

APPENDICES

Appendix I

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Appendix II

Background Material Reviewed:

Ktunaxa/Kinbasket Tribal Council Social Investment Program Management Infrastructure Phase 2 Systems Description and Documentation and Project Charter 2004
Flexible and Dynamic Data Item Repository Application Concepts and Architecture 2004
Presentation to the FNTC Summit on Comprehensive Resource and Information Management System for Indigenous Nations (CRIMSIN) 2007
Arrow Suite presentation to the FNTC Summit 2007
AHRDS/First Nations Active Measures Workshops Summary Report and Presentation 2005
North East Native Advancing Society (NENAS) Active Measures Workshops Fort St. John 2005
Report of the First Nations Social Data Network Project Atlantic Policy Congress of First Nations Chiefs 2004
Work Opportunity Program (WOP), Aboriginal Social Assistance Recipient Employment and Training Initiative (ASARET) Training and Support Initiative Policy (TESI) INAC Policies 2007
INAC First Nations Reporting Guide and related documentation 2006-2007
Notes from Meeting of the Independent Blue Ribbon Panel with Aboriginal Communities and Organizations 2006
Report of the Independent Blue Ribbon Panel on Grant and Contribution Programs and related documentation 2007
HRSDC and INAC Program Complementarity for Income Assistance Recipients on Reserve: A Discussion Paper 2004
Income Assistance and Skills Development: Working Better Together Focus Group Session Notes 2004
Employment Plan Guidelines for Ministry of Human Resources Staff 2003
Presentation to the FNTC Summit: Information Management and the Role of the Provincial Chief Information Officer 2007

Aboriginal Administrative Data Standard Version 1 Ministry of Aboriginal Relations and Reconciliation 2007

Critical Path to Develop Post 2009 Aboriginal Labour Market Programming and related documentation

Aboriginal Horizontal Framework 2005

Overview of DIAND Program Data, Information Analysis Section Corporate Information Management Branch June 2000

First Nations Education Data Linking Pilot Project Business Plan Consultation Draft January 2005

Moving Post Secondary Education Forward "Developing a Strategy" Summary Ministry of Advanced Education 3rd Annual Aboriginal Post Secondary Education Forum March 16, 2006 UBC First Nations House of Learning

Basic Departmental Data Indian and Northern Affairs Canada 2003

Departmental Performance Report Indian and Northern Affairs Canada, Canadian Polar Commission and Indian Specific Claims Commission 2005-2006

First Nations Data Collection Profiles Education Corporate Information Management Directorate Information Management Branch Indian and Northern Affairs November 2004

BC Aboriginal Post Secondary Education and Training Partners Update Fall 2006

The Transformative Accord: First Nations Health Plan 2006

Education Action Plan Indian and Northern Affairs April 2005

Aboriginal Report 2005/6 How Are We Doing? Knowledge Management Department Ministry of Education

Appendix III:

ABORIGINAL REPORT - 2005/06

HOW ARE WE DOING?

Province - Public Schools Only



ABORIGINAL REPORT - HOW ARE WE DOING?

The 2005/06 Aboriginal “How Are We Doing?” report provides information about the public schools' performance in serving students of Aboriginal ancestry. This report is one component of the ongoing effort to ensure that the needs of Aboriginal students are met and that there is continued improvement in Aboriginal student achievement.

A key goal of the Ministry of Education is improved academic achievement for all students. The education system has made significant progress towards this goal, and Aboriginal students are experiencing greater success as a result.

This report is intended to provide a basis for examining areas that require attention and focus, as well as identifying successes. As more partners in Aboriginal education are using data to track outcomes of Aboriginal students, there is a continuing need to ensure that the data provide the most accurate and complete picture possible.

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

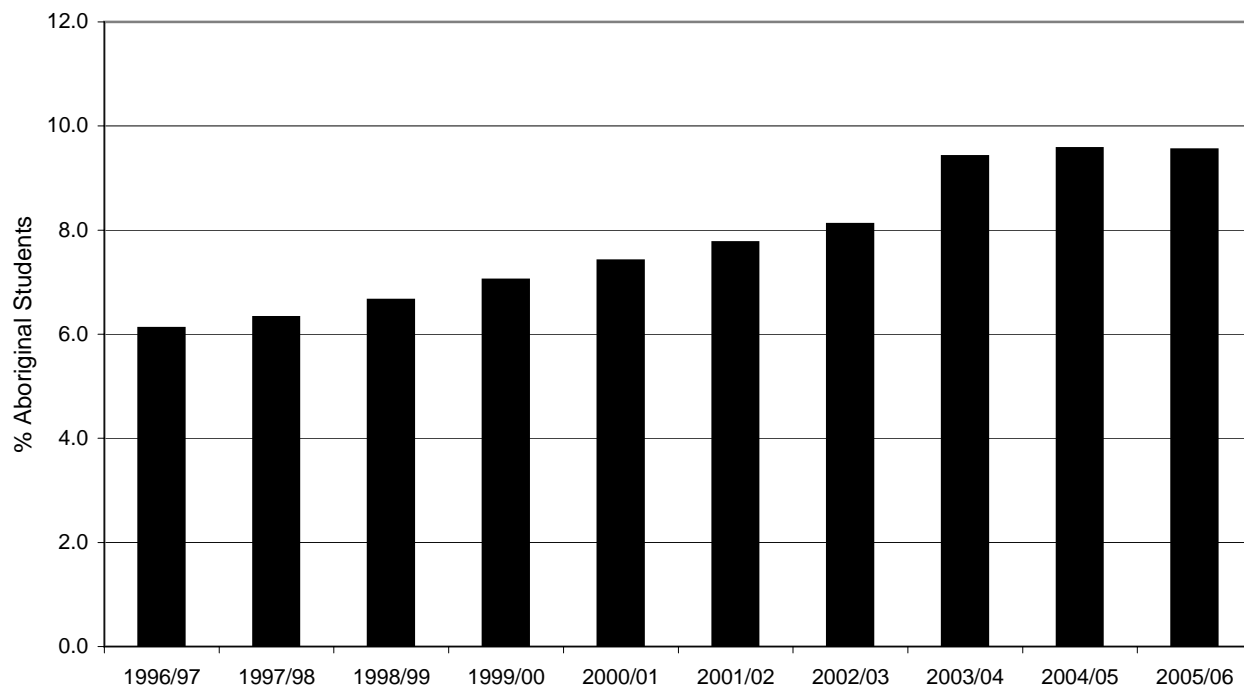
PLEASE NOTE:

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. Ministry Reports are available at <http://www.bced.gov.bc.ca/reporting/>
Contact the Analysis & Reporting Group, Knowledge Management Department at educ.reportingunit@gov.bc.ca

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**Percentage of Students Who Self-Identify as Aboriginal
1996/97 - 2005/06 Province - Public Schools Only**



School Year	Aboriginal Students	All Students	% Aboriginal
1996/97	38,085	622,702	6.1
1997/98	40,435	638,941	6.3
1998/99	42,368	636,075	6.7
1999/00	44,748	635,094	7.0
2000/01	46,845	632,048	7.4
2001/02	48,905	629,620	7.8
2002/03	50,359	620,672	8.1
2003/04	57,883	614,670	9.4
2004/05	58,039	606,394	9.6
2005/06	57,229	599,508	9.5

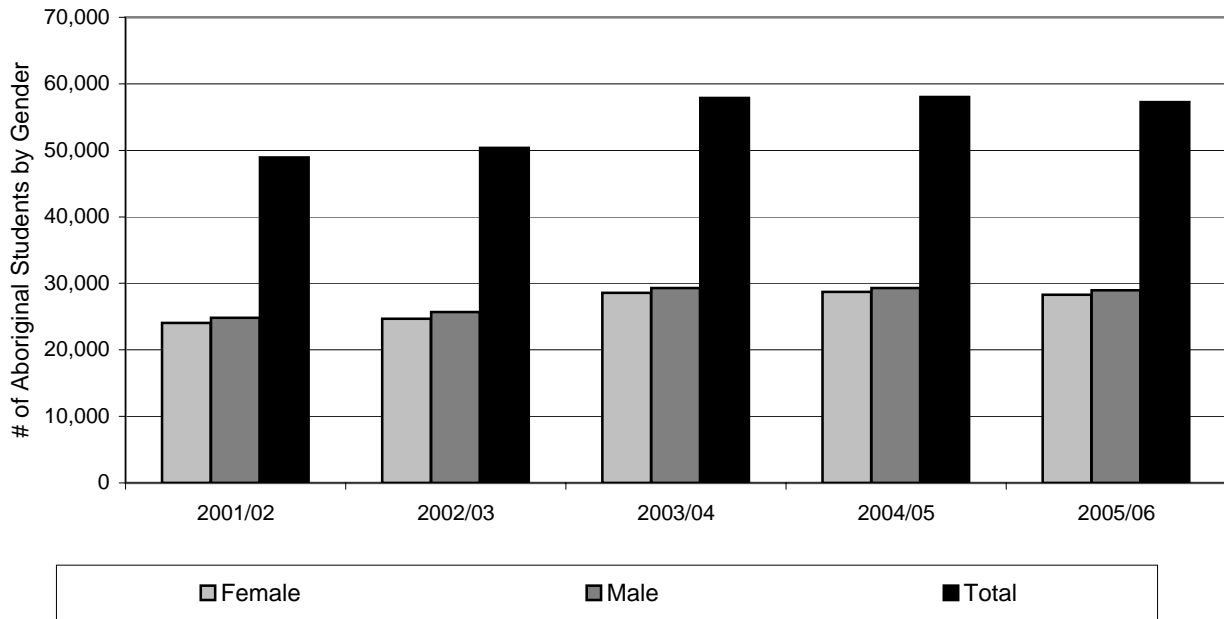
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) In 2005/06, Aboriginal students represented 9.5% of the total student population.

Number of Aboriginal Students by Gender 2001/02 - 2005/06 Province - Public Schools Only



School Year	Aboriginal Students					
	# of Aboriginal Students			% of Total Students		
	Female	Male	Total	Female	Male	Total
2001/02	24,076	24,829	48,905	7.8	7.7	7.8
2002/03	24,691	25,668	50,359	8.2	8.1	8.1
2003/04	28,593	29,290	57,883	9.5	9.3	9.4
2004/05	28,717	29,322	58,039	9.7	9.5	9.6
2005/06	28,286	28,943	57,229	9.7	9.4	9.5

Notes:

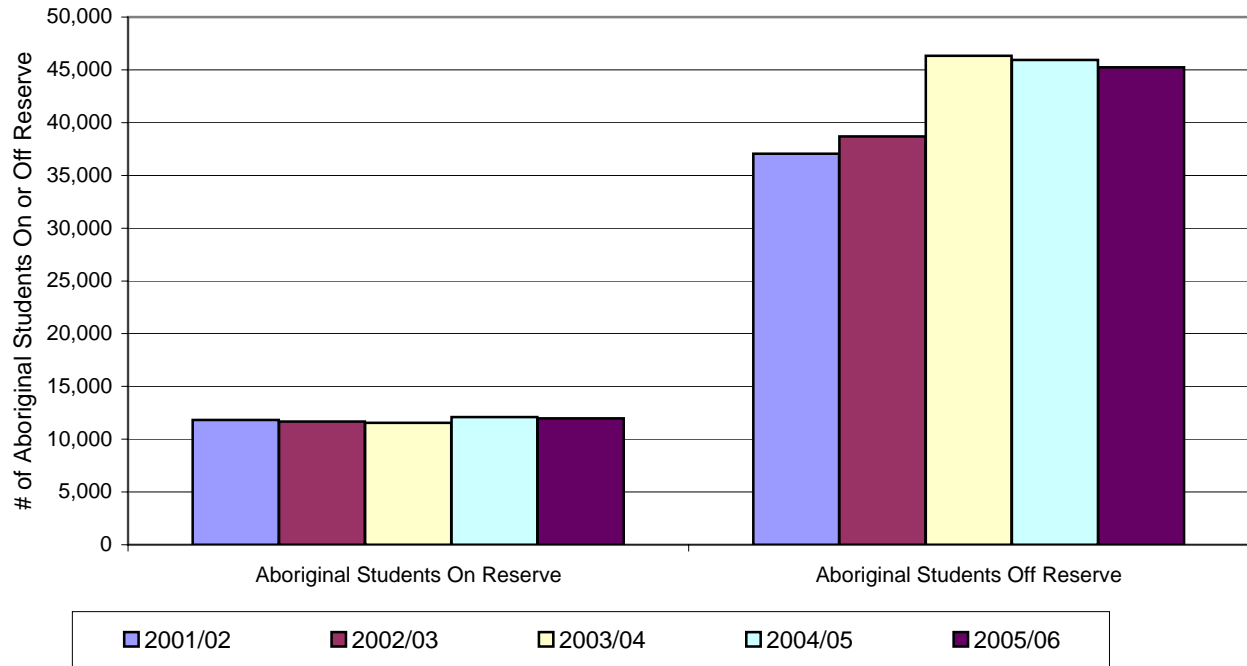
(1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.

(2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

(1) The ratio of female to male Aboriginal students has remained stable over the last five years.

