

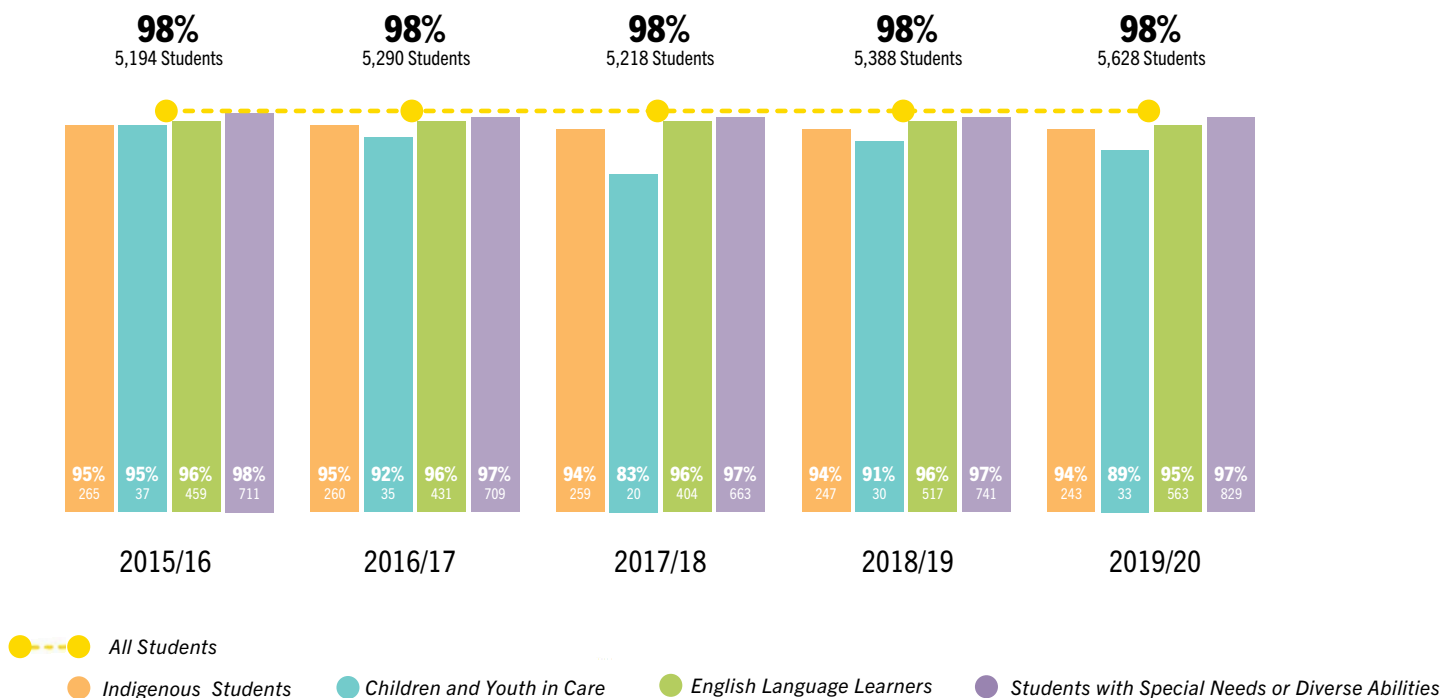
INTELLECTUAL DEVELOPMENT

GRADE-TO-GRADE TRANSITIONS

Transitions are changes or movement from one stage to another, at significant points in our students’ lives. Transitions can be disruptive at times, and as a result, require the provision of extra care and attention to student needs, which in turn further informs our practices and our supports.

Indigenous students, English Language Learners, and Students with Special Needs or Diverse Abilities had a higher transition rate than the provincial averages of their respective sub-groups. Figure 1 provides a five-year period of transition data for all students and four sub-groups who successfully transitioned between Grade 9 and Grade 10.

