



# Aboriginal Report 2003/04 - 2007/08

## 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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Questions/Comments: Information Department  
telephone: (250) 356-9352  
email: [educ.reportingunit@gov.bc.ca](mailto:educ.reportingunit@gov.bc.ca)  
website: [www.bced.gov.bc.ca/reporting](http://www.bced.gov.bc.ca/reporting)



Ministry of  
Education

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## ABORIGINAL REPORT - HOW ARE WE DOING?

The 2007/08 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**

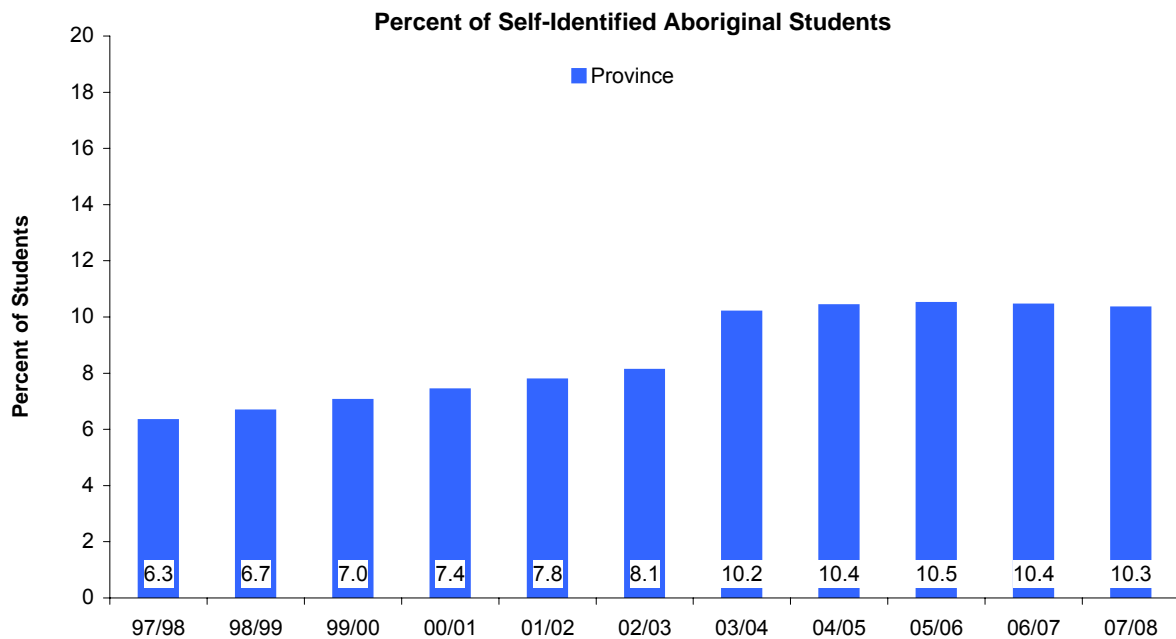
The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

## 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	
	#	#	%	#	%
97/98	638,935	40,413	6.3	598,522	93.7
98/99	636,067	42,348	6.7	593,719	93.3
99/00	635,087	44,732	7.0	590,355	93.0
00/01	632,043	46,829	7.4	585,214	92.6
01/02	629,613	48,896	7.8	580,717	92.2
02/03	620,667	50,352	8.1	570,315	91.9
03/04	614,663	62,588	10.2	552,075	89.8
04/05	606,385	63,102	10.4	543,283	89.6
05/06	599,493	62,870	10.5	536,623	89.5
06/07	587,819	61,305	10.4	526,514	89.6
07/08	582,669	60,216	10.3	522,453	89.7



**NOTES:**

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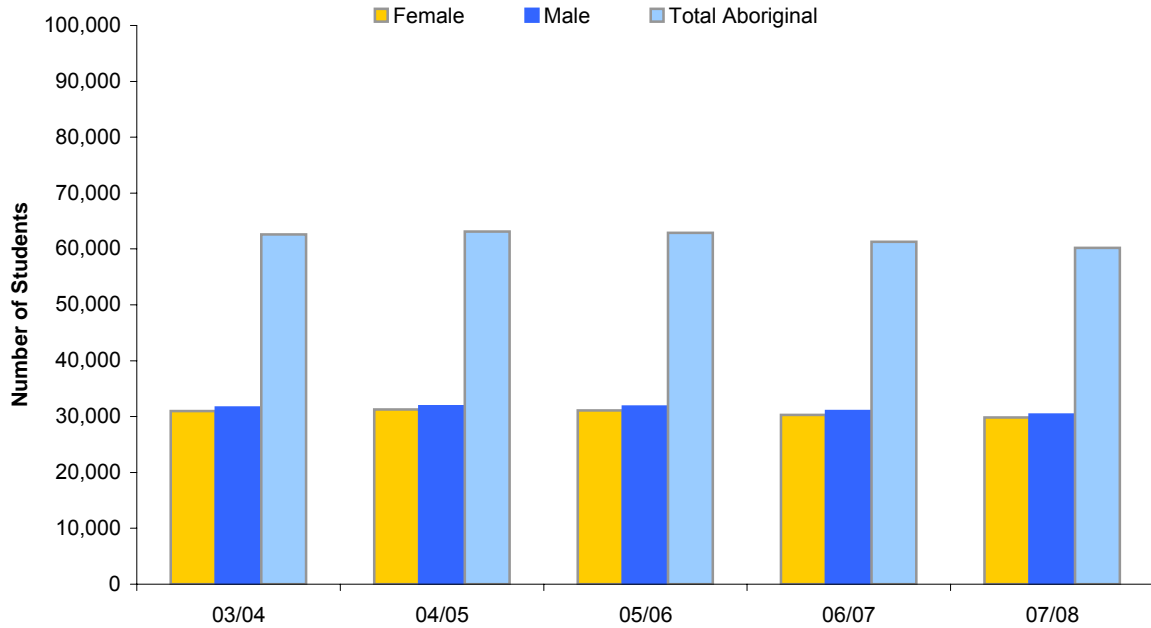
## ABORIGINAL STUDENTS BY GENDER

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
03/04	614,663	62,588	10.2	30,981	5.0	31,607	5.1
04/05	606,385	63,102	10.4	31,245	5.2	31,857	5.3
05/06	599,493	62,870	10.5	31,076	5.2	31,794	5.3
06/07	587,819	61,305	10.4	30,307	5.2	30,998	5.3
07/08	582,669	60,216	10.3	29,839	5.1	30,377	5.2

**Number of Aboriginal Students by Gender**



**NOTES:**

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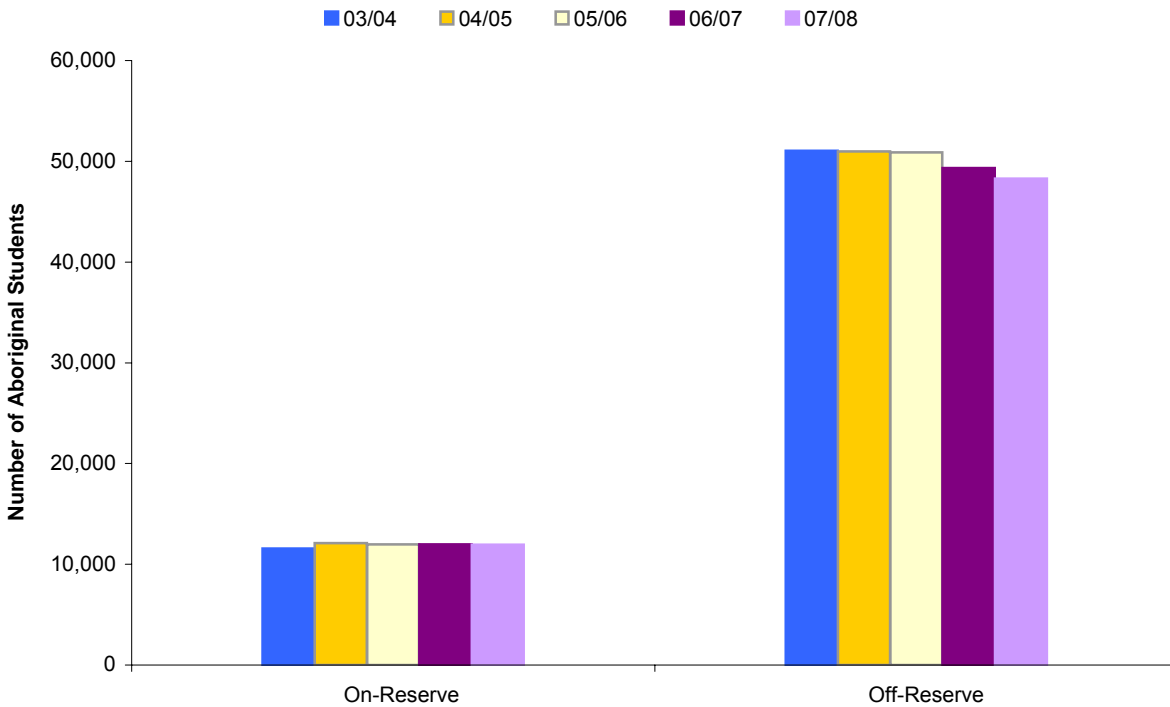
## ABORIGINAL STUDENTS, ON OR OFF-RESERVE

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 #
03/04	62,588	5,641	5,916	11,557	25,340	25,691	51,031
04/05	63,102	5,948	6,159	12,107	25,297	25,698	50,995
05/06	62,870	5,872	6,109	11,981	25,204	25,685	50,889
06/07	61,305	5,881	6,085	11,966	24,426	24,913	49,339
07/08	60,216	5,852	6,096	11,948	23,987	24,281	48,268

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



**NOTES:**

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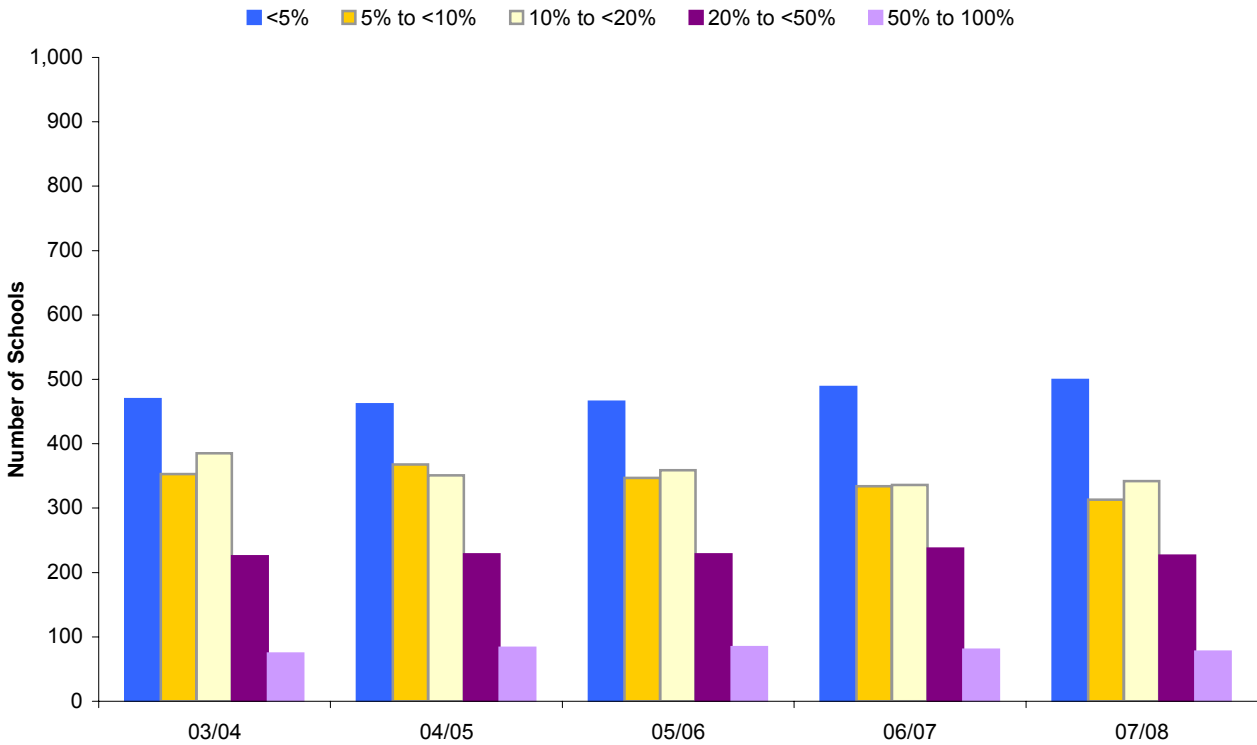
## STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS (%)

