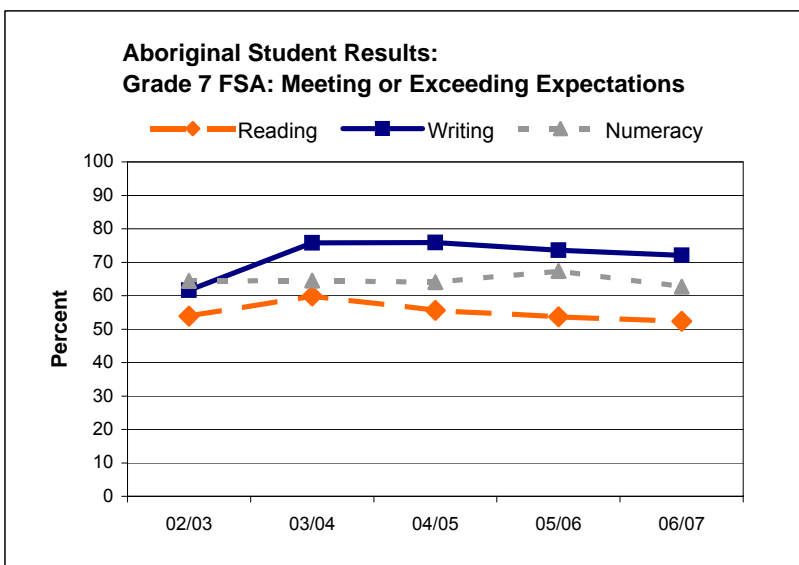
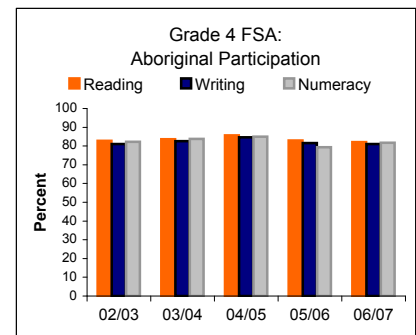
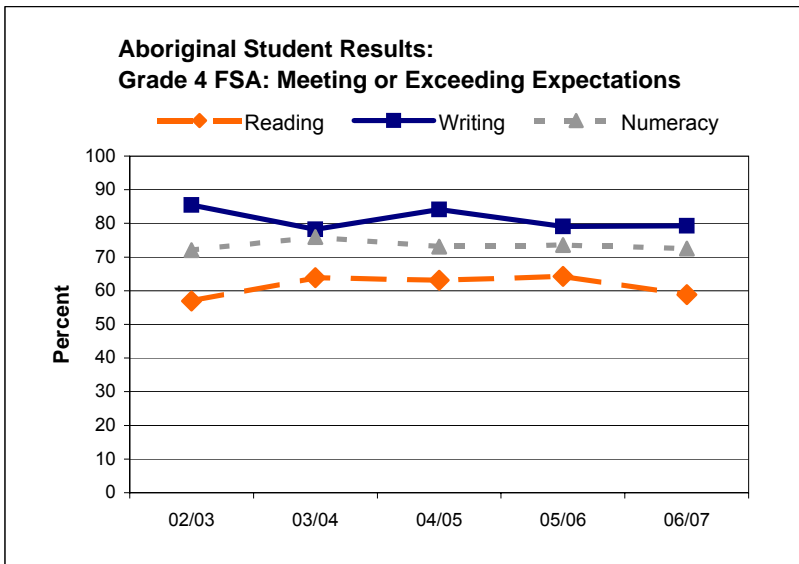
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## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS OVERVIEW

Annual FSA results provide a snapshot of student achievement in grades 4 and 7. These data provide an external source of information about student performance to complement locally collected data when evaluating reading comprehension, writing and numeracy skills.

No single assessment or indicator can illustrate whether students have learned all that is expected. Multiple measures of data and tracking results over time will provide a more complete picture of student learning.

When reviewing FSA results, it is valuable to examine and discuss other achievement results and the significance of the variety of factors that could affect FSA scores such as characteristics of students assessed in a given year, participation rates, staff changes, local events, etc.



**MORE:** Foundation Skills Assessment Report (FSA) provides more detailed data:

[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

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

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

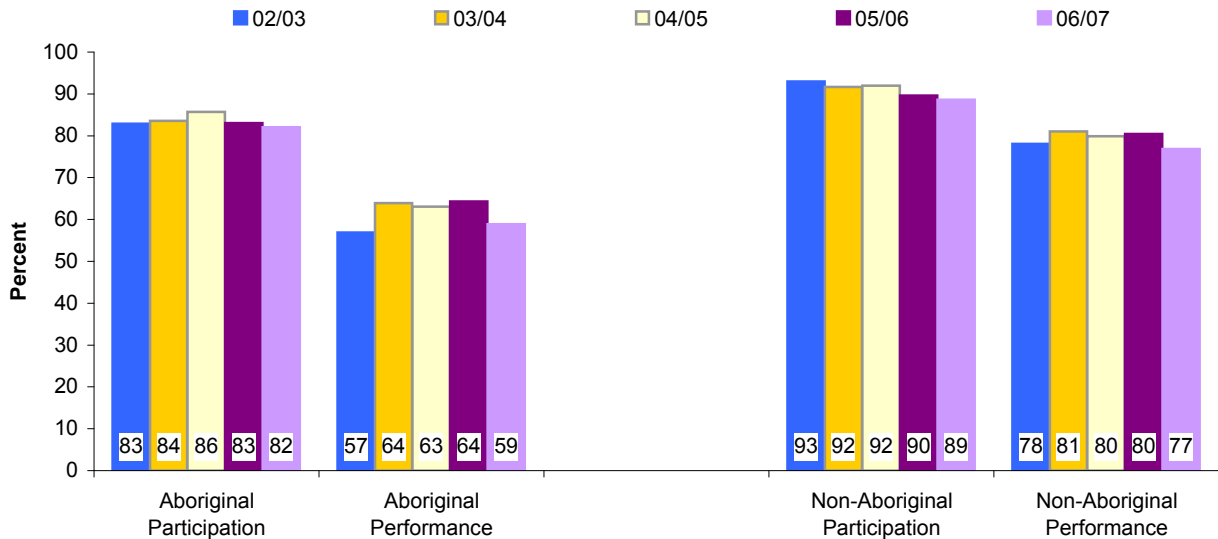
### GRADE 4: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)

#### READING COMPREHENSION

##### Meeting or Exceeding Expectations

School Year	Students enrolled (Feb 1)		Participation (students who wrote FSA)				Meeting or Exceeding Expectations			
	# Ab	# N-Ab	# Ab	% Ab	# N-Ab	% N-Ab	Ab #	Ab %	N-Ab #	N-Ab %
02/03	3,683	39,507	3,051	83	36,739	93	1,668	57	28,296	78
03/04	4,506	38,841	3,767	84	35,609	92	2,371	64	28,709	81
04/05	4,356	38,094	3,732	86	35,046	92	2,223	63	27,490	80
05/06	4,240	37,311	3,519	83	33,445	90	2,130	64	26,197	80
06/07	3,958	36,061	3,248	82	31,962	89	1,828	59	24,014	77

**Participation and Performance Results: Reading Comprehension, Grade 4**



**MORE:** Foundation Skills Assessment Report (FSA) provides more detailed data:  
[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

