



# **First Nations** *Annual Report* **2001-02**

*Submitted by  
Stella Bates, District Vice-Principal  
First Nations Education*

*School District 72  
Campbell River, B.C.*



# First Nations Annual Report 2001/02

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Georgia Park Elementary School

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## Acknowledgement

### Campbell River Aboriginal Education Improvement Agreement

Hello, and welcome to the First Nations Education Annual Report. It is my privilege as the recently appointed District Vice-Principal of First Nations Education to report on the progress that is being made in reducing the gap between Aboriginal and non-Aboriginal student performance in the Campbell River School District.

I respectfully submit this report to:

- Campbell River First Nations
- Homalco First Nations
- Cape Mudge First Nations
- Klahoose First Nations
- Nuu-Chah-Nulth First Nations
- North Island Metis First Nations
- Kwakiutl District Council
- Kwiakah First Nations
- First Nations Education Advisory Council
- First Nations Education Department members
- First Nations families, students, and community

- The Board of School Trustees, School District Administrators, Teachers and Support Staff of School District No. 72.

I would like to dedicate this year's Annual Report to John Frishholz, Retired District Vice-Principal First Nations Education. It was John's vision that brought about a First Nations Local Education Improvement Agreement, made between School District No. 72, the First Nations Education Advisory Council and the Ministry of Education.

The Agreement has provided the school district and the First Nations Advisory Council with the opportunity, vision and resources to make a difference for First Nations students.

Stella Bates  
District Vice-Principal,  
First Nations Education



John Frishholz's retirement celebration at the Campbell River Big House, February 28, 2003.

## Local Education Improvement Agreement

### Reducing the gap: a Five-Year Plan

The Improvement Agreement is based on seven student performance goals that are measured annually by comparing Aboriginal and non-Aboriginal performance on district and provincial assessments.

#### Improvement Agreement Goals

1. Improvement in primary literacy
2. Improvement in intermediate literacy and numeracy
3. Improvement in graduation rates
4. Improvement in participation and success rates in Principles of Math 11 and English 12
5. Improvement in participation and success rates in First Nations courses
6. Improvement in attendance
7. Improvement in family involvement.

When the Improvement Agreement was first drawn up, it was agreed that the School District would set a target of reducing the performance gap between Aboriginal and non-Aboriginal students by 2% per year from 1998/99 levels. This means that by the end of the five year term of the Agreement, there should be at least a 10% reduction in the gap for all seven of the goals.

The data that follows is based on the 2001/02 school year. The full range of 2002/03 data will not be available until November of 2003.



Cedar Elementary School

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## Goal 1- Improving Primary Literacy

### Rationale for goal:

Reading competency is one of the strongest indicators of school success. A solid foundation in early literacy is critical in making a difference for Aboriginal students. Research shows that at least 1,500 hours of interaction with print material before entering Grade 1 contributes significantly to reading readiness. Therefore, efforts to ensure that this occurs are in place both in the school system and in the Aboriginal Head Start and pre-school programs.

### District progress in reducing the gap between Aboriginal and non-Aboriginal performance:

1998/99 - Goal Established

1999/00 - Goal Surpassed

2000/01 - Goal Surpassed

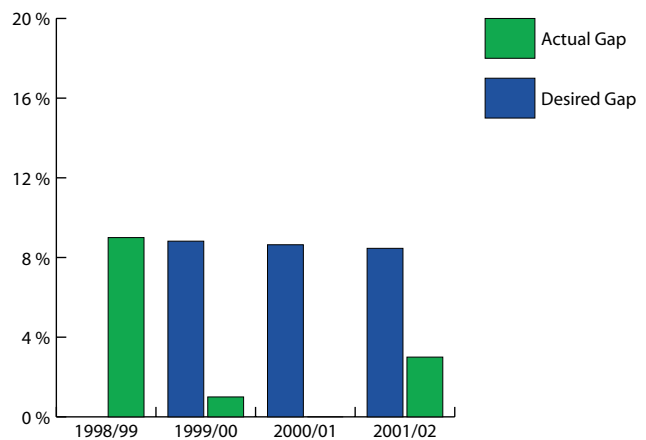
2001/02 - Goal Surpassed

### Proportion of Developing Readers 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>16%</b>	<b>7%</b>
<b>1999/00</b>	<b>7%</b>	<b>8%</b>
<b>2000/01</b>	<b>4%</b>	<b>4%</b>
<b>2001/02</b>	<b>5%</b>	<b>2%</b>

Clearly, a concerted, district-wide emphasis on early literacy has made a significant difference. In fact, in the year 2000, Aboriginal results exceeded those of non-Aboriginal results and in the year 2001, they were equal. These gains far exceed the goal that we had set for June 2002, which was 8.46%.

### Gap in Primary Literacy - Proportion of Developing Readers 1998/99 - 2001/02



### Next year's targets:

- Reducing the gap between developing readers to 8.28%
- Report on gap between purposeful and confident readers and reduce by 2%
- Use Grade 1 and 2 district assessments to establish base-line goals.

### How we are making a difference:

- Aboriginal Head Start programs
- Full day kindergartens
- Systematic assessment and intervention for at-risk readers
- First Nations content, language and culture programs and activities
- Local development of First Nations curriculum materials
- Breakfast/lunch programs, First Nations Support Worker and First Nations Education Assistant support
- Parental and First Nations Advisory Council Involvement.

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## Goal 2 - Improving Intermediate Literacy & Numeracy

### Rationale for goal:

Literacy and numeracy continue to be critical skills at the intermediate level, and are the necessary foundations for successful secondary school experience.

Province-wide Grade 4 Foundation Skills Assessment results in 1998/99 demonstrated a significant gap between Aboriginal and non-Aboriginal students meeting or exceeding expectations in reading, first-draft writing and numeracy.

### District progress in reducing the gap: Grade 4 Foundation Skills Assessment

*Reading - Goal Not Met*

*Writing - Goal Surpassed*

*Numeracy - Goal Not Met*

For the first three years of the Agreement, the goal for reducing the gap for those students

meeting or exceeding expectations in Grade 4 Reading was met, but the 2001/02 results were below our target of 21.62% by 8.92%.

