

FIRST NATIONS EDUCATION REPORT 2001/02

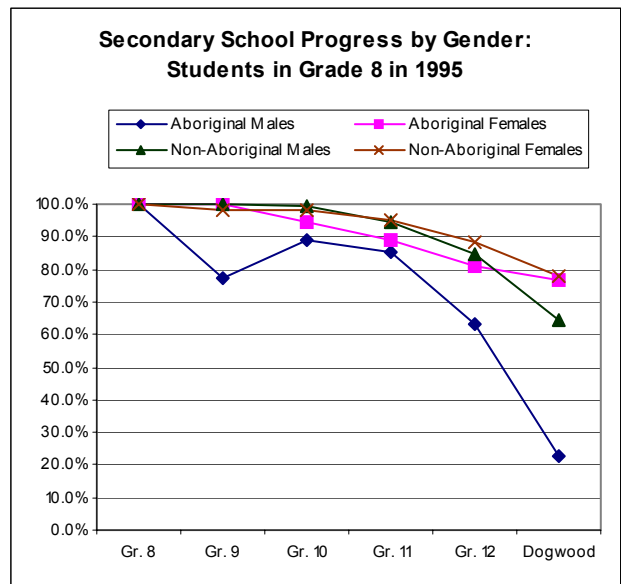
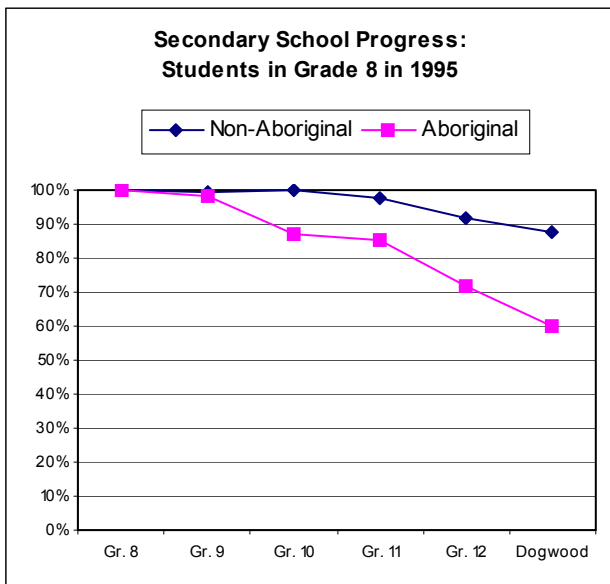
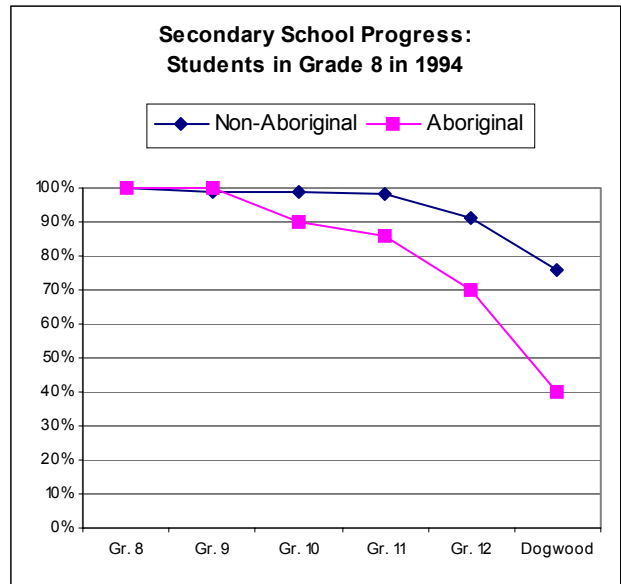
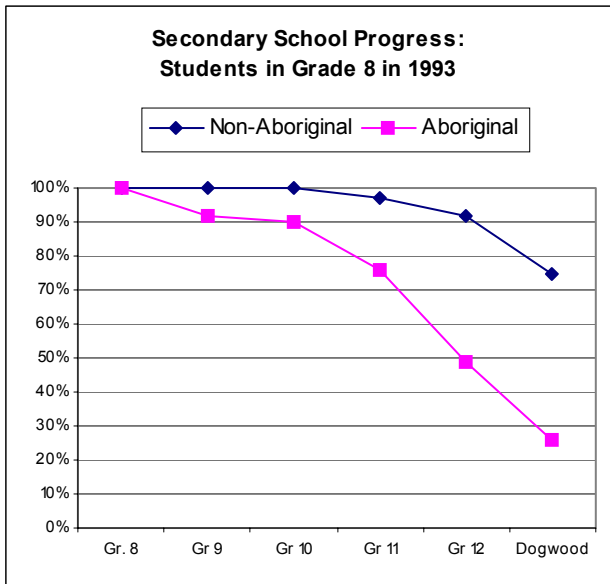
APPENDIX D: MINISTRY OF EDUCATION DATA

