

**DELTA SCHOOL DISTRICT**  
**ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT**  
**ANNUAL REPORT 2009/10**

February 2011





## **ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT**

### **ANNUAL REPORT 2009/10**

#### **INTRODUCTION**

As part of our commitment to improving outcomes for our Aboriginal students, an annual report of the Aboriginal Education Enhancement Agreement (AEEA) has been completed. The AEEA was signed May 24, 2005. This Annual Report is the fifth report regarding the goals of the AEEA.

This report summarizes the results for each goal as outlined in the Aboriginal Education Enhancement Agreement.

The report was reviewed and approved by the Aboriginal Advisory Committee on February 23, 2011. It was also presented to the Delta School Board on February 15, 2011.

#### **SUMMARY OF RESULTS**

##### **Elementary**

The At-Risk percentage has decreased from 46% (143 students) to 33% (84 students) in our elementary schools. The 12 schools who have implemented the EA grant have had a 19% decrease in the At-Risk Aboriginal students.

The academic achievement of the Kindergarten and Grade 1 students is improving.

The Grade 4 and 7 students' achievement has fluctuated over the past 5 years and has shown a slight improvement since 2006. The FSA results in grade 4 and 7 have improved in all subjects.

In our elementary schools improving Aboriginal students' achievement continues to be a priority. Additional supports are in place to assist with the improvement of student achievement. (The Academic Language Development program will be expanded next year and the Education Assistant support will continue.)

##### **Secondary**

The Dogwood Completion rate increased to 62% this year. Our highest percentage yet, there is still room for improvement. A continued focus in participation and passing the required courses will continue. The At-Risk data at secondary remains high at 58%. The EA grant for the academically at-risk aboriginal student implementation process will be redesigned in consultation with schools to ensure improvement in academic achievement.

##### **Culture**

In Delta schools there were 130 classroom presentation and 44 whole school presentations. The teaching and understanding of Aboriginal culture is becoming more a part of the educational experience in Delta.

## STUDENT ACHIEVEMENT

### a. GOAL: Improve literacy skills in Kindergarten and Grade 1.

Indicator: Delta District report card comments for Kindergarten and Grade 1. (Final Report Card marks are used as the District Literacy Assessment for Kindergarten and Grade 1 is no longer being implemented.)

Target: Increase the percent of students in the *meeting and fully meeting* category.

### REPORT CARD MARKS – PRIMARY – June 2010 Language Arts

	2007/08				2008/09				2009/10			
	KN	%	Gr. 1	%	KN	%	Gr. 1	%	KN	%	Gr. 1	%
<b>Total Students</b>	<b>17</b>		<b>21</b>		<b>26</b>		<b>25</b>		<b>21</b>		<b>27</b>	
**	2		3		1		5		2		3	
Not Yet Meeting	2	24%	6	76%	0	31%	2	68%	3	24%	3	48%
Approaching			7		7		10		7			
Meeting	13	76%	5	23%	18	70%	8	32%	16	76%	14	52%
Fully Meeting												

Baseline was set in June 2006.

Improvement of percent of students *meeting and fully meeting* will be tracked.

The percent of Kindergarten students *meeting and fully meeting* increased from 70% to 76%.

GOAL WAS MET. (June 2010)

The percent of *meeting and fully meeting* Grade 1 students increased from 32% to 52%.

GOAL WAS MET. (June 2010)

### b. GOAL: Improve literacy and numeracy skills in the intermediate grades.

Indicator: Foundation Skills Assessment (FSA) Grade 4 and 7 in Reading, Writing and Numeracy and the Grade 4 and 7 report card marks. (Report Card marks are used as the District Literacy Assessment for Grade 5 is no longer being implemented.)

Target: Increase the percent of students in the *meeting and fully meeting* category and decrease the percent of students at-risk based on report card marks. (Based on the current number of Aboriginal students in each grade, this would be an increase of one student per year.)

### Report Card Marks – Intermediate

		Aboriginal Students at Risk			
		Mathematics		Language Arts	
		%	#	%	#
2006	Grade 4	36%	10	46%	13
	Grade 7	27%	14	25%	13
2007	Grade 4	26%	10	26%	10
	Grade 7	37%	17	39%	18
2008	Grade 4	23%	7	17%	5
	Grade 7	27%	14	22%	11
2009	Grade 4	31%	9	31%	9
	Grade 7	30%	10	27%	9
2010	Grade 4	50%	12	38%	9
	Grade 7	28%	13	28%	13

## Grade 4

The percent of Grade 4 students receiving a C-, F, or \*\* in Language Arts went from 31% (9) in 2009 to 38% (9) in 2010.

Baseline was set in June 2006. GOAL WAS NOT MET. (June 2010)

The percent of Grade 4 students receiving a C-, F, or \*\* in Mathematics went from 31% (9) in 2009 to 50% (12) in 2010.

Baseline was set in June 2006. GOAL WAS NOT MET. (June 2010)

## Grade 7

The percent of Grade 7 students receiving a C-, F or \*\* in Language Arts went from 27% (9) in 2009 to 28% (13) in 2010.

