

Aboriginal Report 2006/07 - 2010/11 How Are We Doing?

Province (Public Schools Only)

Introduction	2
Student and District Context (Kindergarten - Grade 12), 2006/07 - 2010/11	
Students Who Self-Identify as Aboriginal, 2000/01 - 2010/11	3
Aboriginal Students by Gender	4
Aboriginal Students On or Off-Reserve	5
Number of Standard Public Schools with Aboriginal Students	6
Students in Alternate Programs	7
Students in Special Needs Performance Reporting Groups	
Grade Distribution of Students with Behaviour Disabilities	
Foundation Skills Assessment (FSA) Grades 4 and 7, 2007/08 - 2010/11	
Reading Comprehension, Grade 4	10
Writing, Grade 4	
Numeracy, Grade 4	
Reading Comprehension, Grade 7	
Writing, Grade 7	
Numeracy, Grade 7	
Required Examinations Results, 2006/07 - 2010/11	. •
Overview	16
English 10	
Mathematics 10	• •
Foundations of and Pre-Calculus	18
Apprenticeship and Workplace	
Science 10	
Civic Studies 11	
Social Studies 11	
BC First Nations Studies 12	
English 12: First Peoples	
English 12. This is exples.	
Communications 12	
Transitions, 2006/07 - 2010/11	20
Progress of Students Entering Grade 8 in September 2005, by Cohort and Gender	27
School Completion, 2006/07 - 2010/11	21
BC Six-Year Completion Rates, by Cohort and Gender	20
BC Six, Seven and Eight-Year Completion Rates	20
BC School Completion (by School Age and Adult)	
Scholarships and Awards, 2005/06 - 2009/10	30
Grade 12 Exams, District/Authority	21
Education Experiences of Children in Care, 2006/07 - 2010/11	31
Enrolment in Care by Aboriginal Status	22
Civ Veer Completion by Aberiginal Status and Conder	32
Six-Year Completion by Aboriginal Status and Gender	
Graduation Rates by Aboriginal Status and Gender	32
Post-Secondary Transitions, 2006/07 - 2010/11 Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	22
	33
Appendix Satisfaction Survey Results	25
Glossary	44

Report Date: February 2012

Questions/Comments: Information Department

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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

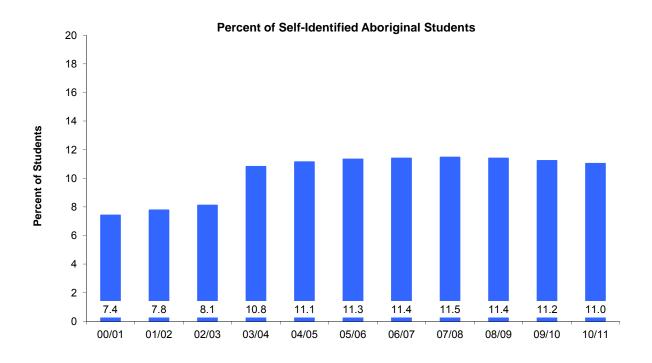
The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

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	All Students	Aboriginal	Students	Non-Aborigin	al Students
Year	#	#	<u></u> %	#	%
00/01	632,507	46,885	7.4	585,622	92.6
01/02	630,050	48,941	7.8	581,109	92.2
02/03	621,200	50,396	8.1	570,804	91.9
03/04	615,185	66,548	10.8	548,637	89.2
04/05	606,384	67,539	11.1	538,845	88.9
05/06	599,492	67,916	11.3	531,576	88.7
06/07	587,816	67,022	11.4	520,794	88.6
07/08	583,620	66,905	11.5	516,715	88.5
08/09	579,486	66,058	11.4	513,428	88.6
09/10	580,484	65,217	11.2	515,267	88.8
10/11	579,115	63,899	11.0	515,216	89.0



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Aboriginal Report - How Are We Doing?

NOTES:

Report Date February 2012

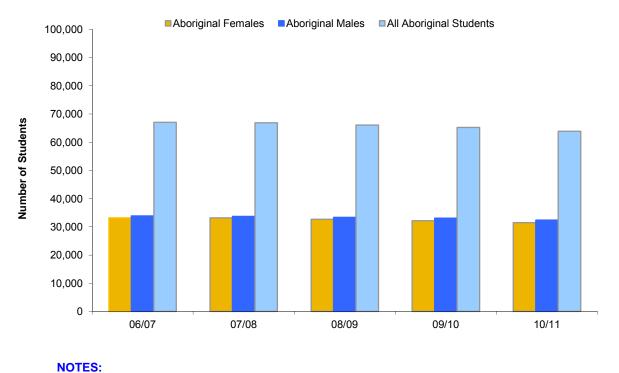
ABORIGINAL STUDENTS BY GENDER

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	Aborig Stude	'	Aboriginal Females	% of All Students	Aboriginal Males	% of All Students
		#	%	#		#	
06/07	587,816	67,022	11.4	33,176	5.6	33,846	5.8
07/08	583,620	66,905	11.5	33,186	5.7	33,719	5.8
08/09	579,486	66,058	11.4	32,690	5.6	33,368	5.8
09/10	580,484	65,217	11.2	32,153	5.5	33,064	5.7
10/11	579,115	63,899	11.0	31,504	5.4	32,395	5.6

Number of Aboriginal Students by Gender



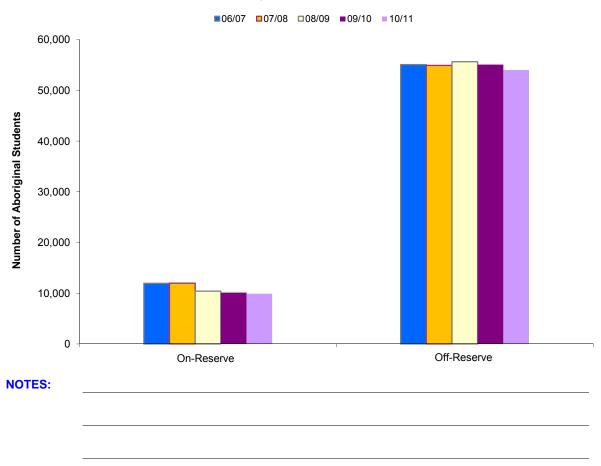
ABORIGINAL STUDENTS, ON OR OFF-RESERVE

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NUMBER OF ABORIGINAL STUDENTS, ON OR OFF-RESERVE

			On-Reserve	1		Off-Reserve	•
School	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
06/07	67,022	5,866	6,100	11,966	27,310	27,746	55,056
07/08	66,905	5,862	6,127	11,989	27,324	27,592	54,916
08/09	66,058	5,083	5,327	10,410	27,607	28,041	55,648
09/10	65,217	4,959	5,174	10,133	27,194	27,890	55,084
10/11	63,899	4,880	5,028	9,908	26,624	27,367	53,991

Number of Aboriginal Students, On or Off-Reserve



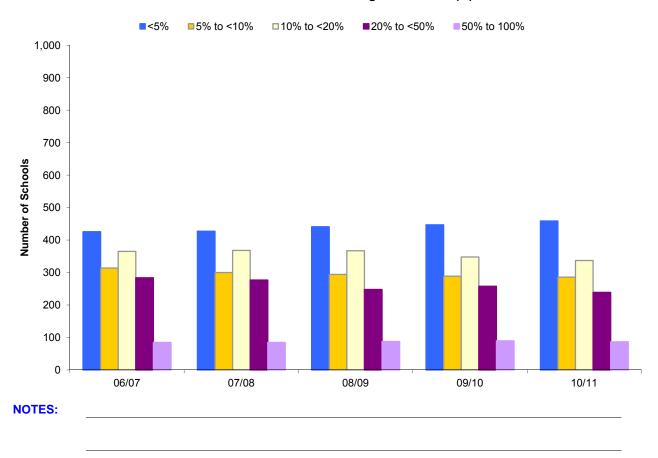
STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS (%)

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NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL ENROLMENT (%)

	Total		Nι	ımber of Scho	ools	
School	Schools					
Year	#	<5%	5 to <10%	10 to <20%	20 to <50%	50 to 100%
06/07	1,474	426	314	365	284	85
07/08	1,457	427	300	368	277	85
08/09	1,438	441	294	367	248	88
09/10	1,432	447	289	348	258	90
10/11	1,408	459	286	337	239	87

Number of Schools with Aboriginal Students (%)



Province

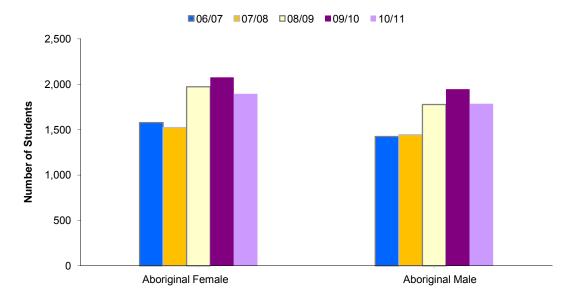
STUDENTS IN ALTERNATE PROGRAMS

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		Nor	n-Aborigin	al
	Total			Total		
School	Students	Female	Male	Students	Female	Male
Year	#	#	#	#	#	#
06/07	3,002	1,577	1,425	6,743	3,202	3,541
07/08	2,967	1,524	1,443	6,067	2,847	3,220
08/09	3,750	1,973	1,777	6,826	3,283	3,543
09/10	4,022	2,076	1,946	7,473	3,475	3,998
10/11	3,680	1,895	1,785	6,637	3,000	3,637

Number of Aboriginal Students in Alternate Programs



NOTES:			

