Aboriginal Report 2005/06 - 2009/10
How Are We Doing?

Province (Public Schools Only)

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Report Date: December 2010

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ABORIGINAL REPORT - HOW ARE WE DOING?

The 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

- **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?

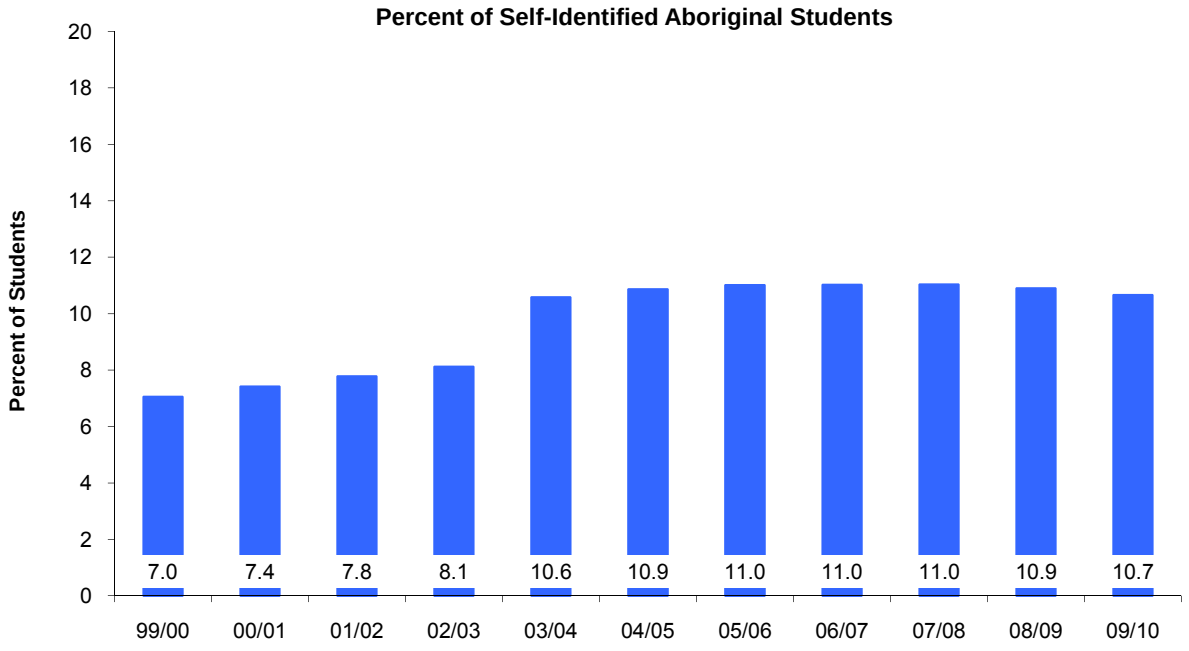
PLEASE NOTE
The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

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 #	Aboriginal Students %	Non-Aboriginal Students #	Non-Aboriginal Students %
99/00	635,462	44,771	7.0	590,691	93.0
00/01	632,506	46,885	7.4	585,621	92.6
01/02	630,050	48,941	7.8	581,109	92.2
02/03	621,201	50,396	8.1	570,805	91.9
03/04	615,184	65,083	10.6	550,101	89.4
04/05	606,384	65,846	10.9	540,538	89.1
05/06	599,492	65,960	11.0	533,532	89.0
06/07	587,818	64,787	11.0	523,031	89.0
07/08	583,623	64,346	11.0	519,277	89.0
08/09	579,488	63,143	10.9	516,345	89.1
09/10	580,486	61,828	10.7	518,658	89.3



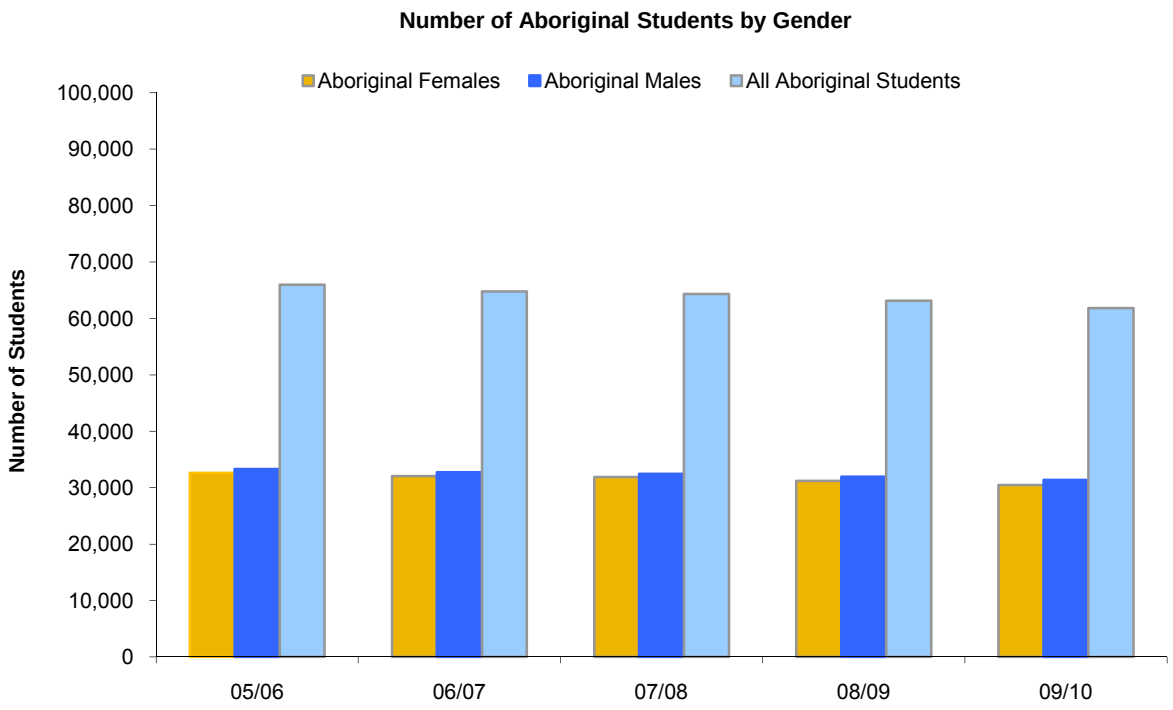
NOTES:

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
		#	%	#		#	
05/06	599,492	65,960	11.0	32,639	5.4	33,321	5.6
06/07	587,818	64,787	11.0	32,039	5.5	32,748	5.6
07/08	583,623	64,346	11.0	31,884	5.5	32,462	5.6
08/09	579,488	63,143	10.9	31,210	5.4	31,933	5.5
09/10	580,486	61,828	10.7	30,460	5.2	31,368	5.4



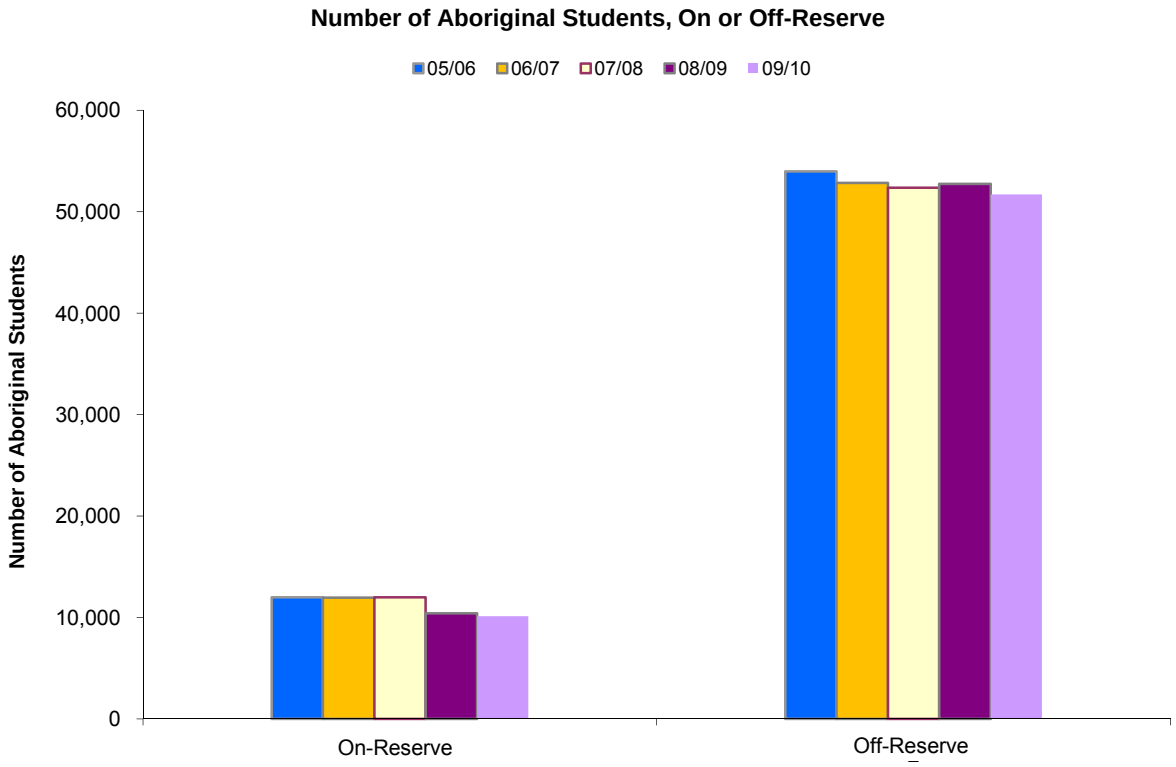
NOTES:

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

	On-Reserve				Off-Reserve		
School	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
05/06	65,960	5,871	6,113	11,984	26,768	27,208	53,976
06/07	64,787	5,870	6,096	11,966	26,169	26,652	52,821
07/08	64,346	5,864	6,124	11,988	26,020	26,338	52,358
08/09	63,143	5,087	5,323	10,410	26,123	26,610	52,733
09/10	61,828	4,964	5,169	10,133	25,496	26,199	51,695



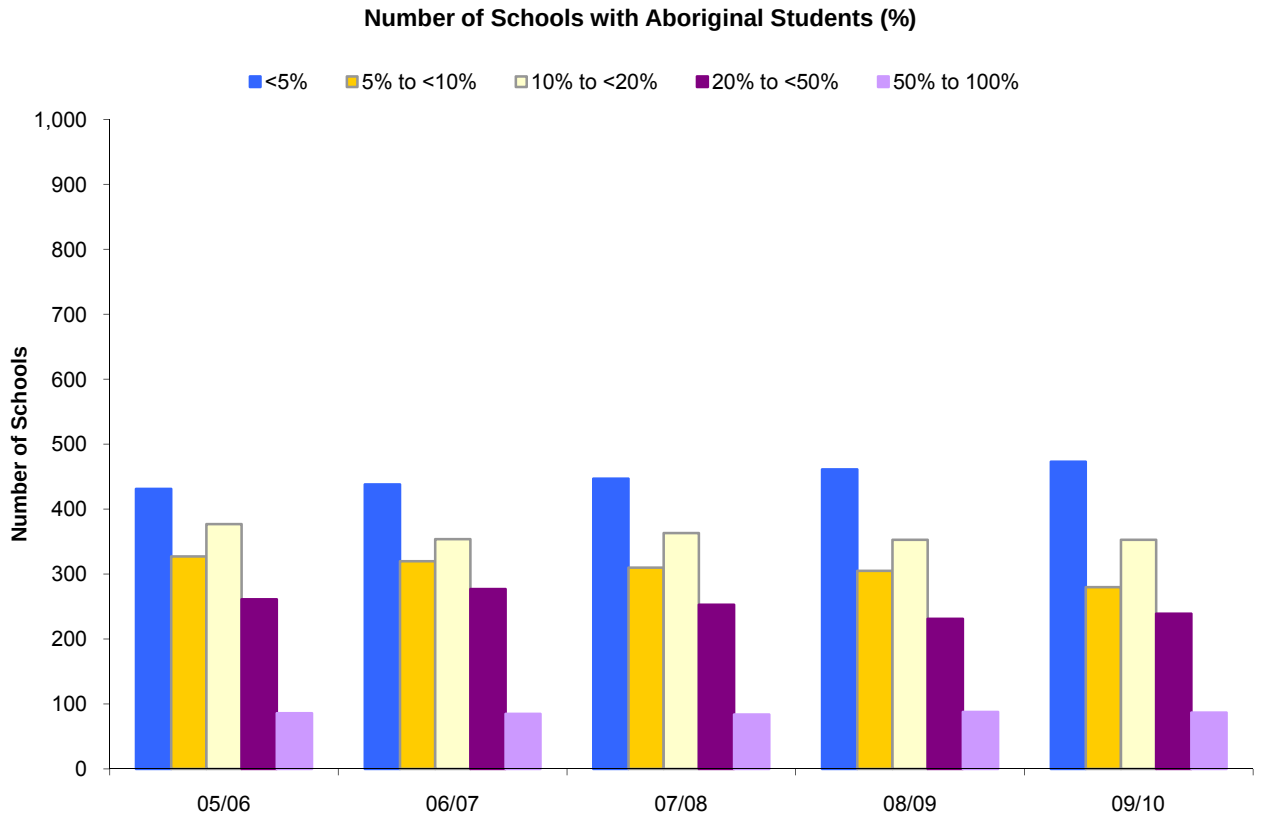
NOTES:

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%
05/06	1,482	431	327	377	261	86
06/07	1,474	438	320	354	277	85
07/08	1,457	447	310	363	253	84
08/09	1,438	461	305	353	231	88
09/10	1,432	473	280	353	239	87



