

FIRST NATIONS EDUCATION REPORT 2002/03

APPENDIX D: MINISTRY OF EDUCATION DATA

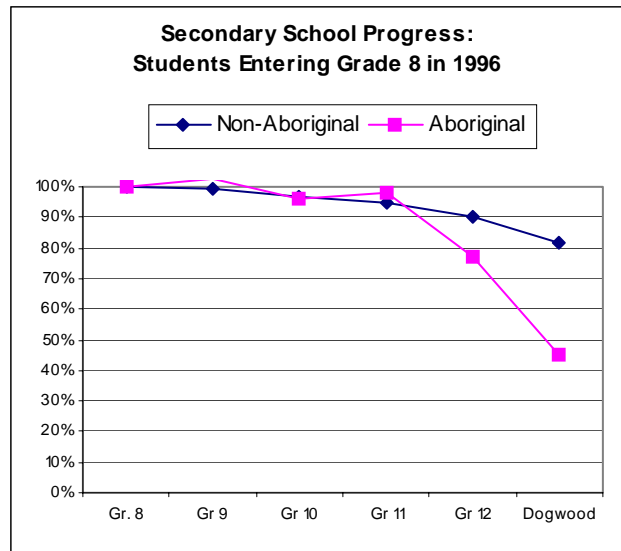
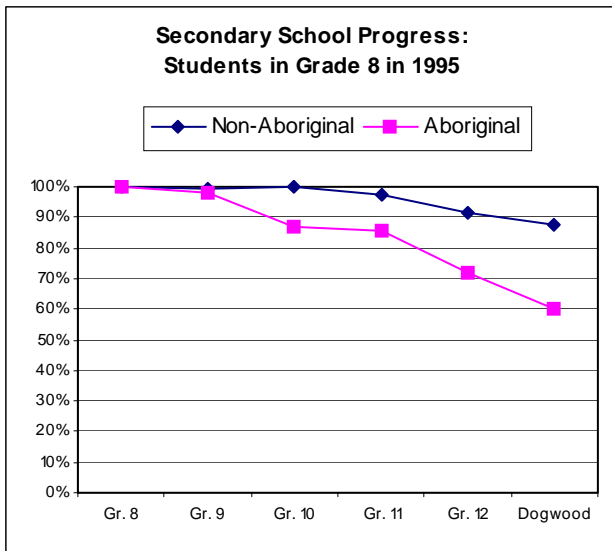
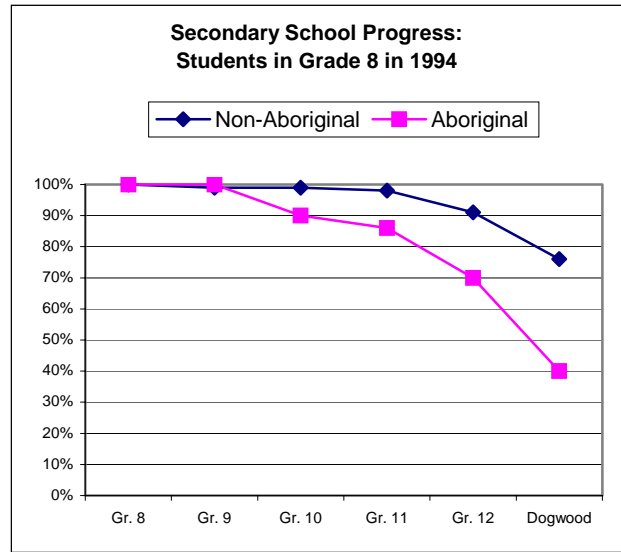
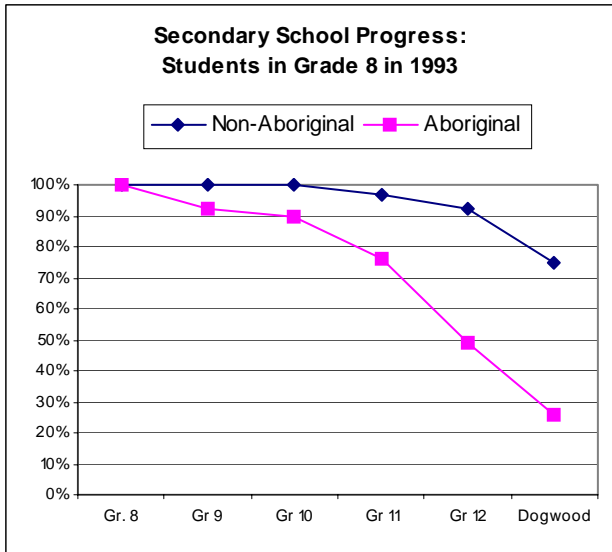
The Ministry provides the following information:

