



Aboriginal Report 2007/08 - 2011/12

How Are We Doing?

Province (Public Schools Only)

Introduction	2
Student and District Context (Kindergarten - Grade 12), 2007/08 - 2011/12	
Students Who Self-Identify as Aboriginal, 2001/02 - 2011/12	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	8
Grade Distribution of Students with Behaviour Disabilities	9
Foundation Skills Assessment (FSA) Grades 4 and 7, 2007/08 - 2011/12	
Reading Comprehension, Grade 4	10
Writing, Grade 4	11
Numeracy, Grade 4	12
Reading Comprehension, Grade 7	13
Writing, Grade 7	14
Numeracy, Grade 7	15
Required Examinations Results, 2007/08 - 2011/12	
Overview	16
English 10	17
English 10: First Peoples	18
Mathematics 10	
Foundations of and Pre-Calculus	19
Apprenticeship and Workplace	20
Science 10	21
Civic Studies 11	22
Social Studies 11	23
BC First Nations Studies 12	24
English 12: First Peoples	25
English 12	26
Communications 12	27
Transitions, 2006/07 - 2011/12	
Progress of Students Entering Grade 8 in September 2006, by Cohort and Gender	28
School Completion, 2007/08 - 2011/12	
BC Six-Year Completion Rates, by Cohort and Gender	29
BC Six, Seven and Eight-Year Completion Rates	30
BC School Completion (by School Age and Adult)	31
Scholarships and Awards, 2006/07 - 2010/11	
Grade 12 Exams, District/Authority	32
Education Experiences of Children in Care, 2007/08 - 2011/12	
Enrolment in Care by Aboriginal Status	33
Six-Year Completion by Aboriginal Status and Gender	33
Graduation Rates by Aboriginal Status and Gender	33
Post-Secondary Transitions, 2007/08 - 2011/12	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	34
Appendix	
Satisfaction Survey Results	36
Glossary	45

Report Date: April 2013

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

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 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?
- Does 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

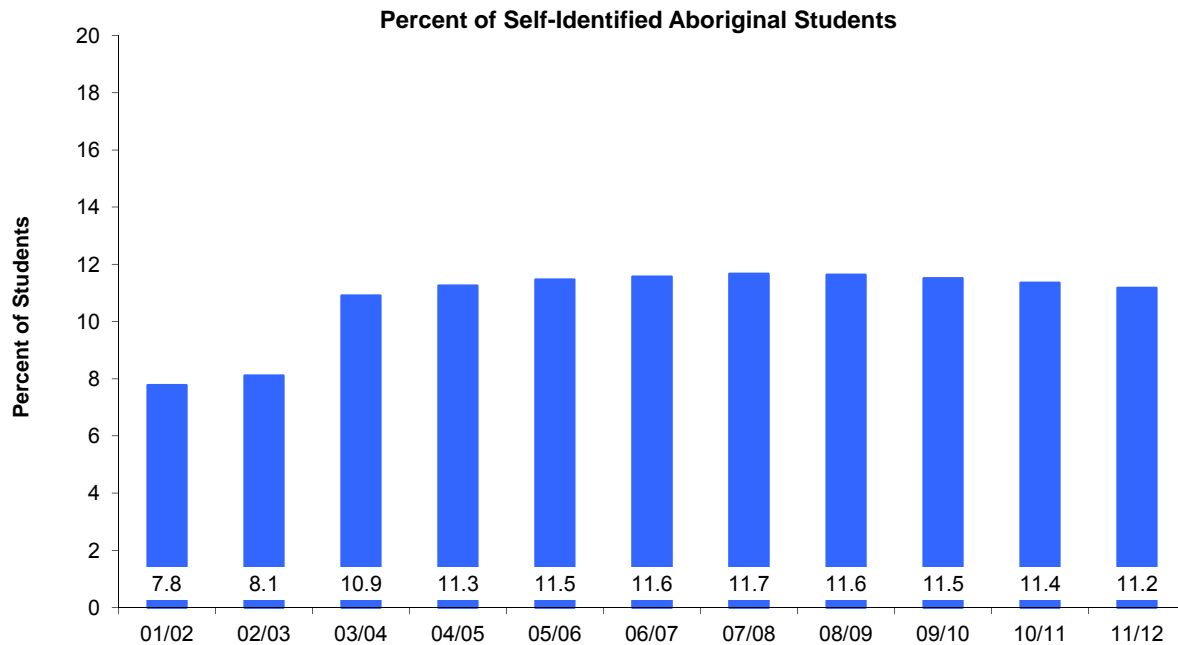
The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

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 reported outcomes for Aboriginal students.

PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	All Students #	Aboriginal Students		Non-Aboriginal Students	
		#	%	#	%
01/02	630,050	48,940	7.8	581,110	92.2
02/03	621,200	50,396	8.1	570,804	91.9
03/04	615,185	67,116	10.9	548,069	89.1
04/05	606,383	68,241	11.3	538,142	88.7
05/06	599,492	68,741	11.5	530,751	88.5
06/07	587,815	68,013	11.6	519,802	88.4
07/08	583,621	68,077	11.7	515,544	88.3
08/09	579,486	67,401	11.6	512,085	88.4
09/10	580,483	66,787	11.5	513,696	88.5
10/11	579,112	65,750	11.4	513,362	88.6
11/12	569,739	63,632	11.2	506,107	88.8



NOTES:

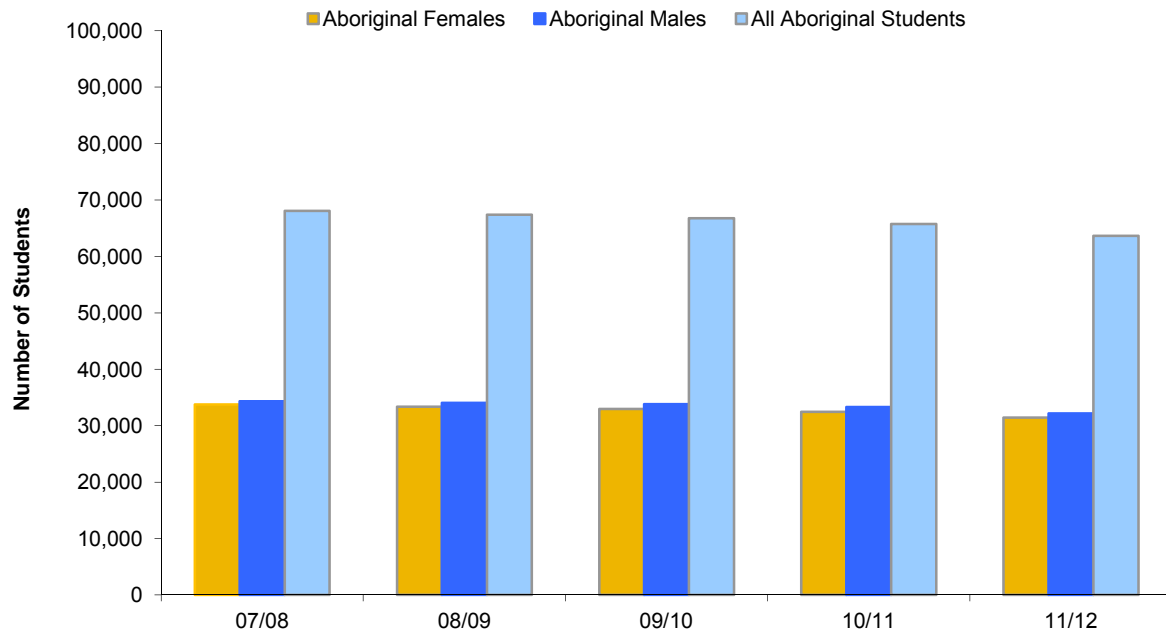
ABORIGINAL STUDENTS BY GENDER

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 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
		#	%				
07/08	583,621	68,077	11.7	33,781	5.8	34,296	5.9
08/09	579,486	67,401	11.6	33,370	5.8	34,031	5.9
09/10	580,483	66,787	11.5	32,957	5.7	33,830	5.8
10/11	579,112	65,750	11.4	32,464	5.6	33,286	5.7
11/12	569,739	63,632	11.2	31,453	5.5	32,179	5.6

Number of Aboriginal Students by Gender



NOTES:

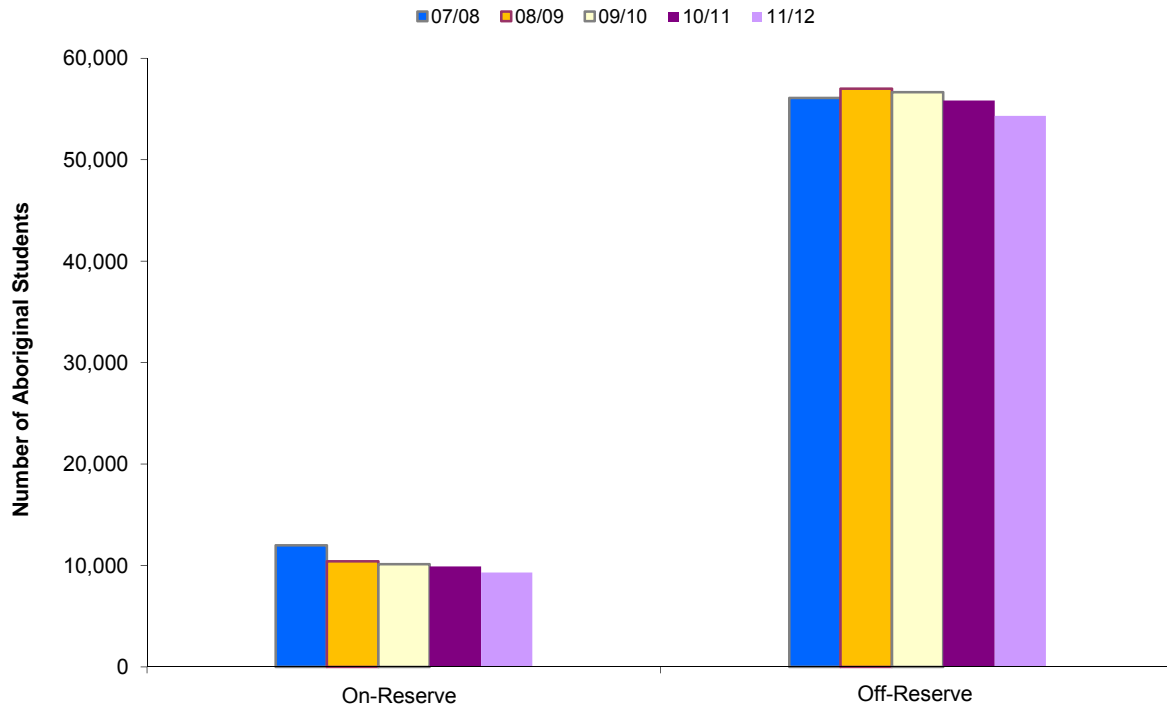
ABORIGINAL STUDENTS, ON OR OFF-RESERVE

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 reported outcomes for Aboriginal students.

NUMBER OF ABORIGINAL STUDENTS, ON OR OFF-RESERVE

School	On-Reserve				Off-Reserve		
	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
07/08	68,077	5,863	6,129	11,992	27,918	28,167	56,085
08/09	67,401	5,082	5,328	10,410	28,288	28,703	56,991
09/10	66,787	4,958	5,175	10,133	27,999	28,655	56,654
10/11	65,750	4,881	5,027	9,908	27,583	28,259	55,842
11/12	63,632	4,615	4,709	9,324	26,838	27,470	54,308

Number of Aboriginal Students, On or Off-Reserve



NOTES:

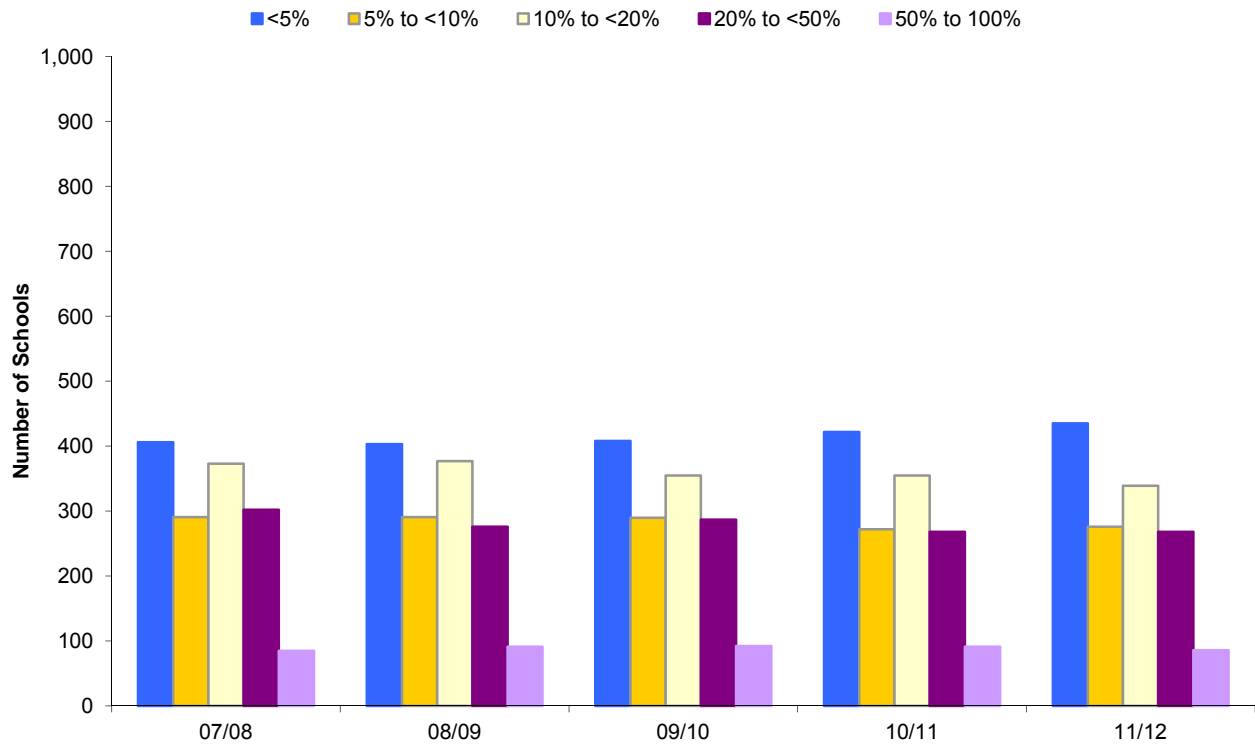
STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS (%)

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 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%
07/08	1,457	406	291	373	302	85
08/09	1,438	403	291	377	276	91
09/10	1,432	408	290	355	287	92
10/11	1,408	422	272	355	268	91
11/12	1,404	435	276	339	268	86

Number of Schools with Aboriginal Students (%)



NOTES:

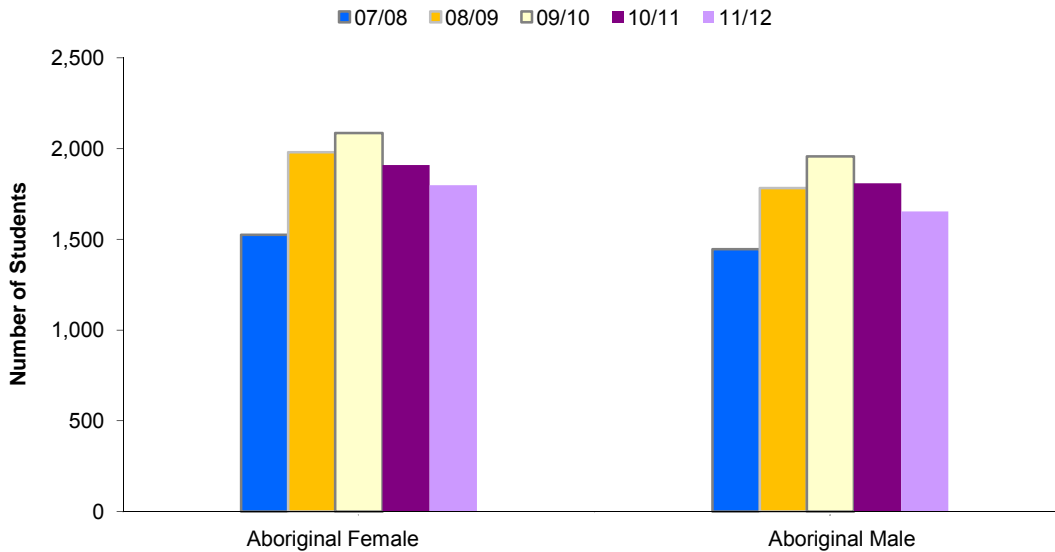
STUDENTS IN ALTERNATE PROGRAMS

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 reported outcomes for Aboriginal students.

