

**Twenty First Annual**  
**REPORT ON**  
**ABORIGINAL STUDENTS**



**2015-2016 SCHOOL YEAR**

**PRESENTED APRIL 2017**

**ABORIGINAL EDUCATION COUNCIL  
SCHOOL DISTRICT NO. 73 (KAMLOOPS/THOMPSON)**

*"Learning requires the exploration of one's identity."*  
*"Learning is embedded in memory, history and story."*

First Peoples Principles of Learning -  
<https://www.bced.gov.bc.ca/abed/documents.htm>

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**COVER DESIGN:**

Logo for the 2016 District Aboriginal Graduation  
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## INTRODUCTION

*The Aboriginal Education Council and School District No. 73 recognize and honour the history and culture of the Secwepemc and Nlaka'Pamux Peoples on whose territory we learn, work and reside.*

The twenty first Annual Report on Aboriginal Students is transition year between our 3rd Aboriginal Education Enhancement Agreement which started in the 2010-11 school year and our 4<sup>th</sup> agreement that will be signed in 2016-2017 school year. This report contains cumulative data for the goals and objectives in our Enhancement Agreement and other demographic and program data that are of interest to our stakeholders.

The results of this report indicate that our annual goals and objectives, as identified in the 3rd Aboriginal Enhancement Agreement, were met in these areas:

- Goal 1: Primary Achievement
  - Grade 2 Writing
  - Grade 3 Writing
- Goal 2: Intermediate Foundation Skills  
FSA Results:
  - FSA – Grade 4 Writing
- Student Letter Grade (C or Higher):
  - Grade 4 Reading
  - Grade 4 Writing
  - Grade 4 Math
  - Grade 5 Reading
  - Grade 5 Writing
  - Grade 5 Math
  - Grade 6 Math
  - Grade 7 Writing
- Goal 5: Dogwood Completion/Graduation Rate  
Six Year Completion Rate
- Goal 6: Secondary Achievement
  - Grade 10 Math A and W
  - Grade 12 Communications
- Goal 8: Cultural Activities for Students
  - Cross Cultural Activities
- Goal 9: Parent Engagement/Involvement
  - Aboriginal Parent Participation

The results indicate following:

- 9 Goals and objectives met –
- 13 Goals and objectives not met
- 3 Goals and objectives showing a positive trend
- 15 Goals and objectives remained unchanged
- 

There continues to be significant change in achievement in the primary grade that will require attention. After a number of years of stable achievement there is a drop in the year-end report card results for in

Reading, Writing and Math for Kindergarten students, and a dip in the year-end report card results in other areas in Primary grades.

This report for the second year breaks down achievement in the Primary to show the percentages for “Meeting and Exceeding” and “Not Meeting” and in the Intermediate results to show the percentages for “C+ and Higher”. This is response to the communities request to have more information about student achievement levels and to “raise the bar” in our expectations for our students/

While the report does address all of the goals as stated in the Enhancement Agreement, it does not provide all of the data and narratives to fully understand the school experience of Aboriginal students. This report is a starting point for dialogue and planning to improve the overall success and to improve the educational experience for Aboriginal students and families in our district.

Improving the success rate for Aboriginal learners is the goal that all education partners strive for. We know that not all Aboriginal learners find success in our schools and we remain committed to finding a successful educational path for all students to follow – each path taken is unique to the individual.



**Arthur Hatton Elementary  
Drummers and Dancers**



## **SPECIAL FEATURE**

### **DAY OF SUCWENTWECW –**

**“Learning requires the exploration of one’s identity,”**

**“Learning is embedded in memory, history and story.”**

April 7, 2016 marked the 3rd Annual Day of Sucwentwecw (acknowledging one another) in School District 73, an initiative that acknowledges the Secwepemc and Nlaka’pamux Nations, their traditional territories and histories. The theme for this year is “Identity through Storytelling,” which is based on two of the First Nations Principles of Learning:

“Learning requires the exploration of one’s identity,”

“Learning is embedded in memory, history and story.”

Once again, the day was marked by the hosting of assemblies in all district schools. Each school had the opportunity to invite an Elder or representative from the Aboriginal community within our district to be part of their assembly. Schools in Kamloops, Chase and up the North Thompson recognized and acknowledged the Secwepemc people. Schools in Logan Lake recognized and acknowledged the territories of the Nlaka’pamux and Secwepemc people.

In addition to recognizing and honouring the Traditional Territories and the People on whose territories we live and work, the theme of “Identity through Storytelling” provided an opportunity for all schools to recognize and learn about other First Nations, Métis and Inuit cultures and their unique contributions to Canadian society.

All schools in the district received a Day of Sucwentwecw resource package, including a special edition of the ‘Secwepemc News’, resources booklets with grade-appropriate lesson plans, and activities related to the theme. The lessons and activities have been developed to be flexible and fit within a variety of learning outcomes in the BC curriculum.

The program was developed to be flexible and fit within a variety of learning outcomes in the BC curriculum. Electronic copies of all the resources, including the big book and the special edition newspaper, developed for the 2016 Day of Sucwentwecw can be found on School District #73 (Kamloops/Thompson) Aboriginal Education web site: <http://sd73aboriginaleducation.weebly.com>

\*First Peoples Principles of Learning can be found at: <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>

**Day of Sucwentwecw  
Beattie School of the Arts**



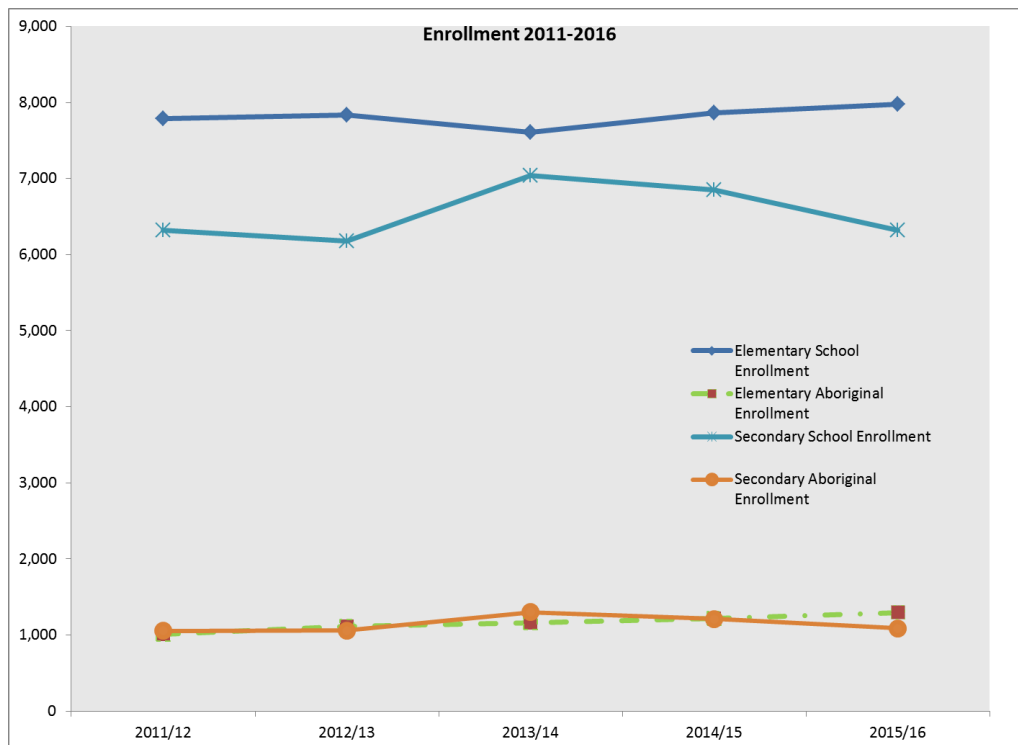


## ENROLLMENT (FTE)

	11/12	12/13	13/14	14/15	15/16
Elementary School Enrollment	7,783	7,837	7,608	7,861	7,975
Elementary Aboriginal Enrollment	1,014	1,117	1,161	1,215	1,298
Secondary School Enrollment	6,319	6,177	7,040	6,846	6,320
Secondary Aboriginal Enrollment	1,054	1,061	1,300	1,211	1,086
Total District Enrollment	14,102	14,014	14,648	14,707	14,295
Total Aboriginal Enrollment	2,068	2,178	2,461	2,426	2,384
<b>Percentage of Aboriginal Students in District</b>	<b>14.66%</b>	<b>15.5%</b>	<b>16.8%</b>	<b>16.5%</b>	<b>16.7%</b>

## COMMENTS

There was an increase in the elementary Aboriginal student enrollment for 2015-16 and there continues to be a decrease in secondary Aboriginal student enrollment. The total percentage of Aboriginal students in elementary was 16.2% and total percentage of Aboriginal students in secondary was 17.1%. The number of Aboriginal students in elementary schools continues the upward trend as there has been an increase of over 280 students between 2011 and 2016. The number of secondary students has also increased by over 315 since 2011.