In Grade 4 Writing, aboriginal students who were meeting or exceeding expectations continued to perform above targeted levels and the gap has been reduced from 11% to 8%, surpassing the 2001/02 target of 10.34%.

As in reading, gains were made in the Grade 4 Numeracy goal from 1999 to 2001, but results fell off in 2001/02. Originally, the gap was 16% (which fell as low as 12% in the first three years of the agreement) the gap is now at 17%, falling 2.14% short of our goal of 14.86%.

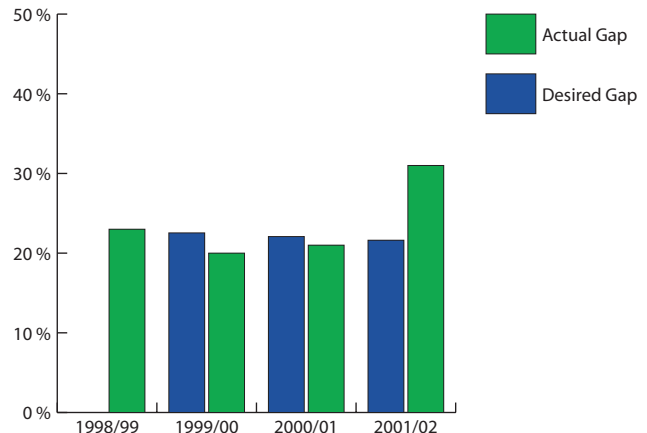
### Next year's targets:

- Grade 4 Reading - 21.16%
- Grade 4 Writing - 10.12%
- Grade 4 Numeracy - 14.48%

### Grade 4 Reading - Meets or Exceeds Provincial Expectations 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>56%</b>	<b>79%</b>
<b>1999/00</b>	<b>57%</b>	<b>77%</b>
<b>2000/01</b>	<b>56%</b>	<b>77%</b>
<b>2001/02</b>	<b>52%</b>	<b>83%</b>

### Gap in Grade 4 Reading Results 1998/99 - 2001/02

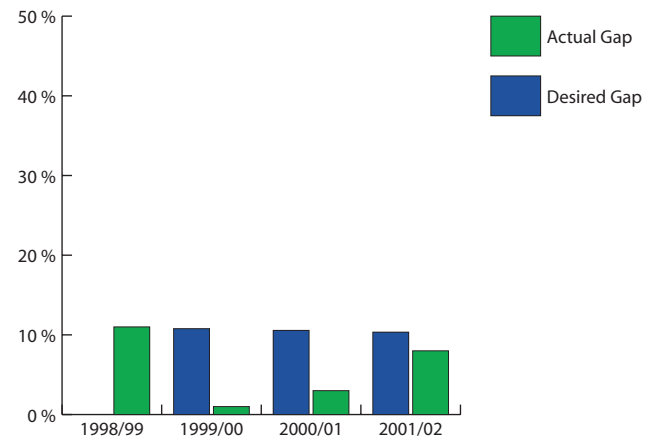


# First Nations Annual Report 2001/02

## Grade 4 Writing - Meets or Exceeds Provincial Expectations 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>71%</b>	<b>82%</b>
<b>1999/00</b>	<b>91%</b>	<b>92%</b>
<b>2000/01</b>	<b>81%</b>	<b>84%</b>
<b>2001/02</b>	<b>83%</b>	<b>91%</b>

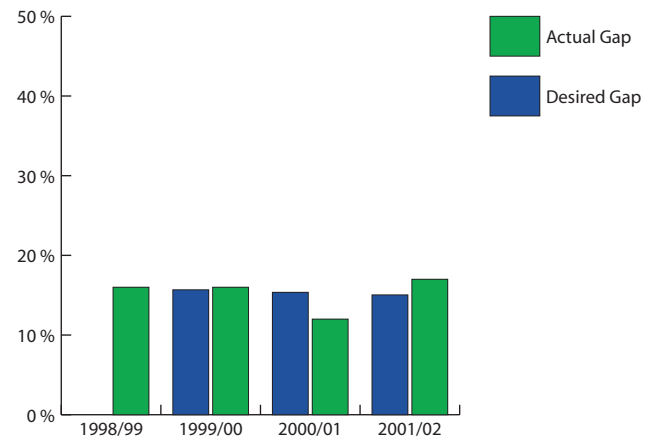
## Gap in Grade 4 Writing Results 1998/99 - 2001/02



## Grade 4 Numeracy - Meets or Exceeds Provincial Expectations 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>73%</b>	<b>89%</b>
<b>1999/00</b>	<b>64%</b>	<b>80%</b>
<b>2000/01</b>	<b>74%</b>	<b>86%</b>
<b>2001/02</b>	<b>71%</b>	<b>88%</b>

## Gap in Grade 4 Numeracy Results 1998/99 - 2001/02



# First Nations Annual Report 2001/02

## Grade 6 District Reading Assessment: *Reading - Goal Surpassed*

The Grade 6 District Reading Assessment is locally developed and was first administered in 1999, at which time there was a gap of 39% between Aboriginal and non-Aboriginal student performance. Excellent progress has been made in this goal and today the gap is only 9%, meaning that we are significantly ahead of the targeted goal of 36.66%.

### Next year's target:

Narrow the gap between Grade 6 Aboriginal and non-Aboriginal confident and purposeful readers to 35.88%.

