



# Aboriginal Report 2009/10 - 2013/14

## How Are We Doing?

### Province (Public Schools Only)

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Report Date: November 2014

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Ministry of  
Education

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## 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](http://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

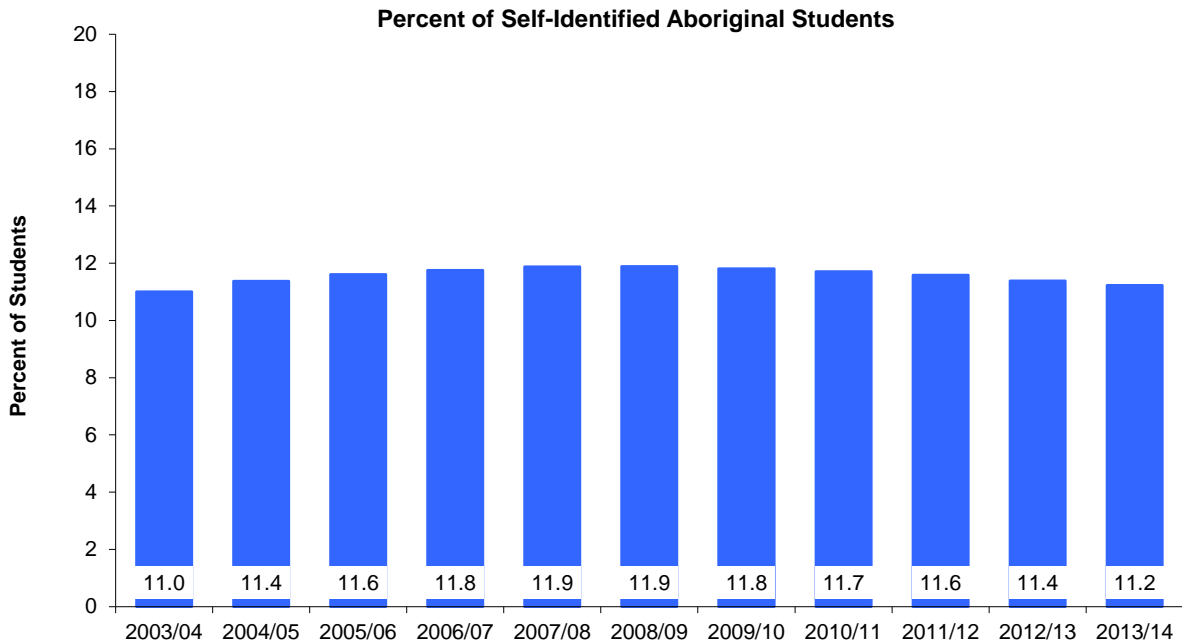
The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

## 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	
		#	%	#	%
2003/04	615,184	67,695	11.0	547,489	89.0
2004/05	606,383	68,956	11.4	537,427	88.6
2005/06	599,492	69,625	11.6	529,867	88.4
2006/07	587,815	69,093	11.8	518,722	88.2
2007/08	583,620	69,347	11.9	514,273	88.1
2008/09	579,485	68,919	11.9	510,566	88.1
2009/10	580,483	68,562	11.8	511,921	88.2
2010/11	579,111	67,801	11.7	511,310	88.3
2011/12	569,740	66,016	11.6	503,724	88.4
2012/13	564,532	64,306	11.4	500,226	88.6
2013/14	558,986	62,763	11.2	496,223	88.8



**NOTES:**

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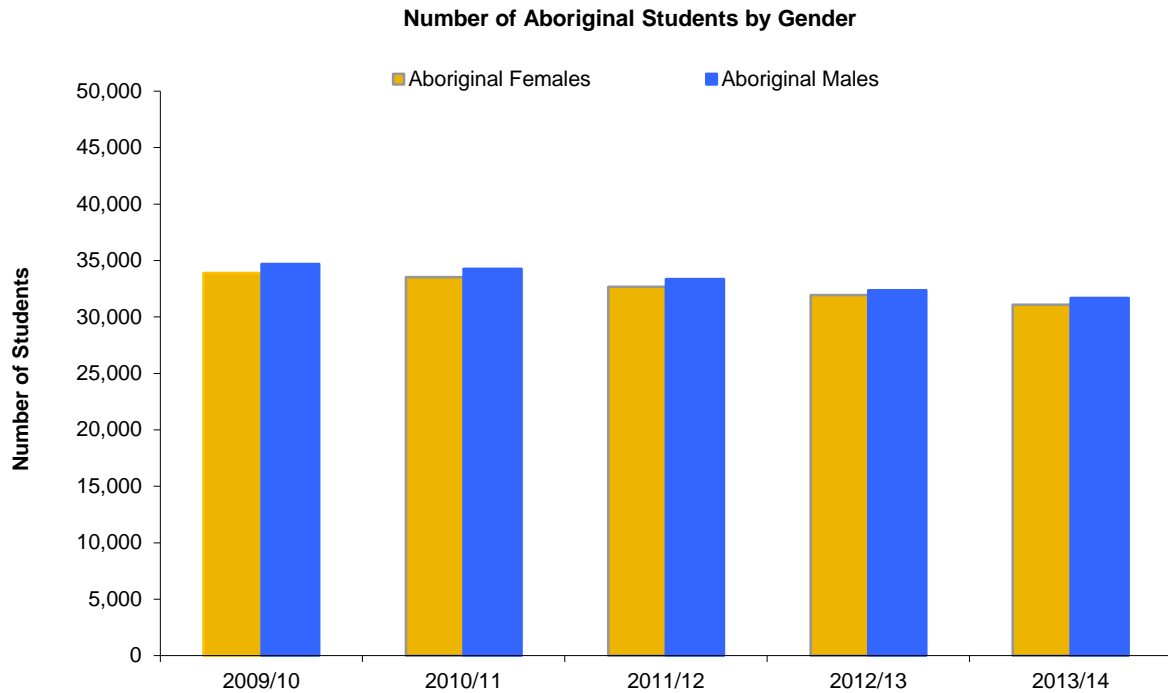
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## ABORIGINAL STUDENTS BY GENDER

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
		#	%				
2009/10	580,483	68,562	11.8	33,884	5.8	34,678	6.0
2010/11	579,111	67,801	11.7	33,526	5.8	34,275	5.9
2011/12	569,740	66,016	11.6	32,675	5.7	33,341	5.9
2012/13	564,532	64,306	11.4	31,932	5.7	32,374	5.7
2013/14	558,986	62,763	11.2	31,074	5.6	31,689	5.7



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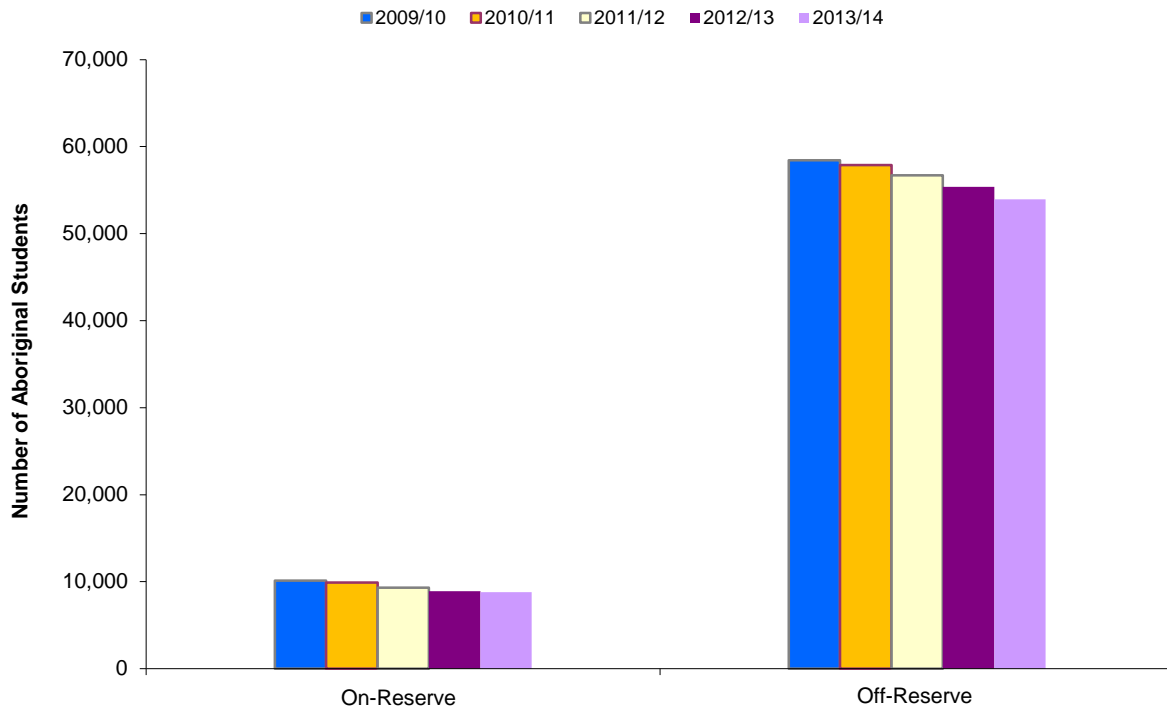
## ABORIGINAL STUDENTS, ON OR OFF-RESERVE

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

### NUMBER OF ABORIGINAL STUDENTS, ON OR OFF-RESERVE

School	On-Reserve				Off-Reserve		
	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
2009/10	68,562	4,958	5,175	10,133	28,926	29,503	58,429
2010/11	67,801	4,881	5,027	9,908	28,645	29,248	57,893
2011/12	66,016	4,615	4,709	9,324	28,060	28,632	56,692
2012/13	64,306	4,419	4,507	8,926	27,513	27,867	55,380
2013/14	62,763	4,403	4,409	8,812	26,671	27,280	53,951

**Number of Aboriginal Students, On or Off-Reserve**



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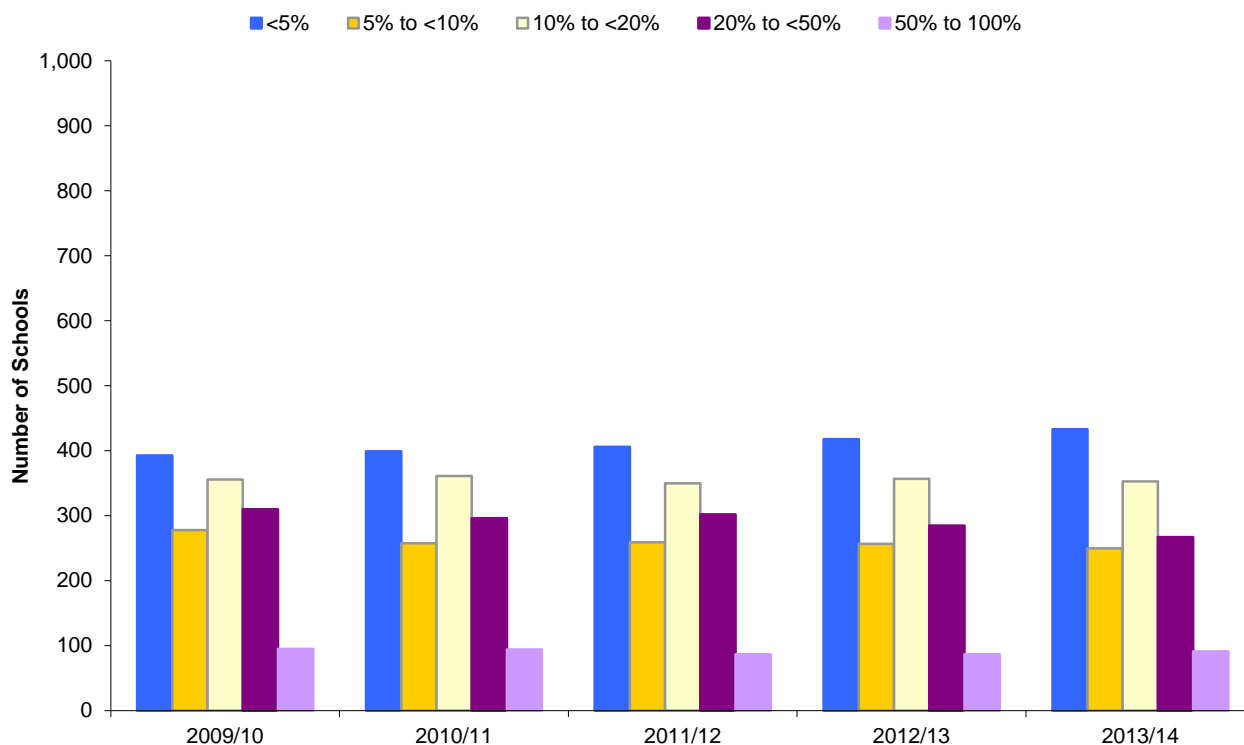
## STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS (%)

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

### NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL ENROLMENT (%)

School Year	Total Schools #	Number of Schools				
		<5%	5 to <10%	10 to <20%	20 to <50%	50 to 100%
2009/10	1,432	393	278	356	310	95
2010/11	1,408	399	258	361	296	94
2011/12	1,404	406	259	350	302	87
2012/13	1,404	418	257	357	285	87
2013/14	1,394	433	250	353	267	91

**Number of Schools with Aboriginal Students (%)**



**NOTES:**

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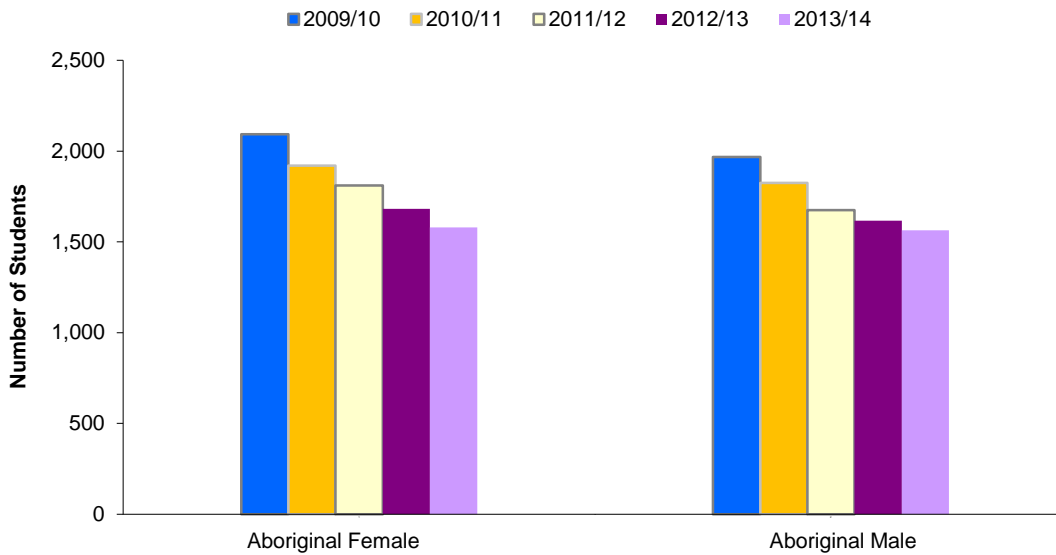
## STUDENTS IN ALTERNATE PROGRAMS