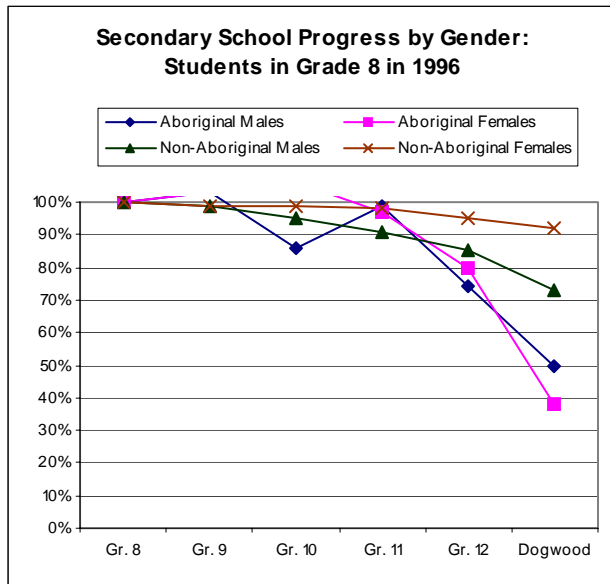
- To improve understanding of the performance of the school system in educating Aboriginal Students
- To provide a context for examining performance and improvement
- To Raise these four questions:
 1. How are we doing?
 2. What are we doing better than we used to do?
 3. Is anyone or any group being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

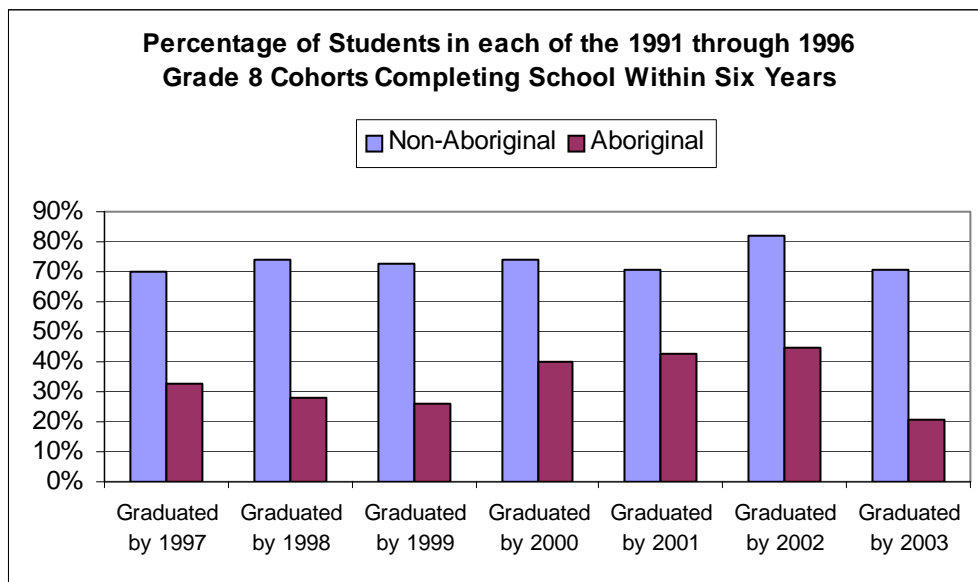
Note: Information about the 1997 cohort was not available at the time of printing.