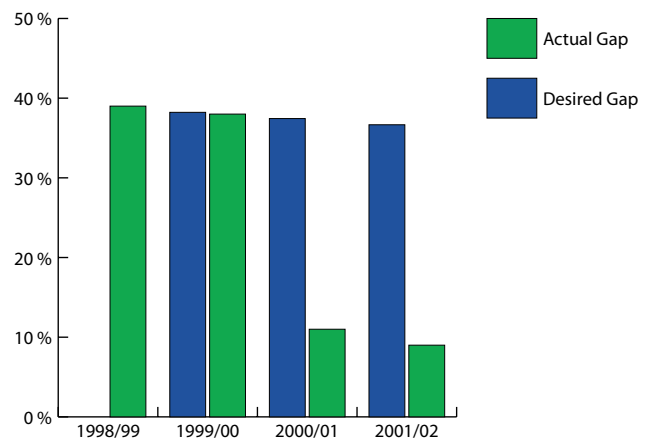


Georgia Park Elementary School

## Grade 6 District Reading Assessment - Confident and Purposeful 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>38%</b>	<b>77%</b>
<b>1999/00</b>	<b>35%</b>	<b>73%</b>
<b>2000/01</b>	<b>66%</b>	<b>77%</b>
<b>2001/02</b>	<b>66%</b>	<b>75%</b>

## Gap in Grade 6 District Reading Results 1998/99 - 2001/02



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## Grade 7 Foundation Skills Assessment:

- 1) Reading - Goal Not Met
- 2) Writing - Goal Not Met
- 3) Numeracy - Goal Surpassed

### 1) Reading:

The 1999/00 Grade 7 Reading Assessment showed a gap of only 3% between Aboriginal and non-Aboriginal student performance. This gap has increased from 3% to 14%, to 19% and finally to 22%. Not what we had hoped for!

### Next year's target:

Narrow the gap between Grade 7 Aboriginal and non-Aboriginal confident and purposeful readers to 2.76% (a long way to go from 22%).

### 2) Writing:

The 1999/00 Grade 7 Writing Assessment showed a gap of 20% between Aboriginal and non-Aboriginal student performance. The gap

has grown smaller over the years, dipping as low as 7% in 2000/01, but this year it rose again to 24% and the target was 19.2%.

### Next year's target:

Narrow the gap between Grade 7 Aboriginal and non-Aboriginal confident and purposeful writers to 18.8%.

### 3) Numeracy:

The 1999/00 Grade 7 Numeracy Assessment showed a gap of 36% between Aboriginal and non-Aboriginal student performance. The following year the gap decreased to 22%, then increased slightly to 25% and again reduced to 22%, meaning that the 2001/02 target of 33.66% was surpassed by 11.66%.

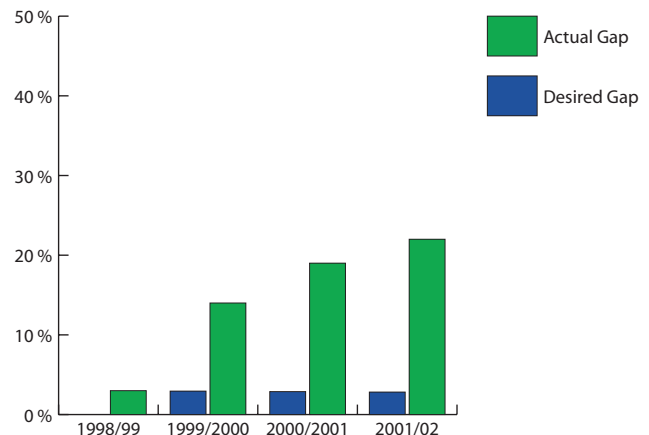
### Next year's target:

Narrow the gap between Grade 7 Aboriginal and non-Aboriginal numeracy results to 32.88%.

## Grade 7 Reading Assessment - Confident and Purposeful 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>73%</b>	<b>76%</b>
<b>1999/2000</b>	<b>59%</b>	<b>73%</b>
<b>2000/2001</b>	<b>58%</b>	<b>77%</b>
<b>2001/02</b>	<b>53%</b>	<b>75%</b>

## Gap in Grade 7 Reading Results 1998/99 - 2001/02

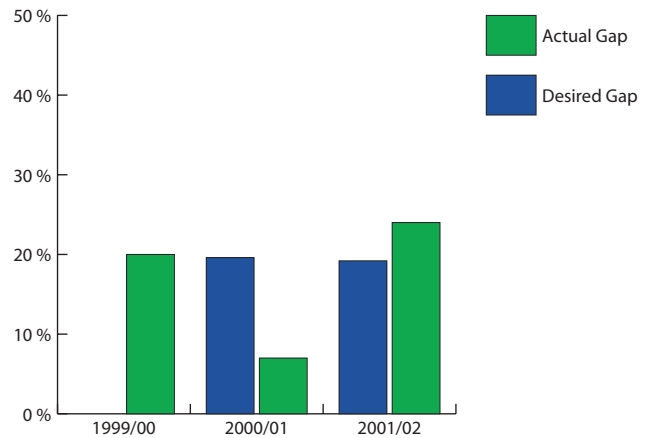


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## Grade 7 Writing Assessment - Confident and Purposeful 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1999/00</b>	<b>50%</b>	<b>70%</b>
<b>2000/01</b>	<b>76%</b>	<b>83%</b>
<b>2001/02</b>	<b>52%</b>	<b>76%</b>

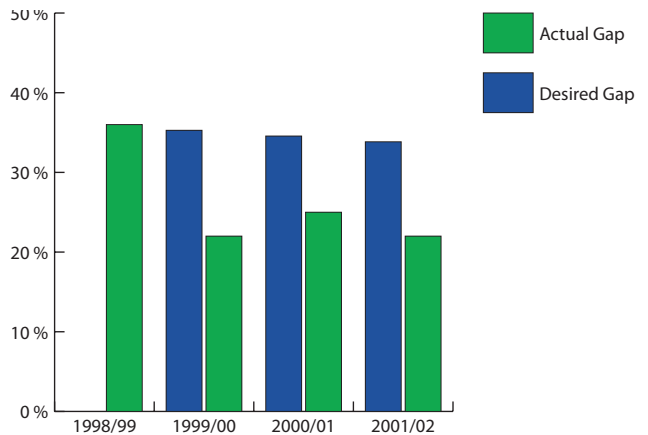
## Gap in Grade 7 Writing Results 1998/99 - 2001/02



## Grade 7 Numeracy Assessment 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>50%</b>	<b>86%</b>
<b>1999/00</b>	<b>51%</b>	<b>73%</b>
<b>2000/01</b>	<b>56%</b>	<b>81%</b>
<b>2001/02</b>	<b>62%</b>	<b>84%</b>

## Gap in Grade 7 Numeracy Results 1998/99 - 2001/02



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## Grade 9 District Reading Assessment: *Reading - Goal Surpassed*