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 #
2009/10	4,060	2,092	1,968	7,435	3,459	3,976
2010/11	3,744	1,920	1,824	6,573	2,976	3,597
2011/12	3,485	1,811	1,674	5,646	2,548	3,098
2012/13	3,298	1,682	1,616	5,223	2,242	2,981
2013/14	3,143	1,579	1,564	4,851	2,066	2,785

**Number of Aboriginal Students in Alternate Programs**



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## STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

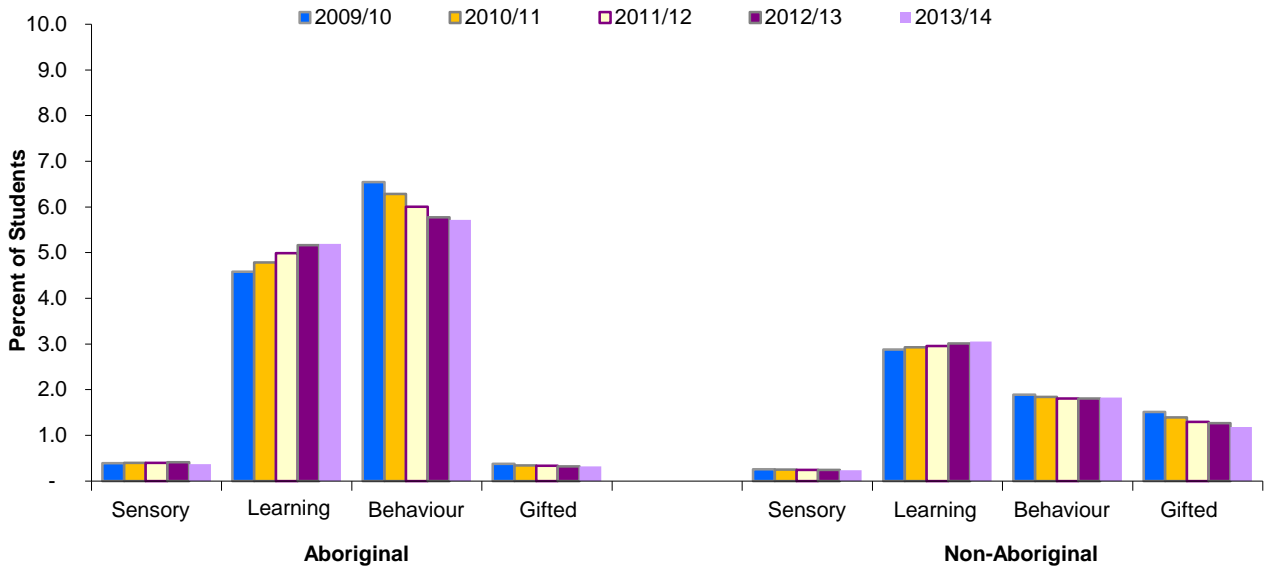
Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2009/10	269	0	1316	0	3143	5	14718	3	4487	7	9657	2	256	0	7738	2
2010/11	271	0	1261	0	3244	5	14957	3	4260	6	9411	2	230	0	7101	1
2011/12	261	0	1222	0	3292	5	14882	3	3964	6	9101	2	219	0	6534	1
2012/13	263	0	1219	0	3318	5	15074	3	3714	6	9025	2	207	0	6343	1
2013/14	231	0	1184	0	3256	5	15156	3	3590	6	9049	2	199	0	5849	1

**Percent of Students in Special Needs Performance Reporting Groups**



**NOTES:**

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## 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.

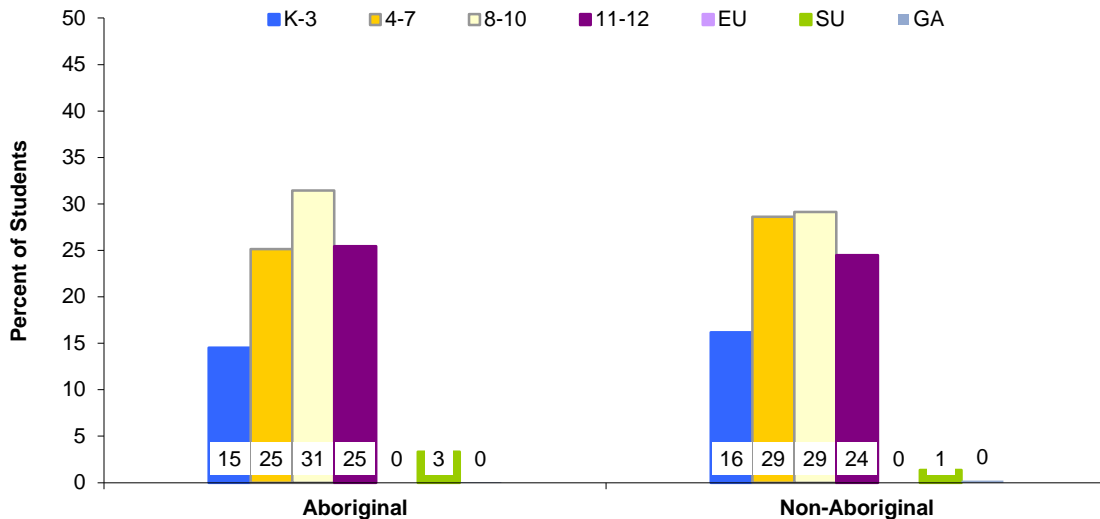
Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

## 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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2009/10	4,487	514	11	1,108	25	1,675	37	919	20	44	1	224	5	3	0.1
2010/11	4,260	467	11	1,034	24	1,490	35	1,053	25	26	1	185	4	5	0.1
2011/12	3,964	449	11	959	24	1,392	35	1,051	27	12	0	95	2	6	0.2
2012/13	3,714	461	12	924	25	1,212	33	1,018	27	0	0	95	3	4	0
2013/14	3,590	522	15	903	25	1,129	31	914	25	0	0	120	3	2	0

School Year	Total Students with Behaviour Disabilities #	Non-Aboriginal Students													
		K-3		4-7		8-10		11-12		EU		SU		GA	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2009/10	9,657	1,261	13	2,771	29	3,138	32	2,220	23	59	1	203	2	5	0.1
2010/11	9,411	1,245	13	2,765	29	2,917	31	2,261	24	43	0	168	2	12	0.1
2011/12	9,101	1,297	14	2,618	29	2,851	31	2,234	25	7	0	77	1	17	0.2
2012/13	9,025	1,324	15	2,598	29	2,773	31	2,219	25	0	0	94	1	17	0
2013/14	9,049	1,463	16	2,591	29	2,636	29	2,216	24	0	0	123	1	20	0

**Grade Distribution of Students with Behaviour Disabilities - 2013/14**

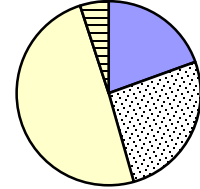


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

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

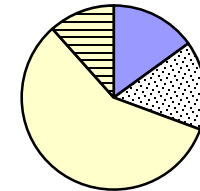
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	4,709	80	930	20	1,309	28	2,240	48	230	5
2010/11	4,516	80	890	20	1,256	28	2,145	47	225	5
2011/12	4,528	80	885	20	1,189	26	2,232	49	222	5
2012/13	4,444	82	799	18	1,064	24	2,308	52	273	6
2013/14	4,319	81	841	19	1,129	26	2,132	49	217	5



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

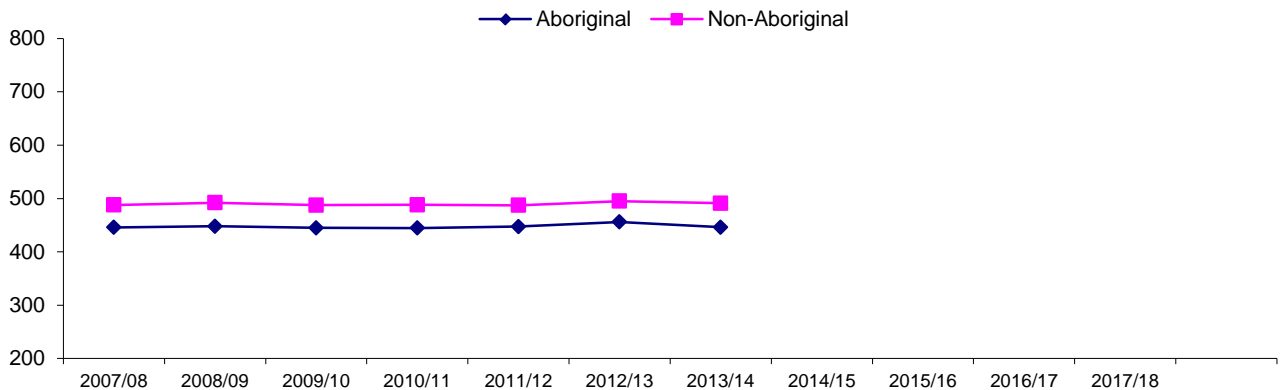
### GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	33,270	83	5,634	17	5,365	16	18,771	56	3,500	11
2010/11	33,232	85	5,035	15	5,306	16	19,424	58	3,467	10
2011/12	32,979	85	4,912	15	5,154	16	19,727	60	3,186	10
2012/13	32,992	86	4,739	14	4,765	14	19,439	59	4,049	12
2013/14	33,234	85	4,987	15	5,193	16	19,201	58	3,853	12



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

### Average FSA Scaled Score - Grade 4 Reading

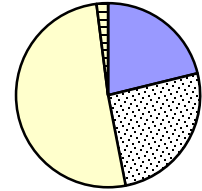


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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

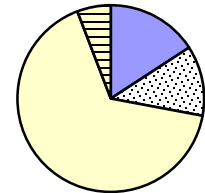
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	4,709	79	1,007	21	1,104	23	2,499	53	99	2
2010/11	4,516	78	987	22	1,026	23	2,380	53	123	3
2011/12	4,528	79	960	21	1,081	24	2,375	52	112	2
2012/13	4,444	81	865	19	1,021	23	2,425	55	133	3
2013/14	4,319	79	914	21	1,114	26	2,204	51	87	2



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

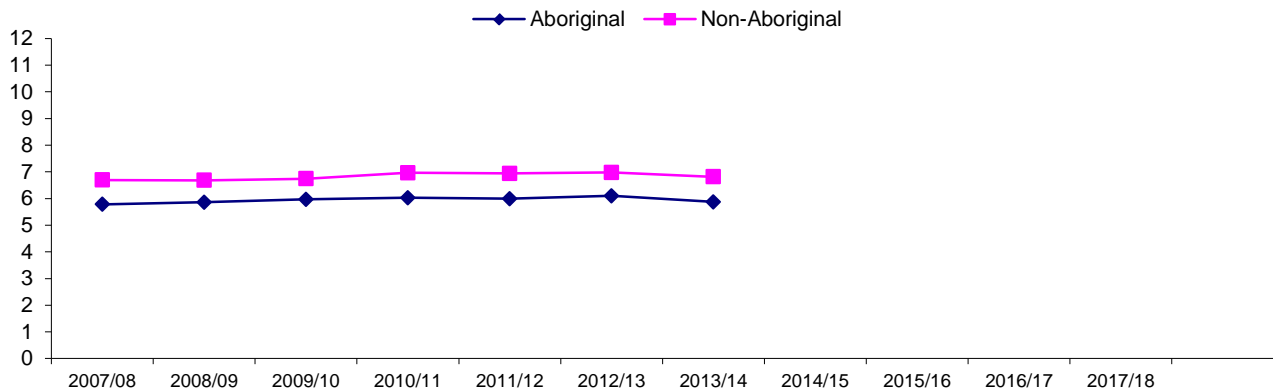
### GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	33,270	82	6,001	18	4,345	13	21,456	64	1,468	4
2010/11	33,232	84	5,423	16	3,405	10	22,603	68	1,801	5
2011/12	32,979	84	5,249	16	3,848	12	22,143	67	1,739	5
2012/13	32,992	85	5,071	15	3,612	11	22,338	68	1,971	6
2013/14	33,234	84	5,349	16	4,109	12	22,415	67	1,361	4



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

### Average FSA Scaled Score - Grade 4 Writing

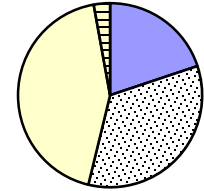


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

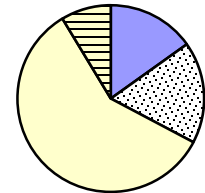
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	4,709	80	953	20	1,605	34	1,998	42	153	3
2010/11	4,516	80	915	20	1,465	32	1,985	44	151	3
2011/12	4,528	80	888	20	1,357	30	2,141	47	142	3
2012/13	4,444	82	816	18	1,473	33	2,014	45	141	3
2013/14	4,319	80	858	20	1,466	34	1,872	43	123	3



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

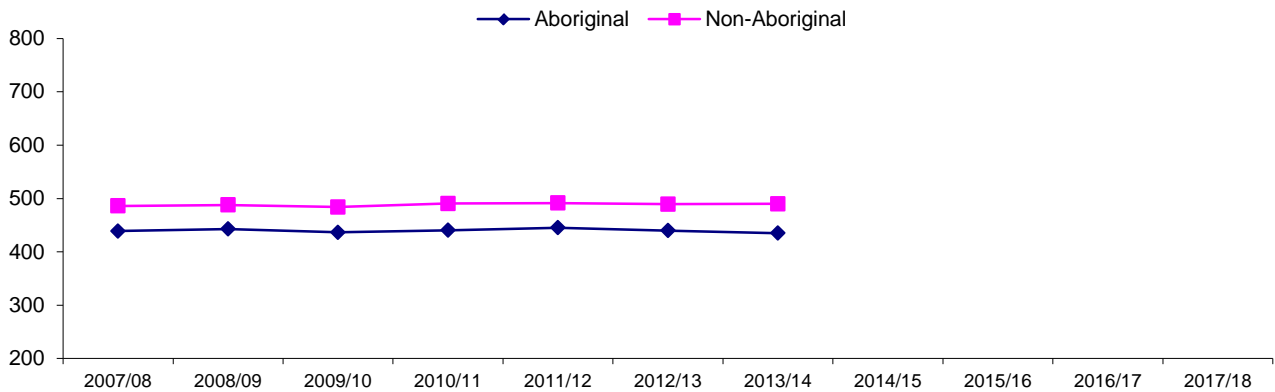
### GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	33,270	83	5,638	17	6,433	19	18,574	56	2,625	8
2010/11	33,232	85	5,073	15	5,922	18	19,099	57	3,138	9
2011/12	32,979	85	4,984	15	5,491	17	19,660	60	2,844	9
2012/13	32,992	85	4,816	15	5,844	18	19,380	59	2,952	9
2013/14	33,234	85	5,027	15	5,854	18	19,475	59	2,878	9



