

Fort Nelson

SD081

Enhancing Student Learning Report

September 2026

In Review of Year 2 of *Empowering Growth, Inspiring Futures 24-27*

Approved by Board on September 23, 2026.

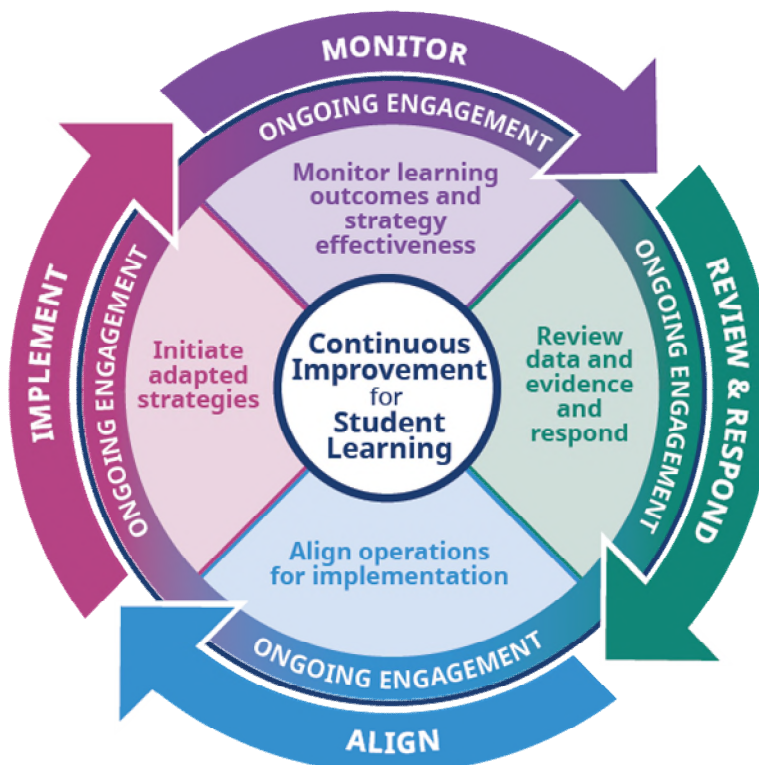
*Fort Nelson School District 81 lies within Treaty 8 territory,
and the traditional territories of the Fort Nelson First Nation, Prophet River First Nation,
Acho Dene Koe First Nation, and the Kaska Dena peoples.*

Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

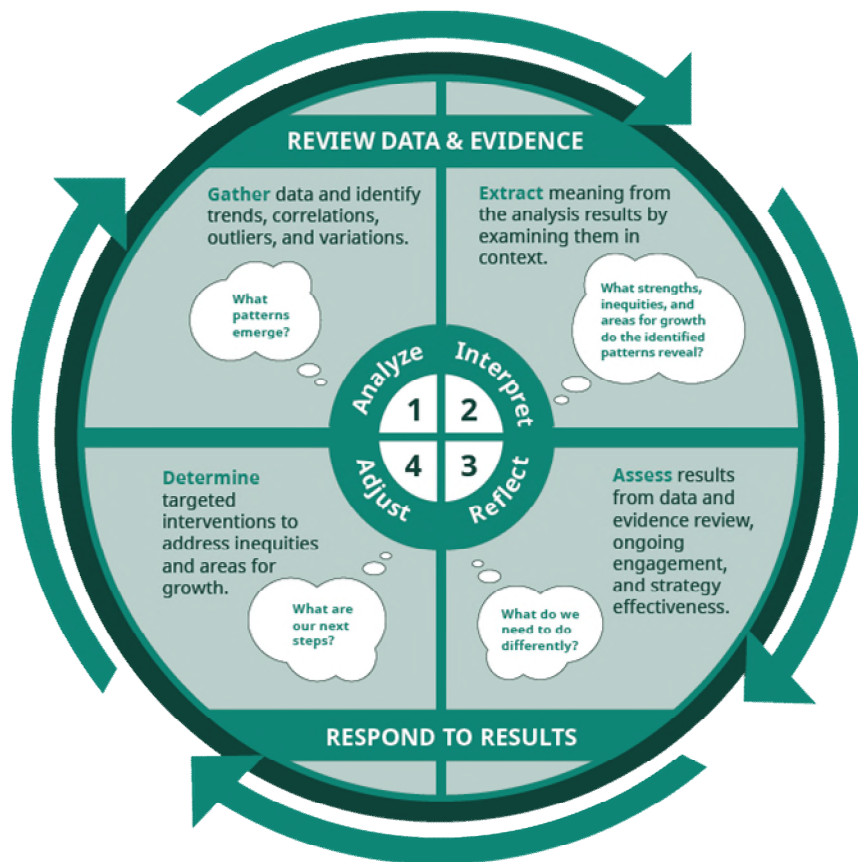
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle:**



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

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Review Data and Evidence



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

Masked

This marker indicates that the data is masked according to the above policy to protect student privacy.

No Data

This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

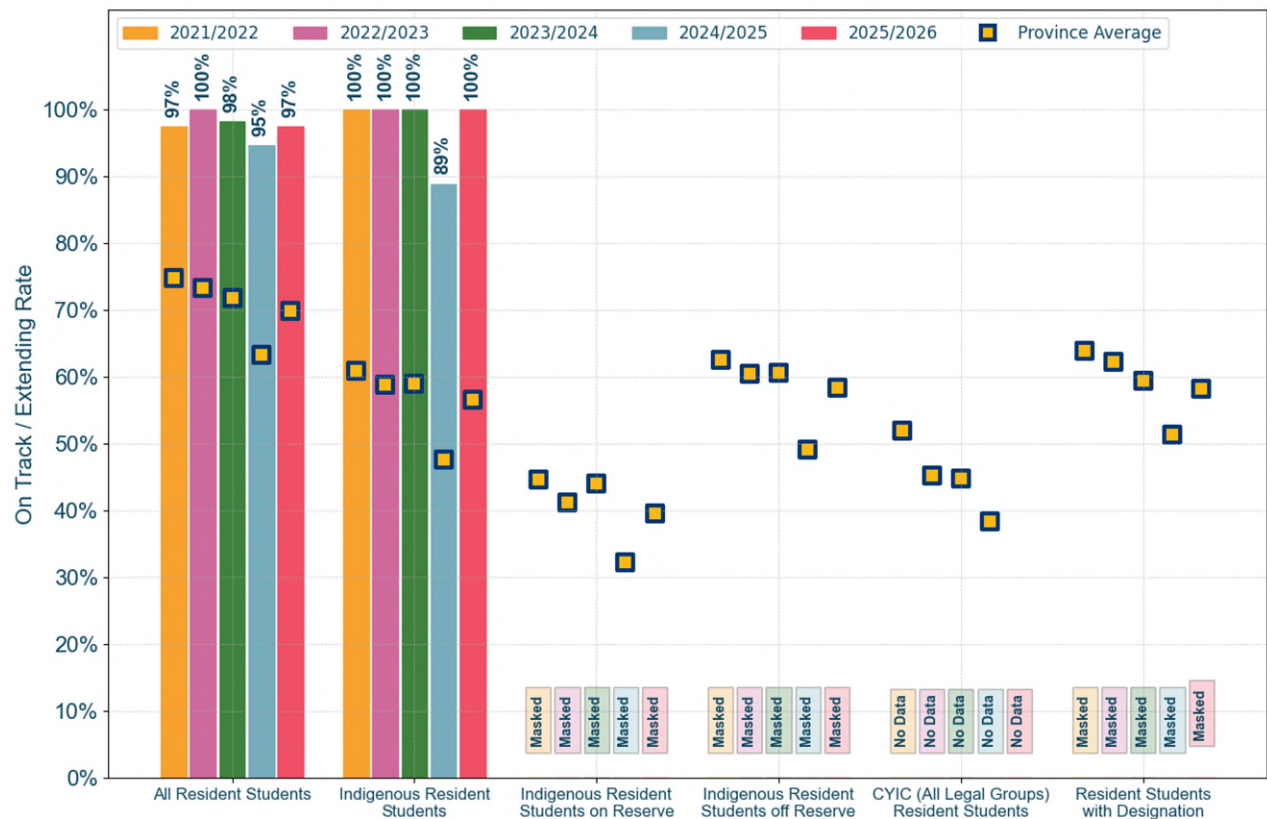
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	46 85%	40 93%	57 100%	41 90%	45 87%
Indigenous Resident Students	14 79%	15 87%	18 100%	20 90%	16 81%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

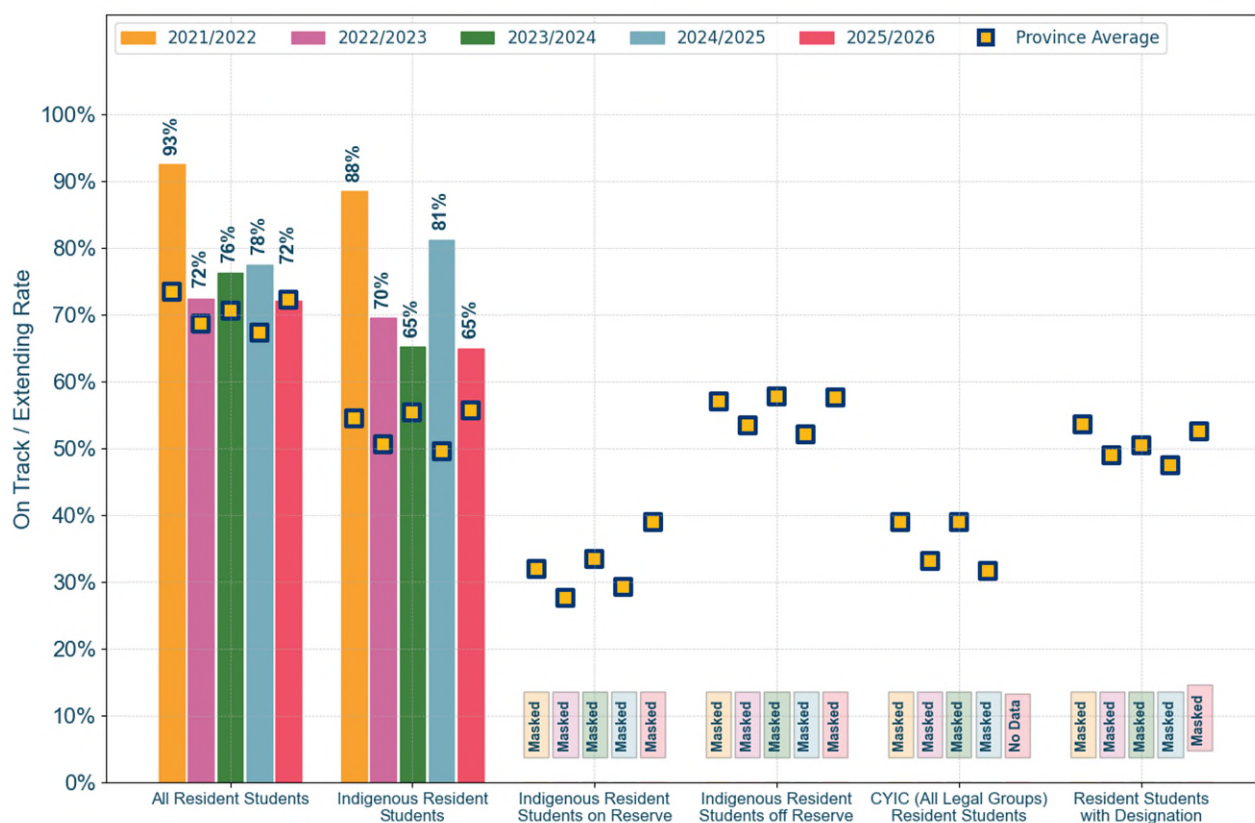
Grade 4 FSA Literacy - On Track / Extending Rate
Fort Nelson



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	72 93%	50 94%	59 93%	50 98%	46 93%
Indigenous Resident Students	28 93%	24 96%	24 96%	16 100%	23 87%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Literacy - On Track / Extending Rate Fort Nelson

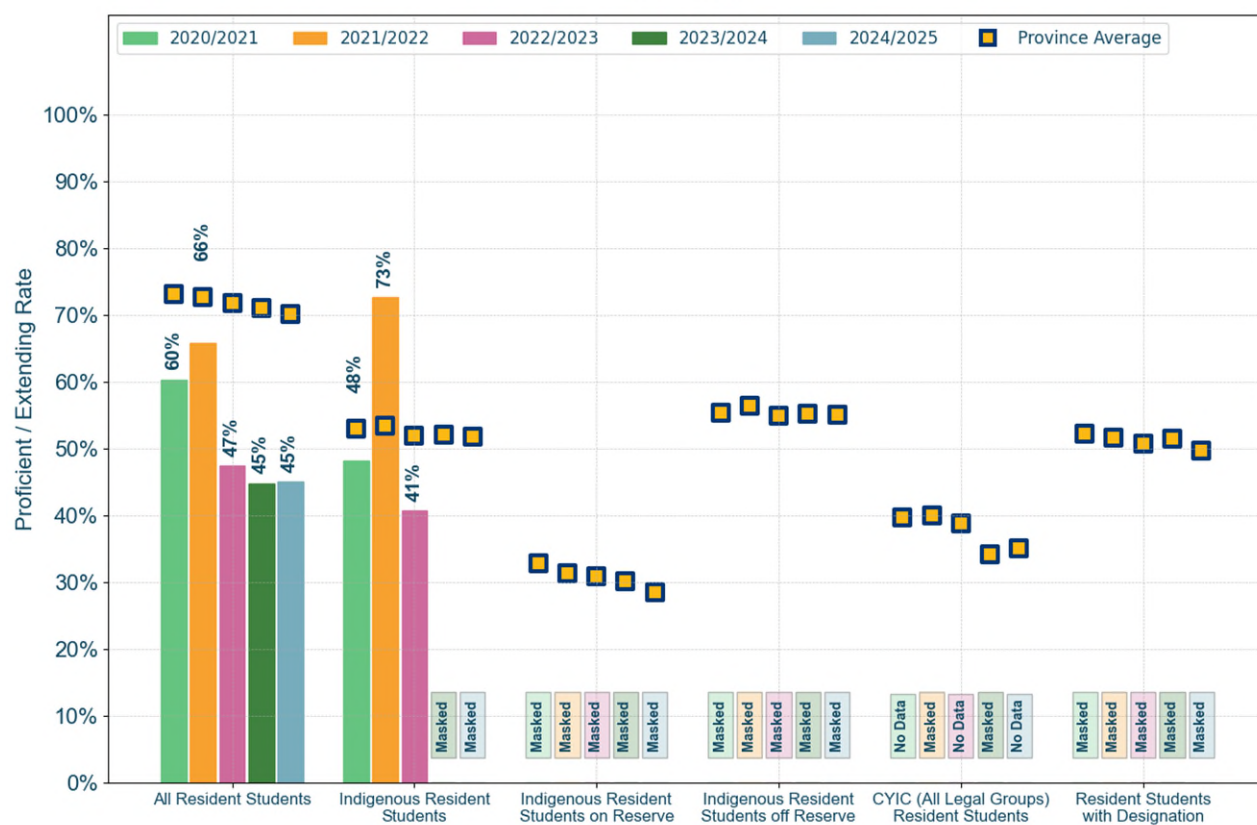


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	42 88%	47 79%	58 86%	54 80%	62 89%
Indigenous Resident Students	23 83%	28 71%	22 95%	24 71%	24 79%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Fort Nelson



Analysis and Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

1. Key context:

- Literacy data for our district contains substantial amounts of masked data due to our population size. Our cohort sizes for the FSAs and the LTE10 and 12 are between forty and sixty students; when that data is disaggregated the population sizes often meet the Protection of Personal Information when Reporting on Small Populations policy.
- Due to small cohort sizes, year-over-year trends should be interpreted with caution, as the addition or removal of a small number of students (including those represented in masked data) can result in significant fluctuations in reported results.
- Note that not all data is from the same school year; local data and some provincial data is for the 2025-26 school year, while most provincial data is from the 2024-25 school year.
- School administrators take care to ensure each student is included in data collection where possible. There are rare cases where a student is excluded from data collection for the reason of a disability or diverse need or attendance; each exclusion must be approved by the Director of Instruction for Inclusive Education and the Superintendent.

