
2014-2015 Aboriginal Education Report

School District No. 91 (Nechako Lakes)



Birch Bark Basket made by Noeleen McQuary

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INTRODUCTION

This is the fourteenth Report on Aboriginal Education in School District No. 91 (Nechako Lakes). The purpose of this report is to review the success of Aboriginal students for the 2014/2015 school year. It is the shared responsibility of all employees of School District No. 91 to ensure that students learn at a high level.

The report information is a compilation from the most recent Ministry of Education and School District No. 91 reports and data. In some cases, rounding values to the nearest whole number will account for instances of variations in totals. The data is presented and discussed, Education Agreement goals reflect and enhance the District goal, and determine if the gap between Aboriginal and non-Aboriginal students is lessening. The data supports the district goal and the purpose of the original Aboriginal Education Enhancement Agreement (EA) signed by School District No. 91 (Nechako Lakes) and the First Nations Education Council.

The district goal as stated in the Achievement Contract is that *“100% of our students will finish school with either a Dogwood Diploma or an Evergreen Certificate, and the competencies required to succeed in the 21st century.”*

The EA also provides the basis for programs and services addressing the needs of Aboriginal students. These needs are identified in the following EA goal statements:

1. Improve relationships between School District No. 91, schools, local Aboriginal communities and parents;
2. Improve literacy for students of Aboriginal ancestry;
3. Improve numeracy for students of Aboriginal ancestry;
4. Increase Dogwood completion rates for students of Aboriginal ancestry; and,
5. Increase awareness of Aboriginal languages and cultures for all.

Please contact the Aboriginal Education staff at your local school, **OR**

First Nations Education Council, School District No. 91
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School District No. 91 (Nechako Lakes)
Box 129, Vanderhoof, BC V0J 3A0

GOALS SUMMARY

IMPROVE RELATIONSHIPS BETWEEN SCHOOL DISTRICT NO. 91, LOCAL ABORIGINAL COMMUNITIES AND PARENTS

Aboriginal Education Support Workers (AESW), Aboriginal Education Workers (AEW) and Home School Coordinators (HSC), are important positions in district schools because of their direct connection to Aboriginal students and families. Aboriginal Education Support Workers build positive relationships between schools and local First Nations communities by maintaining regular contact with parents, and where appropriate, First Nations communities.

The number and variety of events/activities that include Aboriginal parents/communities are increasing in each community. In some cases, this involves holding meetings in First Nations communities, and in other cases, it means having members of local First Nations come into the school as resource people for special events and/or curricular support.

IMPROVE LITERACY FOR STUDENTS OF ABORIGINAL ANCESTRY

Literacy rates are tracked through Foundation Skills Assessments (FSA), at the grade four and seven levels, and through provincial exam pass rates.

In 2014/2015, there was a notable decline in the percent of Aboriginal students who wrote the Reading and Writing FSA. As well, there has been a steady decline in the percent of students “Meeting or Exceeding” in Reading and Writing. The exception is in the grade seven writing scores where there was an increase in 2014/2015.

At the secondary school level, not only has there been improvements in Language Arts performance, but the Aboriginal participation rates in writing the Grade 10 English exam has improved to 81% in 2014/2015. The participation rate of non-Aboriginal students has also improved to a high of 98% in the same exam. Given that both groups have improved, participation rates are increasing and the performance gap is decreasing; it demonstrates an actual closing of the gap. In English 12, the data from 2010/2011 to 2014/2015 indicates an improvement trend in pass rates and a closing of the performance gap between Aboriginal and non-Aboriginal students. In Communications 12, the performance gap for the "C+ or Better" pass rate has fluctuated from 22% to 28% with the 2014/2015 gap being the smallest in five years.

IMPROVE NUMERACY FOR STUDENTS OF ABORIGINAL ANCESTRY

Numeracy rates are tracked through Foundation Skills Assessments (FSA), at the grade four and seven levels, and through provincial exam pass rates.

The Aboriginal student participation rate in FSA Numeracy assessments declined dramatically in 2014/2015. There also was a notable decrease in the percent “Fully Meeting or Exceeding” expectations and a corresponding increase in the percent “Not Yet Meeting” expectations. When considering the performance difference between Aboriginal and non-Aboriginal student performance in Numeracy, the Aboriginal student performance is consistently lower. Aboriginal students, on average, are well below the average percent of non-Aboriginal students “Fully Meeting or Exceeding” in Numeracy.

When considering the Foundations and Pre-Calculus Math 10 performance gap between Aboriginal and non-Aboriginal students, the “C- or Better” score gap has closed to where both groups are at 94% in 2014/2015. The percent of Aboriginal students passing the Apprenticeship and Workplace Math exam with a “C- or Better” improved by seven percent and is three percent lower than the non-Aboriginal students. The percent of Aboriginal students passing with a “C+ or Better” declined by 3% from the previous year.

The Foundations and Pre-Calculus Math 10 exam results indicate a higher percent of Aboriginal students are passing with a “C+ or Better” than non-Aboriginal students, 82% and 66% respectively. While this is encouraging, the participation rate data indicates only 29% of the Aboriginal students were assigned a final exam mark in comparison to 69% of the non-Aboriginal students.

INCREASE DOGWOOD COMPLETION RATES FOR STUDENTS OF ABORIGINAL ANCESTRY

A comparison of the provincial six-year completion rates for Aboriginal students indicates the district rates are improving to the point where the difference between the district Aboriginal and provincial Aboriginal rate was one percent for 2014/2015. The gap is reducing in all but one of the last five years, with the 2014/2015 year demonstrating a substantial improvement from the 2013/2014 rate. The average provincial completion rate from 2010/2011 to 2014/2015 for Aboriginal students was 53% and for non-Aboriginal students it was 59%.

Transition rates indicate the progress of students entering a grade and moving through to the next grade the following year. The Aboriginal student transition rate begins to be less than non-Aboriginal students from grade nine through grade 11 and indeed through to school completion. The difference in rates begins to widen in the transition from grade nine to 10 and continues each successive year.

The Aboriginal participation rate in exams leading to graduation is typically lower the non-Aboriginal student participation rate. Specific to 2014/2015, the Aboriginal participation rates were at or close to the average for the previous four years. Most notable is the increase in participation in English 10 and Apprenticeship and Workplace Math 10.

INCREASE AWARENESS OF ABORIGINAL LANGUAGES AND CULTURES FOR ALL

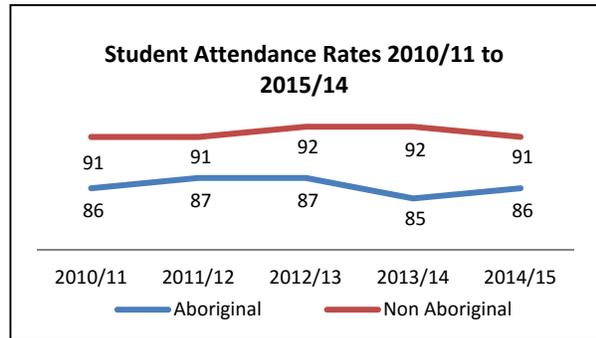
In general, all schools work to integrate Aboriginal culture and awareness into the school activities and instruction. This may involve special projects, activities or field trips or they may be part of a long-standing tradition in the school. All schools utilize local resources from the community.

Events and activities are held in a variety of settings, including: classrooms, at the school, and in in local First Nations communities. Other times they are held in the community, or as a field trip to other parts of the district or province.

OVERVIEW/CONTEXT

ATTENDANCE

The Aboriginal attendance rates continues to be approximately five percent lower than non-Aboriginal rate. This pattern has been consistent for many years. In 2014/2015, the attendance rate declined slightly from the previous year. In comparison, the non-Aboriginal attendance rate has consistently ranged been between 91% and 93% over the same time.



DEMOGRAPHICS

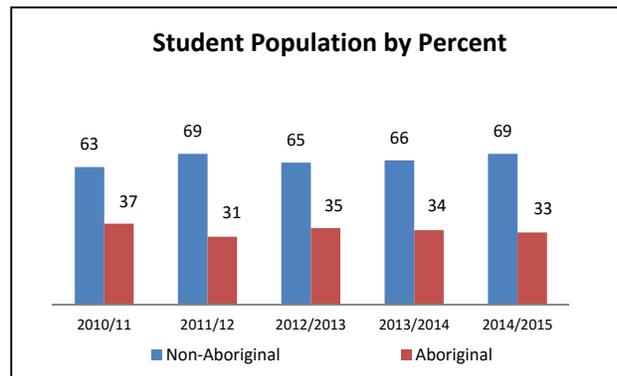
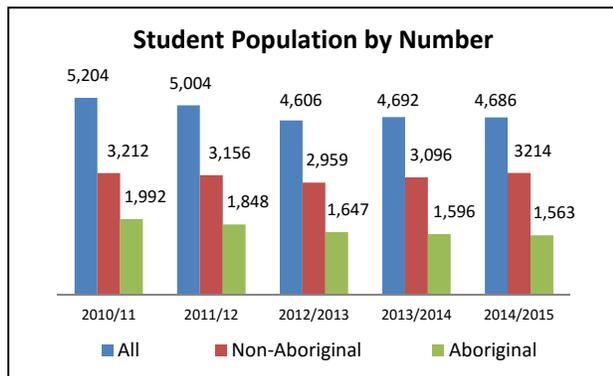
The adjoining table displays information based on student numbers reported in the Ministry of Education “How Are We Doing Report 2014/2015”. These numbers reflect the number of students self-identifying as Aboriginal in School District No. 91.

Year	All Students	Non-Aboriginal	Aboriginal	% Aboriginal
2010/2011	5,204	3,212	1,992	38%
2011/2012	5,004	3,308	1,696	34%
2012/2013	4,606	2,959	1,647	36%
2013/2014	4,692	3,096	1,596	34%
2014/2015	4,686	3,123	1,563	33%

From 2010/2011 to 2014/2015, the general student population trend describes an initial decline followed by a slight increase in overall student numbers. However, the Aboriginal population number exhibited a steady decline over the same period and did not show any increase from one year to the next. When the Aboriginal student population is expressed as a percent a steady decline is evident.

At the school level, the percent of Aboriginal students in district standard grades K-12 schools varies from a low of 11% to a high of 76%. The secondary schools’ Aboriginal population ranges from a high of 64% to a low of 25%. The elementary schools’ Aboriginal population ranges from a high of 61% to a low of 11%.

There were five school with over 50% or higher Aboriginal student population, five schools with between 30% and 59% Aboriginal students, and the remaining seven schools had a percent range from 11 % to 29%.



SPECIAL NEEDS

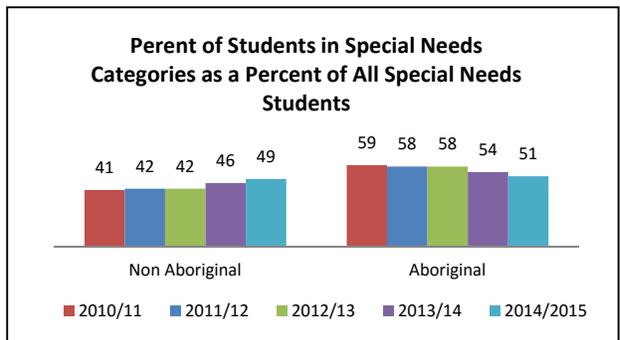
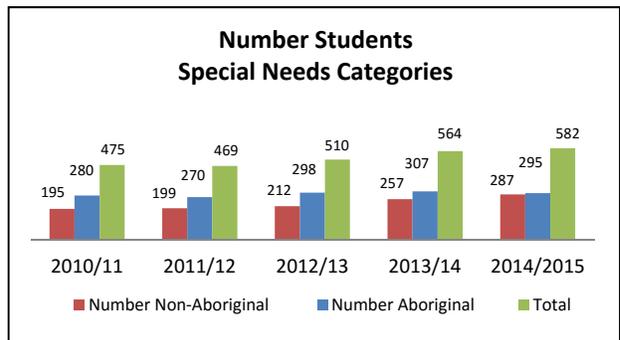
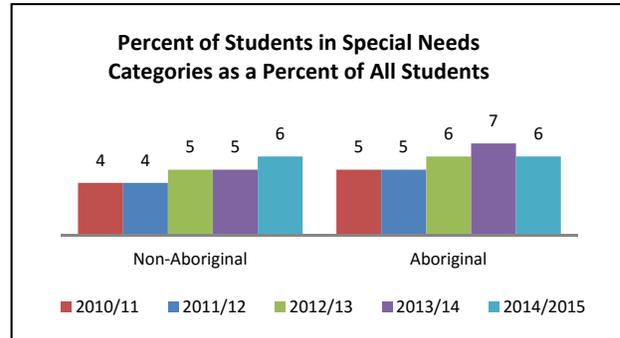
There are four main special needs performance areas reporting groups; these include: Sensory Disabilities, Learning Disabilities, Behaviour Disabilities and Gifted. The two sections where numbers are large enough that privacy is not a concern are Learning Disabilities and Behaviour Disabilities.

In general, the percentage of Aboriginal students is higher in the special needs categories than non-Aboriginal. However, the overall percent of Aboriginal students in special needs categories has declined over the past five years.

When students in special needs categories are considered as a percentage of all students in these categories, the Aboriginal student percent has remained between 5% and 7%. Over the same period, the non-Aboriginal percent ranges from 4% to 6%.

