

EIGHTEENTH ANNUAL
REPORT ON
FIRST NATIONS/ABORIGINAL STUDENTS



2012-2013 SCHOOL YEAR
PRESENTED JANUARY 2014
FIRST NATIONS EDUCATION COUNCIL
SCHOOL DISTRICT NO. 73 (KAMLOOPS/THOMPSON)

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**“Education holds the key to making things better.
It has the capacity to fix what is broken.”**

HONOURABLE JUSTICE MURRAY SINCLAIR
CHAIR OF THE TRUTH AND RECONCILIATION COMMISSION

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COVER DESIGN:

Logo for the 2013 District First Nations Graduation
Design created by Daniel McLean, Student at So. Kamloops Secondary

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INTRODUCTION

The First Nations Education Council and School District No. 73 recognize and honour the history and culture of the Secwepemc/Nlaka'Pamux Peoples on whose traditional territory we work and reside.

This eighteenth *Annual Report on First Nations/Aboriginal Students* stands as evidence of the longstanding partnership and positive working relationship between the First Nations Education Council and School District No. 73. The Council and the District continue to adhere to the principle of:

“MAKING A DIFFERENCE BY WORKING TOGETHER”

It is through this principle and belief that the ***Aboriginal Education Enhancement Agreement*** was established and it is through this principle that the two partner groups have sustained their focus on the shared goals of academic and school success for all First Nations/Aboriginal learners in this District. Each year the Annual Report provides an accounting for how we are doing in meeting these goals. The District's Accountability Contract articulates the strategies for how the goals will be achieved. This provides an alignment of the two documents.

The Report contains aggregate data that relate to the goals in our Enhancement Agreement, along with additional demographic and program data that are of interest to our First Nations/Aboriginal communities, organizations and District stakeholders.

The Report does not and cannot provide all of the data necessary to fully understand the achievement results and school experience of Aboriginal students; however, the Report does serve as a means to review relevant District-wide data, as well as providing a focus for continued discussion and action related to improving the overall achievement results for Aboriginal students in our District.



Masters of Ceremony for the 2013 First Nations Graduation: Brandon Jeffrey wearing his traditional Nuxalk hat and Grant Sorenson wearing his Metis sash

This Report marks the third year of our 3rd *Aboriginal Education Enhancement Agreement*. The results of this year's Report (school year 2012-13) indicate that our annual improvement targets, as identified in the Agreement, were met in several areas including:

- ☞ Attendance
- ☞ Kindergarten Math and Writing
- ☞ Grades 1, 2, 3 Reading and Math
- ☞ FSA – Grade 4 Math
- ☞ Grade 5 Reading and Math Letter Grades
- ☞ Grade 7 Reading, Writing, Math Letter Grades
- ☞ FSA – Grade 7 Math
- ☞ Grade 10 Provincial Exams: Foundation & Pre-Calculus;
Workplace & Apprenticeship
- ☞ Grade 11 Provincial Exam: Social Studies
- ☞ Grade 12 Provincial Exams: English; Communications
- ☞ Secwepemc Language Instruction – Student Participation
- ☞ Cross-Cultural Education – Student Participation
- ☞ Parent Engagement
- ☞ Six Year Completion (Graduation) Rate

Improving the overall achievement and school completion rates for Aboriginal students is a local, provincial and national imperative. While there are Aboriginal students who are thriving and excelling in the public school system, some are struggling, becoming discouraged, and leaving school prior to completion. So much potential is lost when this happens. That is why it is important that we continue to work together to identify the issues, search for best practices, and act on the data that are available to us. This Annual Report can help to focus our collective efforts and energy.



First Nations grads wave to parents, friends and family during the graduation procession on May 30, 2013

SPECIAL FEATURE

ABORIGINAL ART WORK IN DISTRICT SCHOOLS

Many of our District schools organize Aboriginal art and craft sessions to engage students in learning about First Nations/Aboriginal cultures and to provide an opportunity to create works of art that can be shared and displayed.

Summit Elementary School provides an example of this work. During the 2012-13 school year, the First Nations Education Worker (FNEW) at Summit, Debbi Lynn, worked in collaboration with all of the classroom teachers to engage students in creating a variety of art projects using several techniques. Debbi Lynn has a special artistic talent that helped in the making of the art works that are shown in the following photos.