2. What new information emerged when comparing the provincial data with relevant local data?

- There is a discrepancy between the FSA data and English Language Arts classroom marks. While the FSA data for grade four shows 97% of students On Track or Extending, our English Language Arts final grades show that 60% of our students are Proficient or Extending. In grade seven the FSA results show 72% of all students are On Track or Extending while our final grades in English Language Arts show 82% of our students are Proficient or Extending. The FSA is completed early in the school year and is a snapshot of how our students are doing at one point in time compared to other students in the province; the year end grades for our students are compiled through extensive summative assessments throughout the year, and include a more comprehensive range of assessment criteria than the FSA's.
- At the school level our district uses the Fountas and Pinnell Benchmark Assessment System (BAS) to provide yearly standardized grade level reading data.
 - When we compare the BAS data to the FSA data for grade four we see that there is an approximate 30% discrepancy in the number of students Proficient/Extending (FSA) and Meeting/Exceeding (BAS); 97% (100% for

Indigenous Residents) for the FSA compared to 72% (73% for Indigenous Residents) for the BAS.

- o In reviewing the grade seven BAS data with the FSA results we can see that 72% of all students are On Track or Exceeding on the FSA (65% for Indigenous students) while that number increases to 84% for the same population on the BAS (71% for Indigenous students).
- o It is important to note that these two assessments are comparing different elements of literacy. The BAS focuses on reading comprehension and fluency to determine instructional reading level and hard reading level while the FSA has a focus on reading comprehension and writing. We do not collect local writing data for grade four.
- For Indigenous students, the grade ten Graduation Literacy Assessment shows in the 2022-2023 year only 41% of students were Proficient or Extending, and for the past two years that data has been masked (meaning fewer than 9 of the 24 students were Proficient or Extending). In comparison the 2025-2026 English First Peoples 10 final classroom marks show that 64% of all learners were Proficient or Extending, and 57% of all Indigenous learners were Proficient or Extending. This data, while not comparing the same year, does point to a discrepancy between classroom assessment and the Graduation Literacy Assessment 10.

3. What strengths were identified?

- Our district is collecting data from a variety of sources to provide a comprehensive picture of how our students are doing in literacy.
- When examining the BAS data, the overall trend is that the proficiency gap between All Learners and Indigenous Resident learners by cohort has been shrinking over the last four years.
- This year, the same three Kindergarten screeners were used District-wide: the Yopp Singer Test of Phoneme Segmentation; letter identification and sounds; and beginning/middle/end word sounds. Our Term 3 data shows that the vast majority of Kindergarten students demonstrated substantial progress over the year, and most were proficient with these skills by year-end.

4. What areas for growth were identified:

- **For all students?**
 - o In grade ten we see a significant decrease in students demonstrating Proficiency on the Graduation Assessment Literacy 10 compared to the grade seven FSA – Literacy results over the past three years.
- **For Indigenous learners?**
 - o In kindergarten the BAS data shows an ongoing significant gap between All Students and Indigenous Resident students Meeting and Exceeding. This gap is more prominent for Indigenous Off-Reserve learners.

- **For children and youth in care?**
 - o The number of Children and Youth in Care, while growing, is still quite small; as such we almost always know who these learners are. There is the opportunity to improve tracking of progress and responding to needs for this population as a whole.
- **For students with disabilities or diverse abilities?**
 - o We are not disaggregating data by designation type, which would be helpful to see if we need to focus supports for any given population or if supports are equitably distributed for all learners in this category.
 - o Consistently this population of learners are achieving lower rates of Meeting and Exceeding (On-track or Extending) than the overall population.

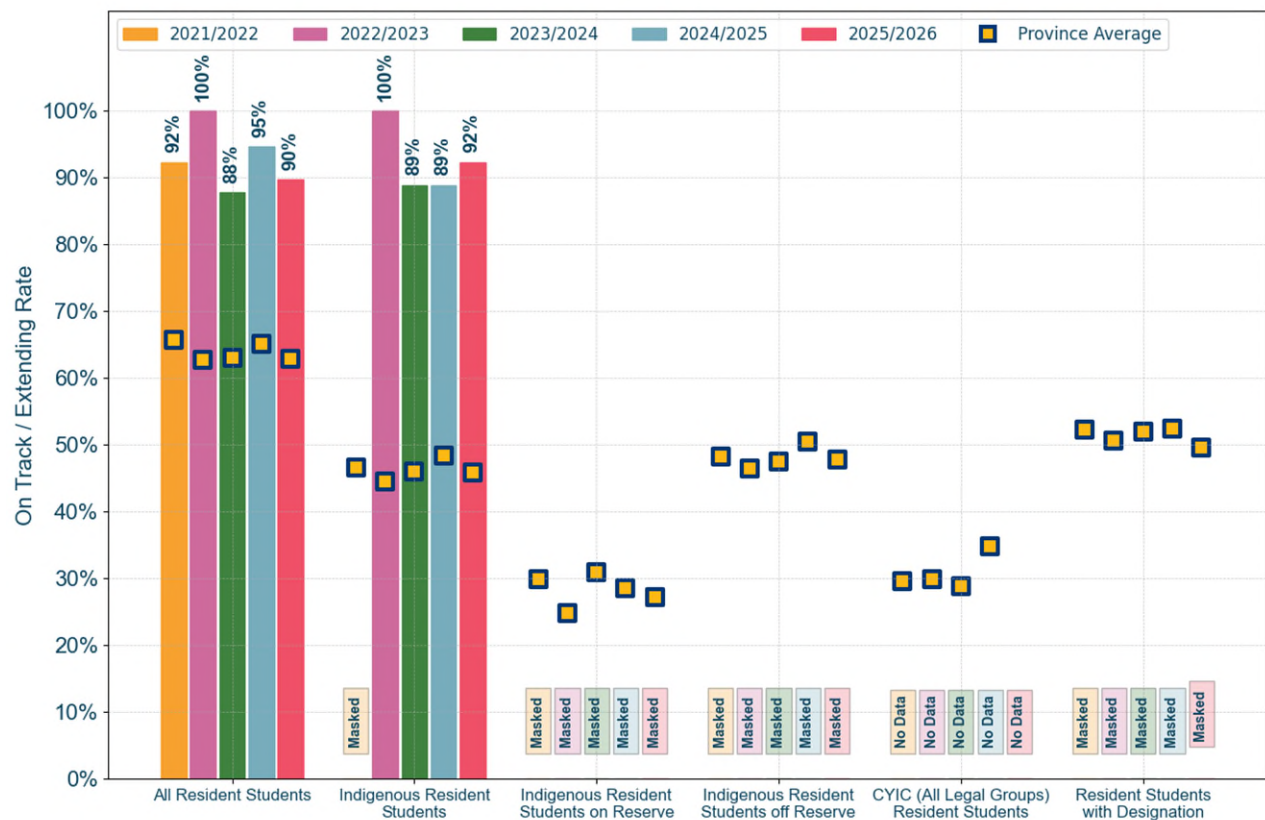
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	46 85%	40 93%	57 100%	41 90%	45 87%
Indigenous Resident Students	14 79%	15 87%	18 100%	20 90%	16 81%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

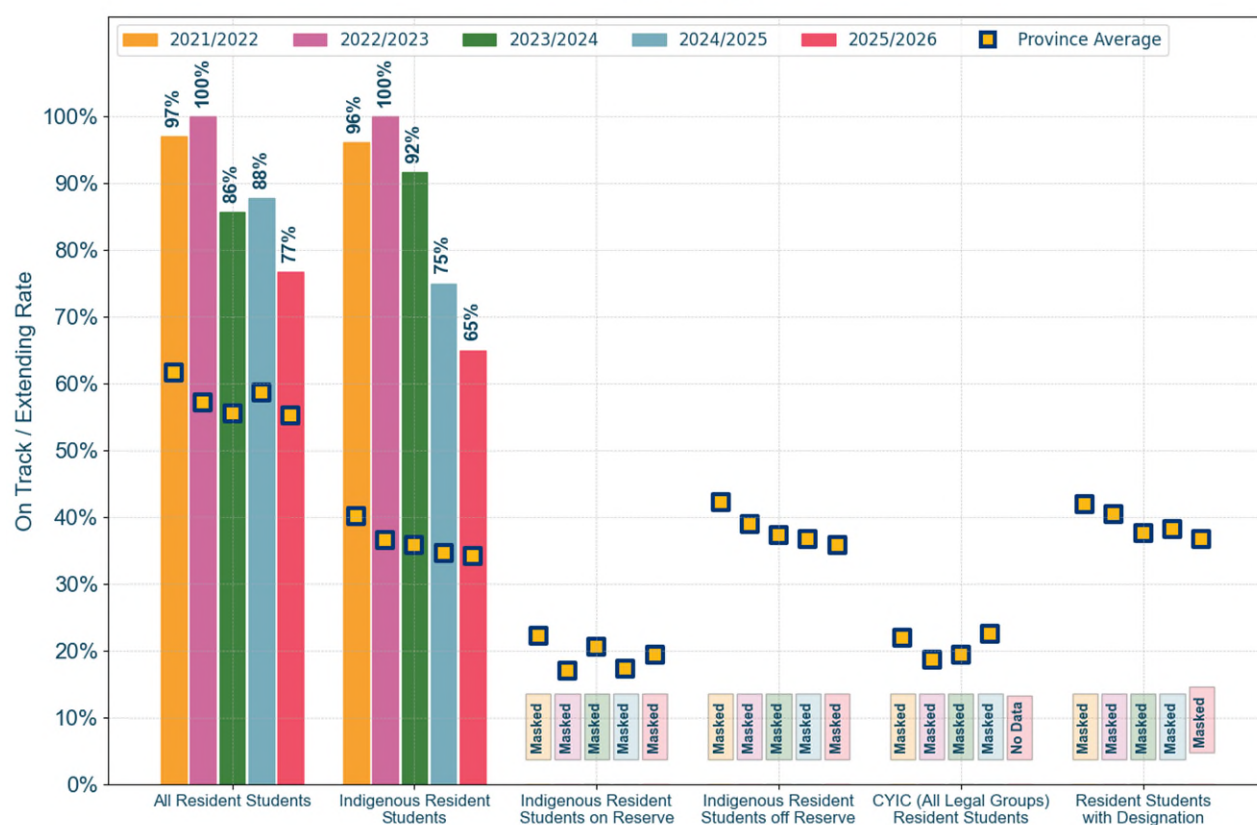
Grade 4 FSA Numeracy - On Track / Extending Rate Fort Nelson



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	72 93%	50 94%	59 95%	50 98%	46 93%
Indigenous Resident Students	28 93%	24 96%	24 100%	16 100%	23 87%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Numeracy - On Track / Extending Rate Fort Nelson

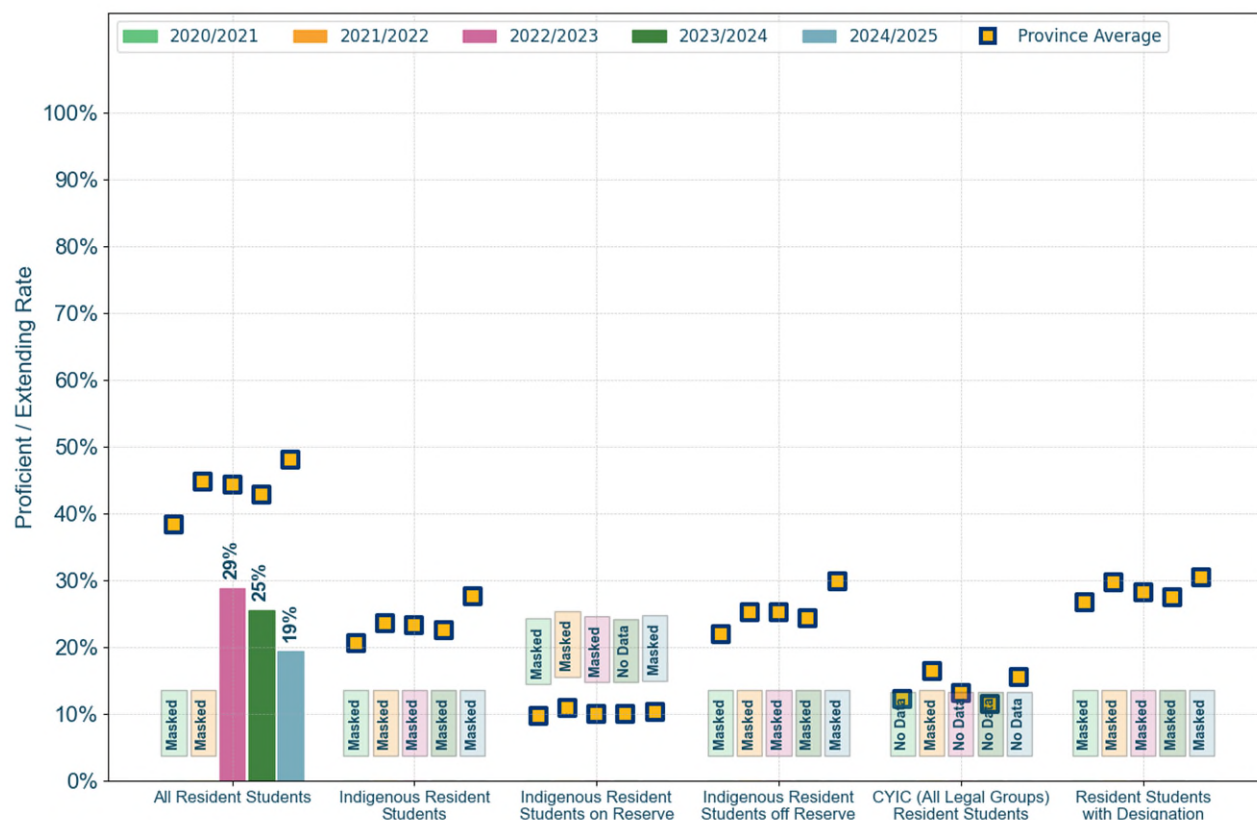


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	42 95%	47 81%	58 84%	53 79%	62 87%
Indigenous Resident Students	23 91%	28 75%	22 95%	23 74%	23 91%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Fort Nelson