Number of Aboriginal Students, On or Off Reserve
2001/02 - 2005/06 **Province - Public Schools Only**



School Year	Aboriginal Students					
	Aboriginal Students On Reserve			Aboriginal Students Off Reserve		
	Female	Male	Total	Female	Male	Total
2001/02	5,747	6,093	11,840	18,328	18,733	37,061
2002/03	5,657	6,018	11,675	19,029	19,647	38,676
2003/04	5,643	5,914	11,557	22,945	23,373	46,318
2004/05	5,948	6,160	12,108	22,766	23,158	45,924
2005/06	5,876	6,100	11,976	22,405	22,840	45,245

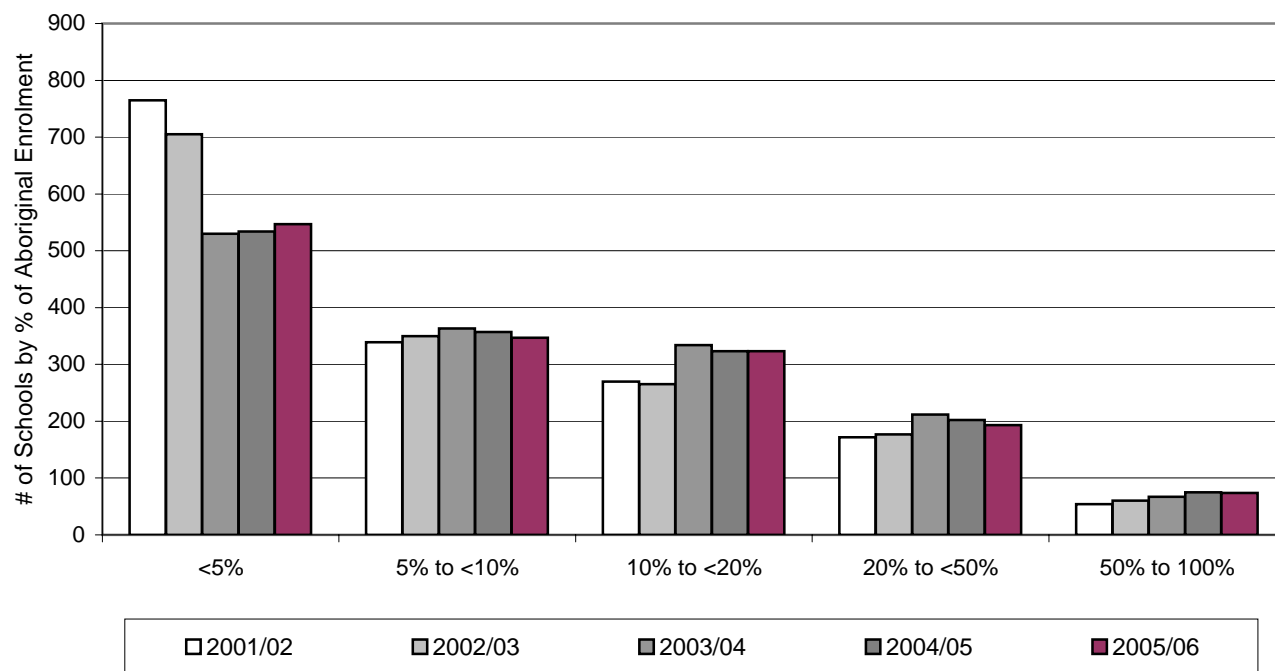
Notes:

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Provincial Overview Comments:

- (1) The number of On Reserve students in public schools has remained stable over the last five years.
- (2) The number of Off Reserve students is higher than the number of On Reserve students.
- (3) Twelve of the sixty public school districts have higher populations of On Reserve students.

Number of Schools by Percentage of Aboriginal Enrolment 2001/02 - 2005/06 Province - Public Schools Only

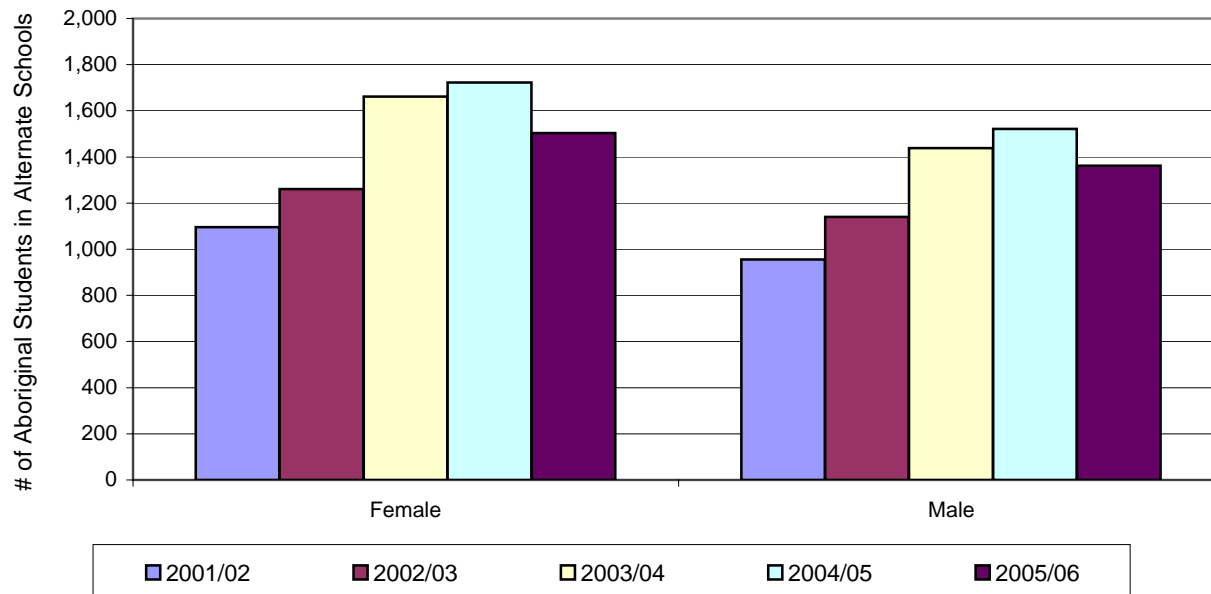


Percentage of Aboriginal Enrolment	Number of Schools				
	2001/02	2002/03	2003/04	2004/05	2005/06
<5%	765	705	530	534	547
5% to <10%	339	350	363	357	347
10% to <20%	270	265	334	323	323
20% to <50%	172	177	212	202	193
50% to 100%	54	60	67	75	74

Notes:

- (1) Includes *standard* public schools only.
- (2) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.

Number of Aboriginal Students in Alternate Schools
2001/02 - 2005/06 **Province - Public Schools Only**



School Year	Number of Students in Alternate Schools			
	Aboriginal		Non Aboriginal	
	Female	Male	Female	Male
2001/02	1,096	956	4,539	4,654
2002/03	1,261	1,140	4,559	4,626
2003/04	1,661	1,438	4,795	4,709
2004/05	1,723	1,521	4,281	4,186
2005/06	1,504	1,362	3,839	4,145

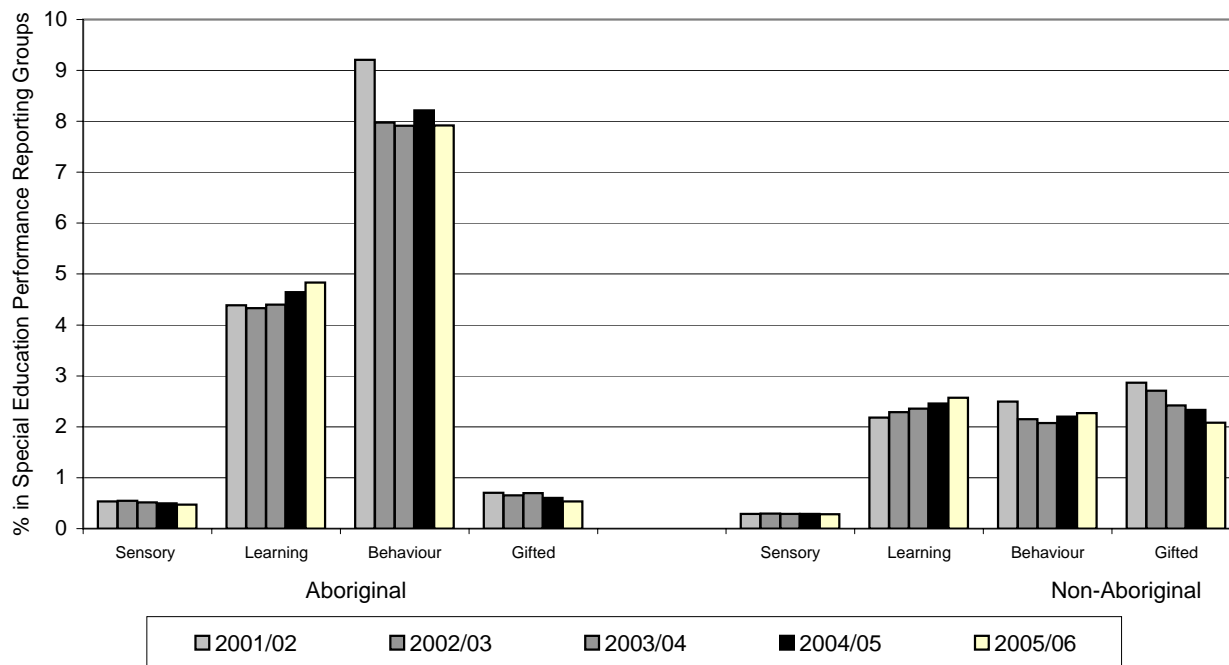
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) There are a larger number of Aboriginal females enrolled in alternate schools than Aboriginal males.

**Percentage of Students in Special Education Performance Reporting Groups
2001/02 - 2005/06 Province - Public Schools Only**



School Year	Number of Special Education Students															
	Sensory Disabilities		Learning Disabilities		Behaviour Disabilities		Gifted									
	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %				
2001/02	261	1	1694	0	2147	4	12657	2	4502	9	14500	2	345	1	16644	3
2002/03	274	1	1683	0	2180	4	13054	2	4016	8	12251	2	330	1	15443	3
2003/04	298	1	1618	0	2548	4	13119	2	4579	8	11537	2	403	1	13485	2
2004/05	287	0	1600	0	2695	5	13473	2	4768	8	12048	2	350	1	12791	2
2005/06	269	0	1528	0	2767	5	13936	3	4532	8	12302	2	306	1	11276	2

Notes:

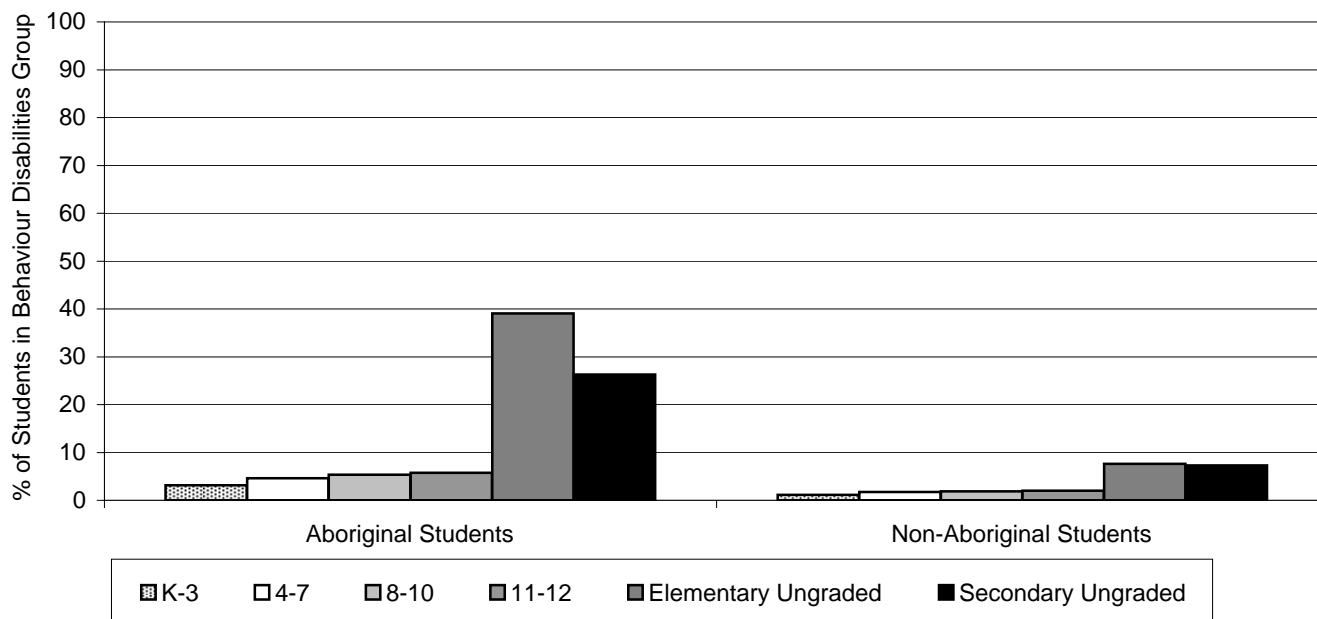
(1) Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing), Learning Disabilities includes Category Q (Learning Disability), Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and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

Provincial Overview Comments:

- (1) There continues to be an overrepresentation of Aboriginal students in the Behaviour Disabilities Group.
- (2) For more information refer to the 2001 report "Overrepresentation of Aboriginal Students Identified with Behaviour Disorders".
- (3) The number of Aboriginal students in the Learning Disabilities Category has continually increased over the years.