STUDENTS IN ALTERNATE PROGRAMS

School Year	Aboriginal			Non-Aboriginal		
	Total Students #	Female #	Male #	Total Students #	Female #	Male #
07/08	2,971	1,525	1,446	6,063	2,846	3,217
08/09	3,762	1,979	1,783	6,814	3,277	3,537
09/10	4,042	2,086	1,956	7,453	3,464	3,989
10/11	3,718	1,909	1,809	6,599	2,986	3,613
11/12	3,451	1,798	1,653	5,680	2,560	3,120

Number of Aboriginal Students in Alternate Programs



NOTES:

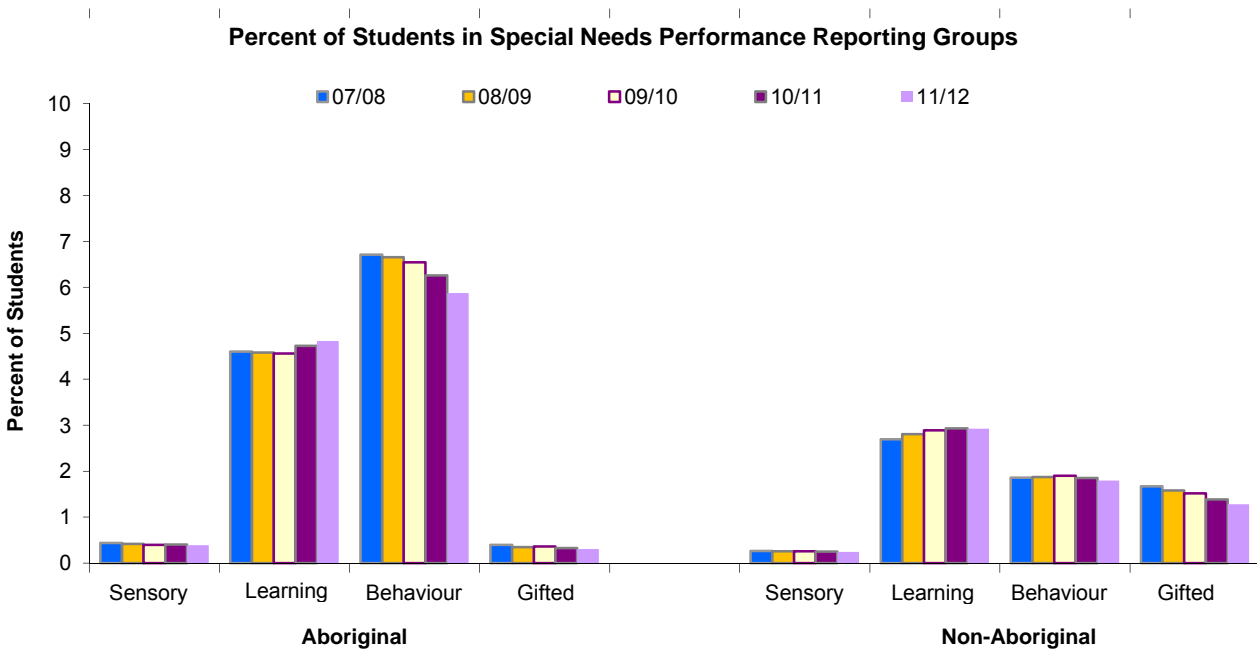
STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

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).

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 reported outcomes for Aboriginal students.

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

School Year	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
	Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
07/08	295	0	1,360	0	3,129	5	14,000	3	4,565	7	9,654	2	271	0	8,695	2
08/09	285	0	1,303	0	3,118	5	14,472	3	4,533	7	9,653	2	237	0	8,152	2
09/10	265	0	1,320	0	3,074	5	14,787	3	4,413	7	9,731	2	244	0	7,750	2
10/11	268	0	1,264	0	3,158	5	15,043	3	4,180	6	9,492	2	216	0	7,115	1
11/12	256	0	1,227	0	3,177	5	14,997	3	3,863	6	9,202	2	201	0	6,552	1



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 reported outcomes for Aboriginal students.

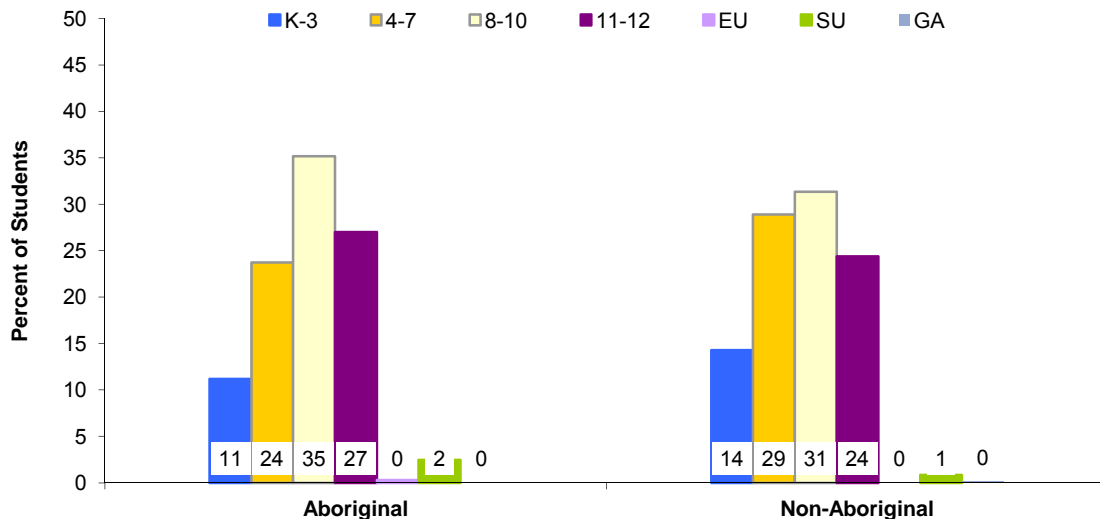
Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

School Year	Total Students with Behaviour Disabilities #	Aboriginal Students													
		K-3		4-7		8-10		11-12		EU		SU		GA	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
07/08	4,565	461	10	1,162	25	1,728	38	847	19	50	1	317	7	-	-
08/09	4,533	495	11	1,079	24	1,796	40	860	19	42	1	261	6	0	0
09/10	4,413	487	11	1,080	24	1,660	38	916	21	43	1	224	5	3	0.1
10/11	4,180	443	11	1,001	24	1,471	35	1,049	25	25	1	186	4	5	0
11/12	3,863	432	11	917	24	1,358	35	1,043	27	12	0	95	2	6	0

School Year	Total Students with Behaviour Disabilities #	Non-Aboriginal Students													
		K-3		4-7		8-10		11-12		EU		SU		GA	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
07/08	9,654	1,323	14	2,757	29	3,311	34	1,853	19	83	1	327	3	-	-
08/09	9,649	1,318	14	2,743	28	3,256	34	2,032	21	65	1	235	2	4	0
09/10	9,731	1,288	13	2,799	29	3,153	32	2,223	23	60	1	203	2	5	0.1
10/11	9,492	1,269	13	2,798	29	2,936	31	2,265	24	44	0	168	2	12	0
11/12	9,202	1,314	14	2,660	29	2,885	31	2,242	24	7	0	77	1	17	0

Grade Distribution of Students with Behaviour Disabilities - 2011/12

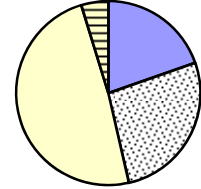


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

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

GRADE 4: ABORIGINAL

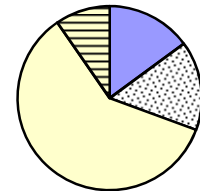
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,734	88	582	12	1,322	28	2,592	55	238	5
08/09	4,516	81	870	19	1,215	27	2,205	49	226	5
09/10	4,413	80	868	20	1,241	28	2,093	47	211	5
10/11	4,196	80	844	20	1,174	28	1,973	47	205	5
11/12	4,180	80	821	20	1,118	27	2,043	49	198	5



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

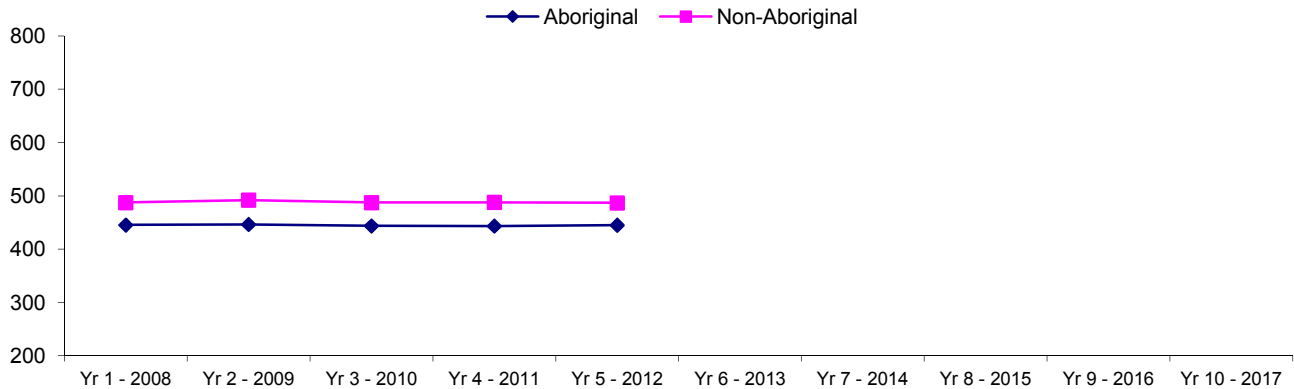
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	34,258	91	3,233	9	5,584	16	21,587	63	3,854	11
08/09	34,074	84	5,478	16	5,038	15	19,748	58	3,810	11
09/10	33,566	83	5,696	17	5,433	16	18,918	56	3,519	10
10/11	33,552	85	5,081	15	5,388	16	19,596	58	3,487	10
11/12	33,327	85	4,976	15	5,225	16	19,916	60	3,210	10



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

Average FSA Scaled Score - Grade 4 Reading

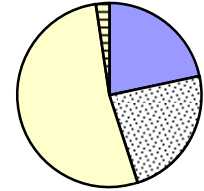


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

GRADE 4: ABORIGINAL

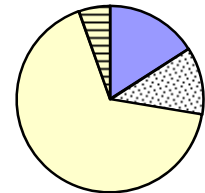
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,732	85	696	15	1,489	31	2,414	51	133	3
08/09	4,516	80	922	20	1,213	27	2,298	51	83	2
09/10	4,413	79	939	21	1,038	24	2,342	53	94	2
10/11	4,196	78	940	22	964	23	2,186	52	106	3
11/12	4,180	79	894	21	1,018	24	2,170	52	98	2



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

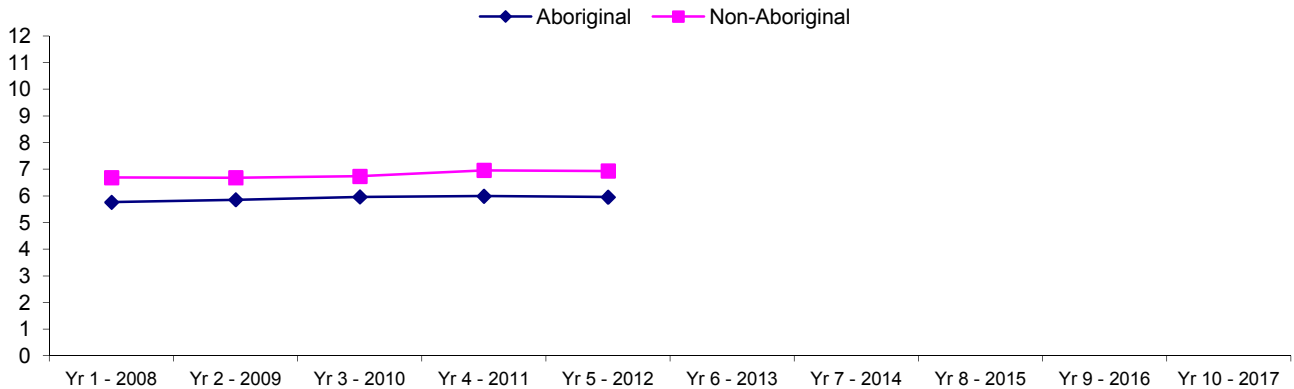
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	34,256	89	3,819	11	5,932	17	22,371	65	2,134	6
08/09	34,074	83	5,913	17	5,030	15	21,632	63	1,499	4
09/10	33,566	82	6,069	18	4,411	13	21,613	64	1,473	4
10/11	33,552	84	5,470	16	3,467	10	22,797	68	1,818	5
11/12	33,327	84	5,315	16	3,911	12	22,348	67	1,753	5



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

Average FSA Scaled Score - Grade 4 Writing

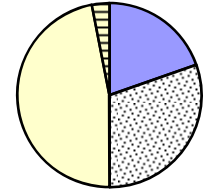


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

GRADE 4: ABORIGINAL

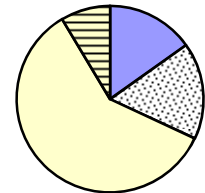
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,734	88	586	12	1,632	34	2,347	50	169	4
08/09	4,516	80	884	20	1,435	32	2,044	45	153	3
09/10	4,413	80	894	20	1,507	34	1,868	42	144	3
10/11	4,196	79	872	21	1,364	33	1,819	43	141	3
11/12	4,180	80	821	20	1,267	30	1,964	47	128	3



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

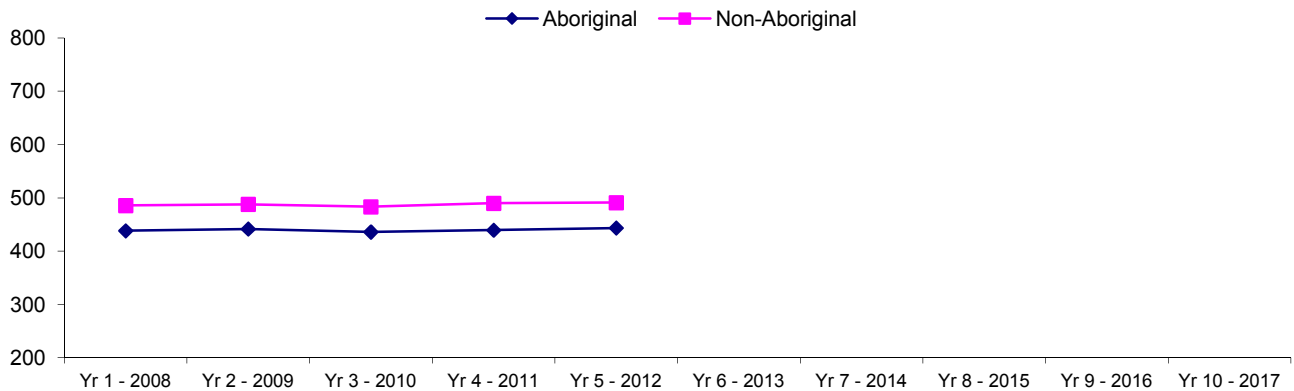
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	34,258	91	3,172	9	7,124	21	20,499	60	3,463	10
08/09	34,074	84	5,486	16	6,070	18	19,528	57	2,990	9
09/10	33,566	83	5,697	17	6,531	19	18,704	56	2,634	8
10/11	33,552	85	5,116	15	6,023	18	19,265	57	3,148	9
11/12	33,327	85	5,051	15	5,581	17	19,837	60	2,858	9



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

Average FSA Scaled Score - Grade 4 Numeracy

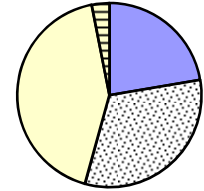


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

GRADE 7: ABORIGINAL

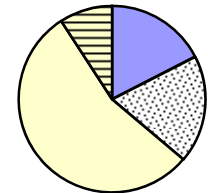
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	5,197	87	684	13	1,871	36	2,418	47	224	4
08/09	5,137	80	1,008	20	1,615	31	2,274	44	240	5
09/10	4,913	79	1,056	21	1,538	31	2,101	43	218	4
10/11	4,852	79	997	21	1,484	31	2,231	46	140	3
11/12	4,555	78	1,018	22	1,454	32	1,943	43	140	3



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

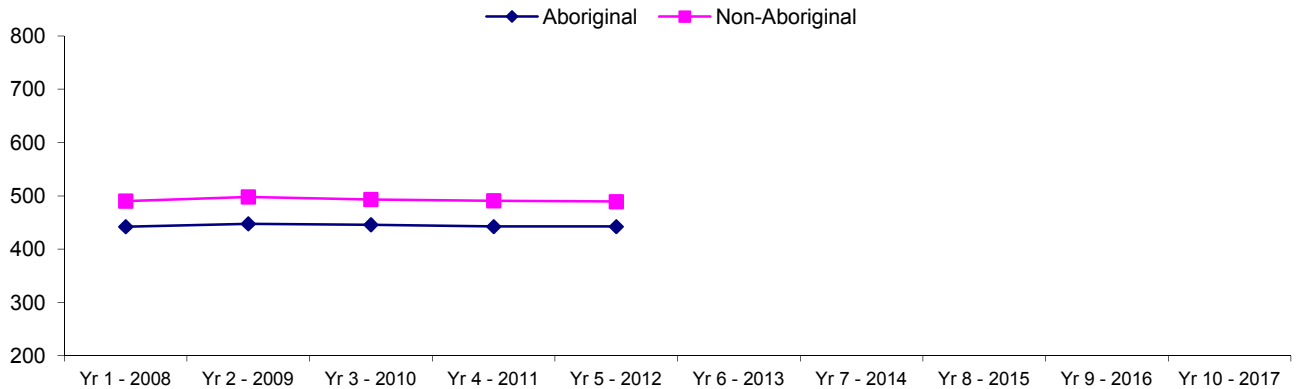
GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	38,862	91	3,496	9	8,344	21	22,677	58	4,345	11
08/09	38,435	84	6,225	16	6,687	17	20,978	55	4,545	12
09/10	37,340	82	6,627	18	6,643	18	20,227	54	3,843	10
10/11	36,217	83	6,004	17	6,419	18	20,352	56	3,442	10
11/12	35,445	83	6,198	17	6,621	19	19,369	55	3,257	9



