



Aboriginal Report 2009/10 - 2013/14

How Are We Doing?

School District 036
Surrey

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Surrey, BC, V3X 3A3

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electronic version of report: www.bced.gov.bc.ca/reporting/

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Questions/Comments:

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Ministry of
Education

ABORIGINAL REPORT - HOW ARE WE DOING?

The Aboriginal "How Are We Doing?" report provides information about Aboriginal students (including adults) performance in public schools.

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

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

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

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

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

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

- **Consider participation rates**

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

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

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

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

- **Review data trends**

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

POINTS OF INQUIRY

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

PLEASE NOTE

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

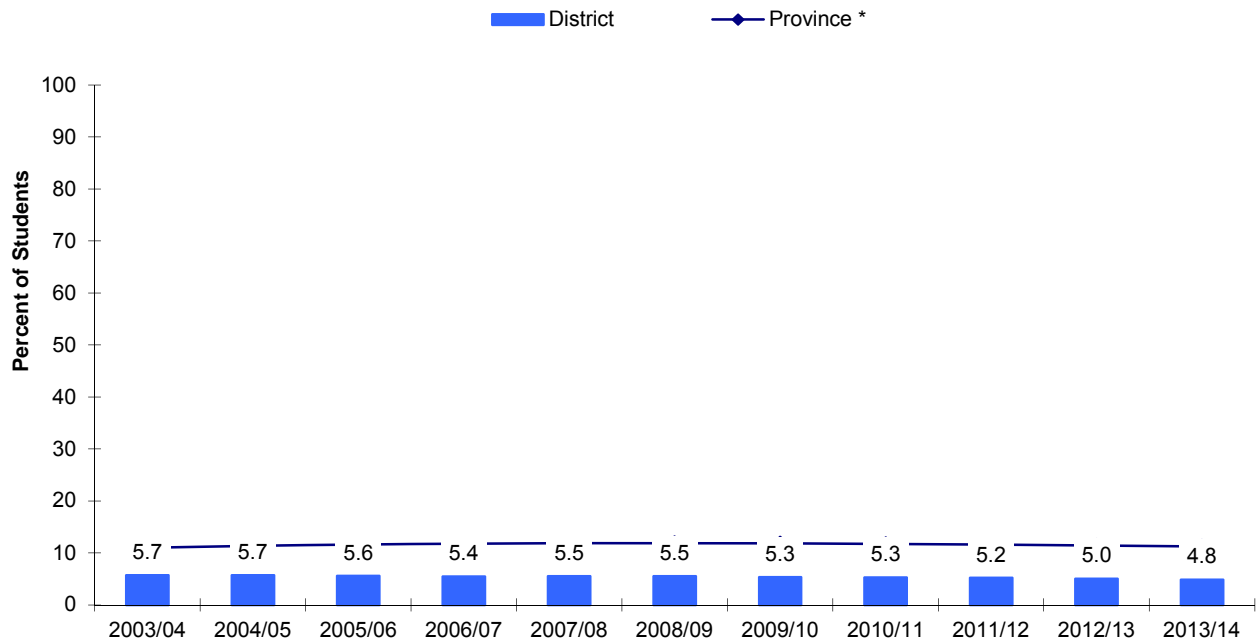
STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

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

PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District			Province *		
	All Students #	Aboriginal Students #	%	All Students #	Aboriginal Students #	%
2003/04	65,021	3,691	5.7	615,184	67,695	11.0
2004/05	65,464	3,721	5.7	606,383	68,956	11.4
2005/06	66,098	3,679	5.6	599,492	69,625	11.6
2006/07	66,853	3,634	5.4	587,815	69,093	11.8
2007/08	67,225	3,723	5.5	583,620	69,347	11.9
2008/09	67,713	3,719	5.5	579,485	68,919	11.9
2009/10	69,109	3,687	5.3	580,483	68,562	11.8
2010/11	72,277	3,798	5.3	579,111	67,801	11.7
2011/12	69,462	3,605	5.2	569,740	66,016	11.6
2012/13	71,974	3,613	5.0	564,532	64,306	11.4
2013/14	72,272	3,492	4.8	558,986	62,763	11.2

Percent of Self-Identified Aboriginal Students



* Public schools only.

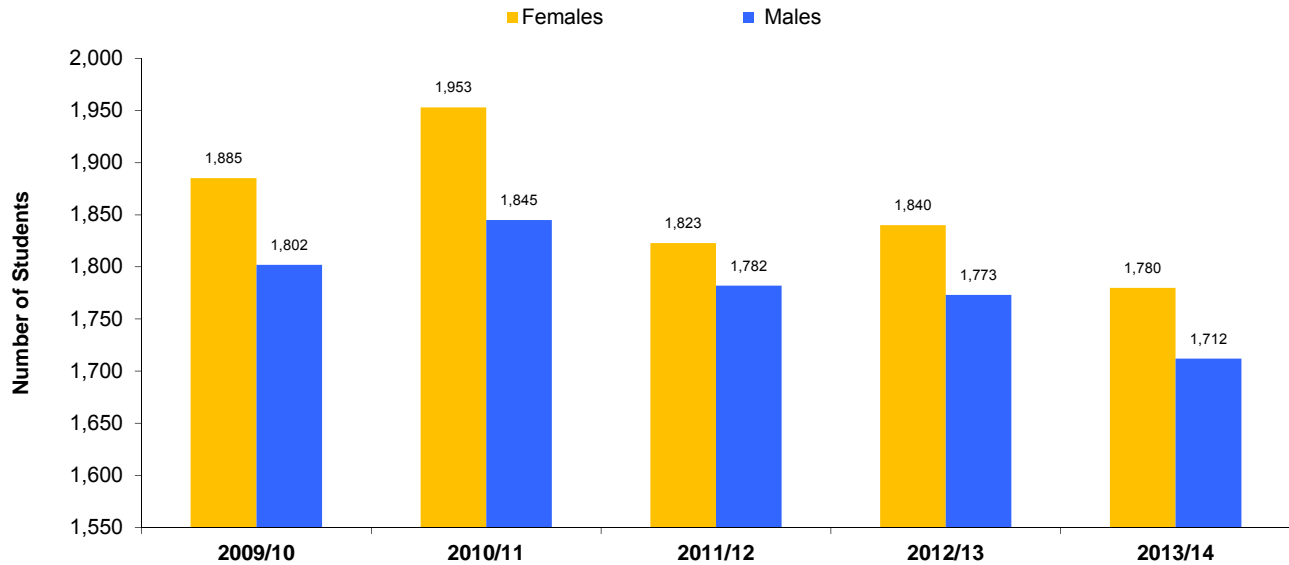
ABORIGINAL STUDENTS BY GENDER

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

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	Aboriginal Students		District			Province *			
		#	%	Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
2009/10	69,109	3,687	5.3	1,885	2.7	1,802	2.6	68,562	33,884	34,678
2010/11	72,277	3,798	5.3	1,953	2.7	1,845	2.6	67,801	33,526	34,275
2011/12	69,462	3,605	5.2	1,823	2.6	1,782	2.6	66,016	32,675	33,341
2012/13	71,974	3,613	5.0	1,840	2.6	1,773	2.5	64,306	31,932	32,374
2013/14	72,272	3,492	4.8	1,780	2.5	1,712	2.4	62,763	31,074	31,689

Number of Aboriginal Students by Gender



NOTES:

* Public schools only.

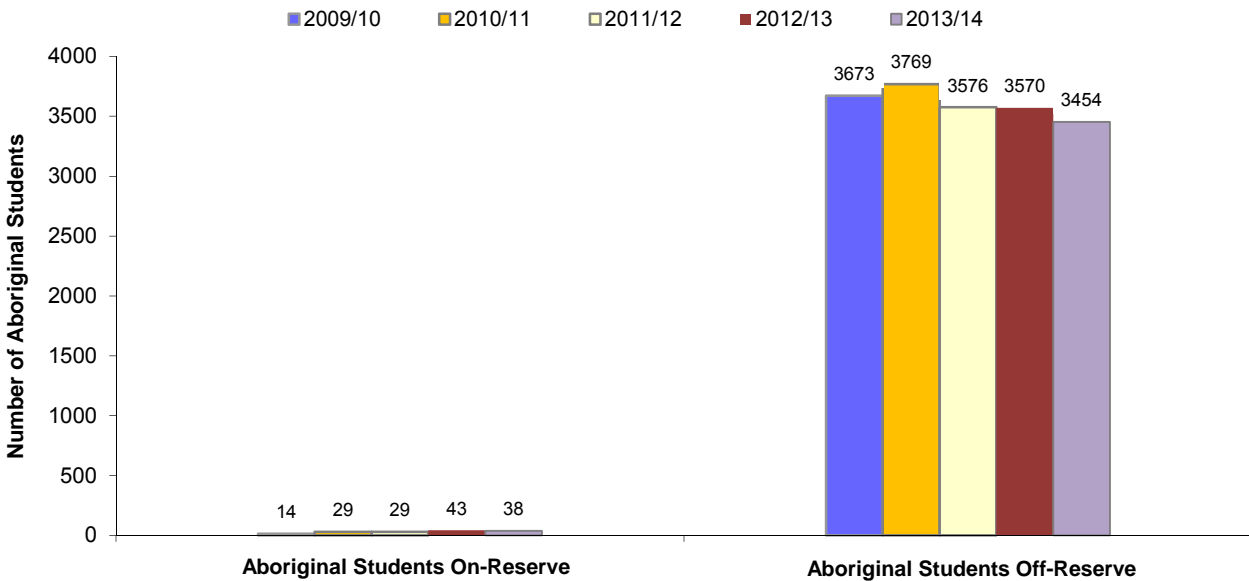
ABORIGINAL STUDENTS ON OR OFF-RESERVE

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.

ABORIGINAL STUDENTS ON OR OFF-RESERVE

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			On-Reserve	Off-Reserve
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2009/10	3687	7	7	14	1878	1795	3673	10,133	58,429
2010/11	3798	9	20	29	1944	1825	3769	9,908	57,893
2011/12	3605	10	19	29	1813	1763	3576	9,324	56,692
2012/13	3613	20	23	43	1820	1750	3570	8,926	55,380
2013/14	3492	17	21	38	1763	1691	3454	8,812	53,951

District Data: Number of Aboriginal Students, On or Off-Reserve



NOTES:

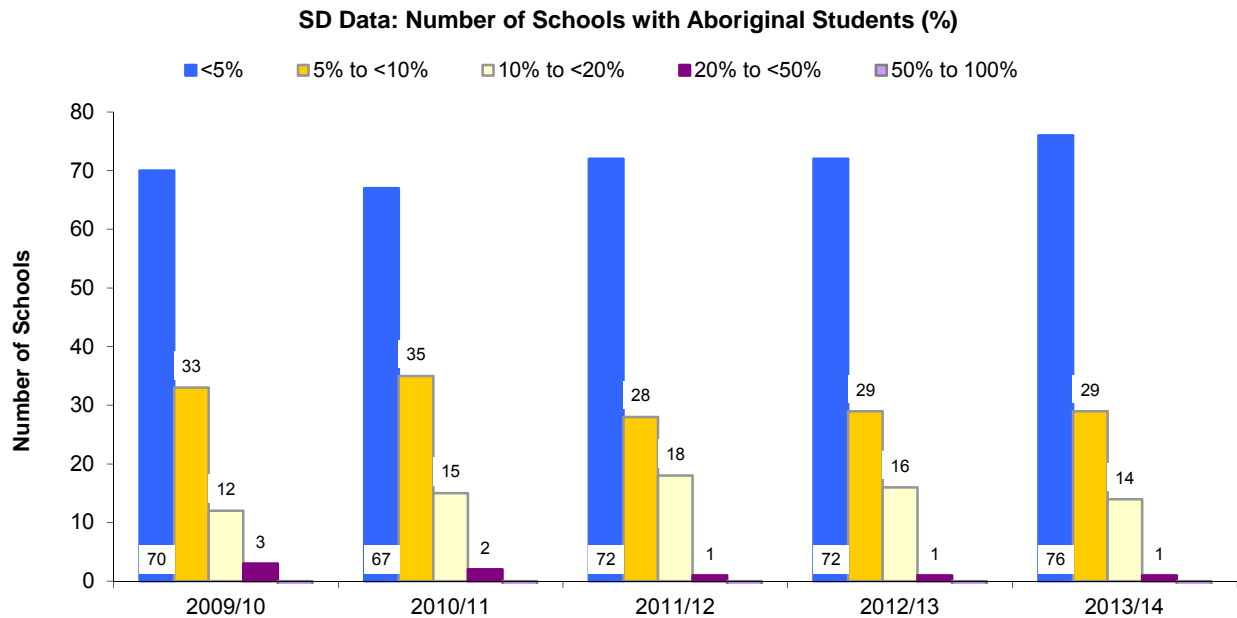
* Public schools only.