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

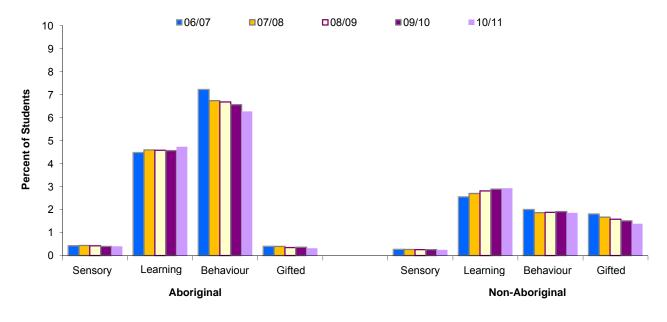
Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing; Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate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

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STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

	Sen	sory	Disabilitie	es	Lear	ning	Disabilitie	S	Beha	aviou	r Disabiliti	es		G	ifted	
School	Aborio	ginal	Non-Abo	riginal	Aborigi	nal	Non-Abori	ginal	Aborig	inal	Non-Abori	ginal	Aborio	ginal	Non-Abor	iginal
Year	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
06/07	292	0	1,418	0	3,045	4	13,591	3	4,908	7	10,656	2	275	0	9,604	2
07/08	292	0	1,363	0	3,081	5	14,048	3	4,519	7	9,700	2	265	0	8,701	2
08/09	282	0	1,306	0	3,063	5	14,527	3	4,473	7	9,713	2	232	0	8,157	2
09/10	262	0	1,323	0	3,017	5	14,844	3	4,335	7	9,809	2	238	0	7,756	2
10/11	263	0	1,269	0	3,086	5	15,115	3	4,092	6	9,580	2	207	0	7,124	1

Percent of Students in Special Needs Performance Reporting Groups



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GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

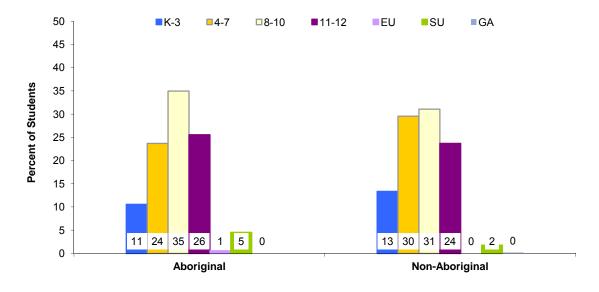
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Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mentall Illness).

GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

	Total Students with Behaviour					Abori	ginal	Students							
School	Disabilities	K-3	3	4-7		8-10)	11-1	2	EL	J	SL	J	G/	A
Year	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
06/07	4,908	542	11	1,191	24	1,966	40	769	16	50	1	390	8	-	-
07/08	4,519	448	10	1,135	25	1,723	38	847	19	49	1	317	7	-	-
08/09	4,473	482	11	1,047	23	1,783	40	860	19	41	1	260	6	0	0
09/10	4,335	475	11	1,042	24	1,636	38	914	21	42	1	223	5	3	0
10/11	4,092	432	11	969	24	1,431	35	1,046	26	24	1	185	5	5	0
	Total Students with Behaviour					Non-Ab	origin	al Students	5						
School	Disabilities	K-3		4-7		8-10		11-1		EU		SL		G/	
Year	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
06/07	10,656	1,461	14	2,986	28	3,632	34	2,110	20	85	1	382	4	-	-
07/08	9,700	1,336	14	2,784	29	3,316	34	1,853	19	84	1	327	3	-	-
08/09	9,713	1,331	14	2,775	29	3,269	34	2,032	21	66	1	236	2	4	0
09/10	9,809	1,300	13	2,837	29	3,177	32	2,225	23	61	1	204	2	5	0
10/11	9,580	1,280	13	2,830	30	2,976	31	2,268	24	45	0	169	2	12	0

Grade Distribution of Students with Behaviour Disabilities - 2010/11

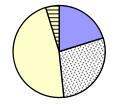


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

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

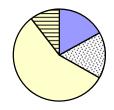
School	Expected Cnt	Participation	Perform Level Un		Not Y Meeti		Meeti	ng	Exceed	ding
Year	#	%	#	%	#	%	#	%	#	%
07/08	4,577	88	563	12	1,284	28	2,501	55	229	5
08/09	4,343	81	843	19	1,176	27	2,112	49	212	5
09/10	4,260	80	844	20	1,202	28	2,014	47	200	5
10/11	4,024	80	813	20	1,133	28	1,888	47	190	5



□ Performance Level Unknown
□ Not Yet Meeting
□ Meeting
□ Exceeding

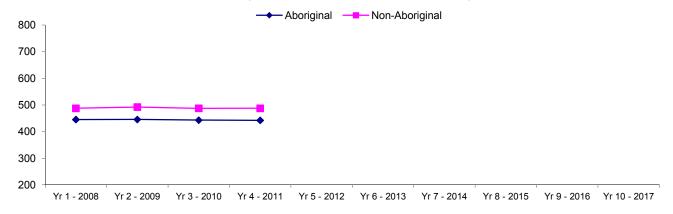
GRADE 4: NON-ABORIGINAL

School	Expected Cnt	Participation	Performa Level Unk		Not Y Meetii		Meetin	ıg	Exceed	ling
Year	#	%	#	%	#	%	#	%	#	%
07/08	34,415	91	3,252	9	5,622	16	21,678	63	3,863	11
08/09	34,245	84	5,504	16	5,076	15	19,841	58	3,824	11
09/10	33,719	83	5,720	17	5,472	16	18,997	56	3,530	10
10/11	33,724	85	5,112	15	5,429	16	19,681	58	3,502	10



□Performance Level Unknown□Not Yet Meeting□Meeting□Exceeding

Average FSA Scaled Score - Grade 4 Reading

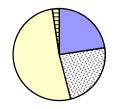


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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GRADE 4: ABORIGINAL

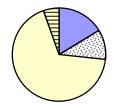
School	Expected Cnt	Participation	Perform Level Un		Not Y Meeti		Meetir	ng	Excee	ding	
Year	#	%	#	%	#	%	#	%	#	%	
07/08	4,575	85	674	15	1,452	32	2,318	51	131	3	
08/09	4,343	79	894	21	1,176	27	2,195	51	78	2	
09/10	4,260	79	915	21	1,002	24	2,256	53	87	2	
10/11	4,024	77	911	23	939	23	2,076	52	98	2	



■Performance Level Unknown ■Not Yet Meeting

GRADE 4: NON-ABORIGINAL

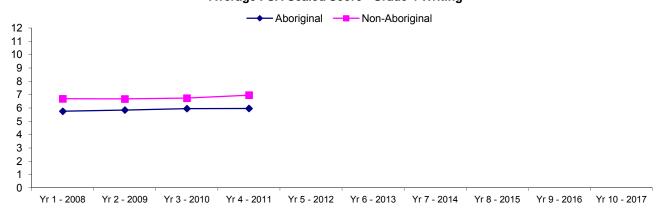
School	Expected Cnt	Participation	Performa Level Unk		Not Y Meetii		Meetir	ıg	Exceed	ling
Year	#	%	#	%	#	%	#	%	#	%
07/08	34,413	89	3,841	11	5,969	17	22,467	65	2,136	6
08/09	34,242	83	5,937	17	5,066	15	21,735	63	1,504	4
09/10	33,719	82	6,093	18	4,447	13	21,699	64	1,480	4
10/11	33,724	84	5,499	16	3,492	10	22,907	68	1,826	5



■Performance Level Unknown ■Not Yet Meeting ■Meeting

■Exceeding

Average FSA Scaled Score - Grade 4 Writing



[■]Meeting

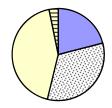
[■]Exceeding

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

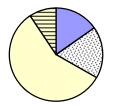
School	Expected Cnt	Participation	Perform Level Un		Not Y Meeti		Meetir	ng	Excee	ding
Year	#	%	#	%	#	%	#	%	#	%
07/08	4,577	88	567	12	1,589	35	2,256	49	165	4
08/09	4,343	80	859	20	1,389	32	1,954	45	141	3
09/10	4,260	80	871	20	1,454	34	1,800	42	135	3
10/11	4,024	79	844	21	1,321	33	1,730	43	129	3



■ Performance Level Unknown ■ Not Yet Meeting

GRADE 4: NON-ABORIGINAL

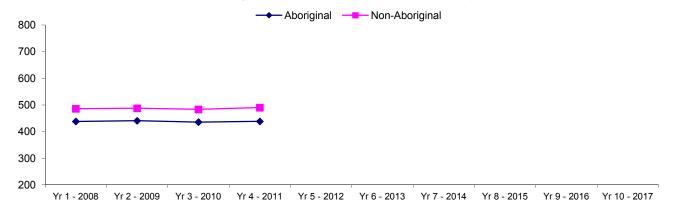
School	Expected Cnt	Participation	Performa Level Unk		Not Y Meeti		Meetir	ıg	Exceed	ling
Year	#	%	#	%	#	%	#	%	#	%
07/08	34,415	91	3,191	9	7,167	21	20,590	60	3,467	10
08/09	34,244	84	5,509	16	6,115	18	19,618	57	3,002	9
09/10	33,719	83	5,720	17	6,584	20	18,772	56	2,643	8
10/11	33,724	85	5,144	15	6,066	18	19,354	57	3,160	9



■Performance Level Unknown
■Not Yet Meeting
■Meeting

■Exceeding

Average FSA Scaled Score - Grade 4 Numeracy



[■] Not Yet Meeting

■ Meeting

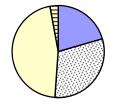
[■]Exceeding

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

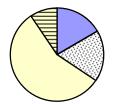
School	Expected Cnt	Participation	Performa Level Univ		Not Y Meetii		Meetir	ng	Excee	ding
Year	#	%	#	%	#	%	#	%	#	%
07/08	5,069	87	674	13	1,834	36	2,349	46	212	4
08/09	5,027	80	988	20	1,584	32	2,223	44	232	5
09/10	4,768	78	1,026	22	1,500	31	2,035	43	207	4
10/11	4,682	79	960	21	1,435	31	2,152	46	135	3



