
Students with Special Needs - How Are We Doing? Province - Public Schools Only

Introduction

The Ministry of Education is committed to improving academic achievement for all students. This report fulfils government's commitment to produce annual reports that monitor the progress of students identified by school districts as having special needs in BC. Achievement trends are identified to help school boards set goals for improvement.

Provincial measures of achievement include the following:

- Grade-to-Grade Transition
- Foundation Skills Assessment
- Six-year Dogwood Completion Rates
- Provincial Examinations

When reporting the performance of students with special educational needs, four Performance Reporting Groups are used: Sensory Disabilities, Learning Disabilities, Behaviour Disabilities, and Gifted. These groups include 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. For some students with special needs, these measures are not useful in better understanding their learning. For these students, individual goals and progress towards their achievement are more meaningful. The glossary at the end of this report includes definition of Special Needs Performance Reporting Groups.

In 2005/06, school boards reported 61,277 students with special educational needs. The proportion of students with special needs in the total BC public schools student population in Kindergarten through Grade 12 is about 10.2 percent. This year, funding for students with special needs in BC's public schools has increased by \$38 million to over half-a-billion dollars.

Caution

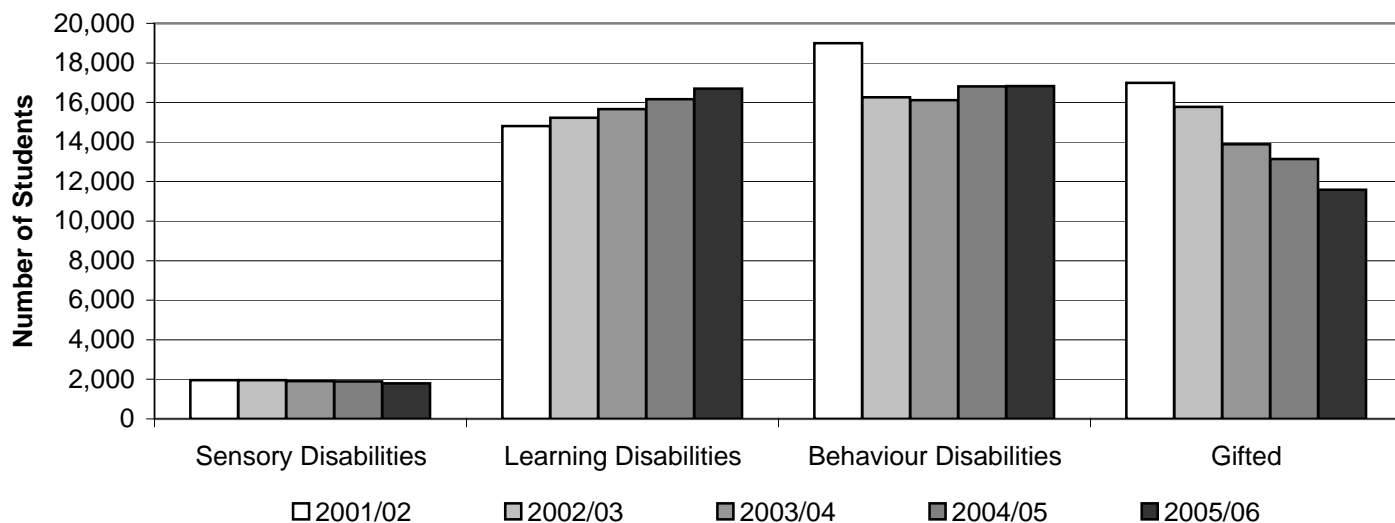
The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in small differences from previously published reports. The data contained in this report are the most accurate data available at time of publication.

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**Number of Students
2001/02 - 2005/06**

**Special Needs Performance Reporting Groups
Province - Public Schools Only**



Number of Students			Special Needs Performance Reporting Groups												
	2001/02			2002/03			2003/04			2004/05			2005/06		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Sensory Disabilities	837	1,118	1,955	834	1,123	1,957	827	1,089	1,916	829	1,058	1,887	778	1,019	1,797
Learning Disabilities	4,079	10,725	14,804	4,284	10,950	15,234	4,534	11,133	15,667	4,863	11,305	16,168	5,181	11,522	16,703
Behaviour Disabilities	5,710	13,292	19,002	4,588	11,679	16,267	4,578	11,538	16,116	4,912	11,903	16,815	5,015	11,818	16,833
Gifted	8,691	8,298	16,989	7,954	7,819	15,773	6,966	6,922	13,888	6,626	6,515	13,141	5,738	5,844	11,582
Total	19,317	33,433	52,750	17,660	31,571	49,231	16,905	30,682	47,587	17,230	30,781	48,011	16,712	30,203	46,915

Notes

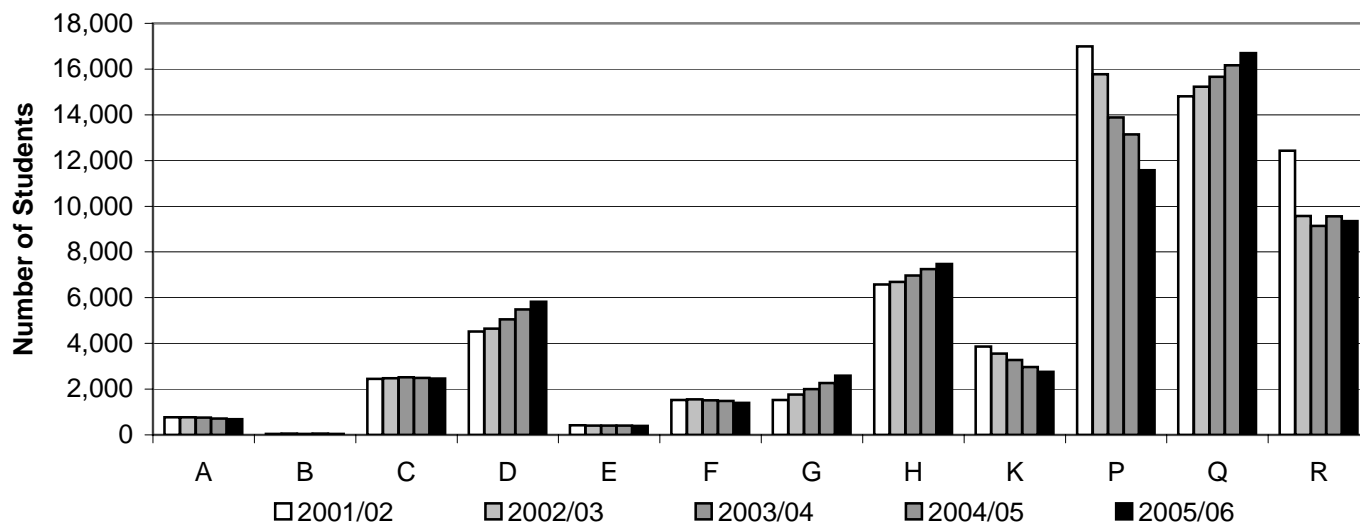
1) Refer to attached Glossary for definition of terms.

Provincial Overview Comments

- Between 2001/02 and 2005/06, the number of students in the Sensory Disabilities Performance Reporting Group decreased by 8%.
- Between 2001/02 and 2005/06, the number of students reported in the Learning Disabilities Performance Reporting Group increased by 13%. In 2001/02 the Ministry revised the reporting criteria for students in this category from only severe learning disabilities to include students with any level of learning disability.
- Between 2001/02 and 2005/06, the number of students reported in the Behaviour Disabilities Performance Reporting Group decreased by 11%.
- Between 2001/02 and 2005/06, the number of students in the Gifted Special Needs Performance Reporting Group decreased by 32%. The number of students reported in 2005/06 represents 2% of the total provincial enrolment, the expected incidence level for students who are gifted.

**Number of Students
2001/02 - 2005/06**

**Special Needs Category
Province - Public Schools Only**



Number of Students			Special Needs Category												
	2001/02			2002/03			2003/04			2004/05			2005/06		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
A	372	401	773	379	394	773	375	385	760	349	363	712	336	350	686
B	20	26	46	20	29	49	21	26	47	23	31	54	21	27	48
C	1,043	1,412	2,455	1,062	1,415	2,477	1,076	1,445	2,521	1,067	1,423	2,490	1,029	1,428	2,457
D	1,514	3,003	4,517	1,534	3,111	4,645	1,613	3,433	5,046	1,745	3,738	5,483	1,875	3,952	5,827
E	175	250	425	164	242	406	170	235	405	168	231	399	161	230	391
F	662	868	1,530	670	881	1,551	657	854	1,511	661	827	1,488	617	789	1,406
G	247	1,276	1,523	281	1,484	1,765	313	1,694	2,007	345	1,917	2,262	400	2,193	2,593
H	1,772	4,801	6,573	1,858	4,834	6,692	1,961	5,014	6,975	2,152	5,101	7,253	2,295	5,182	7,477
K	1,562	2,300	3,862	1,450	2,112	3,562	1,350	1,926	3,276	1,238	1,733	2,971	1,132	1,619	2,751
P	8,691	8,298	16,989	7,954	7,819	15,773	6,966	6,922	13,888	6,626	6,515	13,141	5,738	5,844	11,582
Q	4,079	10,725	14,804	4,284	10,950	15,234	4,534	11,133	15,667	4,863	11,305	16,168	5,181	11,522	16,703
R	3,938	8,491	12,429	2,730	6,845	9,575	2,617	6,524	9,141	2,760	6,802	9,562	2,720	6,636	9,356
Total	24,075	41,851	65,926	22,386	40,116	62,502	21,653	39,591	61,244	21,997	39,986	61,983	21,505	39,772	61,277

Notes

1) Special Needs Categories:

- Category A – Physically Dependent
- Category B – Deafblind
- Category C – Moderate to Severe / Profound Intellectual Disability
- Category D – Physical Disability / Chronic Health Impairment
- Category E – Visual Impairment
- Category F – Deaf or Hard of Hearing
- Category G – Autism
- 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)

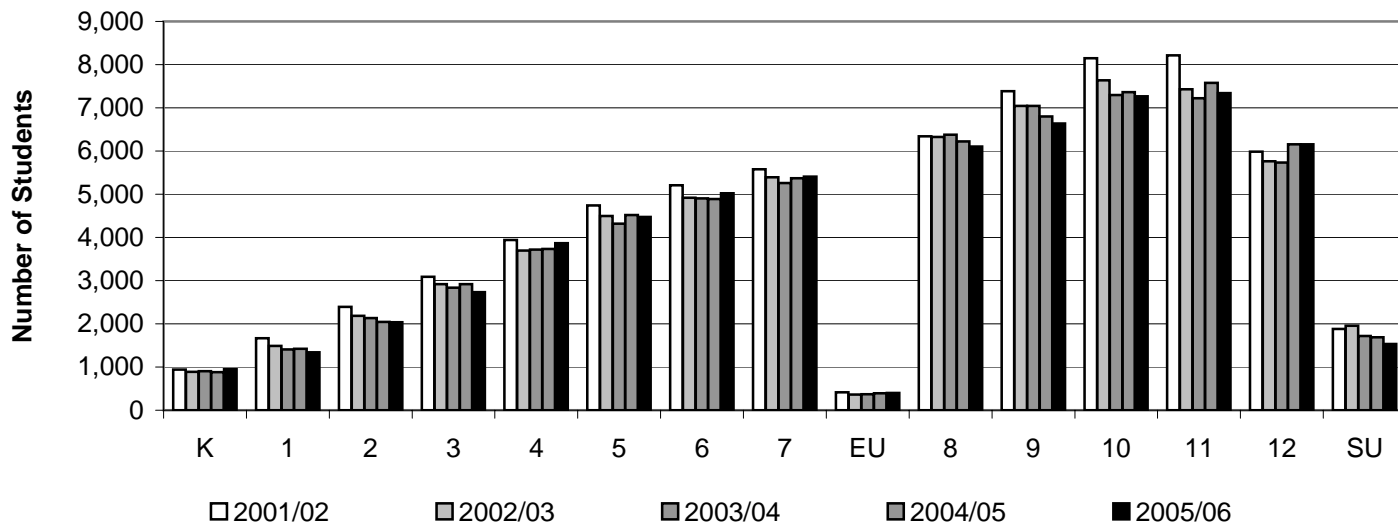
Provincial Overview Comments

- Between 2001/02 and 2005/06, the number of students that are Physically Dependent (A) decreased by 11%.
- Between 2001/02 and 2005/06, the number of students that are Deafblind (B) decreased by 4%.
- Between 2001/02 and 2005/06, the number of students with Moderate to Severe / Profound Intellectual Disability (C) has not changed significantly.
- Between 2001/02 and 2005/06, the number of students with Physical Disability / Chronic Health Impairment (D) increased 29%.
- Between 2001/02 and 2005/06, the number of students that are Visual Impairment (E) decreased by 8%.
- Between 2001/02 and 2005/06, the number of students that are Deaf or Hard of Hearing (F) decreased by 8%.
- Between 2001/02 and 2005/06, the number of students with Autism (G) increased by 70%. In 2002/03, the Ministry of Education revised its identification criteria for these students to be more aligned with BC Ministry of Health Standards and Guidelines for the Assessment and Diagnosis of Young Children with Autism Spectrum Disorder.