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

Average FSA Scaled Score - Grade 7 Reading

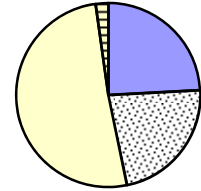


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

GRADE 7: ABORIGINAL

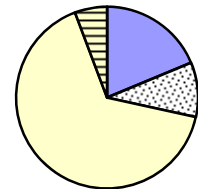
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	5,197	85	790	15	1,405	27	2,878	55	124	2
08/09	5,137	77	1,177	23	1,461	28	2,381	46	118	2
09/10	4,913	75	1,219	25	1,239	25	2,347	48	108	2
10/11	4,852	77	1,118	23	970	20	2,599	54	165	3
11/12	4,555	76	1,100	24	1,029	23	2,325	51	101	2



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

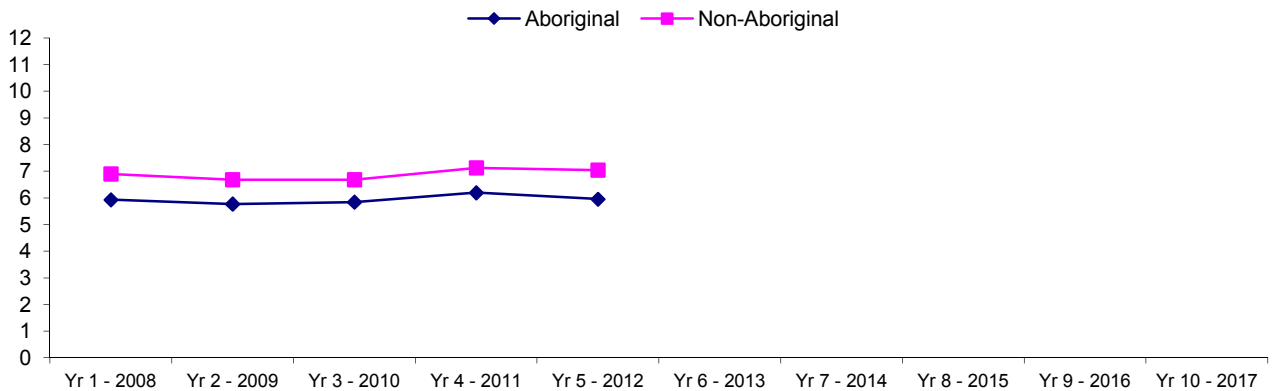
GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	38,861	89	4,285	11	5,339	14	26,526	68	2,711	7
08/09	38,435	82	6,789	18	6,312	16	23,241	60	2,093	5
09/10	37,340	81	7,174	19	4,823	13	23,882	64	1,461	4
10/11	36,217	82	6,523	18	3,445	10	23,504	65	2,745	8
11/12	35,445	81	6,640	19	3,436	10	23,341	66	2,028	6



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

Average FSA Scaled Score - Grade 7 Writing

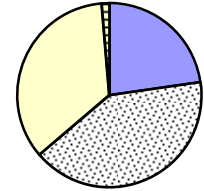


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

GRADE 7: ABORIGINAL

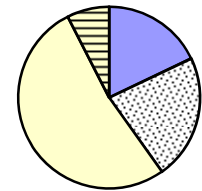
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	5,197	87	698	13	2,009	39	2,331	45	159	3
08/09	5,137	79	1,087	21	1,983	39	1,965	38	102	2
09/10	4,913	77	1,144	23	1,835	37	1,860	38	74	2
10/11	4,852	78	1,054	22	1,890	39	1,845	38	63	1
11/12	4,555	77	1,036	23	1,869	41	1,589	35	61	1



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

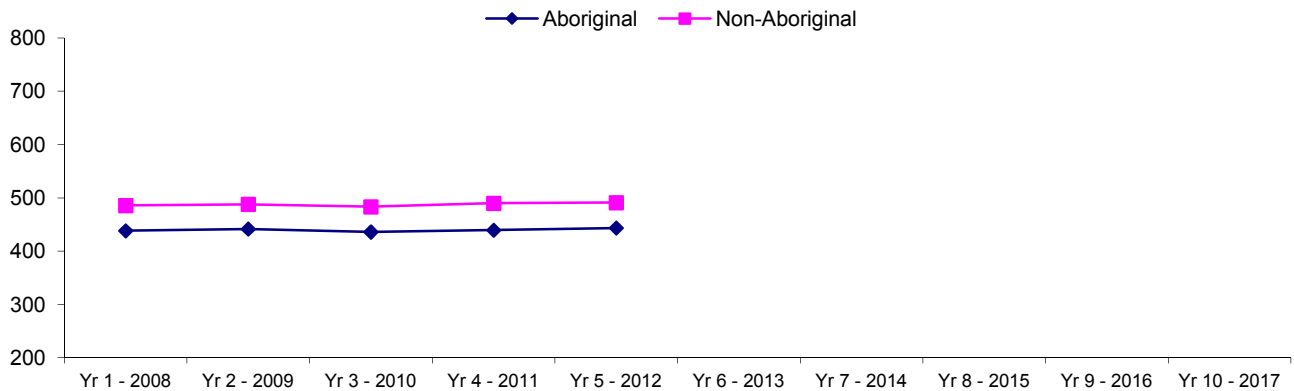
GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	38,862	91	3,498	9	7,621	20	23,411	60	4,332	11
08/09	38,435	84	6,331	16	7,637	20	20,491	53	3,976	10
09/10	37,340	82	6,697	18	7,385	20	20,390	55	2,868	8
10/11	36,217	84	5,939	16	7,562	21	19,745	55	2,971	8
11/12	35,445	82	6,345	18	7,885	22	18,544	52	2,671	8



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

Average FSA Scaled Score - Grade 7 Numeracy



REQUIRED EXAMINATIONS RESULTS: OVERVIEW

Certain courses must be taken in Grades 10, 11 and 12 in order to meet graduation requirements. These courses have a mandatory exam component. Results presented in this section include graduation program exams written in August, November, January, April and June of the school year indicated.

The final mark for a course is derived from the course mark (classroom work) and the exam mark. As the course mark measures performance for the duration of the course and the exam evaluates performance through large-scale testing, the results of these two indicators may vary. In Grades 10 and 11 the exam scores provide 20% towards the final mark and in Grade 12 the exam scores provide 40% towards the final mark (exception: BC First Nations Studies 12 exam provides 20% of the final mark).

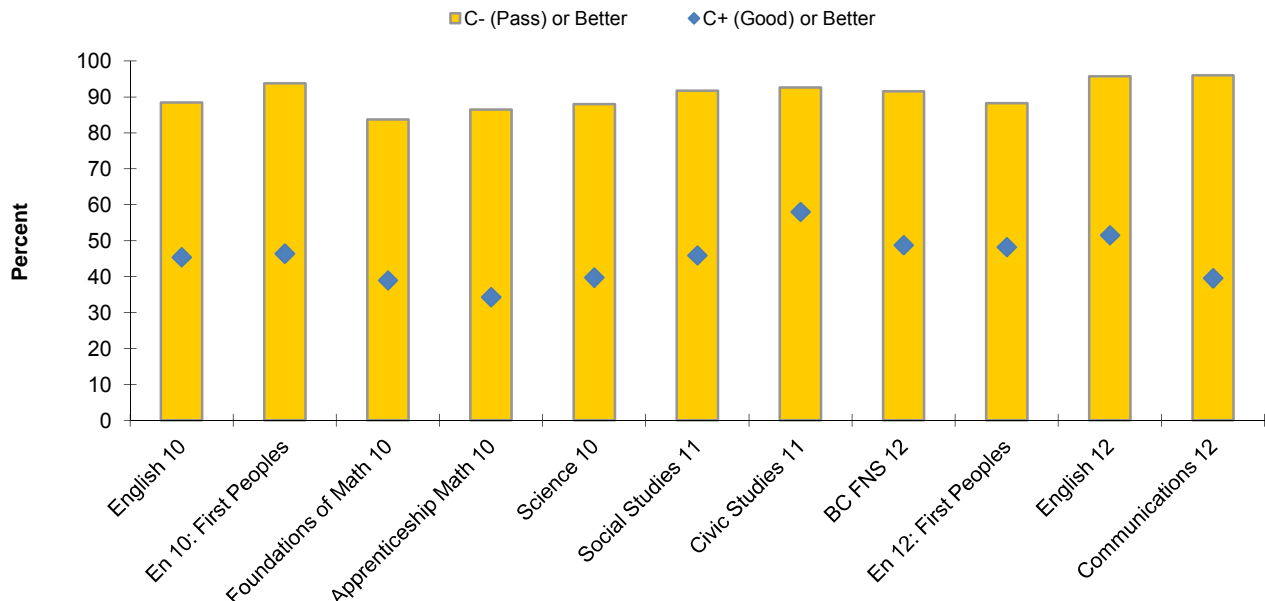
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark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

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

	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	4,209	3,721	88	1,911	45	43,321	41,261	97	28,983	68
English 10: First Peoples	112	105	94	52	46	13	11	92	6	50
Foundations of Math 10	2,268	1,899	84	884	39	35,086	30,284	93	20,279	62
Apprenticeship Math 10	2,133	1,844	86	732	34	8,212	6,927	91	2,937	39
Science 10	4,155	3,655	88	1,652	40	41,468	40,545	96	27,054	64
Social Studies 11	2,962	2,716	92	1,360	46	39,426	38,714	97	26,957	68
Civic Studies 11	81	75	93	47	58	725	763	98	518	66
BC First Nations Studies 12	781	715	92	381	49	1,668	1,643	97	1,093	65
English 12: First Peoples	85	75	88	41	48	99	129	97	65	49
English 12	2,457	2,352	96	1,266	52	38,080	37,529	98	27,001	71
Communications 12	975	936	96	386	40	4,543	4,370	98	2,301	52

Required Exams Overview: Aboriginal Results 2011/12



REQUIRED EXAMINATIONS RESULTS: ENGLISH 10

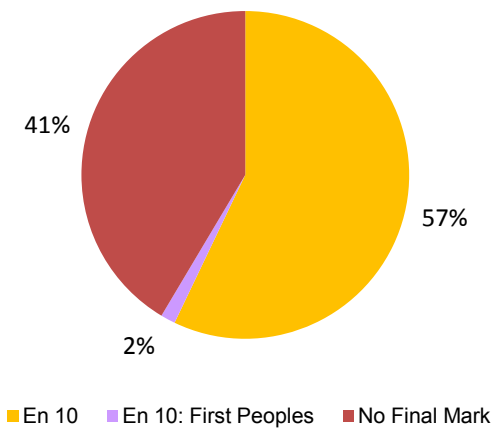
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 10

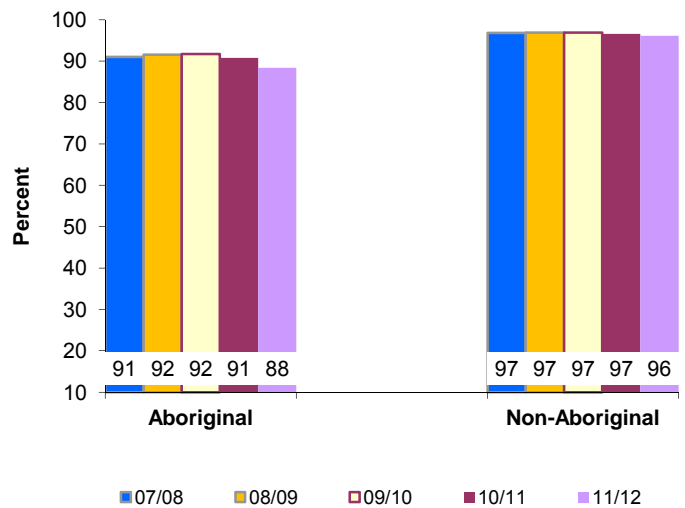
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
07/08	4,208	3,830	91	1,797	43	43,688	42,286	97	28,808	66	
08/09	4,451	4,074	92	1,936	43	43,060	41,709	97	28,679	67	
09/10	4,617	4,235	92	2,029	44	43,347	42,003	97	29,189	67	
10/11	4,369	3,967	91	1,985	45	42,733	41,261	97	28,983	68	
11/12	4,209	3,721	88	1,911	45	43,321	41,630	96	29,787	69	

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark					Students Assigned Final Mark				
	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 #		
07/08	4,208	6,500	3479	729	43,688	48,516	38966	4722		
08/09	4,451	6,539	3684	767	43,060	47,033	38360	4700		
09/10	4,617	6,464	3812	805	43,347	48,644	38688	4659		
10/11	4,369	6,304	3617	752	42,733	49,074	38100	4633		
11/12	4,209	6,123	3497	712	43,321	47,650	37035	6286		

Aboriginal Grade 10 Students Assigned a Language Arts10 Final Mark 2011/12



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: ENGLISH 10: FIRST PEOPLES

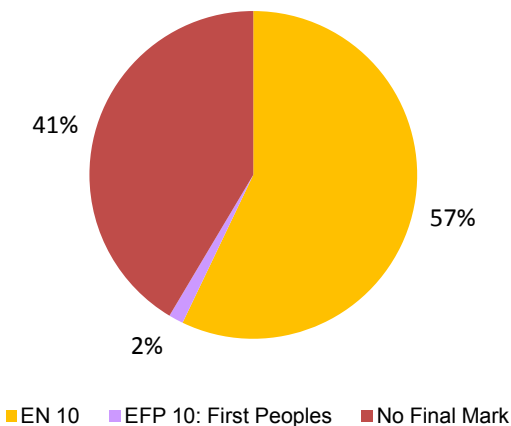
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 10: FIRST PEOPLES

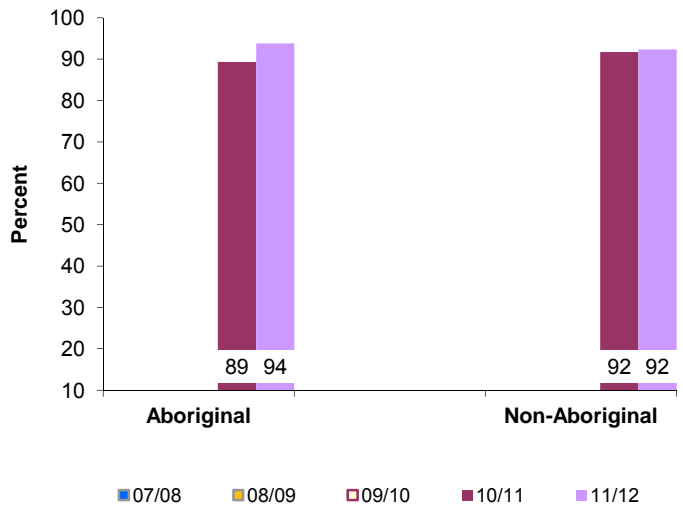
Final Mark	School Year	Aboriginal				Non-Aboriginal					
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	07/08										
	08/09										
	09/10										
	10/11	56	50	89	21	38	12	11	92	6	50
	11/12	112	105	94	52	46	13	12	92	9	69

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark				Students Assigned Final Mark			
	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 #
07/08								
08/09								
09/10								
10/11	56	6,304	49	7	12	49,074	11	1
11/12	112	6,123	89	23	13	47,650	11	2

Aboriginal Grade 10 Students Assigned a Language Arts 10 Final Mark 2011/12



English 10: First Peoples 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: FOUNDATIONS OF AND PRE-CALCULUS MATH 10

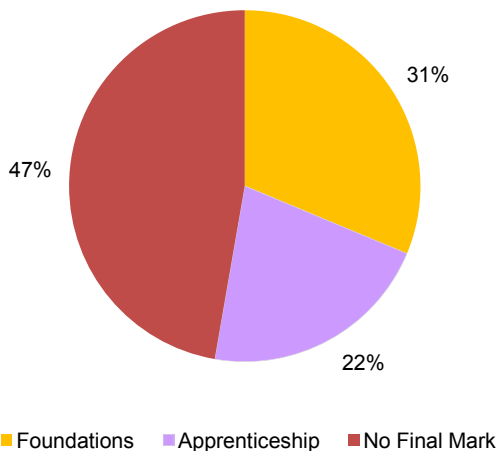
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

