



SUPPORTING ALL LEARNERS: ENHANCING STUDENT LEARNING REPORT

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

SEPTEMBER 2024

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INTRODUCTION

The Ministry of Education and Child Care has implemented a public reporting and accountability process for all school districts titled [Framework for Enhancing Student Learning \(FESL\)](#). FESL formalizes the planning and reporting expectations for school districts to enhance student learning and success.

In alignment with FESL, the ministerial [Enhancing Student Learning Reporting Order \(September 1, 2020\)](#) states that boards must prepare and submit annual reports to the Minister of Education and Child Care. These reports must be completed in accordance with the order and submitted between June 30 and September 30, or a date otherwise determined by the minister. This *Supporting All Learners: Enhancing Student Learning Report (September 2024)* has been developed in alignment with both FESL and the ministerial order. In the development of this fourth annual report, consideration has also been given to ministerial order-related feedback we received in the FESL review of our September 2023 report.

The strategic planning cycle graphic below describes our annual planning and implementation process. Our strategic planning process is based on a rolling four-year planning cycle that includes an annual review and update. The current plan spans the period 2022/23 to 2026/27. Our planning in the district begins with priorities developed at the school level to support student learning. Schools embed and present their priorities in their annual school growth plans, which are reviewed and approved by the Board of Education annually. School growth plans for the 2023/24 school year are posted both on individual school websites and the district website.



Our [Strategic Plan](#) document is posted on the school district website. [Departmental operational plans](#) were reviewed and updated in February 2024 and reflect the deep supportive work of researchers/educational innovators in the areas of literacy, numeracy, social emotional learning, and Indigenous education. Beyond the deep engagement at the school level with growth planning and goal setting processes, the following documents serve as some additional key examples of engagement which serve to inform our work and ensure that our efforts are not only aligned with our stated strategic priorities but that they are also properly supported:

- **Equity in Action Report (June 2022)** – [Deepening Indigenous Education and Equity: Supporting the Wholistic Success of Indigenous Learners, Families, and Communities in Maple Ridge – Pitt Meadows School District No. 42](#). The research methodology undertaken for this report included extensive engagement with Rights-holders and partners which included Katzie First Nation, Kwantlen First Nation, Golden Ears Métis Society, Fraser River Indigenous Society, school district Board of Education, senior administration team, managers, teachers, principals/vice-principals, students, support staff, caregivers, and community members. The report focuses on three key questions:
 - How can we deepen ongoing efforts in Indigenous education to collaborate with all stakeholders in School District 42 to critically examine district policies, governance structures, practices, curriculum, programs, initiatives, and Indigenous community engagement mechanisms to identify promising practices and systemic barriers that are impacting equitable outcomes for Indigenous learners?
 - How can we collaborate with school district personnel to begin implementing equity and anti-Indigenous racism strategies in district policies, governance structures, practices, curriculum, programs, initiatives, and Indigenous

community engagement mechanisms to enhance the wholistic success of diverse Indigenous learners, families, and communities in School District 42?

- How can we collaborate with stakeholders to develop a model of Indigenous education for School District 42 that includes the cultural diversity of Indigenous learners, families, and communities that are represented in the school district?

The Board of Education received the completed report at its public meeting on June 15, 2022, and approved the start of a planning process, giving consideration to the recommendations included in this report and to the calls to action identified in the provincial *Declaration on the Rights of Indigenous Peoples Act Action Plan*. These recommendations outline or work to improve the system and educational experience for Indigenous learners, their families and communities.

- **Strategic Facilities Plan (March 2022)** – In order to ensure that future capital plan submissions to the Ministry of Education and Child Care accurately reflect the priorities and needs of the Maple Ridge – Pitt Meadows School District, the board directed staff to update the comprehensive school district [Strategic Facilities Plan](#) in consultation with local First Nations, Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, the public, and the two municipalities.
- **Preliminary Budget 2024/25** – The [Preliminary Budget 2024/25](#) document outlines alignment with our strategic plan and specifically sets out budget changes in support of school growth plans and operational plans.
- **Strategic Information Technology Plan** – During the 2021/22 school year, the school district undertook a formal review of its *IT Strategic Plan* to assess the current state of IT infrastructure, services, and technologies, and to help develop a prioritization framework that will guide future IT investment and work priorities. To ensure the updated *IT Strategic Plan* reflects the current and anticipated needs and priorities of the school district community, we gathered feedback from local First Nations, Métis community, urban Indigenous organizations, education partners, staff, students, stakeholders and people with diverse lived experiences. Our goal was to create a vision for information technology that reflected educational, operational, and community needs now and into the future. The information gathered through the engagement process has been incorporated into the updated [IT Operational Plan](#).

Consistent with the reporting requirements as set out in the ministerial order, the remaining content of this report is organized in the following three sections: Intellectual Development, Human and Social Development, and Career Development. We have included currently available data and analysis of that data as required in the order, as well as additional data of local relevance in relation to our strategic plan and goals. As per ministry requirements, data has been masked for subgroups on some measures due to the small population size. As a result, the district is often unable to report on the data for Child and Youth in Care. The practice in our district is to identify students who are in care and provide wrap around supports to support their academic and social emotional development and success.

We are proud that both provincial and local data demonstrate ongoing growth in student learning in our district. We recognize that the data within this report represents individual learners. Therefore, until all students have an educational experience that allows them to thrive from kindergarten to Grade 12 and graduate with options for their future success, our work of ongoing improvement is not complete. The focus of our work to improve the educational outcomes for students will be to address the workforce challenges impacting the daily operation of schools, focus on professional learning and collaboration, and provide intervention for those learners who are struggling. These will be achieved through our strategic priorities and related goals.

The data set provided by the Ministry of Education and Child Care is included in Appendix A and our local data set of relevance to our strategic plan is included in Appendix B.

A. INTELLECTUAL DEVELOPMENT

This section discusses literacy and numeracy and provides a brief description of the context and analysis of our school district data. The district has implemented a range of learning opportunities for staff in literacy and numeracy over the last seven years and collects summative year-end reporting data based on the B.C. Performance Standards. Schools utilize this data to monitor student achievement.

The data set for grades 4 and 7 Foundation Skills Assessment (FSA) results in literacy and numeracy for the years 2017/2018 to 2023/2024 are included in Appendix A, however, analysis of the assessment is not referenced in this report due to the low percentage of participation, ranging between 22% and 36% for 2022/2023.

LITERACY

CONTEXT

Most elementary school growth plans continue to identify the need to focus on literacy as a key goal in 2022/2023. We utilize district-wide strategies to support schools in improving student literacy skills — an effort reflected in our strategic plan, school growth plans, operational plans, and the school district budget.

In collaboration with literacy helping teachers and researchers, elementary teachers employ the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) to complete class-wide formative assessments in the fall to guide instructional strategies. The assessments are administered again in the spring to determine growth and inform the year-end summative assessments. Teachers also use other assessment tools, as needed, to further investigate specific areas of focus for their students. The assessments give the district rich year-end literacy data based on the B.C. Performance Standards for all students in grades 1 to 7. The data is used by schools to inform their growth plans and each teacher has access to their own students' previous year-end literacy assessments so they can plan next steps in literacy learning. At every stage, the information directly impacts students and their needs.

In the past year, literacy helping teachers have led the development of a literacy framework for the Maple Ridge - Pitt Meadows School District. This framework is based on current and extensive research on the active view of reading (Burns, Cartwright, Duke, 2023), and was developed in collaboration with a provincially recognized literacy facilitator and literacy-leading educators across the district. The current foundational principles of the framework are shown in figure 1, Appendix B.

At secondary schools, learning opportunities are designed to develop students' abilities to use critical and reflective thinking to make meaning from a diverse array of texts and to communicate their understanding and ideas. Assessment practices have been focused on competency-based learning. Some secondary schools are using fall and spring literacy assessments for Grade 8 students. The fall assessment helps teachers identify which literacy skills to focus on during the Grade 8 year, while the spring assessment steers the planning for the following school year and provides feedback on the success level of the interventions and instruction. Where possible, the secondary innovations helping teacher embeds literacy and numeracy instructional strategies within the professional learning opportunities that they facilitate.

ANALYSIS

Elementary

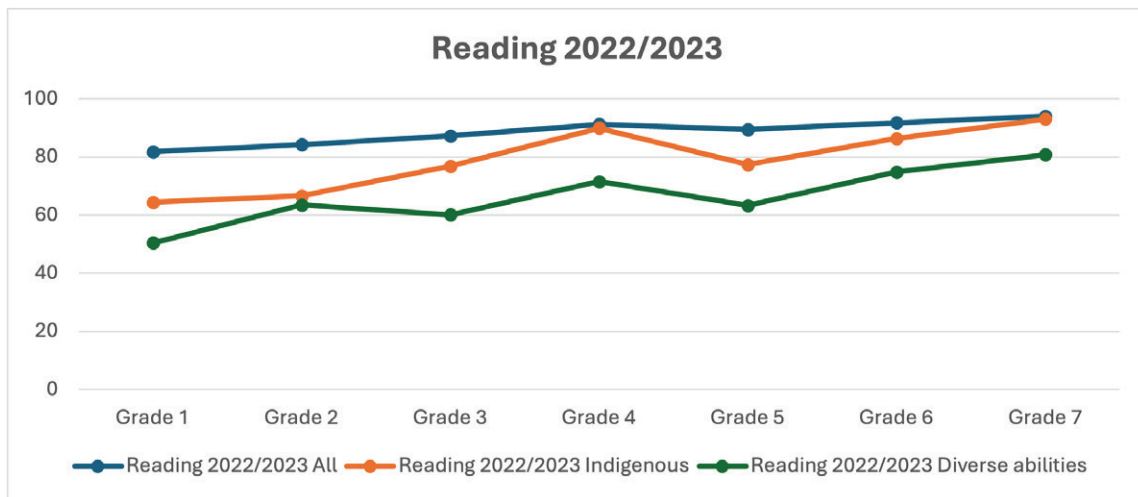
This section describes a range of trends among SD42 students in grades 1 to 7 based on local year-end summative data. We will focus on 2022/2023 data here; further historical and other data can be viewed in Appendix B.

The following graphs compare All Students, Indigenous Students, and Students with Disabilities or Diverse Abilities. The data is from our year-end summative data for 2022/2023 based on teacher assessments of their students using the literacy performance standards in reading (Graph 1) and writing (Graph 2). The data combines students that are minimally meeting (MM), fully meeting (FM), and exceeding (E), and excludes those not yet meeting (NYM).

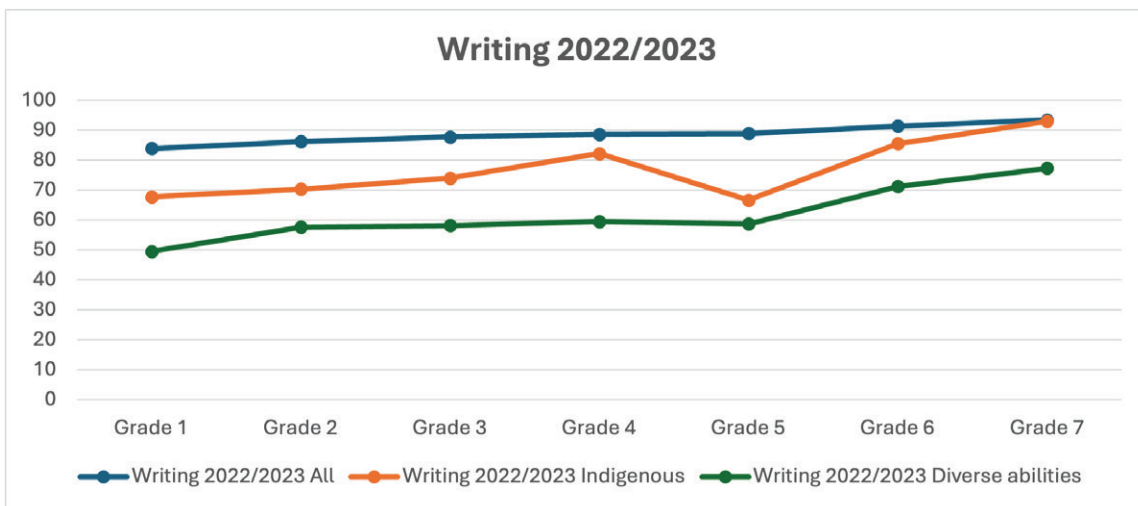
The graphs show as students move to higher grades, they improve in both reading and writing. While there is separation in the various student subgroups in literacy achievement, the gap closes as you compare higher grades. The data in Appendix B shows a similar trend for the two previous years. There is, however, a noticeable downward trend for 2022/2023 Grade 5 Indigenous students and students with diverse abilities that need further exploration to determine who these students are and what we can do to support their literacy development. We saw a similar trend for this cohort last year when they were in Grade 4.

Our goal continues to be to increase the number of students meeting literacy targets in all groups. We are doing this through targeted student-specific structured intervention processes as well as class-wide approaches.

Graph 1

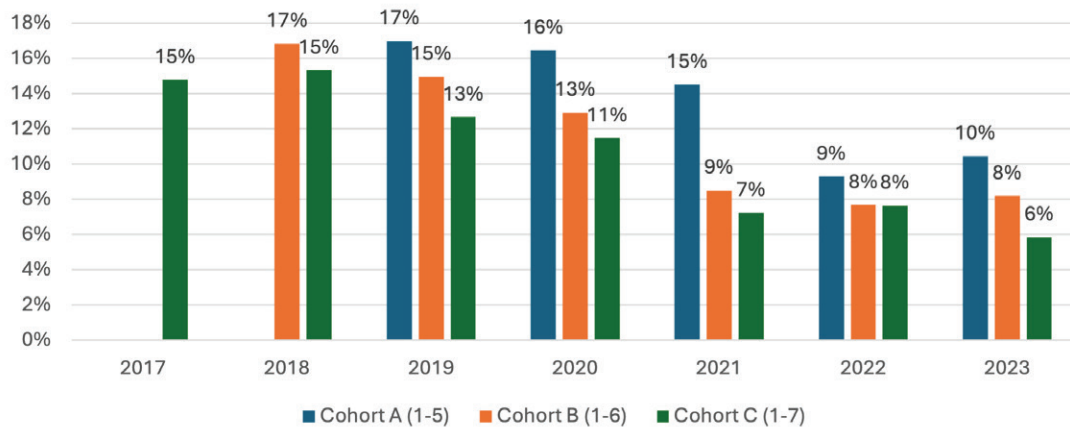


Graph 2



When we review the progress of student cohorts over five years, we see a continued, steady improvement in literacy rates overall, as seen in the graph that follows.

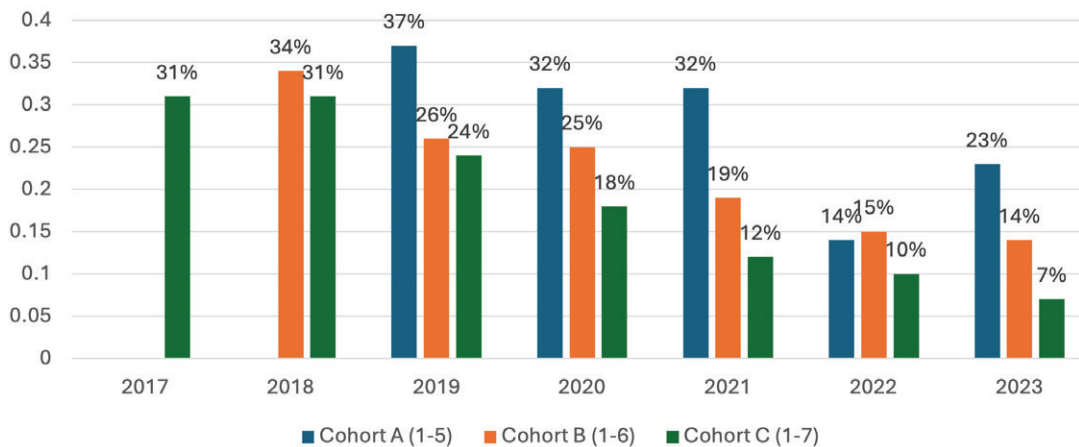
Not Yet Meeting (NYM) Readers – Cohort Study All Students (2022/23)



The cohort study graph reveals the number of students not yet reading at grade level consistently decreased in each cohort group over the last five years. The number of students in the NYM category also decreased year over year from 2017 to 2023.

The data demonstrates that our district-wide efforts to improve student literacy skills and to strengthen the literacy teaching and assessment skills of our educators are having a measurable, positive impact. For example, in 2017, when students in cohort C were in Grade 1, 15% were NYM in reading. By the time they reached Grade 7 in 2023, that number dropped to 6%. On the other hand, while cohort A showed overall improvements, there was an increase in the number of students NYM from 2022 (Grade 4) to 2023 (Grade 5) from 9% to 10%.

Not Yet Meeting (NYM) Readers – Cohort Study Indigenous Students Cohorts (2022/23)



Finally, the cohort graph above for Indigenous students who are not yet meeting expectations shows the overall number of NYM Indigenous students has been decreasing over the past five years (2017/2018 to 2022/2023). This trend provides more evidence that the staff development, approaches, and supports we have implemented as a district are making a difference. These measures have included collaborative work between our helping teachers, Indigenous resource teachers, administrators, itinerant staff, instructional staff, librarians, and teachers. For example, in 2017, when students in cohort C were in Grade 1, 31% were NYM in reading. By the time cohort C students were in Grade 7 in 2023, that number dropped to 7%. At the same time, when comparing cohort A in 2022 to 2023, there is a 9% increase in the number of students NYM. Schools and the Indigenous education department must spend time looking more deeply into this data to examine the stories of individual students and work towards helping these students develop literacy skills.

The *Equity in Action* report gives us recommendations around critical literacy. We need to provide staff with further learning and development in this area and examine instructional strategies and assessments that recognize the strengths and interests of Indigenous learners. As the number of Indigenous students NYM is still higher than all students, we must continue to examine our practices, biases, and structures to determine how we can better serve Indigenous students. We are committed to achieving equitable outcomes for all students.

Secondary

The Graduation Literacy Assessment (GLA) results shown on the subsequent graphs display the results for students who scored proficient or extending. It is important to note that the GLA is a singular snapshot and just one method to examine student achievement. As shown in Figure 1, the provincial and School District 42 results show relative alignment for all resident students from 2019/2020 to 2021/2022 on the GLA. However, in 2022/23, the gap widens with the provincial average higher than the district average. The results for Indigenous resident students (Figure 2) indicate an alignment between 2019/2020 to 2020/2021; however, School District 42 Indigenous students outperformed the provincial average in 2021/2022. In 2022/2023, the results were nearly aligned, although below the all resident average. For designated resident students (Figure 3), School District 42 students performed below the provincial average in 2020/2021 compared to 2019/2020, when the results mostly matched the provincial average. This reversed in 2021/2022 and 2022/2023 when designated resident students in SD42 performed above the provincial average. We will continue to use the GLA to monitor the year-over-year trends to determine what actions and interventions have been successful or will be required. Although we have seen some improvements for Indigenous and designated resident students overall during the past four years, the results are consistently lower than those for all resident students, which continues to show a need to provide even more equitable and effective instruction and assessment practices.