- Between 2001/02 and 2005/06, the number of students with Intensive Behaviour Interventions/Serious Mental Illness (H) increased by 14%. In 2001/02 the Ministry of Education updated this category to include students with Serious Mental Illness. Since 2001/02, the enrolment data has increased 2-4% annually.
- Between 2001/02 and 2005/06, the number of students reported with Mild Intellectual Disability (K) decreased by 29%.
- Between 2001/02 and 2005/06, the number of students that are Gifted (P) decreased by 32%. While enrolment of students reported as gifted has declined each year since 1996/97, the number of students reported in 2005/06 represents 2% of the total provincial enrolment, the expected incidence level for students who are gifted.
- Between 2001/02 and 2005/06, the number and students reported in the Learning Disability (Q) category increased by 13%. In 2001/02 the Ministry revised the reporting criteria for students in this category from only severe learning disabilities to include students with any level of learning disability.
- Between 2001/02 and 2005/06, the number of students reported in the Moderate Behaviour Support / Mental Illness (R) category decreased by 25%.

**Number of All Students with Special Needs
2001/02 - 2005/06**

**Grade Level
Province - Public Schools Only**



Number of All Students with Special Needs										Grade Level					
	2001/02			2002/03			2003/04			2004/05			2005/06		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
K	281	662	943	282	609	891	290	614	904	261	621	882	276	671	947
1	477	1,191	1,668	437	1,052	1,489	418	991	1,409	437	982	1,419	393	950	1,343
2	718	1,674	2,392	615	1,571	2,186	610	1,526	2,136	591	1,455	2,046	619	1,418	2,037
3	949	2,137	3,086	886	2,035	2,921	823	2,016	2,839	854	2,066	2,920	808	1,925	2,733
4	1,241	2,697	3,938	1,196	2,499	3,695	1,140	2,577	3,717	1,153	2,578	3,731	1,217	2,649	3,866
5	1,534	3,205	4,739	1,419	3,081	4,500	1,397	2,919	4,316	1,455	3,064	4,519	1,439	3,036	4,475
6	1,730	3,481	5,211	1,620	3,299	4,919	1,534	3,369	4,903	1,649	3,238	4,887	1,650	3,371	5,021
7	1,815	3,766	5,581	1,785	3,607	5,392	1,729	3,529	5,258	1,732	3,642	5,374	1,831	3,576	5,407
EU	94	318	412	89	272	361	105	267	372	100	294	394	97	305	402
Sub-total	8,839	19,131	27,970	8,329	18,025	26,354	8,046	17,808	25,854	8,232	17,940	26,172	8,330	17,901	26,231
8	2,200	4,139	6,339	2,186	4,140	6,326	2,242	4,134	6,376	2,149	4,076	6,225	2,037	4,069	6,106
9	2,810	4,572	7,382	2,629	4,415	7,044	2,622	4,420	7,042	2,485	4,318	6,803	2,352	4,287	6,639
10	3,293	4,852	8,145	3,000	4,634	7,634	2,804	4,491	7,295	2,828	4,536	7,364	2,713	4,555	7,268
11	3,508	4,710	8,218	2,989	4,439	7,428	2,899	4,324	7,223	3,070	4,506	7,576	2,911	4,428	7,339
12	2,712	3,275	5,987	2,536	3,227	5,763	2,398	3,336	5,734	2,595	3,562	6,157	2,572	3,585	6,157
SU	713	1,172	1,885	717	1,236	1,953	642	1,078	1,720	638	1,048	1,686	590	947	1,537
Sub-total	15,236	22,720	37,956	14,057	22,091	36,148	13,607	21,783	35,390	13,765	22,046	35,811	13,175	21,871	35,046
Total	24,075	41,851	65,926	22,386	40,116	62,502	21,653	39,591	61,244	21,997	39,986	61,983	21,505	39,772	61,277

Notes

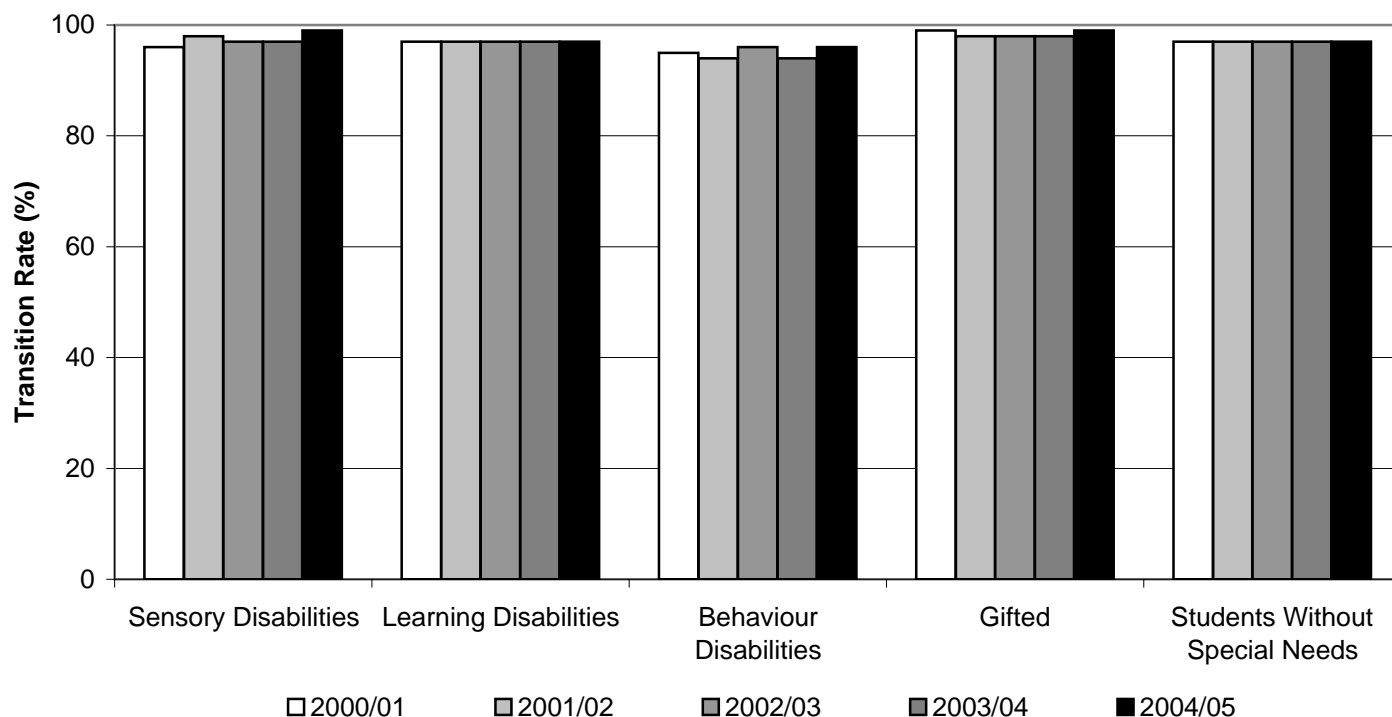
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Provincial Overview Comments

• Between 2001/02 and 2005/06, the number of students with special needs has generally declined in each grade level, with the exception of grade 12.

**Grade-to-Grade Transition - Grade 6 to Higher Grade
2000/01 - 2004/05**

**Performance Reporting Groups
Province - Public Schools Only**



Grade-to-Grade Transition - Grade 6 to Higher Grade		Performance Reporting Groups				
	Transition Rate (%)					
	2000/01	2001/02	2002/03	2003/04	2004/05	
Sensory Disabilities	96	98	97	97	99	
Learning Disabilities	97	97	97	97	97	
Behaviour Disabilities	95	94	96	94	96	
Gifted	99	98	98	98	99	
Students Without Special Needs	97	97	97	97	97	

Notes

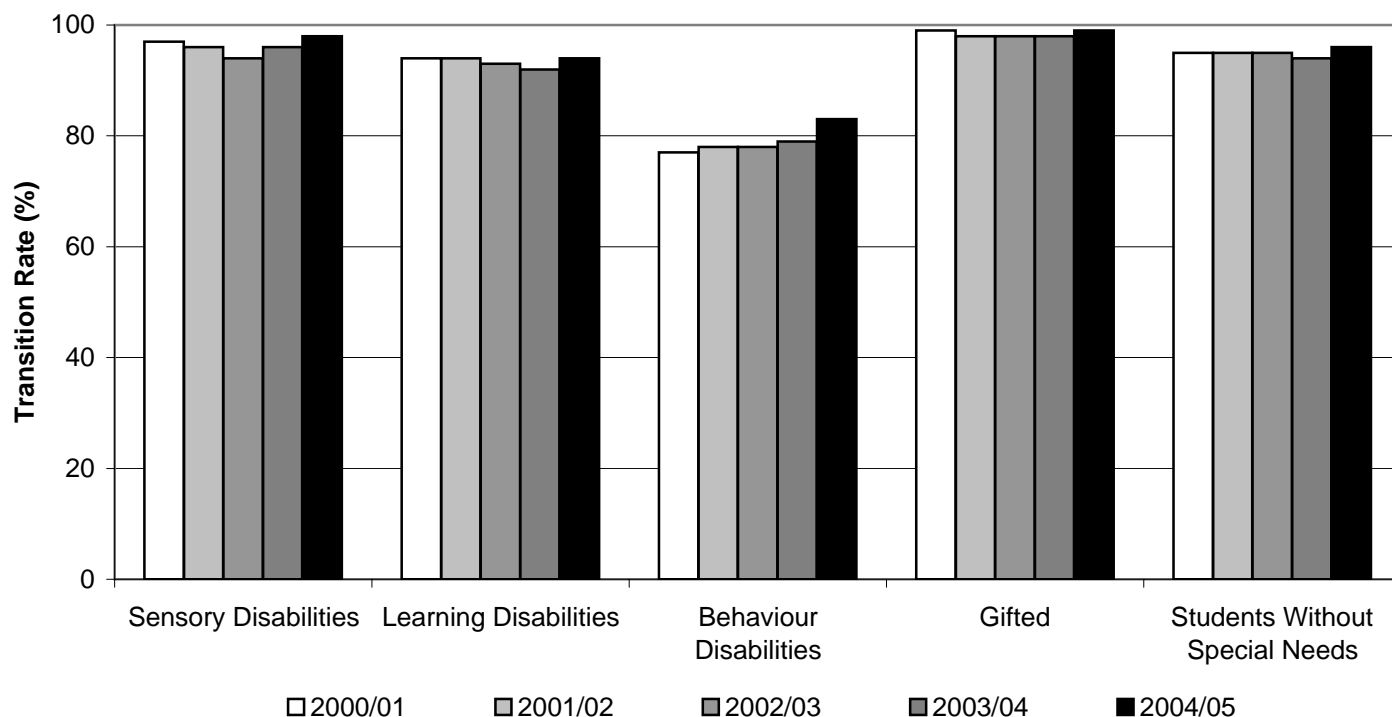
- 1) Refer to attached Glossary for definition of terms.
- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary

Provincial Overview Comments

- For each Performance Reporting Group, the transition rate for grade 6 students is comparable to the rate for students without special needs.