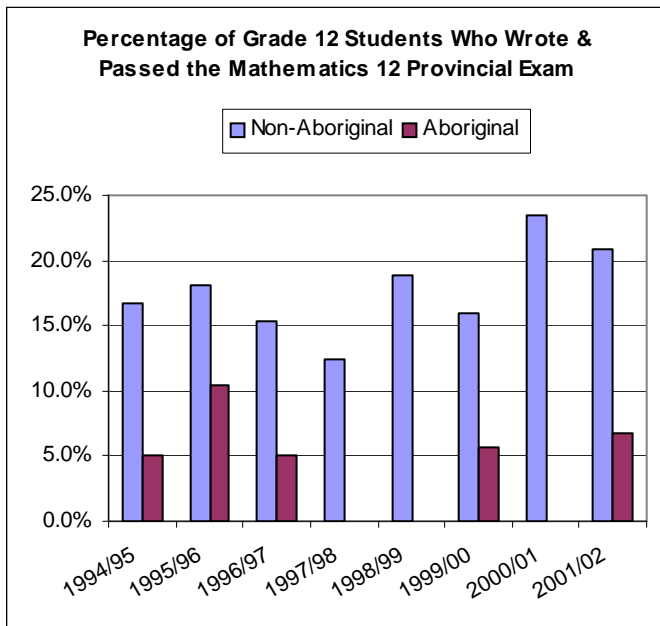
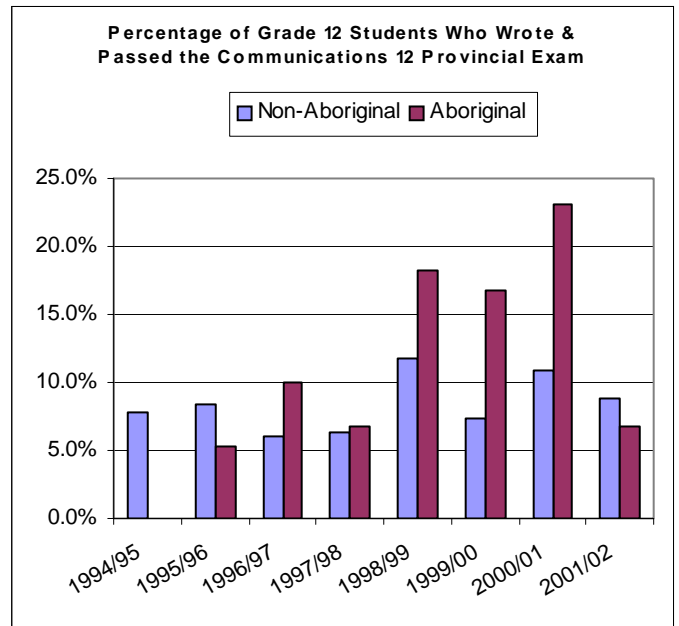
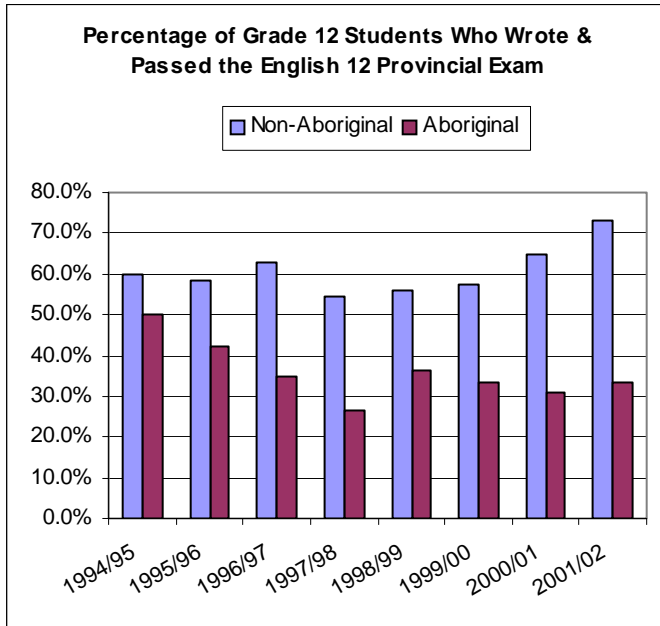
Six-Year Dogwood Completion Rate:

The School Completion Rates shows the percentage of a Grade 8 student cohort from a particular year graduating within a six year period. For example, the 1996 Grade 8 class is represented by the “Graduated by 2002” record.