Graduation Assessment - Literacy (Figure 1)

(Portion of Grade 10 resident writers Proficient or Extending on Literacy 10 assessment)

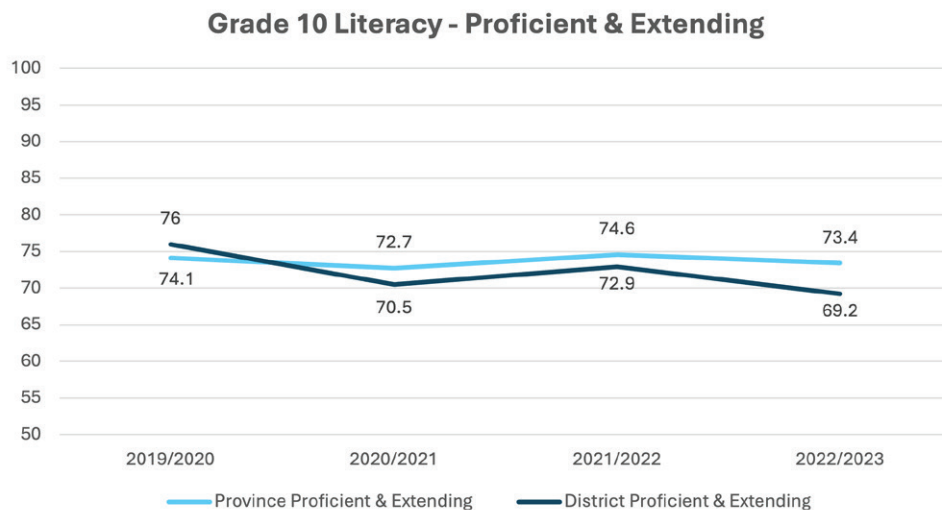


Figure 1. Graduation Assessment Grade 10 Literacy - All resident students

Grade 10 Literacy - Proficient & Extending

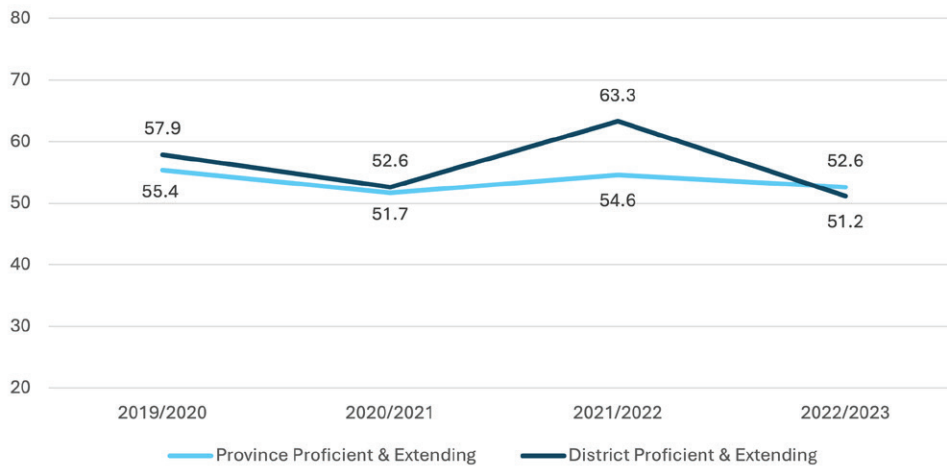


Figure 2. Graduation Assessment Grade 10 Literacy - Indigenous resident students

Grade 10 Literacy - Proficient & Extending

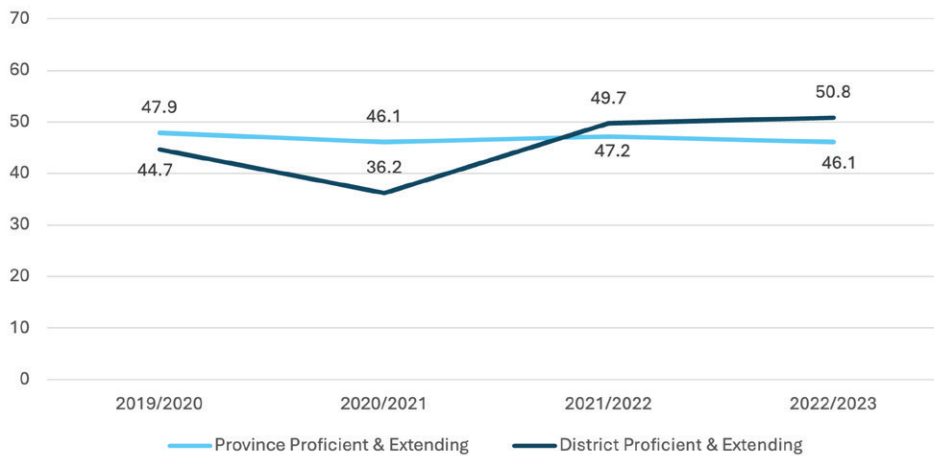


Figure 3: Graduation Assessment Grade 10 Literacy - Resident students with a disability or diverse abilities

LITERACY KEY TAKE-AWAYS

At the elementary level, the district-wide approach to literacy continues to impact our learners as evidenced by the performance standards data. From K-7, we see students continue to develop stronger literacy skills, and the gap between all resident students and diverse and Indigenous learners is decreasing. As seen in the graph above, at secondary, the literacy results from 2019/2020 to 2022/2023 show a decline for the district except for students with diverse abilities and disabilities where there was an improvement in the results. From 2020/2021 to 2021/2022, there was a slight increase in literacy results. In 2022/2023, there is a gap between the provincial and district average that requires further attention.

We need to expand our district-wide approach to literacy instruction and assessment. Although we see more students developing these necessary literacy skills for equitable learning outcomes at elementary, a continued systemic and individualized approach will benefit all students. The district's helping teachers have developed a literacy framework that is having an impact at the elementary level. We need to explore what further literacy focus and interventions can be implemented at the secondary level.

As recommended in the Equity in Action report, we need to take a strength-based and holistic approach to all learners. Students need to be able to demonstrate their learning in multiple ways, including orally, as we value the voice and identity of every learner. This includes more land-based, play-based, and use of authentic resources with effective instructional literacy strategies. This will help us remove the historical systemic barriers that exist for Indigenous learners.

NUMERACY

CONTEXT

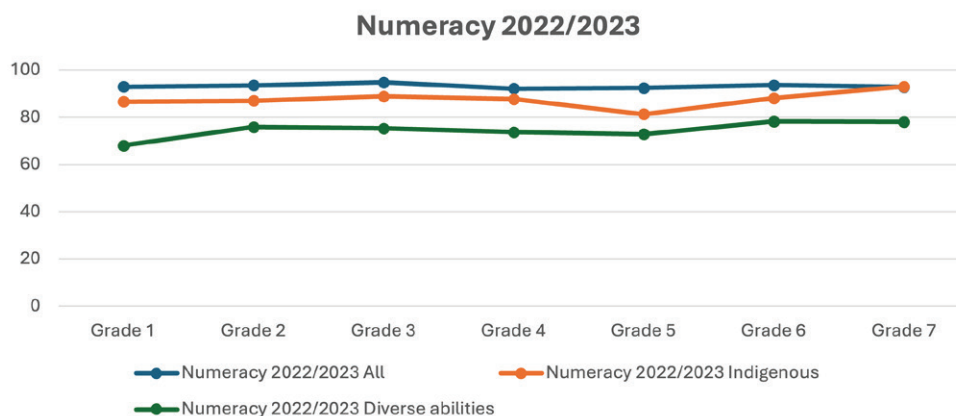
At the elementary level, we have collected summative performance standards data since 2016, and provided professional development and resources for educators, including teaching strategies for core math skills and concrete understanding of mathematical concepts. This approach ensures better retention and understanding of concepts for a wider variety of students.

At the secondary level, we continue to use the Grade 10 provincial numeracy assessment to guide teaching and mathematical work. Schools continue to distribute ownership of numeracy learning across disciplines.

ANALYSIS

Elementary

Included below is the year-end summative numeracy performance standards data for the 2022/23 school year and a comparison of All Learners, Indigenous Learners, and Learners with Disabilities or Diverse Abilities. The data combines students who are minimally meeting (MM), fully meeting (FM), and exceeding (E), and excludes students who are not yet meeting (NYM). The trend over the elementary grades is mostly flat for all students and the gap among learning subgroups remains mostly unchanged except for the Indigenous learners in Grade 7 where there is no gap in the current year. As schools begin to analyze their own data, we have begun to see numeracy as a goal in their school growth plans. We have brought in outside expertise and resources to support these schools in their learning around effective numeracy strategies. We also provide these learning opportunities for teachers across the district through after-school sessions, professional development days, and asynchronous learning on our Spark website.



Secondary

The Graduation Numeracy Assessment (GNA) results shown on the subsequent graphs display the results for students who scored proficient or extending, like the GLA. It is important to note that the GNA is a singular snapshot and just one method to examine student achievement. As shown in Figure 4, from 2018/2019 to 2021/2022, School District 42 students have demonstrated a steady improvement in their numeracy and almost matched the provincial average in 2021/2022. However, the results in 2022/2023 show a decline and the gap between the district and province has widened. The results for Indigenous students (Figure 5) have varied from 2018/19 to 2021/22, with SD42 close to or above provincial results over that time. That changes in 2022/23, when the results align again. For designated resident students, the results have been consistently increasing for School District 42 at a faster rate than the provincial average, with students outperforming the provincial average in 2021/22. Much like Indigenous students, the results for students with diverse abilities/disabilities decreased in 2022/23 to align with the provincial results. Although we are seeing some improvement over four years for Indigenous and designated resident students, the results are consistently lower than those for all resident students. This highlights the ongoing need to provide even more equitable and effective instruction and assessment practices.

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers Proficient or Extending on the Numeracy 10 assessment)

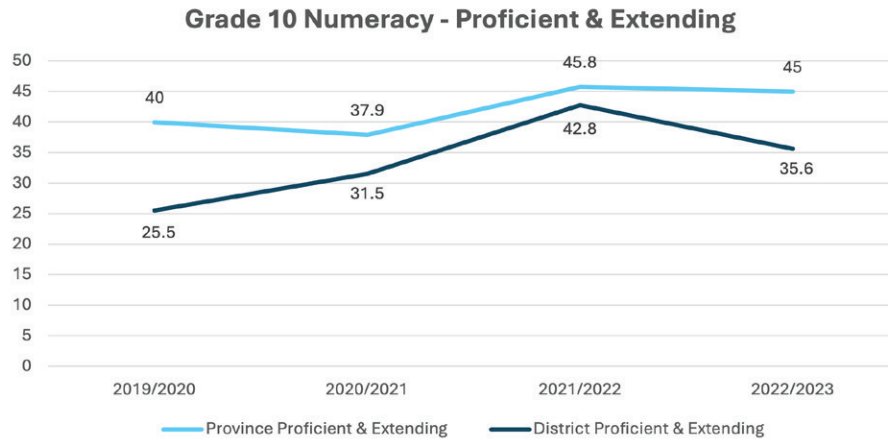


Figure 4. Graduation Assessment Grade 10 Numeracy - All resident students

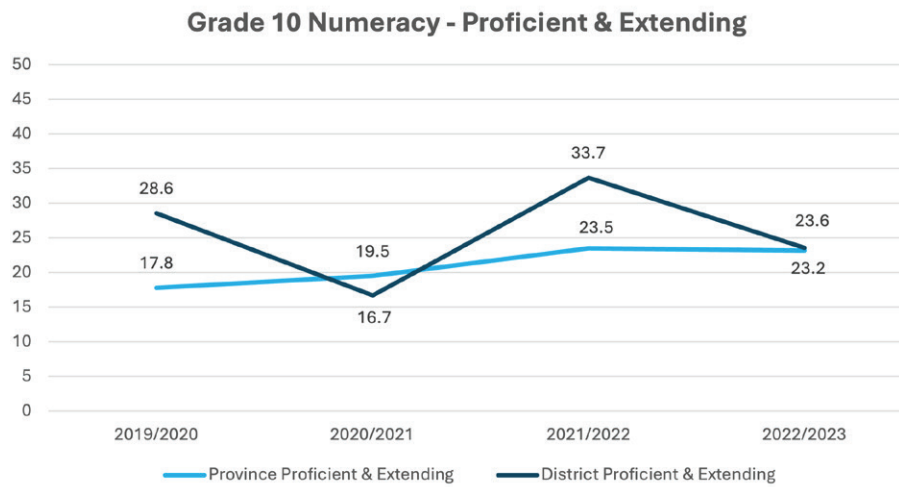


Figure 5. Graduation Assessment Grade 10 Numeracy - Indigenous resident students

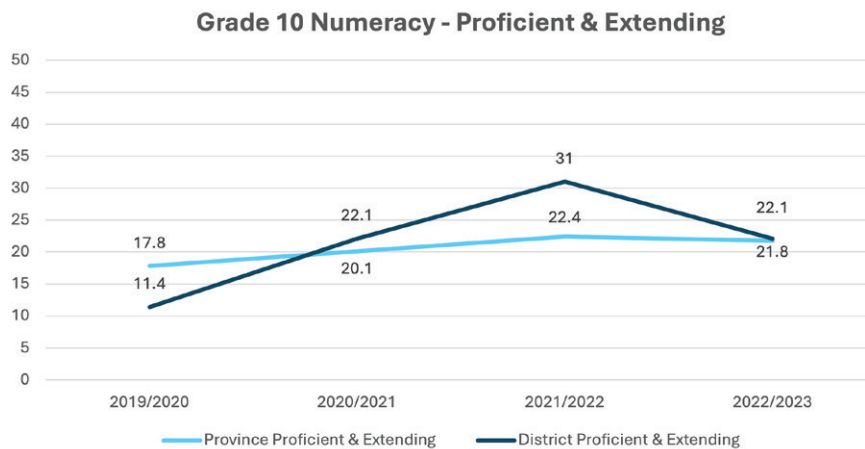


Figure 6. Graduation Assessment Grade 10 Numeracy - Resident students with a disability or diverse abilities

NUMERACY KEY TAKE-AWAYS

Overall, we see little change over the grades through the elementary years with a small gap between all students, Indigenous students, and students with diverse abilities. Looking at the graphs above for secondary, the district data showed improvement from 2018/19 to 2021/22; however, there is a decline for 2022/23. We continue to need further efforts at both the district level and the school level to emphasize the importance of developing numeracy skills across curriculum areas. In addition, we need to look at the most effective ways to support numeracy instructional practices and assessment systemically. This will be done at the school and district levels and involve both in- and out-of-district expertise.

B. HUMAN AND SOCIAL DEVELOPMENT

CONTEXT

Social Emotional Learning (SEL) has become part of the district strategic plan and is reflected extensively in school growth plans, operational plans, and the district budget.

SEL helps create a positive and supportive learning environment, which enhances students' overall well-being and engagement in the educational process. SEL helps students develop self-awareness, self-regulation, and emotional resilience while cultivating essential life skills that go beyond the academic realm. We know from student forums, the Early Development Instrument (EDI), the Middle Years Development Instrument (MDI), Youth Development Instrument (YDI), Ministry Learning Survey results, and listening to Indigenous Elders that we must keep SEL central to the teaching, learning and assessment in our school communities.

During 2022/23, the focus was on the development and implementation of mental health strategies which was reinforced by student forums and survey results. The province's [A Pathway to Hope](#) mental health care plan integrates various initiatives to enhance mental health support within educational settings. Andrea Chatwin, author of *Teaching the Hurt Child*, played a pivotal role in assisting individual school teams develop and implement trauma-informed school plans, extending professional development from the previous year. School counsellors and the Indigenous Education department participated in a two-day workshop led by Dr. Thira, titled "Beyond Colonization: A Culturally Rooted and Strength-Based Approach to Student Wellness." School counsellors engaged in sessions with Dr. Myrna Lashley about working on cultural diversity in a therapeutic setting. Secondary schools received presentations in exploitation education (Cyber Safe from Exploitation) and harm reduction and substance use education. The strategy also included Safe and Caring School blocks in secondary schools, compassionate systems training, and Mental Health First Aid training for staff. Additionally, the district facilitated both SOGI and racial inclusivity lunch and learn sessions, highlighting a commitment to inclusive and comprehensive mental health education.

ANALYSIS

EARLY DEVELOPMENT INSTRUMENT (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers across Canada and internationally. The EDI measures the ability of children to meet age-appropriate developmental expectations. The instrument looks at a child's physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills, and general knowledge.

In the Maple Ridge – Pitt Meadows School District, kindergarten teachers have been completing the EDI for more than a decade. Students entering kindergarten are showing an increased need in the areas of social competence and emotional maturity. Our district's 2023/24 Wave 9 EDI data showed an increase in vulnerability in all our students' domains. A graph of EDI data for SD42 is included on the following page, showing the percentage of vulnerable students in the noted categories.

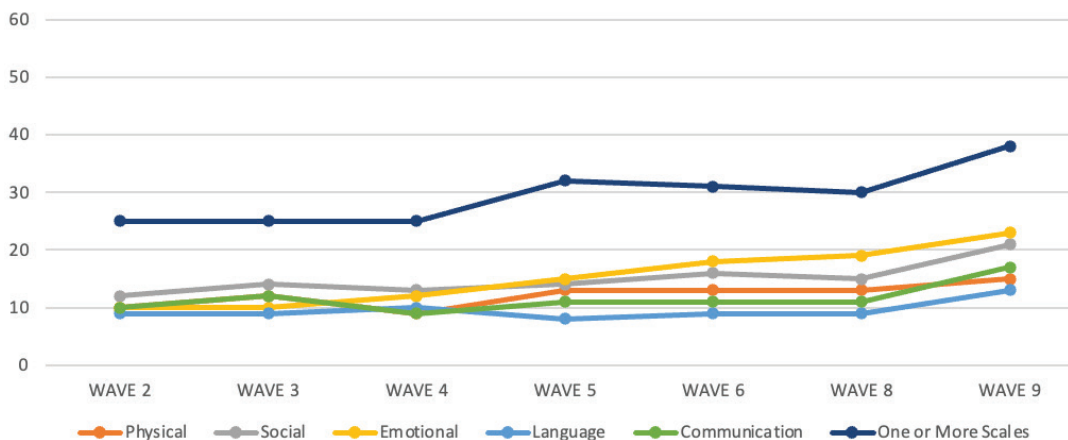
Our EDI data has reinforced the need for continued development of our SEL framework to support all learners, specifically in the areas of mental health and well-being.

Wave 2-9 District EDI Data: Percentage Vulnerable (Raw Numbers)

| | WAVE 2 2004-07 | WAVE 3 2007-09 | WAVE 4 2009-11 | WAVE 5 2011-13 | WAVE 6 2013-16 | WAVE 8 2019-20 | WAVE 9 2023-24 |
|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Physical | 10 | 12 | 9 | 13 | 13 | 13 | 15 |
| Social | 12 | 14 | 13 | 14 | 16 | 15 | 21 |
| Emotional | 10 | 10 | 12 | 15 | 18 | 19 | 23 |
| Language | 9 | 9 | 10 | 8 | 9 | 9 | 13 |
| Communication | 10 | 12 | 9 | 11 | 11 | 11 | 17 |
| One or More Scales | 25 | 25 | 25 | 32 | 31 | 30 | 38 |

Note: Data is suppressed for waves when there are fewer than 35 kindergarten children in the school district.

Wave 2-9 District EDI Data: Percentage Vulnerable



MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by our students in Grade 4 and Grade 7. It asks them how they think and feel about their experiences both inside and outside of school.

One aspect of the data that should be noted is the number of important adults these students have at school. Research indicates that a relationship with at least one adult can promote resiliency, emotional regulation, and school engagement (Murphy et al, 2013). The school district’s 2022/23 MDI data shows an increase for both grades 4 and 7 over last year in terms of students being able to identify one or more important adults in their lives. In relation to the sense of school belonging, both grades are above or at the provincial average.

Our current Well-Being Index data for our Grade 4 students shows a lower percentage that are thriving. We suspect the effects of the past global pandemic and current food insecurities will negatively impact this data for years to come. The results for our Grade 7 students showed an improvement from the previous year’s 26% thriving to 29% for the 2022/23 school year.

We have been studying the data to determine where to direct additional attention and resources to positively impact student well-being. Schools also use their own data to enhance and create programs to enhance relationships and school belonging.