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%
03/04	1,506	469	353	385	225	74
04/05	1,491	461	368	351	228	83
05/06	1,483	465	347	359	228	84
06/07	1,475	488	334	336	237	80
07/08	1,457	499	313	342	226	77

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



**NOTES:**

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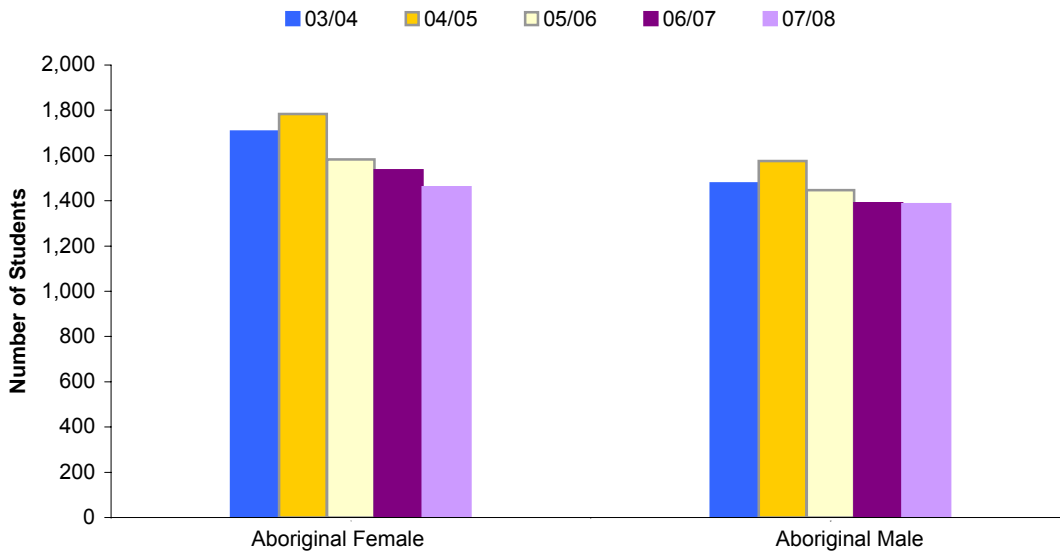
## STUDENTS IN ALTERNATE PROGRAMS

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 #
03/04	3,182	1,706	1,476	9,331	4,694	4,637
04/05	3,358	1,783	1,575	8,352	4,222	4,130
05/06	3,030	1,583	1,447	7,969	3,828	4,141
06/07	2,924	1,535	1,389	6,821	3,244	3,577
07/08	2,844	1,459	1,385	6,190	2,911	3,279

**Number of Aboriginal Students in Alternate Programs**



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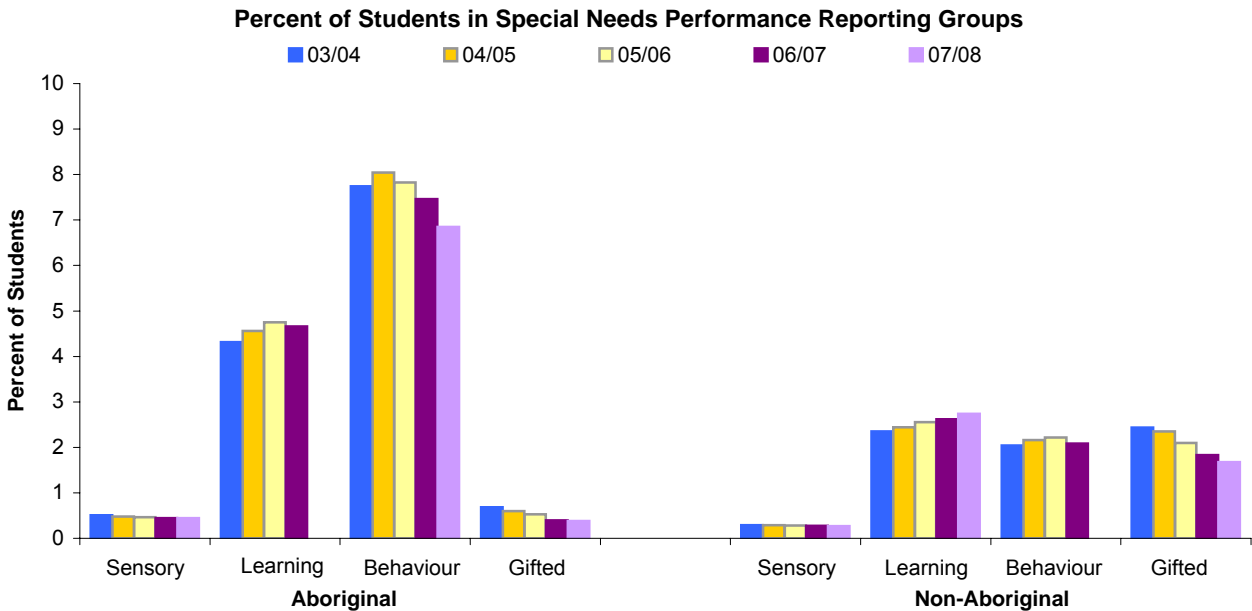
## STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
03/04	316	1	1,600	0	2,702	4	12,958	2	4,847	8	11,251	2	426	1	13,461	2
04/05	303	0	1,584	0	2,876	5	13,285	2	5,077	8	11,720	2	377	1	12,763	2
05/06	291	0	1,506	0	2,985	5	13,708	3	4,922	8	11,893	2	333	1	11,247	2
06/07	271	0	1,440	0	2,856	5	13,777	3	4,575	7	10,979	2	242	0	9,635	2
07/08	269	0	1,386	0	2,850	5	14,286	3	4,125	7	10,104	2	228	0	8,742	2



**NOTES:**

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## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

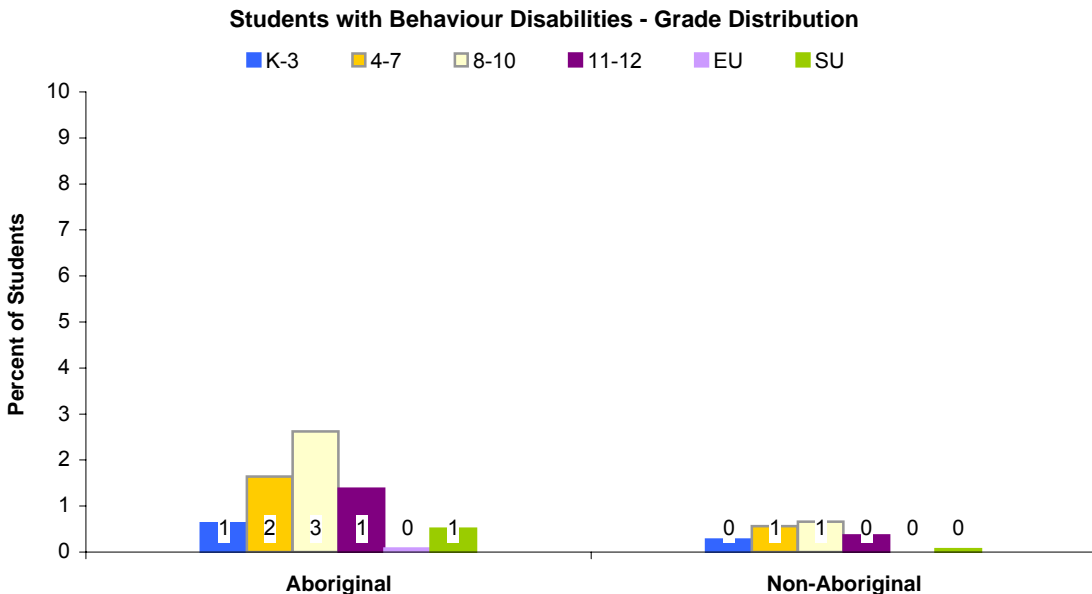
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Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

		Aboriginal Students								Elementary		Secondary	
School Year	Aboriginal Students #	K-3		4-7		8-10		11-12		Ungraded (EU)		Ungraded (EU)	
		#	%	#	%	#	%	#	%	#	%	#	%
03/04	62,588	492	1	1,209	2	1,829	3	722	1	46	0	549	1
04/05	63,102	482	1	1,201	2	1,824	3	987	2	42	0	541	1
05/06	62,870	495	1	1,137	2	1,968	3	832	1	45	0	445	1
06/07	61,305	464	1	1,056	2	1,862	3	762	1	45	0	386	1
07/08	60,216	377	1	987	2	1,580	3	829	1	47	0	305	1

		Non-Aboriginal Students								Elementary		Secondary	
School Year	Non-Aboriginal Students #	K-3		4-7		8-10		11-12		Ungraded (EU)		Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
03/04	552,075	1,347	0	2,883	1	4,035	1	2,376	0	78	0	532	0
04/05	543,283	1,459	0	2,964	1	3,975	1	2,679	0	87	0	556	0
05/06	536,623	1,506	0	3,044	1	4,138	1	2,641	0	99	0	465	0
06/07	526,514	1,537	0	3,113	1	3,734	1	2,119	0	90	0	386	0
07/08	522,453	1,407	0	2,932	1	3,462	1	1,878	0	86	0	339	0

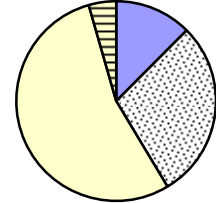


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

### GRADE 4: ABORIGINAL

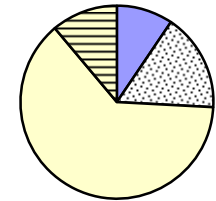
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,047	87	507	13	1,164	29	2,196	54	180	4



■ Performance Level Unknown  
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

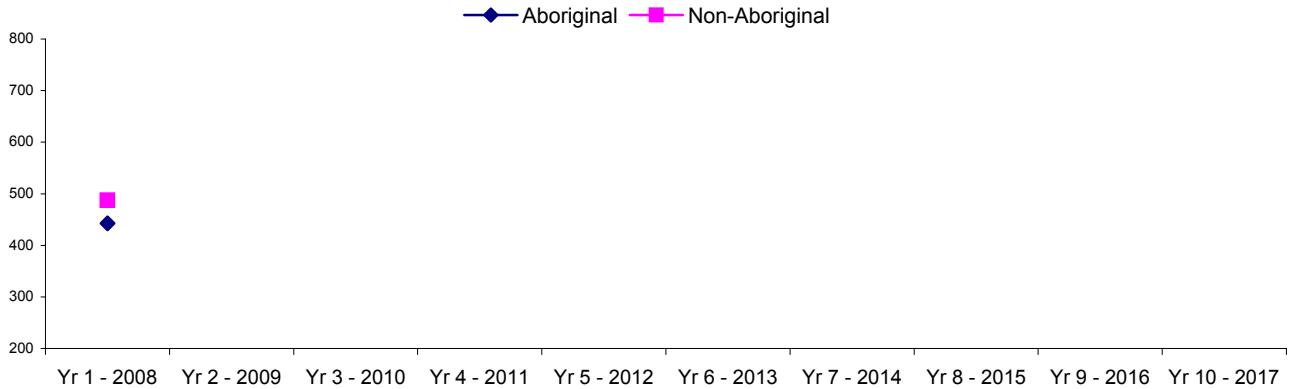
### GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	34,946	91	3,308	9	5,743	16	21,983	63	3,912	11



■ Performance Level Unknown  
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

### Average FSA Scaled Score - Grade 4 Reading

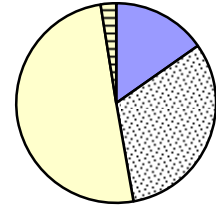


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

### GRADE 4: ABORIGINAL

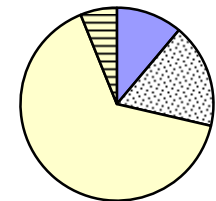
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,046	85	613	15	1,300	32	2,029	50	104	3



■ Performance Level Unknown  
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

