



Aboriginal Report 2008/09 - 2012/13

How Are We Doing?

Province (Public Schools Only)

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Report Date: November 2013

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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 (including adults) 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

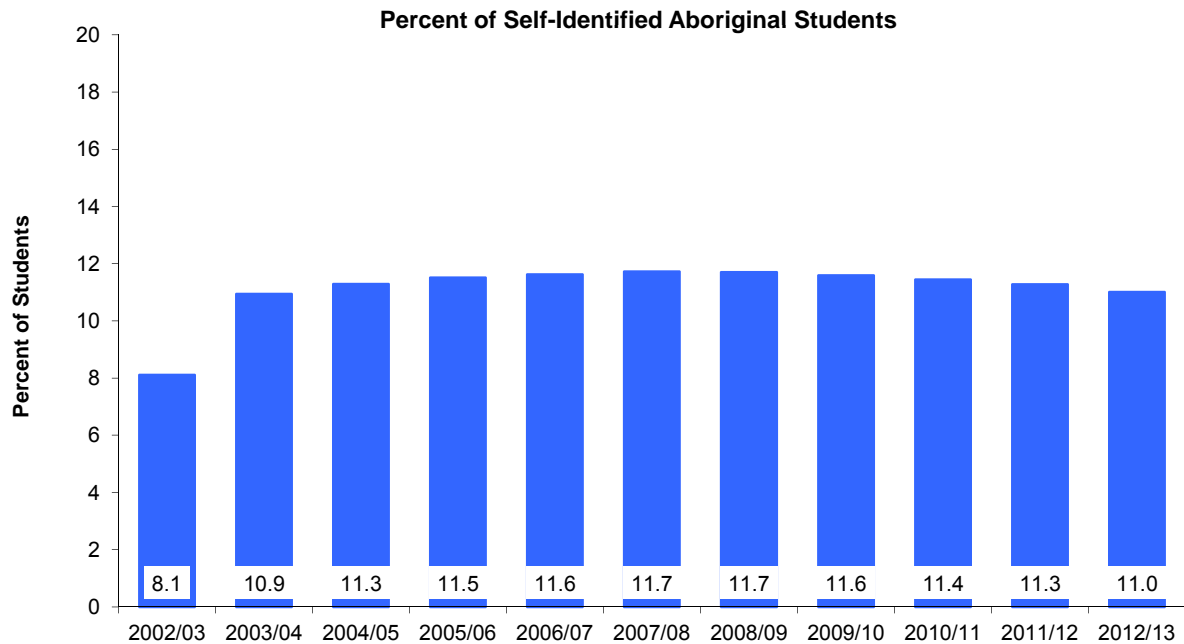
The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

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	
		#	%	#	%
2002/03	621,200	50,396	8.1	570,804	91.9
2003/04	615,185	67,304	10.9	547,881	89.1
2004/05	606,383	68,462	11.3	537,921	88.7
2005/06	599,491	69,008	11.5	530,483	88.5
2006/07	587,814	68,329	11.6	519,485	88.4
2007/08	583,620	68,445	11.7	515,175	88.3
2008/09	579,485	67,815	11.7	511,670	88.3
2009/10	580,482	67,251	11.6	513,231	88.4
2010/11	579,112	66,283	11.4	512,829	88.6
2011/12	569,739	64,242	11.3	505,497	88.7
2012/13	564,532	62,161	11.0	502,371	89.0



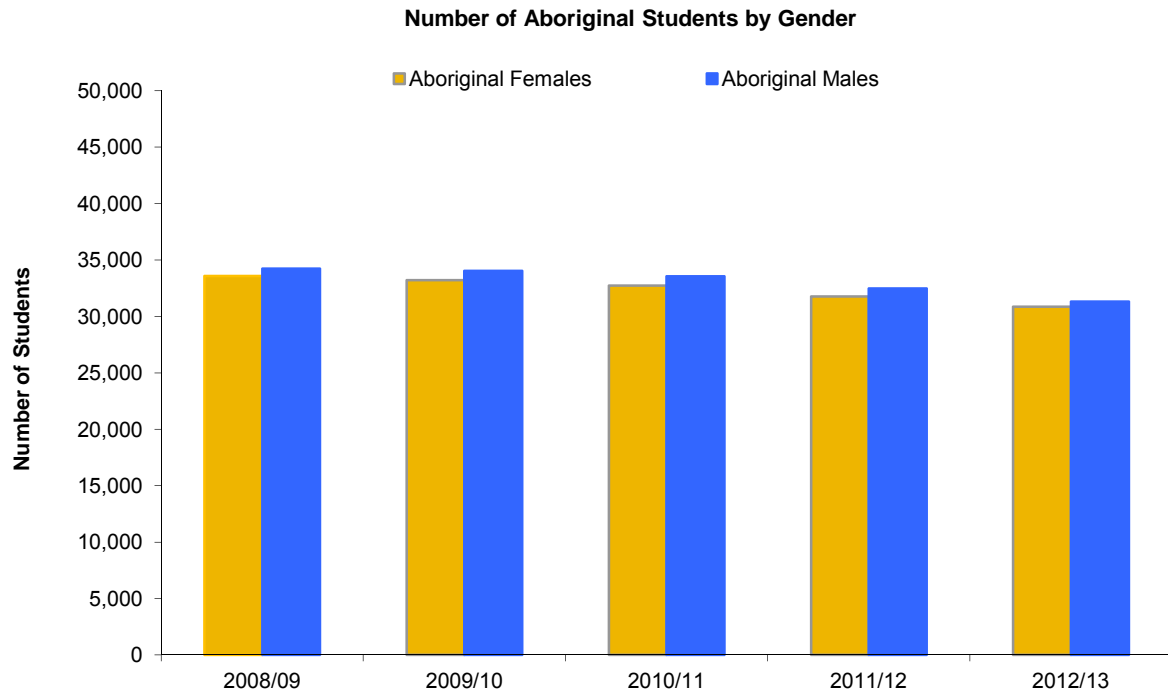
NOTES:

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
		#	%				
2008/09	579,485	67,815	11.7	33,593	5.8	34,222	5.9
2009/10	580,482	67,251	11.6	33,208	5.7	34,043	5.9
2010/11	579,112	66,283	11.4	32,743	5.7	33,540	5.8
2011/12	569,739	64,242	11.3	31,769	5.6	32,473	5.7
2012/13	564,532	62,161	11.0	30,845	5.5	31,316	5.5



NOTES:

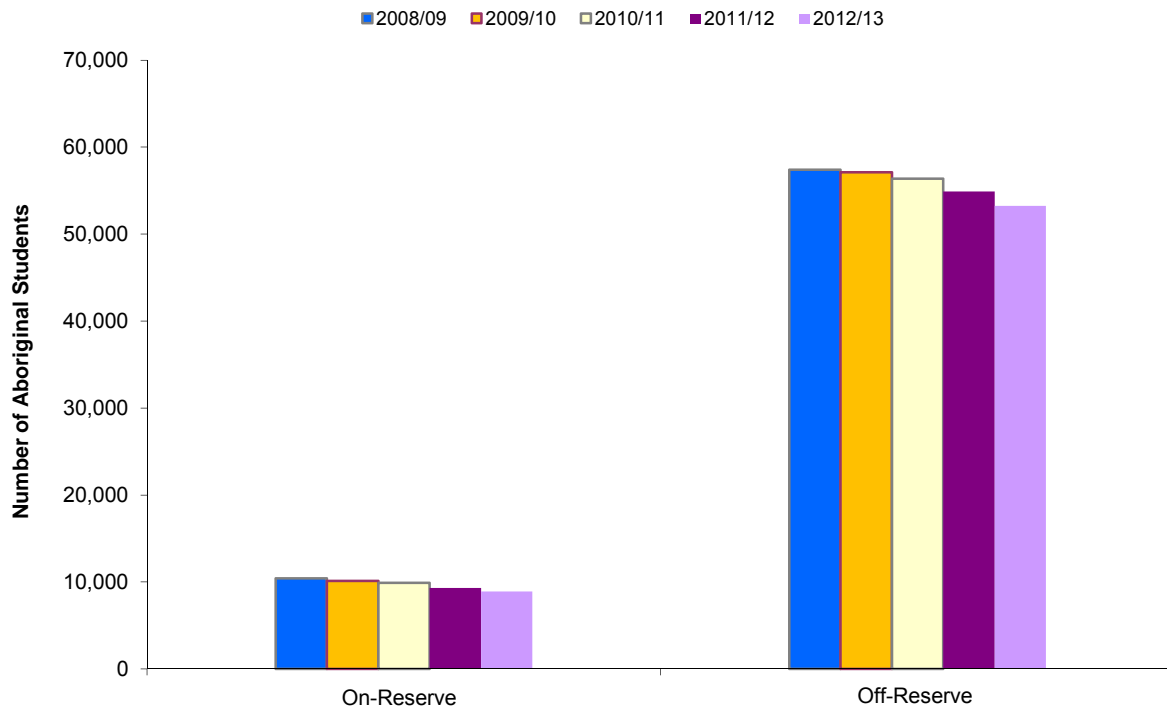
ABORIGINAL STUDENTS, ON OR OFF-RESERVE

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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	#	#	#	#	#	#	#
2008/09	67,815	5,082	5,328	10,410	28,511	28,894	57,405
2009/10	67,251	4,958	5,175	10,133	28,250	28,868	57,118
2010/11	66,283	4,881	5,027	9,908	27,862	28,513	56,375
2011/12	64,242	4,615	4,709	9,324	27,154	27,764	54,918
2012/13	62,161	4,421	4,505	8,926	26,424	26,811	53,235

Number of Aboriginal Students, On or Off-Reserve



NOTES:

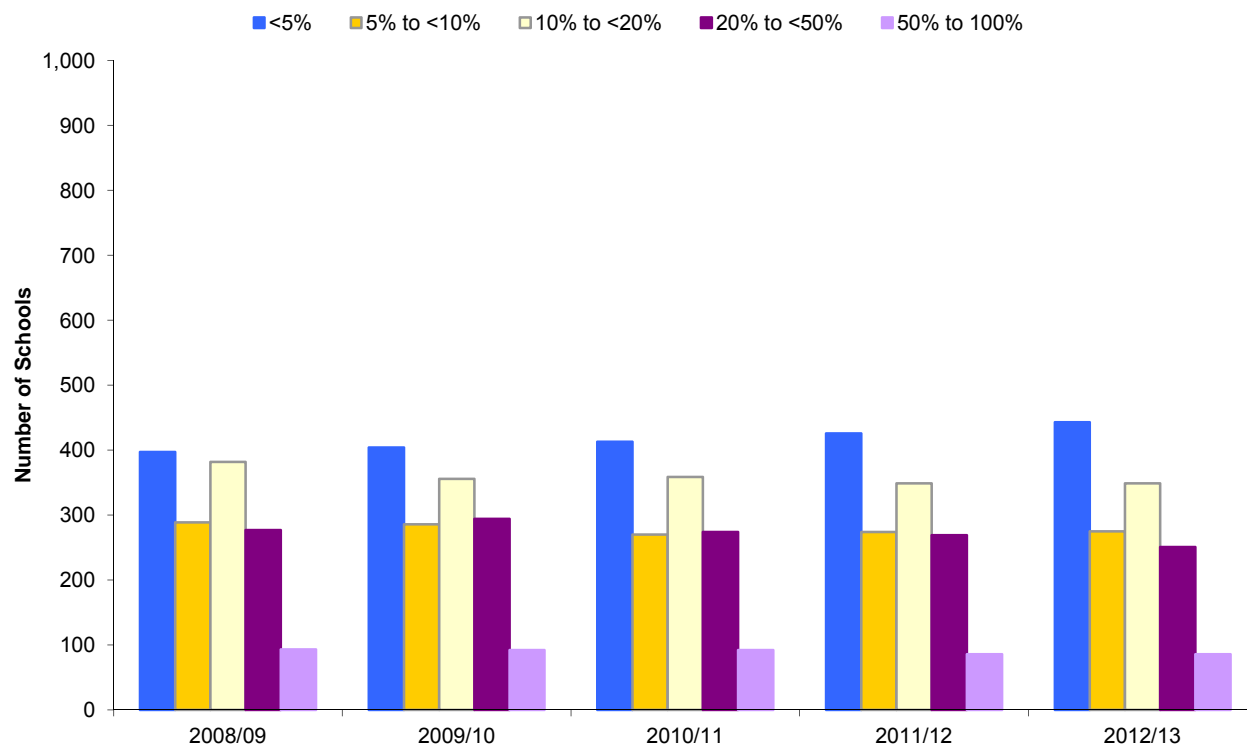
STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS (%)

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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%
2008/09	1,438	397	289	382	277	93
2009/10	1,432	404	286	356	294	92
2010/11	1,408	413	270	359	274	92
2011/12	1,404	426	274	349	269	86
2012/13	1,404	443	275	349	251	86

Number of Schools with Aboriginal Students (%)



NOTES:

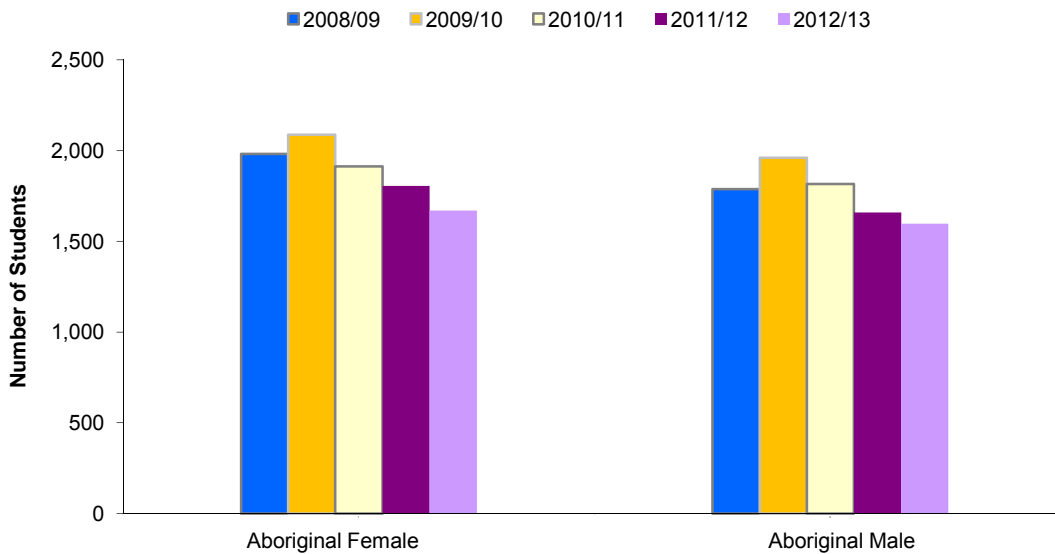
STUDENTS IN ALTERNATE PROGRAMS

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 #
2008/09	3,769	1,981	1,788	6,807	3,275	3,532
2009/10	4,047	2,087	1,960	7,448	3,463	3,985
2010/11	3,727	1,912	1,815	6,590	2,983	3,607
2011/12	3,465	1,806	1,659	5,666	2,553	3,113
2012/13	3,266	1,669	1,597	5,255	2,255	3,000

Number of Aboriginal Students in Alternate Programs



NOTES:

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

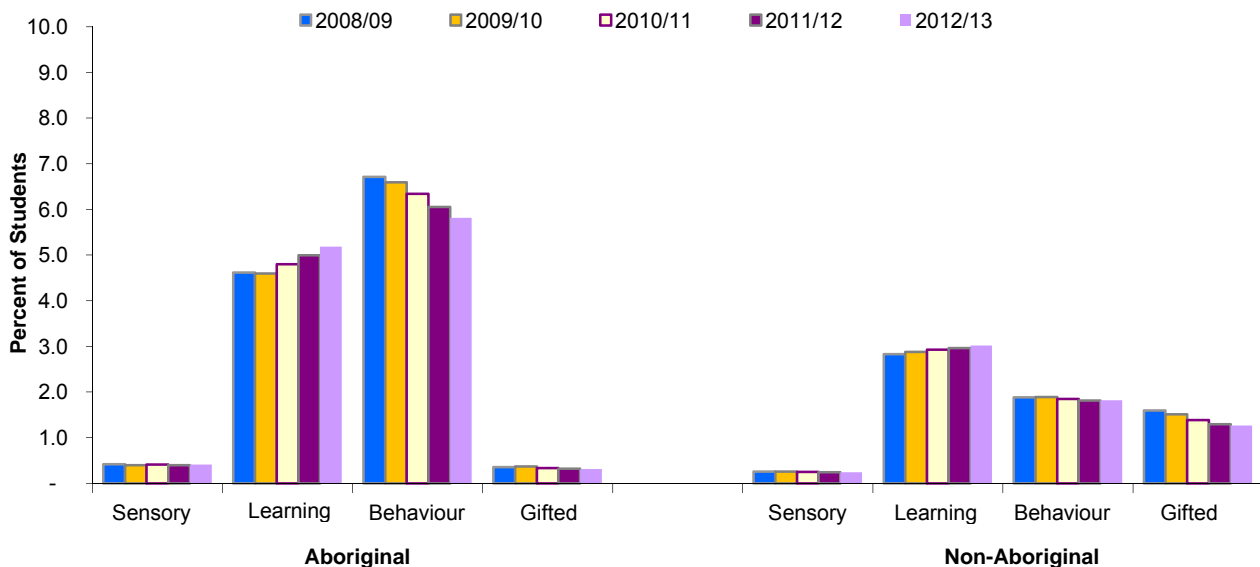
Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008/09	285	0	1303	0	3132	5	14458	3	4552	7	9633	2	239	0	8150	2
2009/10	267	0	1318	0	3089	5	14772	3	4433	7	9711	2	247	0	7747	2
2010/11	270	0	1262	0	3181	5	15020	3	4202	6	9470	2	219	0	7112	1
2011/12	257	0	1226	0	3208	5	14966	3	3890	6	9175	2	206	0	6547	1
2012/13	257	0	1225	0	3224	5	15168	3	3616	6	9123	2	194	0	6356	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 reported outcomes for Aboriginal students.

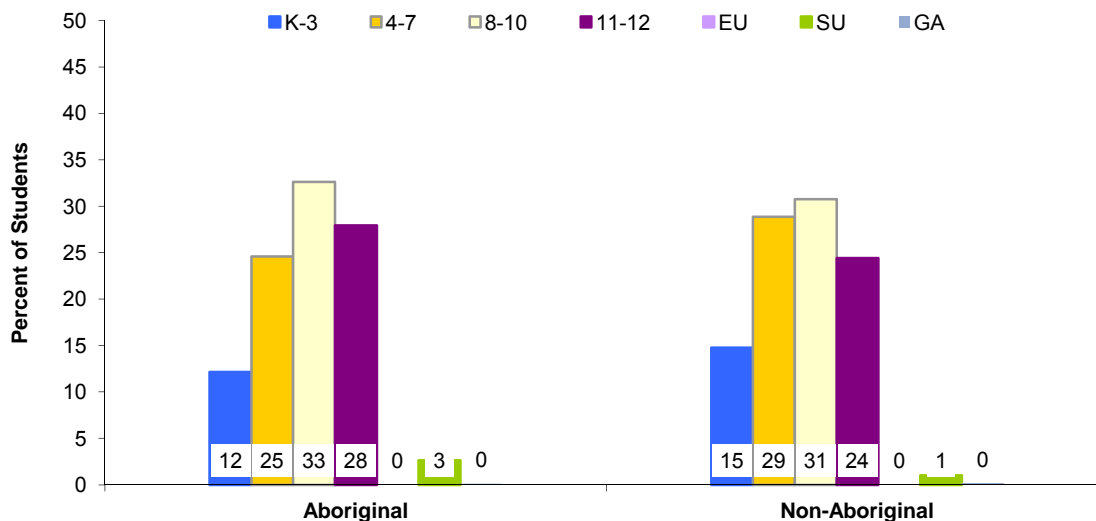
Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008/09	4,552	501	11	1,083	24	1,804	40	861	19	42	1	261	6	0	0
2009/10	4,433	492	11	1,088	25	1,666	38	917	21	43	1	224	5	3	0.1
2010/11	4,202	448	11	1,009	24	1,478	35	1,051	25	25	1	186	4	5	0.1
2011/12	3,890	434	11	929	24	1,366	35	1,048	27	12	0	95	2	6	0
2012/13	3,616	439	12	889	25	1,179	33	1,010	28	0	0	95	3	4	0

School Year	Total Students with Behaviour Disabilities #	Non-Aboriginal Students													
		K-3		4-7		8-10		11-12		EU		SU		GA	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008/09	9,633	1,311	14	2,739	28	3,248	34	2,031	21	65	1	235	2	4	0
2009/10	9,711	1,283	13	2,791	29	3,147	32	2,222	23	60	1	203	2	5	0.1
2010/11	9,470	1,264	13	2,790	29	2,929	31	2,263	24	44	0	168	2	12	0.1
2011/12	9,175	1,312	14	2,648	29	2,877	31	2,237	24	7	0	77	1	17	0
2012/13	9,123	1,346	15	2,633	29	2,806	31	2,227	24	0	0	94	1	17	0

Grade Distribution of Students with Behaviour Disabilities - 2012/13

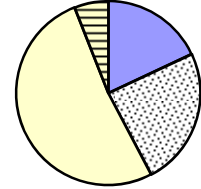


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

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

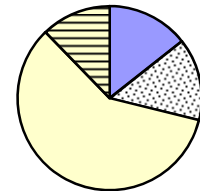
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	4,648	81	890	19	1,237	27	2,289	49	232	5
2009/10	4,569	80	895	20	1,279	28	2,174	48	221	5
2010/11	4,370	80	868	20	1,220	28	2,066	47	216	5
2011/12	4,373	80	854	20	1,162	27	2,145	49	212	5
2012/13	4,236	82	764	18	1,027	24	2,192	52	253	6



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

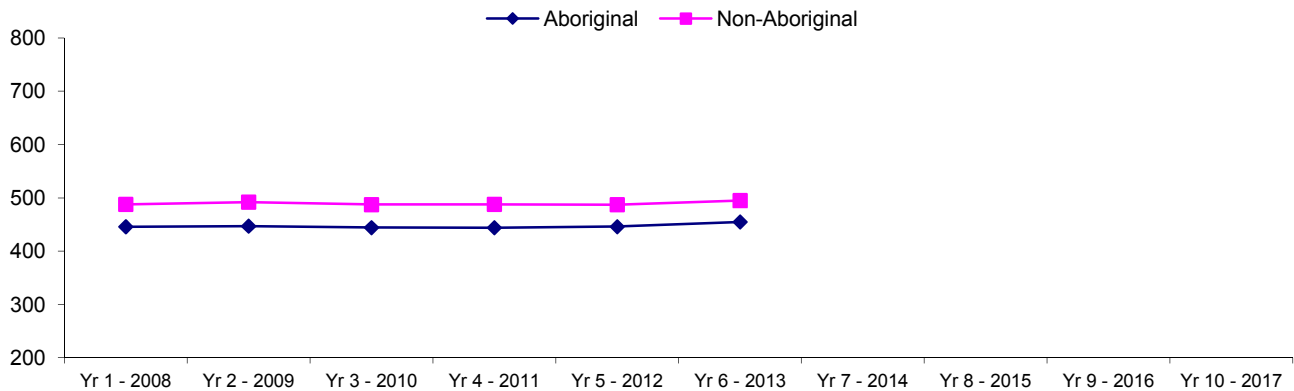
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	33,942	84	5,458	16	5,016	15	19,664	58	3,804	11
2009/10	33,410	83	5,669	17	5,395	16	18,837	56	3,509	11
2010/11	33,378	85	5,057	15	5,342	16	19,503	58	3,476	10
2011/12	33,134	85	4,943	15	5,181	16	19,814	60	3,196	10
2012/13	33,200	86	4,774	14	4,802	14	19,555	59	4,069	12



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

Average FSA Scaled Score - Grade 4 Reading

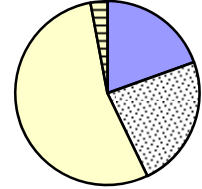


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

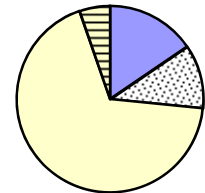
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	4,648	80	949	20	1,246	27	2,367	51	86	2
2009/10	4,569	79	968	21	1,073	23	2,431	53	97	2
2010/11	4,370	78	964	22	1,009	23	2,282	52	115	3
2011/12	4,373	79	929	21	1,059	24	2,281	52	104	2
2012/13	4,236	80	827	20	988	23	2,296	54	125	3



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

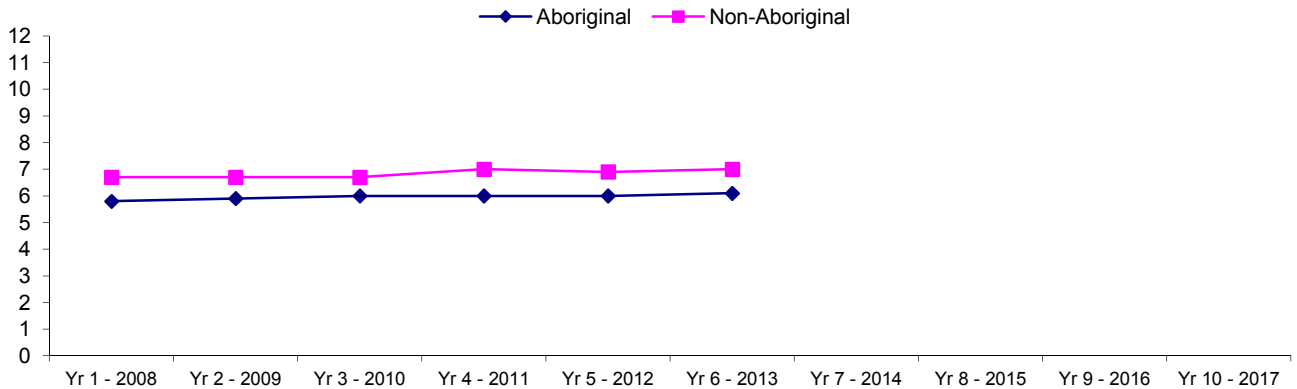
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	33,942	83	5,886	17	4,997	15	21,563	64	1,496	4
2009/10	33,410	82	6,040	18	4,376	13	21,524	64	1,470	4
2010/11	33,378	84	5,446	16	3,422	10	22,701	68	1,809	5
2011/12	33,134	84	5,280	16	3,870	12	22,237	67	1,747	5
2012/13	33,200	85	5,109	15	3,645	11	22,467	68	1,979	6