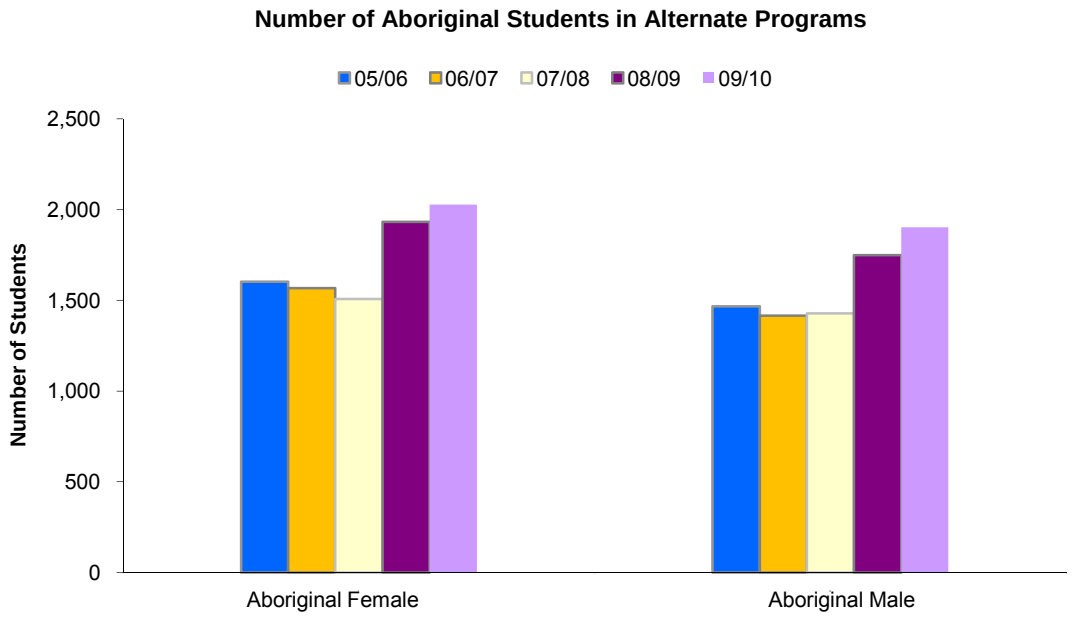
NOTES:

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

	Aboriginal			Non-Aboriginal		
School Year	Total Students #	Female #	Male #	Total Students #	Female #	Male #
05/06	3,068	1,602	1,466	7,930	3,809	4,121
06/07	2,983	1,567	1,416	6,762	3,212	3,550
07/08	2,936	1,508	1,428	6,098	2,863	3,235
08/09	3,681	1,932	1,749	6,895	3,324	3,571
09/10	3,931	2,028	1,903	7,565	3,524	4,041



NOTES:

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

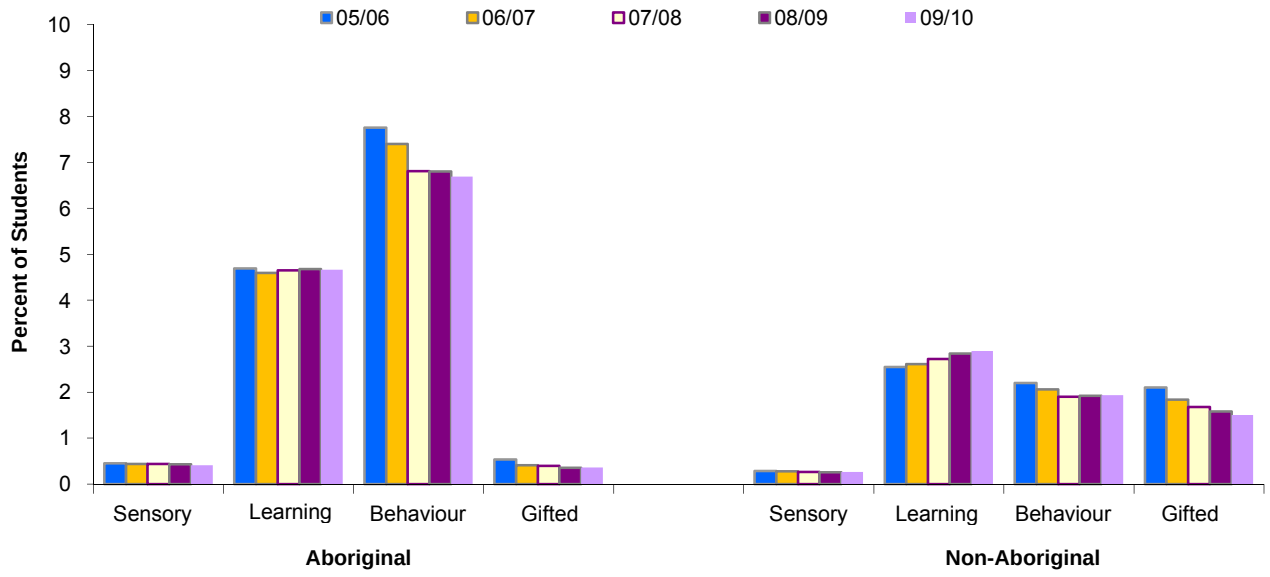
Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing; Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate 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

	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
School	Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
Year	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
05/06	299	0	1,498	0	3,097	5	13,605	3	5,115	8	11,717	2	354	1	11,228	2
06/07	282	0	1,429	0	2,977	5	13,660	3	4,795	7	10,774	2	264	0	9,617	2
07/08	281	0	1,374	0	2,994	5	14,142	3	4,383	7	9,847	2	254	0	8,716	2
08/09	270	0	1,319	0	2,956	5	14,647	3	4,296	7	9,907	2	222	0	8,170	2
09/10	251	0	1,348	0	2,882	5	15,005	3	4,137	7	10,014	2	221	0	7,777	1

Percent of Students in Special Needs Performance Reporting Groups



NOTES: _____

GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

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.

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

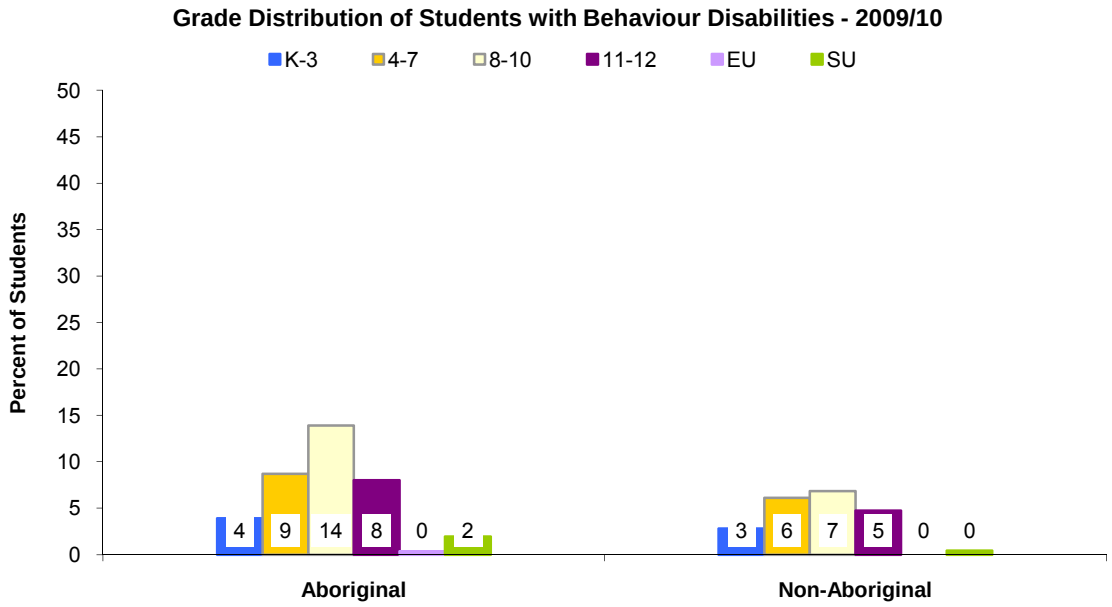
GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Aboriginal Students

School Year	Special Needs Aboriginal Students #	K-3 #	K-3 %	4-7 #	4-7 %	8-10 #	8-10 %	11-12 #	11-12 %	EU #	EU %	SU #	SU %	GA #	GA %
05/06	11,881	540	5	1,226	10	2,013	17	836	7	47	0	453	4	-	-
06/07	11,435	511	4	1,138	10	1,943	17	768	7	47	0	388	3	-	-
07/08	11,157	416	4	1,072	10	1,685	15	847	8	48	0	315	3	-	-
08/09	11,219	451	4	984	9	1,713	15	850	8	40	0	258	2	Msk	Msk
09/10	11,215	439	4	976	9	1,559	14	899	8	41	0	220	2	Msk	Msk

Non-Aboriginal Students

School Year	Special Needs Non-Aboriginal Students #	K-3 #	K-3 %	4-7 #	4-7 %	8-10 #	8-10 %	11-12 #	11-12 %	EU #	EU %	SU #	SU %	GA #	GA %
05/06	49,394	1,464	3	2,962	6	4,096	8	2,641	5	97	0	457	1	-	-
06/07	47,152	1,492	3	3,039	6	3,657	8	2,114	4	88	0	384	1	-	-
07/08	46,196	1,368	3	2,847	6	3,357	7	1,861	4	85	0	329	1	-	-
08/09	46,696	1,362	3	2,838	6	3,344	7	2,054	4	67	0	238	1	Msk	Msk
09/10	47,486	1,336	3	2,903	6	3,254	7	2,246	5	62	0	207	0	Msk	Msk

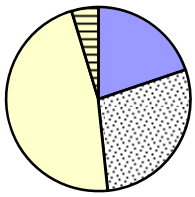


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

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 #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	4,413	88	544	12	1,249	28	2,406	55	214	5
08/09	4,202	80	822	20	1,143	27	2,035	48	202	5
09/10	4,076	80	808	20	1,164	29	1,912	47	192	5



Performance Level Unknown
Not Yet Meeting
Meeting
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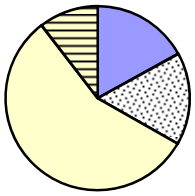
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	34,578	91	3,271	9	5,657	16	21,772	63	3,878	11
08/09	34,387	84	5,525	16	5,110	15	19,918	58	3,834	11
09/10	33,903	83	5,756	17	5,510	16	19,099	56	3,538	10



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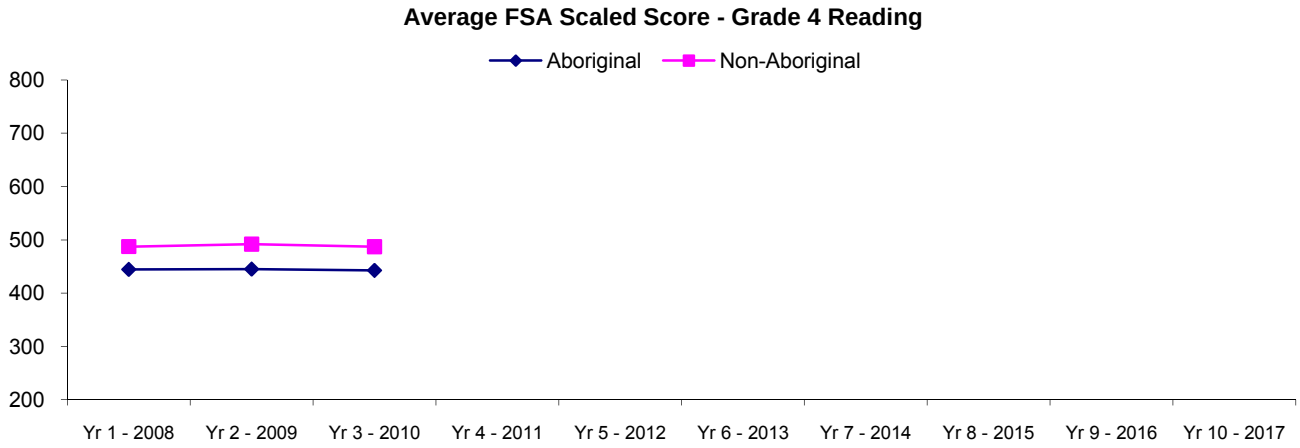
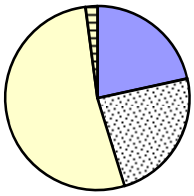


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

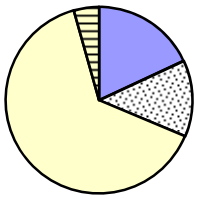
School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	4,411	85	654	15	1,408	32	2,226	50	123	3
08/09	4,202	79	871	21	1,140	27	2,114	50	77	2
09/10	4,076	78	880	22	963	24	2,148	53	85	2



Performance Level Unknown
Not Yet Meeting
Meeting
Exceeding

GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	34,576	89	3,861	11	6,013	17	22,558	65	2,144	6
08/09	34,384	83	5,960	17	5,103	15	21,816	63	1,505	4
09/10	33,903	82	6,128	18	4,486	13	21,807	64	1,482	4