Grade Distribution of Students with Behaviour Disabilities 2001/02 - 2005/06 Province - Public Schools Only

2005/06



Grade Grouping	Number and Percentage of Students in Special Education Behaviour Disabilities Group																			
	Aboriginal Students										Non-Aboriginal Students									
	2001/02		2002/03		2003/04		2004/05		2005/06		2001/02		2002/03		2003/04		2004/05		2005/06	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
K-3	398	3	344	3	408	3	396	3	388	3	1524	1	1268	1	1289	1	1404	1	1460	1
4-7	1101	7	996	6	1099	4	1083	5	1011	5	3492	2	3126	2	2998	2	3086	2	3177	2
8-10	1578	14	1389	11	1748	5	1712	5	1829	5	5124	4	4420	3	4121	3	4092	3	4281	2
11-12	802	11	640	9	708	6	971	6	801	6	3407	3	2563	2	2391	2	2699	3	2676	2
Elementary Ungraded	59	53	39	41	45	41	40	35	41	39	103	7	80	6	79	5	89	6	103	8
Secondary Ungraded	531	35	577	34	534	35	528	35	421	26	742	8	707	9	549	6	570	9	489	7

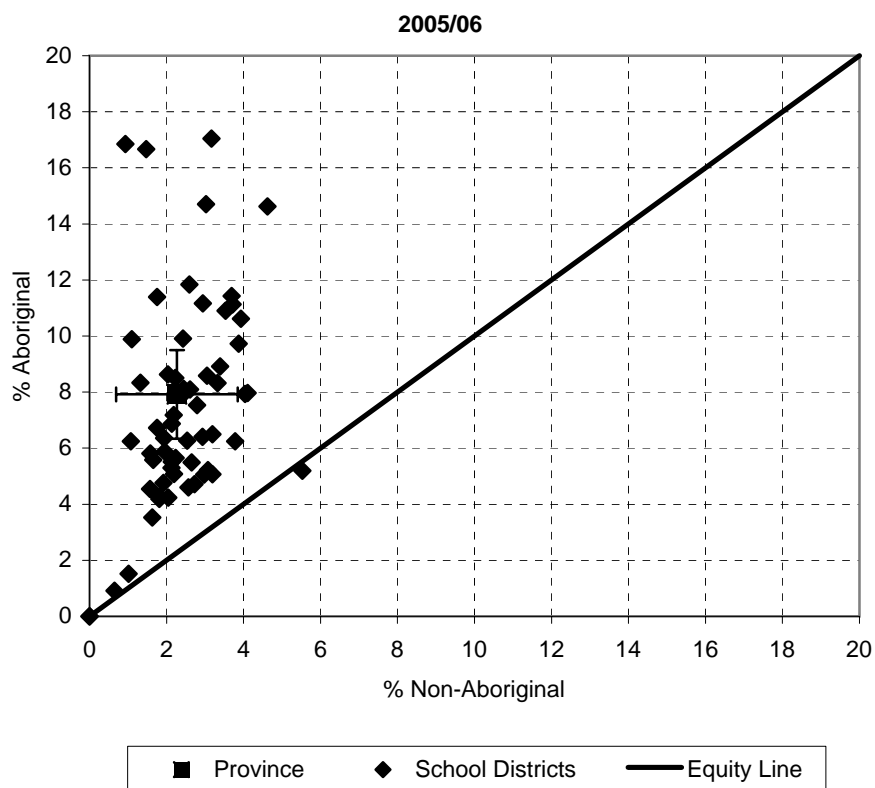
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) Definition of elementary and secondary ungraded from Data Collection Form 1701: "the student is not in a specific elementary or secondary grade. Ungraded students are not necessarily special education students. The ungraded categories include students who are taking courses at a number of levels and the school personnel do not consider the student to be in a specific grade level".
- (2) There has been an increase in the number of Aboriginal students in the Behaviour Disabilities Group in grades 8 - 10.

**Percentage of Students in Special Education Behaviour Disabilities Group
2001/02 - 2005/06 Province - Public Schools Only**



School Year	Provincial Percentage of Students in Special Education Behaviour Disabilities Group	
	Aboriginal	Non-Aboriginal
2001/02	9.6	2.5
2002/03	8.2	2.1
2003/04	9.1	2.1
2004/05	8.2	2.2
2005/06	7.9	2.3

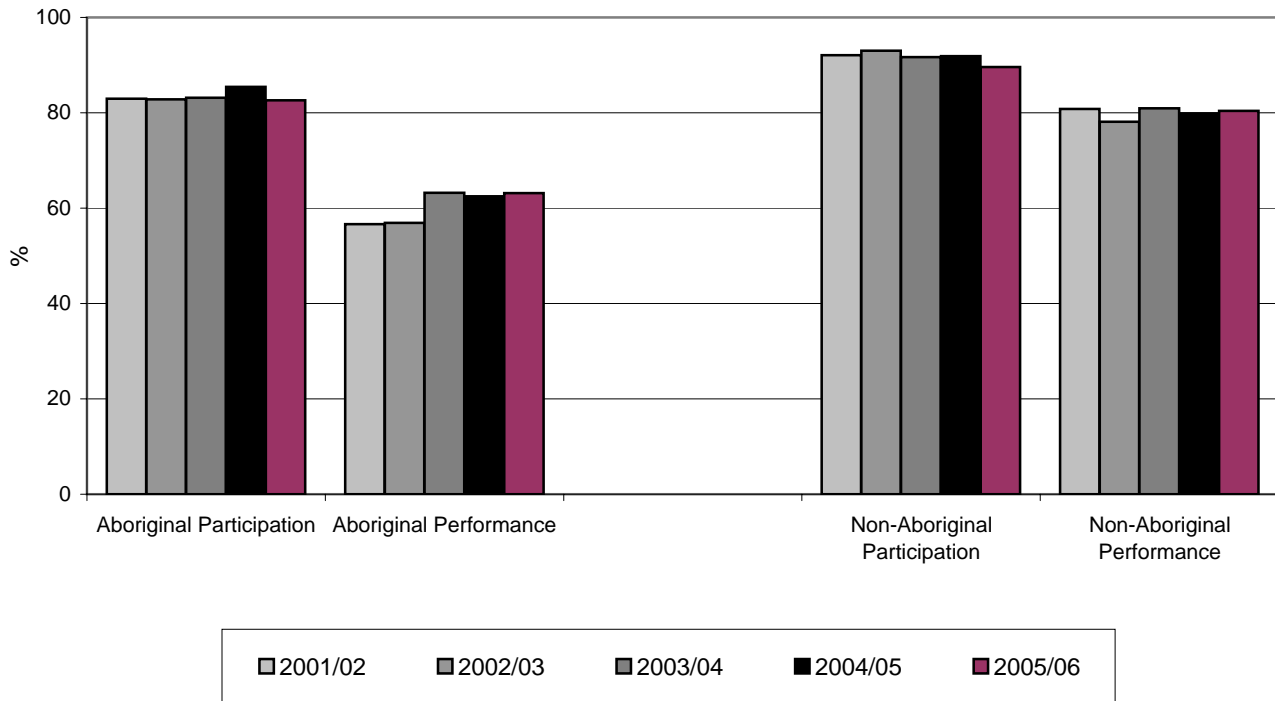
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).
- (3) Not all public school districts are displayed as the numbers are based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) Graph represents the 2005/06 school year only.
- (2) There continues to be an overrepresentation of Aboriginal students in the Behaviour Disabilities Group.
- (3) For more information refer to the 2001 report " *Overrepresentation of Aboriginal Students Identified with Behaviour Disorders* ".

Reading Comprehension - Grade 4 - Foundation Skills Assessment
2001/02 - 2005/06 **Province - Public Schools Only**



School Year	Reading Comprehension Grade 4 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
2001/02	3075	83	1668	57	37698	92	30071	81
2002/03	3051	83	1668	57	36740	93	28297	78
2003/04	3497	83	2176	63	35877	92	28902	81
2004/05	3491	85	2056	63	35276	92	27650	80
2005/06	3270	83	1940	63	33693	90	26384	80

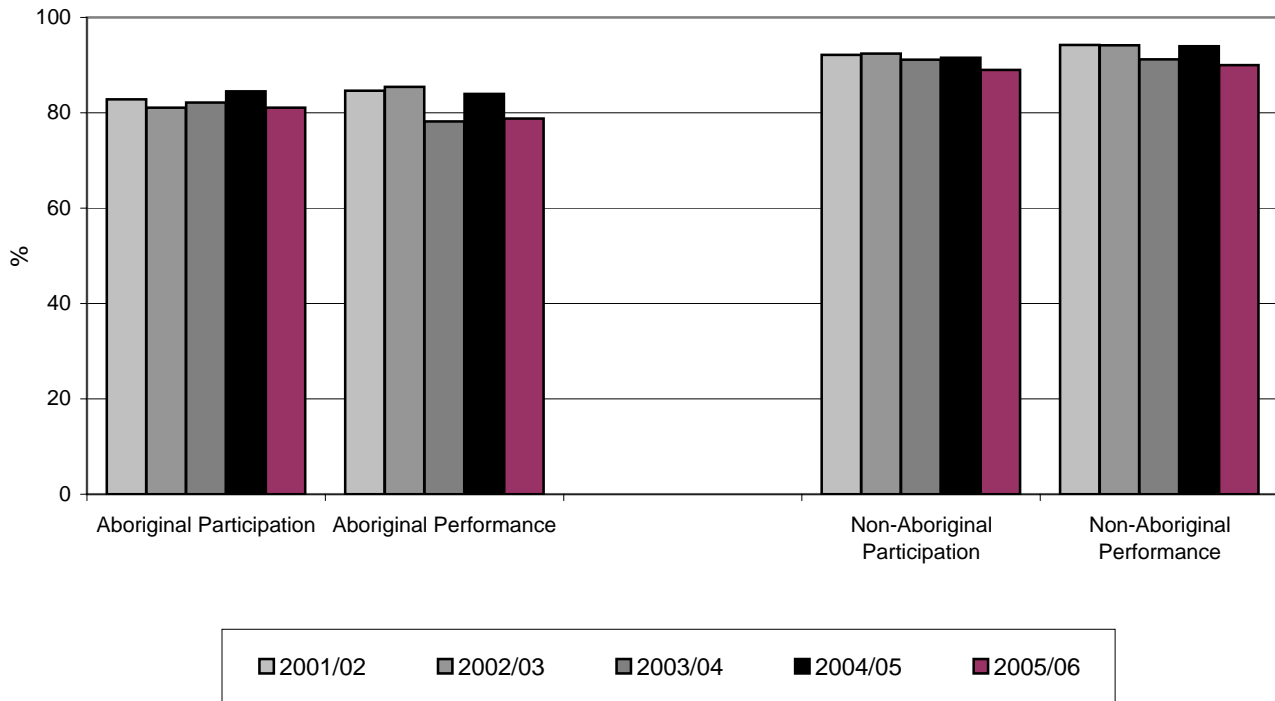
Notes:

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- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

(1) The percentage of Grade 4 Aboriginal students meeting or exceeding expectations has increased from 57% in 2001/02 to 63% in 2005/06.