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

**Average FSA Scaled Score - Grade 4 Numeracy**

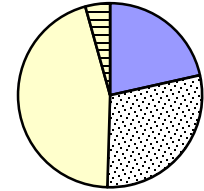


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

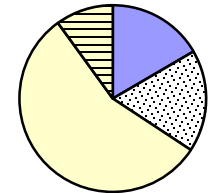
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	5,146	78	1,121	22	1,601	31	2,197	43	227	4
2010/11	5,076	79	1,046	21	1,543	30	2,339	46	148	3
2011/12	4,832	78	1,073	22	1,517	31	2,091	43	151	3
2012/13	4,725	80	940	20	1,481	31	2,121	45	183	4
2013/14	4,524	78	973	22	1,311	29	2,044	45	196	4



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

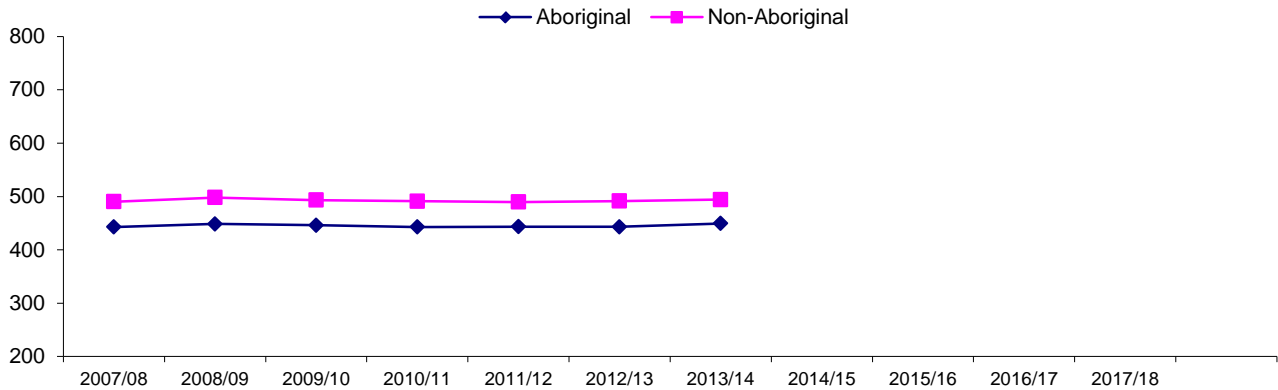
### GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	37,107	82	6,562	18	6,580	18	20,131	54	3,834	10
2010/11	35,993	83	5,955	17	6,360	18	20,244	56	3,434	10
2011/12	35,168	83	6,143	17	6,558	19	19,221	55	3,246	9
2012/13	34,445	83	5,689	17	6,262	18	19,188	56	3,306	10
2013/14	34,233	83	5,681	17	6,051	18	19,085	56	3,416	10



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

### Average FSA Scaled Score - Grade 7 Reading

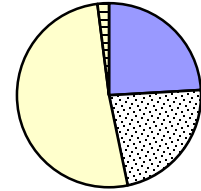


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

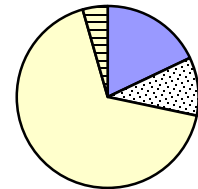
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	5,146	75	1,289	25	1,279	25	2,463	48	115	2
2010/11	5,076	77	1,172	23	1,010	20	2,725	54	169	3
2011/12	4,832	76	1,163	24	1,084	22	2,477	51	108	2
2012/13	4,725	77	1,066	23	1,059	22	2,502	53	98	2
2013/14	4,524	76	1,090	24	1,025	23	2,318	51	91	2



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

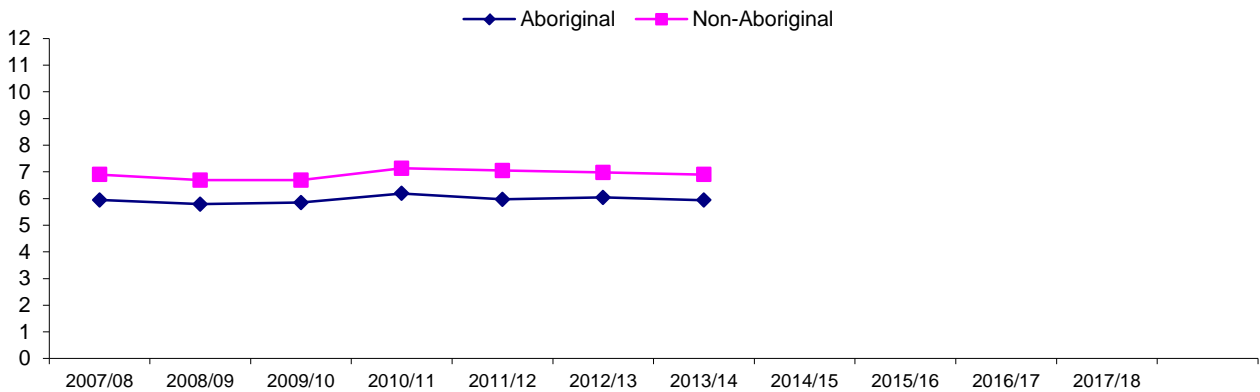
### GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	37,107	81	7,104	19	4,783	13	23,766	64	1,454	4
2010/11	35,993	82	6,469	18	3,405	9	23,378	65	2,741	8
2011/12	35,168	81	6,577	19	3,381	10	23,189	66	2,021	6
2012/13	34,445	82	6,116	18	3,551	10	23,065	67	1,713	5
2013/14	34,233	82	6,141	18	3,546	10	23,028	67	1,518	4



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

**Average FSA Scaled Score - Grade 7 Writing**

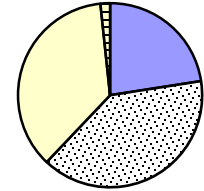


## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

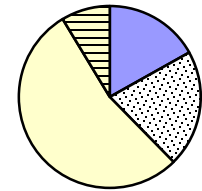
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	5,146	76	1,215	24	1,907	37	1,949	38	75	1
2010/11	5,076	78	1,104	22	1,978	39	1,927	38	67	1
2011/12	4,832	77	1,093	23	1,969	41	1,701	35	69	1
2012/13	4,725	79	1,002	21	1,852	39	1,794	38	77	2
2013/14	4,524	77	1,020	23	1,789	40	1,639	36	76	2



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

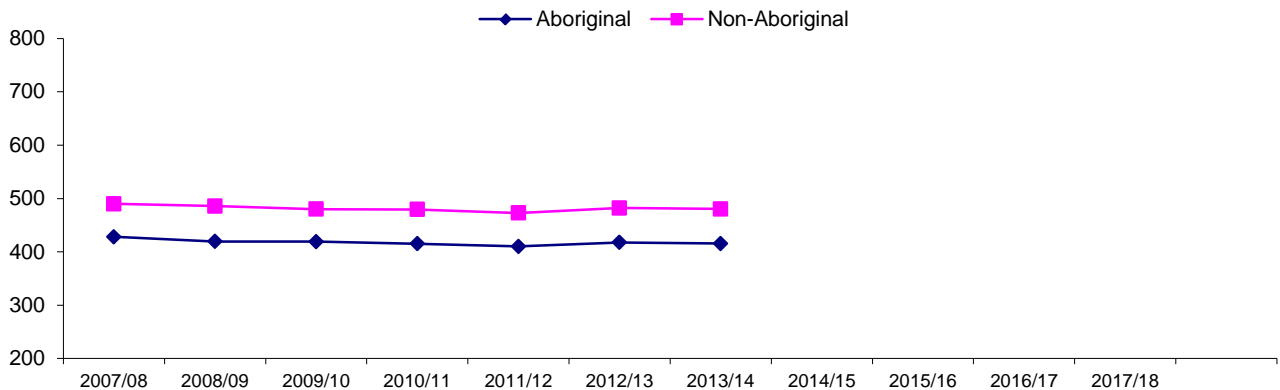
### GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	37,107	82	6,626	18	7,313	20	20,301	55	2,867	8
2010/11	35,993	84	5,889	16	7,474	21	19,663	55	2,967	8
2011/12	35,168	82	6,288	18	7,785	22	18,432	52	2,663	8
2012/13	34,445	83	5,753	17	6,799	20	18,856	55	3,037	9
2013/14	34,233	83	5,776	17	7,115	21	18,379	54	2,963	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).

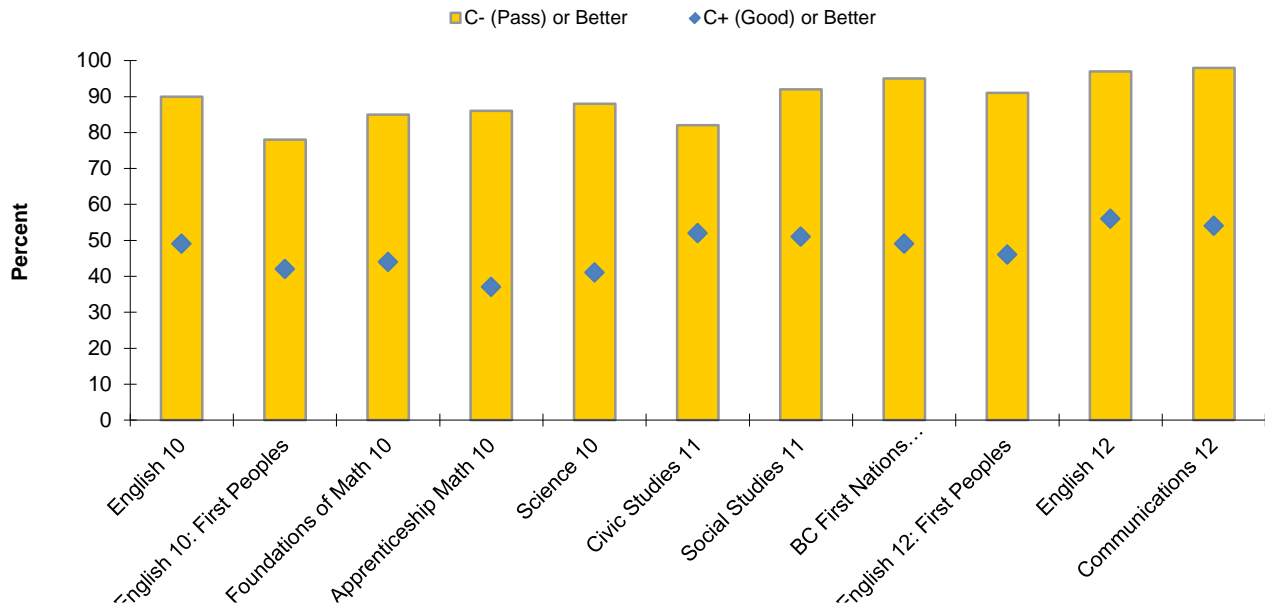
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark 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	3,885	3,509	90	1,898	49	38,779	37,274	96	27,293	70
English 10: First Peoples	225	175	78	95	42	81	73	90	56	69
Foundations of Math 10	2,202	1,867	85	966	44	33,013	30,771	93	21,451	65
Apprenticeship Math 10	2,176	1,861	86	800	37	7,770	7,010	90	3,410	44
Science 10	4,015	3,530	88	1,632	41	38,057	36,401	96	25,809	68
Civic Studies 11	88	72	82	46	52	620	604	97	429	69
Social Studies 11	2,908	2,670	92	1,474	51	36,739	35,496	97	26,243	71
BC First Nations Studies 12	771	731	95	378	49	1,591	1,542	97	1,048	66
English 12: First Peoples	101	92	91	46	46	182	179	98	124	68
English 12	2,507	2,430	97	1,408	56	36,392	35,752	98	26,451	73
Communications 12	928	908	98	499	54	4,422	4,310	97	2,595	59

**Required Exams Overview: Aboriginal Results 2013/14**





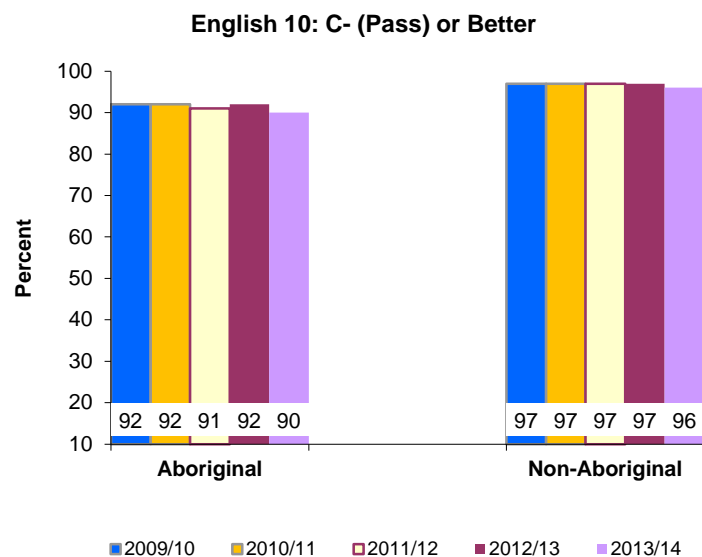
## REQUIRED EXAMINATIONS RESULTS: ENGLISH 10

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

### ENGLISH 10

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	2009/10	4,699	4,306	92	2,059	44	43,479	42,136	97	29,247	67
	2010/11	4,552	4,166	92	2,080	46	42,757	41,388	97	29,014	68
	2011/12	4,454	4,064	91	2,049	46	43,316	41,968	97	29,857	69
	2012/13	4,296	3,949	92	2,023	47	41,591	40,453	97	29,518	71
	2013/14	3,885	3,509	90	1,898	49	38,779	37,274	96	27,293	70

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark				Students Assigned Final Mark #	Students Assigned Final Mark				
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup>	Gr 10 #	Non-Gr 10 <sup>2</sup> #		Total Gr 10 Students <sup>1</sup>	Gr 10 #	Non-Gr 10 <sup>2</sup> #		
2009/10	4,699	6,482	3866	833	43,479	48,626	38,777	4,702		
2010/11	4,552	6,373	3769	783	42,757	49,004	38,087	4,670		
2011/12	4,454	6,285	3718	736	43,316	47,488	37,027	6,289		
2012/13	4,296	5,883	3553	743	41,591	44,442	36,246	5,345		
2013/14	3,885	5,580	3344	541	38,779	42,497	34,470	4,309		