Baseline was set in June 2006. GOAL WAS NOT MET. (June 2010)

The percent of Grade 7 students receiving a C-, F OR \*\* in Mathematics went from 30% (10) in 2009 to 28% (13) in 2010.

Baseline was set in June 2006. GOAL WAS MET. (June 2010)

### FSA Results –GOAL: Increase the percent of Aboriginal students meeting or exceeding.

School Year	Reading Comprehension Grade 4 FSA				Goal Met/Not Met
	Participation		Meeting or Exceeding		
	#	%	#	%	
2007/08	32	77	22	69	Met
2008/09	22	76	16	51	Not Met
2009/10	14	48	11	79	Met

School Year	Writing Grade 4 FSA				Goal Met/Not Met
	Participation		Meeting or Exceeding		
	#	%	#	%	
2007/08	32	84	20	63	Not Met
2008/09	20	69	16	51	Not Met
2009/10	12	41	8	66	Met

School Year	Numeracy Grade 4 FSA				Goal Met/Not Met
	Participation		Meeting or Exceeding		
	#	%	#	%	
2007/08	32	77	24	75	Not Met
2008/09	21	72	14	45	Not Met
2009/10	14	40	9	64	Met

School Year	Reading Comprehension Grade 7 FSA				Goal Met/Not Met
	Participation		Meeting or Exceeding		
	#	%	#	%	
2007/08	58	83	34	58	Not Met
2008/09	30	91	21	44	No Met
2009/10	34	63	23	67	Met

School Year	Writing Grade 7 FSA				
	Participation		Meeting or Exceeding		Goal Met/Not Met
	#	%	#	%	
2007/08	58	81	37	64	Not Met
2008/09	30	91	23	48	Not Met
2009/10	34	68	23	68	Met

School Year	Numeracy Grade 7 FSA				
	Participation		Meeting or Exceeding		Goal Met/Not Met
	#	%	#	%	
2007/08	58	76	33	57	Not Met
2008/09	29	88	19	40	Not Met
2009/10	34	63	18	53	Met

Ministry Data is based on the following:

- (1) Includes only Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis, and Inuit) on September 30<sup>th</sup>.
- (2) "Msk" indicates that the number cannot be displayed as it is based on fewer than five students (in accordance with the Freedom of Information and Protection of Privacy Legislation).

**c. GOAL: Improve student performance and participation in required courses for Dogwood Completion.**

Indicator: Required Provincial course performance and participation in Grade 10, 11 and 12.

**Grade 10 Target:** Increase the pass rate and participation of students in Grade 10 exams.

	2008		2009		2010	
	Participation	Pass Rate	Participation	Pass Rate	Participation	Pass Rate
<b>GRADE 10</b>						
Math Principles and Applications	27(50%) ↑	21(80%) ↑	28(51%) ↑	25 (89%) ↑	19 (32%) ↓	15 (79%) ↓
Math 10 Essentials	27(50%) ↑	26(90%) ↑	25(45%) ↓	25(100%) ↑	25 (42%) ↓	24 (96%) ↓
Science 10	44(81%) ↓	35(85%) ↑	55 (100%) ↑	52 (90%) ↑	50 (83%) ↓	46 (92%) ↑
English 10	50(92%) ↑	43(86%) ↑	55 (100%) ↑	51 (93%) ↑	51 (85%) ↓	43 (83%) ↓

**2010** Participation rate was down in every subject. GOAL WAS NOT MET  
Pass rate improved in Science 10. GOAL WAS MET in one subject area.

**Grade 11 Target:** Increase the pass rate and participation of students in required exam for Grade 11 - Socials 11 (required course).

	2008		2009		2010	
	Participation	Pass Rate	Participation	Pass Rate	Participation	Pass Rate
<b>GRADE 11</b>						
Socials 11	*	*	39(89%) ↑	37(95%) ↑	47 (57%) ↓	40 (85%) ↓
Math Applic. 11 Principles 11	24 (63%) ↓	20 (83%) -	17 (39%) ↓ 5 (11%) ↓	15 (88%) ↑ 5 (100%) ↑	Not Required	
English 11	21 (55%) ↓	21 (78%) ↓	32(73%) ↑	29(66%) ↓	Not Required	

**2010** GOAL WAS NOT MET as participation and pass rate declined.

**Grade 12 Target:** Increase the pass rate and participation of Aboriginal students in Grade 12 English

Provincial Exams	2008		2009		2010	
GRADE 12	Participation	Pass Rate	Participation	Pass Rate	Participation	Pass Rate
English 12	28(63%) ↓	28(100%) ↑	22 (58%) ↓	18 (82%) ↓	24 (45%) ↓	24 (100%) ↑
Math 12	*	*	MSK	MSK	Not Required	
Biology 12	12(27%) ↑	11(92%) ↓	MSK	MSK	Not Required	
Chemistry 12	5(11%)	5(100%)	*	*	Not Required	
Communications 12	14(32%) ↑	13(93%) ↓	MSK	MSK	13 (25%)	13 (100%)
Geography 12	*	*	MSK	MSK	Not Required	
History 12	7(16%) ↓	6(86%) ↓	MSK	MSK	Not Required	
First Nations. 12	11(25%) ↑	11(100%)	*	*	Not Required	

\* no Aboriginal students took this course

**2010** Participation Rate - 70% of Grade 12 students participated in English 12 or Communications 12. This was an improvement over the 2009 combined participation in English 12 / Communications 12. GOAL WAS MET

Pass Rate – GOAL WAS MET

## STUDENT GRADUATION AND RETENTION

**d. GOAL:** Improve transition rates from grade to grade (Grade 7 to Grade 8, Grade 8 to Grade 9, Grade 9 to Grade 10, Grade 10 to Grade 11, and Grade 11 to Grade 12).