**Grade-to-Grade Transition - Grade 8 to Higher Grade
2000/01 - 2004/05**

**Performance Reporting Groups
Province - Public Schools Only**



Grade-to-Grade Transition - Grade 8 to Higher Grade		Performance Reporting Groups				
	Transition Rate (%)					
	2000/01	2001/02	2002/03	2003/04	2004/05	
Sensory Disabilities	97	96	94	96	98	
Learning Disabilities	94	94	93	92	94	
Behaviour Disabilities	77	78	78	79	83	
Gifted	99	98	98	98	99	
Students Without Special Needs	95	95	95	94	96	

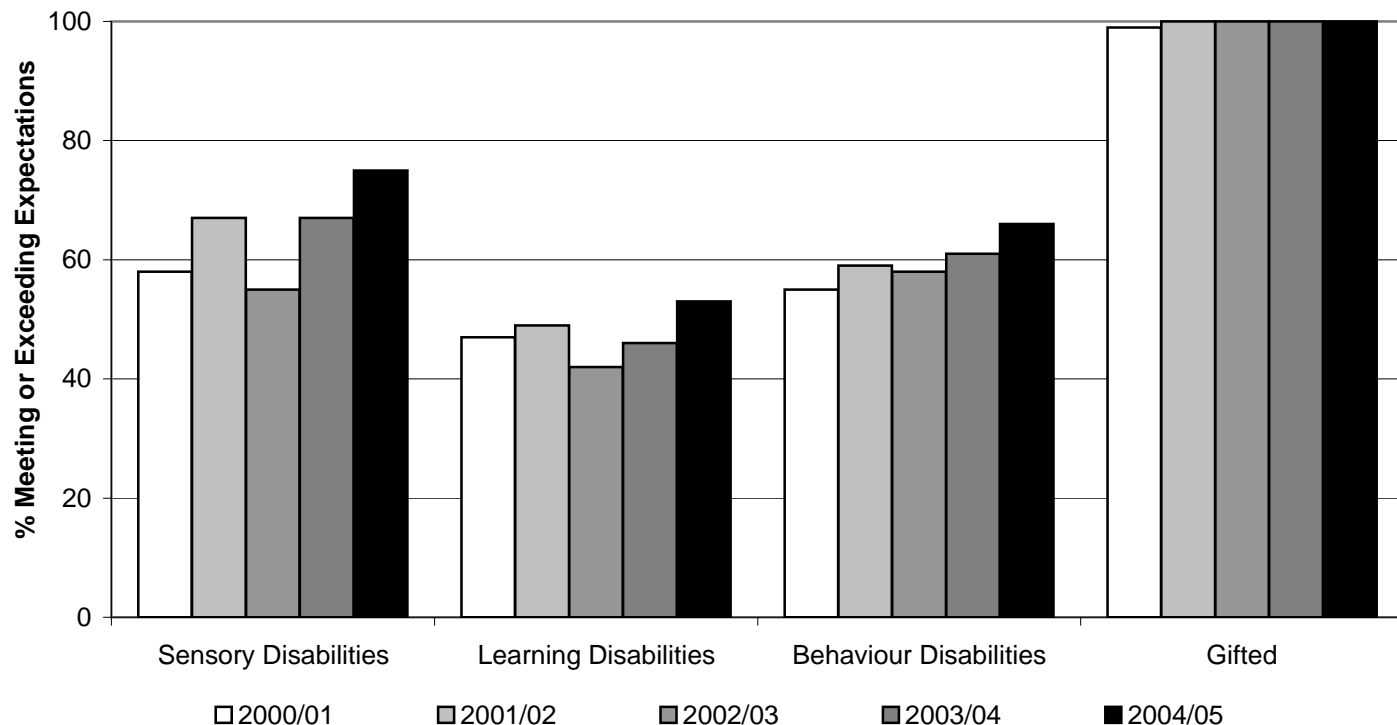
Notes

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- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- For each Performance Reporting Group, with the exception of students with Behaviour Disabilities, the transition rate for grade 8 students is comparable to the rate for students without special needs.

**Foundation Skills Assessment - Grade 4 - Reading Comprehension Performance by Groups
2000/01 - 2004/05**
Province - Public Schools Only



Foundation Skills Assessment - Grade 4 - Reading Comprehension Performance by Groups										
	Meeting or Exceeding Expectations									
	2000/01		2001/02		2002/03		2003/04		2004/05	
	#	%	#	%	#	%	#	%	#	%
Sensory Disabilities	67	58	83	67	71	55	74	67	88	75
Learning Disabilities	279	47	286	49	259	42	275	46	332	53
Behaviour Disabilities	435	55	411	59	345	58	389	61	415	66
Gifted	796	99	742	100	649	100	511	100	502	100
Total	1,577		1,522		1,324		1,249		1,337	

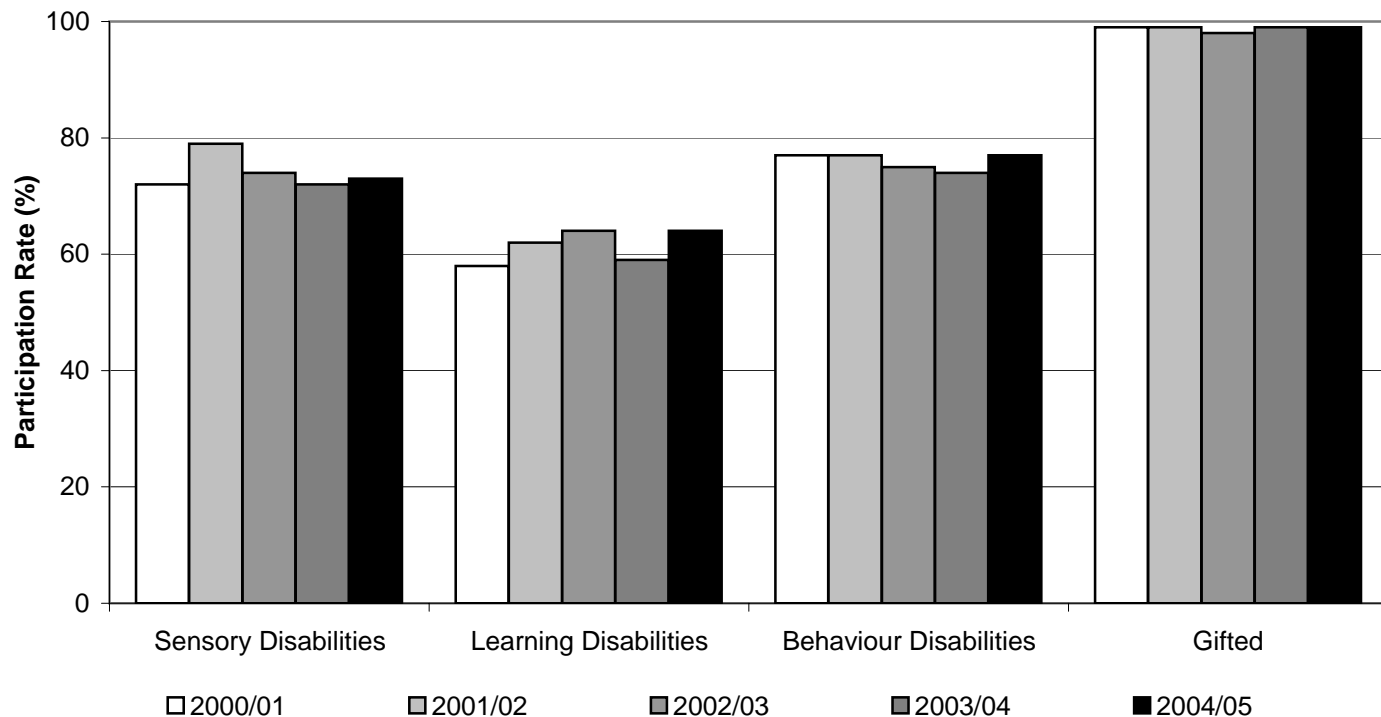
Notes

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- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

**Foundation Skills Assessment - Grade 4 - Reading Comprehension Participation by Groups
2000/01 - 2004/05
Province - Public Schools Only**



Foundation Skills Assessment - Grade 4 - Reading Comprehension										Participation by Groups					
	2000/01			2001/02			2002/03			2003/04			2004/05		
	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)
Sensory Disabilities	72	19	9	79	5	16	74	17	9	72	22	6	73	21	6
Learning Disabilities	58	25	17	62	13	25	64	27	9	59	34	7	64	29	7
Behaviour Disabilities	77	12	11	77	4	20	75	16	8	74	19	7	77	18	5
Gifted	99	0	1	99	0	1	98	0	2	99	0	1	99	0	1

Notes

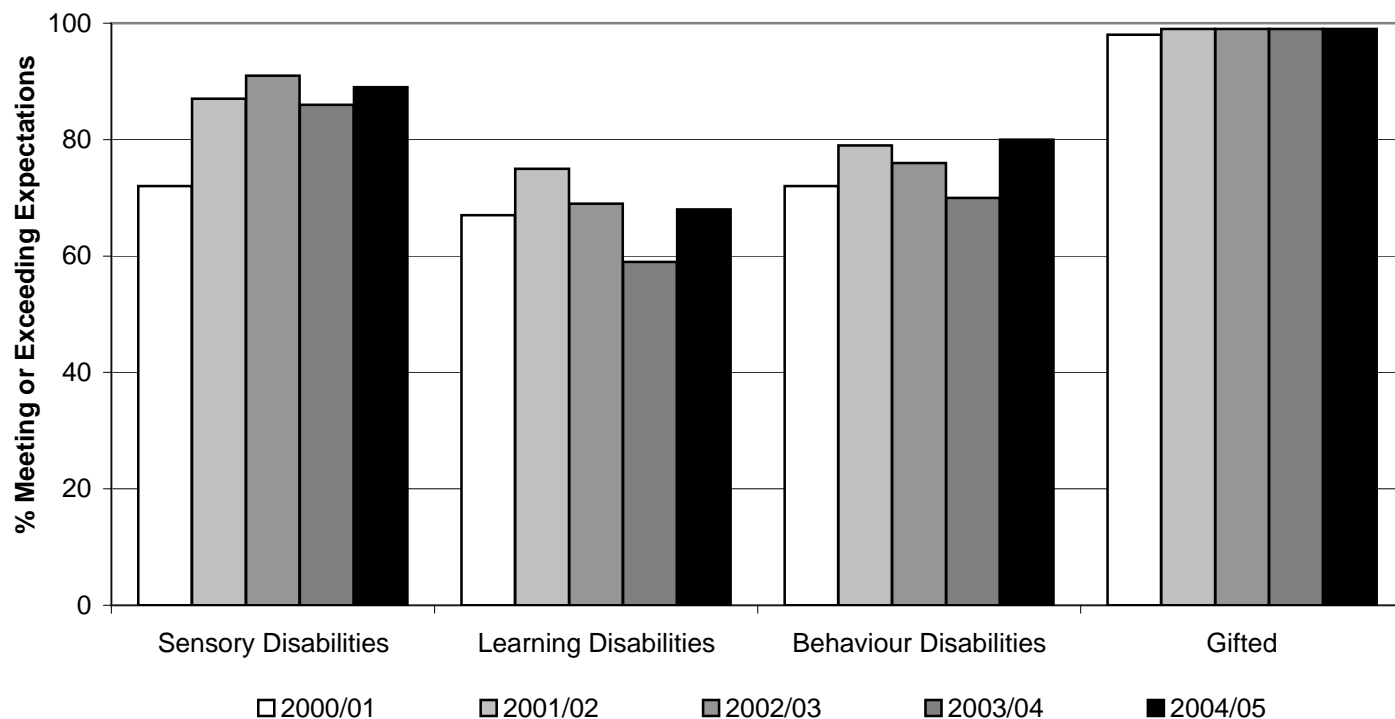
- 1) NR - Not Represented
- 2) Refer to attached Glossary for definition of terms.
- 3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups remained relatively constant.