FOUNDATIONS OF AND PRE-CALCULUS MATH 10

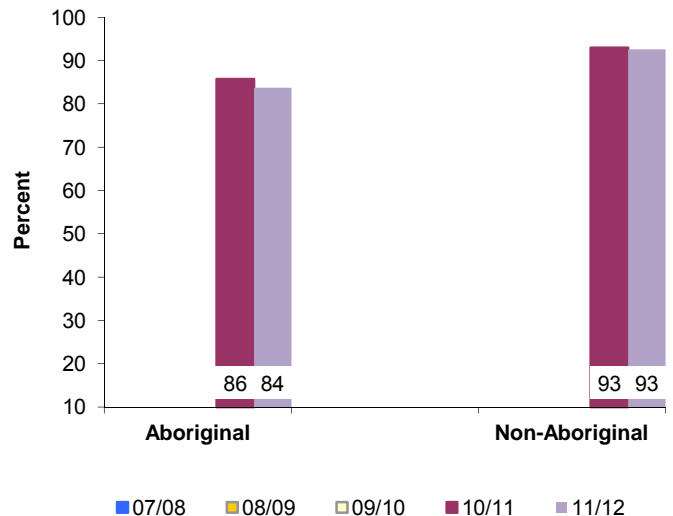
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	07/08										
	08/09										
	09/10										
	10/11	2,143	1,837	86	875	41	32,566	30,284	93	20,279	62
	11/12	2,268	1,899	84	884	39	35,086	32,489	93	21,905	62

School Year	Aboriginal Students Assigned Final Mark					Non-Aboriginal Students Assigned Final Mark				
	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 #
			#	#				#	#	
	07/08									
	08/09									
	09/10									
	10/11	2,143	6,304	1861	282	32,566	49,074	29161	3405	
	11/12	2,268	6,123	1916	352	35,086	47,650	30124	4962	

Aboriginal Grade 10 Students Assigned a Maths 10 Final Mark 2011/12



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

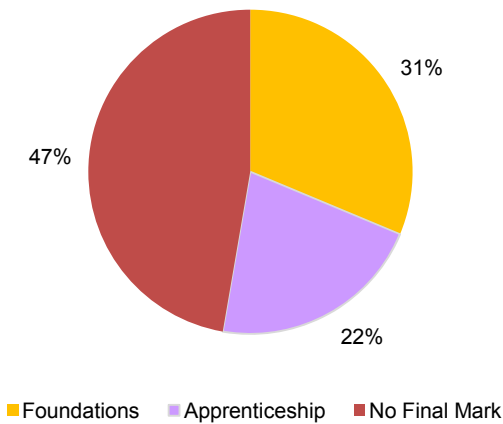
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

APPRENTICESHIP AND WORKPLACE MATH 10

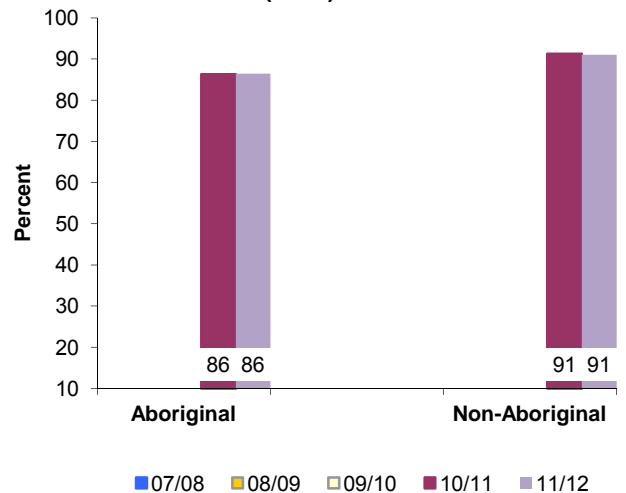
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
07/08											
08/09											
09/10											
10/11		1,793	1,547	86	598	33	7,587	6,927	91	2,937	39
11/12		2,133	1,844	86	732	34	8,212	7,477	91	3,384	41

School Year	Aboriginal Students Assigned Final Mark					Non-Aboriginal Students Assigned Final Mark				
	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			
			#	#			#	#		
07/08										
08/09										
09/10										
10/11	1,793	6,304	1313	480	7,587	49,074	5913	1674		
11/12	2,133	6,123	1408	725	8,212	47,650	5812	2400		

Aboriginal Grade 10 Students Assigned a Maths 10 Final Mark 2011/12



Apprenticeship 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

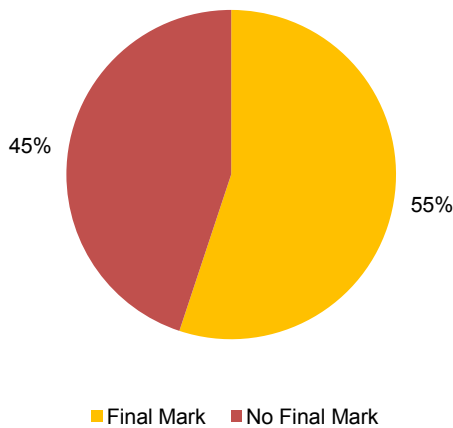
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

SCIENCE 10

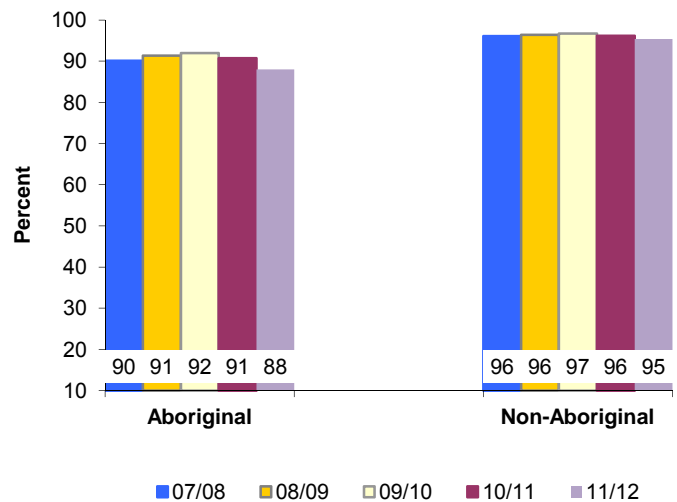
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	07/08	4,112	3,705	90	1,442	35	43,311	41,607	96	26,198	60
	08/09	4,120	3,762	91	1,529	37	42,172	40,658	96	26,468	63
	09/10	4,398	4,046	92	1,699	39	42,642	41,236	97	27,062	63
	10/11	4,256	3,860	91	1,687	40	42,151	40,545	96	27,054	64
	11/12	4,155	3,655	88	1,652	40	41,468	39,564	95	26,964	65

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned		Final Mark			Students Assigned		Final Mark		
	Students Assigned	Total Gr 10	Gr 10	Non-Gr 10 ²	Students Assigned	Total Gr 10	Gr 10	Non-Gr 10 ²		
07/08	4,112	6,500	3240	872	43,311	48,516	37965	5346		
08/09	4,120	6,539	3261	859	42,172	47,033	37068	5104		
09/10	4,398	6,464	3488	910	42,642	48,644	37487	5155		
10/11	4,256	6,304	3382	874	42,151	49,074	37344	4807		
11/12	4,155	6,123	3373	782	41,468	47,650	36389	5079		

Aboriginal Grade 10 Students Assigned a Science 10 Final Mark 2011/12



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 reported outcomes for Aboriginal students.

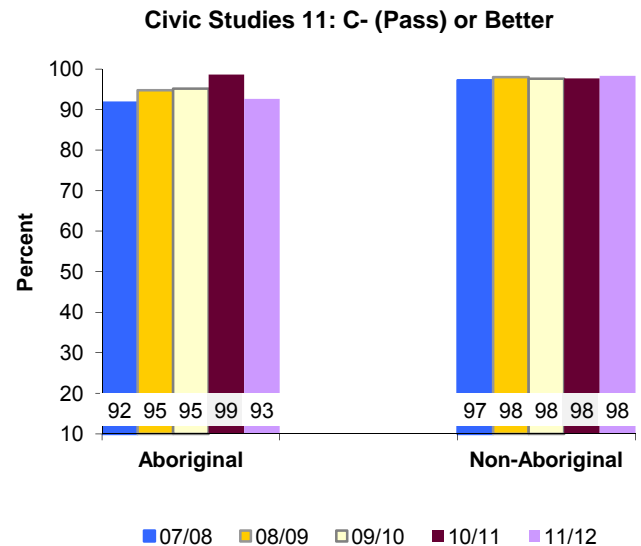
CIVIC STUDIES 11

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	07/08	72	66	92	29	40	754	733	97	495	66
	08/09	95	90	95	47	49	799	783	98	543	68
	09/10	82	78	95	36	44	802	783	98	508	63
	10/11	72	71	99	32	44	781	763	98	518	66
	11/12	81	75	93	47	58	725	713	98	507	70

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark					Students Assigned Final Mark				
	Students Assigned	Total Gr 11	Students ¹		Non-Gr 11 ²	Students Assigned	Total Gr 11	Students ¹		Non-Gr 11 ²
Final Mark #	#	Gr 11 #	#	Final Mark #		#	Gr 11 #	#		
07/08	72	6,604	58	14	754	53,393	675	79		
08/09	95	6,794	72	23	799	53,166	683	116		
09/10	82	6,878	65	17	802	52,254	670	132		
10/11	72	6,690	56	16	781	52,233	672	109		
11/12	81	6,473	71	10	725	50,159	600	125		

All Humanities 11 Final Marks 2011/12 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 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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 reported outcomes for Aboriginal students.

SOCIAL STUDIES 11

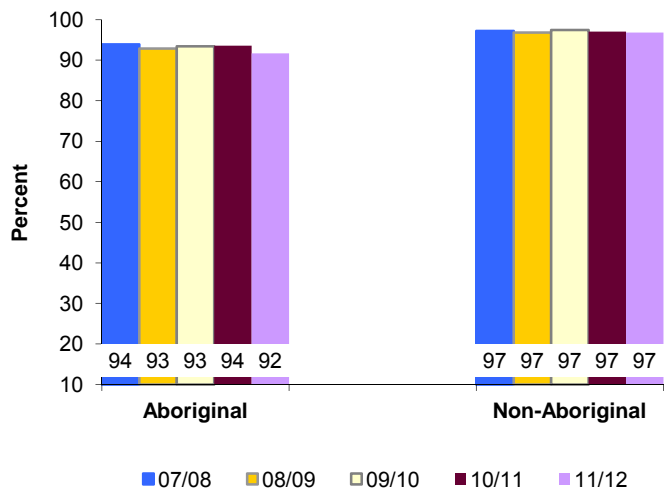
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	07/08	2,689	2,525	94	1,182	44	39,602	38,508	97	26,088	66
	08/09	2,736	2,540	93	1,206	44	40,253	38,959	97	26,201	65
	09/10	3,035	2,834	93	1,425	47	40,164	39,132	97	27,205	68
	10/11	3,129	2,927	94	1,419	45	39,890	38,714	97	26,957	68
	11/12	2,962	2,716	92	1,360	46	39,426	38,166	97	26,990	68

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned		Final Mark			Students Assigned		Final Mark		
	Students Assigned	Total Gr 11	Gr 11	Non-Gr 11 ²	Students Assigned	Total Gr 11	Gr 11	Non-Gr 11 ²		
07/08	2,689	6,604	2242	447	39,602	53,393	33609	5993		
08/09	2,736	6,794	2267	469	40,253	53,166	33924	6329		
09/10	3,035	6,878	2478	557	40,164	52,254	33453	6711		
10/11	3,129	6,690	2565	564	39,890	52,233	33513	6377		
11/12	2,962	6,473	2468	494	39,426	50,159	32690	6736		

All Humanities 11 Final Marks 2011/12 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 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

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 reported outcomes for Aboriginal students.

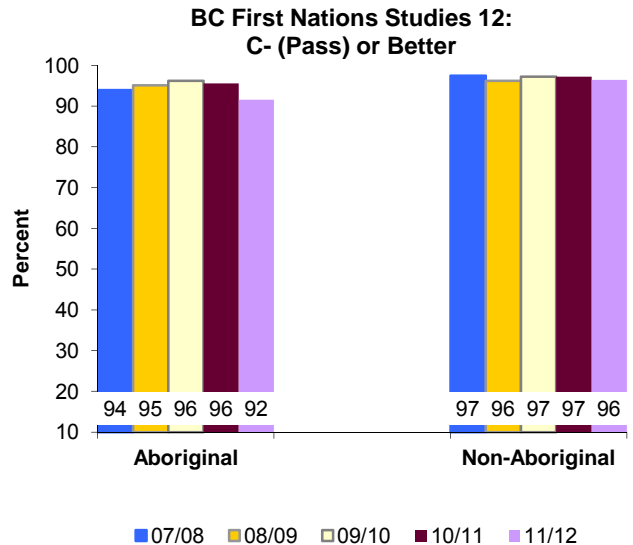
BC FIRST NATIONS STUDIES 12

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	07/08	720	676	94	351	49	1,265	1,233	97	772	61
	08/09	810	770	95	396	49	1,264	1,216	96	806	64
	09/10	768	739	96	402	52	1,435	1,395	97	930	65
	10/11	880	841	96	446	51	1,690	1,643	97	1,093	65
	11/12	781	715	92	381	49	1,668	1,608	96	1,053	63

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark				Students Assigned Final Mark					
	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 #		
07/08	720	5,347	282	438	1,265	55,025	631	634		
08/09	810	5,573	316	494	1,264	54,932	730	534		
09/10	768	5,997	294	474	1,435	57,074	829	606		
10/11	880	6,526	356	524	1,690	59,281	987	703		
11/12	781	6,370	317	464	1,668	58,248	962	706		

BC First Nations Studies 12 Final Marks 2011/12 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 12 represents students who are taking a Grade 12 level course but are not in Grade 10.

REQUIRED EXAMINATIONS RESULTS: ENGLISH 12: FIRST PEOPLES

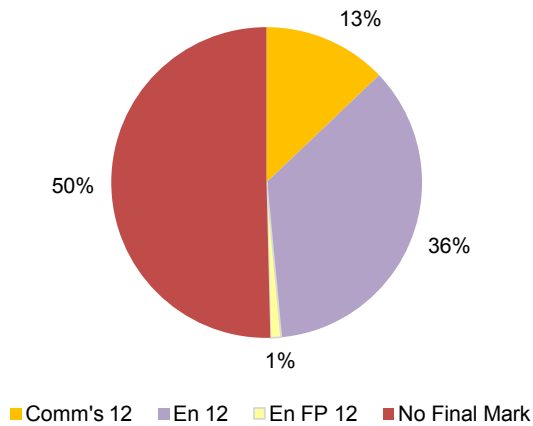
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 12: FIRST PEOPLES

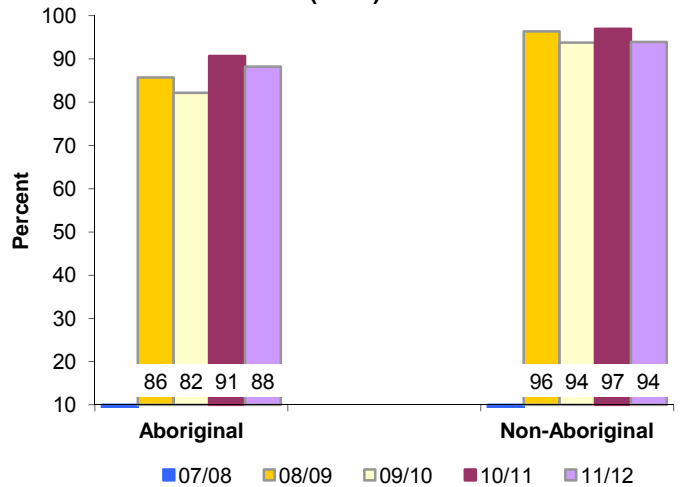
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	07/08	-	-	-	-	-	-	-	-	-	-
	08/09	112	96	86	38	34	55	53	96	41	75
	09/10	101	83	82	33	33	97	91	94	60	62
	10/11	86	78	91	35	41	133	129	97	65	49
	11/12	85	75	88	41	48	99	93	94	63	64

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
07/08	-	-	-	-	-	-	-	-	-	
08/09	112	5,573	97	15	55	54,932	49	6		
09/10	101	5,997	87	14	97	57,074	84	13		
10/11	86	6,526	78	8	133	59,281	106	27		
11/12	85	6,370	70	15	99	58,248	75	24		

Aboriginal Grade 12 Students Assigned a Language Arts 12 Final Mark 2011/12



English 12 First Peoples: 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 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

REQUIRED EXAMINATIONS RESULTS: ENGLISH 12

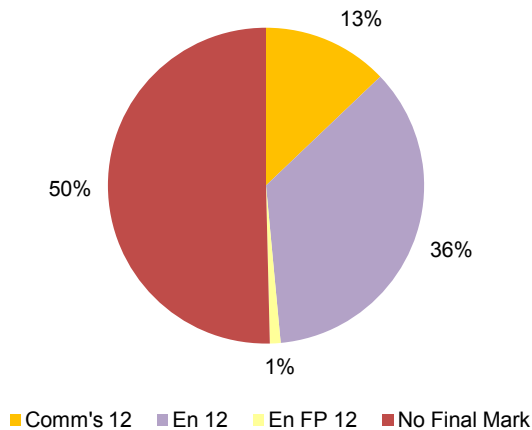
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 12