Indicator: The number of students retained

Target: Ninety percent (90%) of Aboriginal students make a successful transition from grade to grade.

Transition	06/07		07/08		08/09		09/10
Grade 8	100	Met	100	Met	100	Met	Ministry Data Not Available
Grade 9	94	Met	99	Met	100	Met	
Grade 10	98	Met	100	Met	100	Met	
Grade 11	99	Met	88	Not Met	85	Not Met	
Grade 12	61	Not Met	84	Not Met	78	Not Met	
6 yr Compl	61	Not Met	60	Not Met	57	Not Met	

Male Aboriginal student transition was significantly less than female. (Male Aboriginal Dogwood Completion was 42% compared to 70% for Female Aboriginal students). Transition from grade to grade is still a focus especially after Grade 10; especially for male students.

**2009/10 DATA NOT AVAILABLE AT THIS TIME - FEBRUARY 2011**

**e. Goal: Improve graduation rates.**

Indicator: Percentage of students completing Dogwood in six years

Target: Annual improvement.

Dogwood Completion Rate (6 year)	%	Improvement
June 2002	37	Baseline
June 2003	56	Met
June 2004	56	No improvement
June 2005	57	Met
June 2006	60	Met
June 2007	61	Met
June 2008	60	Not Met
June 2009	57	Not Met
June 2010	62	Met

**f. GOAL: Improve number of graduates who go to post-secondary programs.**

Indicator: The number of students attending post secondary in the first two years after high school completion.

Target: 20% of students attending post secondary

**Post Secondary**

2009/10 No data available at this time. Ministry data will be used to report Grade 12 transition to public post secondary.

**g. GOAL: Improve attendance of students:**

Indicator: The number of students who miss more than ten percent (10%) of school year (20 days). (Absences due to participation in ceremonies or traditional cultural practices will be monitored separately.)

Target: Decrease in the number of students missing more than 20 days.

For the year 2009/10 attendance was monitored on an individual basis by Aboriginal Support Workers and school staff. Strategies were implemented at an individual level with contact and support for the student to attend regularly. Regular attendance for a small group of students is still a concern.

## **ABORIGINAL CULTURAL ENHANCEMENT**

**h. GOAL: Increase the knowledge of Aboriginal culture and history for all students.**

Indicator: Number of Aboriginal cultural events, activities, or lessons

Target: Each Delta school to have a minimum of three Aboriginal cultural activities and/or classroom lessons each year.

2009/10 In Delta schools there were 130 classroom presentations and 44 whole school presentations on Aboriginal culture. 14/25 elementary schools and 4/7 secondary schools had 3 or more events or lessons for non-Aboriginal students. 56% of Delta schools met the target. GOAL WAS NOT MET.

**GOAL: Improve student sense of belonging to school community.**

Indicator: Participation in Aboriginal cultural program

Target: Ninety percent (90%) of Aboriginal students participate regularly in the program (weekly group session or one-on-one meeting with support worker).

2009/10 77% of Aboriginal students participated regularly in the Aboriginal program. (GOAL (90% PARTICIPATION) WAS NOT MET. This included 64% of secondary students and 89% of elementary students.

Indicator: Parent and student satisfaction with the Aboriginal program.

Target: Eighty percent (80%) satisfaction with the Aboriginal Program.

*The Community Advisory Committee and Aboriginal Team have come to realize that participation in the Cultural pull –out program is not a good indicator of student sense of belonging. There are many varied and valid reasons for lack of participation. We will be using more informative data such as student surveys.*

<b>Parent Satisfaction</b>	
Parent questionnaire – 80% Satisfied or Very Satisfied	
1.	<i>How satisfied overall are you with the weekly Aboriginal cultural program offered at your child’s school? <b>83% Very Satisfied or Satisfied</b></i>
2.	<i>How satisfied overall are you with the support to students? <b>62% Very Satisfied or Satisfied</b></i>
3.	<i>How satisfied overall are you with the after-school activities? <b>71% Very Satisfied or Satisfied</b></i>
4.	<i>How satisfied are you with your child’s academic progress? <b>92% Very Satisfied or Satisfied</b></i>
5.	<i>How satisfied are you with your child’s school’s understanding of and appreciation for Aboriginal culture? <b>75% Very Satisfied or Satisfied</b></i>
6.	<i>Have you participated in any school/community cultural events (Powwow, Family Nights, drumming and dancing)? <b>71% Yes</b></i>

**2009/10** Of the 24 parents who responded 80% reported “very satisfied or satisfied”.  
GOAL WAS MET