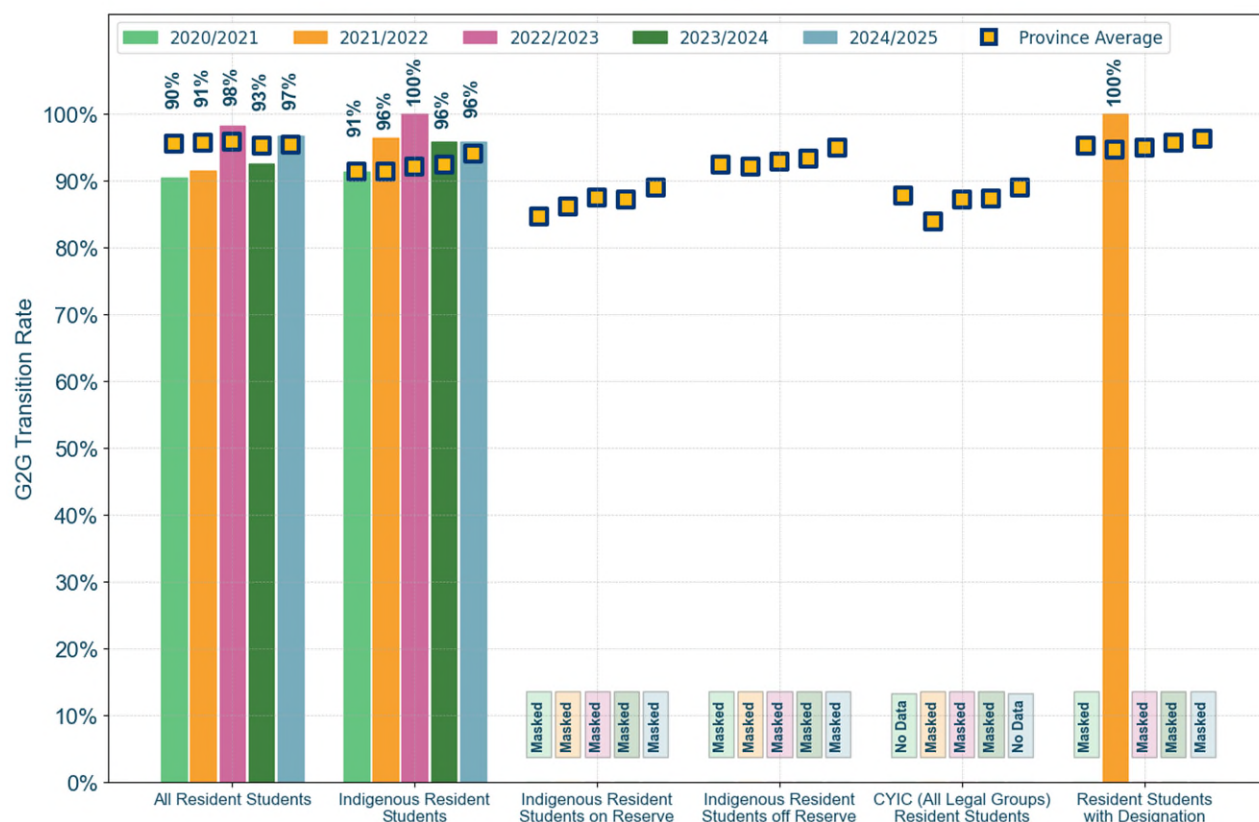


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	42	47	59	54	62
Indigenous Resident Students	23	28	23	24	24
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	Masked	Masked	Masked	0
Resident Students with Designation	Masked	13	Masked	Masked	Masked

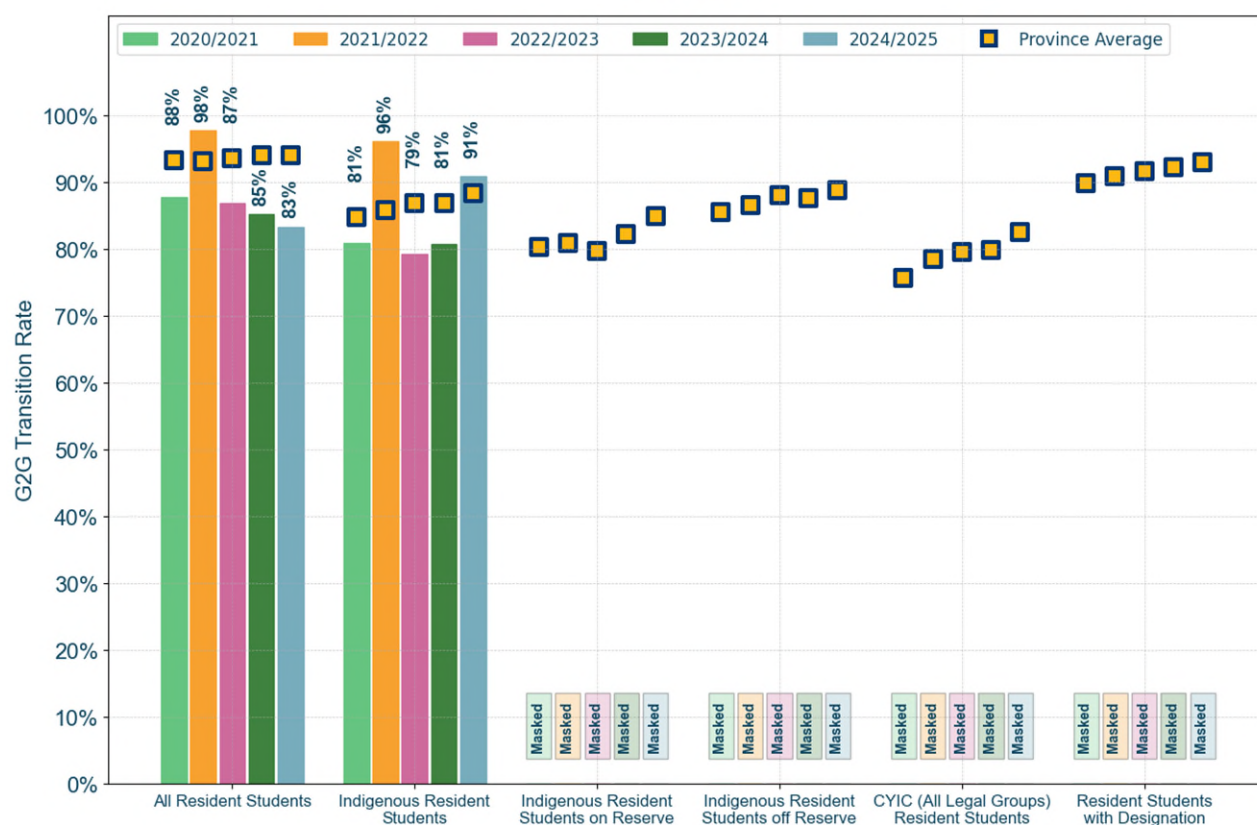
Grade 10 to 11 Transition Rate Fort Nelson



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	57	44	46	61	54
Indigenous Resident Students	21	26	29	26	22
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 11 to 12 Transition Rate Fort Nelson



Analysis and Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

1. Key context:

- Due to small cohort sizes, provincial assessment data is best utilized in the context of long-term trends; year-to-year differences can be strongly influenced by a few learners.
- Participation rates remain high for provincial assessments, supporting the use of the results for analyzing trends. School administrators take care to ensure each student is included in data collection where possible. There are rare cases where a student is excluded from data collection for the reason of a disability or diverse need or attendance; each exclusion must be approved by the Director of Instruction for Inclusive Education and the Superintendent.
- Note that not all data is from the same school year; local data and some provincial data is for the 2025-26 school year, while most provincial data is from the 2024-25 school year.

2. What new information emerged when comparing the provincial data with relevant local data?

- In general, classroom assessment data shows lower proficiency rates in Grade 4, and higher proficiency rates in Grades 7 and 10, when compared to provincial assessment data.
 - a. When comparing year-end classroom reporting with FSA results, classroom reporting shows 64% of Grade 4 students and 83% of Grade 7 students Proficient/Extending, in comparison to 90% of Grade 4 students and 77% of Grade 7 students On-Track/Extending in the FSA.
 - b. Grade 10 classroom reporting shows roughly 30% of students in Pre-Calculus 10 and 60% of students in Workplace Math 10, or 42% of Grade 10 students in total, have final marks of 66% or higher; this is a much higher percentage of students than the GNA 10 proficiency levels, but still reflects a significant trend of declining proficiency in numeracy from elementary to secondary.
 - c. When comparing classroom assessment data with provincial assessments, it is key to note that classroom reporting is year-end and summative, while FSA assessments are a "snapshot" in time at the start of the school year; they also do not necessarily emphasize the same competencies, skills, or concepts.
- Local data shows that, compared to non-Indigenous students, Indigenous students begin Grade 10 with comparable enrollment rates for Foundations of Mathematics and Pre-Calculus (FMP) and Workplace pathways; however Indigenous students in Pre-Calculus 10 are more likely to switch to the Workplace pathway in Grade 11, and

are currently under-represented in Grade 11 and 12 Pre-Calculus courses. This corresponds to classroom assessment data, which shows lower achievement and completion rates for Indigenous students in FMP 10. Positively, though, Indigenous students who took Pre-Calculus 11 and 12 courses were successful.

- Foundational Skills Assessments (FSA's) and the Graduation Numeracy Assessment (GNA) continue to reflect declining performance on provincial assessments as students progress through the grades.
- Grade-to-grade transition rates are high, but do not always correlate to graduation rates. When comparing grade-to-grade transition rates to student transcripts, we found that some students in the graduation program are promoted without completing grade-level requirements, and as such are not on-track to graduate once reaching Grade 12.

3. What strengths were identified?

- District wide, there is a collaborative focus on numeracy; K-9 teachers have been working together on vertical alignment in number and fluency, both for the learning progression and methods of instruction, although implementation has not been uniform across classrooms/schools.
- The Grade 4 FSA shows little or no gap between all learners and Indigenous learners over the four reported years.
- A higher proportion of Indigenous learners took Pre-Calculus 11 this past year. Almost all learners enrolled in Pre-Calculus 11 and 12, including all Indigenous learners, experienced success in these courses.

4. What areas for growth were identified:

- **For all students?**
 - o Student grade placement in Grades 10-12 does not always reflect student progress towards graduation; better communication and tracking for completion of grade-level requirements is needed for students in the graduation program
 - o There is currently no District benchmarking to inform instruction and intervention, provide a consistent focus, and support and year-to-year school/District planning for numeracy.
 - o GNA 10 data in general shows students performing at a low proficiency for the numeracy processes of Apply, Solve and Analyze; for the four numeracy tasks of Plan and Design, Reasoned Estimates, Fair Share, and Model; and for questions involving the cognitive skills of Skill Concept and Strategic Thinking. These could provide areas of focus for classroom instruction. Overall, our students are performing below their provincial peers.

- **For Indigenous learners?**
 - o As students progress through the grades, the learning gap in numeracy between all learners and Indigenous learners increases.
 - o While data is masked, in general gaps increase for on-reserve learners increase at the secondary level when compared to both off-reserve and non-Indigenous learners
- **For children and youth in care?**
 - o The number of Children and Youth in Care, while growing, is still quite small; as such we almost always know who these learners are. There is the opportunity to improve tracking of progress and responding to needs for this population as a whole.
- **For students with disabilities or diverse abilities?**
 - o While data is masked, in general learners with disabilities and diverse needs tend to have lower participation rates on provincial assessments; lower transition rates from Grade 11 to 12; lower enrollment in the Pre-Calculus stream; and larger/more persistent learning gaps when compared to all other demographics.

Human and Social Development

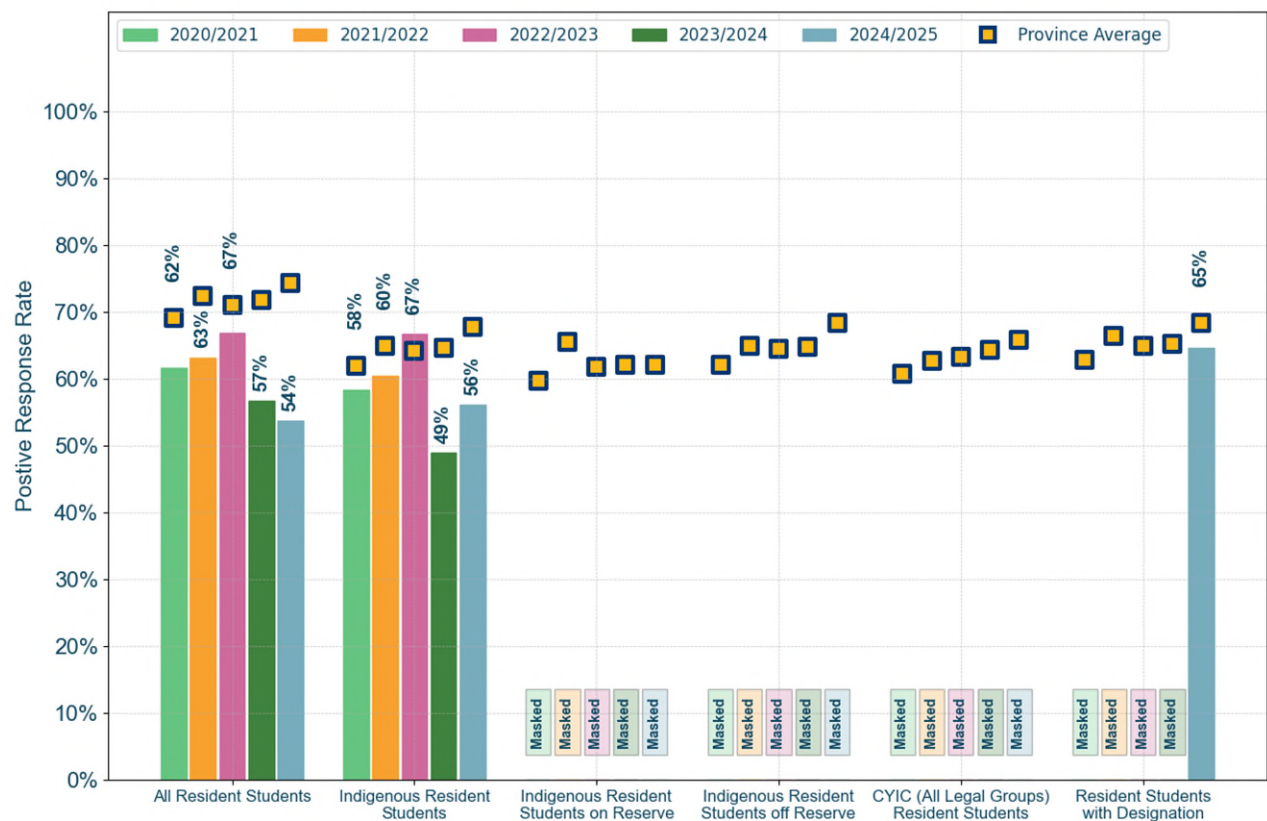
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