ENROLLMENT (FTE)

	12/13	11/12	10/11	09/10	08/09
Elementary School Enrollment	7,837	7,783	7,664	7,512	7,567
Elementary First Nations Enrollment	1,117	1,014	1,052	1,065	1,112
Secondary School Enrollment	6,177	6,319	6,491	6,755	6,753
Secondary First Nations Enrollment	1,061	1,054	1,113	1,073	957
Total District Enrollment	14,014	14,102	14,155	14,267	14,320
Total First Nations Enrollment	2,178	2,068	2,123	2,123	2,069
Percentage of First Nations Students in District	15.5%	14.66%	15.2%	14.8%	14.4%

COMMENTS

There was an increase in the Aboriginal student enrollment for 2012-13. This means that more parents/guardians of First Nations/Aboriginal students approved the additional support services and programs offered through the Aboriginal targeted funding. The total number and percentage of First Nations/Aboriginal students in the District indicate that this is still a strong demographic group.

ATTENDANCE

	12/13	11/12	10-11	09-10	08/09
Elementary Schools (%)					
Non-First Nations attendance	97%	97%	97%	97%	97%
First Nations attendance	96%	96%	96%	96%	96%
Secondary Schools (%)					
Non-First Nations attendance	94%	93%	93%	93%	91%
First Nations attendance	91%	90%	90%	90%	89%

COMMENTS

There was no change in the elementary attendance rates for 2012-13. However, there was improvement in the secondary attendance rates. Generally, the attendance rates have held at a positive level. The challenge in relation to attendance is to implement strategies for the students who have “chronic” attendance problems that are often accompanied by social-emotional issues.

SUSPENSION DATA

ELEMENTARY SCHOOLS NO. OF STUDENTS	12/13	11/12	10/11	09/10	08/09
1-5 Day Suspension					
Non-First Nations Students	46	78	77	86	83
First Nations Students	18	59	33	41	37
Boys	16	52	21	32	30
Girls	2	7	12	9	7

SECONDARY SCHOOLS	12/13	11/12	10/11	09/10	08/09
1-5 Day Suspension					
Non-First Nations Students	272	312	591	435	528
First Nations Students	118	126	178	156	158
Boys	77	71	102	118	116
Girls	41	55	76	38	42
5+ Day Suspension					
Non-First Nations Students	7	50	66	39	24
First Nations Students	3	17	17	30	15
Boys	2	16	16	24	13
Girls	1	1	1	6	2

DIRECTED SUSPENSIONS	12/13	11/12	10/11	09/10	08/09
Non-First Nations Students	96	171	151	157	115
First Nations Students	36	53	45	46	62

COMMENTS

There were decreases in suspensions at both the elementary and secondary levels for this school year. The main reason for suspensions at the elementary level is behaviour eg. defiance, fighting, profanity. The primary reasons for suspensions at the secondary level are alcohol, marijuana, and behaviour.

The reasons for the decrease in suspensions include; more in school suspensions and improvement in overall practices and strategies for keeping students in school eg. the PBIS - Positive Behavioral Interventions and Supports. The data for the current school year support this continuing decrease in suspensions, especially the 5+ day suspensions at the secondary level.

PROGRAM PARTICIPATION

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.

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.

ELEMENTARY SCHOOLS	12/13	11/12	10/11	09/10	08/09
% Non-First Nations students in Modified IEP* Programs	1.2% (72)	1.2% (79)	1.2% (77)	1.6% (106)	1.6% (106)
Boys	48	48	51	68	70
Girls	24	31	26	38	36
% First Nations students in Modified IEP* Programs	1.8% (20)	2.4% (24)	2% (21)	2.9% (31)	2.7% (30)
Boys	12	18	14	21	20
Girls	8	6	7	10	10
% Non-First Nations students in Adapted IEP* Programs	6.3% (424)	5.4% (368)	5.7% (380)	5.7% (373)	4% (273)
Boys	299	270	277	273	198
Girls	125	98	103	100	75
% First Nations students in Adapted IEP* Programs	10.2% (114)	11.5% (117)	9.8% (104)	9.6% (103)	7% (77)
Boys	82	90	83	71	58
Girls	32	27	21	32	19

* Individual Education Plan



500 students form a huge circle for a round dance to close the multi-school Cultural Learning Day on June 7, 2013 at Bert Edwards School.

