



Aboriginal Report 2006/07 - 2010/11

How Are We Doing?

Province (Public Schools Only)

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Report Date: February 2012

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ABORIGINAL REPORT - HOW ARE WE DOING?

The Aboriginal "How Are We Doing?" report provides information about Aboriginal student performance in public schools.

You will notice that there are changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students. This approach to tracking student outcomes and demographics will correct inconsistent self-identification of Aboriginal students from year to year. In the past, there were occurrences of students identifying as Aboriginal in multiple school years, and then not identifying when they moved to a new school or enrolled in senior grades.

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

To increase confidence in the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is also important to note if fewer, or if more students participating would have a bearing on the results.

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

Notice the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data; see:

www.bced.gov.bc.ca/reporting/privacy.php

- **Review data trends**

Multiple years of results are more meaningful than results of a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

POINTS OF INQUIRY

- Are the data relevant or appropriate for what is being assessed?
- Is the population of students captured by these data representative of student achievement in this district?
- What story do these data suggest about student achievement in this district?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

PLEASE NOTE

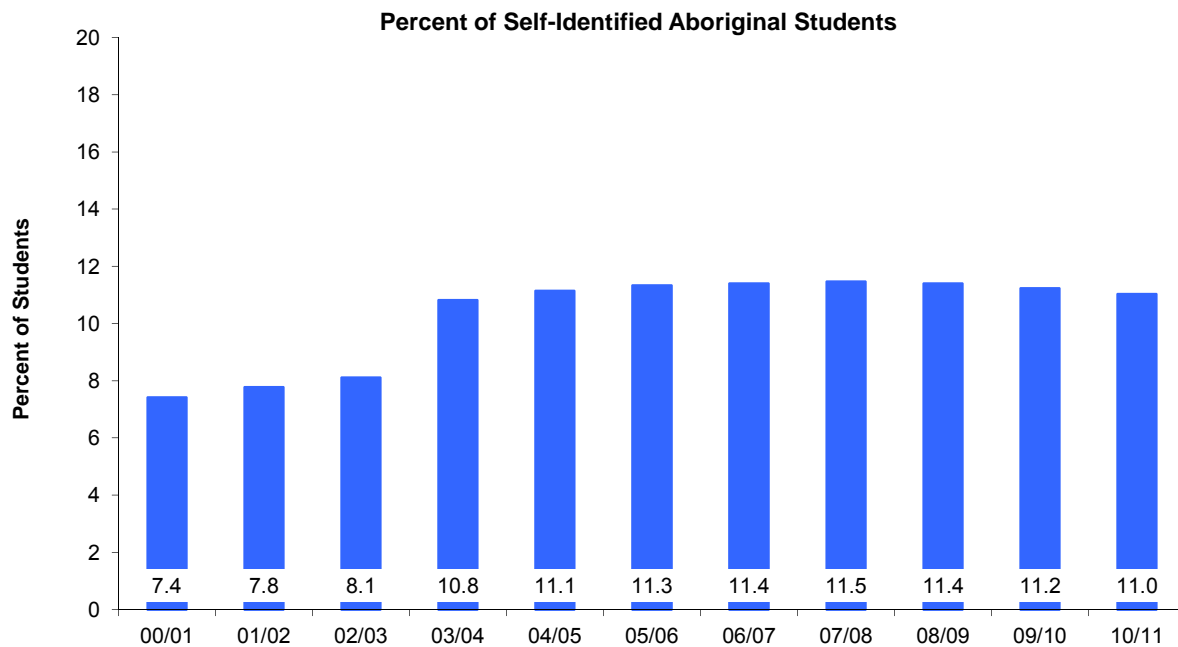
The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

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

PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	All Students	Aboriginal Students		Non-Aboriginal Students	
	#	#	%	#	%
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



NOTES:

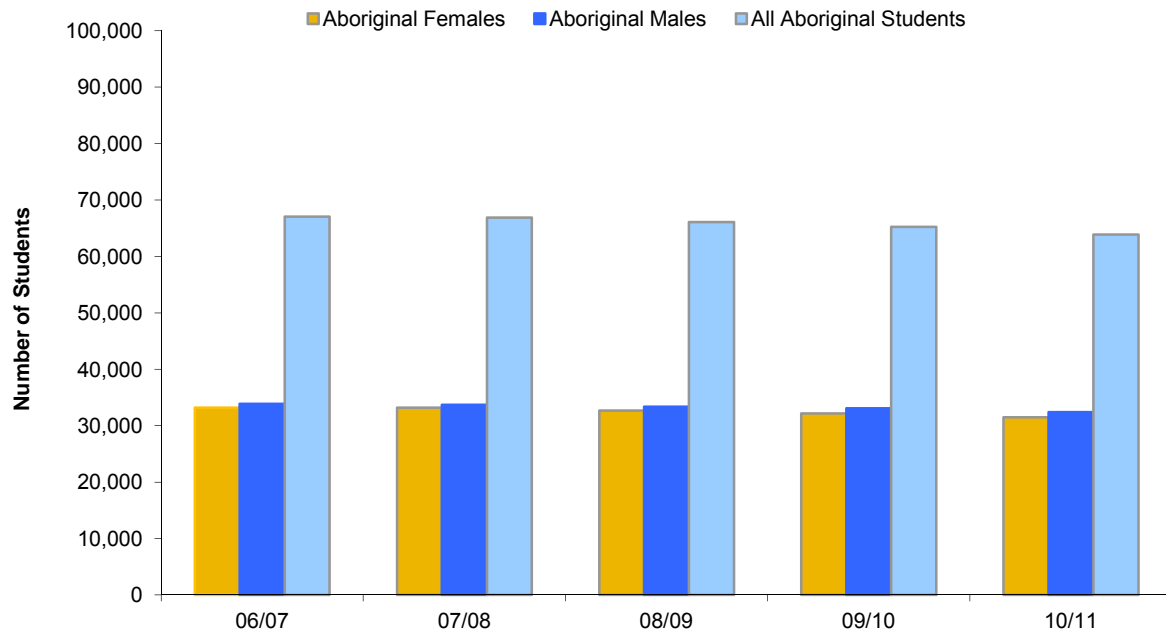
ABORIGINAL STUDENTS BY GENDER

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NUMBER OF ABORIGINAL STUDENTS BY GENDER

School Year	All Students	Aboriginal Students		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



NOTES:

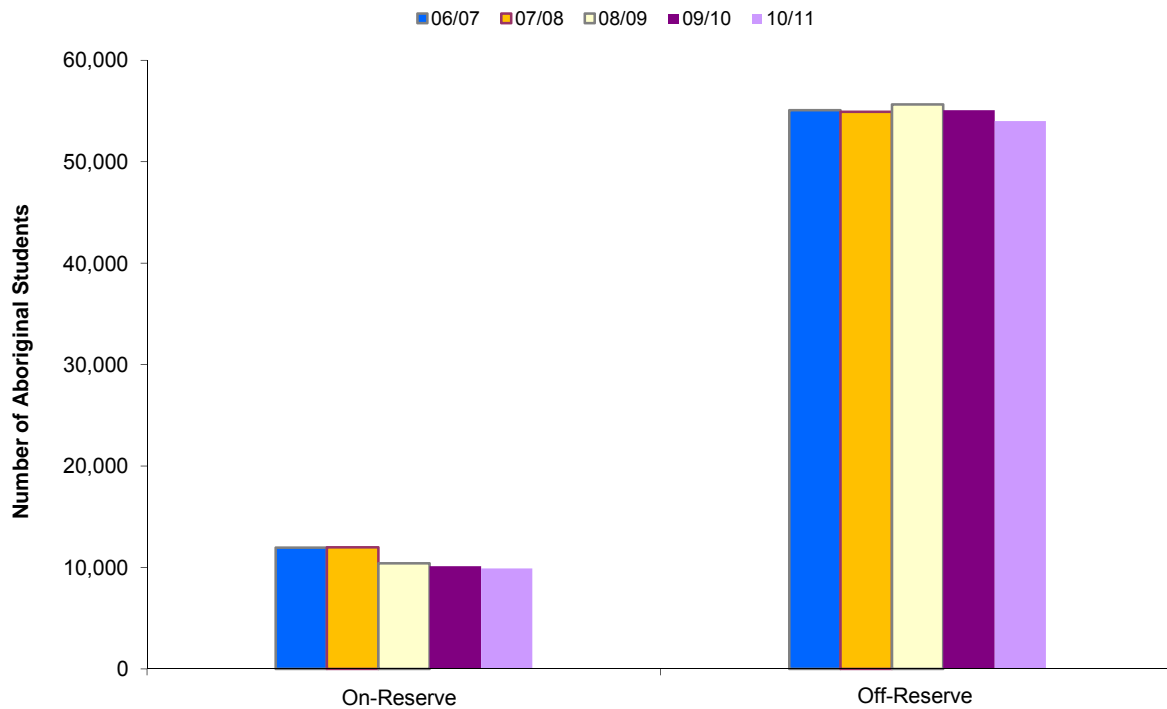
ABORIGINAL STUDENTS, ON OR OFF-RESERVE

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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	#	#	#	#	#	#	#
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



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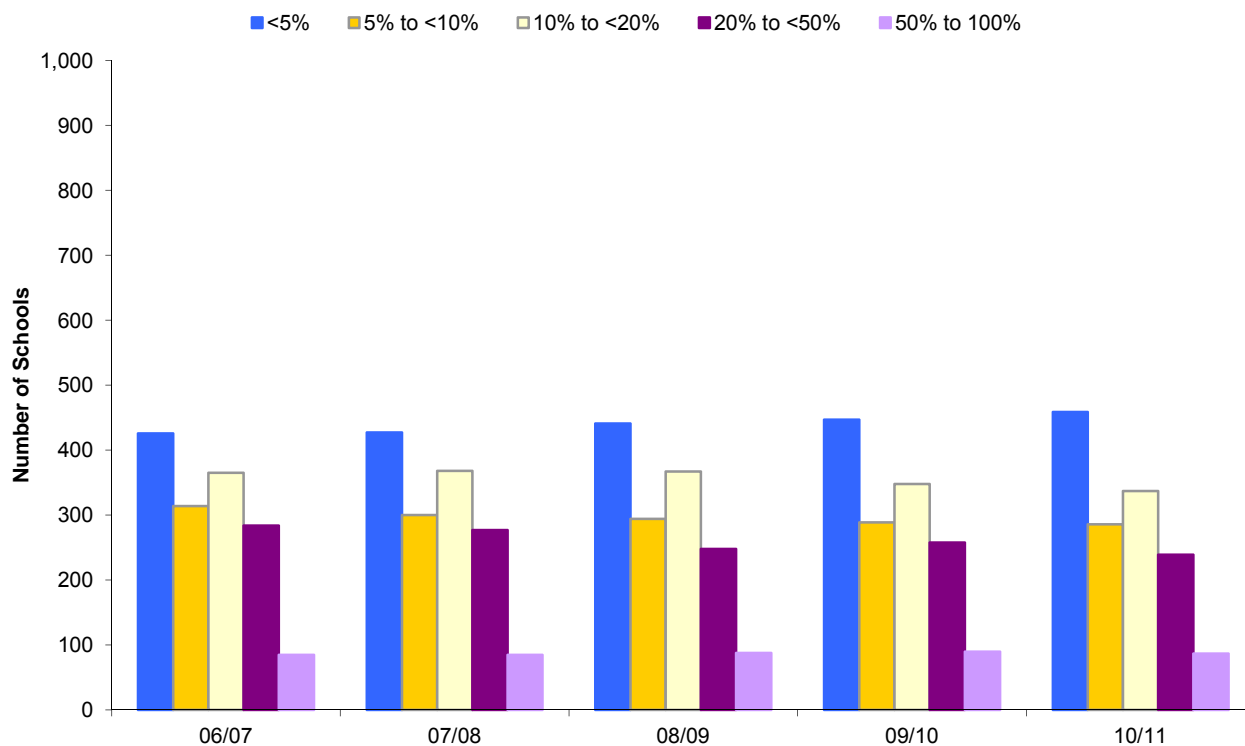
STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS (%)

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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%
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 (%)



NOTES:

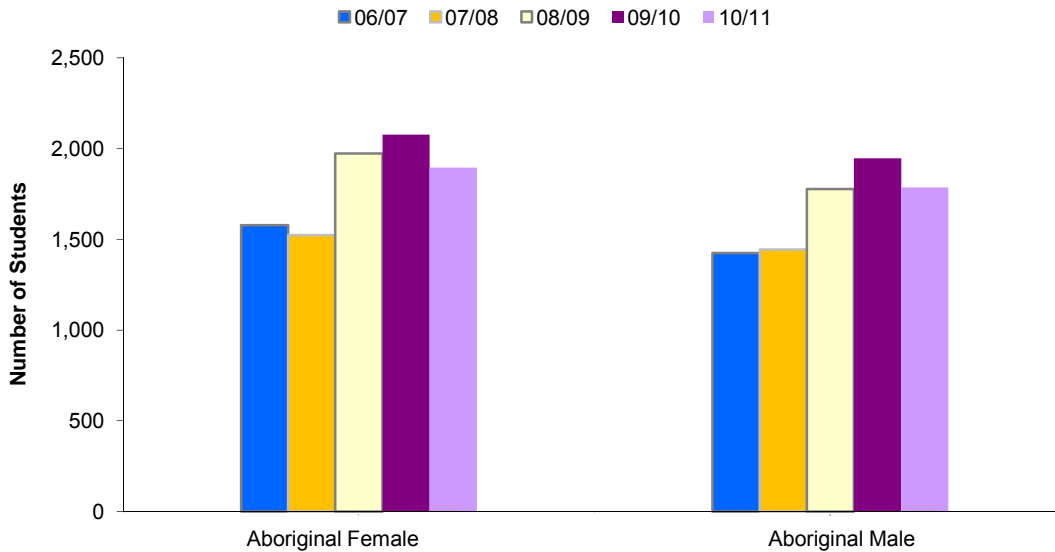
STUDENTS IN ALTERNATE PROGRAMS

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

STUDENTS IN ALTERNATE PROGRAMS

School Year	Aboriginal			Non-Aboriginal		
	Total Students #	Female #	Male #	Total Students #	Female #	Male #
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