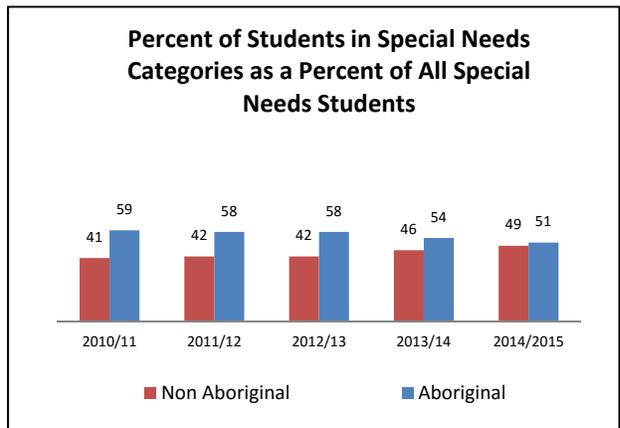
The number of Aboriginal students in special needs categories has fluctuated over the past five years, with 2014/2015 showing a decline of 12 students from the previous year. The non-Aboriginal numbers have increased yearly since 2010/2011.

When the number of student in Special Needs are expressed as a percentage, the Aboriginal student percent has shown a decline from 2010 to 2014. Over the same period the percent of non-Aboriginal student in special needs has increased.



SENSORY DISABILITIES

Historically, the number of students in the Sensory Disabilities (Visual Impairment and Deaf or Hard of Hearing) category is low, and data is masked for privacy reasons. When the individual categories from 2010/2011 to 2014/2015 are combined, the total number of Aboriginal students in the Sensory Disabilities category is less than the number of non-Aboriginal students in the same category. In the past five years, the total number of Aboriginal students in Sensory Disabilities has totaled 21. Non-Aboriginal students total 37 students. When these numbers are considered as a percent of all students in Special Needs, Aboriginal students account for an average of one percent and non-Aboriginal average three percent.

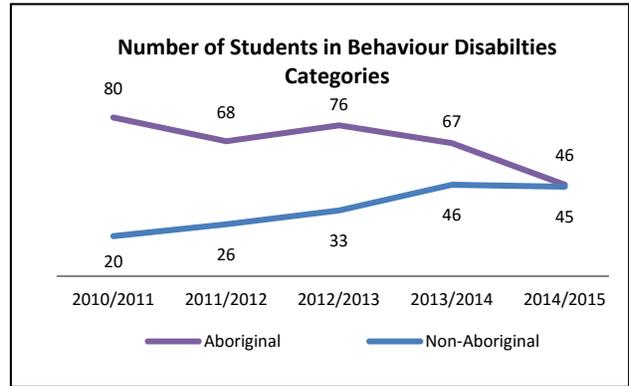


BEHAVIOUR DISABILITIES

Students are designated into one of two behaviour disabilities based on criteria set out by the Ministry of Education. Behaviour disabilities Categories include:

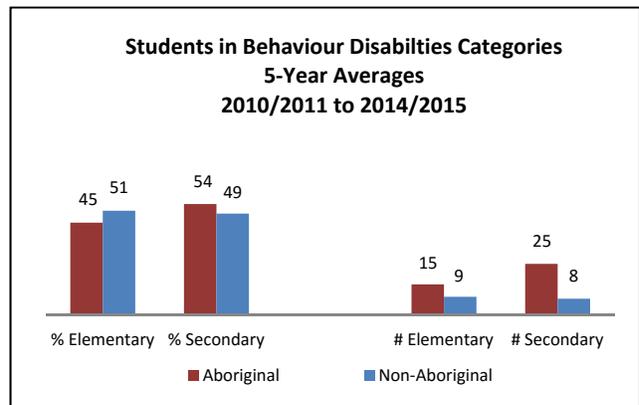
- 1) Intensive Behaviour Intervention (IBI)
- 2) Moderate Behaviour Support (MBS)

The number of Aboriginal elementary students in behaviour categories has declined by almost 38% from the 2010/2011 to 2014/2015 school years. The number of non-Aboriginal students has shown a steady increase over the same period.

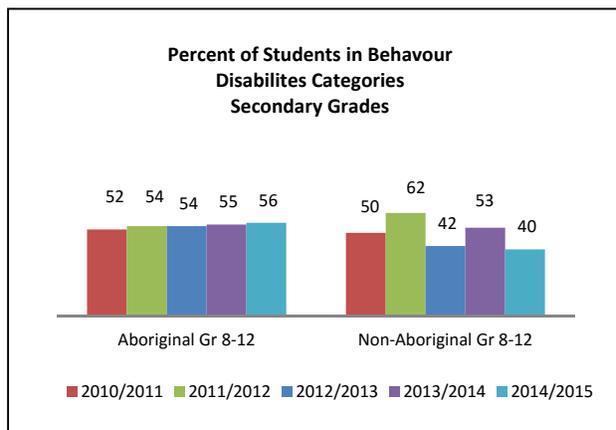
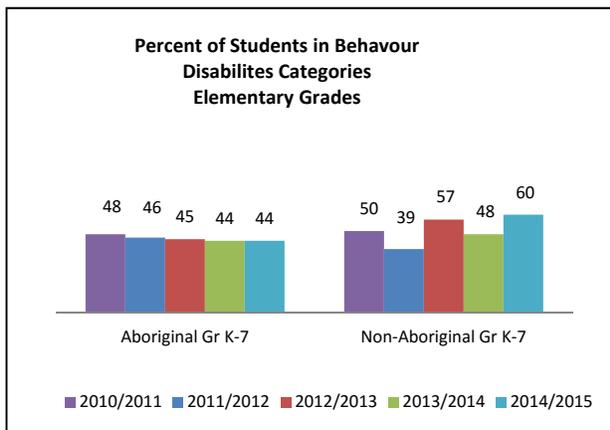


The five-year average data indicates an approximate 5% split between the percent of Aboriginal and non-Aboriginal students in the Behaviour disabilities categories. In the elementary grades, the five-year average slightly indicates more non-Aboriginal students as a percent but they are fewer in number. In the secondary school grades, the percent of Aboriginal student in behaviour disabilities increases as does the number of students. What this may suggest is that Aboriginal students are being designated later in their schooling than non-Aboriginal students.

When the number of students in the Behaviour disabilities group are considered in percentages, the percent decreased for Aboriginal students by 29% from a high of 80% in 2010/2011 to a low of 51% for 2014/2015. The inverse is true for non-Aboriginal students. There was a 29% increase from a low of 20% in 2010/2011 to a high of 49% for 2014/2015.

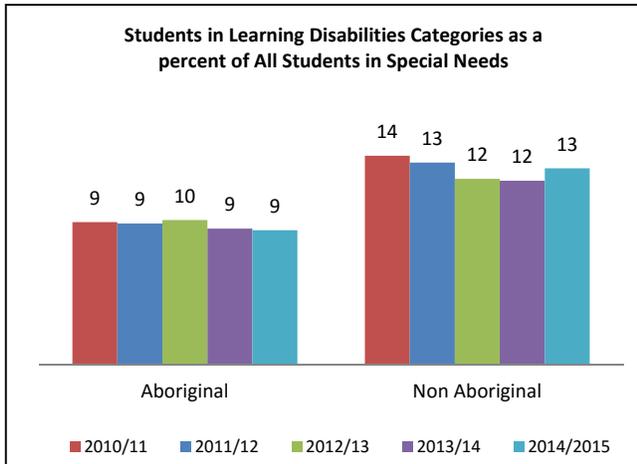


The percent of Aboriginal students in behaviour disability categories in elementary grades is generally lower than the percent of non-Aboriginal students in the elementary grades. The percent of Aboriginal students in the elementary grades has steadily declined while the percent of non-Aboriginal students in behaviour disability categories has fluctuated but has steadily increased.

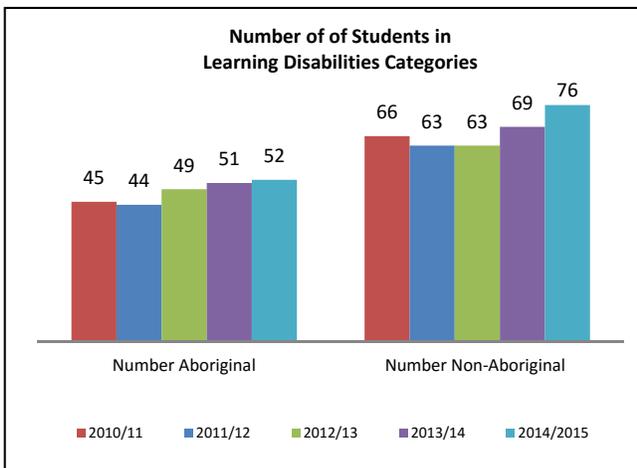


The percent of Aboriginal students in secondary schools in Behaviour disabilities categories has shown a small increase in the past five years. The average percent has been 54% with a range of four percent. The non-Aboriginal percent has declined over the same period. Although it is declining, it has shown a high degree of fluctuation. The percent range has been as high as 12%.

LEARNING DISABILITIES



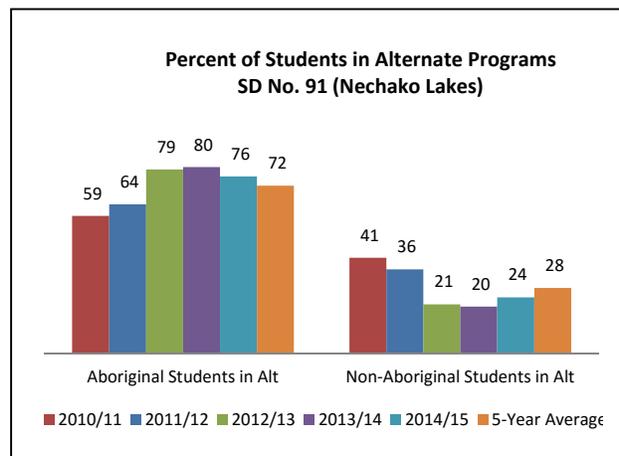
Aboriginal students in the Learning Disabilities category make up approximately nine percent of the special needs numbers and the non-Aboriginal students comprise 13% over the past five years. These percentages have been consistent over the past five years. When numbers specific to the Learning Disabilities category are considered, the Aboriginal student number makes up an average of 41% and non-Aboriginal complete the remaining 59% of the group in 2015-2016.



While the percent of Aboriginal students as a percent of the group remained stable, the actual number of Aboriginal students in the Learning Disabilities category has increased by one student from the previous year and by eight from a low of 44 students in 2011/2012. A similar pattern occurs with non-Aboriginal students. The non-Aboriginal number increased by eight students from the previous year and by 13 from a low of 63 students in 2011/2012. The five-year average for Aboriginal students in Learning Disabilities group is 42% and the average for non-Aboriginal students in the Learning Disabilities group is 58%.

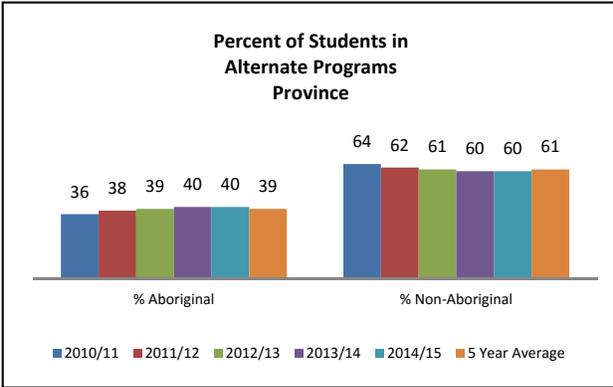
ALTERNATE PROGRAMS

As a measure of percent, Aboriginal students represent the larger portion of students in alternate programs; with Aboriginal female students comprise the greater percent of overall numbers followed by Aboriginal male students. Until recently, a similar pattern was true for non-Aboriginal students. Provincially, the profile of alternate students differs from the profile of School District No. 91 (Nechako Lakes) students. The district average over the past five years has been 72% Aboriginal students in alternate programs. While provincially, non-Aboriginal students

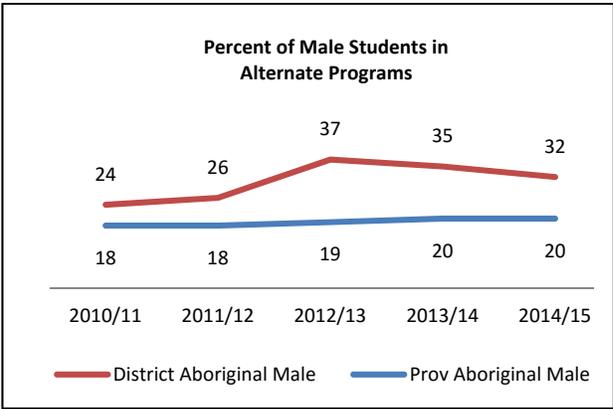
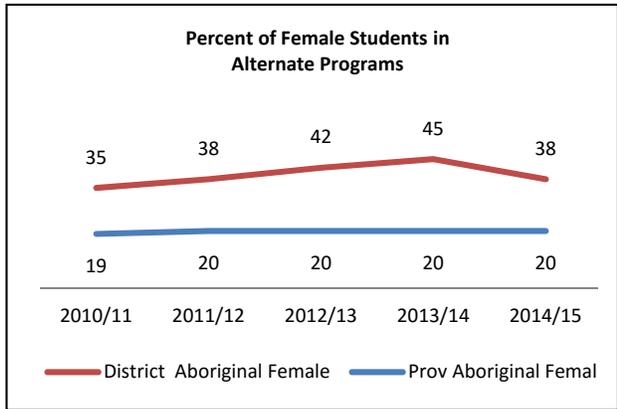


comprise the largest percent of students in alternate programs, averaging 61% over the five years in contrast to our average of 28%.

At the district level, when the data is separated further by gender, Aboriginal female students comprise the higher percentage of students in alternate programs. Aboriginal female percent range from a high of 45% in 2013/2014 to a low of 32% in 2009/2010. Aboriginal females and Aboriginal males each comprised 38% of the total alternate program student population in 2014/2015.