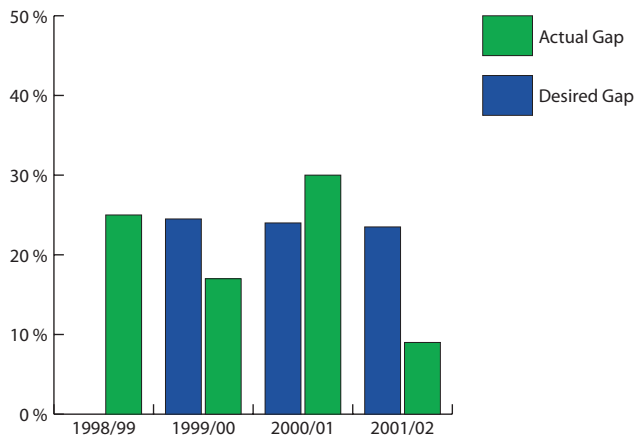
The Grade 9 District Reading Assessment targets have been met for each year of the Agreement. The 1999/00 results showed a gap of 27% between Aboriginal and non-Aboriginal student performance. The following year the gap narrowed to 17% and the latest assessment shows a gap of 9%. We are exceeding the target of 23.5% by 14.5%.

**Next year's target:** Narrow the gap between Grade 9 Aboriginal and non-Aboriginal confident and purposeful readers to 23%.

## Grade 9 District Reading Assessment - Confident and Purposeful 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>59%</b>	<b>84%</b>
<b>1999/00</b>	<b>42%</b>	<b>59%</b>
<b>2000/01</b>	<b>51%</b>	<b>81%</b>
<b>2001/02</b>	<b>66%</b>	<b>75%</b>

## Gap in Grade 9 District Reading Results 1998/99 - 2001/02



Ecole Phoenix Middle School students visit the Maritime Centre in Campbell River.

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## Grade 10 Foundation Skills Assessment:

- 1) Reading Goal - Not Met
- 2) Writing Goal - Not Met
- 3) Numeracy Goal - Not Met

### 1) Reading:

The 1999/00 Grade 10 Reading Assessment showed a gap of 19% between Aboriginal and non-Aboriginal student performance. In the first year the gap dropped to 15%, but then rose to 26% and finally, in the 2001/2002 data, it dropped to 21%. We have missed the target of 17.46% by 3.54%.

### Next year's target:

Narrow the gap between Grade 10 Aboriginal and non-Aboriginal confident and purposeful readers to 17.08%.

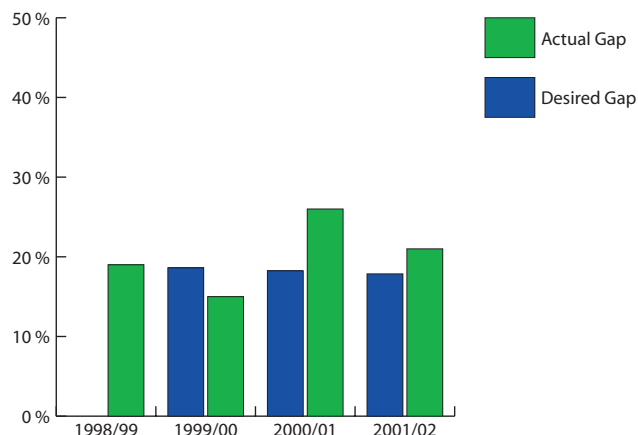


First Nations Education Assistant Jody Guy works with students from Carihi Secondary School.

## Grade 10 Reading Assessment - Confident and Purposeful 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>72%</b>	<b>91%</b>
<b>1999/00</b>	<b>64%</b>	<b>79%</b>
<b>2000/01</b>	<b>54%</b>	<b>80%</b>
<b>2001/02</b>	<b>44%</b>	<b>65%</b>

## Gap in Grade 10 Reading Results 1998/99 - 2001/02



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## 2) Writing:

Base-line data from 1999/00 Grade 10 Writing Assessment indicated that Aboriginal students were out performing non-Aboriginal students by 5%. The following year, the Grade 10 Writing Assessment showed a gap of 7% between Aboriginal and non-Aboriginal student performance. The gap has increased to 24% in the latest data. We missed the target of 6.86% by 17.14%.

## Next year's target:

Narrow the gap between Grade 10 Aboriginal and non-Aboriginal confident and purposeful writers from 17.14% to 6.72%.

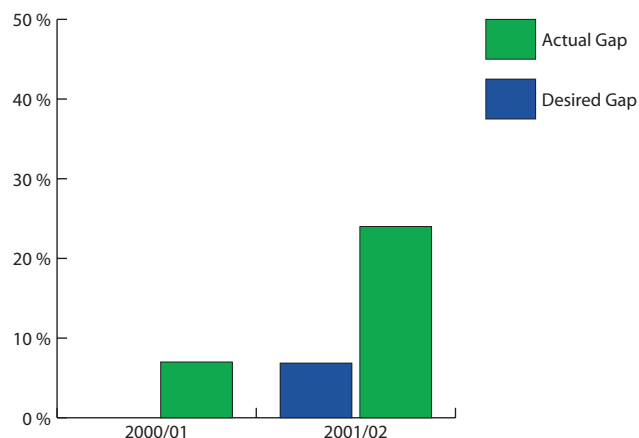
### Grade 10 Writing Assessment - Confident and Purposeful 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
1999/00	56%	51%
2000/01	76%	83%
2001/02	57%	81%



Honour roll students at Ecole Phoenix Middle School enjoy some pizza with Principal Byron Dart.

### Gap in Grade 10 Writing Results 1998/99 - 2001/02



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## 3) Numeracy:

The 1999/00 Grade 10 Numeracy Assessment showed a gap of 23% between Aboriginal and non-Aboriginal student performance. Following the first year the gap increased to 32%, then decreased to 27% and finally reduced to 24%. We missed the 2001/02 target of 21.62% by 2.84%.

### Next year's target:

Narrow the gap between Grade 10 Aboriginal and non-Aboriginal numeracy results from 24% to 21.16%.