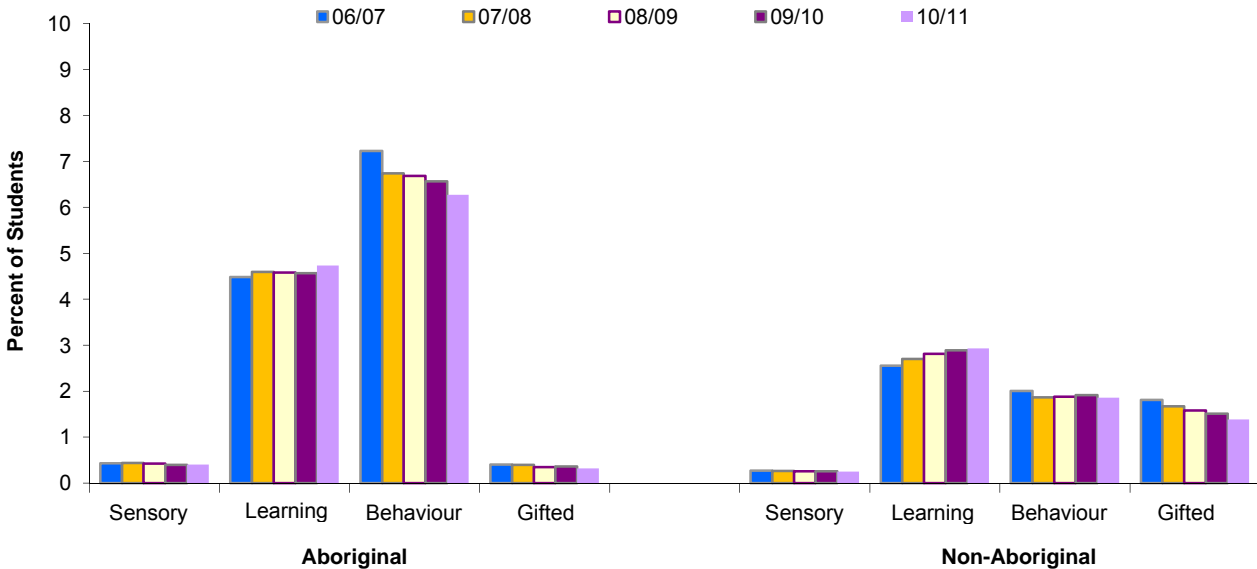
Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R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

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

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

School Year	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
	Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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



NOTES:

GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

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

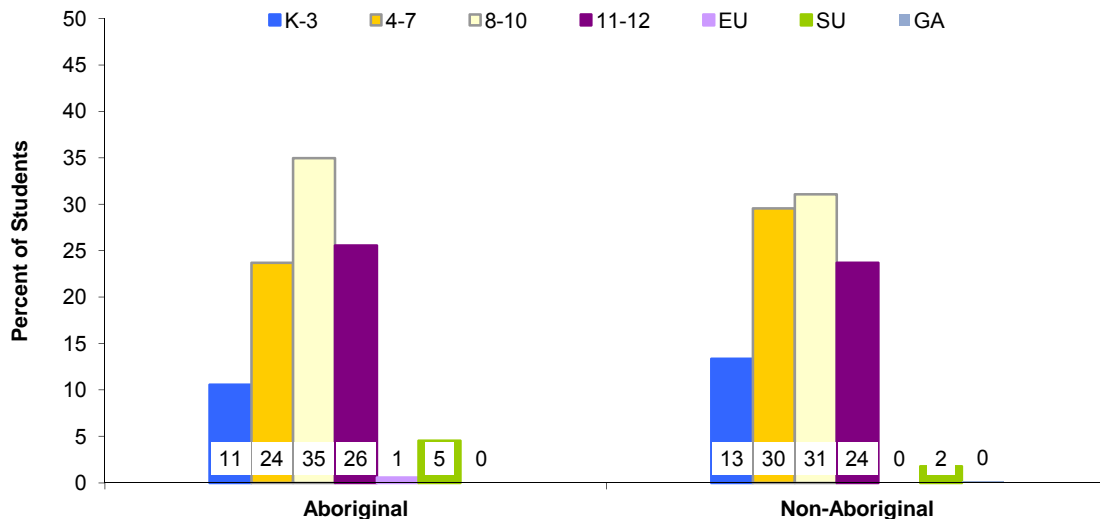
Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
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

School Year	Total Students with Behaviour Disabilities #	Non-Aboriginal Students													
		K-3		4-7		8-10		11-12		EU		SU		GA	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
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

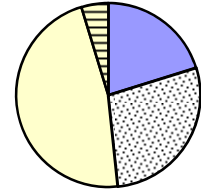


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

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

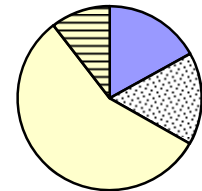
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,577	88	563	12	1,284	28	2,501	55	229	5
08/09	4,343	81	843	19	1,176	27	2,112	49	212	5
09/10	4,260	80	844	20	1,202	28	2,014	47	200	5
10/11	4,024	80	813	20	1,133	28	1,888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



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

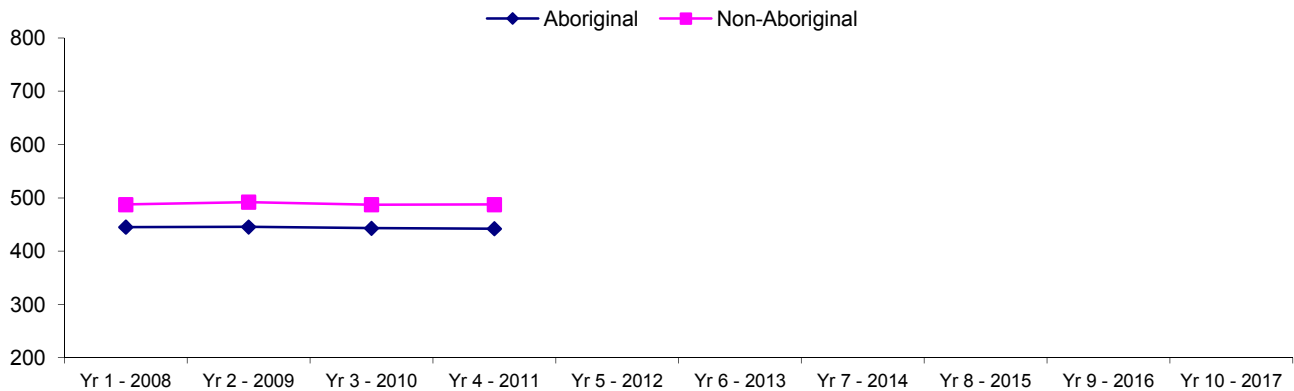
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
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

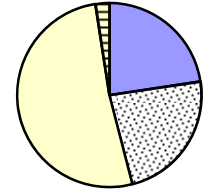


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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GRADE 4: ABORIGINAL

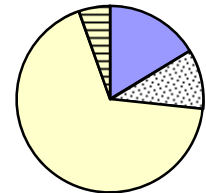
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,575	85	674	15	1,452	32	2,318	51	131	3
08/09	4,343	79	894	21	1,176	27	2,195	51	78	2
09/10	4,260	79	915	21	1,002	24	2,256	53	87	2
10/11	4,024	77	911	23	939	23	2,076	52	98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



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

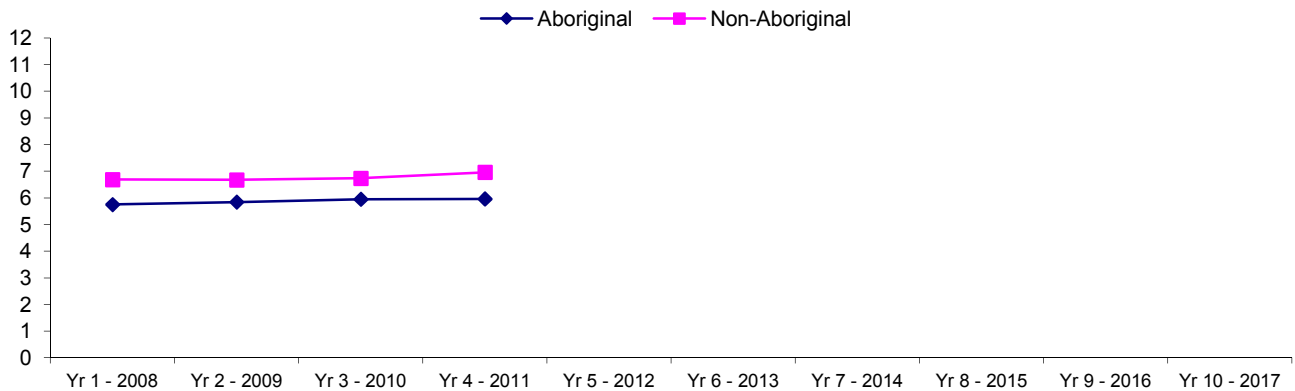
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
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

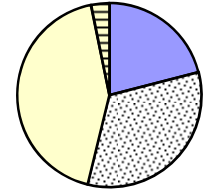


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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GRADE 4: ABORIGINAL

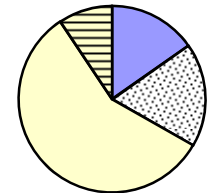
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	4,577	88	567	12	1,589	35	2,256	49	165	4
08/09	4,343	80	859	20	1,389	32	1,954	45	141	3
09/10	4,260	80	871	20	1,454	34	1,800	42	135	3
10/11	4,024	79	844	21	1,321	33	1,730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



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

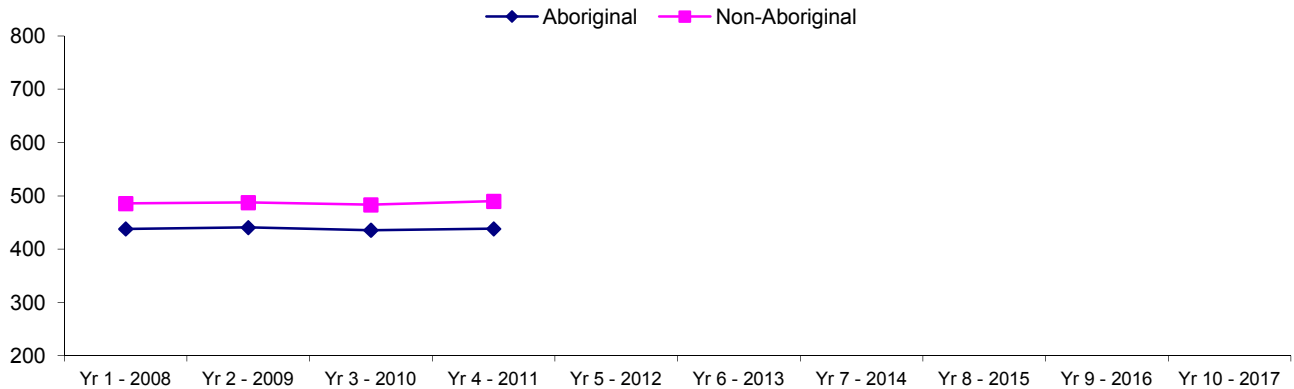
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
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

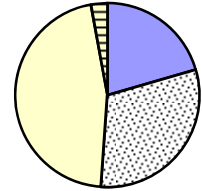


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

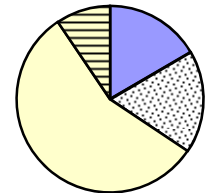
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	5,069	87	674	13	1,834	36	2,349	46	212	4
08/09	5,027	80	988	20	1,584	32	2,223	44	232	5
09/10	4,768	78	1,026	22	1,500	31	2,035	43	207	4
10/11	4,682	79	960	21	1,435	31	2,152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



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

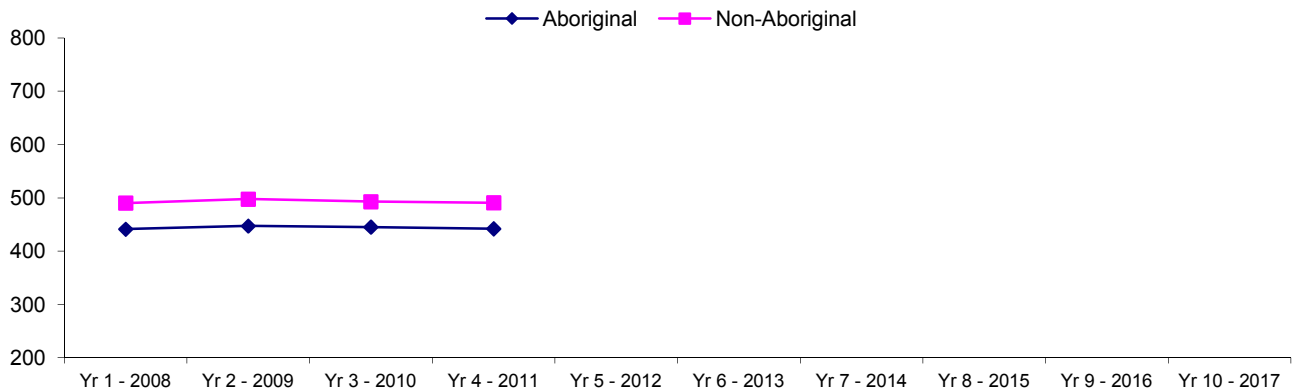
GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
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

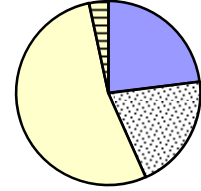


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

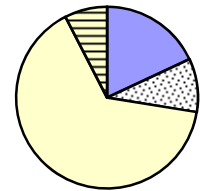
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	5,069	85	777	15	1,383	27	2,788	55	121	2
08/09	5,026	77	1,156	23	1,437	29	2,316	46	117	2
09/10	4,768	75	1,186	25	1,213	25	2,266	48	103	2
10/11	4,682	77	1,078	23	950	20	2,497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