SECONDARY SCHOOLS	12/13	11/12	10/11	09/10	08/09
% Non-First Nations students in Modified IEP* Programs	2.2% (132)	2.2% (136)	2.1% (165)	3.3% (99)	1.7%
Boys	90	103	96	107	65
Girls	42	36	40	58	34
% First Nations students in Modified IEP* Programs	5.8% (62)	6.6% (70)	5% (56)	3.4% (33)	2.5% (24)
Boys	47	47	36	28	22
Girls	23	23	20	5	2

* Individual Education Plan

COMMENTS

There was improvement in both the percentage and number of students in Modified Programs at both the elementary and secondary levels. This is a positive sign indicating that more Aboriginal students are in the regular academic program. The higher number of boys in Modified Programs continues to be a concern.



Students at Dallas Elementary wear their Metis sashes and practice their jigging skills

ACHIEVEMENT

KINDERGARTEN: YEAR END REPORT CARD ASSESSMENT

(Based on a Variety of Classroom Evaluation Instruments)

READING	12/13	11/12	10/11	09/10
Non Aboriginal Students				
Meeting or Exceeding Expectations	90%	90%	90%	87%
Approaching Expectations	10%	10%	10%	13%
Aboriginal Students				
Meeting or Exceeding Expectations	82%	82%	82%	80%
Approaching Expectations	18%	18%	18%	20%

WRITING	12/13	11/12	10/11	09/10
Non Aboriginal Students				
Meeting or Exceeding Expectations	87%	88%	89%	89%
Approaching Expectations	13%	12%	11%	11%
Aboriginal Students				
Meeting or Exceeding Expectations	85%	79%	82%	82%
Approaching Expectations	15%	21%	18%	18%

MATH	12/13	11/12	10/11	09/10
Non Aboriginal Students				
Meeting or Exceeding Expectations	91%	92%	93%	91%
Approaching Expectations	9%	8%	7%	9%
Aboriginal Students				
Meeting or Exceeding Expectations	86%	84%	85%	84%
Approaching Expectations	14%	16%	15%	16%

COMMENTS

Although there were small improvements in Writing and Math. Although the results are generally positive for Aboriginal students, there is a gap of 5-8% between Aboriginal and non-Aboriginal students which means that additional support and intervention in Grade 1 will be needed for students who are “approaching expectations”.



Students enjoy learning to play the guitar in the Art 4 Fun after school program

PRIMARY GRADES: YEAR END REPORT CARD ASSESSMENT

(Based on a Variety of Classroom Evaluation Instruments)

GRADE 1

READING	12/13	11/12	10/11	09/10	08/09
Non Aboriginal Students					
Approaching or Meeting Expectations	91%	91%	90%	87%	91%
Not Meeting Expectations	9%	10%	10%	13%	9%
Aboriginal Students					
Approaching or Meeting Expectations	82%	76%	84%	77%	83%
Not Meeting Expectations	18%	18%	16%	23%	17%

WRITING	12/13	11/12	10/11	09/10	08/09
Non Aboriginal Students					
Approaching or Meeting Expectations	94%	94%	94%	92%	94%
Not Meeting Expectations	6%	6%	6%	8%	6%
Aboriginal Students					
Approaching or Meeting Expectations	86%	86%	86%	79%	86%
Not Meeting Expectations	14%	14%	14%	21%	14%

MATH	12/13	11/12	10/11	09/10	08/09
Non Aboriginal Students					
Approaching or Meeting Expectations	98%	98%	96%	96%	97%
Not Meeting Expectations	2%	2%	4%	4%	3%
Aboriginal Students					
Approaching or Meeting Expectations	96%	95%	92%	95%	88%
Not Meeting Expectations	4%	5%	8%	5%	12%

GRADE 2

READING	12/13	11/12	10/11	09/10	08/09
Non Aboriginal Students					
Approaching or Meeting Expectations	93%	92%	93%	93%	93%
Not Meeting Expectations	7%	8%	7%	7%	7%
Aboriginal Students					
Approaching or Meeting Expectations	88%	84%	86%	85%	88%
Not Meeting Expectations	12%	16%	14%	15%	12%