The Ministry provides the following information:

- To improve understanding of the performance of the school system in educating Aboriginal Students
- To provide a context for examining performance and improvement
- To Raise these four questions:
 1. How are we doing?
 2. What are we doing better than we used to do?
 3. Is anyone or any group being left out?
 4. What can we do better?

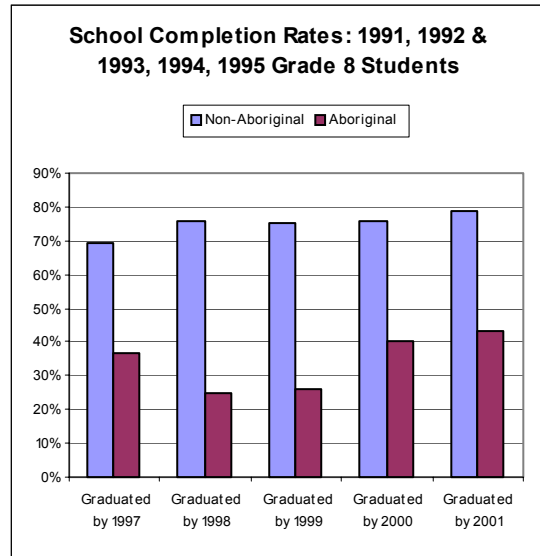
Secondary School Progress:

These graphs demonstrate the gap existing between Aboriginal students and the total student population. The key here is that we wish to see the gap get smaller over time.

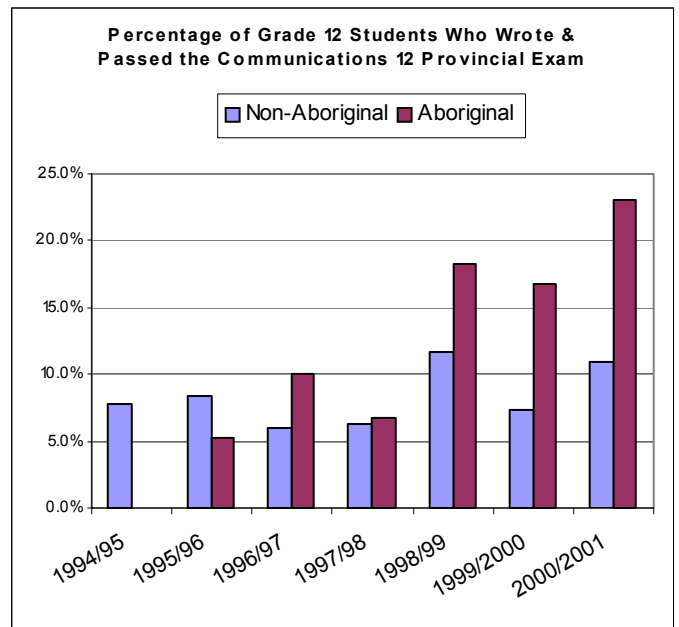
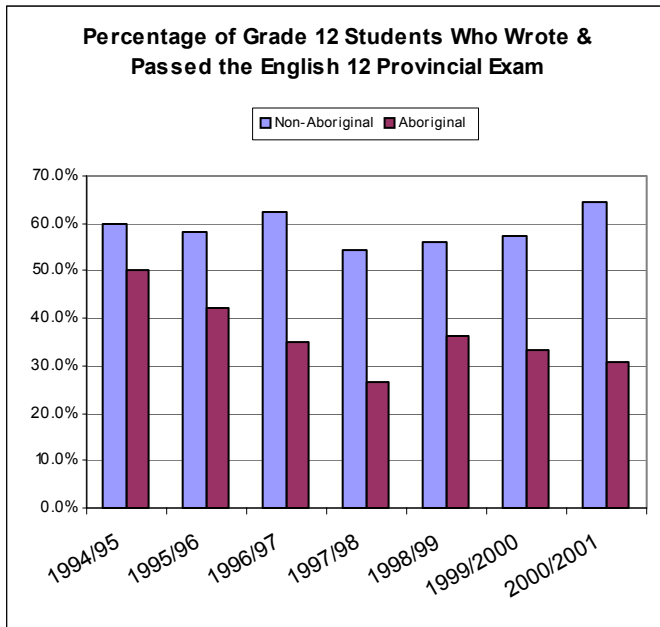