## ATTENDANCE

### Enhancement Agreement Goal:

To maintain student attendance at a minimum of 90%.

	11/12	12/13	13/14	14/15	15/16
Elementary School Non-Aboriginal Attendance	97%	97%	n/a	97%	96%
Elementary School Aboriginal Attendance	96%	96%	n/a	96%	95%
Secondary School Non-Aboriginal Attendance	93%	94%	n/a	n/a	94%
Secondary School Aboriginal Attendance	90%	91%	n/a	n/a	89%

## COMMENTS

In elementary schools, Aboriginal students were absent on an average of three days more per year than Non-Aboriginal students. It continues to be difficult to find strategies to support students who have “chronic” attendance problems due to social-emotional issues.



**Chase Secondary  
Door Murals  
Created by artist Joey Nash with student support**



## SUSPENSION DATA

(Not an identified goal in the Enhancement Agreement)

<b>Elementary School No. of Students</b>	<b>11/12</b>	<b>12/13*</b>	<b>13/14*</b>	<b>14/15*</b>	<b>15/16*</b>
1-5 Day Suspension					
Non-Aboriginal Students	78	107	88	44	116
Aboriginal Students	59	39	25	22	65
Female	7	3	2	6	16
Male	52	36	23	16	49
*For these years the data indicates /directed/in school/out of school suspensions					

<b>Secondary School No. of Students</b>	<b>11/12</b>	<b>12/13*</b>	<b>13/14*</b>	<b>14/15*</b>	<b>15/16*</b>
1-5 Day Suspension					
Non-Aboriginal Students	312	446	375	n/a	260
Aboriginal Students	126	190	161	n/a	118
Female	55	61	68	n/a	39
Male	71	129	93	n/a	79
5+ Day Suspension					
Non-Aboriginal Students	50	18	11	n/a	4
Aboriginal Students	17	7	2	n/a	5
Female	1	2	2	n/a	4
Male	16	5	0	n/a	1
*For these years the data indicates in school/out of school suspensions					

<b>Directed Suspensions No. of Students</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
Non-Aboriginal Students	171	96	42	n/a	61
Aboriginal Students	53	36	19	n/a	56

## COMMENTS

At the elementary level the majority of suspensions are for behaviour (71%) and male students represent 75% of all suspensions. The high representation of males in the suspension rate indicates the need to develop a strong support and preventative program for our boys at the elementary level.

At the secondary level there is a decrease in the number of suspensions in the “1-5 Day” and “5+ Day” categories but a significant increase in the number of students involved with Directed Suspensions. The primary reason for secondary students in Directed Suspension is behaviour at 57%, followed by drugs at 36%.

## PROGRAM PARTICIPATION

### Enhancement Agreement Goal:

Increase the percentage/number of elementary students enrolled in the regular academic program.

An **Adapted Program** retains the learning outcomes of the prescribed curriculum. Various adaptations could be provided so the students can participate in the program including instructional strategies, alternate formats or alternate assessment procedures. An Adapted Program results in graduating with a Dogwood Certificate.

A **Modified Program** has learning outcomes which are substantially different from the prescribed curriculum, and are specifically selected to meet the student's special needs. A Modified Program results in a school leaving certificate, the Evergreen Certificate.

Elementary Schools	11/12	12/13	13/14	14/15	15/16
% Non-Aboriginal students in <b>Modified &amp; Adapted IEP*</b> Programs – % of All Student Enrollment	5.7% (7,783)	6.3% (7,837)	6.7% (7,608)	6.5% (7,861)	7.4% (7,975)
% Non-Aboriginal students in <b>Modified &amp; Adapted IEP*</b> Programs – % of Non-Aboriginal Students Enrollment	6.6% (6,769)	7.3% (6,720)	8% (6,393)	7.7% (6,646)	8.9% (6,677)
Non-Aboriginal Total	447	496	513	510	594
Female	28% (129)	40% (199)	33% (168)	30% (152)	33% (194)
Male	71% (318)	60% (347)	77% (345)	70% (358)	67% (400)
% Aboriginal students in <b>Modified &amp; Adapted IEP*</b> Programs – % of All Student Enrollment	1.8% (7,783)	1.7% (7,837)	2.1% (7,608)	2.1% (7,861)	2.8% (7,975)
% Aboriginal students in <b>Modified &amp; Adapted IEP*</b> Programs – % of Aboriginal Students Enrollment	13.9% (1,014)	12% (1,114)	13.7% (1,161)	13.4% (1,215)	16.9% (1,298)
Aboriginal Total	141	134	159	163	220
Female	23% (33)	30% (40)	33% (53)	36% (58)	37% (81)
Male	77% (108)	70% (94)	67% (106)	64% (105)	63% (139)
*Individual Education Plan					

## COMMENTS

The 2015-16 data no longer differentiates between Modified and Adapted programs in Elementary; this has to do with a change in the way these student/course/program combinations are scheduled and maintained in MyEdBC. The data for the previous years has been adjusted to allow for comparisons.

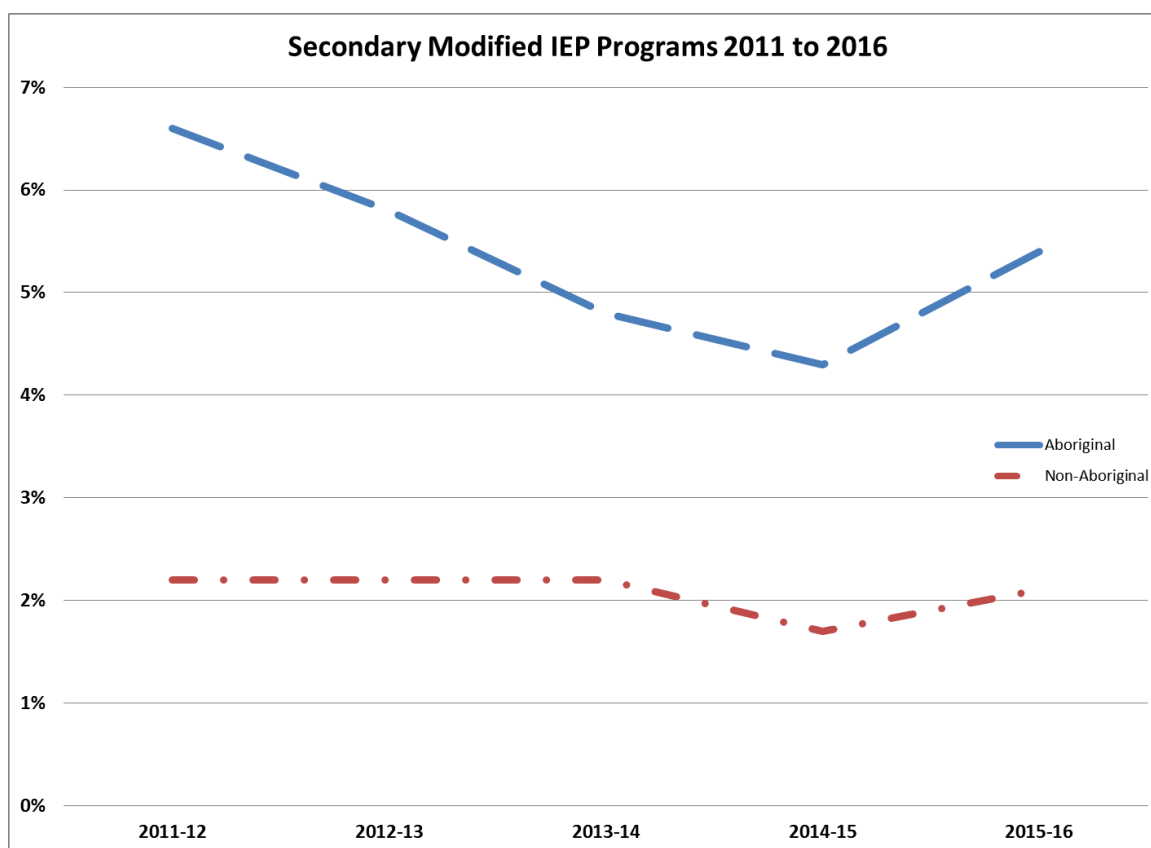
In 2015-16, 27% of all elementary students with Modified or Adapted programs were Aboriginal. There were 57 more students identified than in the previous year. Please see page 12 for a breakdown of Special Needs Performance.