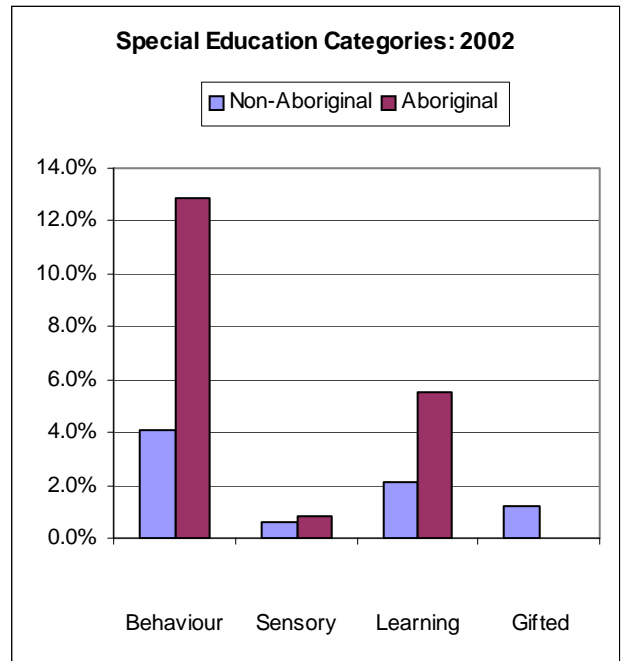
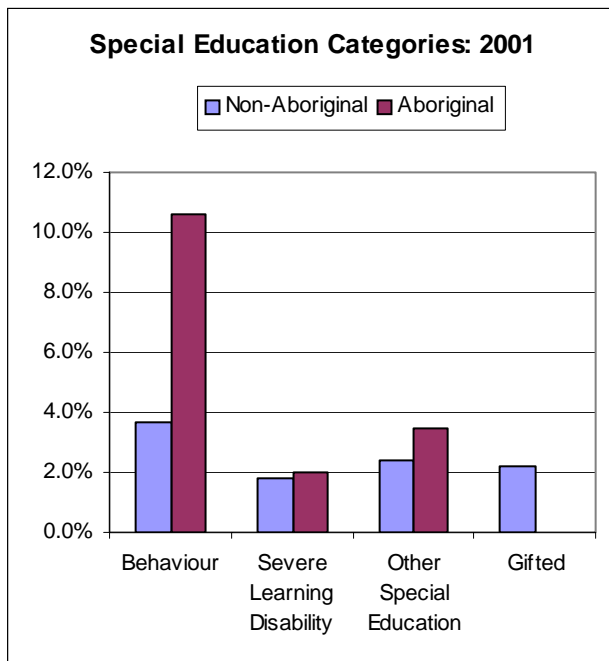
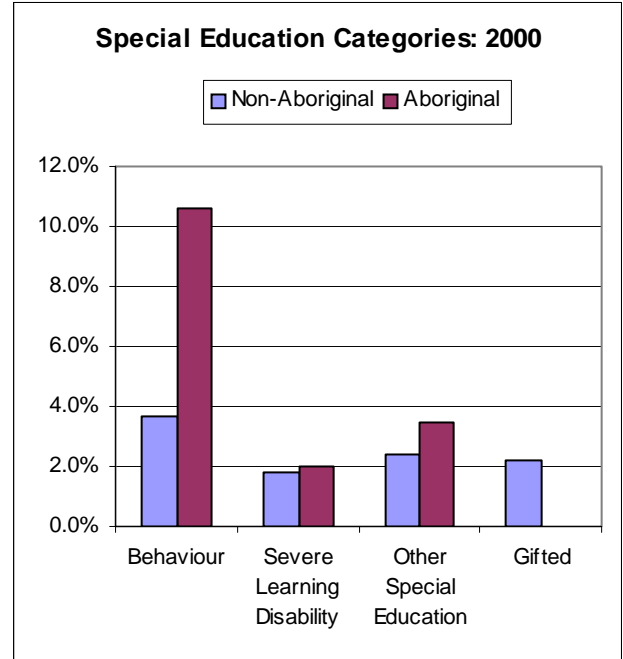
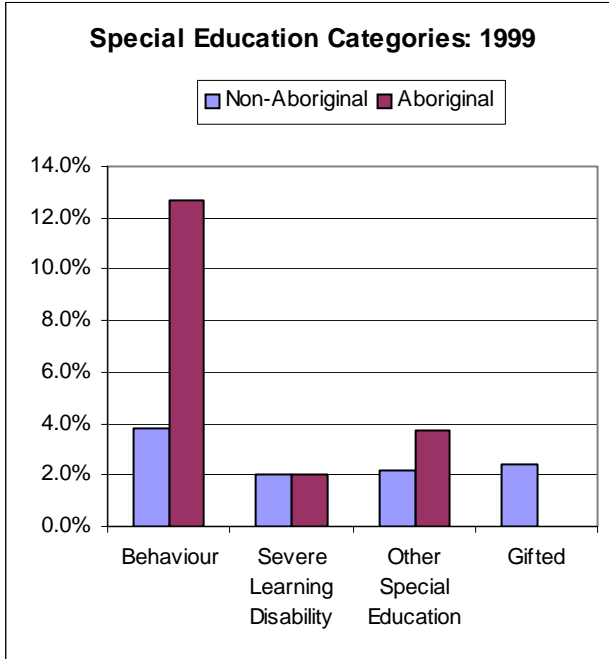
Note: The methodology changed slightly from previous years to correct for students who were both in standard schools and Distance Education to reflect the school in which they spent the majority of their time. Historic numbers have been corrected.