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

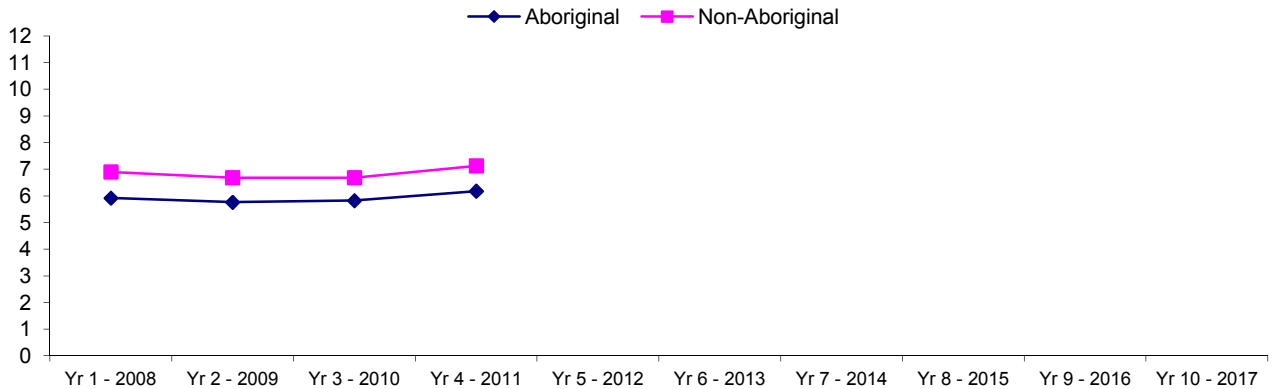
GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
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

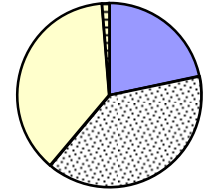


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

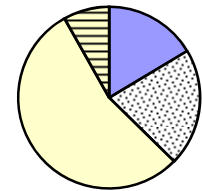
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	5,069	86	686	14	1,967	39	2,267	45	149	3
08/09	5,026	79	1,066	21	1,940	39	1,922	38	98	2
09/10	4,768	77	1,111	23	1,791	38	1,795	38	71	1
10/11	4,682	78	1,016	22	1,846	39	1,759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



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

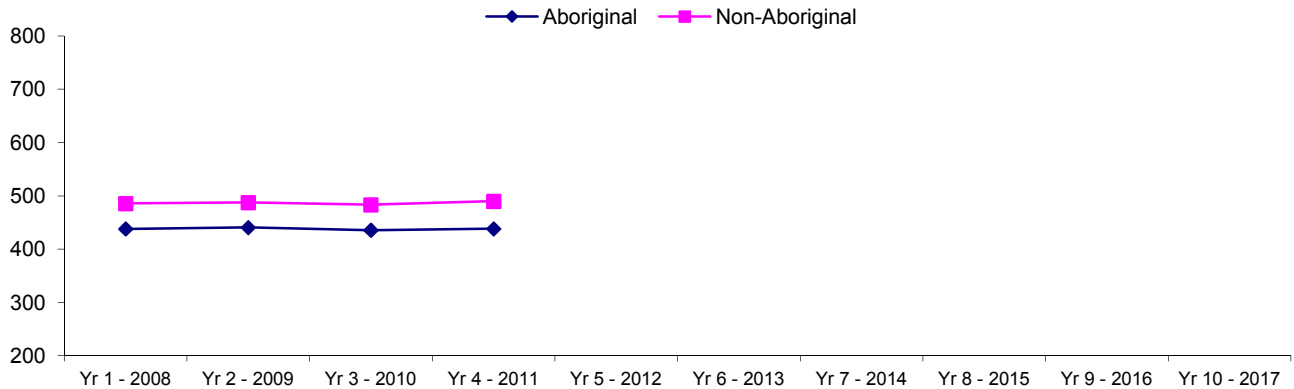
GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
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



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).

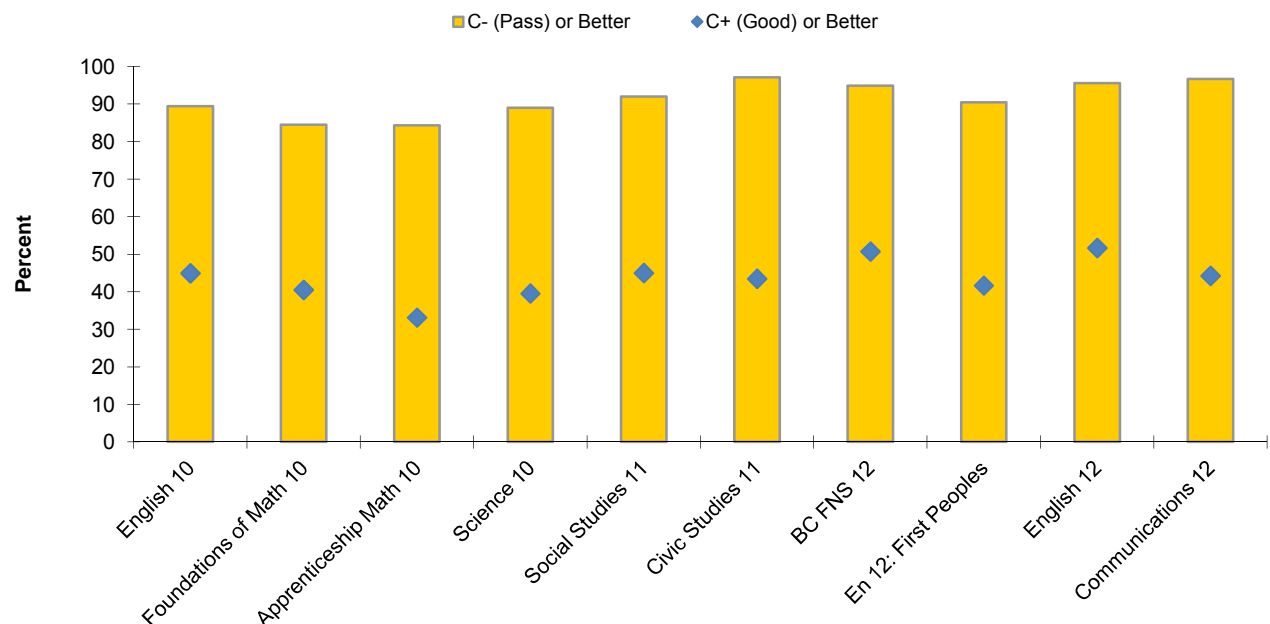
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	4,229	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

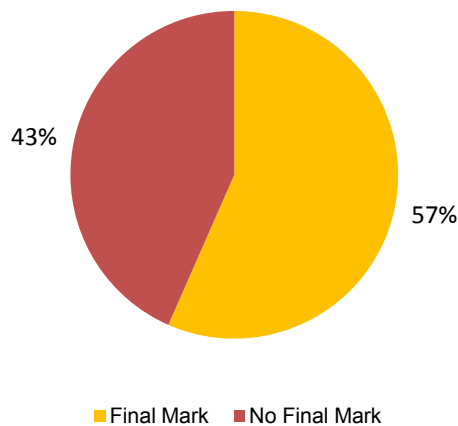
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 10

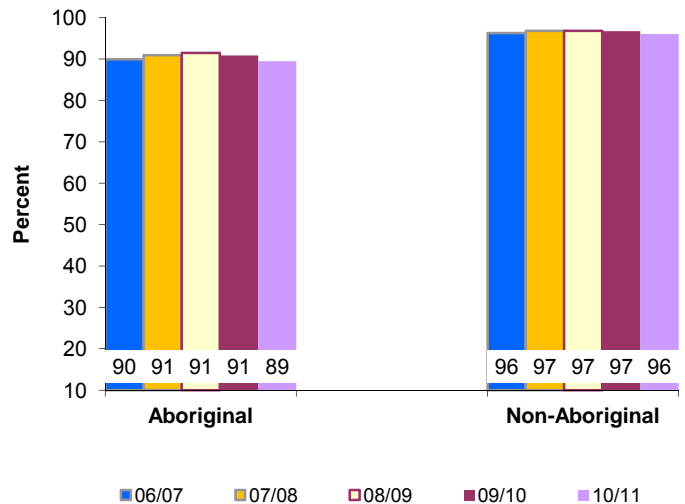
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	06/07	4,159	3,739	90	1,702	41	42,903	41,311	96	28,036	65
	07/08	4,212	3,831	91	1,800	43	43,697	42,290	97	28,812	66
	08/09	4,442	4,062	91	1,931	43	43,057	41,694	97	28,675	67
	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

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 #		
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.

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

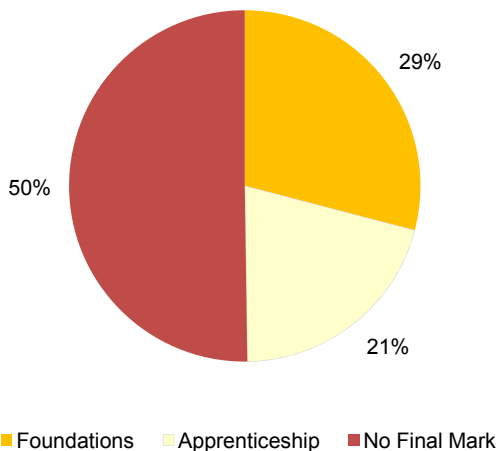
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

FOUNDATIONS OF AND PRE-CALCULUS MATH 10

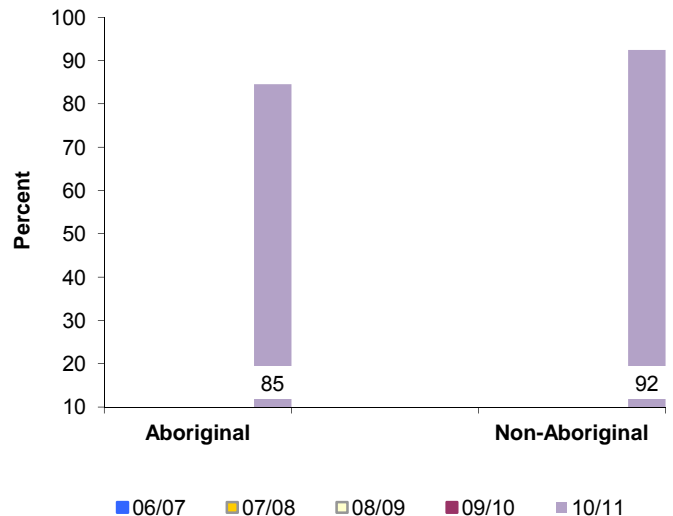
School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
06/07										
07/08										
08/09										
09/10										
10/11	2,066	1,746	85	837	41	32,586	30,124	92	20,272	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 #
		#	#			#	#	
06/07								
07/08								
08/09								
09/10								
10/11	2,066	6,171	1794	272	32,586	49,208	29205	3381

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

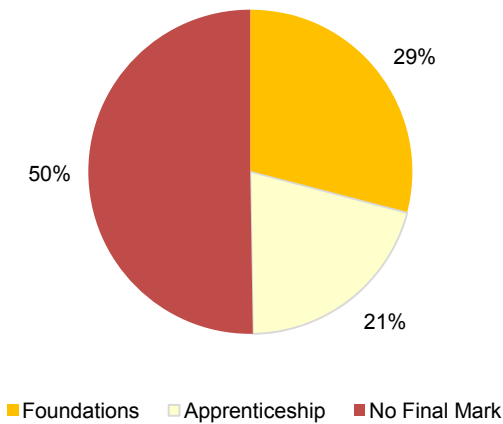
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

APPRENTICESHIP AND WORKPLACE MATH 10

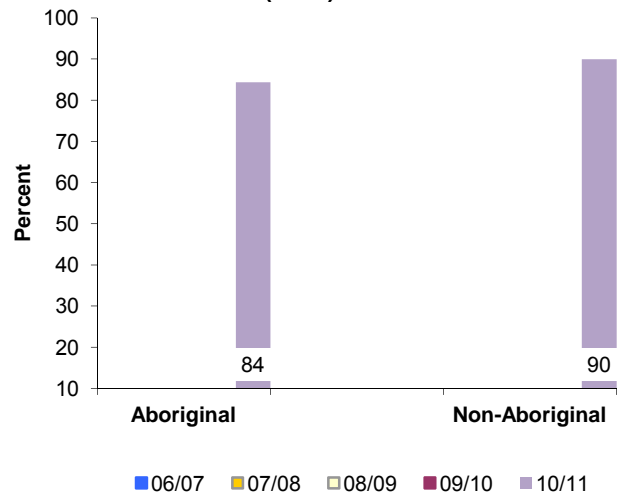
School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
06/07										
07/08										
08/09										
09/10										
10/11	1,738	1,466	84	576	33	7,600	6,837	90	2,946	39

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	
			#	#			#	#
06/07								
07/08								
08/09								
09/10								
10/11	1,738	6,171	1277	461	7,600	49,208	5930	1670

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



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

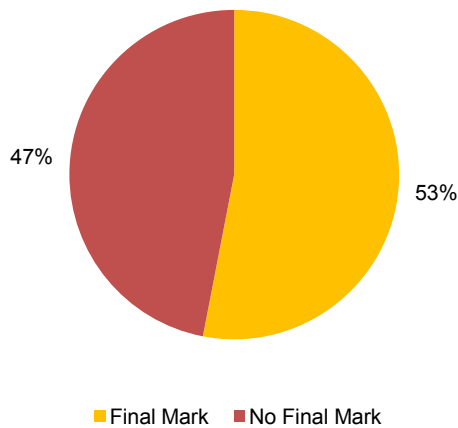
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

SCIENCE 10

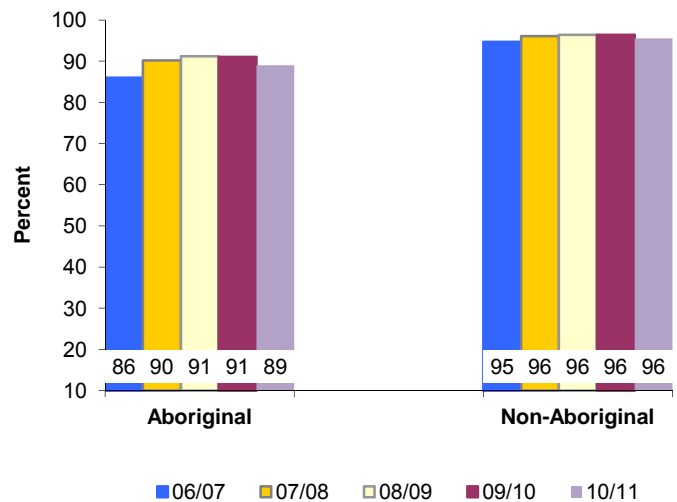
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	06/07	3,931	3,381	86	1,259	32	43,198	40,913	95	25,004	58
	07/08	4,108	3,704	90	1,447	35	43,299	41,588	96	26,185	60
	08/09	4,110	3,749	91	1,528	37	42,166	40,640	96	26,460	63
	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

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		
06/07	3,931	6,479	3188	743	43,198	48,117	37878	5320		
07/08	4,108	6,486	3230	878	43,299	48,529	37942	5357		
08/09	4,110	6,523	3248	862	42,166	47,049	37057	5109		
09/10	4,289	6,410	3384	905	42,685	48,698	37531	5154		
10/11	4,133	6,171	3274	859	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.