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

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

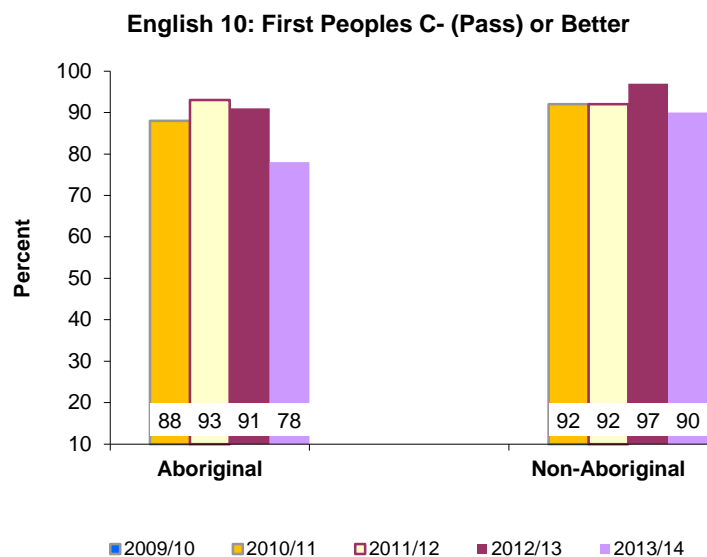
## REQUIRED EXAMINATIONS RESULTS: ENGLISH 10: FIRST PEOPLES

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 #	#	%	#	%
	2009/10										
	2010/11	59	52	88	22	37	12	11	92	6	50
	2011/12	116	108	93	54	47	13	12	92	8	62
	2012/13	197	179	91	82	42	68	66	97	46	68
	2013/14	225	175	78	95	42	81	73	90	56	69

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark					Students Assigned Final Mark				
	Students Assigned	Total Gr 10	Students <sup>1</sup>		Non-Gr 10 <sup>2</sup>	Students Assigned	Total Gr 10	Students <sup>1</sup>		Non-Gr 10 <sup>2</sup>
Final Mark #	#	Gr 10 #	#	Final Mark #		#	Gr 10 #	#		
2009/10										
2010/11	59	6,373	52	7	12	49,004	11	1		
2011/12	116	6,285	93	23	13	47,488	10	3		
2012/13	197	5,883	168	29	68	44,442	67	1		
2013/14	225	5,580	167	58	81	42,497	76	5		



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

<sup>2</sup> 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

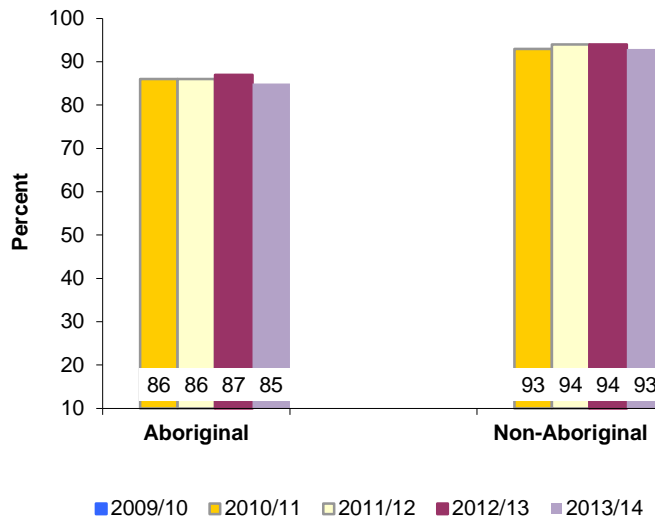
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student 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	
		#	#	%	#	%	#	#	%	#	%
	2009/10										
	2010/11	2,224	1,922	86	914	41	32,564	30,414	93	20,292	62
	2011/12	2,414	2,086	86	963	40	35,148	32,958	94	21,987	63
	2012/13	2,287	2,001	87	996	44	34,091	31,998	94	21,940	64
	2013/14	2,202	1,867	85	966	44	33,013	30,771	93	21,451	65

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark				Students Assigned Final Mark			
	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #	Students Assigned Final Mark #	Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #
2009/10								
2010/11	2,224	6,373	1,936	288	32,564	49,004	29,147	3,417
2011/12	2,414	6,285	2,054	360	35,148	47,488	30,162	4,986
2012/13	2,287	5,883	1,947	340	34,091	44,442	29,403	4,688
2013/14	2,202	5,580	1,876	326	33,013	42,497	28,418	4,595

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



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

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

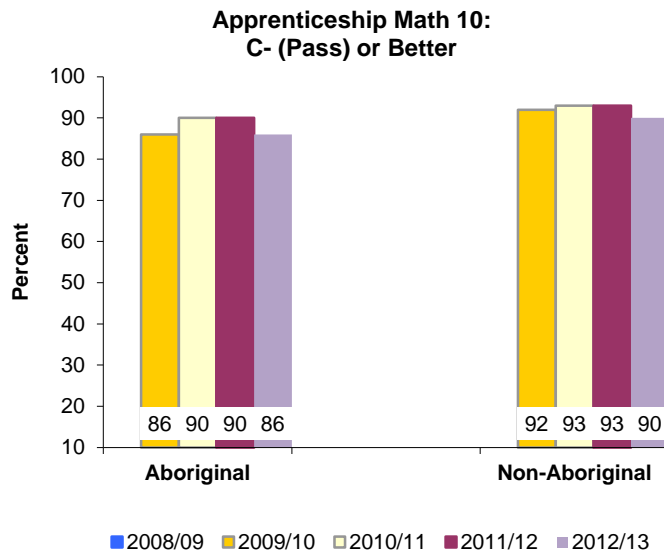
## REQUIRED EXAMINATIONS RESULTS: APPRENTICESHIP AND WORKPLACE MATH 10

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

### APPRENTICESHIP AND WORKPLACE MATH 10

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	2009/10										
	2010/11	1,860	1,608	86	614	33	7,612	7,007	92	2,942	39
	2011/12	2,236	2,003	90	777	35	8,184	7,600	93	3,383	41
	2012/13	2,373	2,143	90	898	38	8,319	7,735	93	3,597	43
	2013/14	2,176	1,861	86	800	37	7,770	7,010	90	3,410	44

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Students Assigned Final Mark			Students Assigned Final Mark #	Students Assigned Final Mark				
		Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #		Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #		
2009/10										
2010/11	1,860	6,373	1,368	492	7,612	49,004	5,918	1,694		
2011/12	2,236	6,285	1,491	745	8,184	47,488	5,824	2,360		
2012/13	2,373	5,883	1,532	841	8,319	44,442	5,874	2,445		
2013/14	2,176	5,580	1,475	701	7,770	42,497	5,713	2,057		



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

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

## REQUIRED EXAMINATIONS RESULTS: SCIENCE 10

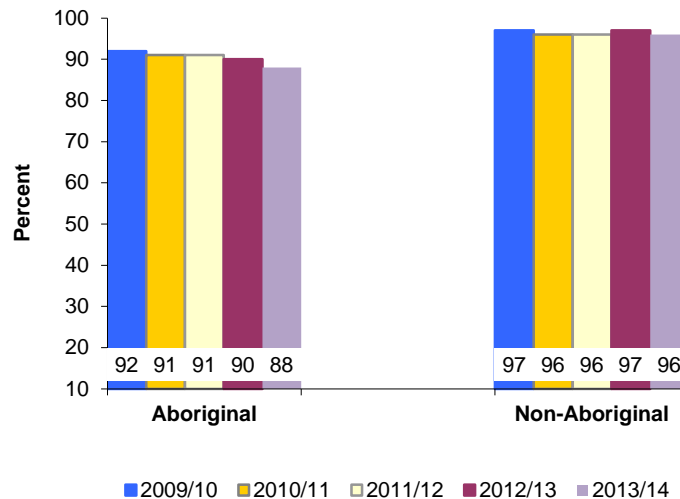
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

### SCIENCE 10

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	2009/10	4,463	4,104	92	1,716	38	42,739	41,336	97	27,117	63
	2010/11	4,409	4,029	91	1,754	40	42,165	40,667	96	27,068	64
	2011/12	4,391	3,993	91	1,759	40	41,437	39,953	96	27,033	65
	2012/13	4,360	3,945	90	1,821	42	40,053	38,692	97	27,157	68
	2013/14	4,015	3,530	88	1,632	41	38,057	36,401	96	25,809	68

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Students Assigned Final Mark			Students Assigned Final Mark #	Students Assigned Final Mark				
		Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #		Total Gr 10 Students <sup>1</sup> #	Gr 10 #	Non-Gr 10 <sup>2</sup> #		
2009/10	4,463	6,482	3,530	933	42,739	48,626	37,566	5,173		
2010/11	4,409	6,373	3,513	896	42,165	49,004	37,326	4,839		
2011/12	4,391	6,285	3,597	794	41,437	47,488	36,377	5,060		
2012/13	4,360	5,883	3,521	839	40,053	44,442	35,677	4,376		
2013/14	4,015	5,580	3,355	660	38,057	42,497	34,311	3,746		

**Science 10: C- (Pass) or Better**



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

<sup>2</sup> 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

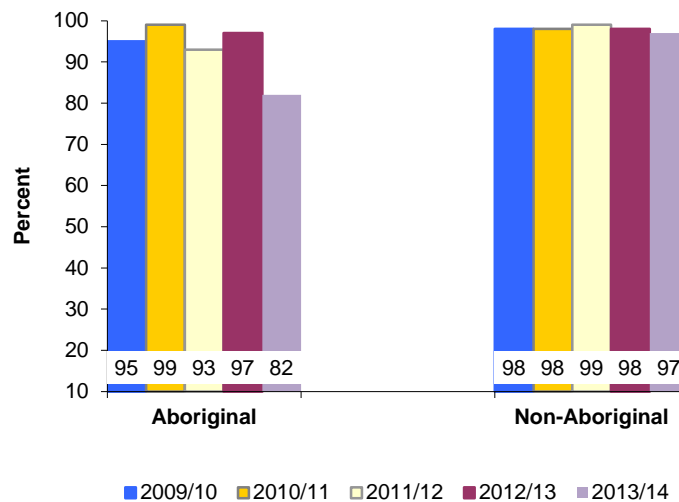
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student 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	
			#	%	#	%		#	%	#	%
	2009/10	82	78	95	36	44	804	785	98	508	63
	2010/11	73	72	99	33	45	781	763	98	518	66
	2011/12	85	79	93	51	60	723	714	99	505	70
	2012/13	105	102	97	62	59	761	748	98	533	70
	2013/14	88	72	82	46	52	620	604	97	429	69

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 #	Total Gr 11 Students <sup>1</sup> #	Gr 11 #	Non-Gr 11 <sup>2</sup> #	Students Assigned Final Mark #	Total Gr 11 Students <sup>1</sup> #	Gr 11 #	Non-Gr 11 <sup>2</sup> #		
2009/10	82	6,892	65	17	804	52,240	671	133		
2010/11	73	6,714	57	16	781	52,209	671	110		
2011/12	85	6,546	75	10	723	50,084	598	125		
2012/13	105	6,460	71	34	761	48,538	617	144		
2013/14	88	6,172	59	29	620	46,587	498	122		

**Civic Studies 11: C- (Pass) or Better**



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

<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

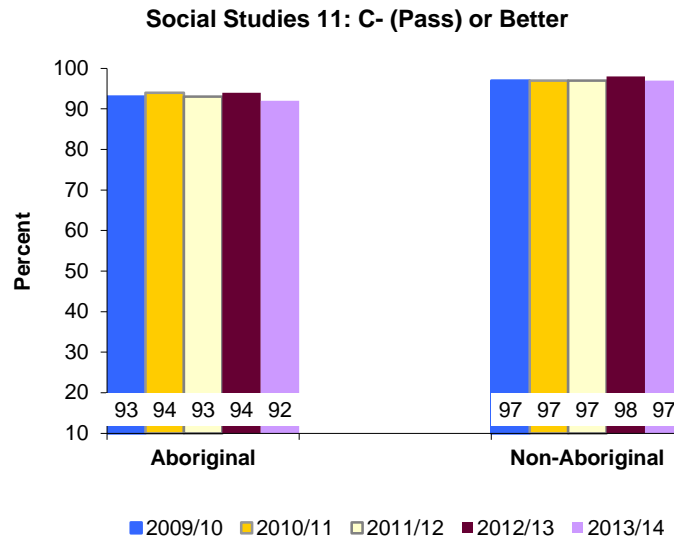
## REQUIRED EXAMINATIONS RESULTS: SOCIAL STUDIES 11

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	Students Assigned Final Mark #	Aboriginal				Non-Aboriginal				
			C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better		
			#	%	#	%	#	%	#	%	
	2009/10	3,049	2,845	93	1,431	47	40,186	39,151	97	27,213	68
	2010/11	3,156	2,953	94	1,433	45	39,939	38,772	97	26,979	68
	2011/12	3,097	2,883	93	1,438	46	39,565	38,471	97	27,081	68
	2012/13	3,068	2,899	94	1,534	50	37,934	37,036	98	26,852	71
	2013/14	2,908	2,670	92	1,474	51	36,739	35,496	97	26,243	71

School Year	Students Assigned Final Mark #	Aboriginal Students Assigned Final Mark				Students Assigned Final Mark #	Non-Aboriginal Students Assigned Final Mark			
		Total Gr 11 Students <sup>1</sup> #	Gr 11		Total Gr 11 Students <sup>1</sup> #		Gr 11			
			#	Non-Gr 11 <sup>2</sup> #			#	Non-Gr 11 <sup>2</sup> #		
2009/10	3,049	6,892	2,486	563	40,186	52,240	33,463	6,723		
2010/11	3,156	6,714	2,583	573	39,939	52,209	33,545	6,394		
2011/12	3,097	6,546	2,586	511	39,565	50,084	32,773	6,792		
2012/13	3,068	6,460	2,547	521	37,934	48,538	31,658	6,276		
2013/14	2,908	6,172	2,457	451	36,739	46,587	30,731	6,008		



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

<sup>2</sup> Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

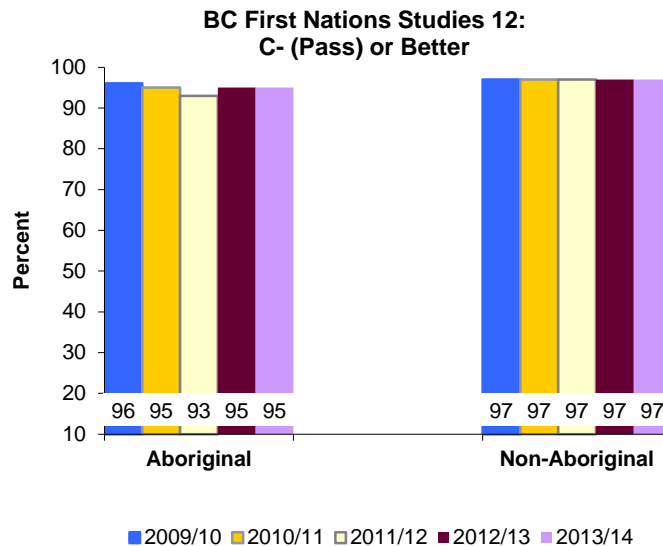
## REQUIRED EXAMINATIONS RESULTS: BC FIRST NATIONS STUDIES 12

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	
			#	%	#	%		#	%	#	%
	2009/10	780	749	96	407	52	1,443	1,401	97	931	65
	2010/11	891	850	95	451	51	1,699	1,650	97	1,094	64
	2011/12	813	754	93	397	49	1,674	1,622	97	1,058	63
	2012/13	817	773	95	429	53	1,588	1,547	97	1,026	65
	2013/14	771	731	95	378	49	1,591	1,542	97	1,048	66

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 #	Total Gr 12 Students <sup>1</sup> #	Gr 12 #	Non-Gr 12 <sup>2</sup> #	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Gr 12 #	Non-Gr 12 <sup>2</sup> #		
2009/10	780	6,009	302	478	1,443	57,062	832	611		
2010/11	891	6,540	364	527	1,699	59,267	993	706		
2011/12	813	6,386	324	489	1,674	58,232	966	708		
2012/13	817	6,518	308	509	1,588	56,237	834	754		
2013/14	771	6,531	315	456	1,591	54,402	817	774		



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

<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.



