



SUPPORTING ALL LEARNERS: ENHANCING STUDENT LEARNING REPORT

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42
SEPTEMBER 2023

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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 2023) has been developed in alignment with both FESL and the ministerial order. In the development of this third annual report, consideration has also been given to ministerial order-related and relevant feedback we received in the FESL peer review process for our September 2022 report.

Before the completion of the first [Supporting All Learners: Enhancing Student Learning Report \(September 2021\)](#), our school district had already developed similar planning and reporting structures and documents, which are posted to the school district website annually. The 2018/19 school year was the first time we began integrating the full planning cycle information into the annual Supporting All Learners report, tying the outcomes of our students to our strategic plan and to the work of all school district departments. The Supporting All Learners annual reports for the 2017/18, 2018/19, 2019/20, 2020/21 and 2021/22 school years can be viewed on [the district website](#).

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 2022/23 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 2023, and reflect the deep supportive work of researchers/educational innovators in the areas of literacy, 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 to inform the drafting of the report and re-engagement with the same stakeholders/groups/individuals for feedback on the living/working draft. Stakeholders 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*. Equity in Action progress and next steps are documented in the [Equity Action Plan: Equity in Review](#) report for the 2022/23 school year.

- **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 2023/24** – The [Preliminary Budget 2023/24](#) 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. Additional data provided by the Ministry of Education and Child Care and our local data set of relevance to our strategic plan are included in Appendix A.

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 six 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 2022/2023 are included in Appendix A, however, analysis of the assessment is not referenced in this report. The very low percentage of participation, ranging between 22% and 35% for 2022/23, and the fact that participants were not randomly selected, means the results do not provide a representative sample.

SD42 Foundation Skills Assessment Participation (%)

YEARS	READING		WRITING		NUMERACY	
	GR 4	GR 7	GR 4	GR 7	GR 4	GR 7
2017/2018	36.3	26.8	33.6	24.8	36.7	26.4
2018/2019	30.0	28.0	28.6	26.1	30.0	27.8
2019/2020	26.4	24.9	24.9	23.2	26.5	24.7
2020/2021	32.3	27.1	31.1	25.3	32.4	26.3
2021/2022	30.0	20.0	30.0	20.0	20.0	20.0
2022/2023	35.0	23.0	35.0	23.0	35.0	22.0

As of 2021/22, the Ministry of Education and Child Care began reporting the FSA participation rate for reading and writing as a combined literacy score or percentage. The district's literacy participation rate for 2022/23 was 35% for Grade 4 and 23% for Grade 7. For numeracy, participation was 35% for Grade 4 and 22% for Grade 7.

LITERACY

CONTEXT

The majority of elementary school growth plans continue to identify the need to focus on literacy as a key goal in 2021/2022. We utilize a district-wide strategy 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, many of our 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 with 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.

Since 2018, our school district's literacy focus has expanded to the secondary school level. Literacy continues to be a focus during department conversations across content areas. Educators in each school have continued to design learning opportunities 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. A cohort of teachers continues to meet to address literacy concerns and develop and share structures and strategies for preparing students for the Graduation Literacy Assessment (GLA 10). High schools are utilizing fall and spring literacy assessments for Grade 8 students. The fall assessment guides teachers in determining what literacy skills to focus on. The spring assessment steers the planning for the following school year and provides feedback on the success level of the interventions and instruction.

ANALYSIS

Elementary

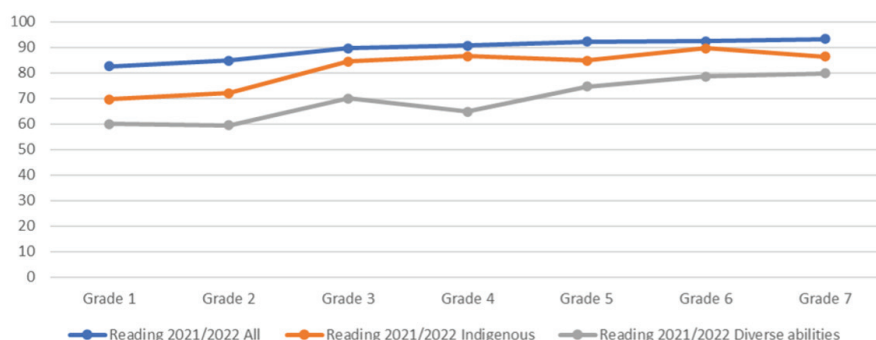
This section describes a range of trends among SD42 students in Grades 1 to 7 based on local year-end summative data. We will focus on 2021/2022 data here; further historical and other data can be viewed in Appendix A.

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 2021/2022 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 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 A shows a similar trend for the two previous years. There is, however, a noticeable downward trend for 2021/2022 Grade 4 students with diverse abilities that needs further exploration to determine who these students are and what we can do to support their literacy development. The same should be done for 2021/2022 Grade 7 Indigenous students. Conversely, there is also evidence the number of students in the NYM category decreases in both writing and reading as they move through the grades. Our goal continues to be to have even more students meeting literacy targets in all groups. We are doing this through targeted student-specific structured intervention processes as well as class-wide approaches.

