

"Our Journey Together"

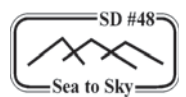
**Aboriginal Education Program
Sixth Annual Report
September 2012 to June 2013**

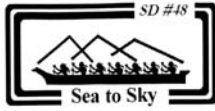


Enhancement Agreement Annual Report 2012-13

School District No. 48 (Sea to Sky)

Submitted by
Juanita Coltman, District Administrator for
Aboriginal Education





"Our Journey Together"

TABLE OF CONTENTS

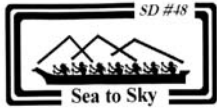
Introduction	3
Aboriginal Education Structures	4
Student Enrolment Information	8
Building Aboriginal Student Success 2007 – 2013	9
Aboriginal Student Performance Information	10
Goal 1: Improve Successful School Completion for Aboriginal Students	
Goal 2: Improve Performance of Aboriginal Students Identified as having Behavioural and Learning Needs According to Ministry of Education Criteria	
Goal 3: Improve Academic Performance of "At Risk" Aboriginal Students	
Goal 4: Improve Literacy for Aboriginal Students	
Summary	16

Cover Photograph: Aboriginal Youth Council, May 2013

Inside Cover Photograph: 2006/2007 Aboriginal Education Council (AEC)



"All Aboriginal students will be given necessary programs and services leading to success."
Aboriginal Education Council (AEC)



"Our Journey Together"

INTRODUCTION

The 2012-13 school year began with implementing our new Terms of Reference for the Aboriginal Education Council and Committee structures. Dr. Nathan Matthews, Executive Director of Aboriginal Education at TRU, provided the members with an in-service about Kamloops School District No. 73 Aboriginal Education Council and Committee structure and Enhancement Agreement. Colleen Hannah followed his presentation with a review of effective Enhancement Agreements across BC. The ABED Committee with guidance from the ABED Council is making strides in developing our next Enhancement Agreement with a new document planned for the beginning of 2014. Our current Enhancement Agreement continues to be in place until the new agreement is developed. The new structures are evolving and fostering positive working relationships.

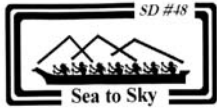
Another new structured in the 2012-13 school year was the creation of an Aboriginal Youth Council. Approximately 35 student volunteers from the secondary schools in Sea to Sky formed the first youth council. They worked together to plan their "We Day" inspired 24 Hour Drum event on May 3rd, 2013. Their purpose was to raise awareness and celebrate Aboriginal people in our local communities. Raising funds to support the development of a youth center in Mt. Currie was the cause they selected to help make a difference. They hosted an event at Pemberton Secondary School coinciding with events held by several other school districts across the province.

The Shared Learnings committee continued to work on a variety of initiatives this year. Alex Wells Hoop Dancer and Pow wow group visited all the schools as part of the initiative to raise awareness of Aboriginal people. The cultural presentations were well received by the students and staffs. They are planning two professional development opportunities for the fall based on the new *In Our Own Words: Bringing Authentic First Peoples Content to the K-3 Classroom* document and the *Residential School Grades 6-12 Project Based Learning*. Aboriginal PALS (Parents as Literacy Supports) continues to be offered in the Aboriginal communities for 0-6 year of age children and their family members. Finally the creation of Aboriginal kits (including videos) is an ongoing initiative to support teachers with integrating Aboriginal content into the K-12 curriculum.

Our graduation rate is an area of success for the School District and Aboriginal communities. Over the last four years our 6 year Dogwood Completion rate for Aboriginal students has increased from 35% to 61%. The Aboriginal Education Council and Committee took a closer look at our non-completers information and majority of our students have or will be completing school. We attribute our success to building relationships with our Aboriginal communities (i.e. SN/SD48 Protocol Agreement), tracking students (i.e. Aboriginal Advisor and Missing in Education), alternative programming (i.e. Northern RAP), partnerships with other organizations (i.e. Aboriginal PALS), the development of local language curriculums, and some of our current initiatives (i.e. hiring exemptions and academy programs).

New initiatives we are pursuing are applying for Special Programs with the BC Human Rights Tribunal that will give SD48 priority hiring for Aboriginal teachers. In addition to the hiring exemption we are developing a *Pathway to NITEP* program that will help prepare grade 12 Aboriginal students for the Native teacher education program at University of British Columbia. We introduced an Aboriginal Leadership course at one of our secondary schools and at another location they will be offering an Aboriginal Leadership Academy to enhance leadership skills and Aboriginal understandings. Developing the local languages curriculum continues to be a focus area. This year we have completed the K-12 St'át'yemcets Language IRP, we are working on developing lesson plans to accompany the IRP and planning of implementing the K-4 program in the fall. The initial steps to develop the Skwxwú7mesh K-12 IRP have begun.