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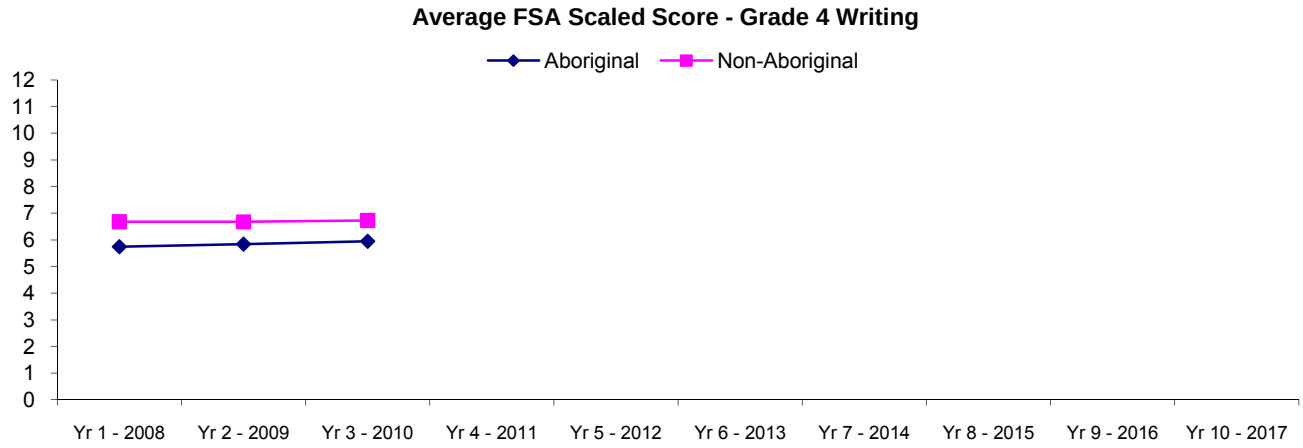
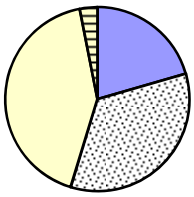


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

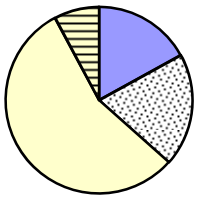
GRADE 4: ABORIGINAL

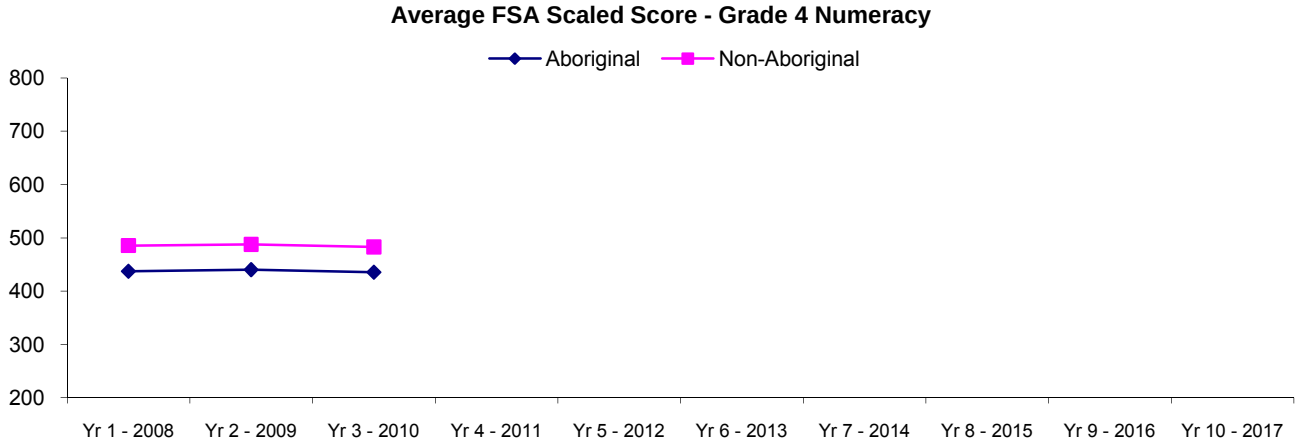
School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	4,413	88	549	12	1,548	35	2,163	49	153	3
08/09	4,202	80	834	20	1,349	32	1,884	45	135	3
09/10	4,076	79	837	21	1,393	34	1,720	42	126	3



GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	34,578	91	3,209	9	7,208	21	20,682	60	3,479	10
08/09	34,386	84	5,534	16	6,156	18	19,688	57	3,008	9
09/10	33,903	83	5,754	17	6,645	20	18,852	56	2,652	8



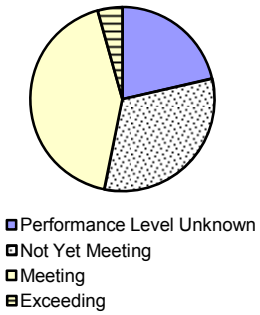


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

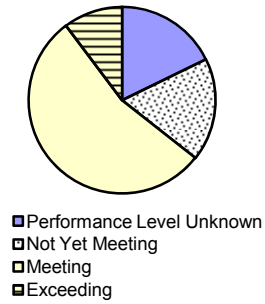
GRADE 7: ABORIGINAL

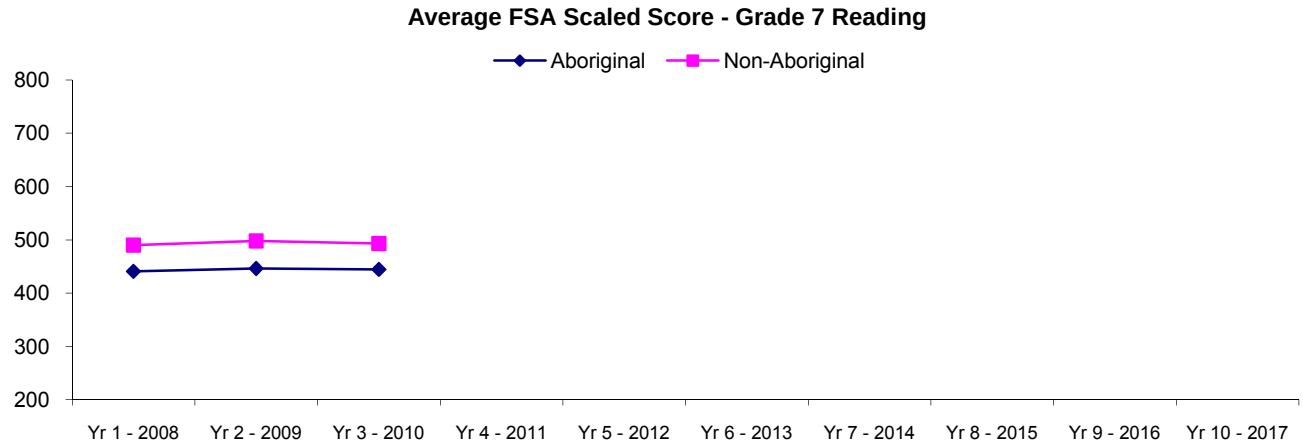
School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	4,923	87	656	13	1,790	36	2,273	46	204	4
08/09	4,870	80	959	20	1,545	32	2,144	44	222	5
09/10	4,619	79	989	21	1,466	32	1,963	42	201	4



GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	39,140	91	3,528	9	8,425	22	22,822	58	4,365	11
08/09	38,701	84	6,272	16	6,757	17	21,108	55	4,564	12
09/10	37,634	82	6,690	18	6,719	18	20,365	54	3,860	10



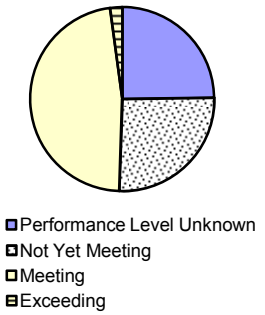


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

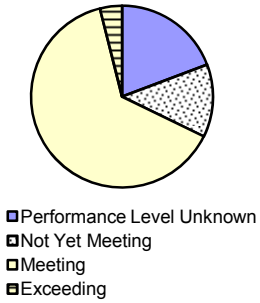
GRADE 7: ABORIGINAL

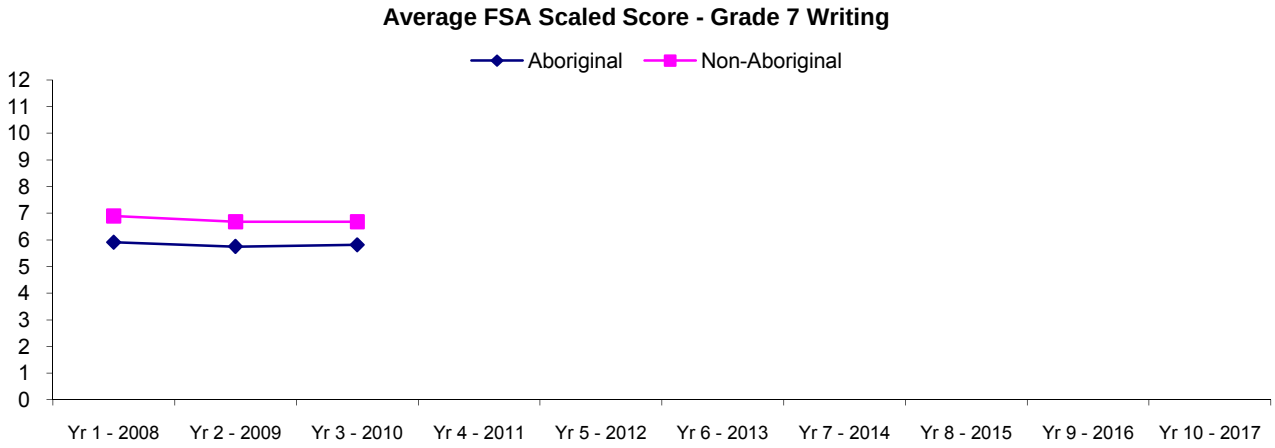
School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	4,923	85	756	15	1,355	28	2,697	55	115	2
08/09	4,869	77	1,122	23	1,402	29	2,233	46	112	2
09/10	4,619	75	1,144	25	1,189	26	2,187	47	99	2



GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	39,139	89	4,323	11	5,389	14	26,707	68	2,720	7
08/09	38,700	82	6,841	18	6,371	16	23,389	60	2,099	5
09/10	37,634	81	7,249	19	4,873	13	24,042	64	1,470	4



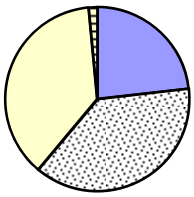


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

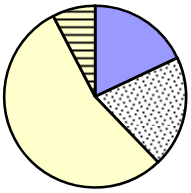
School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	4,923	86	667	14	1,910	39	2,201	45	145	3
08/09	4,869	79	1,036	21	1,884	39	1,855	38	94	2
09/10	4,619	77	1,071	23	1,751	38	1,726	37	71	2



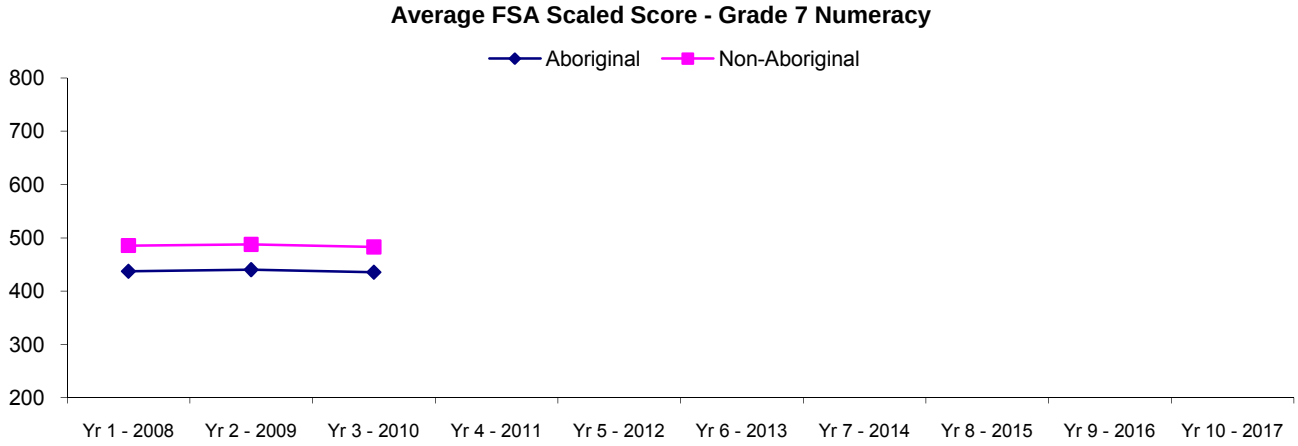
Performance Level Unknown
Not Yet Meeting
Meeting
Exceeding

GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown #	Performance Level Unknown %	Not Yet Meeting #	Not Yet Meeting %	Meeting #	Meeting %	Exceeding #	Exceeding %
07/08	39,140	91	3,533	9	7,720	20	23,541	60	4,346	11
08/09	38,700	84	6,379	16	7,736	20	20,601	53	3,984	10
09/10	37,634	82	6,770	18	7,469	20	20,524	55	2,871	8



Performance Level Unknown
Not Yet Meeting
Meeting
Exceeding



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).