Writing - Grade 4 - Foundation Skills Assessment
2001/02 - 2005/06 **Province - Public Schools Only**

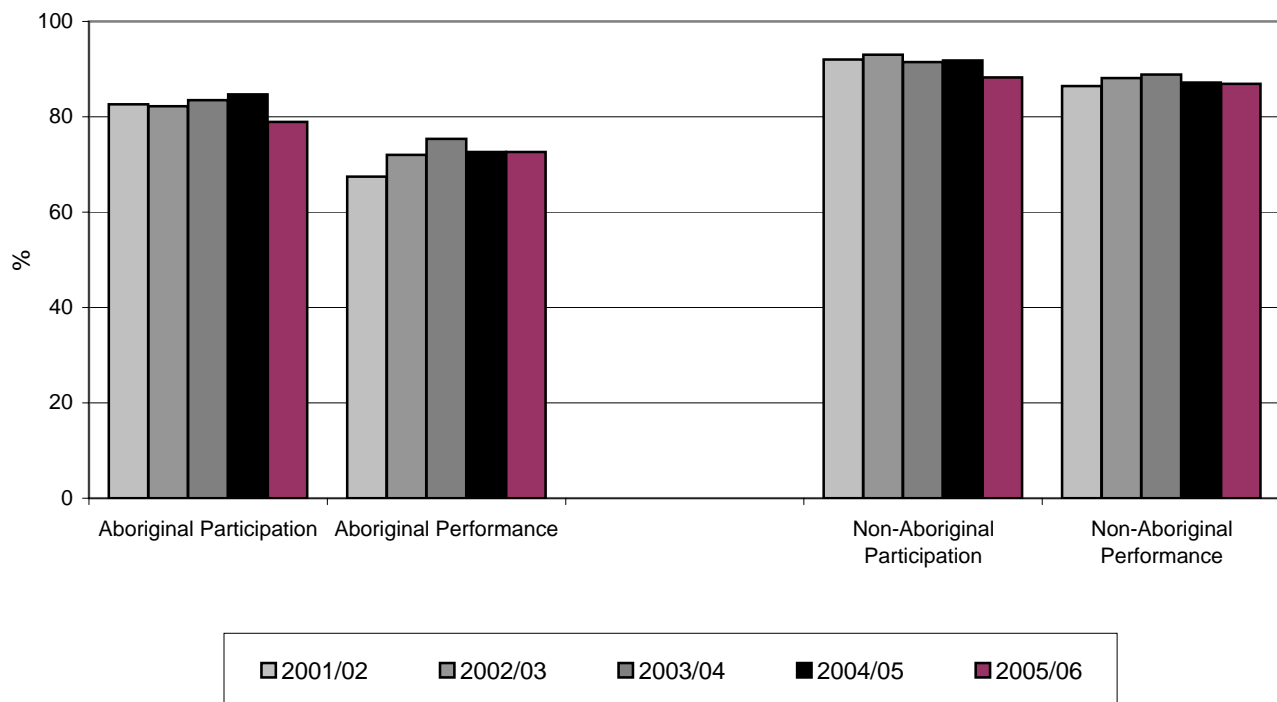


School Year	Writing Grade 4 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
2001/02	3069	83	2461	85	37720	92	35104	94
2002/03	2987	81	2382	85	36518	92	33493	94
2003/04	3453	82	2605	78	35675	91	32104	91
2004/05	3453	84	2788	84	35127	92	32512	94
2005/06	3209	81	2425	79	33456	89	29629	90

Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
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Numeracy - Grade 4 - Foundation Skills Assessment
2001/02 - 2005/06 **Province - Public Schools Only**



School Year	Numeracy Grade 4 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
2001/02	3063	83	1995	67	37680	92	32227	86
2002/03	3027	82	2087	72	36759	93	31899	88
2003/04	3510	83	2548	75	35813	91	31310	89
2004/05	3461	85	2395	73	35235	92	30176	87
2005/06	3124	79	2184	73	33165	88	28367	87

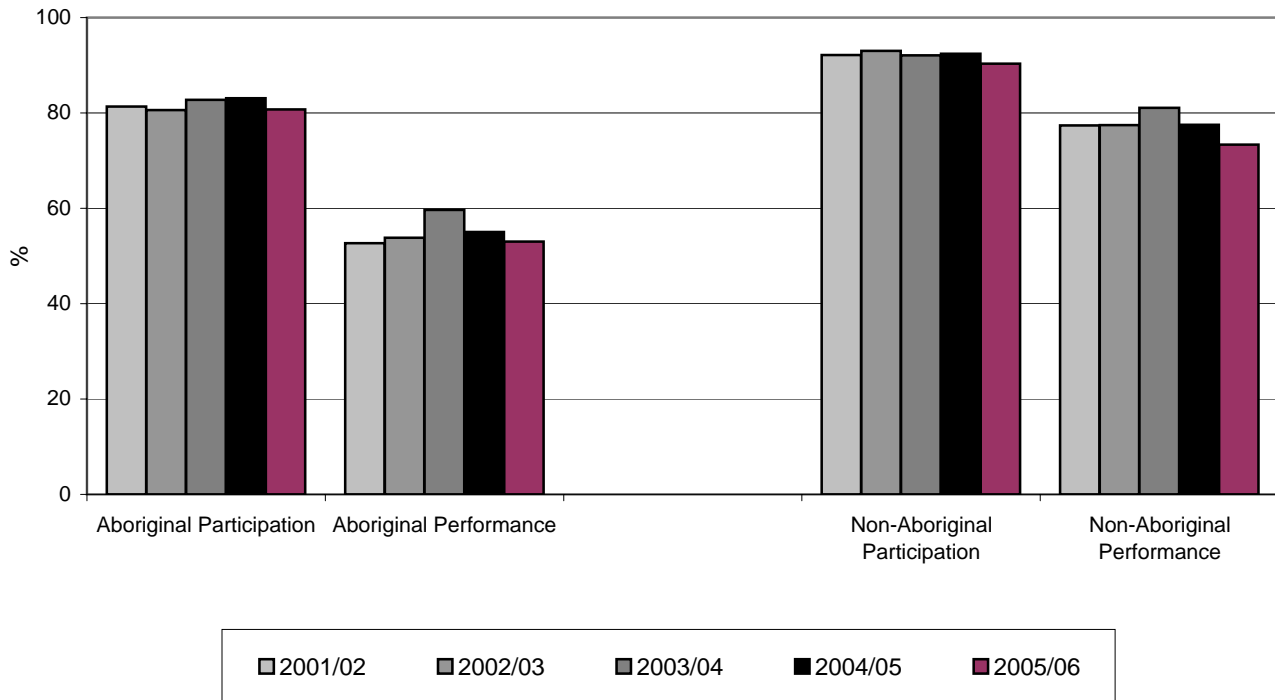
Notes:

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- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The percentage of Grade 4 Aboriginal students meeting or exceeding expectations has increased from 67% in 2000/01 to 73% in 2005/06.

Reading Comprehension - Grade 7 - Foundation Skills Assessment
2001/02 - 2005/06 **Province - Public Schools Only**

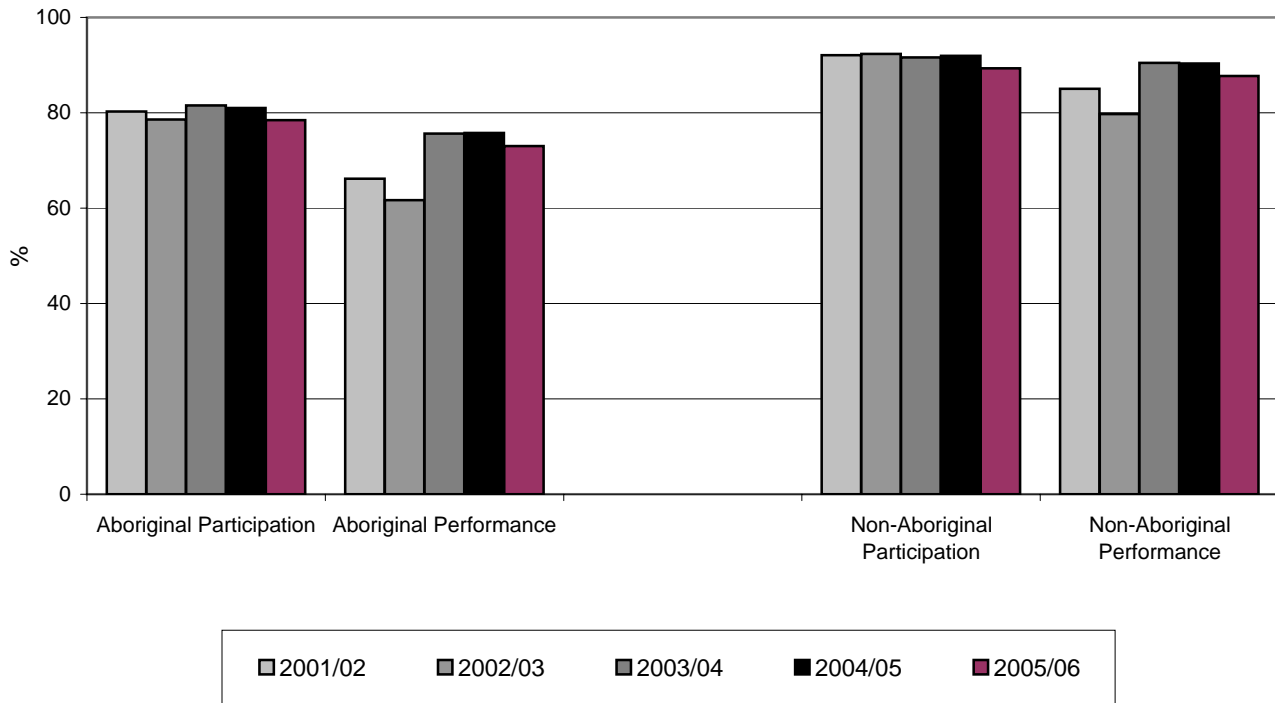


School Year	Reading Comprehension Grade 7 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
2001/02	3080	81	1577	53	39240	92	30089	77
2002/03	3249	81	1701	54	40044	93	30641	77
2003/04	3970	83	2339	60	38134	92	30761	81
2004/05	3805	83	2035	55	38326	92	29494	78
2005/06	3509	81	1764	53	36705	90	26269	73

Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Writing - Grade 7 - Foundation Skills Assessment
2001/02 - 2005/06 **Province - Public Schools Only**



School Year	Writing Grade 7 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
2001/02	3041	80	1902	66	39212	92	32787	85
2002/03	3169	79	1876	62	39746	92	31177	80
2003/04	3911	82	2860	76	37945	92	33902	90
2004/05	3712	81	2714	76	38127	92	33911	90
2005/06	3410	78	2377	73	36305	89	31233	88

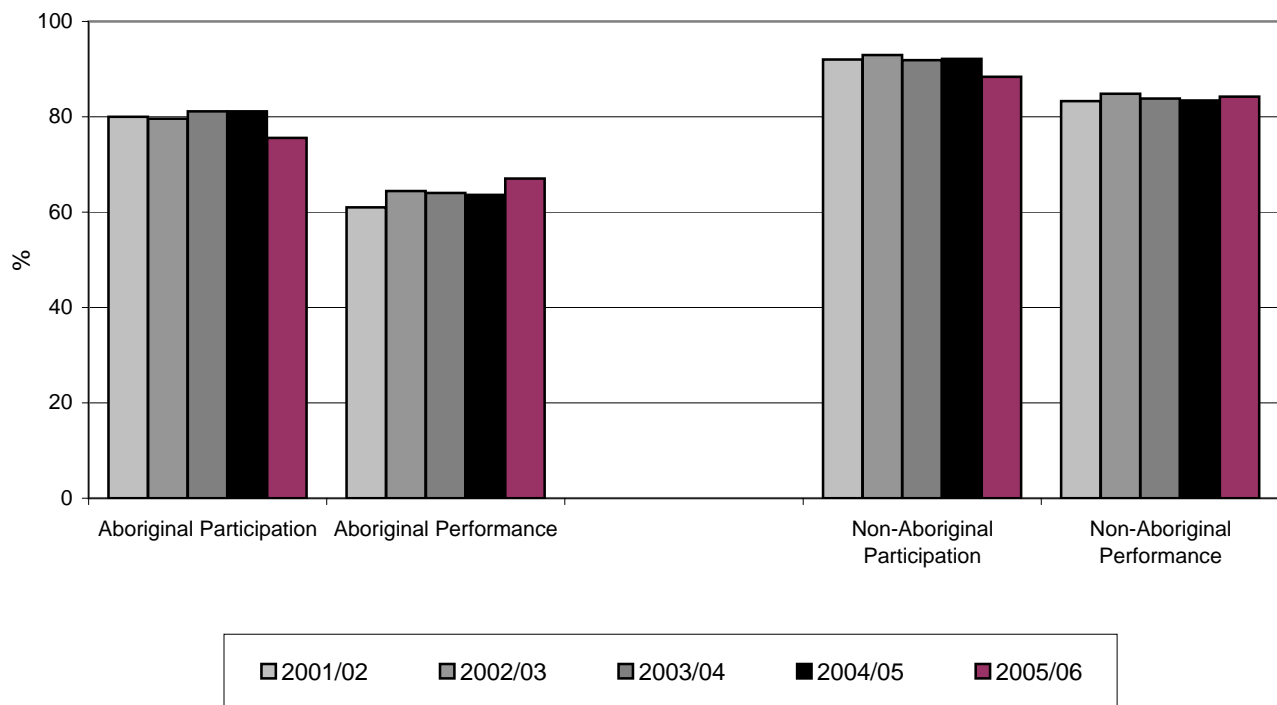
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- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The percentage of Grade 7 Aboriginal students meeting or exceeding expectations has increased from 66% in 2001/02 to 73% in 2005/06.