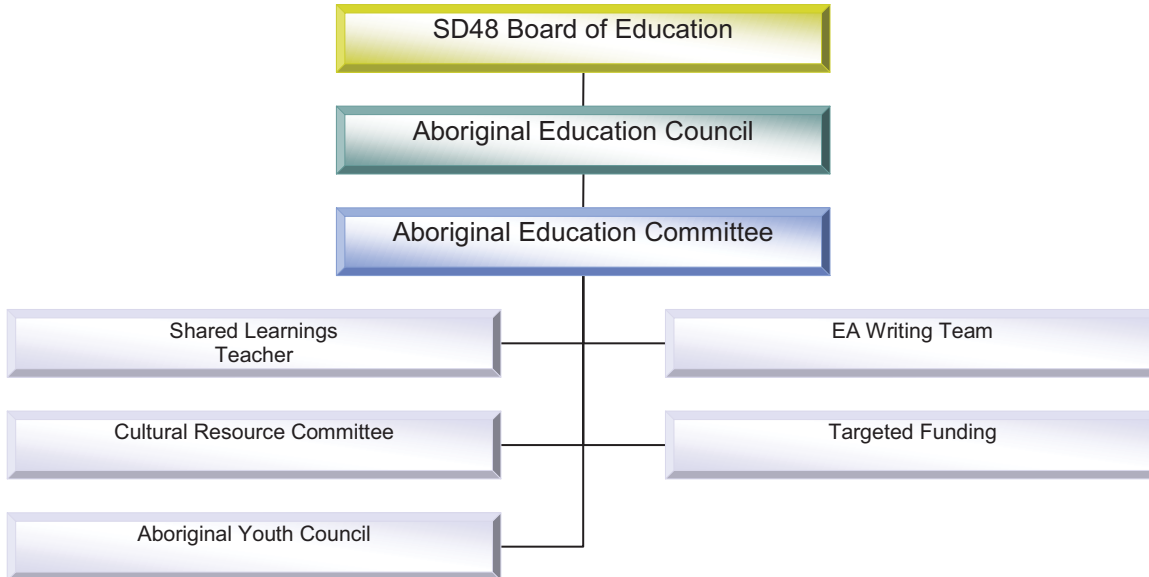
A very productive year in School District No. 48 (Sea to Sky) as we continue to work together to strengthen our programs, services, and relationships.



"Our Journey Together"

ABORIGINAL EDUCATION STRUCTURES

Organizational Chart

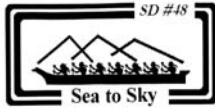


We began the 2012-13 school year with our restructured Aboriginal Education organization (see chart above). We created an Aboriginal Education Terms of Reference, that each Aboriginal community has approved outlining the purpose, mandate, structure, and function of the new Aboriginal Council and Committee. The overall purpose of the new structures is to effectively collaborate to improve the success of all Aboriginal students in School District No. 48 (Sea to Sky). Afterwards, we disassembled our Enhancement Agreement Steering Committee and Aboriginal Education Advisory structures.

The Aboriginal Education Council is made up of a Chief or Councilor representative from the Squamish, Lil'wat, N'Quatqua, and In-SHUCK-ch Nations. There are also an off-reserve parent and two Board of Education representatives on the Council. The Council mandates are to oversee the development, implementation and evaluation of the Enhancement Agreement and work collaboratively with the Board of Education. They make recommendations about Aboriginal Education that proceed to the Board of Education to review and approve. Quarterly meetings occur in rotating locations with an elected chairperson and vice-chair.

Assisting the Council is the mandate of the Aboriginal Education Committee. This structure is made up of Aboriginal communities and School District employees; however the meetings are open to the public to attend. They provide recommendations based on research and data to the Council and form sub-committees as needed to complete the work of the Enhancement Agreement. They meet monthly in rotating locations with the District Principal of Aboriginal Education as the chairperson.





"Our Journey Together"

ABORIGINAL EDUCATION STRUCTURES (con't)

A) Aboriginal Education Council

Membership for 2012-13:

Elder, Squamish Nation, Gwen Harry
Elder, Squamish Nation, Shirley Toman
Councilor, Squamish Nation, Dale Harry
Councilor, Squamish Nation, Josh Joseph
Squamish Nation Administrator, Squamish Valley, Paul Wick
Associate Director of Education, Squamish Nation, Joy McCullough
Elder, Lil'wat Nation, Veronica Bikadi
Elder, Lil'wat Nation, Priscilla Ritchie
Councilor, Lil'wat Nation, Nadine Pascal
Councilor, Lil'wat Nation, Lois Joseph
Mt. Currie Board of Education, Lil'wat Nation, Georgina Nelson
Mt. Currie Board of Education, Administrator, Verna Stager
Councilor, N'Quatqua Band, Karen Thevarge
Councilor, N'Quatqua Band, Melvin Patrick
N'Quatqua Education Coordinator, Julie Thevarge
Sea to Sky Teachers' Association, President, Carl Walker
School Board of Education, Sea to Sky School District, Rebecca Barley
School Board of Education, Sea to Sky School District, Laura Godfrey
Superintendent of Schools, Sea to Sky School District, Lisa McCullough
District Principal, Aboriginal Education, Juanita Coltman