WRITING	12/13	11/12	10/11	09/10	08/09
Non Aboriginal Students					
Approaching or Meeting Expectations	95%	95%	93%	94%	95%
Not Meeting Expectations	5%	5%	7%	6%	5%
Aboriginal Students					
Approaching or Meeting Expectations	90%	90%	90%	86%	91%
Not Meeting Expectations	10%	11%	10%	14%	9%

MATH	12/13	11/12	10/11	09/10	08/09
Non Aboriginal Students					
Approaching or Meeting Expectations	98%	97%	97%	96%	97%
Not Meeting Expectations	2%	3%	3%	4%	3%
Aboriginal Students					
Approaching or Meeting Expectations	97%	95%	94%	92%	95%
Not Meeting Expectations	3%	5%	6%	8%	5%

GRADE 3

READING	12/13	11/12	10/11	09/10	08/09
Non Aboriginal Students					
Approaching or Meeting Expectations	95%	94%	93%	95%	95%
Not Meeting Expectations	5%	6%	5%	5%	5%
Aboriginal Students					
Approaching or Meeting Expectations	89%	87%	87%	87%	84%
Not Meeting Expectations	11%	13%	13%	13%	16%
WRITING	12/13	11/12	10/11	09/10	08/09
Non Aboriginal Students					
Approaching or Meeting Expectations	96%	95%	95%	96%	95%
Not Meeting Expectations	4%	5%	5%	4%	5%
Aboriginal Students					
Approaching or Meeting Expectations	90%	88%	90%	91%	89%
Not Meeting Expectations	10%	12%	10%	9%	11%
MATH	12/13	11/12	10/11	09/10	08/09
Non Aboriginal Students					
Approaching or Meeting Expectations	98%	97%	97%	97%	96%
Not Meeting Expectations	2%	3%	3%	3%	4%
Aboriginal Students					
Approaching or Meeting Expectations	94%	92%	92%	94%	94%
Not Meeting Expectations	6%	8%	8%	7%	6%

COMMENTS

The Primary data in this Report mark the first time that all content areas in Grades 1-3 either show improvement or no change. None of the results showed lower results than last year. It is encouraging to see improvement in all primary grades in the area of Reading. We are all aware of the importance of building grade level reading skills in the early grades. Grades 1 and 2 Writing were the only areas that remained unchanged and 5 areas showed 90% or higher in Meeting Expectations.

FOUNDATION SKILLS ASSESSMENT (FSA)

(Provincial Assessment in Grades 4 and 7)

GRADE 4 FSA RESULTS

READING	12/13	11/12	10/11	09/10	08/09
All Students					
Meeting or Exceeding Expectations	80%	74%	74%	77%	75%
Aboriginal Students					
Meeting or Exceeding Expectations	66%	62%	58%	66%	59%

WRITING	12/13	11/12	10/11	09/10	08/09
All Students					
Meeting or Exceeding Expectations	78%	80%	83%	85%	73%
Aboriginal Students					
Meeting or Exceeding Expectations	61%	68%	71%	71%	61%

MATH (NUMERACY)	12/13	11/12	10/11	09/10	08/09
All Students					
Meeting or Exceeding Expectations	72%	73%	72%	73%	73%
Aboriginal Students					
Meeting or Exceeding Expectations	55%	65%	54%	59%	53%

GRADE 7 FSA RESULTS

READING	12/13	11/12	10/11	09/10	08/09
All Students					
Meeting or Exceeding Expectations	77%	72%	75%	74%	74%
Aboriginal Students					
Meeting or Exceeding Expectations	65%	55%	66%	65%	59%

WRITING	12/13	11/12	10/11	09/10	08/09
All Students					
Meeting or Exceeding Expectations	88%	82%	84%	84%	70%
Aboriginal Students					
Meeting or Exceeding Expectations	79%	69%	79%	75%	57%

MATH (NUMERACY)	12/13	11/12	10/11	09/10	08/09
All Students					
Meeting or Exceeding Expectations	69%	65%	66%	67%	64%
Aboriginal Students					
Meeting or Exceeding Expectations	51%	46%	48%	52%	49%

COMMENTS

The most positive analysis that can be made about the 12-13 FSA results is that they show improvement from last year's results in 4 out of the 6 assessment areas. There is significant improvement in all of the Grade 7 foundation skill areas and some improvement in the Reading results in Grade 4. Our Aboriginal students are out performing the provincial Aboriginal results very significantly in Grade 7 and are modestly out performing the provincial results in Grade 4. The FSA assessment continues to prove challenging for our students.