2022/23 District MDI Data

Grade 4

NUMBER OF IMPORTANT ADULTS AT SCHOOL



Grade 7

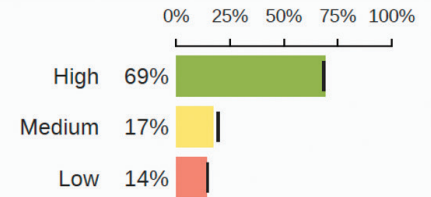
NUMBER OF IMPORTANT ADULTS AT SCHOOL



Grade 4 2022/23 MDI Results: Well-Being (Thriving)

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."



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

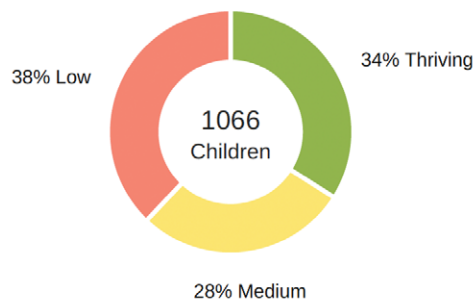


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

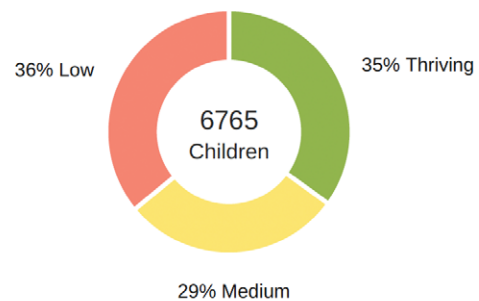


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

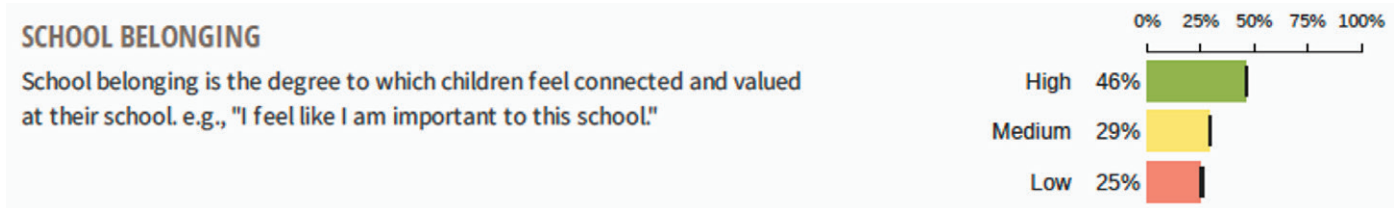
MAPLE RIDGE-PITT MEADOWS



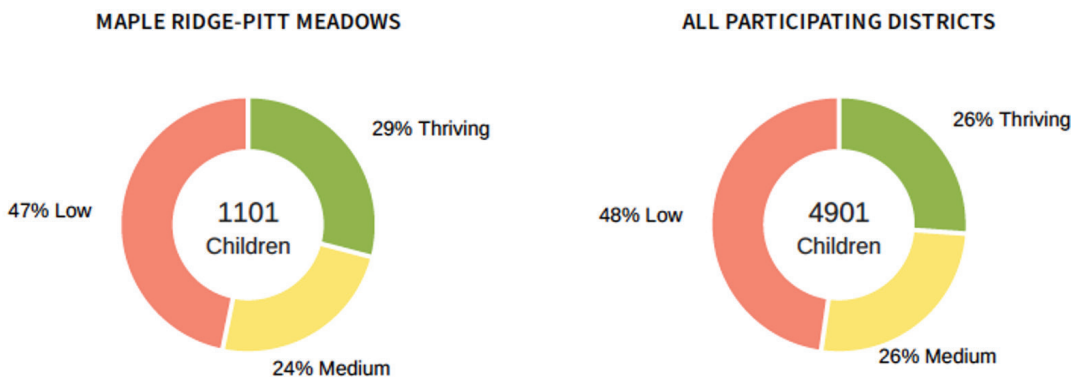
ALL PARTICIPATING DISTRICTS



Grade 7 2022/23 MDI Results: School Belonging



- High Well-being (Thriving)**
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.
- Medium Well-being**
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.
- Low Well-being**
Children who score in the low range on at least 1 of the 5 measures of well-being.



2022/23 YOUTH DEVELOPMENT INSTRUMENT (YDI)

The Youth Development Instrument (YDI) is a self-report questionnaire completed by students in Grade 11 that seeks to understand their health and well-being.

The 2022/23 YDI data shows a slight decrease in students who have a meaningful relationship with adults in our secondary schools. Positive and healthy social relationships play an important role in promoting physical, mental, and emotional health during and beyond youth. Seventy-one per cent (71%) of Grade 11 students report they feel they belong (medium to high) at school, which aligns with provincial averages but is a 6% decline from the previous year. In the 2021/22 YDI report, 46% of Grade 11s identify as having low well-being, which is 1% higher than the previous year. The 2022/23 YDI no longer has a well-being index, thus we have substituted the YDI Positive Student Mental Health data to continue to look for trends.

In the past, we saw a concerning decline (from 33% in 2020/21 to 17% in 2021/22) in the number of Grade 11 students who identified as thriving. The 2022/23 Grade 11 students' mental health data shows a similar trend, with only 17% of students reporting positive mental health. This data is reinforced by student feedback gathered in district student forums, where students have expressed concerns about their mental health. Additionally, the YDI reveals that 49% of students acknowledge that people talk openly about mental health. This further reinforces the need for continued strategies to increase awareness and reduce stigma. Effective mitigation strategies include explicit instruction on mental health, increased access to resources, provision of designated safe spaces, and meaningful engagement with caring and knowledgeable adults. Students articulated that these factors play a significant role in promoting their well-being within educational settings.

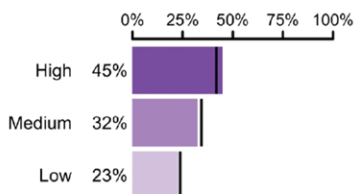
2021/22 District YDI Data: Number of Supportive Adults at School (% Reporting 2 or More Adults)

Note: Black line is the provincial YDI average.

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”



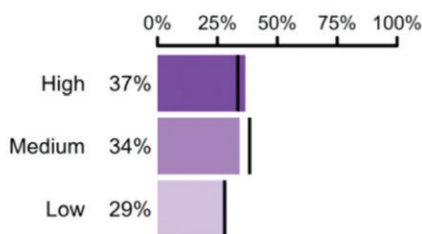
2022/23 District YDI Data: Number of Supportive Adults at School (% Reporting 2 or More Adults)

Note: Black line is the provincial YDI average.

SUPPORTIVE ADULTS AT SCHOOL*

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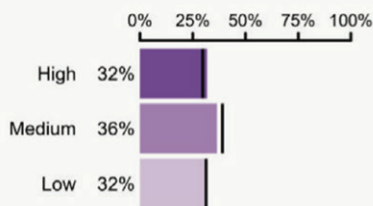
2021/22 District YDI Data: School Belonging

Note: Black line is the provincial YDI average.

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”



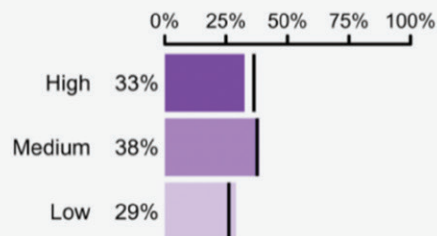
2022/23 District YDI Data: School Belonging

Note: Black line is the provincial YDI average.

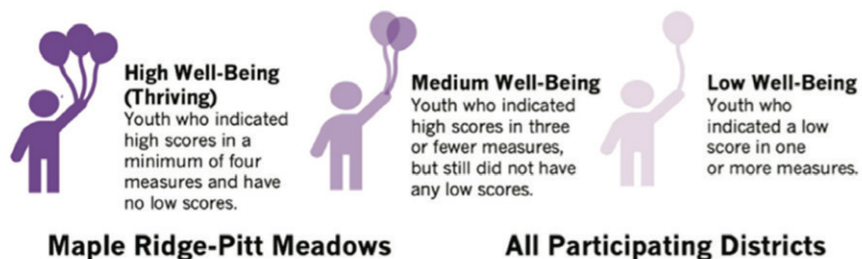
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Youth’s level of agreement with statements about their sense of belonging at school.

e.g., “I feel like I belong in this school”

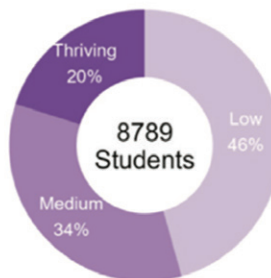
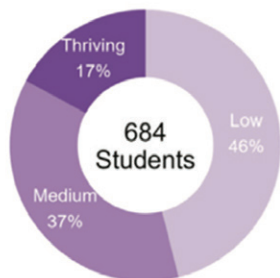


2021/22 District YDI Data: Thriving



Maple Ridge-Pitt Meadows

All Participating Districts



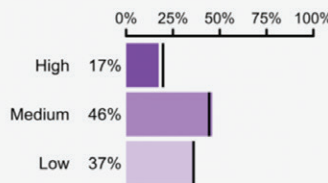
2021/22 District YDI Data: Positive Student Mental Health

Please note that the 2022/23 YDI Report no longer provides student thriving data.

POSITIVE MENTAL HEALTH

Positive mental health was assessed using the Warwick-Edinburgh Mental Well-being Scale (WEMWBS; Tennant et al., 2007). The WEMWBS is a seven-item scale that asks how frequently youth have experienced clear and healthy thought patterns, positive self-perception, effective problem-solving abilities, and autonomous decision-making in the last two weeks.

Results are based on the sum scores across the seven items in the scale. The maximum score is 35. High (28+), Medium (21-27), and Low (0-20).



2022/23 STUDENT LEARNING SURVEY DATA

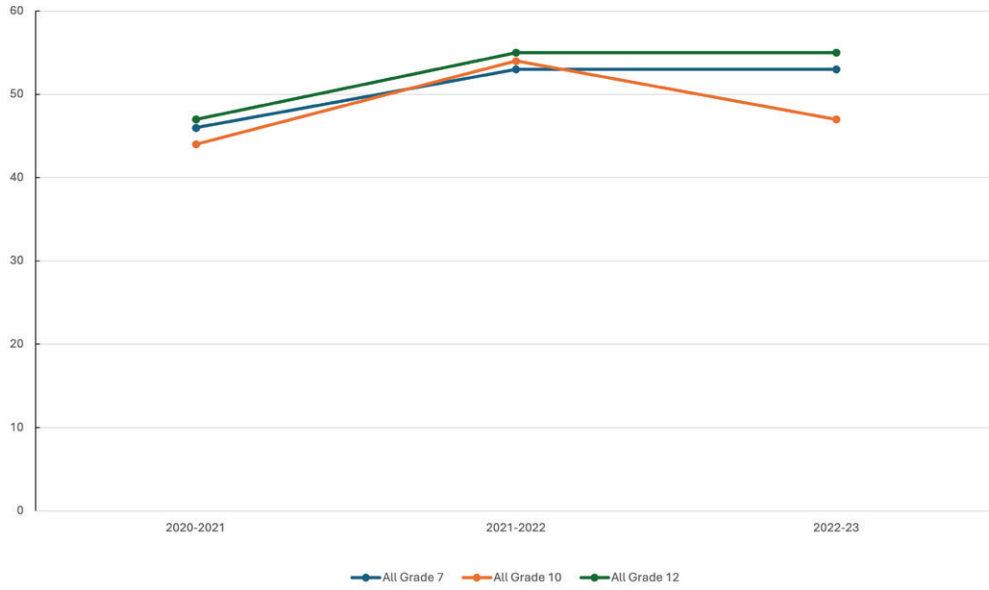
Our 2022/23 provincial student learning survey data shows that 74% of our elementary students feel safe at school most or all the time. These results mirror the provincial average and are within the five-year range of results. We saw a drop down to 78% of secondary students who felt safe at school, but these results are within range of the provincial data.

As indicated in the development instruments, emotional health is an area that requires attention. Our student learning survey data shows in elementary, 63% of students indicate they have good mental health, while only 44% of secondary students indicate they feel good about their mental health. Both elementary and secondary student data has seen a negative shift this past year, but our elementary data is still above the provincial average and our secondary data is within the provincial range. The relevant student learning survey data for Grades 4, 7, 10 and 12 is included in Appendix B.

The data reflects our general school population exhibits more positive outcomes (generally 10% higher) compared to students with Indigenous ancestry and students with special needs. One significant exception is Grade 12 Indigenous students. This group's sense of belonging in their schools is 53%, which is just 2% lower than the overall population.

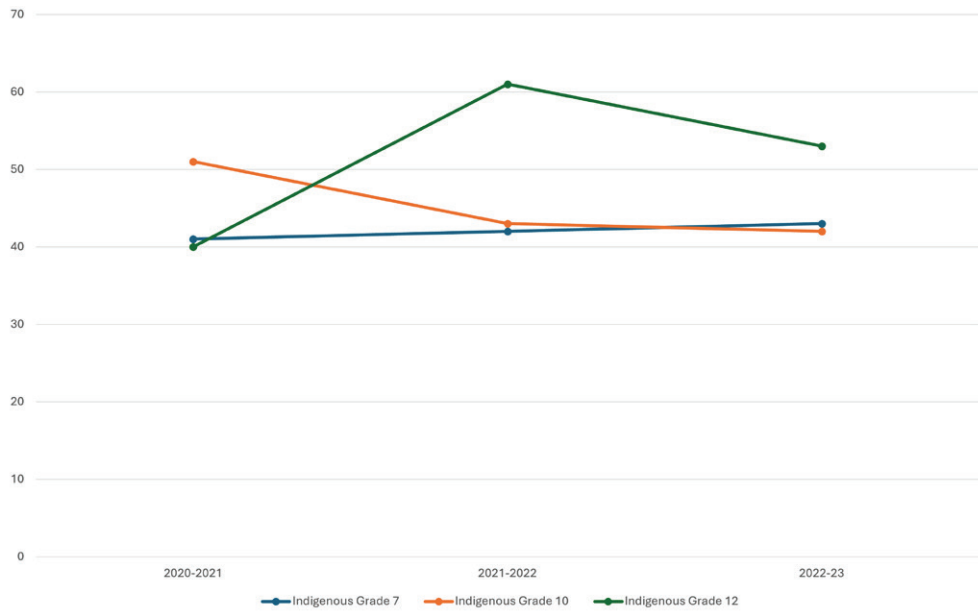
All Students

Is school a place where you feel like you belong? (% Often/Always)

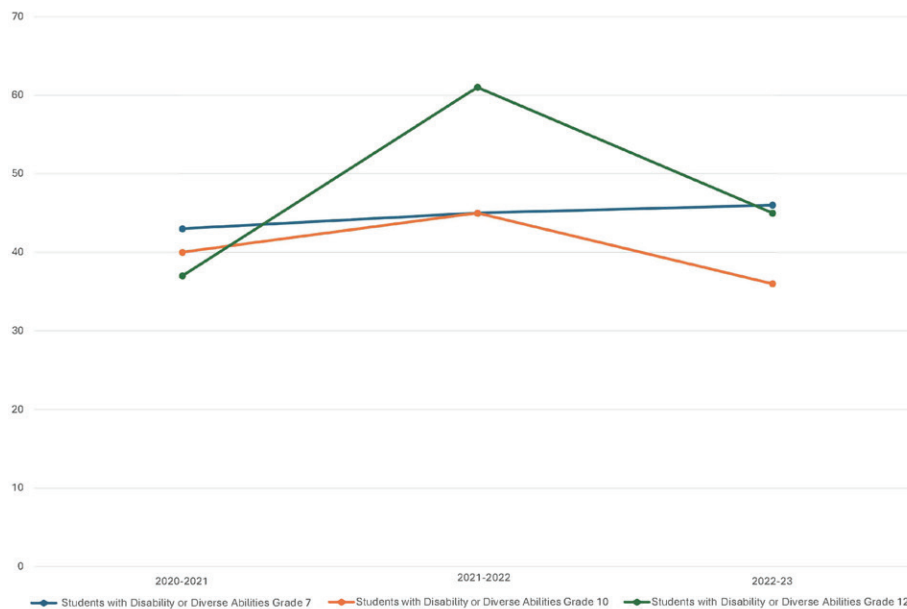


Indigenous Students

Is school a place where you feel like you belong? (% Often/Always)



Students with Disability or Diverse Abilities
Is school a place where you feel like you belong? (% Often/Always)



We have seen a decrease in our general Grade 10 population’s sense of belonging at school. We have also seen a similar decrease in our Grade 12 Indigenous population and our Grade 10 and 12 special needs students. The rest of our student results show a slight increase or the same results from last year.

Both the Indigenous Education Department student forum (March 2, 2023) and district student forum data (February 1, 2023) reveal students are advocating for their unique needs to be acknowledged and incorporated into their learning experiences. During the Indigenous Education student leadership forum, students acknowledged they need stories to see themselves and others, become more compassionate, and strengthen their connections. An Indigenous student shared, “we need education, reconciliation, love, and hope for all students struggling to find peace with their identity. Success at the end of the school year to me is teachers showing and the school system showing that they care about our voices.” To foster a culture of belonging, we will continue to engage with Elders, Knowledge Holders, and Indigenous youth. In collaboration with community rights holders, we will continue to implement the recommendations from the *Equity in Action* report.

While key indicators of belonging and safety are relatively strong in our data, indicators of school stress, self-esteem, and mental health are areas we need to continue focusing on. We need to continue creating a culture of belonging in our schools, so students feel welcome and treated fairly. The 2023 District Student Forum data reveals that key stressors for our students include procrastination and poor time management, concerns about judgment and comparisons with peers, inflexible deadlines, and the inability to demonstrate their learning in multiple ways. Students have various healthy ways to relieve stress that could be shared as positive examples. They need their peers to listen without judgment and help distract them from their stressors.

Schools can support students by encouraging flexibility with deadlines and methods of showing learning, providing explicit instruction on stress management, and increasing access to resources, safe spaces, and mental health support.

During the District Student Forum, students expressed more focus is needed on representing identity in classrooms, learning materials, and school culture. While students feel they can make a difference in the school, they may not feel included in decision-making processes. The primary concerns for students are feeling heard, having their concerns and opinions valued, and seeing their ideas and needs translated into action. They want their input to lead to change. Every student should feel supported and represented in their classrooms, learning resources, and community, with consideration given to their culture and identity.

It is clear from the findings of the *Deepening Indigenous Education and Equity: Supporting the Wholistic Success of Indigenous Learners, Families, and Communities* that supporting Indigenous education and anti-Indigenous racism is the responsibility of everyone in the district. One of the three goals from the report process is to collaborate with Rights-holders and Indigenous partners to develop a model of Indigenous education that includes cultural diversity and Indigenous knowledge(s) of the Indigenous learners, families, and communities that are represented in our district. In April 2022, students shared insights about their educational experience through the feedback process for the *Deepening Indigenous Education and Equity* report. One student shared: “We want to see the truth. The stories of our ancestors and their values live on through us. We want the truth in all aspects of our lives and history. We are unheard, unseen, tokenized, victimized and stigmatized for our skin and how we represent ourselves. We feel targeted, unsupported and hidden. Although we face all these issues, we stand strong. We are the foundation of the lands we walk on, and the stories and culture make us resilient.” The importance of mental health supports was highlighted by student feedback, including remarks like, “mental health supports are extremely important,” the need for “better access to mental health supports,” and how it was “affirming to see them in the report.” Additionally, the feedback emphasized the necessity for urban Indigenous students to have access to cultural teachings. Within an Indigenous worldview, access to Elders, Knowledge Carriers, and cultural teachings is considered essential as a form of medicine, and crucial for fostering a sense of belonging and connection to identity.