Foundation Skills Assessment - Grade 4 - Writing
2000/01 - 2004/05

Performance by Groups
Province - Public Schools Only



Foundation Skills Assessment - Grade 4 - Writing		Performance by Groups								
	Meeting or Exceeding Expectations									
	2000/01		2001/02		2002/03		2003/04		2004/05	
	#	%	#	%	#	%	#	%	#	%
Sensory Disabilities	84	72	107	87	111	91	96	86	108	89
Learning Disabilities	411	67	451	75	430	69	344	59	430	68
Behaviour Disabilities	542	72	541	79	428	76	418	70	485	80
Gifted	784	98	730	99	638	99	498	99	495	99
Total	1,821		1,829		1,607		1,356		1,518	

Notes

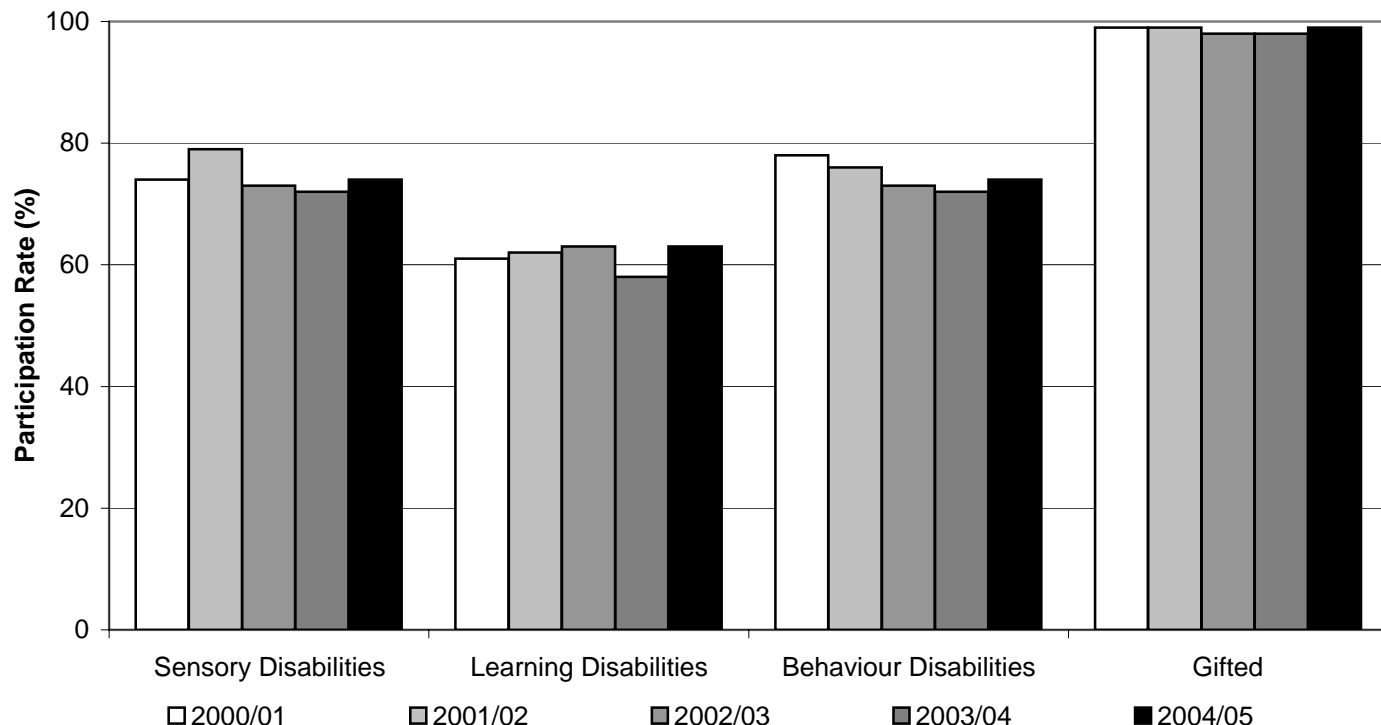
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Provincial Overview Comments

- Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

**Foundation Skills Assessment - Grade 4 - Writing
2000/01 - 2004/05**

**Participation by Groups
Province - Public Schools Only**



Foundation Skills Assessment - Grade 4 - Writing										Participation by Groups					
	2000/01			2001/02			2002/03			2003/04			2004/05		
	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)
Sensory Disabilities	74	19	7	79	5	16	73	16	10	72	21	7	74	20	6
Learning Disabilities	61	25	14	62	13	25	63	26	10	58	33	9	63	29	8
Behaviour Disabilities	78	12	10	76	4	20	73	15	11	72	19	8	74	18	8
Gifted	99	0	1	99	0	1	98	0	2	98	0	2	99	0	1

Notes

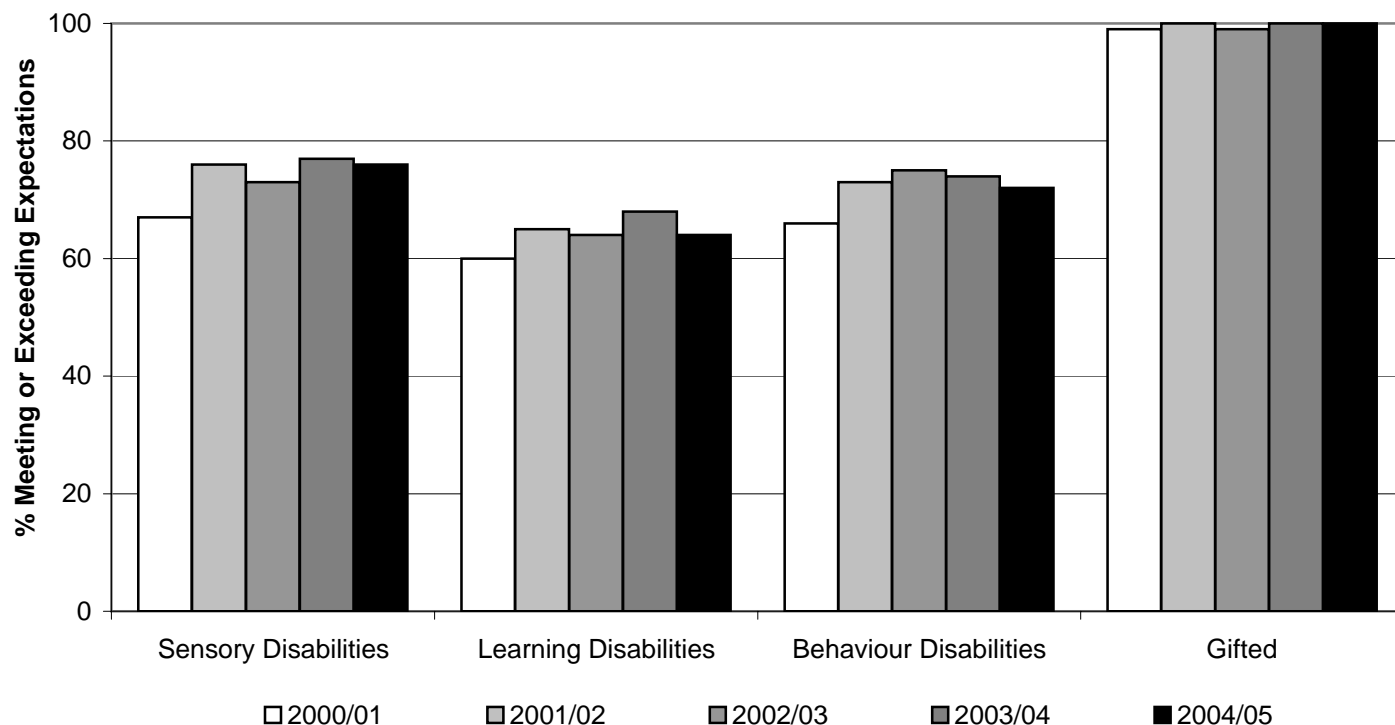
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- 3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups remained relatively constant.

**Foundation Skills Assessment - Grade 4 - Numeracy
2000/01 - 2004/05**

**Performance by Groups
Province - Public Schools Only**



Foundation Skills Assessment - Grade 4 - Numeracy							Performance by Groups			
	Meeting or Exceeding Expectations									
	2000/01		2001/02		2002/03		2003/04		2004/05	
	#	%	#	%	#	%	#	%	#	%
Sensory Disabilities	75	67	93	76	96	73	88	77	91	76
Learning Disabilities	390	60	403	65	423	64	432	68	411	64
Behaviour Disabilities	506	66	502	73	443	75	450	74	460	72
Gifted	799	99	737	100	649	99	510	100	499	100
Total		1,770		1,735		1,611		1,480		1,461

Notes

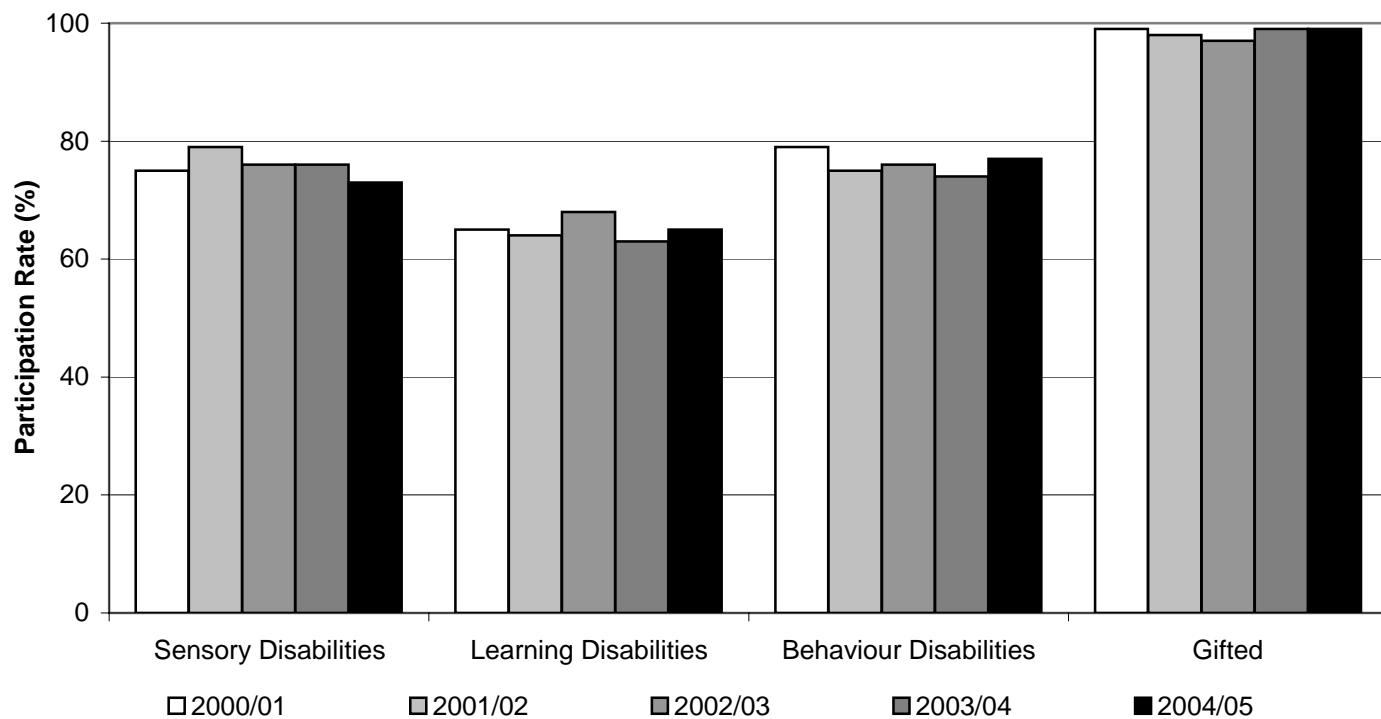
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- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