NUMBER OF 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 STUDENTS (%)

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		<5 %	5 to <10 %	10 to <20 %	20 to <50 %	50 to 100 %		<5 %	5 to <10 %	10 to <20 %	20 to <50 %	50 to 100 %
2009/10	118	70	33	12	3	0	1,432	393	278	356	310	95
2010/11	119	67	35	15	2	0	1,408	399	258	361	296	94
2011/12	119	72	28	18	1	0	1,404	406	259	350	302	87
2012/13	118	72	29	16	1	0	1,404	418	257	357	285	87
2013/14	120	76	29	14	1	0	1,394	433	250	353	267	91



NOTES:

* Public schools only.

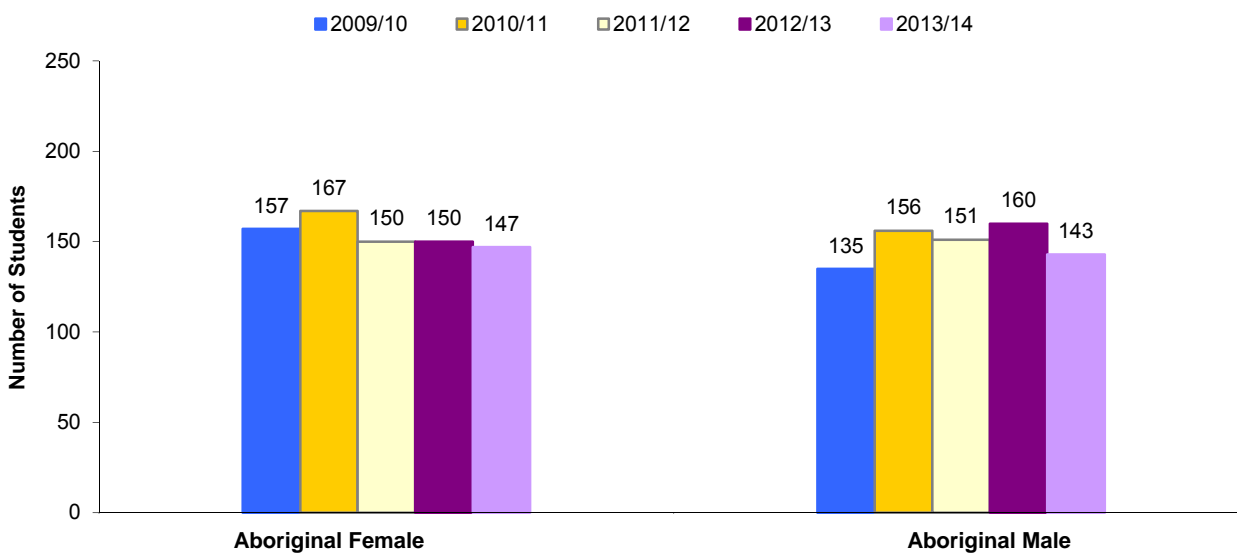
STUDENTS IN ALTERNATE PROGRAMS

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	Total Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2009/10	1300	157	135	292	452	556	1008	2,092	1,968	3,459	3,976
2010/11	1319	167	156	323	423	573	996	1,920	1,824	2,976	3,597
2011/12	1196	150	151	301	399	496	895	1,811	1,674	2,548	3,098
2012/13	1092	150	160	310	323	459	782	1,682	1,616	2,242	2,981
2013/14	1037	147	143	290	293	454	747	1,579	1,564	2,066	2,785

SD Data: Number of Aboriginal Students in Alternate Programs



NOTES:

* Public schools only.

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

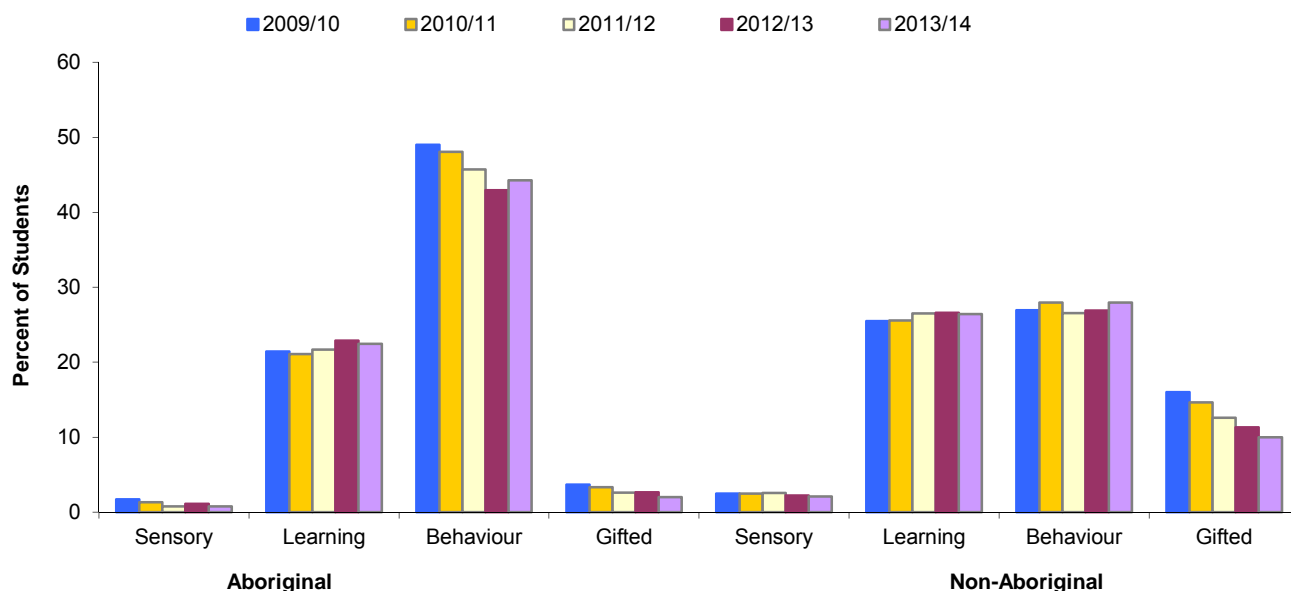
Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (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	Special Needs Ab #	Special Needs Non-Ab #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2009/10	816	5653	14	2	141	2	175	21	1440	25	400	49	1523	27	30	4	905	16
2010/11	897	5977	12	1	149	2	189	21	1527	26	431	48	1671	28	30	3	874	15
2011/12	890	5857	7	1	150	3	193	22	1552	26	407	46	1555	27	23	3	737	13
2012/13	913	5947	10	1	133	2	209	23	1581	27	392	43	1599	27	24	3	672	11
2013/14	899	6095	7	1	128	2	202	22	1610	26	398	44	1704	28	18	2	609	10

Percent of Students in Special Needs Performance Reporting Groups



NOTES:

GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

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

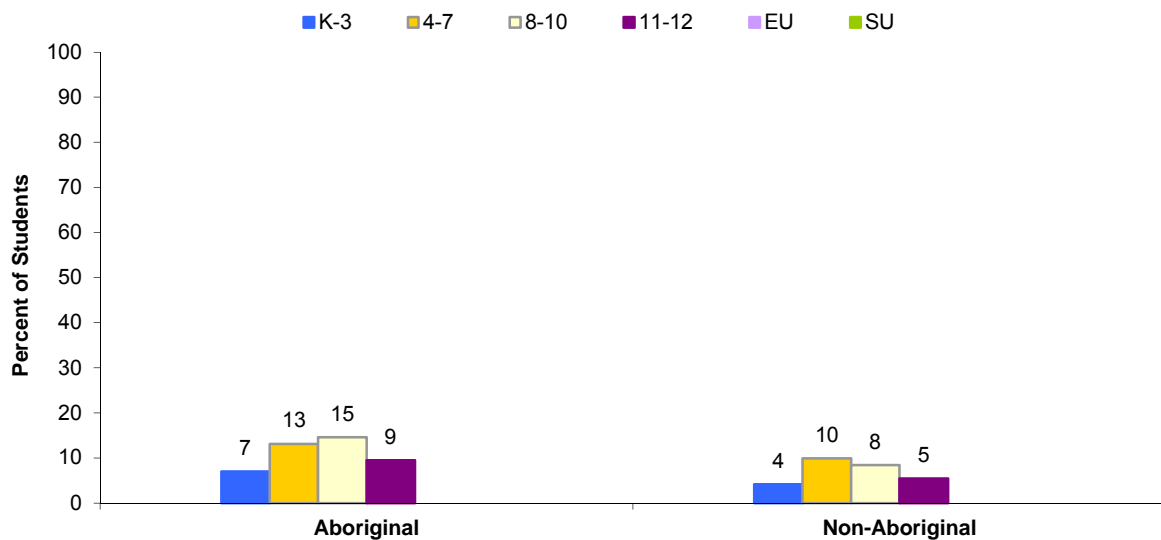
Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

		Aboriginal Students											
School Year	Total All Special Needs Categories #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2009/10	816	75	9	147	18	149	18	29	4	0	0	0	0
2010/11	897	58	6	158	18	147	16	67	7	0	0	0	0
2011/12	890	48	5	143	16	137	15	79	9	0	0	0	0
2012/13	913	56	6	120	13	128	14	88	10	0	0	0	0
2013/14	899	63	7	118	13	131	15	85	9	0	0	0	0

		Non-Aboriginal Students											
School Year	Total All Special Needs Categories #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2009/10	5653	273	5	620	11	447	8	183	3	0	0	0	0
2010/11	5977	264	4	677	11	466	8	262	4	0	0	0	0
2011/12	5857	234	4	628	11	467	8	226	4	0	0	0	0
2012/13	5947	233	4	598	10	498	8	267	4	0	0	0	0
2013/14	6095	252	4	603	10	512	8	329	5	0	0	0	0

Students with Behaviour Disabilities - Grade Distribution 2013/14

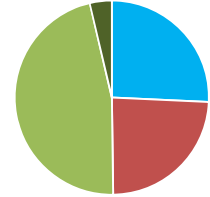


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

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

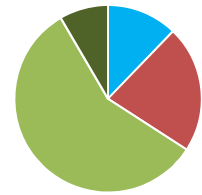
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	264	80	53	20	67	25	134	51	10	4
2010/11	256	85	38	15	89	35	125	49	4	2
2011/12	266	78	59	22	82	31	119	45	6	2
2012/13	257	81	50	19	65	25	126	49	16	6
2013/14	245	74	63	26	59	24	114	47	9	4



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

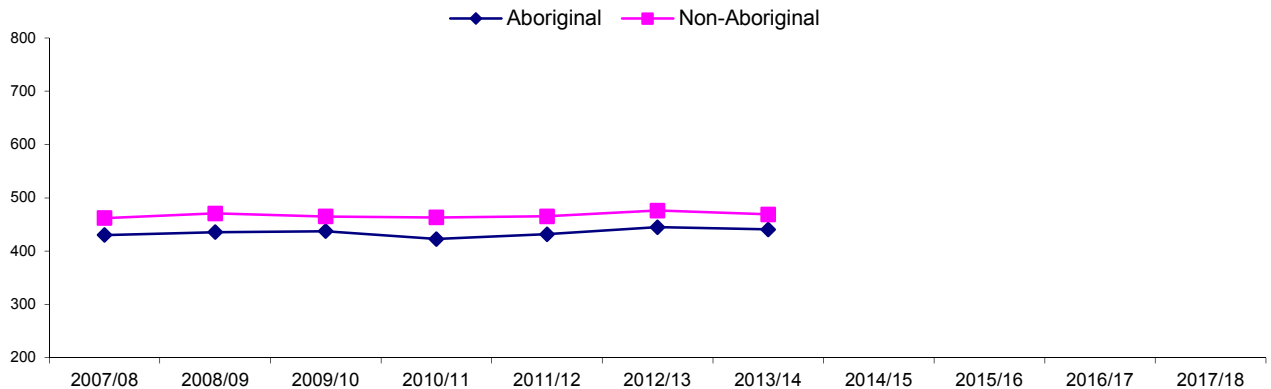
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	4487	88	529	12	1054	23	2554	57	350	8
2010/11	4472	91	423	9	1072	24	2669	60	308	7
2011/12	4536	90	449	10	1042	23	2737	60	308	7
2012/13	4577	90	479	10	912	20	2742	60	444	10
2013/14	4668	88	570	12	1023	22	2681	57	394	8