During the Indigenous Education student forum, students identified that school communities can create a greater sense of belonging and community by exploring Indigenous-led topics beyond trauma, learning about land stewardship, and creating more cultural learning opportunities. Students acknowledged the impact of stories by expressing that stories heal, transform them and centre their humanity.

KEY TAKE-AWAYS

According to the district’s MDI, YDI and Provincial Learning Survey data, students generally have a good sense of belonging and safety within our schools. While we continue to prioritize maintaining this positive environment, it is crucial to shift our attention towards student mental health. It is evident from the data that students are experiencing heightened levels of stress. Our Ministry Learning Survey data shows that in Grade 7, 12% of student respondents express they are experiencing negative mental health. By Grade 10, it increases to 23% of students and by Grade 12, it is at 25%. Furthermore, the YDI survey indicates our students’ mental and emotional well-being continues to be a concern since the onset of the COVID-19 pandemic. On a positive note, our MDI trend data shows an improvement in terms of students’ optimism and absence of sadness from the 2021/22 data.

To address these concerns in the 2023/24 school year, the district will maintain its focus on promoting inclusivity and equity, and addressing issues related to SOGI (sexual orientation and gender identity), racism, and discrimination. Creating a positive and inclusive environment where all students are valued and supported contributes to the development of a strong sense of self-identity. By prioritizing inclusion efforts, we can work towards closing the gaps that persist between our general school population and students with special needs or Indigenous students.

Students need opportunities to explore and practice strategies to reduce stress. Staff will be provided with professional development opportunities about mindfulness and gratitude practices, play-based and outdoor learning opportunities, and time management strategies to share with their students. In partnership with the District Parent Advisory Council (DPAC) and PACs, parents will be provided with opportunities to learn how to support their children’s mental health and stress management at home.

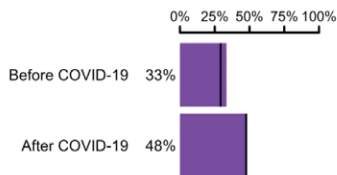
Strengthening educators’ capabilities in areas such as preventive education, trauma-informed practice, mental health literacy, and restorative actions will continue to be a primary focus for SD42. By equipping our educators with these critical skills, we can proactively address potential challenges and foster a supportive environment for our students’ overall well-being.

Grade 11 2022/23 YDI Results: Pre and Post COVID

Note: Black line is the provincial YDI average.

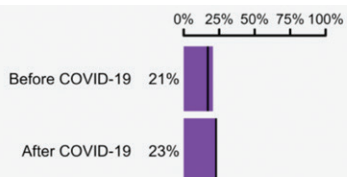
MENTAL/EMOTIONAL HEALTH

The percentage of youth rating their mental/emotional health as 'poor' or 'fair' before COVID-19 compared to during COVID-19.



QUALITY OF LIFE

The percentage of youth rating their quality of life as 'poor' or 'fair' before COVID-19 compared to during COVID-19.



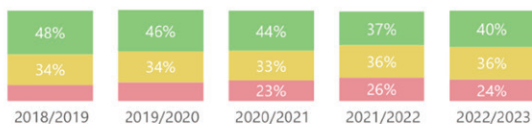
Grade 7 MDI Results: Four-Year District Averages

Grade 7 - District

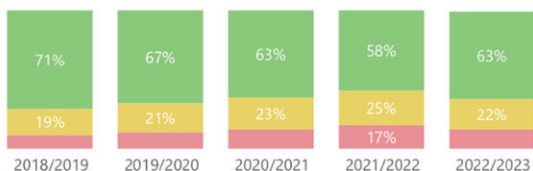
The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health. Learn more about the the well-being index in the [Discover MDI Field Guide](#)

Optimism

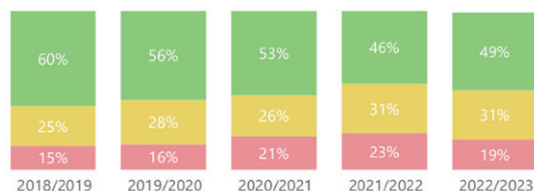
● Low ● Medium ● High



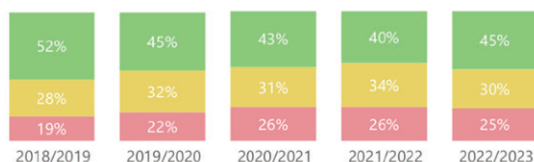
Self-Esteem



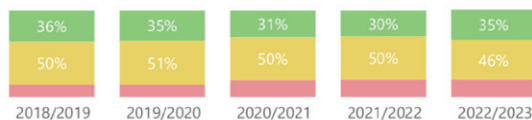
Happiness



Absence of Sadness



General Health



C. CAREER DEVELOPMENT

CONTEXT

One of our current strategic goals is Secondary Innovation, with the core component of improving levels of student engagement and rates of graduation. In support of this goal, the school district has expanded program options and incorporated intentional tracking of student learning. While recognizing the importance of tracking five-year graduation rates, the district also sees great importance in tracking six-year graduation rates since successful completion for all learners is the primary goal. Graduation rates are linked with transition rates to post-secondary and student perceptions of career preparation, which both warrant further inquiry and ongoing analysis.

ANALYSIS OF DATA

FIVE-YEAR GRADUATION RATES

The data for five-year graduation rates generally shows favourable trends over time. Over the period 2018/19 to 2022/23, the five-year graduation rate for the All Resident Students group has increased from a low of 87.6% to the most recent level of 93.8%, which places our district results above the provincial rate of 87.4%.

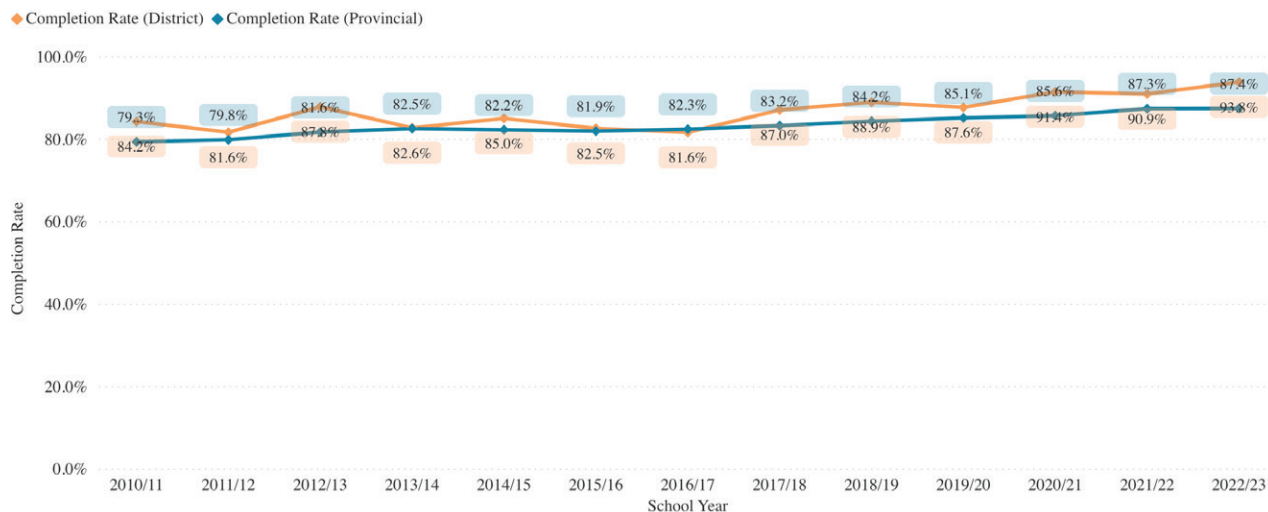
The graduation rates for Indigenous students continues to show steady improvement. As shown in the following graphs, the district graduation rate for Indigenous students over the 2018/19 to 2022/23 period has shown an increase of 7.1%. Additionally, over this same period, the gap between rates for Indigenous and all resident subgroups narrowed from 13.4% to 12.3%. In the 2017/18 school year, the gap between the Indigenous and Non-Indigenous subgroups sat at 7%. Historically, the five-year graduation rate for SD42 Indigenous students has consistently been above the provincial average. It is noteworthy that in the five-year time period of 2013/14 to 2017/18, the graduation rate for Indigenous students was on average 10.14% above the provincial average. In the most recent five-year period of 2018/19 to 2022/23, the Indigenous students' graduation rate was on average 14.86% above the provincial average.

Of equal note is the general trend of improvement in the graduation rates for students with diverse abilities where rates have also generally sat above provincial rates spanning over a decade. While the graduation rate over the 2018/19 to 2022/23 period has shown an increase of 12%, the gap between the diverse abilities and the all resident subgroups has narrowed from 18.6% to 11.5%.

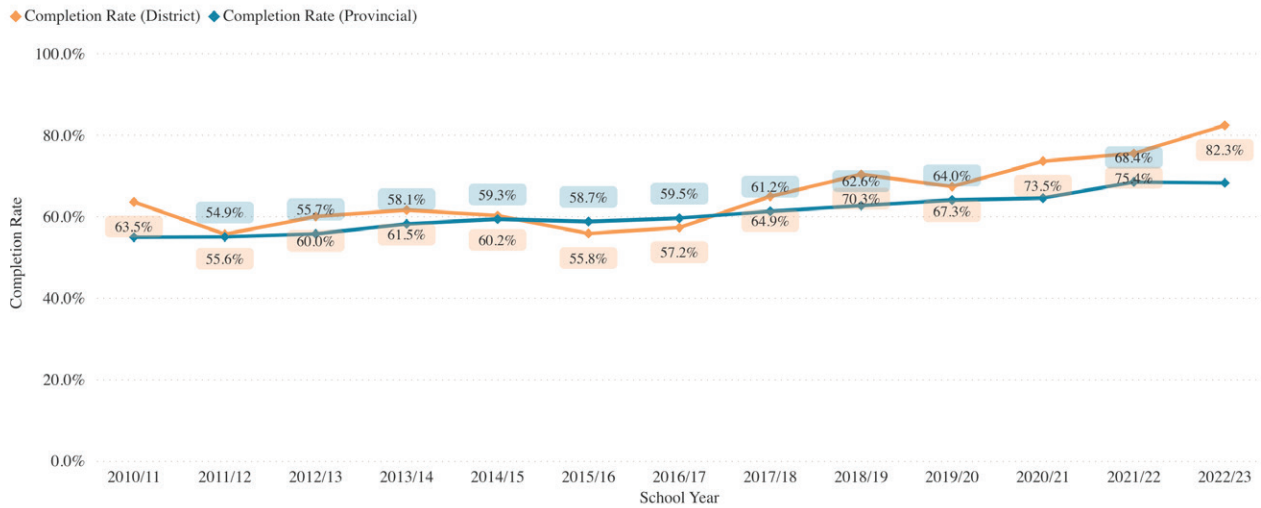
The data specific to the Children/Youth In-Care subgroup is new data for consideration and analysis. The data available shows district results are generally higher than provincial rates, yet concerningly low. The most recent five-year data set shows a significant range (33%) in district results, which may be partly explained by the transiency rates for children attending our schools. Overall, for the district, there is a pattern of improvement in the five-year graduation rate for children/youth in-care and, year over year, the district results are consistently higher than the provincial average.

FIVE-YEAR DATA

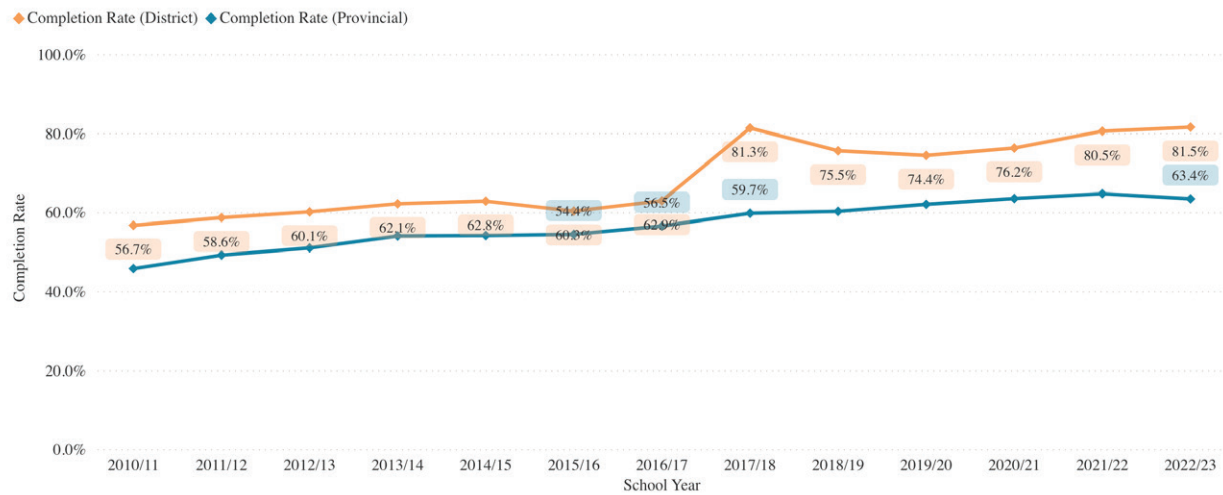
All Students – Five-Year Grad Rates



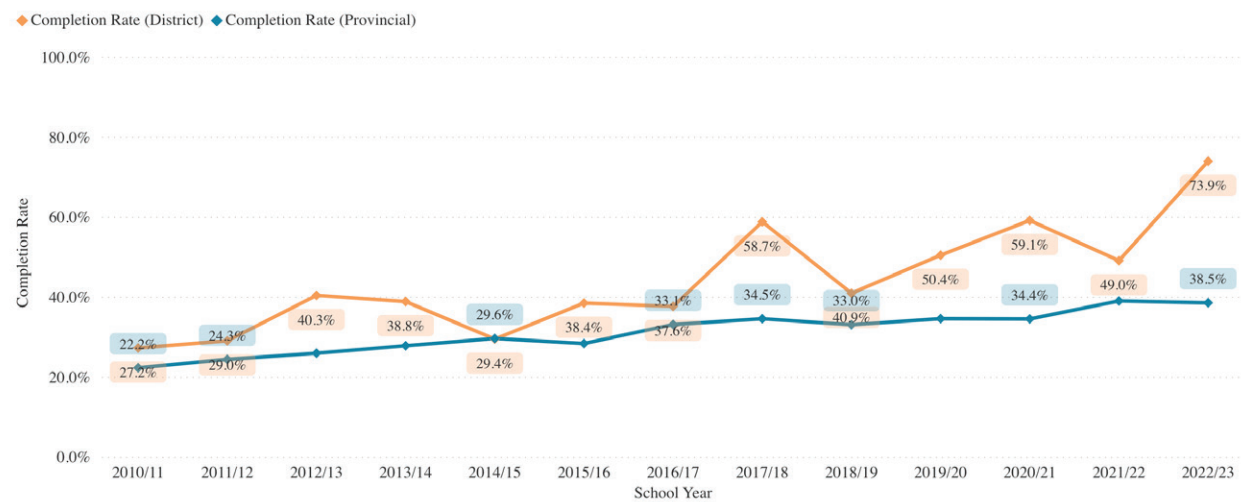
Diverse Abilities – Five-Year Grad Rates



Indigenous Students – Five-Year Grad Rates



Children/Youth In-Care – Five-Year Grad Rates



SIX-YEAR GRADUATION RATES

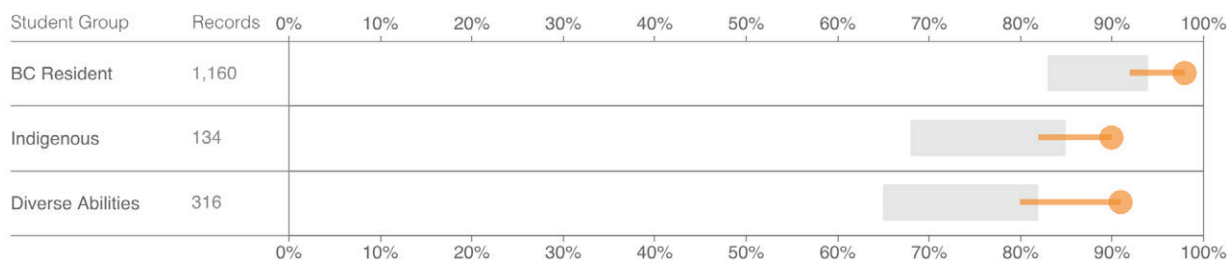
The data for six-year graduation rates shows overall positive trends and demonstrates the benefits of providing learners with additional time to meet graduation requirements. Overall, the graphic below shows the positive trend over the 2018/19 to 2022/23 period for six-year rates in the categories of B.C. residents, Indigenous, and Diverse Abilities. Along with demonstrating a positive trend in completion rates for SD42 students, the data set shows results for SD42 are significantly higher than the typical range of results across B.C. school districts.

SIX YEAR DATA

The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma within six years from the first time they enrol in Grade 8. Results are adjusted for student migration in and out of British Columbia.

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2022/2023)
- Range of school district's results over time (2018/2019 - 2022/2023)

Completion Rates

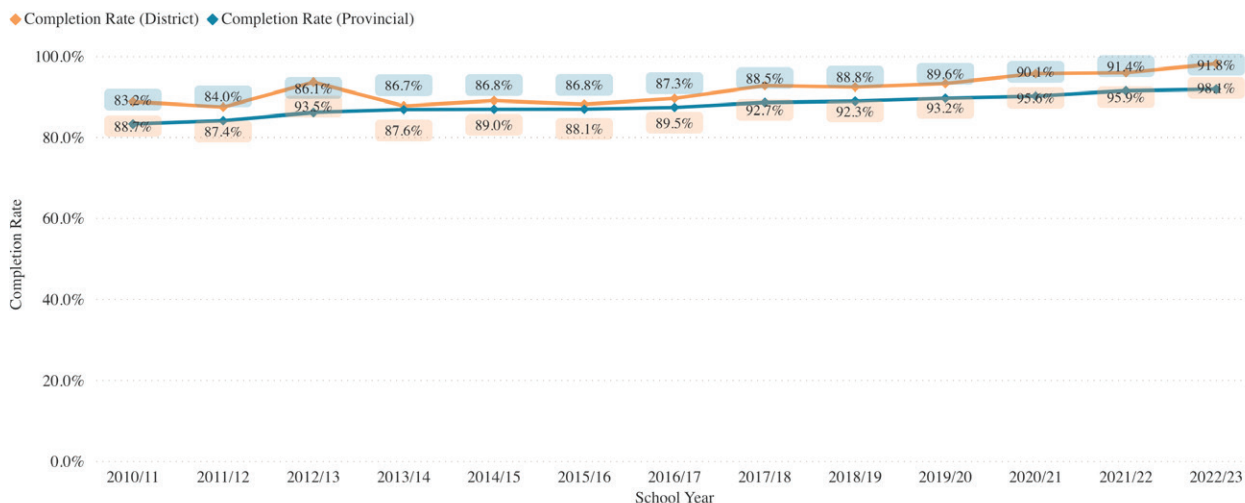


More specifically, over the period of 2018/19 to 2022/23, the six-year graduation rate for the all resident students category has increased from 92.3% to 98.1%, which sits above the typical provincial range of 83% - 94% and the provincial average of 91.83%.