The division between genders at the provincial level is effectively opposite to the district trend. Specifically, the percent of non-Aboriginal males comprise the larger part of the students in alternate programs across the province while at the district level Aboriginal males have typically made up a smaller percent of the Aboriginal alternate program student population. When comparing non-Aboriginal percentages in alternate programs, the Aboriginal district percent rate has been consistently higher than the provincial percentage rate.

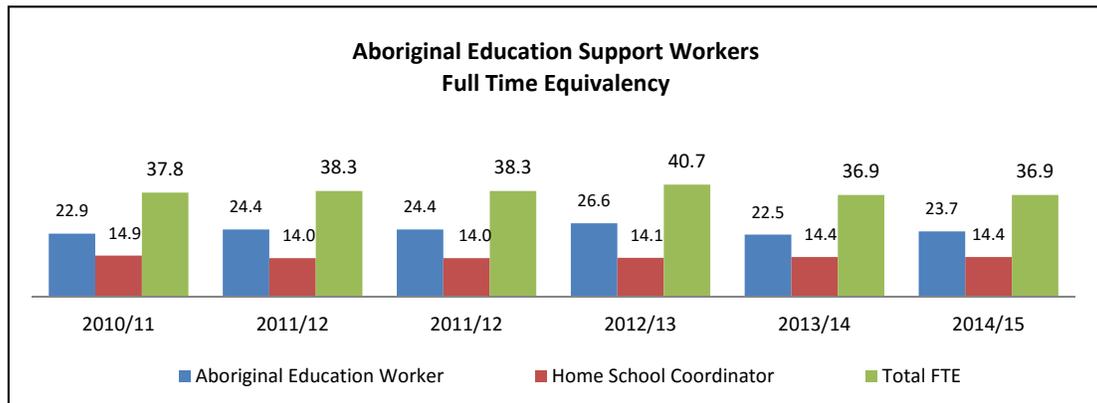


GOAL 1: IMPROVE RELATIONSHIPS BETWEEN SCHOOL DISTRICT NO. 91, LOCAL ABORIGINAL COMMUNITIES AND PARENTS

ABORIGINAL EDUCATION SUPPORT WORKERS

Two positions make up the Aboriginal Education Support Workers (AESW) category: Aboriginal Education Workers (AEW) and Home School Coordinators (HSC). These are important positions in district school because of their direct connection to Aboriginal students and families. All district schools have Aboriginal Education Workers but not all schools have Home School Coordinators. There are more Aboriginal Education Workers than Home School Coordinators positions. HSC positions are in each secondary school and the larger elementary schools typically have both positions. Smaller elementary schools may have some HSC time allotted to the school and usually a full time AEW.

The information for Aboriginal Education Support Workers is taken from school budgets and reflects how a school has set up staffing hours and days based on preliminary enrolment numbers which are verified by the end of September. It is important to remember staffing is dynamic and there are many changes in any given year. In order to determine an overall picture, the data represents a point in time picture of staffing. The graph indicates the relationship between FTE and the AESW positions in the district. Both positions are directly involved in programs, services and events to increase Aboriginal awareness and develop relationships with students and local communities.

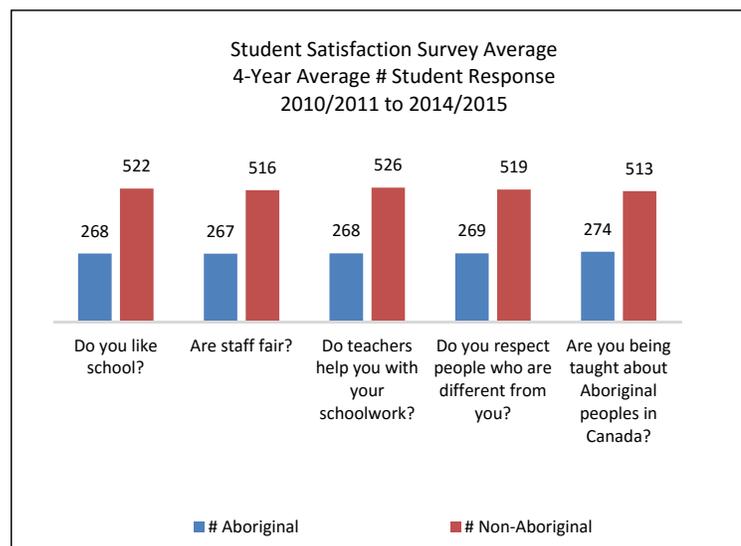


Aboriginal Education Support Workers build positive relationships between schools and local First Nations communities. With the help of the AESW staff, schools hold parent meetings, report card interviews and even course selection meetings in the local First Nations communities. Aboriginal Education Support Workers also maintain regular contact with parents, and where appropriate, First Nations communities.

Although the numbers of Aboriginal education support staff have remained relatively stable throughout the years, there is opportunity for hiring more staff. The difficulty has been in recruiting new staff. A number of schools had planned to increase their Aboriginal education staff but were not able to hire because there were no applicants.

STUDENT SATISFACTION SURVEY REPORTS

Annually, the Ministry of Education asks that students in elementary schools grades three, four and seven, and in secondary schools, grade 10 and 12, complete an on-line Student Satisfaction Survey. The questions are designed provide a snapshot of student opinion. There are nine questions for all students and an additional two for grade 12 students. The answers reported on the survey provide some insight into student perception of school safety, relationships with teacher and diversity.

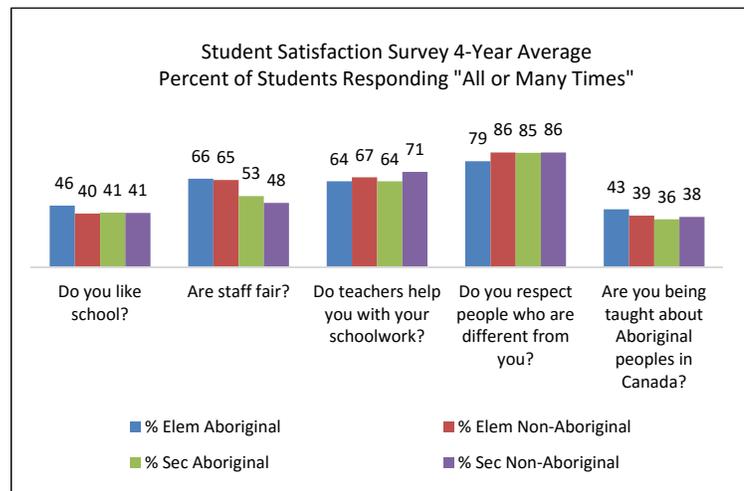
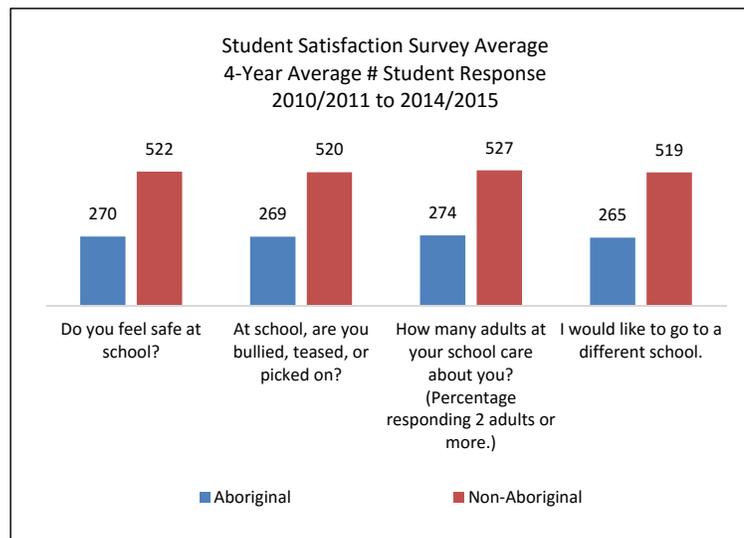
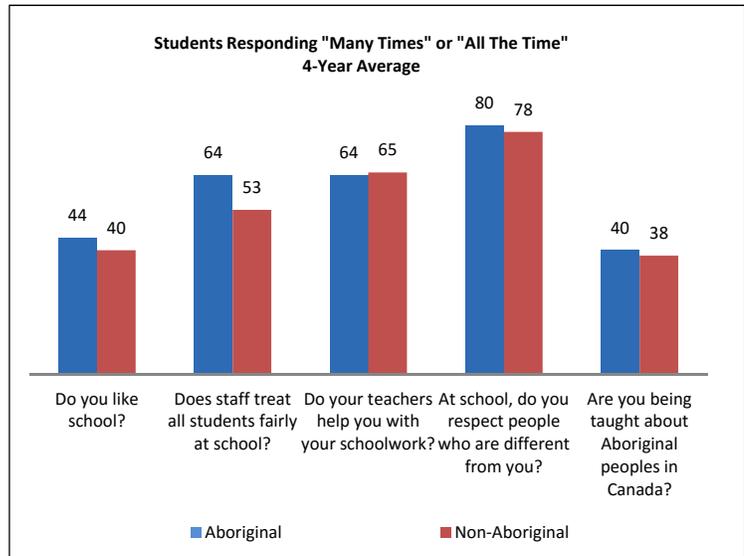


The overall number of Aboriginal students responding in comparison to the non-Aboriginal students generally reflects the district demographic of approximately 35% percent Aboriginal.

The first set of questions relate to the students' perceptions of the school in terms of the help they receive and their connection to the school. The second set of questions focus more directly on student perception of safety and connection with adults in the school. For the purposes of fitting the questions on the graph, they have been edited to make them shorter.

The 4-year average response numbers range between 267 to 274 for Aboriginal students and from 513 to 526 for non-Aboriginal students. The number range of responses over the past four years has been fairly small for both groups of students. Aboriginal student numbers have difference of only nine responses between the highest and lowest responses. Non-Aboriginal students have a gap of eight between the highest and lowest number of responses on the second set of questions.

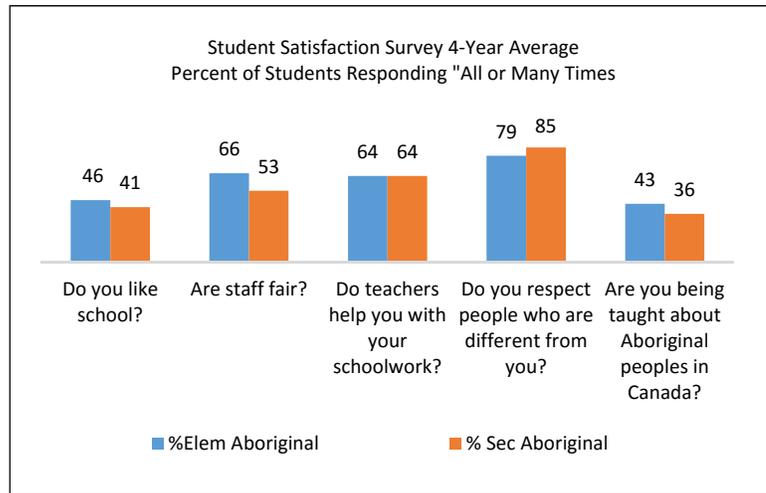
The Student Satisfaction Survey results for the first set of questions indicate the percent Aboriginal students answering "All or Many Times" was greater than the percent for non-Aboriginal students for all but one question. And, for that question, there was only a 1% difference. Where a difference is more notable is the 10% higher percent Aboriginal students displayed when answering in the affirmative that teachers treated all students fairly.



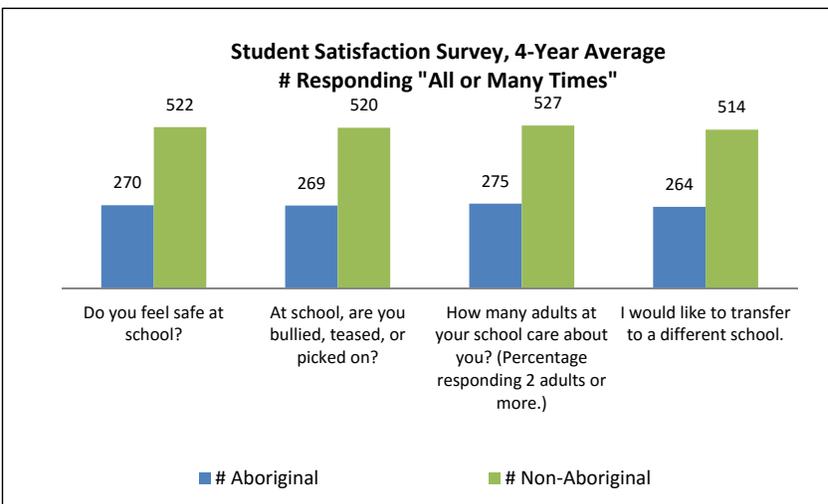
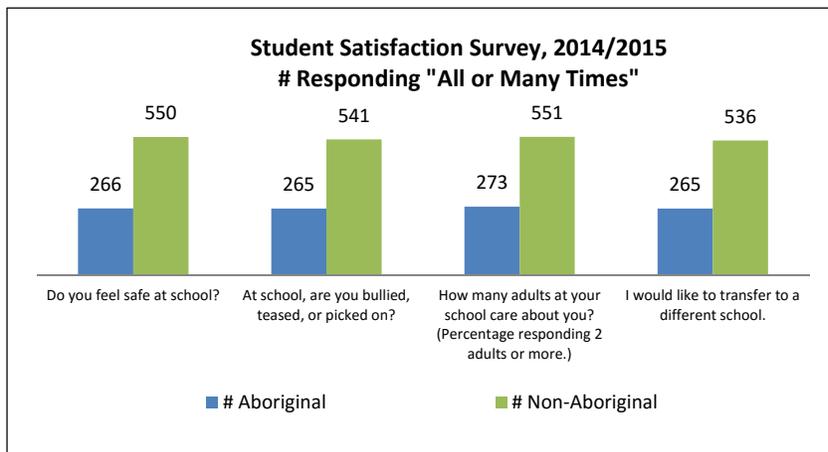
When the data is divided into elementary and secondary schools, the four-year average data shows a slightly higher percent of elementary Aboriginal and non-Aboriginal students than secondary school students reporting in the “All and Many Times.”