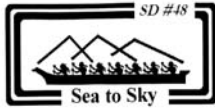


B) Aboriginal Education Committee

Aboriginal Education Committee Membership:

Education Coordinator, N'Quatqua Band, Julie Thevarge
Administrator, Xit'olacw Band School, Verna Stager
Mt. Currie Board of Education, Lil'wat Nation, Georgina Nelson
Associate Education Director, Squamish Nation, Joy McCullough
Squamish Valley Administrator, Squamish Nation, Paul Wick
Principal, Signal Hill Elementary, Lisa Barlett
Principal, Stawamus Elementary, Angela Uren
Principal, Pemberton Secondary, Nolan Cox
Vice-Principal, Reconnect Alternative Programs, Ryan Massey
Teacher, Pemberton Secondary School, Leesa Leroy
Teacher, Spring Creek Community School, Deann Palmer
Teacher, Howe Sound Secondary School, Steve Lloyd
District Principal, Aboriginal Education, Juanita Coltman





"Our Journey Together"

ABORIGINAL EDUCATION STRUCTURES (con't)

C) Shared Learnings/Cultural Resource Committee

A variety of cultural related initiatives occurred this year:

1) **Medicine Wheel rubric**—The Aboriginal workers, Shared Learnings teachers and the cultural resource members worked collaboratively to develop an elementary and secondary medicine wheel rubric for student self-assessment. The goal will be for each Aboriginal student to self-identify where they are at using the rubric and develop goals(s) to work on for the school year in the fall then re-assessing in the spring to see if there was improvement.

2) **Aboriginal Kits**--we have been developing a variety of kits with different themes and grade levels for the district. This school year the following kits were developed:

- Raven Tales DVD
- Raven Tales graphic novels
- Cultural Journey Exhibit Kits Grade 4
- Cultural Journey Exhibit Kits Grade 9
- Secondary literacy kits
- 8th Fire DVDs

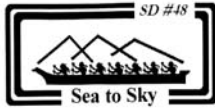
3) **Parent Initiative**—Aboriginal PALS (Parents as Literacy Supports) is a recommended program from our Enhancement Agreement. It's a family literacy program that gives parents and caregivers strategies to encourage learning in their preschool and kindergarten-aged children. Working in partnership with School District No. 48, the local Aboriginal communities, and Sea to Sky Literacy Tables Aboriginal PALS was/will be implemented in Squamish, Lil'wat, N'Quatqua, and Samahquam First Nations communities.

4) **Aboriginal Literacy Project**—The goal of the project was to create meaningful books that represented families in our communities and incorporate the local language. This Aboriginal literacy project is an early intervention strategy to improve Aboriginal students reading skills during the primary school years and promote the local language. We are currently working in partnership with the First Nations Literacy Table to create more titles.

5) **Cultural Presentations**—the focus is on improving Aboriginal cultural awareness to all students and staff in the District. The cultural performances selected this year were:

- Alex Wells Hoop Dancer and the Pow wow Group





"Our Journey Together"

ABORIGINAL EDUCATION STRUCTURES (con't)

C) Shared Learnings/Cultural Resource Committee

Membership:

Shared Learnings Teacher Contacts	Cultural Resource Committee Members
Cara Tarling (BES)	Joy McCullough
Mary Elliot (DRSS)	Charlene Williams
Natalie Mah (GHE)	Deanna Lewis
Heather Lafreniere (HSS)	Diana Billy
Jan Hilton (MES)	Art Harry
Jennifer Yates (SES)	Linda Williams
Beth Walker (STES)	Daryl McCullough
Kirsten Sollid (VES)	Shirley Toman
Larissa Parker (RAP)	Gwen Harry
Linda McLagan (BWC)	Priscilla Richie
Craig Smith (MPCS)	Georgina Nelson
Christa Duttchen (PSS)	Veronica Bikadi
Tanya Niet (SHE)	Karen Thevarge
Deann Palmer (SCCS)	Sylvia Shanoss
Brianne Aldcroft (WSS)	Bucky John
Jeanette Green (XCS)	Chris Wells

D) Aboriginal Youth Council

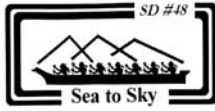
This year we created a new structure entitled Pala7lhkalth Stélmexw, Aboriginal Youth Council. It is made up of 35 students from Squamish (10), Whistler (5), Pemberton (10), and Mt. Currie (10). Pala7lhkalth is a St'at'yemcets word meaning 'together as one' and Stélmexw is a Skwxwú7mesh word meaning 'human that we strive to become.'