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

Average FSA Scaled Score - Grade 4 Reading

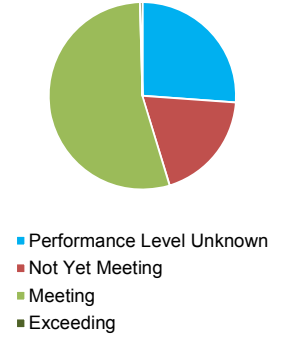


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

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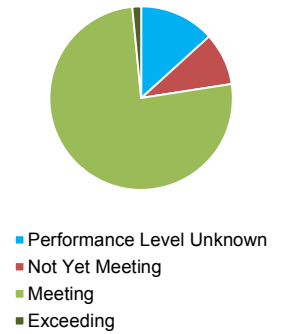
GRADE 4: ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	264	80	52	20	73	28	136	52	3	1
2010/11	256	83	44	17	57	22	151	59	4	2
2011/12	266	75	67	25	61	23	136	51	2	1
2012/13	257	79	53	21	40	16	158	61	6	2
2013/14	245	74	64	26	47	19	133	54	1	0

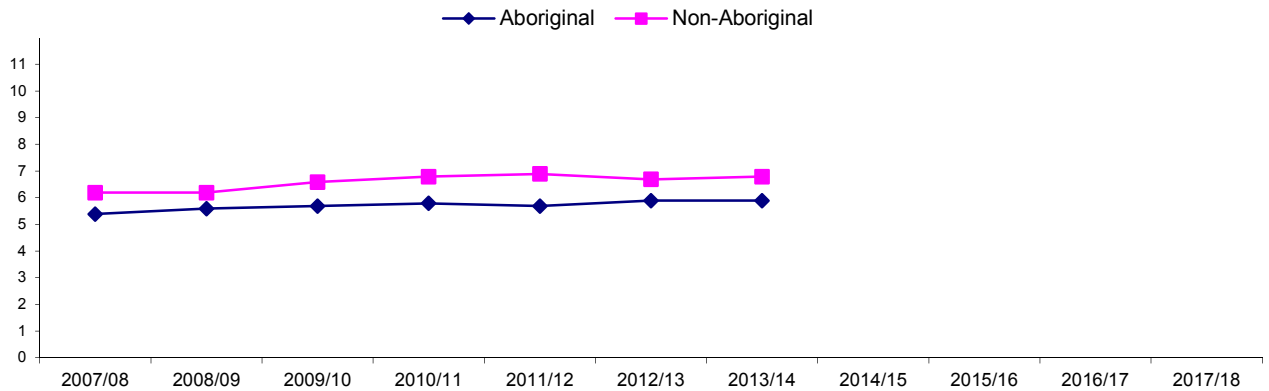


GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	4487	87	578	13	650	14	3074	69	185	4
2010/11	4472	90	464	10	453	10	3387	76	168	4
2011/12	4536	88	536	12	526	12	3305	73	169	4
2012/13	4577	89	520	11	439	10	3523	77	95	2
2013/14	4668	87	620	13	431	9	3545	76	72	2



Average FSA Scaled Score - Grade 4 Writing

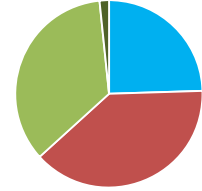


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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

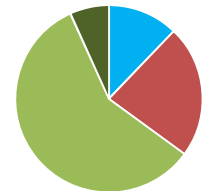
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	264	83	46	17	108	41	106	40	4	2
2010/11	256	84	41	16	114	45	98	38	3	1
2011/12	266	79	55	21	102	38	107	40	2	1
2012/13	257	80	51	20	87	34	114	44	5	2
2013/14	245	76	60	24	95	39	86	35	4	2



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

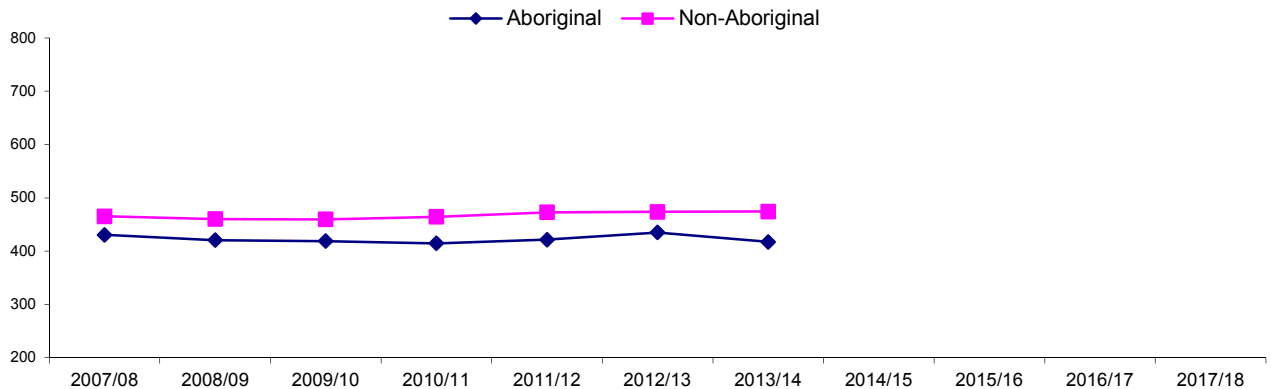
GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	4487	88	521	12	1289	29	2434	54	243	5
2010/11	4472	91	421	9	1213	27	2565	57	273	6
2011/12	4536	90	456	10	1069	24	2715	60	296	7
2012/13	4577	89	483	11	1036	23	2755	60	303	7
2013/14	4668	88	568	12	1068	23	2717	58	315	7



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

Average FSA Scaled Score - Grade 4 Numeracy

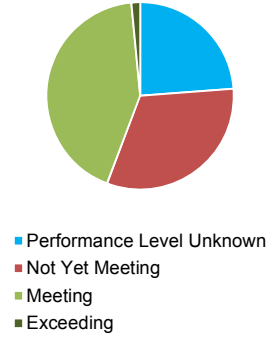


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

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

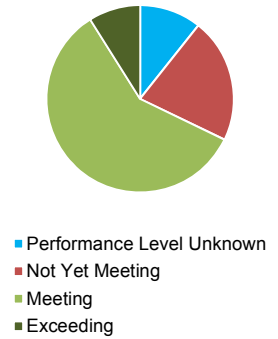
GRADE 7: ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	284	83	48	17	74	26	141	50	21	7
2010/11	289	86	41	14	83	29	151	52	14	5
2011/12	255	76	60	24	71	28	111	44	13	5
2012/13	255	80	50	20	68	27	123	48	14	5
2013/14	269	76	64	24	86	32	115	43	4	1

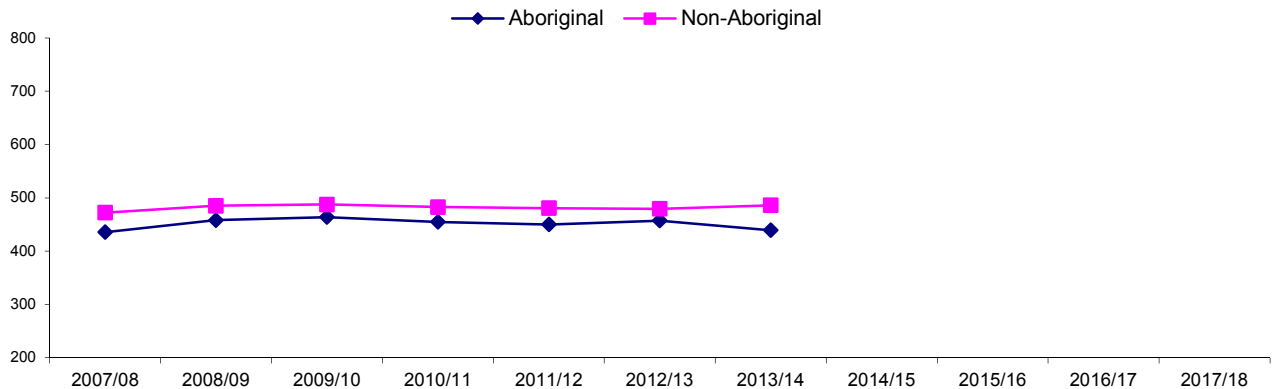


GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	4969	91	461	9	1025	21	3024	61	459	9
2010/11	5036	91	438	9	1080	21	3077	61	441	9
2011/12	4864	90	482	10	1128	23	2836	58	418	9
2012/13	4785	90	468	10	1101	23	2844	59	372	8
2013/14	4849	89	517	11	1043	22	2854	59	435	9



Average FSA Scaled Score - Grade 7 Reading

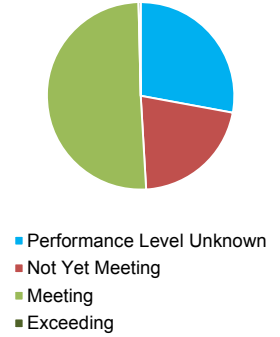


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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

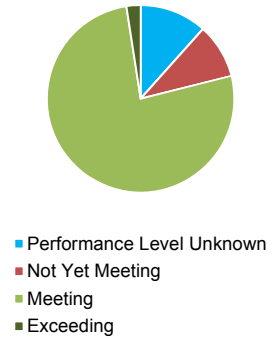
GRADE 7: ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	284	79	60	21	68	24	149	52	7	2
2010/11	289	85	42	15	68	24	173	60	6	2
2011/12	255	76	60	24	59	23	133	52	3	1
2012/13	255	79	54	21	47	18	153	60	1	0
2013/14	269	72	75	28	57	21	136	51	1	0

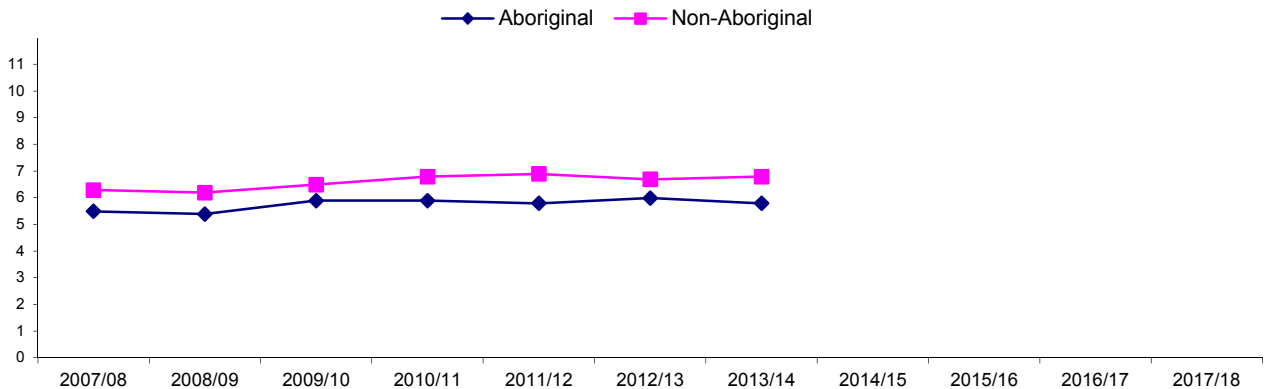


GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	4969	90	501	10	732	15	3593	72	143	3
2010/11	5036	90	495	10	473	9	3838	76	230	5
2011/12	4864	89	534	11	456	9	3627	75	247	5
2012/13	4785	89	516	11	410	9	3740	78	119	2
2013/14	4849	88	562	12	459	9	3710	77	118	2



Average FSA Scaled Score - Grade 7 Writing

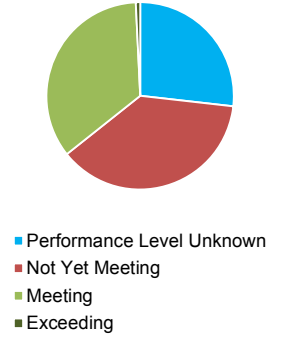


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

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

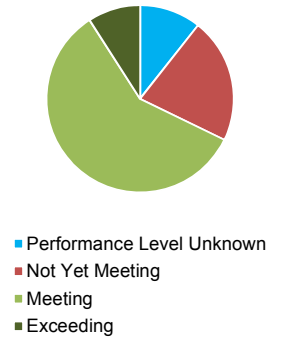
GRADE 7: ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	284	81	54	19	104	37	119	42	7	2
2010/11	289	84	45	16	101	35	137	47	6	2
2011/12	255	76	61	24	102	40	90	35	2	1
2012/13	255	77	58	23	81	32	109	43	7	3
2013/14	269	73	72	27	101	38	94	35	2	1

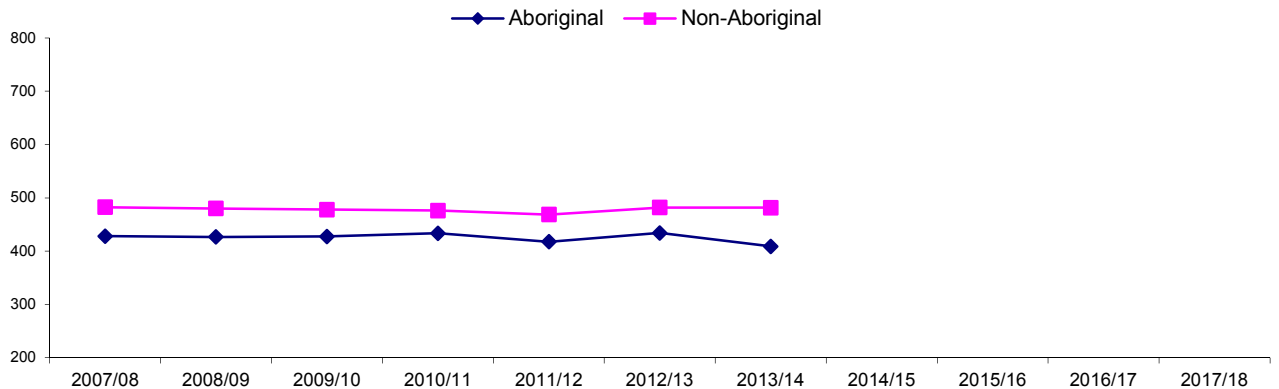


GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2009/10	4969	91	467	9	1055	21	3080	62	367	7
2010/11	5036	91	439	9	1175	23	3033	60	389	8
2011/12	4864	90	497	10	1201	25	2817	58	349	7
2012/13	4785	90	483	10	977	20	2907	61	418	9
2013/14	4849	89	515	11	1047	22	2846	59	441	9



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.