Another pattern appearing to hold true for both groups of students is secondary school student responses are either lower or the same as elementary students. The exception to this

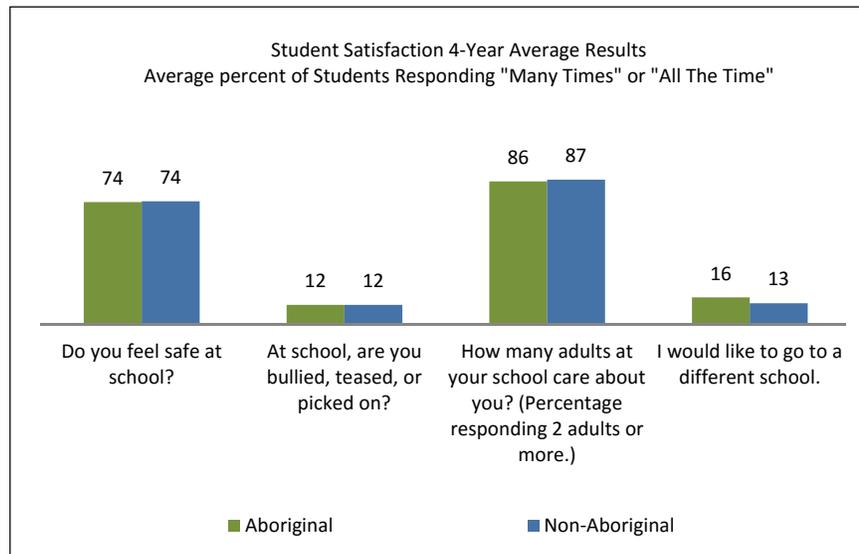
observation is when reporting on the degree to which secondary students report being respectful of others. In looking at the specific questions, the group reporting they like school the most is Aboriginal elementary students and that is at 46%. As students move to secondary school, both Aboriginal and non-Aboriginal students’ results show a lower percent thinking staff treating all students fairly. Aboriginal students report a lower degree of help coming their way than do non-Aboriginal students. Secondary students report a lower percent of responses to being taught about Aboriginal people in Canada than elementary grade students.



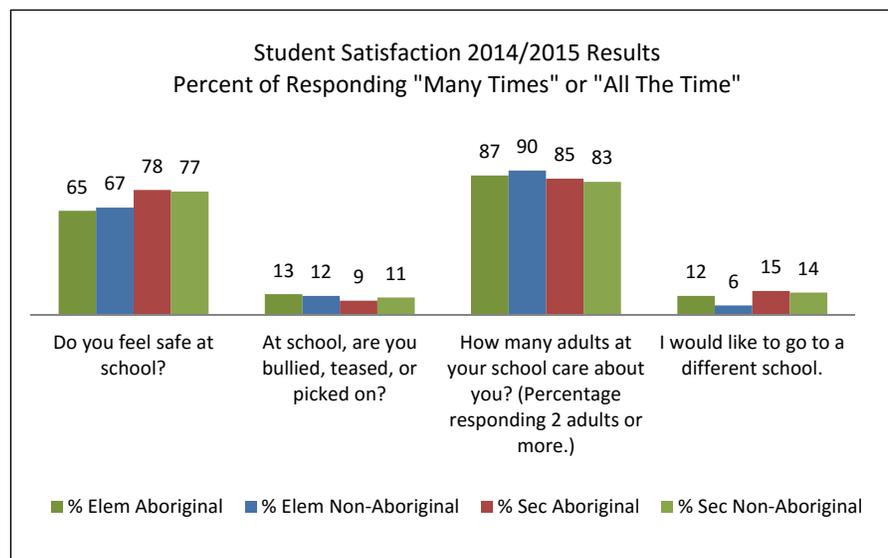
The second group of question relate more specifically to student safety and connection to adults in the schools. The student response numbers over the last four years have been relatively consistent. The number of responses by Aboriginal students is very close to 50% of the number of non-Aboriginal responses. The average response numbers fluctuate very little from year to year. The non-Aboriginal and Aboriginal students’ response number is the lowest for the question about transferring to a different school. The highest response number is for the question about caring adults. For the 2014/2015 survey, the responses differences between the number of Aboriginal and non-Aboriginal students responding are just under or at 50% while the average is either 50% or just over 50%.



When considering specific questions, the two largest response numbers for both groups of students are the questions about safety and connecting to an adult. This is consistent with the four-year average response number. The percent of students responding to the questions regarding school safety and a caring adult in the school with “All or Many Times” is relatively high for Aboriginal and non-Aboriginal students. There is no appreciable difference in average percent response for Aboriginal and non-Aboriginal students at 72% each.



The second question asks students how many adults at the school care about them. Again, the response rate is virtually identical with only one percent difference. The other two questions results are interpreted by reading a small percent as a positive result. On the average, Aboriginal and non-Aboriginal students report an almost identical percentage of students identifying being bullied, teased or picked on. A slightly higher percentage of Aboriginal students indicated they would like to go to a different school.



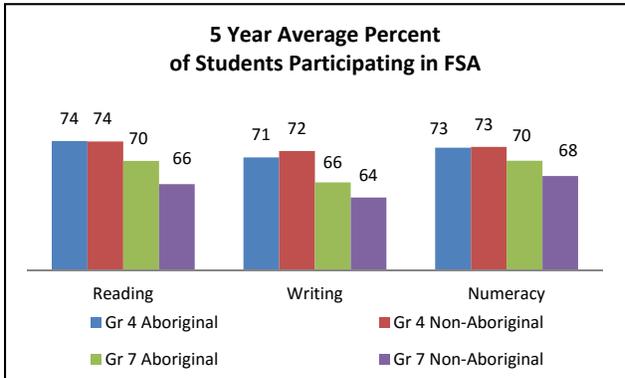
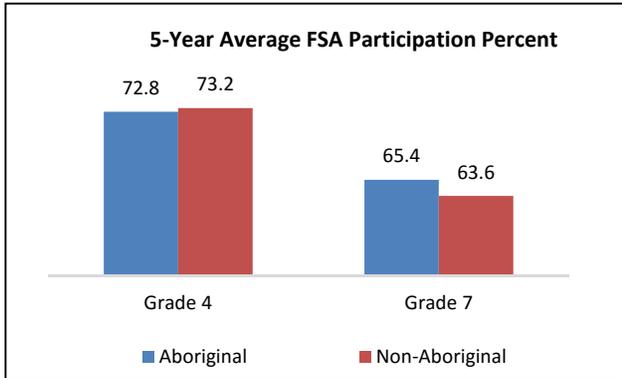
The 2014/2015 results reflect the average pattern of the having minimal differences between Aboriginal and non-Aboriginal student responses. Elementary students reported lower percent of feeling safe than secondary students. Interestingly, elementary students reported a higher degree of having two or more adults at the school who cared for them. Elementary student response to the question of being bullied, teased or picked on was slightly higher than the four-year average and the secondary responses were slightly below the average. Elementary non-Aboriginal students indicated the lowest desire to go to a different school. Elementary students in general reported a lower percent of wanting to go to a different school than secondary students.

GOAL 2: IMPROVE LITERACY FOR STUDENTS OF ABORIGINAL ANCESTRY

FOUNDATION SKILLS ASSESSMENT (FSA)

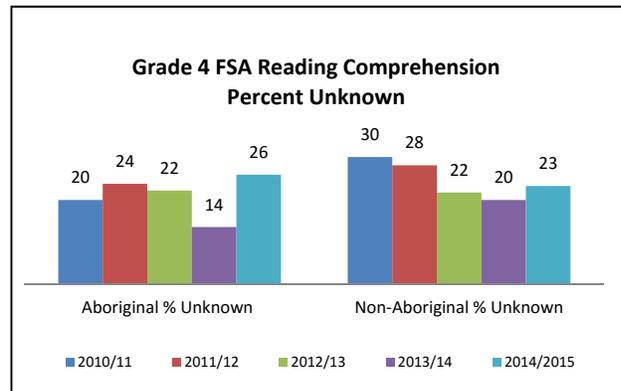
FSA PARTICIPATION RATES

Historically, the participation rate for all students in School District No. 91 (Nechako Lakes) is low. The difference between the percent Aboriginal and non-Aboriginal students writing FSA is minimal over the five-year average (2009/2010 to 2014/2015). Aboriginal students in grade four participated at the same



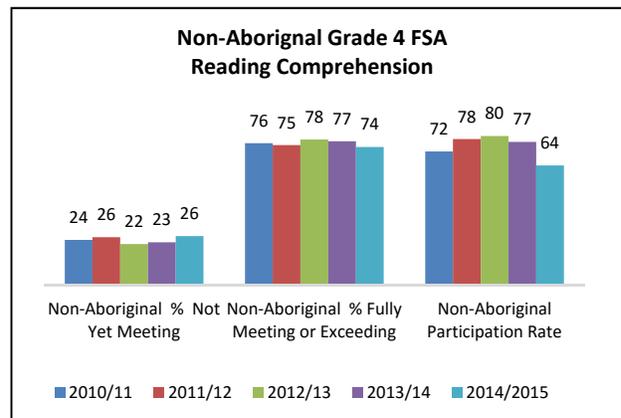
rate as non-Aboriginal students. However, grade seven Aboriginal student participation in FSA was slightly higher than non-Aboriginal students. Grade four participation rates for all students were in the low to mid 70 % range. The grade seven rates for all students were lower than the grade four average. Grade seven participation in the assessments averages ranged from 64% to a high of 70%.

Every year, there are students who do not write the FSA and thus their performance level is unknown. The percent of Aboriginal students in Performance Level Unknown category has been consistently lower than the percent of non-Aboriginal students. However, in 2014-2015 assessment, the Aboriginal percent was slightly higher than the non-Aboriginal percent.



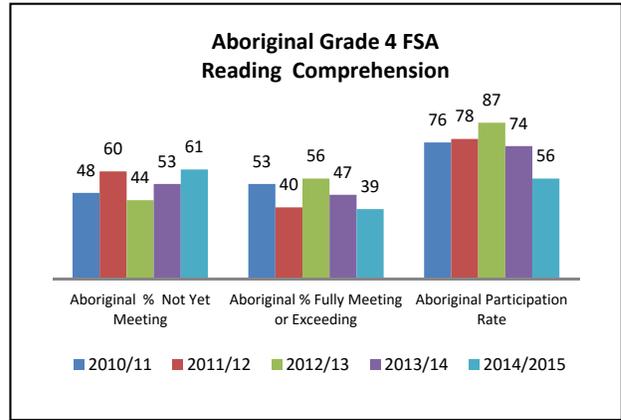
GRADE FOUR FSA COMPREHENSION

Even though the participation in the Reading Comprehension assessment are similar, the non-Aboriginal student achievement levels are noticeably higher. In general, of the students who wrote the FSA, approximately 25% of non-Aboriginal students are in the “Not Yet Meeting” expectations category. This is compared to approximately 50% of Aboriginal students.



Of the percent of Aboriginal students who participated in the assessment, the percent “Not Yet Meeting” expectation has shown a steady increase from 2010/2011 through to 2014/2015. There is a corresponding decrease in the percent “Fully Meeting or Exceeding” expectations.

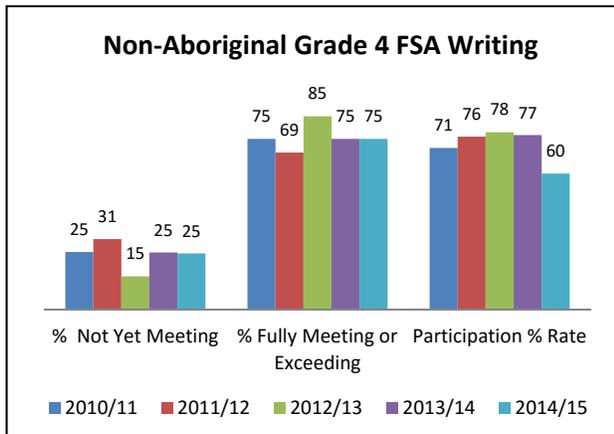
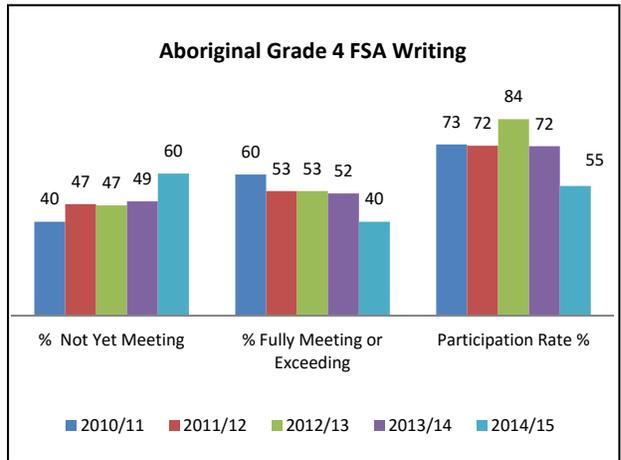
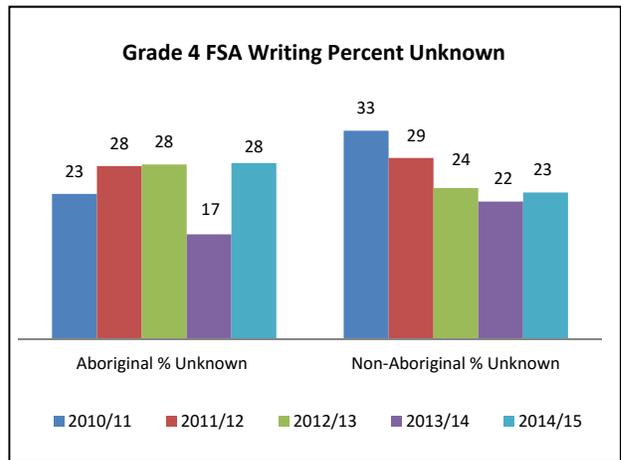
Of the Aboriginal students in the “Fully Meeting or Exceeding” expectations category, the five-year average to 2014/2015 was 47%. The non-Aboriginal students’ five-year average over the same time was 76% “Fully Meeting or Exceeding” expectations.