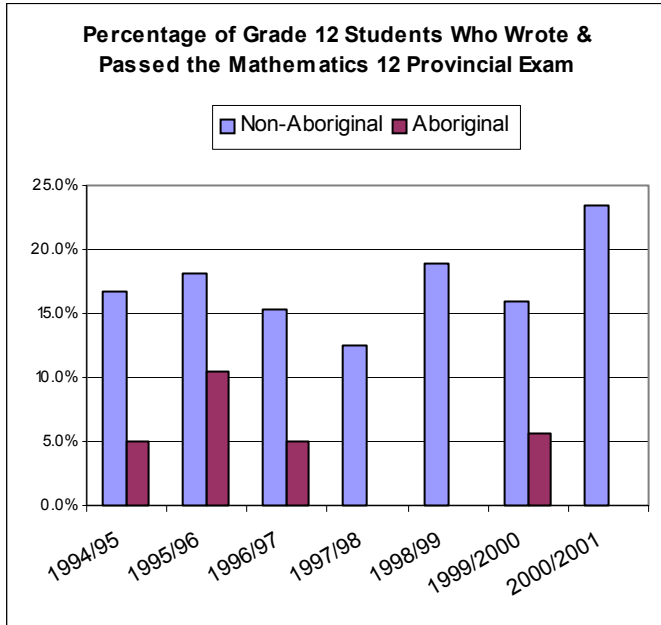
School Completion Rates:

The School Completion Rates shows the percentage of (8 student cohort from a particular year graduating within year period. For example, the 1995 Grade 8 class is represented by the “Graduated by record.