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

Average FSA Scaled Score - Grade 4 Writing

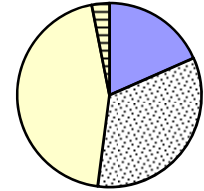


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

GRADE 4: ABORIGINAL

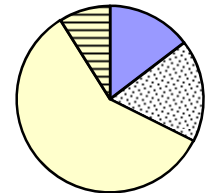
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	4,648	80	908	20	1,468	32	2,113	45	159	3
2009/10	4,569	80	920	20	1,563	34	1,936	42	150	3
2010/11	4,370	80	894	20	1,419	32	1,913	44	144	3
2011/12	4,373	80	857	20	1,320	30	2,065	47	131	3
2012/13	4,236	82	780	18	1,423	34	1,902	45	131	3



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

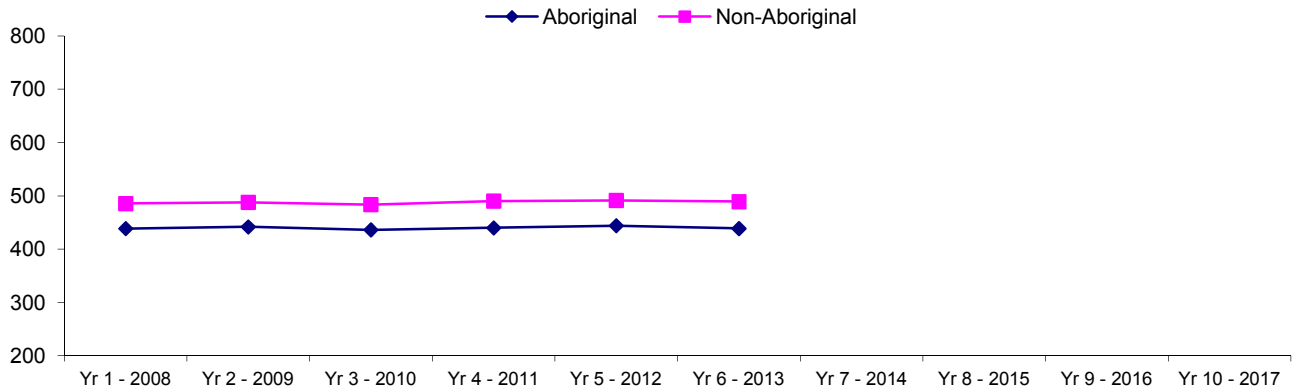
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	33,942	84	5,462	16	6,037	18	19,459	57	2,984	9
2009/10	33,410	83	5,671	17	6,475	19	18,636	56	2,628	8
2010/11	33,378	85	5,094	15	5,968	18	19,171	57	3,145	9
2011/12	33,134	85	5,015	15	5,528	17	19,736	60	2,855	9
2012/13	33,200	85	4,852	15	5,894	18	19,492	59	2,962	9



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

Average FSA Scaled Score - Grade 4 Numeracy

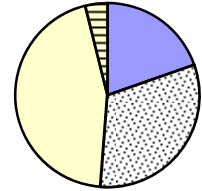


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

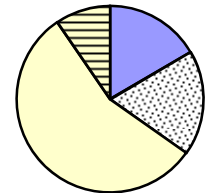
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	5,259	80	1,035	20	1,647	31	2,330	44	247	5
2009/10	5,038	78	1,097	22	1,568	31	2,149	43	224	4
2010/11	4,962	79	1,023	21	1,512	30	2,284	46	143	3
2011/12	4,697	78	1,049	22	1,489	32	2,014	43	145	3
2012/13	4,575	80	899	20	1,446	32	2,053	45	177	4



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

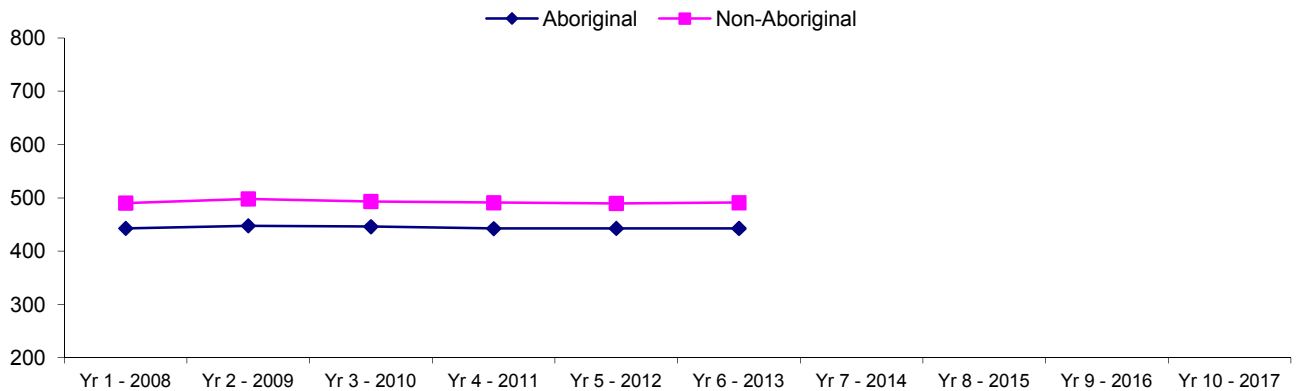
GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	38,313	84	6,198	16	6,655	17	20,922	55	4,538	12
2009/10	37,215	82	6,586	18	6,613	18	20,179	54	3,837	10
2010/11	36,107	83	5,978	17	6,391	18	20,299	56	3,439	10
2011/12	35,303	83	6,167	17	6,586	19	19,298	55	3,252	9
2012/13	34,595	83	5,730	17	6,297	18	19,256	56	3,312	10



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

Average FSA Scaled Score - Grade 7 Reading

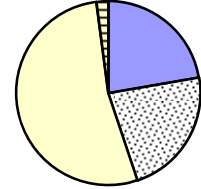


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

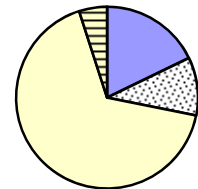
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	5,259	77	1,204	23	1,488	28	2,445	46	122	2
2009/10	5,038	75	1,262	25	1,255	25	2,408	48	113	2
2010/11	4,962	77	1,149	23	989	20	2,656	54	168	3
2011/12	4,697	76	1,137	24	1,066	23	2,390	51	104	2
2012/13	4,575	78	1,020	22	1,033	23	2,427	53	95	2



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

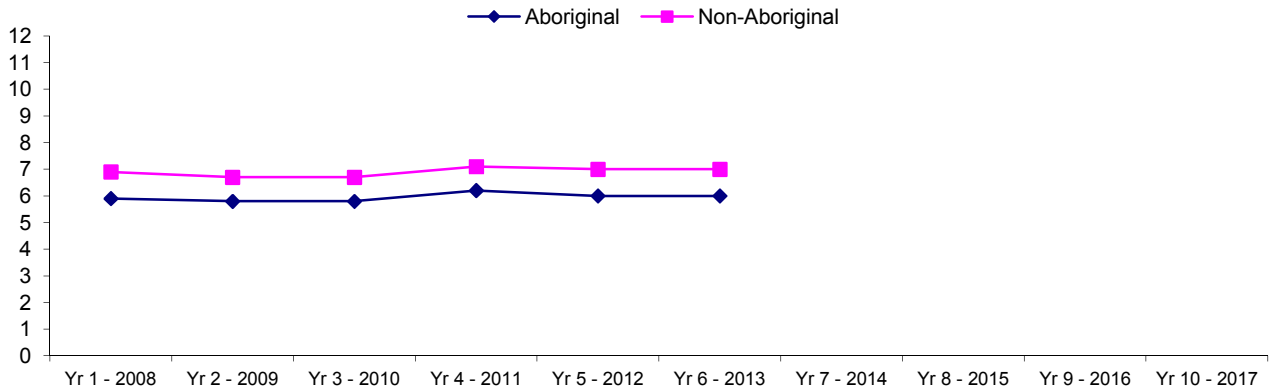
GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	38,313	82	6,762	18	6,285	16	23,177	60	2,089	5
2009/10	37,215	81	7,131	19	4,807	13	23,821	64	1,456	4
2010/11	36,107	82	6,492	18	3,426	9	23,447	65	2,742	8
2011/12	35,303	81	6,603	19	3,399	10	23,276	66	2,025	6
2012/13	34,595	82	6,162	18	3,577	10	23,140	67	1,716	5



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

Average FSA Scaled Score - Grade 7 Writing

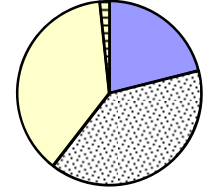


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

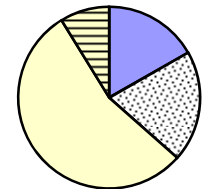
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	5,259	79	1,115	21	2,030	39	2,004	38	110	2
2009/10	5,038	76	1,188	24	1,869	37	1,906	38	75	1
2010/11	4,962	78	1,082	22	1,933	39	1,882	38	65	1
2011/12	4,697	77	1,069	23	1,925	41	1,640	35	63	1
2012/13	4,575	79	964	21	1,803	39	1,731	38	77	2



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

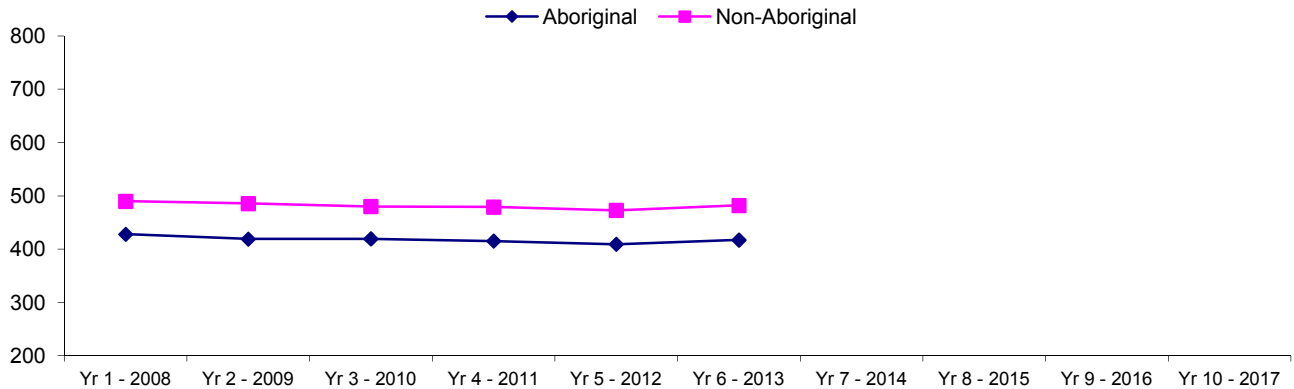
GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	38,313	84	6,303	16	7,590	20	20,452	53	3,968	10
2009/10	37,215	82	6,653	18	7,351	20	20,344	55	2,867	8
2010/11	36,107	84	5,911	16	7,519	21	19,708	55	2,969	8
2011/12	35,303	82	6,312	18	7,829	22	18,493	52	2,669	8
2012/13	34,595	83	5,791	17	6,848	20	18,919	55	3,037	9



- 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).

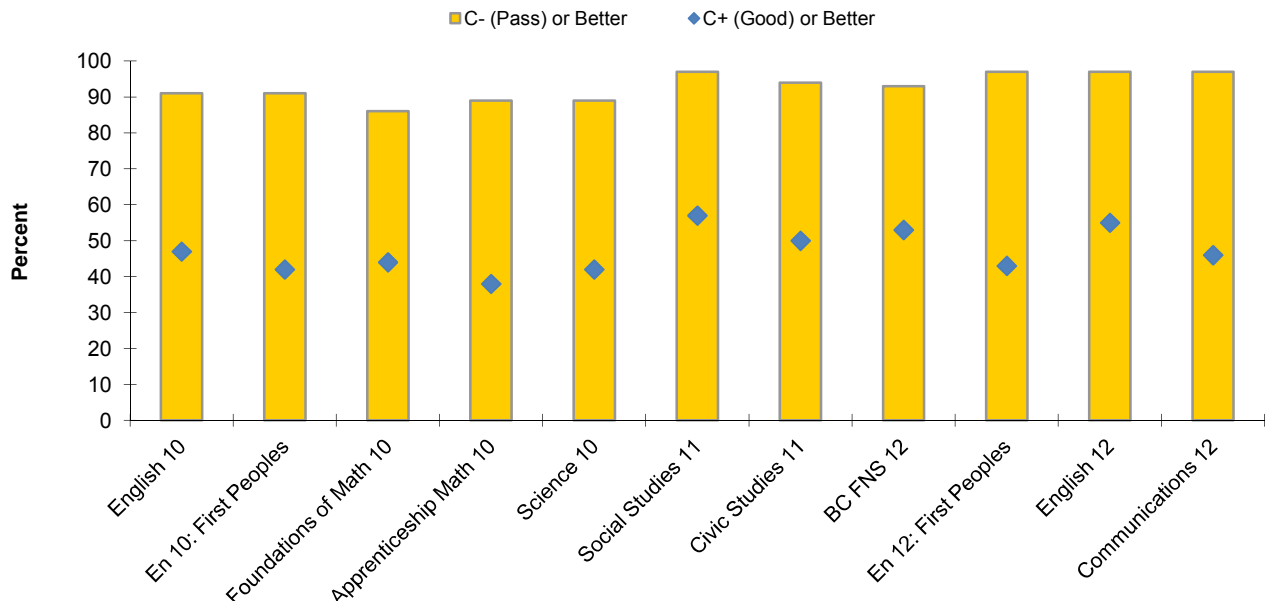
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	4,156	3,762	91	1,950	47	41,556	40,222	97	29,478	71
English 10: First Peoples	190	172	91	79	42	70	67	96	47	67
Foundations of Math 10	2,218	1,914	86	967	44	33,996	31,714	93	21,840	64
Apprenticeship Math 10	2,297	2,046	89	870	38	8,328	7,644	92	3,598	43
Science 10	4,230	3,751	89	1,764	42	40,048	38,474	96	27,141	68
Civic Studies 11	101	98	97	58	57	762	747	98	535	70
Social Studies 11	2,983	2,791	94	1,488	50	37,903	36,834	97	26,804	71
BC First Nations Studies 12	797	745	93	419	53	1,596	1,543	97	1,029	64
English 12: First Peoples	76	74	97	33	43	92	91	99	63	68
English 12	2,544	2,477	97	1,387	55	37,733	37,102	98	27,429	73
Communications 12	956	931	97	439	46	4,543	4,428	97	2,570	57