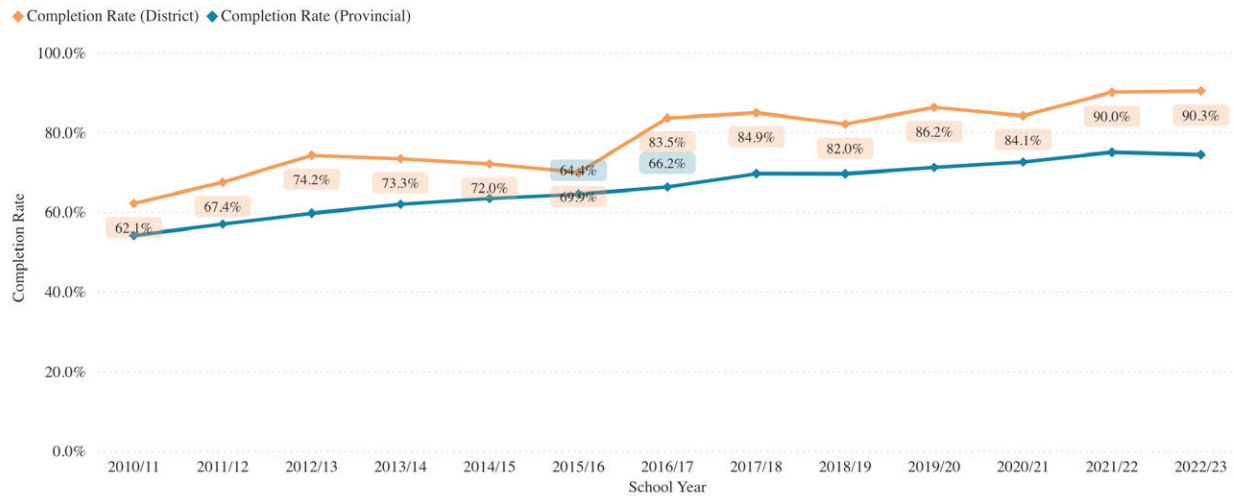
As shown in the data set below, the six-year graduation rate for the Indigenous subgroup over the period of 2018/19 to 2022/23 has shown a range of 82% - 90.3% with the 2022/23 measure being 90.3%. The gap between rates for Indigenous and all resident subgroups has a range of 5.9% - 11.5% with the smallest gap (5.9%) in the 2021/22 school year. The gap for 2022/23 is 7.8%.

Similarly, the six-year graduation rate for students with diverse abilities over the period of 2018/19 to 2022/23 has shown an increase of 11.2% with the gap between rates for diverse abilities and all resident subgroups narrowing from 12.1% to 6.7%.

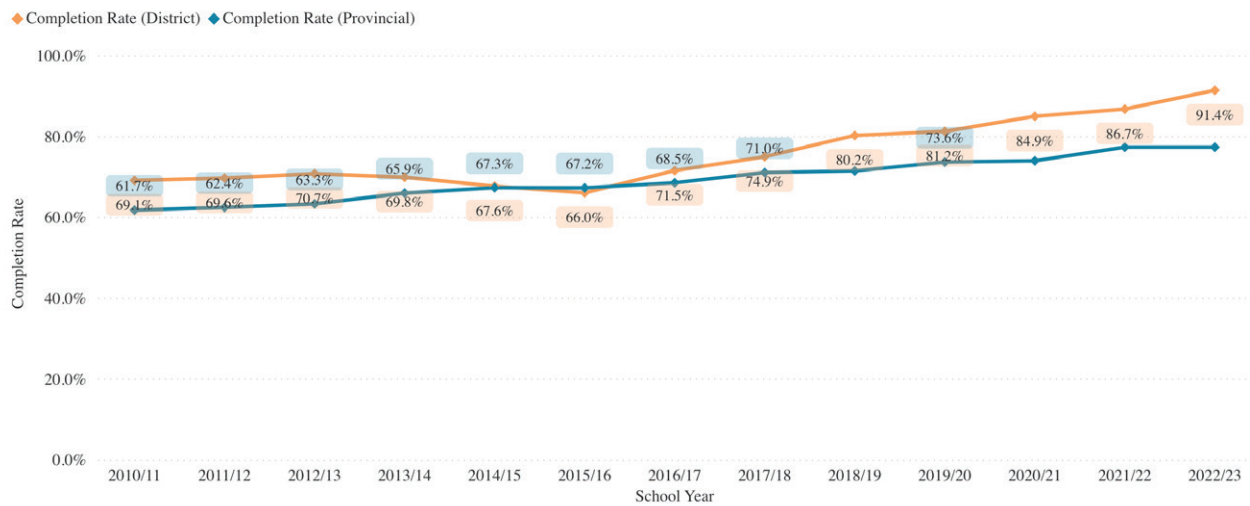
All residents - Six-Year Grad Rates



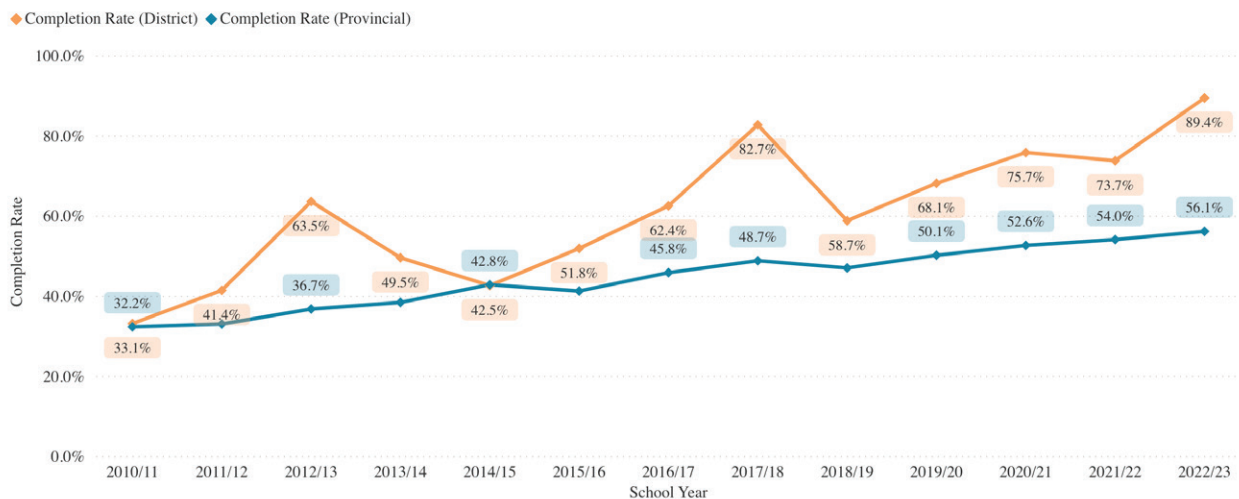
Indigenous - Six-Year Grad Rates



Diverse Abilities - Six-Year Grad Rates



Children/Youth In-Care - Six-Year Grad Rates

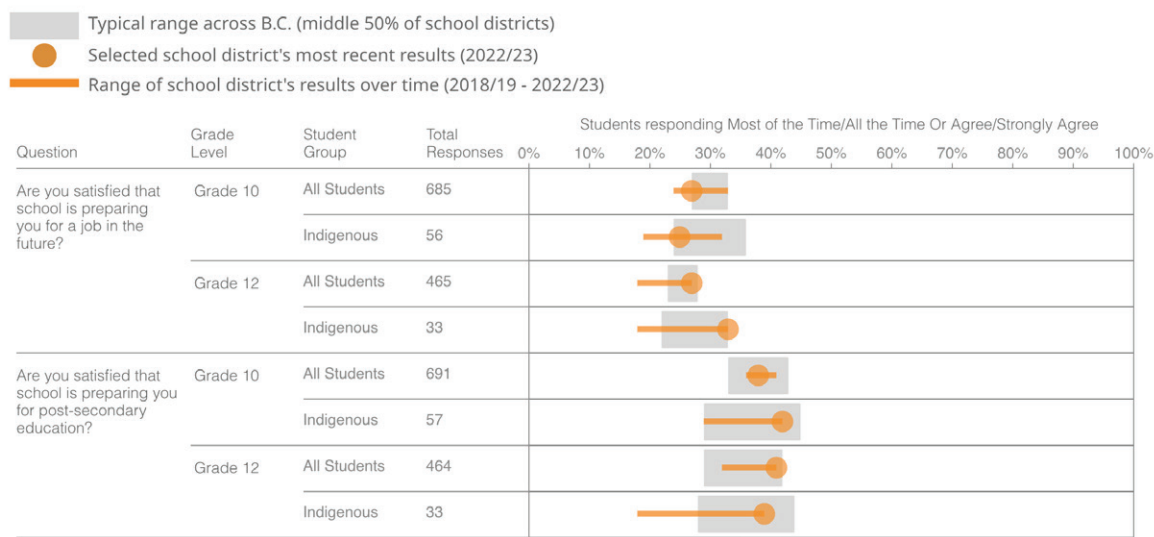


CAREER AND LIFE GOALS

In examining the outcome statement that students will have the core competencies to achieve their career and life goals, data from the Student Learning Survey (2018/19 to 2022/23) provides information based on Grade 10 and Grade 12 student perceptions.

When considering the student responses of “Most of the Time/All the Time” to the question, “**Are you satisfied that school is preparing you for a job in the future?**” the district results for the various student groups are within the typical provincial range (see graph below). While the district subgroup responses to this question parallel the provincial results, further exploration is needed, as only 27% of Grade 10 students and 27% of Grade 12 students indicated a positive response to the question.

In response to the question, “**Are you satisfied that school is preparing you for post-secondary education?**” provincial and district data are generally aligned (see graph below). Considering the five-year district results for students responding “Most of the Time/All the Time,” the 2022/23 results represent the highest results for three of the four student groups — Grade 10 Indigenous Students: 42%; Grade 12 All Students: 41%; Grade 12 Indigenous Students: 39%. The Grade 10 All Student result of 38% is in the middle of the district five-year response range and is within the typical provincial range. While the district subgroup responses to this question have demonstrated an upward trend over the five-year period, we will continue to target district resources to support this work as only 38% of Grade 10 students and 41% of Grade 12 students indicated a positive response to the question.

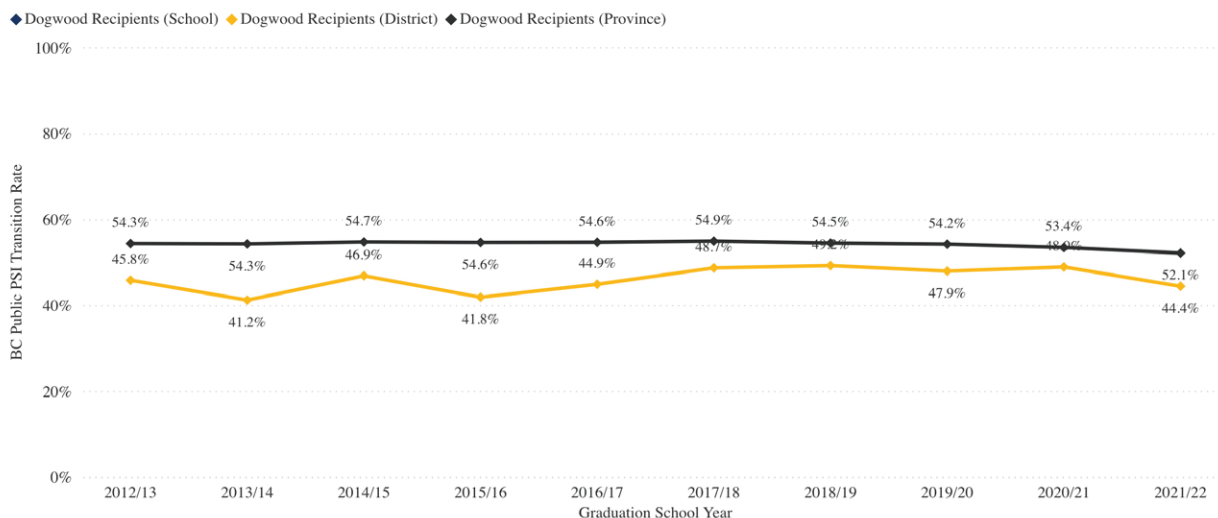


TRANSITION TO POST-SECONDARY

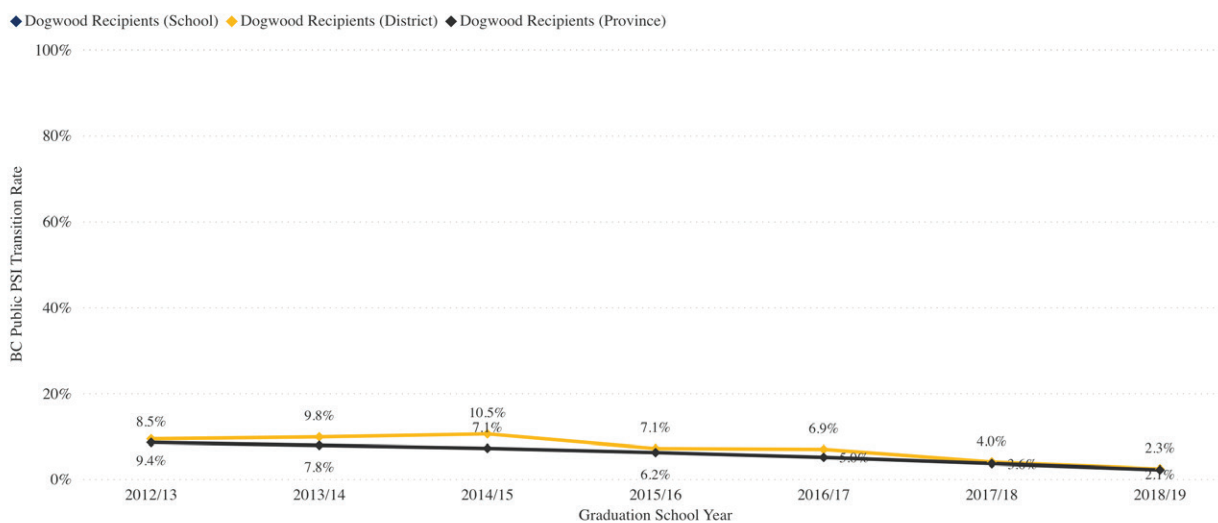
The Post-Secondary Institute Transition (PSI) is a measure that examines the number of students who are eligible to graduate and identifies the proportion of those students who make a transition to a B.C. public post-secondary institution.

While data specific to immediate transition to post-secondary for district students continues to be below the provincial average, the gap between district data and provincial data has been reduced over time. Of note, each year, the additional number of SD42 graduates that transition to post-secondary at three or more years is slightly greater than the overall percentage increase reflected in the provincial data set.

Post-Secondary (PSI) Immediate Transition Rate



Post-Secondary (PSI) Three or More Years Transition Rate



As a school district, we have a very healthy Train in Trades program. In the 2022/23 school year, a total of 139 SD42 Grade 12 students were concurrently enrolled in first year post-secondary trades programs. It has been confirmed with the Ministry of Education and Child Care that the Grade 12 Train in Trades students are not included in the district’s PSI transition data. Based on the 2022/23 subgroup size of 1,198 for all Grade 12 students eligible for graduation, our trades students represent 11.6% of the graduation class missing from this annual PSI transition data. The inclusion of our Train in Trades students would position our district above the provincial average in the immediate transition and three-year transition data sets.

To help us better understand our district PSI transition pattern, we included four additional questions in the 2022/23 student learning survey (See Appendix B). Student responses of “Absolutely” or “Very Likely” to the question, “Do you anticipate you will engage in post-secondary course work within the first year of your high school graduation?” differed between Grade 10 (45%) and Grade 12 (61%). The ministry data set measures our first year PSI transition rate at 44.4% for the 2021/22 cohort of graduates, but this does not include our Train in Trades students. The Train in Trades students represent approximately 11% of the total graduating student group each year.

When asked the question, “Which is the most immediate factor that could restrict your participation in post-secondary course work?” the two most common answers were “Financial restrictions” (Grade 10 – 22%; Grade 12 – 25%) and “Meeting admission requirements” (Grade 10 – 24%; Grade 12 – 22%).

In 2023, a consulting company, on contract with the Ministry of Advanced Education and Skills Training, completed a post-secondary needs assessment for the Maple Ridge – Pitt Meadows community. Based on the results of this needs assessment, the consulting company is now engaged in a post-secondary feasibility assessment for the Maple Ridge – Pitt Meadows community.

KEY TAKE-AWAYS

Overall, our district graduation data in each of the student subgroupings remains above the provincial average, and over the five-year period of 2018/19 - 2022/23, there is a pattern of improvement year over year. As a district, we will continue to examine our operational and educational decisions to ensure they support the eventual elimination of the gap between subgroup graduation rates.

The district plans to conduct individual in-depth interviews with willing Grade 12 children/youth in-care students in the 2024/25 school year, in collaboration with the district Safe and Caring Schools team. These interviews will be a way for the district to identify system strengths, stretches, and growth areas when supporting students in care.

While our student learning survey results regarding job and post-secondary preparedness are well within the provincial average, there is opportunity for us, as a district, to examine our existing career preparation program structures for areas of potential improvement. Specifically, the survey results for the Grade 10 all students subgroup data set are not the highest for the five-year period of 2018/19 to 2022/23.

This year, a new Early Childhood Education dual credit post-secondary program was introduced, and next year will see the introduction of a new health science dual credit post-secondary program. With the development and expansion of dual credit options, there will be greater opportunity to work with Grade 10 students when planning for a dual credit post-secondary opportunity within a student's K-12 educational plan.