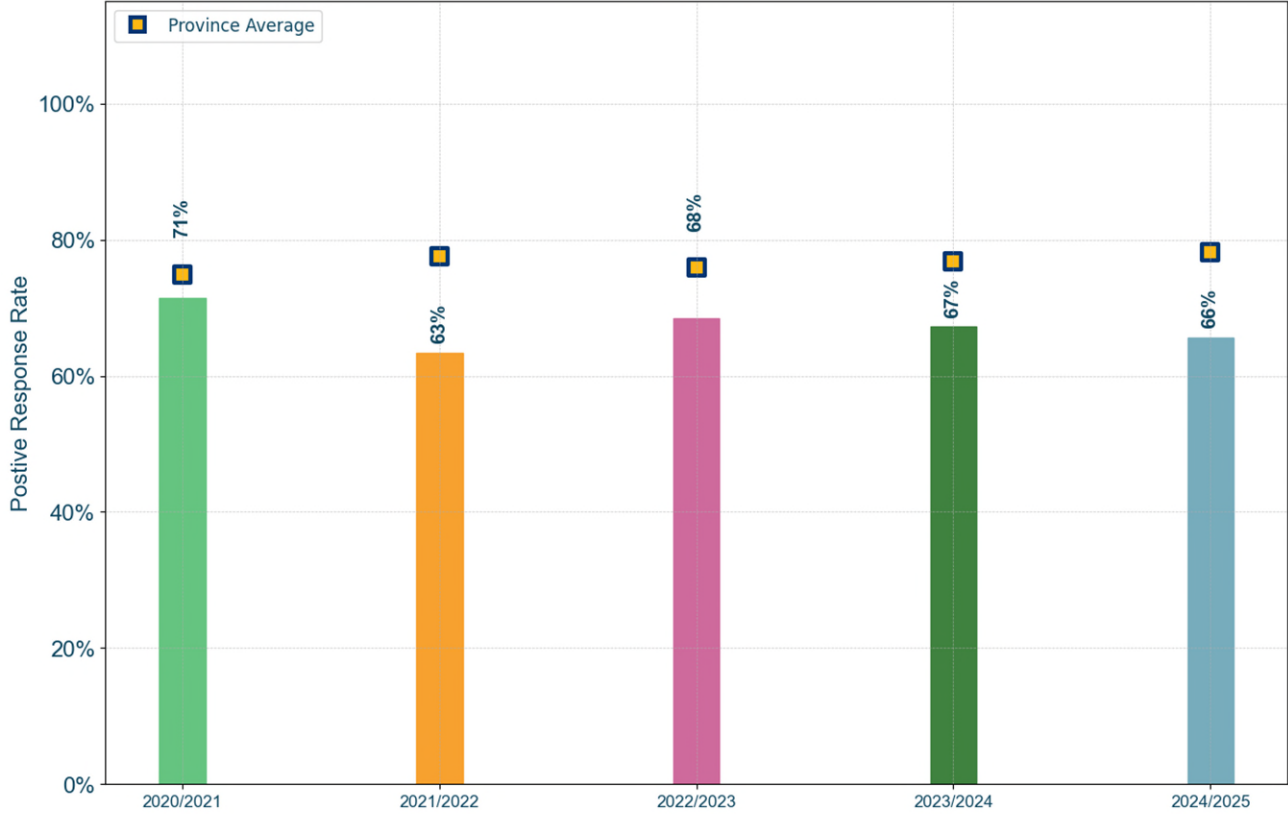
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	151 85%	165 76%	149 89%	170 76%	153 80%
Indigenous Resident Students	72 83%	70 69%	62 90%	66 73%	60 68%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	16 69%	31 35%	14 71%	18 56%	20 65%

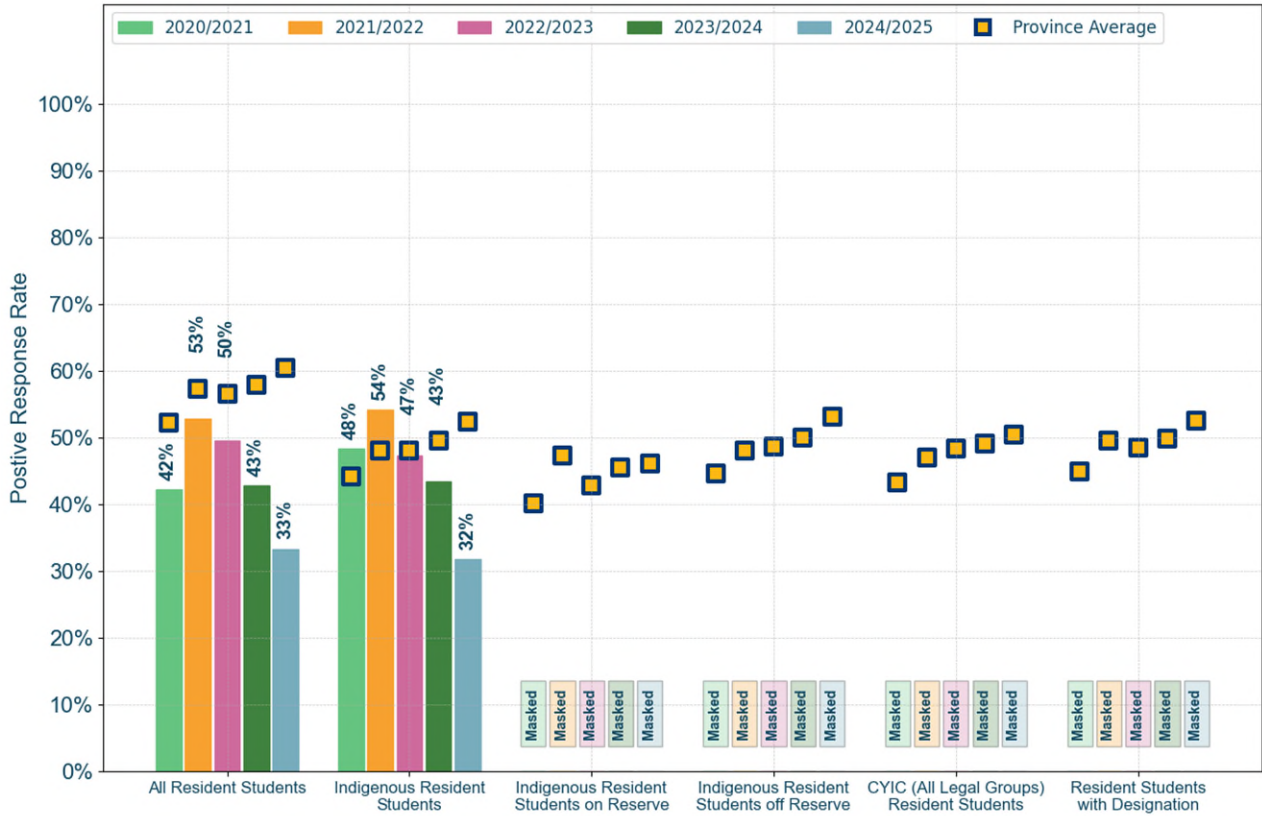
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Fort Nelson



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Fort Nelson

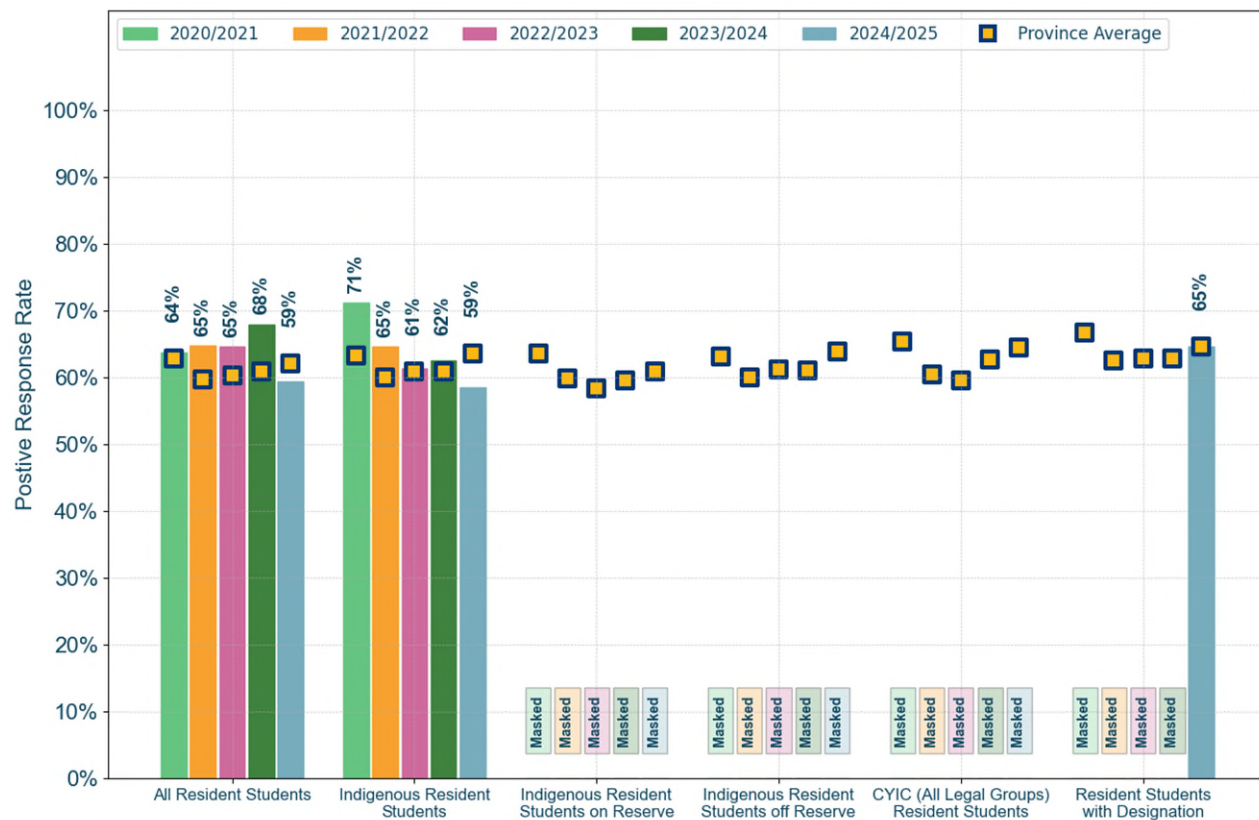


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Fort Nelson



Measure 3.2: Students Feel that Adults Care About Them at School

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
Fort Nelson



Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

1. Key context:

- The cohort sizes are small leading to significant masked data. The cohort sizes in the 2025-2026 school year for grades four, seven and ten (from the Student Learning Survey) are 45, 49 and 51 respectively. Due to small cohort sizes, year-over-year trends should be interpreted with caution, as the addition or removal of a small number of students (including those represented in masked data) can result in significant fluctuations in reported results.
- The district collects data through the Middle Years Development Instrument (MDI) in Grades 5 and 8, both the first year in new buildings for learners; and the Youth Development Index (YDI) in Grade 10 to help us better understand student belonging, connectedness and safety at school and in community. The MDI and YDI do not provide disaggregated results, making them less useful for insights into priority populations.
 - o In grade five, there are forty-five students total of which twelve have designations, and eighteen are Indigenous Residents (less than nine in each of the disaggregated categories). Of the forty-five students in grade five, less than nine are CYIC and/or ELL.
 - o The grade eight cohort has forty-five students, of which twelve have designations and fourteen are Indigenous Residents (less than nine in each of the disaggregated categories). Of the four-five students in grade eight, less than nine are CYIC and/or ELL.
 - o Our grade ten cohort has a total of fifty-one students, of which less than nine have designations and twenty-five are Indigenous Residents (less than nine in each of the disaggregated categories). Of the fifty-one students, less than nine are CYIC and/or ELL.
- Grade ten students complete both the Student Learning Survey and the Youth Development Instrument, both of which have many similar measures; this may lead to "survey burn-out".

2. What new information emerged when comparing the provincial data with relevant local data?

- For the past three years our learners have reported below provincial averages in all areas of the Student Learning Survey for Feeling Welcome, Safe and Connected.

- The MDI data shows that students in Grade 5 feel more connected to two or more adults than learners in Grade 8, with the YDI showing even lower levels of connection to adults in Grade 10.
- The Student Learning Survey results (Grade 4, 7, and 10 combined) for All Students being able to identify two or more caring adults (Grades 4, 7, 10 combined) is 59% while the MDI shows 62% for Grade 5 students, 52% for Grade 8 students, and 39% in Grade ten from the YDI. Note that the SLS, MDI, and YDI do not use the same metrics to measure caring adults/adult connectedness, so caution should be exercised in comparing results between these assessments.
- School Safety is measured in the YDI and indicates 61% of grade tens feel safe at school. While the MDI does not measure this specifically, it does measure Victimization and Bullying. The SLS similarly measures feeling safe for grades 4, 7 and 10, with 66% across all grades responding positively. Without disaggregated data, we cannot identify from the data if any priority group feels more or less safe than the population as a whole.
- Across all grades, students are absent for approximately 20% of the year, with 56% of students having 20 or more absences by May of 2026.

3. What strengths were identified?

- Grade five is the first year in a new school for our all our students as they transition to the upper elementary school (grades 5-7) after grade four. Even with the transition and start in a new school, 62% of our grade five students, according to the MDI, feel connected to adults in their school. This indicates that implemented transition strategies are helping students.
- In grade ten 61% of students indicate on the YDI that they feel safe at school, with majority of students indicating that they have not experienced social bullying, verbal bullying or cyber bullying.
- Students in grade eight indicate on the MDI low incidents of bullying at school. Students indicate that 72% have not experienced cyber bullying and 73% have not experienced physical bullying this year.
- In grade five 67% of students indicated on the MDI that they did not experience cyber bullying, and 74% have not experienced physical bullying.
- The Student Learning Survey results indicate that Indigenous Resident learners attending our high school feel that school is a place they belong and are welcome, more so than is indicated for All Students.
- For CYIC and students with disabilities and diverse needs, SLS results were generally comparable to their peers, but notably had higher response rates for identifying two or more caring adults.

4. What areas for growth were identified:

- **For all students?**
 - o The data collected from the SLS, MDI, and YDI do not provide disaggregated data for us to be able to better understand what is happening for individual priority groups; there is an opportunity to look more closely at the needs of priority populations in our schools.
 - o The percentage of students responding that they feel school is a place they belong is low across elementary and secondary students (35-50%).
 - o While the reasons for absenteeism are complex, high absentee rates are strongly correlated to both student belonging and achievement.
- **For Indigenous learners?**
 - o The SLS data indicates that while over 50% of Indigenous students feel welcome at school, this percentage is significantly lower than the provincial average in the elementary school.
- **For children and youth in care?**
 - o There is an opportunity to look more closely at the experiences of these learners in our schools, particularly for student belonging.
- **For students with disabilities or diverse abilities?**
 - o There is an opportunity to look more closely at the experiences of these learners in our schools, particularly for student belonging.