Secondary Schools	11/12	12/13	13/14	14/15	15/16
% Non-Aboriginal students in <b>Modified IEP*</b> Programs	2.2% (136)	2.2% (132)	2.2% (137)	1.7% (107)	2.1% (104)
Girls	36	42	47	38	36
Boys	103	90	90	69	68
% Aboriginal students in <b>Modified IEP*</b> Programs	6.6% (70)	5.8% (62)	4.8% (66)	4.3% (57)	5.4% (59)
Girls	23	18	23	16	20
Boys	47	44	43	41	39

## COMMENTS

There was an increase in the percentage of Aboriginal students in Modified Programs at the secondary level. There continues to be a higher number of boys than girls in Modified Programs.

The chart below illustrates the gap between secondary Aboriginal and Non-Aboriginal students on Modified IEPs over the last five years. There was a 4.4% gap between the Non-Aboriginal students and the Aboriginal students in 2010-11 and a gap of 3.3 % in 2015-16.



## \*STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

### Performance Reporting Groups:

**Sensory Disabilities:** Categories E (Visual Impairment) and F (Deaf or Hard of Hearing);

**Learning Disabilities:** Category Q (Learning Disability);

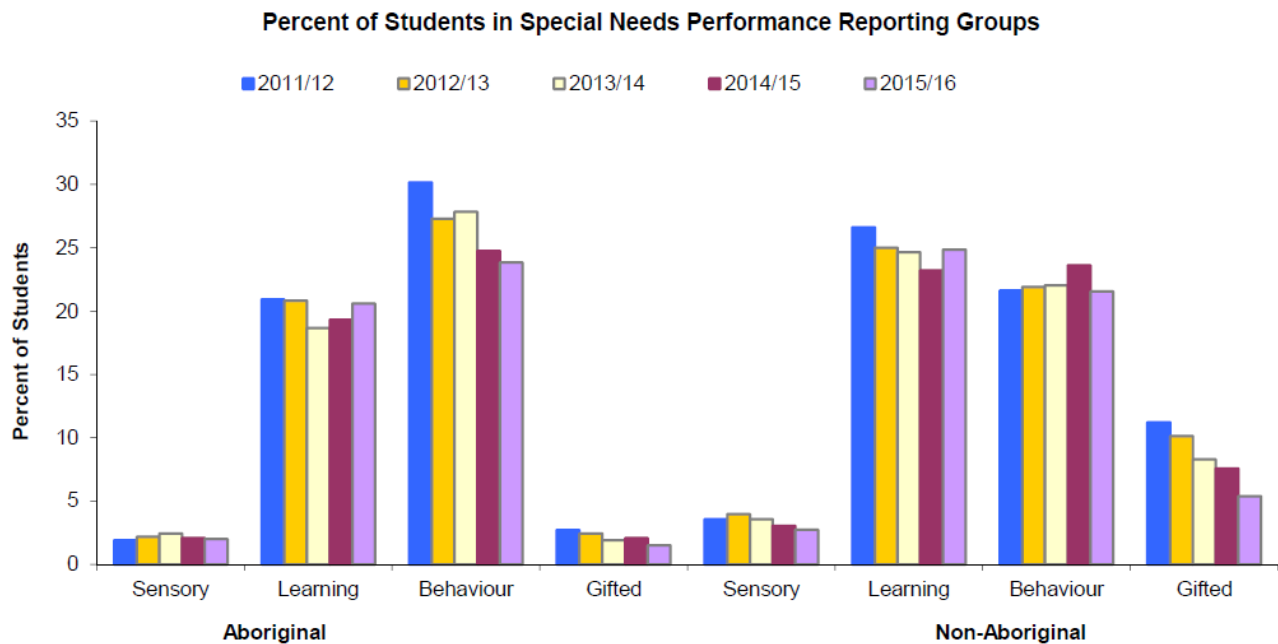
**Behaviour Disabilities:** Categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness);

**Gifted:** Category P (Gifted).

Source: Ministry of Education – How Are We Doing Report SD #73

Performance Reporting Groups:	11/12	12/13	13/14	14/15	15/16
<b>Special Needs Total and Percentage of Total Population</b>					
Non-Aboriginal Students	902 (6.4%)	908 (6.5%)	953 (6.5%)	991 (6.7%)	1,022
Aboriginal Students	368	370	370	388	403
<b>Sensory Disabilities</b>					
Non-Aboriginal Students	4% (32)	4% (36)	4% (34)	3% (30)	3% (28)
Aboriginal Students	2% (7)	2% (8)	2% (9)	2% (8)	2% (8)
<b>Learning Disabilities</b>					
Non-Aboriginal Students	27% (240)	25% (227)	25% (235)	23% (230)	25% (254)
Aboriginal Students	21% (77)	21% (77)	19% (69)	19% (75)	21% (83)
<b>Behaviour Disabilities</b>					
Non-Aboriginal Students	22% (195)	22% (199)	22% (210)	24% (234)	22% (220)
Aboriginal Students	30% (111)	27% (101)	28% (103)	25% (96)	24% (96)
<b>Gifted</b>					
Non-Aboriginal Students	11% (101)	10% (92)	8% (79)	8% (75)	5% (55)
Aboriginal Students	3% (10)	2% (9)	2% (7)	2% (8)	1% (6)

\*New report for 2015-16



## COMMENTS

This data has been added to the Annual Report to help to understand the breakdown of special education needs and the five year trend. There has been a significant decrease in Aboriginal students identified in the category of Behaviour while the trend in the category of Learning Disabilities is stable. There are very few Aboriginal students identified in the category of Gifted and over this past five years the numbers of Non-Aboriginal and Aboriginal students have decreased significantly in the Gifted category.



**Northshore Cultural Day  
Round Dance**

## ACHIEVEMENT

Enhancement Agreement Goal:

Improve primary achievement results in grades K-3 Reading, Writing, and Math.

### KINDERGARTEN: YEAR END REPORT CARD ASSESSMENT

(Based on a Variety of Classroom Evaluation Instruments)

Reading	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	90%	90%	n/a	87%	88%
Approaching Expectations	10%	10%	n/a	13%	12%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	82%	82%	n/a	68%	74%
Approaching Expectations	18%	18%	n/a	32%	26%

Writing	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	88%	87%	n/a	85%	84%
Approaching Expectations	12%	13%	n/a	15%	16%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	79%	85%	n/a	63%	74%
Approaching Expectations	21%	15%	n/a	37%	26%

Math	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	92%	91%	n/a	92%	91%
Approaching Expectations	8%	9%	n/a	8%	9%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	84%	86%	n/a	90%	81%
Approaching Expectations	16%	14%	n/a	10%	19%

### COMMENTS

The overall results in Kindergarten Year End Report Card achievement shows an increase in achievement in the areas of Reading and Writing but the trend line is considerably lower than the past. There is a decrease in achievement in Math. There is a gap of achievement of 10 to 14 percent between Non-Aboriginal and Aboriginal students; eliminating this gap before Grade 4 is essential.