LETTER GRADES (GRADES 4-7)

(Percentage of students Receiving C or Higher on Year End Report Card Assessment)

GRADE 4

	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
Reading	93%	90%	93%	94%	93%
Writing	91%	90%	92%	93%	92%
Math	94%	91%	94%	93%	92%
Aboriginal Students					
Reading	81%	80%	83%	80%	84%
Writing	80%	80%	85%	85%	81%
Math	82%	82%	86%	83%	87%

GRADE 5

	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
Reading	93%	94%	95%	91%	93%
Writing	93%	93%	95%	92%	92%
Math	94%	93%	93%	91%	93%
Aboriginal Students					
Reading	88%	82%	85%	80%	83%
Writing	82%	80%	83%	81%	85%
Math	88%	78%	84%	77%	82%

GRADE 6

	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
Reading	94%	94%	94%	92%	92%
Writing	94%	94%	93%	92%	90%
Math	94%	92%	91%	89%	88%
Aboriginal Students					
Reading	83%	89%	84%	84%	83%
Writing	80%	88%	88%	84%	78%
Math	83%	82%	76%	76%	78%

GRADE 7

	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
Reading	95%	93%	93%	92%	91%
Writing	94%	92%	93%	90%	90%
Math	91%	86%	86%	86%	86%
Aboriginal Students					
Reading	92%	88%	85%	83%	80%
Writing	84%	81%	86%	79%	82%
Math	85%	71%	70%	74%	66%

COMMENTS

The letter grades for Grades 5 and 7 indicate quite a strong improvement in all three areas in comparison to last year. The Grade 4 results are mostly unchanged from last year. The weakest results are in Reading and Writing in Grade 6. However, it is interesting to note that the Grade 5 results from last year have improved in Grade 6. The Grade 7 results for this year are particularly strong.



Michael Loring from Barriere Elementary School proudly presents his project about the traditional Secwepemc winter home.

LETTER GRADES (GRADES 8-11)

The letter grades for Grades 8-11 are now 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 academic results that will better prepare him/her for post secondary programs.

GRADE 8

ENGLISH	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
C- or Higher	98%	97%	97%	98%	97%
C or Higher	89%	85%	85%		
Aboriginal Students					
C- or Higher	91%	91%	95%	96%	93%
C or Higher	70%	68%	72%		

MATH	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
C- or Higher	95%	92%	95%	96%	93%
C or Higher	83%	76%	81%		
Aboriginal Students					
C- or Higher	86%	79%	93%	90%	85%
C or Higher	57%	58%	69%		

GRADE 9

ENGLISH	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
C- or Higher	97%	95%	96%	97%	96%
C or Higher	86%	84%	84%		
Aboriginal Students					
C- or Higher	88%	85%	93%	94%	93%
C or Higher	68%	63%	73%		

MATH	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
C- or Higher	92%	89%	91%	92%	94%
C or Higher	74%	71%	70%		
Aboriginal Students					
C- or Higher	80%	78%	80%	92%	87%
C or Higher	55%	55%	52%		



Haldane Elementary students proudly display their Lahal Tournament championship trophy, along with school and community leaders.

GRADE 10

ENGLISH	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
C- or Higher	94%	92%	94%	94%	94%
C or Higher	81%	79%	79%		
Aboriginal Students					
C- or Higher	82%	83%	88%	90%	91%
C or Higher	63%	61%	70%		

MATH	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
C- or Higher	90%	88%	89%	89%	90%
C or Higher	70%	70%	70%		
Aboriginal Students					
C- or Higher	84%	77%	79%	85%	81%
C or Higher	62%	57%	58%		



Aboriginal Girls Group artwork.