Career Development

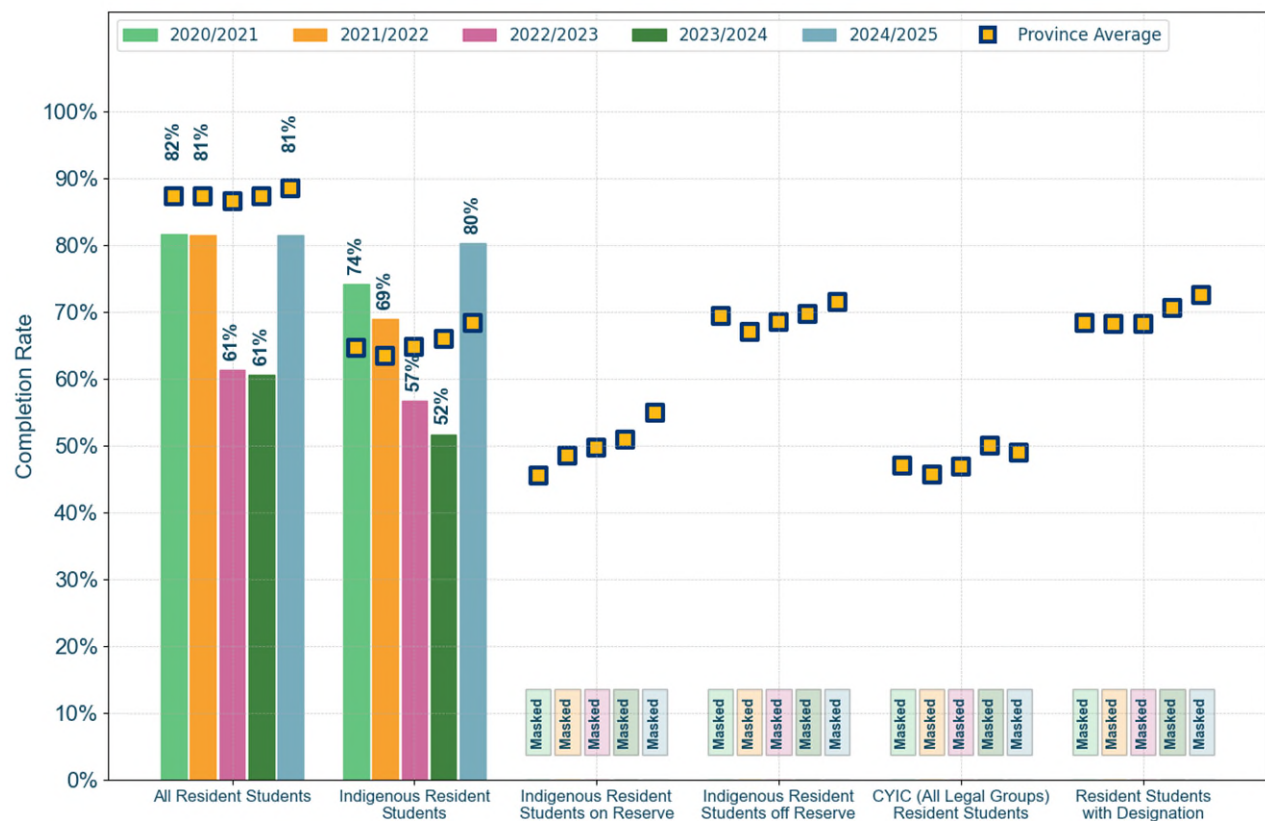
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

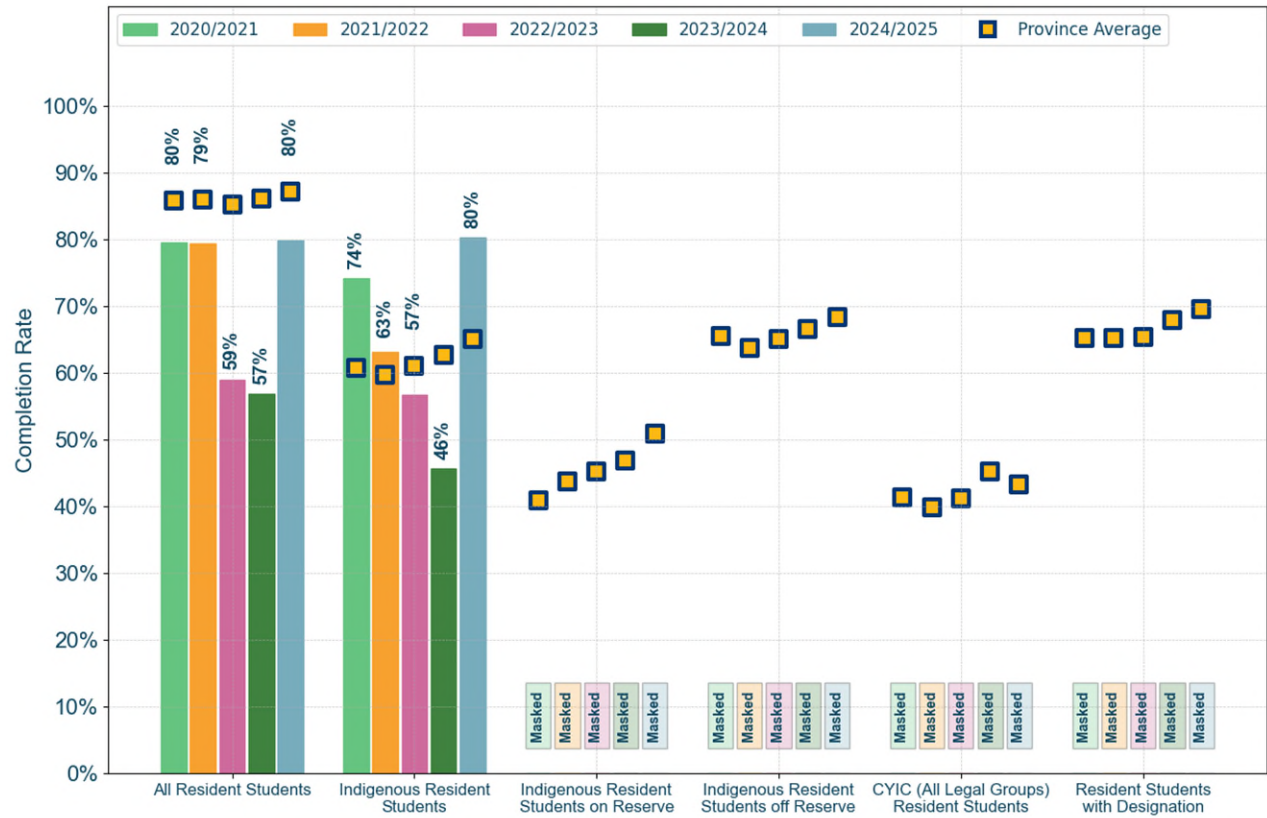
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	59 10	57 8	48 6	58 5	68 8
Indigenous Resident Students	26 4	20 3	28 3	36 3	28 3
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

5-Year Completion Rate - Dogwood + Adult Dogwood
Fort Nelson



5-Year Completion Rate - Dogwood Fort Nelson



Analysis and Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Please provide 3 – 4 bullet points for each of the following:

1. Key context:

- Five-year graduation rates are estimated using Grade 8 cohort data and a statistical estimation of students who have left the District between Grades 8 and 12, or “outmigration.” With small cohort sizes and declining enrollment, this data is an estimate and may differ slightly from the actual rate.
- Due to small cohort sizes, graduation data is best utilized in the context of long-term trends; year-to-year differences can be strongly influenced by a few learners.

2. What new information emerged when comparing the provincial data with relevant local data?

- Both our annual graduation rate and six-year graduation rate reflect that a number of learners who do not complete in five years are returning to successfully graduate in their sixth year.
- There are large numbers of students in Grades 10-12 cross-enrolled in distance education correspondence courses; these learners are often not as successful in completing courses, particularly during the school year in which they enroll.
- A number of learners are entering Grade 12 with Grade 10 and 11 course requirements incomplete, which places stressful and sometime unrealistic expectations on students, families, and staff alike.
- In recent years, some identified as graduated had not completed their graduation requirements, particularly those on correspondence courses.

3. What strengths were identified?

- After declining graduation rates over the past few years, the 2024-25 school year saw an increase in graduation rates, including a significant increase in the graduation rate for Indigenous learners. On-reserve learners especially have been seeing significant gains in graduation rates in recent years.
- Both our annual graduation rate and six-year graduation rate reflect that many learners who do not complete in five years are returning to successfully graduate in their sixth year.
- This year, improvements in tracking and intervention for Grade 12 students correlated to increases in the annual graduation rate.

- Very few learners are in the Adult Dogwood program, with the vast majority of learners graduating with a Dogwood diploma. There are also very stringent requirements in place to have a student move to the Evergreen program, which is reserved for students with designations who are not able to access the curriculum required for the graduation program.
- While data for students with disabilities and diverse needs is masked, and cohort sizes are small, this year saw a significant increase in graduation rates; this trend will be monitored in coming years.

4. What areas for growth were identified:

- **For all students?**
 - o Ensure students are completing graduation requirements at the appropriate grade level, where possible.
 - o Explore why so many students are enrolling in distance education, and determine what can be done to better support the success of these learners.
- **For Indigenous learners?**
 - o Continue to focus on increasing Indigenous graduation rates.
- **For children and youth in care?**
 - o While this data is masked, in general these learners are not being as successful as their peers in achieving graduation.
- **For students with disabilities or diverse abilities?**
 - o While this data is masked, in general these learners are not being as successful as their peers in achieving graduation.

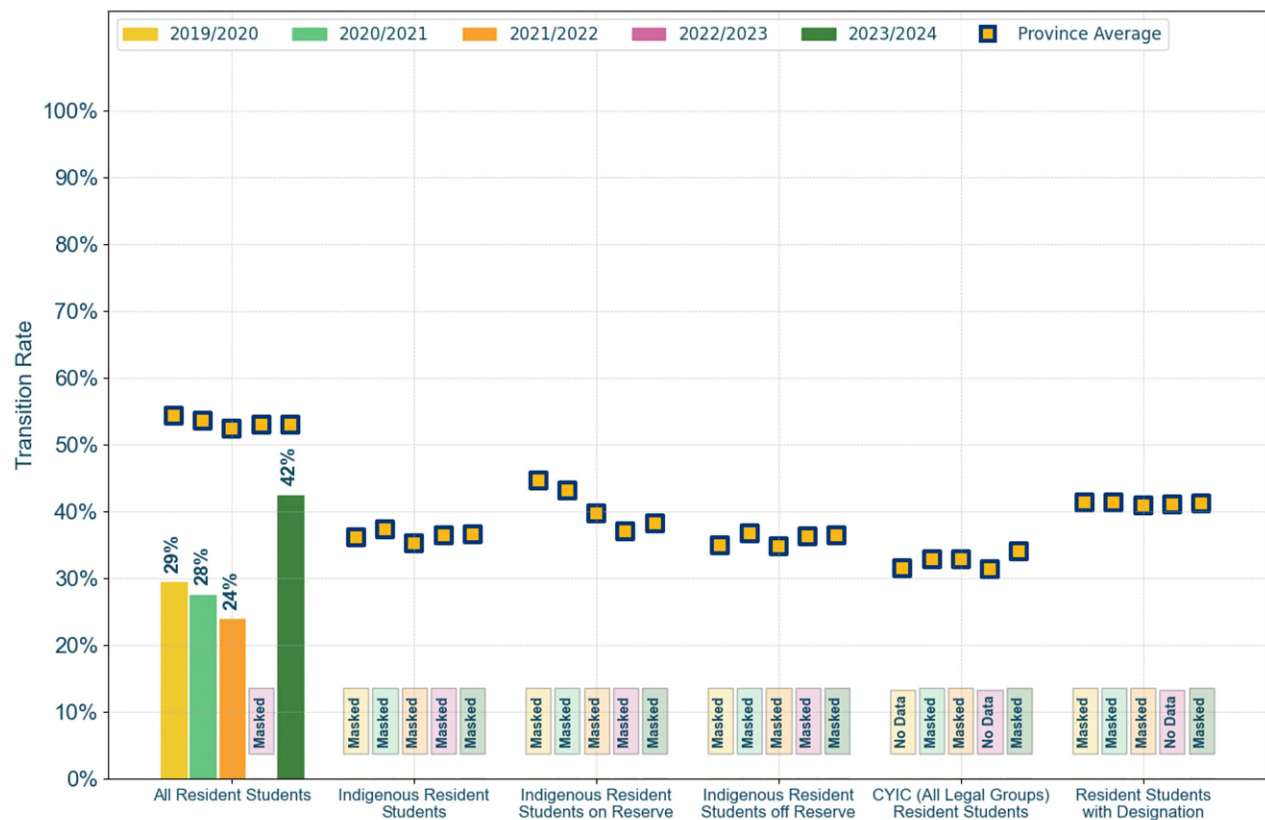
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

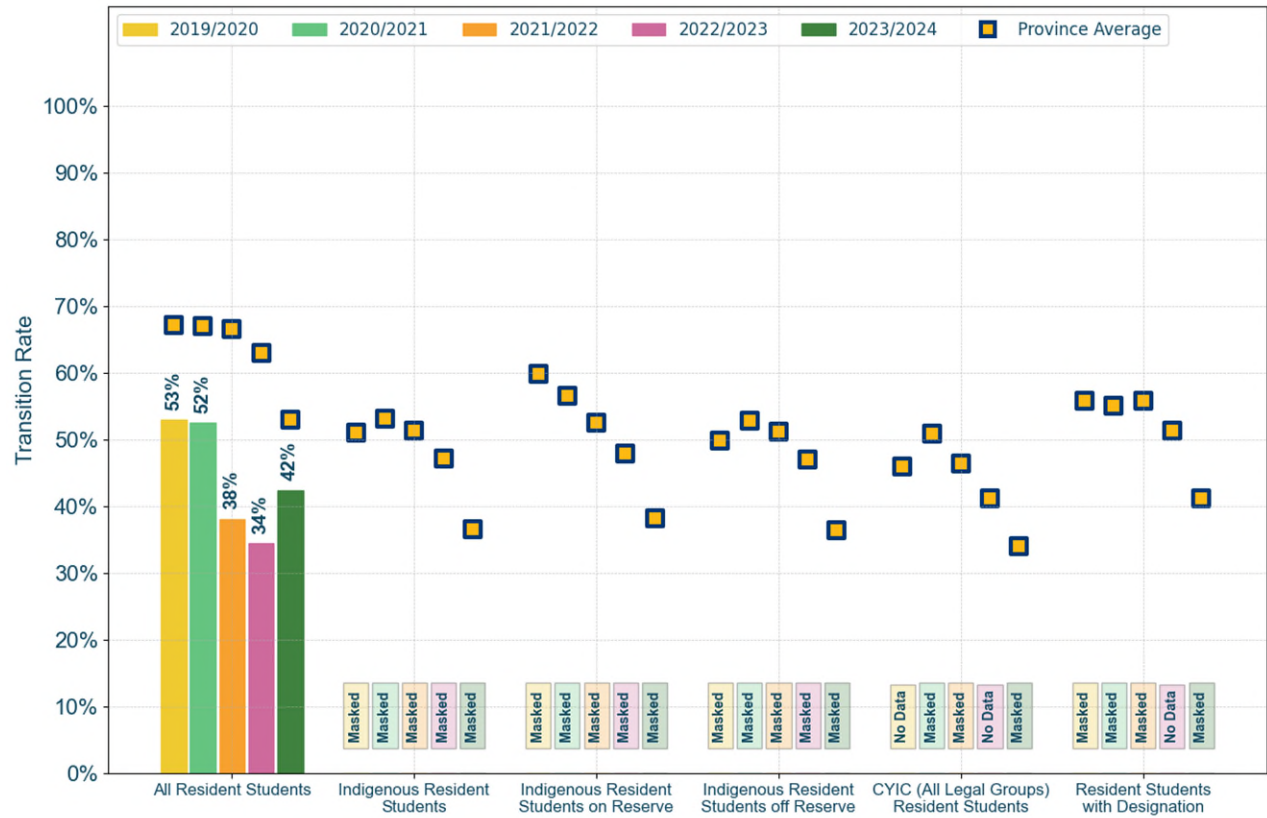
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	34	40	42	Masked	33
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	Masked	Masked	0	Masked
Resident Students with Designation	Masked	Masked	Masked	0	Masked

Immediate Transition to Post-Secondary Fort Nelson



Within 3 Years Transition to Post-Secondary Fort Nelson



Analysis and Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

1. Key context:

- The 2024-2025 data show that the 2014/2015 cohort of grade eights had a population size of 58 students. These students have had four years to transition into a post secondary institution.
- The data collected only measures transitions into B.C. Public Post-Secondary Institutions (PSI) and therefore does not capture students from our district that attend PSI in other provinces, or who attend private PSI. Although we have not collected formal data on the number of students transitioning to institutes outside B.C., we do know that many attend schools out of province with popular destinations being Alberta, Ontario, and some maritime provinces.
- Locally, many of our students transition into apprenticeships with local companies.
- The majority of our dual credit students attend a trades sector program.
- The small cohort sizes leads to significant masked data when disaggregated.
- Due to small cohort sizes, year-over-year trends should be interpreted with caution, as the addition or removal of a small number of students (including those represented in masked data) can result in significant fluctuations in reported results.