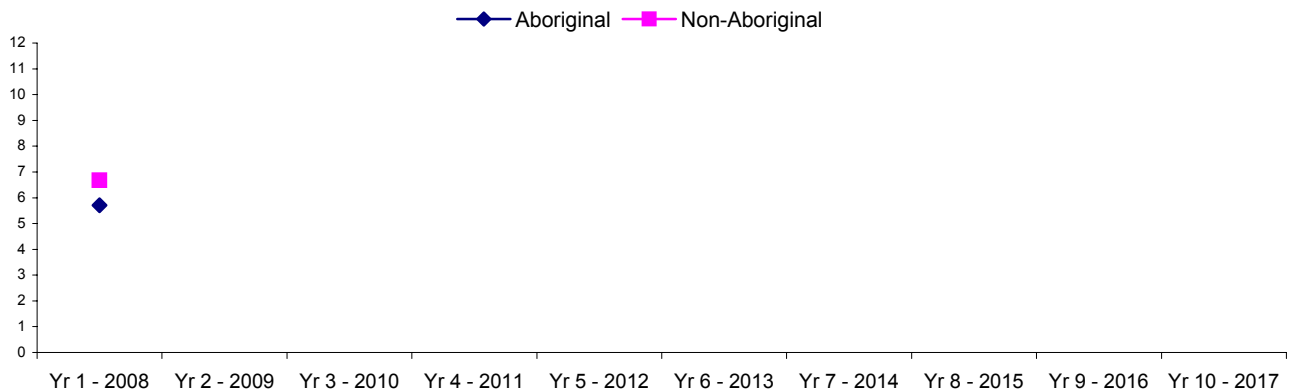
### GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	34,943	89	3,903	11	6,121	18	22,756	65	2,163	6



■ Performance Level Unknown  
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

### Average FSA Scaled Score - Grade 4 Writing

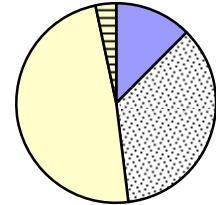


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

### GRADE 4: ABORIGINAL

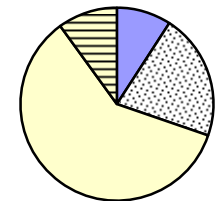
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,047	87	511	13	1,436	35	1,968	49	132	3



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

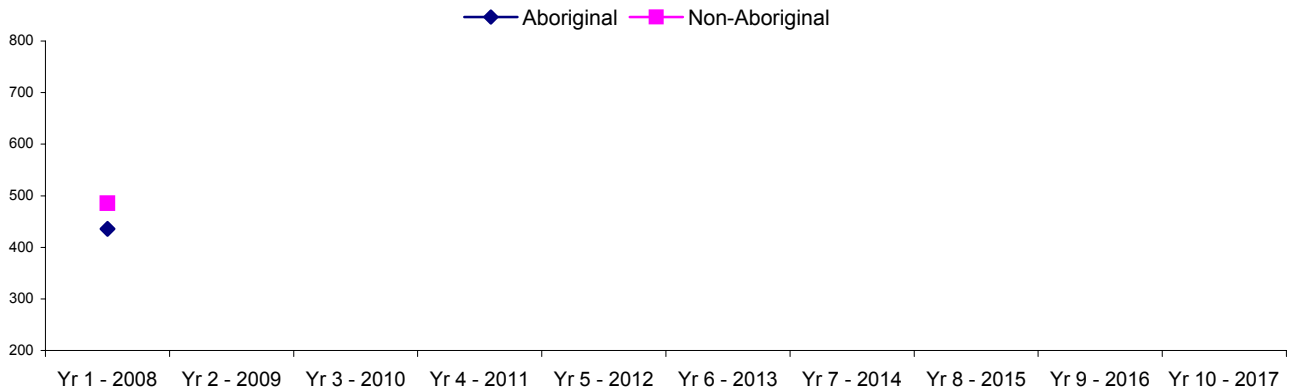
### GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	34,946	91	3,247	9	7,321	21	20,878	60	3,500	10



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

### Average FSA Scaled Score - Grade 4 Numeracy

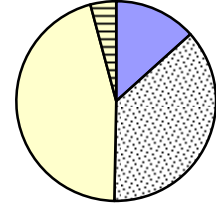


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

### GRADE 7: ABORIGINAL

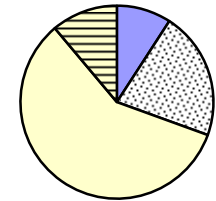
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,577	87	614	13	1,690	37	2,085	46	188	4



■ Performance Level Unknown  
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

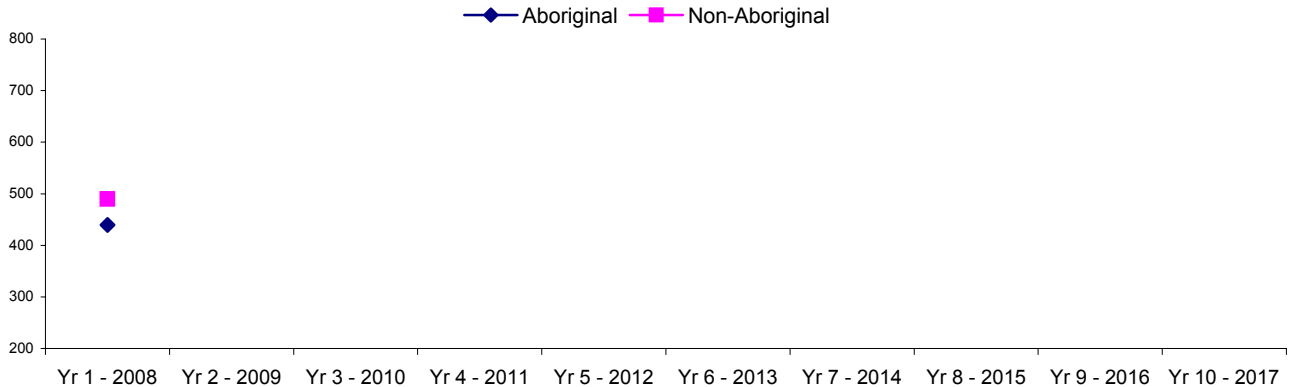
### GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	39,486	91	3,570	9	8,525	22	23,010	58	4,381	11



■ Performance Level Unknown  
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

### Average FSA Scaled Score - Grade 7 Reading

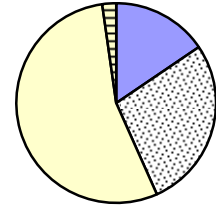


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

### GRADE 7: ABORIGINAL

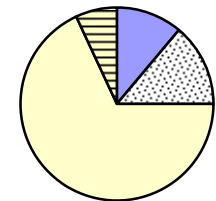
School Year	Expected	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	Cnt #		#	%	#	%	#	%	#	%
07/08	4,577	85	708	15	1,281	28	2,481	54	107	2



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

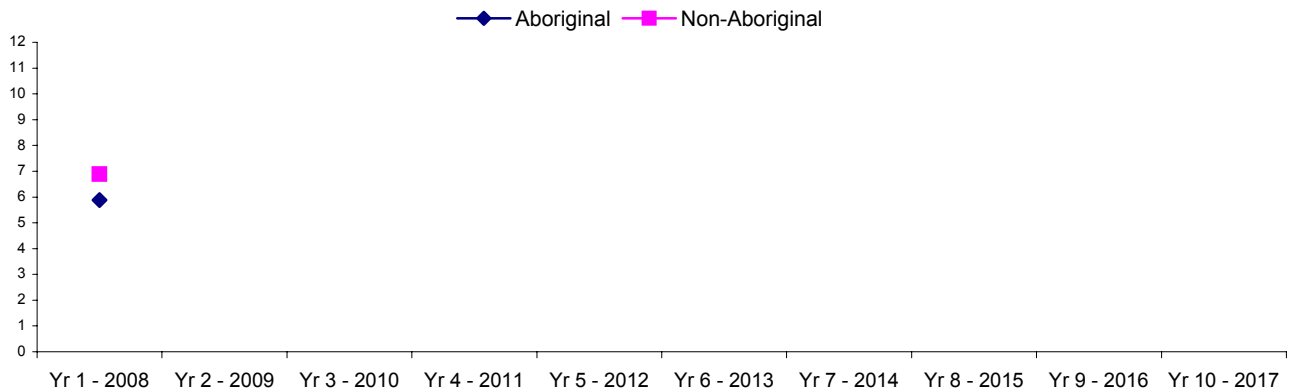
### GRADE 7: NON-ABORIGINAL

School Year	Expected	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	Cnt #		#	%	#	%	#	%	#	%
07/08	39,485	89	4,371	11	5,463	14	26,923	68	2,728	7



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

### Average FSA Scaled Score - Grade 7 Writing

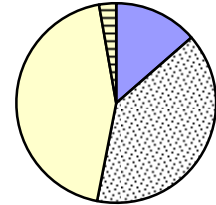


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

### GRADE 7: ABORIGINAL

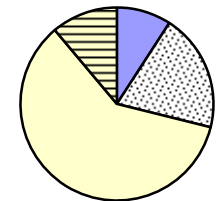
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,577	86	626	14	1,799	39	2,019	44	133	3



■ Performance Level Unknown  
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

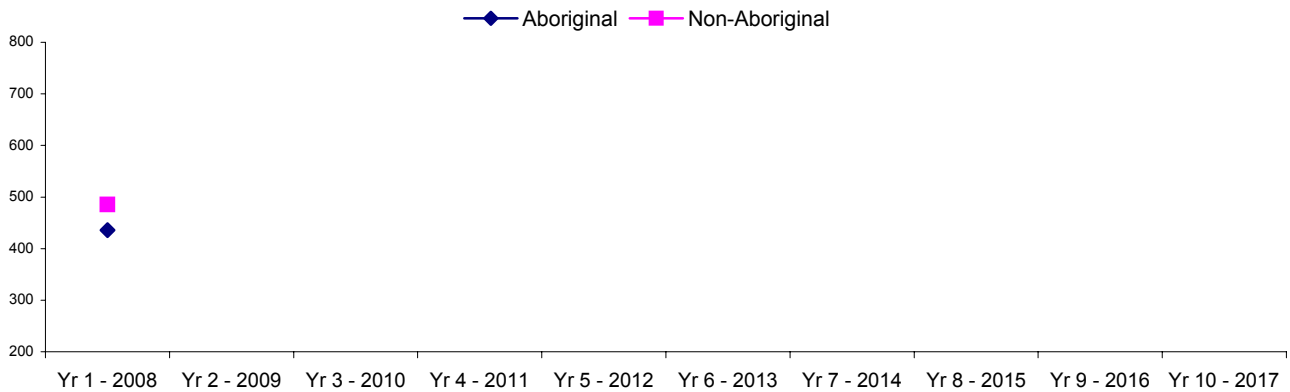
### GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	39,486	91	3,574	9	7,831	20	23,723	60	4,358	11



■ Performance Level Unknown  
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

### Average FSA Scaled Score - Grade 7 Numeracy



## 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).

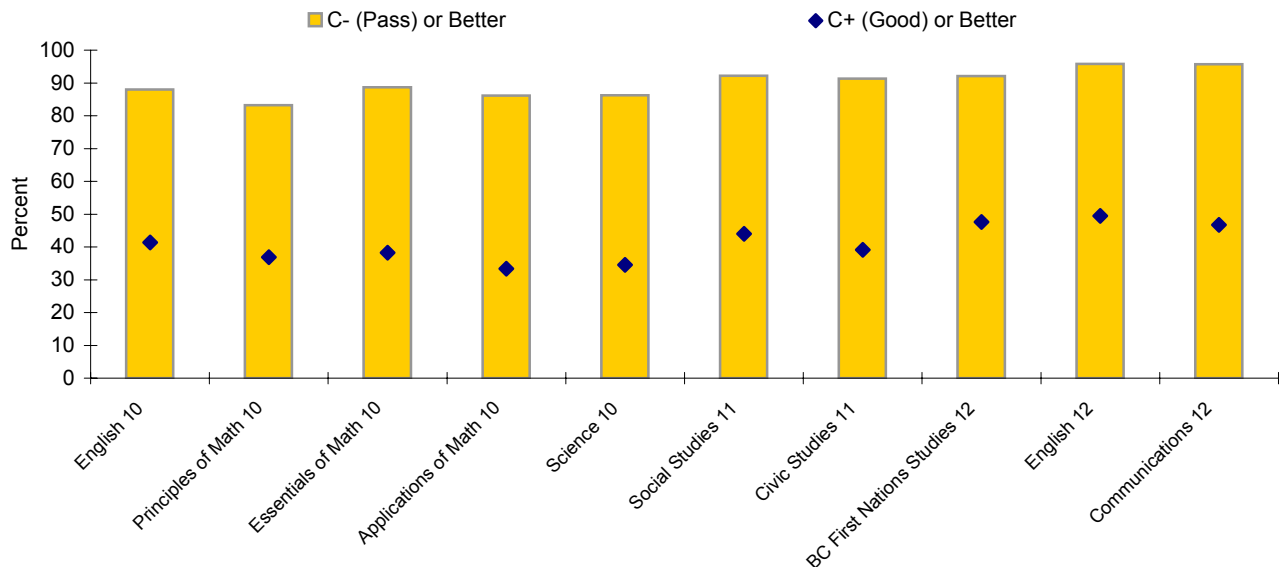
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	3874	3408	88	1601	41	43605	41741	96	28686	66
Principles of Math 10	1677	1396	83	618	37	33754	31081	92	19638	58
Essentials of Math 10	1708	1514	89	654	38	7672	7060	92	3428	45
Applications of Math 10	468	403	86	156	33	3987	3694	93	1507	38
Science 10	3796	3275	86	1310	35	43321	41002	95	26168	60
Social Studies 11	2541	2343	92	1118	44	39409	38032	97	25922	66
Civic Studies 11	69	63	91	27	39	753	728	97	494	66
BC First Nations Studies 12	710	654	92	338	48	1250	1215	97	765	61
English 12	2048	1963	96	1014	50	38343	37668	98	26281	69
Communications 12	959	918	96	448	47	5273	5162	98	2847	54