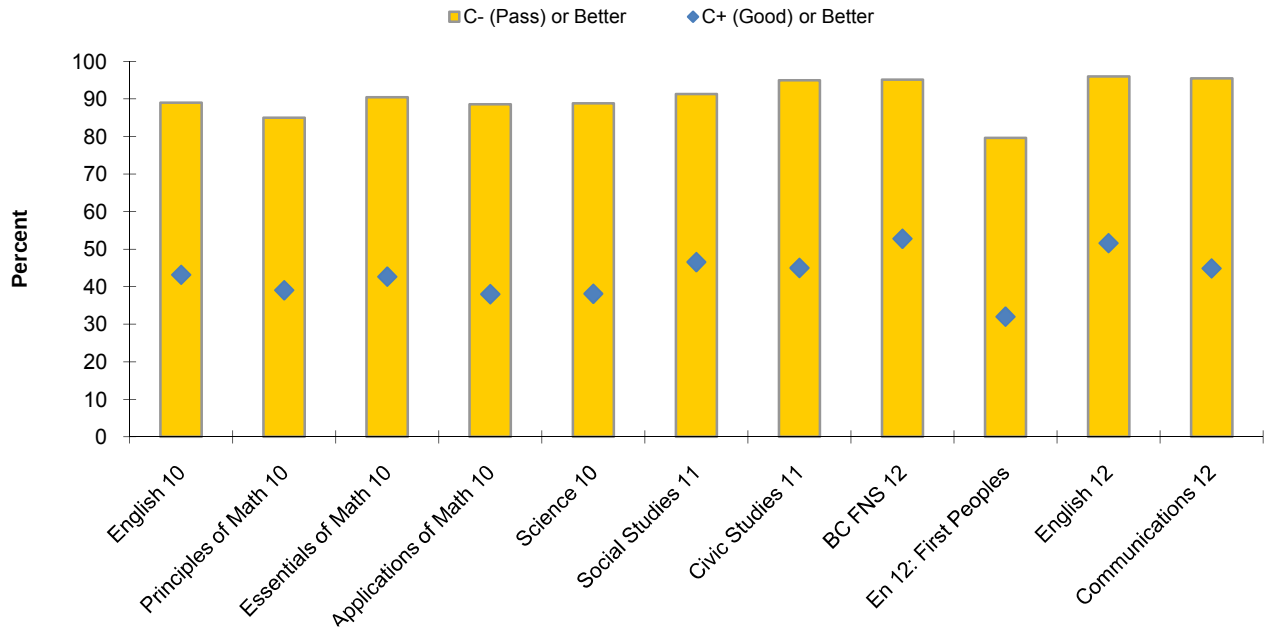
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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	4,300	3,829	89	1,856	43	43,240	41,510	96	29,068	67
Principles of Math 10	1,910	1,623	85	746	39	33,666	31,278	93	20,037	60
Essentials of Math 10	2,018	1,826	90	861	43	7,646	7,114	93	3,495	46
Applications of Math 10	605	536	89	230	38	3,849	3,585	93	1,723	45
Science 10	4,115	3,657	89	1,569	38	42,620	40,761	96	27,013	63
Social Studies 11	2,920	2,667	91	1,359	47	40,081	38,786	97	27,118	68
Civic Studies 11	80	76	95	36	45	801	778	97	504	63
BC First Nations Studies 12	762	725	95	402	53	1,429	1,383	97	922	65
English 12: First Peoples	103	82	80	33	32	96	90	94	59	61
English 12	2,212	2,124	96	1,141	52	38,260	37,485	98	26,132	68
Communications 12	1,021	975	95	458	45	4,852	4,748	98	2,469	51

Required Exams Overview: Aboriginal Results 2009/10



REQUIRED EXAMINATIONS RESULTS: ENGLISH 10

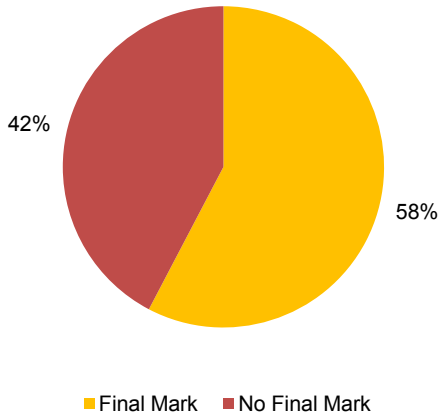
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 10

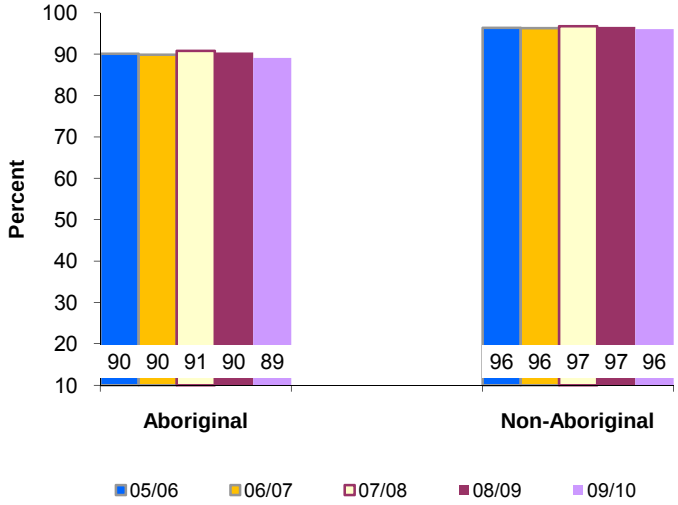
		Aboriginal					Non-Aboriginal				
	School Year	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%
Final Mark	05/06	3,521	3,171	90	1,378	39	41,821	40,300	96	27,349	65
	06/07	4,154	3,732	90	1,698	41	42,906	41,313	96	28,039	65
	07/08	4,190	3,804	91	1,790	43	43,708	42,290	97	28,812	66
	08/09	4,314	3,900	90	1,863	43	43,114	41,627	97	28,692	67
	09/10	4,300	3,829	89	1,856	43	43,240	41,510	96	29,068	67

	Aboriginal				Non-Aboriginal			
			Students Assigned Final Mark				Students Assigned Final Mark	
School Year	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #
05/06	3,521	5,911	3,004	517	41,821	49,158	38,647	3,174
06/07	4,154	6,460	3,484	670	42,906	48,135	38,598	4,308
07/08	4,190	6,441	3,459	731	43,708	48,570	38,988	4,720
08/09	4,314	6,361	3,556	758	43,114	47,208	38,410	4,704
09/10	4,300	6,137	3,539	761	43,240	48,962	38,670	4,570

Aboriginal Grade 10 Students Assigned an English 10 Final Mark 2009/10



English 10: C- (Pass) or Better



[1] Data represent only those students who are enrolled and in attendance in September or February of year indicated.

[2] 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

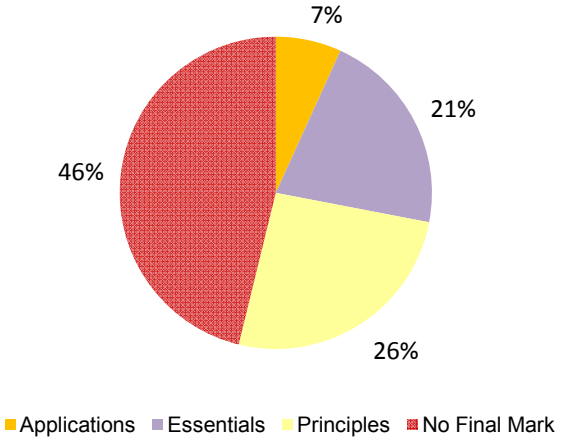
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

PRINCIPLES OF MATH 10

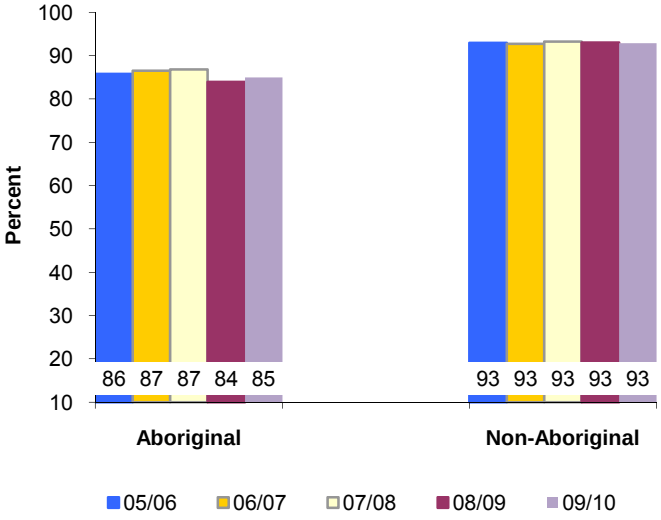
		Aboriginal						Non-Aboriginal					
	School Year	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%		Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%	
Final Mark	05/06	1,672	1,434	86	598	36		32,652	30,352	93	18,761	57	
	06/07	1,831	1,584	87	628	34		33,312	30,901	93	19,111	57	
	07/08	1,805	1,568	87	674	37		33,681	31,424	93	19,599	58	
	08/09	1,872	1,571	84	701	37		33,628	31,294	93	19,884	59	
	09/10	1,910	1,623	85	746	39		33,666	31,278	93	20,037	60	

	Aboriginal				Non-Aboriginal			
		Students Assigned Final Mark				Students Assigned Final Mark		
School Year	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #
05/06	1,672	5,911	1,416	256	32,652	49,158	28,202	4,450
06/07	1,831	6,460	1,527	304	33,312	48,135	28,341	4,971
07/08	1,805	6,441	1,511	294	33,681	48,570	28,456	5,225
08/09	1,872	6,361	1,555	317	33,628	47,208	28,239	5,389
09/10	1,910	6,137	1,583	327	33,666	48,962	28,512	5,154

Aboriginal Grade 10 Students Assigned a Maths 10 Final Mark 2009/10



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



[1] Data represent only those students who are enrolled and in attendance in September or February of year indicated.

[2] 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

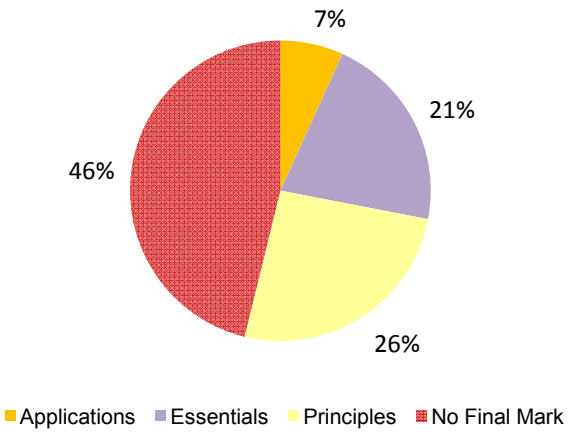
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ESSENTIALS OF MATH 10

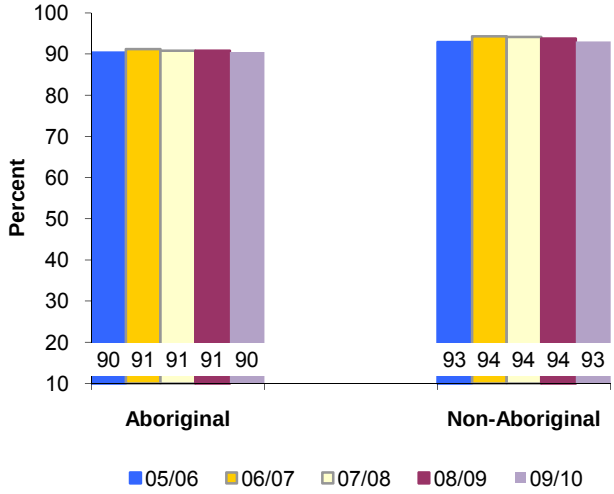
		Aboriginal					Non-Aboriginal				
			C- (Pass) or Better		C+ (Good) or Better			C- (Pass) or Better		C+ (Good) or Better	
	School Year	Students Assigned Final Mark #	#	%	#	%	Students Assigned Final Mark #	#	%	#	%
Final Mark	05/06	1,426	1,288	90	543	38	6,926	6,433	93	2,919	42
	06/07	1,836	1,674	91	701	38	7,658	7,221	94	3,362	44
	07/08	1,824	1,656	91	703	39	7,697	7,248	94	3,469	45
	08/09	1,960	1,779	91	796	41	7,579	7,107	94	3,497	46
	09/10	2,018	1,826	90	861	43	7,646	7,114	93	3,495	46

	Aboriginal				Non-Aboriginal			
		Students Assigned Final Mark				Students Assigned Final Mark		
School Year	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #
05/06	1,426	5,911	1,054	372	6,926	49,158	5,171	1,755
06/07	1,836	6,460	1,280	556	7,658	48,135	5,366	2,292
07/08	1,824	6,441	1,235	589	7,697	48,570	5,324	2,373
08/09	1,960	6,361	1,249	711	7,579	47,208	5,220	2,359
09/10	2,018	6,137	1,303	715	7,646	48,962	5,345	2,301

Aboriginal Grade 10 Students Assigned a Maths 10 Final Mark 2009/10



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



[1] Data represent only those students who are enrolled and in attendance in September or February of year indicated.

[2] 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

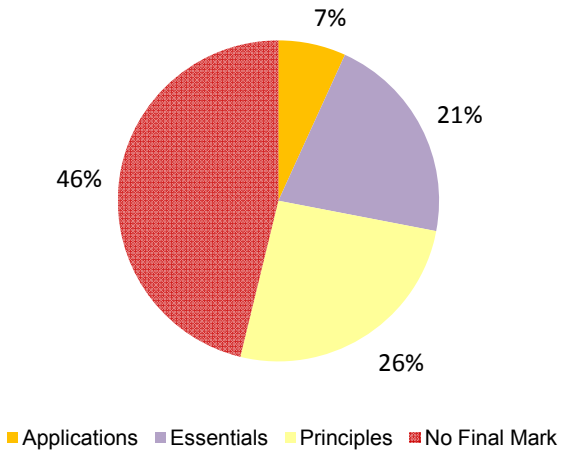
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

APPLICATIONS OF MATH 10

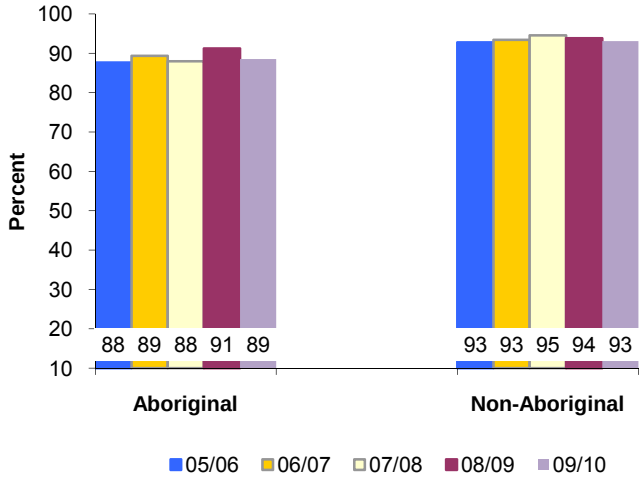
		Aboriginal						Non-Aboriginal					
	School Year	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%		Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%	
Final Mark	05/06	381	334	88	101	27		3,365	3,123	93	1,331	40	
	06/07	497	444	89	172	35		3,789	3,539	93	1,438	38	
	07/08	508	447	88	166	33		3,986	3,768	95	1,517	38	
	08/09	559	510	91	202	36		3,974	3,729	94	1,756	44	
	09/10	605	536	89	230	38		3,849	3,585	93	1,723	45	

	Aboriginal				Non-Aboriginal			
			Students Assigned Final Mark				Students Assigned Final Mark	
School Year	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #
05/06	381	5,911	307	74	3,365	49,158	2,797	568
06/07	497	6,460	359	138	3,789	48,135	3,019	770
07/08	508	6,441	382	126	3,986	48,570	3,134	852
08/09	559	6,361	412	147	3,974	47,208	3,202	772
09/10	605	6,137	417	188	3,849	48,962	3,085	764

Aboriginal Grade 10 Students Assigned a Maths 10 Final Mark 2009/10



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



[1] Data represent only those students who are enrolled and in attendance in September or February of year indicated.