2. What new information emerged when comparing the provincial data with relevant local data?

- Our district does not collect local data specific to post-secondary transitions; anecdotally, we are aware that a number of our students have difficulty with moving away from home and the transition to large urban centres/institutions.

3. What strengths were identified?

- Students in our district often take advantage of Work Experience to gain workplace specific skills and credits towards graduation.
- Students in our district enroll in Train in Trades and Work in Trades programs.

4. What areas for growth were identified:

- **For all students?**
 - o A low number of our students (less than 20% according to the SLS) feel they are prepared for the workforce after graduation.
 - o Less than 40% of our students feel that they are prepared to attend post-secondary after graduation or have been taught basic life skills in high school.
 - o The majority of our students do not transition directly out of high school to post-secondary.

- **For Indigenous learners?**
 - o The number of Indigenous students who are feeling prepared for post-secondary or work after high school is very low; though masked, it indicates less than nine learners, with twenty-seven survey respondents.
 - o Very few students feel they have been taught the necessary social skills to build relationships and support others after high school.
- **For children and youth in care?**
 - o There is not enough data available to draw conclusions for this population; more work must be done to learn how successfully our CYIC learners are transitioning out of high school.
- **For students with disabilities or diverse abilities?**
 - o There is not enough data available to draw conclusions for this population; more work must be done to learn how successfully our learners with disabilities and diverse needs are transitioning out of high school.

Respond to Results

Continuous Improvement



Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence** to complete **Respond to Results**.

Respond to Results Provides:

- **Continuous Improvement Information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

District Context

Fort Nelson School District 81 lies within Treaty 8 territory, and the traditional territories of the Fort Nelson First Nation, Prophet River First Nation, Acho Dene Koe First Nation, and the Kaska Dena peoples. We proudly serve students and families from Fort Nelson First Nation, Prophet River First Nation, Acho Dene Koe First Nation, many other First Nations, and Metis and Inuit communities.

Fort Nelson School District is a remote Northern district with two primary schools (K-4), one elementary school (5-7), and one secondary school (8-12) located in the town of Fort Nelson, and a remote K-12 school located 200 kilometres north in the community of Toad River, B.C. Many families in Fort Nelson have been impacted by long-term economic decline and the ongoing lack of services and supports available in the community; however the District works very hard alongside community to provide many supports to our students and families.

2025-26 enrollment was 615 students in K – 12, a decline of 28 learners from the prior year; at the same time, the percentage of students with formal designations, English language learners, and children and youth in care all increased this year. Of our 615 students:

- 232 (38%) self-identify as Indigenous
 - o 40 status on-reserve (Fort Nelson First Nation and Prophet River First Nation)
 - o 78 status off-reserve, representing 12 or more Nations
 - o 46 non-status
 - o 82 Metis
 - o 8 Inuit
- 90 (15%) have a formal designation for disabilities/diverse needs
- 22 (4%) students are English Language Learners
- 11 (2%) students are defined as Children and Youth In Care

The Board's three strategic priorities, as presented in "[Empowering Growth, Inspiring Futures](#)," are cultivating a culture of learning; cultivating a culture of care; and building for the future. The Board strongly advocates for students in our district to have equitable access to the same high-quality learning environments and opportunities available to students throughout the province.

Reflect and Adjust



The Reflect and Adjust section allows district teams to reflect on strategies and identify adjustments to these strategies to improve student learning outcomes. This section highlights key district strategies that address the areas for growth identified in the data and evidence review. It allows district teams to demonstrate how their existing strategies are working to achieve the district's Strategic Plan objectives and priorities that specifically focus on improving student learning outcomes. With this focus of enhancing student learning, this section will not include every strategy implemented within the district.

This section begins with the table on the next page.

Cultivating a Culture of Learning				
Focus on building the skills and competencies needed for student success in numeracy and literacy at all levels, beginning with strong foundational skills in their primary years				
Area for Growth	Strategy	Targeted Learners	Strategy Impact (Pre-Existing Strategies Only)	Adjustments and Adaptions (Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, - All learners - Indigenous learners - Children and youth in care - Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? Please include qualitative and quantitative data from: - Data and evidence review - Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: - Continue? - Discontinue? - Adapt? (For each strategy, please indicate which action applies. Additional information is not required.)
Grade 7 to 10 drop in literacy proficiency, as indicated in both classroom and provincial assessment.	Action: Strengthen explicit, responsive instruction in literacy-related curricular competencies across subject areas, beginning in Grade 8, with a focus on areas of identified student need. Why: focus instruction where assessments show gaps.	All learners		

	Action: Provide systematic, targeted literacy interventions for learners with significant literacy gaps in Grades 8–12. Why: ensure consistent literacy intervention continues beyond elementary grades.			
	Action: Share provincial assessment feedback with staff, students and parents. Why: provides feedback on strengths and areas for growth.			
	Action: Field-testing K-3 provincial literacy screeners. Why: further increase capacity in early assessment and intervention, and ensure remote/Northern districts have a voice in the development of these screeners.			
Drop in numeracy from elementary to secondary, as indicated in classroom and provincial assessment.	Action: Continue to work on K-9 vertical alignment for number/fluency trajectory. Why: Consistency between teachers when and how number strategies are taught reduces barriers for students.	All learners	Qualitative feedback indicates some teachers have found the numeracy pathways to be very helpful for planning, particularly	
	Action: Introduce and pilot Grade 4-9 district assessment			

	with explicit alignment to the five numeracy processes. Why:			
Gap in early literacy skills for Indigenous students entering kindergarten.	Action: Early years table creating at-home literacy kits based on “Reading in the Womb” – will be available through all partner organizations. Each month, all partners will focus on the same skills with families. Why: Close the literacy gap for new kindergarten students.	All learners		

Cultivating a Culture of Care				
Support positive relationships with students, families, staff, and community members to ensure that everyone in our school system feels connected and welcome				
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Sata and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, - All learners - Indigenous learners - Children and youth in care - Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? Please include qualitative and quantitative data from: - Data and evidence review - Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: - Continue? - Discontinue? - Adapt? (For each strategy, please indicate which action applies. Additional information is not required.)
Low percentage of students report feeling welcome and a sense of belonging.	Action: Continue with year two of a district-wide inquiry into student belonging. Why: The strategy had some impacts in the first year; we intend to expand the inquiry to include more student/parent input.	All learners	Engagement varied by school, but leadership and school teams began to develop an understanding of what belonging looks/feels like to students in our schools. Led to greater awareness of students who were feeling excluded; one positive outcome was a handgames tournament held in community, which received	Adapt

			very positive feedback from students, families, staff and community.	
High student absenteeism	Action: Use of locally developed attendance dashboard. Why: The dashboard allows principals to quickly identify priority students for intervention.	All learners	The dashboard had some school-based use this year; it makes it very easy to flag students and monitor priority populations.	Adapt

Creating a Culture of Learning/Building for the Future

Focus on building the skills and competencies needed for students at all levels to successfully analyse, interpret, and make decisions in a changing world

Be flexible and adaptive in helping our students navigate rapid changes in society

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, - All learners - Indigenous learners - Children and youth in care - Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> - Data and evidence review - Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: - Continue? - Discontinue? - Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>
Students not feeling prepared for post-secondary transitions	Action: Expand Grade 11/12 learning opportunities for students and families on workforce/continuing education preparedness. Why: Ensure students and parents are better informed about options and steps for post-secondary transitions.	All learners		

	Action: Post-secondary tracking/exit interview to inform future planning, and provide continued support as students transition out of our schools. Why: learn from our graduates where their challenges are, and what supports may have helped them, as they transition to post-secondary.			
	Action: Increase post-secondary transition planning for students with disabilities/diverse needs. Why: Students with disabilities and diverse needs and their families are reporting low levels of preparedness for post-graduation transitions.	Students with disabilities and diverse abilities		
Indigenous learner graduation gap	Action: Increase accessibility to parent information events (Gr. 7/9/12) for Indigenous families. Why: The IEC has shared that some Indigenous parents, in particular parents on-reserve, have difficulty accessing information sessions held at schools, and may not be aware	Indigenous learners		

	of processes and/or the impacts of program decisions.			
	Action: Use of Graduation Processes administrative protocol. Why: Ensure tracking and early intervention for students in the graduation program.	All learners	This protocol was introduced part way through the 2025-26 school year to formalize a number of processes used to track progress and support intervention for students in the Grade 10-12 graduation program. The annual graduation rate for 25-26 saw a significant increase, suggesting the tracking and intervention processes used were effective.	Continue

District Continuous Improvement Overview



The District monitors strategies through regular review, reporting, refinement, and engagement. The following table outlines timelines and processes for the District's continuous improvement cycle.

July	District administrative team reviews qualitative and quantitative data, collaborates on development of focus areas and strategies. Senior staff develop draft Enhancing Student Learning (ESL) report.
August	District administrative team reviews draft.
September	Superintendent presents ESL to Board of Education for approval. Report is published and shared with stakeholder/rightsholder groups.
July – October	School ESL plans developed in alignment in consultation with staff, students, and families.
November	Principals present school ESL to PAC, submitted to Board for approval.
November – June	The Board of Education and the Indigenous Education Council will review provincial and local data and engage with stakeholders
January-February	Mid-year report on student learning.
April	Mid-year report on student learning. Mid-year report on strategic plan priorities.
Year round	School-level data collected and submitted to District for review. Engagement with IEC, PAC, students, families through in-person meetings and surveys. Funding allocated to support District and school strategies/goals. Secretary Treasurer and Technology Director review FESL and strategic priorities to ensure alignment with budget, facilities plans, and technology plans.

Ongoing Strategic Engagement



Throughout the year, the District engages with a variety of stakeholder and rightsholder groups on student success. These include:

Indigenous Education Council (IEC): regular in-person and virtual meetings are held throughout the year that include voting members; community members, consultants, and others invited by the IEC to participate; and District representatives invited by the IEC that in 2025-26 included the Superintendent (Secretariat and Indigenous Education Lead), Secretary Treasurer, trustee representatives, and at times other District staff. In addition, there was frequent informal communication between District staff and IEC members.

Local Education Agreements (LEA): meetings are held with First Nations LEA teams to regularly review and strategize. Currently, we have an LEA in place with Prophet River First Nation; are re-negotiating the LEA with Fort Nelson First Nation; and are entering negotiations with Acho Dene Koe First Nation to establish their first LEA. In the 2025-26 school year, meetings were not as regular as in prior years with PRFN; and with no agreement in place, regular meetings were not held with the FNFN team. District and school-based staff continued to liaise with education contacts with all three Nations on individual student concerns; this is an area for continued growth at the school level.

Parents/Caregivers and Families: Principals and trustees regularly engage with parents at regularly scheduled monthly PAC meetings. Information is shared with parent/caregivers throughout the year through newsletters, social media, email, and the District website. The District also obtains feedback from families through text/email surveys throughout the year. This has been identified as an area for growth for the District.

Safe and Caring Schools: The District's administration team, counsellors, and head teachers meet monthly as the District erase Committee to identify priorities and develop strategies related to student safety and well-being.

Early Learning: The Early Learning Table meets monthly to share information, review services and supports being provided by each organization, and coordinate efforts to best reduce barriers and meet the needs of children and families in the community. Membership includes representatives from School District 81 and a range of community partners, including Northern Health, Chalo Independent School, Dehzona Family Centre, Fort Nelson Community Literacy Society, Northern Rockies Child Development Society, Fort Nelson Playschool, the Aboriginal

Friendship Centre, Child Care Resource and Referral, the Northern Rockies Regional Municipality Recreation Centre, and the Fort Nelson Public Library, among others.

Learners with Disabilities/Diverse Abilities: The school district maintains a comprehensive Individual Education Plan (IEP) process that engages all members of a student's support team, including families and relevant external agencies. IEP meetings are held at least twice annually to develop, review, and evaluate student goals, progress, and support strategies. In addition, Student Support Resource Teachers (SSRTs) meet with families during Parent-Teacher conferences twice each year and provide written reports on student progress toward IEP goals, which accompany the written learning updates. SSRTs collect and analyze student data related to each IEP objective on an ongoing basis. This information is reviewed regularly to monitor progress, inform decision-making, and ensure that appropriate supports and interventions are in place to meet each student's individual needs.

School-Based Team meetings are held weekly or biweekly to monitor the progress of priority students, review interventions, and identify and address any barriers that may be impacting student success.

All resource teachers, principals, and the Director of Instruction for Inclusive Education meet together monthly to identify priorities and develop strategies for students with disabilities and diverse needs.

District Administration: The District's administration team, comprised of principals/vice-principals, senior administration, and executives meet monthly and as needed to identify priorities and develop strategies to support student learning and well-being.

Create Alignment to Enhancing Student Learning



Each summer, school principals review school-level and District data, and provide input for the development of strategies alongside District leadership.

This year, District leadership participated in Ministry sessions on the development of school ESL plans that support change at the school level. This led to the development of a school plan template that reflects the District ESL. Each school plan will include 1 to 3 goals that are:

- specific, measurable, with a timeline;
- precise enough to guide shifts in practice;
- have clear success indicators tied to student learning outcomes;
- have a strong equity lens; and,
- identify the adults responsible for the actions to be taken.