**Required Exams Overview: Aboriginal Results 2007/08**



## REQUIRED EXAMINATIONS RESULTS: ENGLISH 10

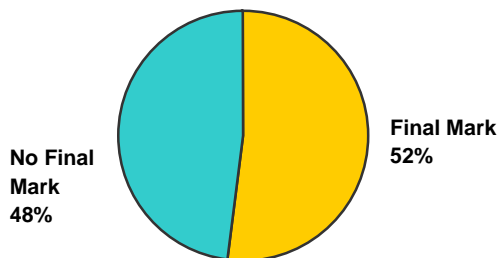
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

### ENGLISH 10

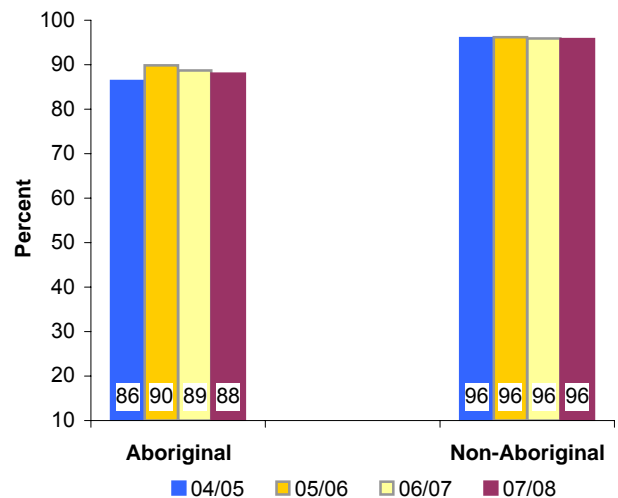
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	04/05	2942	2539	86	1111	38	38591	37033	96	25056	65
	05/06	3527	3170	90	1369	39	42482	40870	96	27655	65
	06/07	3996	3546	89	1608	40	43096	41317	96	28111	65
	07/08	3874	3408	88	1601	41	43605	41741	96	28686	66

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	2942	5346	2733	209	47891	47891	37097	1494		
05/06	3527	5850	2998	529	49223	49223	39148	3334		
06/07	3996	6250	3322	674	48347	48347	38739	4357		
07/08	3874	6129	3189	685	48888	48888	38965	4640		

**English 10 Final Marks 2007/08  
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

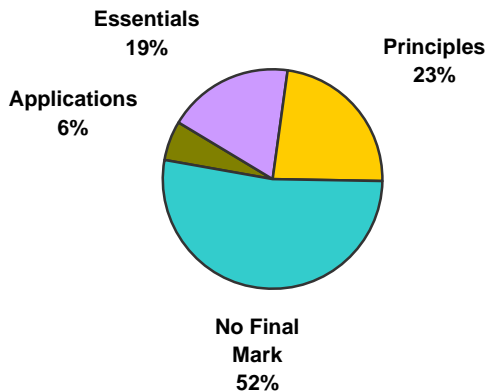
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

### PRINCIPLES OF MATH 10

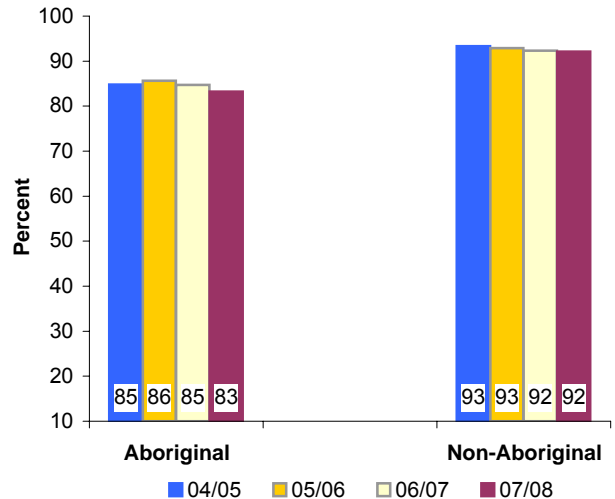
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	04/05	1450	1229	85	581	40	30331	28305	93	18217	60
	05/06	1681	1440	86	598	36	33641	31240	93	19290	57
	06/07	1756	1488	85	597	34	33522	30956	92	19207	57
	07/08	1677	1396	83	618	37	33754	31081	92	19638	58

School Year	Aboriginal					Non-Aboriginal				
	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> #	Gr 10 #		Non-Gr 10 <sup>2</sup> #			
04/05	1450	5346	1313	137	30331	47891	27171	3160		
05/06	1681	5850	1425	256	33641	49223	28764	4877		
06/07	1756	6250	1457	299	33522	48347	28470	5052		
07/08	1677	6129	1404	273	33754	48888	28506	5248		

**All Maths 10 Final Marks 2007/08  
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

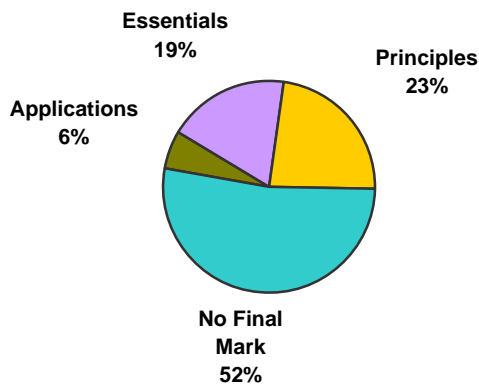
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

### ESSENTIALS OF MATH 10

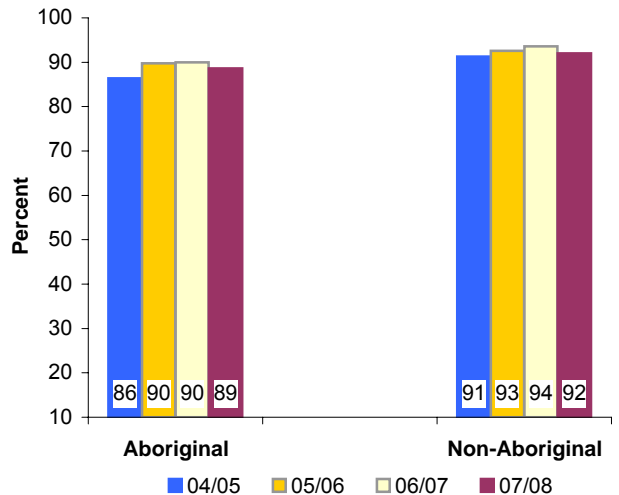
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	04/05	1105	954	86	374	34	5863	5351	91	2446	42
	05/06	1470	1319	90	557	38	7116	6587	93	2976	42
	06/07	1799	1619	90	679	38	7724	7228	94	3382	44
	07/08	1708	1514	89	654	38	7672	7060	92	3428	45

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	1105	5346	931	174	17.8%	5863	47891	4969	894	1.9%
05/06	1470	5850	1075	395	18.4%	7116	49223	5300	1816	3.7%
06/07	1799	6250	1232	567	20.0%	7724	48347	5397	2327	4.8%
07/08	1708	6129	1148	560	18.7%	7672	48888	5313	2359	4.8%

**All Maths 10 Final Marks 2007/08  
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

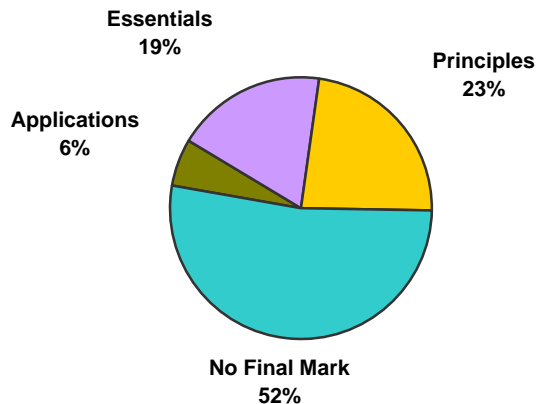
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

### APPLICATIONS OF MATH 10

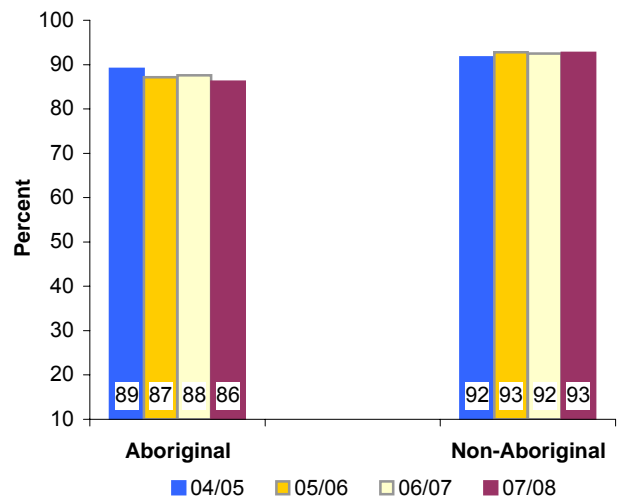
Final Mark	School Year	Aboriginal				Non-Aboriginal					
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	04/05	300	267	89	91	30	2865	2625	92	1107	39
	05/06	396	345	87	101	26	3422	3174	93	1352	40
	06/07	474	415	88	167	35	3807	3520	92	1441	38
	07/08	468	403	86	156	33	3987	3694	93	1507	38

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	300	5346	264	36	2865	47891	2572	293
05/06	396	5850	319	77	3422	49223	2846	576
06/07	474	6250	337	137	3807	48347	3033	774
07/08	468	6129	353	115	3987	48888	3142	845

All Maths 10 Final Marks 2007/08  
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

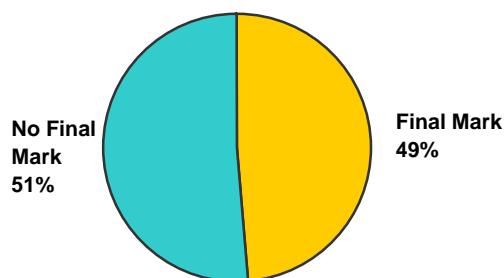
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

### SCIENCE 10

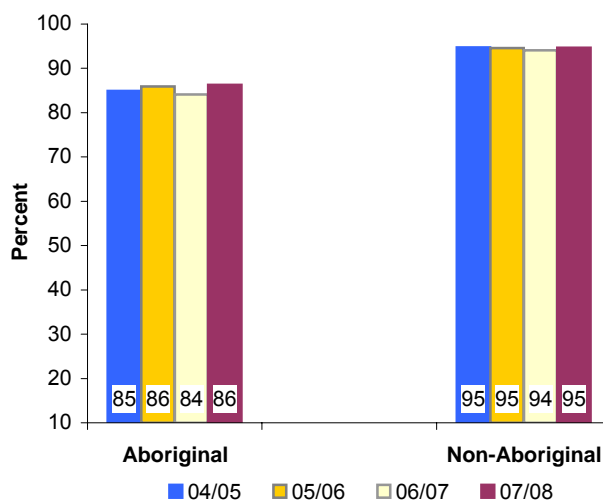
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	04/05	2755	2339	85	960	35	38287	36256	95	23490	61
	05/06	3436	2951	86	1083	32	42523	40227	95	24837	58
	06/07	3761	3162	84	1190	32	43438	40875	94	25084	58
	07/08	3796	3275	86	1310	35	43321	41002	95	26168	60

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	2755	5346	2535	220	38287	47891	36243	2044		
05/06	3436	5850	2883	553	42523	49223	38266	4257		
06/07	3761	6250	3030	731	43438	48347	38036	5402		
07/08	3796	6129	2976	820	43321	48888	37991	5330		