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.

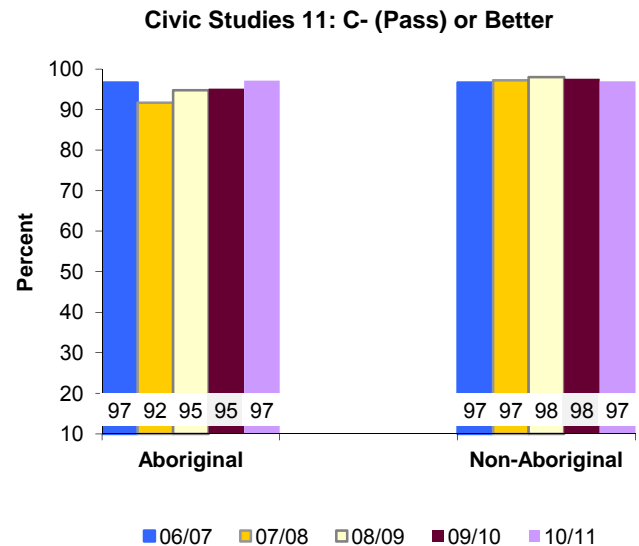
CIVIC STUDIES 11

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 #	#	%	#	%
	06/07	30	29	97	11	37	508	491	97	328	65
	07/08	72	66	92	29	40	756	735	97	496	66
	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

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 #	#		
06/07	30	6,001	26	4		508	53,639	440	68	
07/08	72	6,591	58	14		756	53,406	676	80	
08/09	95	6,783	72	23		800	53,177	683	117	
09/10	82	6,859	65	17		804	52,273	672	132	
10/11	69	6,628	53	16		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.



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.

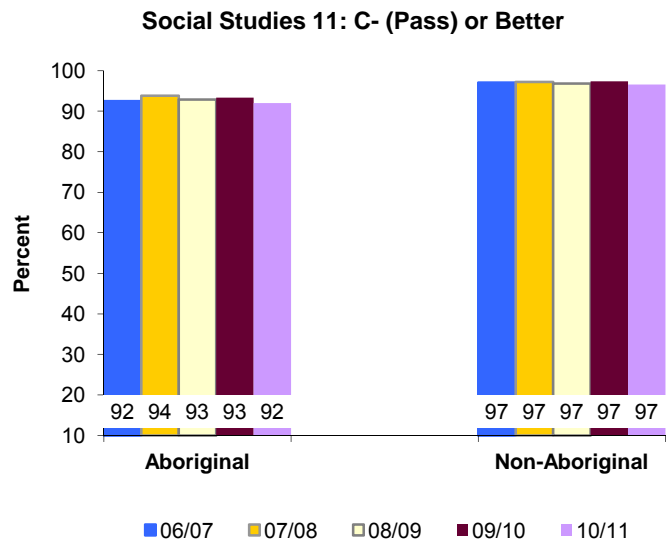
SOCIAL STUDIES 11

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 #	#	%	#	%
	06/07	2,503	2,314	92	1,107	44	38,939	37,781	97	25,688	66
	07/08	2,692	2,526	94	1,182	44	39,613	38,514	97	26,092	66
	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

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark					Students Assigned Final Mark				
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Gr 11 #	Non-Gr 11 ² #		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Gr 11 #	Non-Gr 11 ² #	
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.



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.

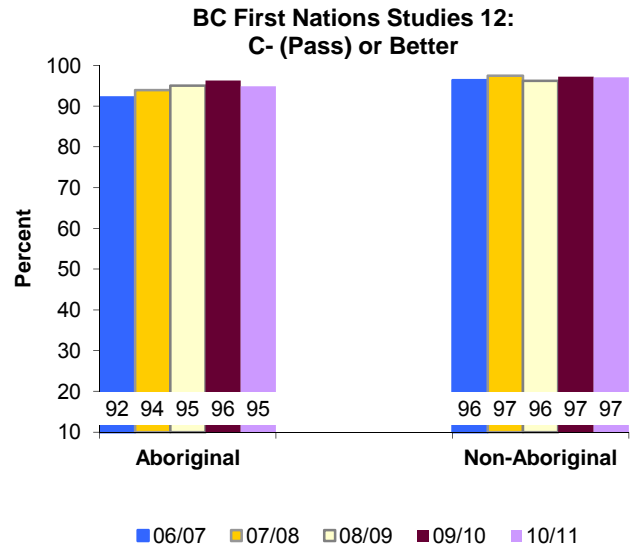
BC FIRST NATIONS STUDIES 12

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	
			#	%	#	%		#	%	#	%
	06/07	610	562	92	299	49	968	933	96	579	60
	07/08	721	677	94	352	49	1,266	1,234	97	773	61
	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

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 #		
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

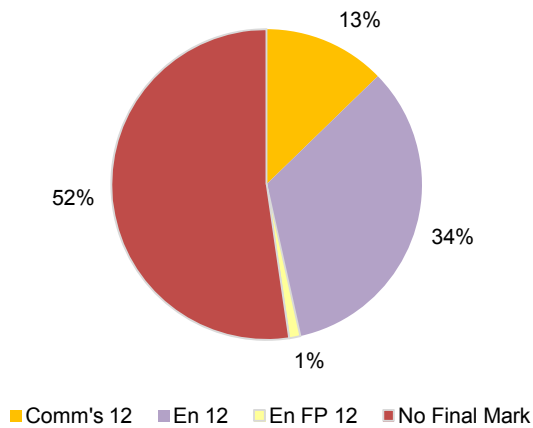
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 12: FIRST PEOPLES

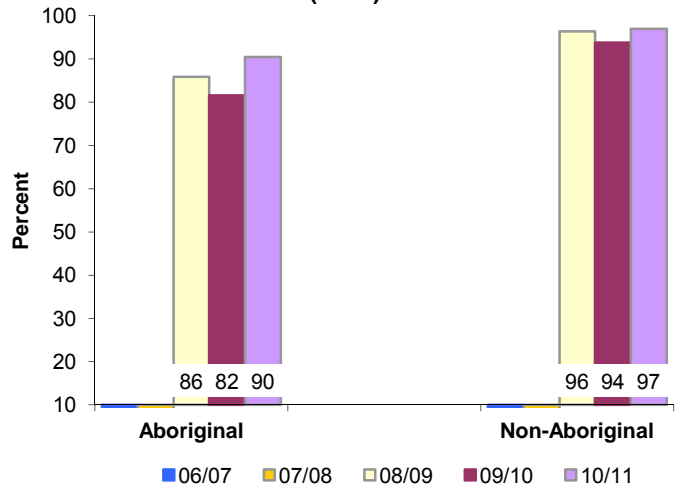
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	06/07	-	-	-	-	-	-	-	-	-	-
	07/08	-	-	-	-	-	-	-	-	-	-
	08/09	113	97	86	38	34	55	53	96	41	75
	09/10	103	84	82	33	32	97	91	94	60	62
	10/11	84	76	90	35	42	133	129	97	65	49

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 #		Students Assigned Final Mark #	Total Gr 12 Students ¹	Gr 12 #	Non-Gr 12 ² #	
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 Grade 12 Students Assigned a Language Arts 12 Final Mark 2010/11



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

REQUIRED EXAMINATIONS RESULTS: ENGLISH 12

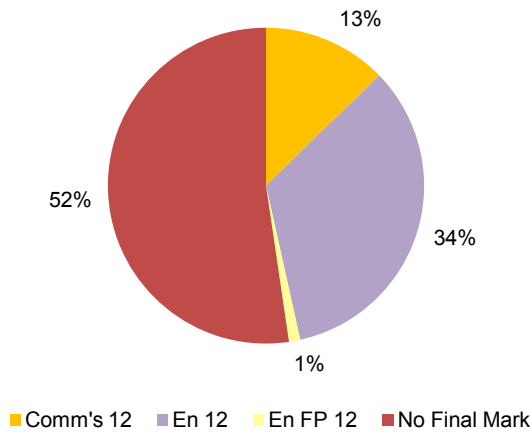
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 12

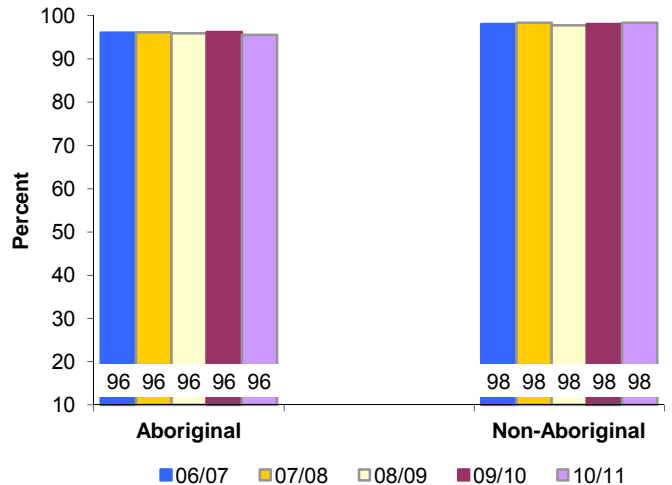
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	06/07	1,779	1,709	96	870	49	37,301	36,592	98	25,296	68
	07/08	2,048	1,970	96	1,011	49	37,970	37,352	98	26,131	69
	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

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 #	Total Gr 12 Students ¹ #		Gr 12 #	Non-Gr 12 ² #		
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



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

REQUIRED EXAMINATIONS RESULTS: COMMUNICATIONS 12

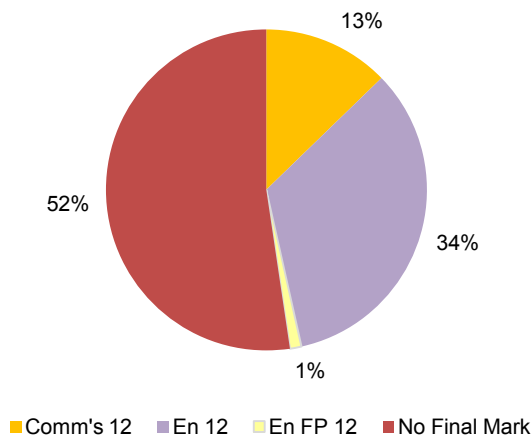
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COMMUNICATIONS 12

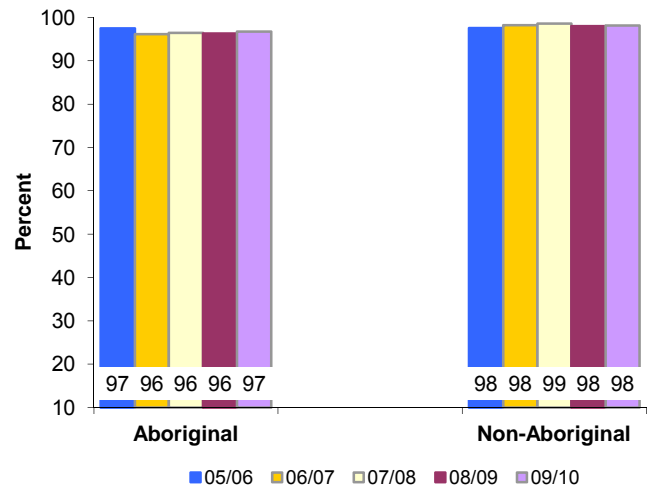
Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	06/07	865	843	97	354	41	5,322	5,191	98	2,645	50
	07/08	903	868	96	427	47	5,092	5,001	98	2,759	54
	08/09	933	900	96	437	47	5,083	5,010	99	2,842	56
	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

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 #		Total Gr 12 Students ¹	Gr 12 #	Non-Gr 12 ² #		
06/07	865	4,836	689	176	5,322	52,353	4468	854		
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		
09/10	1,043	5,986	813	230	4,882	57,086	4160	722		
10/11	1,028	6,509	828	200	4,436	59,298	3776	660		

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.