Required Exams Overview: Aboriginal Results 2012/13



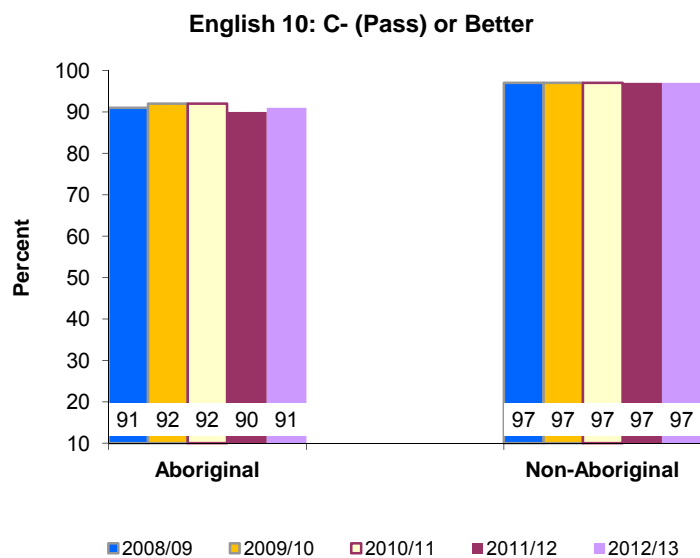
REQUIRED EXAMINATIONS RESULTS: ENGLISH 10

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	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	2008/09	4,481	4,099	91	1,947	43	43,122	41,766	97	28,701	67
	2009/10	4,695	4,303	92	2,056	44	43,482	42,136	97	29,249	67
	2010/11	4,534	4,149	92	2,071	46	42,766	41,388	97	29,011	68
	2011/12	4,390	3,965	90	1,999	46	43,438	41,959	97	29,884	69
	2012/13	4,156	3,762	91	1,950	47	41,556	40,222	97	29,478	71

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark				Total Gr 10 Students ¹	Students Assigned Final Mark				Total Gr 10 Students ¹
	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 #	
2008/09	4,481	6,543	3706	775	43,122	47,029	38,395	4,727		
2009/10	4,695	6,474	3863	832	43,482	48,634	38,779	4,703		
2010/11	4,534	6,347	3756	778	42,766	49,031	38,099	4,667		
2011/12	4,390	6,174	3650	740	43,438	47,599	37,068	6,370		
2012/13	4,156	5,754	3450	706	41,556	44,572	36,267	5,289		



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.

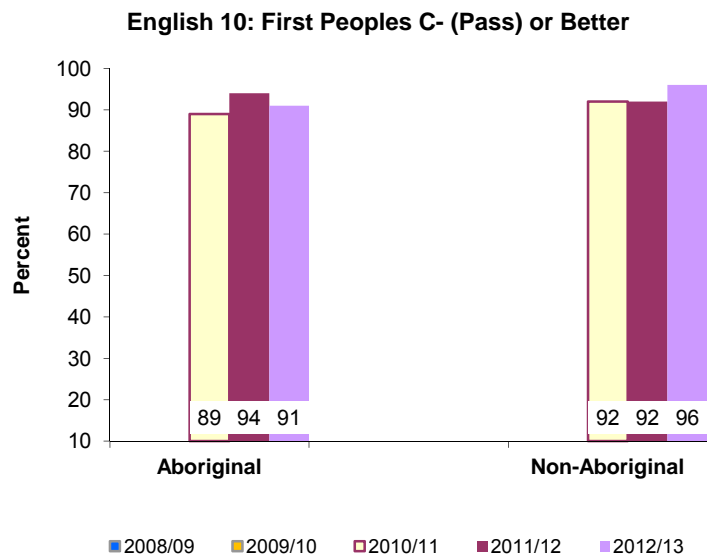
REQUIRED EXAMINATIONS RESULTS: ENGLISH 10: FIRST PEOPLES

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	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	2008/09										
	2009/10										
	2010/11	57	51	89	22	39	12	11	92	6	50
	2011/12	113	106	94	53	47	13	12	92	8	62
	2012/13	190	172	91	79	42	70	67	96	47	67

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark					Students Assigned Final Mark				
	Students Assigned	Total Gr 10	Students ¹		Non-Gr 10 ²	Students Assigned	Total Gr 10	Students ¹		Non-Gr 10 ²
Final Mark #	#	Gr 10 #	#	Final Mark #		#	Gr 10 #	#		
2008/09										
2009/10										
2010/11	57	6,347	50	7	12	49,031	11	1		
2011/12	113	6,174	89	24	13	47,599	10	3		
2012/13	190	5,754	163	27	70	44,572	69	1		



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

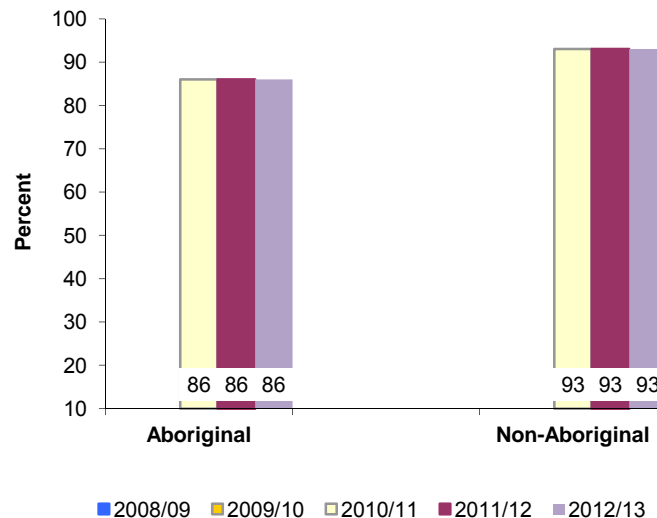
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student 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	
		#	#	%	#	%	#	#	%	#	%
	2008/09										
	2009/10										
	2010/11	2,220	1,918	86	912	41	32,560	30,400	93	20,287	62
	2011/12	2,354	2,015	86	931	40	35,148	32,822	93	21,971	63
	2012/13	2,218	1,914	86	967	44	33,996	31,714	93	21,840	64

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 #
2008/09								
2009/10								
2010/11	2,220	6,347	1,932	288	32,560	49,031	29,147	3,413
2011/12	2,354	6,174	1,995	359	35,148	47,599	30,162	4,986
2012/13	2,218	5,754	1,889	329	33,996	44,572	29,360	4,636

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.

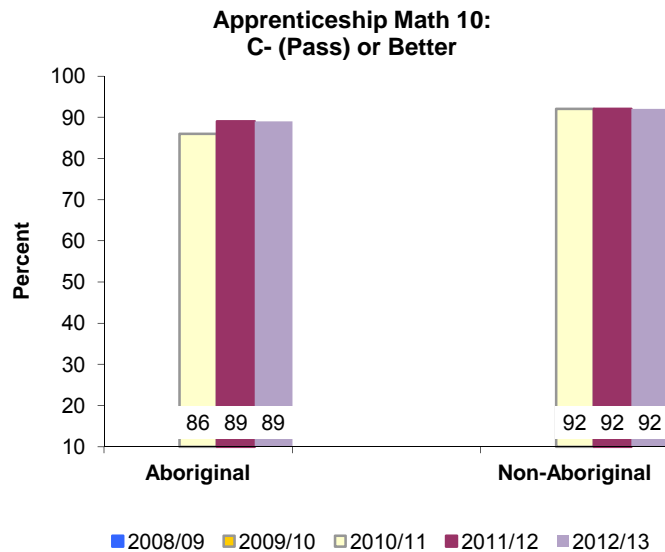
REQUIRED EXAMINATIONS RESULTS: APPRENTICESHIP AND WORKPLACE MATH 10

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	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	2008/09										
	2009/10										
	2010/11	1,854	1,603	86	613	33	7,614	7,006	92	2,942	39
	2011/12	2,238	1,997	89	770	34	8,274	7,638	92	3,415	41
	2012/13	2,297	2,046	89	870	38	8,328	7,644	92	3,598	43

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
Final Mark #	Students ¹ #	#	#	#	Final Mark #	Students ¹ #	#	#	#	
2008/09										
2009/10										
2010/11	1,854	6,347	1,362	492	7,614	49,031	5,921	1,693	8,274	47,599
2011/12	2,238	6,174	1,470	768	8,274	47,599	5,848	2,426	8,328	44,572
2012/13	2,297	5,754	1,486	811	8,328	44,572	5,889	2,439		



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.

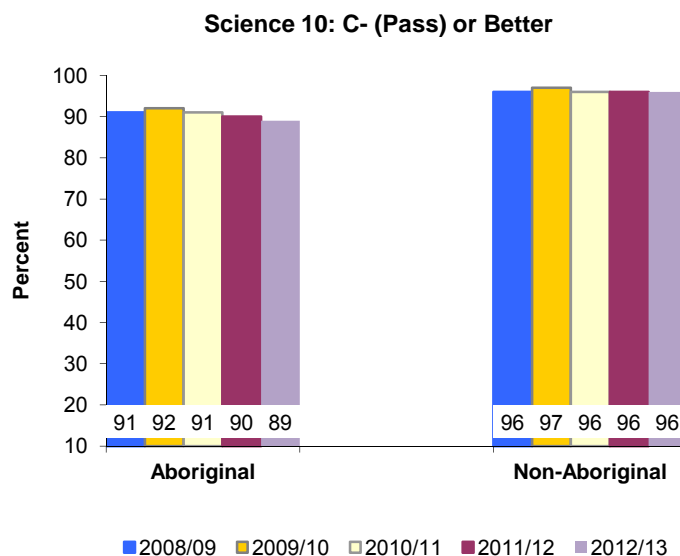
REQUIRED EXAMINATIONS RESULTS: SCIENCE 10

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	Students Assigned Final Mark #	Aboriginal				Non-Aboriginal				
			C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better		
			#	%	#	%	#	%	#	%	
	2008/09	4,150	3,784	91	1,539	37	42,214	40,694	96	26,485	63
	2009/10	4,460	4,101	92	1,715	38	42,743	41,337	97	27,117	63
	2010/11	4,395	4,013	91	1,748	40	42,176	40,667	96	27,069	64
	2011/12	4,314	3,886	90	1,723	40	41,524	39,898	96	27,038	65
	2012/13	4,230	3,751	89	1,764	42	40,048	38,474	96	27,141	68

School Year	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Aboriginal Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Non-Aboriginal Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
			2008/09	4,150			6,543	3,281
2009/10	4,460	6,474	3,529	931	42,743	48,634	37,567	5,176
2010/11	4,395	6,347	3,503	892	42,176	49,031	37,333	4,843
2011/12	4,314	6,174	3,510	804	41,524	47,599	36,421	5,103
2012/13	4,230	5,754	3,419	811	40,048	44,572	35,721	4,327



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.

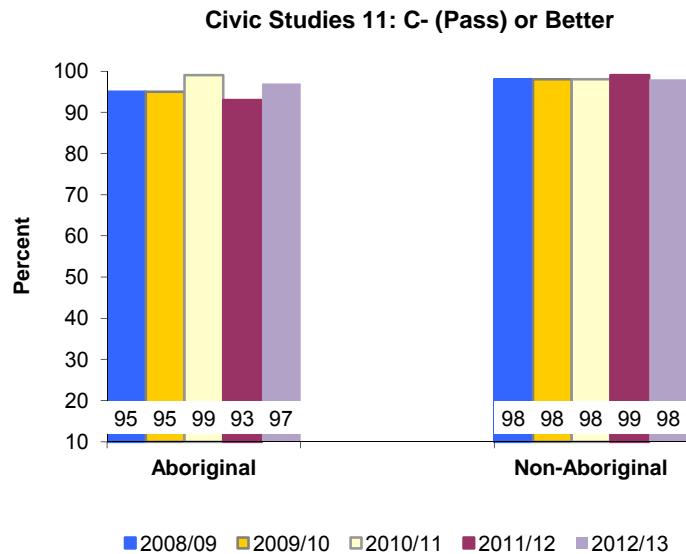
REQUIRED EXAMINATIONS RESULTS: CIVIC STUDIES 11

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 Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	2008/09	95	90	95	47	49	800	784	98	543	68
	2009/10	82	78	95	36	44	804	785	98	508	63
	2010/11	72	71	99	32	44	782	764	98	519	66
	2011/12	85	79	93	51	60	723	714	99	505	70
	2012/13	101	98	97	58	57	762	747	98	535	70

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 #		
2008/09	95	6,800	72	23	800	53,160	684	116		
2009/10	82	6,883	65	17	804	52,249	671	133		
2010/11	72	6,701	56	16	782	52,222	672	110		
2011/12	85	6,517	75	10	723	50,115	598	125		
2012/13	101	6,327	67	34	762	48,671	618	144		



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.