Provincial Exam Results



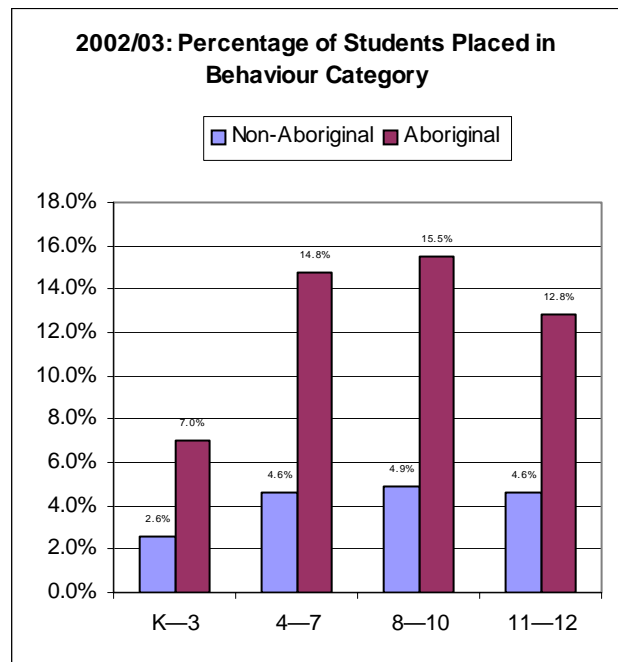
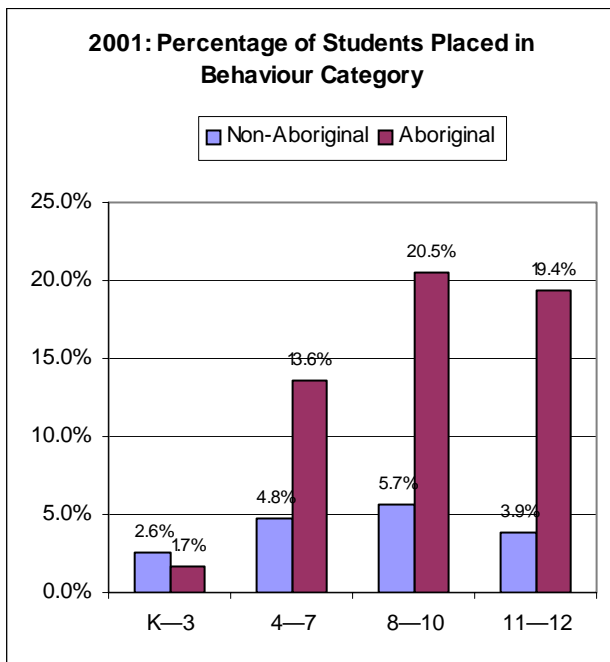
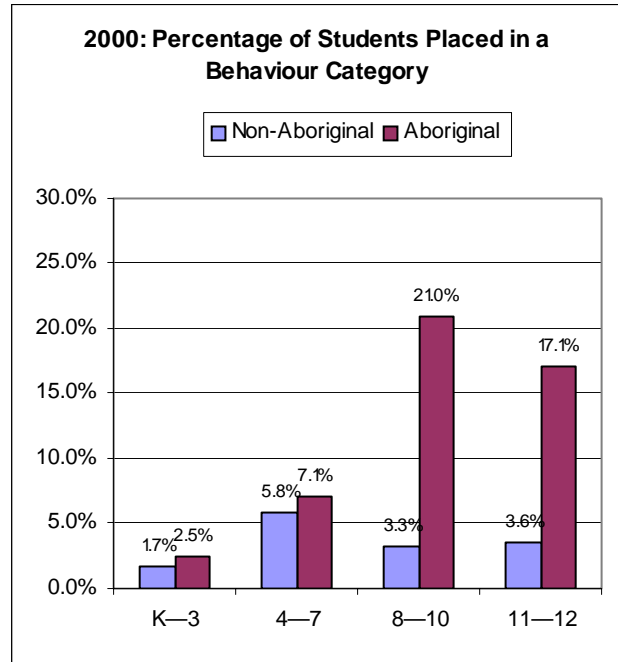
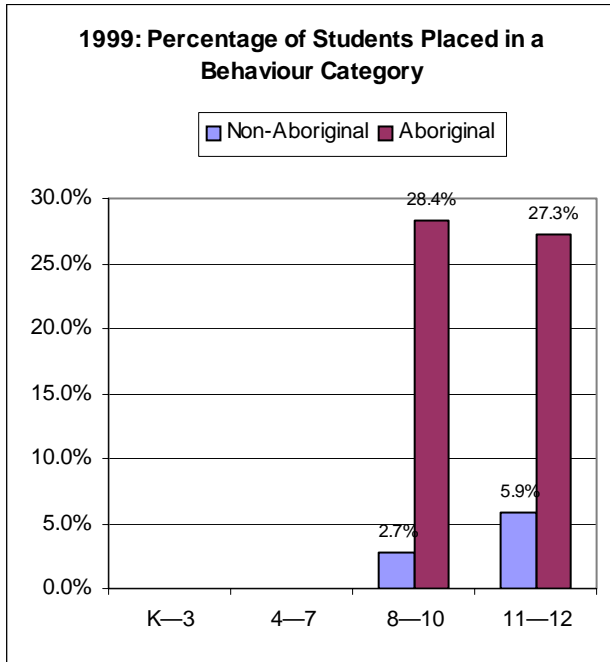
Percentage of Students Enrolled in Special Education Categories:

The date indicates enrolment data for the September of the school year. Please note that the Ministry changed the Special Education Categories in 2002.

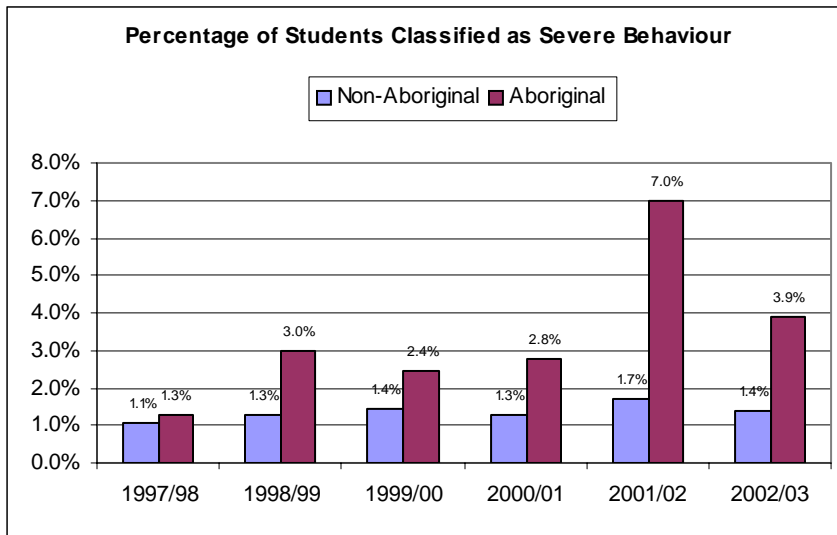


Percentage of Students Enrolled in any Behaviour Category:

These four graphs 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 on how to improve 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.

- Taken from *How Are We Doing?*, Demographics and Performance of Aboriginal Students in BC Public Schools: 2002 – 2003. (Ministry of Education, October 2003)