**Science 10 Final Marks 2007/08  
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.

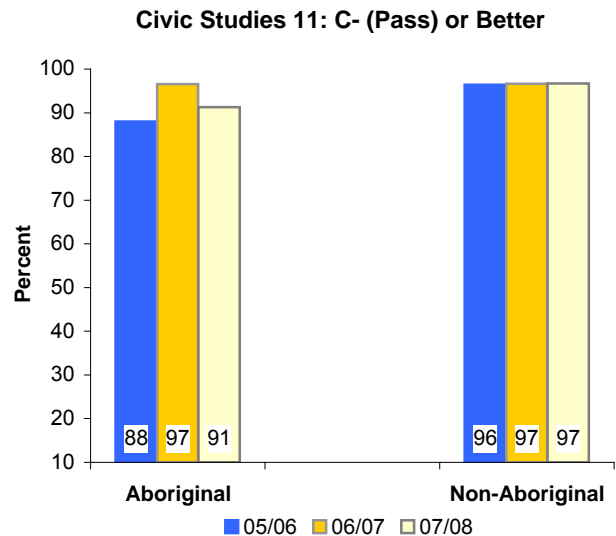
### CIVIC STUDIES 11

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	#	#	%	#	%
	05/06	25	22	88	12	48	450	434	96	290	64		
	06/07	29	28	97	11	38	509	492	97	328	64		
	07/08	69	63	91	27	39	753	728	97	494	66		

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned		Students Assigned Final Mark			Students Assigned		Students Assigned Final Mark		
	Final Mark	#	Total Gr 11 Students <sup>1</sup>	Gr 11 #	Non-Gr 11 <sup>2</sup> #	Final Mark	#	Total Gr 11 Students <sup>1</sup>	Gr 11 #	Non-Gr 11 <sup>2</sup> #
05/06	25	5,932	22	3	450	54322	441	9		
06/07	29	5927	25	4	509	53715	441	68		
07/08	69	6361	55	14	753	53550	674	79		

### All Humanities 11 Final Marks 2007/08 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.

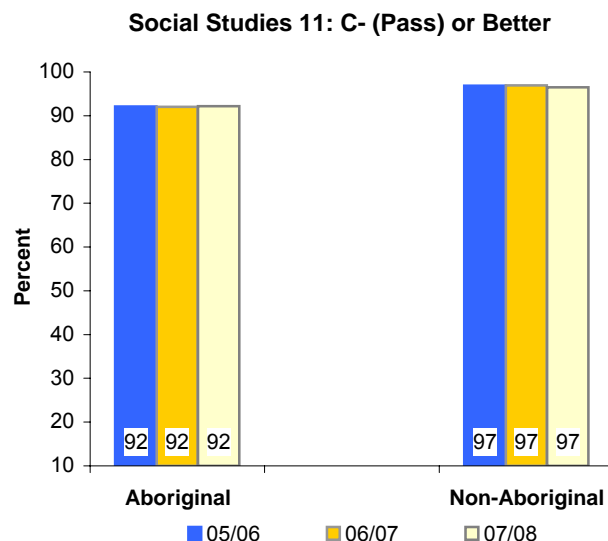
### SOCIAL STUDIES 11

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 #	#	%	#	%
	05/06	1903	1753	92	890	47	35183	34078	97	23887	68
	06/07	2467	2271	92	1085	44	38873	37673	97	25634	66
	07/08	2541	2343	92	1118	44	39409	38032	97	25922	66

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned		Final Mark			Students Assigned		Final Mark		
	Students Assigned	Total Gr 11	Gr 11	Non-Gr 11 <sup>2</sup>	Students Assigned	Total Gr 11	Gr 11	Non-Gr 11 <sup>2</sup>		
05/06	1903	5,932	1831	72	35183	54322	32817	2366		
06/07	2467	5927	2109	358	38873	53715	33893	4980		
07/08	2541	6361	2107	434	39409	53550	33480	5929		

#### All Humanities 11 Final Marks 2007/08 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.

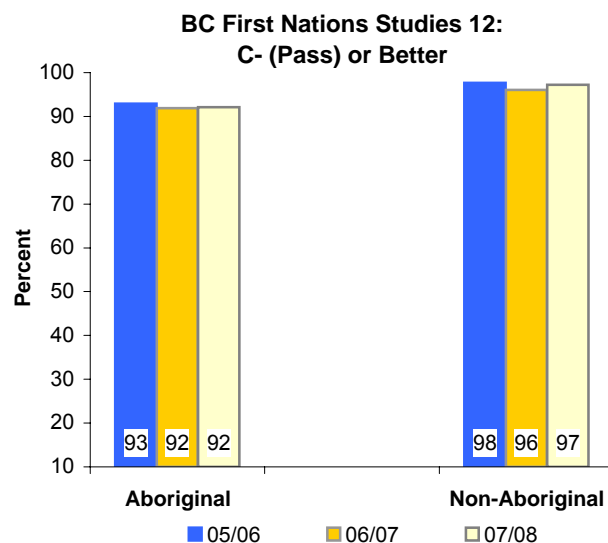
### BC FIRST NATIONS STUDIES 12

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	
			#	%	#	%		#	%	#	%
	05/06	269	250	93	128	48	385	376	98	227	59
	06/07	603	554	92	294	49	970	932	96	575	59
	07/08	710	654	92	338	48	1250	1215	97	765	61

School Year	Aboriginal					Non-Aboriginal					
	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark		Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark #	Students Assigned Final Mark		Total Gr 12 Students <sup>1</sup> #	Students Assigned Final Mark	
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #			
05/06	269	4747	3	266	55826	385	4	381	55826	385	4
06/07	603	4809	239	364	52380	970	494	476	52380	970	494
07/08	710	5190	285	425	54372	1250	621	629	54372	1250	621

### BC First Nations Studies 12 Final Marks 2007/08 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

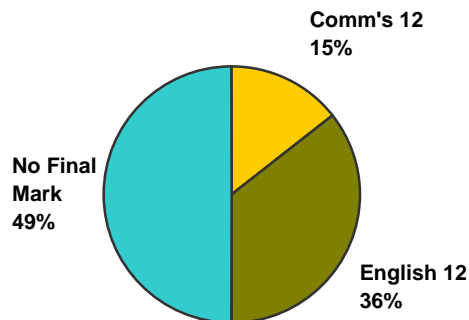
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

### ENGLISH 12

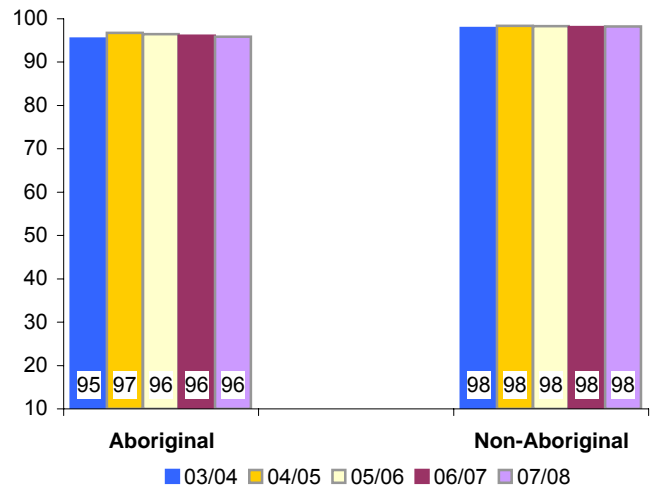
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	03/04	1305	1245	95	593	45	37148	36348	98	24071	65
	04/05	1557	1506	97	815	52	37871	37250	98	25649	68
	05/06	1699	1639	96	857	50	38385	37720	98	26168	68
	06/07	1792	1722	96	879	49	37790	37064	98	25577	68
	07/08	2048	1963	96	1014	50	38343	37668	98	26281	69

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark					Students Assigned Final Mark				
	Students Assigned	Total Gr 12	Gr 12		Non-Gr 12 <sup>2</sup>	Students Assigned	Total Gr 12	Gr 12		Non-Gr 12 <sup>2</sup>
Final Mark #	Students <sup>1</sup> #	#	#	#	Final Mark #	Students <sup>1</sup> #	#	#	#	
03/04	1305	3891	1180	125	37148	55693	33888	3260		
04/05	1557	4480	1403	154	37871	55055	34725	3146		
05/06	1699	4747	1553	146	38385	55826	35476	2909		
06/07	1792	4809	1622	170	37790	52380	34652	3138		
07/08	2048	5190	1843	205	38343	54372	35162	3181		

Language Arts 12 Final Marks 2007/08  
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

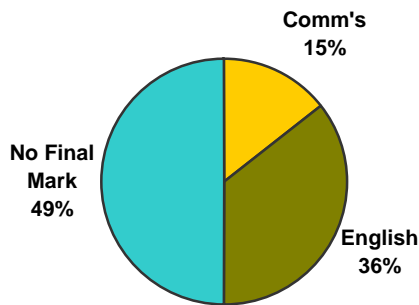
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

### COMMUNICATIONS 12

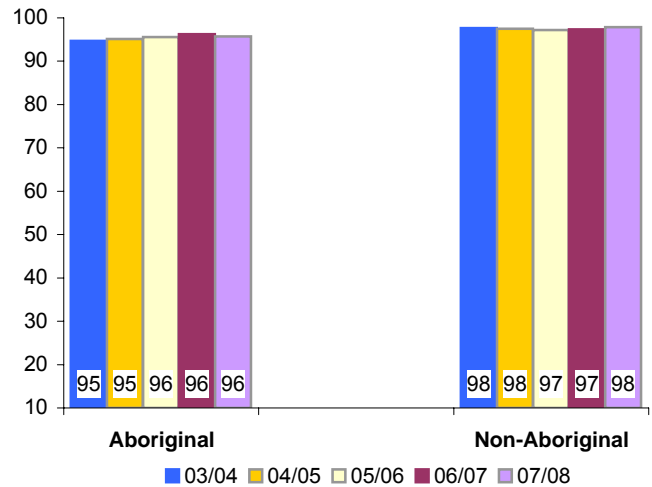
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	03/04	900	852	95	362	40	6666	6507	98	3099	46
	04/05	968	921	95	393	41	6578	6415	98	3150	48
	05/06	993	949	96	392	39	6219	6045	97	2935	47
	06/07	926	891	96	375	40	5559	5413	97	2778	50
	07/08	959	918	96	448	47	5273	5162	98	2847	54

School Year	Aboriginal Students Assigned Final Mark					Non-Aboriginal 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> #
			#	#				#	#	
03/04	900	3891	702	198	6666	55693	5491	1175		
04/05	968	4480	752	216	6578	55055	5420	1158		
05/06	993	4747	789	204	6219	55826	5248	971		
06/07	926	4809	731	195	5559	52380	4593	966		
07/08	959	5190	753	206	5273	54372	4338	935		

Language Arts 12 Final Marks 2007/08  
Aboriginal Grade 12 Students



Communications 12: C- (Pass) or Better



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

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

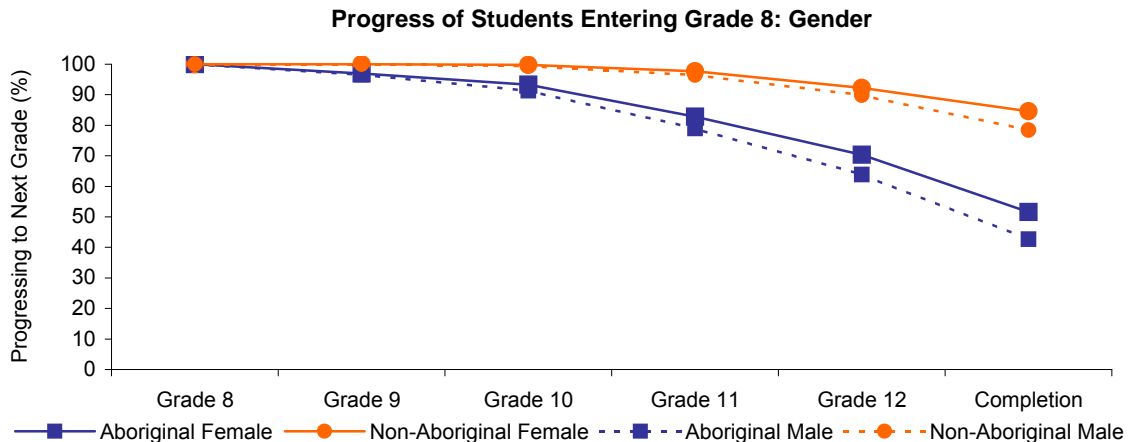
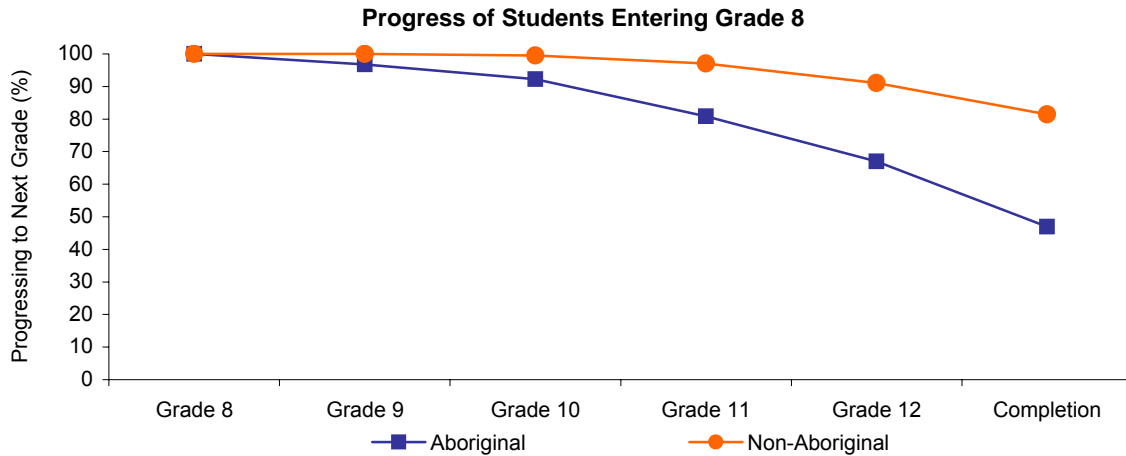
## PROGRESS OF STUDENTS ENTERING GRADE 8