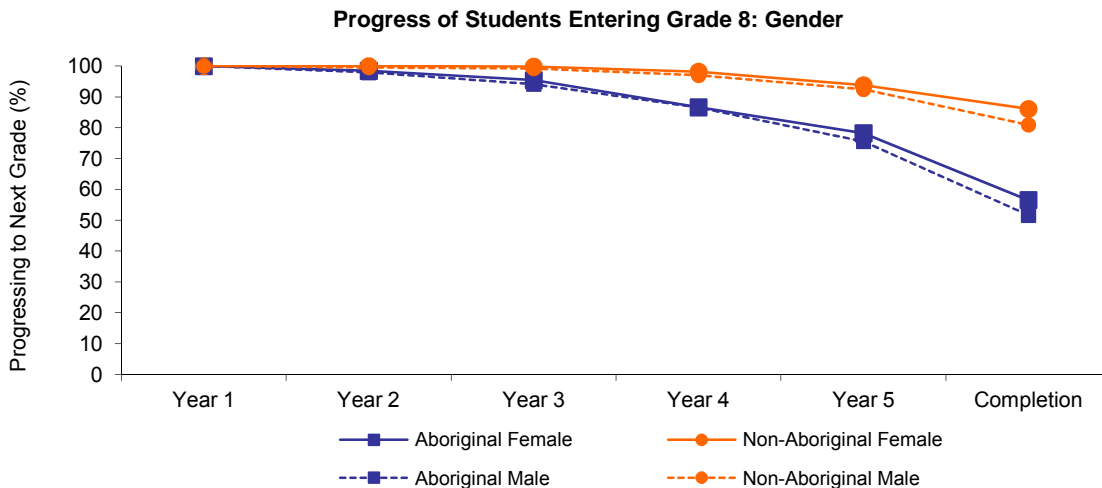
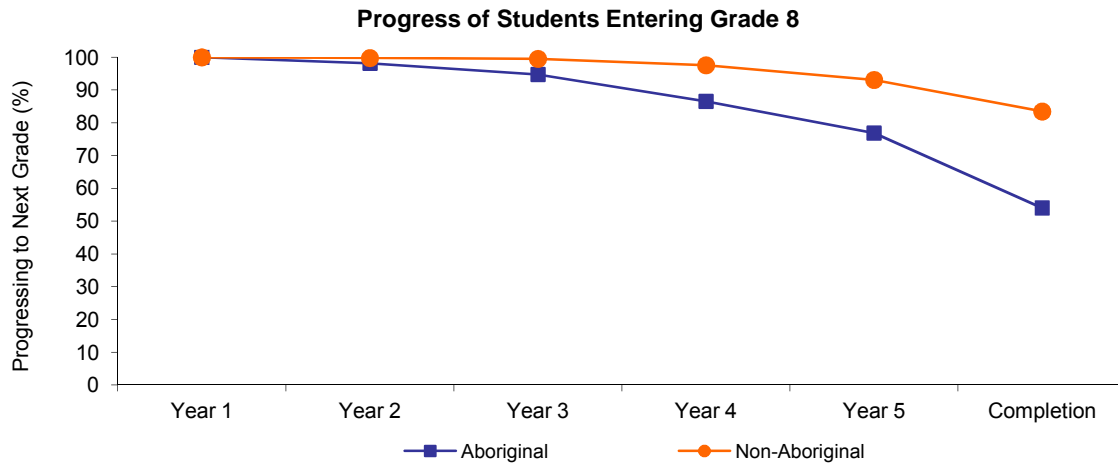
PROGRESS OF STUDENTS ENTERING GRADE 8

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

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	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

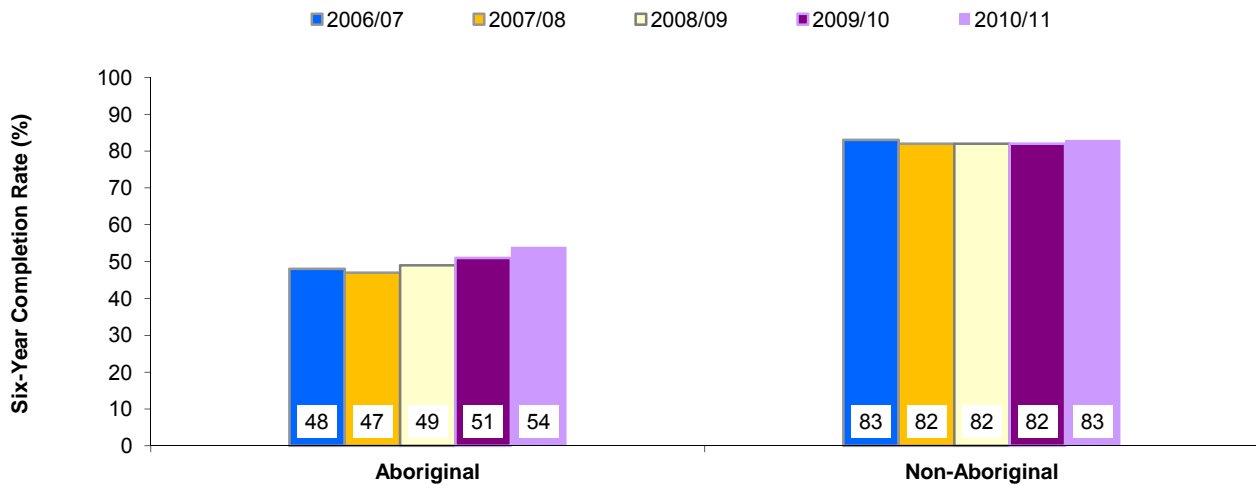
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

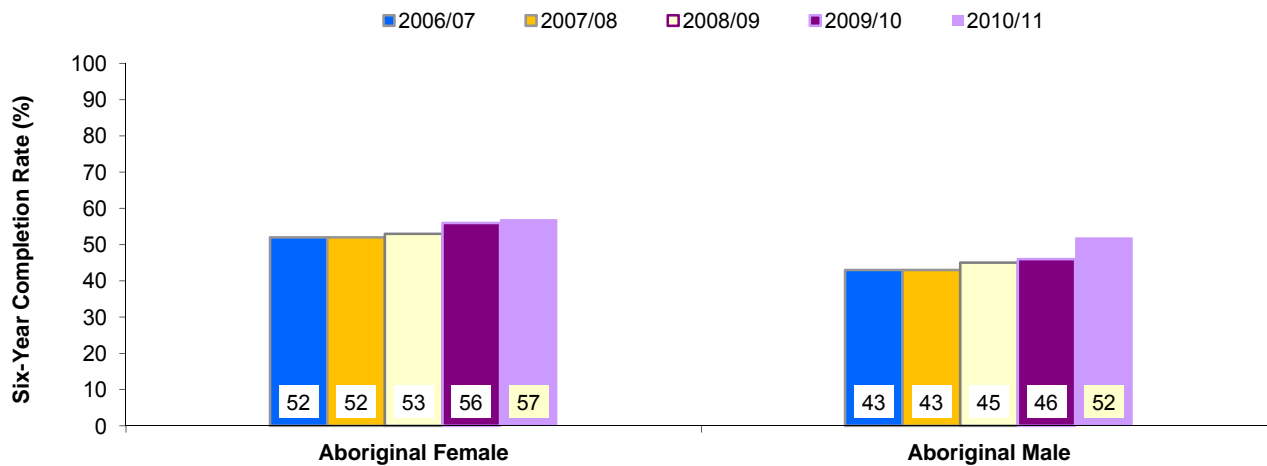
SIX-YEAR COMPLETION RATE * (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
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.

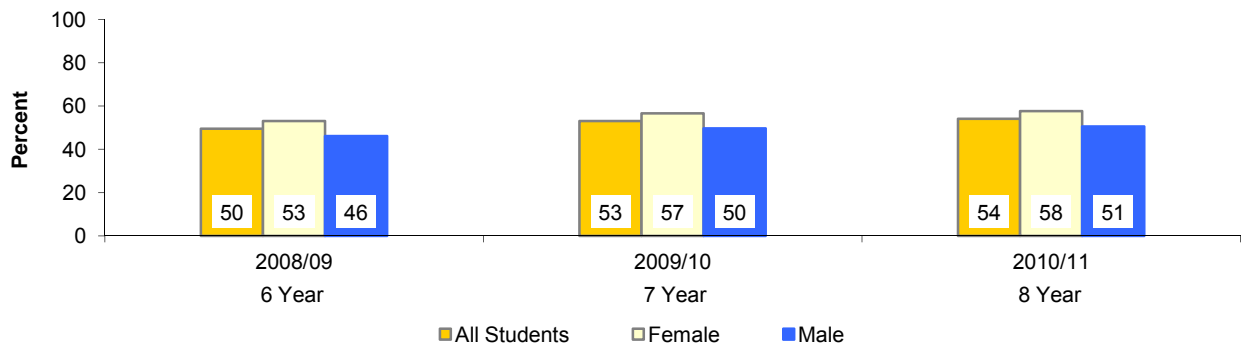
BC SIX, SEVEN AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

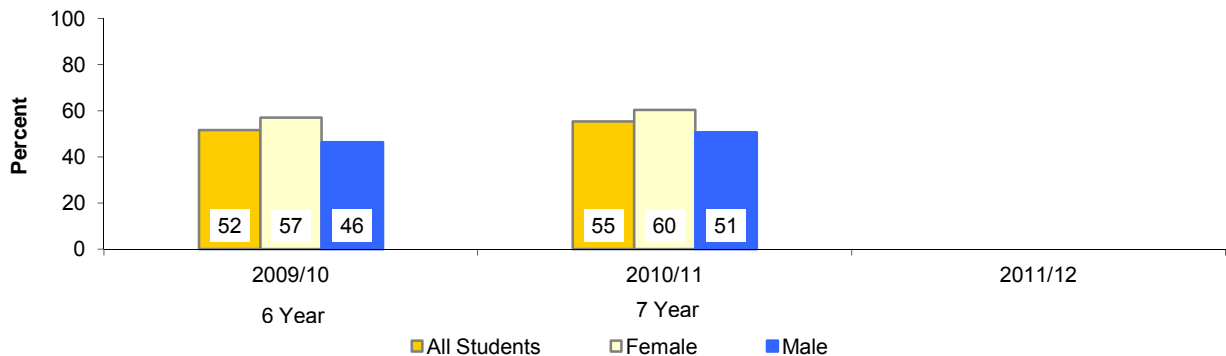
SIX, SEVEN AND EIGHT YEAR COMPLETION RATES (ABORIGINAL AND GENDER)

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 %
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

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC School Completion Certificate *		Gr 12 Students #	BC School Completion Certificate *	
		#	%		#	%
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)

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC Certificate of Graduation *		Gr 12 Students #	BC Certificate of Graduation *	
		#	%		#	%
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)

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC Adult Graduation Diploma *		Gr 12 Students #	BC Adult Graduation Diploma *	
		#	%		#	%
2006/07	4,369	257	6	49,438	1,526	3
2007/08	4,884	320	7	51,818	1,747	3
2008/09	5,154	387	8	51,142	2,228	4
2009/10	5,569	441	8	53,490	2,462	5
2010/11	5,992	413	7	55,001	2,095	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

School Year	Aboriginal Students					Non-Aboriginal Students				
	Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000		Scholarship Recipients \$2,000 or \$2,500		Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000		Scholarship Recipients \$2,000 or \$2,500	
		#	%	#	%		#	%	#	%
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

School Year	Aboriginal Students			Non-Aboriginal Students		
	Sep/Feb Gr 12 Students #	Scholarship Recipients		Sep/Feb Gr 12 Students #	Scholarship Recipients	
		#	%		#	%
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

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
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

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
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)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
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)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
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

Demographic Group	Grade 12 Graduates of School Year 2005/06		Year of Transition to a Community College							
			2006/07		2007/08		2008/09		2009/10	
	#	%	#	%	#	%	#	%	#	%
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 Group	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	
	#	%	#	%	#	%	#	%	#	%
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

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

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2005/06		Year of Transition to an Institute							
			2006/07		2007/08		2008/09		2009/10	
	#	%	#	%	#	%	#	%	#	%
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

Demographic Group	Grade 12 Graduates of School Year 2005/06		Year of Transition to a Research-Intensive University									
	#	%	2006/07		2007/08		2008/09		2009/10			
			#	%	#	%	#	%	#	%		
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 Group	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			
			#	%	#	%	#	%	#	%		
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

Demographic Group	Grade 12 Graduates of School Year 2005/06		Year of Transition to a Teaching-Intensive University									
	#	%	2006/07		2007/08		2008/09		2009/10			
			#	%	#	%	#	%	#	%		
Aboriginal	2,766	100	314	11.4	99	3.6	59	2.1	28	1.0		
Non-Aboriginal	40,211	100	5,792	14.4	1,326	3.3	582	1.4	352	0.9		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2005/06		Year of Transition to a Teaching-Intensive University									
	#	%	2006/07		2007/08		2008/09		2009/10			
			#	%	#	%	#	%	#	%		
Aboriginal	3,760	100	131	3.4	68	1.8	57	1.5	40	1.0		
Non-Aboriginal	28,184	100	579	2.0	184	0.6	134	0.5	112	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