Provincial Exam Results

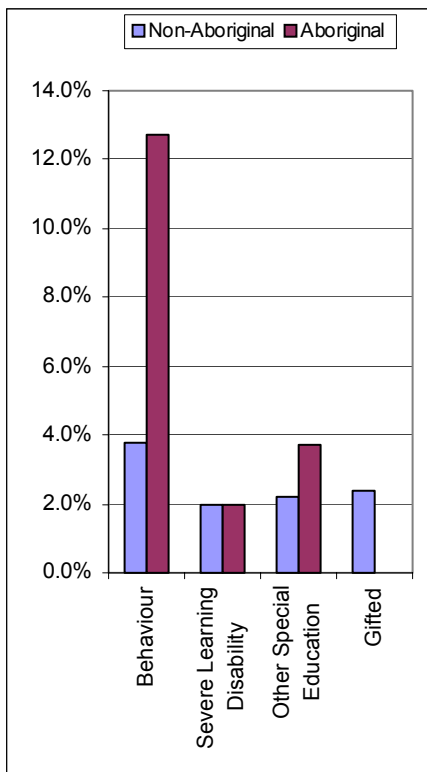




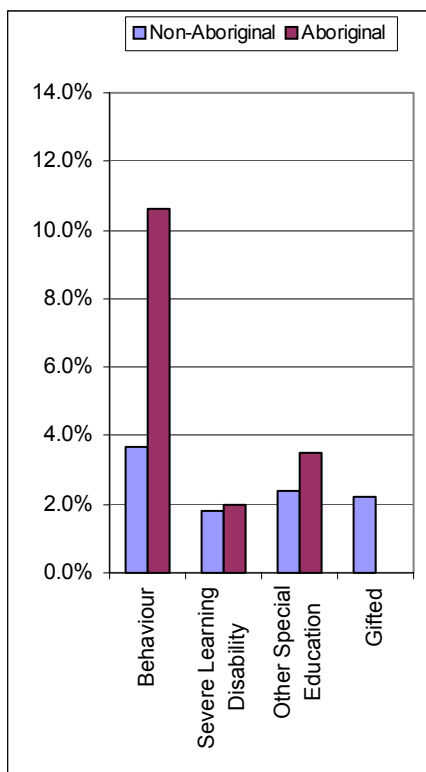
Percentage of Students Enrolled in Special Education:

The date indicates enrolment data for the September of the school year. Please note the three graphs are for comparison reasons.

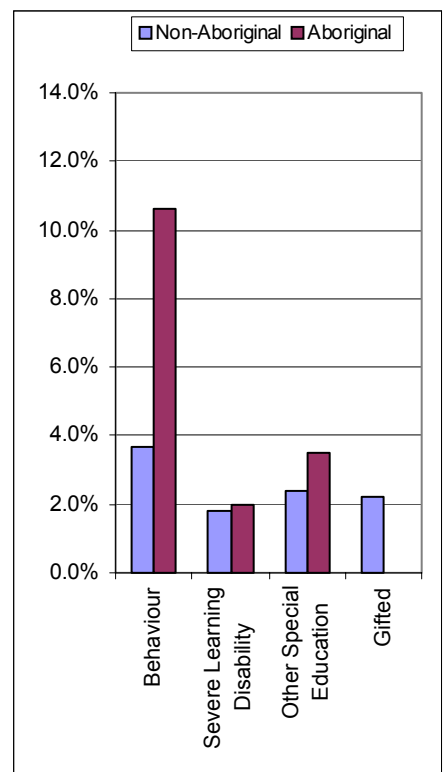
1999 – Percentage of Students Enrolled in Special Education