GRADE 11

ENGLISH	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
C- or Higher	94%	92%	95%	97%	96%
C or Higher	82%	78%	81%		
Aboriginal Students					
C- or Higher	87%	82%	89%	99%	95%
C or Higher	74%	60%	66%		

MATH	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
C- or Higher	92%	91%	94%	97%	96%
C or Higher	75%	75%	75%		
Aboriginal Students					
C- or Higher	83%	86%	91%	88%	94%
C or Higher	59%	70%	65%		

COMMENTS

The most positive indicator for the Grade 8-11 letter grade results is that in two of the grades (8 and 10), there was substantial improvement in the percentage of Aboriginal students receiving C or Higher grades. Overall, there was improvement in both C- and C letter grades in 5 of the 8 assessment areas. One area of concern is the lower results in both English and Math in Grade 11.

REQUIRED PROVINCIAL EXAMINATION RESULTS

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’s Mark and 20% - Exam Mark. (40% Exam Mark for English 12 exam)

GRADE 10 EXAMS ENGLISH 10

	12/13	11/12	10/11	09/10	08/09
All Students					
Percentage of Students Receiving Passing Mark	96%	94%	95%	95%	95%
Percentage of Students Taking Exam	90%	87%	89%	89%	88%
Aboriginal Students					
Percentage of Students Receiving Passing Mark	92%	92%	93%	95%	91%
Percentage of Students Taking Exam (Students)	80% (193)	70% (180)	77% (197)	82% (204)	76% (190)



Metis Elder Dave Barron brings greetings at the First Nations Graduation with District Principal of Aboriginal Education, Deb Draney

MATH EXAM: FOUNDATIONS AND PRE-CALCULUS

	12/13	11/12	10/11
All Students			
Percentage of Students Receiving Passing Mark	93%	89%	92%
Percentage of Students Taking Exam	70%	67%	68%
Aboriginal Students			
Percentage of Students Receiving Passing Mark	89%	83%	85%
Percentage of Students Taking Exam (Students)	46% (112)	46% (120)	43% (109)

MATH EXAM: WORKPLACE AND APPRENTICESHIP

	12/13	11/12	10/11
All Students			
Percentage of Students Receiving Passing Mark	92%	89%	92%
Percentage of Students Taking Exam	24%	18%	19%
Aboriginal Students			
Percentage of Students Receiving Passing Mark	88%	84%	89%
Percentage of Students Taking Exam (Students)	35% (84)	26% (61)	30% (76)

GRADE 11 EXAMS**SOCIAL STUDIES 11**

	12/13	11/12	10/11	09/10	08/09
All Students					
Percentage of Students Receiving Passing Mark	97%	95%	96%	95%	96%
Percentage of Students Taking Exam	76%	70%	72%	75%	76%
Aboriginal Students					
Percentage of Students Receiving Passing Mark	97%	88%	94%	91%	94%
Percentage of Students Taking Exam (Students)	60% (143)	55% (139)	54% (136)	54% (139)	51% (113)

B.C. FIRST NATIONS STUDIES 12

	12/13	11/12	10/11	09/10	08/09
All Students					
Percentage of Students Receiving Passing Mark	95%	88%	98%	100%	97%
Percentage of Students Taking Exam	5%	9%	6%	5%	7%
Aboriginal Students					
Percentage of Students Receiving Passing Mark	93%	89%	98%	100%	98%
Percentage of Students Taking Exam (Students)	12% (30)	19% (46)	18% (45)	17% (36)	23% (42)

GRADE 12 EXAMS

ENGLISH 12

	12/13	11/12	10/11	09/10	08/09
All Students					
Percentage of Students Receiving Passing Mark	98%	97%	98%	97%	98%
Percentage of Students Taking Exam	74%	69%	69%	65%	71%
Aboriginal Students					
Percentage of Students Receiving Passing Mark	99%	94%	96%	100%	95%
Percentage of Students Taking Exam (Students)	56% (136)	52% (127)	49% (118)	48% (104)	55% (99)

COMMUNICATIONS 12

	12/13	11/12	10/11	09/10	08/09
All Students					
Percentage of Students Receiving Passing Mark	98%	95%	96%	98%	100%
Percentage of Students Taking Exam	12%	12%	12%	13%	12%
Aboriginal Students					
Percentage of Students Receiving Passing Mark	100%	96%	94%	98%	100%
Percentage of Students Taking Exam (Students)	16% (40)	19% (47)	19% (47)	20% (43)	14% (26)

COMMENTS

There was an improvement in all of the “passing mark” data except Grade 10 English which remained the same at 92%. It should be noted that the improvement rate was substantial – between 5-10% in 6 out of 7 required exams. The other encouraging part of the provincial exam data was the increase in the number and percentage of Aboriginal students taking the exams.