Numeracy - Grade 7 - Foundation Skills Assessment
2001/02 - 2005/06 **Province - Public Schools Only**



School Year	Numeracy Grade 7 FSA							
	Aboriginal Students				Non-Aboriginal Students			
	Participation		Meeting or Exceeding		Participation		Meeting or Exceeding	
	#	%	#	%	#	%	#	%
2001/02	3030	80	1770	61	39199	92	32225	83
2002/03	3209	80	1992	64	40004	93	33484	85
2003/04	3893	81	2389	64	38039	92	31382	84
2004/05	3717	81	2240	64	38229	92	31284	83
2005/06	3283	76	2145	67	35911	88	29935	84

Notes:

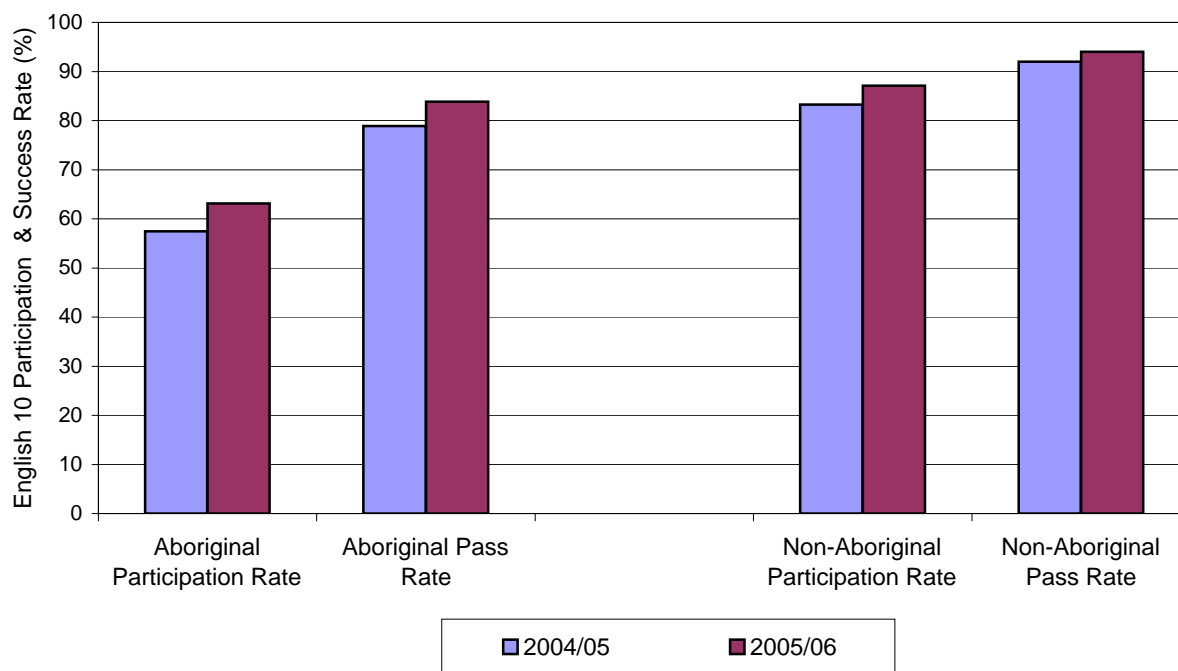
- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

(1) There has been an increase in the percentage of Grade 7 Aboriginal students meeting or exceeding expectations, from 61% in 2001/02 to 67% in 2005/06.

English 10 Participation & Pass Rate

2004/05 - 2005/06 Province - Public Schools Only



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2004/05	2875	57	2272	79	40179	83	37002	92
2005/06	3394	63	2849	84	43299	87	40775	94

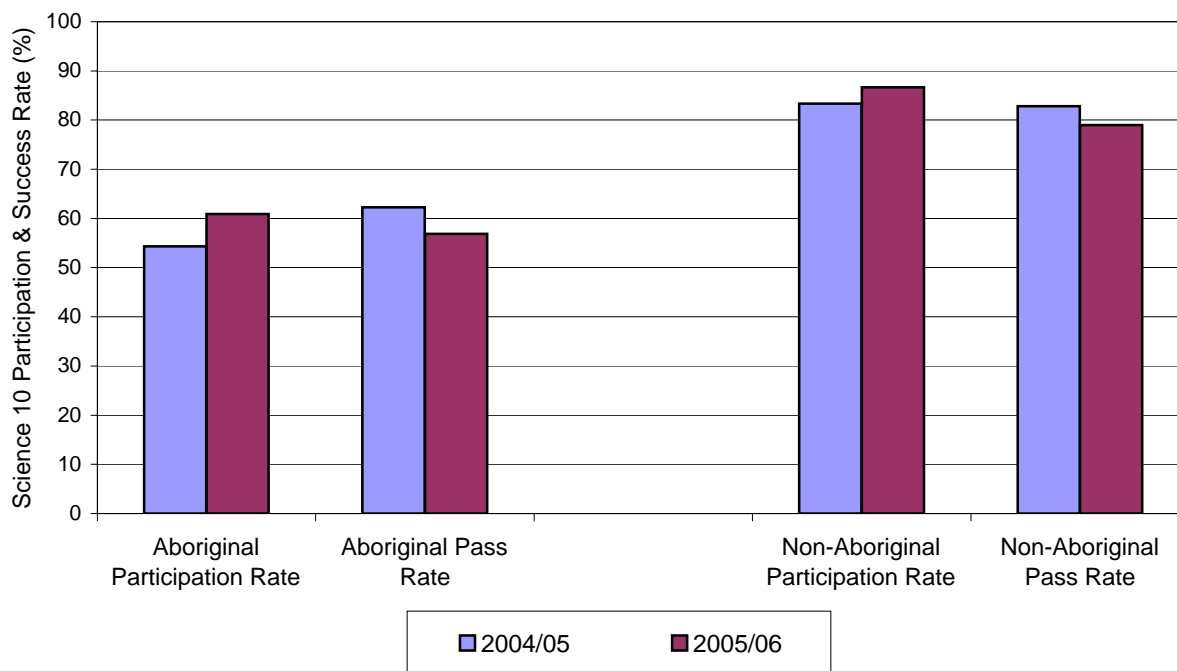
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 10 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The number and percentage of Aboriginal students participating in English 10 has increased.
 - (2) In the Graduation Program students are allowed to defer the exam to a later time.
- Caution: Only two years of data, three or more years of data are required to see trends.

Science 10 Participation & Pass Rate
2004/05 - 2005/06 **Province - Public Schools Only**



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2004/05	2719	54	1694	62	40226	83	33378	83
2005/06	3275	61	1863	57	43079	87	34098	79

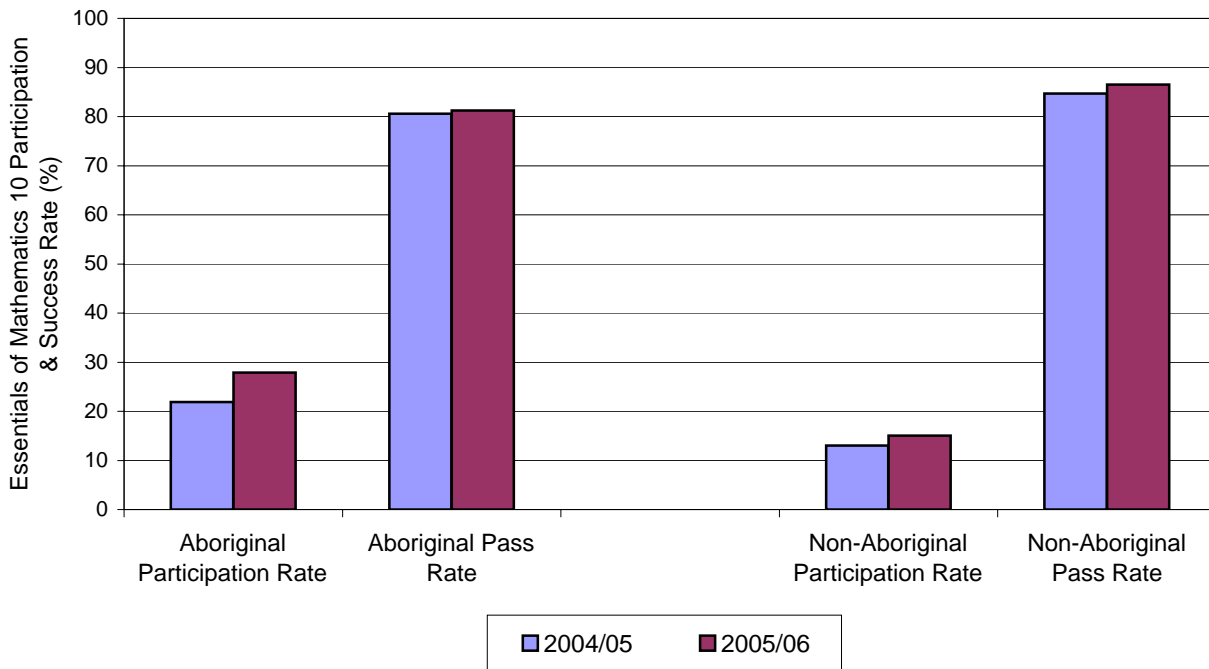
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 10 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The number and percentage of Aboriginal students participating in Science 10 has increased.
 - (2) In the Graduation Program students are allowed to defer the exam to a later time.
- Caution: Only two years of data. Three or more years of data are required to see trends.

Essentials of Mathematics 10 Participation & Pass Rate 2004/05 - 2005/06 Province - Public Schools Only



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2004/05	1096	22	886	81	6275	13	5335	85
2005/06	1499	28	1220	81	7493	15	6499	87

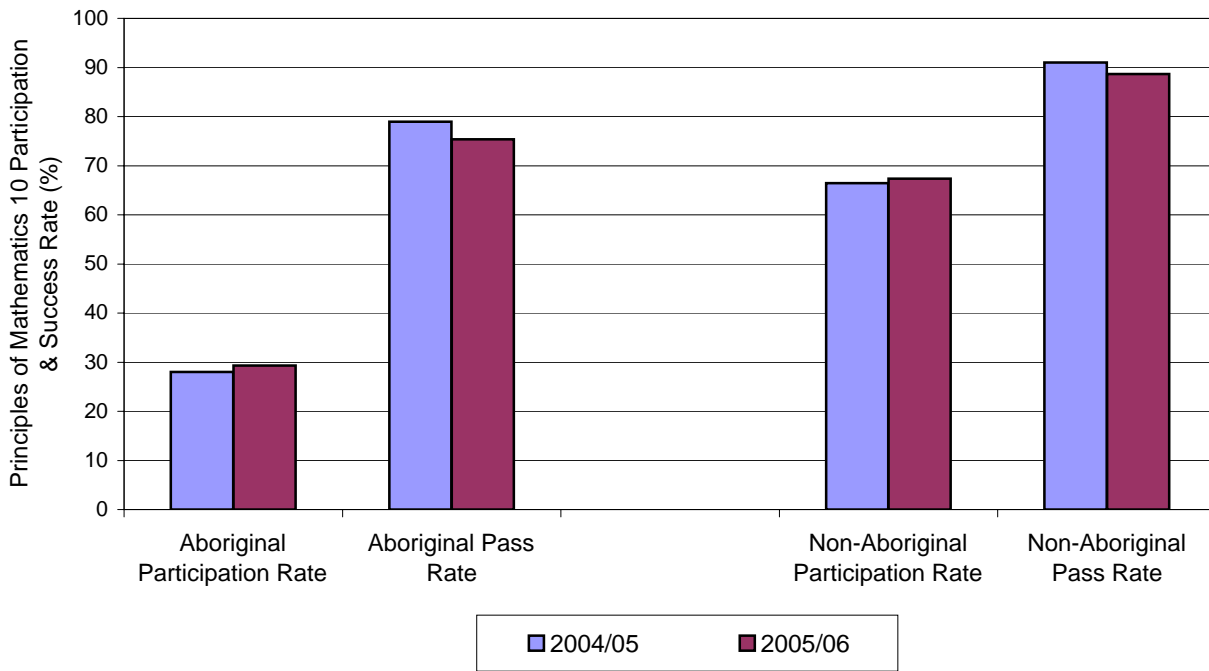
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 10 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The number and percentage of Aboriginal students participating in Essentials of Mathematics 10 has increased.
 - (2) In the Graduation Program students are allowed to defer the exam to a later time.
- Caution: Only two years of data. Three or more years of data are required to see trends.