■ Performance Level Unknown ■ Not Yet Meeting

GRADE 7: NON-ABORIGINAL

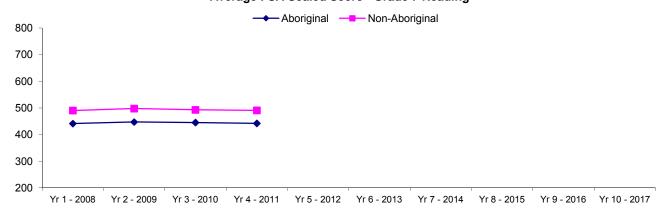
School	Expected Cnt	Participation	Performa Level Unk		Not Y Meeti		Meetin	ıg	Exceed	ling
Year	#	%	#	%	#	%	#	%	#	%
07/08	38,994	91	3,510	9	8,381	21	22,746	58	4,357	11
08/09	38,544	84	6,243	16	6,718	17	21,029	55	4,554	12
09/10	37,485	82	6,653	18	6,685	18	20,293	54	3,854	10
10/11	36,387	83	6,038	17	6,468	18	20,435	56	3,446	9



■ Performance Level Unknown ■ Not Yet Meeting

■Meeting■Exceeding

Average FSA Scaled Score - Grade 7 Reading



[■] Meeting

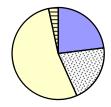
[■]Exceeding

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

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GRADE 7: ABORIGINAL

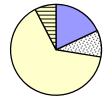
School	Expected Cnt	Participation	Performa Level Univ		Not Y Meeti		Meetir	ng	Exceed	ding	
Year	#	%	#	%	#	%	#	%	#	%	
07/08	5,069	85	777	15	1,383	27	2,788	55	121	2	
08/09	5,026	77	1,156	23	1,437	29	2,316	46	117	2	
09/10	4,768	75	1,186	25	1,213	25	2,266	48	103	2	
10/11	4,682	77	1,078	23	950	20	2,497	53	157	3	



☐ Performance Level Unknown☐ Not Yet Meeting☐ Meeting☐ Exceeding

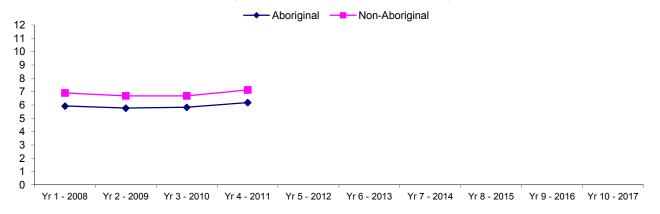
GRADE 7: NON-ABORIGINAL

School	Expected Cnt	Participation	Performa Level Unk		Not Y Meetii		Meetin	ıg	Exceed	ing
Year	#	%	#	%	#	%	#	%	#	%
07/08	38,993	89	4,302	11	5,361	14	26,616	68	2,714	7
08/09	38,543	82	6,807	18	6,336	16	23,306	60	2,094	5
09/10	37,485	81	7,207	19	4,849	13	23,963	64	1,466	4
10/11	36,387	82	6,563	18	3,465	10	23,606	65	2,753	8



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

Average FSA Scaled Score - Grade 7 Writing

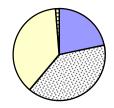


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

GRADE 7: ABORIGINAL

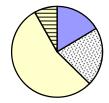
School	Expected Cnt	Participation	Performa Level Univ		Not Y Meeti		Meetir	ng	Excee	ding
Year	#	%	#	%	#	%	#	%	#	%
07/08	5,069	86	686	14	1,967	39	2,267	45	149	3
08/09	5,026	79	1,066	21	1,940	39	1,922	38	98	2
09/10	4,768	77	1,111	23	1,791	38	1,795	38	71	1
10/11	4,682	78	1,016	22	1,846	39	1,759	38	61	1



■ Performance Level Unknown ■ Not Yet Meeting

GRADE 7: NON-ABORIGINAL

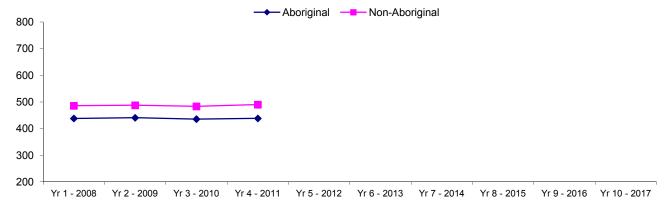
School	Expected Cnt	Participation	Performa Level Unk		Not Y Meeti		Meetin	ıg	Exceed	ling
Year	#	%	#	%	#	%	#	%	#	%
07/08	38,994	91	3,514	9	7,663	20	23,475	60	4,342	11
08/09	38,543	84	6,349	16	7,680	20	20,534	53	3,980	10
09/10	37,485	82	6,730	18	7,429	20	20,455	55	2,871	8
10/11	36,387	84	5,977	16	7,606	21	19,831	55	2,973	8



■Performance Level Unknown
■Not Yet Meeting
■Meeting

■Exceeding

Average FSA Scaled Score - Grade 7 Numeracy



[■] 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).

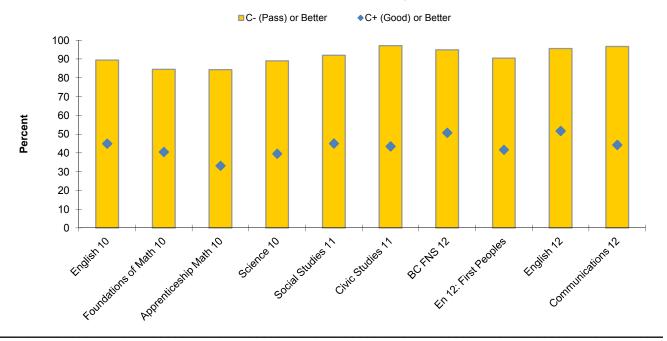
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

Two new math 10 courses have been added in 2010/11, replacing the previous three maths 10. The Foundations of and Pre-calculus pathway leads to entry into post-secondary programs that may require the study of theoretical calculus and includes algebra, measurement, relations and functions, trigonometry, permutations, combinations and binomial theorem, financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability. The Apprenticeship and Workplace Mathematics pathway leads to entry into the majority of trades and direct entry into the workforce and includes algebra, geometry, measurement, number, statistics and probability.

COURSE OPTIONS LEADING TO GRADUATION

		Abor	riginal				Non-Ab	origin	al	
	Students Assigned Final Mark	C- (Pass Bette	,	C+ (Good Bette	,	Students Assigned Final Mark	C- (Pass Better	,	C+ (Good Better	,
	#	#	%	#	%	#	#	%	#	%
English 10	4,229	3,782	89	1,901	45	42,739	41,051	96	28,957	68
Foundations of Math 10	2,066	1,746	85	837	41	32,586	30,124	92	20,272	62
Apprenticeship Math 10	1,738	1,466	84	576	33	7,600	6,837	90	2,946	39
Science 10	4,133	3,678	89	1,635	40	42,180	40,285	96	27,057	64
Social Studies 11	3,044	2,800	92	1,370	45	39,915	38,534	97	26,945	68
Civic Studies 11	69	67	97	30	43	782	758	97	518	66
BC First Nations Studies 12	875	830	95	444	51	1,687	1,637	97	1,089	65
English 12: First Peoples	84	76	90	35	42	133	129	97	65	49
English 12	2,413	2,307	96	1,247	52	38,119	37,516	98	26,980	71
Communications 12	1,028	994	97	455	44	4,436	4,353	98	2,291	52

Required Exams Overview: Aboriginal Results 2010/11



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				No	n-Aboriginal	
	School	Students Assigned Final Mark	C- (Pas	•	C+ (Go or Be	,	Students Assigned Final Mark	C- (Pass) Better	,	C+ (Goo Bette	,
	Year	#	#	%	#	%	#	#	%	#	%
	06/07	4,159	3,739	90	1,702	41	42,903	41,311	96	28,036	65
Final	07/08	4,212	3,831	91	1,800	43	43,697	42,290	97	28,812	66
Mark	08/09	4,442	4,062	91	1,931	43	43,057	41,694	97	28,675	67
Walk	09/10	4,492	4,082	91	1,958	44	43,402	41,963	97	29,213	67
	10/11	4,229	3,782	89	1,901	45	42,739	41,051	96	28,957	68

Aboriginal

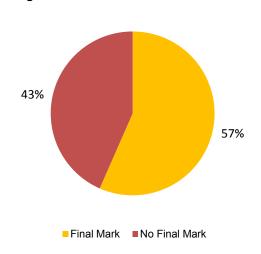
Students Assigned

Non-Aboriginal

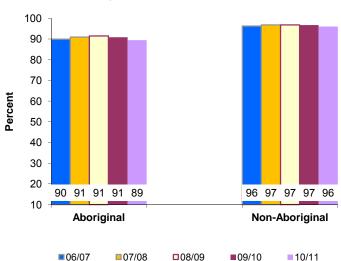
Students Assigned

			Final Mark			Final Mark				
	Students	Total			Students	Total				
	Assigned	Gr 10			Assigned	Gr 10				
School	Final Mark	Students 1	Gr 10	Non-Gr 10 ²	Final Mark	Students 1		Gr 10	Non-Gr 10 ²	
Year	#	#	#	#	#	#		#	#	
06/07	4,159	6,479	3489	670	42,903	48,117		38595	4308	
07/08	4,212	6,486	3479	733	43,697	48,529		38973	4724	
08/09	4,442	6,523	3674	768	43,057	47,049		38351	4706	
09/10	4,492	6,410	3700	792	43,402	48,698		38742	4660	
10/11	4.229	6.171	3492	737	42 739	49 208		38153	4586	