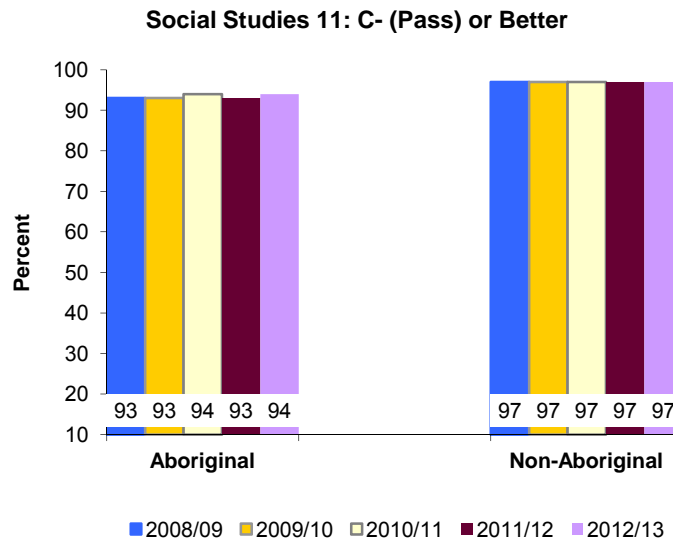
REQUIRED EXAMINATIONS RESULTS: SOCIAL STUDIES 11

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 Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	2008/09	2,727	2,532	93	1,202	44	40,111	38,820	97	26,095	65
	2009/10	3,047	2,843	93	1,430	47	40,186	39,148	97	27,210	68
	2010/11	3,155	2,953	94	1,433	45	39,937	38,769	97	26,976	68
	2011/12	3,087	2,867	93	1,433	46	39,553	38,447	97	27,071	68
	2012/13	2,983	2,791	94	1,488	50	37,903	36,834	97	26,804	71

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Students Assigned Final Mark		Students Assigned Final Mark		Students Assigned Final Mark #	Students Assigned Final Mark		Students Assigned Final Mark	
		Total Gr 11 Students ¹ #	Gr 11 #	Non-Gr 11 ² #	Total Gr 11 Students ¹ #		Gr 11 #	Non-Gr 11 ² #		
2008/09	2,727	6,800	2,253	474	40,111	53,160	33,789	6,322		
2009/10	3,047	6,883	2,486	561	40,186	52,249	33,463	6,723		
2010/11	3,155	6,701	2,582	573	39,937	52,222	33,545	6,392		
2011/12	3,087	6,517	2,578	509	39,553	50,115	32,767	6,786		
2012/13	2,983	6,327	2,470	513	37,903	48,671	31,650	6,253		



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.

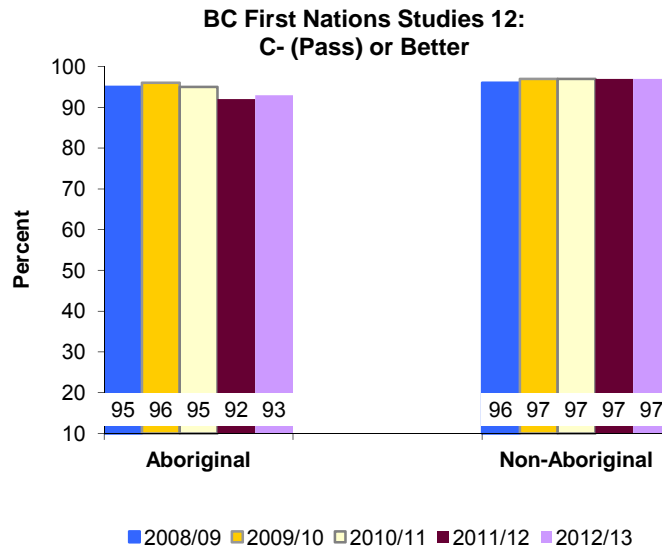
REQUIRED EXAMINATIONS RESULTS: BC FIRST NATIONS STUDIES 12

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	
			#	%	#	%		#	%	#	%
	2008/09	816	775	95	396	49	1,264	1,215	96	803	64
	2009/10	780	749	96	407	52	1,443	1,401	97	931	65
	2010/11	889	848	95	450	51	1,699	1,650	97	1,094	64
	2011/12	809	748	92	394	49	1,676	1,624	97	1,059	63
	2012/13	797	745	93	419	53	1,596	1,543	97	1,029	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 #		
2008/09	816	5,577	322	494	1,264	54,928	732	532		
2009/10	780	6,001	302	478	1,443	57,070	832	611		
2010/11	889	6,533	362	527	1,699	59,274	993	706		
2011/12	809	6,379	323	486	1,676	58,239	966	710		
2012/13	797	6,502	305	492	1,596	56,253	834	762		



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.

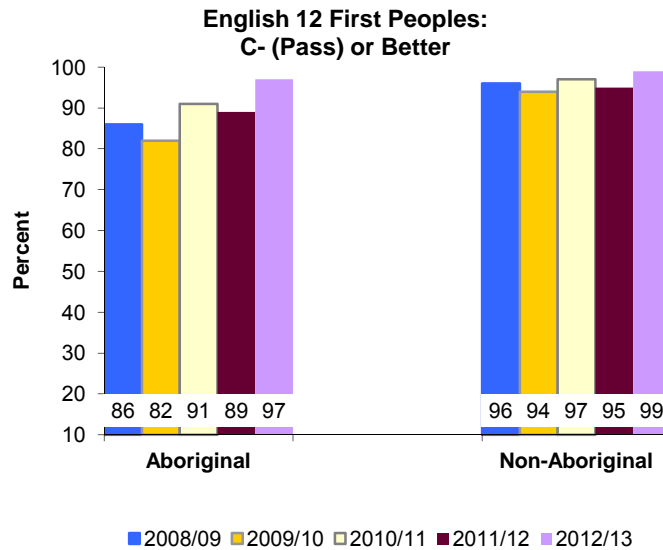
REQUIRED EXAMINATIONS RESULTS: ENGLISH 12: FIRST PEOPLES

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	
			#	%	#	%		#	%	#	%
	2008/09	112	96	86	38	34	55	53	96	41	75
	2009/10	102	84	82	33	32	96	90	94	60	63
	2010/11	86	78	91	35	41	134	130	97	65	49
	2011/12	87	77	89	43	49	99	94	95	63	64
	2012/13	76	74	97	33	43	92	91	99	63	68

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 #		
2008/09	112	5,577	97	15	55	54,928	49	6		
2009/10	102	6,001	88	14	96	57,070	83	13		
2010/11	86	6,533	78	8	134	59,274	107	27		
2011/12	87	6,379	70	17	99	58,239	75	24		
2012/13	76	6,502	65	11	92	56,253	74	18		



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.

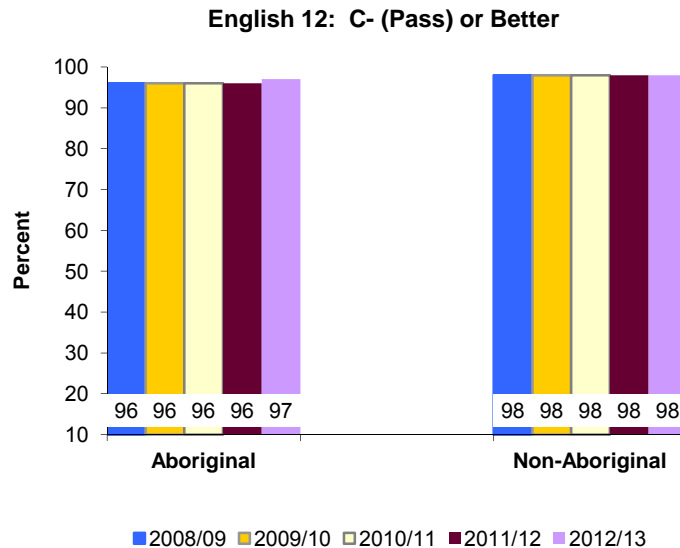
REQUIRED EXAMINATIONS RESULTS: ENGLISH 12

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	
			#	%	#	%		#	%	#	%
	2008/09	2,055	1,971	96	998	49	37,225	36,402	98	24,584	66
	2009/10	2,235	2,151	96	1,155	52	38,313	37,577	98	26,193	68
	2010/11	2,427	2,322	96	1,258	52	38,134	37,540	98	27,007	71
	2011/12	2,473	2,368	96	1,276	52	38,113	37,379	98	26,809	70
	2012/13	2,544	2,477	97	1,387	55	37,733	37,102	98	27,429	73

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 #		
2008/09	2,055	5,577	1,870	185	37,225	54,928	34,208	3,017		
2009/10	2,235	6,001	2,029	206	38,313	57,070	35,072	3,241		
2010/11	2,427	6,533	2,206	221	38,134	59,274	34,674	3,460		
2011/12	2,473	6,379	2,283	190	38,113	58,239	34,985	3,128		
2012/13	2,544	6,502	2,324	220	37,733	56,253	34,679	3,054		



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.

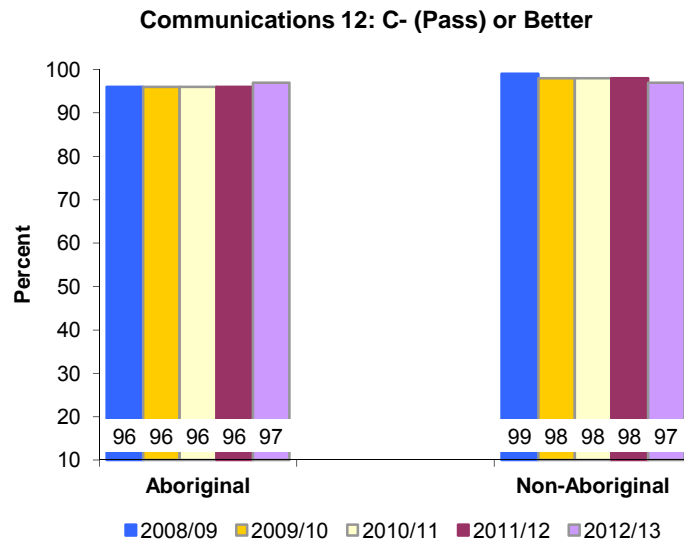
REQUIRED EXAMINATIONS RESULTS: COMMUNICATIONS 12

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	
			#	%	#	%		#	%	#	%
	2008/09	947	911	96	442	47	5,137	5,061	99	2,855	56
	2009/10	1,057	1,016	96	468	44	4,946	4,839	98	2,510	51
	2010/11	1,054	1,016	96	459	44	4,538	4,459	98	2,324	51
	2011/12	1,002	964	96	392	39	4,657	4,549	98	2,228	48
	2012/13	956	931	97	439	46	4,543	4,428	97	2,570	57

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Students Assigned Final Mark		Students Assigned Final Mark		Students Assigned Final Mark #	Students Assigned Final Mark		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 #		
2008/09	947	5,577	757	190	5,137	54,928	4,362	775		
2009/10	1,057	6,001	827	230	4,946	57,070	4,225	721		
2010/11	1,054	6,533	849	205	4,538	59,274	3,865	673		
2011/12	1,002	6,379	844	158	4,657	58,239	4,013	644		
2012/13	956	6,502	797	159	4,543	56,253	3,878	665		



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.