APPENDIX A

Section A:

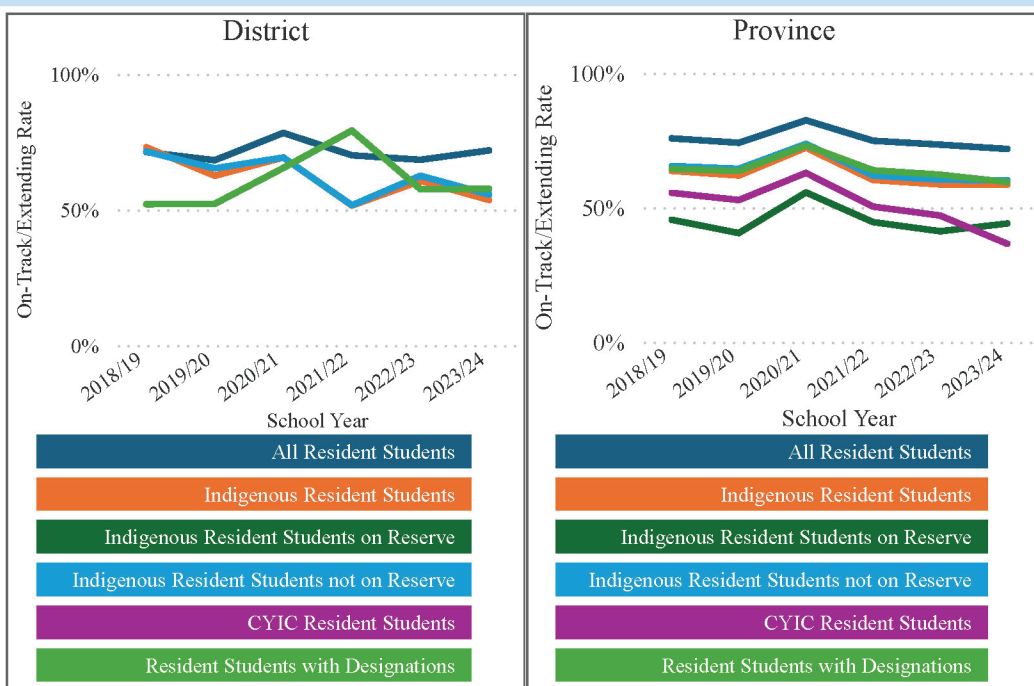
Reflecting on Student Learning Outcomes

Intellectual Development

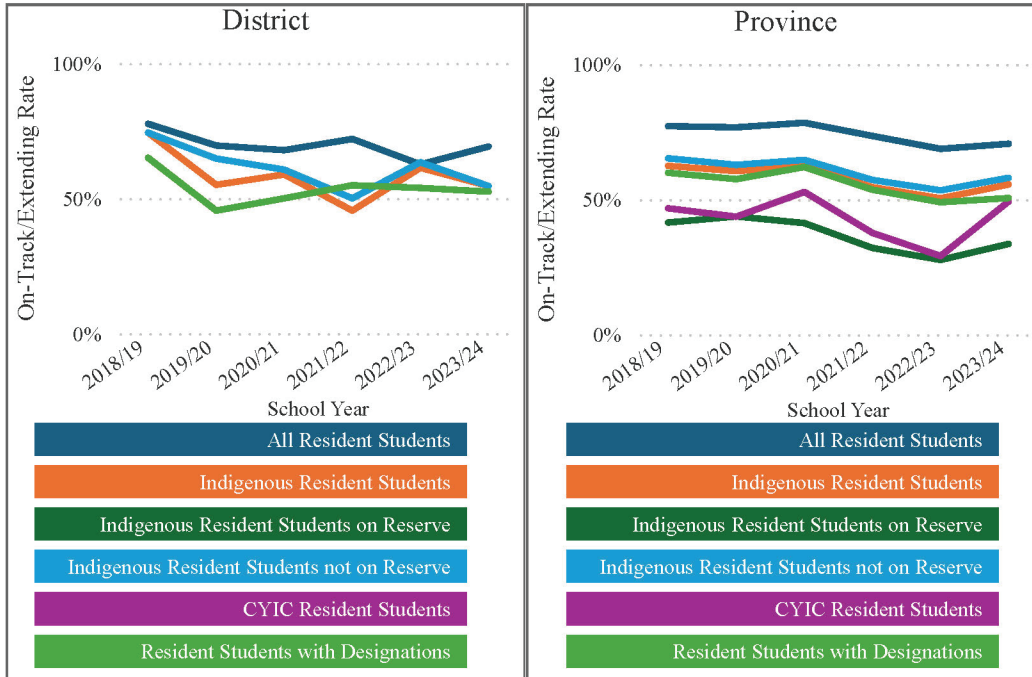
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

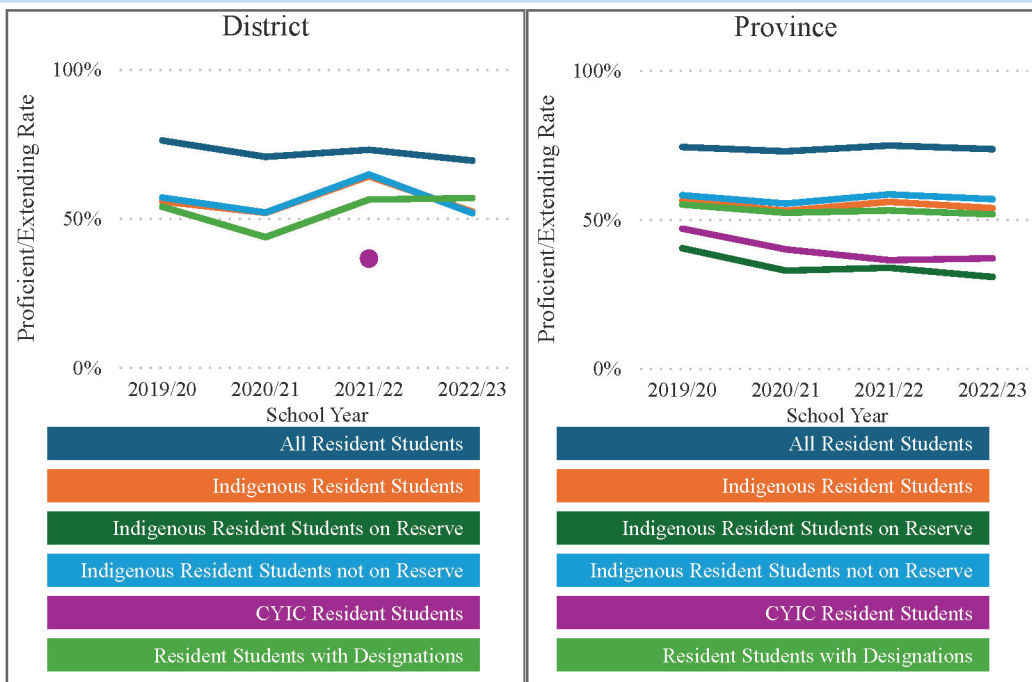


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

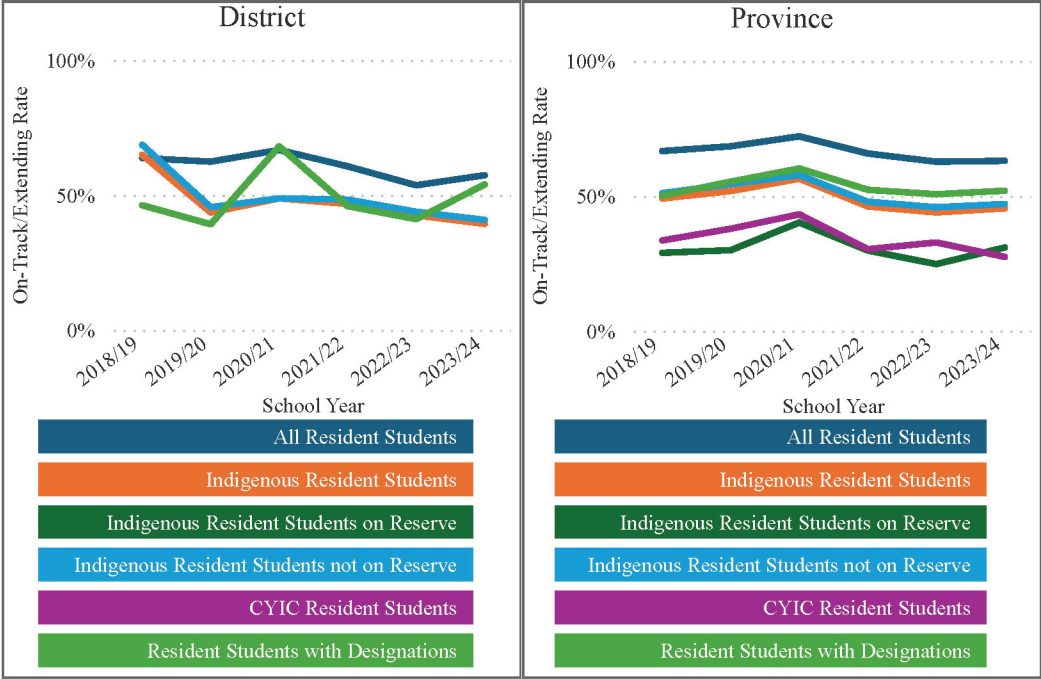
Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



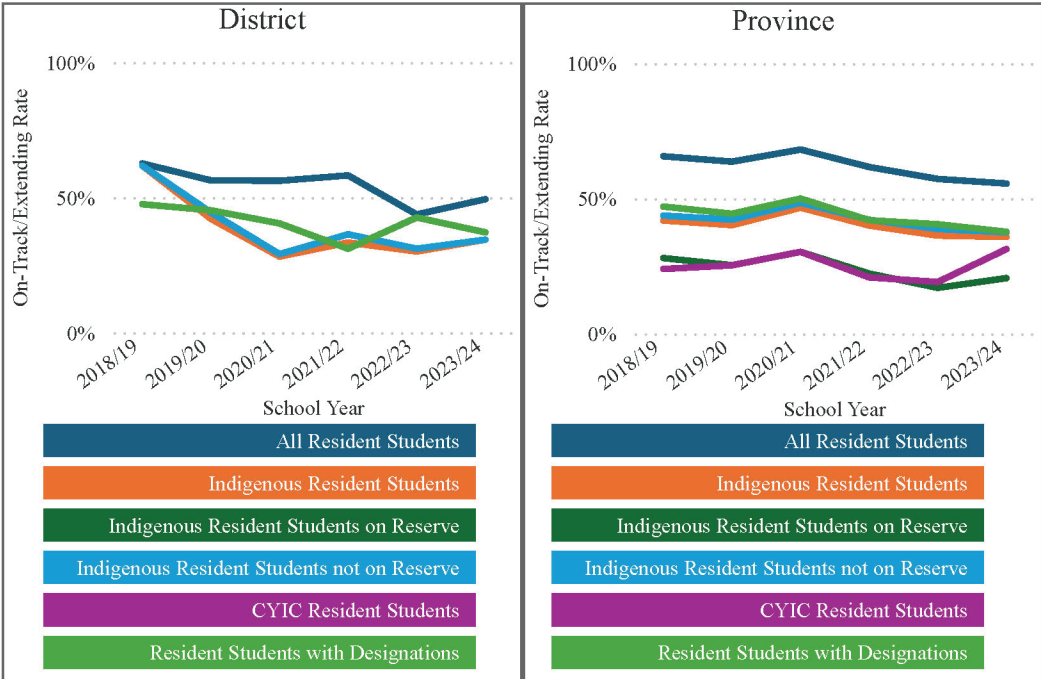
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

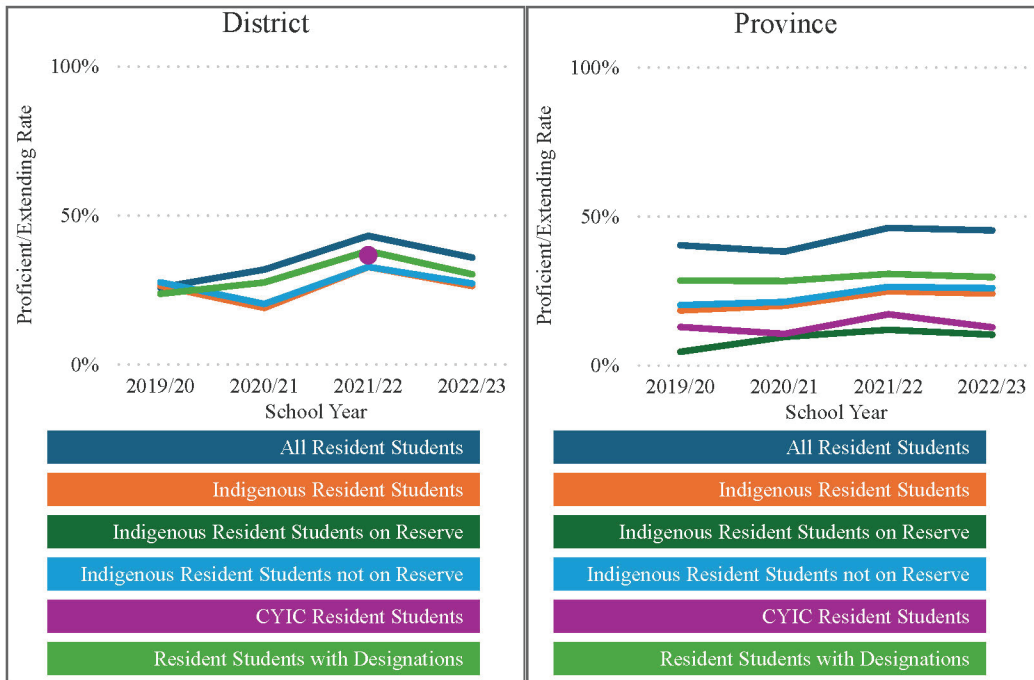


Grade 7 FSA Numeracy (On-Track / Extending Rate)



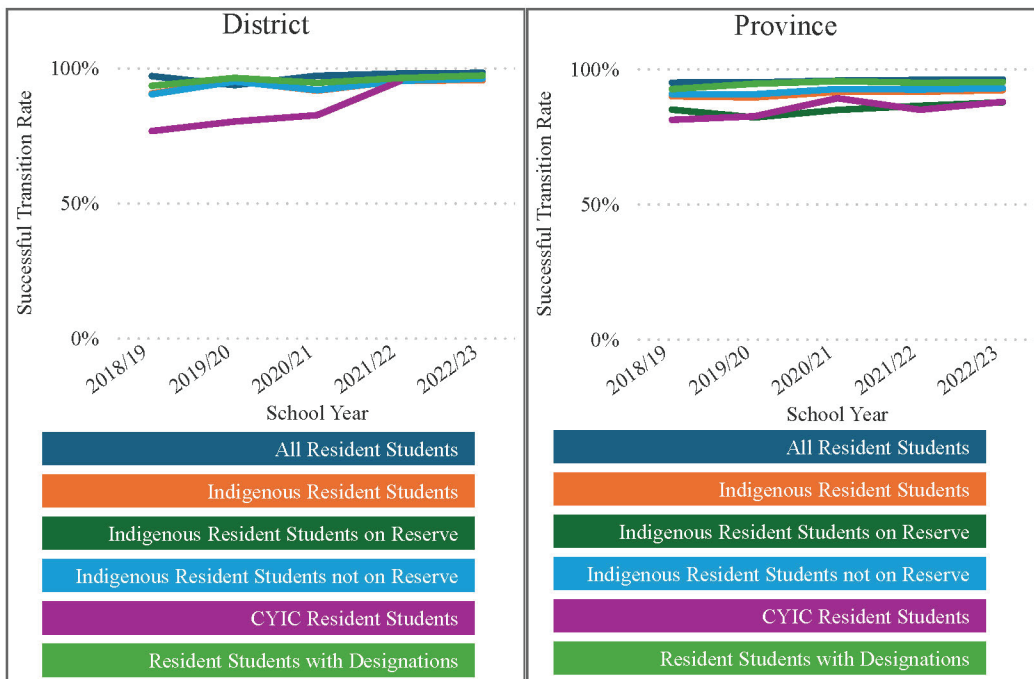
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

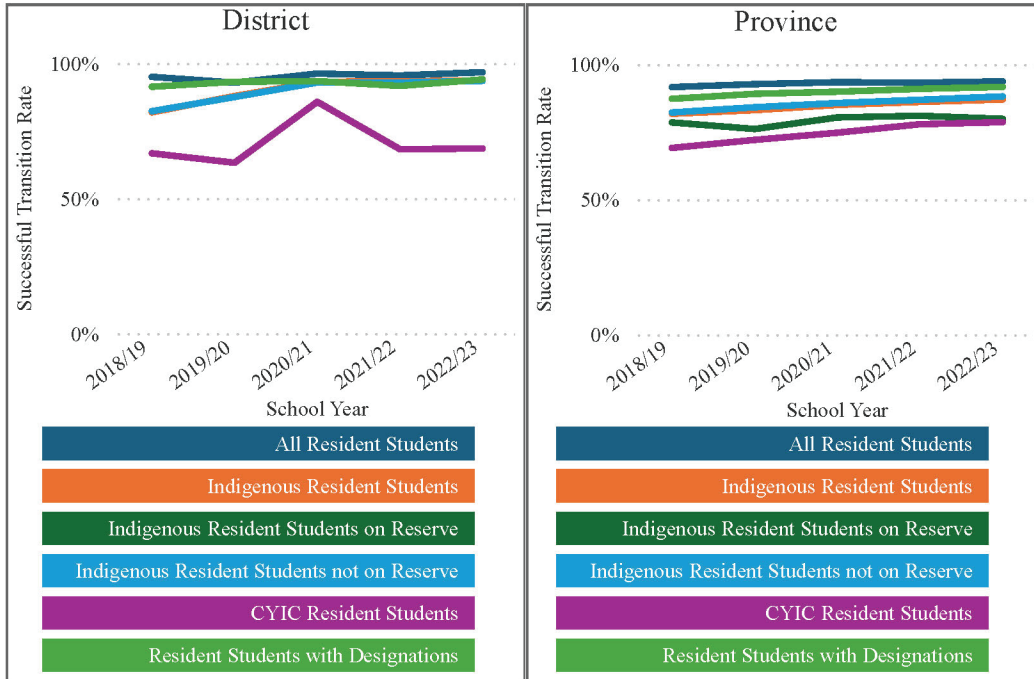


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate

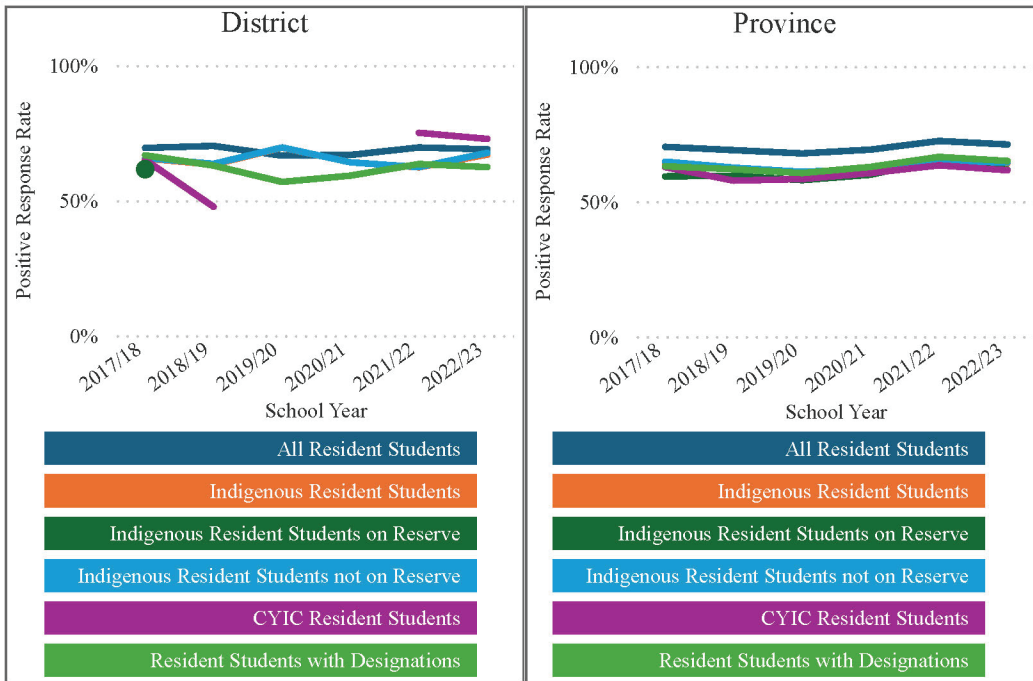


Human and Social Development

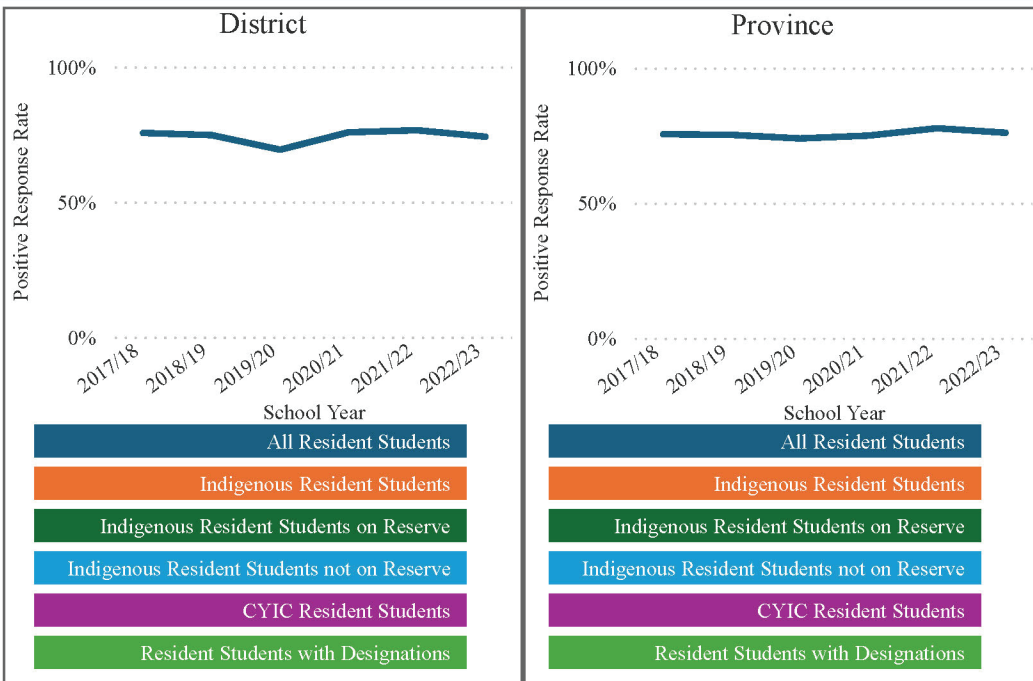
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