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 2002

School Year	Grade	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
02/03	8	100	100	100	100	100	100
03/04	9	97	97	97	100	100	100
04/05	10	92	93	91	100	100	99
05/06	11	81	83	79	97	98	96
06/07	12	67	70	64	91	92	90
07/08	Completion	47	52	43	81	85	78



## BC SCHOOL COMPLETION, 2003/04 - 2007/08

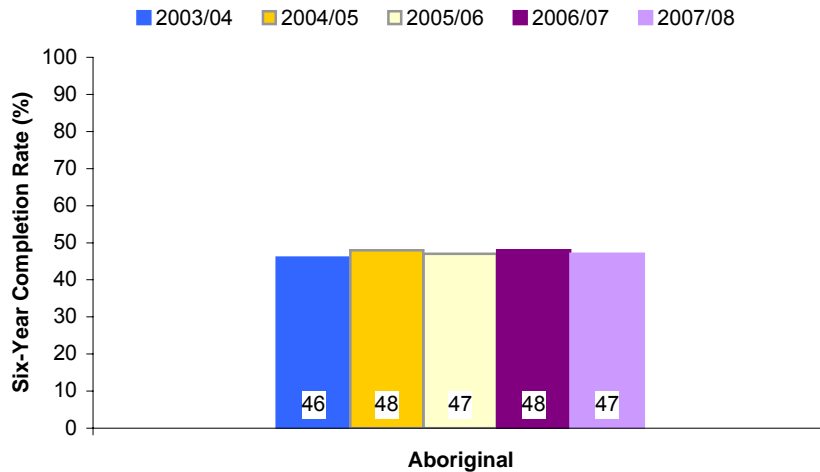
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

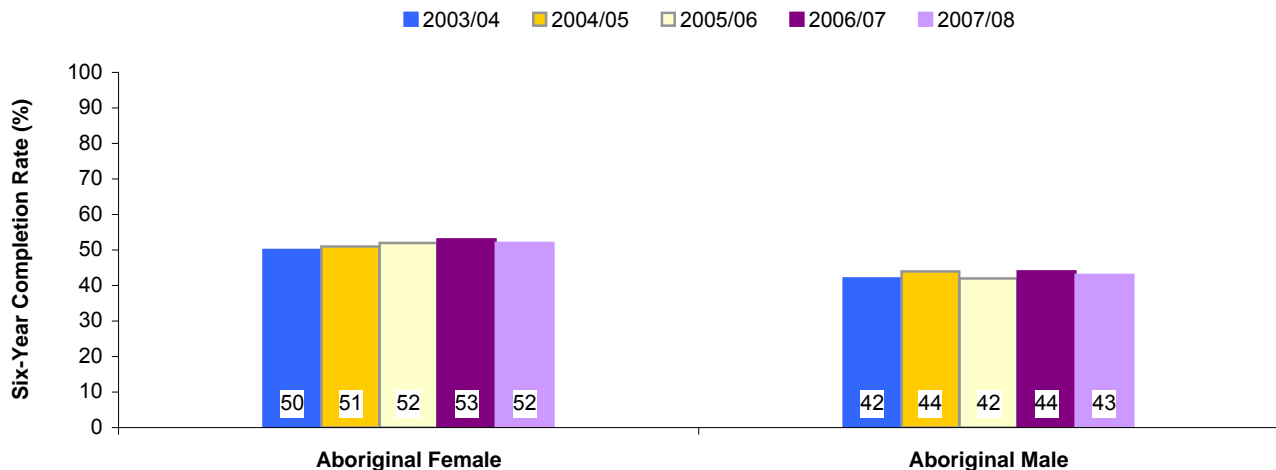
### SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2003/04	46	50	42			
2004/05	48	51	44			
2005/06	47	52	42	Data Not Available		
2006/07	48	53	44			
2007/08	47	52	43			

**Six-Year Completion Rate: 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)

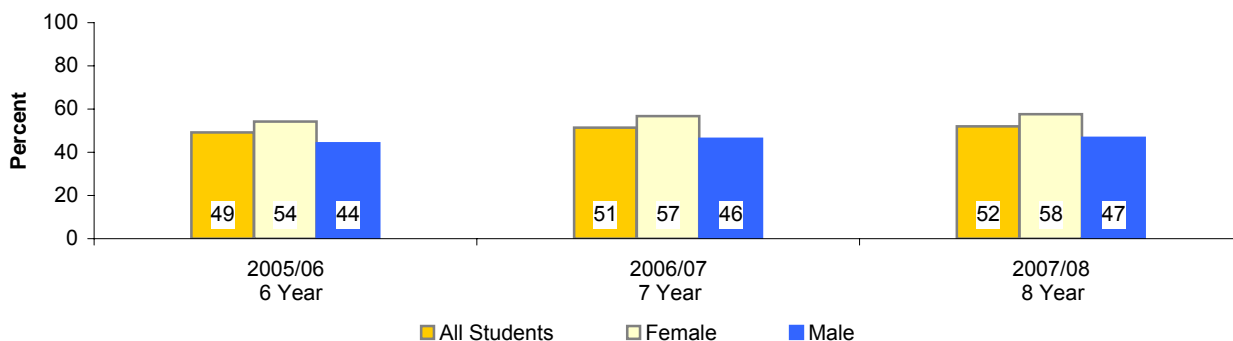
## BC SIX, SEVEN AND EIGHT-YEAR SCHOOL COMPLETION RATES, 2000/01 - 2002/03 ABORIGINAL COHORTS

The student cohort start year is the first year a student enters Grade 8 for the first time. The 2001/02 and 2002/03 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years.

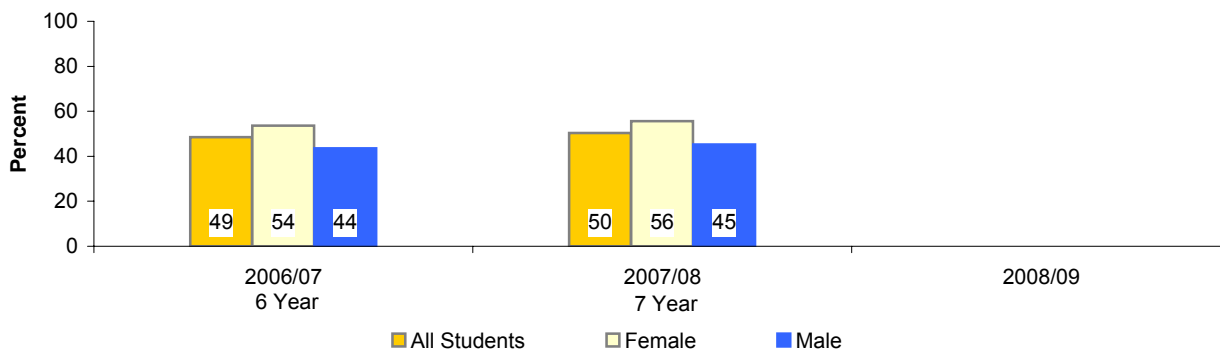
### SIX, SEVEN AND EIGHT YEAR COMPLETION RATES (ABORIGINAL AND GENDER)

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Students %	Female %	Male %	All Students %	Female %	Male %	All Students %	Female %	Male %
2000/01	49	54	44	51	57	46	52	58	47
2001/02	49	54	44	50	56	45	-	-	-
2002/03	47	52	43	-	-	-	-	-	-

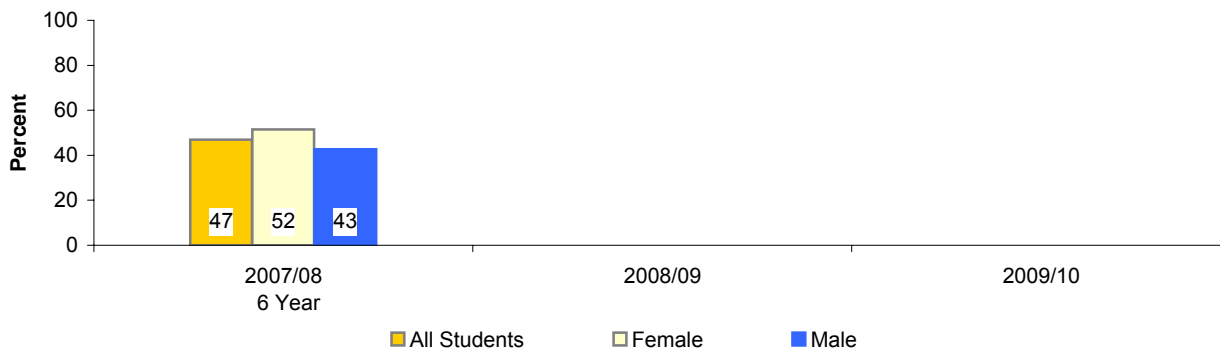
Six, Seven and Eight-Year Aboriginal Completion Rates, 2000/01 Cohort



Six, Seven and Eight-Year Aboriginal Completion Rates, 2001/02 Cohort



Six, Seven and Eight-Year Aboriginal Completion Rates, 2002/03 Cohort



## BC SCHOOL COMPLETION

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.

In 2006/07, the Ministry of Education created the **School Completion Certificate Program** as an alternative to recognize the accomplishments of students who have succeeded in meeting the goals of their educational program.

### BC SCHOOL COMPLETION CERTIFICATE, 2006/07

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC School Completion Certificate * #	%	Gr 12 Students #	BC School Completion Certificate * #	%
2006/07	4,348	172	4	49,459	490	1
2007/08	4,771	251	5	51,495	681	1

### BC CERTIFICATE OF GRADUATION (Dogwood Diploma), 2007/08

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC Certificate of Graduation * #	%	Gr 12 Students #	BC Certificate of Graduation * #	%
2003/04	3,618	1,626	45	51,699	37,381	72
2004/05	4,158	1,924	46	51,726	38,108	74
2005/06	4,420	2,048	46	52,510	39,103	74
2006/07	4,348	2,175	50	49,459	37,435	76
2007/08	4,771	2,316	49	51,495	37,483	73

### BC ADULT GRADUATION DIPLOMA (Adult Dogwood Diploma), 2007/08

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC Adult Graduation Diploma * #	%	Gr 12 Students #	BC Adult Graduation Diploma * #	%
2003/04	3,618	185	5	51,699	1,698	3
2004/05	4,158	170	4	51,726	1,646	3
2005/06	4,420	239	5	52,510	1,471	3
2006/07	4,348	246	6	49,459	1,416	3
2007/08	4,771	262	5	51,495	1,414	3

\* See Glossary for definitions.

## SCHOLARSHIPS AND AWARDS

Eligible students may receive scholarships and awards for post-secondary study at designated institutions and approved industry Training Authority (ITA) providers.