**NOTES:**

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

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

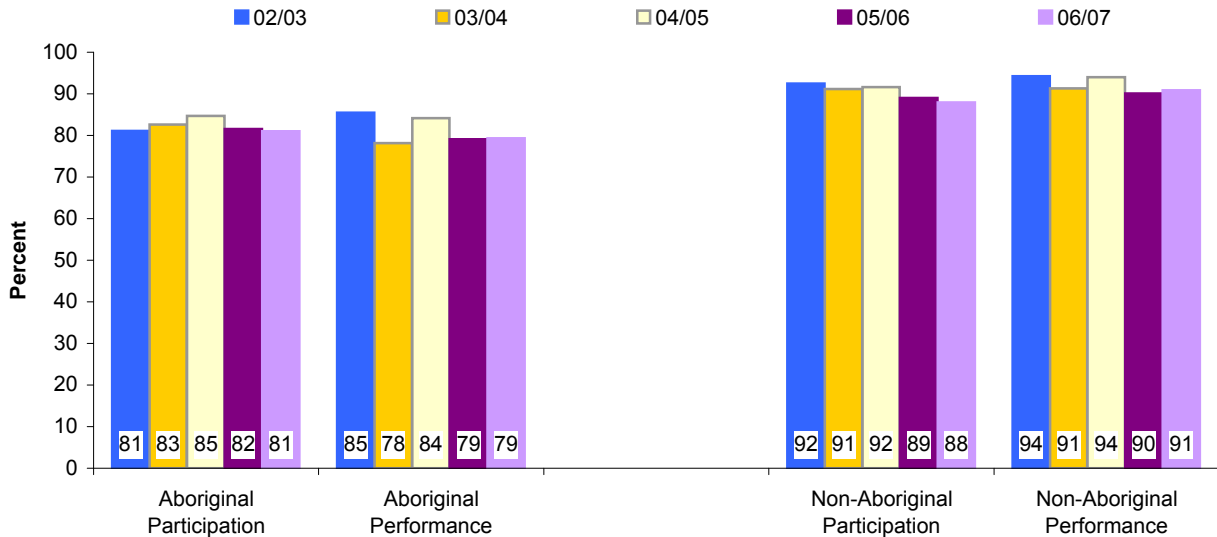
### GRADE 4: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)

#### WRITING

##### Meeting or Exceeding Expectations

School Year	Students enrolled (Feb 1)		Participation (students who wrote FSA)				Meeting or Exceeding Expectations			
	# Ab	# N-Ab	# Ab	% Ab	# N-Ab	% N-Ab	Ab #	Ab %	N-Ab #	N-Ab %
02/03	3,683	39,507	2,987	81	36,517	92	2,382	85	33,493	94
03/04	4,506	38,841	3,722	83	35,408	91	2,814	78	31,897	91
04/05	4,356	38,094	3,690	85	34,899	92	2,987	84	32,320	94
05/06	4,240	37,311	3,456	82	33,210	89	2,626	79	29,430	90
06/07	3,958	36,061	3,207	81	31,714	88	2,408	79	28,307	91

**Participation and Performance Results: Writing, Grade 4**



**MORE:** Foundation Skills Assessment Report (FSA) provides more detailed data:  
[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

**NOTES:**

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

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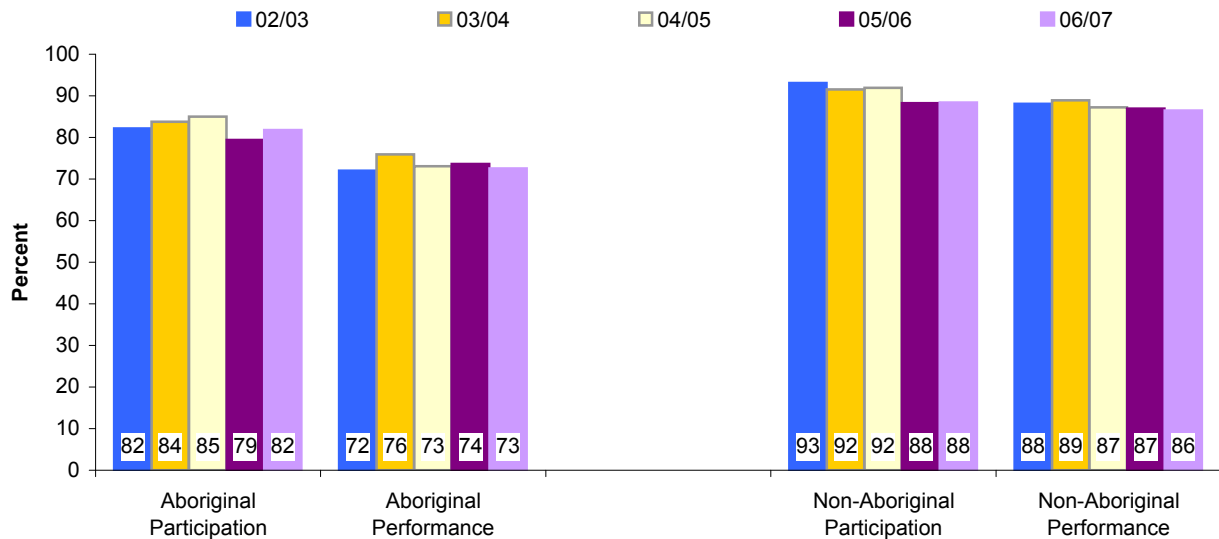
### GRADE 4: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)

#### NUMERACY

##### Meeting or Exceeding Expectations

School Year	Students enrolled (Feb 1)		Participation (students who wrote FSA)				Meeting or Exceeding Expectations			
	# Ab	# N-Ab	# Ab	% Ab	# N-Ab	% N-Ab	Ab #	Ab %	N-Ab #	N-Ab %
02/03	3,683	39,507	3,027	82	36,759	93	2,087	72	31,899	88
03/04	4,506	38,841	3,773	84	35,552	92	2,762	76	31,098	89
04/05	4,356	38,094	3,701	85	35,006	92	2,581	73	30,001	87
05/06	4,240	37,311	3,365	79	32,925	88	2,386	74	28,167	87
06/07	3,958	36,061	3,235	82	31,881	88	2,216	73	26,959	86

**Participation and Performance Results: Numeracy, Grade 4**



**MORE:** Foundation Skills Assessment Report (FSA) provides more detailed data:  
[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

**NOTES:**

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

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

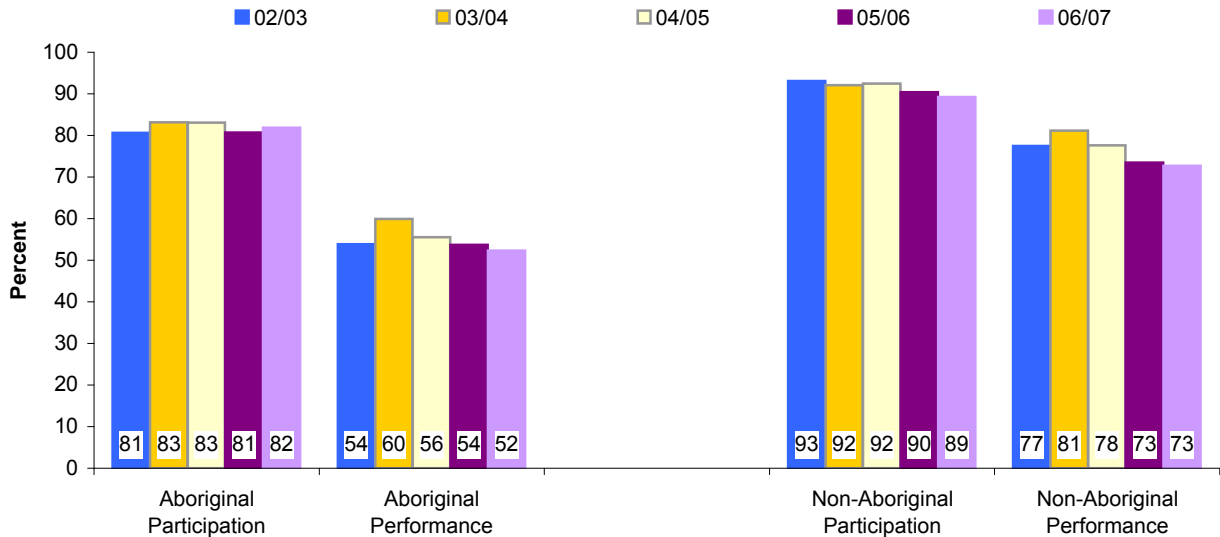
### GRADE 7: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)