GRADUATION RATES

	12/13	11/12	10/11	09/10	08/09
Non-Aboriginal Students					
Percentage of eligible Grade 12 students who graduated with a Dogwood Certificate	94%	90%	93%	93%	95%
Number of Grade 12 students who graduated with a Dogwood Certificate	905	847	900	888	978
Number of Grade 12 students who received a School Completion Certificate	28	32	35	35	35
Aboriginal Students					
Percentage of eligible Grade 12 students who graduated with a Dogwood Certificate	90%	79%	88%	90%	91%
Number of Grade 12 students who graduated with a Dogwood Certificate	160 (24 Honours Graduates)	144 (22 Honours Graduates)	151	130	115
Number of Grade 12 students who received a School Completion Certificate	15	16	10	14	15

SIX YEAR COMPLETION (GRADUATION) RATE

	ALL STUDENTS	FIRST NATIONS
2007 Grade 8 Students graduated by 2013	78%	67%
2006 Grade 8 Students graduated by 2012	78%	69%
2005 Grade 8 Students graduated by 2011	76%	64%
2004 Grade 8 Students graduated by 2010	76%	55%
2003 Grade 8 Students graduated by 2009	75%	57%
2002 Grade 8 students graduated by 2008	76%	51%
2001 Grade 8 students graduated by 2007	79%	56%
2000 Grade 8 students graduated by 2006	78%	47%

COMMENTS

The number of Aboriginal students who graduated with a Dogwood in 2012 is the highest since we began reporting this data – 160 Dogwood Graduates! The other positive part to the “eligible grad” data is that 90% of our eligible students graduated. That is a big comeback from last year’s percentage.

The Six Year Completion (Graduation) data leveled off this year after two years of big increases. Getting to that 70% threshold and beyond is the next challenge, and it will require continued commitment and vigilance to meeting students needs through effective improvement strategies and interventions that are helping to make a difference.

The number of students receiving School Completion Certificates (SCC) decreased slightly. Of the 15 students who received the SCC, 12 were boys and 3 were girls.



SKSS grad, Daniel McLean, receives a special hug along with the Wally Deneault Memorial Scholarship

NUMBER OF STUDENTS ENTERING POST SECONDARY PROGRAMS

	12/13	11/12	10/11	09/10	08/09
Number of students entering Post Secondary Programs	47	63	57	54	43

There was a decrease in the number of students directly entering post secondary programs after graduation. This is rather ironic considering the significant number of graduates this year. Many students are working and some are planning to attend post secondary programs when they have enough funding or have completed the program entry requirements.

The graduates of 2013 are enrolled in a variety of post secondary programs including:

- ☞ Engineering
- ☞ Fine Arts
- ☞ Business
- ☞ NITEP
- ☞ Culinary Arts
- ☞ Social Work
- ☞ Sciences
- ☞ General Studies
- ☞ Nursing
- ☞ Apprenticeship – Electrical, Carpentry, Welding, H.D.
- ☞ Computer Science
- ☞ Geology
- ☞ Massage Therapy

The majority of students (29) are enrolled in academic programs, while 5 are enrolled in Apprenticeship programs. The remainder are enrolled in certificate/diploma programs or upgrading.

76% of the students (35) are attending TRU.

NUMBER OF STUDENTS PARTICIPATING IN SECWPEPMC LANGUAGE INSTRUCTION

	12/13	11/12	10/11	09/10	08/09
Number of students participating in Secwepemc Language Instruction	358	400	348	268	268

There were 263 students in elementary schools and 95 in middle and secondary schools who took Secwepemc Language instruction in 12-13.