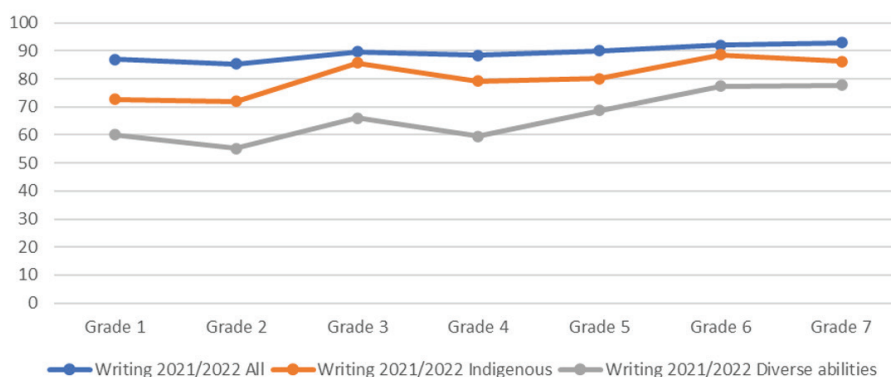
Graph 1

Reading 2021/2022



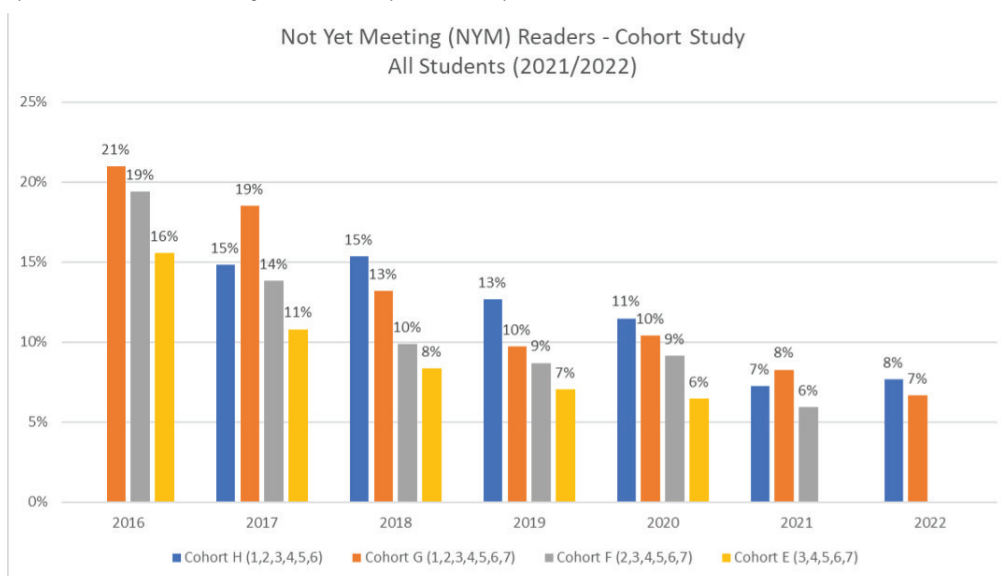
Graph 2

Writing 2021/2022



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.

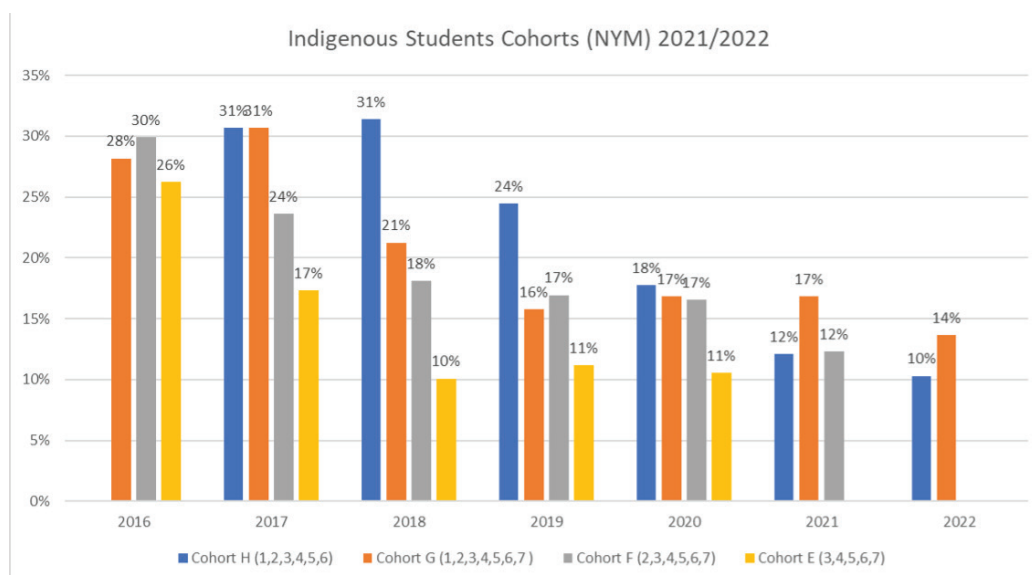
Not Yet Meeting (NYM) Readers — Cohort Study All Students (2021/2022)



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 2016 to 2022.

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 2016, when students in cohort G were in Grade 1, 21% were NYM in reading. By the time they reached Grade 7 in 2022, that number dropped to 7%. On the other hand, while cohort H showed overall improvements, there was an increase in the number of students NYM from 2021 (Grade 5) to 2022 (Grade 6) from 7% to 8%. A more in-depth analysis is required to determine what these students need to improve their literacy skills.

Indigenous Students Cohorts (NYM) 2021/2022



Finally, the cohort graph above for Indigenous students who are not yet meeting expectations shows the overall number of NYM students with ancestry has been decreasing over the past five years (2016/2017 to 2021/2022). This trend is more evidence 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, Aboriginal resource teachers, administrators, itinerant staff, instructional staff, librarians, and teachers. For example, in 2017, when students in cohort H were in Grade 1, 31% were NYM in reading. By the time cohort H students were in Grade 6 in 2022, that number dropped to 10%. At the same time, when comparing cohort G in Grade 6 to cohort H in Grade 6, the number of students NYM is 7% higher for cohort G. Schools and

the Aboriginal 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 are aligned for all resident students from 2019/2020 to 2021/2022 on the GLA. 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. For designated resident students, 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 when designated resident students in SD42 performed above the provincial average. We are utilizing district level literacy assessments, such as the District Assessment of Reading Team (DART), in secondary schools to address strategies to support students as literacy is crucial for educational achievement and quality of life. 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 are seeing improvements for both Indigenous and designated resident students, the results are consistently lower than the results for all resident students, which continues to show a need to provide even more equitable and effective instruction and assessment practices.