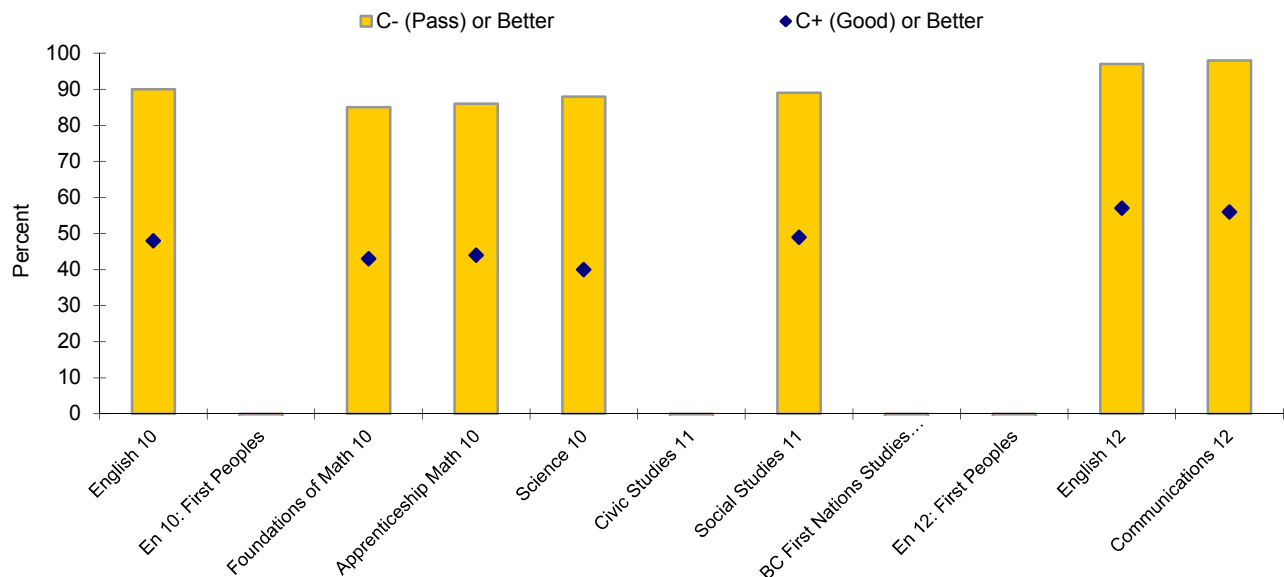
The final mark for a course is derived from the course mark (classroom work) and the exam mark. As the course mark measures performance for the duration of the course and the exam evaluates performance through large-scale testing, the results of these two indicators may vary. In Grades 10 and 11 the 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.

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	221	198	90	106	48	5422	5194	96	3789	70
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	114	97	85	49	43	4898	4457	91	2963	60
Apprenticeship Math 10	125	108	86	55	44	1004	878	87	425	42
Science 10	210	184	88	83	40	5423	5160	95	3529	65
Civic Studies 11	Msk	Msk	Msk	Msk	Msk	52	48	92	28	54
Social Studies 11	162	144	89	80	49	5122	4917	96	3638	71
BC First Nations Studies 12	Msk	Msk	Msk	Msk	Msk	90	87	97	60	67
English 12: First Peoples	-	-	-	-	-	-	-	-	-	-
English 12	111	108	97	63	57	4960	4858	98	3524	71
Communications 12	41	40	98	23	56	702	691	98	409	58

Required Exams Overview: Aboriginal Results 2013/14



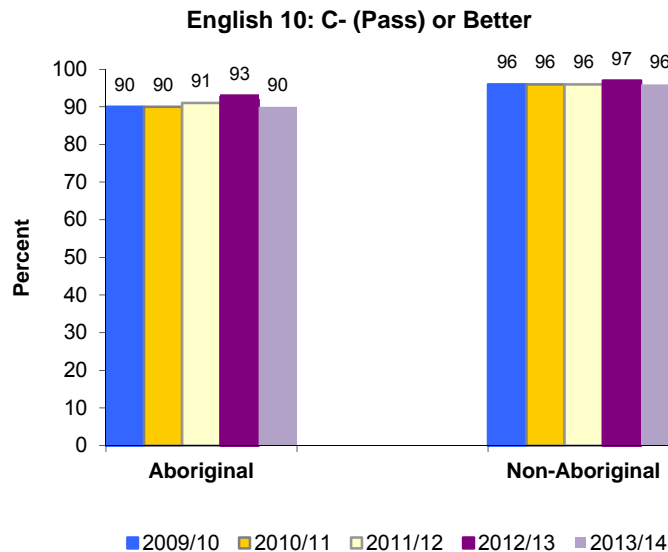
REQUIRED EXAMINATIONS RESULTS: ENGLISH 10

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	247	223	90	95	38	5365	5160	96	3466	65
	2010/11	299	268	90	119	40	5603	5391	96	3719	66
	2011/12	240	219	91	104	43	5678	5460	96	3764	66
	2012/13	228	213	93	122	54	5525	5379	97	3888	70
	2013/14	221	198	90	106	48	5422	5194	96	3789	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 ¹ #	Gr 10 #	Non-Gr 10 ² #		Total Gr 10 Students ¹ #	Gr 10 #	Non-Gr 10 ² #		
2009/10	247	423	-	-	5365	5983	-	-		
2010/11	299	415	250	49	5603	7430	5023	580		
2011/12	240	355	193	47	5678	7251	4895	783		
2012/13	228	350	188	40	5525	5946	4860	665		
2013/14	221	321	195	26	5422	5901	4834	588		



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

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

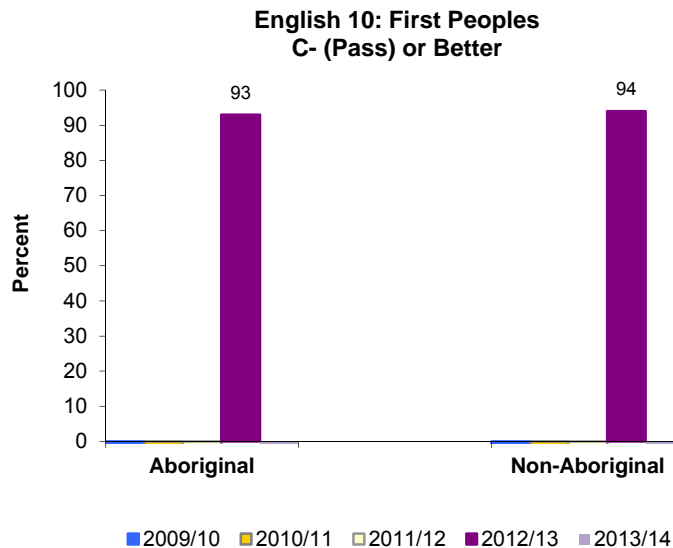
REQUIRED EXAMINATIONS RESULTS: ENGLISH 10: FIRST PEOPLES

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

ENGLISH 10: FIRST PEOPLES

Final Mark	School Year	Aboriginal				Non-Aboriginal							
		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%	#	%	#	%	#	%	#	%
	2009/10	-	-	-	-	-	-	-	-	-	-	-	-
	2010/11	-	-	-	-	-	-	-	-	-	-	-	-
	2011/12	-	-	-	-	-	-	-	-	-	-	-	-
	2012/13	15	93	14	40	6	18	17	94	10	56	10	56
	2013/14	-	-	-	-	-	-	-	-	-	-	-	-

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 10 Students ¹ #	Gr 10 #	Non-Gr 10 ² #	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Gr 10 #	Non-Gr 10 ² #
2009/10	-	423	-	-	-	5983	-	-
2010/11	-	415	-	-	-	7430	-	-
2011/12	-	355	-	-	-	7251	-	-
2012/13	15	350	15	0	18	5946	18	0
2013/14	-	321	-	-	-	5901	-	-



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

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

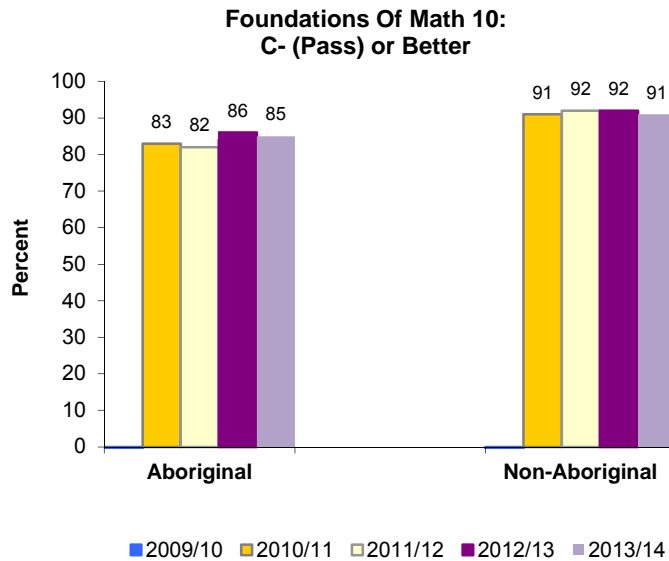
REQUIRED EXAMINATIONS RESULTS: FOUNDATIONS & PRE-CALCULUS MATH 10

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 & PRE-CALCULUS MATH 10

Final Mark	School Year	Aboriginal				Non-Aboriginal					
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	2009/10	-	-	-	-	-	-	-	-	-	-
	2010/11	113	94	83	46	41	4477	4087	91	2572	57
	2011/12	114	93	82	31	27	4827	4443	92	2827	59
	2012/13	133	114	86	53	40	4753	4370	92	2895	61
	2013/14	114	97	85	49	43	4898	4457	91	2963	60

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark				Students Assigned Final Mark			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Gr 10 #	Non-Gr 10 ² #	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Gr 10 #	Non-Gr 10 ² #
2009/10	-	423	-	-	-	5983	-	-
2010/11	113	415	100	13	4477	7430	3974	503
2011/12	114	355	99	15	4827	7251	4087	740
2012/13	133	350	117	16	4753	5946	4130	623
2013/14	114	321	98	16	4898	5901	4212	686



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

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

REQUIRED EXAMINATIONS RESULTS: APPRENTICESHIP AND WORKPLACE MATH 10

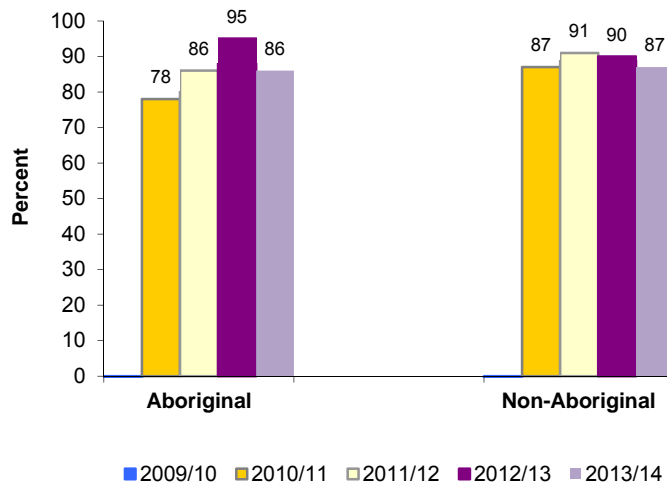
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