#### READING COMPREHENSION

##### Meeting or Exceeding Expectations

School Year	Students enrolled (Feb 1)		Participation (students who wrote FSA)				Meeting or Exceeding Expectations			
	# Ab	# N-Ab	# Ab	% Ab	# N-Ab	% N-Ab	Ab #	Ab %	N-Ab #	N-Ab %
02/03	4,032	43,036	3,249	81	40,044	93	1,701	54	30,641	77
03/04	5,056	41,147	4,204	83	37,901	92	2,487	60	30,613	81
04/05	4,850	41,199	4,029	83	38,109	92	2,177	56	29,357	78
05/06	4,665	40,313	3,766	81	36,451	90	1,917	54	26,117	73
06/07	4,545	40,518	3,721	82	36,159	89	1,870	52	25,764	73

**Participation and Performance Results: Reading Comprehension, Grade 7**



**MORE:** Foundation Skills Assessment Report (FSA) provides more detailed data:  
[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

**NOTES:**

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

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

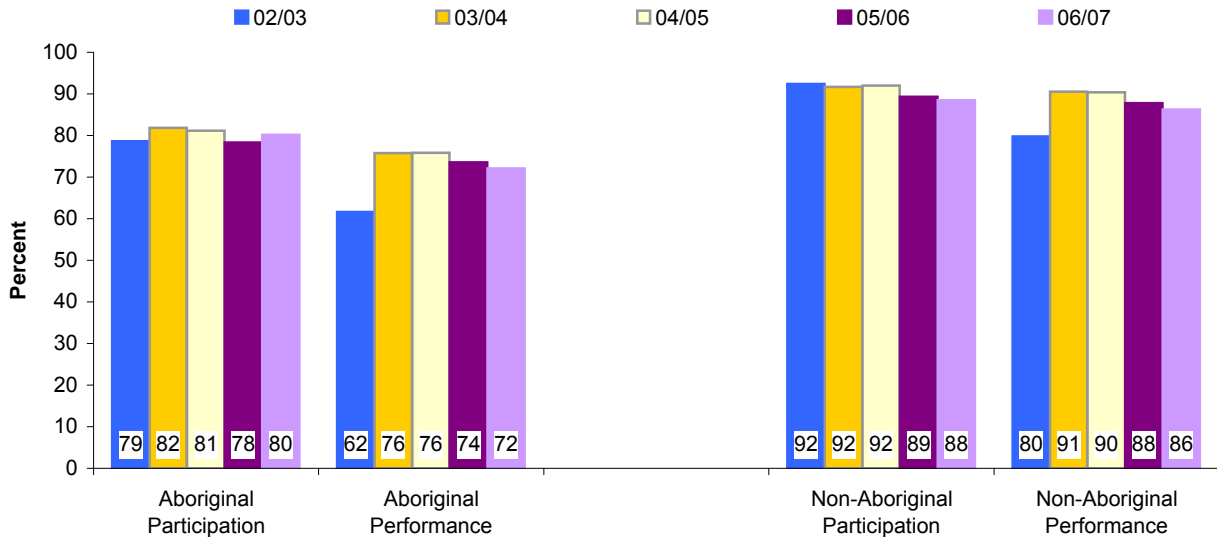
### GRADE 7: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)

#### WRITING

##### Meeting or Exceeding Expectations

School Year	Students enrolled (Feb 1)		Participation (students who wrote FSA)				Meeting or Exceeding Expectations			
	# Ab	# N-Ab	# Ab	% Ab	# N-Ab	% N-Ab	Ab #	Ab %	N-Ab #	N-Ab %
02/03	4,032	43,036	3,169	79	39,746	92	1,876	62	31,177	80
03/04	5,056	41,147	4,140	82	37,717	92	3,033	76	33,729	91
04/05	4,850	41,199	3,936	81	37,910	92	2,882	76	33,750	90
05/06	4,665	40,313	3,653	78	36,017	89	2,569	74	30,994	88
06/07	4,545	40,518	3,644	80	35,846	88	2,536	72	30,310	86

**Participation and Performance Results: Writing, Grade 7**



**MORE:** Foundation Skills Assessment Report (FSA) provides more detailed data:  
[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

**NOTES:**

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

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

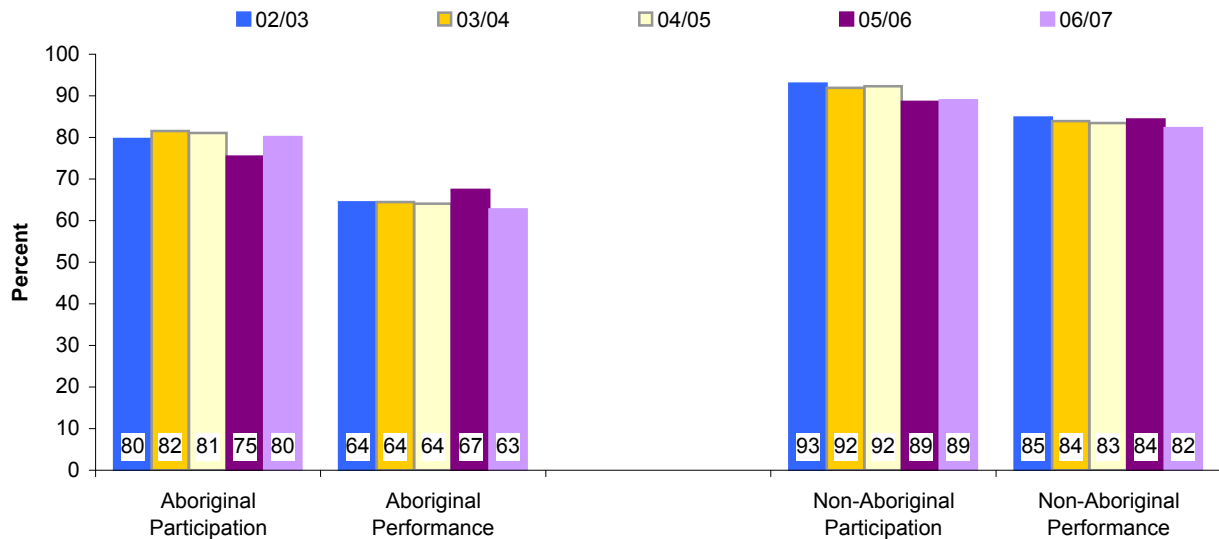
### GRADE 7: ABORIGINAL (Ab) / NON-ABORIGINAL (N-Ab)

#### NUMERACY

##### Meeting or Exceeding Expectations

School Year	Students enrolled (Feb 1)		Participation (students who wrote FSA)				Meeting or Exceeding Expectations			
	# Ab	# N-Ab	# Ab	% Ab	# N-Ab	% N-Ab	Ab #	Ab %	N-Ab #	N-Ab %
02/03	4,032	43,036	3,209	80	40,004	93	1,992	64	33,484	85
03/04	5,056	41,147	4,124	82	37,809	92	2,547	64	31,224	84
04/05	4,850	41,199	3,933	81	38,019	92	2,390	64	31,140	83
05/06	4,665	40,313	3,517	75	35,678	89	2,309	67	29,772	84
06/07	4,545	40,518	3,641	80	36,041	89	2,148	63	28,860	82

**Participation and Performance Results: Numeracy, Grade 7**



**MORE:** Foundation Skills Assessment Report (FSA) provides more detailed data:  
[www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php](http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php)

**NOTES:**

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## REQUIRED EXAMINATIONS 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).