**Foundation Skills Assessment - Grade 4 - Numeracy
2000/01 - 2004/05**

**Participation by Groups
Province - Public Schools Only**



Foundation Skills Assessment - Grade 4 - Numeracy										Participation by Groups					
	2000/01			2001/02			2002/03			2003/04			2004/05		
	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)
Sensory Disabilities	75	19	6	79	5	16	76	15	10	76	21	3	73	21	7
Learning Disabilities	65	25	11	64	10	26	68	24	8	63	29	8	65	29	7
Behaviour Disabilities	79	12	9	75	4	21	76	16	8	74	19	7	77	18	6
Gifted	99	0	1	98	0	1	97	1	2	99	0	1	99	0	1

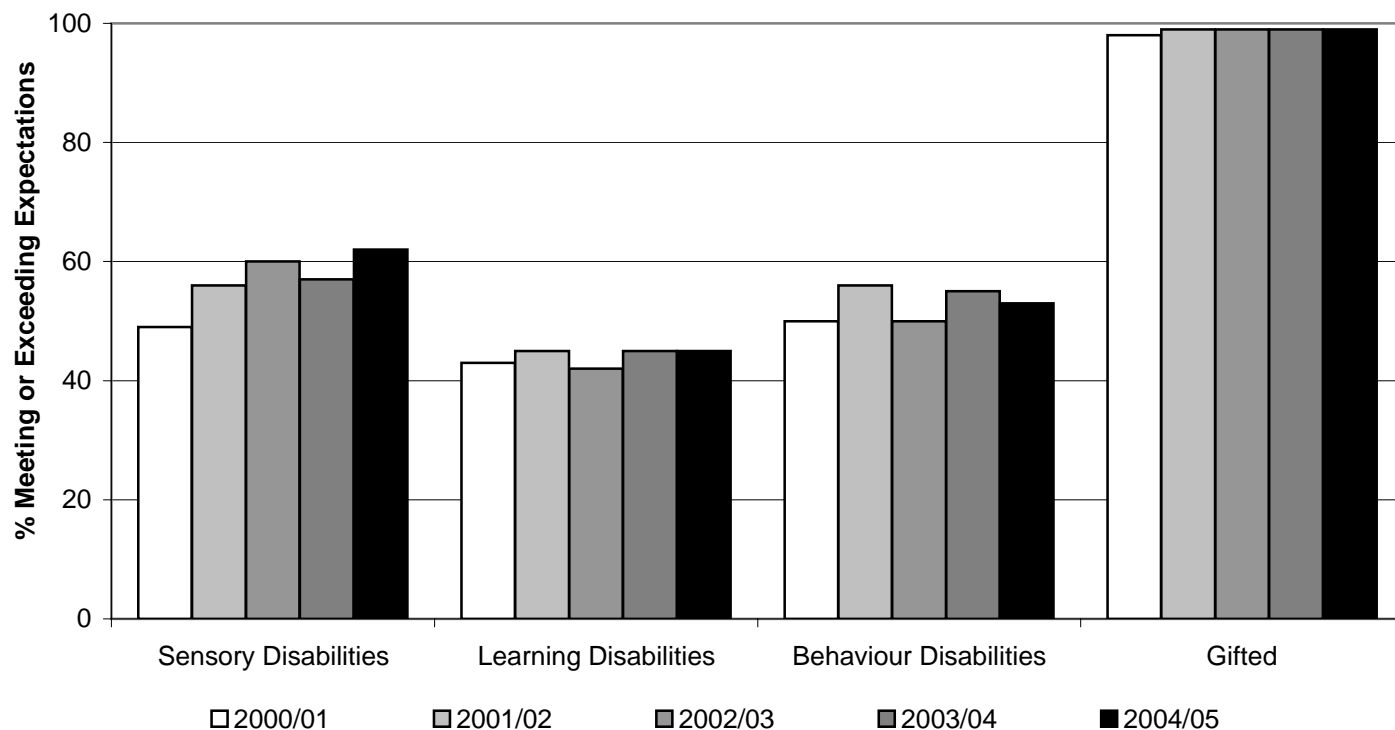
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- 2) Refer to attached Glossary for definition of terms.
- 3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups remained relatively constant.

**Foundation Skills Assessment - Grade 7 - Reading Comprehension Performance by Groups
2000/01 - 2004/05**
Province - Public Schools Only



Foundation Skills Assessment - Grade 7 - Reading Comprehension Performance by Groups										
	Meeting or Exceeding Expectations									
	2000/01		2001/02		2002/03		2003/04		2004/05	
	#	%	#	%	#	%	#	%	#	%
Sensory Disabilities	62	49	69	56	73	60	65	57	73	62
Learning Disabilities	467	43	503	45	467	42	530	45	562	45
Behaviour Disabilities	458	50	534	56	424	50	434	55	455	53
Gifted	1,474	98	1,393	99	1,241	99	1,056	99	1,017	99
Total	2,461		2,499		2,205		2,085		2,107	

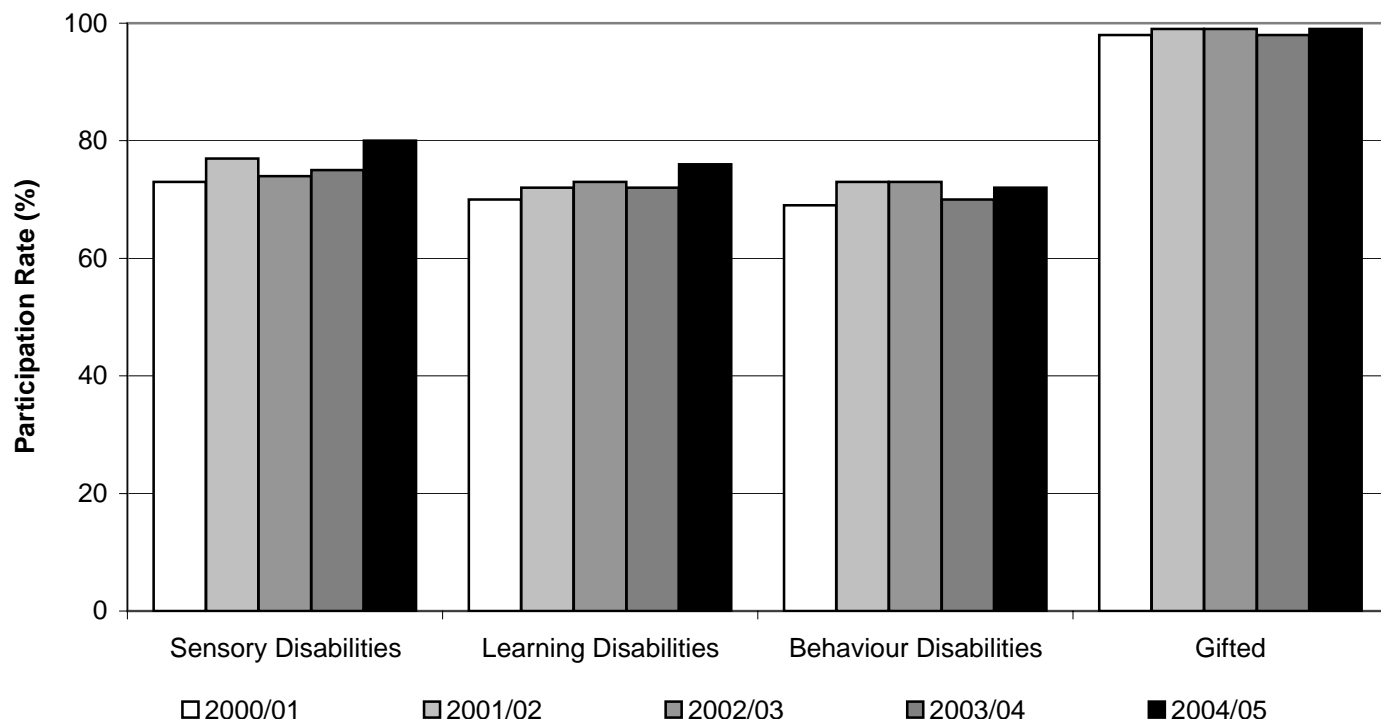
Notes

- 1) Refer to attached Glossary for definition of terms.
- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

**Foundation Skills Assessment - Grade 7 - Reading Comprehension Participation by Groups
2000/01 - 2004/05
Province - Public Schools Only**



Foundation Skills Assessment - Grade 7 - Reading Comprehension										Participation by Groups					
	2000/01			2001/02			2002/03			2003/04			2004/05		
	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)
Sensory Disabilities	73	16	11	77	4	19	74	17	9	75	21	4	80	14	6
Learning Disabilities	70	22	8	72	6	22	73	21	6	72	25	3	76	21	3
Behaviour Disabilities	69	16	15	73	5	22	73	13	14	70	18	11	72	15	13
Gifted	98	0	2	99	0	1	99	0	1	98	0	2	99	0	1

Notes

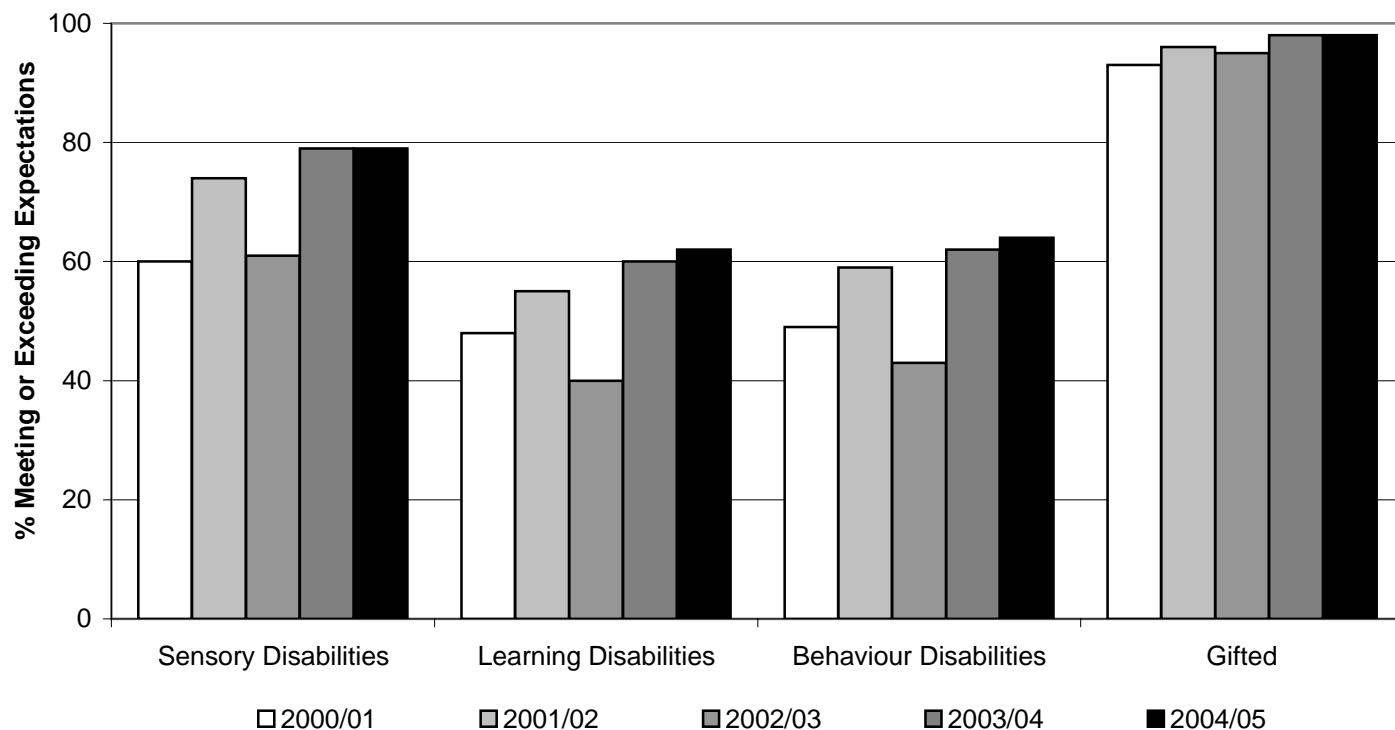
- 1) NR - Not Represented
- 2) Refer to attached Glossary for definition of terms.
- 3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups has increased.