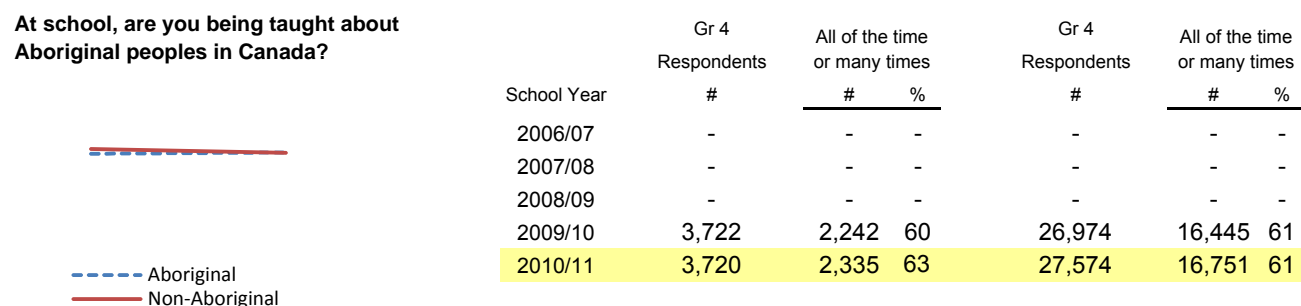
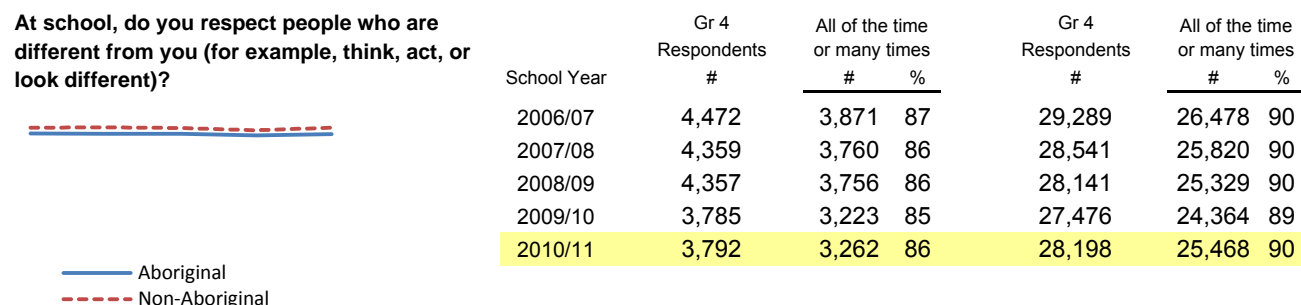
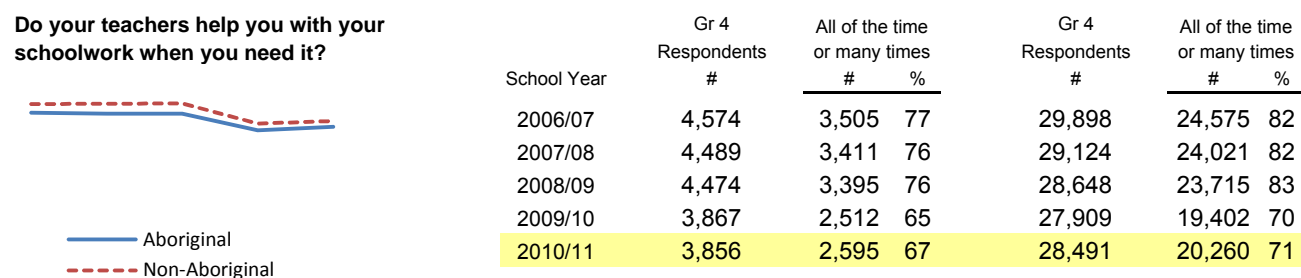
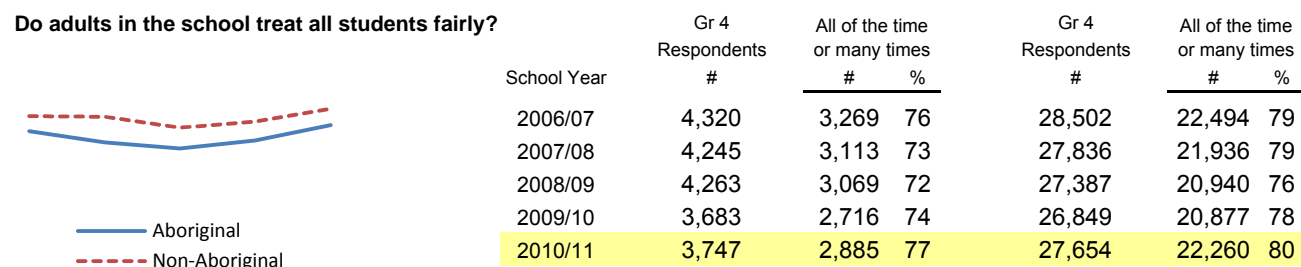
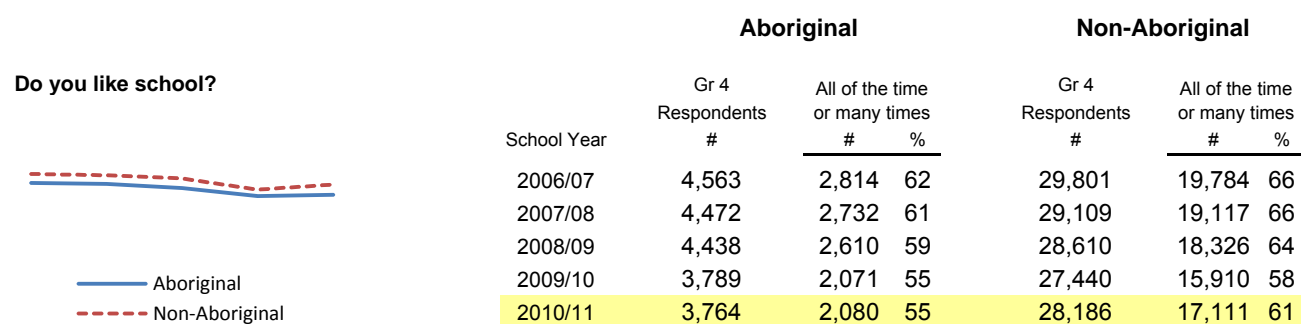
The Satisfaction Survey is a census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

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).

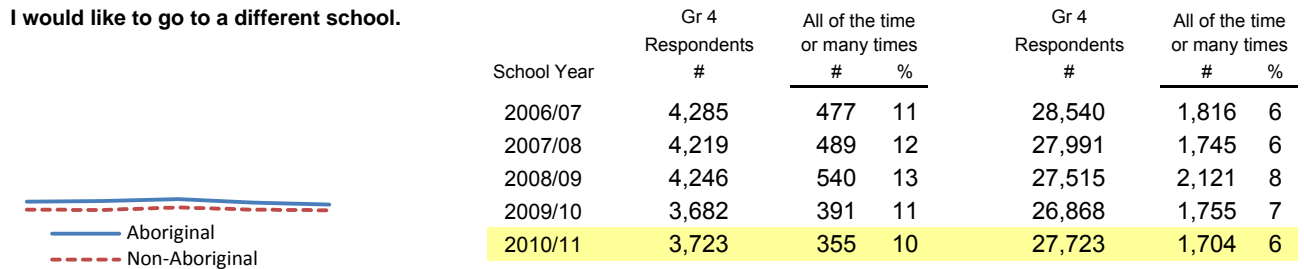
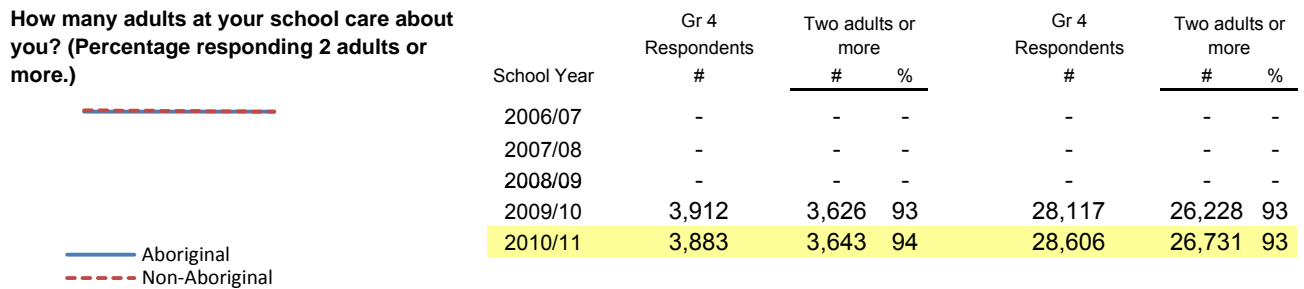
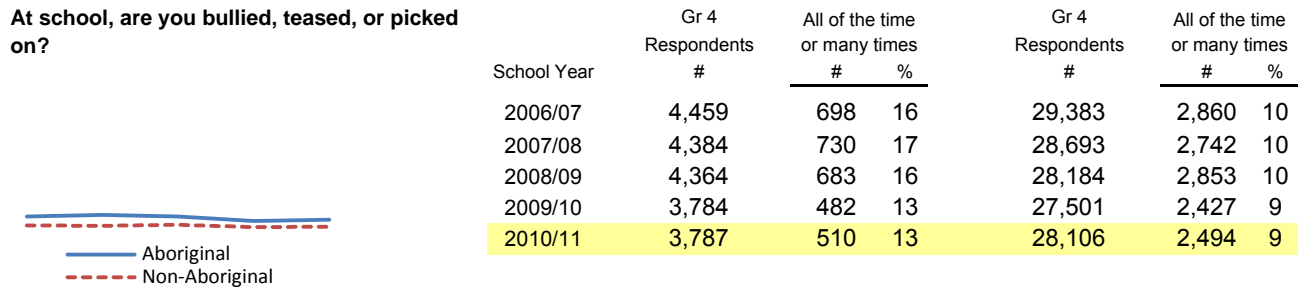
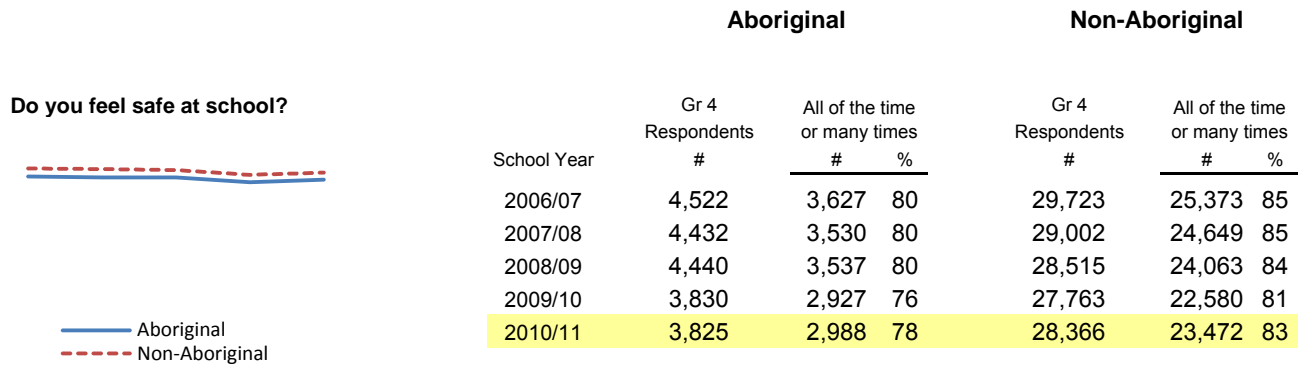
The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question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

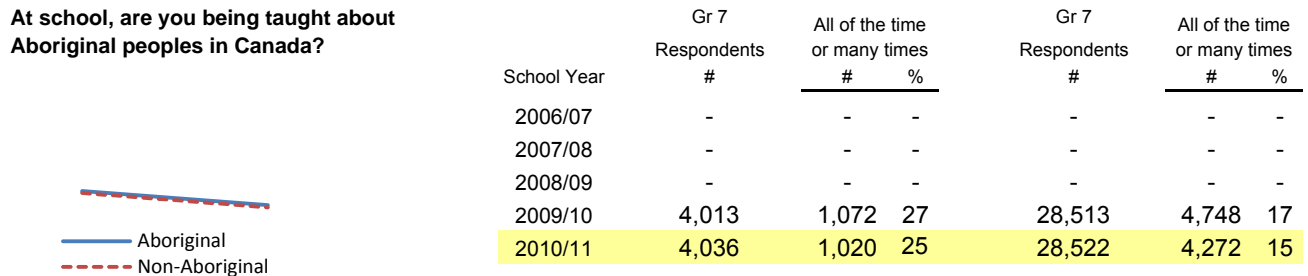
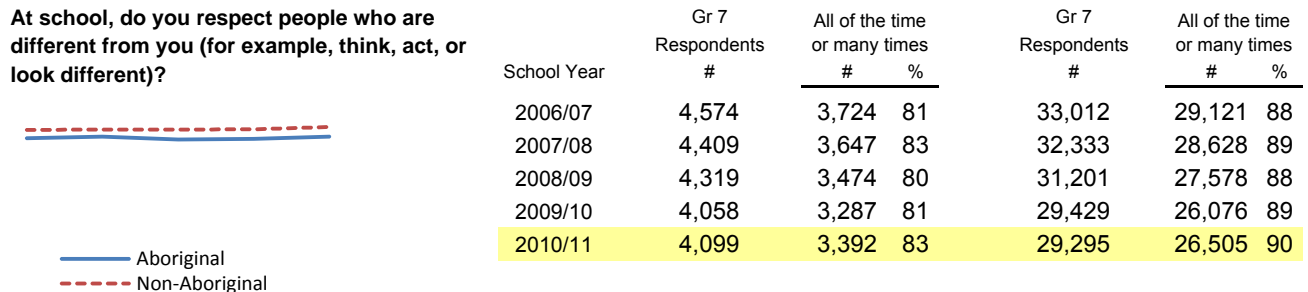
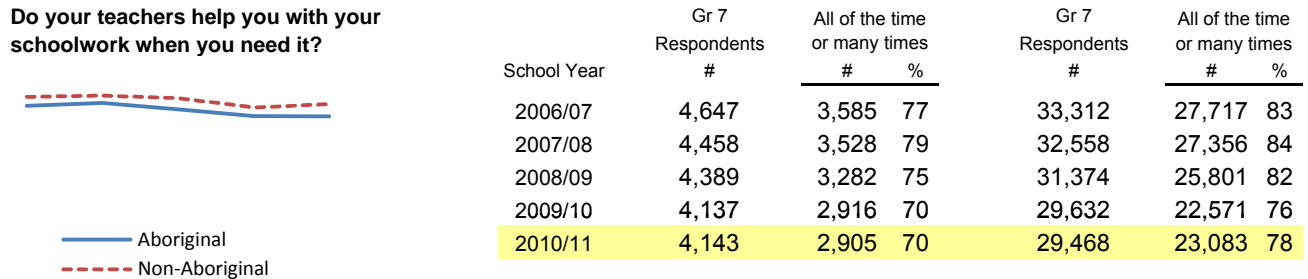
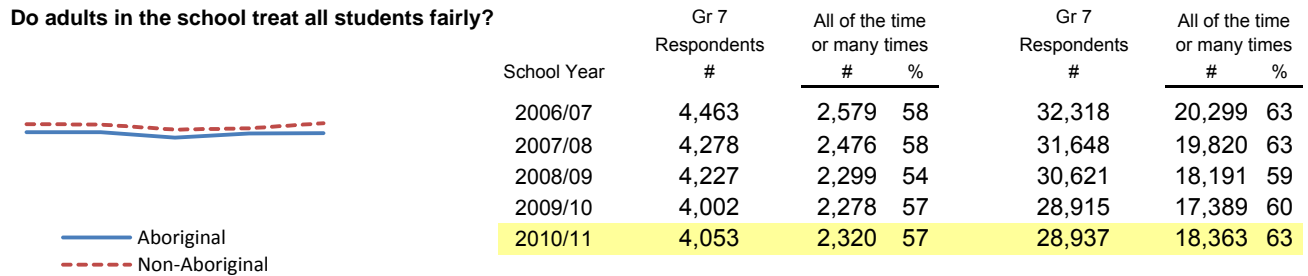
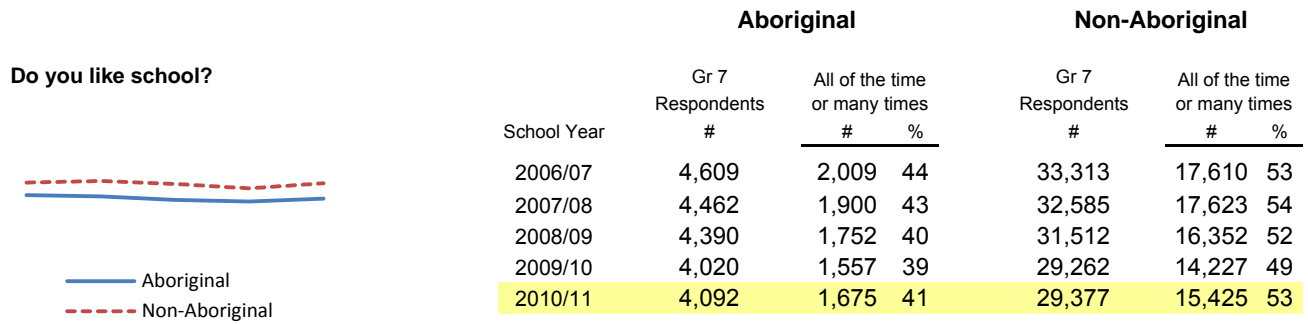
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4