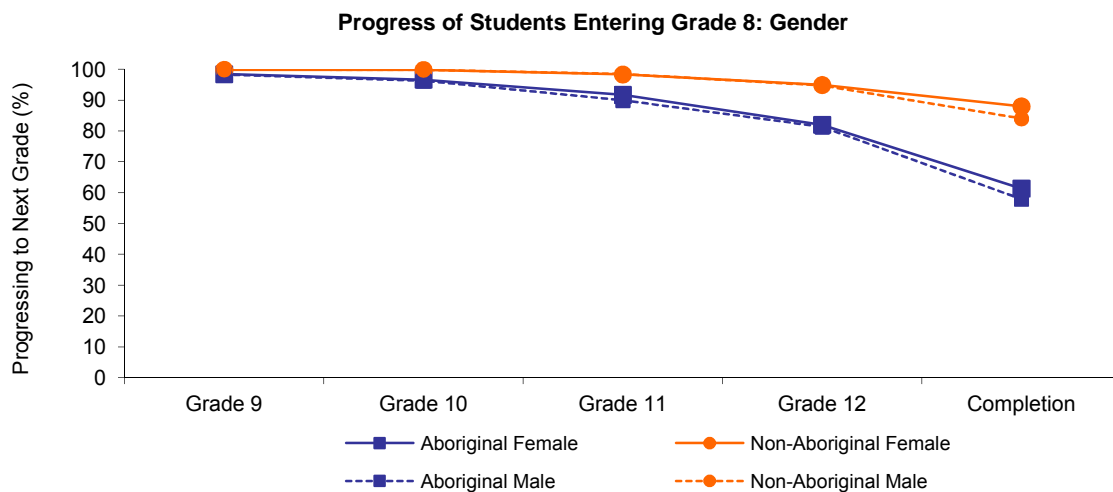
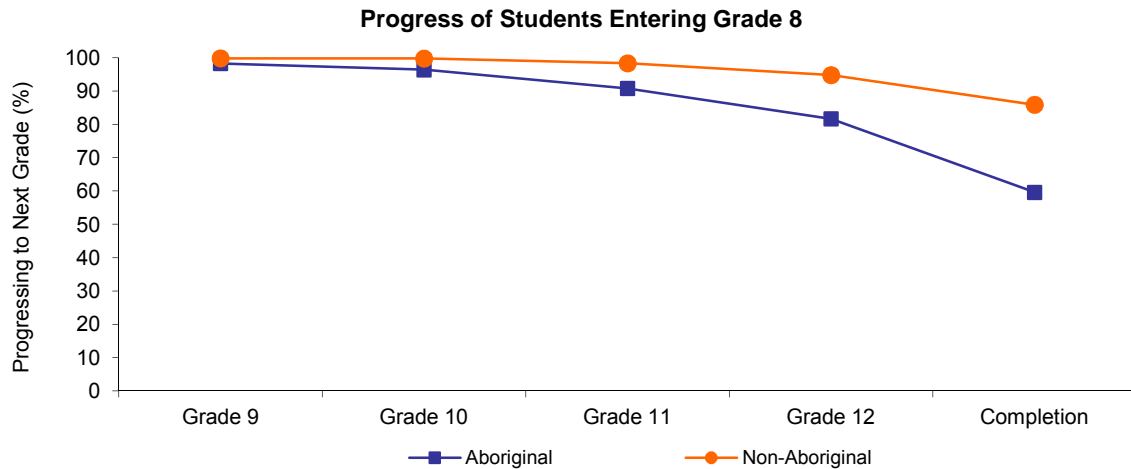
PROGRESS OF STUDENTS ENTERING GRADE 8

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 2007

Completion Year	Progression	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
	Grade 8	100	100	100	100	100	100
	Grade 9	98	98	98	100	100	100
	Grade 10	96	97	96	100	100	100
	Grade 11	91	92	90	98	98	98
	Grade 12	82	82	81	95	95	95
2012/13	Completion	60	61	58	86	88	84



BC SIX-YEAR SCHOOL COMPLETION RATES

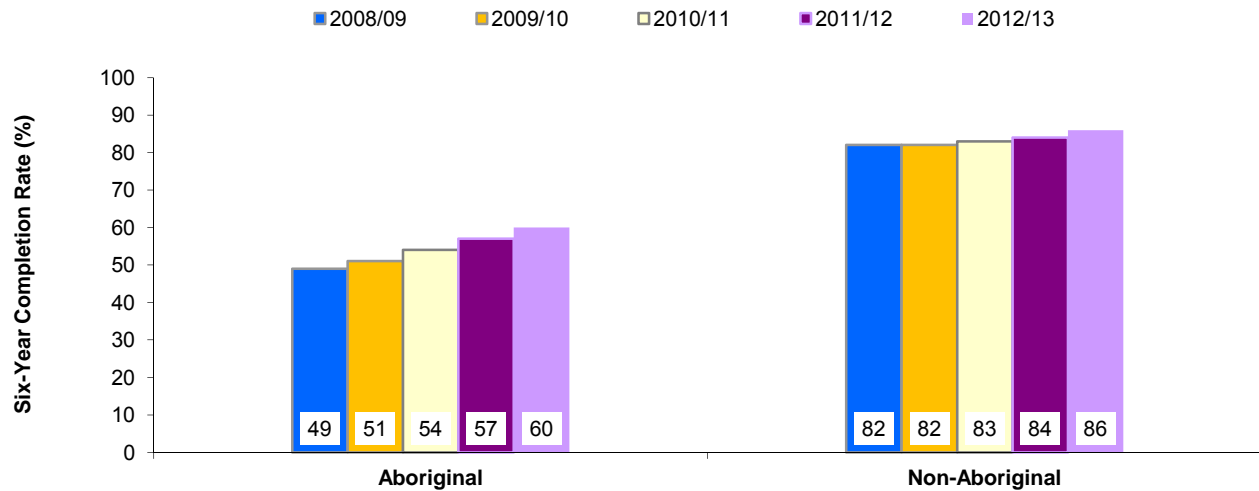
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

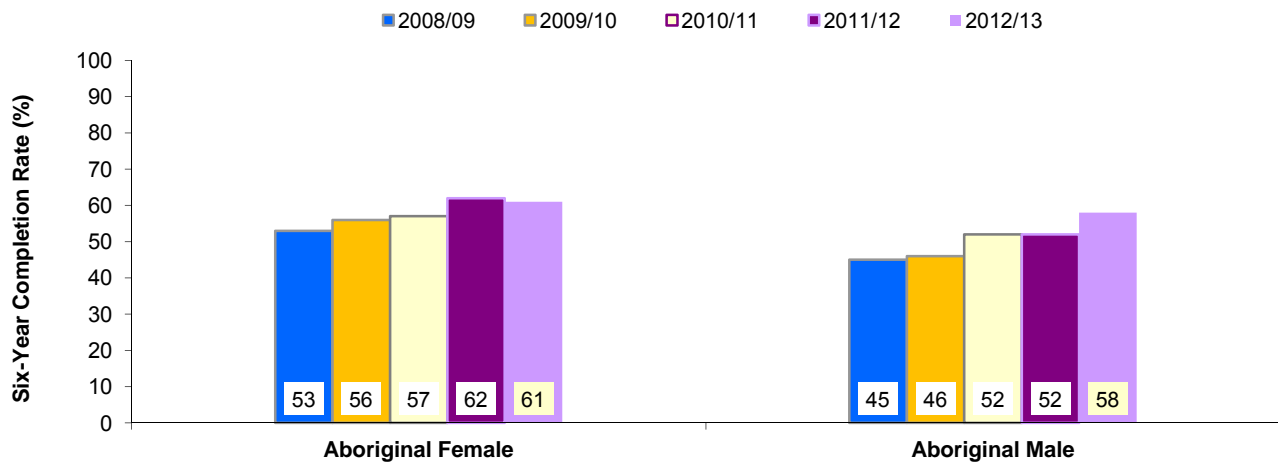
SIX-YEAR COMPLETION RATE * (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
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
2012/13	60	61	58	86	88	84

Six-Year Completion Rate: Aboriginal and Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



* See Glossary for Six-Year Completion definitions.

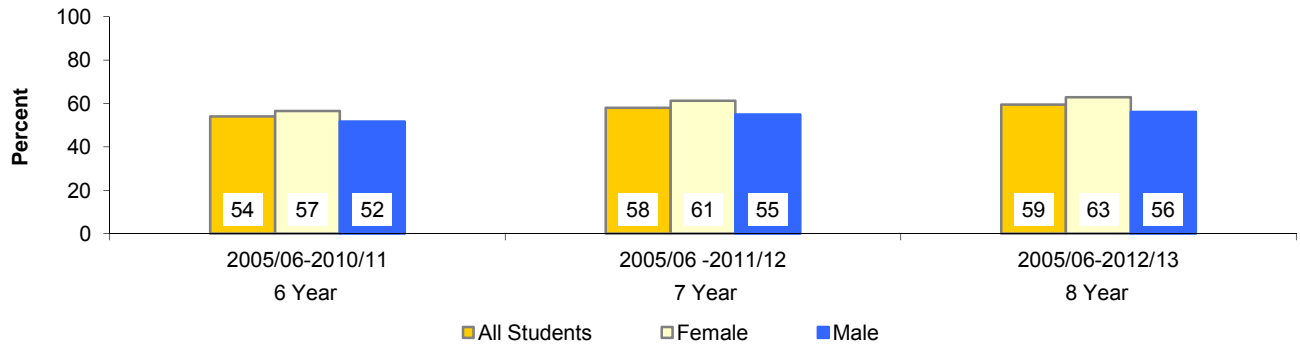
BC SIX, SEVEN AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

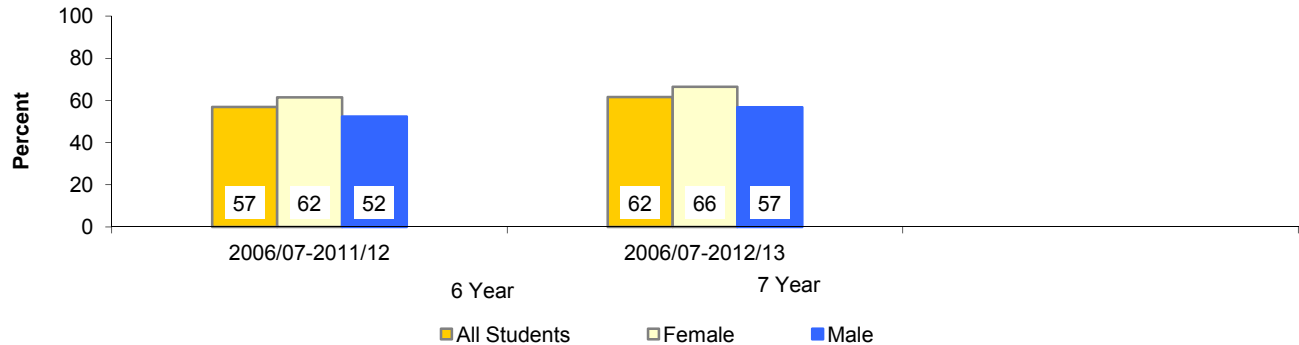
SIX, SEVEN AND EIGHT YEAR COMPLETION RATES (ABORIGINAL AND GENDER)

Student Cohort Start Year	Student Cohort Completed 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 %
2005/06	2010/11	54	57	52	58	61	55	59	63	56
2006/07	2011/12	57	62	52	62	66	57			
2007/08	2012/13	60	61	58						

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



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



Six, Seven and Eight-Year Aboriginal Completion Rates, 2007/08 Cohort Start Year



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 *	
		#	%		#	%
2008/09	5,168	195	4	51,128	636	1
2009/10	5,583	231	4	53,476	730	1
2010/11	6,014	213	4	54,979	710	1
2011/12	5,904	264	4	53,081	855	2
2012/13	6,026	294	5	53,075	672	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 *	
		#	%		#	%
2008/09	5,168	2,615	51	51,128	38,168	75
2009/10	5,583	2,831	51	53,476	38,967	73
2010/11	6,014	2,990	50	54,979	38,512	70
2011/12	5,904	3,052	52	53,081	38,868	73
2012/13	6,026	3,081	51	53,075	37,960	72

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 *	
		#	%		#	%
2008/09	5,168	395	8	51,128	2,284	4
2009/10	5,583	449	8	53,476	2,561	5
2010/11	6,014	491	8	54,979	2,531	5
2011/12	5,904	442	7	53,081	2,933	6
2012/13	6,026	574	10	53,075	2,855	5

* See Glossary for definitions.

SCHOLARSHIPS AND AWARDS, 2007/08 - 2011/12

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	
	#	#	%	#	%	#	#	%	#	%
2007/08	5,353	33	1	0	0	55,019	3,090	6	21	0
2008/09	5,577	24	0	0	0	54,928	2,078	4	20	0
2009/10	6,001	20	0	0	0	57,070	2,057	4	20	0
2010/11	6,533	18	0	0	0	59,274	2,093	4	22	0
2011/12	6,379	231	4	0	0	58,239	8,057	14	16	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	
	#	#	%	#	#	%
2007/08	5,353	107	2	55,019	2,671	5
2008/09	5,577	121	2	54,928	2,673	5
2009/10	6,001	149	2	57,070	2,658	5
2010/11	6,533	126	2	59,274	2,682	5
2011/12	6,379	139	2	58,239	2,666	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	
		#	%	#	%
2008/09	5,707	3,335	58	2,372	42
2009/10	5,446	3,206	59	2,240	41
2010/11	5,064	3,024	60	2,040	40
2011/12	4,593	2,782	61	1,811	39
2012/13	4,128	2,555	62	1,573	38

ABORIGINAL CHILDREN IN CARE AS A PER CENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2008/09	67,815	3,335	5
2009/10	67,251	3,206	5
2010/11	66,283	3,024	5
2011/12	64,242	2,782	4
2012/13	62,161	2,555	4

SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2008/09	30	30	23	27	40	27	33
2009/10	33	39	20	30	48	30	38
2010/11	41	42	27	34	52	46	49
2011/12	36	39	26	32	48	36	42
2012/13	41	39	30	34	60	45	51

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2008/09	87	90	76	85	90	86	88
2009/10	89	89	89	89	87	93	89
2010/11	83	82	73	78	88	86	87
2011/12	88	86	82	84	92	90	91
2012/13	87	87	88	87	90	83	87

* 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	3,912	100	348	8.9	173	4.4	127	3.2	84	2.1
Non-Aboriginal	25,346	100	1,239	4.9	517	2.0	292	1.2	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	34	1.1	15	0.5	3	0.1	9	0.3
Non-Aboriginal	39,773	100	97	0.2	57	0.1	37	0.1	29	0.1

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	3,912	100	41	1.0	25	0.6	15	0.4	16	0.4
Non-Aboriginal	25,346	100	344	1.4	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	3,912	100	10	0.3	-	-	2	0.1	1	0.0		
Non-Aboriginal	25,346	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	3,912	100	142	3.6	53	1.4	49	1.3	44	1.1		
Non-Aboriginal	25,346	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, 2008/09 - 2012/13

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 80% for elementary grades and around 56% to 67% 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/

CAVEAT

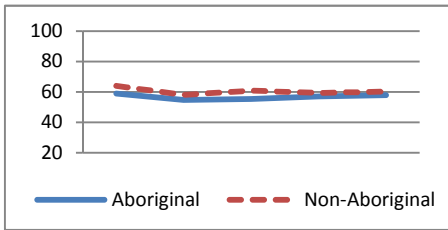
Survey report users should keep in mind that during the 2011/12 school year, due to labour disputes survey participation was optional.