GRADE 4 FSA WRITING

In 2014/2015, the percent of Aboriginal students in the “Performance Level Unknown” category shows a significant increase over the previous year. The one exception was 2013/2014 where a marked decrease is noted. The percent of non-Aboriginal students in the “Performance Level Unknown” category has steadily declined over the past five years.

Aboriginal student FSA participation rate in the Writing assessment have slowly declined since 2010/2011 to 2013/2014. There was a significant decline in 2014/2015, to the point where slightly over half the Aboriginal students participated. As the participation rates declined, the percent of Aboriginal students in the “Not Yet Meeting” category steadily increased and the percent “Fully Meeting or Exceeding” declined. Similar to the drop in participation in the year 2014/2015, there was a marked decrease in the percent of Aboriginal students meeting expectations.

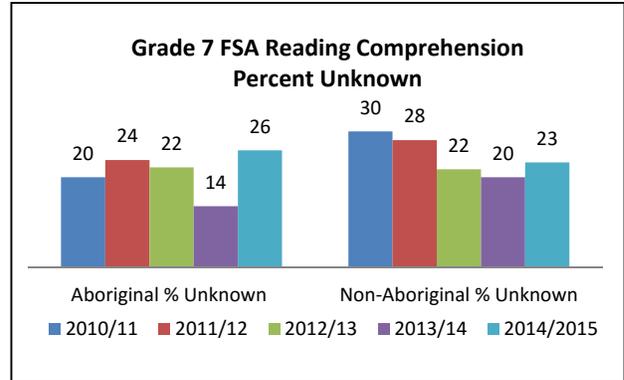


The non-Aboriginal student participation rate in the Writing assessment is close to the Aboriginal participation rate. Between 2010/2011 and 2014/2015 the percentage gap in participation rate has ranged from a low of two percent to a high of four percent. Of the percent of non-Aboriginal students who participated in the assessment, the percent “Not Yet Meeting” expectations ranged

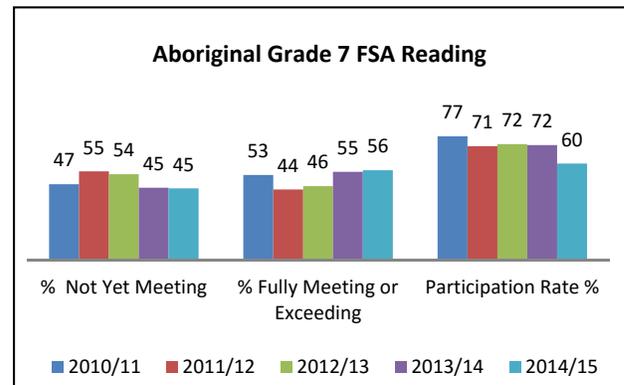
between 15% and 31% between 2010/2011 and 2014/2015. The five-year average for non-Aboriginal students “Fully Meeting or Exceeding” expectations is 76% in comparison to 52% of the Aboriginal students.

GRADE SEVEN FSA COMPREHENSION

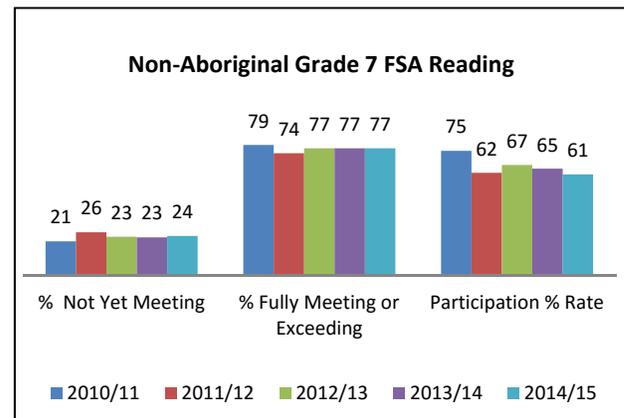
The percent of Aboriginal students in the “Performance Level Unknown” category for grade seven follows a similar increasing pattern to the grade four results. Similar to the writing data, the percent of non-Aboriginal students in the “Performance Level Unknown” category has steadily declined over the past five years. The exception being in 2014/2015 where there was a slight increase in the percent unknown. When the percent unknown is averaged for the years 2010/2011 to 2014/2015, the differences in averages show the Aboriginal average being the lower of the two.



Aboriginal student FSA participation rate in the grade seven Reading Comprehension assessment have also slowly declined since 2010/2011 to 2013/2014. Although there was a decline in participation, the percent of Aboriginal students “Not Yet Meeting” expectations remained the same as the previous year. However, it still represents a notable improvement from the high of 55% in 2011/2012. While the percent of students “Fully Meeting or Exceeding” expectations increased slightly, the overall percent remains significantly low.



The non-Aboriginal student participation rate in the grade seven Reading Comprehension assessment shows a steady decline, and until 2014/2015 has remained lower than Aboriginal rates. When the participation rate is averaged for the years 2010/2011 to 2014/2015 the differences in average is only four percent with Aboriginal percent being the higher of the two.

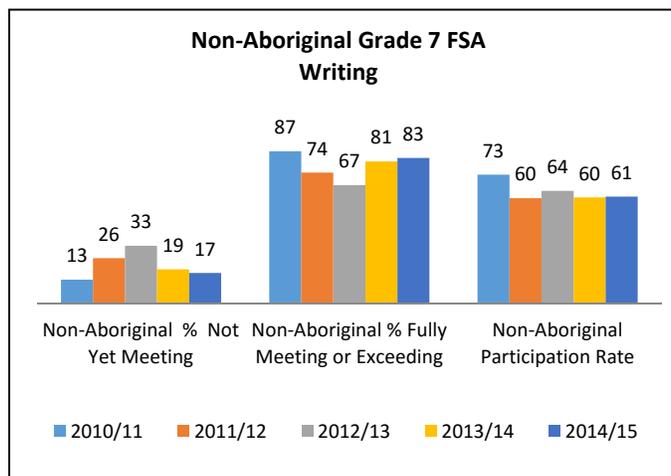
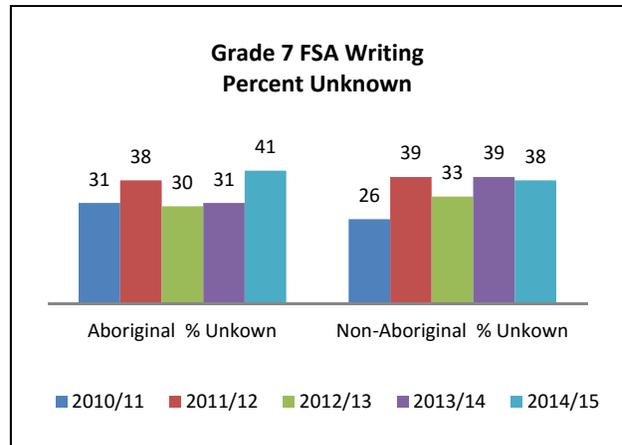


Of the non-Aboriginal students who participated in the grade seven Reading Comprehension assessment, the percent of students who are “Fully Meeting or Exceeding” expectations has remained steady, averaging 77% with a corresponding 23% of the students in the “Not Yet Meeting” expectations category.

GRADE SEVEN FSA WRITING

The percent of Aboriginal students “Meeting or Exceeding Expectations” for 2014/2015 increased by 17%, while the percent “Not Yet Meeting” decreased by 17%. There also was a 10% decrease in the Aboriginal student participation rate. The percent of non-Aboriginal students “Fully Meeting or Exceeding” expectations shows a small increase from the 2013/2014 year, as did the percent of non-Aboriginal students in the “Performance Level Unknown” category.

It is evident by the FSA Writing data that the performance gap is substantial. Over a five-year period, there is a 25% difference in the percent of students “Not Yet Meeting” expectations with Aboriginal students’ percentages being notably higher than non-Aboriginal students. A similar gap is evident in the percent of students “Meeting or Exceeding Expectations”. Again, the percentages favours the non-Aboriginal student performance. However, the participation rate of both groups is similar. Over the past five years, the difference in participation rates has averaged 1%.

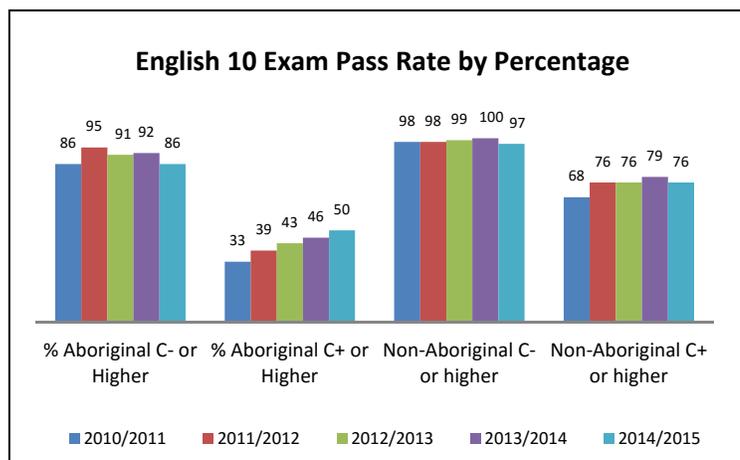


SECONDARY SCHOOL LITERACY COURSES LEADING TO GRADUATION

The 2014/2015 Aboriginal students’ performance of passing at a “C- or Better” level in provincial English exams is slightly lower than the non-Aboriginal performance. There is a 1% difference in English 12, and a 7% difference in English 10 and Communications 12. The performance difference increases substantially when looking the percent passing with a “C+ or Better,” and English 10 the difference is 26%. The English 12 gap is at 21%, and Communications 12 is 20%. In all cases, the Aboriginal pass performance is not as high as the non-Aboriginal performance.

ENGLISH 10

The percent of Aboriginal students passing with a “C+ or Better” has improved by 17% since 2010/2011. Over the same period, the non-Aboriginal rate has improved by 8%. The net effect is a closing of the performance gap. The percent of Aboriginal students passing the English 10 exam with a “C- or Better” has steadily declined since 2011/2012. When

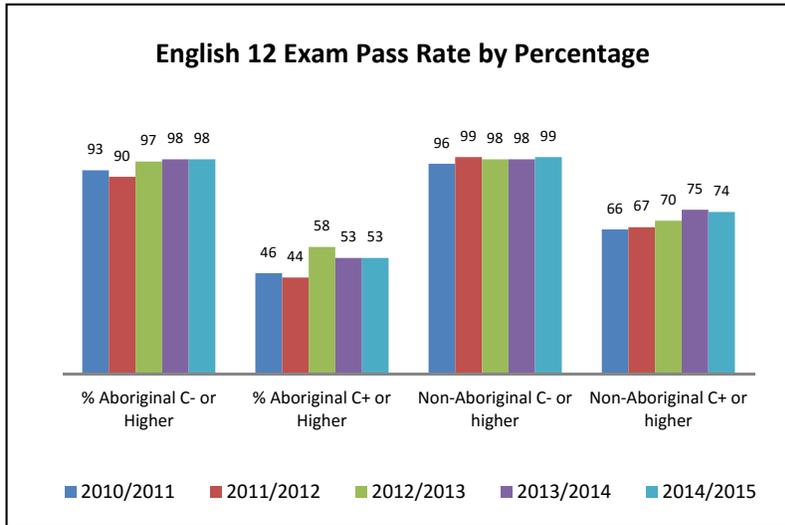


compared to non-Aboriginal students in the same area, the gap in performance has steadily decreased. There is a similar pattern when considering the percent of students with “C+ or Better” pass rate.

The Aboriginal participation rates in writing the grade 10 English exam has improved to 81% in 2014/2015. The participation rate of non-Aboriginal students has also improved to a high of 98%. Given that both groups have had improved participation rates and that the performance gap is decreasing it demonstrates an actual closing of the gap.