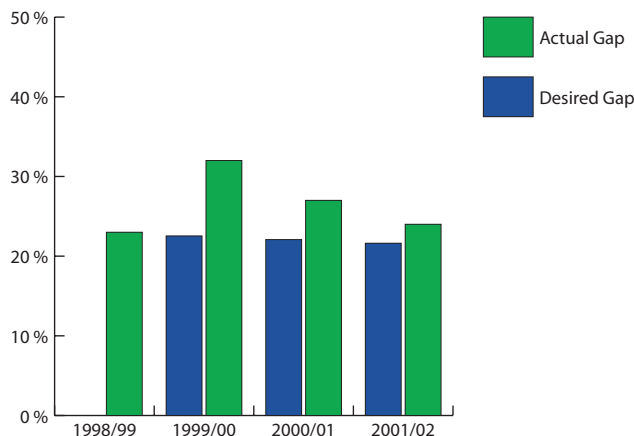
### Grade 10 Numeracy Assessment 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>55%</b>	<b>78%</b>
<b>1999/00</b>	<b>37%</b>	<b>69%</b>
<b>2000/01</b>	<b>42%</b>	<b>69%</b>
<b>2001/02</b>	<b>40%</b>	<b>64%</b>

### How we are making a difference at the Intermediate Level:

- Robron and Phoenix school have an action plan in place for First Nations students that includes a vision and goals. Southgate will have one next year
- District focus on the development of systematic assessment and intervention for at risk readers at the late literacy level
- Planned district focus on numeracy throughout the system
- First Nations content, language and culture programs and activities
- Local development of First Nations curriculum materials
- Breakfast/lunch programs
- First Nations Support Workers developing strategies for attendance and transitions
- First Nations Education Assistants
- English skills development programs at Southgate, Robron and Phoenix
- Late literacy professional development for teachers
- Parental and community involvement
- First Nations Education Conference 2004.

### Gap in Grade 10 Numeracy Assessment 1998/99 - 2001/02



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## Summary of 2001/02 Intermediate Results

- Grade 4 Reading.....Not Met
- Grade 4 Writing.....**Surpassed**
- Grade 4 Numeracy.....Not Met
- Grade 6 District Assessment .....**Surpassed**
- Grade 7 Reading.....Not Met
- Grade 7 Writing.....Not Met
- Grade 7 Numeracy.....**Surpassed**
- Grade 9 District Assessment.....**Surpassed**
- Grade 10 Reading.....Not Met
- Grade 10 Writing.....Not Met
- Grade 10 Numeracy.....Not Met



Southgate Middle School

## Goal 3 - Improving First Nations Courses Success Rates

including participation in First Nations Studies 12 & Kwakwala 11

### Rationale for goal:

A very important part of our Educational Agreement is to honour and support the histories, cultures and languages of the First Nations whose traditional territories are served by School District No. 72.

### District Progress in meeting the goal:

*Improved Participation - Goal Surpassed*

A target 75% participation rate for Aboriginal students was set in 1998/99 and since then participation has climbed steadily - each year the target was met. At the end of 2000/01, the proportion of Aboriginal students earning a minimum of four credits toward graduation in First Nations courses was 61%, which surpassed the target of 40.32%. In 2001/02 the goal was 39.48% and the actual gap was only 34%.

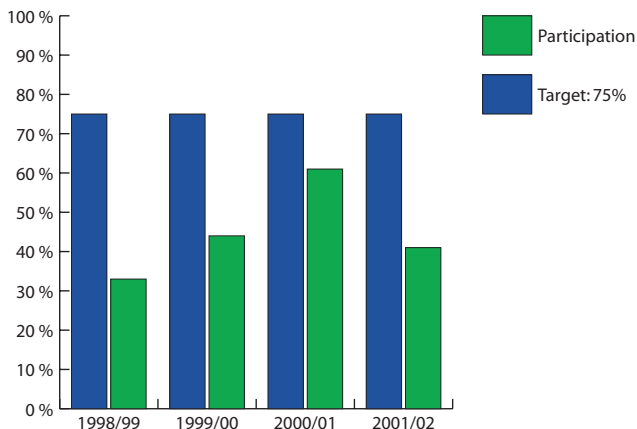
### Next year's target:

Reduce the gap between a 75% participation and success rate further to 38.64%.

### How we are making a difference:

- Kwakwala/Liq'wala instruction for over twenty years
- Knowledgeable and skilled speakers as teachers
- Locally developed language curriculum and teaching materials
- Kwakwala/Liq'wala offered at Campbellton, Quadra, Ecole Phoenix and Carihi
- Coast Salish curriculum materials being developed
- Language Authorities established through College of Teachers for Klahoose and Holmalco Bands
- Partnered with University of Victoria to have Campbell River based teacher training program for Developmental Standard Certification in Coast Salish and Kwakwala/Liq'wala (program ladders to University of Victoria Bachelor of Education Elementary)
- University of Victoria recognizes Kwakwala/Liq'wala as fulfilling the entrance requirement for a second language.

### Participation Rates in First Nation Courses 1998/99 - 2001/02



Diane Matilpi works with Timberline students.

## Goal 4 - Decreasing Student Absenteeism

**for proportion of students who have more than fifteen absences during a school year**

### Rationale for goal:

Poor attendance contributes greatly to a lack of success at all grade levels. Skill/curriculum development is based on steady incremental steps and with frequent absences it becomes impossible to keep up within a classroom setting.

### District progress in meeting the goal:

*Decreased Student Absenteeism - Goal Surpassed*

Given a goal of 90% and a base-line of 52%, a gap of 38% was established in 1998/99. Since then the gap has been 33%, 40% and this year 34%. With a target of 39.48% the goal was met in 2001/02. These results are a composite of elementary, middle and secondary student attendance data.