Principles of Mathematics 10 Participation & Pass Rate
2004/05 - 2005/06 Province - Public Schools Only



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2004/05	1403	28	1110	79	32075	66	29282	91
2005/06	1576	29	1188	75	33476	67	29766	89

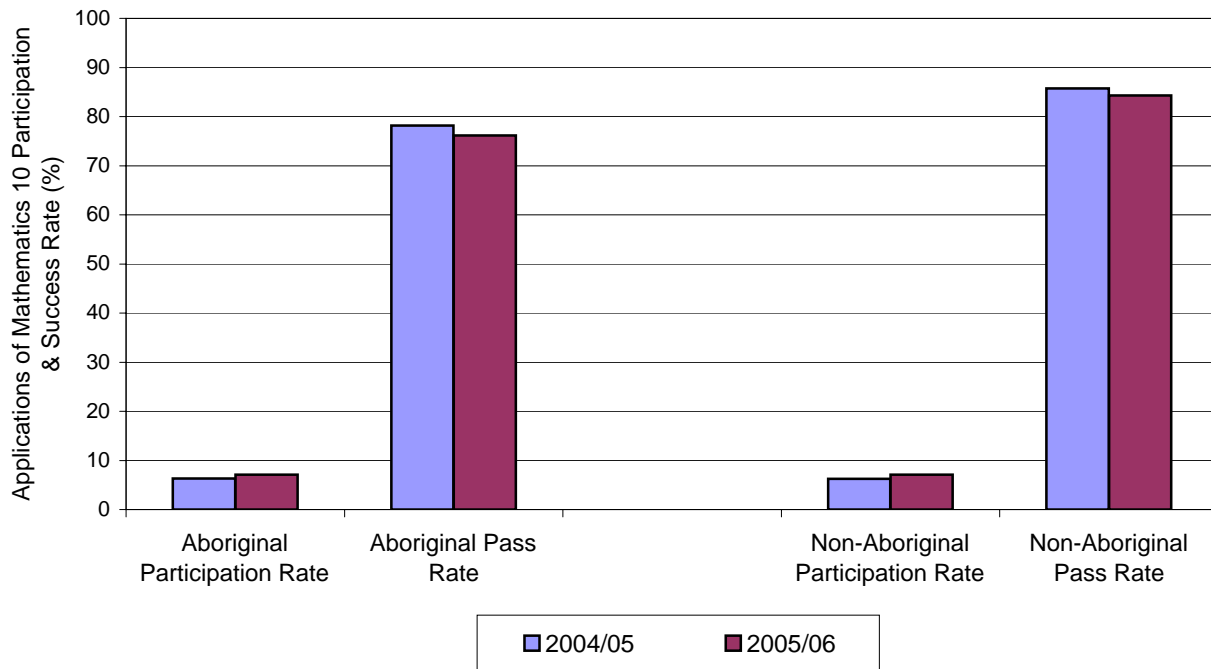
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 10 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The number and percentage of Aboriginal students participating in Principles of Mathematics 10 has increased.
 - (2) In the Graduation Program students are allowed to defer the exam to a later time.
- Caution: Only two years of data. Three or more years of data are required to see trends.

Applications of Mathematics 10 Participation & Pass Rate 2004/05 - 2005/06 Province - Public Schools Only



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2004/05	316	6	247	78	3031	6	2600	86
2005/06	382	7	291	76	3519	7	2973	84

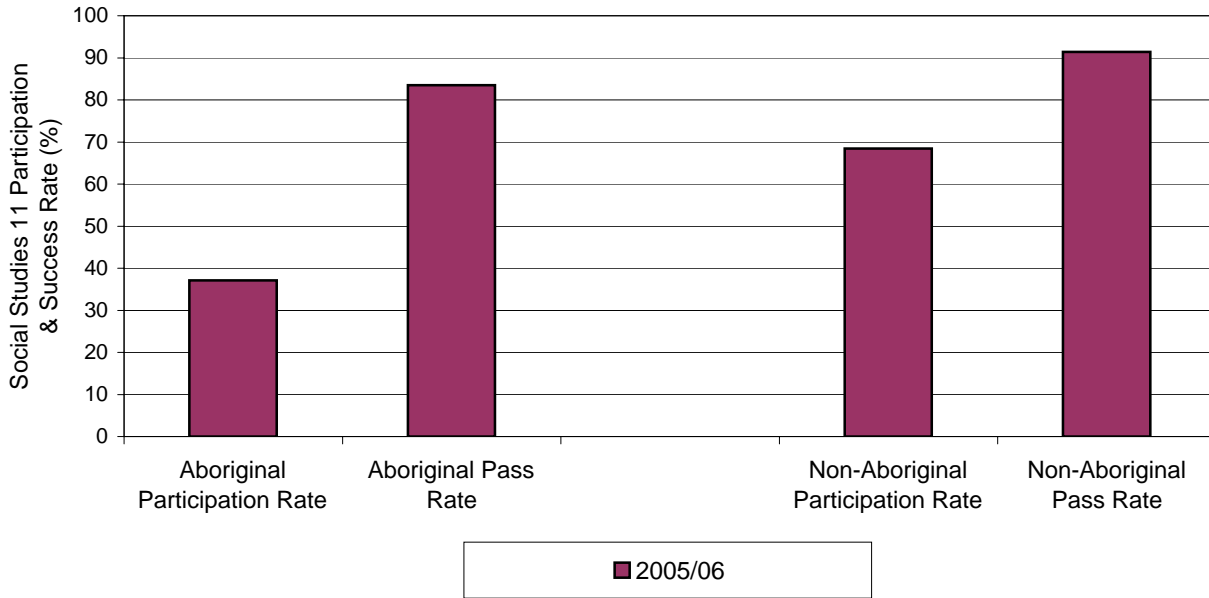
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 10 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The number and percentage of Aboriginal students participating in Applications of Mathematics 10 has increased.
 - (2) In the Graduation Program students are allowed to defer the exam to a later time.
- Caution: Only two years of data. Three or more years of data are required to see trends.

Social Studies 11 Participation & Pass Rate 2005/06 Province - Public Schools Only

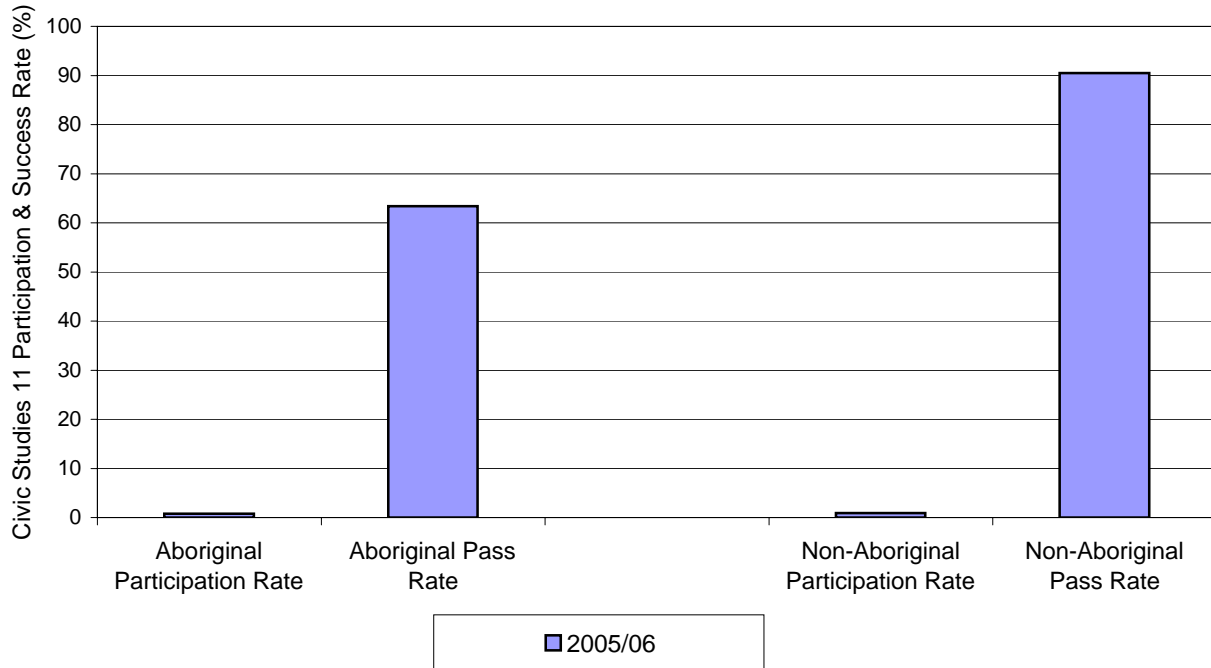


School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2005/06	2027	37	1693	83	37511	68	34330	91

Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 11 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Civic Studies 11 Participation & Pass Rate
2005/06 Province - Public Schools Only

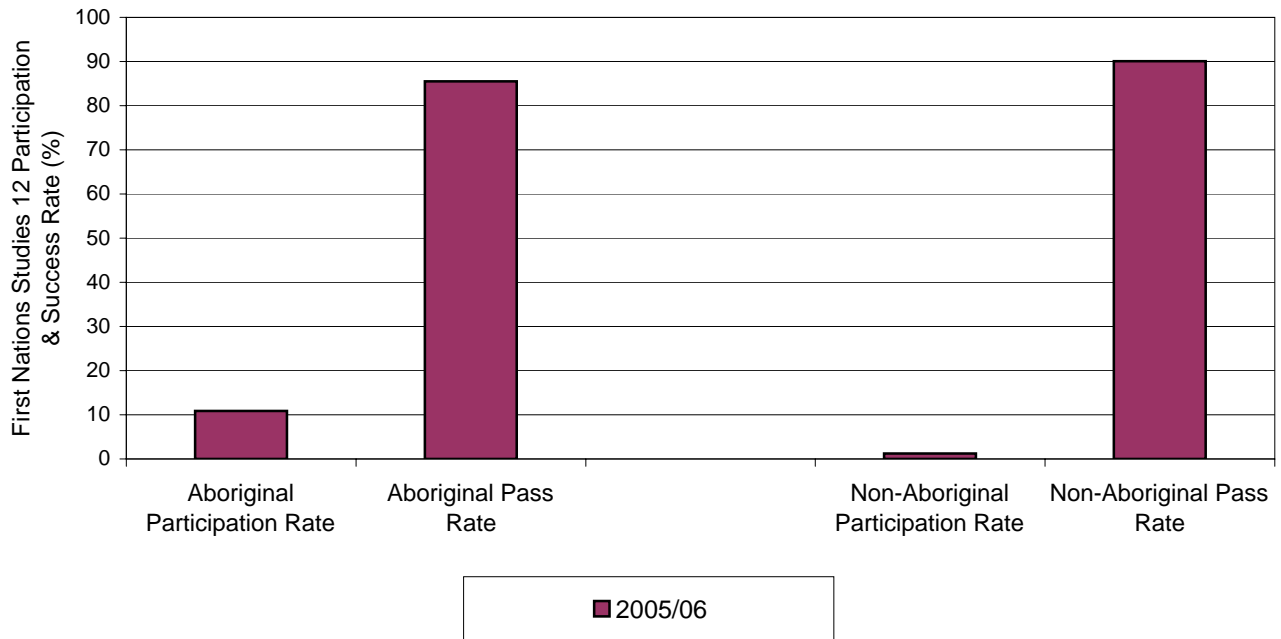


School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2005/06	41	1	26	63	503	1	455	90

Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 11 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

BC First Nations Studies 12 Participation & Pass Rate
2005/06 Province - Public Schools Only



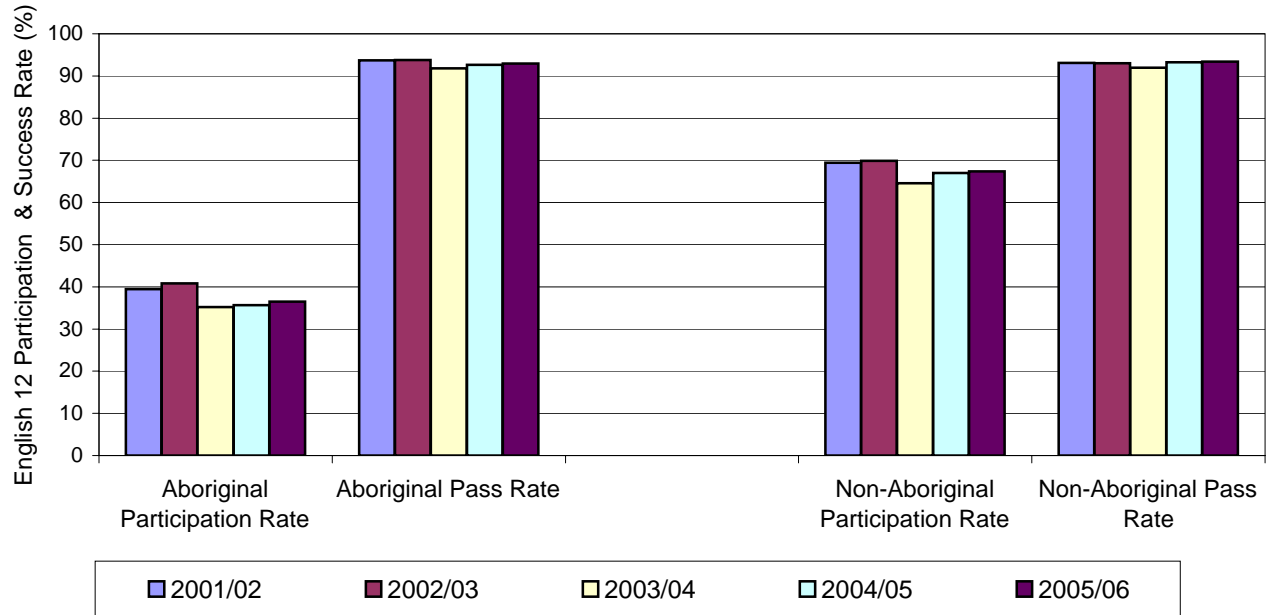
School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2005/06	489	11	419	86	695	1	627	90

Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 12 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

English 12 Participation & Pass Rate

2001/02 - 2005/06 Province - Public Schools Only



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2001/02	1186	39	1111	94	37754	69	36332	93
2002/03	1312	41	1230	94	38185	70	36741	93
2003/04	1264	35	1165	92	36166	65	33938	92
2004/05	1513	36	1412	93	37035	67	35260	93
2005/06	1639	36	1531	93	37769	67	35911	93