[2] Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

REQUIRED EXAMINATIONS RESULTS: SCIENCE 10

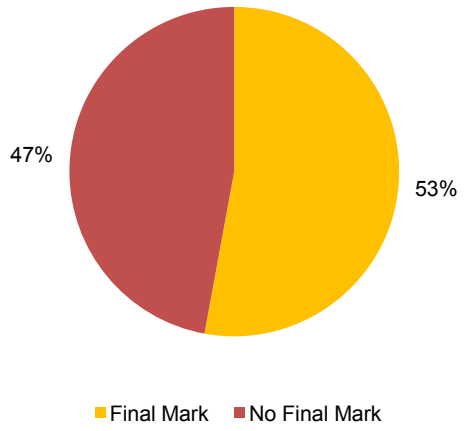
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

SCIENCE 10

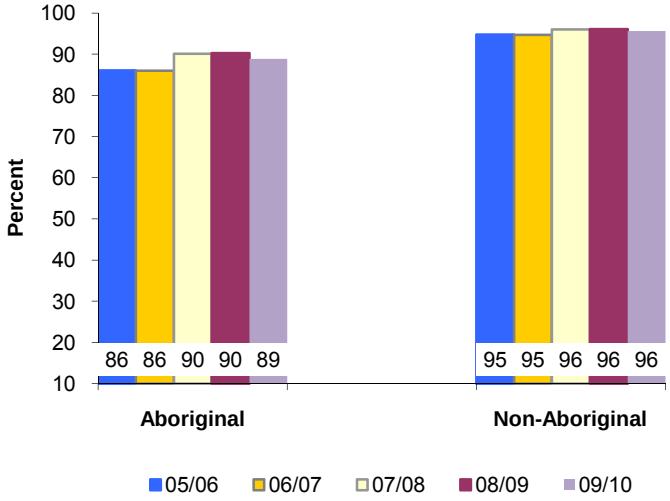
		Aboriginal					Non-Aboriginal				
	School Year	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%
Final Mark	05/06	3,394	2,922	86	1,079	32	41,864	39,668	95	24,528	59
	06/07	3,924	3,374	86	1,256	32	43,200	40,915	95	25,006	58
	07/08	4,083	3,680	90	1,437	35	43,309	41,581	96	26,185	60
	08/09	4,008	3,619	90	1,483	37	42,205	40,539	96	26,463	63
	09/10	4,115	3,657	89	1,569	38	42,620	40,761	96	27,013	63

	Aboriginal				Non-Aboriginal			
			Students Assigned Final Mark				Students Assigned Final Mark	
School Year	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #	Students Assigned Final Mark #	Total Gr 10 Students [1] #	Gr 10 #	Non-Gr 10 [2] #
05/06	3,394	5,911	2,858	536	41,864	49,158	37,829	4,035
06/07	3,924	6,460	3,183	741	43,200	48,135	37,881	5,319
07/08	4,083	6,441	3,211	872	43,309	48,570	37,953	5,356
08/09	4,008	6,361	3,154	854	42,205	47,208	37,097	5,108
09/10	4,115	6,137	3,245	870	42,620	48,962	37,522	5,098

Aboriginal Grade 10 Students Assigned a Science 10 Final Mark 2009/10



Science 10: C- (Pass) or Better



[1] Data represent only those students who are enrolled and in attendance in September or February of year indicated.

[2] 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.

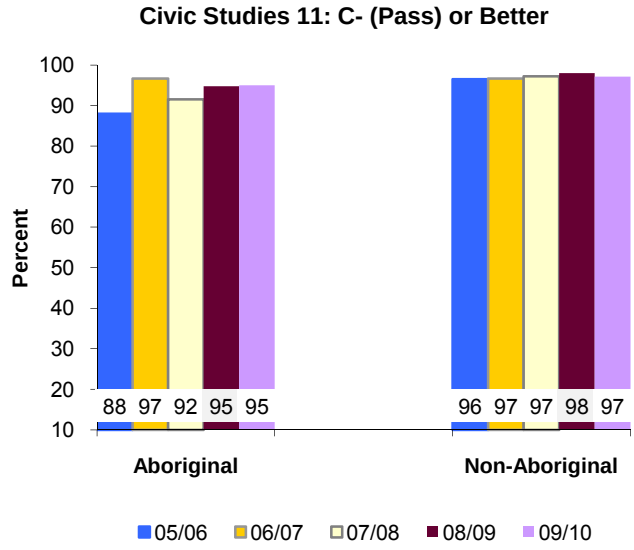
CIVIC STUDIES 11

		Aboriginal					Non-Aboriginal				
	School Year	Students Assigned Final Mark #	C- (Pass) or Better #	C- (Pass) or Better %	C+ (Good) or Better #	C+ (Good) or Better %	Students Assigned Final Mark #	C- (Pass) or Better #	C- (Pass) or Better %	C+ (Good) or Better #	C+ (Good) or Better %
Final Mark	05/06	25	22	88	12	48	454	438	96	292	64
	06/07	30	29	97	11	37	508	491	97	328	65
	07/08	71	65	92	28	39	757	736	97	497	66
	08/09	95	90	95	47	49	800	784	98	543	68
	09/10	80	76	95	36	45	801	778	97	504	63

	Aboriginal				Non-Aboriginal			
		Students Assigned Final Mark				Students Assigned Final Mark		
School Year	Students Assigned Final Mark #	Total Gr 11 Students [1] #	Gr 11 #	Non-Gr 11 [2] #	Students Assigned Final Mark #	Total Gr 11 Students [1] #	Gr 11 #	Non-Gr 11 [2] #
05/06	25	5,970	22	3	454	54,283	445	9
06/07	30	5,986	26	4	508	53,653	440	68
07/08	71	6,571	57	14	757	53,422	677	80
08/09	95	6,736	72	23	800	53,221	683	117
09/10	80	6,702	63	17	801	52,430	674	127

All Humanities 11 Final Marks 2009/10
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.



[1] Data represent only those students who are enrolled and in attendance in September or February of year indicated.

[2] 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

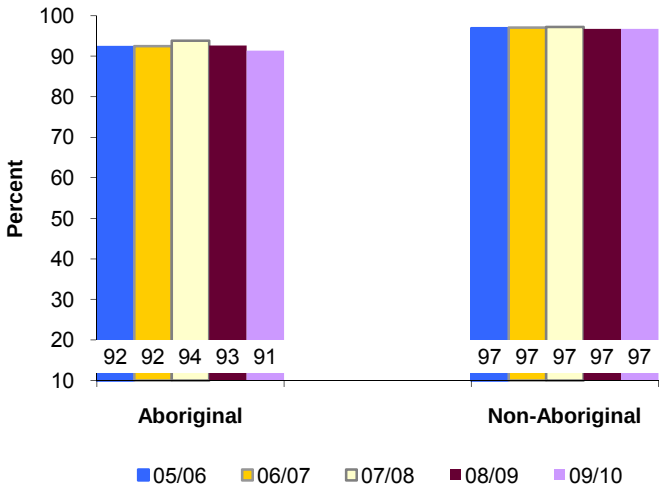
		Aboriginal					Non-Aboriginal				
	School Year	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%
Final Mark	05/06	1,923	1,773	92	901	47	35,268	34,171	97	23,945	68
	06/07	2,501	2,312	92	1,105	44	38,933	37,775	97	25,686	66
	07/08	2,690	2,524	94	1,182	44	39,614	38,514	97	26,092	66
	08/09	2,713	2,514	93	1,198	44	40,282	38,965	97	26,206	65
	09/10	2,920	2,667	91	1,359	47	40,081	38,786	97	27,118	68

	Aboriginal				Non-Aboriginal			
		Students Assigned Final Mark				Students Assigned Final Mark		
School Year	Students Assigned Final Mark #	Total Gr 11 Students [1] #	Gr 11 #	Non-Gr 11 [2] #	Students Assigned Final Mark #	Total Gr 11 Students [1] #	Gr 11 #	Non-Gr 11 [2] #
05/06	1,923	5,970	1,848	75	35,268	54,283	32,882	2,386
06/07	2,501	5,986	2,138	363	38,933	53,653	33,921	5,012
07/08	2,690	6,571	2,242	448	39,614	53,422	33,619	5,995
08/09	2,713	6,736	2,249	464	40,282	53,221	33,949	6,333
09/10	2,920	6,702	2,381	539	40,081	52,430	33,425	6,656

All Humanities 11 Final Marks 2009/10
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.

Social Studies 11: C- (Pass) or Better



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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.

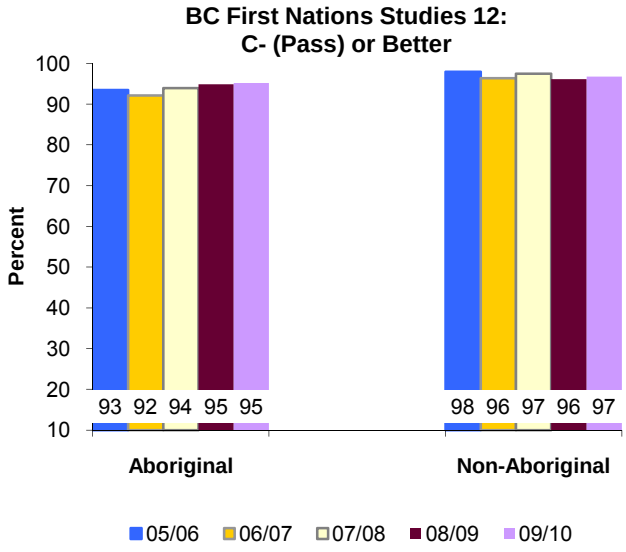
BC FIRST NATIONS STUDIES 12

		Aboriginal					Non-Aboriginal				
	School Year	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	273	255	93	131	48	388	380	98	228	59
	06/07	608	560	92	297	49	968	933	96	579	60
	07/08	720	676	94	351	49	1,266	1,234	97	773	61
	08/09	815	773	95	398	49	1,266	1,217	96	806	64
	09/10	762	725	95	402	53	1,429	1,383	97	922	65

	Aboriginal				Non-Aboriginal			
		Students Assigned Final Mark				Students Assigned Final Mark		
School Year	Students Assigned Final Mark #	Total Gr 12 Students [1] #	Gr 12 #	Non-Gr 12 [2] #	Students Assigned Final Mark #	Total Gr 12 Students [1] #	Gr 12 #	Non-Gr 12 [2] #
05/06	273	4,766	4	269	388	55,809	5	383
06/07	608	4,827	239	369	968	52,362	496	472
07/08	720	5,327	282	438	1,266	55,043	631	635
08/09	815	5,546	318	497	1,266	54,959	731	535
09/10	762	5,954	296	466	1,429	57,118	825	604

BC First Nations Studies 12 Final Marks 2009/10 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.