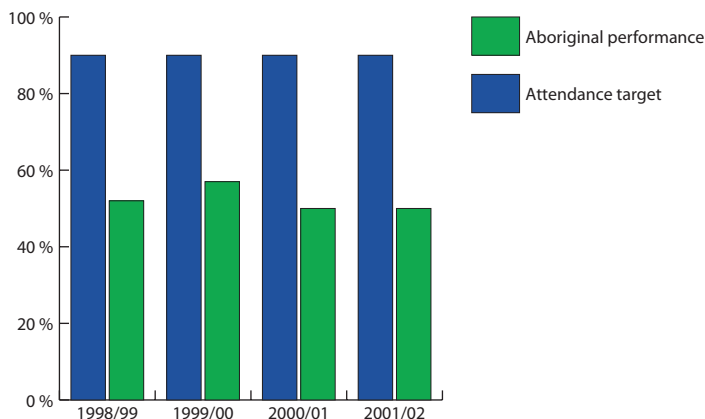
### Next year's target:

Reduce the gap in the number of Aboriginal students who have fewer than 15 absences per year to 38.64%.

### How we are making a difference:

- School-based action plans have identified improving attendance as a goal in their First Nations Education action plans
- Support and contact with First Nations Youth Workers
- Communication between schools and families
- Celebrations and awards for good attendance
- Elementary and middle school progress is consistently better
- First Nations Youth Workers developing strategies for improving/rewarding attendance.

### Aboriginal Attendance 1998/99 - 2001/02



## Goal 5 - Increasing Aboriginal Parents Involvement

**in the educational process to 80% at the elementary level,  
50% at the middle school level and 25% at the secondary level**

### Rationale for goal:

Parent involvement in education is key to making a difference for all students. Since many First Nations families have suffered generationally from the impact of Residential Schools, it is important to acknowledge that participation rates by First Nations families may have been hampered by these experiences. Therefore, increasing Aboriginal parental and family involvement in education is a most important goal.

### District progress in meeting the goal:

*Increasing Parental Involvement - Goal Surpassed*

The base-line for Aboriginal family contact was established using one-to-one contacts between educators and adult family members during scheduled parent-teacher conferences and open house events in the fall of 1999.

Aboriginal families have a great deal to contribute in terms of their knowledge of what works well for their children, and they often make significant contributions in terms of

bringing cultural knowledge to the school as a whole. It is hoped that Aboriginal families will continue to have a greater voice in our school district through committees, cultural activities, parent and tot programs, parent support groups, PACS and in the newly formed School Planning Councils.

### Next year's target:

The provisional targets for 2002/03 are set at: Elementary 18.4%, Middle 27.6%, and Secondary 22.08%.

### How we are making a difference:

- School-based action plans have identified increasing family participation as a goal
- Parent support group and family pot luck lunches at Ecole Phoenix
- Evidence of First Nations art and culture throughout schools
- Continuing Education and Laichwiltach Family Life Society Adult Literacy Program
- Individual Education Program and other meetings held on reserves.

### Parental Involvement 1998/99 - 2001/02

	1998/99	1999/00	2000/01	2001/02	Target
<b>Elementary</b>	<b>60%</b>	<b>71%</b>	<b>68%</b>	<b>70%</b>	<b>80%</b>
<b>Middle</b>	<b>20%</b>	<b>32%</b>	<b>27%</b>	<b>49%</b>	<b>50%</b>
<b>Secondary</b>	<b>0.6%</b>	<b>4%</b>	<b>4%</b>	<b>28%</b>	<b>25%</b>

## Goal 6 - Increasing Math 11 & English 12 Success Rates

### Rationale for the Goal:

Increase the participation and success rates in Principles of Mathematics 11 and English 12 courses, in order to broaden the range of post-secondary program options for Aboriginal students.

### District Progress in Reducing the Gap:

*Math 11 - Not Met*

*English 12 - Not Met*

When the Improvement Agreement was implemented, the gap between Aboriginal participation and success rates in Principles of Math 11 was 22%, with a 44% success rate for non-Aboriginal students and a 22% success rate for Aboriginal students. The following

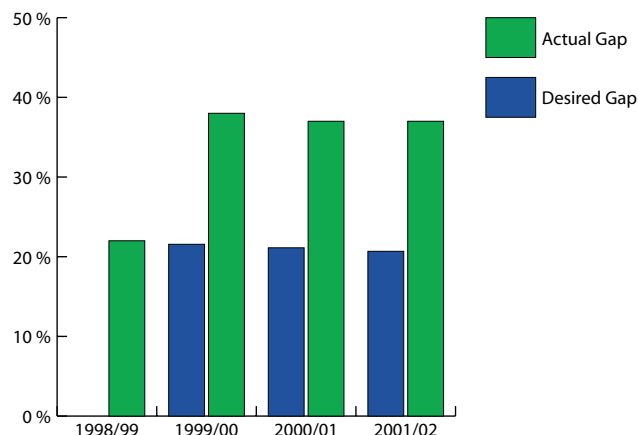
year the gap increased to 26%, then 38%, and finally in 2001/02 the gap was 37%, missing the target of 20.68% by 16.32%. This reduction in participation and success rates echoed a trend that was concurrent in the non-Aboriginal population.

When the Improvement Agreement was implemented, the gap between Aboriginal participation and success rates in English 12 was 26%, with a 60% success rate for non-Aboriginal students and a 34% success rate for Aboriginal students. The following year the gap narrowed to 23.91%, then increased again to 31%, and finally in 2001/02 the gap was 45%, missing the target of 40.42% by 4.5%.

### Grade 11 Math Success Rates 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
1998/99	22%	44%
1999/00	26%	64%
2000/01	20%	57%
2001/02	4%	41%

### Gap in Grade 11 Math Success Rates 1998/99 - 2001/02



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## How we plan to make a difference:

- Report specifically on participation rates for these subjects, not just success rates of those participating
- Carihi and Timberline Secondary schools now have a written action plan for First Nations students that includes goals and assessment data for these courses
- First Nations study/support rooms exist to provide Aboriginal students with a “home” base in the school
- Access blocks offer teacher assistance outside of class time
- Alternate methods of delivering math curriculum are being investigated at the district