**Foundation Skills Assessment - Grade 7 - Writing
2000/01 - 2004/05**

**Performance by Groups
Province - Public Schools Only**



Foundation Skills Assessment - Grade 7 - Writing		Performance by Groups								
	Meeting or Exceeding Expectations									
	2000/01		2001/02		2002/03		2003/04		2004/05	
	#	%	#	%	#	%	#	%	#	%
Sensory Disabilities	77	60	91	74	73	61	90	79	92	79
Learning Disabilities	517	48	581	55	427	40	678	60	747	62
Behaviour Disabilities	442	49	521	59	342	43	468	62	511	64
Gifted	1,402	93	1,353	96	1,173	95	1,047	98	993	98
Total	2,438		2,546		2,015		2,283		2,343	

Notes

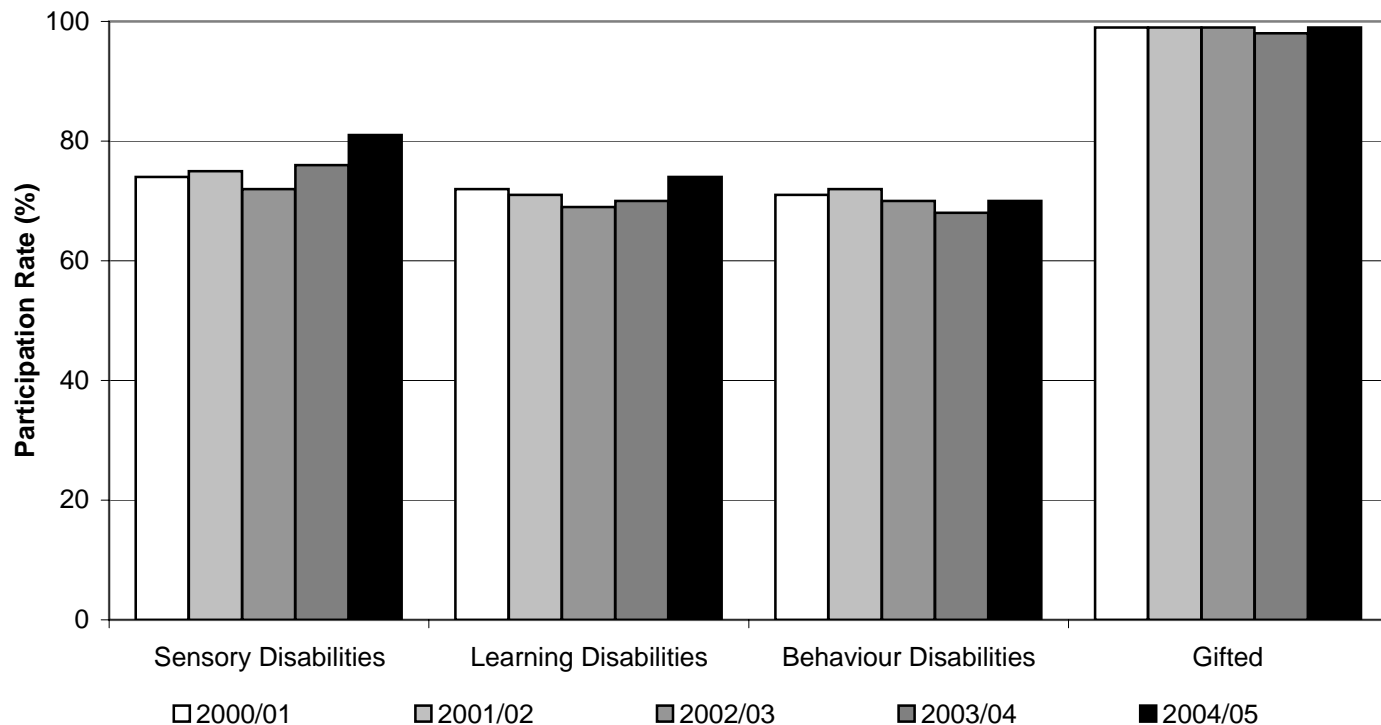
- 1) Refer to attached Glossary for definition of terms.
- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased.

**Foundation Skills Assessment - Grade 7 - Writing
2000/01 - 2004/05**

**Participation by Groups
Province - Public Schools Only**



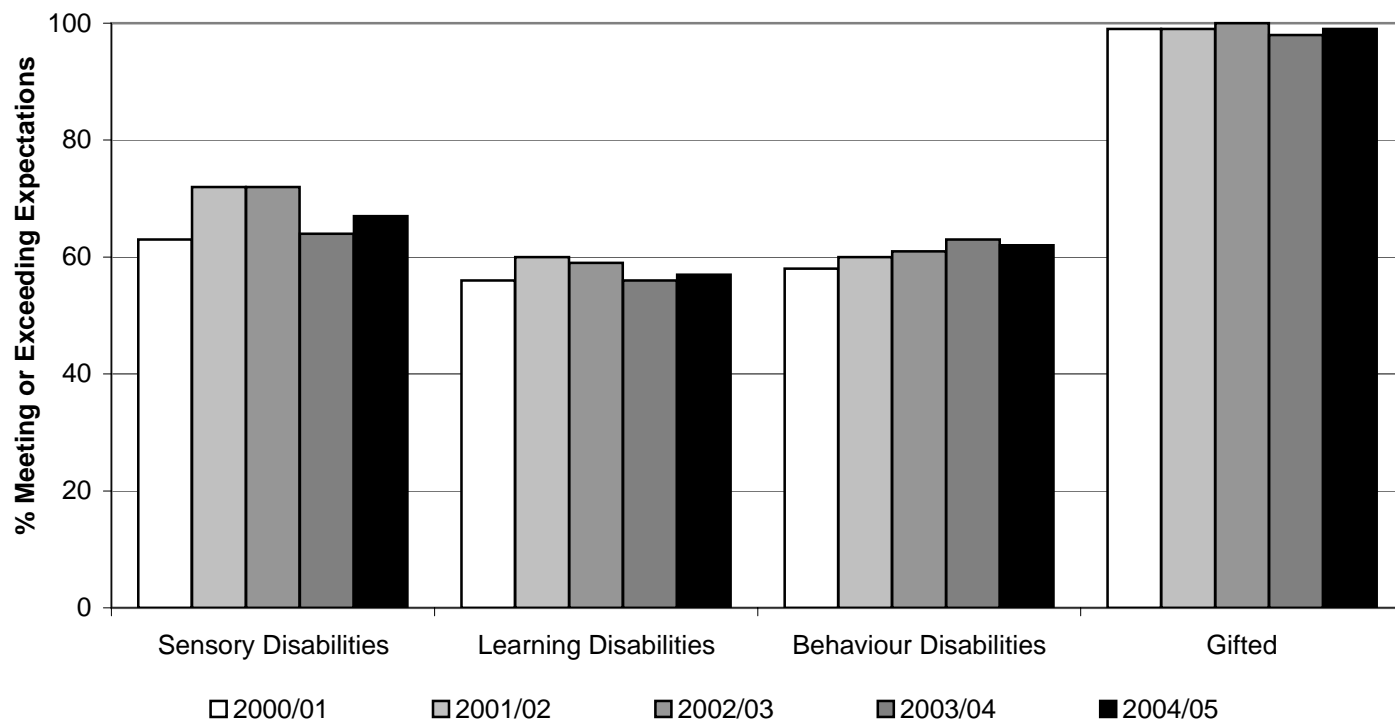
Foundation Skills Assessment - Grade 7 - Writing										Participation by Groups					
	2000/01			2001/02			2002/03			2003/04			2004/05		
	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)
Sensory Disabilities	74	16	10	75	5	19	72	17	11	76	21	3	81	14	5
Learning Disabilities	72	22	7	71	6	23	69	21	9	70	25	5	74	21	4
Behaviour Disabilities	71	16	14	72	5	23	70	14	16	68	19	14	70	16	15
Gifted	99	0	1	99	0	1	99	0	1	98	0	2	99	0	1

Notes

- 1) NR - Not Represented
- 2) Refer to attached Glossary for definition of terms.
- 3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups remained relatively constant.



Foundation Skills Assessment - Grade 7 - Numeracy							Performance by Groups			
	Meeting or Exceeding Expectations									
	2000/01		2001/02		2002/03		2003/04		2004/05	
	#	%	#	%	#	%	#	%	#	%
Sensory Disabilities	80	63	87	72	83	72	68	64	75	67
Learning Disabilities	589	56	649	60	650	59	637	56	669	57
Behaviour Disabilities	524	58	547	60	503	61	465	63	488	62
Gifted	1,476	99	1,397	99	1,244	100	1,045	98	1,009	99
Total	2,669		2,680		2,480		2,215		2,241	

Notes

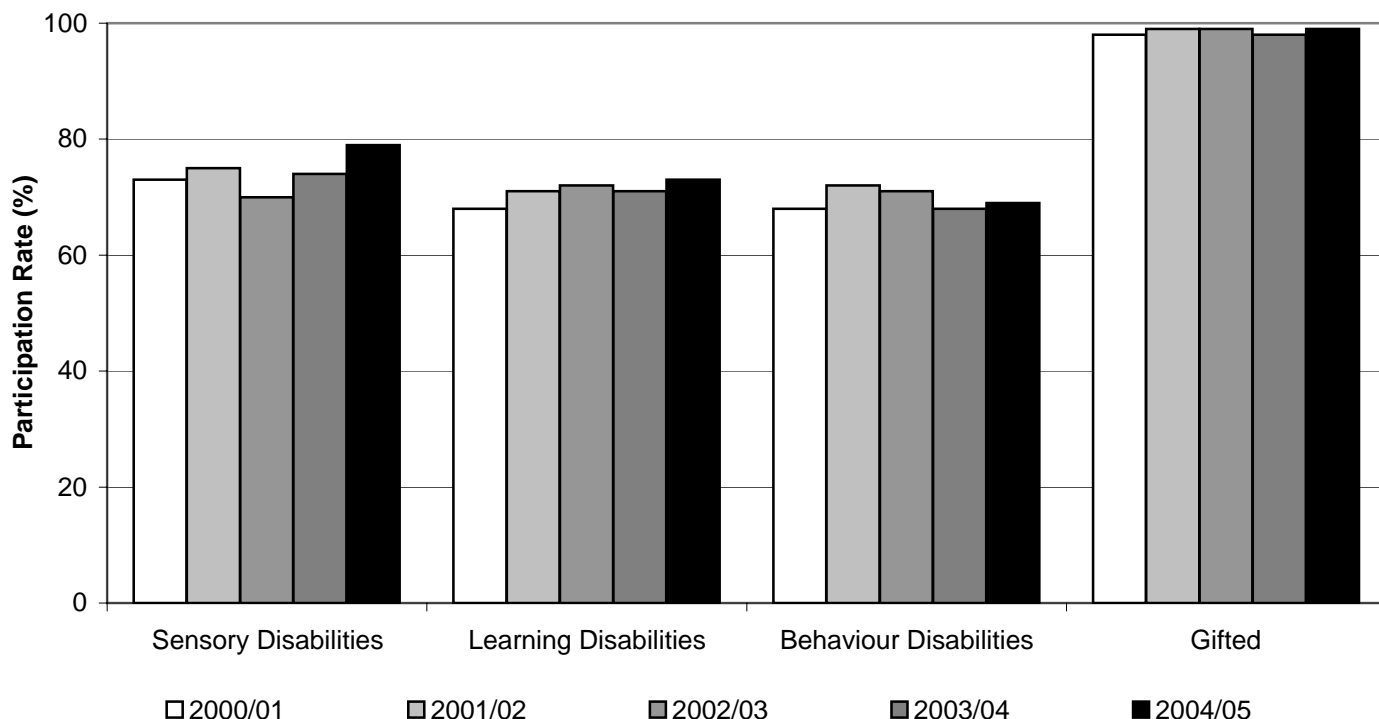
- 1) Refer to attached Glossary for definition of terms.
- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the percentage of students who meet or exceed expectations in each Performance Reporting Group has increased, with the exception of Gifted.