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REQUIRED EXAMINATIONS RESULTS: ENGLISH 12: FIRST PEOPLES

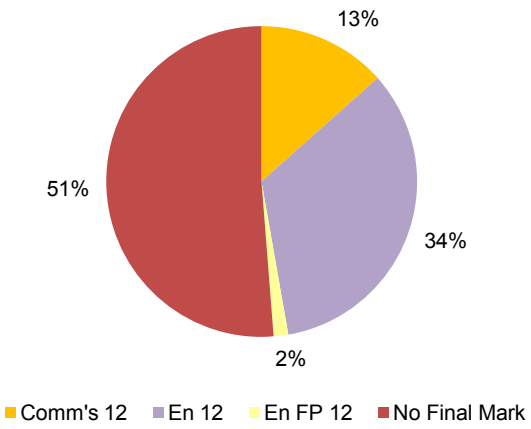
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 12: FIRST PEOPLES

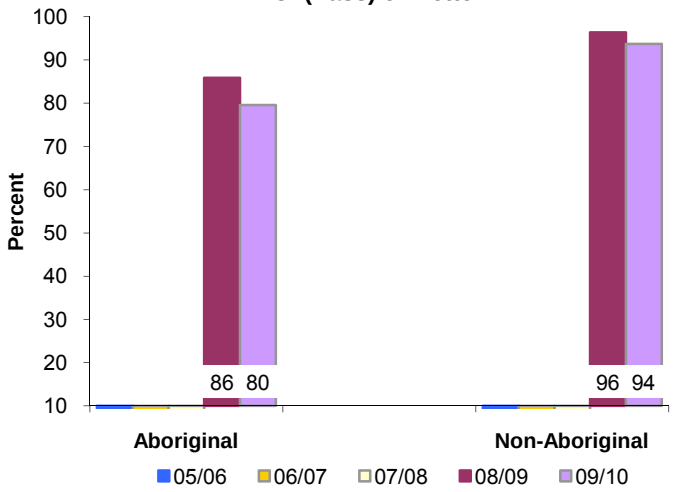
		Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	School Year	#	#	%	#	%	#	#	%	#	%
Final Mark	05/06	-	-	-	-	-	-	-	-	-	-
	06/07	-	-	-	-	-	-	-	-	-	-
	07/08	-	-	-	-	-	-	-	-	-	-
	08/09	113	97	86	38	34	55	53	96	41	75
	09/10	103	82	80	33	32	96	90	94	59	61

	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark				Students Assigned Final Mark			
School Year	Students Assigned Final Mark #	Total Gr 12 Students [1] #	Gr 12 #	Non-Gr 12 [2] #	Students Assigned Final Mark #	Total Gr 12 Students [1] #	Gr 12 #	Non-Gr 12 [2] #
05/06	-	-	-	-	-	-	-	-
06/07	-	-	-	-	-	-	-	-
07/08	-	-	-	-	-	-	-	-
08/09	113	5,546	98	15	55	54,959	49	6
09/10	103	5,954	89	14	96	57,118	83	13

Aboriginal Grade 12 Students Assigned a Language Arts 12 Final Mark 2009/10



English 12 First Peoples: C- (Pass) or Better



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REQUIRED EXAMINATIONS RESULTS: ENGLISH 12

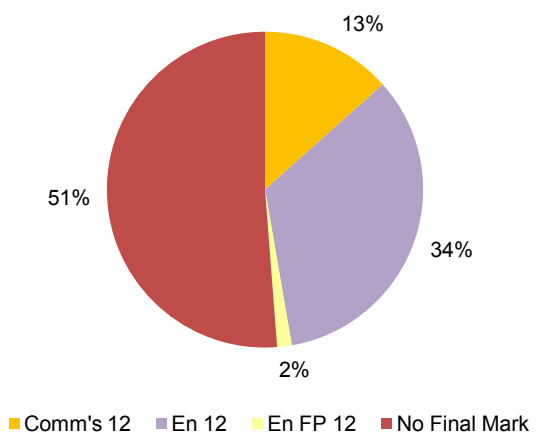
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 12

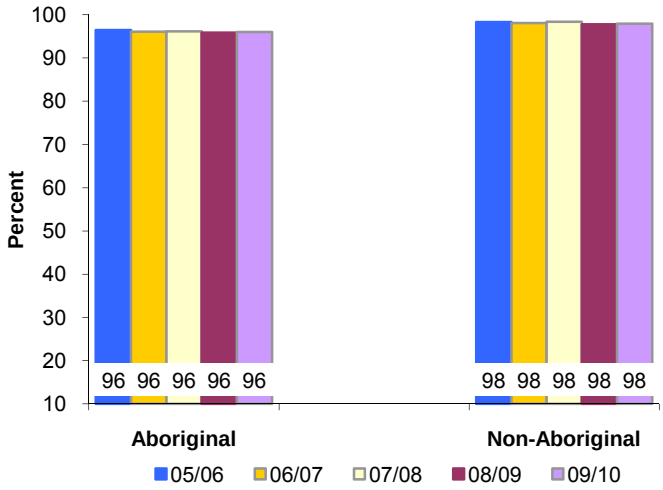
		Aboriginal					Non-Aboriginal				
			C- (Pass) or Better		C+ (Good) or Better			C- (Pass) or Better		C+ (Good) or Better	
	School Year	Students Assigned Final Mark #	#	%	#	%	Students Assigned Final Mark #	#	%	#	%
Final Mark	05/06	1,674	1,615	96	842	50	37,850	37,199	98	25,863	68
	06/07	1,777	1,707	96	869	49	37,302	36,591	98	25,296	68
	07/08	2,045	1,967	96	1,009	49	37,969	37,349	98	26,129	69
	08/09	2,045	1,961	96	993	49	37,257	36,428	98	24,597	66
	09/10	2,212	2,124	96	1,141	52	38,260	37,485	98	26,132	68

	Aboriginal				Non-Aboriginal			
			Students Assigned Final Mark				Students Assigned Final Mark	
School Year	Students Assigned Final Mark #	Total Gr 12 Students [1] #	Gr 12 #	Non-Gr 12 [2] #	Students Assigned Final Mark #	Total Gr 12 Students [1] #	Gr 12 #	Non-Gr 12 [2] #
05/06	1,674	4,766	1,541	133	37,850	55,809	35,309	2,541
06/07	1,777	4,827	1,612	165	37,302	52,362	34,484	2,818
07/08	2,045	5,327	1,852	193	37,969	55,043	35,056	2,913
08/09	2,045	5,546	1,861	184	37,257	54,959	34,229	3,028
09/10	2,212	5,954	2,016	196	38,260	57,118	35,031	3,229

Aboriginal Grade 12 Students Assigned a Language Arts 12 Final Mark 2009/10



English 12: C- (Pass) or Better



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REQUIRED EXAMINATIONS RESULTS: COMMUNICATIONS 12

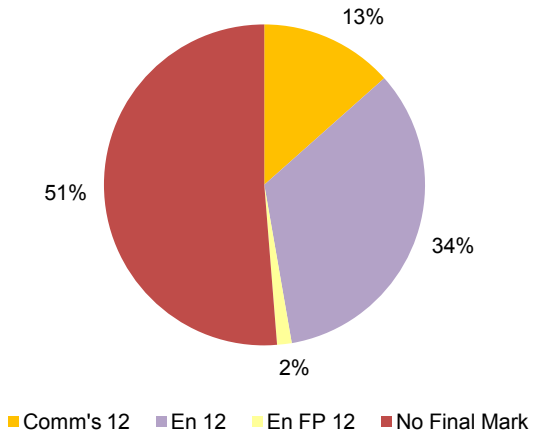
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

COMMUNICATIONS 12

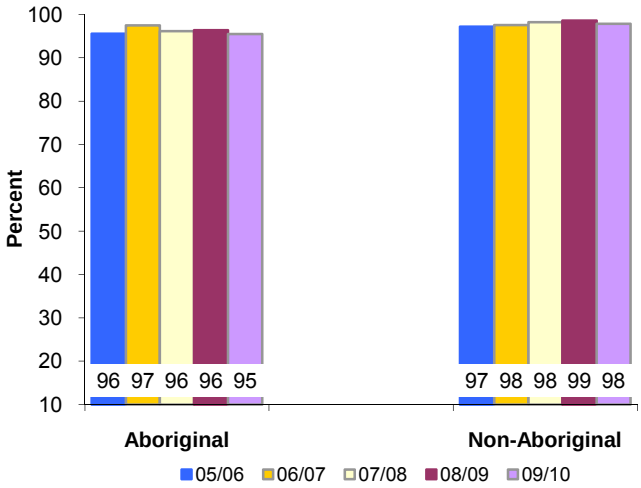
		Aboriginal					Non-Aboriginal				
	School Year	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%	Students Assigned Final Mark #	C- (Pass) or Better #	%	C+ (Good) or Better #	%
Final Mark	05/06	949	907	96	368	39	6,052	5,880	97	2,818	47
	06/07	865	843	97	354	41	5,319	5,188	98	2,644	50
	07/08	902	867	96	426	47	5,092	5,000	98	2,759	54
	08/09	932	898	96	435	47	5,083	5,009	99	2,844	56
	09/10	1,021	975	95	458	45	4,852	4,748	98	2,469	51

	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark				Students Assigned Final Mark			
School Year	Students Assigned Final Mark #	Total Gr 12 Students [1] #	Gr 12 #	Non-Gr 12 [2] #	Students Assigned Final Mark #	Total Gr 12 Students [1] #	Gr 12 #	Non-Gr 12 [2] #
05/06	949	4,766	766	183	6,052	55,809	5,165	887
06/07	865	4,827	689	176	5,319	52,362	4,466	853
07/08	902	5,327	707	195	5,092	55,043	4,238	854
08/09	932	5,546	742	190	5,083	54,959	4,314	769
09/10	1,021	5,954	798	223	4,852	57,118	4,141	711

Aboriginal Grade 12 Students Assigned a Language Arts 12 Final Mark 2009/10



Communications 12: C- (Pass) or Better



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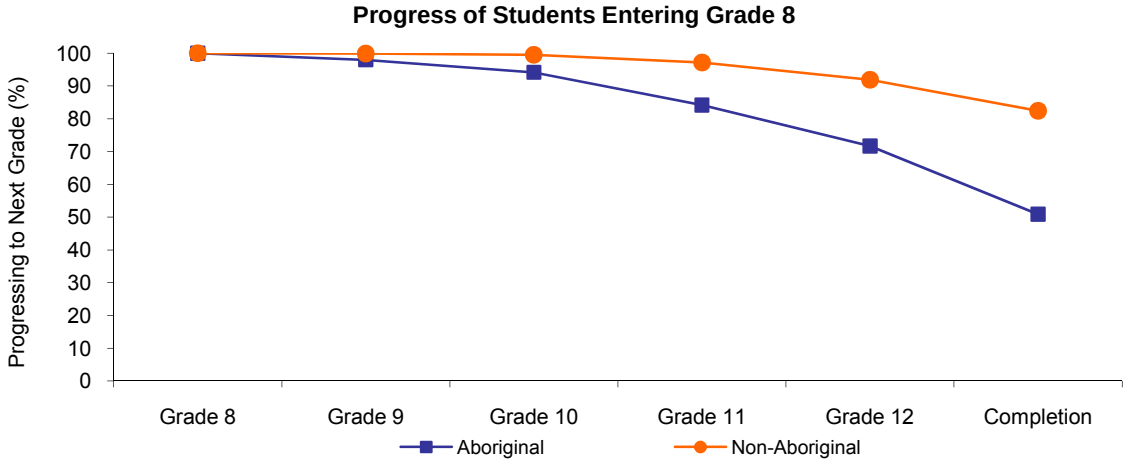
PROGRESS OF STUDENTS ENTERING GRADE 8

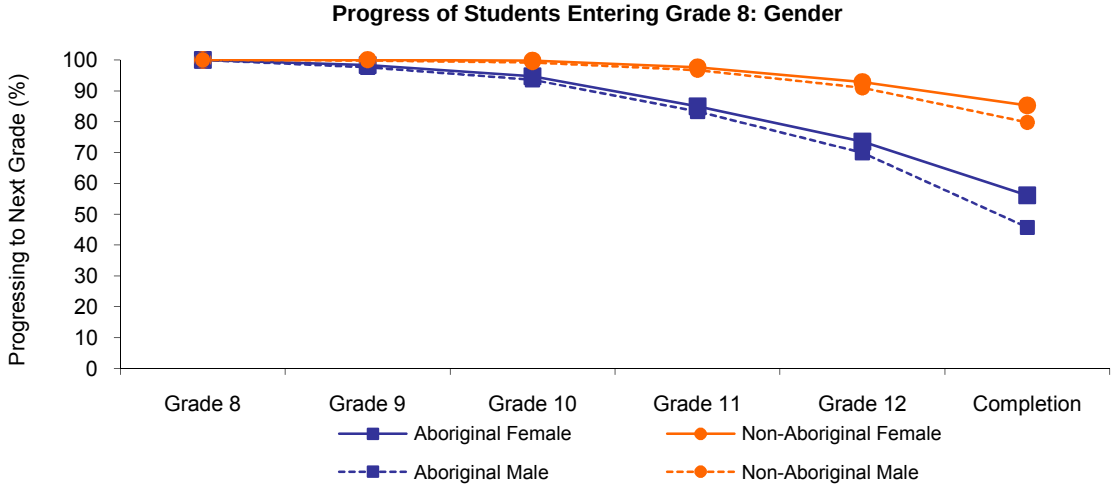
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student 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 2004

		Aboriginal			Non-Aboriginal		
School Year	Grade	All Students %	Female %	Male %	All Students %	Female %	Male %
04/05	8	100	100	100	100	100	100
05/06	9	98	98	98	100	100	100
06/07	10	94	95	94	99	100	99
07/08	11	84	85	83	97	98	97
08/09	12	72	74	70	92	93	91
09/10	Completion	51	56	46	82	85	80