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 # %	
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
2010/11	4,107	3,016	73	29,410	24,031	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 # %	
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
2010/11	4,118	503	12	29,258	2,207	8

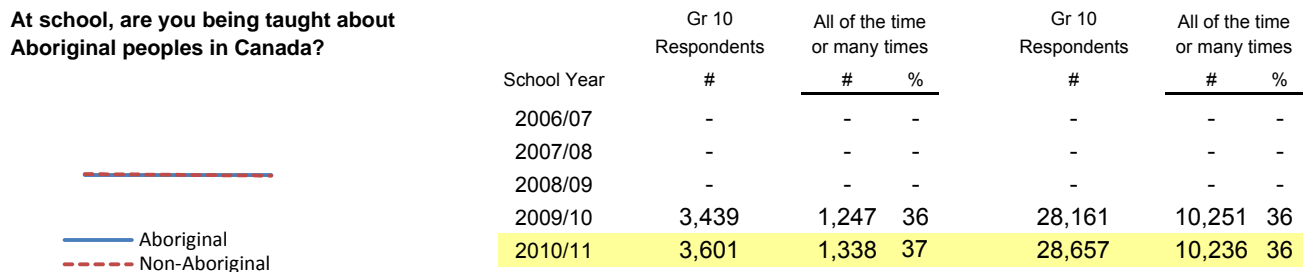
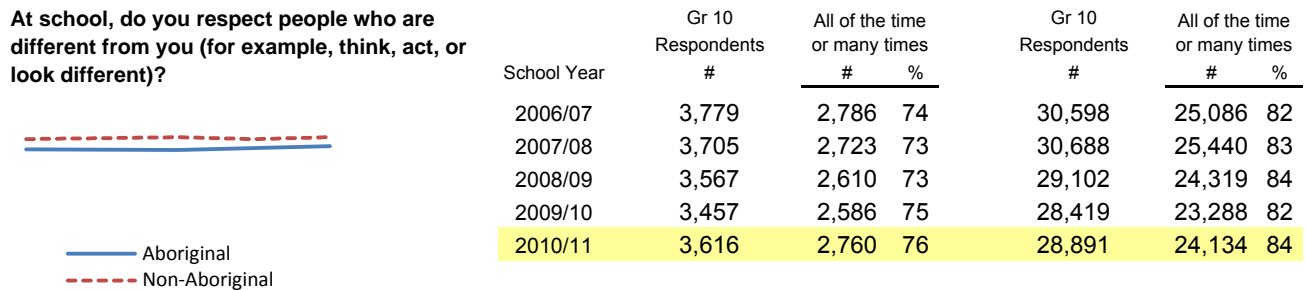
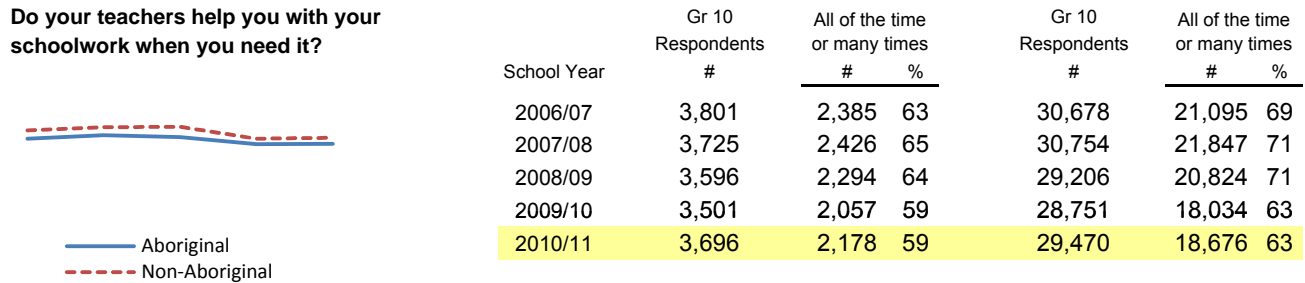
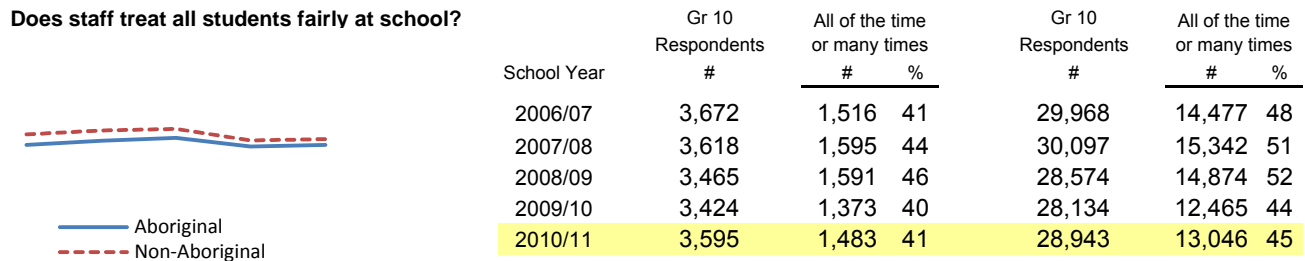
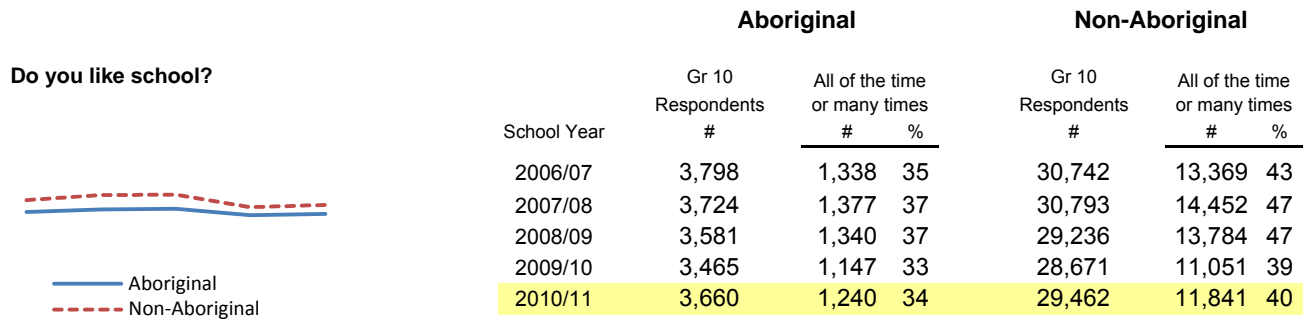
How many adults at your school care about you? (Percentage responding 2 adults or more.)

School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more # %		Gr 7 Respondents #	Two adults or more # %	
2006/07	-	-	-	-	-	-
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

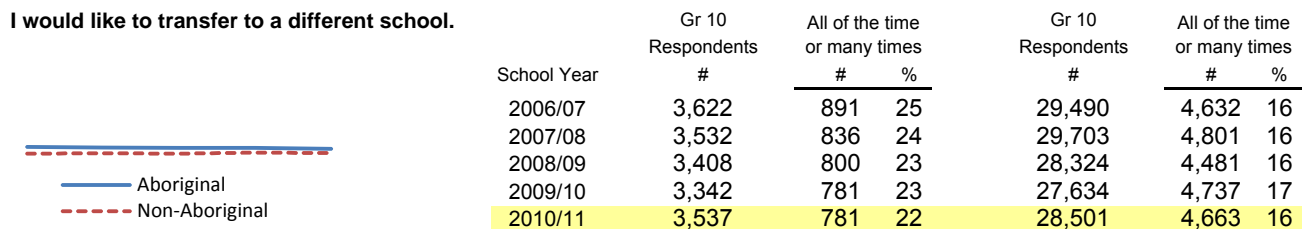
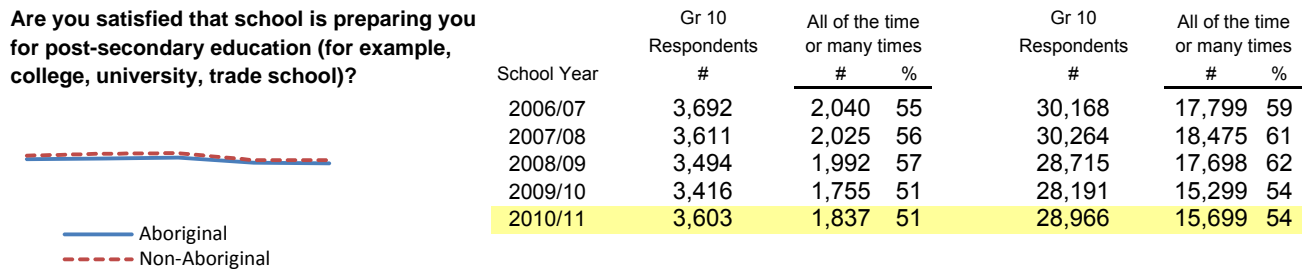
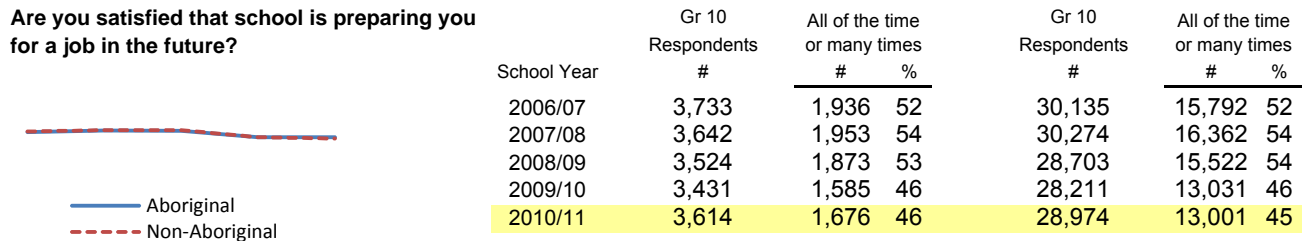
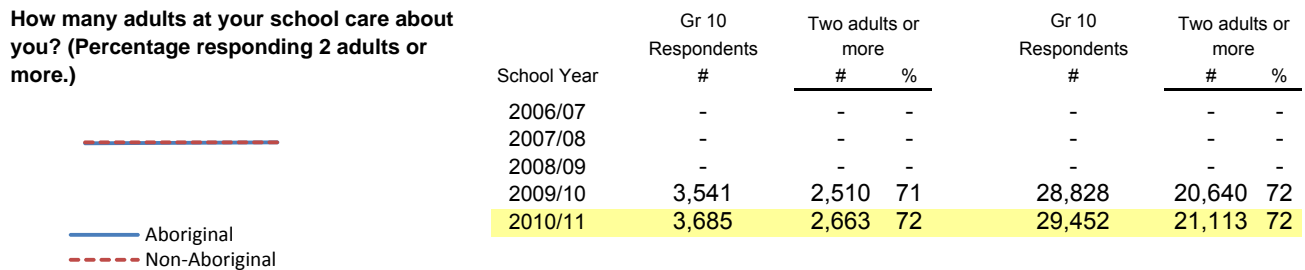
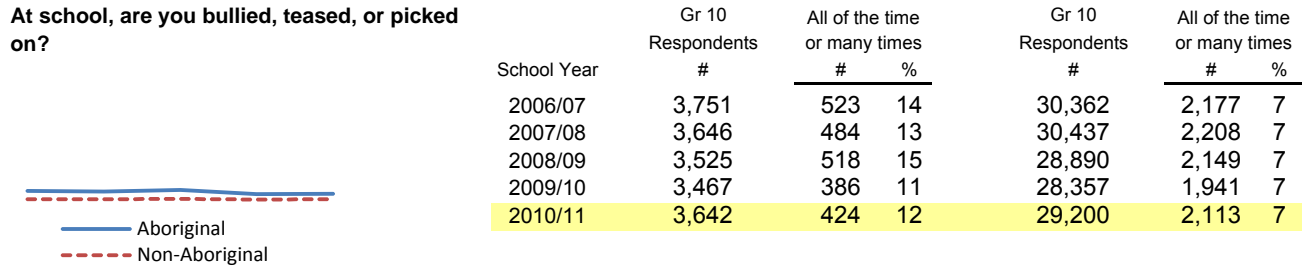
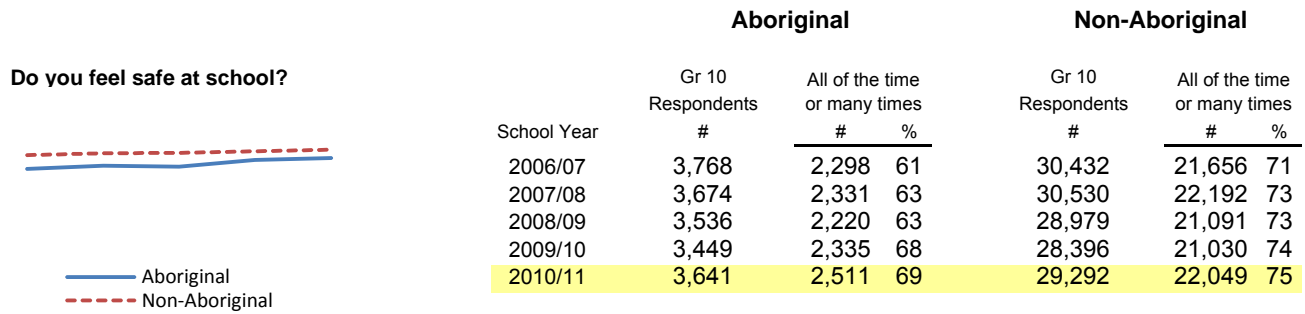
I would like to go to a different school.