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 12 GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP

School Year	Aboriginal Students					Non-Aboriginal Students					The provincial government awards \$1,000 to a student who meets basic eligibility, is qualified to graduate and meets required Grade 12 provincial exam achievement. \$2,000 (\$2,500 in 2006/07) is awarded when a student ranks in the top twenty among those who were awarded these scholarships.
	Sep/Feb Gr 12 Students	Scholarship Recipients \$1,000		Scholarship Recipients \$2,000/\$2,500		Sep/Feb Gr 12 Students	Scholarship Recipients \$1,000		Scholarship Recipients \$2,000/\$2,500		
	#	#	%	#	%	#	#	%	#	%	
02/03	3,212	27	1	0	0	54,621	4,409	8	18	0	
03/04	3,891	31	1	0	0	55,693	4,008	7	19	0	
04/05	4,480	38	1	0	0	55,055	4,143	8	19	0	
05/06	4,747	35	1	0	0	55,826	4,317	8	17	0	
06/07	4,809	27	1	0	0	52,380	3,636	7	20	0	

### DOGWOOD DISTRICT/AUTHORITY AWARD

School Year	Aboriginal Students			Non-Aboriginal Students			This scholarship recognizes graduates who excel in their chosen non-academic field. Previously the provincial government distributed awards based on 1% of a district's Grade 12 enrolment. Beginning in 2006/07 a total of 3,000 awards are distributed, pro-rated to school districts based on their Grade 12 enrolment. Students who meet basic Ministry of Education eligibility as well as criteria determined by the district are awarded a \$500 cheque and a \$500 voucher.
	Sep/Feb Gr 12 Students	Scholarship Recipients		Sep/Feb Gr 12 Students	Scholarship Recipients		
	#	#	%	#	#	%	
02/03	3,212	9	0	54,621	514	1	
03/04	3,891	18	0	55,693	479	1	
04/05	4,480	23	1	55,055	478	1	
05/06	4,747	20	0	55,826	489	1	
06/07	4,809	118	2	52,380	2,615	5	

### PASSPORT TO EDUCATION (GRADE 12)

School Year	Aboriginal Students			Non-Aboriginal Students		
	Total Sep Gr 12 Students	Grade 12		Sep Gr 12 Students	Grade 12	
		Total Gr 12 Stamps Issued #	Eligible for Stamp <sup>1</sup> #		Eligible for Stamp <sup>1</sup> #	
02/03	57,833	15,163	391	54,617	13,856	
03/04	55,317	14,514	393	51,705	12,253	
04/05	55,884	14,422	376	51,735	11,146	
05/06	56,930	13,812	359	52,522	10,218	
06/07	53,807	8,345	59	49,487	1,260	

The provincial government distributes Passport stamps among eligible schools based on enrolment in each of Grades 10, 11 and 12. Beginning 2006/07, a student in Grades 10 and 11, who meet eligibility criteria, may be awarded a stamp worth \$250 in each of these years. In Grade 12, a student may be awarded a stamp worth \$500.

<sup>1</sup> It is possible that not all students who were eligible for a stamp were counted as 1701 information was not provided to the Ministry at the time this report was produced.

## EDUCATION EXPERIENCES OF CHILDREN IN CARE

A Continuing Custody Order (CCO) means that the Director of Child Welfare is the sole guardian of the child, and the Public Guardian and Trustee manages the child's estate. As of December 2007, 57 per cent of all children in care were children under a Continuing Custody Order. While many children only come into the care of the Ministry of Children and Family Development (MCFD) for a brief period of time, the MCFD's relationship with children under a Continuing Custody Order is longer-term in nature. This means that the MCFD has an opportunity to positively affect the educational attainment of these children. To improve education outcomes for children under a Continuing Custody Order, a good understanding of who these children are and how they are currently performing in school must be established.

The figures below are based on the MCFD report, Educational Experiences of Children Under a Continuing Custody Order, with some updates to the educational data. Only students in public schools in the year in which they were under a Continuing Custody Order are included. The report is available at: [http://www.mcf.gov.bc.ca/foster/pdf/education\\_report\\_full\\_mar\\_10\\_08.pdf](http://www.mcf.gov.bc.ca/foster/pdf/education_report_full_mar_10_08.pdf).

### CHILDREN UNDER A CONTINUING CUSTODY ORDER, 2002/03 - 2006/07

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2002/03	4,003	1,933	48	2,070	52
2003/04	4,057	2,272	56	1,785	44
2004/05	3,973	2,254	57	1,719	43
2005/06	3,882	2,260	58	1,622	42
2006/07	3,718	2,194	59	1,524	41

### ABORIGINAL CHILDREN AS A PER CENT OF ABORIGINAL ENROLMENT, 2002/03 - 2006/07

School Year	All Aboriginal Students <sup>1</sup> #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2002/03	50,349	1,933	4
2003/04	62,584	2,272	4
2004/05	63,089	2,254	4
2005/06	62,853	2,260	4
2006/07	61,267	2,194	4

### SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER), 2006/07

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2006/07	32	29	19	24	52	31	41

### ELIGIBLE GRADE 12 GRADUATION RATE\* (ABORIGINAL STATUS AND GENDER), 2006/07

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2006/07	87	88	67	79	96	86	91

<sup>1</sup> The data reflect snapshot information from the 2006/07 school year so will not match figures in the rest of this report.

\* See Glossary for definition

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS, 2001/02 - 2005/06

The Student Transitions Project (STP) is a collaborative effort of British Columbia's Ministries of Education and Advanced Education and B.C.'s public post-secondary institutions. The STP is helping school districts, post-secondary institutions and the government to plan and manage programs and access to higher education in B.C. For this report, post-secondary data was available to 2006/07. For more information, see the website: [www.aved.gov.bc.ca/student\\_transitions/](http://www.aved.gov.bc.ca/student_transitions/)

### GRADE 12 GRADUATES BY TRANSITION TYPE

School Year	Aboriginal							Non-Aboriginal						
	Students #	Immediate Transition		Delayed Transition		No Transition		Students #	Immediate Transition		Delayed Transition		No Transition	
		#	%	#	%	#	%		#	%	#	%	#	%
2001/02	1,393	543	39	359	26	491	35	38,621	19,976	52	8,145	21	10,500	27
2002/03	1,608	605	38	323	20	680	42	39,080	20,281	52	7,309	19	11,490	29
2003/04	1,675	667	40	273	16	735	44	37,132	18,769	51	5,740	15	12,623	34
2004/05	1,964	704	36	225	11	1,035	53	37,974	19,491	51	4,129	11	14,354	38
2005/06	2,087	733	35	-	-	1,354	65	38,915	20,183	52	-	-	18,732	48

### GRADE 12 GRADUATES BY TRANSITION DESTINATION

School Year	Aboriginal					Non-Aboriginal				
	Students #	University*		Delayed Transition		Students #	University*		Delayed Transition	
		#	%	#	%		#	%	#	%
2001/02	78	61	78	17	22	7,202	6,485	90	717	10
2002/03	79	61	77	18	23	7,419	6,624	89	795	11
2003/04	103	71	69	32	31	7,248	6,370	88	878	12
2004/05	202	176	87	26	13	8,641	7,925	92	716	8
2005/06	170	170	100	0	0	8,357	8,357	100	0	0

School Year	University-College, College, Institute*					University-College, College, Institute*				
	Students #	Immediate Transition		Delayed Transition		Students #	Immediate Transition		Delayed Transition	
		#	%	#	%		#	%	#	%
2001/02	824	482	58	342	42	20,919	13,491	64	7,428	36
2002/03	849	544	64	305	36	20,171	13,657	68	6,514	32
2003/04	837	596	71	241	29	17,261	12,399	72	4,862	28
2004/05	727	528	73	199	27	14,979	11,566	77	3,413	23
2005/06	563	563	100	0	0	11,826	11,826	100	0	0

### POST-SECONDARY DESTINATIONS OF IMMEDIATE ENTRY STUDENTS

School Year	Aboriginal					Non-Aboriginal				
	Students #	Immediate Entry		University- College, College or Institute		Students #	Immediate Entry		University- College, College or Institute	
		#	%	#	%		#	%	#	%
2001/02	543	61	11	482	89	19,976	6,485	32	13,491	68
2002/03	605	61	10	544	90	20,281	6,624	33	13,657	67
2003/04	667	71	11	596	89	18,769	6,370	34	12,399	66
2004/05	704	176	25	528	75	19,491	7,925	41	11,566	59
2005/06	733	170	23	563	77	20,183	8,357	41	11,826	59

\* Significant enrolment shifts may be partly attributed to the result of the reclassification of post-secondary institutions.

## APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4

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

Some students do not complete surveys, but overall the response rates are very high (around 90% for elementary grades and around 60% to 75% for secondary grades).

The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question is skipped by less than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

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

### SATISFACTION SURVEY RESULTS, GRADE 3/4

	Aboriginal			Non-Aboriginal		
	School Year	Gr 4	All of the time	Gr 4	All of the time	
		Respondents	or many times	Respondents	or many times	
	#	# %	#	# %		
<b>Do you like school?</b>						
2003/04	4,834	3,359 69	33,625	24,089 72		
2004/05	4,462	2,851 64	31,049	21,416 69		
2005/06	4,632	2,921 63	30,752	20,591 67		
2006/07	4,563	2,814 62	29,801	19,784 66		
2007/08	4,472	2,732 61	29,109	19,117 66		
<b>Do adults in the school treat all students fairly?</b>						
2003/04	4,816	3,726 77	33,507	26,900 80		
2004/05	4,445	3,453 78	30,926	24,823 80		
2005/06	4,400	3,315 75	29,340	23,075 79		
2006/07	4,320	3,269 76	28,502	22,494 79		
2007/08	4,245	3,113 73	27,836	21,936 79		
<b>Do your teachers help you with your schoolwork when you need it?</b>						
2003/04	4,814	3,895 81	33,503	28,360 85		
2004/05	4,422	3,524 80	30,893	26,100 84		
2005/06	4,681	3,638 78	30,821	25,382 82		
2006/07	4,574	3,505 77	29,898	24,575 82		
2007/08	4,489	3,411 76	29,124	24,021 82		
<b>At school, do you respect people who are different from you (for example, think, act, or look different)?</b>						
2003/04	4,814	4,287 89	33,460	30,825 92		
2004/05	4,421	3,925 89	30,870	28,387 92		
2005/06	4,552	3,957 87	30,209	27,285 90		
2006/07	4,472	3,871 87	29,289	26,478 90		
2007/08	4,359	3,760 86	28,541	25,820 90		

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

	Aboriginal				Non-Aboriginal			
	School Year	Gr 4	All of the time		School Year	Gr 4	All of the time	
		Respondents	#	%		Respondents	#	%
<b>Do you feel safe at school?</b>								
		#	#	%		#	#	%
2003/04	4,796	4,004	83		33,436	28,747	86	
2004/05	4,437	3,675	83		30,910	26,856	87	
2005/06	4,647	3,754	81		30,613	26,092	85	
2006/07	4,522	3,627	80		29,723	25,373	85	
2007/08	4,432	3,530	80		29,002	24,649	85	
<b>At school, are you bullied, teased, or picked on?</b>								
		#	#	%		#	#	%
2003/04	4,765	888	19		33,315	3,864	12	
2004/05	4,418	759	17		30,873	3,604	12	
2005/06	4,555	751	16		30,362	3,006	10	
2006/07	4,459	698	16		29,383	2,860	10	
2007/08	4,384	730	17		28,693	2,742	10	
<b>Do your teachers care about you?</b>								
		#	#	%		#	#	%
2003/04	4,801	4,309	90		33,375	30,406	91	
2004/05	4,392	3,900	89		30,694	27,929	91	
2005/06	4,202	3,782	90		27,898	25,653	92	
2006/07	4,113	3,695	90		27,369	25,212	92	
2007/08	4,102	3,665	89		26,975	24,861	92	
<b>I would like to go to a different school.</b>								
		#	#	%		#	#	%
2005/06	4,210	527	13		28,345	1,981	7	
2006/07	4,285	477	11		28,540	1,816	6	
2007/08	4,219	489	12		27,991	1,745	6	

## APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7

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

Some students do not complete surveys, but overall the response rates are very high (around 90% for elementary grades and around 60% to 75% for secondary grades).