Figure 1. Percentage and number of Surrey students who successfully transitioned from Grade 9 to Grade 10, 2015/16–2019/20



Indigenous students with off-reserve status have had a slight decrease in the percentage of students successfully transitioning between Grade 9 and Grade 10 year-over-year. This group of students have transitioned at lower rates than provincial averages by 1%. **Indigenous students** with on-reserve status have successfully transitioned to Grade 10 in three of the last five years, each exceeding the percentage of the province. See Table 1 for a breakdown of the percentage and number of **Indigenous students** living on and off-reserve who successfully transitioned between Grade 9 and Grade 10.

Table 1. Percentage and number of Indigenous students in Surrey [by reserve status] who successfully transitioned from Grade 9 to Grade 10, 2015/16–2019/20

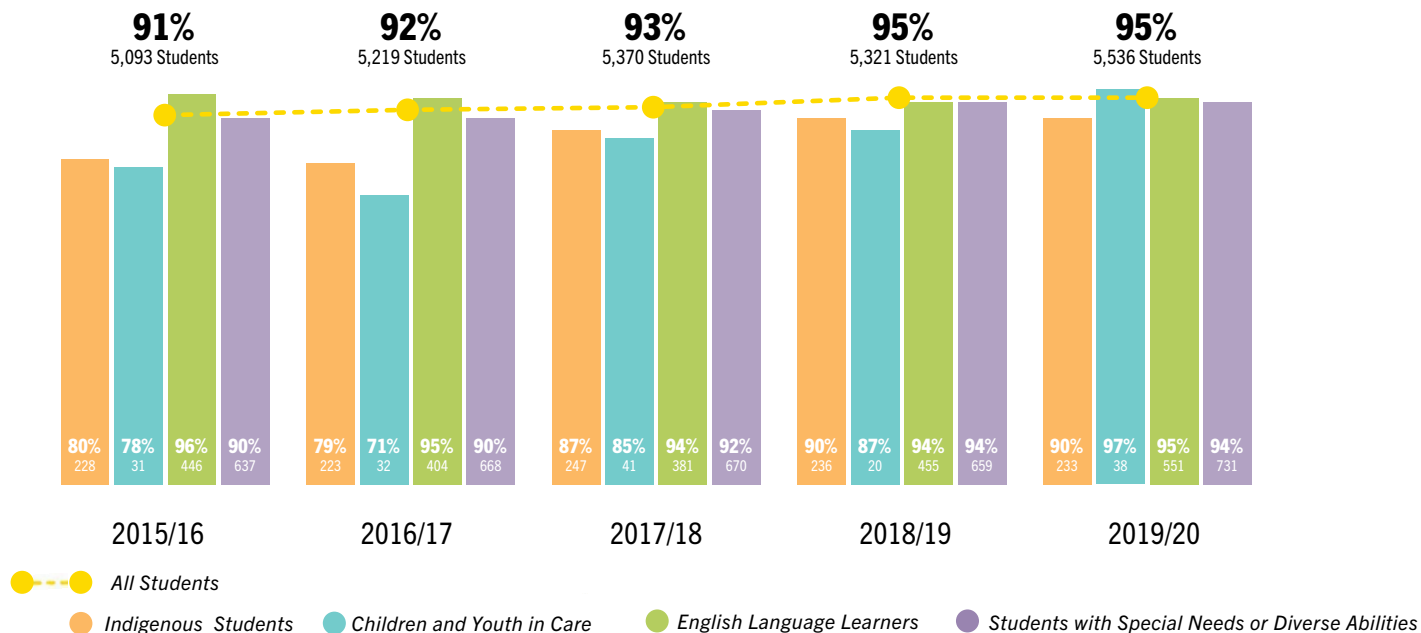
ACADEMIC YEAR	SUCCESSFUL TRANSITION RATES (ON-RESERVE STATUS) ¹		SUCCESSFUL TRANSITION RATES (OFF-RESERVE STATUS)	
	Percentage	Number	Percentage	Number
2015/16	100%	19	95%	246
2016/17	45%	16	94%	244
2017/18	87%	13	94%	246
2018/19	88%	7	94%	238
2019/20	100%	15	93%	226