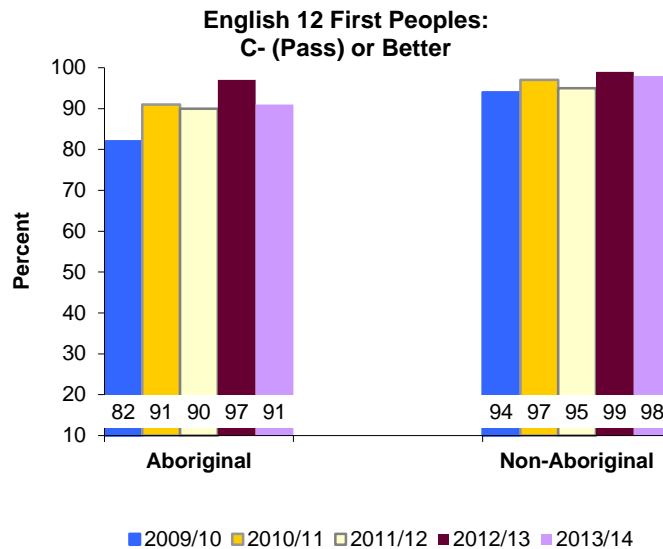
## REQUIRED EXAMINATIONS RESULTS: ENGLISH 12: FIRST PEOPLES

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	
		#	#	%	#	%	#	#	%	#	%
	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	88	79	90	43	49	99	94	95	63	64
	2012/13	76	74	97	33	43	93	92	99	63	68
	2013/14	101	92	91	46	46	182	179	98	124	68

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 #	Total Gr 12 Students <sup>1</sup> #	Gr 12 #	Non-Gr 12 <sup>2</sup> #	Students Assigned Final Mark #	Total Gr 12 Students <sup>1</sup> #	Gr 12 #	Non-Gr 12 <sup>2</sup> #		
2009/10	102	6,009	88	14	96	57,062	83	13		
2010/11	86	6,540	78	8	134	59,267	107	27		
2011/12	88	6,386	70	18	99	58,232	75	24		
2012/13	76	6,518	65	11	93	56,237	75	18		
2013/14	101	6,531	88	13	182	54,402	168	14		



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

<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

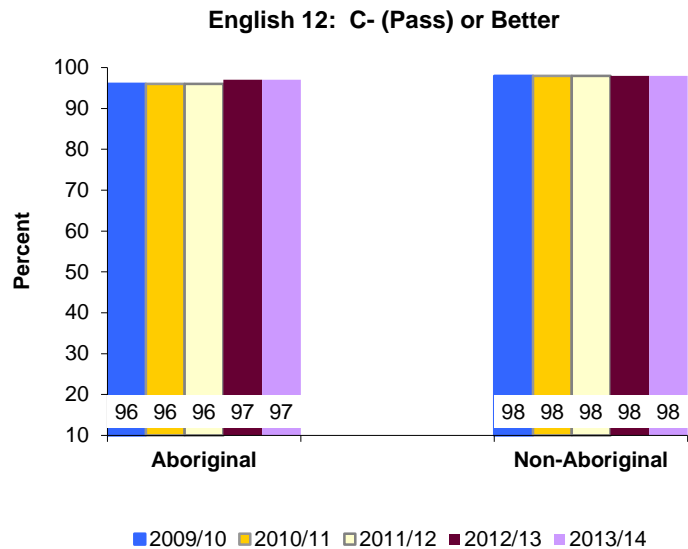
## REQUIRED EXAMINATIONS RESULTS: ENGLISH 12

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	
			#	%	#	%		#	%	#	%
	2009/10	2,237	2,153	96	1,156	52	38,312	37,576	98	26,192	68
	2010/11	2,430	2,325	96	1,260	52	38,133	37,540	98	27,009	71
	2011/12	2,477	2,373	96	1,280	52	38,118	37,383	98	26,812	70
	2012/13	2,552	2,487	97	1,393	55	37,772	37,163	98	27,453	73
	2013/14	2,507	2,430	97	1,408	56	36,392	35,752	98	26,451	73

School Year	Students Assigned Final Mark #	Aboriginal Students Assigned Final Mark				Students Assigned Final Mark #	Non-Aboriginal Students Assigned Final Mark			
		Total Gr 12 Students <sup>1</sup> #	Gr 12		Total Gr 12 Students <sup>1</sup> #		Gr 12			
			#	Non-Gr 12 <sup>2</sup> #			#	Non-Gr 12 <sup>2</sup> #		
2009/10	2,237	6,009	2,031	206	38,312	57,062	35,070	3,242		
2010/11	2,430	6,540	2,208	222	38,133	59,267	34,673	3,460		
2011/12	2,477	6,386	2,285	192	38,118	58,232	34,991	3,127		
2012/13	2,552	6,518	2,330	222	37,772	56,237	34,695	3,077		
2013/14	2,507	6,531	2,290	217	36,392	54,402	33,330	3,062		



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

<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

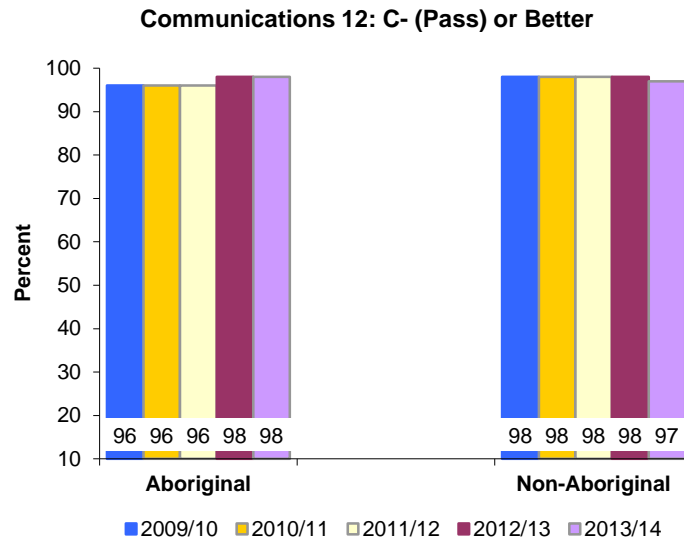
## REQUIRED EXAMINATIONS RESULTS: COMMUNICATIONS 12

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	
			#	%	#	%		#	%	#	%
	2009/10	1,057	1,016	96	468	44	4,946	4,839	98	2,510	51
	2010/11	1,054	1,017	96	459	44	4,538	4,459	98	2,324	51
	2011/12	1,003	966	96	392	39	4,659	4,551	98	2,231	48
	2012/13	964	941	98	442	46	4,577	4,467	98	2,592	57
	2013/14	928	908	98	499	54	4,422	4,310	97	2,595	59

School Year	Students Assigned Final Mark #	Aboriginal Students Assigned Final Mark				Students Assigned Final Mark #	Non-Aboriginal Students Assigned Final Mark			
		Total Gr 12 Students <sup>1</sup> #	Gr 12 #		Total Gr 12 Students <sup>1</sup> #		Gr 12 #			
			Gr 12 #	Non-Gr 12 <sup>2</sup> #			Gr 12 #	Non-Gr 12 <sup>2</sup> #		
2009/10	1,057	6,009	827	230	4,946	57,062	4,225	721		
2010/11	1,054	6,540	849	205	4,538	59,267	3,865	673		
2011/12	1,003	6,386	845	158	4,659	58,232	4,013	646		
2012/13	964	6,518	803	161	4,577	56,237	3,908	669		
2013/14	928	6,531	794	134	4,422	54,402	3,777	645		



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

<sup>2</sup> Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

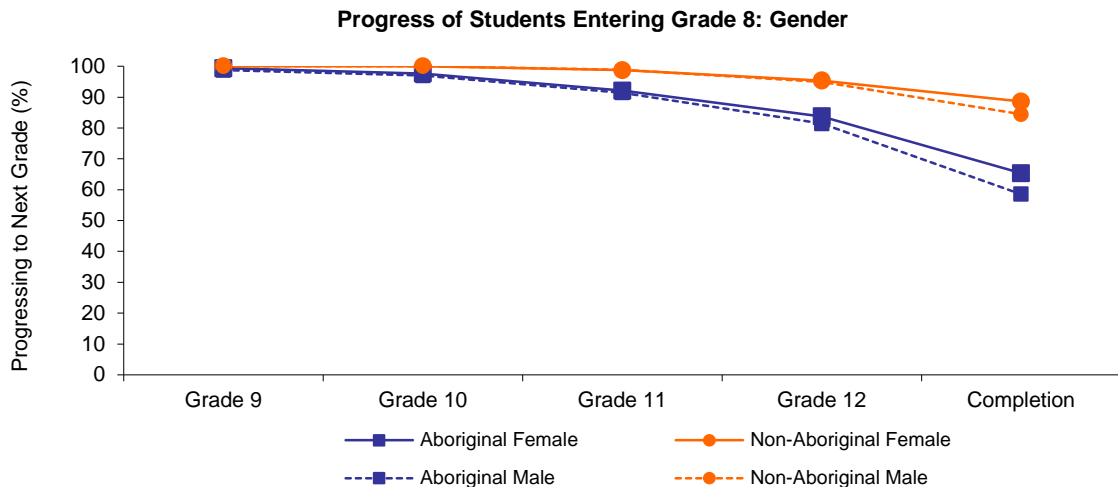
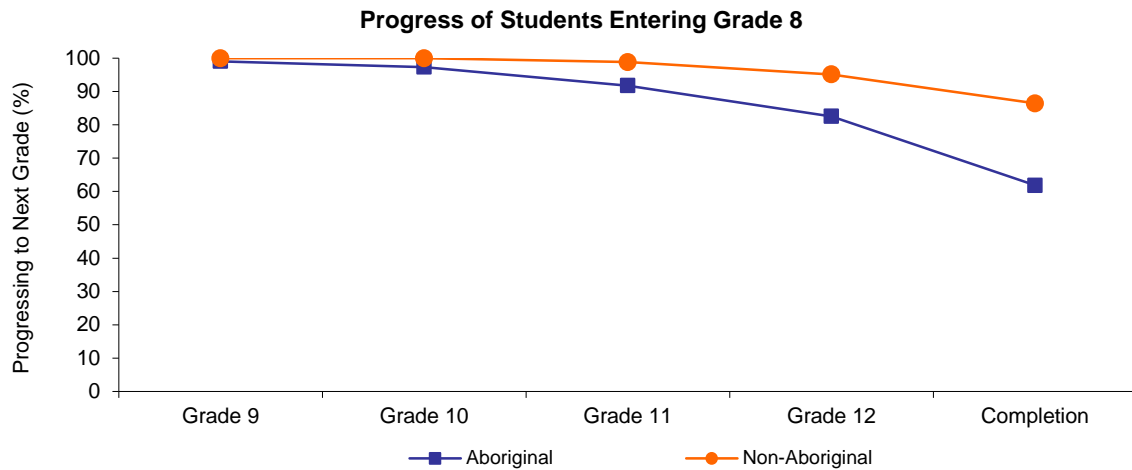
## PROGRESS OF STUDENTS ENTERING GRADE 8

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 2008

Completion Year	Progression	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
	Grade 8	100	100	100	100	100	100
	Grade 9	99	99	99	100	100	100
	Grade 10	97	98	97	100	100	100
	Grade 11	92	92	91	99	99	99
	Grade 12	83	84	81	95	95	95
2013/14	Completion	62	65	59	86	89	84



## BC SIX-YEAR SCHOOL COMPLETION RATES

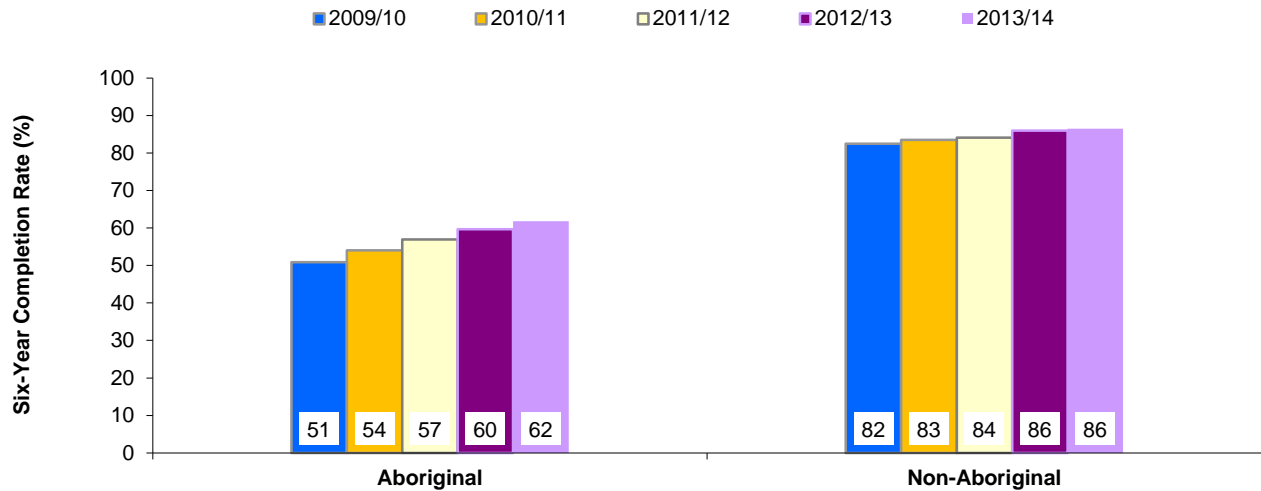
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