Note that in our District timelines, school plans are required to be published by November of each school year; as such, current plans may not be available prior to that date. School plans are linked to on each school website home page:

[Fort Nelson Secondary School](#)

[RL Angus Elementary School](#)

[GW Carlson Elementary School](#)

[JS Clark Elementary School](#)

[Toad River School](#)

In addition, each year the Secretary Treasurer, Director of Facilities, and Technology Director review the District ESL and strategic plan to ensure alignment of these priorities with the annual budget, facilities plans, and technology plans.

Appendix A – Local Data

Throughout the following data tables, grayed-out cells reflect data that has been masked due to a population of less than 9 students, as per the Ministry’s *Protection of Personal Information when Reporting on Small Populations*. Note that in general, prior to the 2023-24 school year, District-level data was not disaggregated beyond all students and Indigenous students.

Literacy

Kindergarten Yopp-Singer Phoneme Segmentation Data 22-23 to 25-26

The Yopp-Singer test for Phonemic Awareness is used in Kindergarten classes three times per year as an indication of where our newest students are at in their phonemic development. The goal is to have all students demonstrate phonemic awareness by the end of Kindergarten.

The table below provides year-end data from the past four school years; note that in the 2022-23 school year and prior, District literacy data, including the Yopp Singer data, was not disaggregated beyond all students and Indigenous students.

In the 2025-26 school year, two additional district-wide assessments were used alongside the Yopp-Singer to meet the Ministry’s screening requirement; letter identification and sounds; and beginning/middle/end word sounds. While this data was tracked at the school and district level, it is not being reported on as these measures will be changing in the 2025-26 school year when we field-test the Ministry’s new Kindergarten screener.

Demographic	2022-23			2023-24			2024-25			2025-2026		
	Total # Students	Fully Meeting		Total # Students	Fully Meeting		Total # Students	Fully Meeting		Total # Students	Fully Meeting	
		#	%		#	%		#	%		#	%
All	34	30	88%	35	31	84%	31	26	84%	37	30	81
Indigenous	12	9	75%				12			10		
On Reserve	Disaggregated Data Not Collected											
Off-Reserve							10					
CYIC							0	N/A	N/A			
Disabilities/Diverse Needs												
ELL				0	N/A	N/A	0	N/A	N/A	0	N/A	N/A

Fountas and Pinnell Benchmark Assessment Data 22-23 to 25-26

Fountas and Pinnell reading levels are used as a benchmark assessment for K – 7 three times per year. This assessment provides a useful indication of whether students are on-track; how different priority populations are doing in comparison to all students; and helps to inform interventions for students who are not at grade level in reading. It is key to note that classroom assessment, the Foundation Skills Assessment, and the BAS all assess different skills, and students may be able to access different supports depending on the assessment; so differences will be seen when comparing this data.

While the Fountas and Pinnell benchmark is used to assess student reading levels, there are a wide variety of instructional techniques and tools used for reading instruction based on student needs, including the use of targeted, individualized interventions.

Grade	Demographic	2022-23			2023-24			2024-25			2025-2026		
		Total # Students	Meeting and Exceeding		Total # Students	Meeting and Exceeding		Total # Students	Meeting and Exceeding		Total # Students	Meeting and Exceeding	
			#	%		#	%		#	%		#	%
K	All	35	30	86%	28	22	79%	31	23	74%	37	30	81%
	Indigenous	13	9	69%				12			10		
	On Reserve	Disaggregated Data Not Collected											
	Off-Reserve							10					
	CYIC							0	0	N/A			
	Disabilities/Diverse Need ELL							0	0	N/A			
1	All	40	25	63%	39	22	56%	34	26	76%	31	22	71%
	Indigenous	14	7	50%	13			7			13		
	On Reserve	Disaggregated Data Not Collected											
	Off-Reserve				11						10		
	CYIC				0	0	N/A	0	0	N/A			
	Disabilities/Diverse Need ELL				0	0	N/A						
2	All	38	29	76%	41	29	71%	43	28	65%	34	28	82%
	Indigenous	19	11	58%	14	10	71%	17	9	53%			
	On Reserve	Disaggregated Data Not Collected			0	0	N/A						
	Off-Reserve				14	10	71%	14					
	CYIC												
	Disabilities/Diverse Need ELL				0	0	N/A						
3	All	54	37	69%	39	24	62%	41	27	66%	41	26	63%
	Indigenous	16	12	75%	16	9	56%	14			15		
	On Reserve	Disaggregated Data Not Collected						0	0	N/A			
	Off-Reserve				14			14			13		
	CYIC				0	0	N/A	0	0	N/A			
	Disabilities/Diverse Need ELL												
4	All	39	27	69%	55	36	65%	41	27	66%	43	31	72%
	Indigenous	13	7	54%	16	10	63%	17			15	11	73%
	On Reserve	Disaggregated Data Not Collected											
	Off-Reserve				14	9	64%	14			14	10	71%
	CYIC				0	0	N/A						
	Disabilities/Diverse Need ELL							0	0	N/A			
5	All	51	33	65%	46	26	57%	57	35	61%	45	30	67%
	Indigenous	15	10	67%	19			17	9	53%	18	10	56%
	On Reserve	Disaggregated Data Not Collected											
	Off-Reserve				16			15			14		
	CYIC				0	0	N/A	0	0	N/A			
	Disabilities/Diverse Need ELL				9						12		
6	All	54	37	69%	51	37	73%	47	32	68%	54	37	69%
	Indigenous	22	11	50%	16	11	69%	20	9	45%	16	11	69%
	On Reserve	Disaggregated Data Not Collected											
	Off-Reserve				11			18			14		
	CYIC				0	0	N/A						
	Disabilities/Diverse Need ELL							0	0	N/A	10		
7	All	53	41	77%	57	37	65%	54	32	59%	49	41	84%
	Indigenous	22	18	82%	21	11	52%	16	9	56%	21	15	71%
	On Reserve	Disaggregated Data Not Collected											
	Off-Reserve				20			10			17	12	71%
	CYIC				0	0	N/A						
	Disabilities/Diverse Need ELL							10			12		

Numeracy

The following chart details classroom assessment results for numeracy in Grades 4 and 7, for triangulation with FSA results.

Grade 4 and 7 Year End Proficiency in Numeracy						
Grade	Emerging		Developing		Proficient/Extending	
	#	%	#	%	#	%
4			10	24	27	64
7				12	41	83

The following chart details classroom assessment results for numeracy in Grades 10-12, for triangulation with GNA results, as well as for reporting to the IEC on Indigenous participation rates in the Pre-Calculus pathways.

Secondary Math - Course Enrollment and Completion Rates					
Course		All Students	Indigenous	On-Reserve	Off-Reserve
FMP 10	Enrollment	29	13		
	Completion	21			
WPM 10	Enrollment	25	12		
	Completion	21	10		
Pre-Calculus 11	Enrollment	39	12		11
	Completion	37	12		11
WPM 11	Enrollment	27	12		11
	Completion	19	9		
Pre-Calculus 12	Enrollment	11			
	Completion	10			

Feel Welcome, Safe, and Connected

The data table on the following page shows attendance data for K-12 from September 2025 – May 2026, showing percent of year missed and the number of students with over 20 full-day absences at that point in the year. Data was not available for Children and Youth in Care; grayed out cells are masked.

Grade Level	Population	# Students	Average % of Year Missed	# Students Over 20 Absences (14% of year)	% Students Over 20 Absences
K	All	41	18%	23	56.10%
	Non-Indigenous	31	19%	18	58.06%
	Indigenous	10	17%	5	50.00%
	Off-Reserve	9	17%		
	On-Reserve				
	Designations				
	CYIC	Data Not Available			
1	ELL				
	All	31	13%	10	32.26%
	Non-Indigenous	18	10%		
	Indigenous	13	16%		
	Off-Reserve	10	14%		
	On-Reserve				
	Designations				
2	CYIC	Data Not Available			
	ELL	0			N/A
	All	36	10%	11	30.56%
	Non-Indigenous	25	10%		
	Indigenous	11	12%		
	Off-Reserve				
	On-Reserve				
3	Designations				
	CYIC	Data Not Available			
	ELL				
	All	42	7%	14	33.33%
	Non-Indigenous	26	9%		
	Indigenous	16	18%		
	Off-Reserve	14	20%		
4	On-Reserve				
	Designations				
	CYIC	Data Not Available			
	ELL				
	All	45	12%	15	33.33%
	Non-Indigenous	29	10%		
	Indigenous	16	16%	9	56.25%
5	Off-Reserve	15	16%	9	60.00%
	On-Reserve				
	Designations				
	CYIC	Data Not Available			
	ELL				
	All	45	13%	19	42.22%
	Non-Indigenous	27	12%	9	33.33%
6	Indigenous	18	15%	11	61.11%
	Off-Reserve	14	15%		
	On-Reserve				
	Designations	12	13%		
	CYIC	Data Not Available			
	ELL				
	All	54	17%	35	64.81%
	Non-Indigenous	36	16%	22	61.11%
	Indigenous	18	21%	13	72.22%
	Off-Reserve	16	20%	11	68.75%
	On-Reserve				
	Designations				
	CYIC	Data Not Available			
	ELL				

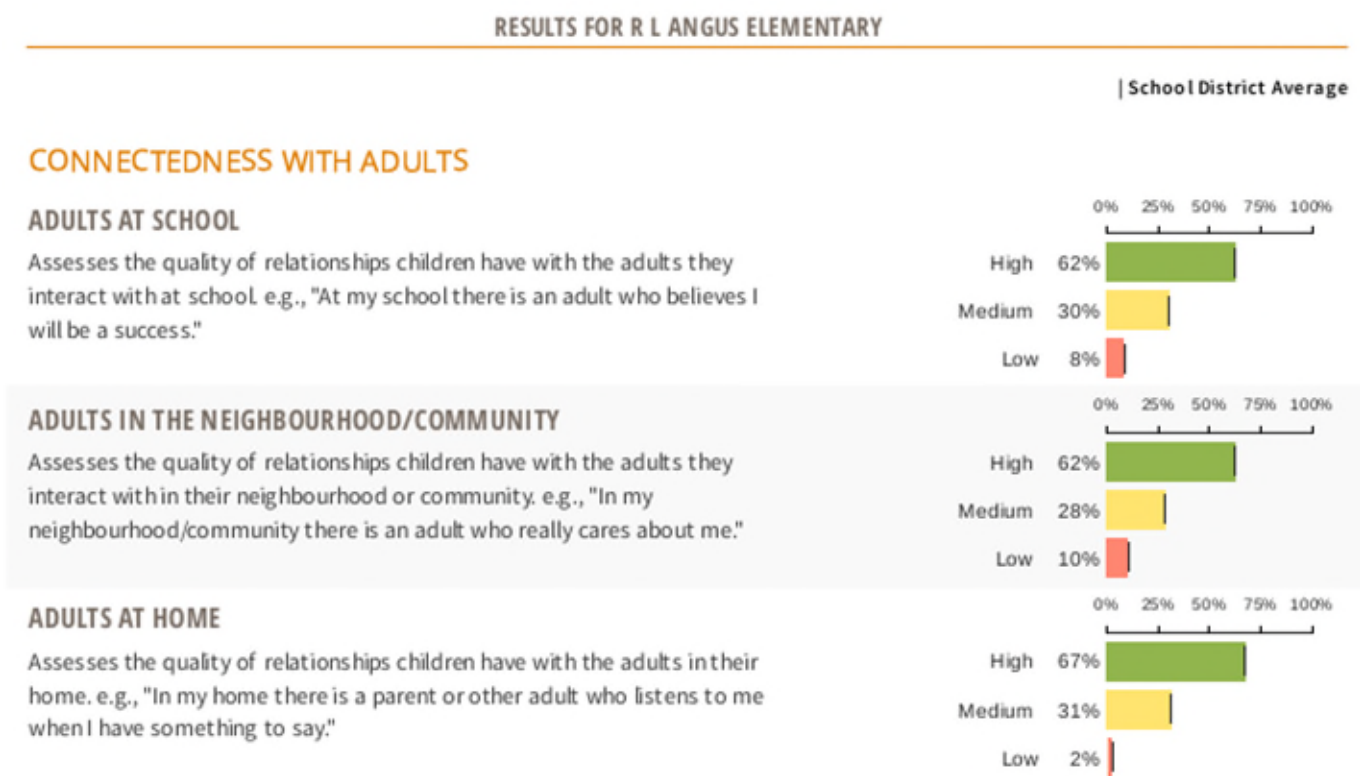
7	All	49	18%	30	61.22%
	Non-Indigenous	28	16%	14	50.00%
	Indigenous	21	21%	16	76.19%
	Off-Reserve	17	22%	15	88.24%
	On-Reserve				
	Designations	11	21%	9	81.82%
	CYIC	Data Not Available			
8	ELL	0			N/A
	All	46	19%	31	67.39%
	Non-Indigenous	32	17%	19	59.38%
	Indigenous	14	24%	13	92.86%
	Off-Reserve	9	26%	9	100.00%
	On-Reserve				
	Designations	12	27%	9	75.00%
9	CYIC	Data Not Available			
	ELL				
	All	57	18%	37	64.91%
	Non-Indigenous	31	16%	18	58.06%
	Indigenous	26	21%	19	73.08%
	Off-Reserve	25	20%	18	72.00%
	On-Reserve				
10	Designations				
	CYIC	Data Not Available			
	ELL	0			N/A
	All	51	25%	42	82.35%
	Non-Indigenous	26	23%	17	65.38%
	Indigenous	25	28%	25	100.00%
	Off-Reserve	17	26%	17	100.00%
11	On-Reserve				
	Designations				
	CYIC	Data Not Available			
	ELL				
	All	67	22%	43	64.18%
	Non-Indigenous	42	19%	26	61.90%
	Indigenous	25	28%	19	76.00%
12	Off-Reserve	22	28%	21	95.45%
	On-Reserve				
	Designations				
	CYIC	Data Not Available			
	ELL				
	All	48	18%	32	66.67%
	Non-Indigenous	34	16%	19	55.88%
K-12	Indigenous	17	23%	13	76.47%
	Off-Reserve	15	20%	11	73.33%
	On-Reserve				
	Designations				
	CYIC	Data Not Available			
	ELL				
	All	612	18%	342	55.88%
	Non-Indigenous	385	15%	186	48.31%
	Indigenous	230	21%	143	62.17%
	Off-Reserve	183	20%	111	60.66%
	On-Reserve	0	23%	0	#DIV/0!
	Designations	35	21%	18	51.43%
	CYIC	Data Not Available			
	ELL	0	11%		

The MDI is an assessment of children’s social-emotional health and well-being conducted annually by researchers at the Human Early Learning Partnership through UBC, with Grade 5 and 8 students across the province. While the report is far more comprehensive than the data shown below, the following is a snapshot of some overall measures that correlate well to the measures feeling welcome, safe, and connected in the provincial Student Learning Survey.

The YDI is self-reported questionnaire that collects population-level youth development data, which may be broadly used to better understand the developmental trends, health, and well-being of adolescents in British Columbia (BC). The YDI is administered annually in schools across BC; while in previous years it was administered to Grade 11 students this year the sample included students across Grades 9 – 12. At FNSS, students in Grades 10 – 12 completed the survey.