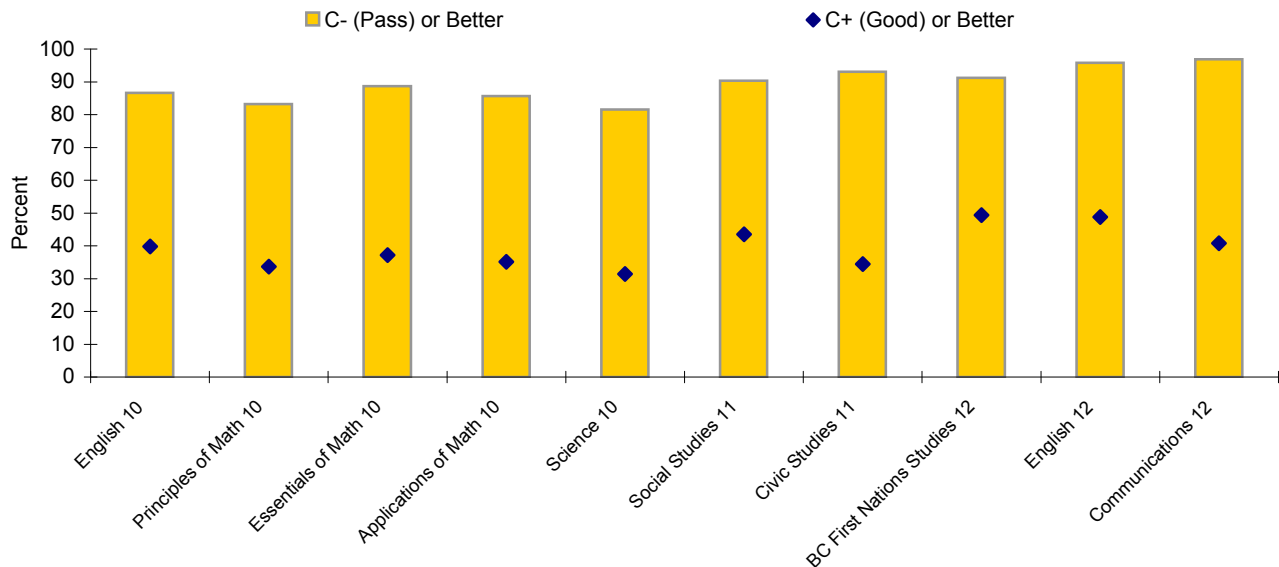
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark is reported in the year a course mark or exam mark is submitted.

Students may also take Grade 12 courses that have an optional provincial exam. When a student chooses not to take the optional exam, the classroom mark provides 100% of the final mark. Results for optional exams are reported in Graduation Program: Optional Examinable Course Results: [www.bced.gov.bc.ca/reporting/exams/](http://www.bced.gov.bc.ca/reporting/exams/)

### COURSE OPTIONS 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	3886	3366	87	1545	40	43198	41151	95	28159	65
Principles of Math 10	1718	1430	83	579	34	33585	30797	92	19209	57
Essentials of Math 10	1761	1561	89	655	37	7738	7159	93	3359	43
Applications of Math 10	453	388	86	159	35	3833	3501	91	1448	38
Science 10	3671	2993	82	1155	31	43527	40521	93	25054	58
Social Studies 11	2387	2157	90	1039	44	38981	37545	96	25653	66
Civic Studies 11	29	27	93	10	34	510	489	96	329	65
BC First Nations Studies 12	594	542	91	293	49	982	937	95	579	59
English 12	1782	1708	96	869	49	37793	37054	98	25562	68
Communications 12	896	868	97	365	41	5488	5344	97	2755	50

**Required Exams Overview: Aboriginal Results 2006/07**



## REQUIRED EXAMINATIONS RESULTS: ENGLISH 10

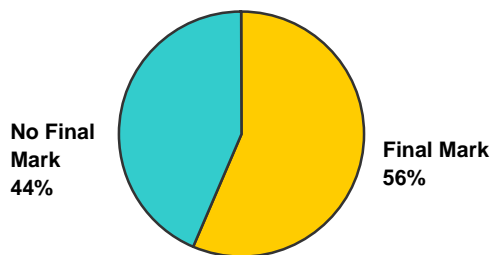
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

### ENGLISH 10

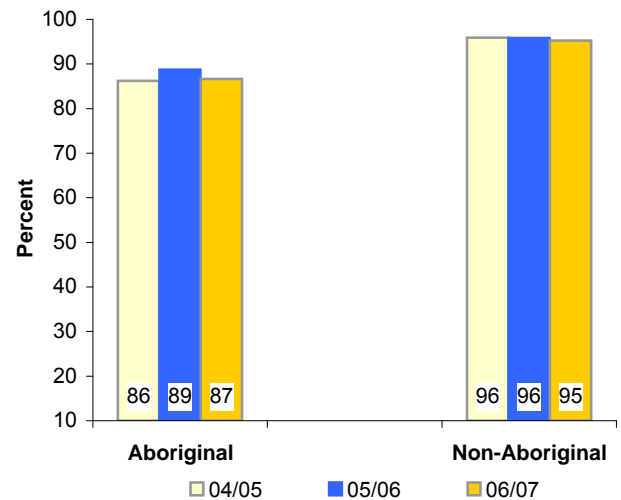
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	04/05	2919	2517	86	1102	38	38712	37124	96	25105	65
	05/06	3463	3072	89	1324	38	42729	40953	96	27774	65
	06/07	3886	3366	87	1545	40	43198	41151	95	28159	65

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark					Students Assigned Final Mark				
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #	
04/05	2919	5,082	2713	206		38712	46827	37182	1530	
05/06	3463	5,471	2941	522		42729	48371	39366	3363	
06/07	3886	5,746	3236	650		43198	47183	38853	4345	

**English 10 Final Marks 2006/07  
Aboriginal Grade 10 Students**



**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.

## REQUIRED EXAMINATIONS RESULTS: PRINCIPLES OF MATH 10

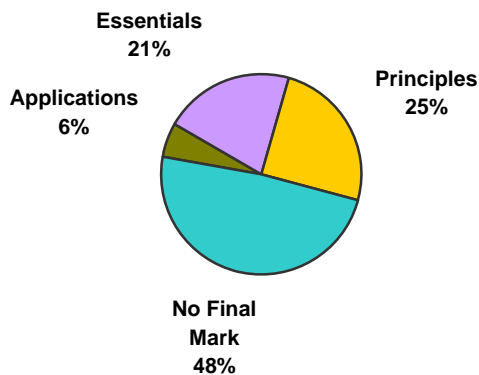
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

### PRINCIPLES OF MATH 10

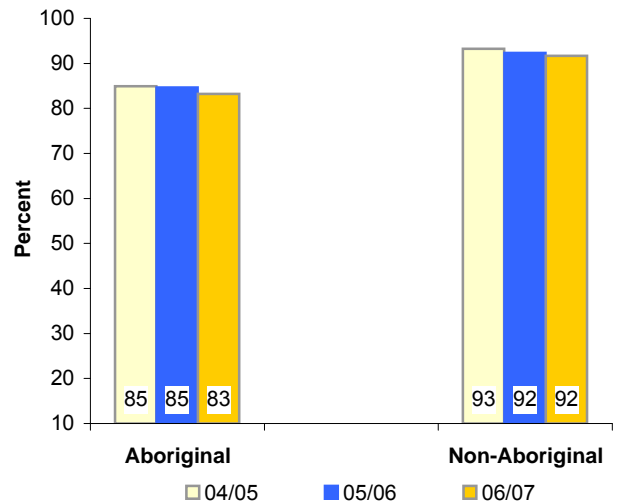
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	04/05	1441	1224	85	580	40	30522	28463	93	18343	60
	05/06	1641	1389	85	574	35	33815	31216	92	19352	57
	06/07	1718	1430	83	579	34	33585	30797	92	19209	57

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark			Students Assigned Final Mark		Students Assigned Final Mark			Students Assigned Final Mark	
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup>	Gr 10 #	Non-Gr 10 <sup>2</sup> #	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup>	Gr 10 #	Non-Gr 10 <sup>2</sup> #		
04/05	1441	5082	1304	137	30522	46827	27242	3280		
05/06	1641	5471	1385	256	33815	48371	28935	4880		
06/07	1718	5746	1424	294	33585	47183	28536	5049		