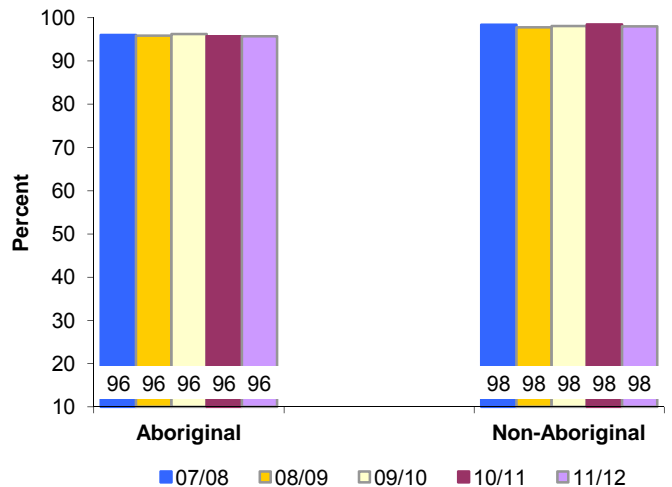
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	07/08	2,051	1,970	96	1,009	49	37,933	37,317	98	26,111	69
	08/09	2,048	1,964	96	994	49	37,225	36,402	98	24,584	66
	09/10	2,232	2,148	96	1,153	52	38,309	37,573	98	26,190	68
	10/11	2,420	2,316	96	1,254	52	38,122	37,529	98	27,001	71
	11/12	2,457	2,352	96	1,266	52	38,080	37,336	98	26,766	70

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Students Assigned Final Mark				Students Assigned Final Mark #	Students Assigned Final Mark			
		Total Gr 12 Students ¹	Gr 12 #	Non-Gr 12 ² #	Gr 12 #		Non-Gr 12 ² #			
07/08	2,051	5,347	1859	192	37,933	55,025	35041	2892		
08/09	2,048	5,573	1864	184	37,225	54,932	34209	3016		
09/10	2,232	5,997	2026	206	38,309	57,074	35071	3238		
10/11	2,420	6,526	2202	218	38,122	59,281	34664	3458		
11/12	2,457	6,370	2270	187	38,080	58,248	34969	3111		

Aboriginal Grade 12 Students Assigned a Language Arts 12 Final Mark 2011/12



English 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 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

REQUIRED EXAMINATIONS RESULTS: COMMUNICATIONS 12

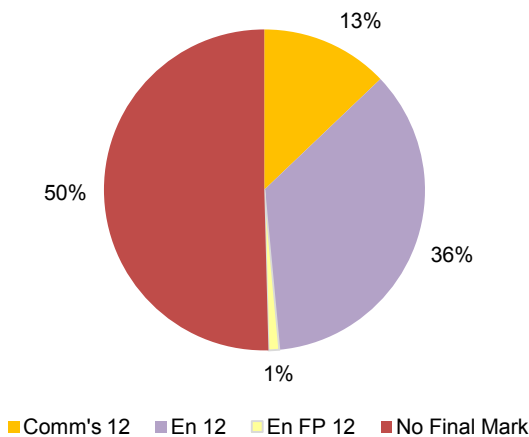
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

COMMUNICATIONS 12

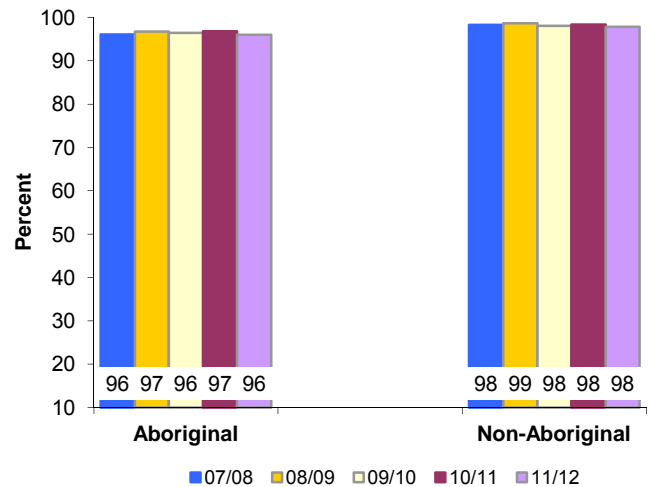
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	07/08	885	850	96	416	47	5,066	4,977	98	2,746	54
	08/09	921	891	97	434	47	5,060	4,991	99	2,833	56
	09/10	1,030	993	96	459	45	4,854	4,758	98	2,472	51
	10/11	1,031	998	97	454	44	4,445	4,370	98	2,301	52
	11/12	975	936	96	386	40	4,543	4,446	98	2,196	48

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark					Students Assigned Final Mark				
	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 #	%
07/08	885	5,347	701	184	33.7%	5,066	55,025	4,231	835	15.2%
08/09	921	5,573	734	187	33.1%	5,060	54,932	4,301	759	13.8%
09/10	1,030	5,997	803	227	33.4%	4,854	57,074	4,139	715	12.5%
10/11	1,031	6,526	829	202	31.1%	4,445	59,281	3,784	661	11.3%
11/12	975	6,370	820	155	25.1%	4,543	58,248	3,918	625	13.9%

Aboriginal Grade 12 Students Assigned a Language Arts 12 Final Mark 2011/12



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 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

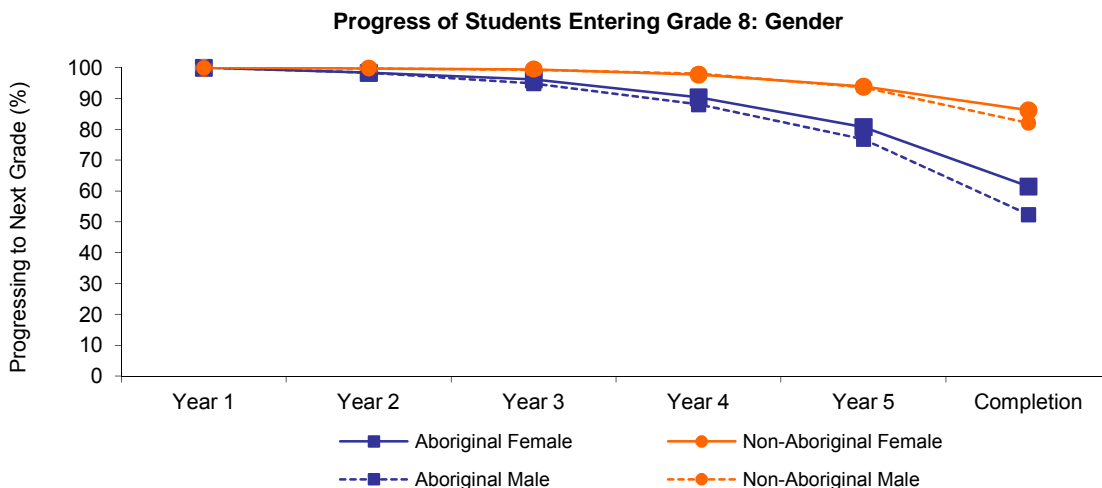
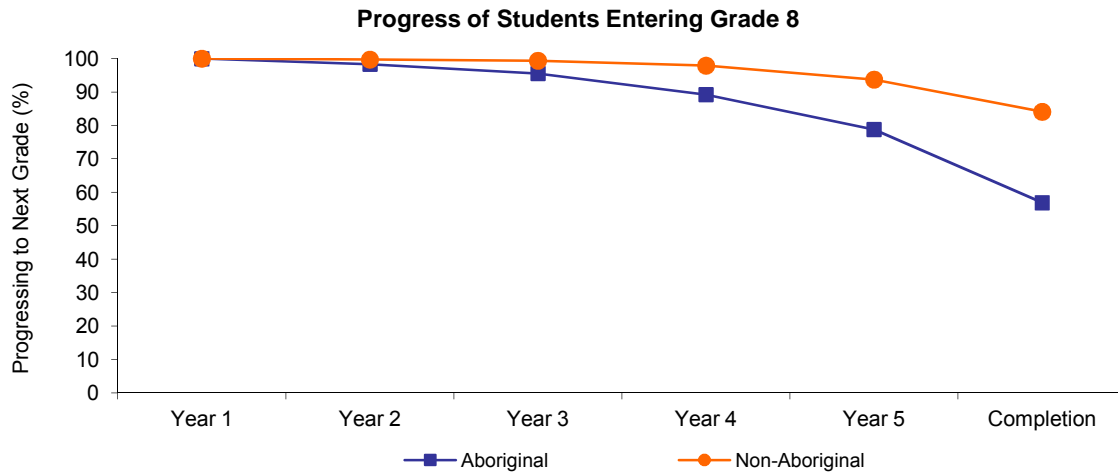
PROGRESS OF STUDENTS ENTERING GRADE 8

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 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 2006

Completion Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
	1	100	100	100	100	100	100
	2	98	98	98	100	100	100
	3	96	96	95	99	99	99
	4	89	90	88	98	98	98
	5	79	81	77	94	94	94
11/12	Completion	57	62	52	84	86	82



BC SIX-YEAR SCHOOL COMPLETION RATES

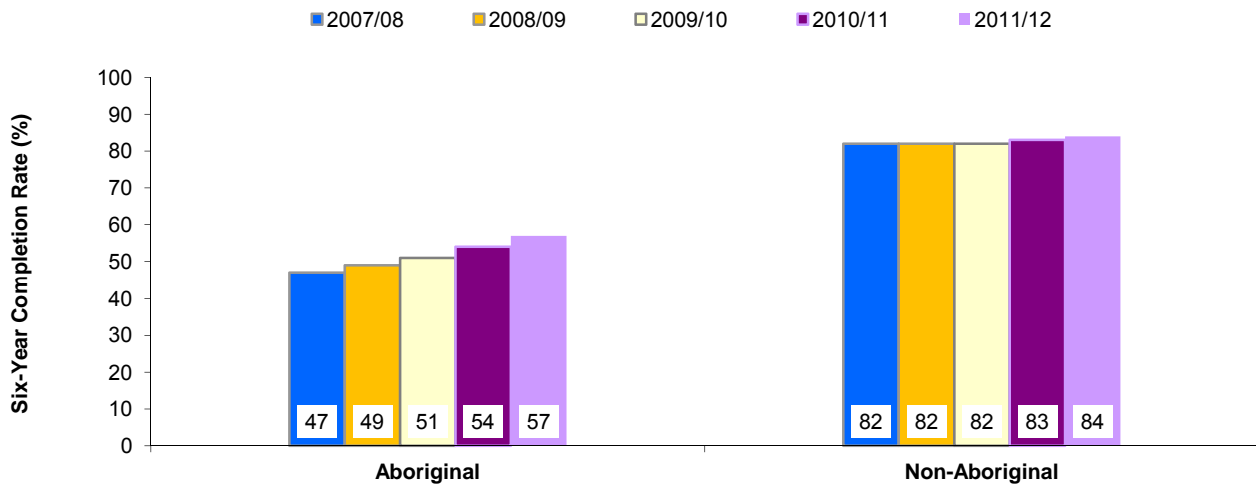
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

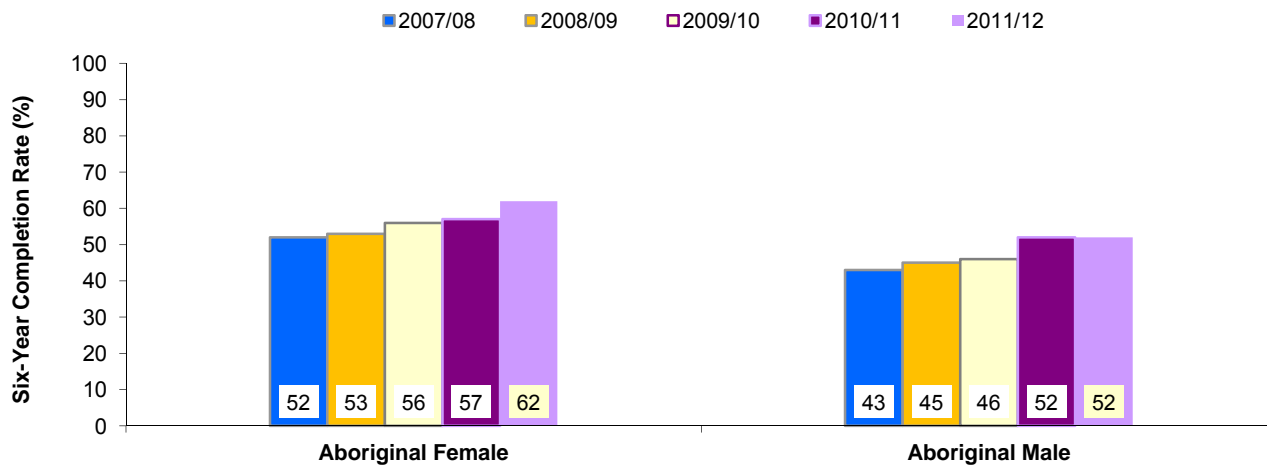
SIX-YEAR COMPLETION RATE * (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
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
2011/12	57	62	52	84	86	82

Six-Year Completion Rate: Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



* See Glossary for Six-Year Completion definitions.

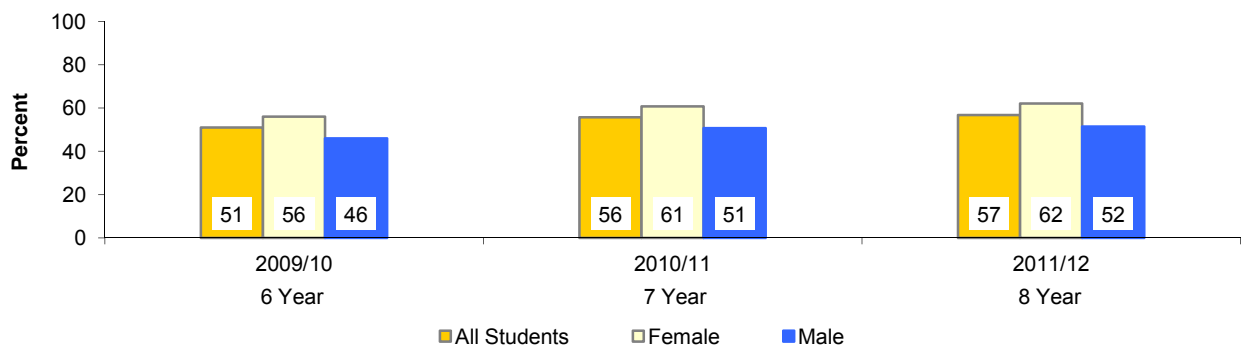
BC SIX, SEVEN AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the first year a student enters Grade 8 for the first time. The 2005/06 and 2006/07 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

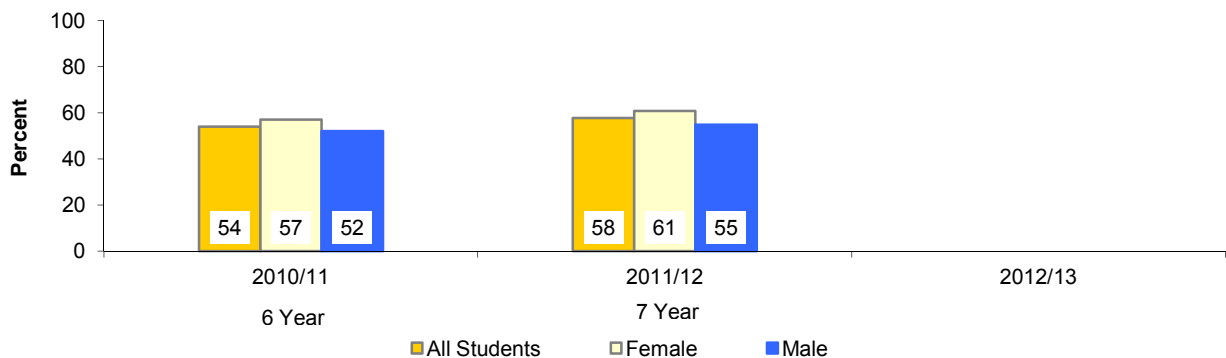
SIX, SEVEN AND EIGHT YEAR COMPLETION RATES (ABORIGINAL AND GENDER)

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Students %	Female %	Male %	All Students %	Female %	Male %	All Students %	Female %	Male %
2004/05	51	56	46	56	61	51	57	62	52
2005/06	54	57	52	58	61	55	-	-	-
2006/07	57	62	52	-	-	-	-	-	-

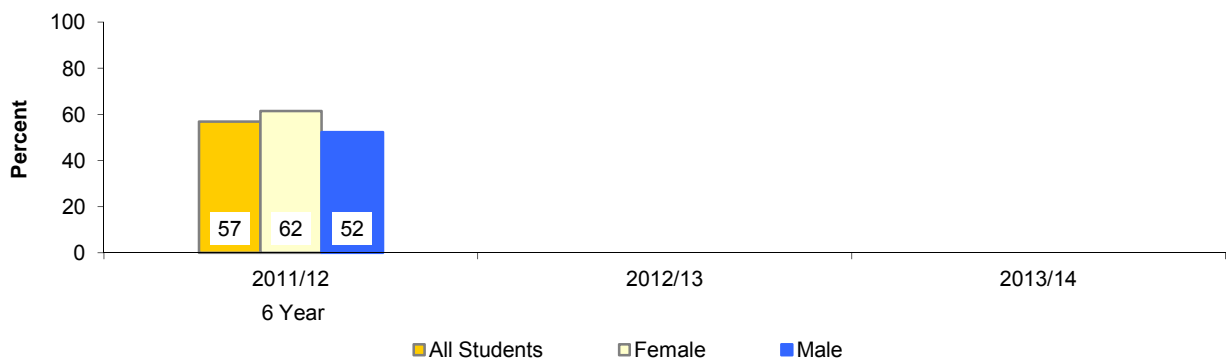
Six, Seven and Eight-Year Aboriginal Completion Rates, 2004/05 Cohort



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



Six, Seven and Eight-Year Aboriginal Completion Rates, 2006/07 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 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

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC School Completion Certificate *		Gr 12 Students #	BC School Completion Certificate *	
		#	%		#	%
2007/08	5,347	223	4	55,025	690	1
2008/09	5,573	195	3	54,932	636	1
2009/10	5,997	231	4	57,074	732	1
2010/11	6,526	213	3	59,281	715	1
2011/12	6,370	265	4	58,248	854	1

BC CERTIFICATE OF GRADUATION (Dogwood Diploma)

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC Certificate of Graduation *		Gr 12 Students #	BC Certificate of Graduation *	
		#	%		#	%
2007/08	5,347	2,405	45	55,025	38,257	70
2008/09	5,573	2,609	47	54,932	38,159	69
2009/10	5,997	2,823	47	57,074	38,948	68
2010/11	6,526	2,974	46	59,281	38,465	65
2011/12	6,370	2,987	47	58,248	38,439	66

BC ADULT GRADUATION DIPLOMA (Adult Dogwood Diploma)

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC Adult Graduation Diploma *		Gr 12 Students #	BC Adult Graduation Diploma *	
		#	%		#	%
2007/08	5,347	322	6	55,025	1,768	3
2008/09	5,573	390	7	54,932	2,259	4
2009/10	5,997	444	7	57,074	2,524	4
2010/11	6,526	477	7	59,281	2,466	4
2011/12	6,370	385	6	58,248	2,622	5

* See Glossary for definitions.