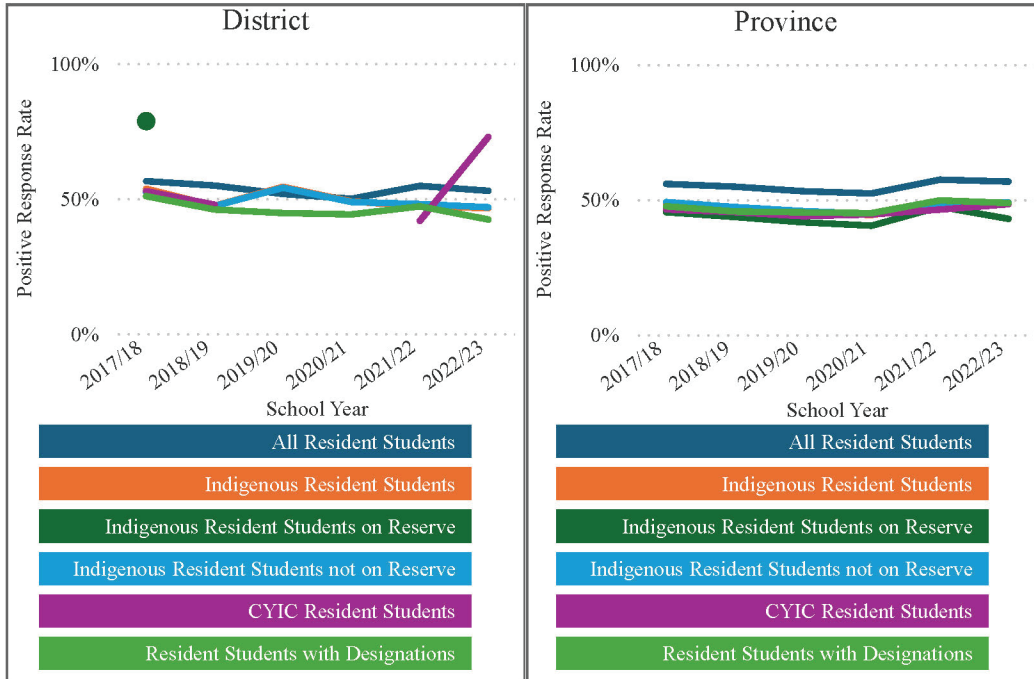
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

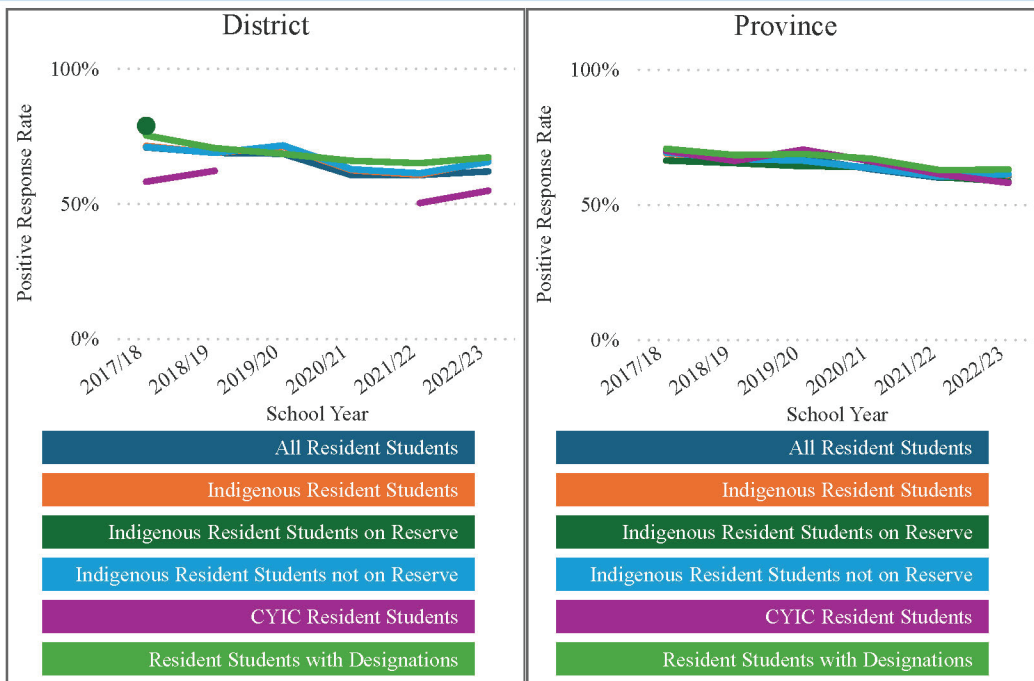


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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)

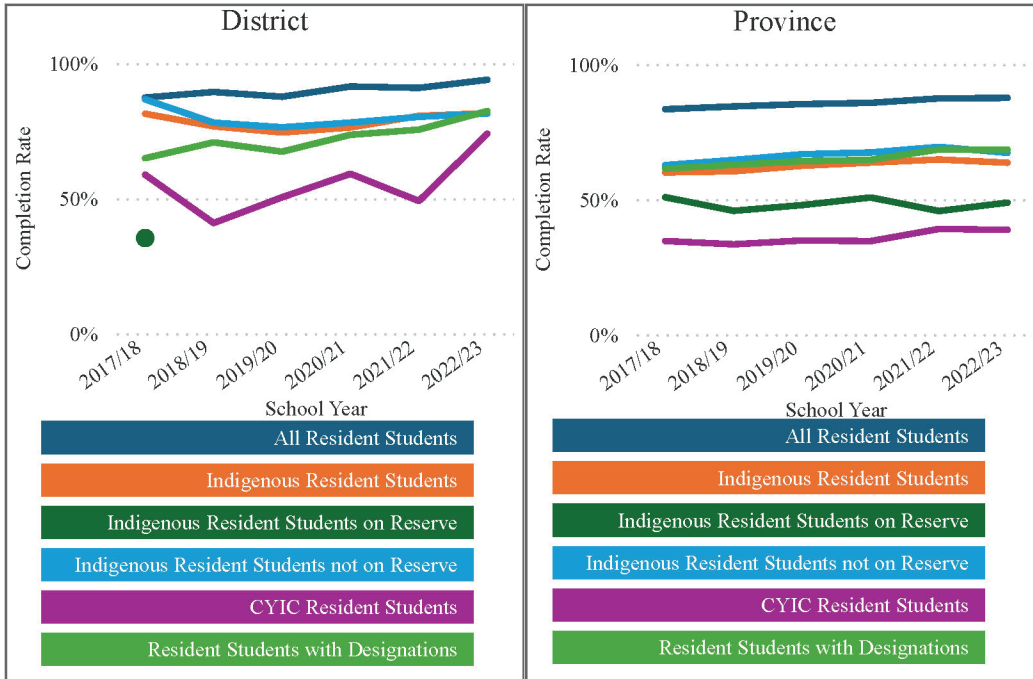


Career Development

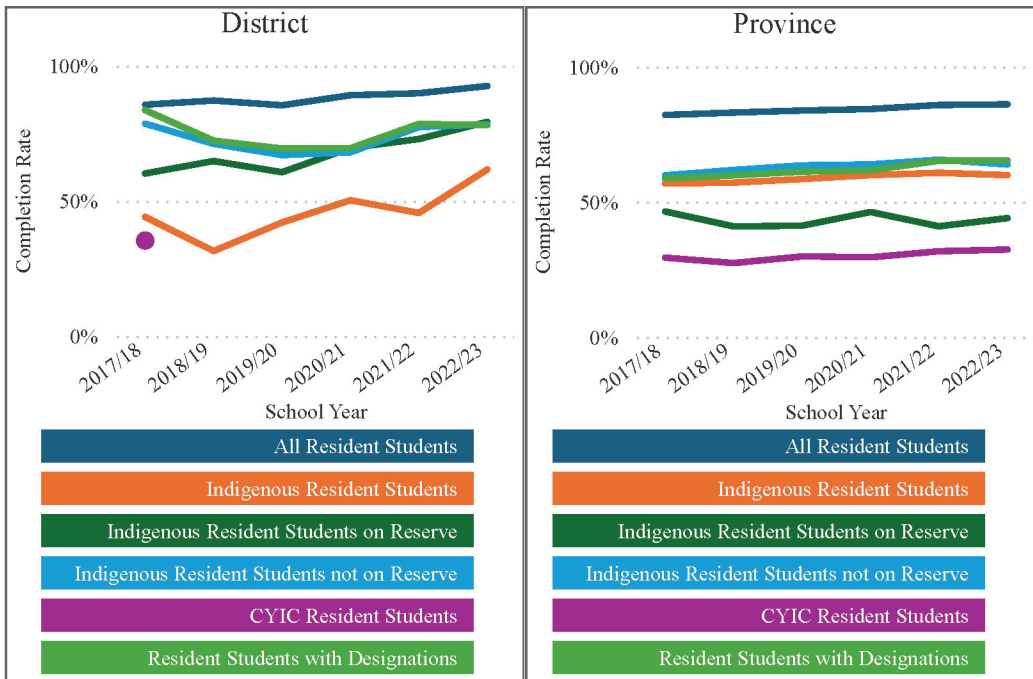
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



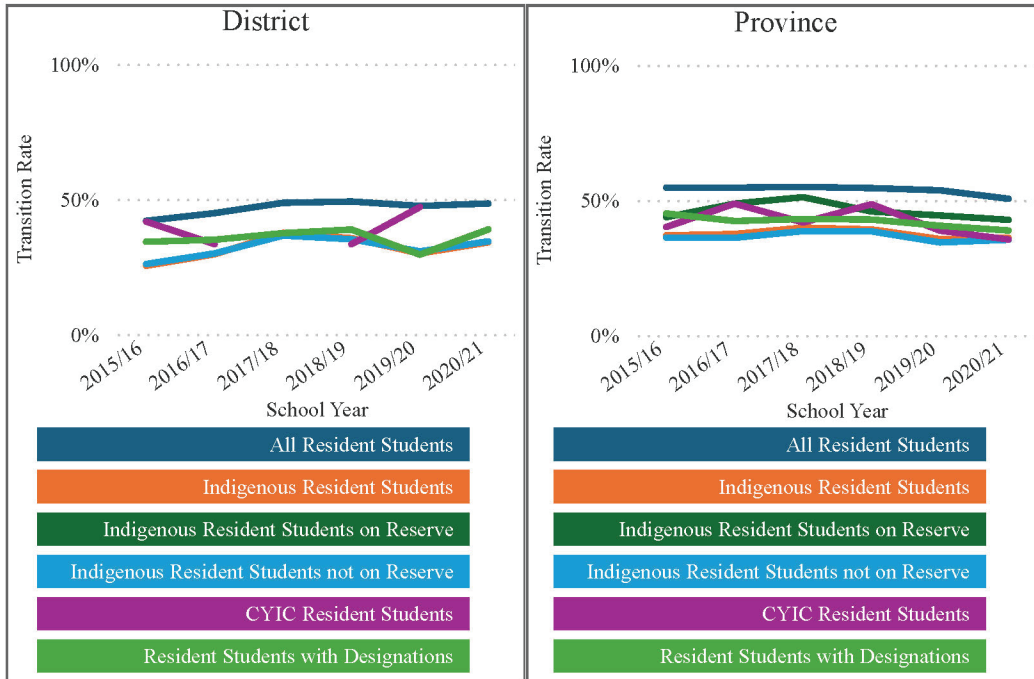
5-Year Completion Rate (Dogwood Only)



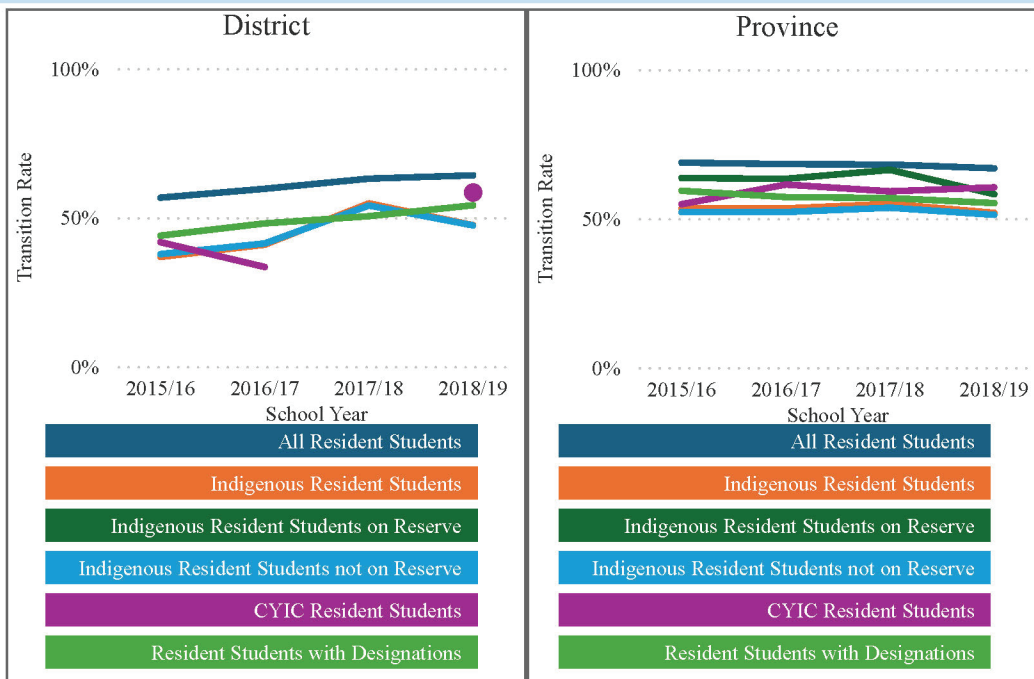
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)

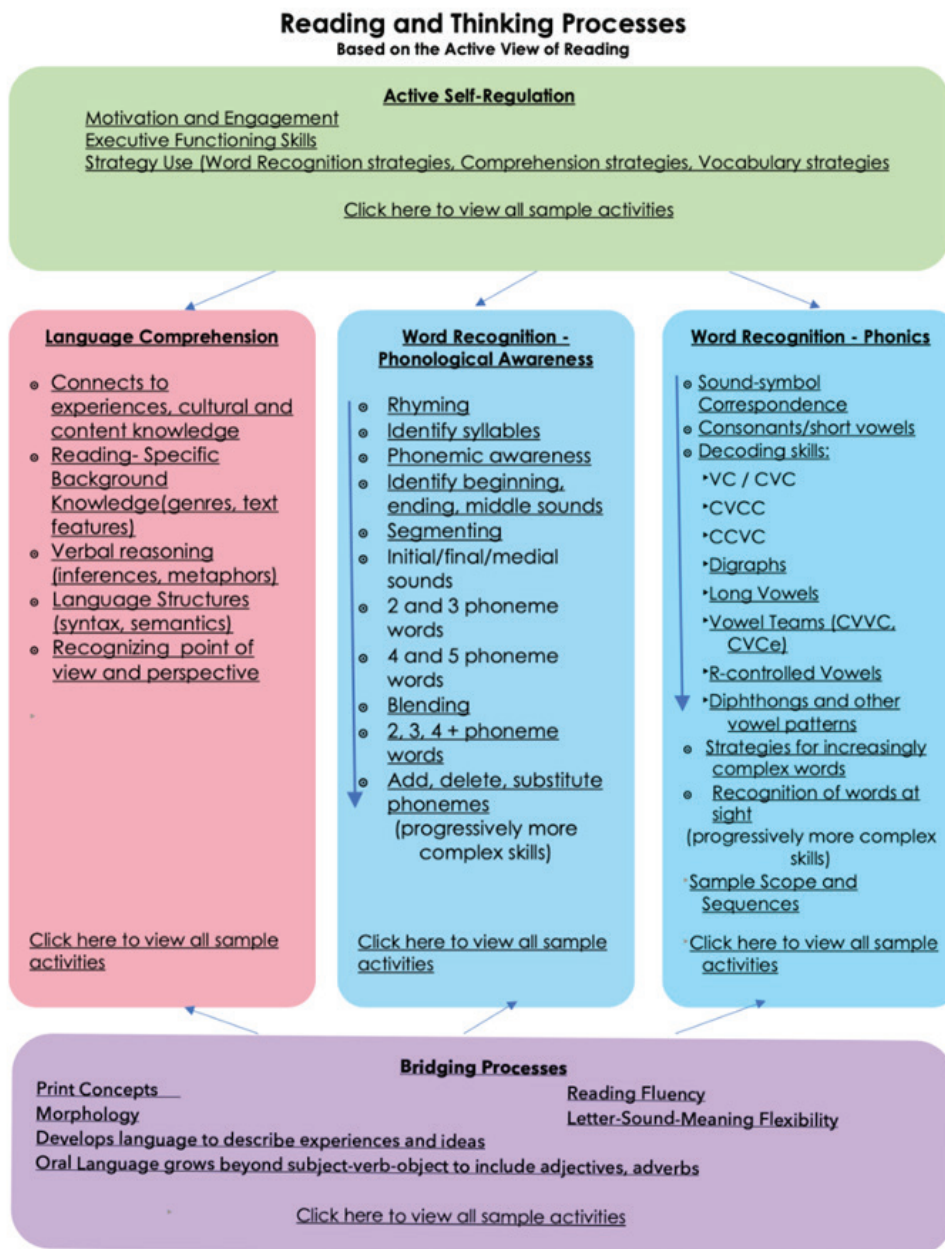


Transition Rate to BC Public PSI (Within 3 Years)

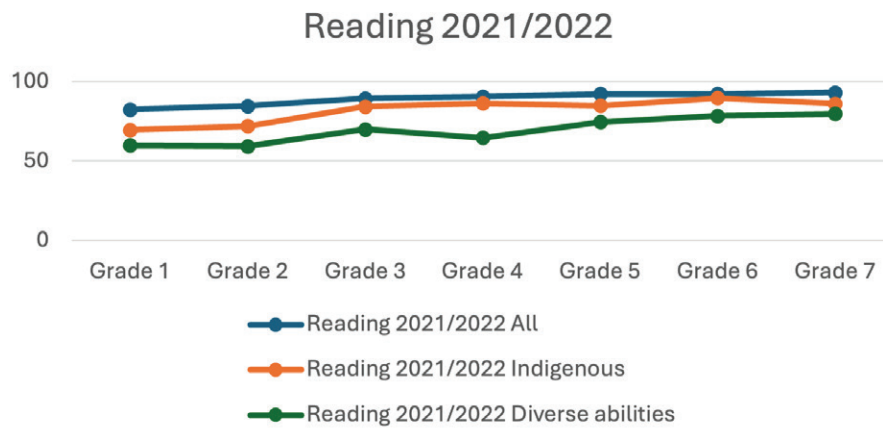
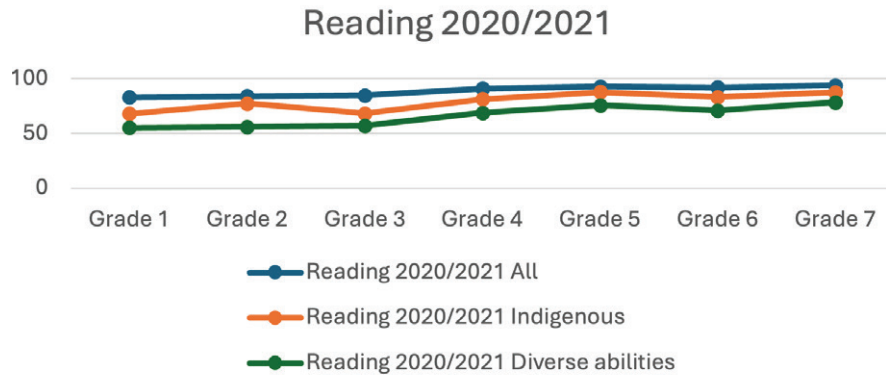