**All Maths 10 Final Marks 2006/07  
Aboriginal Grade 10 Students**



**Principles of Math 10: C- (Pass) or Better**



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

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

## REQUIRED EXAMINATIONS RESULTS: ESSENTIALS OF MATH 10

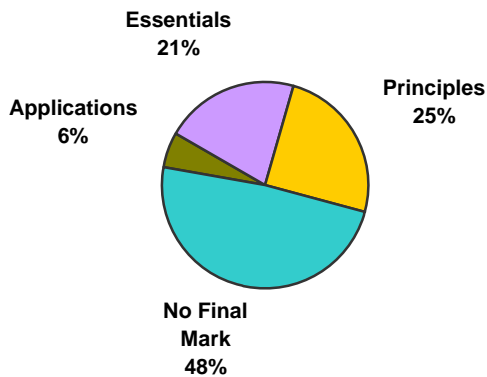
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### ESSENTIALS OF MATH 10

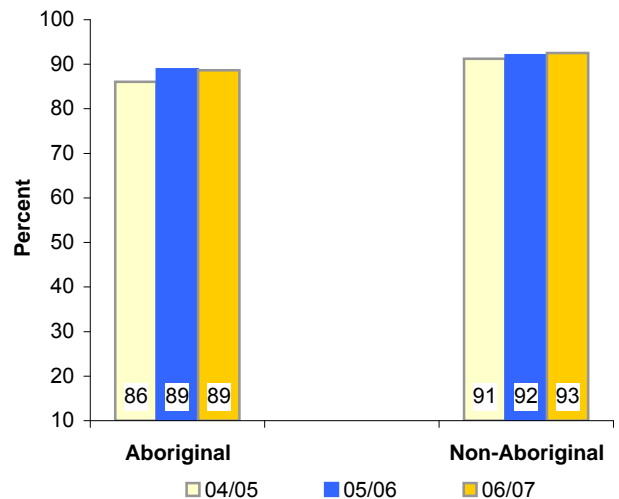
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	04/05	1100	947	86	370	34	5907	5388	91	2465	42
	05/06	1450	1289	89	552	38	7144	6576	92	2983	42
	06/07	1761	1561	89	655	37	7738	7159	93	3359	43

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned		Students Assigned Final Mark			Students Assigned		Students Assigned Final Mark		
	Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #	Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #		
04/05	1100	5082	924	176	5907	46827	4999	908		
05/06	1450	5471	1055	395	7144	48371	5330	1814		
06/07	1761	5746	1209	552	7738	47183	5415	2323		

**All Maths 10 Final Marks 2006/07  
Aboriginal Grade 10 Students**



**Essentials of Math 10: C- (Pass) or Better**



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

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

## REQUIRED EXAMINATIONS RESULTS: APPLICATIONS OF MATH 10

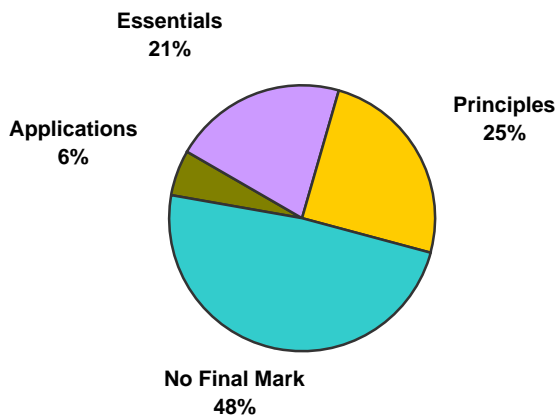
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### APPLICATIONS OF MATH 10

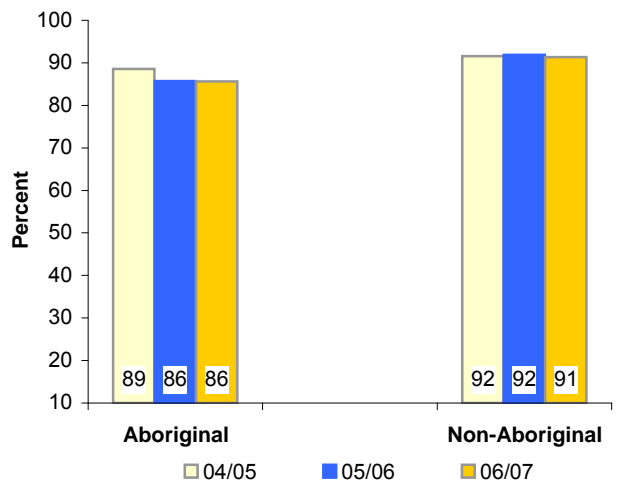
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	04/05	297	263	89	91	31	2877	2634	92	1110	39
	05/06	398	341	86	97	24	3447	3168	92	1363	40
	06/07	453	388	86	159	35	3833	3501	91	1448	38

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned		Students Assigned Final Mark			Students Assigned		Students Assigned Final Mark		
	Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #	Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #		
04/05	297	5082	262	35	2877	46827	2579	298		
05/06	398	5471	324	74	3447	48371	2868	579		
06/07	453	5746	318	135	3833	47183	3056	777		

All Maths 10 Final Marks 2006/07  
Aboriginal Grade 10 Students



Applications of Math 10: C- (Pass) or Better



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

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

## REQUIRED EXAMINATIONS RESULTS: SCIENCE 10

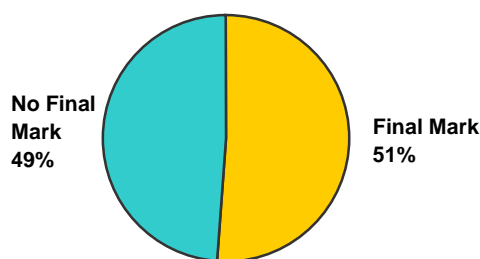
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

### SCIENCE 10

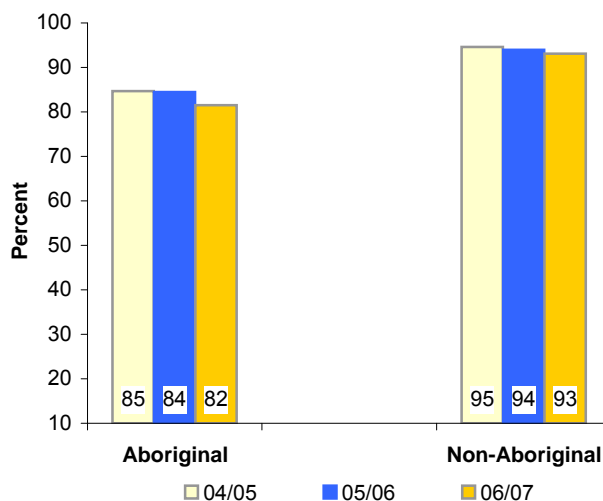
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	04/05	2740	2320	85	957	35	38423	36358	95	23534	61
	05/06	3379	2853	84	1045	31	42802	40227	94	24974	58
	06/07	3671	2993	82	1155	31	43527	40521	93	25054	58

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark				Total Gr 10 Students <sup>1</sup>	Students Assigned Final Mark				Total Gr 10 Students <sup>1</sup>
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #		Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #	
04/05	2740	5082	2520	220	38423	46827	36345	2078		
05/06	3379	5471	2834	545	42802	48371	38505	4297		
06/07	3671	5746	2944	727	43527	47183	38129	5398		