Graduation Assessment - Literacy

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

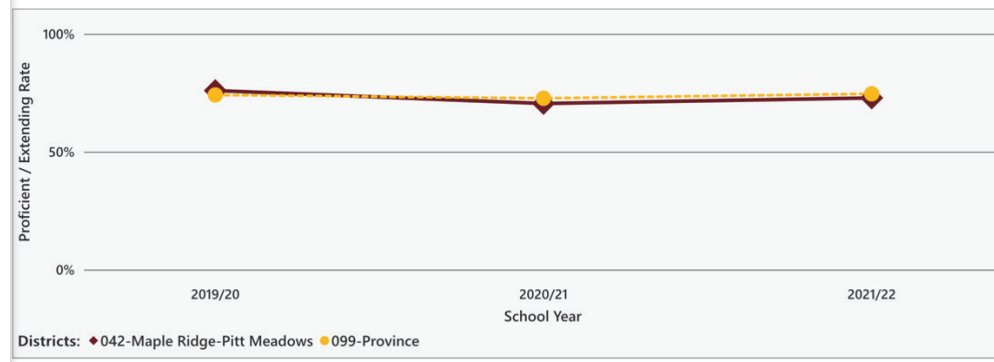


Figure 1. Graduation Assessment Grade 10 Literacy - All resident students

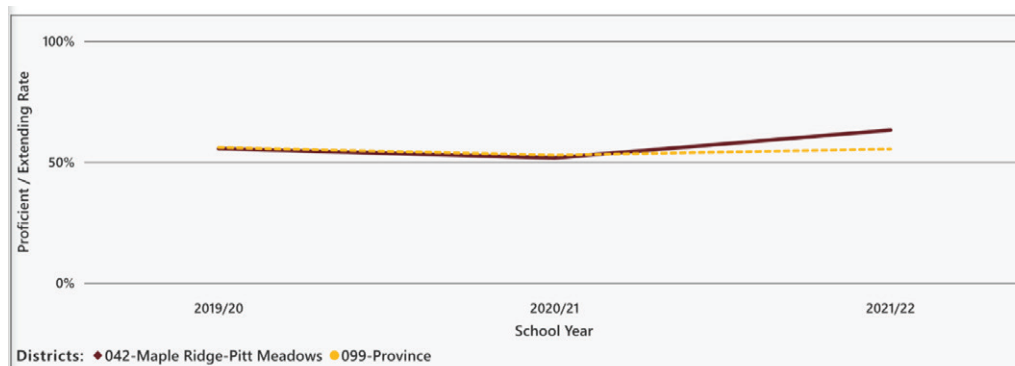


Figure 2. Graduation Assessment Grade 10 Literacy - Indigenous resident students

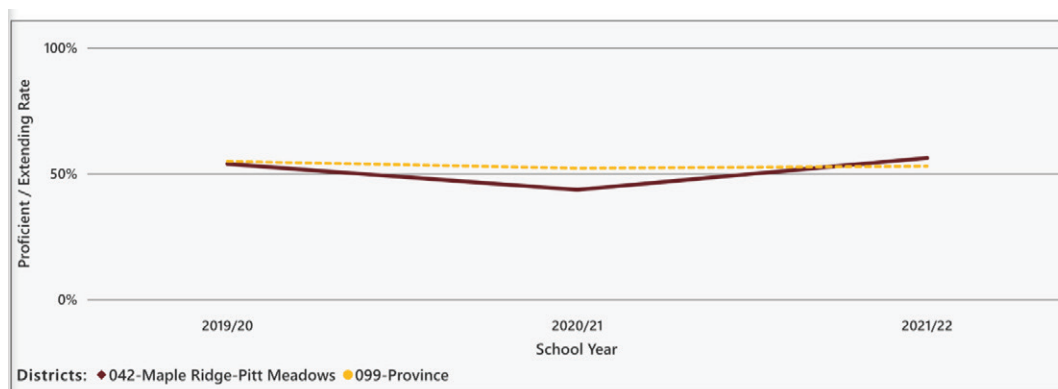


Figure 3: Graduation Assessment Grade 10 Literacy - Designation resident students

LITERACY KEY TAKE-AWAYS

The district-wide approach to literacy continues to impact our learners as evidenced by the performance standards data. At elementary, year over year, 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 2020/2021 showed a small decline both provincially and for the district. From 2020/2021 to 2021/2022, there was a slight increase in literacy results. We see alignment overall between the district and provincial results (the percentage of proficient and extending students provincially was 74.6% while the district was 72.9%).

We need to continue our district-wide approach to literacy instruction and assessment. Although we see more students developing these necessary literacy skills for equitable learning outcomes, a continued systemic and individualized approach will benefit all students. The district's helping teachers have facilitated professional development in this area through the vehicles of school level inquiry work, multi-school collaboration, and district-wide interdepartmental meetings.

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 have existed 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.

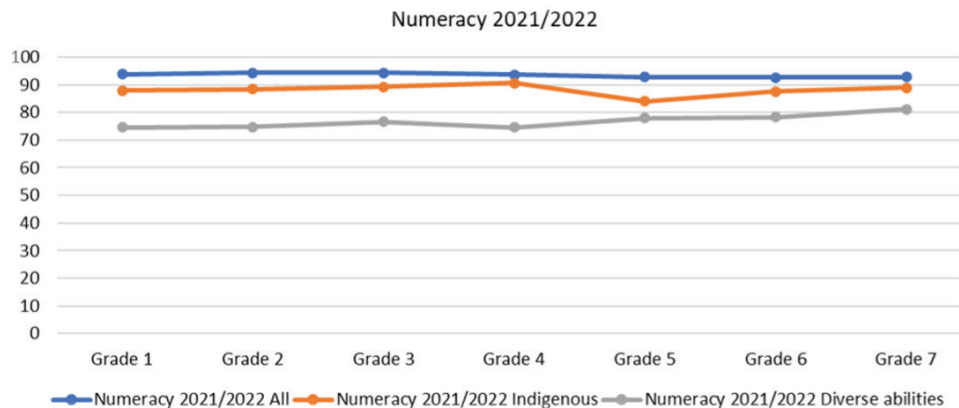
At the secondary level, we continue to use the Grade 10 provincial numeracy assessment to guide teaching and mathematical work. Schools continue to distribute ownership of numeracy learning across disciplines.