The youth met monthly to plan their We Day inspired 24 Hour Drum event held on Friday, May 3rd, 2013. A lottery was conducted to select the location of their event. Pemberton Secondary School was the location of the 1st Annual 24 Hour Drum event. Sacred Circle Leadership training facilitated by Me to We was also completed by the youth council members to help them prepare for their event.

Pow wow was the theme for their 24 Hour Drum event with special performances from Alex Wells Hoop Dancer, Kalan Wi, and JB the First Lady. Approximately 600 secondary and elementary students and several community members joined them as they worked together to raise awareness of Aboriginal people and funds for a youth center in Mt. Currie.

Several other school districts across the province hosted similar events in their community to raise awareness of Aboriginal people on May 3rd.

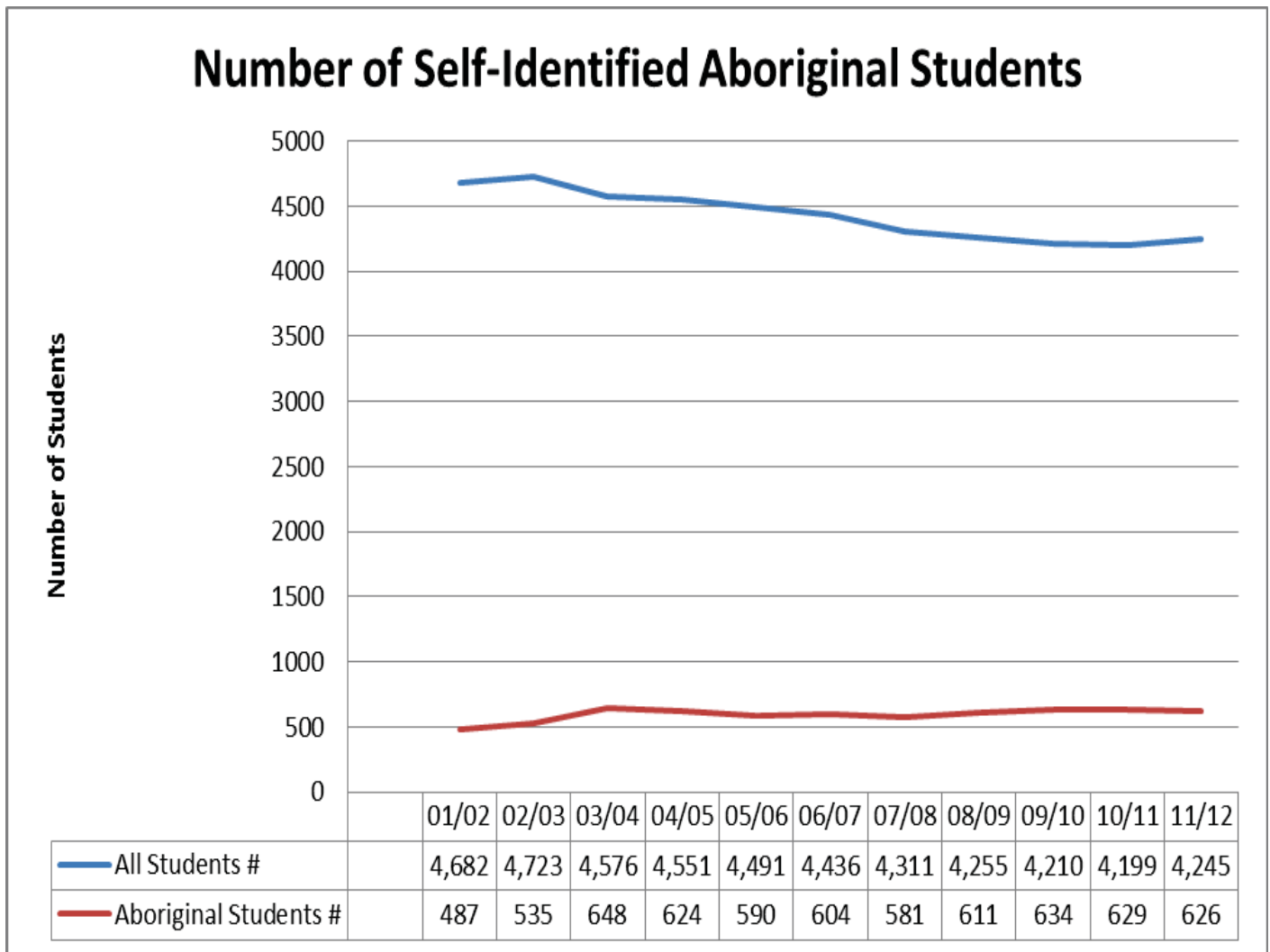


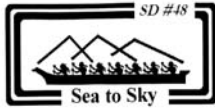


"Our Journey Together"

STUDENT ENROLMENT INFORMATION

In the 2011-12 school year there were 626 students who self-identified as Aboriginal. Students of Aboriginal ancestry have decreased slightly from 2009-10 to 2011-12. The school-age structure in Sea to Sky School District is changing. We are seeing an increase with our primary grades numbers; however large secondary classes are graduating with smaller numbers moving upwards. This is causing a slight decline in Aboriginal population with the additional number of relocating families at all grade levels.