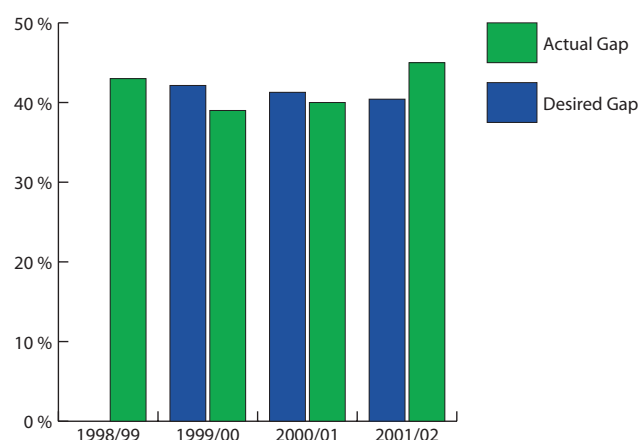
and school levels

- English Skills Development will be offered at both high schools to support success in English 10, 11 and 12
- English Skill Development classes will utilize First Nations authors and content to promote relevancy
- English Skill Development will base instruction on individual student assessments
- Basic Literacy program will continue at Carihi
- English 12 prep courses will continue to run
- Establish school-based late literacy committees and participate in late literacy professional development activities.

## Grade 12 English Success Rates 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
<b>1998/99</b>	<b>27%</b>	<b>70%</b>
<b>1999/00</b>	<b>22%</b>	<b>61%</b>
<b>2000/01</b>	<b>33%</b>	<b>73%</b>
<b>2001/02</b>	<b>23%</b>	<b>68%</b>

## Gap in Grade 12 English Success Rates 1998/99 - 2001/02



## Goal 7 - Increasing Graduation Rates

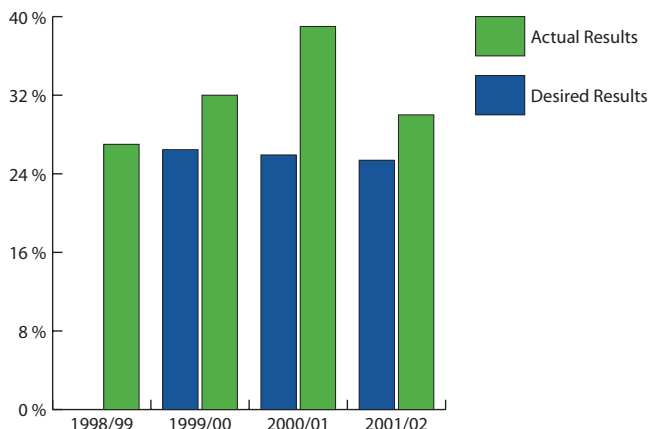
### Rationale for the Goal:

Historically, graduation rates for Aboriginal students fall significantly behind those of non-Aboriginal students throughout the province. In comparison to other school districts, Campbell River has one of the higher Aboriginal graduation rates. Our graduation rate for First Nations students over the last four years has ranged from 52% to 48%, while the provincial rates have just this year climbed to 42%.

### Dogwood Completion Rate 1998/99 - 2001/02

	Aboriginal	Non-Aboriginal
1998/99	48%	75%
1999/00	47%	79%
2000/01	41%	80%
2001/02	48%	78%

### Gap in Dogwood Completion 1998/99 - 2001/02



### Campbell River Graduation Rate

2001/02 - 48%

### Provincial Graduation Rate

2001/02 - 42%

### District Progress in Reducing the Gap:

*Increased Graduation Rate - Goal Not Met,  
Behind by 4.62%*

### How we plan to make a difference:

- Carihi and Timberline Secondary schools now have a written action plan for First Nations students that includes goals and assessment data for graduation rates
- Establish an Aboriginal Student Advisory Council in the 2003/04 school year
- Encourage Aboriginal students to participate in career-related programs to increase their knowledge of work-place based expectations and post-secondary options
- Provide credit for English Skill Development courses
- Promote scholarships, bursaries, exchanges and post-secondary visitations for Aboriginal students.



## Summary of Local Education Improvement Results

Educational research has indicated that improvements that result from an educational endeavor will decline over the years given that some areas of difficulty are more easily addressed than others. By the time the third year of an educational initiative rolls around, it becomes evident to all parties concerned that results are not as pronounced as in years one or two. This is definitely the case with our own Local Improvement Agreement, where great gains were made in year one with the following years being a mixed bag of some targets met and other not yet achieved.

Generally speaking, the most consistent gains have been at the elementary level, with Aboriginal students performing at or near the same rate as their non-Aboriginal peers on provincial and district assessments. The system-wide focus on early literacy, full day kindergartens and primary teaching strategies all have made significant differences for Aboriginal students.

At the middle and secondary school levels, goals have been met in participation and success rates in First Nations courses, attendance and parental

involvement. Literacy and numeracy skills for Aboriginal students at these levels, continue to lag behind those of their non-aboriginal peers, and as a result too few Aboriginal students complete school and graduate with English 12 and Principles of Math 11.

A new focus and renewed commitment will be required to continue making a difference for Aboriginal students in the Campbell River school district. Some factors that will add renewed system-wide efforts will be the First Nations Education Action Plans that have been developed at Campbellton, Discovery Passage, Cedar, Georgia Park, Pinecrest, Quadra, Robron, Ecole Phoenix, Carihi and Timberline. These plans outline the vision, actions and resources necessary to meet established goals for Aboriginal students at each of these schools, and it is at this program level that we can make the biggest difference in closing the gap between Aboriginal and non-Aboriginal student results.

In the Campbell River School District, we strive to ensure that **equality of opportunity** is accompanied by **equality of results** for our Aboriginal students.



## Year in Review - Examples of Student Activities

### Campbellton Elementary School

- First Nations cultural program ending with dancing and feast
- Kwakwaka/Liq'waka program
- Afternoon kindergarten
- First Nations Youth Support Worker and Educational Assistant.

### Carihi Secondary School

- YMCA Exchange to Toronto
- First Nations Studies and Celebration
- Kwakwaka/Liq'waka
- Lunch program
- Canadian Forces Recruiting and Career Fair
- Literacy program
- First Nations Youth Support Worker and Educational Assistant.

### Cedar Elementary School

- Cultural program
- Book of student writings
- Multicultural day and National Aboriginal day
- Family culture and history
- Breakfast and lunch program
- Afternoon kindergarten
- First Nations Youth Support Worker and Educational Assistants.