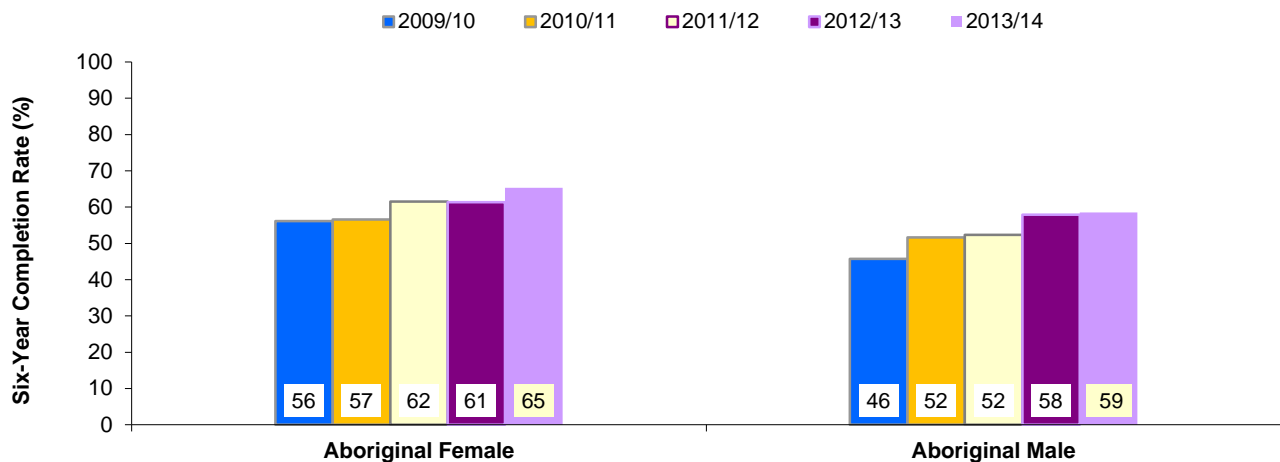
### SIX-YEAR COMPLETION RATE \* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
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
2013/14	62	65	59	86	89	84

**Six-Year Completion Rate: Aboriginal and Non-Aboriginal**



**Six-Year Completion Rate: Aboriginal by Gender**



\* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

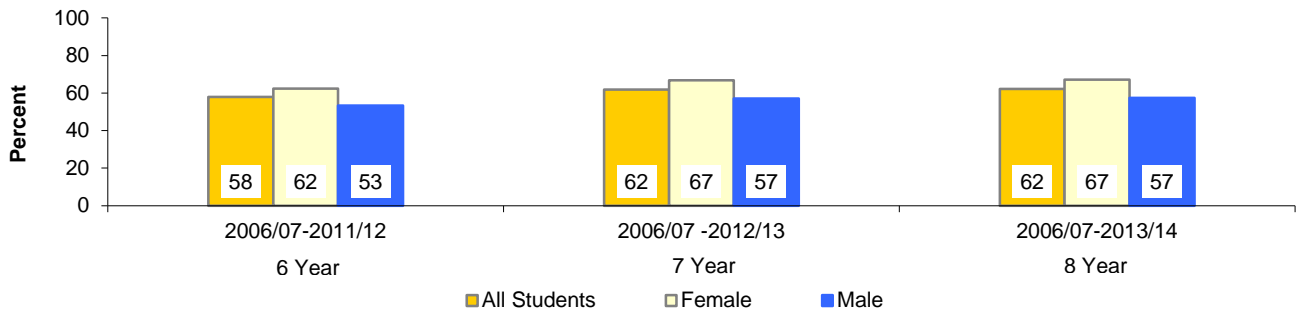
## BC SIX, SEVEN AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the first year a student enters Grade 8 for the first time. The 2007/08 and 2008/09 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

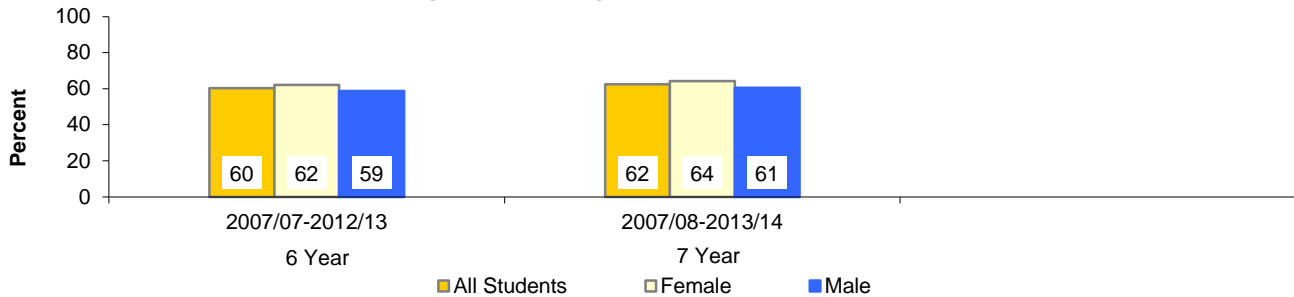
### SIX, SEVEN AND EIGHT YEAR COMPLETION RATES\* (ABORIGINAL AND GENDER)

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 %
2006/07	2011/12	58	62	53	62	67	57	62	67	57
2007/08	2012/13	60	62	59	62	64	61			
2008/09	2013/14	62	65	59						

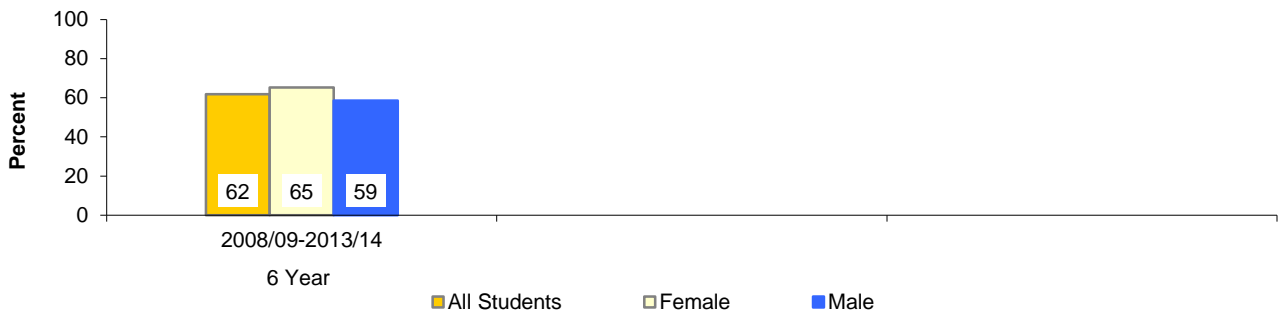
**Six, Seven and Eight-Year Aboriginal Completion Rates, 2006/07 Cohort Start Year**



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



**Six, Seven and Eight-Year Aboriginal Completion Rates, 2008/09 Cohort Start Year**



\* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

## 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		
	Sep/Feb Gr 12 Students	BC School Completion Certificate *		Sep/Feb Gr 12 Students	BC School Completion Certificate *	
	#	#	%	#	#	%
2009/10	6,009	231	4	57,062	730	1
2010/11	6,540	211	3	59,267	709	1
2011/12	6,386	262	4	58,232	852	1
2012/13	6,518	302	5	56,237	674	1
2013/14	6,531	260	4	54,402	711	1

### BC CERTIFICATE OF GRADUATION (Dogwood Diploma)

School Year	Aboriginal			Non-Aboriginal		
	Sep/Feb Gr 12 Students	BC Certificate of Graduation		Sep/Feb Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2009/10	6,009	2,832	47	57,062	38,981	68
2010/11	6,540	2,993	46	59,267	38,533	65
2011/12	6,386	3,062	48	58,232	38,907	67
2012/13	6,518	3,126	48	56,237	38,329	68
2013/14	6,531	2,968	45	54,402	36,357	67

### BC ADULT GRADUATION DIPLOMA (Adult Dogwood Diploma)

School Year	Aboriginal			Non-Aboriginal		
	Sep/Feb Gr 12 Students	BC Adult Graduation Diploma *		Sep/Feb Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2009/10	6,009	454	8	57,062	2,575	5
2010/11	6,540	497	8	59,267	2,559	4
2011/12	6,386	449	7	58,232	2,994	5
2012/13	6,518	666	10	56,237	3,217	6
2013/14	6,531	553	8	54,402	2,448	4

\* See Glossary for definitions.

## SCHOLARSHIPS AND AWARDS, 2008/09 - 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	
		#	%	#	%		#	%	#	%
2008/09	5,581	24	0	0	0	54,924	2,078	4	20	0
2009/10	6,009	20	0	0	0	57,062	2,057	4	20	0
2010/11	6,540	18	0	0	0	59,267	2,093	4	22	0
2011/12	6,386	231	4	0	0	58,232	8,080	14	16	0
2012/13										

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	
		#	%		#	%
2008/09	5,581	121	2	54,924	2,673	5
2009/10	6,009	149	2	57,062	2,658	5
2010/11	6,540	126	2	59,267	2,682	5
2011/12	6,386	139	2	58,232	2,666	5
2012/13						

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	
		#	%	#	%
2009/10	5,772	3,387	59	2,385	41
2010/11	5,402	3,211	59	2,191	41
2011/12	4,973	3,001	60	1,972	40
2012/13	4,527	2,795	62	1,732	38
2013/14	4,068	2,554	63	1,514	37

### ABORIGINAL CHILDREN IN CARE AS A PER CENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2009/10	68,562	3,387	5
2010/11	67,801	3,211	5
2011/12	66,016	3,001	5
2012/13	64,306	2,795	4
2013/14	62,763	2,554	4

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2009/10	34	39	20	30	48	32	39
2010/11	40	41	27	34	52	45	49
2011/12	38	39	26	32	49	40	44
2012/13	41	39	30	34	60	46	51
2013/14	45	44	37	40	63	42	51

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2009/10	89	89	89	89	87	93	89
2010/11	83	82	72	78	89	87	88
2011/12	88	86	81	84	94	90	92
2012/13	89	86	88	87	94	87	90
2013/14	85	83	80	82	94	85	89

\* 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 2008/09		Year of Transition to a Community College							
	#	%	2009/10		2010/11		2011/12		2012/13	
			#	%	#	%	#	%	#	%
Aboriginal	3,184	100	597	18.8	209	6.6	97	3.0	77	2.4
Non-Aboriginal	40,278	100	6,239	15.5	1,912	4.7	930	2.3	516	1.3

### K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2008/09		Year of Transition to a Community College							
	#	%	2009/10		2010/11		2011/12		2012/13	
			#	%	#	%	#	%	#	%
Aboriginal	3,844	100	378	9.8	168	4.4	130	3.4	82	2.1
Non-Aboriginal	25,596	100	1,346	5.3	489	1.9	325	1.3	201	0.8

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year 2008/09		Year of Transition to an Institute							
	#	%	2009/10		2010/11		2011/12		2012/13	
			#	%	#	%	#	%	#	%
Aboriginal	3,184	100	61	1.9	38	1.2	23	0.7	10	0.3
Non-Aboriginal	40,278	100	1,156	2.9	460	1.1	235	0.6	162	0.4

### K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2008/09		Year of Transition to an Institute							
	#	%	2009/10		2010/11		2011/12		2012/13	
			#	%	#	%	#	%	#	%
Aboriginal	3,844	100	47	1.2	28	0.7	22	0.6	15	0.4
Non-Aboriginal	25,596	100	354	1.4	113	0.4	92	0.4	55	0.2

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

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

For more information, see the website: [www.bced.gov.bc.ca/reporting/](http://www.bced.gov.bc.ca/reporting/) or [www.aved.gov.bc.ca/student\\_transitions/](http://www.aved.gov.bc.ca/student_transitions/)

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2008/09		Year of Transition to a Research-Intensive University									
	#	%	2009/10		2010/11		2011/12		2012/13			
			#	%	#	%	#	%	#	%		
Aboriginal	3,184	100	126	4.0	15	0.5	4	0.1	5	0.2		
Non-Aboriginal	40,278	100	8,085	20.1	502	1.2	102	0.3	54	0.1		

### K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2008/09		Year of Transition to a Research-Intensive University									
	#	%	2009/10		2010/11		2011/12		2012/13			
			#	%	#	%	#	%	#	%		
Aboriginal	3,844	100	5	0.1	3	0.1	2	0.1	0	0.0		
Non-Aboriginal	25,596	100	100	0.4	16	0.1	15	0.1	18	0.1		

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2008/09		Year of Transition to a Teaching-Intensive University									
	#	%	2009/10		2010/11		2011/12		2012/13			
			#	%	#	%	#	%	#	%		
Aboriginal	3,184	100	404	12.7	121	3.8	52	1.6	38	1.2		
Non-Aboriginal	40,278	100	6,055	15.0	1,311	3.3	534	1.3	297	0.7		

### K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2008/09		Year of Transition to a Teaching-Intensive University									
	#	%	2009/10		2010/11		2011/12		2012/13			
			#	%	#	%	#	%	#	%		
Aboriginal	3,844	100	152	4.0	52	1.4	35	0.9	33	0.9		
Non-Aboriginal	25,596	100	498	1.9	141	0.6	88	0.3	90	0.4		

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

## APPENDIX - SATISFACTION SURVEY RESULTS, 2009/10 - 2013/14

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/](http://www.bced.gov.bc.ca/sat_survey/)

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### CAVEAT

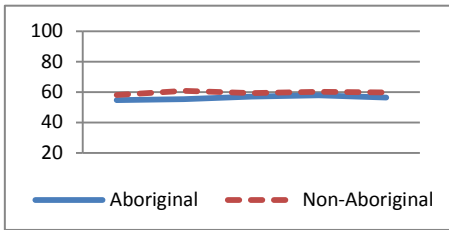
Survey report users should keep in mind that during the 2011/12 school year, due to labour disputes survey participation was optional.

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.