ANALYSIS

Elementary

Included below is the year-end summative numeracy performance standards data for the 2021/22 school year and a comparison of All Learners, Indigenous Learners, and Learners with Disabilities or Diverse Abilities (Special Needs). 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 and/or slightly decreasing and the gap among learning subgroups remains mostly unchanged. It should also be noted that the performance standards used in this assessment are not fully aligned with the current curriculum. 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, similar to 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. The results for Indigenous students (Figure 5) have shown a variance of results from 2018/2019 to 2021/2022, with SD42 close to or above provincial results over that time. 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 2021/2022. This correlates with efforts over the last few years by all secondary teachers to embed a diversity of text types, including graphs and infographics, into student learning opportunities to better develop student abilities to analyze, problem-solve, communicate, and connect their thinking. Although we are seeing improvements, for both Indigenous and designated resident students, the results are consistently lower than the results for all resident students, which continues to show a 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)

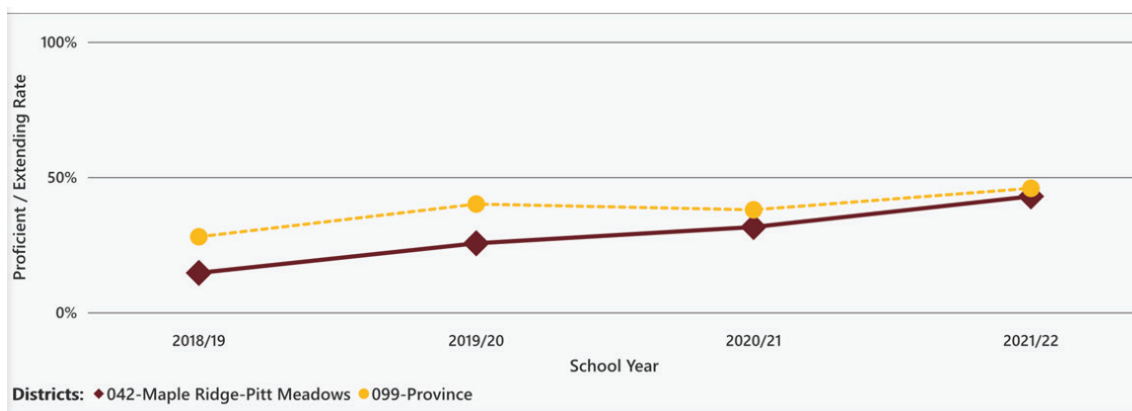


Figure 4. Graduation Assessment Grade 10 Numeracy - All resident students

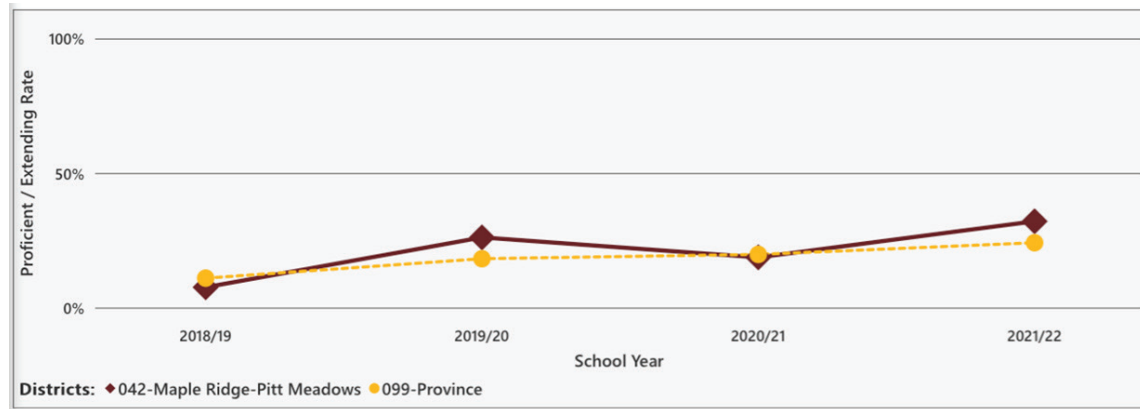


Figure 5. Graduation Assessment Grade 10 Numeracy - Indigenous Resident Students

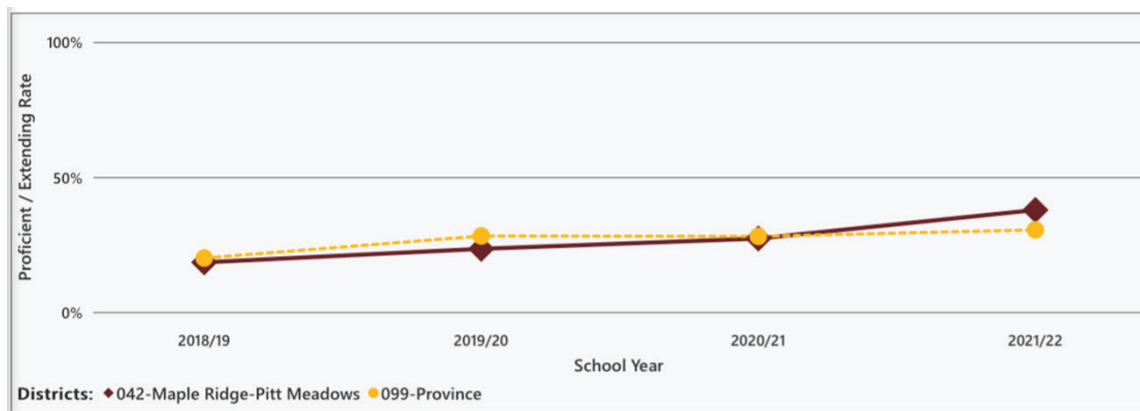


Figure 6. Graduation Assessment Grade 10 Numeracy - Designation resident students

NUMERACY KEY TAKE-AWAYS

Overall, we see little change over the grades through elementary years, and at the secondary level, we see an improvement in our results. Looking at the graph above for secondary, the district data shows from 2018/2019 to 2021/2022, improvement at a faster rate than the provincial results. The gap is also decreasing between provincial and district numeracy results (the percentage of proficient and extending students provincially was 45.8% while the district was 42.8%).