Aboriginal Grade 10 Students Assigned an English 10 Final Mark 2010/11



English 10: C- (Pass) or Better



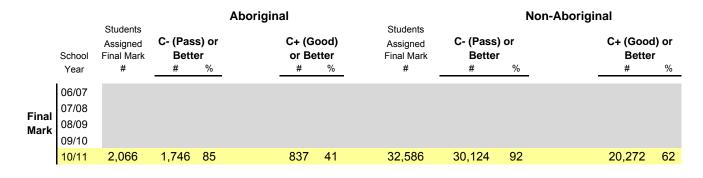
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

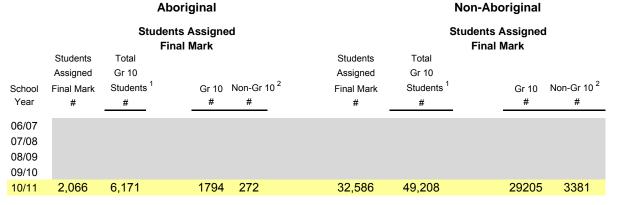
Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

REQUIRED EXAMINATIONS RESULTS: FOUNDATIONS OF AND PRE-CALCULUS MATH 10

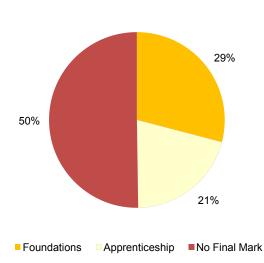
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

FOUNDATIONS OF AND PRE-CALCULUS MATH 10

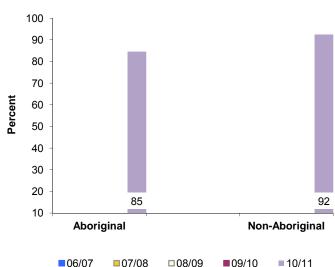




Aboriginal Grade 10 Students Assigned a Maths 10 Final Mark 2010/11



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



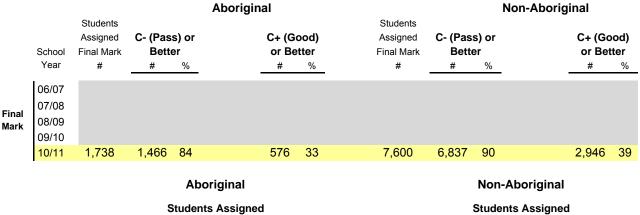
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

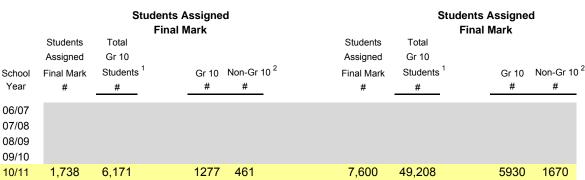
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

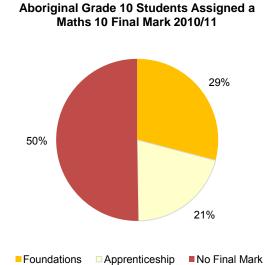
REQUIRED EXAMINATIONS RESULTS: APPRENTICESHIP AND WORKPLACE MATH 10

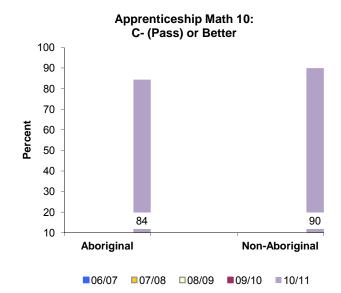
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

APPRENTICESHIP AND WORKPLACE MATH 10









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 School Students Students Assigned C		C- (Pas	•	C+ (Go or Be	•	Students Assigned Final Mark	C- (Pass) Better		C+ (Good Bette	,
	Year	#	#	%	#	%	#	#	%	#	%
	06/07	3,931	3,381	86	1,259	32	43,198	40,913	95	25,004	58
	07/08	4,108	3,704	90	1,447	35	43,299	41,588	96	26,185	60
Final Mark	08/09	4,110	3,749	91	1,528	37	42,166	40,640	96	26,460	63
man	09/10	4,289	3,905	91	1,640	38	42,685	41,162	96	27,074	63
	10/11	4,133	3,678	89	1,635	40	42,180	40,285	96	27,057	64

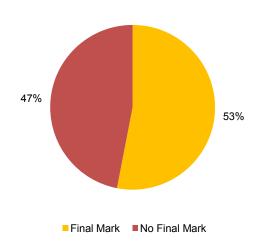
	_	
	Students Assigne	d
	Final Mark	
Students	Total	
Assigned	Gr 10	

			i iiiai n	iai n	
	Students	Total			
	Assigned	Gr 10			
School	Final Mark	Students 1		Gr 10	Non-Gr 10 ²
Year	#	#	-	#	#
06/07	3,931	6,479		3188	743
07/08	4,108	6,486		3230	878
08/09	4,110	6,523		3248	862
09/10	4,289	6,410		3384	905
10/11	4,133	6,171		3274	859

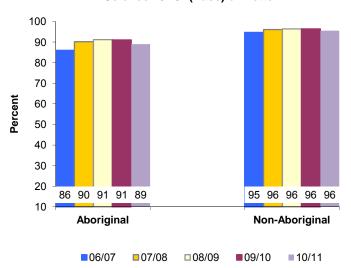
Aboriginal Non-Aboriginal dents Assigned Students Assigned

			_	
		Final N	/lark	
Students	Total			
Assigned	Gr 10			
Final Mark	Students 1		Gr 10	Non-Gr 10 ²
#	#		#	#
43,198	48,117		37878	5320
43,299	48,529		37942	5357
42,166	47,049		37057	5109
42,685	48,698		37531	5154
42,180	49,208		37389	4791

Aboriginal Grade 10 Students Assigned a Science 10 Final Mark 2010/11



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.

Province

 $^{^{2}}$ 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	Students Assigned Final Mark	C- (Pa	,	•	Good) etter	Students Assigned Final Mark	C- (Pa	,	C+ (G or Be	,		
	Year	#	#	%	#	%	#	#	%	#	%		
	06/07	30	29	97	11	37	508	491	97	328	65		
Cinal.	07/08	72	66	92	29	40	756	735	97	496	66		
Final Mark	08/09	95	90	95	47	49	800	784	98	543	68		
	09/10	82	78	95	36	44	804	785	98	509	63		
	10/11	69	67	97	30	43	782	758	97	518	66		

Ab	ori	gi	nal
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Students Assigned Final Mark

	Students	Total		
	Assigned	Gr 11		
School	Final Mark	Students 1	Gr 11	Non-Gr 11 ²
Year	#	#	#	#
06/07	30	6,001	26	4
07/08	72	6,591	58	14
08/09	95	6,783	72	23
09/10	82	6,859	65	17
10/11	69	6,628	53	16

Non-Aboriginal

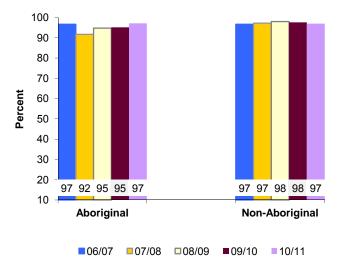
Students Assigned Final Mark

Students	Total		
Assigned	Gr 11		
Final Mark	Students 1	Gr 11	Non-Gr 11 ²
#	#	#	#
508	53,639	440	68
756	53,406	676	80
800	53,177	683	117
804	52,273	672	132
782	52,297	673	109

All Humanities 11 Final Marks 2010/11 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.

Civic Studies 11: 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: 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

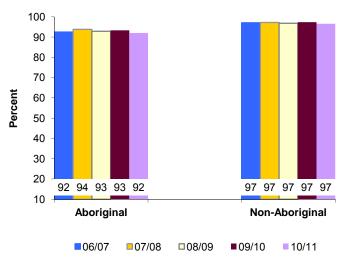
					Aboriginal		Non-Aboriginal						
	School	Students Assigned Final Mark	C- (Pa or Bet	,	C+ (G or Be	,	Students Assigned Final Mark	Assigned C- (Pass)		C+ (Go	,		
	Year	#	#	%	#	%	#	#	%	#	%		
	06/07	2,503	2,314	92	1,107	44	38,939	37,781	97	25,688	66		
Final	07/08	2,692	2,526	94	1,182	44	39,613	38,514	97	26,092	66		
Mark	08/09	2,734	2,538	93	1,206	44	40,277	38,978	97	26,213	65		
	09/10	3,032	2,829	93	1,425	47	40,188	39,141	97	27,211	68		
	10/11	3,044	2,800	92	1,370	45	39,915	38,534	97	26,945	68		

		Α	boriginal		Non-Aboriginal					
		Stude	ents Assigne	d		St	udents Assigned			
		F	inal Mark				Final Mark			
	Students	Total			Students	Total				
	Assigned	Gr 11			Assigned	Gr 11				
School	Final Mark	Students 1	Gr 11	Non-Gr 11 ²	Final Mark	Students 1	Gr 11	Non-Gr 11 ²		
Year	#	#	#	#	#	#	#	#		
06/07	2,503	6,001	2140	363	38,939	53,639	33922	5017		
07/08	2,692	6,591	2244	448	39,613	53,406	33614	5999		
08/09	2,734	6,783	2263	471	40,277	53,177	33940	6337		
09/10	3,032	6,859	2471	561	40,188	52,273	33462	6726		
10/11	3,044	6,628	2481	563	39,915	52,297	33548	6367		

All Humanities 11 Final Marks 2010/11 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



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: 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.