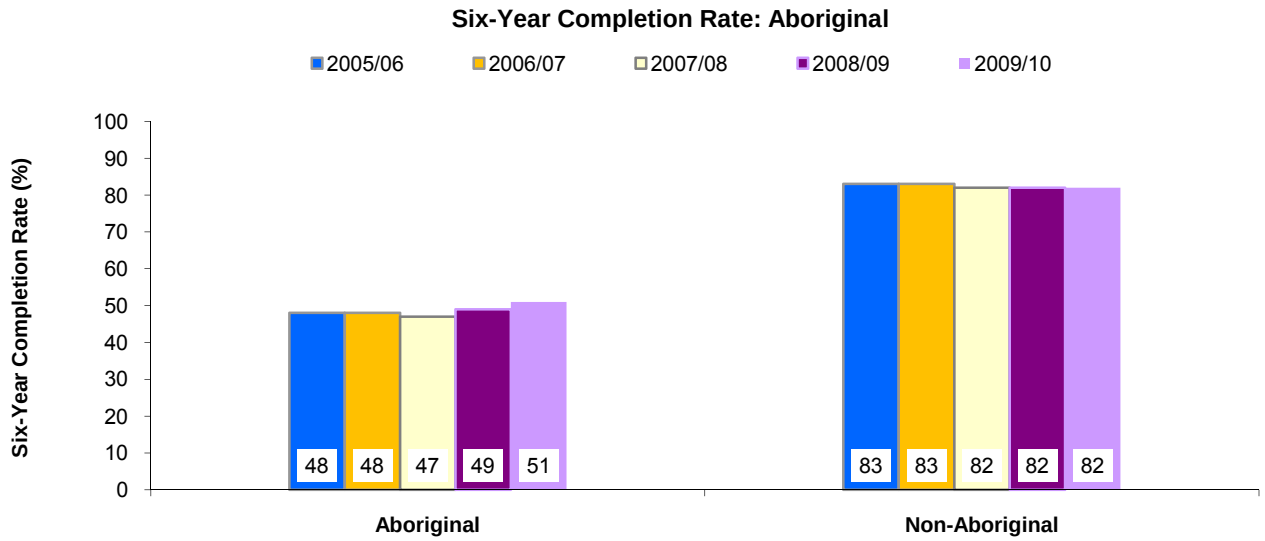
BC SCHOOL COMPLETION, 2005/06 - 2009/10

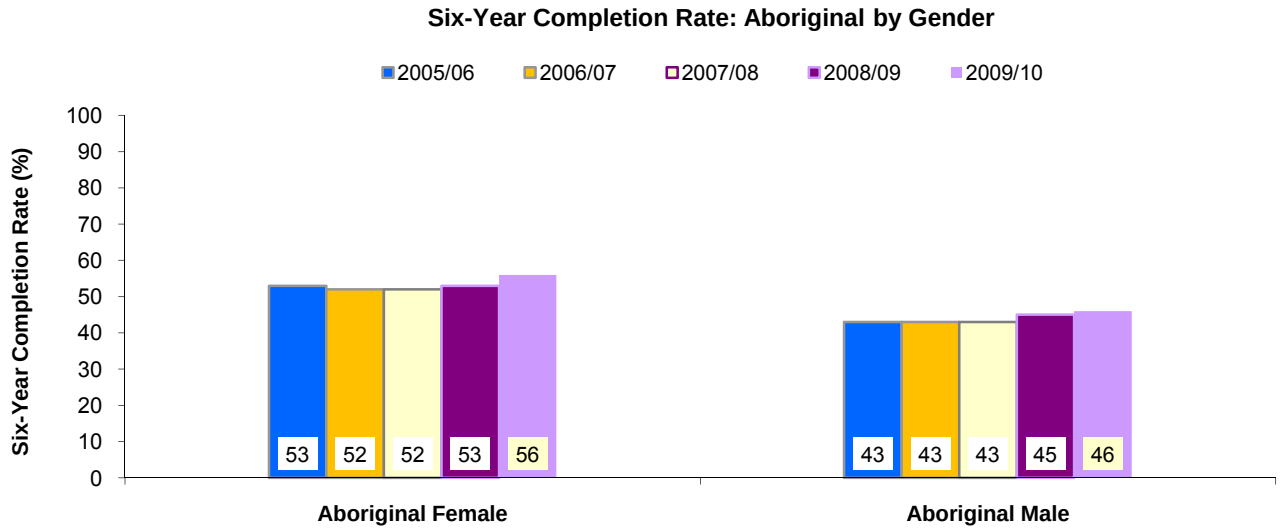
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

The Six-Year Completion rate is the percent of first-time Grade 8 students who graduate with a Certificate of Graduation after six years 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)

	Aboriginal			Non-Aboriginal		
School Year	All Students %	Female %	Male %	All Students %	Female %	Male %
2005/06	48	53	43	83	86	79
2006/07	48	52	43	83	87	79
2007/08	47	52	43	82	85	78
2008/09	49	53	45	82	85	79
2009/10	51	56	46	82	85	80





* See Glossary for Six-Year Completion definitions.

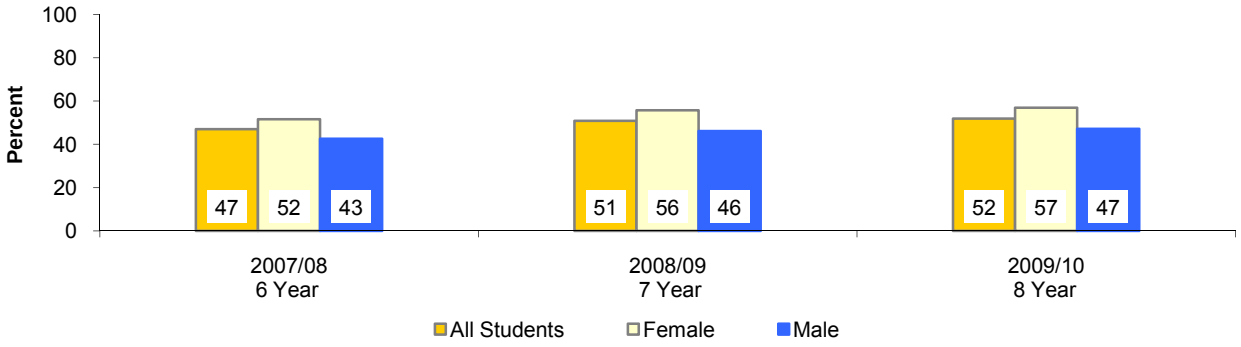
BC SIX, SEVEN AND EIGHT-YEAR SCHOOL COMPLETION RATES, 2001/02 - 2003/04 ABORIGINAL COHORTS

The student cohort start year is the first year a student enters Grade 8 for the first time. The 2003/04 and 2004/05 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

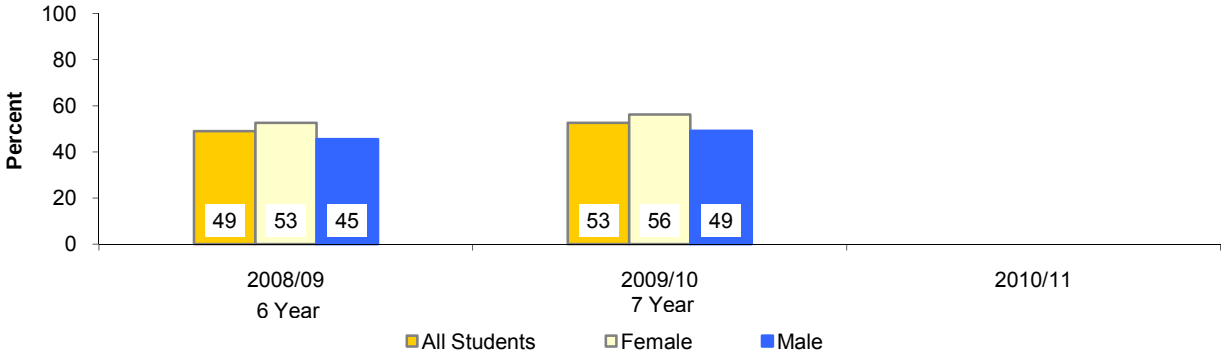
SIX, SEVEN AND EIGHT YEAR COMPLETION RATES (ABORIGINAL AND GENDER)

	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
Student Cohort Start Year	All Students %	Female %	Male %	All Students %	Female %	Male %	All Students %	Female %	Male %
2002/03	47	52	43	51	56	46	52	57	47
2003/04	49	53	45	53	56	49	-	-	-
2004/05	51	56	46	-	-	-	-	-	-

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



Six, Seven and Eight-Year Aboriginal Completion Rates, 2003/04 Cohort



Six, Seven and Eight-Year Aboriginal Completion Rates, 2004/05 Cohort

BC SCHOOL COMPLETION

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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

	Aboriginal			Non-Aboriginal		
School Year	Gr 12 Students #	BC School Completion Certificate * #	%	Gr 12 Students #	BC School Completion Certificate * #	%
2006/07	4,362	172	4	49,445	485	1
2007/08	4,874	225	5	51,828	692	1
2008/09	5,140	199	4	51,156	644	1
2009/10	5,539	234	4	53,520	764	1

BC CERTIFICATE OF GRADUATION (Dogwood Diploma)

	Aboriginal			Non-Aboriginal		
School Year	Gr 12 Students #	BC Certificate of Graduation #	%	Gr 12 Students #	BC Certificate of Graduation * #	%
2005/06	4,436	2,095	47	52,494	39,123	75
2006/07	4,362	2,196	50	49,445	37,522	76
2007/08	4,874	2,398	49	51,828	38,209	74
2008/09	5,140	2,594	50	51,156	38,086	74
2009/10	5,539	2,738	49	53,520	38,387	72

BC ADULT GRADUATION DIPLOMA (Adult Dogwood Diploma)

	Aboriginal			Non-Aboriginal		
School Year	Gr 12 Students #	BC Adult Graduation Diploma * #	%	Gr 12 Students #	BC Adult Graduation Diploma * #	%
2005/06	4,436	263	6	52,494	1,496	3
2006/07	4,362	258	6	49,445	1,500	3
2007/08	4,874	315	6	51,828	1,724	3
2008/09	5,140	382	7	51,156	2,183	4
2009/10	5,539	379	7	53,520	2,154	4

* See Glossary for definitions

SCHOLARSHIPS AND AWARDS, 2004/05 - 2008/09

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

	Aboriginal Students					Non-Aboriginal Students				
School Year	Sep/Feb Gr 12 Students #	Scholarship Recipients $1,000 #	%	Scholarship Recipients $2,000 or $2,500 #	%	Sep/Feb Gr 12 Students #	Scholarship Recipients $1,000 #	%	Scholarship Recipients $2,000 or $2,500 #	%
04/05	4,507	39	1	0	0	55,028	4,157	8	19	0
05/06	4,766	35	1	0	0	55,809	4,337	8	17	0
06/07	4,827	27	1	0	0	52,362	3,653	7	20	0
07/08	5,327	33	1	0	0	55,043	3,090	6	21	0
08/09	5,546	24	0	0	0	54,959	2,078	4	20	0

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. Two thousand dollars ($2,500 in 2006/07 and thereafter) is awarded when a student ranks in the top twenty among those who were awarded these scholarships.

DOGWOOD DISTRICT/AUTHORITY AWARD

	Aboriginal Students			Non-Aboriginal Students		
School Year	Sep/Feb Gr 12 Students #	Scholarship Recipients #	%	Sep/Feb Gr 12 Students #	Scholarship Recipients #	%
04/05	4,507	23	1	55,028	479	1
05/06	4,766	20	0	55,809	490	1
06/07	4,827	119	2	52,362	2,640	5
07/08	5,327	107	2	55,043	2,671	5
08/09	5,546	121	2	54,959	2,672	5

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.

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. 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 full report is available at: www.mcf.gov.bc.ca/foster/pdf/education_report_dec_2008.pdf

CHILDREN UNDER A CONTINUING CUSTODY ORDER

		Aboriginal CCOs		Non Aboriginal CCOs	
School Year	All CCOs #	#	%	#	%
2005/06	3,881	2,289	59	1,592	41
2006/07	3,715	2,230	60	1,485	40
2007/08	3,563	2,153	60	1,410	40
2008/09	3,633	2,226	61	1,407	39
2009/10					

ABORIGINAL CHILDREN AS A PER CENT OF ABORIGINAL ENROLMENT

	All Aboriginal Students	Aboriginal Children Under a Continuing Custody Order	
School Year	#	#	%
2005/06	65,960	2,289	3
2006/07	64,787	2,230	3
2007/08	64,346	2,153	3
2008/09	63,143	2,226	4
2009/10			

SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

		Aboriginal			Non Aboriginal		
	All CCOs	Female	Male	Total	Female	Male	Total
School Year	%	%	%	%	%	%	%
2007/08	27	25	14	18	49	27	37
2008/09	30	30	23	27	40	27	33
2009/10							

ELIGIBLE GRADE 12 GRADUATION RATE* (ABORIGINAL STATUS AND GENDER)

		Aboriginal			Non Aboriginal		
	All CCOs	Female	Male	Total	Female	Male	Total
School Year	%	%	%	%	%	%	%
2007/08	93	90	90	90	94	97	95
2008/09	87	89	76	84	89	90	89
2009/10							

* See Glossary for definition

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, numerous BC post-secondary institutions have changed their name and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation. Okanagan University College ceased operations after 2004/05. It had a sector designation of "university college", which no longer exists. Its enrolments are included under the "teaching intensive university" sector designation.

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year 2004/05		Year of Transition to a Community College							
			2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	2,589	100	440	17.0	156	6.0	93	3.6	73	2.8
Non-Aboriginal	39,293	100	5,757	14.7	1,929	4.9	952	2.4	610	1.6

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2004/05		Year of Transition to a Community College							
			2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,557	100	271	7.6	143	4.0	112	3.1	92	2.6
Non-Aboriginal	27,053	100	1,326	4.9	461	1.7	387	1.4	341	1.3

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year 2004/05		Year of Transition to an Institute							
			2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	2,589	100	59	2.3	22	0.8	9	0.3	12	0.5
Non-Aboriginal	39,293	100	1,085	2.8	551	1.4	290	0.7	174	0.4

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2004/05		Year of Transition to an Institute							
			2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,557	100	34	1.0	21	0.6	21	0.6	21	0.6
Non-Aboriginal	27,053	100	442	1.6	150	0.6	102	0.4	92	0.3

Non-graduate totals come from a different data source and are not collected by the Student Transitions Project. Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

For more information, see the website: www.bced.gov.bc.ca/reporting/ or www.aved.gov.bc.ca/student_transitions/

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2004/05		Year of Transition to a Research-Intensive University							
			2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	2,589	100	113	4.4	11	0.4	6	0.2	4	0.2
Non-Aboriginal	39,293	100	7,091	18.0	523	1.3	132	0.3	53	0.1

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2004/05		Year of Transition to a Research-Intensive University							
			2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,557	100	11	0.3	3	0.1	2	0.1	1	0.0
Non-Aboriginal	27,053	100	103	0.4	22	0.1	22	0.1	30	0.1

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2004/05		Year of Transition to a Teaching-Intensive University							
			2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	2,589	100	298	11.5	102	3.9	50	1.9	30	1.2
Non-Aboriginal	39,293	100	5,833	14.8	1,282	3.3	584	1.5	330	0.8

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2004/05		Year of Transition to a Teaching-Intensive University							
			2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,557	100	150	4.2	51	1.4	40	1.1	37	1.0
Non-Aboriginal	27,053	100	577	2.1	170	0.6	133	0.5	99	0.4

Non-graduate totals come from a different data source and are not collected by the Student Transitions Project. Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

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/

SATISFACTION SURVEY RESULTS, GRADE 3/4

Do you like school?