¹ Small population sizes increases the variability in transition rates, which result in significant drops and increases in percentages

Over a five-year period, the transition rates between Grade 10 and Grade 11 among Surrey students have increased year-over-year. Students transitioned into Grade 11 at a similar, but slightly lower rate (95%) than the provincial average (96%) at the end of the 2019/20 school year. Though **Indigenous students** successfully transitioning to Grade 11 was 10% lower than the provincial average for the 2015/16 and 2016/17 academic years, for the past three years, **Indigenous students** are now successfully transitioning to Grade 11 at similar rates as the provincial average (91%).

Children and Youth in Care, however, transitioned from Grade 10 to Grade 11 at a much greater rate (97%) than the provincial average (85%). **English Language Learners** have exceeded provincial averages in each of the past five years by 1%–2%. The transition rates for the **Students with Special Needs or Diverse Abilities** have improved the last two academic years and are on par with the provincial averages of 94% (2018/19) and 95% (2019/20). Figure 2 provides a five-year period of transition data for all students and four sub- groups who successfully transitioned to Grade 11.

Figure 2. Percentage and number of Surrey students who successfully transitioned from Grade 10 to Grade 11, 2015/16–2019/20



Indigenous students with off-reserve status have successfully transitioned to Grade 11 at greater rates each year between the 2016/17 and 2018/19 academic years. The group of students have transitioned at lower rates than provincial averages. The gap has closed in the past two years when the percentage of **Indigenous students** with off-reserve status who have successfully transitioned to Grade 11 was under the provincial average of 92% in 2018/19 and 2019/20 by 1% and 2% respectively.

The percentage of **Indigenous students** with on-reserve status that have successfully transitioned between Grade 10 and Grade 11 since 2018/19 has increased. See Table 2 for a breakdown of the percentage and number of **Indigenous students** living on and off-reserve who successfully transitioned between Grade 10 and Grade 11.

Table 2. Percentage and number of Indigenous students in Surrey [by reserve status] who successfully transitioned from Grade 10 to Grade 11, 2015/16–2019/20

ACADEMIC YEAR	SUCCESSFUL TRANSITION RATES (ON-RESERVE STATUS) ¹		SUCCESSFUL TRANSITION RATES (OFF-RESERVE STATUS) ²	
2015/16	80%	12	80%	216
2016/17	64%	14	80%	209
2017/18	85%	17	87%	230
2018/19	69%	9	91%	227
2019/20	88%	7	90%	226

² Small population sizes increases the variability in transition rates, which result in significant drops and increases in percentages