2000 – Percentage of Students Enrolled in Special Education

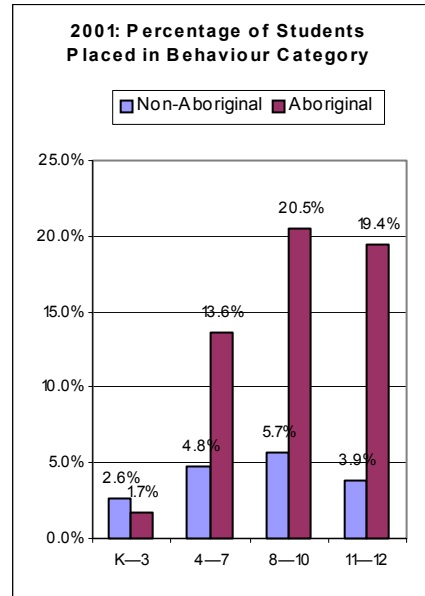
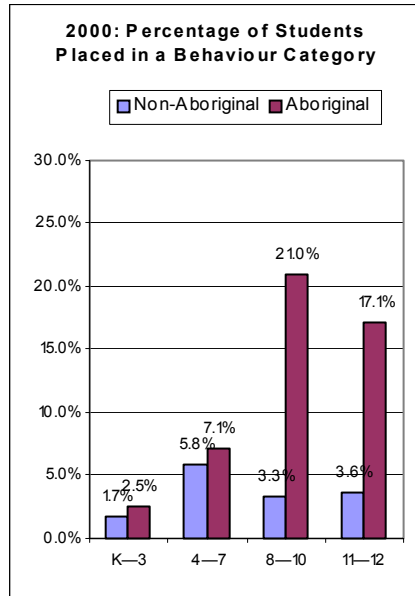
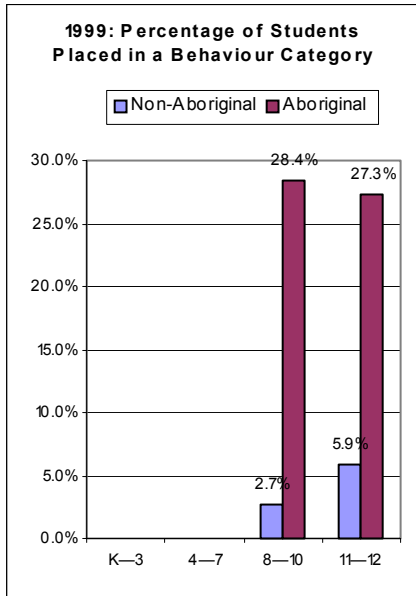


2001 – Percentage of Students Enrolled in Special Education

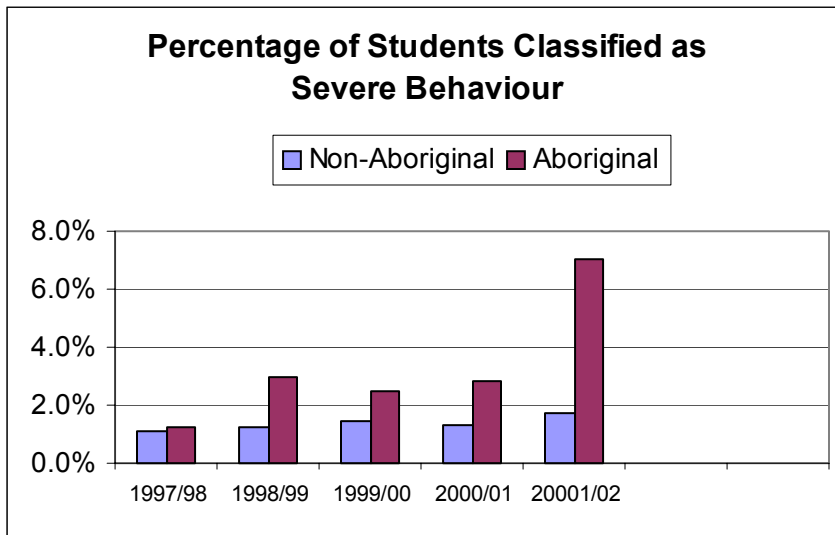


Percentage of Students Enrolled in Behaviour Category:

These three graphs (Figure 8, 9, 10) are provided to show the trend from 1999 to 2001. Figures are from September 30 counts.



Percentage of Students Classified as Severe Behaviour:



Comments from the Ministry:

The Ministry provides the following suggestions regarding the Aboriginal student results:

- Don't blame the children.
- Understand the complexities of racism – and actively oppose it.
- Ensure Aboriginal students are supported – and feel supported – by their families, their community, their peers, their teachers, administrators, counselors and support workers.
- Ensure that the culture, history, and language of Aboriginal peoples are an integral part of the educational experiences of all learners in B.C.
- Utilize the School Planning Councils to ensure that the Aboriginal voice is included; implement goals for Aboriginal students in School Plans.
- Find out what makes school a successful experience for Aboriginal students and share the results.
- Be aware that most solutions require active cooperation between parents, communities and all levels of the education system.
- Enhancement Agreements form part of the accountability cycle and demonstrate a significant step to ensuring success for all Aboriginal students enrolled in public schools.