Response rates for that one year fell far below typical levels, and so those responses may not be representative of the school populations.

Report users should carefully compare any results for 2011/12 against trends established in earlier and subsequent years, and consider discounting the 2011/12 results if they differ greatly from established trends.

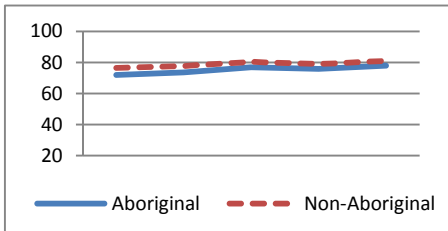
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4

Do you like school?



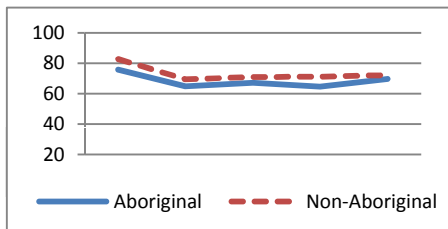
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	4,533	2,610	59	28,947	18,326	64
2009/10	3,953	2,071	55	28,362	15,910	58
2010/11	3,916	2,080	55	28,835	17,111	61
2011/12	1,708	932	57	11,019	6,360	59
2012/13	3,876	2,166	58	26,166	15,362	60

Do adults in the school treat all students fairly?



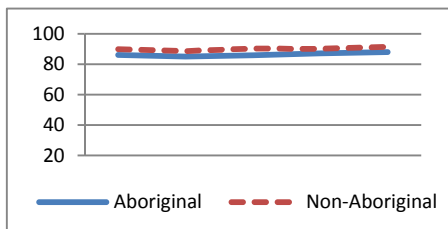
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	4,527	3,069	72	28,879	20,940	76
2009/10	3,907	2,716	74	28,122	20,877	78
2010/11	3,876	2,885	77	28,694	22,260	80
2011/12	1,701	1,242	76	10,961	8,348	79
2012/13	3,838	2,883	78	26,023	20,331	81

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



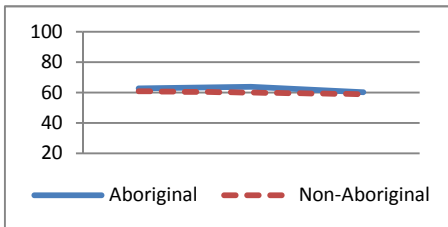
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	4,525	3,395	76	28,883	23,715	83
2009/10	3,920	2,512	65	28,195	19,402	70
2010/11	3,894	2,595	67	28,745	20,260	71
2011/12	1,705	1,092	65	10,971	7,736	71
2012/13	3,854	2,664	70	26,087	18,699	72

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	4,497	3,756	86	28,758	25,329	90
2009/10	3,925	3,223	85	28,159	24,364	89
2010/11	3,891	3,262	86	28,743	25,468	90
2011/12	1,714	1,449	87	10,975	9,703	90
2012/13	3,849	3,301	88	26,081	23,363	91

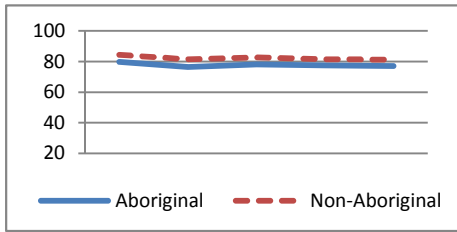
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	-	-	-	-	-	-
2009/10	3,937	2,242	60	28,204	16,445	61
2010/11	3,873	2,335	63	28,691	16,751	61
2011/12	1,704	1,044	64	10,959	6,334	60
2012/13	3,844	2,224	60	26,011	14,745	59

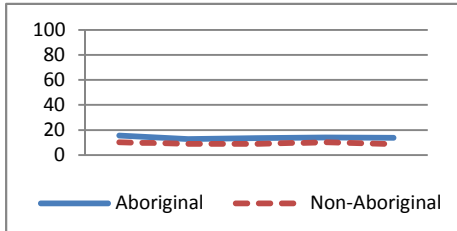
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



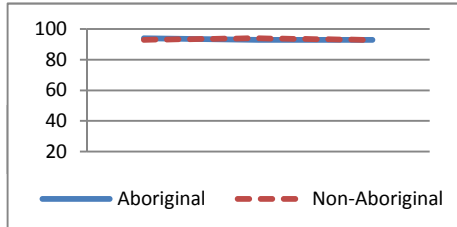
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	4,525	3,537	80	28,838	24,063	84
2009/10	3,930	2,927	76	28,229	22,580	81
2010/11	3,891	2,988	78	28,728	23,472	83
2011/12	1,708	1,304	78	10,956	8,801	81
2012/13	3,849	2,917	77	26,071	20,912	81

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



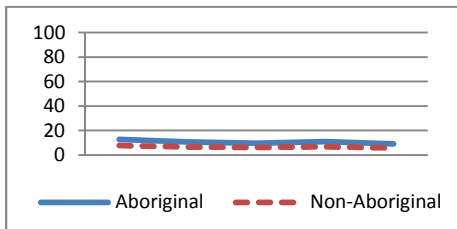
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	4,516	683	16	28,804	2,853	10
2009/10	3,933	482	13	28,231	2,427	9
2010/11	3,893	510	13	28,738	2,494	9
2011/12	1,712	235	14	10,979	1,085	10
2012/13	3,854	512	14	26,078	2,176	9

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2008/09	-	-	-	-	-	-
2009/10	3,912	3,626	93	28,117	26,228	93
2010/11	3,883	3,643	94	28,606	26,731	93
2011/12	1,692	1,573	93	10,921	10,231	94
2012/13	3,830	3,555	93	25,953	24,262	93

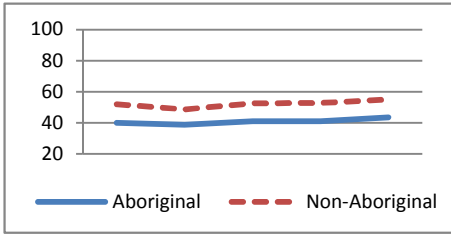
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	4,475	540	13	28,641	2,121	8
2009/10	3,902	391	11	28,106	1,755	7
2010/11	3,878	355	10	28,712	1,704	6
2011/12	1,710	176	11	10,976	708	7
2012/13	3,845	338	9	26,064	1,425	6

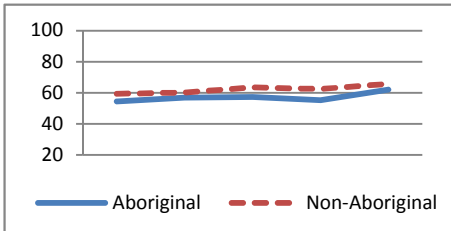
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7

Do you like school?



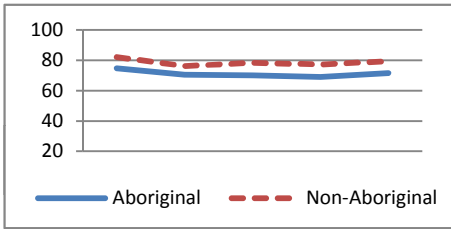
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2008/09	4,440	1,752 40		31,732	16,352 52	
2009/10	4,201	1,557 39		29,969	14,227 49	
2010/11	4,194	1,675 41		29,775	15,425 53	
2011/12	1,517	611 41		10,621	5,526 53	
2012/13	3,686	1,570 44		26,678	14,481 55	

Do adults in the school treat all students fairly?



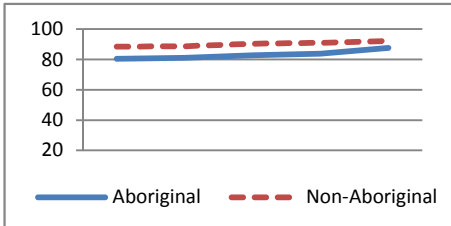
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2008/09	4,435	2,299 54		31,679	18,191 59	
2009/10	4,177	2,278 57		29,905	17,389 60	
2010/11	4,176	2,320 57		29,721	18,363 63	
2011/12	1,521	818 55		10,601	6,445 62	
2012/13	3,661	2,205 62		26,585	17,026 66	

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



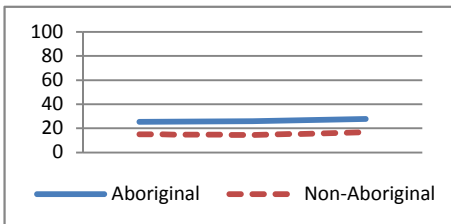
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2008/09	4,436	3,282 75		31,661	25,801 82	
2009/10	4,194	2,916 70		29,946	22,571 76	
2010/11	4,181	2,905 70		29,715	23,083 78	
2011/12	1,521	1,041 69		10,612	8,122 77	
2012/13	3,671	2,598 72		26,618	20,936 79	

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



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 # %	
2008/09	4,422	3,474 80		31,644	27,578 88	
2009/10	4,178	3,287 81		29,896	26,076 89	
2010/11	4,179	3,392 83		29,713	26,505 90	
2011/12	1,514	1,243 84		10,614	9,568 91	
2012/13	3,667	3,164 88		26,594	24,266 92	

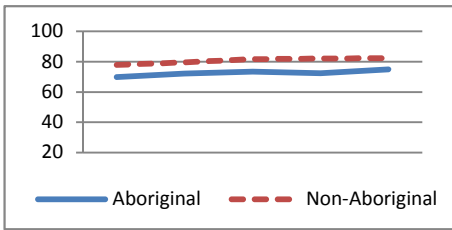
At school, are you being taught about Aboriginal peoples in Canada?



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 # %	
2008/09	-	- -		-	- -	
2009/10	4,186	1,072 27		29,918	4,748 17	
2010/11	4,180	1,020 25		29,732	4,272 15	
2011/12	1,514	381 26		10,619	1,473 14	
2012/13	3,671	983 28		26,628	4,258 17	

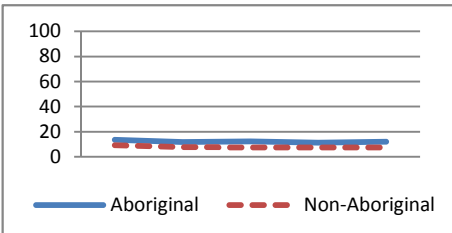
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



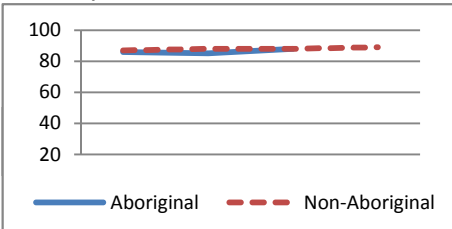
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	4,418	3,011	70	31,593	24,293	78
2009/10	4,177	2,943	72	29,873	23,390	80
2010/11	4,182	3,016	73	29,732	24,031	82
2011/12	1,517	1,080	72	10,608	8,604	82
2012/13	3,672	2,695	75	26,628	21,668	82

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



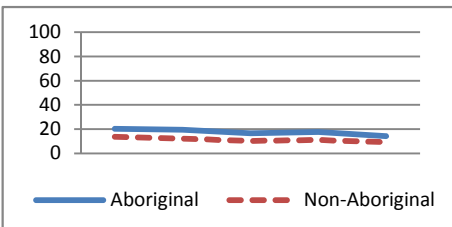
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2008/09	4,414	582	14	31,602	2,819	9
2009/10	4,182	477	12	29,873	2,256	8
2010/11	4,191	503	12	29,758	2,207	8
2011/12	1,521	167	11	10,626	790	8
2012/13	3,668	433	12	26,645	1,969	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	
	#	#	%	#	#	%
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
2012/13	3,643	3,189	88	26,321	23,374	89

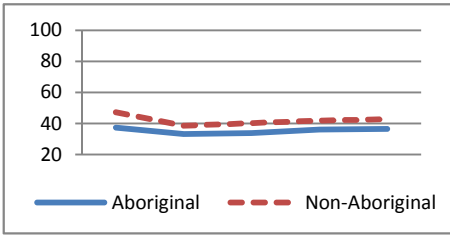
I would like to go to a different school.



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	
	#	#	%	#	#	%
2008/09	4,409	853	20	31,512	4,187	14
2009/10	4,176	772	19	29,867	3,473	12
2010/11	4,178	668	17	29,715	2,959	10
2011/12	1,518	259	18	10,628	1,139	11
2012/13	3,662	498	14	26,603	2,380	9

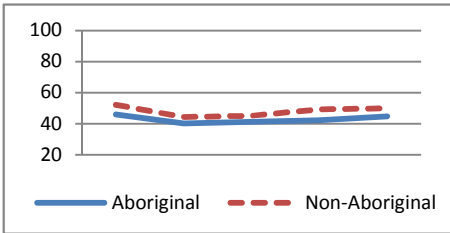
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10

Do you like school?



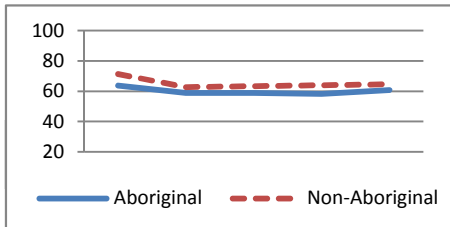
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	3,674	1,340	37	29,552	13,784	47
2009/10	3,571	1,147	33	29,159	11,051	39
2010/11	3,731	1,240	34	29,764	11,841	40
2011/12	1,567	555	36	11,427	4,729	42
2012/13	3,403	1,216	37	26,314	11,132	43

Does staff treat all students fairly at school?