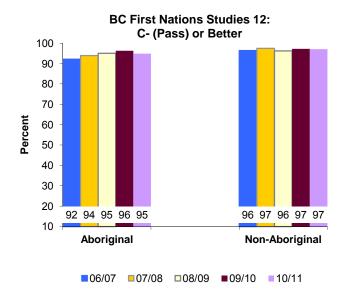
BC FIRST NATIONS STUDIES 12

					Aboriginal		Non-Aboriginal					
	School	Students Assigned Final Mark	C- (Pa	,	•	C+ (Good) or Better		C- (Pas or Bet	•	C+ (Go or Be	,	
	Year	#	#	%	#	%	#	#	%	#	%	
	06/07	610	562	92	299	49	968	933	96	579	60	
Fin al	07/08	721	677	94	352	49	1,266	1,234	97	773	61	
Final Mark	08/09	818	777	95	400	49	1,266	1,218	96	806	64	
	09/10	775	746	96	406	52	1,437	1,397	97	932	65	
	10/11	875	830	95	444	51	1,687	1,637	97	1,089	65	

			Aboriginal				Nor	n-Aboriginal		
		Stu	idents Assigne	ed				ents Assigned	i	
	Students Assigned	Total Gr 12	Final Mark			Students Assigned	Total Gr 12	Final Mark		
School Year	Final Mark #	Students ¹	Gr 12 #	Non-Gr 12 #	2 ²	Final Mark #	Students ¹	Gr 12 #	Non-Gr 12	2
06/07	610	4,836	241	369		968	52,353	496	472	
07/08	721	5,338	282	439		1,266	55,034	631	635	
08/09	818	5,561	318	500		1,266	54,944	731	535	
09/10	775	5,986	299	476		1,437	57,086	830	607	
10/11	875	6,509	356	519		1,687	59,298	985	702	

BC First Nations Studies 12 Final Marks 2010/11 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.



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.

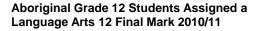
REQUIRED EXAMINATIONS RESULTS: ENGLISH 12: FIRST PEOPLES

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.

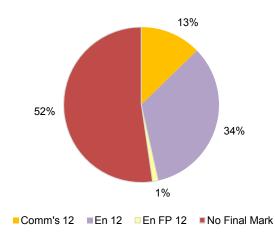
ENGLISH 12: FIRST PEOPLES

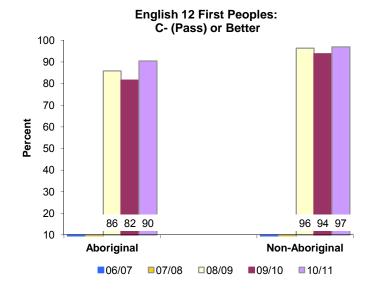
					Aboriginal	inal				Non-Aboriginal				
		Students	0 (0	,	0 (0		Students	0 (5		0 (0				
	School	Assigned Final Mark	C- (Pa or Be	,	C+ (G or Be	,	Assigned Final Mark	C- (Pa or Bet	,	C+ (G or B	,			
	Year	#	#	%	#	%	#	#	%	#	%			
	06/07	-	-	-	-	-	-	-	-	-	-			
	07/08	-	-	-	-	-	-	-	-	-	-			
Final Mark	08/09	113	97	86	38	34	55	53	96	41	75			
man	09/10	103	84	82	33	32	97	91	94	60	62			
	10/11	84	76	90	35	42	133	129	97	65	49			

		Stu	dents Assigne	d			dents Assigned		
			Final Mark				Final Mark		
	Students	Total			Students	Total			
	Assigned	Gr 12			Assigned	Gr 12			
School	Final Mark	Students 1	Gr 12	Non-Gr 12 ²	Final Mark	Students 1	Gr 12	Non-Gr 12 ²	
Year	#	#	#	#	#	#	#	#	
06/07	-	-	-	-	-	-	-	-	
07/08	-	-	-	-	-	-	-	-	
08/09	113	5,561	98	15	55	54,944	49	6	
09/10	103	5,986	89	14	97	57,086	84	13	
10/11	84	6,509	76	8	133	59,298	106	27	



Aboriginal





Non-Aboriginal

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: 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.

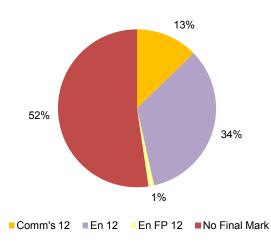
ENGLISH 12

					Aboriginal			Non-Aboriginal					
	School	Students Assigned Final Mark	C- (Pa or Bet	,	C+ (Go or Be	,	Students Assigned Final Mark	C- (Pas	,	C+ (Go or Bet	•		
	Year	#	#	%	#	%	#	#	%	#	%		
	06/07	1,779	1,709	96	870	49	37,301	36,592	98	25,296	68		
	07/08	2,048	1,970	96	1,011	49	37,970	37,352	98	26,131	69		
Final Mark	08/09	2,049	1,966	96	996	49	37,256	36,429	98	24,602	66		
	09/10	2,231	2,147	96	1,153	52	38,342	37,599	98	26,211	68		
	10/11	2,413	2,307	96	1,247	52	38,119	37,516	98	26,980	71		

		Stude	nts Assigne	d		Stu	ıdents Assigne	d
		F	inal Mark				Final Mark	
	Students	Total			Students	Total		
	Assigned	Gr 12			Assigned	Gr 12		
School	Final Mark	Students 1	Gr 12	Non-Gr 12 ²	Final Mark	Students 1	Gr 12	Non-Gr 12 ²
Year	#	#	#	#	#	#	#	#
06/07	1,779	4,836	1614	165	37,301	52,353	34483	2818
07/08	2,048	5,338	1855	193	37,970	55,034	35056	2914
08/09	2,049	5,561	1864	185	37,256	54,944	34227	3029
09/10	2,231	5,986	2027	204	38,342	57,086	35083	3259
10/11	2,413	6,509	2199	214	38,119	59,298	34656	3463

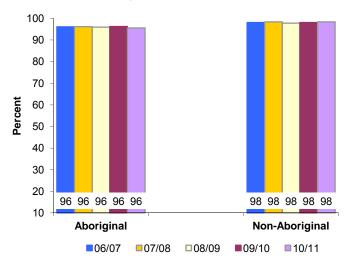
Aboriginal Grade 12 Students Assigned a Language Arts 12 Final Mark 2010/11

Aboriginal



English 12: C- (Pass) or Better

Non-Aboriginal



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

25

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

REQUIRED EXAMINATIONS RESULTS: COMMUNICATIONS 12

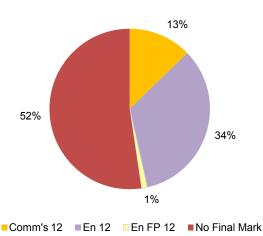
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

COMMUNICATIONS 12

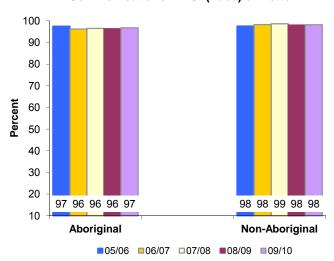
					Aboriginal				1	Non-Aboriginal	
		Students Assigned	C- (Pa	ss)	C+ (G	iood)	Students Assigned	C- (Pa	ss)	C+ (Go	ood)
	School	Final Mark	or Bet	tter	or Be	etter	Final Mark	or Bet	ter	or Be	tter
	Year	#	#	%	#	%	#	#	%	#	%
	06/07	865	843	97	354	41	5,322	5,191	98	2,645	50
	07/08	903	868	96	427	47	5,092	5,001	98	2,759	54
Final Mark	08/09	933	900	96	437	47	5,083	5,010	99	2,842	56
man	09/10	1,043	1,004	96	467	45	4,882	4,783	98	2,484	51
	10/11	1,028	994	97	455	44	4,436	4,353	98	2,291	52

Aboriginal Non-Aboriginal Students Assigned Students Assigned **Final Mark Final Mark** Students Total Students Total Assigned Gr 12 Assigned Gr 12 School Final Mark Students 1 Gr 12 Non-Gr 12 2 Students 1 Gr 12 Non-Gr 12² Final Mark Year # # # # # # # # 865 4,836 689 176 52,353 4468 854 06/07 5,322 07/08 903 5,338 707 196 5,092 55,034 4238 854 08/09 933 5,561 743 190 5,083 54,944 4314 769 4,882 09/10 1,043 5,986 813 230 57,086 4160 722 1,028 6,509 828 200 4,436 59,298 3776 660 10/11

Aboriginal Grade 12 Students Assigned a Language Arts 12 Final Mark 2010/11



Communications 12: 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.