# PRIMARY GRADES: YEAR END REPORT CARD ASSESSMENT

(Based on a Variety of Classroom Evaluations)

## GRADE 1

Reading	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	73%	74%
Approaching Expectations	n/a	n/a	n/a	13%	12%
Approaching, Meeting or Exceeding Expectations	91%	91%	n/a	86%	86%
Not Meeting	10%	9%	n/a	14%	14%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	60%	50%
Approaching Expectations	n/a	n/a	n/a	12%	19%
Approaching, Meeting or Exceeding Expectations	76%	82%	n/a	72%	69%
Not Meeting	24%	18%	n/a	28%	31%

Writing	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	85%	76%
Approaching Expectations	n/a	n/a	n/a	8%	18%
Approaching, Meeting or Exceeding Expectations	94%	94%	n/a	93%	94%
Not Meeting	6%	6%	n/a	7%	6%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	56%	52%
Approaching Expectations	n/a	n/a	n/a	23%	31%
Approaching, Meeting or Exceeding Expectations	86%	86%	n/a	79%	83%
Not Meeting	14%	14%	n/a	21%	17%

Math	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	88%	88%
Approaching Expectations	n/a	n/a	n/a	9%	10%
Approaching, Meeting or Exceeding Expectations	98%	98%	n/a	97%	98%
Not Meeting	2%	2%	n/a	3%	2%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	73%	75%
Approaching Expectations	n/a	n/a	n/a	20%	17%
Approaching, Meeting or Exceeding Expectations	95%	96%	n/a	93%	92%
Not Meeting	5%	4%	n/a	7%	8%

## GRADE 2

Reading	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	73%	80%
Approaching Expectations	n/a	n/a	n/a	15%	10%
Approaching, Meeting or Exceeding Expectations	92%	93%	n/a	88%	90%
Not Meeting	8%	7%	n/a	12%	10%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	65%	60%
Approaching Expectations	n/a	n/a	n/a	9%	13%
Approaching, Meeting or Exceeding Expectations	84%	88%	n/a	74%	73%
Not Meeting	16%	12%	n/a	26%	27%

Writing	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	74%	73%
Approaching Expectations	n/a	n/a	n/a	19%	22%
Approaching, Meeting or Exceeding Expectations	95%	95%	n/a	93%	95%
Not Meeting	5%	5%	n/a	7%	5%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	60%	57%
Approaching Expectations	n/a	n/a	n/a	25%	26%
Approaching, Meeting or Exceeding Expectations	90%	90%	n/a	85%	98%
Not Meeting	11%	10%	n/a	15%	17%

Math	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	85%	88%
Approaching Expectations	n/a	n/a	n/a	11%	10%
Approaching, Meeting or Exceeding Expectations	97%	98%	n/a	96%	98%
Not Meeting	3%	2%	n/a	4%	2%
<b>Aboriginal</b>					
Meeting or Exceeding Expectations	n/a	n/a	81%	81%	75%
Approaching Expectations	n/a	n/a	17%	17%	13%
Approaching, Meeting or Exceeding Expectations	97%	n/a	98%	98%	88%
Not Meeting	3%	n/a	2%	2%	12%

### GRADE 3

Reading	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	82%	84%
Approaching Expectations	n/a	n/a	n/a	9%	10%
Approaching, Meeting or Exceeding Expectations	94%	95%	n/a	91%	94%
Not Meeting	6%	5%	n/a	9%	6%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	63%	71%
Approaching Expectations	n/a	n/a	n/a	17%	12%
Approaching, Meeting or Exceeding Expectations	87%	89%	n/a	80%	83%
Not Meeting	13%	11%	n/a	20%	17%

Writing	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	76%	79%
Approaching Expectations	n/a	n/a	n/a	18%	18%
Approaching, Meeting or Exceeding Expectations	95%	96%	n/a	94%	97%
Not Meeting	5%	4%	n/a	6%	3%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	61%	70%
Approaching Expectations	n/a	n/a	n/a	23%	20%
Approaching, Meeting or Exceeding Expectations	88%	90%	n/a	84%	90%
Not Meeting	2%	10%	n/a	16%	10%

Math	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	87%	87%	87%
Approaching Expectations	n/a	n/a	9%	9%	10%
Approaching, Meeting or Exceeding Expectations	98%	n/a	96%	96%	97%
Not Meeting	2%	n/a	4%	4%	3%
<b>Aboriginal Students</b>					
Meeting or Exceeding Expectations	n/a	n/a	n/a	76%	74%
Approaching Expectations	n/a	n/a	n/a	16%	18%
Approaching, Meeting or Exceeding Expectations	92%	94%	n/a	92%	92%
Not Meeting	8%	6%	n/a	6%	8%

## COMMENTS

**Grade 1** – Reading results show that the current cohort have not made any gains from Kindergarten while gains have been made in Writing and Math.

**Grade 2:** The overall results show that this cohort has remained stable in their achievement in all areas.

**Grade 3:** The overall results show that this cohort has made gains in achievement in Reading and Writing but declines in Math.

This is the second year that Primary Year End Report Card achievement has reported breaking out to show the percentages for “Meeting or Exceeding Expectation, Approaching and Not Meeting”; in the past Approaching, Meeting and Exceeding” have been reported as one.



**Students and staff from  
Raft River Elementary & Clearwater Secondary  
Trip to Pictographs with  
Tina Donald & Leon Eustache  
Simpew First Nation**



## FOUNDATION SKILLS ASSESSMENT (FSA)

(Provincial Assessment in Grades 4 and 7)

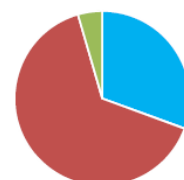
### Enhancement Agreement Goal:

Improve Intermediate Foundation Skills in grades 4-7 Reading, Writing and Math

\*The charts show the percentages reported for those who wrote the assessment.

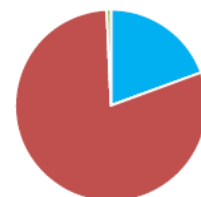
### GRADE 4 FSA RESULTS

Reading	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal</b>					
Provincial Average Meeting or Exceeding Expectations	81%	83%	82%	82%	82%
School District #73 Meeting or Exceeding Expectations	83%	86%	84%	83%	84%
<b>Aboriginal Students</b>					
Provincial Average Meeting or Exceeding Expectations	68%	72%	68%	65%	67%
School District #73 Meeting or Exceeding Expectations	69%	72%	76%	69%	65%
Writing	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal</b>					
Provincial Average Meeting or Exceeding Expectations	86%	87%	85%	87%	84%
School District #73 Meeting or Exceeding Expectations	89%	85%	86%	88%	91%
<b>Aboriginal Students</b>					
Provincial Average Meeting or Exceeding Expectations	70%	72%	68%	69%	66%
School District #73 Meeting or Exceeding Expectations	75%	66%	82%	81%	84%
Math (Numeracy)	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal</b>					
Provincial Average Meeting or Exceeding Expectations	80%	80%	79%	78%	81%
School District #73 Meeting or Exceeding Expectations	80%	79%	78%	76%	79%
<b>Aboriginal Students</b>					
Provincial Average Meeting or Exceeding Expectations	63%	60%	59%	57%	60%
School District #73 Meeting or Exceeding Expectations	70%	59%	64%	63%	64%



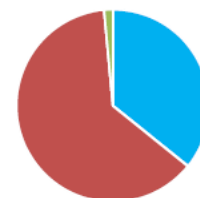
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

**\*SD #73 14/15 FSA Reading GR 4 Ab**



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

**\*SD #73 14/15 FSA Writing Gr 4 Ab**



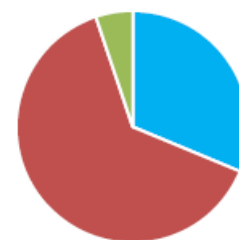
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

**SD #73 14/15 FSA Numeracy Gr 4 Ab**

## GRADE 7 FSA RESULTS

*\*The charts show the percentages reported for those who wrote the assessment.*

Reading	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal</b>					
Provincial Average Meeting or Exceeding Expectations	77%	79%	79%	79%	78%
School District #73 Meeting or Exceeding Expectations	81%	83%	86%	82%	85%
<b>Aboriginal Students</b>					
Provincial Average Meeting or Exceeding Expectations	60%	61%	64%	60%	59%
School District #73 Meeting or Exceeding Expectations	65%	70%	74%	69%	66%
Writing	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal</b>					
Provincial Average Meeting or Exceeding Expectations	88%	87%	87%	87%	86%
School District #73 Meeting or Exceeding Expectations	92%	93%	91%	92%	91%
<b>Aboriginal Students</b>					
Provincial Average Meeting or Exceeding Expectations	71%	71%	71%	75%	69%
School District #73 Meeting or Exceeding Expectations	81%	86%	83%	89%	79%
Math (Numeracy)	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal</b>					
Provincial Average Meeting or Exceeding Expectations	73%	77%	75%	73%	74%
School District #73 Meeting or Exceeding Expectations	74%	76%	75%	77%	76%
<b>Aboriginal Students</b>					
Provincial Average Meeting or Exceeding Expectations	48%	50%	49%	46%	46%
School District #73 Meeting or Exceeding Expectations	54%	59%	64%	62%	51%



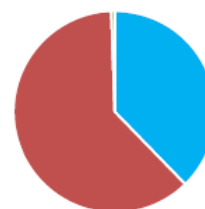
■ Not Yet Meeting  
■ Meeting  
■ Exceeding

SD #73 14/15 FSA  
Reading Gr 7 Ab



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

SD #73 14/15 FSA  
Writing Gr 7 Ab



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

SD #73 14/15 FSA  
Math Gr 7 Ab

## COMMENTS

**Grade 4:** The FSA results show a drop in achievement in Reading by 4% and for the first time in four years the grade 4 results are lower than the provincial average. Writing and Math (Numeracy) continue to show a stable trend



**Grade 7:** The results show that the grade 7s continue to achieve higher than the provincial average in all areas but there was a decrease in achievement in all areas. The most significant decrease was in Writing (10%) and Math (11%).