The overall number of students who participated in Secwepemc Language instruction decreased during the 12/13 school year. This decrease didn't occur because of a lack of students wanting to take the Language, but because of the challenge of recruiting and hiring an additional qualified First Nations Language teacher. Two courses at a secondary school had to be cancelled because of this situation. Strategies and planning are underway to resolve this challenge.

NUMBER OF STUDENTS PARTICIPATING IN CROSS-CULTURAL EDUCATION

	12/13	11/12	10/11	09/10	08/09
Number of students participating in Cross-Cultural Education	11,368	10,192	9,388	10,995	8,692

Thirty-five (35) of our schools reported that they had some type of organized or classroom learning session, activity, special presentation, or field trip that provided students with the opportunity to learn more about First Nations/Aboriginal history, culture, current issues and the contributions made by Aboriginal people to Canadian society.

NOTE: Some students in the count may have participated in more than one event, activity, or course.

Observations About the Cultural Education Data:

- ☞ There is an increasing amount of First Nations/Aboriginal content being integrated into the curriculum and reflected in the PLO's. It is evident that the Aboriginal resource kits from the Henry Grube Centre Library are being used eg. math, astronomy, arts, ethnobotany.
- ☞ In elementary schools, there are more First Nations/Aboriginal/Metis books and stories being studied, especially ones by Aboriginal authors.
- ☞ Although "craft" activities are often used, there is an increasing emphasis on First Nations Art and Design in course work.
- ☞ Students are participating more in drumming and learning songs; the new drum kits at the HGC are helping students get more hands-on experience with
- ☞ SPECIAL EVENT: The first ever multi-school Cultural Learning Day hosted by Bert Edwards School was an incredible success. Over 500 grade 4-6 students from 5 schools came together to experience a day of cultural education including 19 interactive learning stations taught and presented by experienced First Nations and Metis people. The day concluded with all students participating in a round dance that covered the entire playing field of the school.

PARENT ENGAGEMENT

	12/13	11/12	10/11
Number of parents experiencing some type of engagement/contact with their child's school	1,670	1,185	350

Types of Activities, Events in which Parents were engaged included:

- ☞ 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
- ☞ Parent emails and phone calls
- ☞ Attendance at graduation ceremonies
- ☞ Parent/Teacher interviews

Observations About the Parent Engagement Data:

- ☞ There was significant increase in the number of parent engagement contacts/activities during the 12-13 school year. Much of the credit for this can be attributed to the First Nations Education Workers (FNEW's) and their commitment to connecting with parents.
- ☞ There was an increase in the number of parent helpers/volunteers for field trips and events – especially in elementary schools.
- ☞ At the secondary level, the extent of the frequent one to one contacts, email contact, and meetings with parents really stand out – the increased contact with parents by secondary FNEW's is helping to identify early intervention needs and provide for more potential student success.



First Nations Grad Valedictorians: Molly Lampreau, Barriere Secondary and Lucas Flundra, NorKam Secondary

CONCLUSION

The Annual Report on First Nations/Aboriginal Students continues to provide a focus and an accountability measure for our Aboriginal Education goals, and it provides a road map for how we are doing in meeting those goals.

What is most noteworthy in this year's Report is the overall improvement in achievement areas from the primary grades to the blended marks on provincial exams. In the primary area, 7 out of the 10 measurement areas show improvement; in the FSA assessments 4 out of the 6 areas show improvement; in the letter grade assessments there was general improvement in several areas; on provincial exams the percentage of Aboriginal students receiving passing marks improved in all areas except one, which stayed the same. This may be the first Report that indicates such a widespread improvement in achievement areas.

Although the achievement results are generally positive, the data still indicate a significant gap between the academic performance of Aboriginal and non-Aboriginal students in many assessment areas. The challenge to eliminate this performance gap means that the effective student improvement strategies and interventions that have been implemented must continue, along with our search for other strategies that will lead to student success.

Achieving the education goals for First Nations/Aboriginal students in our District will require steadfast commitment, a continued analysis of the data along with follow-up and ongoing collaboration and dialogue among all of the education partners.



Drum made by students at Aberdeen Elementary under the guidance of FNEW, Anthony Michel

NOTES

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THE HENRY GRUBE EDUCATION CENTRE

School District No. 73
(Kamloops/Thompson)

-2014-