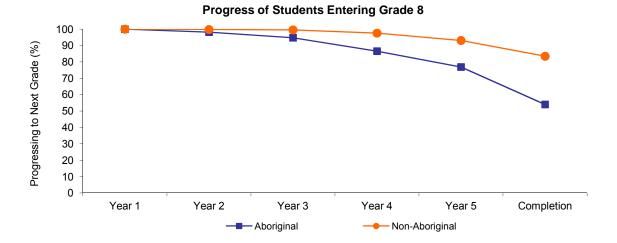
PROGRESS OF STUDENTS ENTERING GRADE 8

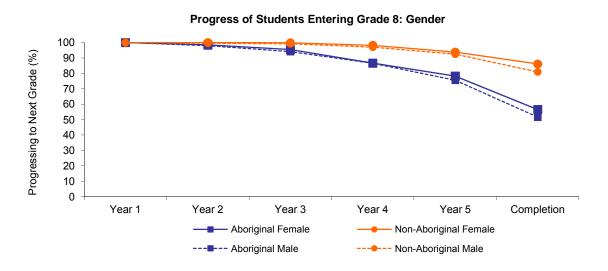
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student 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 2005

				Aboriginal		N	lon-Aborigina	I
			All			All		
С	completion		Students	Female	Male	Students	Female	Male
	Year	Year	%	%	%	%	%	%
		1	100	100	100	100	100	100
		2	98	98	98	100	100	100
		3	95	95	94	100	100	99
		4	87	87	86	98	98	97
		5	77	78	76	93	94	92
	10/11	Completion	54	57	52	83	86	81





BC SIX-YEAR SCHOOL COMPLETION RATES

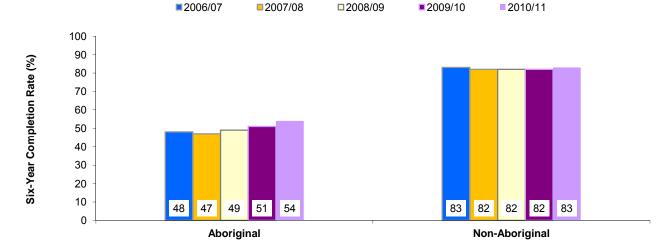
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

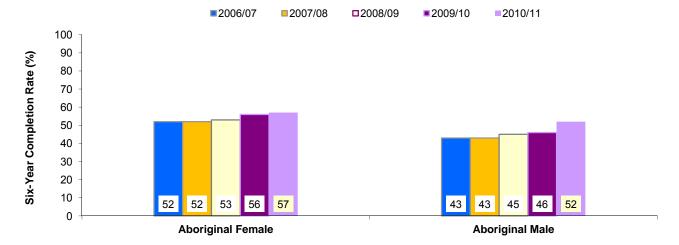
SIX-YEAR COMPLETION RATE * (ABORIGINAL STATUS AND GENDER)

		Aborigina	ı		Non-Aborigi	inal
	All			All		
	Students	Female	Male	Students	Female	Male
School Year	%	%	%	<u></u> %	%	%
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
2010/11	54	57	52	83	86	81

Six-Year Completion Rate: Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



^{*} See Glossary for Six-Year Completion definitions.

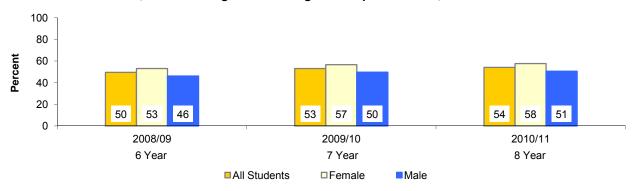
BC SIX, SEVEN AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

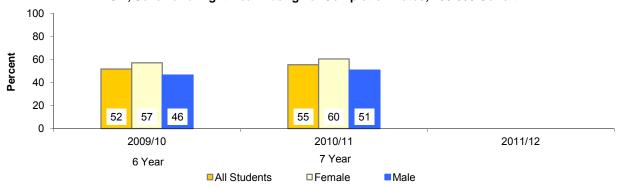
SIX, SEVEN AND EIGHT YEAR COMPLETION RATES (ABORIGINAL AND GENDER)

	Six-Ye	ar Completio	n Rate	Seven-Y	ear Completi	on Rate	Eight-Ye	ear Completio	n Rate
	All			All			All		
Student Cohort	Students	Female	Male	Students	Female	Male	Students	Female	Male
Start Year	%	%	%	%	%	%	%	%	%
2003/04	50	53	46	53	57	50	54	58	51
2004/05	52	57	46	55	60	51	-	-	-
2005/06	54	57	52	-	-	-	-	-	-

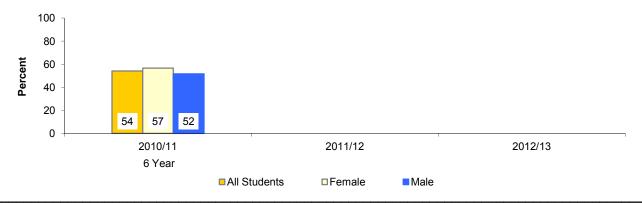
Six, Seven and Eight-Year Aboriginal Completion Rates, 2003/04 Cohort



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



Six, Seven and Eight-Year Aboriginal Completion Rates, 2005/06 Cohort



BC SCHOOL COMPLETION

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

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

BC SCHOOL COMPLETION CERTIFICATE

	Abo	original		Non-A	Non-Aboriginal					
	Gr 12 Students	BC Sci Comple Certific	etion	Gr 12 Students	BC Sch Comple Certifica	etion				
School Year	#	#	%	#	#	%				
2006/07	4,369	172	4	49,438	485	1				
2007/08	4,884	224	5	51,818	691	1				
2008/09	5,154	199	4	51,142	635	1				
2009/10	5,569	231	4	53,490	736	1				
2010/11	5,992	214	4	55,001	725	1				

BC CERTIFICATE OF GRADUATION (Dogwood Diploma)

	Abo	original	Non-	Non-Aboriginal				
	Gr 12 Students	BC Certificate of Graduation		BC Certifica Graduation				
School Year	#	# %	<u>_</u>	#	%			
2006/07	4,369	2,202 50	49,438	37,527	76			
2007/08	4,884	2,401 49	51,818	38,242	74			
2008/09	5,154	2,606 51	51,142	38,139	75			
2009/10	5,569	2,814 51	53,490	38,910	73			
2010/11	5,992	2,904 48	55,001	37,915	69			

BC ADULT GRADUATION DIPLOMA (Adult Dogwood Diploma)

	Abo	original		Non-Abori	jinal	J
	Gr 12 Students	BC Ad Gradua Diplom	tion	Gr 12 Gra	C Aduladio	on
School Year	#	#	%	# #		%
2006/07	4,369	257	6	49,438 1,	526	3
2007/08	4,884	320	7	51,818 1,7	747	3
2008/09	5,154	387	8	51,142 2,2	228	4
2009/10	5,569	441	8	53,490 2,4	462	5
2010/11	5,992	413	7	55,001 2,0	095	4

^{*} See Glossary for definitions.

SCHOLARSHIPS AND AWARDS, 2005/06 - 2009/10

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

		Aborigina	I Stude	ents		Non-Aboriginal Students						
				Schola	arship		Scholarship					
	Sep/Feb	Scholar	ship	Recipients		Sep/Feb	Scholar	ship	Recip	ients		
	Gr 12	Recipie	ents	\$2,000 or		Gr 12	Recipients		\$2,00	10 or		
School	Students	\$1,00	00	\$2,500		Students	\$1,00	00	\$2,500			
Year	#	#	%	#	%	#	#	%	#	%		
05/06	4,772	35	1	0	0	55,804	4,338	8	17	0		
06/07	4,832	27	1	0	0	52,357	3,654	7	20	0		
07/08	5,334	33	1	0	0	55,038	3,090	6	21	0		
08/09	5,556	24	0	0	0	54,950	2,078	4	20	0		
09/10	5,979	20	0	0	0	57,093	2,057	4	18	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

	Aborigi	nal Stude	Non-Abor	Non-Aboriginal Student					
School	Sep/Feb Gr 12 Students	Scholar Recipie		Sep/Feb Gr 12 Students	Scholar Recipie				
Year	#	#	%	<u>#</u>	#	%			
05/06	4,772	20	0	55,804	490	1			
06/07	4,832	119	2	52,357	2,640	5			
07/08	5,334	107	2	55,038	2,671	5			
08/09	5,556	121	2	54,950	2,673	5			
09/10	5,979	148	2	57,093	2,659	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

		Abori	ginal		Non Abo	original	
	All CCOs	CC	Os		CCOs		
School Year	#	#	%	-	#	%	
2006/07	3,715	2,242	60		1,473	40	
2007/08	3,563	2,165	61		1,398	39	
2008/09	3,633	2,244	62		1,389	38	
2009/10	3,652	2,268	62		1,384	38	
2010/11	3,608	2,251	62		1,357	38	

ABORIGINAL CHILDREN IN CARE AS A PER CENT OF ABORIGINAL ENROLMENT

	All Aboriginal Students	Aboriginal Childrei Under a Continuing Custody Order				
School Year	#	#	%			
2006/07	67,022	2,242	3			
2007/08	66,905	2,165	3			
2008/09	66,058	2,244	3			
2009/10	65,217	2,268	3			
2010/11	63,899	2,251	4			

SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

		A	borigina	ıl		Nor	n Aborigi	nal
	All CCOs	Female	Male	Total		Female	Male	Total
School Year	%	%	%	%	-	%	%	%
2006/07	30	28	18	22		51	29	40
2007/08	27	25	14	18		49	27	37
2008/09	30	30	23	27		40	27	33
2009/10	33	39	20	30		48	30	38
2010/11	40	42	27	34		51	46	48

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

32

		Α	Aboriginal			Non Aboriginal				
	All CCOs	Female	Male	Total		Female	Male	Total		
School Year	%	%	%	%		%	%	%		
2006/07	85	88	62	77		91	88	90		
2007/08	93	90	90	90		94	97	95		
2008/09	86	89	76	84		89	88	88		
2009/10	88	88	85	87		86	93	89		
2010/11	82	82	69	77		88	84	86		

^{*} 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

		Graduates of School Year		Year of Transition to a Community College									
Demographic	2005/06		2006/07		2007/08		2008/09		2009/10				
Group	#	%	#	%	#	%	#	%	#	%			
Aboriginal	2,766	100	448	16.2	173	6.3	118	4.3	88	3.2			
Non-Aboriginal	40,211	100	5,913	14.7	1,976	4.9	969	2.4	591	1.5			

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic	K-12 Non- Graduates of Year of Last Enrolment 2005/06		Year of Transition to a Community College 2006/07 2007/08 2008/09 2009/10								
Group	#	%	#	%	#	%	#	%	#	%	
Aboriginal	3,760	100	281	7.5	196	5.2	161	4.3	113	3.0	
Non-Aboriginal	28,184	100	1,403	5.0	574	2.0	423	1.5	295	1.0	