We continue needing further efforts at both the district level and the school level to emphasize the importance of developing numeracy skills. 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 and emotional learning (SEL) was first identified as a focus during the 2015 school growth-planning process. Since then, SEL has become part of the district strategic plan and is reflected extensively in school growth plans, operational plans, and the district budget.

Social and emotional learning helps to 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 Aboriginal Elders that we must keep SEL central to the teaching, learning and assessment in our school communities.

During 2021/22, the focus was on the development and implementation of mental health strategies which was reinforced by the student forums and survey results. Part of the mental health focus included anti-racism, completing the Equity Scan and a series of learning opportunities on trauma-informed practice.

ANALYSIS

EARLY DEVELOPMENT INSTRUMENT (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers across Canada and internationally. 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 over a decade. Students entering kindergarten are showing an increased need in the areas of social competence and emotional maturity. Our district's Wave 8 2019/20 school year EDI data saw a slight improvement in our students' social domain, but a slight decrease in their emotional domain. A graph of EDI data for the Maple Ridge – Pitt Meadows School District is included below, showing the percentage of vulnerable students in the noted categories.

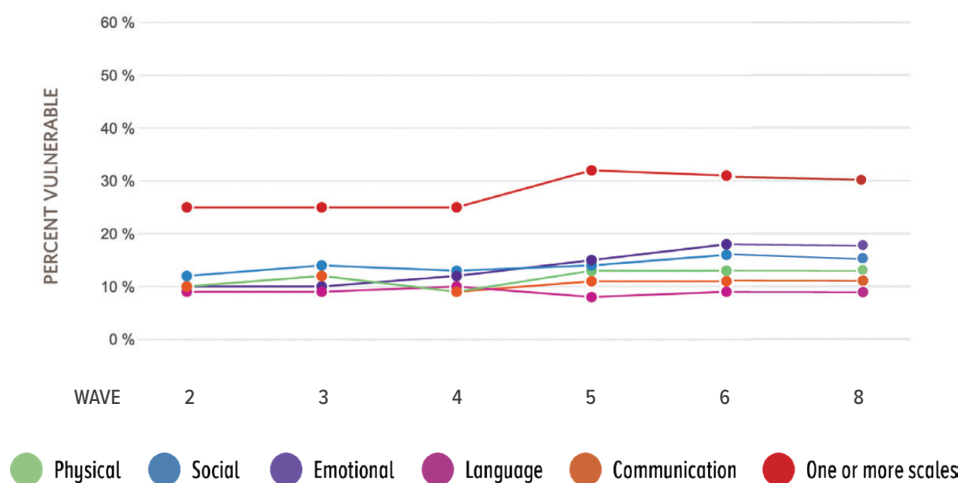
Our EDI data has reinforced the need for continued development of our SEL framework to support all learners, specifically in the areas of mental health and wellbeing. School District No. 42 plans to conduct EDI Wave 9 in the fall of 2023.

2019/20 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
Physical	10	12	9	13	13	13
Social	12	14	13	14	16	15
Emotional	10	10	12	15	18	19
Language	9	9	10	8	9	9
Communication	10	12	9	11	11	11
One or More Scales	25	25	25	32	31	30

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

2019/20 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. Both the Grade 4 and Grade 7 questionnaires include questions related to the five areas of development that are strongly linked to well-being, health, and academic achievement (physical health and well-being, connectedness, social and emotional development, school experiences, and after-school time).

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 2021/22 MDI data shows a decrease 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 near or at the provincial average.

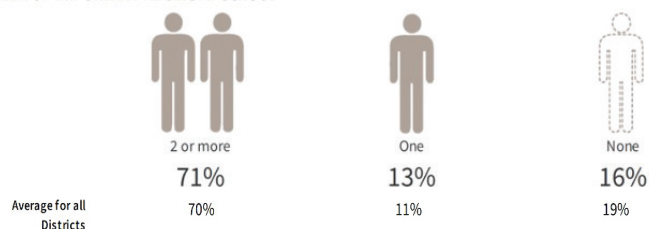
Our current Well-Being Index data for both our Grade 4 and Grade 7 students shows a lower percentage are thriving. We suspect even though the global pandemic is over, it will negatively impact this data for years to come.

The figures vary depending on school or region. We have been studying the data to determine where to direct additional attention and resources to positively impact student well-being.

2021/22 District MDI Data

Grade 4

NUMBER OF IMPORTANT ADULTS AT SCHOOL



Grade 7

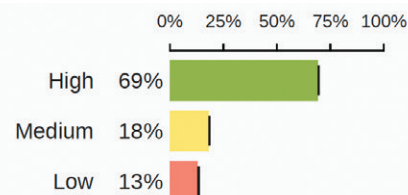
NUMBER OF IMPORTANT ADULTS AT SCHOOL



Grade 4 2021/22 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

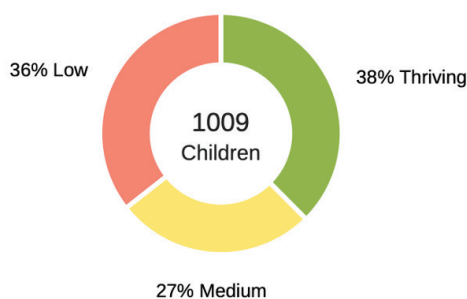
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