APPRENTICESHIP AND WORKPLACE MATH 10

Final Mark	School Year	Aboriginal				Non-Aboriginal					
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	2009/10	-	-	-	-	-	-	-	-	-	-
	2010/11	122	95	78	38	31	890	773	87	288	32
	2011/12	139	120	86	59	42	1036	945	91	418	40
	2012/13	116	110	95	58	50	953	853	90	405	42
	2013/14	125	108	86	55	44	1004	878	87	425	42

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark				Students Assigned Final Mark			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Gr 10 #	Non-Gr 10 ² #	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Gr 10 #	Non-Gr 10 ² #
2009/10	-	423	-	-	-	5983	-	-
2010/11	122	415	102	20	890	7430	662	228
2011/12	139	355	88	51	1036	7251	708	328
2012/13	116	350	65	51	953	5946	617	336
2013/14	125	321	87	38	1004	5901	640	364

Apprenticeship And Workplace Math 10: C- (Pass) or Better



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

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

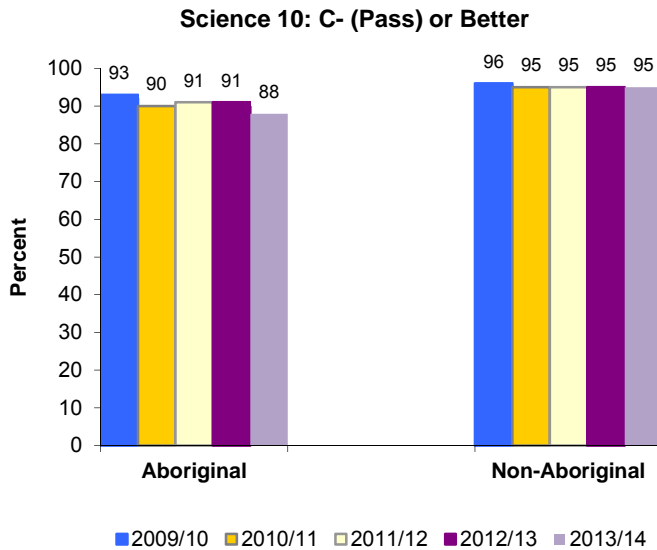
REQUIRED EXAMINATIONS RESULTS: SCIENCE 10

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

SCIENCE 10

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	2009/10	225	209	93	84	37	5263	5049	96	3225	61
	2010/11	269	241	90	109	41	5574	5322	95	3424	61
	2011/12	219	200	91	78	36	5434	5175	95	3390	62
	2012/13	209	190	91	91	44	5380	5126	95	3537	66
	2013/14	210	184	88	83	40	5423	5160	95	3529	65

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2009/10	225	423	-	-	5263	5983	-	-		
2010/11	269	415	223	46	5574	7430	5022	552		
2011/12	219	355	175	44	5434	7251	4850	584		
2012/13	209	350	169	40	5380	5946	4817	563		
2013/14	210	321	177	33	5423	5901	4862	561		



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

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

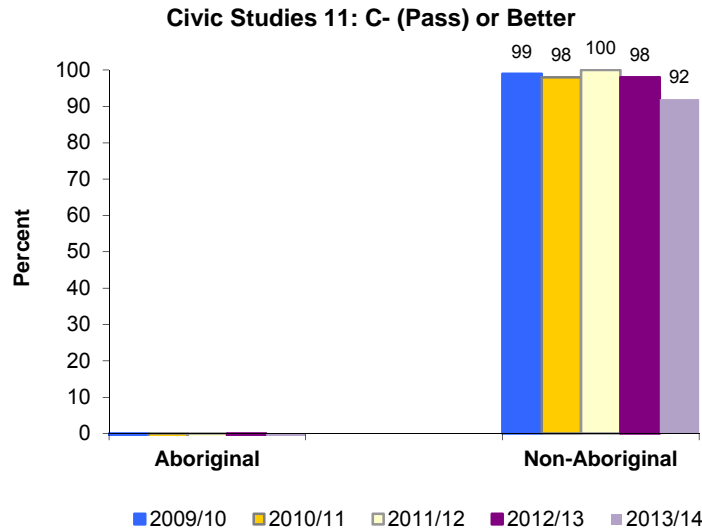
REQUIRED EXAMINATIONS RESULTS: CIVIC STUDIES 11

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

CIVIC STUDIES 11

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned	C- (Pass) or Better		C+ (Good) or Better		Students Assigned	C- (Pass) or Better		C+ (Good) or Better	
		Final Mark #	#	%	#	%	Final Mark #	#	%	#	%
	2009/10	Msk	Msk	Msk	Msk	Msk	101	100	99	73	72
	2010/11	Msk	Msk	Msk	Msk	Msk	85	83	98	53	62
	2011/12	Msk	Msk	Msk	Msk	Msk	26	26	100	18	69
	2012/13	Msk	Msk	Msk	Msk	Msk	52	51	98	43	83
	2013/14	Msk	Msk	Msk	Msk	Msk	52	48	92	28	54

School Year	Final Mark	Aboriginal				Non-Aboriginal			
		Students Assigned		Students Assigned		Students Assigned		Students Assigned	
		Final Mark #	Total Gr 11 Students ¹	Gr 11 #	Non-Gr 11 ² #	Final Mark #	Total Gr 11 Students ¹	Gr 11 #	Non-Gr 11 ² #
2009/10	Msk	288	-	-	101	5762	-	-	
2010/11	Msk	338	Msk	Msk	85	6241	83	2	
2011/12	Msk	370	Msk	Msk	26	6158	26	0	
2012/13	Msk	324	Msk	Msk	52	6254	51	1	
2013/14	Msk	312	Msk	Msk	52	5973	48	4	



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

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

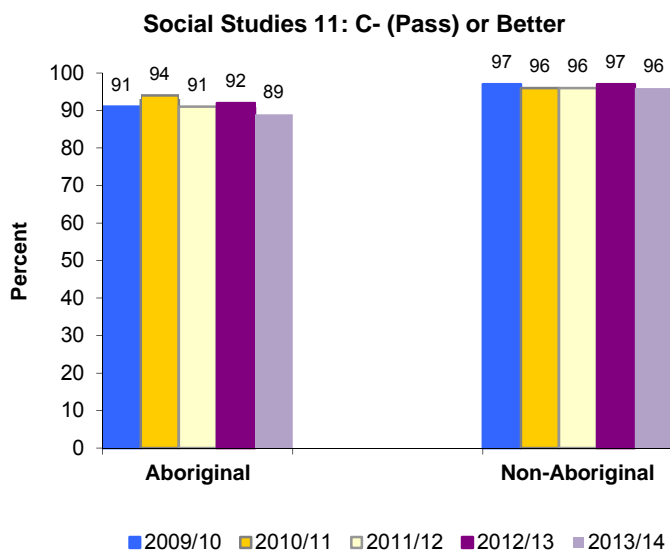
REQUIRED EXAMINATIONS RESULTS: SOCIAL STUDIES 11

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

SOCIAL STUDIES 11

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	2009/10	167	152	91	73	44	4822	4689	97	3222	67
	2010/11	198	186	94	81	41	5124	4932	96	3343	65
	2011/12	193	175	91	79	41	5357	5159	96	3582	67
	2012/13	197	181	92	80	41	5281	5106	97	3581	68
	2013/14	162	144	89	80	49	5122	4917	96	3638	71

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Students Assigned Final Mark			Students Assigned Final Mark #	Students Assigned Final Mark				
		Total Gr 11 Students ¹ #	Gr 11 #	Non-Gr 11 ² #		Total Gr 11 Students ¹ #	Gr 11 #	Non-Gr 11 ² #		
2009/10	167	288	-	-	4822	5762	-	-		
2010/11	198	338	149	49	5124	6241	4442	682		
2011/12	193	370	168	25	5357	6158	4654	703		
2012/13	197	324	150	47	5281	6254	4490	791		
2013/14	162	312	134	28	5122	5973	4456	666		



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

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

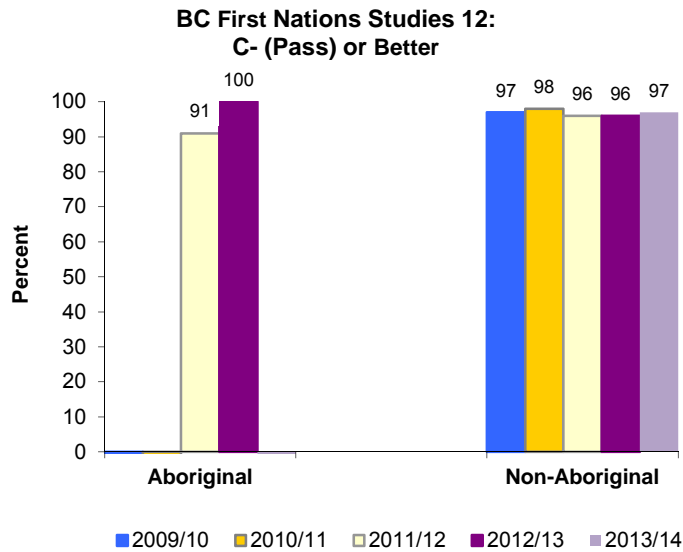
REQUIRED EXAMINATIONS RESULTS: BC FIRST NATIONS STUDIES 12

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

BC FIRST NATIONS STUDIES 12

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
			Msk	Msk	Msk	Msk		Msk	Msk	Msk	Msk
2009/10	Msk	Msk	Msk	Msk	Msk	34	33	97	17	50	
2010/11	Msk	Msk	Msk	Msk	Msk	53	52	98	36	68	
2011/12	11	10	91	8	73	117	112	96	78	67	
2012/13	11	11	100	8	73	53	51	96	34	64	
2013/14	Msk	Msk	Msk	Msk	Msk	90	87	97	60	67	

School Year	Final Mark #	Aboriginal				Non-Aboriginal			
		Students Assigned Final Mark				Students Assigned Final Mark			
		Students Assigned Final Mark #	Total Gr 12 Students ¹	Gr 12 Non-Gr 12 ²		Students Assigned Final Mark #	Total Gr 12 Students ¹	Gr 12 Non-Gr 12 ²	
				#	#			#	#
2009/10	Msk	293	-	-	34	6633	-	-	
2010/11	Msk	420	Msk	Msk	53	8651	41	12	
2011/12	11	390	10	1	117	8454	75	42	
2012/13	11	443	5	6	53	8400	20	33	
2013/14	Msk	402	Msk	Msk	90	7904	58	32	



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

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

REQUIRED EXAMINATIONS RESULTS: ENGLISH 12: FIRST PEOPLES

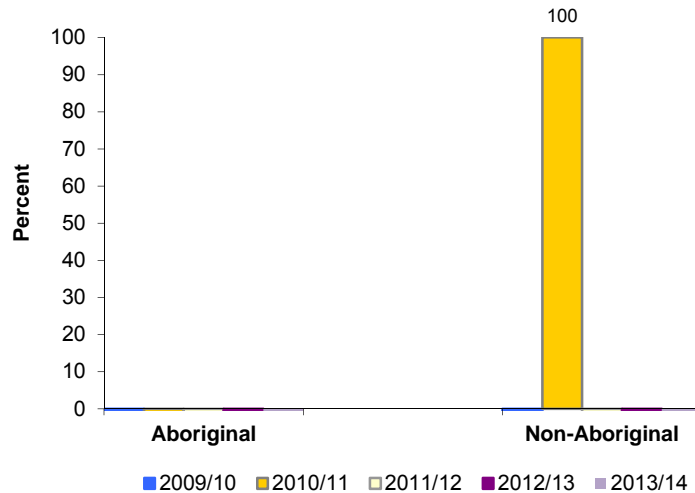
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

ENGLISH 12: FIRST PEOPLES

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	Msk	Msk	Msk	Msk	Msk	16	16	100	13	81
2011/12	-	-	-	-	-	-	-	-	-	-
2012/13	-	-	-	-	-	-	-	-	-	-
2013/14	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark				Students Assigned Final Mark			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Gr 12 #	Non-Gr 12 ² #	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Gr 12 #	Non-Gr 12 ² #
2009/10	-	293	-	-	-	6633	-	-
2010/11	Msk	420	Msk	Msk	16	8651	16	0
2011/12	-	390	-	-	-	8454	-	-
2012/13	-	443	-	-	-	8400	-	-
2013/14	-	402	-	-	-	7904	-	-