ENGLISH 12

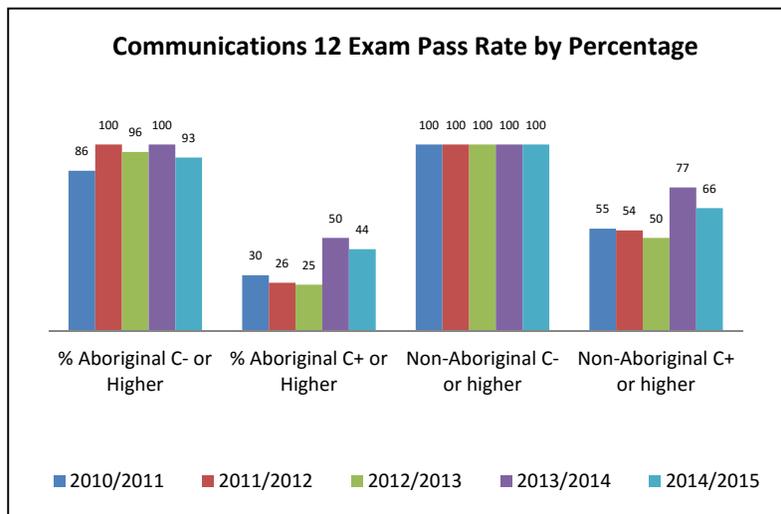
The data from 2010/2011 to 2014/2015 indicates an improvement in the pass rates and a closing of the performance gap between Aboriginal and non-Aboriginal students. The English 12 exam pass percent of “C-



or Better” for Aboriginal students has improved steadily to the point where in 2014/2015 there was a 1% difference between Aboriginal and non-Aboriginal pass rates. Where there has been a greater difference is in the “C+ or Better” pass rate. The Aboriginal pass rate at a “C+ or Better” has a five-year average of 51%. In contrast, the non-Aboriginal rate has averaged 70%. Overall, the difference in pass rates has remained close to 20%.

COMMUNICATIONS 12

The 2014/2015 Communications 12 provincial exam Aboriginal student “C- or Better” pass rate declined by 7% from the previous year. The non-Aboriginal rate has a greater amount of fluctuation with the 2014/2015 rate showing a decrease for both Aboriginal and non-Aboriginal students passing with a “C+ or Better”. The performance gap for the “C+ or Better” pass rate has fluctuated from 22% to 28% with the 2014/2015 gap being the smallest in five years.



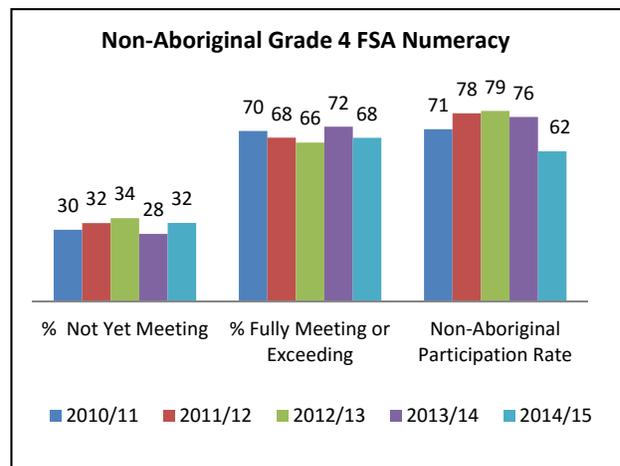
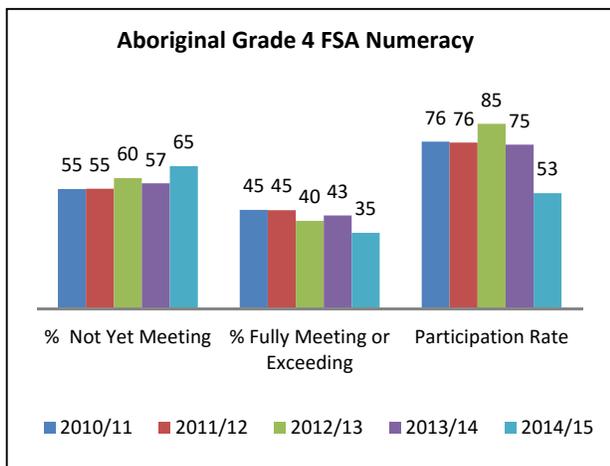
GOAL 3: IMPROVE NUMERACY FOR STUDENTS OF ABORIGINAL ANCESTRY

FOUNDATIONS SKILLS ASSESSMENT

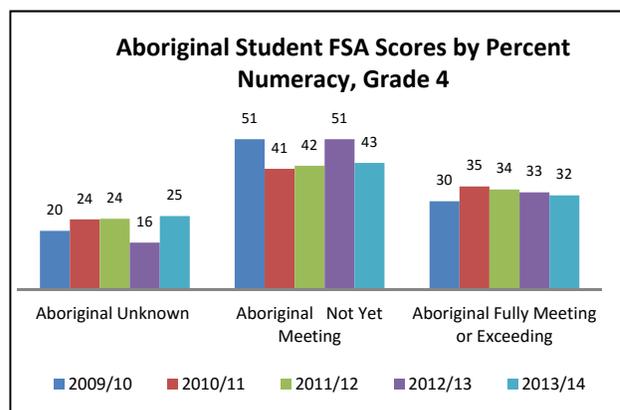
GRADE FOUR FSA NUMERACY

The Aboriginal student participation rate in FSA Numeracy assessments shows a dramatic decline in 2014/2015. There was also a notable decrease in the percent “Fully Meeting or Exceeding” expectations and a corresponding increase in the percent “Not Yet Meeting” expectations. The non-Aboriginal data demonstrated the same trend, but to a lesser degree. When data from the two groups are compared in two of the past five years, the Aboriginal participation rate was greater than the non-Aboriginal rate. In two of the three years when it was lower, it was minimally lower. In 2014/2015 it was 9 % lower.

When considering the performance difference between Aboriginal and non-Aboriginal student performance in Numeracy, the Aboriginal student performance is consistently lower. A much higher percent of Aboriginal students are “Not Yet Meeting” expectations, and the percent gap is over 30%.

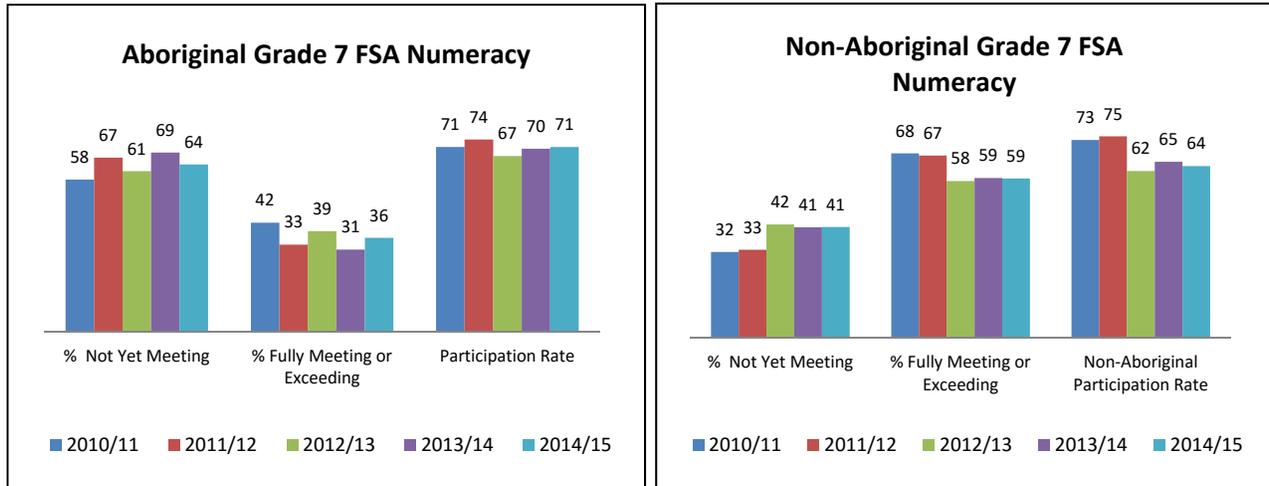


Coincidentally, when looking at the performance gap between Aboriginal and non-Aboriginal students in the “Fully Meeting or Exceeding” and the “Not Yet Meeting” expectations, the gaps are identical. This achievement difference in Numeracy has showed a steady increase while, at the same time, the participation rates have ranged from a low of 1% to a high of 9% in 2015/2015. A similarity between the two groups is the drop in the participation rate. The percent of “Fully Meeting or Exceeding” also dropped and the percent of “Not Yet Meeting” increased.



GRADE 7 FSA NUMERACY

Over the past five years, the Aboriginal student participation rate has averaged 71%, and the non-Aboriginal rate is slightly higher at a 68% average. When considered on a yearly basis, the percent of Aboriginal students participating has ranged from 67% to 74%, with a slight increase for 2014/2015 from the previous year. Non-Aboriginal students' participation percent have decreased over the same period and have fallen from a high of 75% to 64% for 2014/2015.



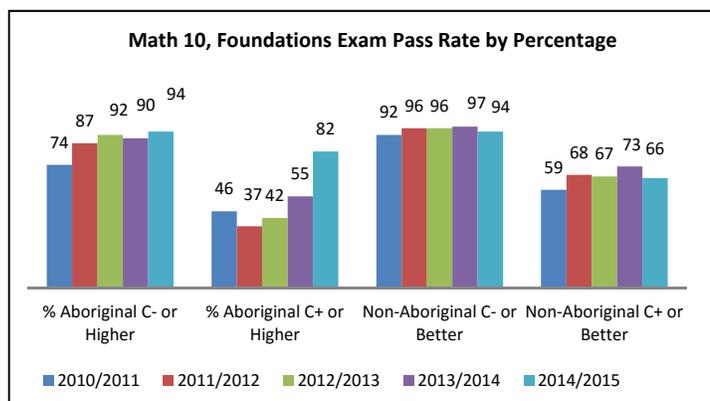
The percent of Aboriginal students “Fully Meeting or Exceeding” in Numeracy has steadily decreased from the high of 42% in 2010/2011. A pattern of every second year showing an increase has continued in 2014/2015 where there was a five percent improvement from the previous year. However, a pattern of declining scores is evident. A similar pattern is evident for non-Aboriginal students but the decline is less notable and appears to plateau.

The pattern of Aboriginal and non-Aboriginal students “Not Yet Meeting” expectations shows an inverse of the pattern to the percent “Fully Meeting or Exceeding” expectations. As the percent “Fully Meeting or exceeding” decreases, the percent “Not Yet Meeting” increases. Aboriginal students have averaged approximately 64% of students participating scoring in the “Not Yet Meeting” range in comparison to non-Aboriginal students who scored an approximate average of 38% for those participating in the assessment. With only a three percent difference in the average participation rate, the performance gap is quite evident.

SECONDARY SCHOOL NUMERACY

FOUNDATIONS OF MATH AND PRE-CALCULUS

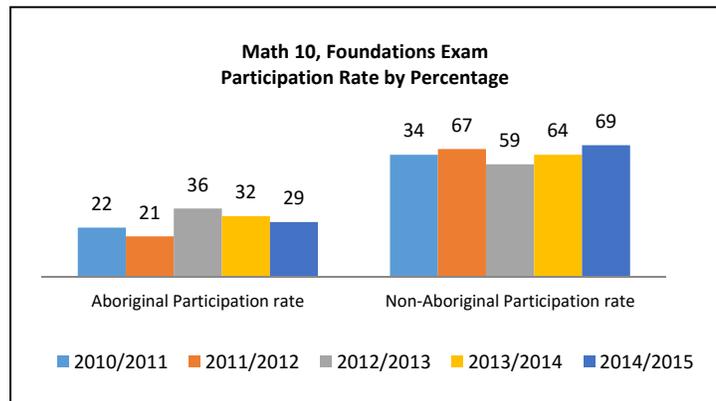
The Foundations and Pre-Calculus Math 10 exam results indicate a higher percent of Aboriginal students passing with a “C+ or Better” than non-Aboriginal students with a “C+ or Better” has steadily increased from a low of 37%. The percent of non-Aboriginals students passing with a “C+ or Better” has remained relatively stable, with a 7%



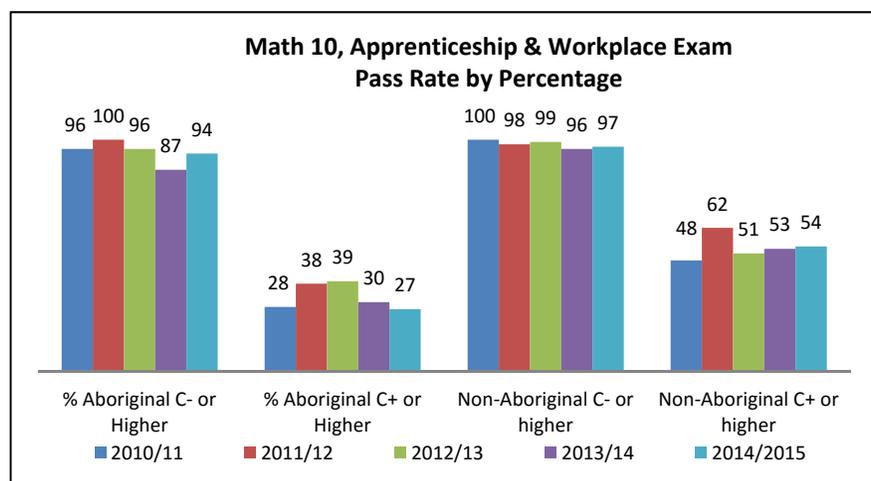
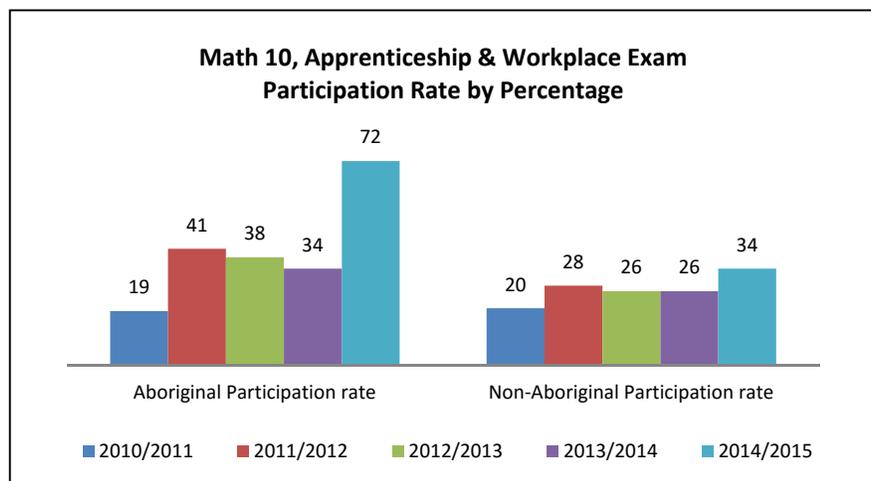
decrease in 2014/2015 from the previous year. While this is encouraging, the participation rate data indicates only 29% of the Aboriginal students were assigned a final exam mark in comparison to 69% of the non-Aboriginal students. This means that fewer Aboriginal students are writing the exam than are non-Aboriginal students. On one hand, it is encouraging to have the Aboriginal students who do write the exam perform well. But, on the other hand, the number of students writing the exam needs to increase.