#### **FOUNDATION SKILLS ASSESSMENT (FSA) COHORT TRACKING**

Grade 4 2010-11 and Grade 7 2013-14 and Grade 4 2011-12 and Grade 7 2014-15

<b>Reading</b>	<b>Gr 4 10/11</b>	<b>Gr 7 13/14</b>		<b>Gr 4 11/12</b>	<b>Gr 7 14/15</b>		<b>Gr 4 12/13</b>	<b>Gr 7 15/16</b>
<b>Non-Aboriginal</b>								
Meeting or Exceeding Expectations	81%	86%		83%	82%		86%	85%
<b>Aboriginal Students</b>								
Meeting or Exceeding Expectations	64%	74%		69%	69%		72%	66%

<b>Writing</b>	<b>Gr 4 10/11</b>	<b>Gr 7 13/14</b>		<b>Gr 4 11/12</b>	<b>Gr 7 14/15</b>		<b>Gr 4 12/13</b>	<b>Gr 7 15/16</b>
<b>Non-Aboriginal</b>								
Meeting or Exceeding Expectations	90%	91%		89%	92%		85%	91%
<b>Aboriginal Students</b>								
Meeting or Exceeding Expectations	78%	83%		75%	89%		66%	79%

<b>Math (Numeracy)</b>	<b>Gr 4 10/11</b>	<b>Gr 7 13/14</b>		<b>Gr 4 11/12</b>	<b>Gr 7 14/15</b>		<b>Gr 4 12/13</b>	<b>Gr 7 15/16</b>
<b>Non-Aboriginal</b>								
Meeting or Exceeding Expectations	78%	75%		80%	77%		79%	76%
<b>Aboriginal Students</b>								
Meeting or Exceeding Expectations	60%	64%		70%	62%		59%	51%

#### **COMMENTS**

In following the Grade 4 Aboriginal Cohort to when they are in Grade 7, we hope to see “valued added” to their achievement in FSA scores. Over the past three years there has been a positive trend for students in Writing with an increase in achievement between grade 4 and grade 7 for all three years. This year in the areas of Reading and Numeracy there is a decrease in achievement from grade 4 to grade 7 with an 8% decrease in achievement in Numeracy and 6% decrease in achievement in Reading. Non-Aboriginal students saw a 3 % decrease in achievement in Numeracy and an increase of 6% in Reading this year.

# LETTER GRADES (GRADES 4-7)

(Percentage of students receiving C or higher on Year End Report Card Assessment)

Grade 4		11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>						
Reading	C+ or Higher				76%	79%
	C or Higher	90%	93%	n/a	90%	94%
Writing	C+ or Higher				71%	77%
	C or Higher	90%	91%	n/a	91%	94%
Math	C+ or Higher				83%	83%
	C or Higher	91%	94%	n/a	96%	95%
<b>Aboriginal Students</b>						
Reading	C+ or Higher				70%	62%
	C or Higher	80%	81%	n/a	83%	82%
Writing	C+ or Higher				48%	58%
	C or Higher	80%	80%	n/a	79%	84%
Math	C+ or Higher				61%	70%
	C or Higher	82%	82%	n/a	81%	87%

Grade 5		11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>						
Reading	C+ or Higher				89%	80%
	C or Higher	94%	93%	n/a	94%	95%
Writing	C+ or Higher				80%	77%
	C or Higher	93%	93%	n/a	93%	95%
Math	C+ or Higher				86%	82%
	C or Higher	93%	94%	n/a	94%	94%
<b>Aboriginal Students</b>						
Reading	C+ or Higher				70%	65%
	C or Higher	82%	88%	n/a	81%	85%
Writing	C+ or Higher				56%	60%
	C or Higher	80%	82%	n/a	82%	82%
Math	C+ or Higher				66%	64%
	C or Higher	78%	88%	n/a	85%	83%

Grade 6		11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>						
Reading	C+ or Higher				86%	85%
	C or Higher	94%	94%	n/a	92%	96%
Writing	C+ or Higher				75%	81%
	C or Higher	94%	94%	n/a	91%	95%
Math	C+ or Higher				82%	80%
	C or Higher	92%	94%	n/a	93%	95%
<b>Aboriginal Students</b>						
Reading	C+ or Higher				65%	63%
	C or Higher	89%	83%	n/a	79%	84%
Writing	C+ or Higher				48%	61%
	C or Higher	88%	80%	n/a	78%	82%
Math	C+ or Higher				57%	53%
	C or Higher	82%	83%	n/a	81%	84%

Grade 7		11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>						
Reading	C+ or Higher				85%	82%
	C or Higher	93%	95%	n/a	94%	94%
Writing	C+ or Higher				79%	82%
	C or Higher	92%	94%	n/a	93%	94%
Math	C+ or Higher				77%	80%
	C or Higher	86%	91%	n/a	88%	91%
<b>Aboriginal Students</b>						
Reading	C+ or Higher				67%	67%
	C or Higher	88%	92%	n/a	87%	85%
Writing	C+ or Higher				55%	63%
	C or Higher	81%	84%	n/a	80%	86%
Math	C+ or Higher				58%	53%
	C or Higher	71%	85%	n/a	79%	74%

\* Letter grades (grades 4-7) are not available for 2013-14 as a result of the teachers' job action

## COMMENTS

**Grade 4:** In Reading there was a decrease in achievement in the “C+ or Higher” category. There were significant gains in Writing (C+ or Higher - 10%) and Math (C+ or Higher - 9%).

**Grade 5:** There were mixed results in Reading with a 5% decrease in “C+ or Higher” but an increase in the C or Higher. In Writing the results were stable and in Math there was a slight decrease.

**Grade 6:** There was an increase in all areas in the “C or Higher” category. In Writing there was a noteworthy increase of 13% in the (C+ or Higher 10%).

**Grade 7:** The results in Reading were stable while in Writing there was increase in both categories. In Math there was a 5% decrease in each category.

This is the second year that the data is broken down between C or higher and C+ or higher. This is in response to our communities’ desire to see our children become more successful and complete school with greater options.



**Canoeing on Little Shuswap Lake**

## **Four Directions Secondary School**



**Night of the Drum  
Performance at Sage Brush Theatre**

## LETTER GRADES (GRADES 8 & 9)

The letter grades for grades 8 and 9 are being reported in two categories of “C”. The C grades are broken down into C- or higher and C or higher. Although a C- is considered a “minimum pass”, the C or higher grade is a stronger indicator that a student is achieving results that will better prepare him/her for post-secondary programs.

### GRADE 8

English	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
C or Higher	85%	89%	n/a	89%	92%
C- or Higher	97%	98%	n/a	97%	97%
<b>Aboriginal Students</b>					
C or Higher	68%	70%	n/a	73%	74%
C- or Higher	91%	91%	n/a	85%	89%

Math	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
C or Higher	76%	83%	n/a	80%	93%
C- or Higher	92%	95%	n/a	93%	96%
<b>Aboriginal Students</b>					
C or Higher	58%	57%	n/a	61%	62%
C- or Higher	79%	86%	n/a	83%	86%

### GRADE 9

English	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
C or Higher	84%	86%	n/a	85%	89%
C- or Higher	95%	97%	n/a	95%	96%
<b>Aboriginal Students</b>					
C or Higher	63%	68%	n/a	73%	78%
C- or Higher	85%	88%	n/a	87%	91%

<b>Math</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>Non-Aboriginal Students</b>					
C or Higher	71%	74%	n/a	79%	76%
C- or Higher	89%	92%	n/a	91%	93%
<b>Aboriginal Students</b>					
C or Higher	55%	55%	n/a	61%	62%
C- or Higher	78%	80%	n/a	81%	81%

## COMMENTS

**Grade 8:** There was an increase in achievement in English and Math from the previous year.

**Grade 9:** In English there was an increase in achievement while the Math results were stable.

## LETTER GRADES (GRADES 10-12)

The letter grades for grades 10-12 are being reported in two categories of “C”. The C grades are broken down into C- or higher and C or higher. Although a C- is considered a “minimum pass”, the C or high grade is a stronger indicator that a student is achieving results that will better prepare him/her for post-secondary programs.