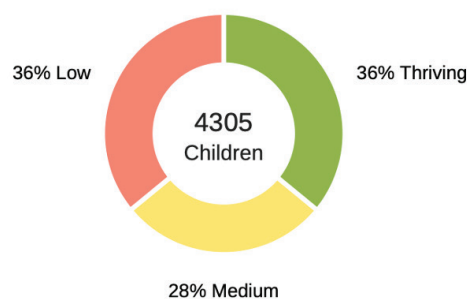
Low Well-being

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

MAPLE RIDGE-PITT MEADOWS



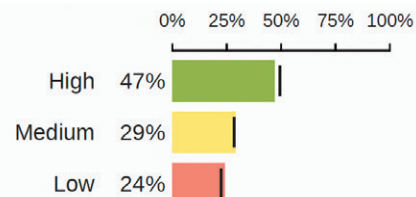
ALL PARTICIPATING DISTRICTS



Grade 7 2021/22 MDI Results: School Belonging

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

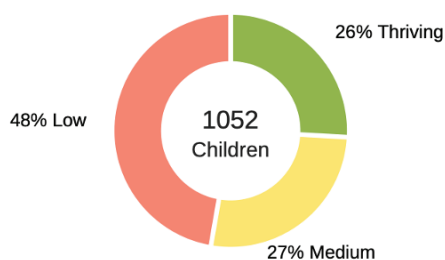
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



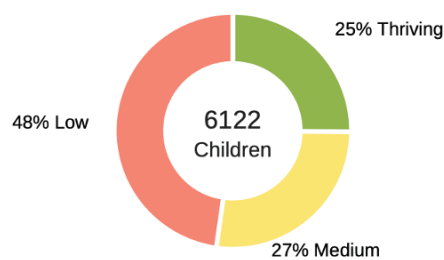
Low Well-being

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



2021/22 YOUTH DEVELOPMENT INSTRUMENT (YDI)

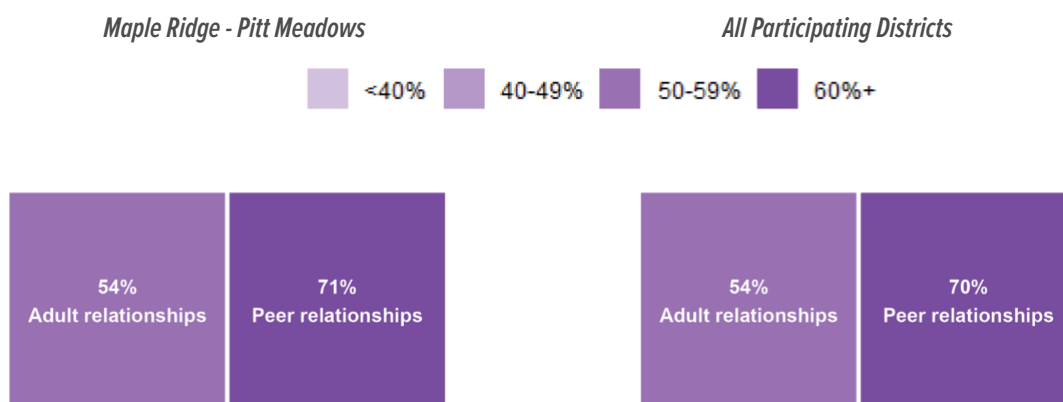
The Youth Development Instrument (YDI) is a self-report questionnaire completed by students in Grade 11 that seeks to understand their health and well-being. This survey takes a strength-based approach and includes the domains of Social and Emotional Development, Social Well-being, Learning Environment and Engagement, Physical and Mental Well-being and Navigating the World.

The 2021/22 YDI data shows a slight increase in students who have a meaningful relationship with adults. Positive and healthy social relationships play an important role in promoting physical, mental, and emotional health during and beyond youth.

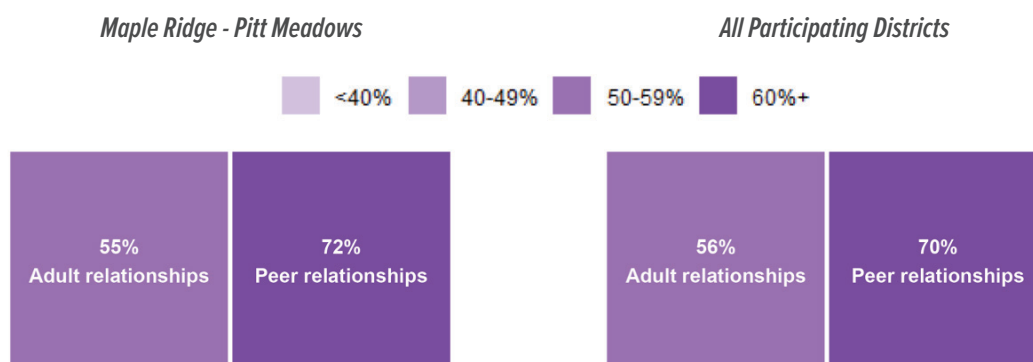
Sixty-eight per cent (68%) of Grade 11 students report they feel they belong (medium to high) at school, which aligns with provincial averages but is a 2% decline from the previous year. Forty-six per cent (46%) of Grade 11s identify as having low well-being, which is 1% higher than the previous year. We do, however, see a concerning decline (from 33% in 2020/21 to 17% in 2021/22) in the number of Grade 11 students who identify as thriving.

This data is reinforced by student feedback gathered in district student forums, where students have expressed concerns about their mental health. 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.

2020/21 District YDI Data: Number of Important Adults (% Reporting 2 or More Adults)



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



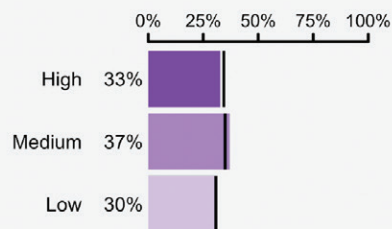
2020/21 District YDI Data: School Belonging

Note: Black line is the provincial YDI average.