SCHOLARSHIPS AND AWARDS, 2006/07 - 2010/11

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 reported outcomes for Aboriginal students.

GRADE 12 GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP

School Year	Aboriginal Students				Non-Aboriginal Students					
	Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000		Scholarship Recipients \$2,500		Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000		Scholarship Recipients \$2,500	
		#	%	#	%		#	%	#	%
06/07	4,844	27	1	0	0	52,345	3,654	7	20	0
07/08	5,347	33	1	0	0	55,025	3,090	6	21	0
08/09	5,573	24	0	0	0	54,932	2,078	4	20	0
09/10	5,997	20	0	0	0	57,074	2,057	4	20	0
10/11	6,526	18	0	0	0	59,281	2,093	4	22	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 five hundred dollars is awarded when a student ranks in the top twenty among those who were awarded these scholarships.

DOGWOOD DISTRICT/AUTHORITY AWARD

School Year	Aboriginal Students			Non-Aboriginal Students		
	Sep/Feb Gr 12 Students #	Scholarship Recipients		Sep/Feb Gr 12 Students #	Scholarship Recipients	
	#	#	%	#	#	%
06/07	4,844	119	2	52,345	2,640	5
07/08	5,347	107	2	55,025	2,671	5
08/09	5,573	121	2	54,932	2,673	5
09/10	5,997	149	2	57,074	2,658	5
10/11	6,526	126	2	59,281	2,682	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.

CHILDREN UNDER A CONTINUING CUSTODY ORDER

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2007/08	5,775	3,349	58	2,426	42
2008/09	5,472	3,233	59	2,239	41
2009/10	5,186	3,091	60	2,095	40
2010/11	4,788	2,898	61	1,890	39
2011/12	4,267	2,630	62	1,637	38

ABORIGINAL CHILDREN IN CARE AS A PER CENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2007/08	68,013	3,349	5
2008/09	68,077	3,233	5
2009/10	67,401	3,091	5
2010/11	66,787	2,898	4
2011/12	65,750	2,630	4

SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
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
2011/12	37	39	26	32	48	36	42

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2007/08	93	90	87	89	94	97	96
2008/09	87	90	76	85	90	86	88
2009/10	89	89	87	88	87	93	89
2010/11	83	82	73	78	88	86	87
2011/12	88	86	81	84	92	91	91

* 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 2007/08		Year of Transition to a Community College							
			2008/09		2009/10		2010/11		2011/12	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	2,979	100	542	18.2	217	7.3	125	4.2	66	2.2
Non-Aboriginal	39,773	100	6,009	15.1	2,112	5.3	911	2.3	547	1.4

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2007/08		Year of Transition to a Community College							
			2008/09		2009/10		2010/11		2011/12	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,980	100	348	8.7	173	4.3	127	3.2	84	2.1
Non-Aboriginal	25,593	100	1,239	4.8	517	2.0	292	1.1	253	1.0

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year 2007/08		Year of Transition to an Institute							
			2008/09		2009/10		2010/11		2011/12	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	2,979	100	71	2.4	31	1.0	14	0.5	17	0.6
Non-Aboriginal	39,773	100	1,238	3.1	473	1.2	231	0.6	153	0.4

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2007/08		Year of Transition to an Institute							
			2008/09		2009/10		2010/11		2011/12	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,980	100	41	1.0	25	0.6	15	0.4	16	0.4
Non-Aboriginal	25,593	100	344	1.3	112	0.4	79	0.3	65	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 2007/08		Year of Transition to a Research-Intensive University									
	#	%	2008/09		2009/10		2010/11		2011/12			
			#	%	#	%	#	%	#	%		
Aboriginal	2,979	100	128	4.3	20	0.7	4	0.1	5	0.2		
Non-Aboriginal	39,773	100	7,909	19.9	544	1.4	120	0.3	53	0.1		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2007/08		Year of Transition to a Research-Intensive University									
	#	%	2008/09		2009/10		2010/11		2011/12			
			#	%	#	%	#	%	#	%		
Aboriginal	3,980	100	10	0.3	-	-	2	0.1	1	0.0		
Non-Aboriginal	25,593	100	62	0.2	28	0.1	33	0.1	21	0.1		

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2007/08		Year of Transition to a Teaching-Intensive University									
	#	%	2008/09		2009/10		2010/11		2011/12			
			#	%	#	%	#	%	#	%		
Aboriginal	2,979	100	359	12.1	126	4.2	49	1.6	28	0.9		
Non-Aboriginal	39,773	100	5,705	14.3	1,542	3.9	577	1.5	270	0.7		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2007/08		Year of Transition to a Teaching-Intensive University									
	#	%	2008/09		2009/10		2010/11		2011/12			
			#	%	#	%	#	%	#	%		
Aboriginal	3,980	100	142	3.6	53	1.3	49	1.2	44	1.1		
Non-Aboriginal	25,593	100	554	2.2	160	0.6	105	0.4	75	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.

APPENDIX - SATISFACTION SURVEY RESULTS

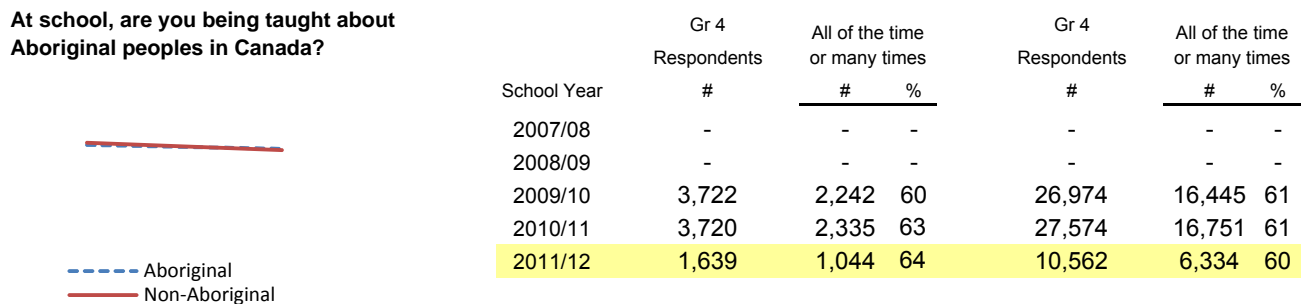
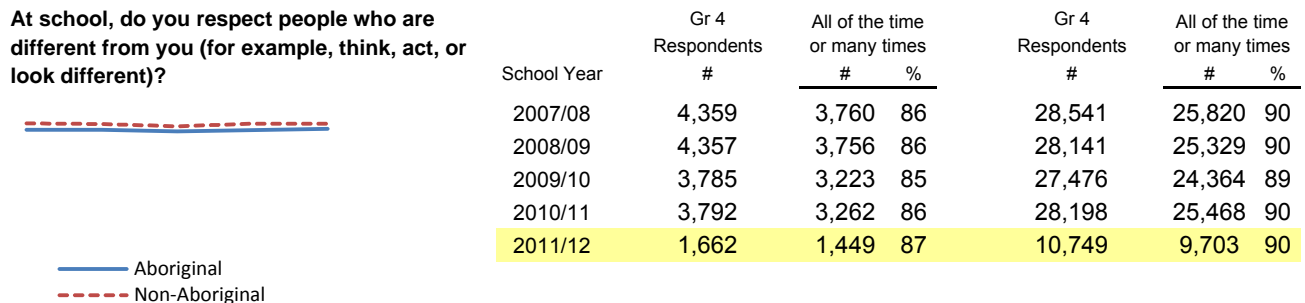
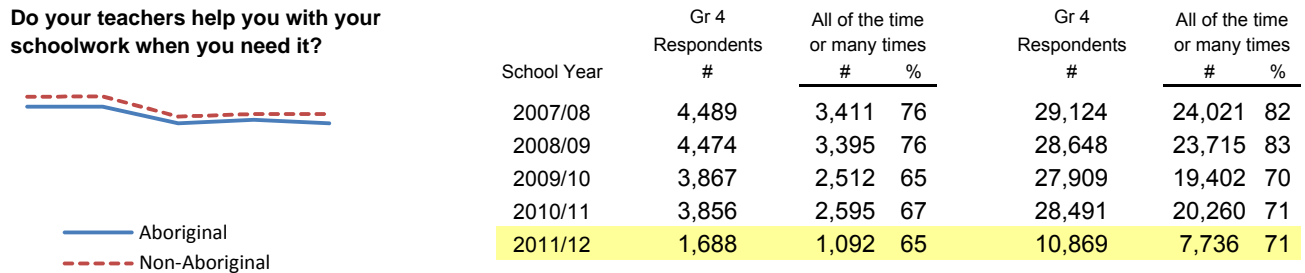
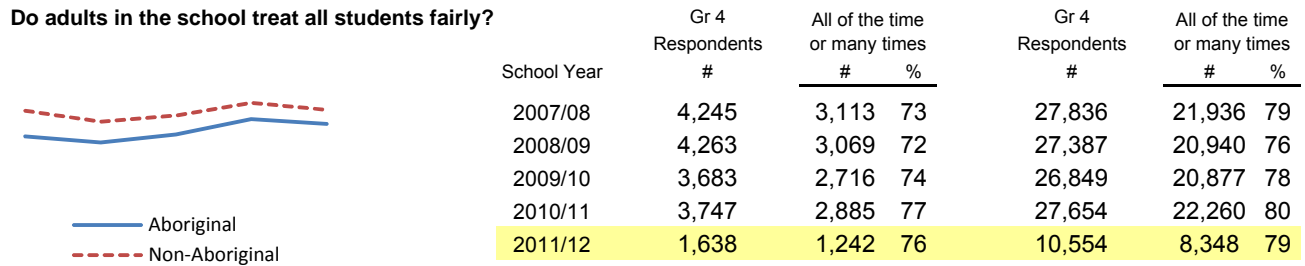
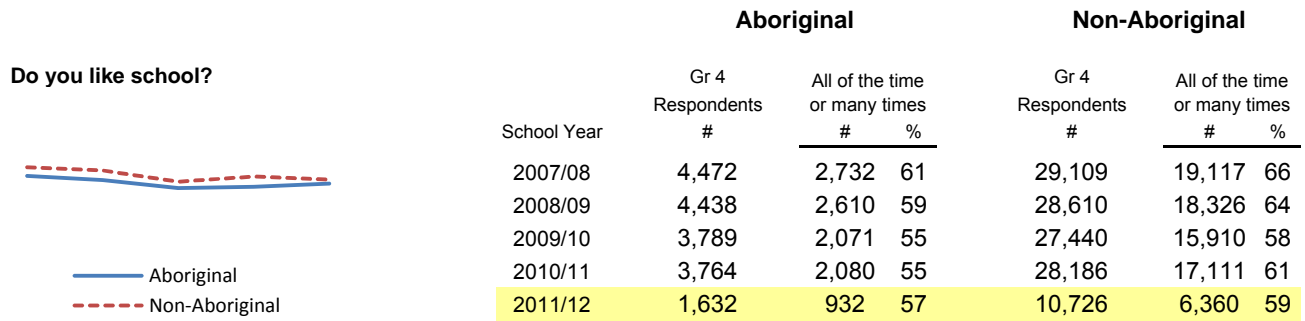
The Satisfaction Survey is a census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

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).

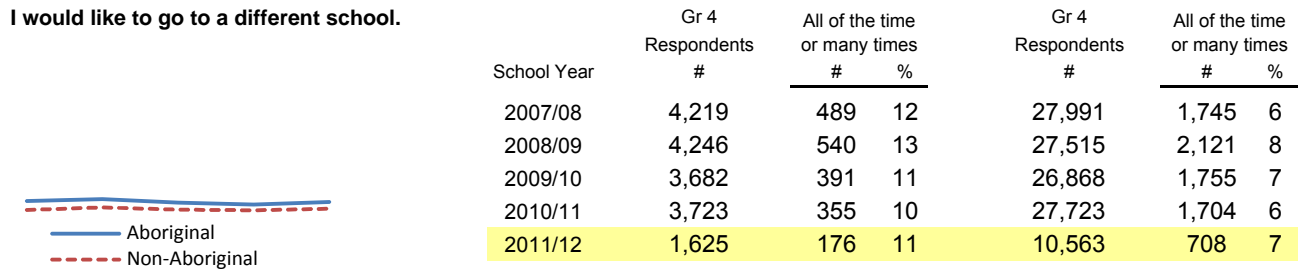
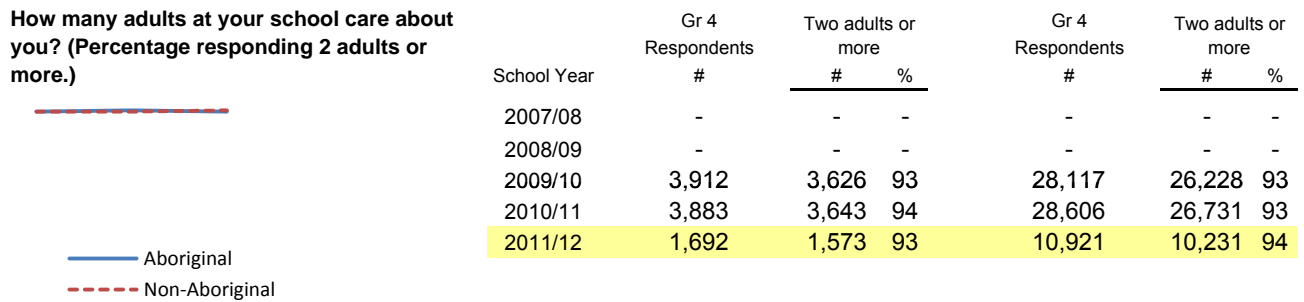
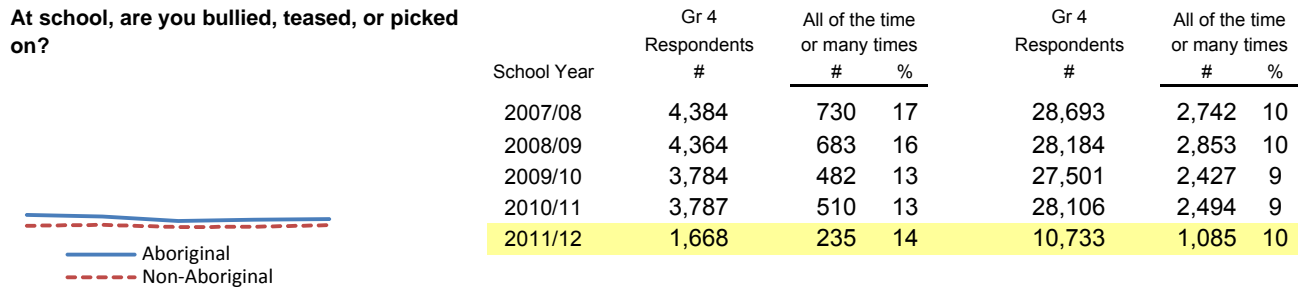
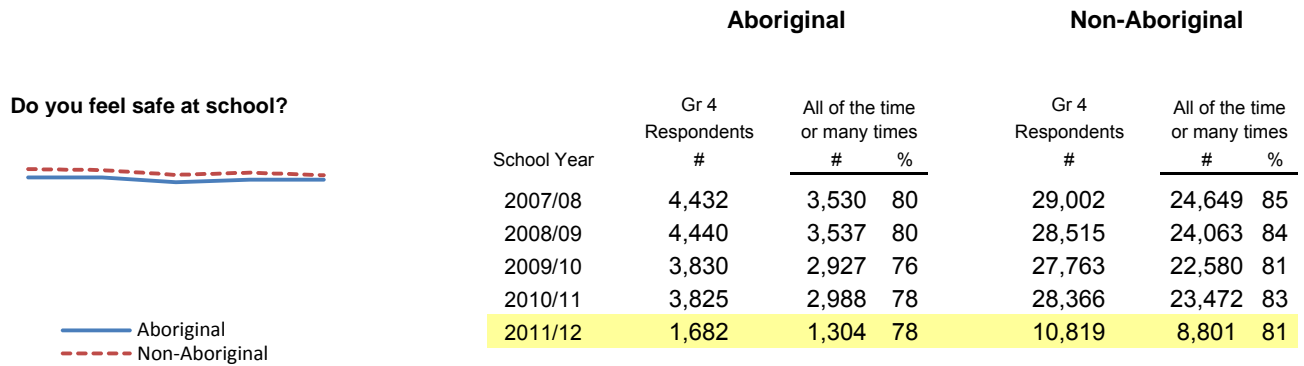
The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question 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/