**Science 10 Final Marks 2006/07  
Aboriginal Grade 10 Students**



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



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

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

## REQUIRED EXAMINATIONS RESULTS: CIVIC STUDIES 11

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

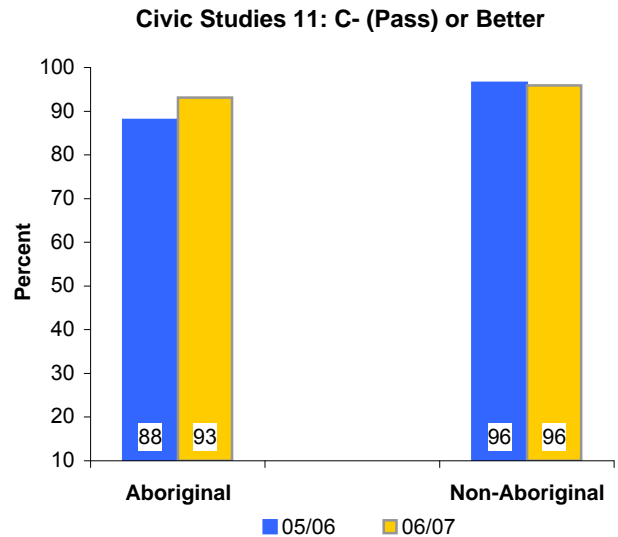
### CIVIC STUDIES 11

	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	
			#	%	#	%		#	%	#	%
Final	05/06	25	22	88	12	48	451	435	96	290	64
Mark	06/07	29	27	93	10	34	510	489	96	329	65

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Students Assigned Final Mark		Students Assigned Final Mark		Students Assigned Final Mark #	Students Assigned Final Mark		Students Assigned Final Mark	
		Total Gr 11 Students <sup>1</sup> #	Gr 11 #	Non-Gr 11 <sup>2</sup> #	Total Gr 11 Students <sup>1</sup> #		Gr 11 #	Non-Gr 11 <sup>2</sup> #		
05/06	25	5463	22	3	451	52137	442	9		
06/07	29	5313	25	4	510	51750	441	69		

### All Humanities 11 Final Marks 2006/07 Aboriginal Grade 11 Students

In order to graduate, students must complete at least one course in either Social Studies 11, Civic Studies 11 or BC First Nations 12. Due to these graduation courses being offered in two grades, the participation rate may not reflect the true proportion of Aboriginal students who have completed their courses, therefore, a pie chart is not included.



<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.

## REQUIRED EXAMINATIONS RESULTS: SOCIAL STUDIES 11

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

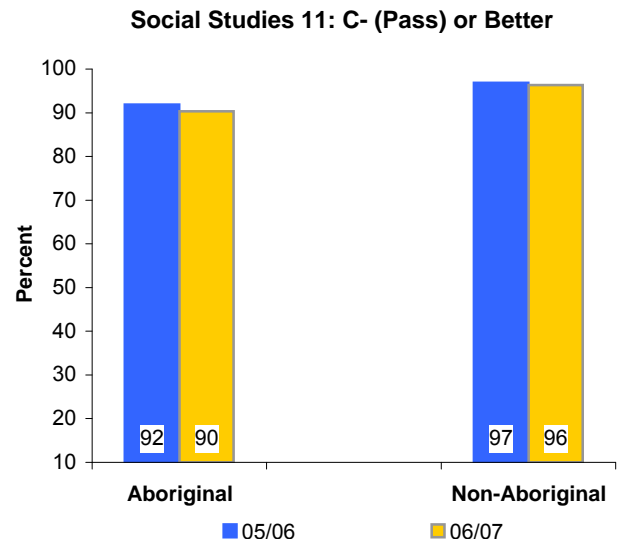
### SOCIAL STUDIES 11

	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	
			#	%	#	%		#	%	#	%
Final Mark	05/06	1889	1736	92	888	47	35217	34098	97	23910	68
	06/07	2387	2157	90	1039	44	38981	37545	96	25653	66

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Students Assigned Final Mark		Students Assigned Final Mark		Students Assigned Final Mark #	Students Assigned Final Mark		Students Assigned Final Mark	
		Total Gr 11 Students <sup>1</sup> #	Gr 11 #	Non-Gr 11 <sup>2</sup> #	Total Gr 11 Students <sup>1</sup> #		Gr 11 #	Non-Gr 11 <sup>2</sup> #		
05/06	1889	5463	1819	70	35217	52137	32846	2371		
06/07	2387	5313	2028	359	38981	51750	33974	5007		

#### All Humanities 11 Final Marks 2006/07 Aboriginal Grade 11 Students

In order to graduate, students must complete at least one course in either Social Studies 11, Civic Studies 11 or BC First Nations 12. Due to these graduation courses being offered in two grades, the participation rate may not reflect the true proportion of Aboriginal students who have completed their courses, therefore, a pie chart is not included.



<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.

## REQUIRED EXAMINATIONS RESULTS: BC FIRST NATIONS STUDIES 12

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

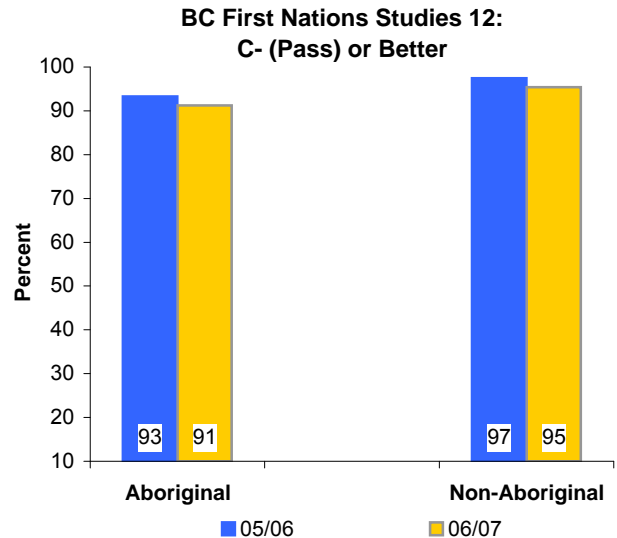
### BC FIRST NATIONS STUDIES 12

School Year	Students Assigned Final Mark #	Aboriginal				Non-Aboriginal				
		C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better		
		#	%	#	%	#	%	#	%	
05/06	267	249	93	128	48	387	377	97	227	59
06/07	594	542	91	293	49	982	937	95	579	59

School Year	Students Assigned Final Mark #	Aboriginal				Non-Aboriginal			
		Students Assigned Final Mark		Total Gr 12		Students Assigned Final Mark		Total Gr 12	
		Students #	Total Gr 12 Students <sup>1</sup> #	Gr 12 #	Non-Gr 12 <sup>2</sup> #	Students #	Total Gr 12 Students <sup>1</sup> #	Gr 12 #	Non-Gr 12 <sup>2</sup> #
05/06	267	4340	3	264	387	52590	5	382	
06/07	594	4234	238	356	982	49574	492	490	

#### BC First Nations Studies 12 Final Marks 2006/07 Aboriginal Grade 12 Students

In order to graduate, students must complete at least one course in either Social Studies 11, Civic Studies 11 or BC First Nations 12. Due to these graduation courses being offered in two grades, the participation rate may not reflect the true proportion of Aboriginal students who have completed their courses, therefore, a pie chart is not included.



<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.