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 # %	
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
2010/11	4,042	668	17	28,949	2,959	10

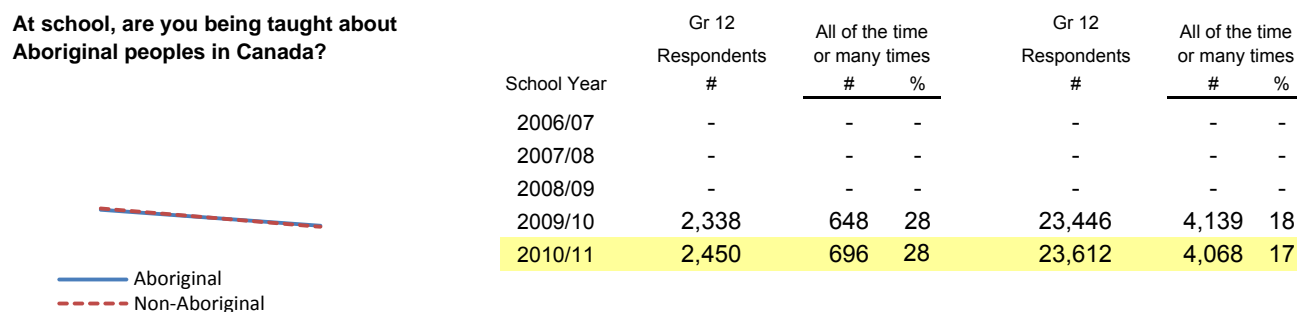
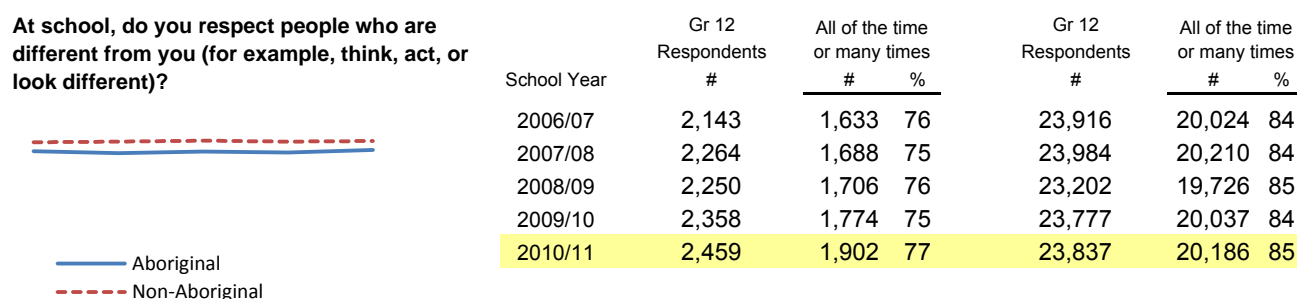
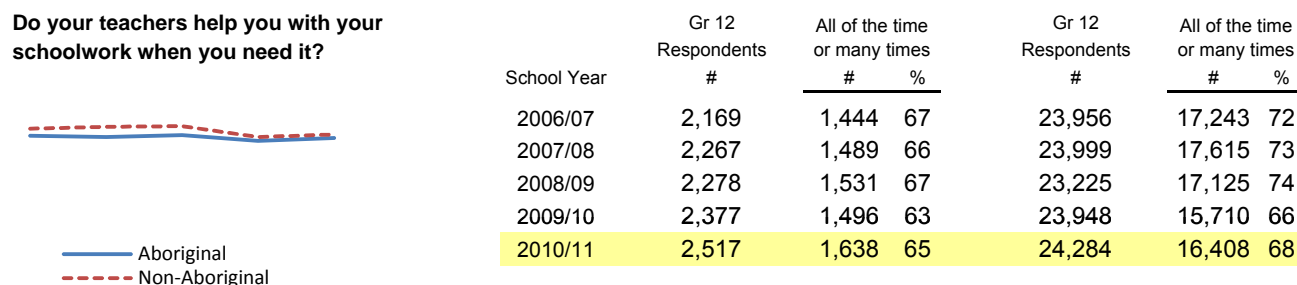
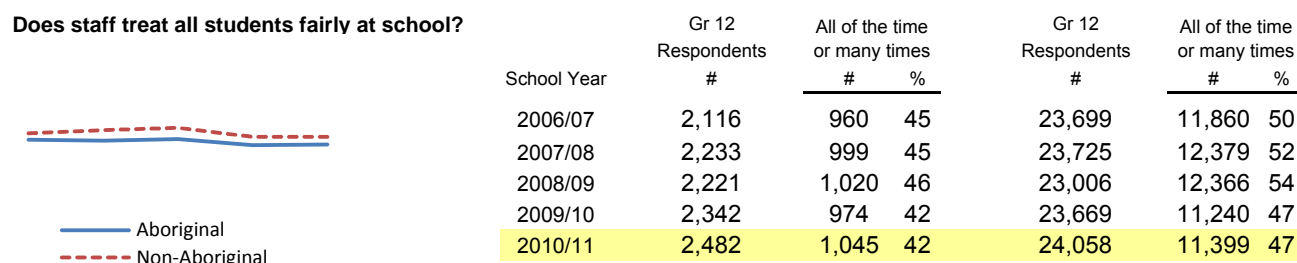
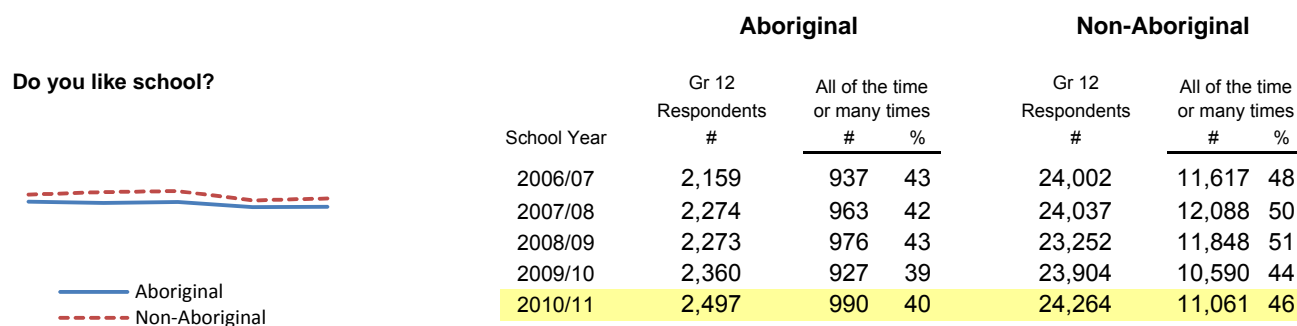
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10



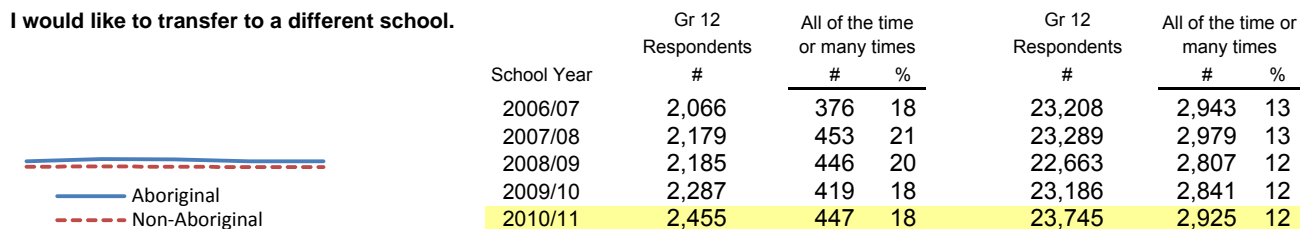
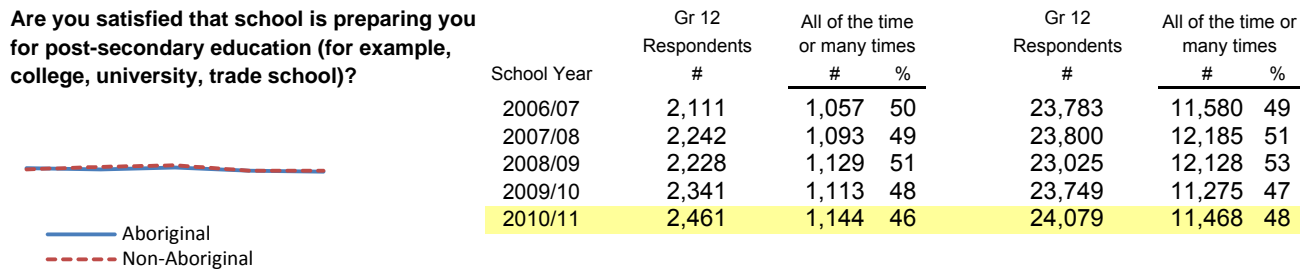
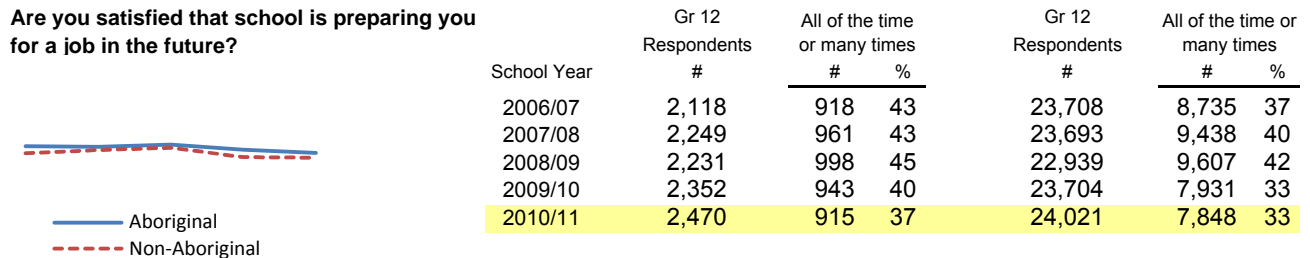
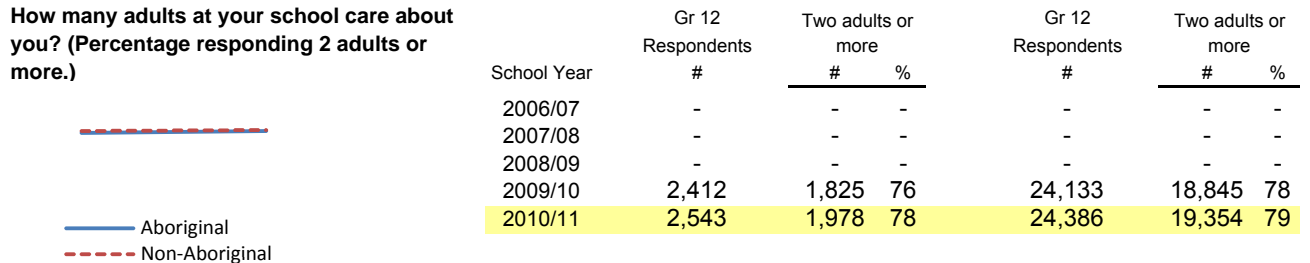
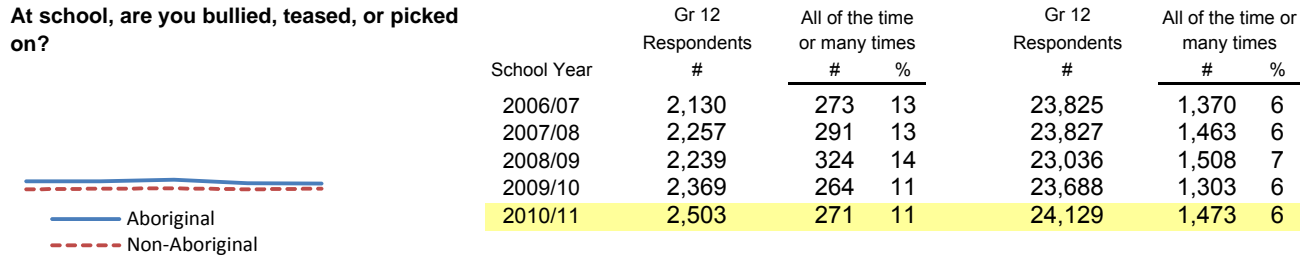
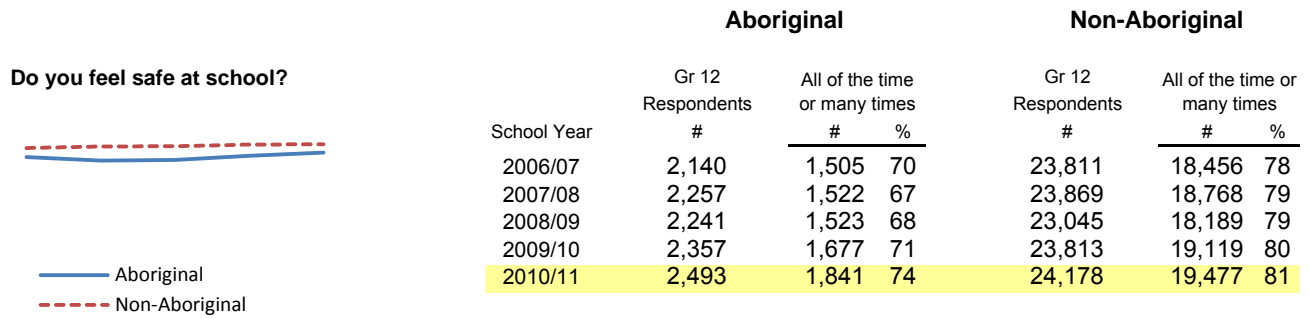
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10 continued



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%