The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question is skipped by less than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

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

### SATISFACTION SURVEY RESULTS, GRADE 7

	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
<b>Do you like school?</b>						
School Year						
2003/04	4,818	2,083	43	34,964	18,038	52
2004/05	4,436	1,805	41	32,679	16,690	51
2005/06	4,418	1,943	44	33,358	17,897	54
2006/07	4,609	2,009	44	33,313	17,610	53
2007/08	4,462	1,900	43	32,585	17,623	54
<b>Do adults in the school treat all students fairly?</b>						
School Year						
2003/04	4,784	2,766	58	34,823	21,644	62
2004/05	4,421	2,516	57	32,585	20,464	63
2005/06	4,289	2,547	59	32,410	20,414	63
2006/07	4,463	2,579	58	32,318	20,299	63
2007/08	4,278	2,476	58	31,648	19,820	63
<b>Do your teachers help you with your schoolwork when you need it?</b>						
School Year						
2003/04	4,802	3,832	80	34,896	29,522	85
2004/05	4,389	3,428	78	32,412	27,123	84
2005/06	4,448	3,511	79	33,329	27,672	83
2006/07	4,647	3,585	77	33,312	27,717	83
2007/08	4,458	3,528	79	32,558	27,356	84
<b>At school, do you respect people who are different from you (for example, think, act, or look different)?</b>						
School Year						
2003/04	4,798	4,010	84	34,869	31,251	90
2004/05	4,411	3,618	82	32,551	28,936	89
2005/06	4,374	3,572	82	33,017	29,179	88
2006/07	4,574	3,724	81	33,012	29,121	88
2007/08	4,409	3,647	83	32,333	28,628	89

**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7 continued**

	Aboriginal			Non-Aboriginal		
	Gr 7	All of the time		Gr 7	All of the time	
	Respondents	or many times		Respondents	or many times	
School Year	#	#	%	#	#	%
<b>Do you feel safe at school?</b>						
2003/04	4,794	3,483	73	34,787	27,513	79
2004/05	4,418	3,220	73	32,601	25,908	79
2005/06	4,399	3,247	74	33,088	26,381	80
2006/07	4,583	3,326	73	33,022	26,015	79
2007/08	4,400	3,187	72	32,302	25,564	79
<b>At school, are you bullied, teased, or picked on?</b>						
2003/04	4,775	753	16	34,727	3,689	11
2004/05	4,408	709	16	32,552	3,145	10
2005/06	4,378	572	13	33,003	2,855	9
2006/07	4,564	674	15	32,866	2,962	9
2007/08	4,383	615	14	32,197	2,926	9
<b>Do your teachers care about you?</b>						
2003/04	4,773	3,499	73	34,798	26,519	76
2004/05	4,400	3,111	71	32,528	24,757	76
2005/06	3,771	2,939	78	29,655	23,679	80
2006/07	4,157	3,033	73	30,809	23,837	77
2007/08	3,999	2,968	74	30,152	23,598	78
<b>I would like to go to a different school.</b>						
2005/06	4,092	771	19	31,052	4,022	13
2006/07	4,410	855	19	31,993	3,971	12
2007/08	4,282	800	19	31,441	3,822	12

## APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10

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

Some students do not complete surveys, but overall the response rates are very high (around 90% for elementary grades and around 60% to 75% for secondary grades).

The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question is skipped by less than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

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

### SATISFACTION SURVEY RESULTS, GRADE 10

	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
<b>Do you like school?</b>						
School Year						
2003/04	3,511	992	28	31,130	10,475	34
2004/05	3,407	1,057	31	29,864	11,124	37
2005/06	3,591	1,264	35	31,094	13,579	44
2006/07	3,802	1,339	35	30,847	13,434	44
2007/08	3,724	1,377	37	30,793	14,452	47
<b>Does staff treat all students fairly at school?</b>						
School Year						
2003/04	3,489	1,366	39	31,011	14,161	46
2004/05	3,399	1,479	44	29,785	14,401	48
2005/06	3,475	1,431	41	30,313	14,867	49
2006/07	3,676	1,518	41	30,068	14,535	48
2007/08	3,618	1,595	44	30,097	15,342	51
<b>Do your teachers help you with your schoolwork when you need it?</b>						
School Year						
2003/04	3,501	2,173	62	31,107	21,332	69
2004/05	3,405	2,148	63	29,852	20,516	69
2005/06	3,609	2,247	62	31,069	21,429	69
2006/07	3,805	2,388	63	30,782	21,163	69
2007/08	3,725	2,426	65	30,754	21,847	71
<b>At school, do you respect people who are different from you (for example, think, act, or look different)?</b>						
School Year						
2003/04	3,502	2,625	75	31,069	26,173	84
2004/05	3,387	2,536	75	29,801	24,986	84
2005/06	3,557	2,635	74	30,940	25,724	83
2006/07	3,783	2,789	74	30,701	25,178	82
2007/08	3,705	2,723	73	30,688	25,440	83

**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10 continued**

Do you feel safe at school?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2003/04	3,491	2,094	60	30,983	21,484	69
2004/05	3,382	2,080	62	29,765	21,123	71
2005/06	3,552	2,213	62	30,794	22,235	72
2006/07	3,772	2,302	61	30,535	21,738	71
2007/08	3,674	2,331	63	30,530	22,192	73

At school, are you bullied, teased, or picked on?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2003/04	3,491	545	16	30,966	2,708	9
2004/05	3,390	526	16	29,748	2,449	8
2005/06	3,549	496	14	30,699	2,195	7
2006/07	3,755	523	14	30,464	2,182	7
2007/08	3,646	484	13	30,437	2,208	7

Do your teachers care about you?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2003/04	3,479	1,406	40	30,960	13,270	43
2004/05	3,378	1,375	41	29,744	13,334	45
2005/06	3,104	1,311	42	28,176	13,432	48
2006/07	3,328	1,433	43	28,066	13,264	47
2007/08	3,259	1,508	46	28,139	14,255	51

Are you satisfied that school is preparing you for a job in the future?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2003/04	3,488	1,861	53	31,016	15,719	51
2004/05	3,372	1,775	53	29,706	15,748	53
2005/06	3,541	1,855	52	30,574	15,860	52
2006/07	3,737	1,938	52	30,234	15,846	52
2007/08	3,642	1,953	54	30,274	16,362	54

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2003/04	3,488	1,942	56	31,022	18,405	59
2004/05	3,358	1,845	55	29,672	17,643	59
2005/06	3,512	1,915	55	30,560	17,858	58
2006/07	3,696	2,043	55	30,272	17,872	59
2007/08	3,611	2,025	56	30,264	18,475	61

I would like to go to a different school.	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2005/06	3,382	819	24	29,542	4,785	16
2006/07	3,626	891	25	29,592	4,642	16
2007/08	3,532	836	24	29,703	4,801	16

## APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12

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

Some students do not complete surveys, but overall the response rates are very high (around 90% for elementary grades and around 60% to 75% for secondary grades).

The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question is skipped by less than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

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

### SATISFACTION SURVEY RESULTS, GRADE 12

Do you like school?	Aboriginal				Non-Aboriginal		
	School Year	Gr 12	All of the time		Gr 12	All of the time	
		Respondents	or many times			Respondents	or many times
	#	#	%	#	#	%	
2003/04	2,134	750	35	25,405	9,620	38	
2004/05	2,063	787	38	23,733	9,847	41	
2005/06	2,123	871	41	23,778	11,342	48	
2006/07	2,160	938	43	24,118	11,699	49	
2007/08	2,274	963	42	24,037	12,088	50	

Does staff treat all students fairly at school?	Aboriginal				Non-Aboriginal		
	School Year	Gr 12	All of the time		Gr 12	All of the time	
		Respondents	or many times			Respondents	or many times
	#	#	%	#	#	%	
2003/04	2,121	926	44	25,318	12,244	48	
2004/05	2,054	878	43	23,673	11,824	50	
2005/06	2,093	930	44	23,470	11,610	49	
2006/07	2,117	960	45	23,813	11,933	50	
2007/08	2,233	999	45	23,725	12,379	52	

Do your teachers help you with your schoolwork when you need it?	Aboriginal				Non-Aboriginal		
	School Year	Gr 12	All of the time		Gr 12	All of the time	
		Respondents	or many times			Respondents	or many times
	#	#	%	#	#	%	
2003/04	2,127	1,409	66	25,405	18,134	71	
2004/05	2,054	1,368	67	23,580	17,011	72	
2005/06	2,129	1,360	64	23,750	16,842	71	
2006/07	2,170	1,445	67	24,070	17,338	72	
2007/08	2,267	1,489	66	23,999	17,615	73	

At school, do you respect people who are different from you (for example, think, act, or look different)?	Aboriginal				Non-Aboriginal		
	School Year	Gr 12	All of the time		Gr 12	All of the time	
		Respondents	or many times			Respondents	or many times
	#	#	%	#	#	%	
2003/04	2,124	1,615	76	25,381	21,575	85	
2004/05	2,056	1,556	76	23,666	20,076	85	
2005/06	2,131	1,572	74	23,712	19,929	84	
2006/07	2,144	1,634	76	24,030	20,129	84	
2007/08	2,264	1,688	75	23,984	20,210	84	

**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12 continued**

Do you feel safe at school?	Aboriginal				Non-Aboriginal			
	School Year	Gr 12	All of the time		Gr 12	All of the time		
		Respondents	#	%		Respondents	#	%
		#	#	%	#	#	%	
	2003/04	2,114	1,424	67	25,295	19,216	76	
	2004/05	2,048	1,373	67	23,656	18,525	78	
	2005/06	2,099	1,431	68	23,528	18,494	79	
	2006/07	2,141	1,506	70	23,926	18,562	78	
	2007/08	2,257	1,522	67	23,869	18,768	79	
<b>At school, are you bullied, teased, or picked on?</b>								
		Gr 12	All of the time		Gr 12	All of the time		
	School Year	Respondents	#	%	Respondents	#	%	
		#	#	%	#	#	%	
	2003/04	2,123	304	14	25,270	1,591	6	
	2004/05	2,050	272	13	23,633	1,441	6	
	2005/06	2,110	270	13	23,571	1,385	6	
	2006/07	2,131	273	13	23,942	1,374	6	
	2007/08	2,257	291	13	23,827	1,463	6	
<b>Do your teachers care about you?</b>								
		Gr 12	All of the time		Gr 12	All of the time		
	School Year	Respondents	#	%	Respondents	#	%	
		#	#	%	#	#	%	
	2003/04	2,121	951	45	25,306	12,207	48	
	2004/05	2,048	922	45	23,638	11,787	50	
	2005/06	1,918	910	47	22,289	11,364	51	
	2006/07	1,970	987	50	22,699	11,960	53	
	2007/08	2,082	1,019	49	22,542	12,260	54	
<b>Are you satisfied that school is preparing you for a job in the future?</b>								
		Gr 12	All of the time		Gr 12	All of the time		
	School Year	Respondents	#	%	Respondents	#	%	
		#	#	%	#	#	%	
	2003/04	2,122	956	45	25,324	9,538	38	
	2004/05	2,034	873	43	23,605	9,129	39	
	2005/06	2,101	912	43	23,499	8,546	36	
	2006/07	2,119	918	43	23,824	8,795	37	
	2007/08	2,249	961	43	23,693	9,438	40	
<b>Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?</b>								
		Gr 12	All of the time		Gr 12	All of the time		
	School Year	Respondents	#	%	Respondents	#	%	
		#	#	%	#	#	%	
	2003/04	2,124	1,117	53	25,323	13,038	51	
	2004/05	2,030	985	49	23,598	12,153	52	
	2005/06	2,104	1,028	49	23,569	11,463	49	
	2006/07	2,112	1,057	50	23,898	11,660	49	
	2007/08	2,242	1,093	49	23,800	12,185	51	
<b>I would like to go to a different school.</b>								
		Gr 12	All of the time		Gr 12	All of the time		
	School Year	Respondents	#	%	Respondents	#	%	
		#	#	%	#	#	%	
	2005/06	2,000	385	19	22,381	2,778	12	
	2006/07	2,067	376	18	23,320	2,949	13	
	2007/08	2,179	453	21	23,289	2,979	13	

## 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). Does not include Distributed Learning (DL) programs or schools.
<b>BC Adult Graduation Diploma</b>	Granted by the Ministry of Education upon successful completion of the provincial adult graduation requirements. Refer to <a href="http://www.bced.gov.bc.ca/adult_graduation">www.bced.gov.bc.ca/adult_graduation</a> for more information.
<b>BC Certificate of Graduation</b>	Granted by the Ministry of Education to students who meet the British Columbia secondary school graduation requirements. Also referred to as a "Dogwood Certificate".
<b>BC School Completion Certificate</b>	Granted by the Ministry to recognize the accomplishments of students who have succeeded in meeting the goals of their educational program other than graduation.
<b>C- (Pass) or Better</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>Completion Rate</b>	See <b>Six-Year Completion Rate</b>
<b>Dash ( - )</b>	There are no data for this category.
<b>Delayed Transition</b>	Students who first begin their studies in a British Columbia public post-secondary institution one or more years after secondary school graduation.
<b>Eligible Grade 12 Graduation Rate</b>	A measure of Grade 12 students who, if they pass all courses in which they have enrolled as of September, will have met all requirements to graduate, and graduate.
<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>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Graduation Requirements.
<b>Headcount</b>	A count of unique individuals.
<b>Immediate Transition</b>	Students who first begin their studies in a British Columbia public post-secondary institution within one school year of secondary school graduation. These are sometimes referred to as "direct entry" students.
<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>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%