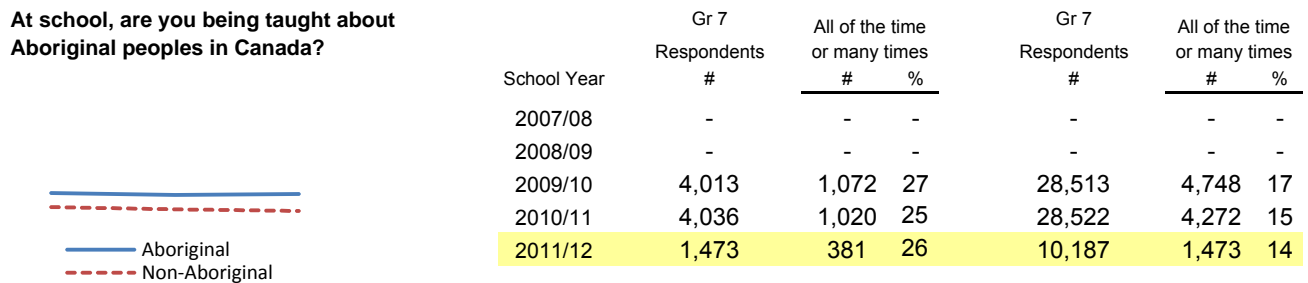
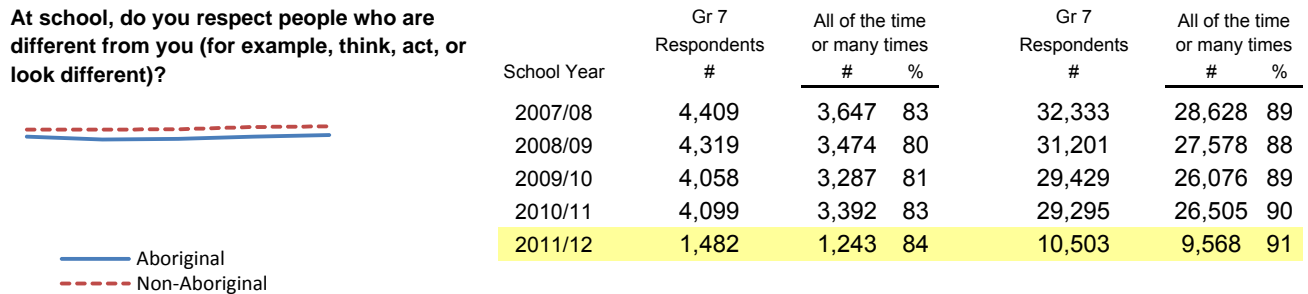
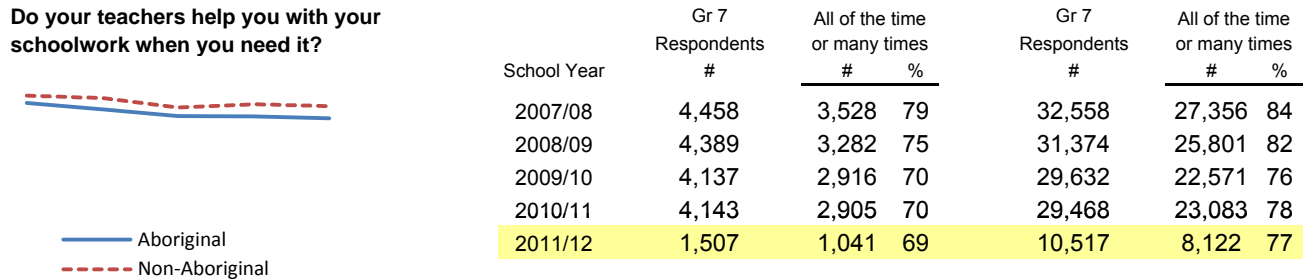
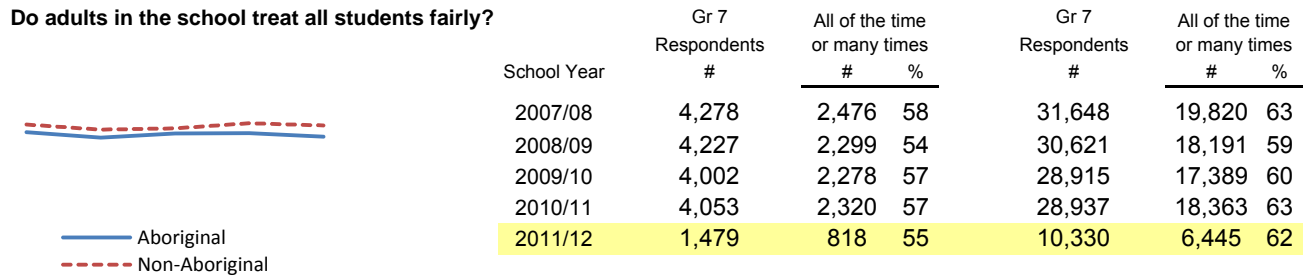
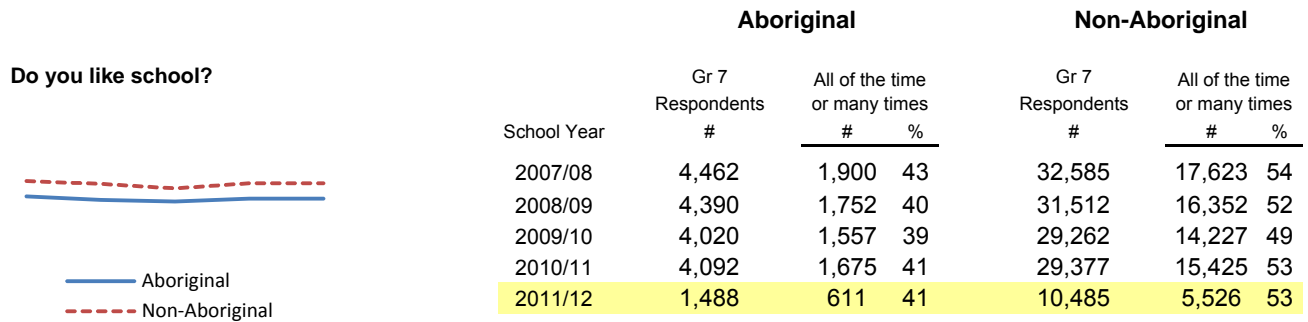
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4



APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4 continued



APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7



APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?

School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
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
2010/11	4,107	3,016	73	29,410	24,031	82
2011/12	1,492	1,080	72	10,486	8,604	82

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

School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
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
2010/11	4,118	503	12	29,258	2,207	8
2011/12	1,493	167	11	10,480	790	8

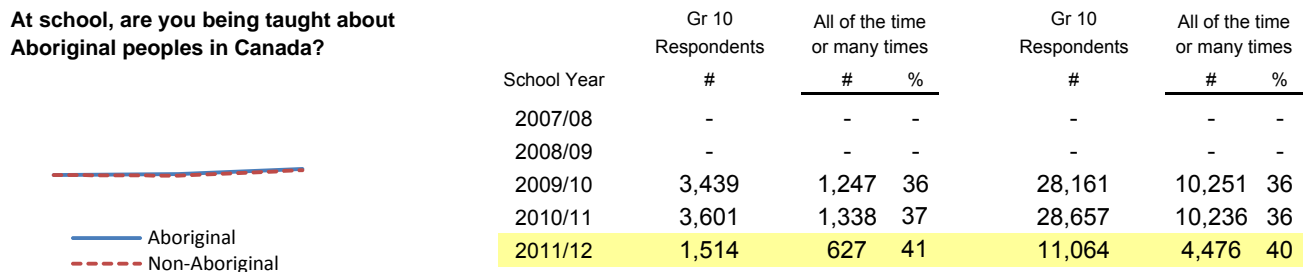
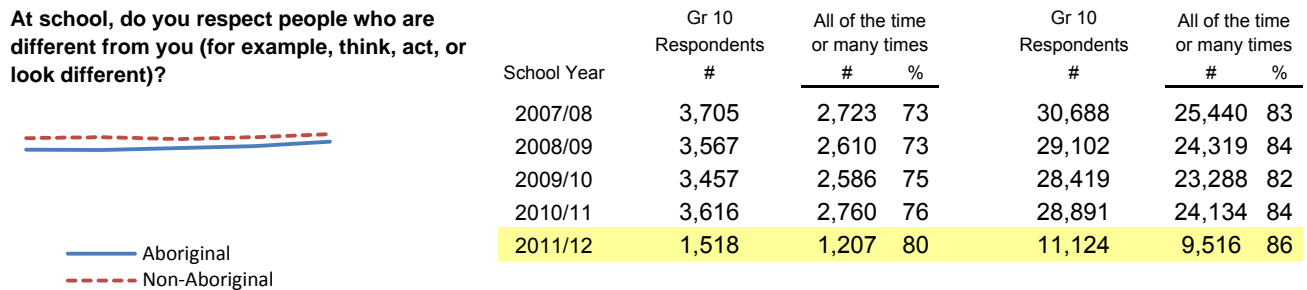
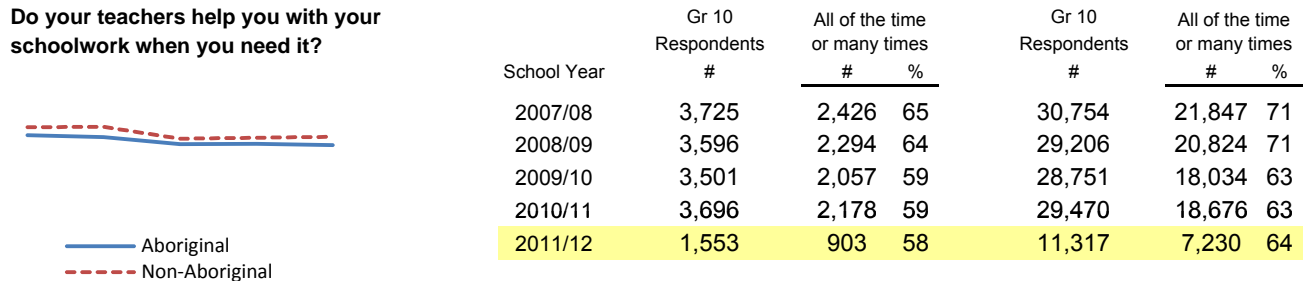
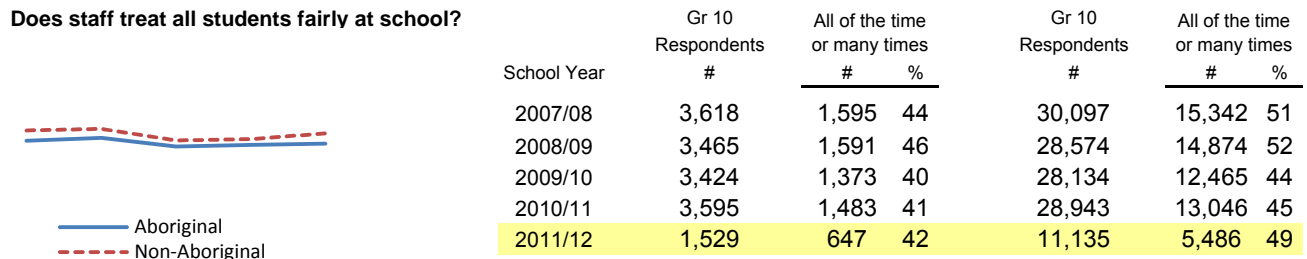
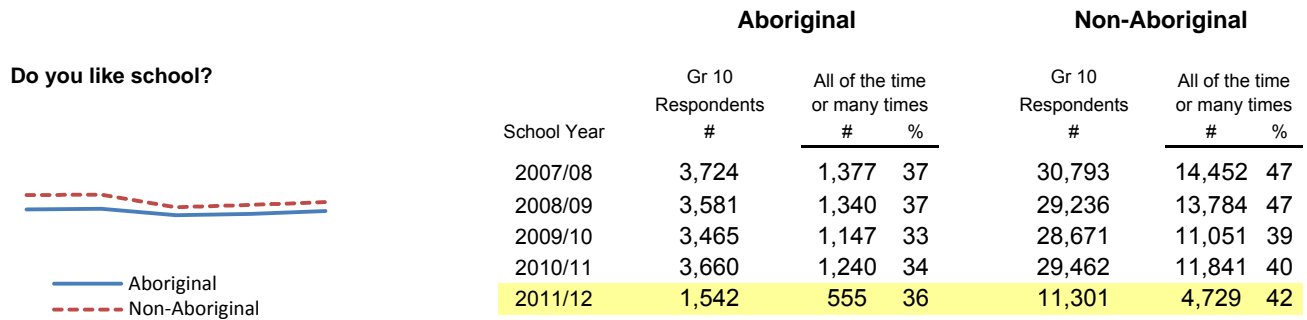
How many adults at your school care about you? (Percentage responding 2 adults or more.)

School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2007/08	-	-	-	-	-	-
2008/09	-	-	-	-	-	-
2009/10	4,146	3,457	83	29,620	25,646	87
2010/11	4,144	3,545	86	29,424	25,943	88
2011/12	1,498	1,268	85	10,502	9,257	88