GRADE 12 GRADUATES ENTERING INSTITUTES

		Year of Transition to an Institute									
Demographic	2005/06		2006/07		2007/08		2008/09		2009/10		
Group	#	%	#	%	#	%	#	%	#	%	
Aboriginal Non-Aboriginal	2,766 40,211	100 100	55 1,238	2.0 3.1	17 561	0.6 1.4	20 284	0.7 0.7	12 151	0.4 0.4	

K-12 NON-GRADUATES ENTERING INSTITUTES

	K-12 N Graduat Year of Enrolm			Year of 1	Fransitio	n to an Ir	nstitute			
Demographic	2005/06		2006/07		2007/08		2008/09		2009/10	
Group	#	<u>%</u>	#	%	#	%	#	%	#	%
Aboriginal	3,760	100	39	1.0	24	0.6	26	0.7	15	0.4
Non-Aboriginal	28,184	100	456	1.6	150	0.5	120	0.4	66	0.2

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

	Grade Graduat School	es of	Y	Year of Transition to a Research-Intensive University								
Demographic	2005/06		2006/07		2007/08		2008/09		2009/10			
Group	#	%	#	%	#	%	#	%	#	%		
Aboriginal	2,766	100	119	4.3	14	0.5	2	0.1	4	0.1		
Non-Aboriginal	40,211	100	7,563	18.8	579	1.4	172	0.4	64	0.2		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic	K-12 Non- Graduates of Year of Last Enrolment 2005/06		Year of Transition to a Research-Intensive University 2006/07 2007/08 2008/09 2009/10								
Group	#	%	#	%	#	%	#	%	#	%	
Aboriginal	3,760	100	4	0.1	2	0.1	2	0.1	1	0.0	
Non-Aboriginal	28,184	100	71	0.2	29	0.1	26	0.1	23	0.1	

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

	Grade Graduat School	es of	Y	ear of Tr	ansition to	o a Tead	hing-Inte	ensive U	niversity	
Demographic	2005/	06	2006	6/07	2007	/08	2008	3/09	2009	9/10
Group	#	%	#	%	#	%	#	%	#	%
Aboriginal Non-Aboriginal	2,766 40,211	100 100	314 5,792	11.4 14.4	99 1,326	3.6 3.3	59 582	2.1 1.4	28 352	1.0 0.9

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Domographia	K-12 N Graduat Year of Enrolm	es of Last nent		ear of Tra			J		•	
Demographic	2005/	06	2006	0/07	2007	708	2008	3/09	2009	9/10
Group	#	%	#	%	#	%	#	%	#	%
Aboriginal Non-Aboriginal	3,760 28,184	100 100	131 579	3.4 2.0	68 184	1.8 0.6	57 134	1.5 0.5	40 112	1.0 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

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/

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4

		Abo	riginal	Non-Al	ooriginal
Do you like school?	School Year	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
	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
Aboriginal	2009/10	3,789	2,071 55	27,440	15,910 58
Non-Aboriginal	2010/11	3,764	2,080 55	28,186	17,111 61
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 # %
	2006/07	4,320	3,269 76	28,502	22,494 79
	2007/08	4,245	3,113 73	27,836	21,936 79
	2007/00	4,263	3,069 72	27,387	20,940 76
	2009/10	3,683	2,716 74	26,849	20,877 78
Aboriginal	2010/11	3,747	2,885 77	27,654	22,260 80
Non-Aboriginal	2010/11	0,7 11	2,000 11	21,001	22,200 00
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 # %
	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
Aboriginal	2010/11	3,856	2,595 67	28,491	20,260 71
 Non-Aboriginal		2,222	,	-, -	2, 22
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 # %
look unlerenty:					
	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
Aboriginal Non-Aboriginal	2010/11	3,792	3,262 86	28,198	25,468 90
At school, are you being taught about Aboriginal peoples in Canada?		Gr 4	All of the time or many times	Gr 4	All of the time
	School Year	Respondents #	# %	Respondents #	or many times # %
		#	# 70	#	# %
	2006/07	-		-	
	2007/08	-		-	
	2008/09	_		-	
	2009/10	3,722	2,242 60	26,974	16,445 61
Aboriginal Non-Aboriginal	2010/11	3,720	2,335 63	27,574	16,751 61

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4 continued

		Aboriginal		Non-Al	boriginal
Do you feel safe at school?	School Year	Gr 4 Respondents #	All of the time or many times # %	Gr 4 Respondents #	All of the time or many times # %
	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
Aboriginal Non-Aboriginal	2010/11	3,825	2,988 78	28,366	23,472 83
At school, are you bullied, teased, or picked		Gr 4	All of the time	Gr 4	All of the time
on?	School Year	Respondents #	or many times # %	Respondents #	or many times # %
	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
Aboriginal Non-Aboriginal	2010/11	3,787	510 13	28,106	2,494 9
How many adults at your school care about		Gr 4	Two adults or	Gr 4	Two adults or
you? (Percentage responding 2 adults or more.)	School Year	Respondents #	more # %	Respondents #	more # %
more.)		#	# 70	#	# 70
	2006/07	-		-	
	2007/08	-		-	
	2008/09	-		-	
	2009/10	3,912	3,626 93	28,117	26,228 93
Aboriginal Non-Aboriginal	2010/11	3,883	3,643 94	28,606	26,731 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 # %
	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
— Aboriginal	2009/10	3,682	391 11	26,868	1,755 7
Non-Aboriginal	2010/11	3,723	355 10	27,723	1,704 6

37

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7

		Abo	riginal	Non-Al	ooriginal
Do you like school?	School Year	Gr 7 Respondents #	All of the time or many times # %	Gr 7 Respondents #	All of the time or many times # %
	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
Ah arisinal	2009/10	4,020	1,557 39	29,262	14,227 49
Aboriginal Non-Aboriginal	2010/11	4,092	1,675 41	29,377	15,425 53
Non-Abongman					
Do adults in the school treat all students fairly		Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	School Year	#	# %	#	# %
	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
Aboriginal	2010/11	4,053	2,320 57	28,937	18,363 63
Non-Aboriginal					
Do your teachers help you with your		Gr 7	All of the time	Gr 7	All of the time
schoolwork when you need it?		Respondents	or many times	Respondents	or many times
	School Year	#	# %	#	# %
	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
Aboriginal	2010/11	4,143	2,905 70	29,468	23,083 78
Non-Aboriginal		, -	,	.,	.,
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 # %
	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
	2010/11	4,099	3,392 83	29,295	26,505 90
AboriginalNon-Aboriginal		,	.,	-,	.,
At school, are you being taught about		Gr 7	All of the time	Gr 7	All of the time
Aboriginal peoples in Canada?		Respondents	or many times	Respondents	or many times
	School Year	#	# %	#	# %
	2006/07	-		-	
	2007/08	-		-	
	2008/09	-		-	
	2009/10	4,013	1,072 27	28,513	4,748 17
Aboriginal	2010/11	4,036	1,020 25	28,522	4,272 15
Non-Aboriginal	=3.5.11	.,	-,		.,2. = 10

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7 continued

		Aboriginal		Non-Al	boriginal
Do you feel safe at school?	0.11	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	School Year	#	# %	#	# %
	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
Aboriginal Non-Aboriginal	2010/11	4,107	3,016 73	29,410	24,031 82
At school, are you bullied, teased, or picked		Gr 7	All of the time	Gr 7	All of the time
on?	0.1	Respondents	or many times	Respondents	or many times
	School Year	#	# %	#	# %
	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
Aboriginal Non-Aboriginal	2010/11	4,118	503 12	29,258	2,207 8
How many adults at your school care about		Gr 7	Two adults or	Gr 7	Two adults or
you? (Percentage responding 2 adults or more.)	School Year	Respondents #	more # %	Respondents #	more # %
more.		#		#	# /0
	2006/07	-		-	
	2007/08	-		-	
	2008/09	-		-	
	2009/10	4,146	3,457 83 3,545 86	29,620 29,424	25,646 87
Aboriginal Non-Aboriginal	2010/11	4,144	3,545 60	29,424	25,943 88
I would like to go to a different school.		Gr 7	All of the time	Gr 7	All of the time
	School Year	Respondents #	or many times # %	Respondents #	or many times # %
	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
Aboriginal Non-Aboriginal	2010/11	4,042	668 17	28,949	2,959 10

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10

		Aboı	riginal	Non-Al	ooriginal
Do you like school?	School Year	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
	2006/07	3,798	1,338 35	30,742	13,369 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
Aboriginal	2009/10	3,465	1,147 33	28,671	11,051 39
Non-Aboriginal	2010/11	3,660	1,240 34	29,462	11,841 40
Does staff treat all students fairly at school?	School Year	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
	2006/07	3,672	1,516 41	29,968	14,477 48
	2007/08	3,618	1,595 44	30,097	15,342 51
	2007/08	3,465	1,591 46	28,574	14,874 52
	2009/10	3,424	1,373 40	28,134	12,465 44
Aboriginal	2010/11	3,595	1,483 41	28,943	13,046 45
Non-Aboriginal		,	,	,	
Do your teachers help you with your schoolwork when you need it?		Gr 10 Respondents	All of the time or many times	Gr 10 Respondents	All of the time or many times
	School Year	#	# %	#	# %
	2006/07	3,801	2,385 63	30,678	21,095 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
Aboriginal Non-Aboriginal	2010/11	3,696	2,178 59	29,470	18,676 63
Non-Abongman					
At school, do you respect people who are different from you (for example, think, act, or look different)?	School Year	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
	2006/07	3,779	2,786 74	30,598	25,086 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
Aboriginal	2010/11	3,616	2,760 76	28,891	24,134 84
Non-Aboriginal					
At school, are you being taught about		Gr 10	All of the time	Gr 10	All of the time
Aboriginal peoples in Canada?	School Year	Respondents #	or many times # %	Respondents #	or many times # %
		Tr.	# /0		# /0
	2006/07	-		-	
	2007/08	-		-	
	2008/09	- 2 420		-	
——— Aboriginal	2009/10	3,439	1,247 36	28,161	10,251 36
Non-Aboriginal	2010/11	3,601	1,338 37	28,657	10,236 36