**English 12: First Peoples:
C- (Pass) or Better**



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

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

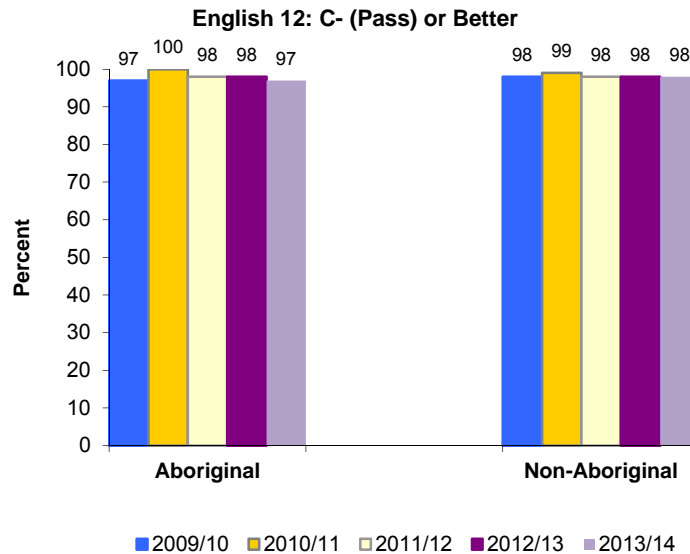
REQUIRED EXAMINATIONS RESULTS: ENGLISH 12

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

ENGLISH 12

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	2009/10	108	105	97	59	55	4606	4508	98	3112	68
	2010/11	119	119	100	67	56	4720	4650	99	3276	69
	2011/12	107	105	98	62	58	4916	4816	98	3399	69
	2012/13	141	138	98	90	64	5149	5054	98	3738	73
	2013/14	111	108	97	63	57	4960	4858	98	3524	71

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹	Students Assigned Final Mark		Total Gr 12 Students ¹	Students Assigned Final Mark #	Total Gr 12 Students ¹	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #				Gr 12 #	Non-Gr 12 ² #	
2009/10	108	293	-	-	6633	4606	-	-		
2010/11	119	420	113	6	8651	4720	4215	505		
2011/12	107	390	103	4	8454	4916	4340	576		
2012/13	141	443	130	11	8400	5149	4624	525		
2013/14	111	402	102	9	7904	4960	4503	457		



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

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

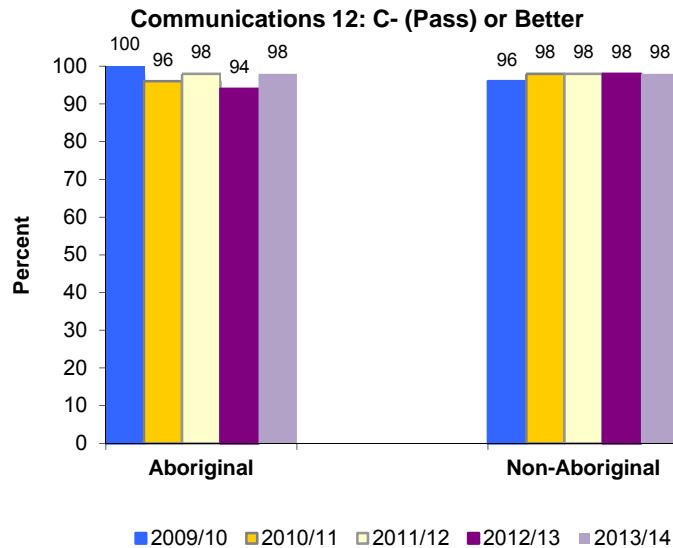
REQUIRED EXAMINATIONS RESULTS: COMMUNICATIONS 12

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

COMMUNICATIONS 12

Final Mark	School Year	Aboriginal					Non-Aboriginal				
		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	2009/10	56	56	100	27	48	599	575	96	273	46
	2010/11	55	53	96	27	49	567	556	98	261	46
	2011/12	45	44	98	16	36	701	686	98	339	48
	2012/13	69	65	94	34	49	657	643	98	356	54
	2013/14	41	40	98	23	56	702	691	98	409	58

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark				Total Gr 12 Students ¹	Students Assigned Final Mark				Total Gr 12 Students ¹
	Final Mark #	Gr 12 #	Non-Gr 12 ² #	%		Final Mark #	Gr 12 #	Non-Gr 12 ² #	%	
2009/10	56	-	-	293	599	-	-	6633		
2010/11	55	52	3	420	567	518	49	8651		
2011/12	45	40	5	390	701	629	72	8454		
2012/13	69	62	7	443	657	583	74	8400		
2013/14	41	38	3	402	702	629	73	7904		



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

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

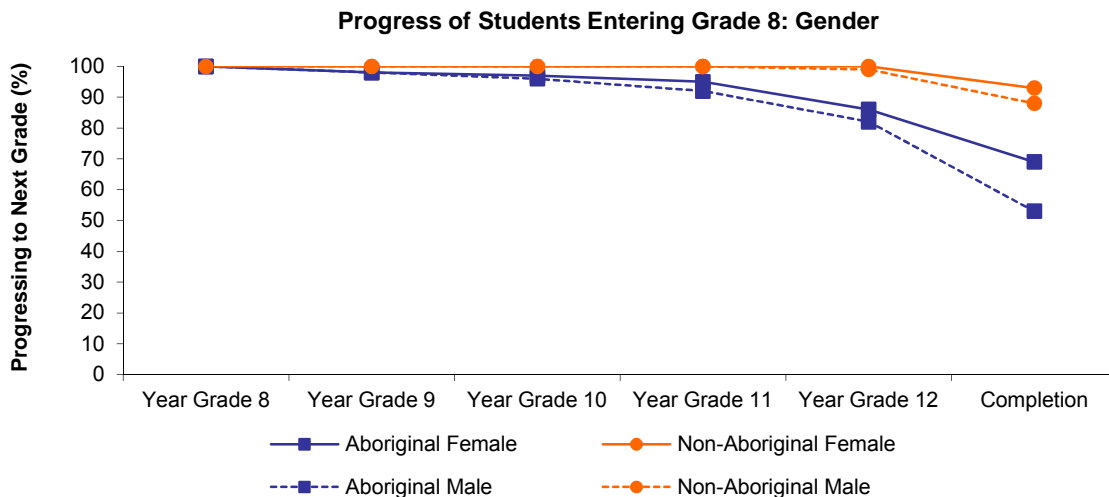
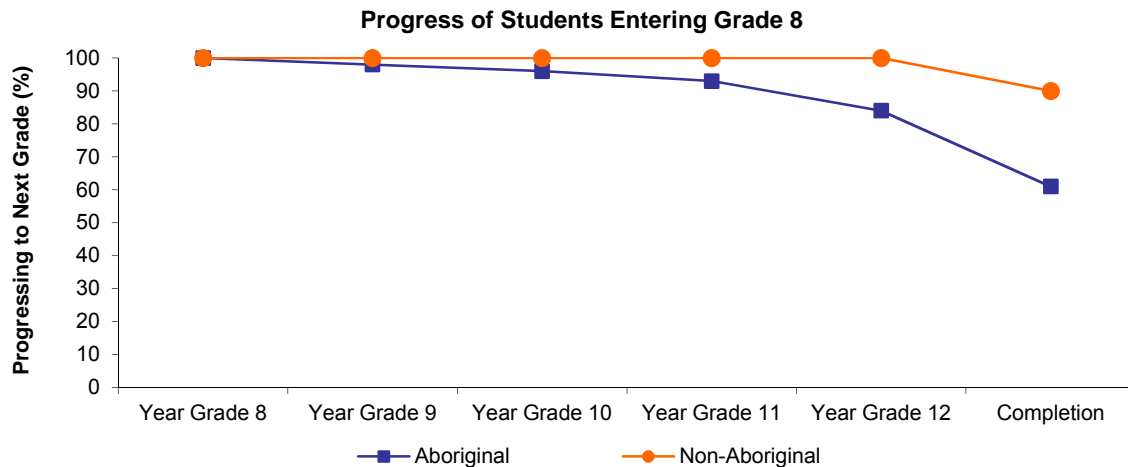
PROGRESS OF STUDENTS ENTERING GRADE 8

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

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in that district's cohort information. (Grade transition includes transitions to a higher grade in any school type.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2009

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2009/10	Grade 8	100	100	100	100	100	100
	Grade 9	98	98	98	100	100	100
	Grade 10	96	97	96	100	100	100
	Grade 11	93	95	92	100	100	100
	Grade 12	84	86	82	100	100	99
2013/14	Completion	61	69	53	90	93	88



BC SIX-YEAR COMPLETION RATE, 2009/10 - 2013/14

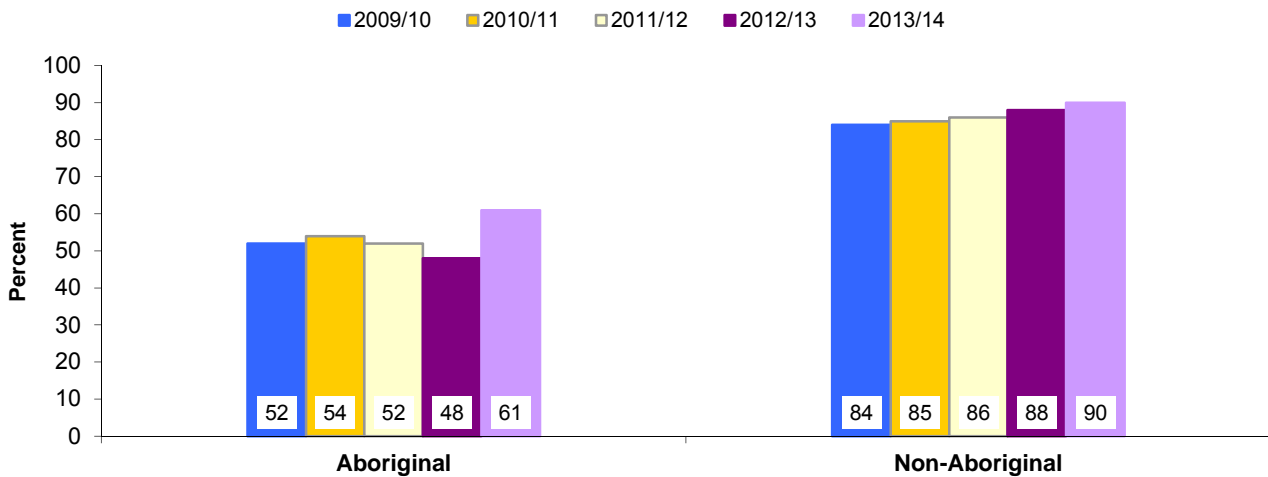
The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student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

The Six-Year Completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation and is NOT the inverse of a "dropout rate" as students may graduate after the six-year period.

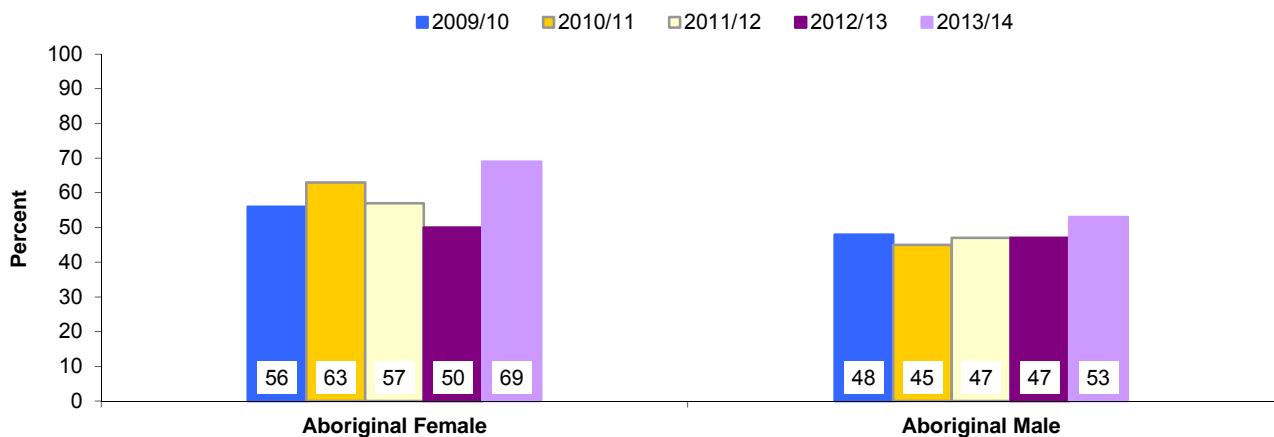
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2009/10	52	56	48	84	88	81
2010/11	54	63	45	85	88	83
2011/12	52	57	47	86	88	84
2012/13	48	50	47	88	91	86
2013/14	61	69	53	90	93	88

Six-Year Completion Rate: Aboriginal/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).