APPRENTICESHIP AND WORKPLACE MATH 10

Aboriginal student participation in the Apprenticeship and Workplace Math 10 provincial exam increased significantly in 2014/2015. The non-Aboriginal student participation rate also improved but at a much smaller percent than the Aboriginal improvement. A high participation rate is encouraging, but it may be an indicator of a disproportionate number of Aboriginal students in Apprenticeship and Workplace Math.



The Apprenticeship and Workplace Math 10 exam results follow an historical trend where non-Aboriginal students outperform Aboriginal students. The gap at the passing with a “C- or Better” is 2%, but when looking at the passing rate of “C+ or Better” the gap is 26%. The data describes the percent of students assigned outperform Aboriginal students. The data describes the percent of students assigned a mark in the Apprenticeship and Workplace Math 10 exam as Aboriginal students 75% and non-Aboriginal 34%. This means more Aboriginal students are writing the exam but a smaller percent of Aboriginal students are passing at a “C+ or Better” than are non-Aboriginal students. The percent of Aboriginal students passing with a “C- or Better” improved by 7% and is 3% lower



than the non-Aboriginal students. The percent of Aboriginal students passing with a “C+ or Better” declined by 3% from the previous year. The percent of non-Aboriginal students passing with a “C+ or Better” is twice that of the Aboriginal students. The performance gap is becoming smaller when looking at the percent of students passing with a “C- or Better”. The gap between Aboriginal and non-Aboriginal students passing with a “C+ or Better” has increased each year for the past three years.

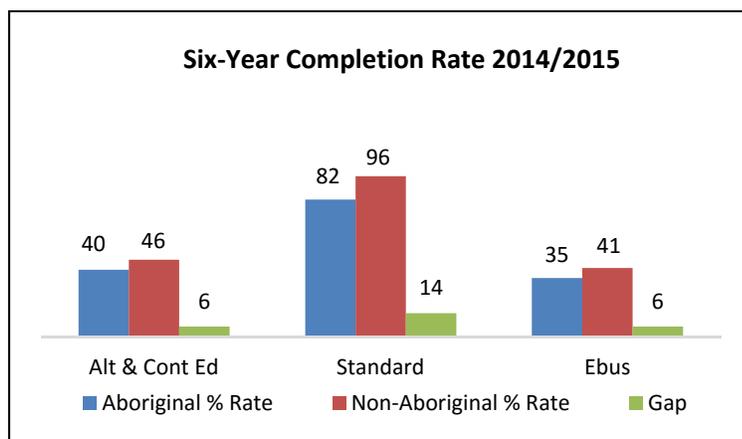
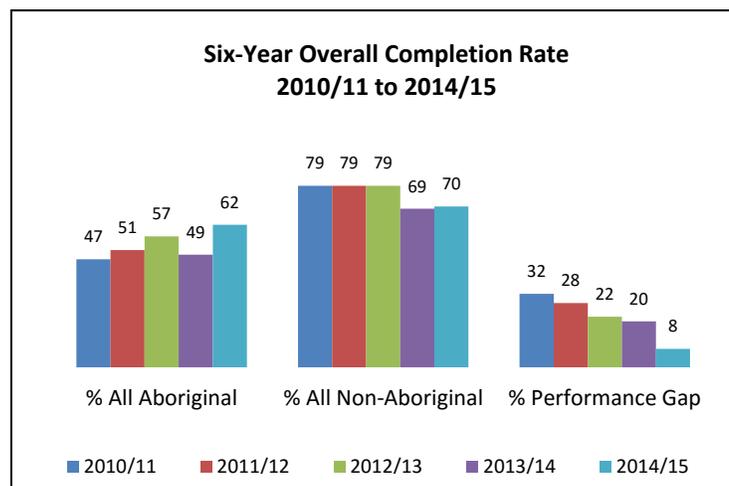
GOAL 4: INCREASE DOGWOOD COMPLETION RATES FOR STUDENTS OF ABORIGINAL ANCESTRY

COMPLETION RATES

The “How Are We Doing Report 2014/2015” displays the six-year completion rate as a total and as a percent of students graduating from three programs: Standard K-12 schools, Alternate and Continuing Education programs and Distance Education program (EBUS Academy).

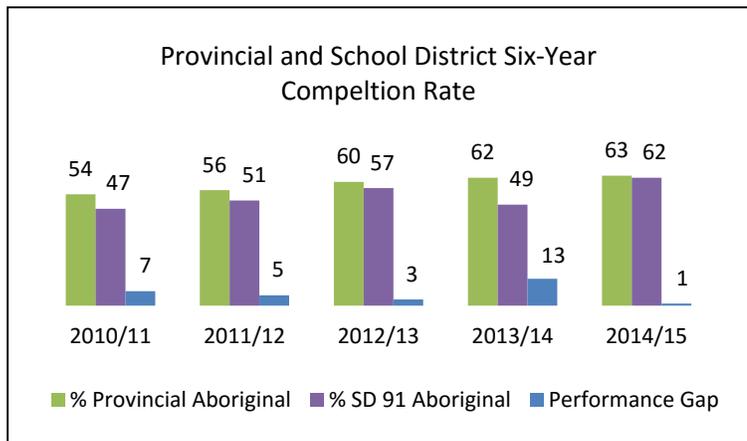
The standard school, grades K through 12 school, is what is best described as a traditional model. It represents a student attending a school on a daily basis, going to classes, and completing assignments and exams. The Alternate and Continuing Education Schools are less traditional in structure and programming. Finally, EBUS Academy as a distance education school, enrolls students from across the province. The distance learning students may only be enrolled for as few as one or two courses, or have a full course load. EBUS Academy students also are very transient and may or may not be at the “school” for more than a course or even only for part of a course or program.

The Aboriginal student completion rate improved by 17% over the previous year, and peaked at 62%. In comparison, the non-Aboriginal completion rate improved by 1% from the previous year, but has dropped from a high of 79% in prior years to 70% in 2014/2015.

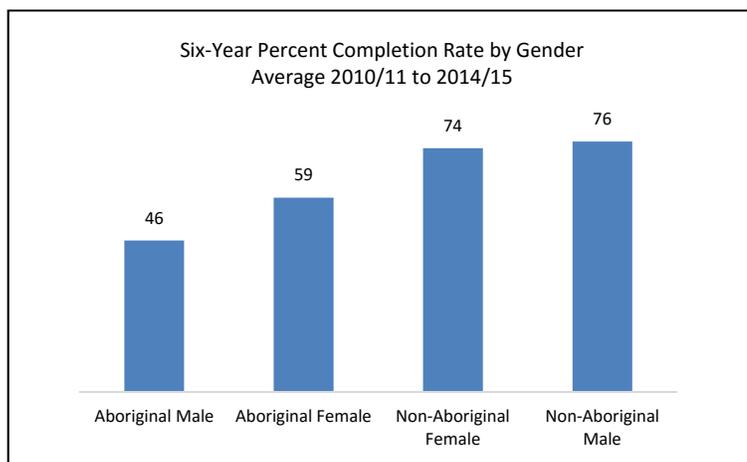


When considering completion rate for each of the programs a different picture emerges. Specifically, the Aboriginal completion rate in standard school increases to 82% and the non-Aboriginal rate is 96%. When looking at the Alternate schools the Aboriginal six-year rate is 40% and the non-Aboriginal rate is 46%. The Distance Education Aboriginal six-year completion rate is 35% and non-Aboriginal is at 41%.

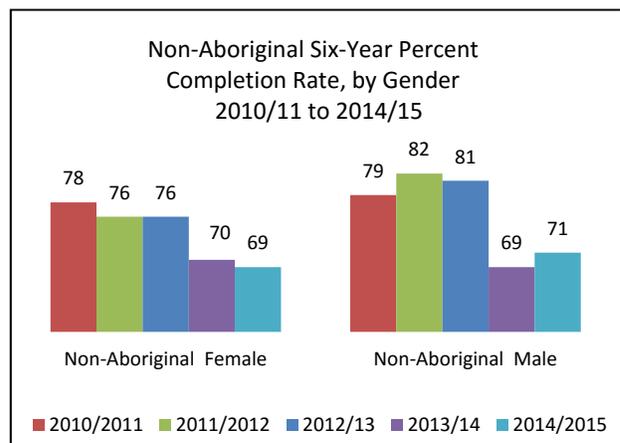
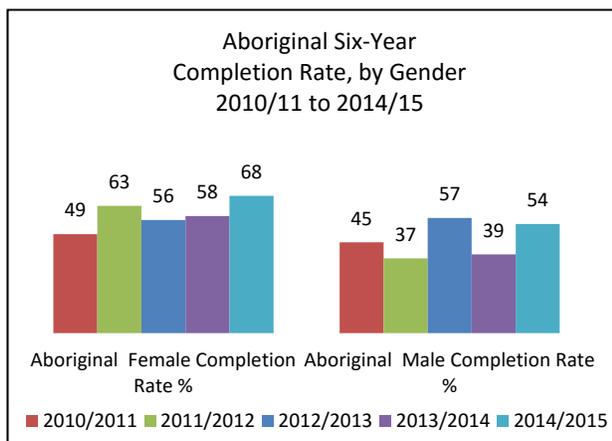
A comparison of the provincial six-year completion rates for Aboriginal students indicates the district rates are improving to the point where the difference between the provincial and district rate was 1% for 2014/2015. The gap is reduced in all but one of the last five years with the 2014/2015 year demonstrating a substantial improvement from the 2013/2014 rate. The average provincial completion rate from 2010/2011 to 2014/2015 for Aboriginal students is 59% and School District No. 91 is 53%.



When district completion rates over a five-year period are displayed by gender, further information can be found specific to each gender. For instance, Aboriginal males have the lowest completion rate. Over the past five years, Aboriginal male students have steadily made progress in a positive direction. However, over the same time the average six-year completion rate is only 46%. Aboriginal female students' results are higher than Aboriginal male students, with an average six-year completion rate at 59% over the past five years. Female Aboriginal students also follow a positive trend in the six-year completion rate.

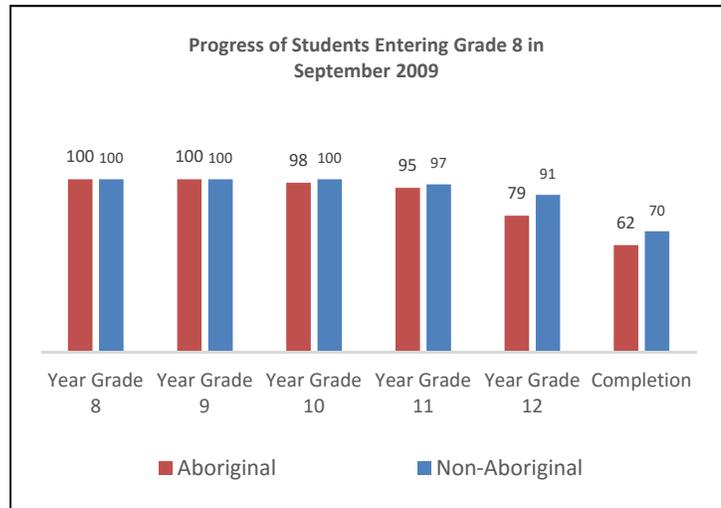


In comparison, there has been a notable negative trend in the six-year completion rate percent for non-Aboriginal students whether male or female. In the past five years, the Non-Aboriginal female completion rates have dropped by 9%, and male non-Aboriginal student rates have declined by 11%. When male and female non-Aboriginal completion rates are averaged over the past five years, non-Aboriginal males score 2% higher than non-Aboriginal female students. The gap between Aboriginal male and female students is more substantial at 13% with Aboriginal females presenting a higher score.