## REQUIRED EXAMINATIONS RESULTS: ENGLISH 12

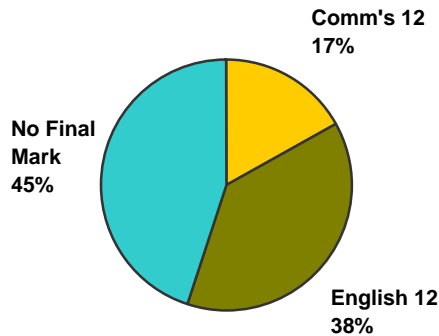
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

### ENGLISH 12

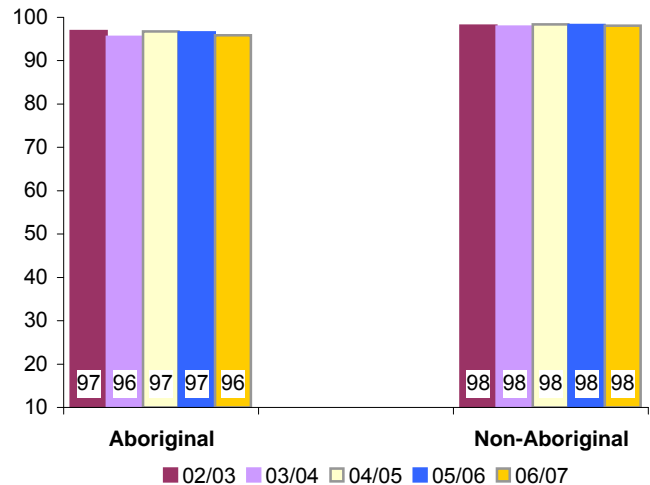
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	02/03	1300	1259	97	642	49	39261	38499	98	25594	65
	03/04	1291	1233	96	589	46	36946	36160	98	23961	65
	04/05	1548	1498	97	812	52	37753	37133	98	25574	68
	05/06	1693	1634	97	855	51	38300	37622	98	26092	68
	06/07	1782	1708	96	869	49	37793	37054	98	25562	68

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Students Assigned Final Mark		Students Assigned Final Mark		Students Assigned Final Mark #	Students Assigned Final Mark		Students Assigned Final Mark	
		Total Gr 12 Students <sup>1</sup> #	Gr 12 #	Non-Gr 12 <sup>2</sup> #	Total Gr 12 Students <sup>1</sup> #		Gr 12 #	Non-Gr 12 <sup>2</sup> #		
02/03	1300	3216	1171	129	39261	54618	35748	3513		
03/04	1291	3524	1170	121	36946	51794	33726	3220		
04/05	1548	4079	1394	154	37753	51806	34626	3127		
05/06	1693	4340	1548	145	38300	52590	35406	2894		
06/07	1782	4234	1616	166	37793	49574	34656	3137		

Language Arts 12 Final Marks 2006/07  
Aboriginal Grade 12 Students



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 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

## REQUIRED EXAMINATIONS RESULTS: COMMUNICATIONS 12

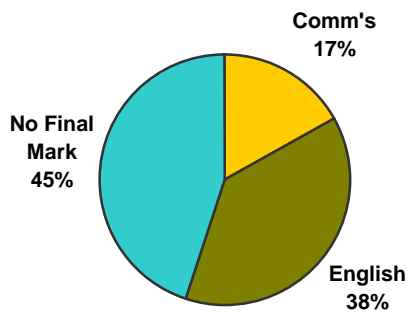
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### COMMUNICATIONS 12

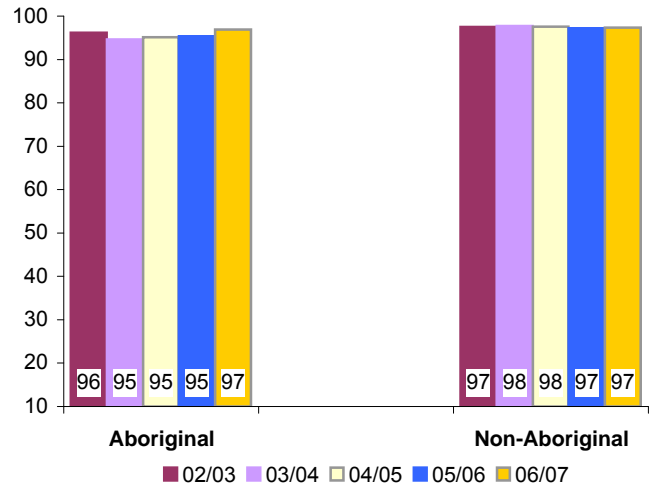
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	#	%	#	%	#	#	%	#	%
	02/03	832	800	96	320	38	6650	6483	97	3239	49
	03/04	891	843	95	359	40	6594	6441	98	3075	47
	04/05	966	919	95	393	41	6554	6393	98	3136	48
	05/06	991	945	95	389	39	6200	6025	97	2925	47
	06/07	896	868	97	365	41	5488	5344	97	2755	50

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark					Students Assigned Final Mark				
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Gr 12 #	Non-Gr 12 <sup>2</sup> #		Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Gr 12 #	Non-Gr 12 <sup>2</sup> #	
02/03	832	3216	608	224		6650	54618	5290	1360	
03/04	891	3524	695	196		6594	51794	5441	1153	
04/05	966	4079	750	216		6554	51806	5405	1149	
05/06	991	4340	788	203		6200	52590	5229	971	
06/07	896	4234	714	182		5488	49574	4531	957	

Language Arts 12 Final Marks 2006/07  
Aboriginal Grade 12 Students



Communications 12: C- (Pass) or Better



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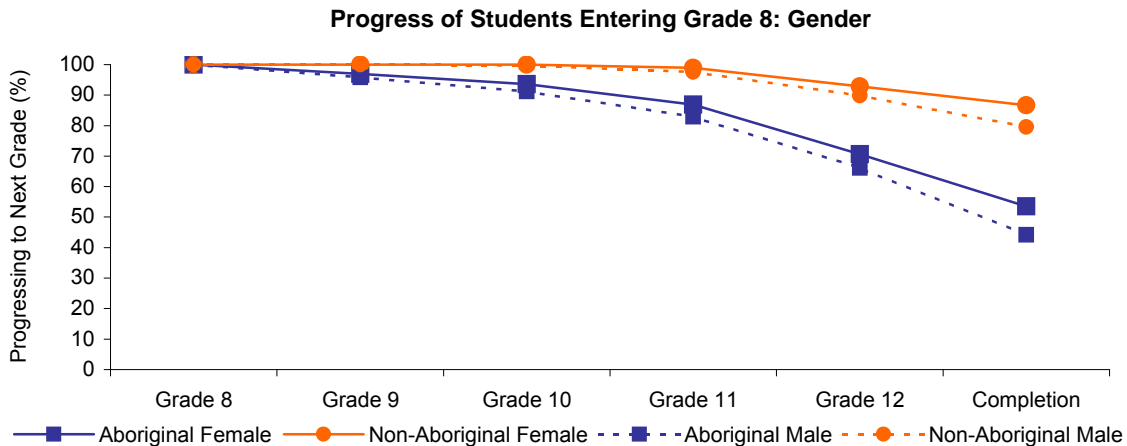
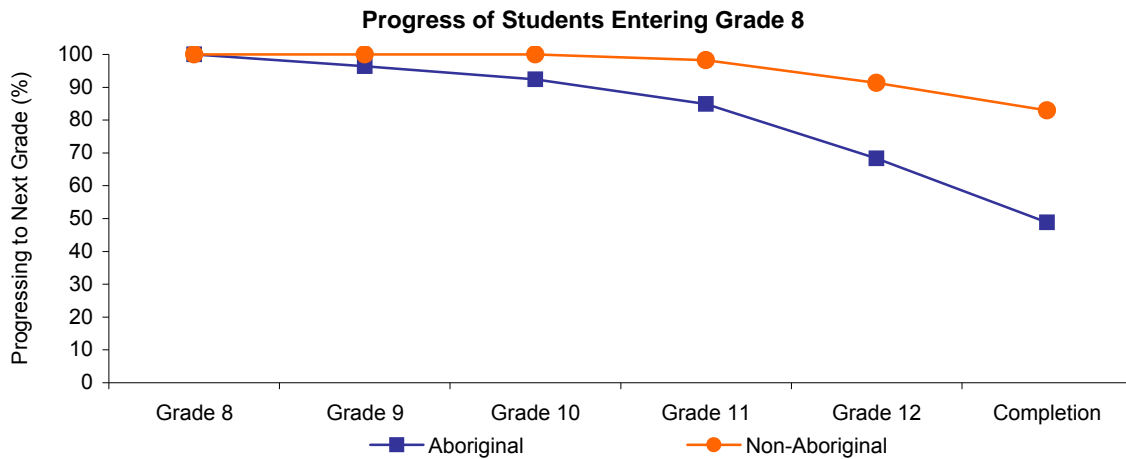
## PROGRESS OF STUDENTS ENTERING GRADE 8

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

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 that district's cohort information. (Grade transition includes transitions to a higher grade in any school type.)

### PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2001

School Year	Grade	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
01/02	8	100	100	100	100	100	100
02/03	9	96	97	96	100	100	100
03/04	10	92	94	91	100	100	100
04/05	11	85	87	83	98	99	98
05/06	12	68	71	66	91	93	90
06/07	Completion	49	53	44	83	87	79



## SIX-YEAR COMPLETION RATE, 2002/03 - 2006/07

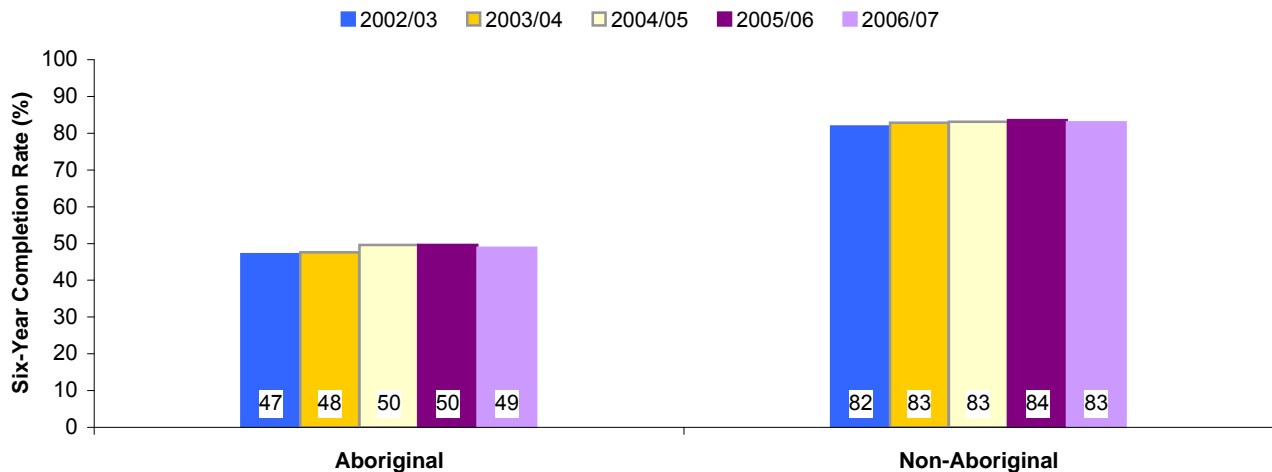
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

The Six-Year Completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation and is NOT the inverse of a "dropout rate" as students may graduate after the six-year period.

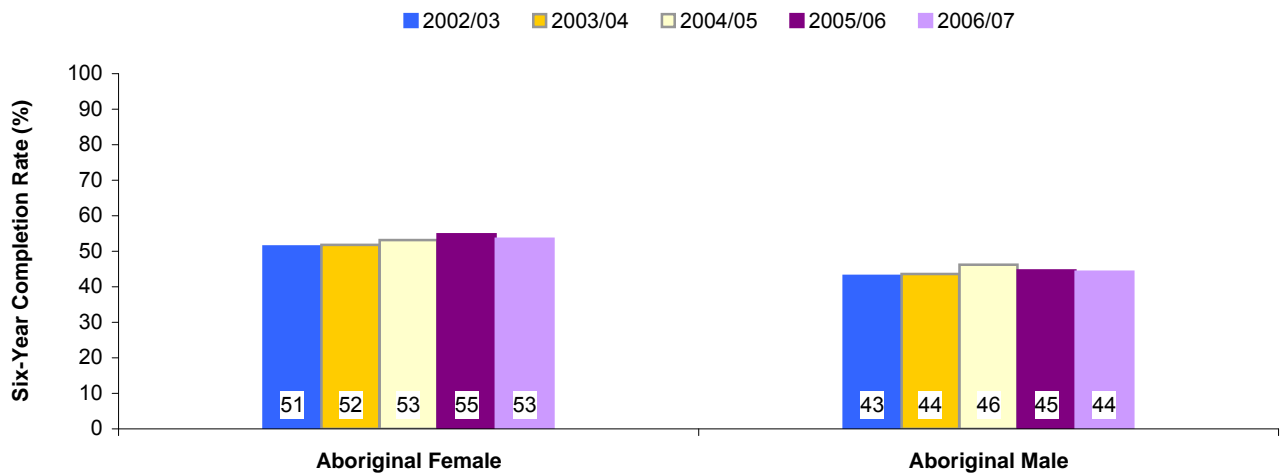
### SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2002/03	47	51	43	82	86	78
2003/04	48	52	44	83	87	79
2004/05	50	53	46	83	87	80
2005/06	50	55	45	84	87	80
2006/07	49	53	44	83	87	79

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



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



**MORE:** [Six-Year Completion Report](http://www.bced.gov.bc.ca/reporting/grad/grad-rpt.php) provides more detailed school completion data:

[www.bced.gov.bc.ca/reporting/grad/grad-rpt.php](http://www.bced.gov.bc.ca/reporting/grad/grad-rpt.php)

## 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, Metis or Inuit).
<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).
<b>Completion Rate</b>	See <b>Six-Year Completion Rate</b>
<b>Dash ( - )</b>	There are no data for this category.
<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. Registered homeschooled children are not included.
<b>Final Mark</b>	A course mark and an exam mark have been assigned.
<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>Headcount</b>	A count of unique individuals.
<b>Msk</b>	Abbreviation for Mask. When reporting, numbers or percentages must be suppressed if they are elements of a population that is one through four. For more information refer to <a href="http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_smallpop.htm">http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_smallpop.htm</a>
<b>Off-Reserve Aboriginal Student</b>	Includes only Aboriginal students who attend a school and who live off a reserve.
<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
<b>Participant (Foundation Skills Assessment)</b>	A student who responded meaningfully to at least one question in the assessment.
<b>Participant (Provincial Examination)</b>	A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination.
<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment divided by the total number of students in that grade.
<b>Pass (Success) Rate</b>	Students who receive a passing letter grade of A, B, C+, C, or C- as their exam mark in a particular year divided by 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.
<b>Performance (Foundation Skills Assessment)</b>	The student performance levels are:  Exceeding Expectations - exceeded the expectations for student's grade Meeting Expectations - met the accepted expectations for student's grade Not Yet Meeting Expectations - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.
<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.
<b>School</b>	An organization having at least one teacher and administrator, which provides educational programs to students.
<b>School District</b>	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
<b>School Year</b>	The twelve month period commencing on July 1 and ending the following June 30.
<b>Six-Year Completion Rate</b>	The portion of students who graduate, with a Certificate of Graduation, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.

<b>Special Needs 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 Performance Reporting Groups</b>	Constructed from Special Needs categories for the purpose of identifying students who are most likely to be working towards a Certificate of Graduation and for whom the Ministry’s student achievement measures are most meaningful:  Sensory Disabilities (Categories E and F) Learning Disabilities (Category Q) Behaviour Disabilities (Categories H and R) Gifted (Category P)
<b>Special Needs Categories</b>	Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)  For more information refer to <a href="http://www.bced.gov.bc.ca/specialed/ppandg/toc.htm">www.bced.gov.bc.ca/specialed/ppandg/toc.htm</a>
<b>Student</b>	An individual enrolled in a British Columbia school. Students include all school-aged and adult persons who are working toward a British Columbia Certificate of Graduation.
<b>Student Cohort</b>	Students who are tracked through their school years as a unique group.
<b>Subject (Provincial Examination)</b>	Includes both French and English variants of equivalent curricula, in combination (e.g., Chemistry 12 contains English and French variants of the curriculum--Chemistry 12 and Chimie 12).
<b>Zero ( 0 )</b>	There are no students in this category or the number as a percentage is less than 0.5%