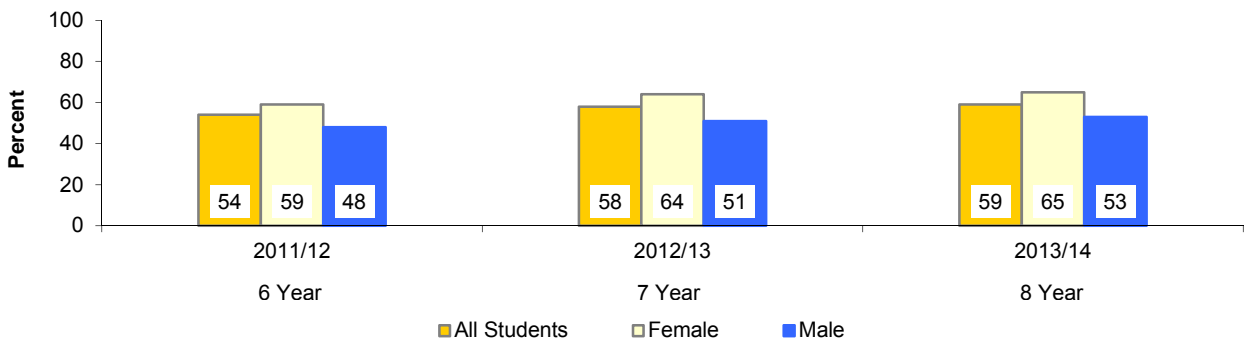
BC SIX, SEVEN AND EIGHT-YEAR SCHOOL COMPLETION RATES

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.

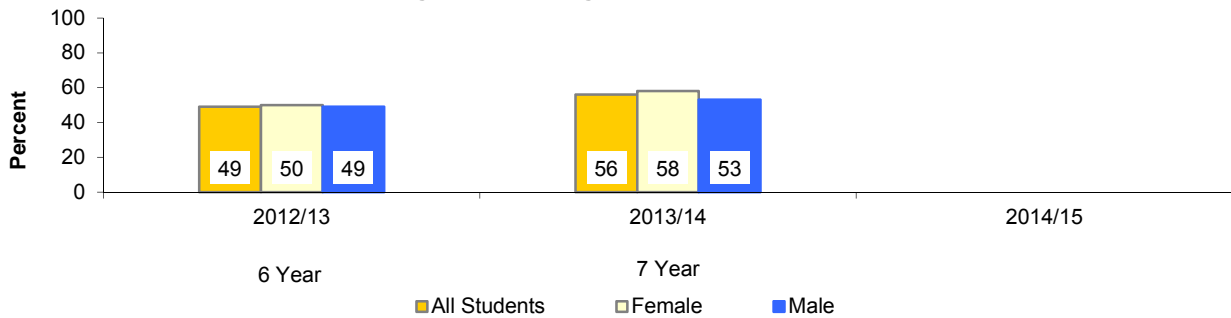
SIX, SEVEN AND EIGHT YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

Student Cohort Start Year	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	54	59	48	58	64	51	59	65	53
2007/08	49	50	49	56	58	53			
2008/09	61	69	53						

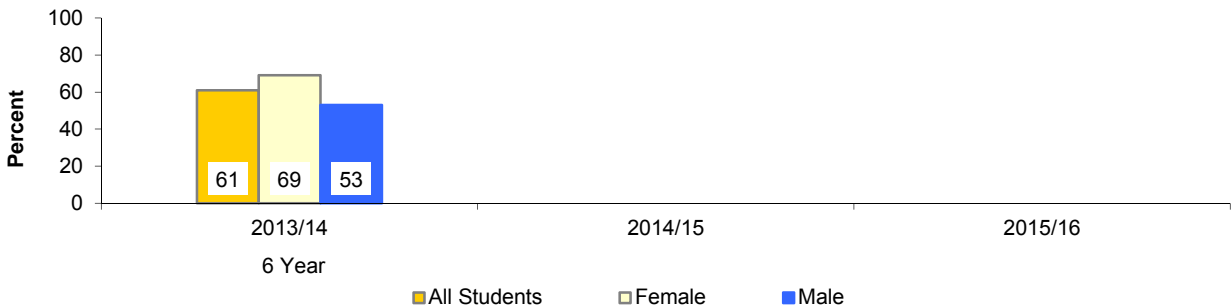
Six, Seven and Eight-Year Aboriginal Completion Rates, 2006/07 Cohort



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



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



* 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 subsequent reported outcomes for Aboriginal students.

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

BC SCHOOL COMPLETION CERTIFICATE

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC School Completion Certificate *		Gr 12 Students #	BC School Completion Certificate *	
		#	%		#	%
2009/10	274	Msk	Msk	6187	110	2
2010/11	390	11	3	8106	164	2
2011/12	307	18	6	6449	115	2
2012/13	410	18	4	7844	112	1
2013/14	370	13	4	7571	116	2

BC CERTIFICATE OF GRADUATION (Dogwood Diploma)

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC Certificate of Graduation *		Gr 12 Students #	BC Certificate of Graduation *	
		#	%		#	%
2009/10	274	129	47	6187	4458	72
2010/11	390	157	40	8106	4602	57
2011/12	307	133	43	6449	4884	76
2012/13	410	184	45	7844	5036	64
2013/14	370	129	35	7571	4887	65

BC ADULT GRADUATION DIPLOMA (Adult Dogwood Diploma)

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC Adult Graduation Diploma *		Gr 12 Students #	BC Adult Graduation Diploma *	
		#	%		#	%
2009/10	274	25	9	6187	245	4
2010/11	390	40	10	8106	300	4
2011/12	307	33	11	6449	300	5
2012/13	410	33	8	7844	293	4
2013/14	370	43	12	7571	268	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 subsequent reported outcomes for Aboriginal students.

GRADE 12 GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP

School Year	Aboriginal Students				Non-Aboriginal Students					
	Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000		Scholarship Recipients \$2,000 or \$2,500		Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000		Scholarship Recipients \$2,000 or \$2,500	
		#	%	#	%		#	%	#	%
2008/09	266	2	1	0	0	5755	247	4	5	0
2009/10	293	1	0	0	0	6633	238	4	4	0
2010/11	420	3	1	0	0	8651	210	2	1	0
2011/12	390	9	2	0	0	8454	1,016	12	3	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 dollars (\$2,500 in 2006/07 and thereafter) is awarded when a student ranks in the top twenty among those who were awarded these scholarships.

DOGWOOD DISTRICT/AUTHORITY AWARD

School Year	Aboriginal Students			Non-Aboriginal Students		
	Sep/Feb Gr 12 Students #	Scholarship Recipients		Sep/Feb Gr 12 Students #	Scholarship Recipients	
		#	%		#	%
2008/09	266	10	4	5755	277	5
2009/10	293	13	4	6633	290	4
2010/11	420	13	3	8651	397	5
2011/12	390	8	2	8454	321	4
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 (EVER*) 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 results below are based on students who were at one time during their K-12 school years in care (CCO). These numbers are different from the MCFD report who only report those students who are currently in care (CCO), and six-year completion results are based on students under a Continuing Custody Order while in their Grade 8 year. See the MCFD report for more details http://www.mcf.gov.bc.ca/about_us/performance.htm

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2009/10	504	257	51	247	49
2010/11	491	250	51	241	49
2011/12	420	226	54	194	46
2012/13	406	231	57	175	43
2013/14	365	217	59	148	41

ABORIGINAL CHILDREN IN CARE AS A PER CENT OF ABORIGINAL ENROLMENT (EVER)

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2009/10	3,687	257	7
2010/11	3,798	250	7
2011/12	3,605	226	6
2012/13	3,613	231	6
2013/14	3,492	217	6

CCO (EVER) SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2009/10	43	43	24	35	64	27	54
2010/11	52	50	41	47	58	54	56
2011/12	44	40	36	38	58	39	49
2012/13	47	22	42	34	57	52	54
2013/14	41	39	20	28	95	39	57

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

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2009/10	100	Msk	Msk	Msk	Msk	Msk	100
2010/11	88	Msk	Msk	92	Msk	Msk	83
2011/12	91	Msk	Msk	Msk	Msk	91	95
2012/13	91	Msk	Msk	Msk	Msk	Msk	92
2013/14	72	Msk	Msk	Msk	Msk	Msk	Msk

** 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	180	100	16	8.9	4	2.2	4	2.2	2	1.1
Non-Aboriginal	4,331	100	328	7.6	97	2.2	52	1.2	30	0.7

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	188	100	2	1.1	3	1.6	7	3.7	1	0.5
Non-Aboriginal	2,788	100	80	3.1	29	1.1	22	0.9	14	0.5

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	180	100	1	0.6	3	1.7	1	0.6	37	-
Non-Aboriginal	4,331	100	207	4.8	72	1.7	34	0.8	37	0.9

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	188	100	1	0.5	1	0.5	1	0.5	1	0.5
Non-Aboriginal	2,788	100	30	1.2	15	0.6	15	0.6	8	0.3

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

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

For more information, see the website: www.bced.gov.bc.ca/reporting/ or www.aved.gov.bc.ca/student_transitions/

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2008/09		Year of Transition to a Research-Intensive University							
	#	%	2009/10		2010/11		2011/12		2012/13	
			#	%	#	%	#	%	#	%
Aboriginal	180	100	14	7.8	-	-	1	0.6	-	-
Non-Aboriginal	4,331	100	938	21.7	32	0.7	7	0.2	3	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	188	100	-	-	-	-	-	-	-	-
Non-Aboriginal	2,788	100	6	0.2	2	0.1	1	0	1	0

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	180	100	29	16.1	10	5.6	5	2.8	-	-
Non-Aboriginal	4,331	100	1,054	24.3	196	4.5	54	1.2	40	0.9

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	188	100	5	2.7	1	0.5	2	1.1	-	-
Non-Aboriginal	2,788	100	67	2.6	16	0.6	10	0.4	6	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.

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 90% for elementary grades and around 60% to 75% for secondary grades).

The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question is skipped by less than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Satisfaction Survey. These questions were selected because they help to provide students' perspectives in regards to their sense of belonging. For more information on the provincial Satisfaction Survey, visit www.bced.gov.bc.ca/sat_survey/

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

SATISFACTION SURVEY RESULTS, GRADE 3/4

Do you like school?	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	226	115	51	3564	2109	59
2010/11	253	139	55	3686	2323	63
2011/12	61	38	62	962	601	62
2012/13	227	123	54	3104	1985	64
2013/14	171	92	54	2115	1385	65

Do adults in the school treat all students fairly?	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	222	162	73	3463	2753	79
2010/11	249	185	74	3616	2985	83
2011/12	62	49	79	951	819	86
2012/13	223	171	77	3051	2569	84
2013/14	167	142	85	2064	1732	84

Do your teachers help you with your schoolwork when you need it?	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	234	139	59	3603	2472	69
2010/11	253	172	68	3710	2653	72
2011/12	63	46	73	968	713	74
2012/13	229	146	64	3129	2307	74
2013/14	176	115	65	2130	1551	73

At school, do you respect people who are different from you (for example, think, act, or look different)?	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	231	202	87	3545	3126	88
2010/11	249	220	88	3681	3341	91
2011/12	63	54	86	956	878	92
2012/13	228	197	86	3113	2856	92
2013/14	170	155	91	2114	1920	91

At school, are you being taught about Aboriginal peoples in Canada?	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	225	157	90	3546	2482	70
2010/11	250	163	88	3646	2605	71
2011/12	63	47	86	965	691	72
2012/13	223	155	70	3087	2268	73
2013/14	170	118	69	2092	1440	69

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?	Aboriginal			Non-Aboriginal		
	Gr 4	All of the time or many times		Gr 4	All of the time or many times	
	Respondents #	#	%	Respondents #	#	%
School Year						
2009/10	231	184	80	3579	2957	83
2010/11	251	193	77	3684	3173	86
2011/12	64	47	73	967	825	85
2012/13	227	169	74	3123	2647	85
2013/14	172	142	83	2117	1754	83

At school, are you bullied, teased, or picked on?	Aboriginal			Non-Aboriginal		
	Gr 4	All of the time or many times		Gr 4	All of the time or many times	
	Respondents #	#	%	Respondents #	#	%
School Year						
2009/10	229	30	13	3529	276	8
2010/11	248	37	15	3665	295	8
2011/12	63	9	14	946	107	11
2012/13	230	42	18	3073	229	7
2013/14	165	21	13	2101	164	8

How many adults at your school care about you? (Percentage responding 2 adults or more.)	Aboriginal			Non-Aboriginal		
	Gr 4	Two adults or more		Gr 4	Two adults or more	
	Respondents #	#	%	Respondents #	#	%
School Year						
2009/10	237	222	94	3609	3351	93
2010/11	256	239	93	3724	3482	94
2011/12	64	53	83	977	916	94
2012/13	229	209	91	3140	2944	94
2013/14	174	167	96	2,140	1,989	93