SCHOOL BELONGING*

Youth's sense of belonging and appreciation at the school in which they attend.

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



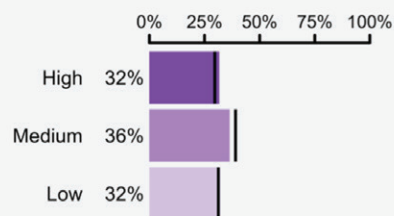
2021/22 District YDI Data: School Belonging

Note: Black line is the provincial YDI average.

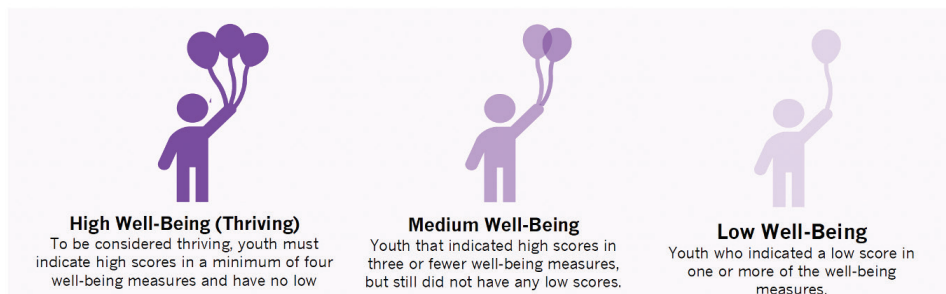
SCHOOL BELONGING*

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

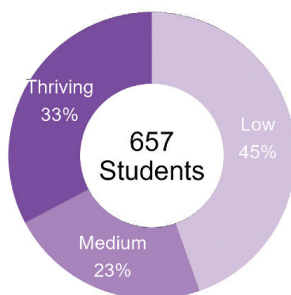
e.g., "I feel like I belong in this school"



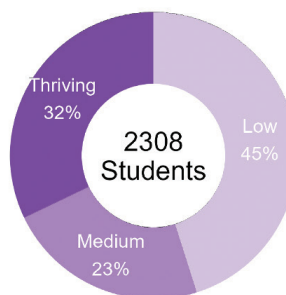
2020/21 District YDI Data: Thriving



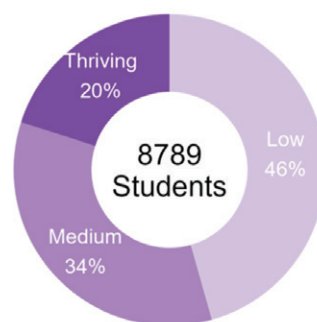
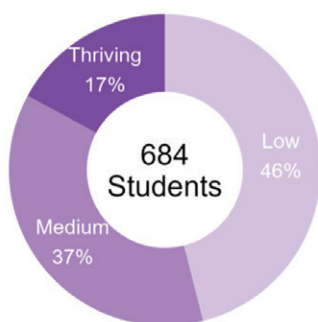
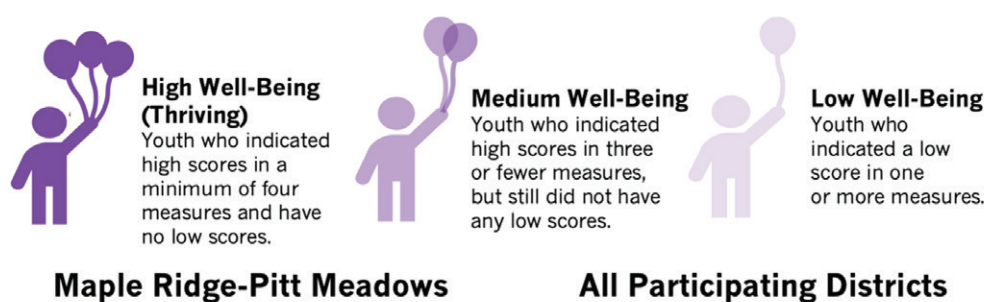
Maple Ridge & Pitt Meadows



All Participating Districts



2021/22 District YDI Data: Thriving



2021/22 PROVINCIAL LEARNING SURVEY DATA

In Grade 4, 12% of students report being bullied all the time or most of the time. In Grade 7, it is down to 10% and by Grade 10, 8% of students report being bullied all the time or most of the time. In Grade 12, it is slightly down to 7%.

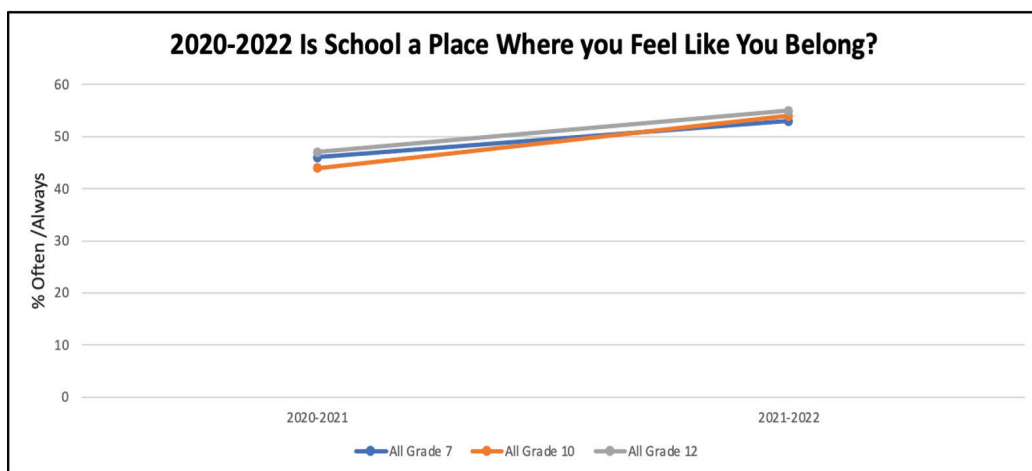
As was indicated in the development instruments, emotional health is an area that requires attention. Our Ministry Learning Survey data shows in Grade 4, 67% of students indicate they feel good about themselves. By Grade 7, this has dropped to 55% and by Grade 10, only 46% of students indicate they feel good about themselves often or always.