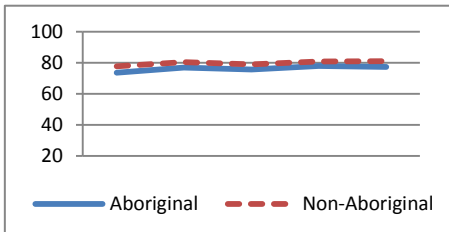
**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4**

**Do you like school?**



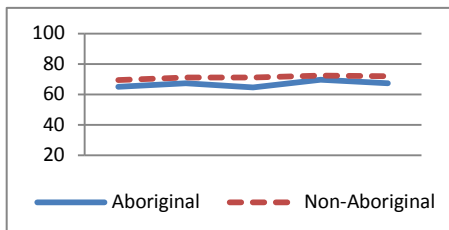
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2009/10	3,789	2,071	55	27,440	15,910	58
2010/11	3,764	2,080	55	28,186	17,111	61
2011/12	1,632	932	57	10,726	6,360	59
2012/13	3,741	2,166	58	25,492	15,362	60
2013/14	3,530	1,987	56	24,308	14,529	60

**Do adults in the school treat all students fairly?**



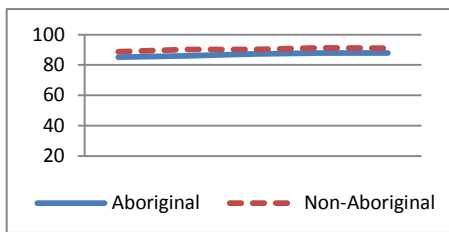
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2009/10	3,683	2,716	74	26,849	20,877	78
2010/11	3,747	2,885	77	27,654	22,260	80
2011/12	1,638	1,242	76	10,554	8,348	79
2012/13	3,695	2,883	78	25,106	20,331	81
2013/14	3,506	2,717	77	23,986	19,467	81

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



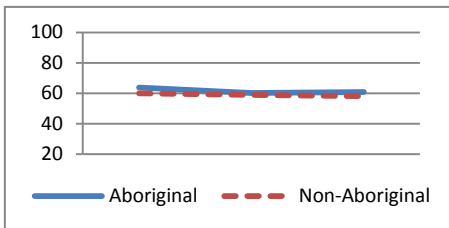
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2009/10	3,867	2,512	65	27,909	19,402	70
2010/11	3,856	2,595	67	28,491	20,260	71
2011/12	1,688	1,092	65	10,869	7,736	71
2012/13	3,820	2,664	70	25,839	18,699	72
2013/14	3,635	2,450	67	24,638	17,705	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	
	#	#	%	#	#	%
2009/10	3,785	3,223	85	27,476	24,364	89
2010/11	3,792	3,262	86	28,198	25,468	90
2011/12	1,662	1,449	87	10,749	9,703	90
2012/13	3,752	3,301	88	25,580	23,363	91
2013/14	3,577	3,147	88	24,391	22,188	91

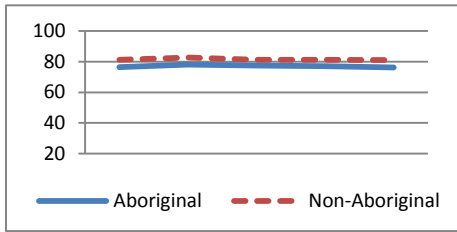
**At school, are you being taught about Aboriginal peoples in Canada?**



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	
	#	#	%	#	#	%
2009/10	3,722	2,242	60	26,974	16,445	61
2010/11	3,720	2,335	63	27,574	16,751	61
2011/12	1,639	1,044	64	10,562	6,334	60
2012/13	3,699	2,224	60	25,009	14,745	59
2013/14	3,496	2,127	61	23,840	13,854	58

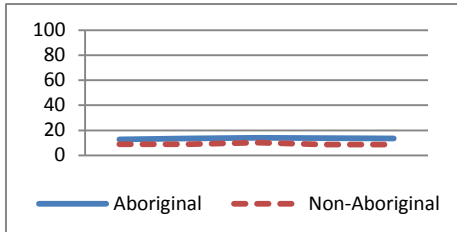
**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



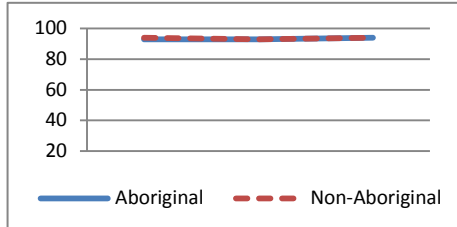
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2009/10	3,830	2,927	76	27,763	22,580	81
2010/11	3,825	2,988	78	28,366	23,472	83
2011/12	1,682	1,304	78	10,819	8,801	81
2012/13	3,781	2,917	77	25,749	20,912	81
2013/14	3,620	2,761	76	24,524	19,869	81

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



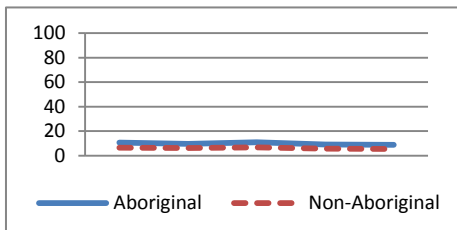
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2009/10	3,784	482	13	27,501	2,427	9
2010/11	3,787	510	13	28,106	2,494	9
2011/12	1,668	235	14	10,733	1,085	10
2012/13	3,746	512	14	25,420	2,176	9
2013/14	3,564	484	14	24,276	2,084	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	
	#	#	%	#	#	%
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
2013/14	3,653	3,416	94	24,738	23,256	94

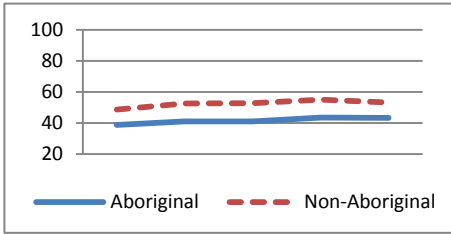
**I would like to go to a different school.**



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	
	#	#	%	#	#	%
2009/10	3,682	391	11	26,868	1,755	7
2010/11	3,723	355	10	27,723	1,704	6
2011/12	1,625	176	11	10,563	708	7
2012/13	3,683	338	9	25,154	1,425	6
2013/14	3,523	315	9	24,014	1,333	6

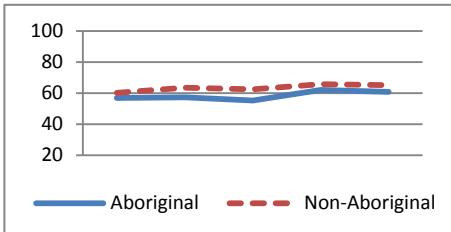
## APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7

### Do you like school?



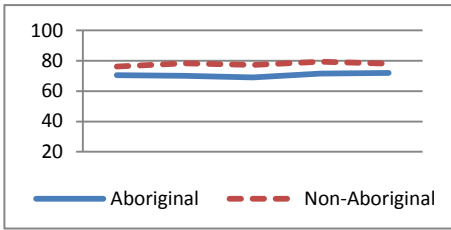
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
2009/10	4,020	1,557	39	29,262	14,227	49
2010/11	4,092	1,675	41	29,377	15,425	53
2011/12	1,488	611	41	10,485	5,526	53
2012/13	3,608	1,570	44	26,294	14,481	55
2013/14	3,512	1,517	43	23,875	12,691	53

### Do adults in the school treat all students fairly?



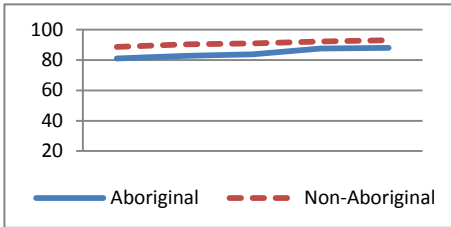
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
2009/10	4,002	2,278	57	28,915	17,389	60
2010/11	4,053	2,320	57	28,937	18,363	63
2011/12	1,479	818	55	10,330	6,445	62
2012/13	3,559	2,205	62	25,904	17,026	66
2013/14	3,439	2,092	61	23,534	15,302	65

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



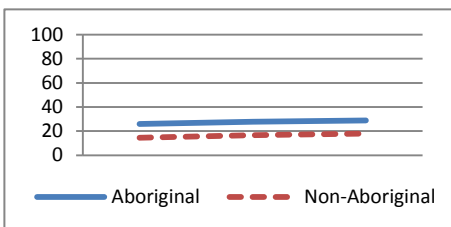
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
2009/10	4,137	2,916	70	29,632	22,571	76
2010/11	4,143	2,905	70	29,468	23,083	78
2011/12	1,507	1,041	69	10,517	8,122	77
2012/13	3,627	2,598	72	26,379	20,936	79
2013/14	3,532	2,541	72	23,975	18,735	78

### 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 #	%
2009/10	4,058	3,287	81	29,429	26,076	89
2010/11	4,099	3,392	83	29,295	26,505	90
2011/12	1,482	1,243	84	10,503	9,568	91
2012/13	3,606	3,164	88	26,288	24,266	92
2013/14	3,487	3,071	88	23,920	22,289	93

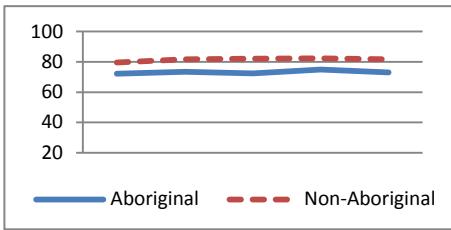
### At school, are you being taught about Aboriginal peoples in Canada?



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 #	%
2009/10	4,013	1,072	27	28,513	4,748	17
2010/11	4,036	1,020	25	28,522	4,272	15
2011/12	1,473	381	26	10,187	1,473	14
2012/13	3,550	983	28	25,572	4,258	17
2013/14	3,453	993	29	23,289	4,182	18

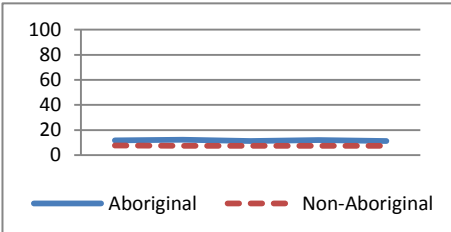
**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7 continued**

**Do you feel safe at school?**



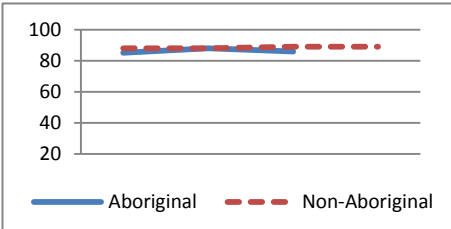
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2009/10	4,073	2,943	72	29,366	23,390	80
2010/11	4,107	3,016	73	29,410	24,031	82
2011/12	1,492	1,080	72	10,486	8,604	82
2012/13	3,602	2,695	75	26,319	21,668	82
2013/14	3,497	2,555	73	23,905	19,534	82

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



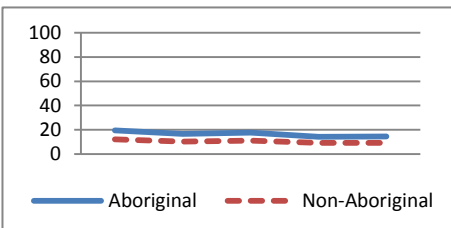
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2009/10	4,070	477	12	29,203	2,256	8
2010/11	4,118	503	12	29,258	2,207	8
2011/12	1,493	167	11	10,480	790	8
2012/13	3,577	433	12	26,187	1,969	8
2013/14	3,481	394	11	23,772	1,770	7

**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 # %	
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
2013/14	3,512	3,035	86	23,906	21,189	89

**I would like to go to a different school.**

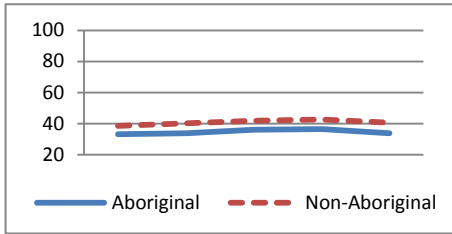


School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
2009/10	3,985	772	19	28,567	3,473	12
2010/11	4,042	668	17	28,949	2,959	10
2011/12	1,470	259	18	10,320	1,139	11
2012/13	3,530	498	14	25,855	2,380	9
2013/14	3,411	497	15	23,464	2,179	9



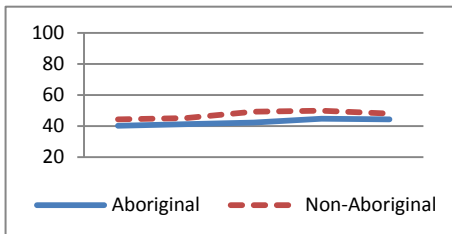
**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10**

**Do you like school?**



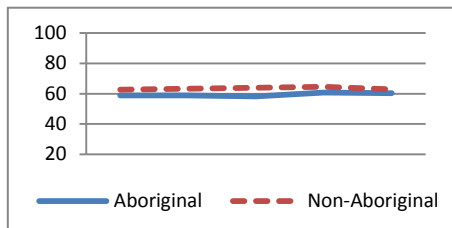
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2009/10	3,465	1,147	33	28,671	11,051	39
2010/11	3,660	1,240	34	29,462	11,841	40
2011/12	1,542	555	36	11,301	4,729	42
2012/13	3,331	1,216	37	26,036	11,132	43
2013/14	3,331	1,126	34	24,940	10,105	41

**Does staff treat all students fairly at school?**



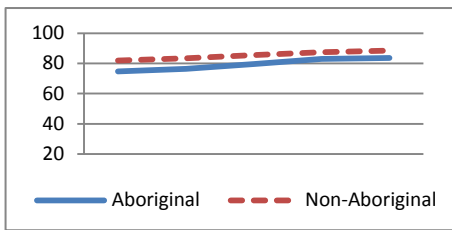
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2009/10	3,424	1,373	40	28,134	12,465	44
2010/11	3,595	1,483	41	28,943	13,046	45
2011/12	1,529	647	42	11,135	5,486	49
2012/13	3,297	1,472	45	25,493	12,724	50
2013/14	3,263	1,445	44	24,519	11,796	48

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



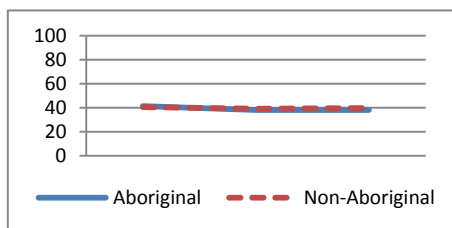
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2009/10	3,501	2,057	59	28,751	18,034	63
2010/11	3,696	2,178	59	29,470	18,676	63
2011/12	1,553	903	58	11,317	7,230	64
2012/13	3,356	2,040	61	26,020	16,801	65
2013/14	3,343	2,014	60	24,908	15,670	63

**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 #	%
2009/10	3,457	2,586	75	28,419	23,288	82
2010/11	3,616	2,760	76	28,891	24,134	84
2011/12	1,518	1,207	80	11,124	9,516	86
2012/13	3,279	2,720	83	25,537	22,334	87
2013/14	3,246	2,714	84	24,431	21,630	89