I would like to go to a different school.	Aboriginal			Non-Aboriginal		
	Gr 4	All of the time or many times		Gr 4	All of the time or many times	
	Respondents #	#	%	Respondents #	#	%
School Year						
2009/10	231	24	10	3428	231	7
2010/11	242	29	12	3613	228	6
2011/12	60	6	10	942	53	6
2012/13	223	24	11	3027	140	5
2013/14	166	14	8	2070	113	5

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7

SATISFACTION SURVEY RESULTS, GRADE 7

	Aboriginal			Non-Aboriginal		
	Gr 7	All of the time		Gr 7	All of the time or	
	Respondents	or many times		Respondents	many times	
School Year	#	#	%	#	#	%
Do you like school?						
2009/10	266	103	39	3898	2009	52
2010/11	268	129	48	4015	2216	55
2011/12	70	33	47	1111	634	57
2012/13	229	103	45	3310	1925	58
2013/14	169	80	47	2151	1242	58
Do adults in the school treat all students fairly?						
2009/10	259	164	63	3849	2604	68
2010/11	261	179	69	3940	2719	69
2011/12	69	45	65	1093	752	69
2012/13	226	141	62	3265	2310	71
2013/14	165	102	62	2115	1584	75
Do your teachers help you with your schoolwork when you need it?						
2009/10	272	202	74	3938	3198	81
2010/11	273	218	80	4004	3391	85
2011/12	68	55	81	1113	926	83
2012/13	230	175	76	3329	2772	83
2013/14	170	137	81	2154	1769	82
At school, do you respect people who are different from you (for example, think, act, or look different)?						
2009/10	265	217	82	3923	3542	90
2010/11	270	236	87	3977	3651	92
2011/12	69	60	87	1111	1022	92
2012/13	232	206	89	3305	3051	92
2013/14	168	157	93	2167	2047	94
At school, are you being taught about Aboriginal peoples in Canada?						
2009/10	255	55	22	3823	695	18
2010/11	262	57	22	3870	601	16
2011/12	69	10	14	1080	157	15
2012/13	231	44	19	3209	596	19
2013/14	165	36	22	2096	376	18

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2009/10	267	199	75	3904	3238	83
2010/11	272	220	81	3998	3442	86
2011/12	69	55	80	1108	964	87
2012/13	232	189	81	3328	2865	86
2013/14	169	129	76	2150	1884	88

At school, are you bullied, teased, or picked on?	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
	School Year					
2009/10	263	31	12	3868	247	6
2010/11	272	31	11	3978	260	7
2011/12	69	6	9	1108	68	6
2012/13	229	21	9	3296	221	7
2013/14	170	22	13	2139	128	6

How many adults at your school care about you? (Percentage responding 2 adults or more.)	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
	School Year					
2009/10	269	231	86	3933	3491	89
2010/11	270	240	89	3988	3622	91
2011/12	68	59	87	1112	993	89
2012/13	234	208	89	3316	2999	90
2013/14	168	146	87	2,159	1,962	91

I would like to go to a different school.	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
	School Year					
2009/10	254	36	14	3792	415	11
2010/11	265	27	10	3923	326	8
2011/12	68	14	21	1093	99	9
2012/13	228	36	16	3259	233	7
2013/14	162	21	13	2128	148	7

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10

SATISFACTION SURVEY RESULTS, GRADE 10

Do you like school?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	210	72	34	3484	1387	40
2010/11	223	81	36	3785	1606	42
2011/12	67	18	27	873	392	45
2012/13	178	68	38	2987	1275	43
2013/14	159	57	36	2686	1144	43

Does staff treat all students fairly at school?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	205	83	40	3408	1584	46
2010/11	222	87	39	3705	1798	49
2011/12	67	23	34	846	422	50
2012/13	172	86	50	2932	1488	51
2013/14	155	75	48	2636	1353	51

Do your teachers help you with your schoolwork when you need it?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	212	131	62	3499	2288	65
2010/11	226	134	59	3791	2518	66
2011/12	67	29	43	868	551	63
2012/13	179	98	55	3001	1963	65
2013/14	159	99	62	2687	1760	66

At school, do you respect people who are different from you (for example, think, act, or look different)?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	211	154	73	3454	2884	83
2010/11	221	161	73	3715	3190	86
2011/12	66	51	77	841	736	88
2012/13	172	144	84	2922	2587	89
2013/14	155	135	87	2630	2368	90

At school, are you being taught about Aboriginal peoples in Canada?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	208	78	38	3419	1235	36
2010/11	221	69	31	3679	1368	37
2011/12	65	21	32	836	312	37
2012/13	173	65	38	2895	1175	41
2013/14	155	51	33	2603	998	38

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2009/10	210	125	60	3470	2466	71
2010/11	226	134	59	3781	2821	75
2011/12	66	44	67	866	672	78
2012/13	175	115	66	2962	2171	73
2013/14	157	88	56	2673	2004	75

At school, are you bullied, teased, or picked on?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2009/10	207	32	15	3433	232	7
2010/11	219	33	15	3761	298	8
2011/12	67	9	13	851	67	8
2012/13	178	19	11	2961	203	7
2013/14	154	20	13	2676	181	7

How many adults at your school care about you? (Percentage responding 2 adults or more.)	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
School Year						
2009/10	215	153	71	3510	2425	69
2010/11	226	157	69	3798	2634	69
2011/12	67	48	72	865	625	72
2012/13	178	121	68	2996	2146	72
2013/14	162	113	70	2675	1957	73

Are you satisfied that school is preparing you for a job in the future?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2009/10	206	103	50	3435	1958	57
2010/11	225	108	48	3745	2065	55
2011/12	66	32	48	852	402	47
2012/13	174	85	49	2960	1594	54
2013/14	154	69	45	2644	1271	48

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2009/10	202	101	50	3439	2083	61
2010/11	224	109	49	3740	2315	62
2011/12	66	36	55	850	474	56
2012/13	176	88	50	2952	1820	62
2013/14	152	62	41	2653	1492	56

I would like to transfer to a different school.	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
2009/10	205	67	33	3365	658	20
2010/11	219	56	26	3654	686	19
2011/12	63	17	27	838	133	16
2012/13	175	41	23	2888	476	16
2013/14	149	33	22	2581	410	16

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12

SATISFACTION SURVEY RESULTS, GRADE 12

Do you like school?	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	141	42	30	2794	1141	41
2010/11	138	52	38	2695	1294	48
2011/12	23	12	52	634	289	46
2012/13	130	45	35	2417	1143	47
2013/14	92	35	38	2063	884	43

Does staff treat all students fairly at school?	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	142	44	31	2766	1298	47
2010/11	142	65	46	2665	1245	47
2011/12	23	10	43	632	290	46
2012/13	129	49	38	2387	1163	49
2013/14	92	34	37	2032	1006	50

Do your teachers help you with your schoolwork when you need it?	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	146	63	43	2804	1878	67
2010/11	142	89	63	2698	1864	69
2011/12	24	17	71	637	426	67
2012/13	127	67	53	2421	1597	66
2013/14	94	58	62	2073	1350	65

At school, do you respect people who are different from you (for example, think, act, or look different)?	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	142	92	65	2784	2320	83
2010/11	139	101	73	2648	2256	85
2011/12	23	18	78	627	555	89
2012/13	128	97	76	2374	2086	88
2013/14	91	78	86	2032	1809	89

At school, are you being taught about Aboriginal peoples in Canada?	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	School Year #	#	%	#	#	%
2009/10	137	25	18	2736	536	20
2010/11	137	36	26	2619	498	19
2011/12	23	4	17	624	95	15
2012/13	127	26	20	2362	482	20
2013/14	93	25	27	2019	482	24

APPENDIX - SATISFACTION SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?	Aboriginal			Non-Aboriginal			
	School Year	Gr 12	All of the time or many times		Gr 12	All of the time or many times	
		Respondents	#	%		Respondents	#
		#	#	%	#	#	%
	2009/10	142	80	56	2771	2103	76
	2010/11	144	87	60	2686	2010	75
	2011/12	23	18	78	632	517	82
	2012/13	130	78	60	2406	1834	76
	2013/14	95	57	60	2045	1558	76

At school, are you bullied, teased, or picked on?	Aboriginal			Non-Aboriginal			
	School Year	Gr 12	All of the time or many times		Gr 12	All of the time or many times	
		Respondents	#	%		Respondents	#
		#	#	%	#	#	%
	2009/10	142	31	22	2757	211	8
	2010/11	143	23	16	2677	215	8
	2011/12	24	3	13	633	44	7
	2012/13	128	28	22	2409	196	8
	2013/14	93	14	15	2050	133	6

How many adults at your school care about you? (Percentage responding 2 adults or more.)	Aboriginal			Non-Aboriginal			
	School Year	Gr 12	Two adults or more		Gr 12	Two adults or more	
		Respondents	#	%		Respondents	#
		#	#	%	#	#	%
	2009/10	146	89	61	2,824	2,095	74
	2010/11	147	108	73	2,720	2,075	76
	2011/12	24	19	79	642	525	82
	2012/13	132	90	68	2,422	1,849	76
	2013/14	94	68	72	2,066	1,608	78

Are you satisfied that school is preparing you for a job in the future?	Aboriginal			Non-Aboriginal			
	School Year	Gr 12	All of the time or many times		Gr 12	All of the time or many times	
		Respondents	#	%		Respondents	#
		#	#	%	#	#	%
	2009/10	142	40	28	2781	1000	36
	2010/11	141	54	38	2668	969	36
	2011/12	24	9	38	631	202	32
	2012/13	126	35	28	2397	867	36
	2013/14	91	21	23	2034	583	29

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?	Aboriginal			Non-Aboriginal			
	School Year	Gr 12	All of the time or many times		Gr 12	All of the time or many times	
		Respondents	#	%		Respondents	#
		#	#	%	#	#	%
	2009/10	139	57	41	2784	1330	48
	2010/11	140	70	50	2676	1266	47
	2011/12	24	11	46	637	313	49
	2012/13	128	46	36	2399	1122	47
	2013/14	90	32	36	2044	833	41

I would like to transfer to a different school.	Aboriginal			Non-Aboriginal			
	School Year	Gr 12	All of the time or many times		Gr 12	All of the time or many times	
		Respondents	#	%		Respondents	#
		#	#	%	#	#	%
	2009/10	141	42	30	2703	425	16
	2010/11	136	33	24	2636	425	16
	2011/12	24	6	25	619	56	9
	2012/13	125	28	22	2360	340	14
	2013/14	89	22	25	1994	288	14

GLOSSARY

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

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student (including adult) who has self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis or Inuit).
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment).
Completion Rate	See Six-Year Completion Rate
Dash (-)	There are no data for this category.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Registered homeschooled children are not included.
Final Mark	A course mark and an exam mark have been assigned.
Grade to Grade Transition Rate	The percentage of students who enter a grade for the first time from a lower grade and make a transition to a higher grade anywhere in the British Columbia school system in the following school year.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Graduation Requirements.
Headcount	A count of unique individuals.
Msk	Abbreviation for Mask. When reporting, numbers or percentages must be suppressed if they are elements of a population that is one through nine. For more information refer to http://www2.gov.bc.ca/gov/topic.page?id=25CF215B1E9C47479E0FE72D3823D973
Off-Reserve Aboriginal Student	Includes only Aboriginal students who attend a school and who live off a reserve.
On-Reserve Aboriginal Student	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participant (Provincial Examination)	A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment divided by the total number of students in that grade.
Pass (Success) Rate	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.
Performance (Foundation Skills Assessment)	The student performance levels are: Exceeding Expectations - exceeded the expectations for student's grade Meeting Expectations - met the accepted expectations for student's grade Not Yet Meeting Expectations - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board.
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The twelve month period commencing on July 1 and ending the following June 30.

Six-Year Completion Rate	<p>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.</p> <p>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).</p>
Special Needs Program	A supplemental program provided by schools to assist students, identified as having “special requirements”, in achieving a Certificate of Graduation and/or other outcomes as specified in the student’s Individual Education Plan (IEP).
Special Needs Performance Reporting Groups	<p>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:</p> <p>Sensory Disabilities (Categories E and F) Learning Disabilities (Category Q) Behaviour Disabilities (Categories H and R) Gifted (Category P)</p>
Special Needs Categories	<p>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)</p>
Student	A school-aged or adult individual enrolled in a BC school. Populations are calculated by headcount. Registered homeschooled children are not included.
Student Cohort	Students who are tracked through their school years as a unique group.
Subject (Provincial Examination)	Includes both French and English variants of equivalent curricula, in combination (e.g., Chemistry 12 contains English and French variants of the curriculum--Chemistry 12 and Chimie 12).