"Our Journey Together"

BUILDING ABORIGINAL STUDENT SUCCESS 2007 – 2013

The Sea to Sky School District is committed to ensuring that all Aboriginal students will be given the necessary programs and services leading to success.

The intent of this agreement is to build strong, trusting and respectful relationships between schools and all Aboriginal communities. By working together to improve Aboriginal student success, parents, caregivers, Aboriginal communities, and schools will be accountable for providing effective support and resources to increase Aboriginal student opportunities for success.

Our aim is to continuously improve Aboriginal student achievement by preserving the integrity and spirit on which this agreement was created.

The 2007 – 2013 Aboriginal Education Enhancement Agreement is based on four student performance goals which reflect the critical need to improve Aboriginal student achievement in Grades K – 12. The goals are:

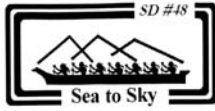
- Goal 1: Improve Successful School Completion for Aboriginal Students
- Goal 2: Improve Performance of Aboriginal Students Identified as Having Behavioural and Learning Needs According to Ministry of Education Criteria
- Goal 3: Improve Academic Performance of "At Risk" Aboriginal Students
- Goal 4: Improve Literacy for Aboriginal Students

The goals of the Enhancement Agreement will be measured and reported on annually. The performance areas selected for enhancement are based on educational outcomes and where there is assurance that the data can be:

- tracked with integrity
- tracked over time
- effectively used to support initiatives, design, coordinate and implement programs & services
- review and check effectiveness

Cohort data/evidence will be reviewed in addition to annual targets in order to enhance our understanding of student performance. This will be monitored by the Aboriginal Education Advisory Committee.

The Sea to Sky School District will work in partnership with Aboriginal communities to ensure that strategies and structures are put in place to address the need for increased academic success for Aboriginal students. The current Enhancement Agreement will continue into the 2013-14 school year until a new agreement is developed and approved.



"Our Journey Together"

Goal 1: Improve Successful School Completion for Aboriginal Students

The increase in school completion for Aboriginal students is measured through the percentage of Aboriginal students completing trades/apprenticeship programs. The second measure is provided by the Ministry of Education and measures the percentage of students who graduate with a Dogwood within six years of entering grade 8. The Ministry releases this information in the fall of the following year.

Performance Indicator	2006-07 Results	2007-08 Results	2008/09 Results	2009/10 Results	2010/11 Results	2011-12 Results
Trades and Apprenticeship Completion	64%	29% N (17%) S (38%)	50% N (TN%) S (50%)	75% N (100% 4/4) S (50% 2/4)	100% N(TN) S (100%)	100% N(TN) S (100% 6/6)
6 Year Dogwood Completion Rate Commencing with Grade 8	53% Female (71%) Male (44%)	40% Female (62%) Male (22%)	35% Female (15%) Male (48%)	39% Female (30%) Male (45%)	56% Female (57%) Male (56%)	61% Female (59%) Male (62%)
Graduation: First Time Aboriginal Grade 12 Students	69% N (88%) S (67%)	44% N (45%) S (44%)	31% N (46%) S (23%)	58% N (56% 9/16) S (59% 13/22)	59% N (52% 13/25) S (65% 20/31)	59% N (47% 18/38) S (75% 21/28)

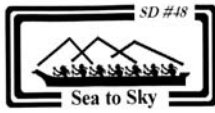
TN-Trades programs were not offered in the north (at PSS) in 2008-09 and no students participated/completed the apprenticeship program

LEARNINGS

- The six-year dogwood completion rate increased by 26% from 2008-09 to 2011-12
- The 2011/12 six year completion rate is 61% and is the highest six year completion rate for SD48 and is 5% higher than the provincial rate
- The percentage of male Aboriginal graduates has increased and is slightly higher than the females (3%)
- The "first time" graduation rate is steady at 59%
- There has been an increase in first time graduation rates in the south with 75%
- The completion of trades and apprenticeship programs is steady at 100% with all 6 students completing their programs