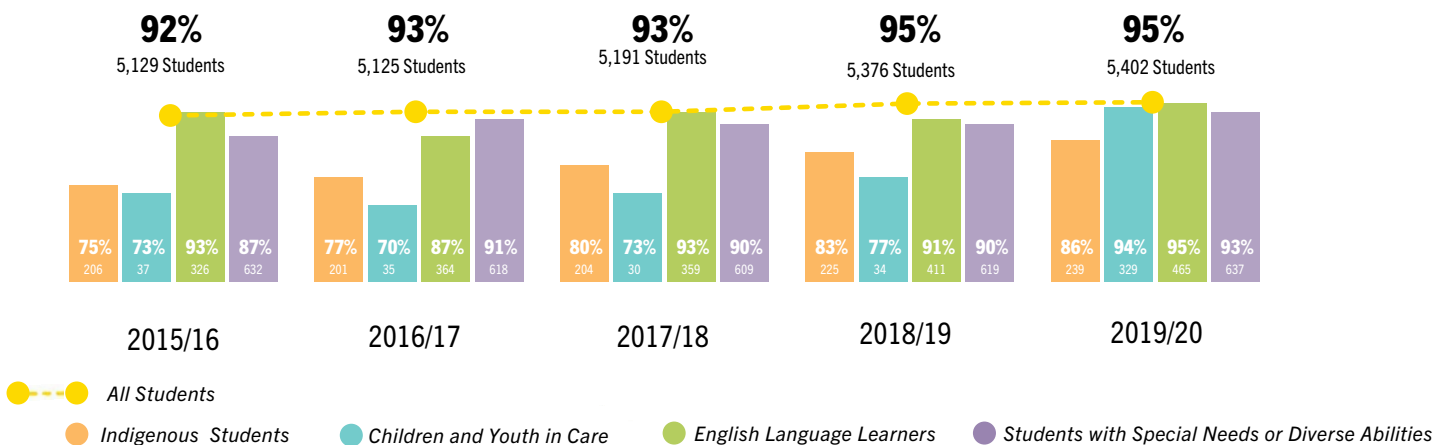
Over a five-year period, the transition rates between Grade 11 and Grade 12 students have increased year-over-year and has remained at or above provincial averages each year. Students transitioned into Grade 12 at a similar rate (95%) as the province (96%) at the end of the 2019/20 school year. Each year since the 2015/16, **Indigenous students** have successfully transitioned to Grade 12 at higher rates than the previous year. Though **Indigenous students** were successfully transitioning to Grade 12 at similar or lower rates than the province, the 2019/20 academic year resulted in similar transition success as the province (86%).

The number of **Children and Youth in Care** who have successfully transitioned to Grade 12 has consistently been higher than provincial averages, with exception to the 2016/17 academic year when the provincial (73%) exceeded the percentage of this sub-group (70%). In the last academic year, this group of students had a significantly greater percentage (94%) who successfully transitioned to Grade 12 compared to the province (81%). In all but one academic year (2016/17), **Children and Youth in Care** had a much greater percentage of students transitioning to Grade 12 (97%) than the province (85%).

English Language Learners have exceeded provincial averages in four of the past five years by 1% to 4%. Only in 2016/17 did this group of student successfully transition to Grade 12 at the same rate as the province (87%), while being on par with all Surrey students in two of the last three years.

In 2019/20, **Students with Special Needs or Diverse Abilities** successfully transitioned to Grade 12 at a higher rate (93%) than the previous year. Since 2016/17, this group of students in our district have successfully transitioned to Grade 12 at similar or better rates than the province by 1% to 2%. Figure 3 provides a five-year period of transition data for all students and four sub-groups who successfully transitioned to Grade 12.

Figure 3. Percentage and number of Surrey students who successfully transitioned from Grade 11 to Grade 12, 2015/16–2019/20



Indigenous students with off-reserve status have successfully transitioned to Grade 12 at greater rates each year since the 2015/16 academic year. The group of students have transitioned at lower rates than provincial averages; however, in the most recent academic year, the gap has closed as the percentage of students is under the provincial average (88%) by 2%.

Indigenous students with on-reserve status have also seen an increase in the percentage of the group successfully transitioning between Grade 11 and Grade 12. See Table 3 for a breakdown of the percentage and number of **Indigenous students** living on and off reserve who successfully transitioned between Grade 11 and Grade 12.

Table 3. Percentage and number of Indigenous students in Surrey [by reserve status] who successfully transitioned from Grade 11 to Grade 12, 2015/16–2019/20

ACADEMIC YEAR	SUCCESSFUL TRANSITION RATES (ON-RESERVE STATUS) ³		SUCCESSFUL TRANSITION RATES (OFF-RESERVE STATUS)	
2015/16	63%	16	75%	196
2016/17	75%	16	76%	189
2017/18	69%	16	81%	193
2018/19	94%	18	82%	208
2019/20	83%	12	86%	229

³ *Small population sizes increases the variability in transition rates, which result in significant drops and increases in percentages*