**Foundation Skills Assessment - Grade 7 - Numeracy
2000/01 - 2004/05**

**Participation by Groups
Province - Public Schools Only**



Foundation Skills Assessment - Grade 7 - Numeracy										Participation by Groups					
	2000/01			2001/02			2002/03			2003/04			2004/05		
	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)	Participation (%)	Excused (%)	NR (%)
Sensory Disabilities	73	16	11	75	7	19	70	20	10	74	21	5	79	16	5
Learning Disabilities	68	22	10	71	7	22	72	22	6	71	25	4	73	23	4
Behaviour Disabilities	68	16	16	72	6	23	71	16	14	68	20	12	69	18	14
Gifted	98	0	2	99	0	1	99	0	1	98	0	2	99	0	1

Notes

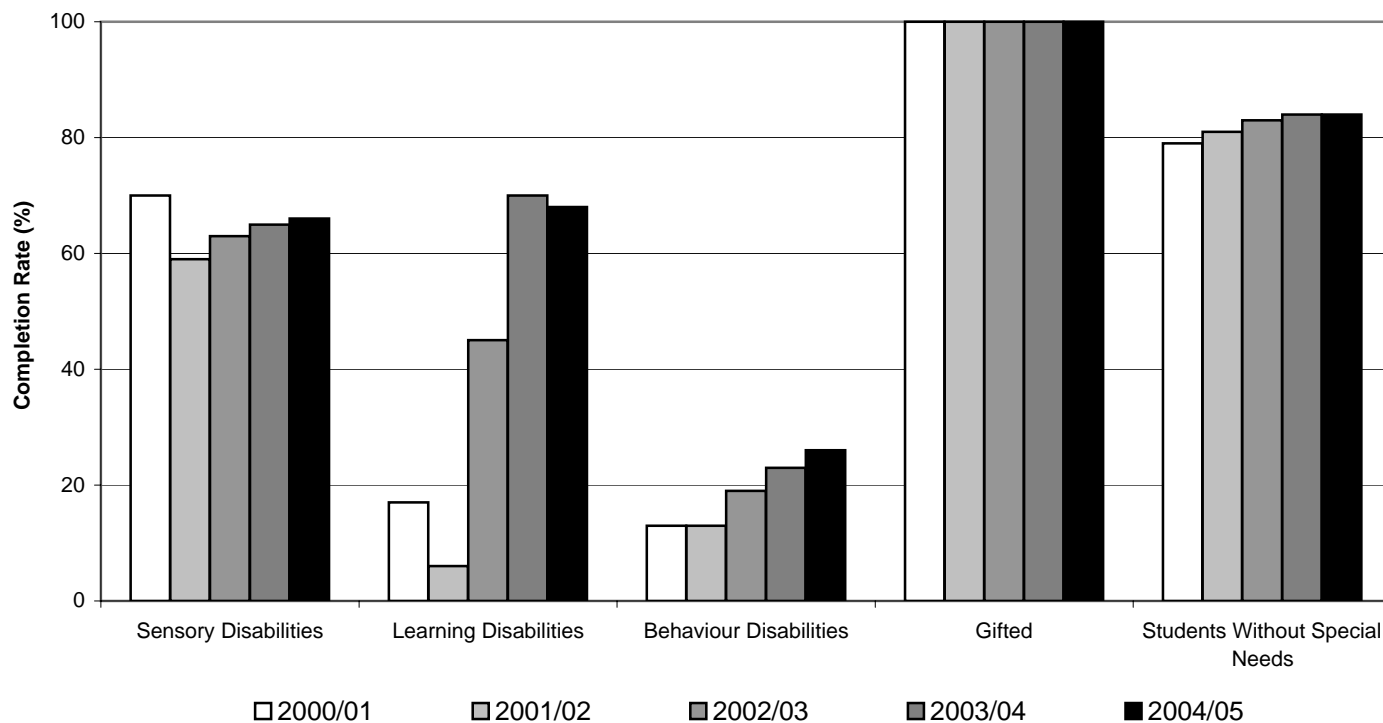
- 1) NR - Not Represented
- 2) Refer to attached Glossary for definition of terms.
- 3) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the participation rate in all Performance Reporting Groups has increased.

**Six-Year Dogwood Completion Rate
2000/01 - 2004/05**

**Performance Reporting Groups
Province - Public Schools Only**



Six-Year Dogwood Completion Rate (%)		Performance Reporting Groups				
	2000/01	2001/02	2002/03	2003/04	2004/05	
Sensory Disabilities	70	59	63	65	66	
Learning Disabilities	17	6	45	70	68	
Behaviour Disabilities	13	13	19	23	26	
Gifted	100	100	100	100	100	
Students Without Special Needs	79	81	83	84	84	

Notes

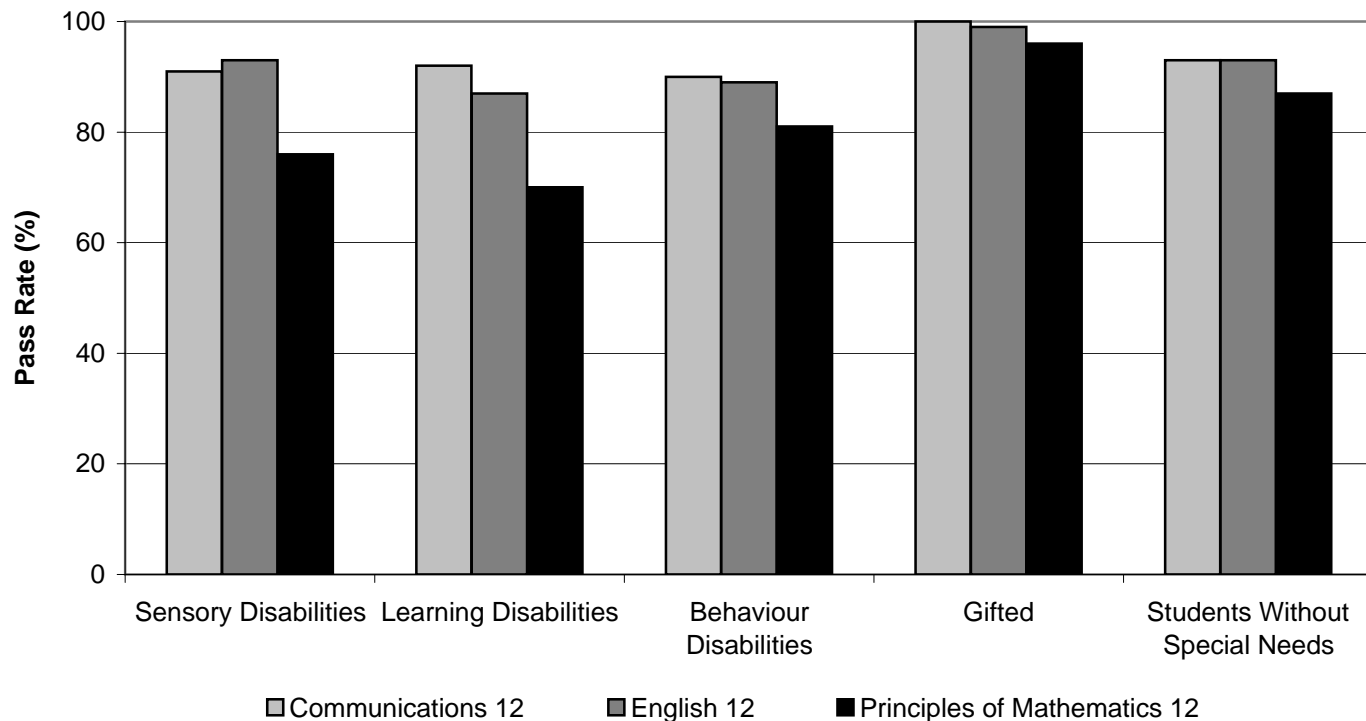
1) Refer to attached Glossary for definition of terms.

Provincial Overview Comments

- Between 2000/01 and 2004/05, the Six-Year Dogwood Completion Rate for students with Sensory Disabilities has decreased from 70% to 66%.
- Between 2000/01 and 2004/05, the Six-Year Dogwood Completion Rate for students with Learning Disabilities has increased from 17% to 68%.
- Between 2000/01 and 2004/05, the Six-Year Dogwood Completion Rate for students with Behaviour Disabilities has increased from 13% to 26%.
- Between 2000/01 and 2004/05, the Six-Year Dogwood Completion Rate for students that are Gifted is consistently 100%.

**Provincial Exams - Grade 12 - Pass Rate
2004/05**

**Performance Reporting Groups
Province - Public Schools Only**



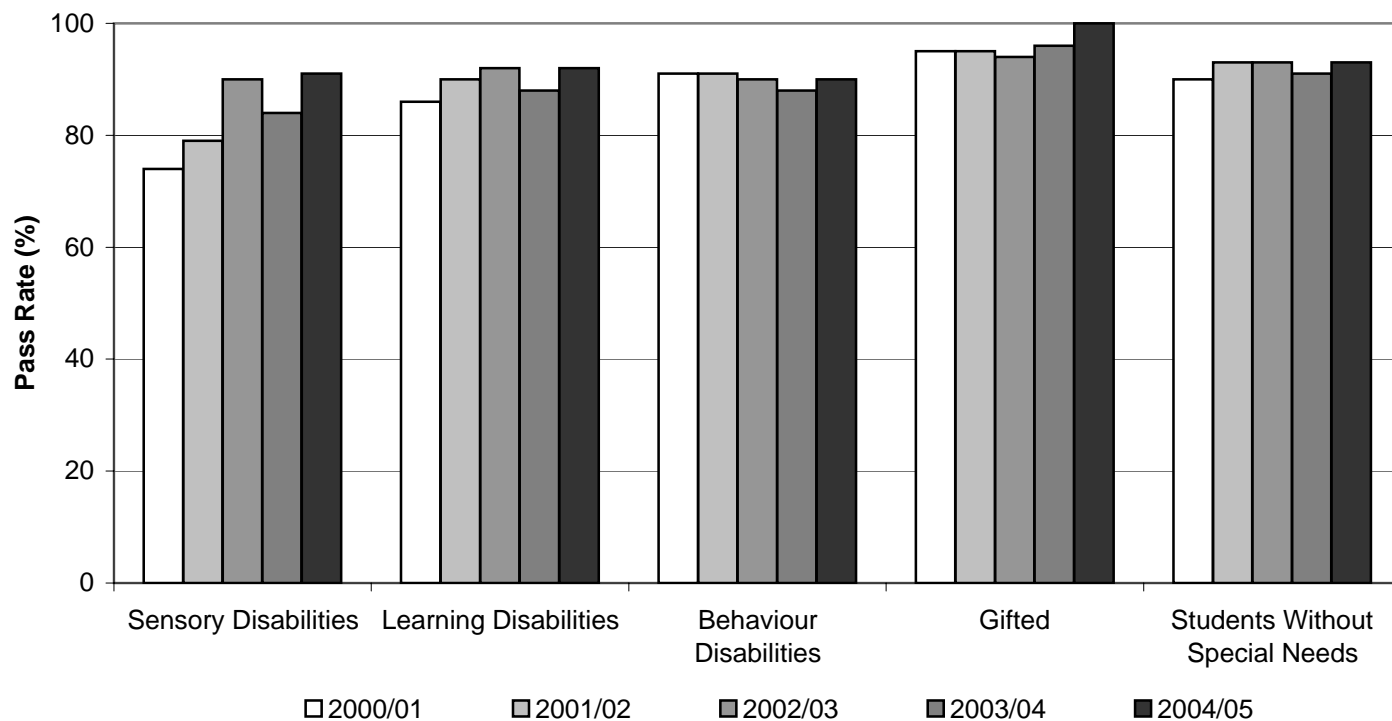
Provincial Exams - Grade 12 - Pass Rate (%)			Performance Reporting Groups		
Subject	Sensory Disabilities	Learning Disabilities	Behaviour Disabilities	Gifted	Students Without Special Needs
Communications 12	91	92	90	100	93
English 12	93	87	89	99	93
Principles of Mathematics 12	76	70	81	96	87