ACTIONS

- District Administrator for Aboriginal Education, 0.5 FTE position
- Aboriginal Student Success Completion Advisors (2 x 0.5 positions, north and south)
- Aboriginal support workers in all schools
- Aboriginal awards and graduation ceremonies
- Artist-in-residence projects (RAP, Northern RAP, VES, PSS and SHE)
- Alternative School – Reconnect Alternative Program (RAP), the Outreach Distributed Learning Program, and the development of a northern Reconnect Alternative Program located in Mt. Currie on reserve
- Missing in Education (MIE) – identify and re-connect with non-attendees
- Credit Recovery Program – students given opportunity to pass courses that were initially incomplete
- Aboriginal leadership opportunities i.e. youth council, Sacred Circle leadership training, 24-Hour Drum event
- Post-secondary campus tours: UBC, NEC, CapU, and Langara
- First Nation classes taught by First Nation teachers
- Exit meetings to review Grade 12 transition plans



"Our Journey Together"

Goal 2: Improve Performance of Aboriginal Students Identified as having Behavioural and Learning Needs According to Ministry of Education Criteria

The improved performance of Aboriginal students identified as having behavioural and learning needs according to Ministry of Education "criteria" is measured through the Grades 4 to 7 Social Studies and Science report card grades in March and June across the District. The report card grades for Aboriginal students in categories H, Q or R are gathered with modified students excluded. The committee decided to track this data because students need to complete Science and Social Studies courses to complete secondary school. Since more attention is given to Language Arts and Mathematics in the elementary grades it was felt that some attention should be given to Science and Social Studies.

Note: Ministry Special Education Categories: H (intensive behaviour/serious mental illness), R (moderate behaviour), Q (learning disabilities).

Performance Indicator	2007 March Results	2007 June Results	2008 March Results	2008 June Results	2009 March Results	2009 June Results	2010 March Results	2010 June Results	2011 March Results	2011 June Results	2012 March Results	2012 June Results
Grade 4 – 7 Social Studies (Ab. Students in H, Q, or R Categories)	87%	100%	*	85%	62%	73%	78% (17/22)	84% (18/22)	80%	82%	97%	86%
Grade 4 – 7 Science (Ab. Students in H, Q, or R Categories)	80%	86%	*	85%	77%	73%	79% (18/23)	83% (19/23)	82%	79%	92%	86%

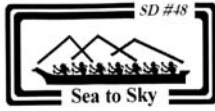
* Technical Notes: March 2008 Report Card data is not available

LEARNINGS

- In the March 2012 results in social studies are slightly better than science
- The June 2012 results shows a decline in improvement for both social studies and science
- The June 2012 results are higher then the June 2011 results

ACTIONS

- Aboriginal Mental Health Counselor – North
- English Language Learner (ELL) – formally ESD and ESL programs
- Restorative Justice – Alternative to suspensions
- Late bus and after-school programs (north) and after-school tutoring (south)
- Partnerships with Aboriginal Communities i.e. psychological evaluations
- Crisis team meetings
- Continue to offer exiting support programs:
 - ✓ Readwell
 - ✓ Second Step, Friends
 - ✓ Tribes
 - ✓ FM Systems
 - ✓ Roots of Empathy
 - ✓ Ready, Set, Learn
 - ✓ Positive Action



"Our Journey Together"

Goal 3: Improve Academic Performance of "At Risk" Aboriginal Students

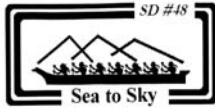
The improvement of academic performance of "at risk" Aboriginal students measured through the percentage in Social Studies and Science Grades 4 and 7, Grade 1 DIBELS, Grade 4 and 7 FSA Reading Comprehension, Grade 3, 4, 7 and 8 DART, secondary school transition rates and 7 year Dogwood completion rate.

Performance Indicator	2007 March Results	2007 June Results	2008 March Results	2008 June Results	2009 March Results	2009 June Results	2010 March Results	2010 June Results	2011 March Results	2011 June Results	2012 March Results	2012 June Results
Grade 4 SS (Receiving C- or better on report card)	100%	100%	*	100%	100%	100%	97%	100%	96%	98%	97%	96%
Grade 4 SC (Receiving C- or better on report card)	97%	100%	*	100%	100%	100%	97%	100%	96%	98%	92%	96%
Grade 7 SS (Receiving C- or better on report card)	94%	95%	*	79%	81%	73%	79%	77%	81%	82%	97%	98%
Grade SC (Receiving C- or better on report card)	81%	84%	*	79%	84%	73%	79%	74%	79%	79%	95%	98%