## GRADE 10

<b>English</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>Non-Aboriginal Students</b>					
C or Higher	79%	81%	85%	82%	86%
C- or Higher	92%	94%	95%	93%	95%
<b>Aboriginal Students</b>					
C or Higher	61%	63%	69%	65%	69%
C- or Higher	83%	82%	85%	84%	87%

<b>Math</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>Non-Aboriginal Students</b>					
C or Higher	70%	70%	70%	71%	75%
C- or Higher	88%	90%	88%	90%	93%
<b>Aboriginal Students</b>					
C or Higher	57%	62%	57%	52%	66%
C- or Higher	77%	84%	75%	74%	83%



## GRADE 11

English	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
C or Higher	78%	82%	81%	81%	81%
C- or Higher	92%	94%	92%	91%	91%
<b>Aboriginal Students</b>					
C or Higher	60%	74%	63%	69%	67%
C- or Higher	82%	87%	85%	85%	84%

Math	11/12	12/13	13/14	14/15	15/16
<b>Non-Aboriginal Students</b>					
C or Higher	75%	75%	75%	76%	79%
C- or Higher	91%	92%	91%	91%	93%
<b>Aboriginal Students</b>					
C or Higher	70%	59%	61%	69%	72%
C- or Higher	86%	83%	86%	85%	87%

## COMMENTS

**Grade 10:** There was an increase in achievement in both English and Math in both “C or Higher” and “C+ or Higher”. These results are the best in five years.

**Grade 11:** In English there was a slight decrease in achievement and in Math there was a slight increase.



**Four Directions Secondary School  
Graduation**

## REQUIRED PROVINCIAL EXAMINATIONS

### Enhancement Agreement Goal:

Improve pass rates for provincial exams in grade 10 English and Math, and grade 11 Social Studies; and maintain current pass rate for grade 11 B.C. First Nations Studies.

The provincial exam results are important indicators of the academic knowledge and skills acquired by secondary students. The results that are reported are the “blended final marks” which are comprised of 80% - teachers’ marks and 20% - exam mark (40% exam mark for English 12 exam)

### **GRADE 10 EXAMS**

<b>English</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>All Students</b>					
C+ or Higher	67%	69%	72%	69%	72%
Passing Marks (C- or Higher)	96%	98%	98%	97%	97%
Percentage of Students Taking Exam	90%	89%	88%	89%	91%
<b>Aboriginal Students</b>					
C+ or better	53%	51%	58%	54%	58%
Passing Marks (C- or better)	95%	93%	96%	95%	95%
Percentage of Gr 10 Students Taking Exam (number of students)	73% (199)	79% (197)	78% (224)	87% (234)	79% (186)

<b>Math: Foundations and Pre-Calculus</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>All Students</b>					
C+ or Higher	54%	54%	58%	60%	62%
Passing Marks (C- or Higher)	93%	95%	94%	94%	92%
Percentage of Students Taking Exam	69%	71%	64%	64%	69%
<b>Aboriginal Students</b>					
C+ or Higher	42%	45%	47%	43%	53%
Passing Marks (C- or Higher)	90%	91%	83%	84%	85%
Percentage of Gr 10 Students Taking Exam (number of students)	49% (133)	46% (117)	48% (139)	45% (112)	48% (113)

**GRADE 10 EXAMS cont.**

<b>Math: Apprenticeship and Workplace</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>All Students</b>					
C+ or Higher	44%	38%	45%	40%	41%
Passing Marks (C- or Higher)	94%	95%	97%	96%	93%
Percentage of Gr 10 Students Taking Exam	18%	25%	25%	25%	26%
<b>Aboriginal Students</b>					
C+ or Higher	41%	36%	38%	34%	41%
Passing Marks (C- or Higher)	89%	91%	94%	95%	89%
Percentage of Gr 10 Students Taking Exam (number of students)	24% (64)	37% (92)	31% (85)	44% (115)	40% (95)

**GRADE 11 EXAMS**

<b>Social Studies</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>All Students</b>					
C+ or Higher	62%	66%	67%	71%	68%
Passing Marks (C- or Higher)	96%	98%	98%	98%	97%
Percentage of Gr 11 Students Taking Exam	71%	76%	73%	70%	72%
<b>Aboriginal Students</b>					
C+ or better	51%	54%	52%	59%	56%
Passing Marks (C- or better)	93%	98%	97%	97%	94%
Percentage of Gr 11 Students Taking Exam (number of students)	55% (144)	61% (151)	59% (147)	50% (140)	56% (151)

**GRADE 12 EXAMS**

<b>English</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>All Students</b>					
C+ or Higher	65%	70%	70%	72%	71%
Passing Marks (C- or Higher)	98%	99%	99%	99%	97%
Percentage of Gr 12 Students Taking Exam	70%	74%	75%	72%	58%
<b>Aboriginal Students</b>					
C+ or Higher	57%	59%	55%	56%	61%
Passing Marks (C- or Higher)	95%	99%	97%	98%	97%
Percentage of Gr 12 Students Taking Exam (number of students)	52% (128)	56% (136)	58% (137)	54% (126)	41% (148)

**GRADE 12 EXAMS cont.**

<b>Communications</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>All Students</b>					
C+ or Higher	41%	57%	52%	71%	50%
Passing Marks (C- or Higher)	97%	99%	98%	100%	99%
Percentage of Gr 12 Students Taking Exam	12%	12%	10%	10%	6%
<b>Aboriginal Students</b>					
C+ or Higher	28%	63%	55%	79%	57%
Passing Marks (C- or Higher)	96%	100%	100%	100%	100%
Percentage of Gr 12 Students Taking Exam (number of students)	19% (45)	16% (40)	12% (29)	17% (39)	8% (30)

<b>B.C. First Nations Studies 12</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>All Students</b>					
C+ or Higher	55%	70%	60%	64%	48%
Passing Marks (C- or Higher)	89%	97%	91%	98%	86%
Percentage of Gr 12 Students Taking Exam	9%	5%	3%	10%	5%
<b>Aboriginal Students</b>					
C+ or Higher	55%	57%	48%	56%	56%
Passing Marks (C- or Higher)	91%	93%	84%	98%	85%
Percentage of Gr 12 Students Taking Exam (number of students)	21% (46)	12% (30)	10% (25)	24% (57)	10% (39)

**COMMENTS**

**Grade 10:** In English the category of “C+ or Higher” has a 4% increase and “C- or Higher” was unchanged. In Math: Foundations and Pre-Calculus there was a 10% increase in “C+ or Higher” category. There was a 6% decrease in achievement in the “C- or Higher” category but an increase in achievement of 7% in the “C+ or Higher” category.

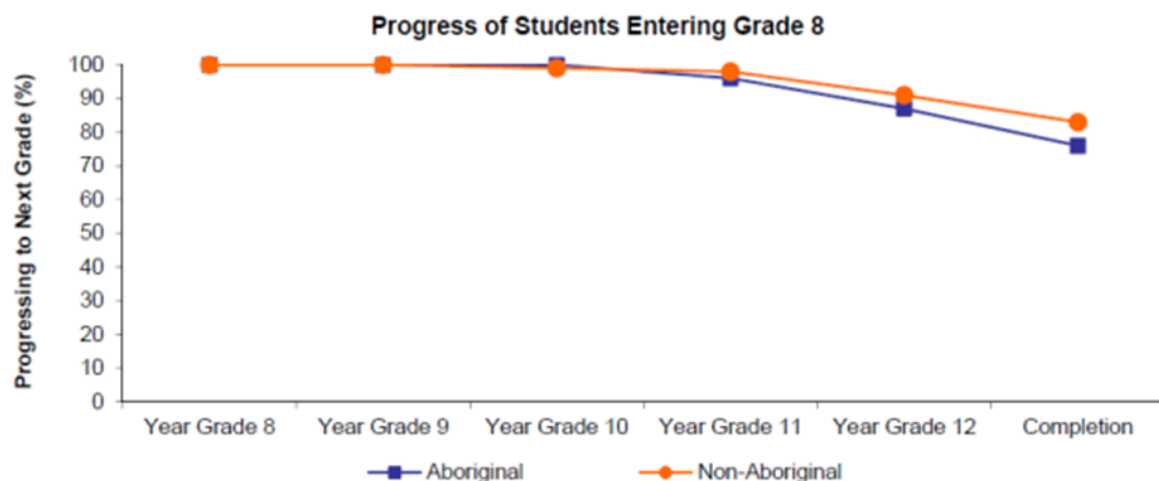
**Grade 11:** There was a decrease in achievement in Social Studies 11 by #5 in both categories.