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10 continued

		Abo	riginal	Non-Al	ooriginal
Do you feel safe at school?	School Year	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
——— Aboriginal ———— Non-Aboriginal	2006/07 2007/08 2008/09 2009/10 2010/11	3,768 3,674 3,536 3,449 3,641	2,298 61 2,331 63 2,220 63 2,335 68 2,511 69	30,432 30,530 28,979 28,396 29,292	21,656 71 22,192 73 21,091 73 21,030 74 22,049 75
At school, are you bullied, teased, or picked		Gr 10	All of the time	Gr 10	All of the time
on?	School Year	Respondents #	or many times # %	Respondents #	or many times # %
	2006/07 2007/08 2008/09 2009/10	3,751 3,646 3,525 3,467	523 14 484 13 518 15 386 11	30,362 30,437 28,890 28,357	2,177 7 2,208 7 2,149 7 1,941 7
AboriginalNon-Aboriginal	2010/11	3,642	424 12	29,200	2,113 7
How many adults at your school care about you? (Percentage responding 2 adults or more.)	School Year	Gr 10 Respondents #	Two adults or more # %	Gr 10 Respondents #	Two adults or more # %
	2006/07 2007/08 2008/09 2009/10	- - - 3,541		- - - 28,828	
Aboriginal Non-Aboriginal	2010/11	3,685	2,663 72	29,452	21,113 72
Are you satisfied that school is preparing you for a job in the future?	School Year	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
	2006/07 2007/08 2008/09 2009/10	3,733 3,642 3,524 3,431	1,936 52 1,953 54 1,873 53 1,585 46	30,135 30,274 28,703 28,211	15,792 52 16,362 54 15,522 54 13,031 46
Aboriginal Non-Aboriginal	2010/11	3,614	1,676 46	28,974	13,001 45
Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?	School Year	Gr 10 Respondents #	All of the time or many times # %	Gr 10 Respondents #	All of the time or many times # %
	2006/07 2007/08 2008/09 2009/10 2010/11	3,692 3,611 3,494 3,416 3,603	2,040 55 2,025 56 1,992 57 1,755 51 1,837 51	30,168 30,264 28,715 28,191 28,966	17,799 59 18,475 61 17,698 62 15,299 54 15,699 54
Aboriginal Non-Aboriginal	2010/11	0,000	1,001	20,000	10,000
I would like to transfer to a different school.	School Year 2006/07	Gr 10 Respondents # 3,622	All of the time or many times # % 891 25	Gr 10 Respondents # 29,490	All of the time or many times # % 4,632 16
Aboriginal Non-Aboriginal	2007/08 2008/09 2009/10 2010/11	3,532 3,408 3,342 3,537	836 24 800 23 781 23 781 22	29,703 28,324 27,634 28,501	4,801 16 4,481 16 4,737 17 4,663 16

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12

		Aboı	riginal	Non-Al	ooriginal
Do you like school?	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
	2006/07 2007/08 2008/09 2009/10	2,159 2,274 2,273 2,360	937 43 963 42 976 43 927 39	24,002 24,037 23,252 23,904	11,617 48 12,088 50 11,848 51 10,590 44
Aboriginal Non-Aboriginal	2010/11	2,497	990 40	24,264	11,061 46
Does staff treat all students fairly at school?	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
	2006/07 2007/08 2008/09 2009/10	2,116 2,233 2,221 2,342	960 45 999 45 1,020 46 974 42	23,699 23,725 23,006 23,669	11,860 50 12,379 52 12,366 54 11,240 47
Aboriginal Non-Aboriginal	2010/11	2,482	1,045 42	24,058	11,399 47
Do your teachers help you with your schoolwork when you need it?	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
	2006/07 2007/08 2008/09 2009/10	2,169 2,267 2,278 2,377	1,444 67 1,489 66 1,531 67 1,496 63	23,956 23,999 23,225 23,948	17,243 72 17,615 73 17,125 74 15,710 66
Aboriginal Non-Aboriginal	2010/11	2,517	1,638 65	24,284	16,408 68
At school, do you respect people who are different from you (for example, think, act, or look different)?	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
	2006/07 2007/08 2008/09 2009/10	2,143 2,264 2,250 2,358	1,633 76 1,688 75 1,706 76 1,774 75	23,916 23,984 23,202 23,777	20,024 84 20,210 84 19,726 85 20,037 84
Aboriginal Non-Aboriginal	2010/11	2,459	1,902 77	23,837	20,186 85
At school, are you being taught about Aboriginal peoples in Canada?	Cahaal Vaaa	Gr 12 Respondents	All of the time or many times	Gr 12 Respondents	All of the time or many times
	School Year 2006/07 2007/08 2008/09	# - - -	# % 	# - - -	# %
	2009/10 2010/11	2,338 2,450	648 28 696 28	23,446 23,612	4,139 18 4,068 17
AboriginalNon-Aboriginal					

Province

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12 continued

		Abo	riginal	Non-A	boriginal
Do you feel safe at school?	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
Aboriginal	2006/07 2007/08 2008/09 2009/10	2,140 2,257 2,241 2,357 2,493	1,505 70 1,522 67 1,523 68 1,677 71 1,841 74	23,811 23,869 23,045 23,813 24,178	# % 18,456 78 18,768 79 18,189 79 19,119 80 19,477 81
Non-Aboriginal	2010/11	2,493	1,041 /4	24,170	19,477 01
At school, are you bullied, teased, or picked on?	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
	2006/07 2007/08 2008/09 2009/10	2,130 2,257 2,239 2,360	273 13 291 13 324 14 264 11	23,825 23,827 23,036 23,688	1,370 6 1,463 6 1,508 7 1,303 6
——— Aboriginal	2009/10	2,369 2,503	271 11	24,129	1,473 6
Non-Aboriginal	2010/11	2,000	271 11	21,120	1,170
How many adults at your school care about you? (Percentage responding 2 adults or more.)	School Year	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
	2006/07	-		-	
	2007/08 2008/09	<u>-</u> 	 	- -	
Aboriginal Non-Aboriginal	2009/10 2010/11	2,412 2,543	1,825 76 1,978 78	24,133 24,386	18,845 78 19,354 79
Are you satisfied that school is preparing you for a job in the future?	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
	2006/07 2007/08 2008/09 2009/10	2,118 2,249 2,231 2,352	918 43 961 43 998 45 943 40	23,708 23,693 22,939 23,704	8,735 37 9,438 40 9,607 42 7,931 33
Aboriginal	2010/11	2,470	915 37	24,021	7,848 33
Non-Aboriginal					
Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
	2006/07 2007/08 2008/09 2009/10 2010/11	2,111 2,242 2,228 2,341 2,461	1,057 50 1,093 49 1,129 51 1,113 48 1,144 46	23,783 23,800 23,025 23,749 24,079	11,580 49 12,185 51 12,128 53 11,275 47 11,468 48
Aboriginal Output Description Aboriginal	2010/11	2 , 10 1	1,111 40	2 7,010	11,100 +0
I would like to transfer to a different school.		Gr 12	All of the time	Gr 12	All of the time or
	School Year 2006/07 2007/08	Respondents # 2,066 2,179	or many times # % 376 18 453 21	Respondents # 23,208 23,289	# % 2,943 13 2,979 13
	2008/09	2,185	446 20	22,663	2,807 12
Aboriginal Non-Aboriginal	2009/10 2010/11	2,287 2,455	419 18 447 18	23,186 23,745	2,841 12 2,925 12
Moli-WholiRillgi	2010/11	۷,+۵۵	771 10	20,740	2,820 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	Granted by the Ministry of Education upon successful completion of the provincial adult
Diploma	graduation requirements. Refer to www.bced.gov.bc.ca/adult_graduation for more information.
BC Certificate of	Granted by the Ministry of Education to students who meet the British Columbia
Graduation	secondary school graduation requirements. Also referred to as a "Dogwood Certificate".
BC School Completion	Granted by the Ministry to recognize the accomplishments of students who have
Certificate	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 (to graduate)	Any students who have enrolled in sufficient courses to meet the requirements to
Fligible Crede 12	graduate during that school year, and are expected to graduate in that year. A measure of Grade 12 students who, if they pass all courses in which they have
Eligible Grade 12 Graduation Rate	enrolled as of September, will have met all requirements to graduate, and do graduate.
Oraduation Nate	official de of coptomber, will have met all requirements to graduate, and de 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 Einel Marie	Elementary Ungraded
Final Mark GA	A course mark and an exam mark have been assigned. Graduated Adult
Grade to Grade Transition	The percentage of students who enter a grade for the first time from a lower grade and
Rate	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
Handa avert	completion of the British Columbia Graduation Requirements.
Headcount Immediate Transition	A count of unique individuals. Students who first begin their studies in a British Columbia public post-secondary
minieulate Fransition	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	Includes only Aboriginal students who attend a school and who live off a reserve.
Student	
On-Reserve Aboriginal	Includes only Aboriginal students who are Status Indian and living on a reserve and
Student	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:
Oking Assessmenty	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	Constructed from Special Needs categories for the purpose of identifying students who
Reporting Groups	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	Includes both French and English variants of equivalent curricula, in combination (e.g.,
Examination)	Chemistry 12 contains English and French variants of the curriculumChemistry 12 and Chimie 12).
Zero (0)	There are no students in this category or the number as a percentage is less than 0.5%