Performance Indicators	2006 – 07 Results	2007 – 08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Grade 1 DIBELS Emerging and Benchmark	23%**	*	*	*	*	*
Grade 3 DART Meeting or Exceeding Expectations	*	*	*	*	*	*
Grade 4 FSA Reading Meeting or Exceeding Expectations	43%	60%	50%	49% (23/47)	58% (25/43)	60% (29/48)
Grade 4 DART Meeting or Exceeding Expectations	*	*	*	*	*	*
Grade 7 FSA Reading Comprehension Meeting or Exceeding Expectations	37%	47%	47%	46% (19/41)	68% (30/44)	44% (19/43)
Grade 7 DART Meeting or Exceeding Expectations	*	*	*	*	*	*
Grade 8 DART Meeting or Exceeding Expectations	*	*	*	*	*	*

* Technical Notes: DART, DIBELS, March 2008 Report Card data is not available

** DIBELS data is based on teachers who submitted their data



"Our Journey Together"

Goal 3: Improve Academic Performance of "At Risk" Aboriginal Students

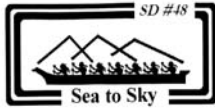
Performance Indicators	2006 – 07 Results	2007 – 08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Grade 8 to higher grade transition rate	93%	95%	98%	91% (43/47)	96% (46/48)	96% (45/47)
Grade 9 to higher grade transition rate	91%	93%	90%	93% (41/44)	90% (43/48)	98% (44/45)
Grade 10 to higher grade transition rate	77%	83%	92%	92% (55/60)	85% (39/46)	87% (40/46)
Grade 11 to higher grade transition rate	36%	70%	66%	68% (41/60)	82% (51/62)	95% (37/39)
Graduation: First time Grade 12	69%	45%	31%	58% (22/38)	59% (33/56)	59% (39/66)
6 year Dogwood Completion rate commencing with Grade 8	53%	40%	35%	39%	56%	61%

LEARNINGS

- Grades 7's improve report card results from March 2011 to June 2011 in science and socials
- FSA Grade 4 results indicate an increase from 2010-11 and has improved over the last 4 years
- FSA Grade 7 results have decreased, with the lowest results in 2011/12
- Transition rates for Grade 11's is increasing with 95% transitioning to the next grade in 2011-12
- Grade 10 and First time grade 12 rates are areas needing improvement
- First-time Graduation rate is remaining steady at 59%
- 6 Year Dogwood Completion rate improved by 26% from 2008-09 to 2011-12

ACTIONS

- Aboriginal Success Advisors (2 x 0.5 positions, south and north) are tracking data, organizing team support, exploring alternatives and career planning
- Aboriginal At-risk or Outreach Workers – South (2) and North (2)
- Alternative Schooling (Summit, RAP, northern RAP, and Outreach)
- Assistance with completing post-secondary and sponsorship forms
- Credit Recovery program
- Missing in Education (MIE) – tracking students
- Aboriginal leadership opportunities i.e. youth council, Sacred Circle leadership training, and 24-Hour Drum event
- Post-secondary campus tours: UBC, NEC, CapU, and Langara



"Our Journey Together"

Goal 4: Improve Literacy for Aboriginal Students

The improvement of Literacy for Aboriginal students is measured through the Grade 1 DIBELS, Grades 3, 4, 7 and 8 DART, Grades 4 and 7 FSA, participation and completion rate in English 10, 12 and Communications 12.

Performance Indicators	2006 – 07 Results	2007 – 08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Grade 1 DIBELS	23%*	*	*	*	*	*
Grade 3 DART	*	*	*	*	*	*
Grade 4 FSA Reading Comprehension	43%	60% Baseline	50%	49% (23/47)	58% (25/43)	60% (29/48)
Grade 4 DART	*	*	*	*	*	*
Grade 7 FSA Reading Comprehension	37%	47% Baseline	47%	46% (19/41)	68% (30/44)	44% (19/43)
Grade 7 DART	*	*	*	*	*	*
Grade 8 DART	*	*	*	*	*	*

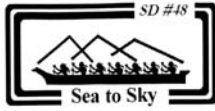
*Technical Notes: DART, DIBELS data is not available

FSA 2009: Significant test format changes may hinder cohort comparisons

Performance Indicators	2008-09 March Results	2009-10 March Results	2010-11 March Results	2011-12 Results
Grade 1 Reading-Report Card (meeting or exceeding)	75% (Baseline)	87%	77%	89%
Grade 3 Reading-Report Card (meeting or exceeding)	69% (Baseline)	73%	71%	77%
Grade 4 Reading-Report Card (meeting or exceeding)	85% (Baseline)	94%	89%	93%
Grade 7 Reading-Report Card (meeting or exceeding)	71% (Baseline)	86%	77%	98%

Performance Indicators	2006-07 Results Completion = C- (Pass) or better	2006-07 Participation Results	2007-08 Results Completion = C- (Pass) or better	2007-08 Participation Results	2008-09 Results Completion = C- (Pass) or better	2008-09 Participation Results
English 10	77%	29%	74%	45%	83%	49%
English 12	94%	44%	88%	32%	92%	28%
Comm. 12	100%	18%	83%	27%	83%	26%