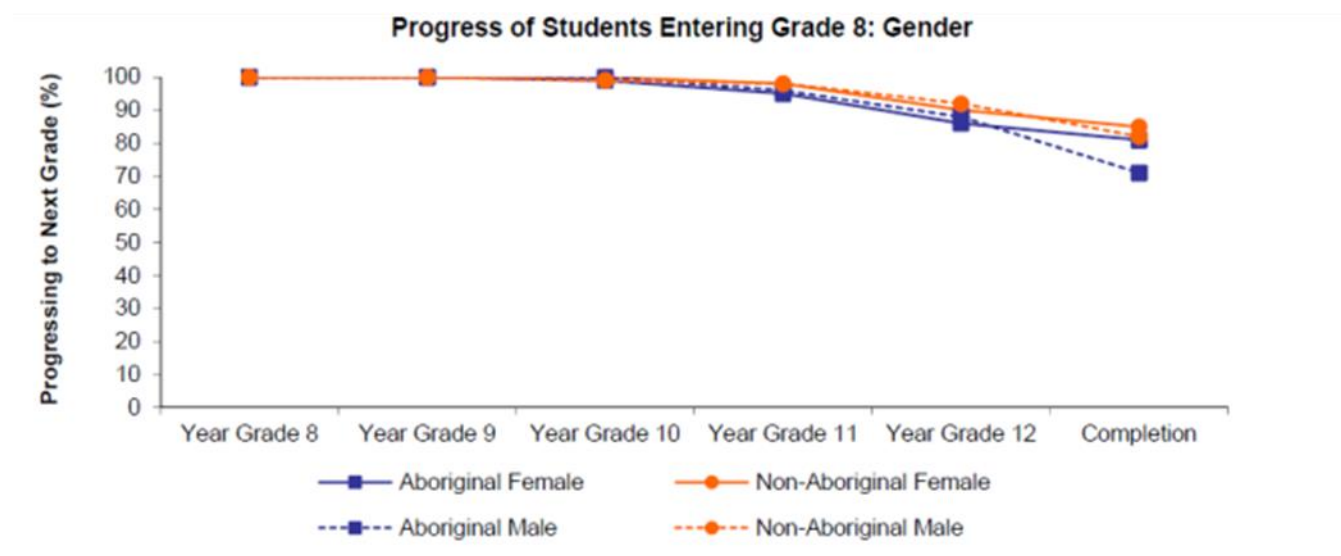
**Grade 12:** In English 12 there was increase of 5% in the “C+ or Higher” category. In Communications 12 there was a significant decrease in those who achieved “C+ or Higher” but all students passed the course. The results in B.C. First Nations Studies 12 show a 13% decrease in those achieved a passing mark while those achieving “C+ or Higher” was stable at 56%.

## PROGRESS OF STUDENT ENTERING GRADE 8

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

	Non-Aboriginal	Aboriginal
<b>2010/2011 Grade 8 - % of All students</b>	100%	100%
% Female	100%	100%
% Male	100%	100%
<b>2011/2012 Grade 9 - % of All students</b>	100%	100%
% Female	100%	100%
% Male	100%	100%
<b>2012/2013 Grade 10 - % of All students</b>	100%	99%
% Female	99%	100%
% Male	100%	99%
<b>2013/2014 Grade 11 - % of All students</b>	98%	96%
% Female	98%	96%
% Male	98%	99%
<b>2014/2015 Grade 12 - % of All students</b>	91%	87%
% Female	90%	86%
% Male	92%	88%
<b>2015/2016 Completion - % of All students</b>	83%	76%
% Female	85%	81%
% Male	82%	71%





## COMMENTS

This is the first year that this data has been presented in the annual report and it has been added to help to understand at what grade Aboriginal students are leaving school. This data follows the 2010/11 grade 8 cohort for 6 years.

## GRADUATION RATES

### Enhancement Agreement Goal:

Improve the grade 8 cohort Dogwood completion/graduation rate.

Eligible Graduates	11/12	12/13	13/14	14/15	15/16
<b>All Students</b>					
Percentage of eligible grade 12 students who graduated with a Dogwood Certificate	90%	95%	94%	97%	94%
Number of grade 12 students who graduated with a Dogwood Certificate	1019	1089	1048	1036	1027
Number of grade 12 students in the School Completion Certificate Program	32	28	35	68	32
<b>Aboriginal Students</b>					
Percentage of eligible grade 12 students who graduated with a Dogwood Certificate	82%	93%	87%	93%	91%
Number of grade 12 students who graduated with a Dogwood Certificate	151 (22% Honours Graduates)	164 (24% Honours Graduates)	156 (26% Honours Graduates)	152 (33% Honours Graduates)	182 (43% Honours Graduates)
Number of grade 12 students in the School Completion Certificate Program	16	15	17	22	14



## SIX YEAR COMPLETION (GRADUATION) RATE

	All Students	Aboriginal
2004 Grade 8 Students Graduated by 2010	76%	55%
2005 Grade 8 Students Graduated by 2011	76%	64%
2006 Grade 8 Students Graduated by 2012	78%	69%
2007 Grade 8 Students Graduated by 2013	78%	67%
2008 Grade 8 Students Graduated by 2014	83%	69%
2009 Grade 8 Students Graduated by 2015	82%	73%
<b>2010 Grade 8 Students Graduated by 2016</b>	<b>82%</b>	<b>76%</b>

## COMMENTS

The percentage of eligible Aboriginal students who graduated with a Dogwood increased from the previous year and has surpassed the goal of having 70% of the Aboriginal students graduate for the second year. The Six Year Completion (Graduation) rate has significantly increased from last by 3%. The number of students in the School Completion Certificates Program (SCCP) decreased.

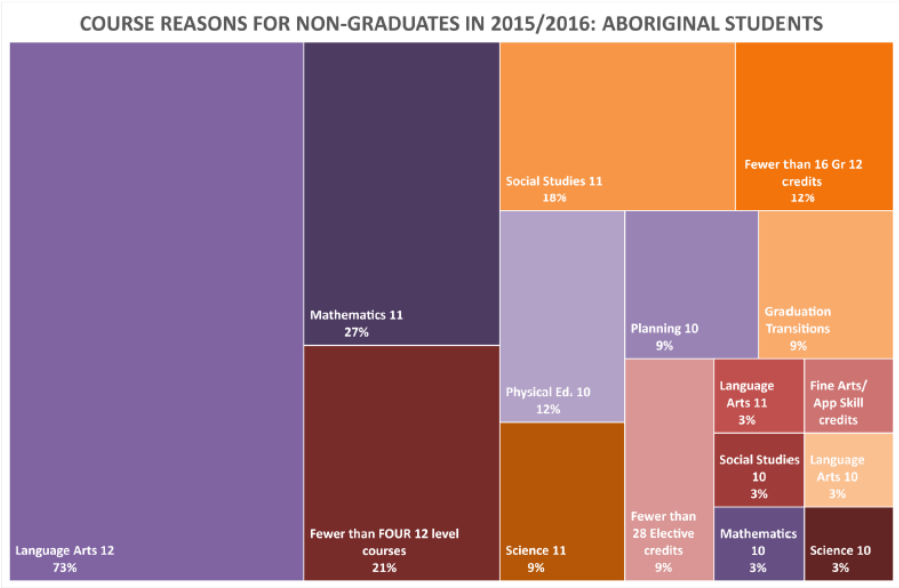
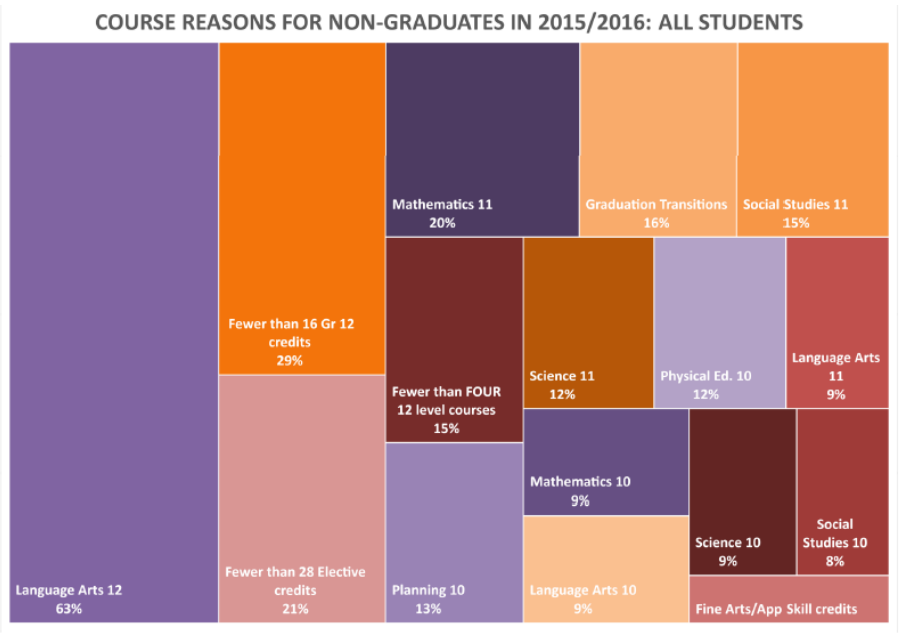


**UBC Aboriginal Math & Science Workshop  
Chase Secondary**

# COURSE REASONS FOR NON GRADUATION

We must continue to develop an understanding of the barriers that the students are facing in school completions and graduation.