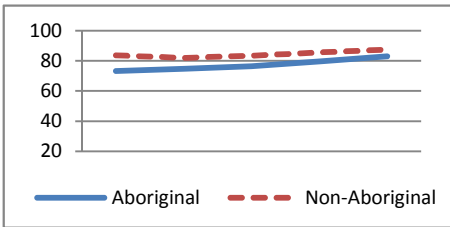
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	3,671	1,591	46	29,524	14,874	52
2009/10	3,554	1,373	40	29,001	12,465	44
2010/11	3,714	1,483	41	29,650	13,046	45
2011/12	1,566	647	42	11,397	5,486	49
2012/13	3,392	1,472	45	26,166	12,724	50

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



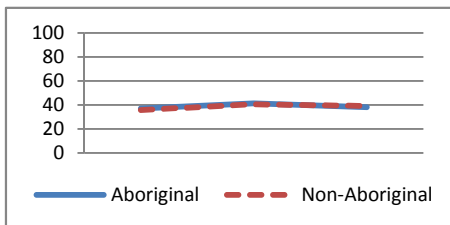
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	3,668	2,294	64	29,508	20,824	71
2009/10	3,564	2,057	59	29,105	18,034	63
2010/11	3,739	2,178	59	29,747	18,676	63
2011/12	1,569	903	58	11,439	7,230	64
2012/13	3,401	2,040	61	26,267	16,801	65

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	3,660	2,610	73	29,445	24,319	84
2009/10	3,530	2,586	75	28,822	23,288	82
2010/11	3,664	2,760	76	29,185	24,134	84
2011/12	1,542	1,207	80	11,240	9,516	86
2012/13	3,332	2,720	83	25,777	22,334	87

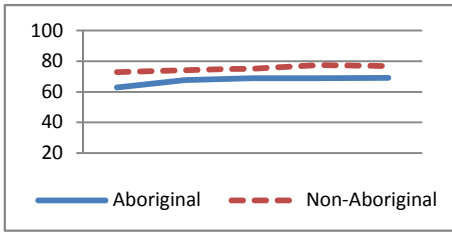
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	-	-	-	-	-	-
2009/10	3,539	1,247	36	28,818	10,251	36
2010/11	3,672	1,338	37	29,167	10,236	36
2011/12	1,537	627	41	11,232	4,476	40
2012/13	3,331	1,248	38	25,771	9,930	39

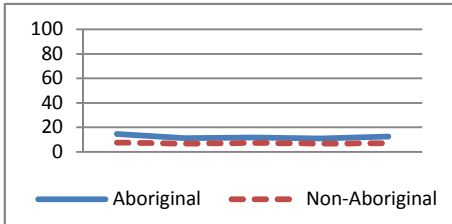
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



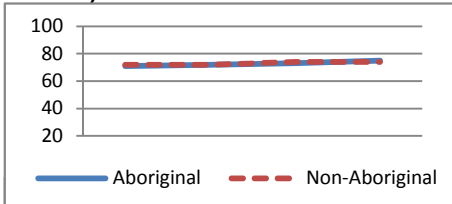
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	3,669	2,220	63	29,474	21,091	73
2009/10	3,558	2,335	68	29,043	21,030	74
2010/11	3,721	2,511	69	29,696	22,049	75
2011/12	1,566	1,055	69	11,414	8,726	77
2012/13	3,389	2,291	69	26,220	19,928	77

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



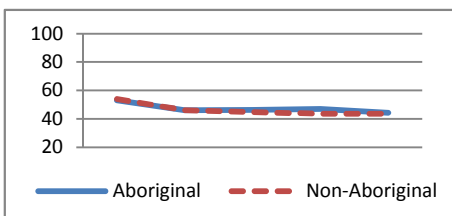
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	3,663	518	15	29,470	2,149	7
2009/10	3,560	386	11	29,038	1,941	7
2010/11	3,722	424	12	29,708	2,113	7
2011/12	1,568	170	11	11,414	748	7
2012/13	3,389	415	13	26,238	1,797	7

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



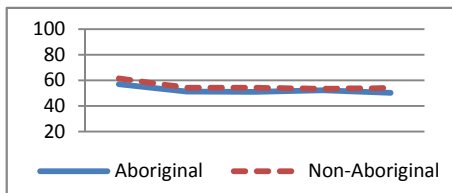
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more #	%	Gr 10 Respondents #	Two adults or more #	%
2008/09	-	-	-	-	-	-
2009/10	3,541	2,510	71	28,828	20,640	72
2010/11	3,685	2,663	72	29,452	21,113	72
2011/12	1,556	1,134	73	11,303	8,323	74
2012/13	3,364	2,512	75	25,961	19,260	74

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



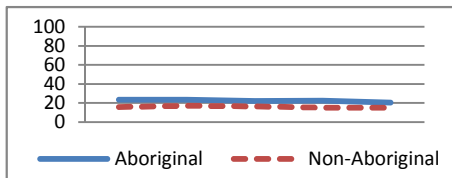
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	3,663	1,873	53	29,472	15,522	54
2009/10	3,544	1,585	46	28,973	13,031	46
2010/11	3,703	1,676	46	29,584	13,001	45
2011/12	1,566	720	47	11,381	4,870	44
2012/13	3,380	1,463	44	26,112	11,170	44

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	3,660	1,992	57	29,465	17,698	62
2009/10	3,544	1,755	51	28,941	15,299	54
2010/11	3,696	1,837	51	29,527	15,699	54
2011/12	1,560	795	52	11,367	5,965	54
2012/13	3,379	1,657	50	26,102	13,813	54

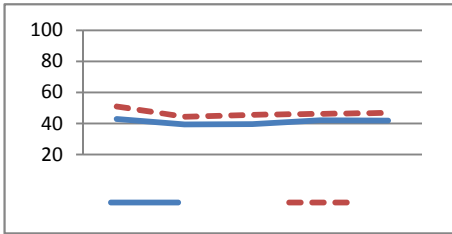
I would like to transfer to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2008/09	3,656	800	23	29,402	4,481	16
2009/10	3,550	781	23	28,991	4,737	17
2010/11	3,720	781	22	29,685	4,663	16
2011/12	1,569	338	23	11,418	1,660	15
2012/13	3,391	657	20	26,213	3,755	15

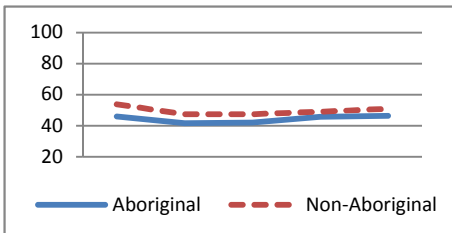
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12

Do you like school?



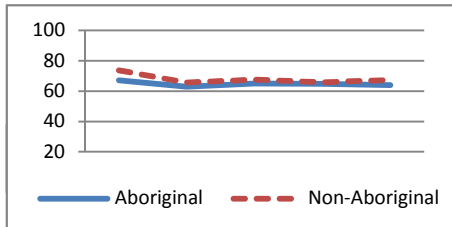
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2008/09	2,325	976	43	23,515	11,848	51
2009/10	2,436	927	39	24,270	10,590	44
2010/11	2,550	990	40	24,503	11,061	46
2011/12	928	384	42	9,038	4,129	46
2012/13	2,363	976	42	22,769	10,576	47

Does staff treat all students fairly at school?



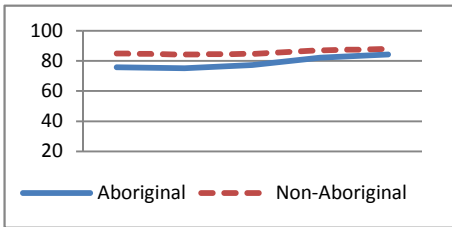
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2008/09	2,325	1,020	46	23,488	12,366	54
2009/10	2,423	974	42	24,190	11,240	47
2010/11	2,543	1,045	42	24,492	11,399	47
2011/12	927	416	46	9,021	4,348	49
2012/13	2,354	1,062	46	22,665	11,323	51

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



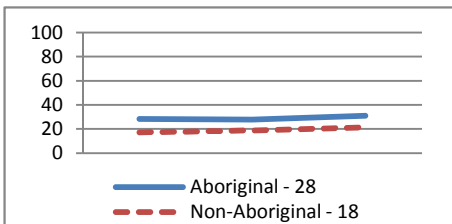
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2008/09	2,322	1,531	67	23,485	17,125	74
2009/10	2,431	1,496	63	24,232	15,710	66
2010/11	2,552	1,638	65	24,530	16,408	68
2011/12	929	594	65	9,058	5,906	66
2012/13	2,357	1,490	64	22,749	15,188	67

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2008/09	2,316	1,706	76	23,440	19,726	85
2009/10	2,404	1,774	75	24,058	20,037	84
2010/11	2,504	1,902	77	24,037	20,186	85
2011/12	901	731	82	8,860	7,645	87
2012/13	2,308	1,923	84	22,327	19,478	88

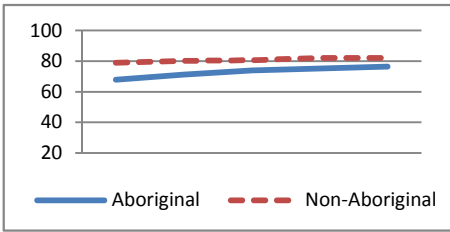
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2008/09	-	-	-	-	-	-
2009/10	2,401	648	28	24,036	4,139	18
2010/11	2,505	696	28	24,019	4,068	17
2011/12	902	247	28	8,857	1,640	19
2012/13	2,306	700	31	22,296	4,683	21

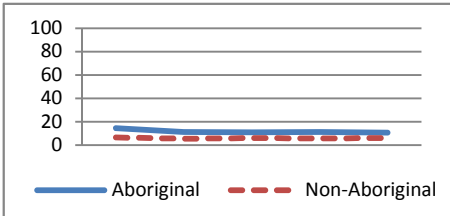
APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



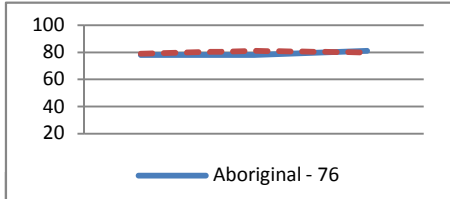
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2008/09	2,321	1,523	68	23,453	18,189	79
2009/10	2,423	1,677	71	24,212	19,119	80
2010/11	2,548	1,841	74	24,494	19,477	81
2011/12	927	682	75	9,035	7,319	82
2012/13	2,350	1,774	77	22,700	18,427	82

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



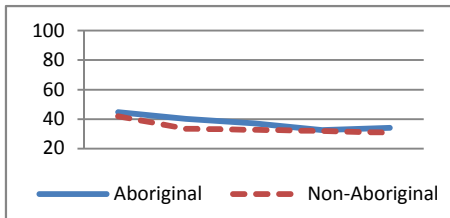
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2008/09	2,323	324	14	23,466	1,508	7
2009/10	2,427	264	11	24,205	1,303	6
2010/11	2,548	271	11	24,500	1,473	6
2011/12	928	102	11	9,035	519	6
2012/13	2,348	249	11	22,710	1,347	6

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



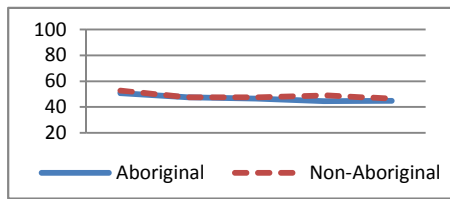
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more #	%	Gr 12 Respondents #	Two adults or more #	%
2008/09	-	-	-	-	-	-
2009/10	2,412	1,825	76	24,133	18,845	78
2010/11	2,543	1,978	78	24,386	19,354	79
2011/12	916	717	78	9,002	7,278	81
2012/13	2,338	1,886	81	22,612	18,059	80

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



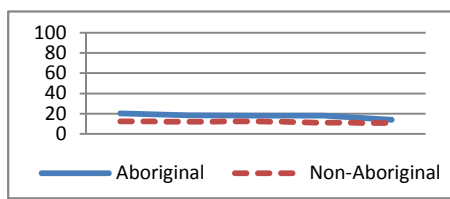
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2008/09	2,318	998	45	23,445	9,607	42
2009/10	2,417	943	40	24,165	7,931	33
2010/11	2,541	915	37	24,414	7,848	33
2011/12	920	292	32	8,992	2,824	32
2012/13	2,346	781	34	22,666	6,898	31

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



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2008/09	2,321	1,129	51	23,450	12,128	53
2009/10	2,419	1,113	48	24,160	11,275	47
2010/11	2,540	1,144	46	24,400	11,468	48
2011/12	917	400	44	8,990	4,345	49
2012/13	2,343	1,020	45	22,645	10,407	47

I would like to transfer to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2008/09	2,311	446	20	23,394	2,807	12
2009/10	2,421	419	18	24,189	2,841	12
2010/11	2,547	447	18	24,506	2,925	12
2011/12	928	163	18	9,036	964	11
2012/13	2,352	315	14	22,708	2,356	11

GLOSSARY

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

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student (including adult) 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://www2.gov.bc.ca/gov/topic.page?id=25CF215B1E9C47479E0FE72D3823D973
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%