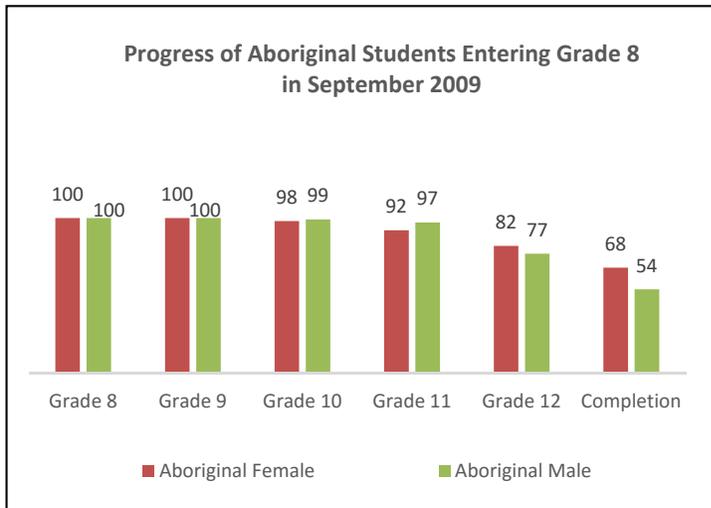


TRANSITION RATES

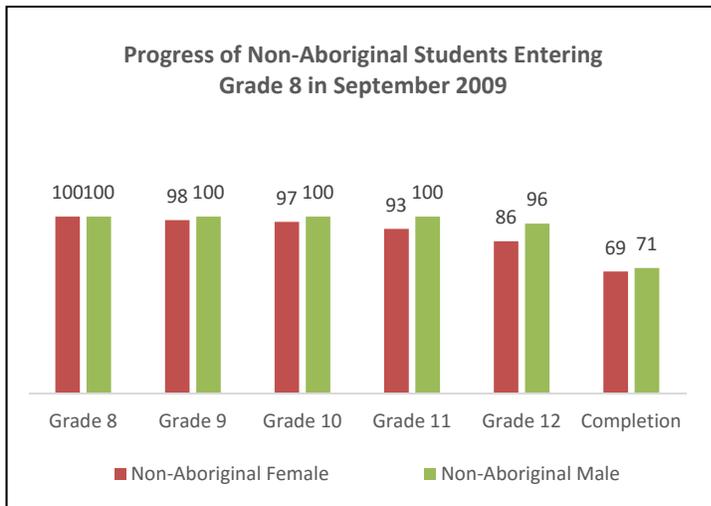
Transition rates indicate the progress of students entering a grade and moving through to the next grade the following year. On average, the Aboriginal student transition rate begins to be less than non-Aboriginal students from grade 9 through grade 11 and indeed through to school completion. The difference in rates begins to widen in the transition from grade 9 to 10 and continues each successive year. Data from the Ministry of Education *“How Are We Doing Report 2014/2015”* indicates the transition rate for all students follows a similar pattern as evident in the last five years. The 2014/2015 grade 11 to a higher grade transition had a difference of 2% while the average is 9%. The 2014/2015 difference is 8%, and since 2002/2003 the average difference has been 29%.



Male student transition rates remained relatively close, with 3% more non-Aboriginal students making the transition from grade 11 to a higher grade than Aboriginal students.



In comparison, the percent of female students completing the transition to a higher grade has also been close but there was a lower percent of female students making the transition from grade 11 to a higher grade. This is true for both Aboriginal and non-Aboriginal female students.

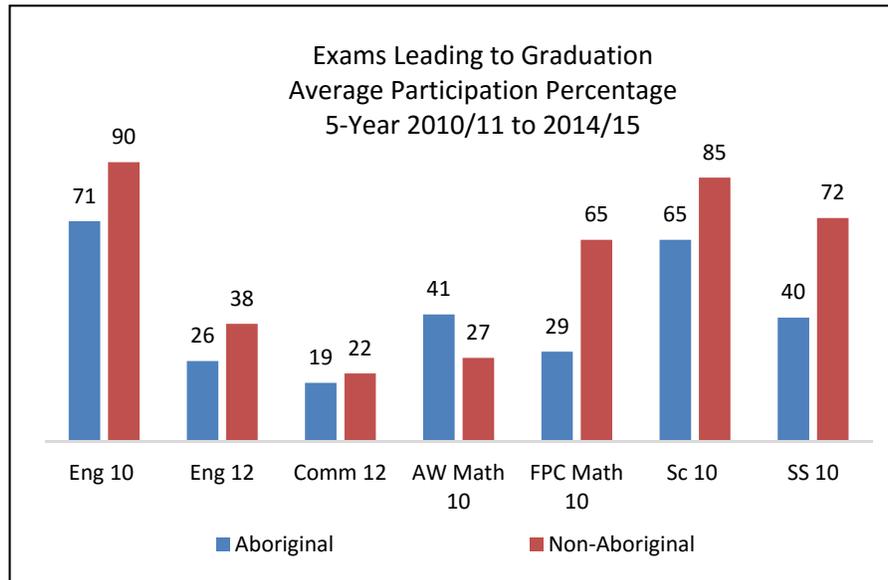


Although the six-year completion rate has improved for Aboriginal students, their performance remains lower than non-Aboriginal students. The key to decreasing the completion gap lies in addressing the gap in the transitions from year to year, with particular attention paid to the senior years.

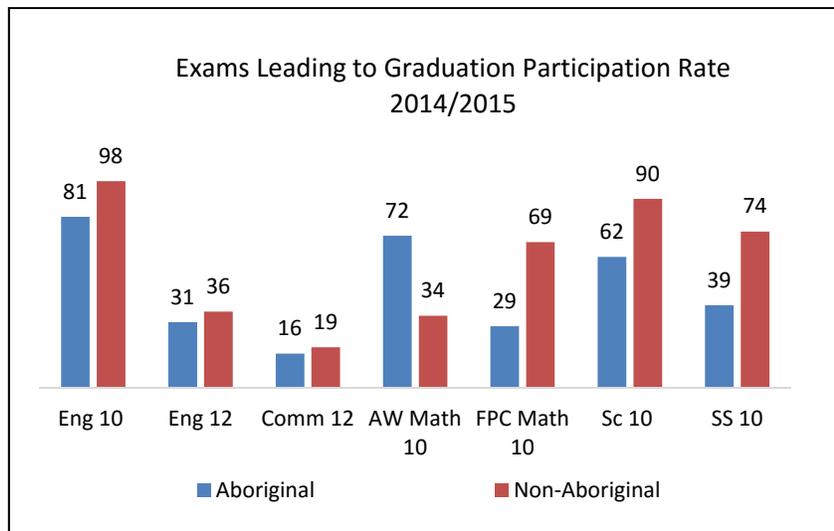
EXAM MARKS REQUIRED FOR GRADUATION

In order to graduate, all students must write provincial exams in English, Mathematics, Social Studies, and Science. When considering exam performance, students can pass with a mark of “C- or Better” or “C+ or Better.” A pass with a “C- or Better” indicates a student has minimally passed the exam. An exam mark of “C+ or Better” indicates the student has fully met or exceeded expectation for the exam. The data on exam marks is specific to the exam and do not consider the class marks.

It is important to remember that an exam mark does not indicate whether a student has passed the course. The course mark is determined by combining the class marks and the exam marks. In some instances, a student may pass the exam but not be successful in the course. Alternatively, a student may not have a passing grade when looking at class marks but could do very well in the exam and ultimately pass the course.



The Aboriginal participation rate in exams leading to graduation is typically lower than the non-Aboriginal students. The five-year average participation rate has lower rates in all exams leading to graduation for Aboriginal students with the exception of Apprenticeship and Workplace Math 10. The Aboriginal student average participation rates range from a low of 19% in Communications 12 to a high of 71% in English 10. Interestingly, the non-Aboriginal student average participation rate have the same two exams at either end of their range, Communications 12 has the lowest participation rate at high of 22% in English 10 the highest participation rate at 90%. The Science and Social Studies participation rate for Aboriginal students is notably lower than the non-Aboriginal student participation rate.



Specific to 2014/2015, the Aboriginal participation rates were at or close to the average for the previous four years. Most notable is the increase in participation in English 10 and Apprenticeship and Workplace Math 10. Although the participation rate was high in the Apprenticeship and Workplace Math 10 exam, there is a concern related to the high participation rate. When there is a high

percent of Aboriginal students in writing the Apprenticeship and Workplace Math 10 exam, it indicates a lower percent enrolled in the Foundations and Pre-Calculus Math 10 course. The participation rate in Foundations and Pre-Calculus Math 10 for 2014/2015 is right on average. This low average is an indication that Aboriginal students will have limited opportunity to pursue post-secondary education and training in area requiring a higher level of math. On the other hand, non-Aboriginal students' participation rates in Foundations and Pre-Calculus Math 10 average in the mid 60% range, with 2014/2015 being closer to 70%.

The participation rates in English 10 and 12 exams are vastly different. The English 10 participation rate is much higher than the English 12. This marked difference is true for both the Aboriginal and the non-Aboriginal students. The Communications 12 participation rate is also very similar for both groups of students.

As with most other exams, the Aboriginal student participation rate is lower in the Social Studies and Science exams than for non-Aboriginal students. While there is only a 10% difference in the five-year average for Science, the percent difference for Social Studies averages is just over 30%. In looking at the 2014/2015 rates, both groups of students results are close to the average scores.

The implication of this data on planning for graduating students with options for post-secondary is clear. The focus has to be on not just graduating, but graduating with chances to pursue post-secondary education.

GOAL 5: INCREASE AWARENESS OF ABORIGINAL LANGUAGE AND CULTURE FOR ALL

An important part of each school's yearly Aboriginal Education Plan includes events and activities specific to increasing awareness of Aboriginal culture and language. Four of our schools provide specific classes in Carrier language. This includes three elementary schools and one secondary school. In other elementary schools, Carrier language is presented in a less formal manner but on an on-going basis. In addition to language instruction, the Carrier language teachers also work with classroom teachers to imbed Aboriginal ways of learning into each classroom through storytelling, songs, movement stories, legends, crafts and activities. Topics covered include but are not limited to: counting system, natural environment, life cycles, seasonal activities, forms of government (potlatch and clan system), First Nations diversity, structures, stewardship, connections to the land/air/water, annual trips to the river spawning grounds, and visits to a smokehouse in one of the local First Nations communities.

Classroom teachers also provide opportunities and activities to increase awareness and understanding of Aboriginal culture. In one instance, a secondary school provides a two-hour cultural block each week to plan Aboriginal activities. Elders and Aboriginal artists are invited into schools to help support class-based projects and activities including: beading, clay and bear claw chokers, beaded bracelets, dream catchers, key chains, bear claw design necklaces, developing First Nation designs for our school drum rattle making, and mask making, as well as working with hides.

Schools incorporate Aboriginal awareness in more general fashion through the recognition of traditional territory at assemblies, and participating local First Nation cultural events and seasonal activities. Other schools have bilingual (Carrier) signage. In addition, all schools display First Nation art prominently in school

spaces. Aboriginal culture awareness is further supported by providing resource materials including; classroom novels/books, library books, coloring books, coloring pages and activity projects, First Nations videos and music. Aboriginal themed bulletin boards highlighting pictures, children's Aboriginal artwork, role model posters, and other relevant Aboriginal information, help highlight Aboriginal culture.

DISTRICT PROJECTS

TUTORING/HOMEWORK SUPPORT PROPOSALS

The First Nations Education Council continues to support after-school tutoring and homework programs, both in the community and at school, for elementary and secondary students. In 2014/2015, two secondary schools and one First Nation community offered tutoring/homework programs to support Aboriginal learners.

ROLE MODEL POSTERS

The Aboriginal Student Role Model program celebrates the dedication, commitment and achievement exhibited by Aboriginal students from across the district. The 2014/2015 posters feature 17 students. The poster primarily features senior students but will also include students from grade 8 and 9 including 10 male students and 7 female students. Students from each of the district secondary schools were represented. Students represented seven local First Nations communities, as well as Metis culture and student with Aboriginal ancestry.

SUMMER PROGRAMS 2014/2015

The summer Read 'n Rec program is a nine-day summer literacy program for primary grade Aboriginal students. A teacher and Aboriginal education worker plan and run a program where students focus on improving reading and writing skills. They participate in fun activities including field trips, crafts and games, as well as Aboriginal cultural activities. There is a session in each of the four main towns in the district. There are up to 12 students in each program. The program has run for over ten years, and each year parents and students provide positive comments. There is always encouragement to have it continue the following summer because of the great experience students have and the learning they are doing. Student comments from the 2014/2015 program include:

What was your favorite activity you enjoyed about camp?

- Taking new learning risks
- Reading new books
- Field trips
- Doing groups
- Crafts, Making puppets
- Everything was fun!

What was your favorite field trip and why?

- Conservation office, seeing the skulls, pelts, traps and the take home supplies

Parent Comments include:

- My child just loved the program
- Had an awesome time.
- This was a very positive program and experience. The children enjoyed it and looked forward to attending each day they were able to.
- If there was a chance for my child to do it again, we would gladly bring him.
- The staff was very friendly.
- Great way to have summer learning

SUMMARY

The data for the 2014/2015 school year clearly indicates specific work needs to continue in the area of basic Literacy and Numeracy skills. These skills form the basis for success in school and life. Also, while there are many examples of improved Aboriginal awareness and a continued and deliberate focus on Aboriginal awareness will help to improve Aboriginal student connectedness to school as a way of to insure improve transition rates.

Elementary grades basic Literacy and Numeracy performance on FSA clearly show continued attention is required to close the gap between Aboriginal and non-Aboriginal student performance. Secondary school participation rates in exams has increased and there are improvements in the number of students passing with C+ or better. Transitions to a higher grade require continued attention, although the six-year graduation rate has steadily improved. Graduation rate for students in the standard K-12 schools are above the provincial average for Aboriginal students. Aboriginal graduation rates in alternate and distance programs have also increased substantially since 2010/2011. District staff, school administration and classroom teachers are making concerted efforts to increase awareness of Aboriginal culture and language schools continue to provide a variety of activities and event to increasing awareness of Aboriginal culture and language. The 2014/2015 Student Satisfaction Survey results reflect the average pattern of the having minimal differences between Aboriginal and non-Aboriginal student responses. When considering specific questions, the two largest response numbers for both groups of students are the questions about safety and connecting to an adult.

Finally, particular thanks must be given to the Aboriginal Education Support Workers for the important work they do each day to support students and staff to connect: students to school and the school with students; with parents and families to establish and maintain necessary connections; and with local First Nations communities to support students on a daily basis.