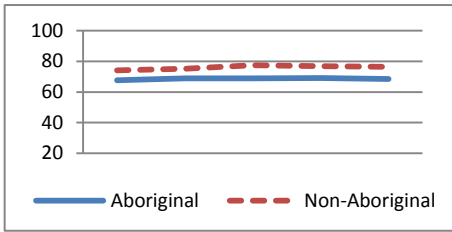
**At school, are you being taught about Aboriginal peoples in Canada?**



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 #	%
2009/10	3,439	1,247	36	28,161	10,251	36
2010/11	3,601	1,338	37	28,657	10,236	36
2011/12	1,514	627	41	11,064	4,476	40
2012/13	3,276	1,248	38	25,353	9,930	39
2013/14	3,244	1,241	38	24,288	9,683	40

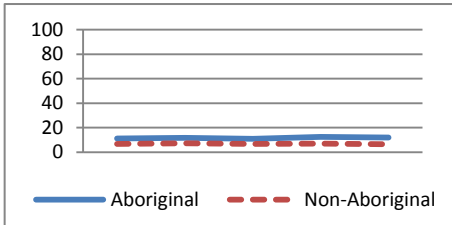
**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10 continued**

**Do you feel safe at school?**



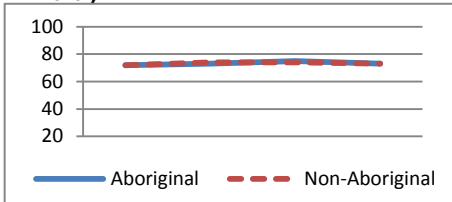
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2009/10	3,449	2,335	68	28,396	21,030	74
2010/11	3,641	2,511	69	29,292	22,049	75
2011/12	1,532	1,055	69	11,276	8,726	77
2012/13	3,313	2,291	69	25,914	19,928	77
2013/14	3,298	2,256	68	24,796	18,933	76

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



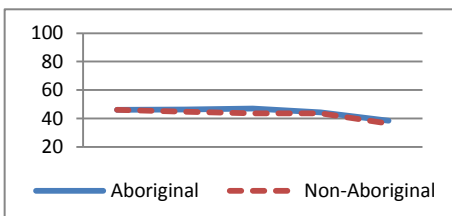
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2009/10	3,467	386	11	28,357	1,941	7
2010/11	3,642	424	12	29,200	2,113	7
2011/12	1,541	170	11	11,217	748	7
2012/13	3,319	415	13	25,781	1,797	7
2013/14	3,276	392	12	24,687	1,634	7

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



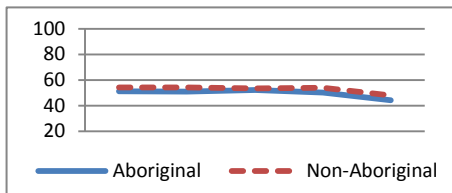
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more #	%	Gr 10 Respondents #	Two adults or more #	%
2009/10	3,541	2,510	71	28,828	20,640	72
2010/11	3,685	2,663	72	29,452	21,113	72
2011/12	1,556	1,134	73	11,303	8,323	74
2012/13	3,364	2,512	75	25,961	19,260	74
2013/14	3,335	2,426	73	24,874	18,274	73

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



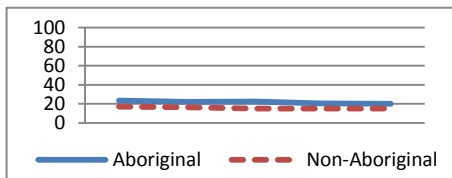
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2009/10	3,431	1,585	46	28,211	13,031	46
2010/11	3,614	1,676	46	28,974	13,001	45
2011/12	1,531	720	47	11,133	4,870	44
2012/13	3,303	1,463	44	25,564	11,170	44
2013/14	3,268	1,255	38	24,544	8,939	36

**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 #	%
2009/10	3,416	1,755	51	28,191	15,299	54
2010/11	3,603	1,837	51	28,966	15,699	54
2011/12	1,522	795	52	11,124	5,965	54
2012/13	3,294	1,657	50	25,589	13,813	54
2013/14	3,245	1,442	44	24,560	11,817	48

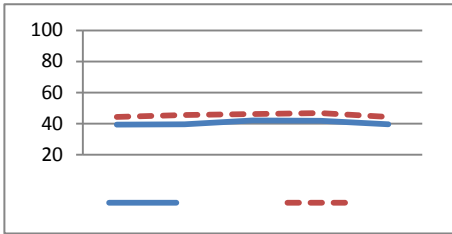
**I would like to transfer to a different school.**



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	3,342	781	23	27,634	4,737	17
2009/10	3,537	781	22	28,501	4,663	16
2010/11	1,497	338	23	10,958	1,660	15
2011/12	3,218	657	20	25,188	3,755	15
2012/13	3,181	638	20	24,023	3,597	15

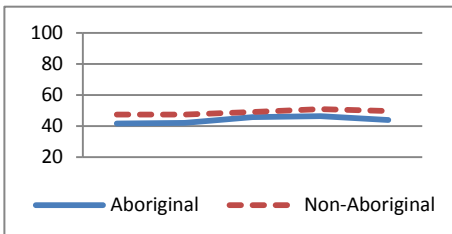
**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12**

**Do you like school?**



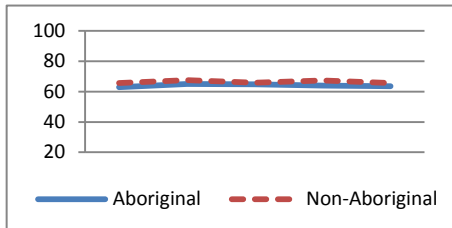
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2009/10	2,360	927	39	23,904	10,590	44
2010/11	2,497	990	40	24,264	11,061	46
2011/12	913	384	42	8,950	4,129	46
2012/13	2,329	976	42	22,584	10,576	47
2013/14	2,279	903	40	21,382	9,475	44

**Does staff treat all students fairly at school?**



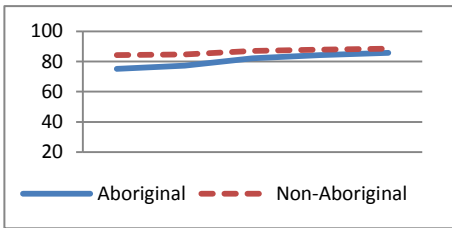
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2009/10	2,342	974	42	23,669	11,240	47
2010/11	2,482	1,045	42	24,058	11,399	47
2011/12	911	416	46	8,863	4,348	49
2012/13	2,292	1,062	46	22,278	11,323	51
2013/14	2,252	989	44	21,106	10,502	50

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



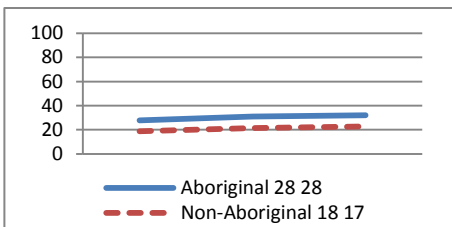
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
2009/10	2,377	1,496	63	23,948	15,710	66
2010/11	2,517	1,638	65	24,284	16,408	68
2011/12	917	594	65	8,968	5,906	66
2012/13	2,326	1,490	64	22,563	15,188	67
2013/14	2,288	1,454	64	21,379	14,049	66

**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 # %	
2009/10	2,358	1,774	75	23,777	20,037	84
2010/11	2,459	1,902	77	23,837	20,186	85
2011/12	890	731	82	8,777	7,645	87
2012/13	2,280	1,923	84	22,158	19,478	88
2013/14	2,234	1,917	86	20,966	18,580	89

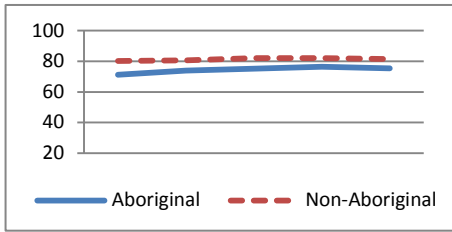
**At school, are you being taught about Aboriginal peoples in Canada?**



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 # %	
2009/10	2,338	648	28	23,446	4,139	18
2010/11	2,450	696	28	23,612	4,068	17
2011/12	888	247	28	8,714	1,640	19
2012/13	2,264	700	31	21,990	4,683	21
2013/14	2,234	713	32	20,789	4,703	23

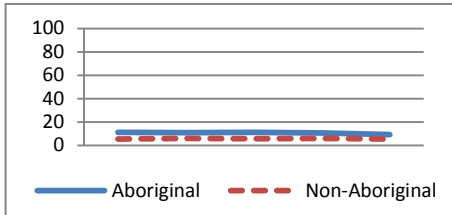
**APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12 continued**

**Do you feel safe at school?**



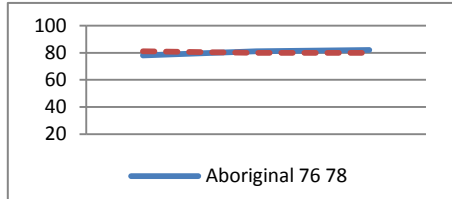
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2009/10	2,357	1,677	71	23,813	19,119	80
2010/11	2,493	1,841	74	24,178	19,477	81
2011/12	907	682	75	8,922	7,319	82
2012/13	2,318	1,774	77	22,467	18,427	82
2013/14	2,274	1,713	75	21,243	17,294	81

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



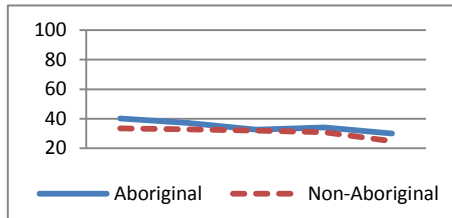
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2009/10	2,369	264	11	23,688	1,303	6
2010/11	2,503	271	11	24,129	1,473	6
2011/12	911	102	11	8,894	519	6
2012/13	2,311	249	11	22,428	1,347	6
2013/14	2,263	211	9	21,237	1,136	5

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



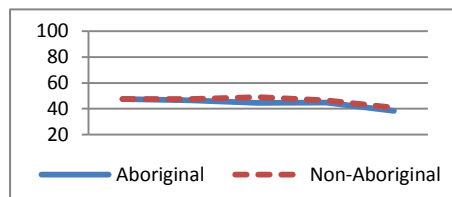
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more #	%	Gr 12 Respondents #	Two adults or more #	%
2009/10	2,412	1,825	76	24,133	18,845	78
2010/11	2,543	1,978	78	24,386	19,354	79
2011/12	916	717	78	9,002	7,278	81
2012/13	2,338	1,886	81	22,612	18,059	80
2013/14	2,287	1,869	82	21,458	17,253	80

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



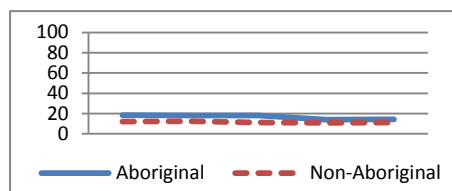
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2009/10	2,352	943	40	23,704	7,931	33
2010/11	2,470	915	37	24,021	7,848	33
2011/12	899	292	32	8,843	2,824	32
2012/13	2,296	781	34	22,339	6,898	31
2013/14	2,259	676	30	21,146	5,242	25

**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 #	%
2009/10	2,341	1,113	48	23,749	11,275	47
2010/11	2,461	1,144	46	24,079	11,468	48
2011/12	899	400	44	8,884	4,345	49
2012/13	2,281	1,020	45	22,378	10,407	47
2013/14	2,237	860	38	21,212	8,679	41

**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 #	%
2009/10	2,287	419	18	23,186	2,841	12
2010/11	2,455	447	18	23,745	2,925	12
2011/12	895	163	18	8,706	964	11
2012/13	2,255	315	14	21,961	2,356	11
2013/14	2,202	316	14	20,758	2,345	11

## GLOSSARY

For complete listing of glossary: [www.bced.gov.bc.ca/reporting/glossary.php](http://www.bced.gov.bc.ca/reporting/glossary.php)

GLOSSARY ITEM	DEFINITION
<b>Aboriginal Student</b>	A student (including adult) who has self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis or Inuit).
<b>Alternate Programs</b>	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.
<b>BC Adult Graduation Diploma</b>	Granted by the Ministry of Education upon successful completion of the provincial adult graduation requirements. Refer to <a href="http://www.bced.gov.bc.ca/adult_graduation">www.bced.gov.bc.ca/adult_graduation</a> for more information.
<b>BC Certificate of Graduation</b>	Granted by the Ministry of Education to students who meet the British Columbia secondary school graduation requirements. Also referred to as a "Dogwood Certificate".
<b>BC School Completion Certificate</b>	Granted by the Ministry to recognize the accomplishments of students who have succeeded in meeting the goals of their educational program other than graduation.
<b>C- (Pass) or Better</b>	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.
<b>Completion Rate</b>	See <b>Six-Year Completion Rate</b>
<b>Dash ( - )</b>	There are no data for this category.
<b>Delayed Transition</b>	Students who first begin their studies in a British Columbia public post-secondary institution one or more years after secondary school graduation.
<b>Eligible (to graduate)</b>	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.
<b>Eligible Grade 12 Graduation Rate</b>	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.
<b>Enrolment</b>	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.
<b>EU</b>	Elementary Ungraded
<b>Final Mark</b>	A course mark and an exam mark have been assigned.
<b>GA</b>	Graduated Adult
<b>Grade to Grade Transition Rate</b>	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.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Graduation Requirements.
<b>Headcount</b>	A count of unique individuals.
<b>Immediate Transition</b>	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.
<b>Msk</b>	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 <a href="http://www2.gov.bc.ca/gov/topic.page?id=25CF215B1E9C47479E0FE72D3823D973">http://www2.gov.bc.ca/gov/topic.page?id=25CF215B1E9C47479E0FE72D3823D973</a>
<b>Off-Reserve Aboriginal Student</b>	Includes only Aboriginal students who attend a school and who live off a reserve.
<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.

<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment divided by the total number of students in that grade.
<b>Performance (Foundation Skills Assessment)</b>	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.
<b>Public School</b>	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.
<b>School</b>	An organization having at least one teacher and administrator, which provides educational programs to students.
<b>School District</b>	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.
<b>School Year</b>	The twelve month period commencing on July 1 and ending the following June 30.
<b>Six-Year Completion Rate</b>	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 (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).
<b>Special Needs Program</b>	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).
<b>Special Needs Performance Reporting Groups</b>	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)
<b>Special Needs Categories</b>	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)
<b>Student</b>	A school-aged or adult individual enrolled in a BC school. Populations are calculated by headcount. Registered homeschooled children are not included.
<b>Student Cohort</b>	Students who are tracked through their school years as a unique group.
<b>SU</b>	Secondary Ungraded
<b>Subject (Provincial Examination)</b>	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).
<b>Zero ( 0 )</b>	There are no students in this category or the number as a percentage is less than 0.5%