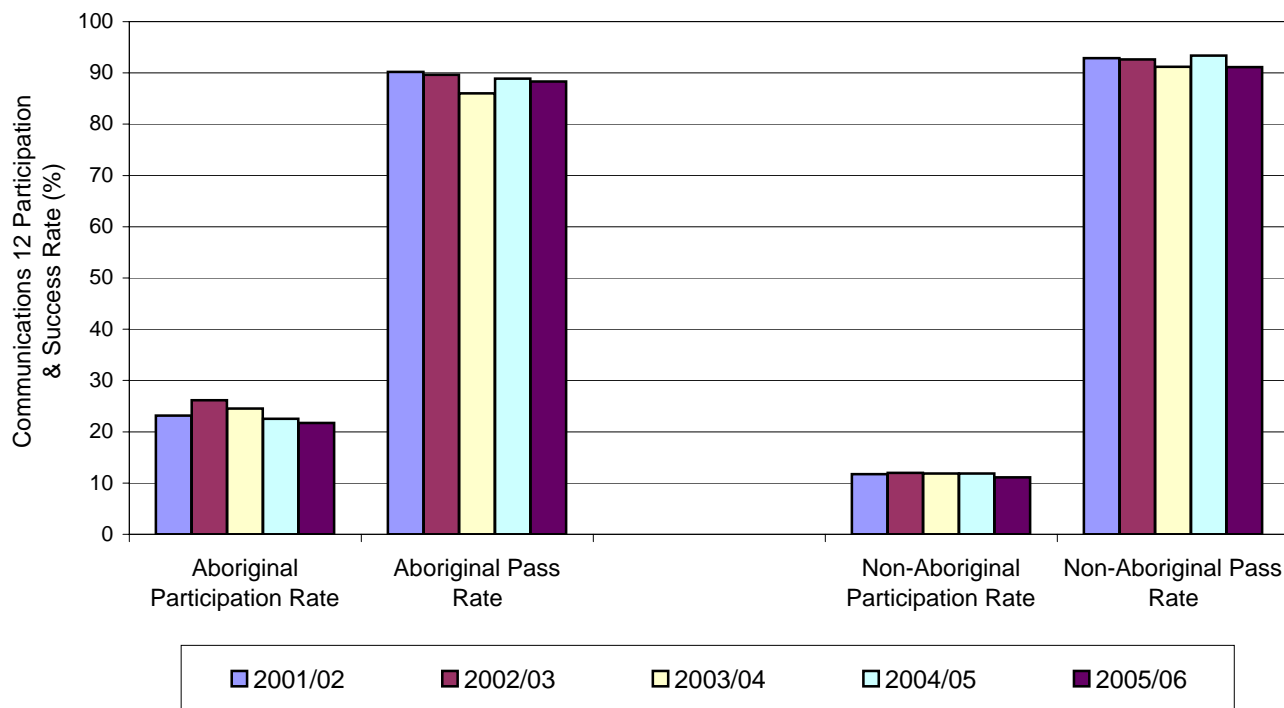
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 12 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) Over the past three years, the number of students participating in the English 12 provincial examination has increased.

Communications 12 Participation & Pass Rate
2001/02 - 2005/06 **Province - Public Schools Only**



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate		Pass Rate		Participation Rate		Pass Rate	
	#	%	#	%	#	%	#	%
2001/02	696	23	628	90	6377	12	6118	93
2002/03	842	26	755	90	6556	12	6282	93
2003/04	881	25	758	86	6660	12	6134	91
2004/05	956	23	855	89	6552	12	6181	93
2005/06	977	22	870	88	6234	11	5737	91

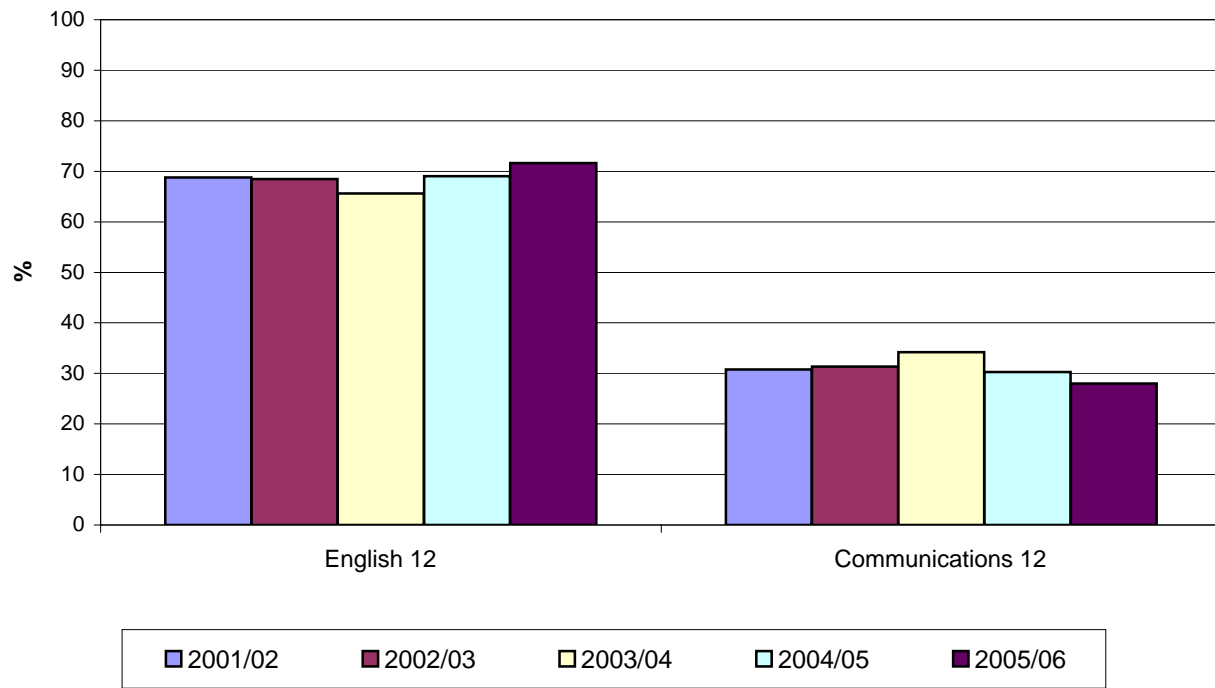
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Participation number is the count of unique exam writers. Participation percent is the count of unique exam writers divided by the number of Grade 12 students on September 30th. Pass Rate is the students who received a grade of C- or better.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) Although the participation rate as a percentage of all Aboriginal students has decreased, there has been a steady increase in the number of Aboriginal students participating in the course.

**English Language Arts 12 Credits Taken by Aboriginal Graduates (%)
Province - Public Schools Only**

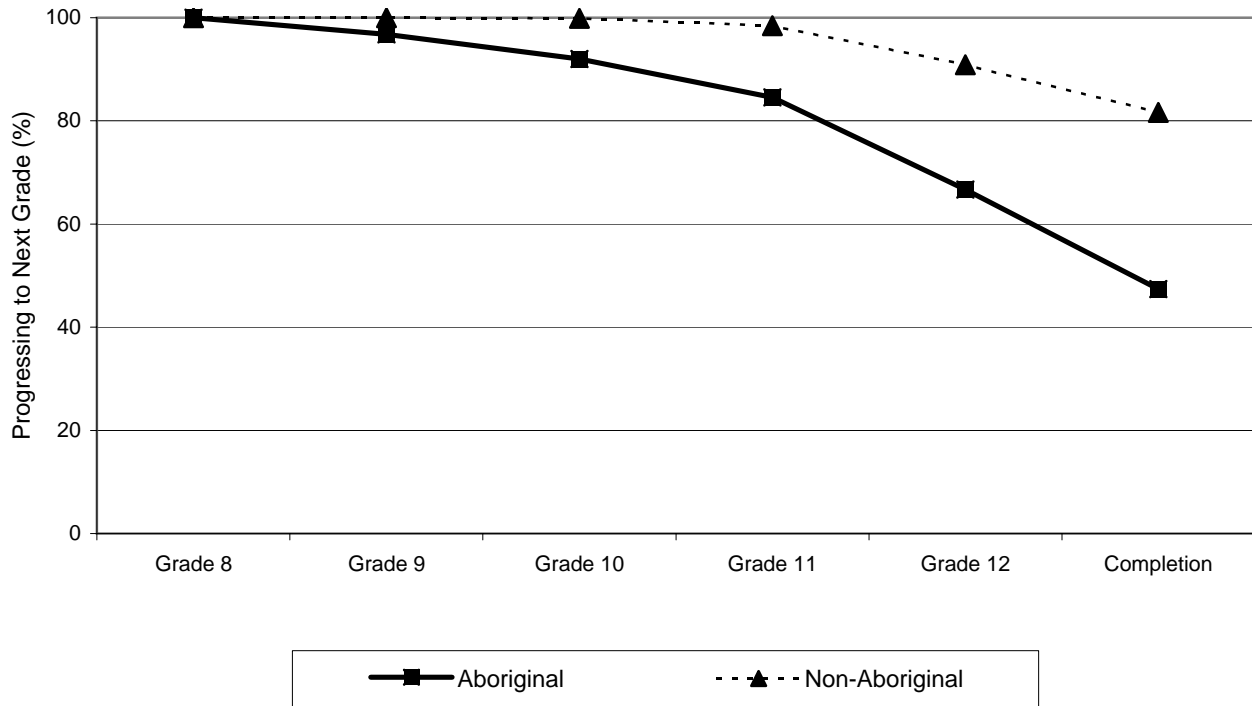


School Year	Percentage (%) of Aboriginal Graduates Writing	
	English 12	Communications 12
2001/02	69	31
2002/03	68	31
2003/04	66	34
2004/05	69	30
2005/06	72	28

Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and
- (2) Technical & Professional Communications 12 is not included as it is usually less than 1%.

Progress of Students Entering Grade 8 in September 2000
Province - Public Schools Only



School Year	Progress of Students Entering Grade 8 in September 2000 (%)	
	Aboriginal	Non-Aboriginal
Grade 8	100	100
Grade 9	97	100
Grade 10	92	100
Grade 11	85	98
Grade 12	67	91
Completion	47	82

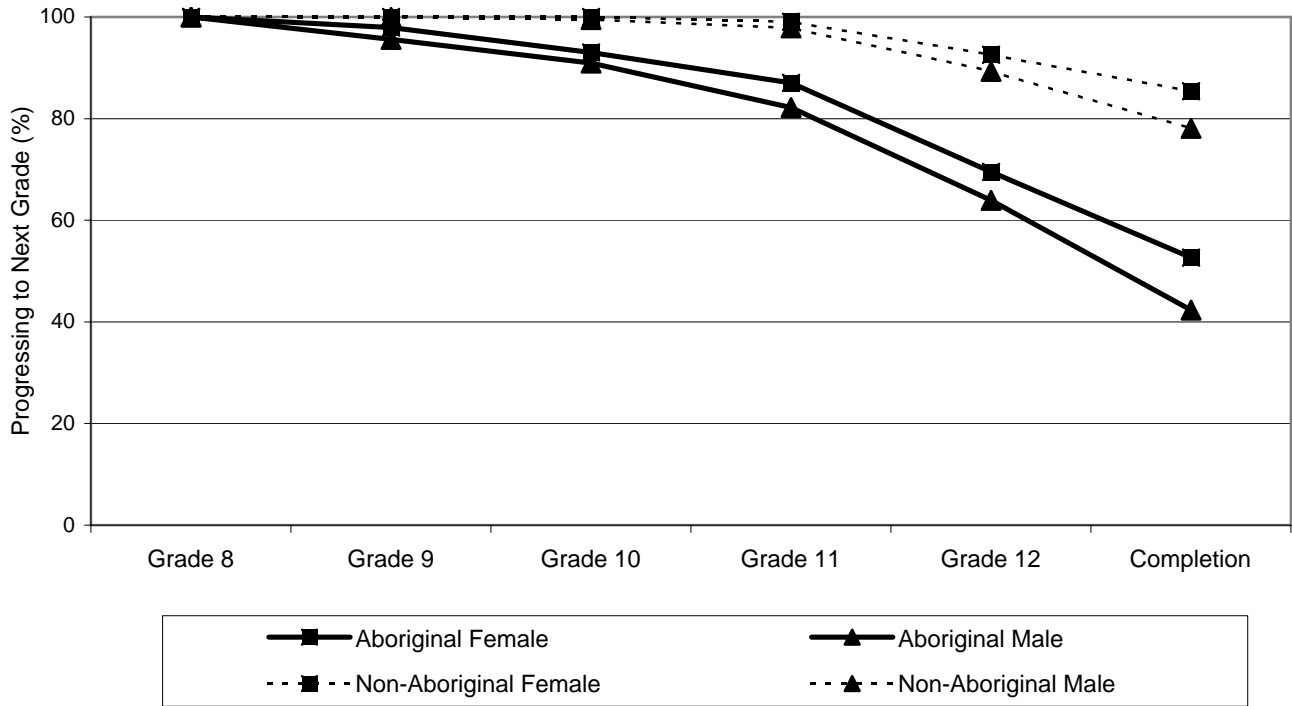
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Grade transition includes transitions to a higher grade in any school type.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The Six-Year Completion Rate for Aboriginal students was 47% in 2005/06.