Notes

- 1) Refer to attached Glossary for definition of terms.
- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Exam - Communications 12 - Pass Rate
2000/01 - 2004/05**

**Performance Reporting Groups
Province - Public Schools Only**



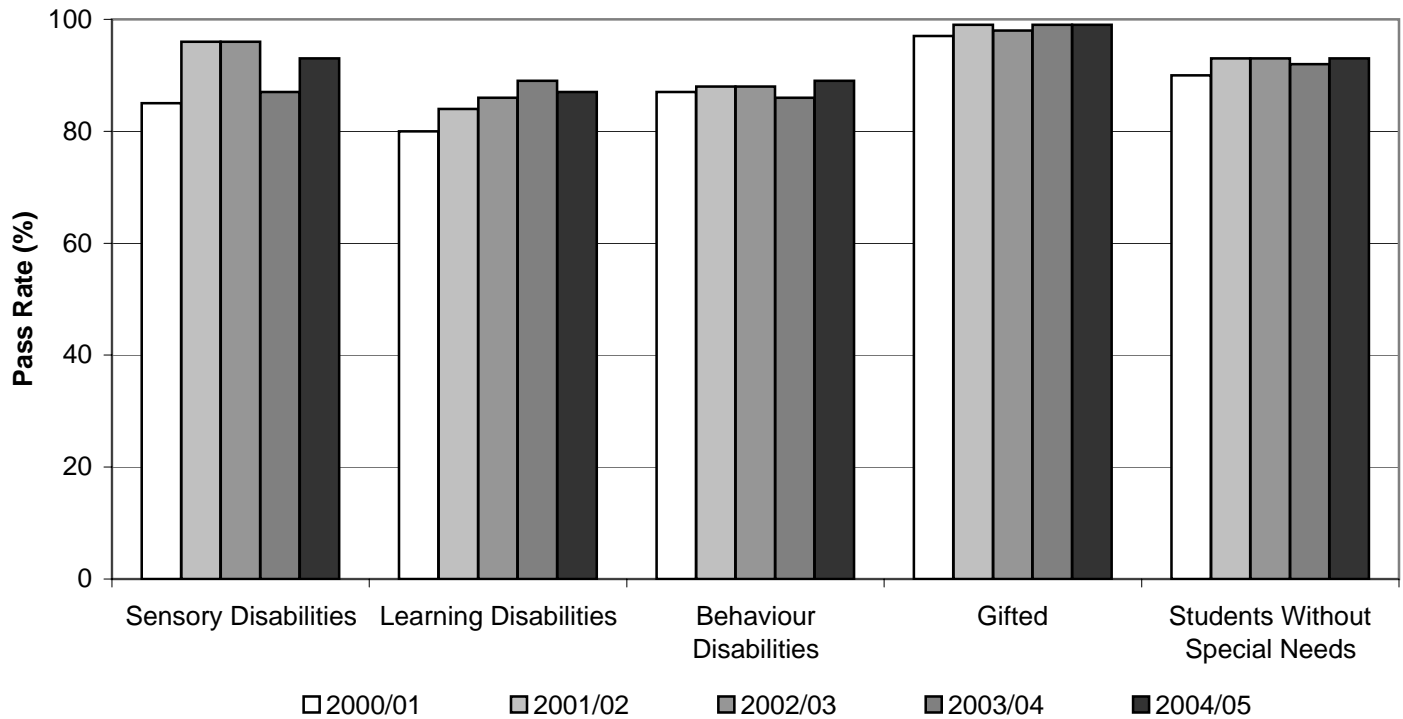
Provincial Exam - Communications 12 - Pass Rate (%)				Performance Reporting Groups	
	2000/01	2001/02	2002/03	2003/04	2004/05
Sensory Disabilities	74	79	90	84	91
Learning Disabilities	86	90	92	88	92
Behaviour Disabilities	91	91	90	88	90
Gifted	95	95	94	96	100
Students Without Special Needs	90	93	93	91	93

Notes

- 1) Refer to attached Glossary for definition of terms.
- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Exam - English 12 - Pass Rate
2000/01 - 2004/05**

**Performance Reporting Groups
Province - Public Schools Only**



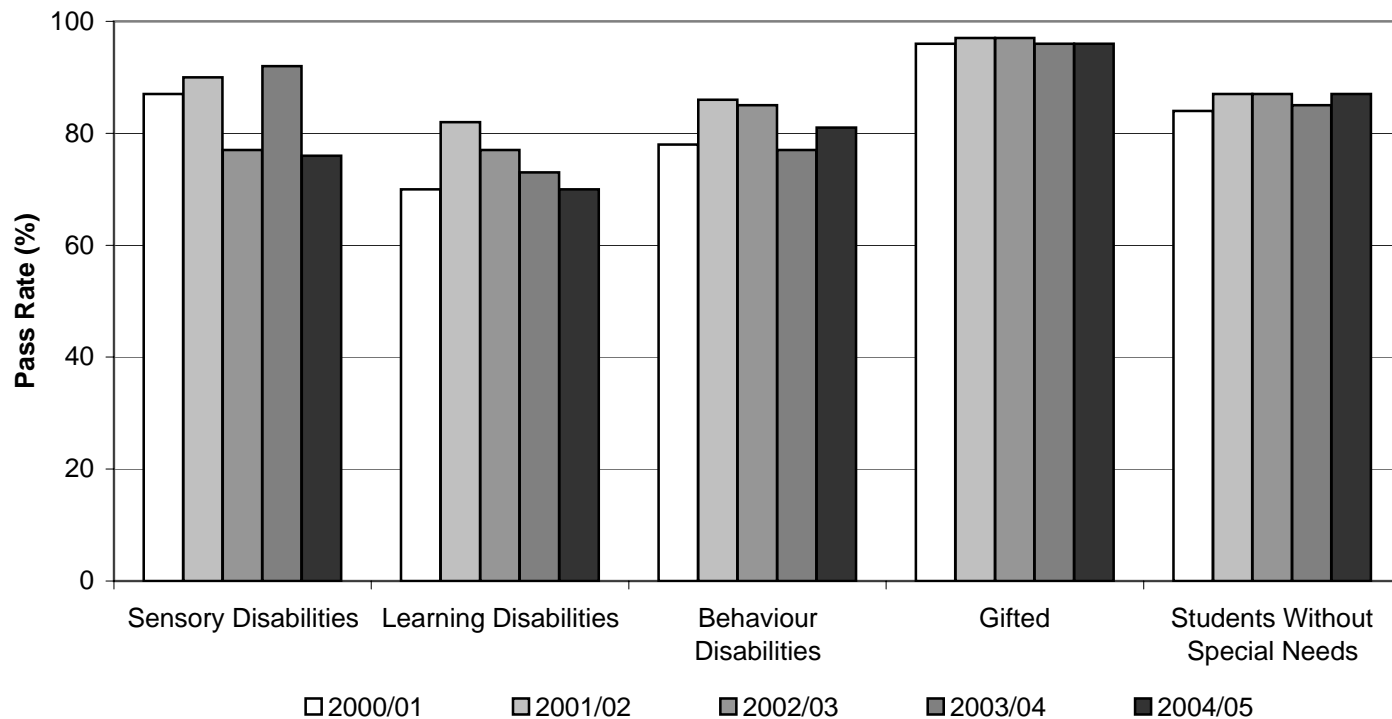
Provincial Exam - English 12 - Pass Rate (%)			Performance Reporting Groups		
	2000/01	2001/02	2002/03	2003/04	2004/05
Sensory Disabilities	85	96	96	87	93
Learning Disabilities	80	84	86	89	87
Behaviour Disabilities	87	88	88	86	89
Gifted	97	99	98	99	99
Students Without Special Needs	90	93	93	92	93

Notes

- 1) Refer to attached Glossary for definition of terms.
- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

**Provincial Exam - Principles of Mathematics 12 - Pass Rate
2000/01 - 2004/05**

**Performance Reporting Groups
Province - Public Schools Only**



Provincial Exam - Principles of Mathematics 12 - Pass Rate (%)				Performance Reporting Groups	
	2000/01	2001/02	2002/03	2003/04	2004/05
Sensory Disabilities	87	90	77	92	76
Learning Disabilities	70	82	77	73	70
Behaviour Disabilities	78	86	85	77	81
Gifted	96	97	97	96	96
Students Without Special Needs	84	87	87	85	87

Notes

- 1) Refer to attached Glossary for definition of terms.
- 2) Performance Reporting Groups - see Special Needs Performance Reporting Groups in Glossary.

Glossary

Term	Term Definition
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis or Inuit).
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 <i>Dogwood Certificate</i> .
Completion Rate	See Six-Year Dogwood Completion Rate .
Dogwood Diploma/ Certificate	See British Columbia 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.
Eligible Grade 12 Graduation Rate	A measure of Grade 12 students who, if they pass all courses in which they have enrolled as of September, will have met all requirements to graduate, and graduate.
Exam Mark	Best mark of a student in a school year on one or more writes of a particular provincial examination subject.
Excused	Students excused from writing the FSA by their school principals as they were unable to respond meaningfully to the assessment questions. Starting 2003/04, if the Ministry receives any test responses from an excused student, the results are included in the summary reports.
Final Mark	Final marks are based on the blend of a student's best course mark and best exam mark. These best marks may have been earned in different school years. Final marks may be greater than either the best exam marks or best course marks observed in the reported year.
Full-Day Kindergarten	May be provided to students with special requirements.
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 in the calculation.
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.
Graduation Rate	See First Time Grade 12 Graduation Rate or Eligible Grade 12 Graduation Rate
Headcount	A count of unique individuals.
Individual Education Plan (IEP)	A written plan developed for a student which describes the program modifications and/or adaptations for the student and the services that are to be provided. It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies.
Letter Grades	Equivalent to the following ranges of percent scores: "A" - 86% to 100% "B" - 73% to 85% "C+" - 67% to 72% "C" - 60% to 66% "C-" - 50% to 59% "F" - below 50%
Lone Parent Families (Census)	Families with only one parent divided by all families.
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_smallpop.htm
N/A	Not Applicable
Not Represented	The number of students who did not participate in the assessment, and were not excused by the school.

Glossary

Term	Term Definition
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.
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.
Participation Rate (Satisfaction Survey Results)	The number of submitted surveys divided by the number of surveys distributed to each school. The number of surveys distributed is based on the enrolment in the grade(s) of interest.
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.
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 Dogwood Completion Rate	The proportion of students who graduate, with a <i>British Columbia Certificate of Graduation</i> , within six years from the time they enroll in Grade 8, adjusted for migration in and out of British Columbia.
Special Needs Program	A supplemental program provided by schools to assist students, identified as having "special requirements", in achieving a <i>British Columbia Certificate of Graduation</i> and/or other outcomes as specified in the student's Individual Education Plan (IEP).
Special Needs 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	
Term	Term Definition
Special Needs Categories	Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Severe / Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism 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 <i>British Columbia Certificate of Graduation</i> .
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).