	Aboriginal			Non-Aboriginal		
School Year	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
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
2008/09	4,438	2,610	59	28,610	18,326	64
2009/10	3,789	2,071	55	27,440	15,910	58

Do adults in the school treat all students fairly?

School Year	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
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
2008/09	4,263	3,069	72	27,387	20,940	76
2009/10	3,683	2,716	74	26,849	20,877	78

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

School Year	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
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
2008/09	4,474	3,395	76	28,648	23,715	83
2009/10	3,867	2,512	65	27,909	19,402	70

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

School Year	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
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
2008/09	4,357	3,756	86	28,141	25,329	90
2009/10	3,785	3,223	85	27,476	24,364	89

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?

	Aboriginal			Non-Aboriginal		
School Year	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
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
2008/09	4,440	3,537	80	28,515	24,063	84
2009/10	3,830	2,927	76	27,763	22,580	81

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

School Year	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
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
2008/09	4,364	683	16	28,184	2,853	10
2009/10	3,784	482	13	27,501	2,427	9

How many adults at your school care about you?

School Year	Gr 4 Respondents #	Two adults or more #	%	Gr 4 Respondents #	Two adults or more #	%
2005/06	-	-	-	-	-	-
2006/07	-	-	-	-	-	-
2007/08	-	-	-	-	-	-
2008/09	-	-	-	-	-	-
2009/10	3,912	3,626	93	28,117	26,228	93

I would like to go to a different school.

School Year	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
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
2008/09	4,246	540	13	27,515	2,121	8
2009/10	3,682	391	11	26,868	1,755	7

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/

SATISFACTION SURVEY RESULTS, GRADE 7

Do you like school?

	Aboriginal			Non-Aboriginal		
School Year	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
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
2008/09	4,390	1,752	40	31,512	16,352	52
2009/10	4,020	1,557	39	29,262	14,227	49

Do adults in the school treat all students fairly?

School Year	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
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
2008/09	4,227	2,299	54	30,621	18,191	59
2009/10	4,002	2,278	57	28,915	17,389	60

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

School Year	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
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
2008/09	4,389	3,282	75	31,374	25,801	82
2009/10	4,137	2,916	70	29,632	22,571	76

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

School Year	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
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
2008/09	4,319	3,474	80	31,201	27,578	88
2009/10	4,058	3,287	81	29,429	26,076	89

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?

	Aboriginal			Non-Aboriginal		
School Year	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
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
2008/09	4,313	3,011	70	31,182	24,293	78
2009/10	4,073	2,943	72	29,366	23,390	80

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

School Year	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
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
2008/09	4,299	582	14	31,010	2,819	9
2009/10	4,070	477	12	29,203	2,256	8

How many adults at your school care about you?

School Year	Gr 7 Respondents #	Two adults or more #	%	Gr 7 Respondents #	Two adults or more #	%
2005/06	-	-	-	-	-	-
2006/07	-	-	-	-	-	-
2007/08	-	-	-	-	-	-
2008/09	-	-	-	-	-	-
2009/10	4,146	3,457	83	29,620	25,646	87

I would like to go to a different school.

School Year	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
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
2008/09	4,198	853	20	30,469	4,187	14
2009/10	3,985	772	19	28,567	3,473	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/

SATISFACTION SURVEY RESULTS, GRADE 10

Do you like school?

	Aboriginal			Non-Aboriginal		
School Year	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2005/06	3,588	1,263	35	30,970	13,495	44
2006/07	3,800	1,338	35	30,716	13,360	43
2007/08	3,724	1,377	37	30,793	14,452	47
2008/09	3,581	1,340	37	29,236	13,784	47
2009/10	3,465	1,147	33	28,671	11,051	39

Does staff treat all students fairly at school?

	Aboriginal			Non-Aboriginal		
School Year	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2005/06	3,472	1,430	41	30,195	14,790	49
2006/07	3,674	1,517	41	29,938	14,474	48
2007/08	3,618	1,595	44	30,097	15,342	51
2008/09	3,465	1,591	46	28,574	14,874	52
2009/10	3,424	1,373	40	28,134	12,465	44

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

	Aboriginal			Non-Aboriginal		
School Year	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2005/06	3,606	2,245	62	30,947	21,337	69
2006/07	3,803	2,387	63	30,650	21,064	69
2007/08	3,725	2,426	65	30,754	21,847	71
2008/09	3,596	2,294	64	29,206	20,824	71
2009/10	3,501	2,057	59	28,751	18,034	63

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

	Aboriginal			Non-Aboriginal		
School Year	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2005/06	3,554	2,633	74	30,818	25,614	83
2006/07	3,781	2,788	74	30,569	25,077	82
2007/08	3,705	2,723	73	30,688	25,440	83
2008/09	3,567	2,610	73	29,102	24,319	84
2009/10	3,457	2,586	75	28,419	23,288	82

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?

School Year	Aboriginal Gr 10 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 10 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	3,549	2,212	62	30,673	22,130	72
2006/07	3,770	2,300	61	30,401	21,649	71
2007/08	3,674	2,331	63	30,530	22,192	73
2008/09	3,536	2,220	63	28,979	21,091	73
2009/10	3,449	2,335	68	28,396	21,030	74

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

School Year	Aboriginal Gr 10 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 10 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	3,546	494	14	30,579	2,185	7
2006/07	3,754	523	14	30,334	2,173	7
2007/08	3,646	484	13	30,437	2,208	7
2008/09	3,525	518	15	28,890	2,149	7
2009/10	3,467	386	11	28,357	1,941	7

How many adults at your school care about you?

School Year	Aboriginal Gr 10 Respondents #	Aboriginal Two adults or more #	Aboriginal Two adults or more %	Non-Aboriginal Gr 10 Respondents #	Non-Aboriginal Two adults or more #	Non-Aboriginal Two adults or more %
2005/06	-	-	-	-	-	-
2006/07	-	-	-	-	-	-
2007/08	-	-	-	-	-	-
2008/09	-	-	-	-	-	-
2009/10	3,541	2,510	71	28,828	20,640	72

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

School Year	Aboriginal Gr 10 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 10 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	3,538	1,854	52	30,456	15,777	52
2006/07	3,735	1,937	52	30,104	15,781	52
2007/08	3,642	1,953	54	30,274	16,362	54
2008/09	3,524	1,873	53	28,703	15,522	54
2009/10	3,431	1,585	46	28,211	13,031	46

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?

School Year	Aboriginal Gr 10 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 10 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	3,509	1,914	55	30,438	17,763	58
2006/07	3,694	2,042	55	30,143	17,796	59
2007/08	3,611	2,025	56	30,264	18,475	61
2008/09	3,494	1,992	57	28,715	17,698	62
2009/10	3,416	1,755	51	28,191	15,299	54

I would like to transfer to a different school.

School Year	Aboriginal Gr 10 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 10 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	3,379	817	24	29,427	4,772	16
2006/07	3,624	890	25	29,470	4,632	16
2007/08	3,532	836	24	29,703	4,801	16
2008/09	3,408	800	23	28,324	4,481	16
2009/10	3,342	781	23	27,634	4,737	17

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/

SATISFACTION SURVEY RESULTS, GRADE 12

Do you like school?

	Aboriginal			Non-Aboriginal		
School Year	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2005/06	2,121	870	41	23,618	11,256	48
2006/07	2,159	938	43	23,990	11,646	49
2007/08	2,274	963	42	24,037	12,088	50
2008/09	2,273	976	43	23,252	11,848	51
2009/10	2,360	927	39	23,904	10,590	44

Does staff treat all students fairly at school?

	Aboriginal			Non-Aboriginal		
School Year	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2005/06	2,091	929	44	23,320	11,545	50
2006/07	2,117	960	45	23,685	11,873	50
2007/08	2,233	999	45	23,725	12,379	52
2008/09	2,221	1,020	46	23,006	12,366	54
2009/10	2,342	974	42	23,669	11,240	47

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

	Aboriginal			Non-Aboriginal		
School Year	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2005/06	2,127	1,360	64	23,591	16,717	71
2006/07	2,170	1,445	67	23,942	17,241	72
2007/08	2,267	1,489	66	23,999	17,615	73
2008/09	2,278	1,531	67	23,225	17,125	74
2009/10	2,377	1,496	63	23,948	15,710	66

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 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2005/06	2,129	1,571	74	23,552	19,795	84
2006/07	2,143	1,634	76	23,898	20,017	84
2007/08	2,264	1,688	75	23,984	20,210	84
2008/09	2,250	1,706	76	23,202	19,726	85
2009/10	2,358	1,774	75	23,777	20,037	84

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?

School Year	Aboriginal Gr 12 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 12 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	2,097	1,430	68	23,375	18,382	79
2006/07	2,140	1,506	70	23,798	18,461	78
2007/08	2,257	1,522	67	23,869	18,768	79
2008/09	2,241	1,523	68	23,045	18,189	79
2009/10	2,357	1,677	71	23,813	19,119	80

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

School Year	Aboriginal Gr 12 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 12 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	2,108	270	13	23,419	1,374	6
2006/07	2,130	272	13	23,812	1,368	6
2007/08	2,257	291	13	23,827	1,463	6
2008/09	2,239	324	14	23,036	1,508	7
2009/10	2,369	264	11	23,688	1,303	6

How many adults at your school care about you?

School Year	Aboriginal Gr 12 Respondents #	Aboriginal Two adults or more #	Aboriginal Two adults or more %	Non-Aboriginal Gr 12 Respondents #	Non-Aboriginal Two adults or more #	Non-Aboriginal Two adults or more %
2005/06	-	-	-	-	-	-
2006/07	-	-	-	-	-	-
2007/08	-	-	-	-	-	-
2008/09	-	-	-	-	-	-
2009/10	2,412	1,825	76	24,133	18,845	78

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

School Year	Aboriginal Gr 12 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 12 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	2,099	912	43	23,342	8,485	36
2006/07	2,118	918	43	23,696	8,747	37
2007/08	2,249	961	43	23,693	9,438	40
2008/09	2,231	998	45	22,939	9,607	42
2009/10	2,352	943	40	23,704	7,931	33

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?

School Year	Aboriginal Gr 12 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 12 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	2,102	1,028	49	23,410	11,376	49
2006/07	2,111	1,057	50	23,769	11,601	49
2007/08	2,242	1,093	49	23,800	12,185	51
2008/09	2,228	1,129	51	23,025	12,128	53
2009/10	2,341	1,113	48	23,749	11,275	47

I would like to transfer to a different school.

School Year	Aboriginal Gr 12 Respondents #	Aboriginal All of the time or many times #	Aboriginal All of the time or many times %	Non-Aboriginal Gr 12 Respondents #	Non-Aboriginal All of the time or many times #	Non-Aboriginal All of the time or many times %
2005/06	1,998	385	19	22,231	2,764	12
2006/07	2,066	376	18	23,192	2,929	13
2007/08	2,179	453	21	23,289	2,979	13
2008/09	2,185	446	20	22,663	2,807	12
2009/10	2,287	419	18	23,186	2,841	12

GLOSSARY

For complete listing of glossary: www.bced.gov.bc.ca/reporting/glossary.php

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis or Inuit).
Alternate Programs	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.
BC Adult Graduation Diploma	Granted by the Ministry of Education upon successful completion of the provincial adult graduation requirements. Refer to www.bced.gov.bc.ca/adult_graduation for more information.
BC Certificate of Graduation	Granted by the Ministry of Education to students who meet the British Columbia secondary school graduation requirements. Also referred to as a "Dogwood Certificate".
BC School Completion Certificate	Granted by the Ministry to recognize the accomplishments of students who have succeeded in meeting the goals of their educational program other than graduation.
C- (Pass) or Better	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.
Completion Rate	See **Six-Year Completion Rate**
Dash (-)	There are no data for this category.
Delayed Transition	Students who first begin their studies in a British Columbia public post-secondary institution one or more years after secondary school graduation.
Eligible Grade 12 Graduation Rate	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.
Enrolment	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.
EU	Elementary Ungraded
Final Mark	A course mark and an exam mark have been assigned.
GA	Graduated Adult
Grade to Grade Transition Rate	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.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Graduation Requirements.
Headcount	A count of unique individuals.
Immediate Transition	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.
Msk	Abbreviation for Mask. When reporting, numbers or percentages must be suppressed if they are elements of a population that is one through nine. For more information refer to http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_smallpop.htm
Off-Reserve Aboriginal Student	Includes only Aboriginal students who attend a school and who live off a reserve.
On-Reserve Aboriginal Student	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment divided by the total number of students in that grade.

Performance (Foundation Skills Assessment)	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.
Public School	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.
School	An organization having at least one teacher and administrator, which provides educational programs to students.
School District	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.
School Year	The twelve month period commencing on July 1 and ending the following June 30.
Six-Year Completion Rate	The proportion 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. In this report, when the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for school years are updated.
Special Needs Program	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).
Special Needs Performance Reporting Groups	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)
Special Needs Categories	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)
Student	A school-aged or adult individual enrolled in a BC school. Populations are calculated by headcount. Registered homeschooled children are not included.
Student Cohort	Students who are tracked through their school years as a unique group.
SU	Seconday Ungraded
Subject (Provincial Examination)	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).
Zero (0)	There are no students in this category or the number as a percentage is less than 0.5%