It will be helpful to use and analyze the information gathered by the District Coordinator for School Completion on why students are not graduating. This data can help in the understanding of the supports needed for our students. The graphs below indicated the reasons that students in Grade 12 did not graduate.



Source: Allisson Badger, SD #73 School Completion Coordinator

## NUMBER OF STUDENTS ENTERING POST SECONDARY PROGRAMS

### Enhancement Agreement Goal:

Increase the number of Aboriginal grade 12 graduates entering postsecondary programs through expanded access to a variety of program options.

Students Entering Post-Secondary	11/12	12/13	13/14	14/15	15/16
Number of students entering post-secondary programs	63	47	n/a	n/a	n/a

### COMMENTS

The number of students entering post-secondary programs is not available for 2013-16 as there is not a reliable method of gathering this data. We do know from antidotal reports that many of our graduates continue on to post-secondary either into university or trades programs.

## NUMBER OF STUDENTS PARTICIPATING IN SECWPEMC LANGUAGE INSTRUCTION

### Enhancement Agreement Goal:

Increase student participation in Secwepemc language instruction.

Secwepemc Language Instruction	11/12	12/13	13/14	14/15	15/16
Number of students participating in Secwepemc language instruction	400	358	321	187	422

### COMMENTS

The number of students participating in Secwepemc language instruction increased considerably from the previous year. 118 primary students and 167 students were enrolled in Secwepemc language classes in 3 elementary schools and 137 were enrolled in secondary language classes in 1 middle school and 3 secondary schools. The program was offered in all targeted schools this year and the numbers of elementary students enrolled were more accurately reported through MyEdBC which helps to explain the increase in numbers.

There continues to be a strong need to engage our Secwepemc communities in conversation and action that will give direction and support to Secwepemc language instruction in our schools.



## NUMBER OF STUDENTS PARTICIPATING IN CROSS-CULTURAL EDUCATION

### Enhancement Agreement Goal:

Expand opportunities for participation in cultural education for all students.

Cross Cultural Education	11/12	12/13	13/14	14/15	15/16
Number of students* participating in cross-cultural education	10,192	11,368	13,226	35,800	43,051

\*Students in the count will likely have participated in more than one event, activity, field trip or presentation.

## COMMENTS

Forty of our schools reported that they offered classroom activities, special presentations and field trips that provided students with the opportunity to learn more about Aboriginal history, culture, current issues and the contributions made by Aboriginal people to Canadian society.

### Observations About the Cultural Education Data:

- The incredible rise in the number of students participating in cross cultural activities can partly be attributed to the vigilance of our Aboriginal Education Workers in ensuring that they document every event and in the hosting of school wide events such as cultural days and the Day of Suwentweew.
- Access and use of the Aboriginal resource kits and other material from the Henry Grube Education Centre Library that integrates content into the curriculum continues to be sought out by teachers. The District Aboriginal Resource teachers continue to develop and promote the material to meet the growing demand.
- This year with the Aboriginal Education Council and the Henry Grube Education Centre Library partnered to purchase a set of 23 custom die cuts (shaped paper cutter) with First Nations motifs for use in the district. They have been widely used and have help to indigenous classrooms and art projects.
- The district has a large collection of Aboriginal levelled readers that are accessible to all primary teachers to help our beginning and struggling readers. We continue to add new books to the collection.
- There is an increasing emphasis on Aboriginal art and design in course work and more focus on Aboriginal art that is linked to curriculum rather than just a stand-alone crafts that are unsupported in cultural teaching. There has been a concerted effort at the secondary level to integrate Aboriginal culture into Applied Skills courses.
- Authentic drum making is happening across the district with many schools reaching out to community members to assist in this project. The drum kits at Henry Grube Education Centre are in high demand and are popular with students, Aboriginal Education Workers and teachers.
- SPECIAL EVENT: The fourth multi-school Cultural Learning Day was hosted by Bert Edwards Science & Technology School and was once again a very well planned event. Over 600 students from 7 schools came together to experience a day of cultural education including interactive learning stations taught and presented by over 20 First Nations and Metis people. The day included bannock and massive Round Dance!

## PARENT ENGAGEMENT

### Enhancement Agreement Goal:

Increase the level of Aboriginal parent engagement/involvement at the school level.

Parent Engagement	11/12	12/13	13/14	14/15	15/16
Number of Aboriginal parents* experiencing some type of engagement/contact with their child's school	1,185	1,670	3,159	3,326	5,570

\*Some parents may have been involved in more than one engagement activity.

## COMMENTS

Types of activities, events in which parents were engaged included:

- Welcome to Kindergarten
- Cultural Days
- Volunteers for field trips or events or cultural presentations, fund raisers
- School assemblies and awards presentations
- Home visits and parent consultations by phone and email
- Parent potlucks and dinners
- Attendance at graduation ceremonies
- Parent/teacher interviews

### Observations about the Parent Engagement Data:

- There continues to be an increase in the number of Aboriginal parent engagement contacts and activities offered to our parents.
- The level of 1-to-1 contact with Aboriginal parents is through various means (emails, text, phone, or in person) and is being adapted to meet the needs of the parents and the schools. The convenience of accessing parents through electronic media has helped to build a connection between home and school but cannot replace the important face-to-face contact that happens when parents are welcomed into our schools.
- Schools continue to hold family dinners in the evening which include cultural entertainment and opportunities for families to engage with each other and with school staff. The importance of this personal contact with parents or caregivers cannot be under estimated.
- Our Aboriginal Education Workers continue to build the bridge between home and school. The relationship that they have with our parents and with school staff is key to helping our students experience success in all areas of their education.

## CONCLUSION

The Annual Report on Aboriginal students in School District #73 (Kamloops/Thompson) clearly reports on the goals that have been set out in the *Aboriginal Enhancement Agreement*. In the spring of 2016, there was community consultations with all First Nations bands, urban Aboriginal organizations, school district staff, parents and students as School District 73 (Kamloops/Thompson) and the Aboriginal Education Council worked together to establish new goals in the fourth *Aboriginal Enhancement Agreement*.

B.C.'s Kindergarten to Grade 12 (K-12) education system is being re-energized with new curriculum. In the fall of 2015, we began the process of transitioning from the old to the new. In addition to the redesigned curriculum, there will be the updating of reporting and assessment practices as the face of education changes. At the same time, the Aboriginal perspectives and knowledge that are part of the historical and contemporary foundation of British Columbia and Canada will be incorporated into the redesigned curriculum, ensuring that Aboriginal content is part of the learning journey for all students. One important goal in integrating Aboriginal perspectives into curricula is to ensure that all learners, not just Aboriginal learners, have opportunities to respectfully understand and learn about Aboriginal cultural heritage.

This report brings to light the efforts and achievements of both students and staff who are striving to meet the goals of Aboriginal Enhancement Agreement. Through the commitment of all educators there continues to be improved connections made with parents and community members to help improve the success and the personal well-being of all our students.

The highpoint of this report is the rise of the Aboriginal Six Year Graduation from 69% in 2013-14 to 76% in 2015-16; 6% above the target set. Exceeding this goal is exciting but still falls short of having all Aboriginal students graduate with options for the future.

There continues to be a gap in achievement levels between Aboriginal students and Non-Aboriginal students and we must continue our work to eliminate the gap through effective strategies and interventions within our schools.

As we move forward with new curricula and a new vision for the future we need to guarantee that each and every Aboriginal student has the opportunity to develop the necessary skills and knowledge to be successful after graduation.