Middle Years Development Instrument – 2025-2026

Adult Connectedness Grade 5



Peer Connectedness Grade 5

CONNECTEDNESS WITH PEERS

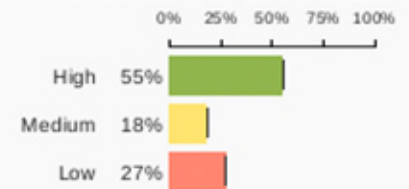
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



Safety at School Grade 5

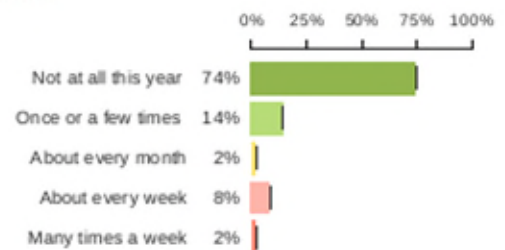
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

CYBER



PHYSICAL



SOCIAL



VERBAL



Middle Years Index Grade 8 – 2024-2025

Connectedness with Adults Grade 8

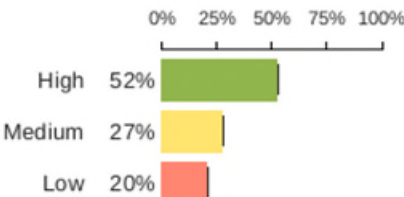
RESULTS FOR FORT NELSON SECONDARY

| School District Average

CONNECTEDNESS WITH ADULTS

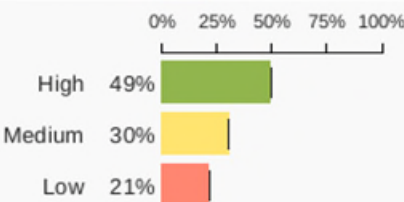
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



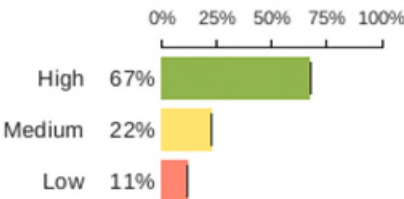
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

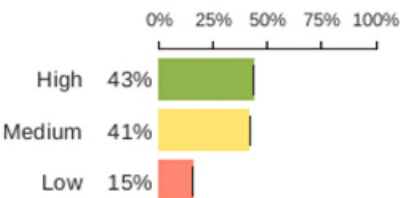
Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



CONNECTEDNESS WITH PEERS

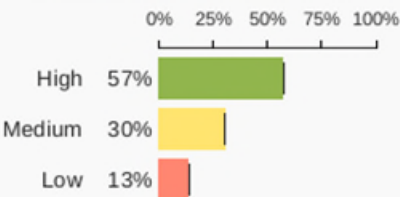
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

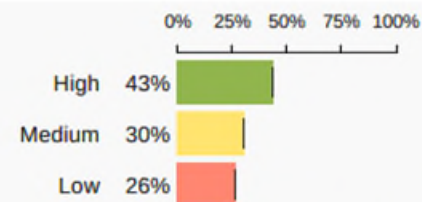
Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



School Connectedness and Belonging Grade 8

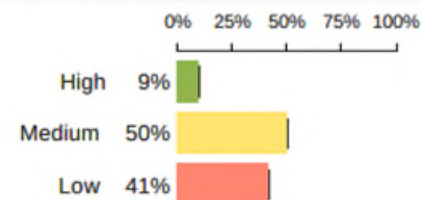
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



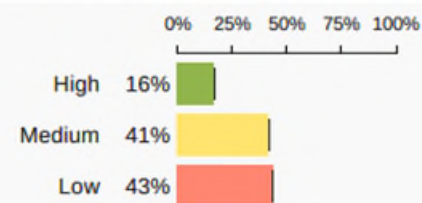
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

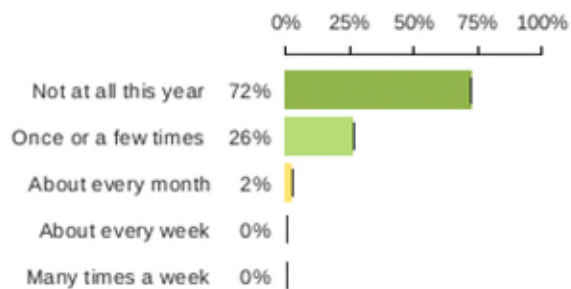


Victimization and Bullying at School Grade 8

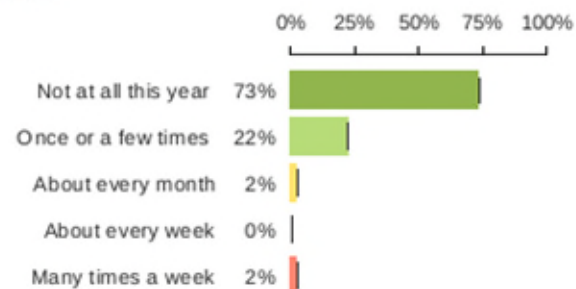
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

CYBER



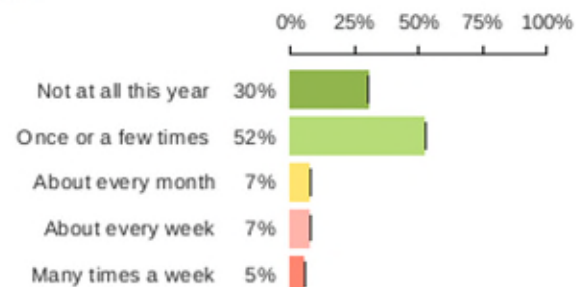
PHYSICAL



SOCIAL



VERBAL

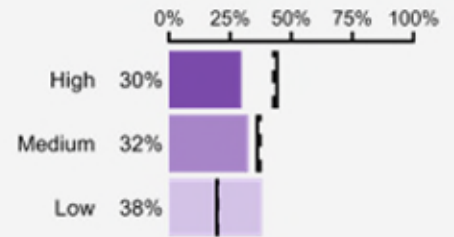


SCHOOL CONNECTION

SCHOOL BELONGING†

Youth's level of agreement with statements about their sense of belonging at school.

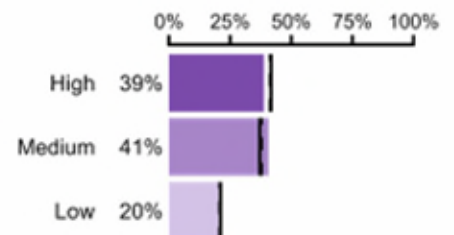
e.g., "I feel like I belong in this school."



SUPPORTIVE ADULTS AT SCHOOL†

Youth's level of agreement with statements about how supported they feel by the adults at their school.

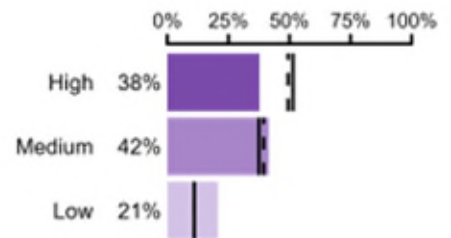
e.g., "At my school, there is an adult who really cares about me."



SENSE OF COMMUNITY BELONGING

Youth's rating of their sense of belonging to their community, including geographic community, cultural community, etc.

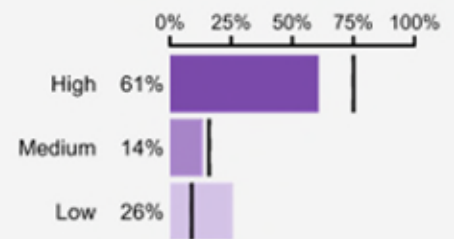
e.g., "I feel a sense of belonging in my community" and "I know where to go in the community to get help."



SCHOOL CLIMATE

SCHOOL SAFETY

Youth's level of agreement with the statement "I feel safe at my school."

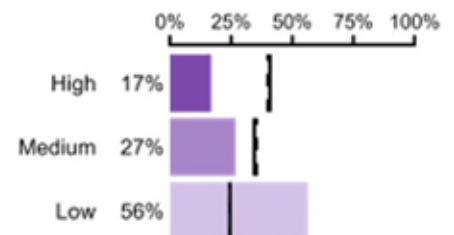


POSITIVE SCHOOL ENVIRONMENT[†]

Youth's level of agreement with statements about the social atmosphere of the school, including the relationships and interactions between and amongst students and staff.

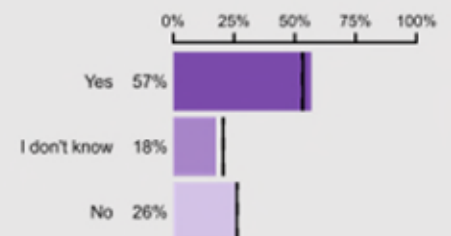
e.g., "Teachers and students treat each other with respect in this school."

[†]called School Climate on the MDI



WASHROOM SAFETY

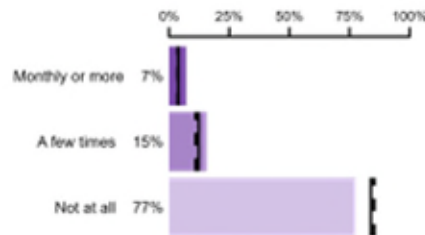
Percentage of youth who feel safe using their school's washrooms.



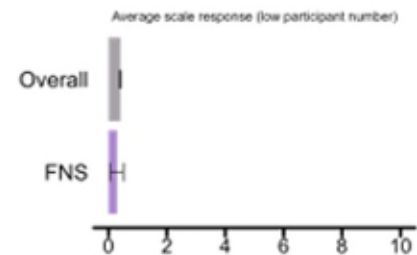
VICTIMIZATION I*

How frequently youth reported experiencing bullying or harassment during the school year, including physical, social, verbal, and/or cyberbullying.

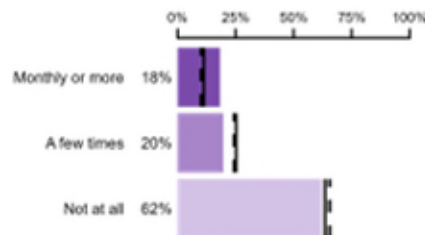
Cyberbullying (e.g., online messaging)



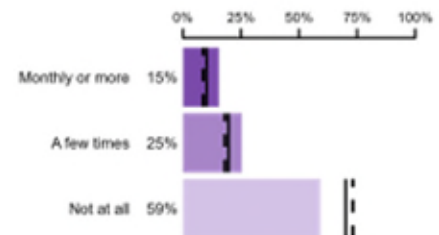
Physical Bullying (e.g., hit or kicked)



Social Bullying (e.g., exclusion, gossip)



Verbal Bullying (e.g., threatened, teased)



VICTIMIZATION II

Percentage of youth who *witnessed* someone being bullied or harassed this school year.

57%
witnessed someone being bullied or
harassed this year

Graduation

Annual Graduation Rate 2021 - 2026								
Year	Demographic	Number of Grade 12 Students	Students Eligible for Dogwood	Completed Dogwood Diploma	Completed Adult Dogwood	Completed Evergreen	Did Not Graduate	Dogwood Graduation Rate (Dogwood Diploma plus Adult Dogwood)
2020/21	All Students	51	50	39				84%
	Indigenous Students	20	19	13				74%
2021/22	All Students	51	50	42				92%
	Indigenous Students	16	15	10				93%
2022/23	All Students	46	45	32	0		14	71%
	Indigenous Students	24	24	17	0	0		71%
2023/24	All Students	54	52	41				87%
	Indigenous Students	26	25	21			0	100%
2024/25	All Students	66	65	52			11	83%
	Indigenous Students	23	22	18				86%
	Indigenous On-Reserve							100%
	Indigenous Off-Reserve	20	20	16				80%
	Disabilities/Diverse Needs							
	ELL							
	CYIC							
2025/26	All Students	49	47	45				92%
	Indigenous Students	17	15	15				88%
	Indigenous On-Reserve	2	1	1				50%
	Indigenous Off-Reserve	15	14	14				93%
	Disabilities/Diverse Needs							
	ELL							
	CYIC	N/A						

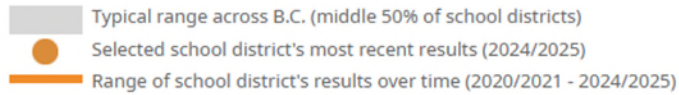
Year	5-Year Graduation Rate				6-Year Graduation Rate			
	Demographic	Cohort Size	% Dogwood	% Dogwood/Adult Dogwood	Demographic	Cohort Size	% Dogwood	% Dogwood/Adult Dogwood
2019-20	All	50	75%	83%	All	58	Not available	85%
	Indigenous	22	70%	75%	Indigenous	25	Not available	76%
	Indigenous Off Reserve	16	73%	73%	Indigenous Off Reserve		Not available	81%
	Disabilities/Diverse Need	Masked	Masked	Masked	Disabilities/Diverse Needs		Not available	92%
2020-21	All	59	80%	82%	All	50	Not available	82%
	Indigenous	26	74%	74%	Indigenous	22	Not available	75%
	Indigenous Off Reserve	18	73%	73%	Indigenous Off Reserve	16	Not available	74%
	Disabilities/Diverse Need	9	54%	54%	Disabilities/Diverse Needs	Masked	Masked	Masked
2021-22	All	57	79%	81%	All	58	Not available	93%
	Indigenous	20	63%	69%	Indigenous	26	Not available	85%
	Indigenous Off Reserve	14	83%	91%	Indigenous Off Reserve	18	Not available	84%
	Disabilities/Diverse Need	11	53%	53%	Disabilities/Diverse Needs	9	Not available	53%
2022-23	All	47	59%	61%	All	58	Not available	84%
	Indigenous	28	57%	57%	Indigenous	20	Not available	73%
	Indigenous Off Reserve	21	65%	65%	Indigenous Off Reserve	14	Not available	89%
	Disabilities/Diverse Need	Masked	Masked	Masked	Disabilities/Diverse Needs	11	Not available	72%
2023-24	All	58	57%	61%	All	47	Not available	73%
	Indigenous	36	46%	52%	Indigenous	28	Not available	71%
	Indigenous Off Reserve	29	49%	53%	Indigenous Off Reserve	21	Not available	74%
	Disabilities/Diverse Need	16	Masked	Masked	Disabilities/Diverse Needs	Masked	Masked	Masked
2024-25	All	68	80%	81%	All	58	Not available	71%
	Indigenous	28	80%	80%	Indigenous	36	Not available	64%
	Indigenous Off Reserve	24	84%	84%	Indigenous Off Reserve	29	Not available	61%
	Disabilities/Diverse Need	Masked	Masked	Masked	Disabilities/Diverse Needs	16	Not available	Masked

Life and Career Core Competencies

Number of Students Enrolled/Completed Careers Programs

2025-2026	All Students Enrolled	All Completed
Youth Train in Trades	Masked	Masked
Youth Work in Trades 11 A/B	9	N/A
Youth Work in Trades 12 A/B	Masked	N/A
Work Experience A	16	15
Youth Explore Trades Sampler	0	N/A
Dual Credit (not Train in Trades)	0	N/A
Skills Exploration 10	14	13
Skills Exploration 11	14	14
Skills Exploration 12	12	10

Student Learning Survey Results for Post Secondary/Career Preparedness



Post-Secondary and Career Preparation