**Progress of Students Entering Grade 8 in September 2000, by Gender
Province - Public Schools Only**



School Year	Progress of Students Entering Grade 8 in September 2000 (%)			
	Aboriginal Female	Aboriginal Male	Non-Aboriginal Female	Non-Aboriginal Male
Grade 8	100	100	100	100
Grade 9	98	96	100	100
Grade 10	93	91	100	100
Grade 11	87	82	99	98
Grade 12	70	64	93	89
Completion	53	42	85	78

Notes:

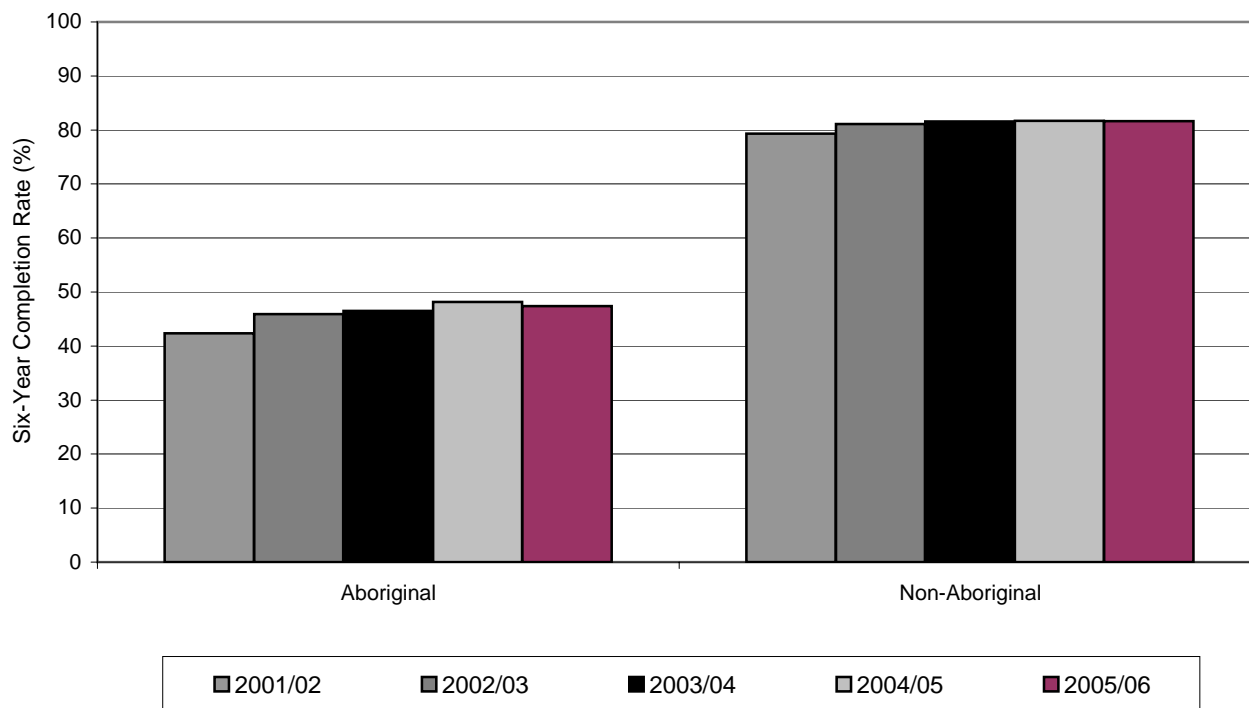
- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Grade transition includes transitions to a higher grade in any school type.
- (3) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) Aboriginal females continue to complete school at a higher percentage than Aboriginal males.
- (2) The Aboriginal Six-Year Completion Rate was 47% in 2005/06.

Six-Year Completion Rate, 2001/02 - 2005/06

Province - Public Schools Only



School Year	Provincial Six-Year Completion Rate (%)	
	Aboriginal	Non-Aboriginal
2001/02	42	79
2002/03	46	81
2003/04	47	82
2004/05	48	82
2005/06	47	82

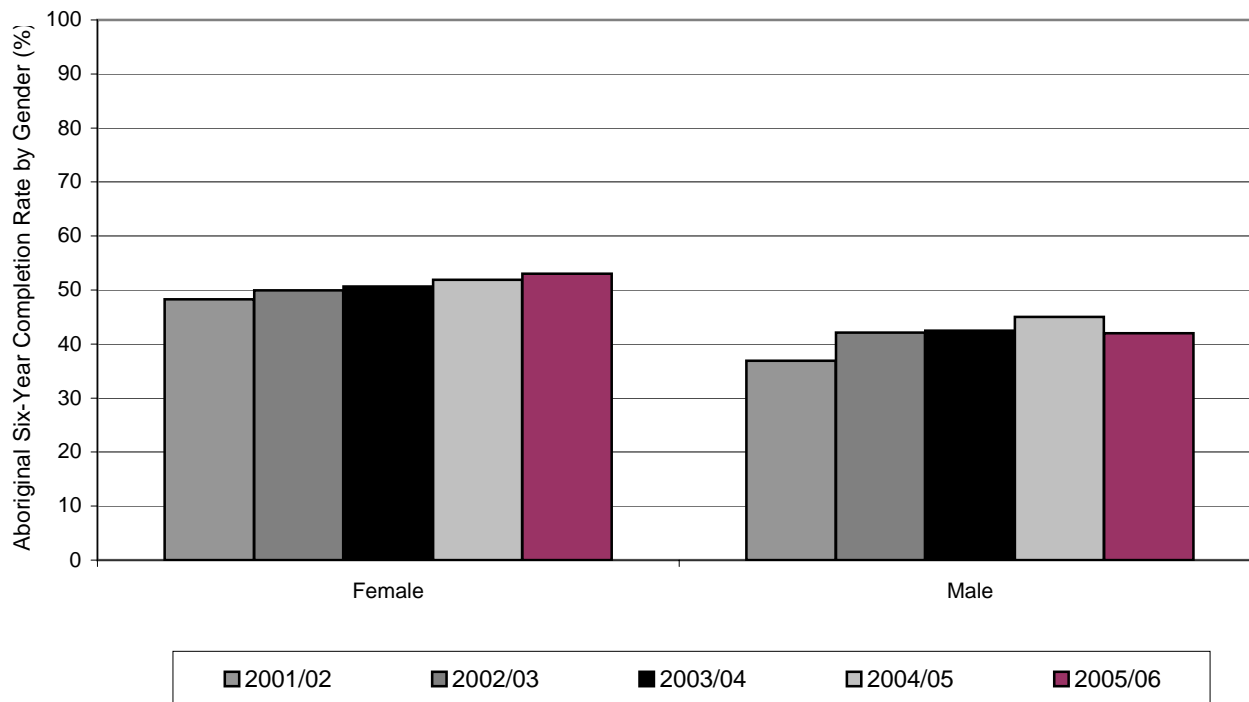
Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The Aboriginal Six-Year Completion Rate has increased from 42% in 2001/02 to 47% in 2005/06.
- (2) The Aboriginal Six-Year Completion Rate has increased 5% over the last five years.

Aboriginal Six-Year Completion Rate by Gender, 2001/02 - 2005/06 **Province - Public Schools Only**



School Year	Aboriginal Six-Year Completion Rate by Gender (%)	
	Female	Male
2001/02	48	37
2002/03	50	42
2003/04	51	42
2004/05	52	45
2005/06	53	42

Notes:

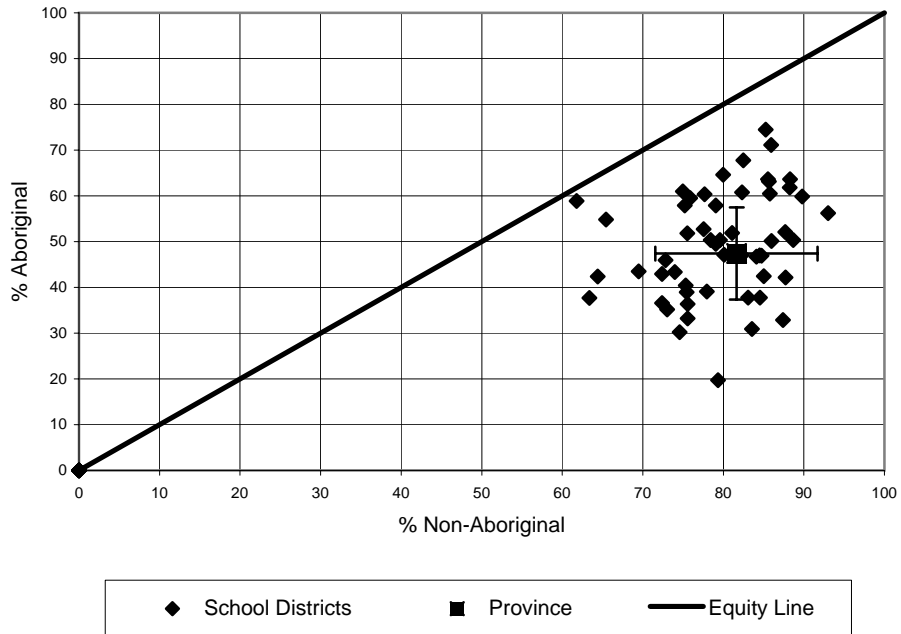
- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) The Aboriginal Six-Year Completion Rate has increased from 42% in 2000/01 to 47% in 2005/06.
- (2) The Aboriginal Six-Year Completion Rate has increased 5% over the last five years.

Six-Year Completion Rate, 2001/02 - 2005/06 Province - Public Schools

2005/06



School Year	Provincial Six-Year Completion Rate (%)	
	Aboriginal	Non-Aboriginal
2001/02	42	79
2002/03	46	81
2003/04	47	82
2004/05	48	82
2005/06	47	82

Notes:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30th.
- (2) Not all public school districts are displayed as the numbers are based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

Provincial Overview Comments:

- (1) Graph represents the 2005/06 school year only.

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Education Funding	Provided on a per full-time equivalent (FTE) basis to school boards for each self-identified Aboriginal school-age student who is receiving an Aboriginal program. This special funding is targeted and cannot be redirected to other programs.
Aboriginal Programs	Designed to further Aboriginal Studies. Includes Aboriginal Language and Culture, Aboriginal Support Services, and other approved Aboriginal Programs.
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis or Inuit).
Adult Student	A student 20 years of age or older as of June 30 at the end of the school year.
British Columbia Certificate of Graduation	Granted by the Ministry of Education to students who meet the British Columbia secondary school graduation requirements. Also referred to as a "Dogwood Certificate".
Completion Rate	See Six-Year Completion Rate
Dogwood Diploma/ Certificate	See BC Certificate of Graduation
Elementary Ungraded (EU)	Students who are taking courses at the Kindergarten to Grade 7 level and the school personnel do not consider the student to be in a specific Grade.
Enhancement Agreement	A working agreement between a school board, local Aboriginal communities, and the Ministry of Education. Enhancement Agreements are designed to enhance the educational achievement of Aboriginal students.
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.
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. Students who transition to homeschooling are not included.
Graduate	A student that has met the British Columbia Graduation Requirements.
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 personal information, numbers or percentages must be suppressed if they are elements of a population that is one through four. For more information refer to http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_small
N/A	Not Applicable
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.

GLOSSARY

GLOSSARY ITEM	DEFINITION
Participation Rate (Provincial Examinations)	The number of students who wrote the examination at least once in the school year and are in the same grade as the indicated exam grade level divided by the total number of students who are in the same grade as the indicated exam grade level.
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: <i>Exceeding Expectations</i> - exceeded the expectations for student's grade <i>Meeting Expectations</i> - met the accepted expectations for student's grade <i>Not Yet Meeting Expectations</i> - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board.
School	An organization having at least one teacher and administrator, which provides educational programs to students.
School District	A geographic area in British Columbia constituted as a district under the <i>School Act</i> . 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.
School-age	Five to nineteen years of age inclusive.
Secondary Ungraded (SU)	Students who are taking courses at the Grade 8-12 level and the school personnel do not consider them to be in a specific Grade level.
Six-Year Completion Rate	The proportion of students who graduate, with a Certificate of Graduation, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of British Columbia.
Special Education 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 Education Performance Reporting Groups	Constructed from Special Education 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)

GLOSSARY

GLOSSARY ITEM	DEFINITION
Special Education Categories	Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability/Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions/Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support/Mental Illness (formerly Categories M and N)
Student	An individual enrolled in a British Columbia school. Students include all school-aged and adult persons who are working toward a British Columbia Certificate of Graduation.
Subject (Provincial Examinations)	Includes both French and English variants of equivalent curricula, in combination - (eg. Chemistry 12 contains English and French variants of the curriculum - Chemistry 12 and Chemie 12).