Performance Indicators	2009-10 Results Completion = C- (Pass) or better	2009-10 Participation Results	2010-11 Results Completion = C- (Pass) or better	2010-11 Participation Results	2011-12 Results Completion = C- (Pass) or better	2011-12 Participation Results
English 10	80%	55%	81%	56%	90%	81%
English 12	100%	31%	92%	32%	100%	30%
Comm. 12	95%	25%	91%	27%	100%	30%



"Our Journey Together"

Goal 4: Improve Literacy for Aboriginal Students

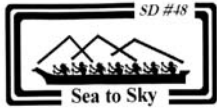
LEARNINGS

- FSA Learnings (same as Goals #3 above)
- English 10, completion rates during the 2011/12 school year are at 90%, which is a 2% drop from the previous year
- English 10 participation rates have declined from 100% to 81% over the last two years
- English 12, completion results has increased by 8% from 2010/11 to 2011/12
- English 12 completion rates have ranged from 88-100% over the past 5 years
- Communications 12 completion results have increased over the last 5 years
- Participation rates for English 10 are steadily increasing over the 5 years – 29-45-49-55-56%
- Minimal changes in the participation rates for English 12 and Communications 12

ACTIONS

- School-based reading programs i.e. ReadWell, ReadWell Plus, Smart Reading, Guided Reading, Reading Recovery, Power Reading, etc.
- Aboriginal PALS (Parents as Literacy Supporters)
- Aboriginal primary reading assessment tool (grades 1, 2 and 3)
- Aboriginal book bins K-12
- Aboriginal Early Learning Literacy Project—developing preschool to grade 2 level readers based on local Aboriginal people, places and things
- Community Literacy – The Sea to Sky Lower Stl'at'imx Regional Literacy Committee
- ELL Program – Standard English development programs

SUMMARY:

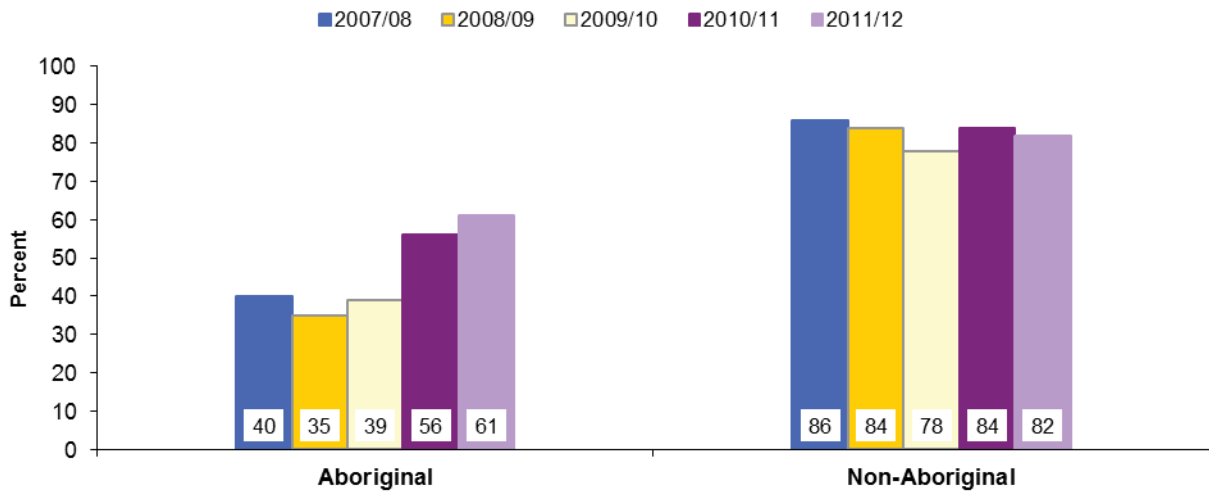


"Our Journey Together"

The following specific evidence and measures of student achievement for Aboriginal students and the results that have been realized:

- The 2011/12 six year completion rate of 61% is the highest six year completion rate for SD48 Aboriginal students and is 5% higher than the provincial rate of completion for Aboriginal students
- During the 2011/12 school year the 59% first time graduation rate for Aboriginal students was maintained
- Report Card data for Social Studies and Science measures improvement from March to June each year
- In 2011, Report Card letter grades for grade 7 students in Social Studies and Science and for grade 4 students in Science improved
- FSA results for grade 4 (reading) have improved over the last four years
- FSA results for grade 7 (reading) have decreased, with the lowest results in 2011/12
- English 10 completion rates during the 2011/12 school year are at 90%, which is a 2% drop from the previous year
- English 12 completion rates have ranged from 88-100% over the past 5 years
- Communication 12 completion rates have increased over the last 5 years

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Notes