APPENDIX B

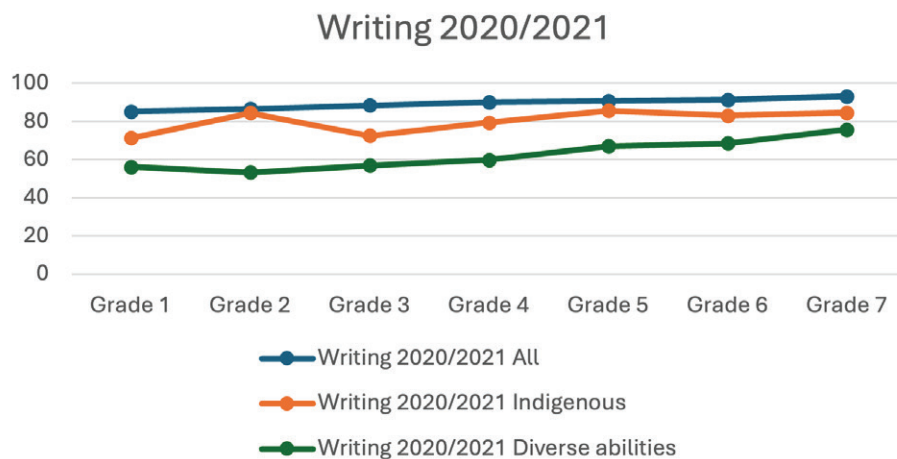
FIGURE 1: READING AND THINKING PROCESSES



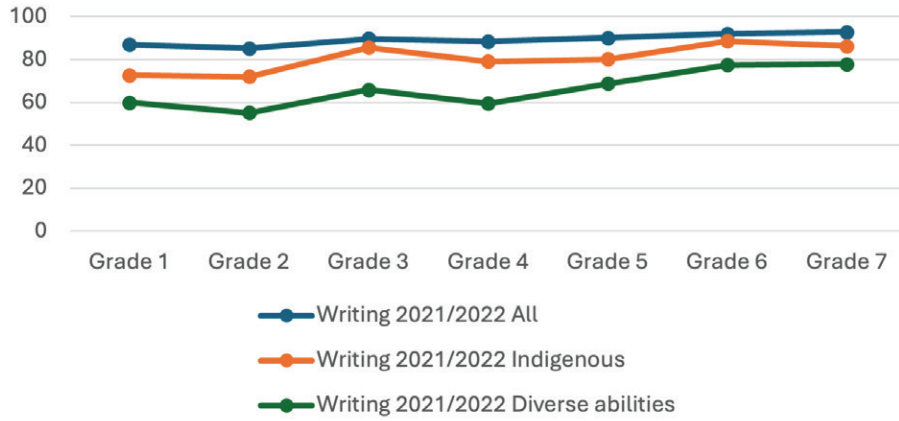
READING



WRITING

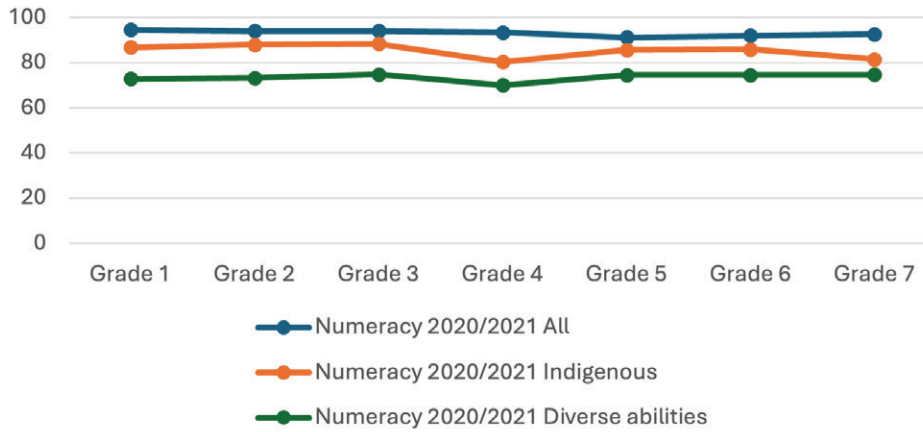


Writing 2021/2022

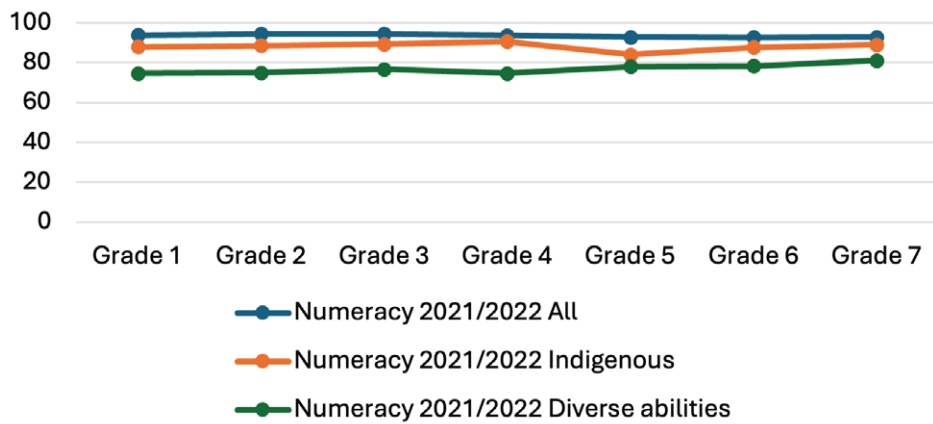


NUMERACY

Numeracy 2020/2021

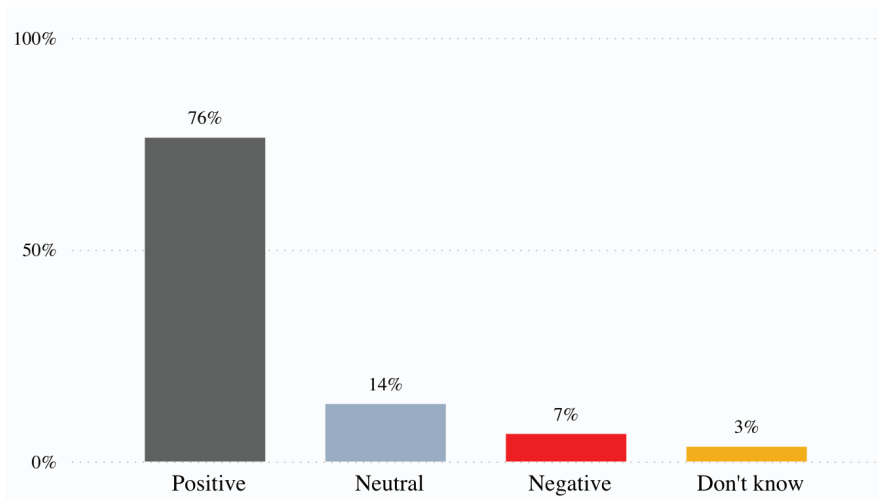


Numeracy 2021/2022

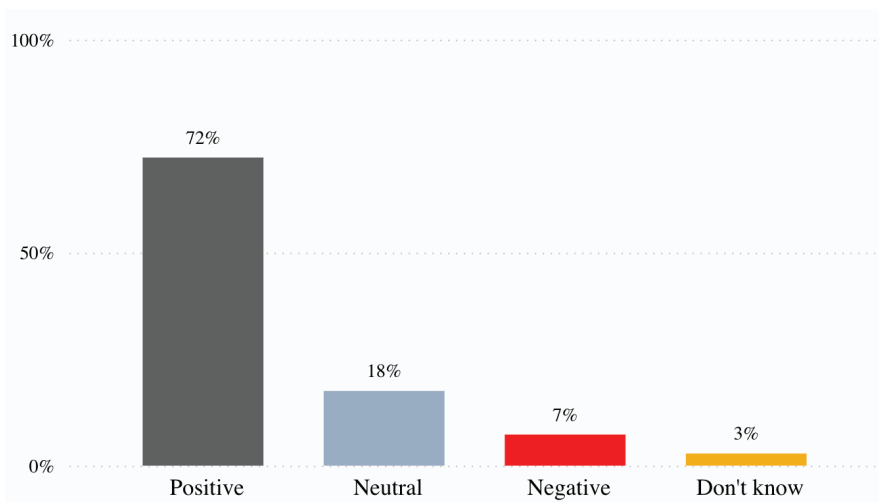


2022/23 PROVINCIAL STUDENT LEARNING SURVEY DATA

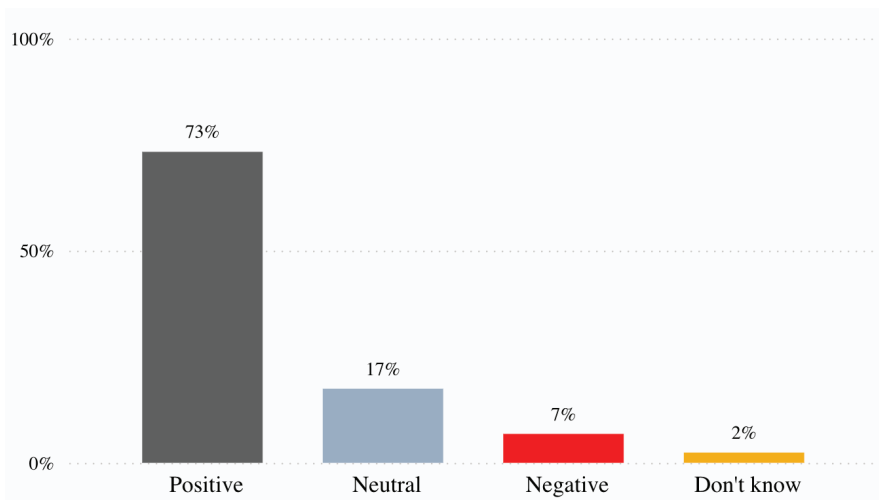
Grade 4: Do you feel safe at school?



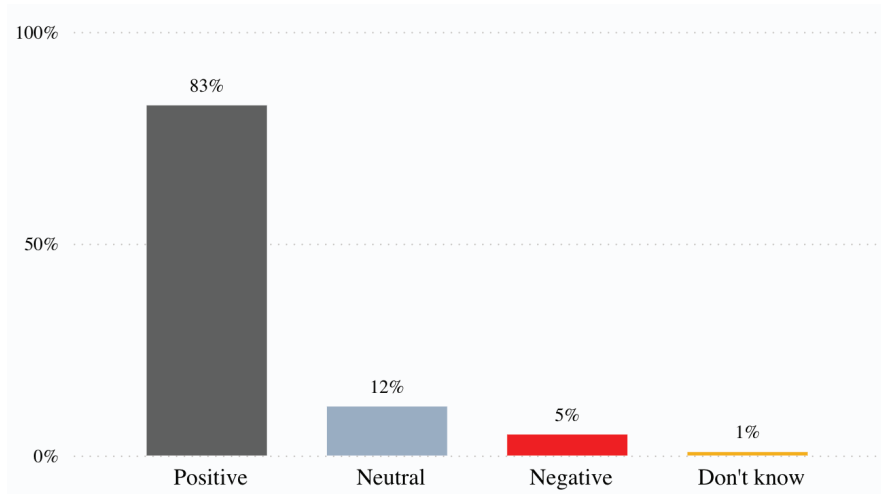
Grade 7: Do you feel safe at school?



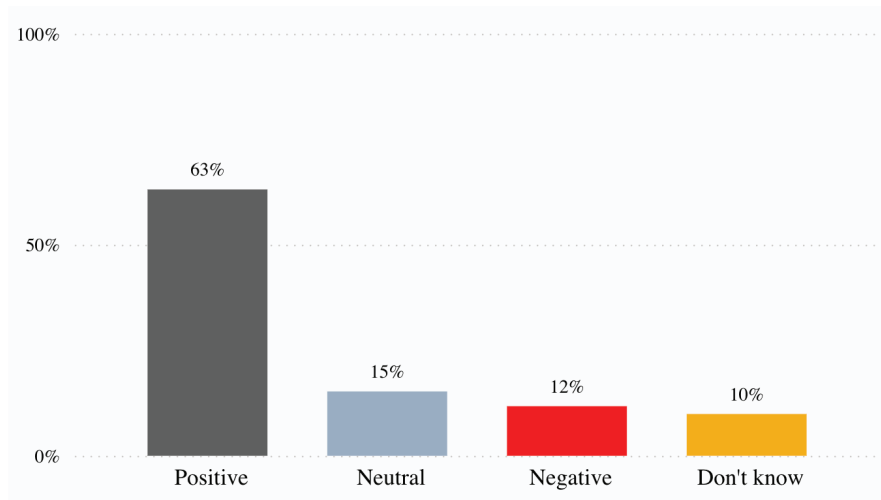
Grade 10: Do you feel safe at school?



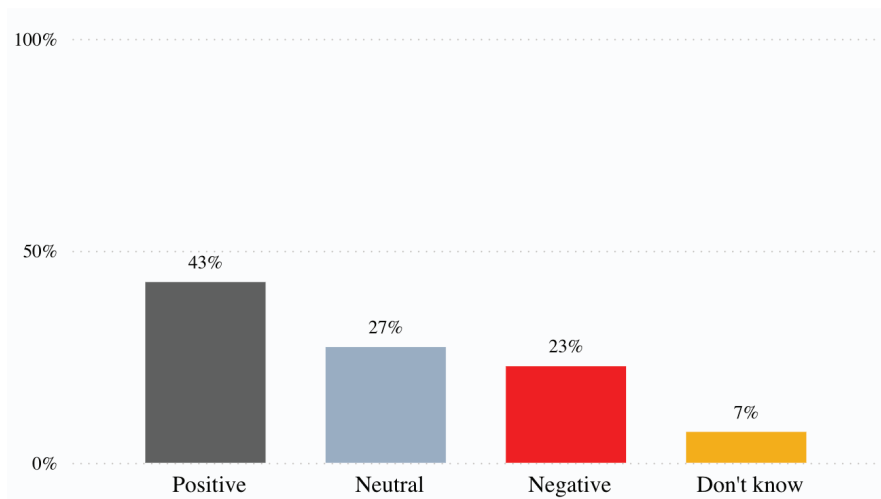
Grade 12: Do you feel safe at school?



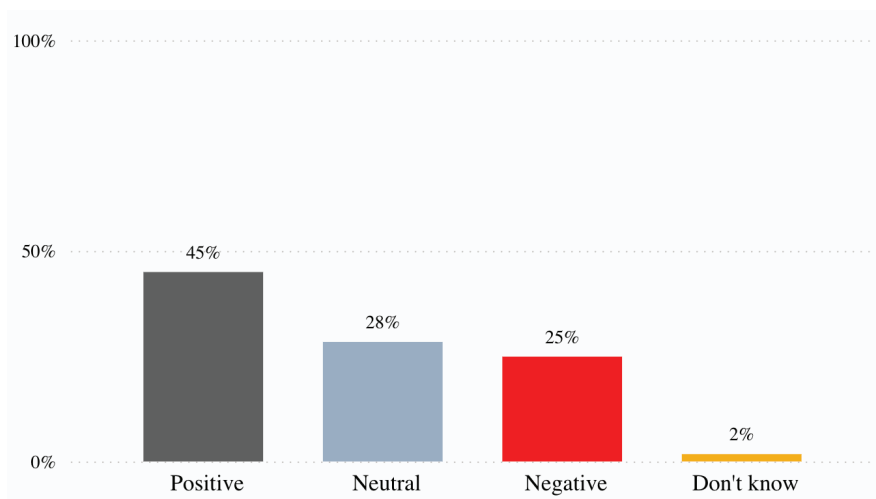
Grade 7: How would you describe your mental health?



Grade 10: How would you describe your mental health?



Grade 12: How would you describe your mental health?



ADDITIONAL SD42 STUDENT LEARNING SURVEY QUESTIONS

Grade 10: Do you intend to go to a post-secondary school in the future?

| | Count | Valid % |
|----------------|--------------|----------------|
| Definitely | 305 | 44% |
| Probably | 210 | 30% |
| Probably not | 67 | 9% |
| Definitely not | 22 | 3% |
| Don't know | 81 | 11% |
| No answer | 39 | 0% |
| Total | 724 | 94% |

Grade 10: Do you anticipate you will engage in post-secondary course work within the first year of your high school graduation?

| | Count | Valid % |
|---|--------------|----------------|
| Absolutely | 112 | 18% |
| Very likely | 169 | 27% |
| Potentially | 228 | 36% |
| Not likely | 83 | 13% |
| No, not going to happen | 26 | 4% |
| I am already enrolled in a post-secondary trade partnership program | 3 | 0% |
| No answer | 103 | 0% |
| Total | 724 | 85% |

Grade 10: Do you anticipate you will engage in post-secondary course work within the first 3 years of your high school graduation?

| | Count | Valid % |
|---|------------|------------|
| Absolutely | 223 | 36% |
| Very likely | 183 | 29% |
| Potentially | 144 | 23% |
| Not likely | 58 | 9% |
| No, not going to happen | 10 | 1% |
| I am already enrolled in a post-secondary trade partnership program | 0 | 0% |
| No answer | 106 | 0% |
| Total | 724 | 85% |

Grade 10: Which is the most immediate factor that could restrict your participation in post-secondary course work?

| | Count | Valid % |
|---|------------|------------|
| Meeting admission requirements | 147 | 24% |
| Transportation restrictions and/or location of post-secondary institution | 76 | 12% |
| Financial restrictions | 132 | 22% |
| No immediate restrictions | 194 | 32% |
| Other | 51 | 8% |
| No answer | 124 | 0% |
| Total | 724 | 82% |

Grade 12: Do you intend to go to a post-secondary school in the future?

| | Count | Valid % |
|----------------|------------|------------|
| Definitely | 288 | 63% |
| Probably | 103 | 22% |
| Probably not | 28 | 6% |
| Definitely not | 11 | 2% |
| Don't know | 26 | 5% |
| No Answer | 42 | 0% |
| Total | 498 | 91% |

Grade 12: Do you anticipate you will engage in post-secondary course work within the first year of your high school graduation?

| | Count | Valid % |
|---|------------|------------|
| Absolutely | 164 | 38% |
| Very likely | 102 | 23% |
| Potentially | 93 | 21% |
| Not likely | 42 | 9% |
| No, not going to happen | 25 | 5% |
| I am already enrolled in a post-secondary trade partnership program | 3 | 0% |
| No answer | 69 | 0% |
| Total | 498 | 86% |

Grade 12: Do you anticipate you will engage in post-secondary course work within the first 3 years of your high school graduation?

| | Count | Valid % |
|---|------------|------------|
| Absolutely | 244 | 57% |
| Very likely | 85 | 19% |
| Potentially | 70 | 16% |
| Not likely | 16 | 3% |
| No, not going to happen | 11 | 2% |
| I am already enrolled in a post-secondary trade partnership program | 0 | 0% |
| No answer | 72 | 0% |
| Total | 498 | 85% |

Grade 12: Which is the most immediate factor that could restrict your participation in post-secondary course work?

| | Count | Valid % |
|---|------------|------------|
| Meeting admission requirements | 96 | 22% |
| Transportation restrictions and/or location of post-secondary institution | 41 | 9% |
| Financial restrictions | 106 | 25% |
| No immediate restrictions | 147 | 35% |
| Other | 29 | 6% |
| No answer | 79 | 0% |
| Total | 498 | 84% |

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO.42

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Maple Ridge BC

V2X 8N6