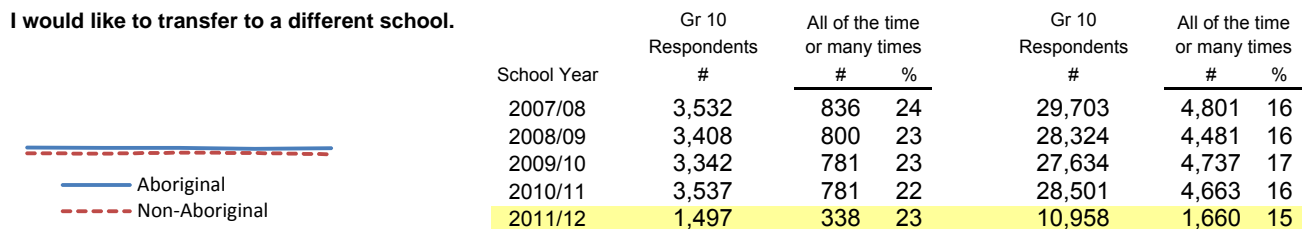
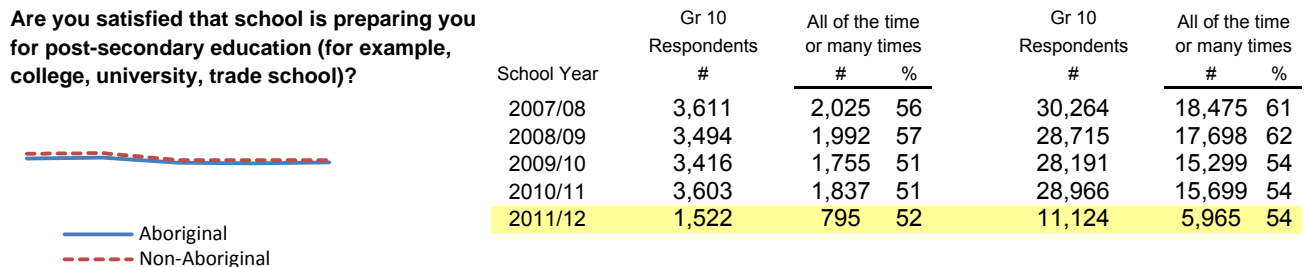
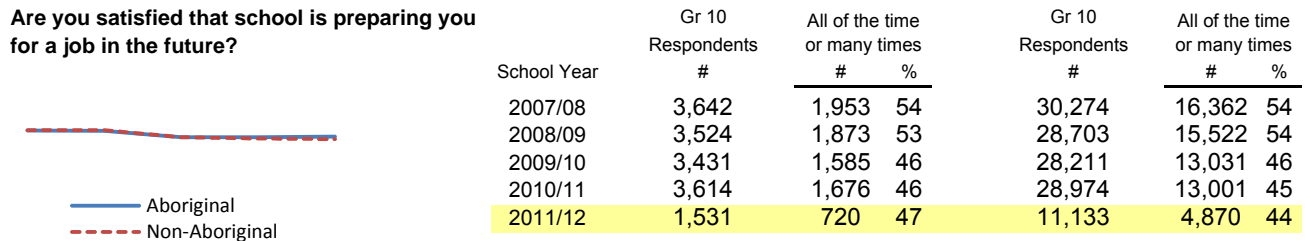
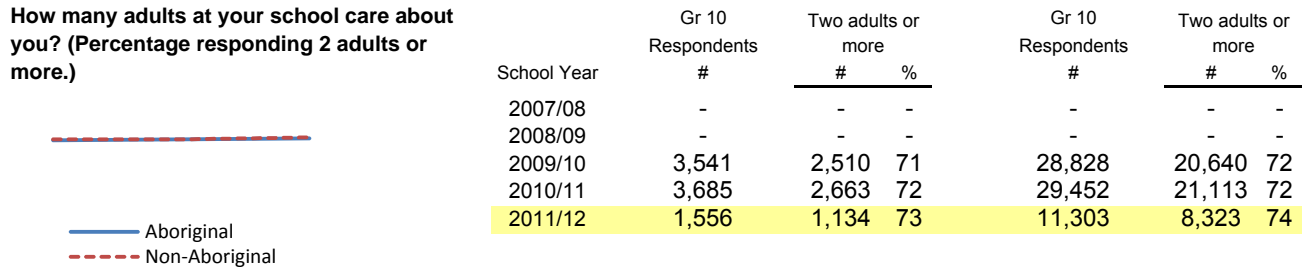
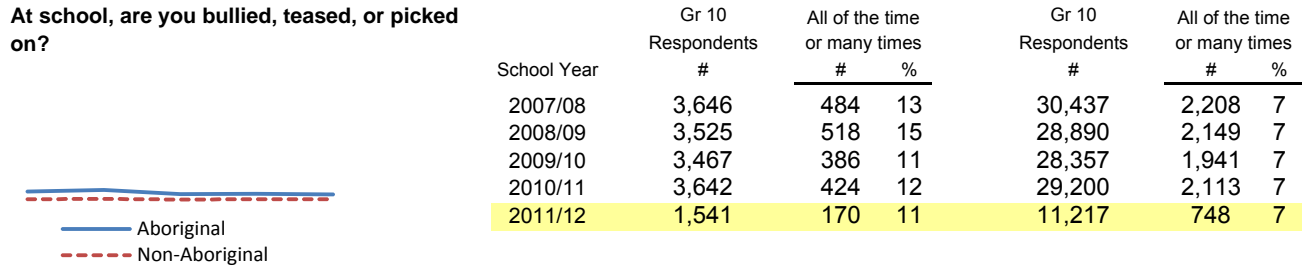
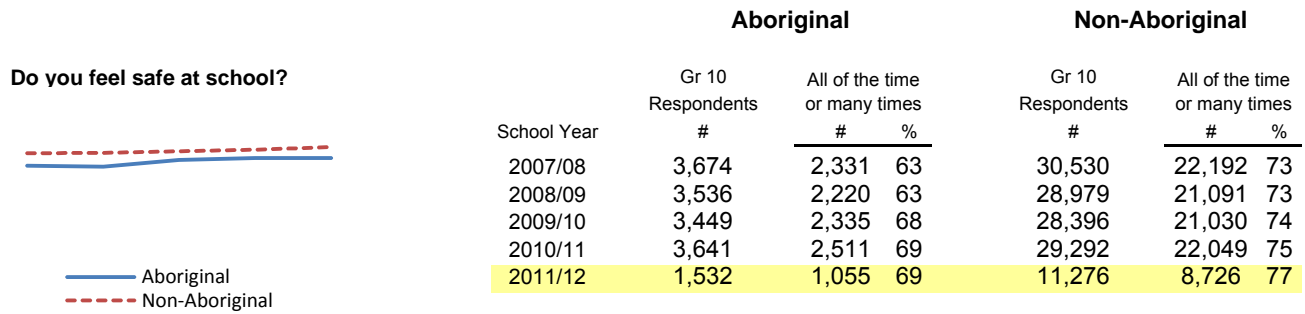
I would like to go to a different school.

School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
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
2010/11	4,042	668	17	28,949	2,959	10
2011/12	1,470	259	18	10,320	1,139	11

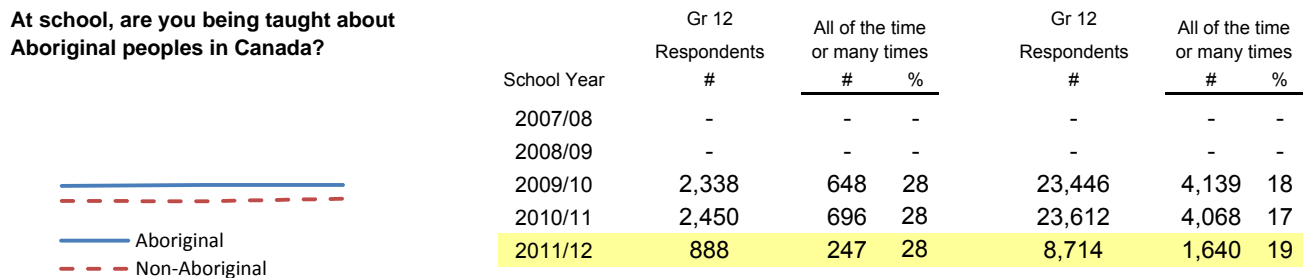
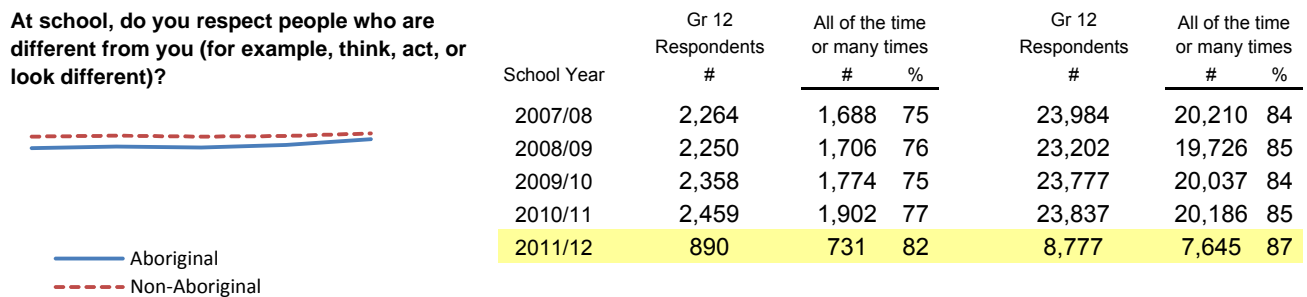
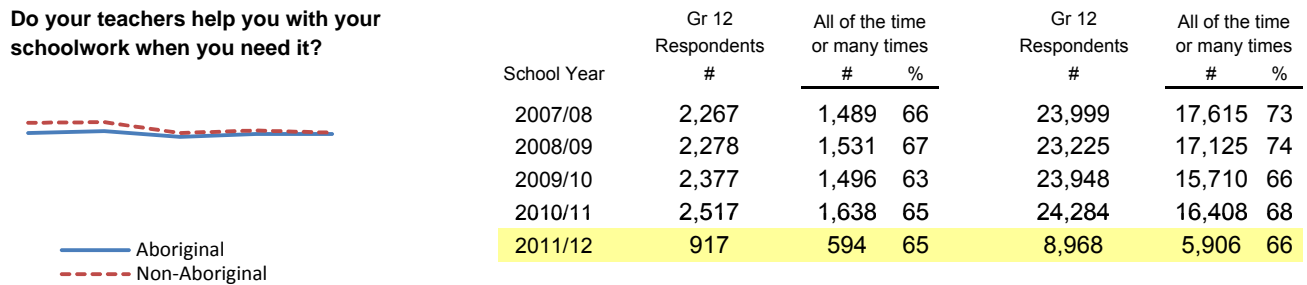
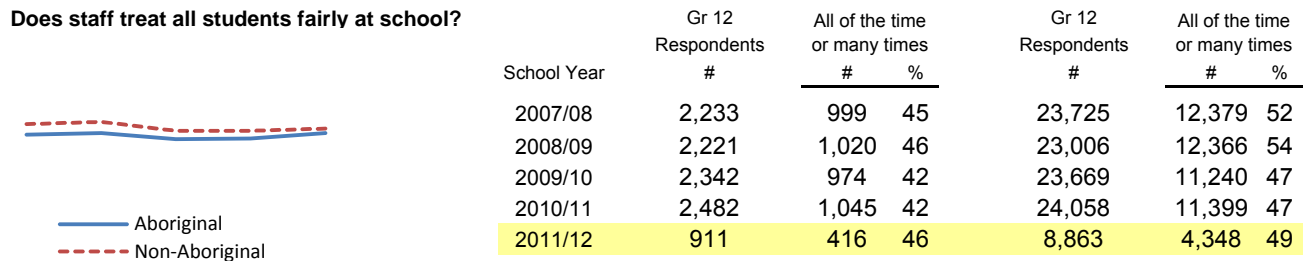
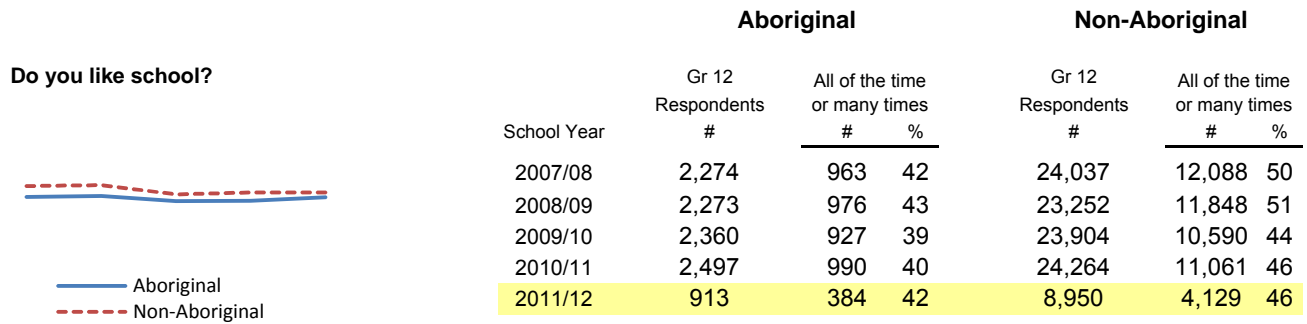
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10



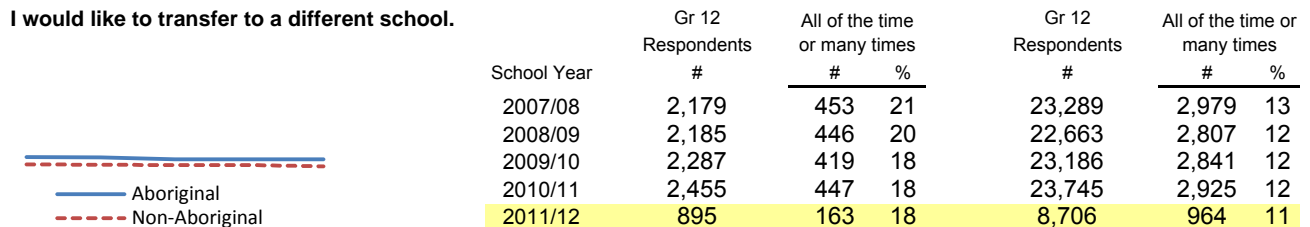
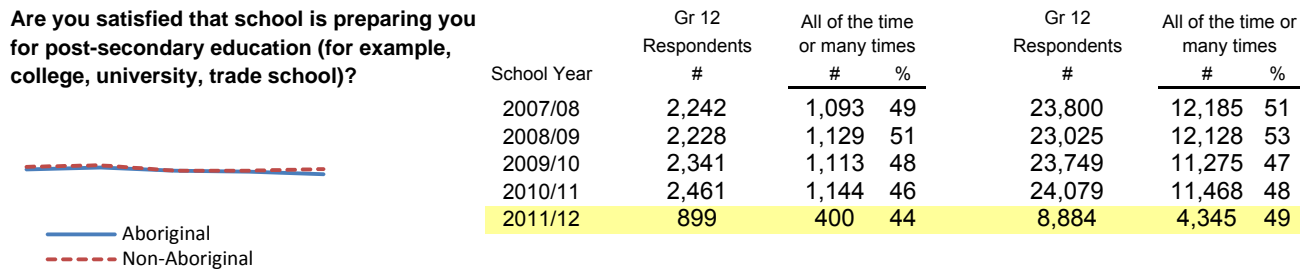
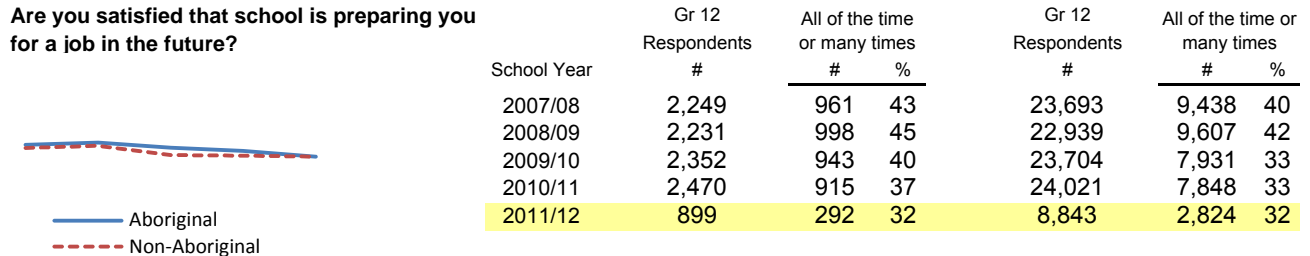
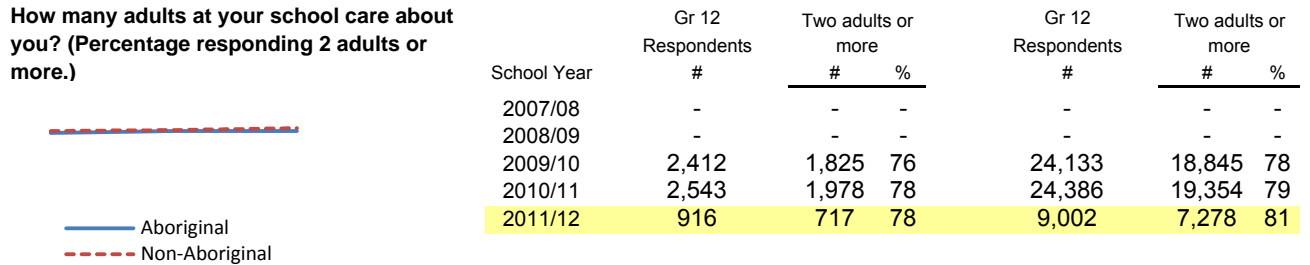
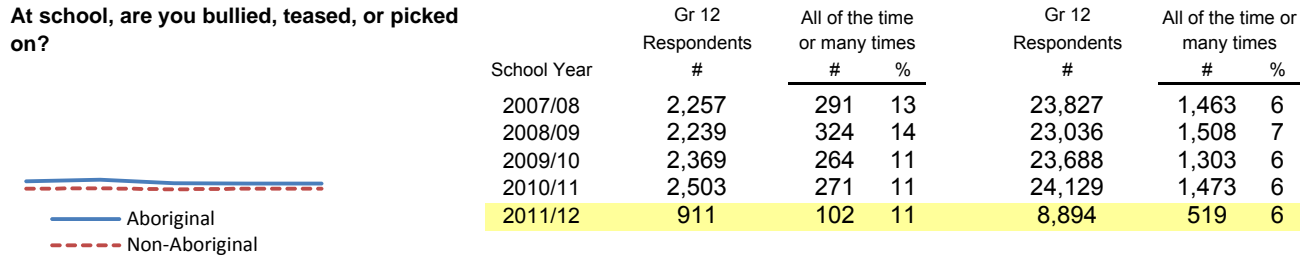
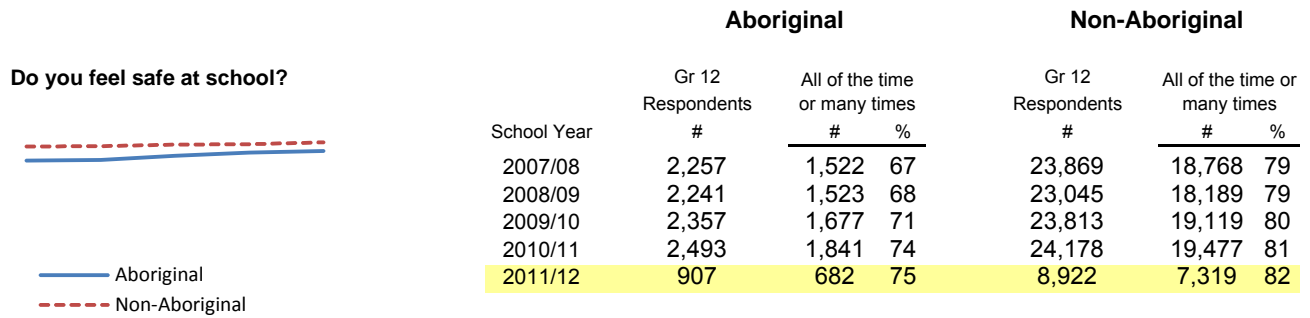
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10 continued



APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12



APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12 continued



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 (to graduate)	Any students who have enrolled in sufficient courses to meet the requirements to graduate during that school year, and are expected to graduate in that year.
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 do 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	Secondary 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%