### Ecole Phoenix Middle School

- Lunch program and Parent Support Group
- Teen Violence workshops, Career Fair, Art Fair, Youth Exploitation Workshop, and Aids Awareness Workshop
- Role model speakers



Carihi and Toronto YMCA Exchange Students.



Students from Cedar Elementary ESD Program on a field trip to the Chocolate Shop.

- Kwakwaka/Liq'waka and First Nations cultural activities
- Celebration for Honour Roll Students
- First Nations Youth Support Worker
- English Skills Development Program.

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## **Pinecrest Elementary School**

- Dream Catcher workshop and drum making workshop,
- Museum field trip, field trip to the carving shed and meeting carver, Bill Henderson
- First Nations Youth Support Worker
- English Skills Development and Afternoon kindergarten,

## **Quadra Elementary School**

- Rebecca Spit day
- Kwakwaka'wakw/Liq'wala program
- Power Speak Program
- Summer 2002 literacy program
- First Nations Youth Support Worker and Educational Assistant.

## **Robron Middle School**

- First Nations Luncheon and Career Fair
- Residential School Workshop for staff
- Developed social justice lessons
- First Nations Youth Support Worker.

## **Timberline Secondary School**

- Parent/teacher interviews at Homalco Reserve
- Drug/alcohol abuse program and Alateen Group
- Healthy Teen Relationship group
- Food Safe course
- Post Secondary visit and information
- Honour roll incentives
- First Nations Youth Support Worker.



Cedar Elementary students on a field trip.



Ecole Phoenix Middle School lunch program.



Campbellton Elementary School students visit the Campbell River Big House.

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## First Nations Education Staff



Language Department - left to right, top row: Sheryl Thompson, Pam Holloway, Diane Matilpi, and Donna Dunchan. Sitting: Dene LaFleur and Marion Harry.



First Nations Support Workers - left to right: Melanie Roberts, Jackie Toombs, Freda McLean, Eva Dingwall, Kathy Thibeault, and Roberta Henderson, Missing: Verna Honsinger and Julie Hanuse.

### First Nations Youth Support Workers' Vision

- First Nations parents who feel comfortable visiting schools to see classes, their children, teachers, counsellors and administrators
- First Nations students who enter Grade 10 with good solid literacy and numeracy skills.
- First Nations students who have the skills to take the responsibility to be in class on time
- First Nations students who live in healthy home environments
- First Nations students who carry a regular course load that meets a range of post-secondary requirements
- First Nations graduation rates that match those of non-Aboriginal students
- Evidence of First Nations culture throughout the school buildings
- First Nations Support Workers working as a team toward a common vision.

### First Nations Youth Support Workers' Goals for 2003/2004

- Improve attendance of First Nations Students
- Improve transitions for First Nations Students
- Promote healthy living for First Nations students
- Develop cultural awareness in the education community and pride for First Nations students
- Host February 16, 2004 Professional Development Day devoted to First Nations Education.

# First Nations Annual Report 2001/02

## Appendix - Performance Totals to Year 3

### Local Education Improvement Agreements: Cumulative Results to Year Three

	Year Result/Gap	1998/99 Base-line	1999/00 Goal: -2% Actual	1999/00 Actual	2000/01 Goal: -2% Actual	2000/01 Actual	2001/02 Goal: -2% Actual	2001/02 Actual	Year 3 Totals	2002/03 Goal: -2%
<b>Goal 1</b>	Primary Literacy	9%	8.82%	-1%	8.64%	0%	8%	3%	6%	8.28%
<b>Goal 2</b>	Intermediate									
	Grade 4 Reading	23%	22.54%	20%	22.08%	21%	21.62%	31%	-8%	21.16%
	Grade 4 Writing	11%	10.78%	1%	10.56%	3%	10.34%	8%	3%	10.12%
	Grade 4 Numeracy	16%	15.68%	16%	15.36%	12%	15.04%	17%	-1%	14.48%
	Grade 6 Reading	39%	38.22%	38%	37.44%	11%	36.66%	9%	30%	35.88%
	Grade 7 Reading	3%	2.94%	14%	2.88%	19%	2.82%	22%	-19%	2.76%
	Grade 7 Writing	N/A	N/A	20%	19.60%	17%	19.20%	24%	-4%	18.80%
	Grade 7 Numeracy	36%	35.28%	22%	34.56%	25%	34.56%	22%	14%	32.88%
	Grade 9 Reading	25%	24.50%	17%	24.00%	30%	23.50%	9%	16%	23.00%
	Grade 10 Reading	19%	18.62%	15%	18.24%	26%	17.86%	21%	-2%	17.08%
	Grade 10 Writing	N/A	N/A	-5%	N/A	7%	6.86%	24%	-29%	6.72%
	Grade 10 Numeracy	23%	22.54%	32%	22.08%	27%	21.62%	24%	-1%	21.16%
<b>Goal 3</b>	Dogwood Graduation	27%	26.46%	32%	25.92%	39%	25.38%	30%	-3.00%	24.84%
<b>Goal 4</b>	Post-Secondary									
	Grade 11 P. of Math	22.00%	21.56%	38.00%	21.12%	37.00%	20.68%	37.00%	-15.00%	20.24%
	English 12	43.00%	42.14%	39.00%	41.28%	40.00%	40.42%	45.00%	-2.00%	39.56%
<b>Goal 5</b>	First Nations Courses	42.00%	41.16%	31.00%	40.32%	14.00%	39.48%	34.00%	8.00%	38.64%
<b>Goal 6</b>	Attendance	38.00%	37.24%	33.00%	36.48%	40.00%	35.72%	40.00%	-2.00%	34.96%
<b>Goal 7</b>	Parental Involvement Participation Rates (yearly goals are static)									
	Elementary	60.00%	80.00%	71.00%	80.00%	68.00%	80.00%	70.00%	10%	80.00%
	Middle	20%	50%	32%	50%	27%	50%	49%	-1%	50%
	Secondary	0.60%	25.00%	4.00%	25.00%	4.00%	25.00%	28.00%	27.40%	25.00%