Similarly, 32% of our Grade 7 students are feeling stress often or always, and by Grade 12, this increases to 59% of students. Finally, when students are asked to respond regarding their mental health in Grade 7, 59% of students describe it as positive and by Grade 12, only 43% say the same. The relevant Provincial Learning Survey data for Grades 4, 7, 10 and 12 is included in Appendix A.

The data reflects our general school population exhibits more positive outcomes 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 schools is at 61%, which is 6% higher than the overall population.

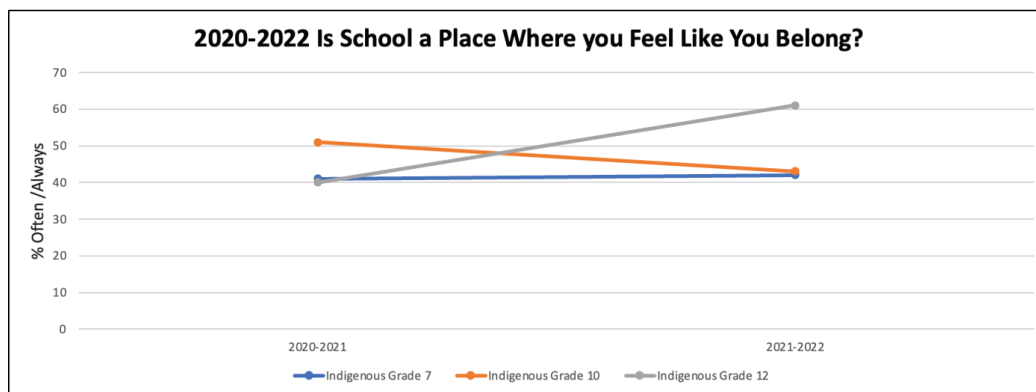
All Students

Is school a place where you feel like you belong?



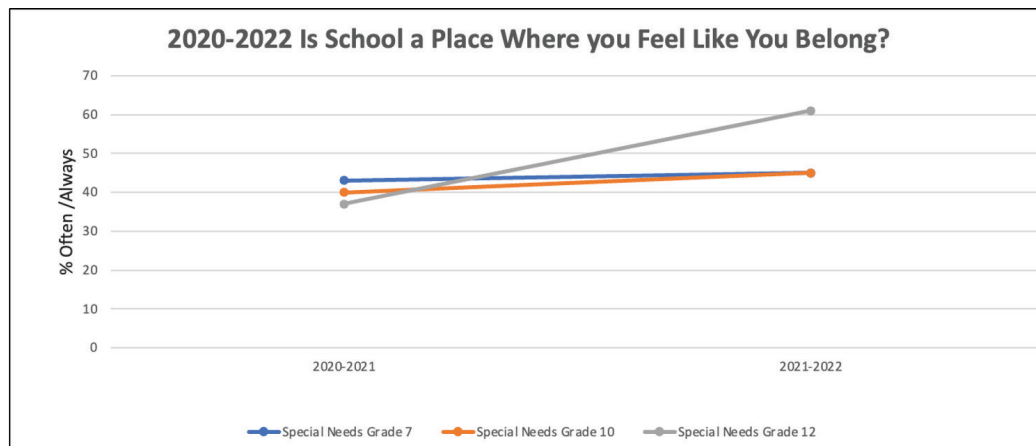
Indigenous Students

Is school a place where you feel like you belong?



Students with Special Needs

Is school a place where you feel like you belong?



We are pleased to see our data has improved across all categories and grade levels, with the exception of Grade 10 Indigenous students. We saw a significant improvement with Grade 12 Indigenous students feeling like they belonged (61%) which is higher than the overall population indicator of 55%. A possible contributing factor could be the Aboriginal Education Student Forum for students of ancestry where a student shared how impactful the forum was for them when they said, “I love that we have forums just for Indigenous kids as a safe space for us to not feel different.”

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 to focus on. For example, only 47% of Grade 12 students surveyed say they feel good about themselves often or always (see Appendix A). This is an improvement from the previous year’s data of 43%, but it is important to continue creating a culture of belonging in our schools, so students feel welcome and treated fairly.

Both the Aboriginal Education Department student forum and district student forum data reveal students are advocating for their unique needs to be acknowledged and incorporated into their learning experiences. They are seeking greater autonomy in how they demonstrate their understanding, particularly in relation to assessments. Additionally, students are requesting compassionate and flexible approaches regarding homework and assignment deadlines.

Furthermore, students are emphasizing the importance of representation in their classrooms and learning materials. Despite notable progress (with students saying 84% of staff at their school respect their preferred pronouns), students still report feeling unsupported in certain areas. For instance, 20% of students feel staff members struggle to correctly pronounce their names. Additionally, students require support not only for themselves but also for their peers. When instances of bullying or the use of racist, sexist, or homophobic language go unaddressed, students feel unsafe and vulnerable. It is crucial to address these concerns to ensure more than 61% of students feel represented in the school culture and recognize themselves as valued contributors to the school community.

During the Aboriginal Education Student Forum, students expressed a sense of belonging when they can share time with Elders, Storytellers and Knowledge Keepers. Students shared they appreciate having a student forum only for Indigenous students as it is a space where they feel safe to share their thoughts. Students articulated they want their learning to focus on the strengths, culture, brilliance, resilience and contributions of Indigenous peoples, not just about traumatic lived experiences.

In previous student forums, students said what they need most from educational experiences is a sense of well-being through inclusion. Indigenous students spoke to needing a leadership group, increasing visibility in all curriculums, and engaging in inclusive activities. Students were emphatic that a sense of well-being comes from a place of visibility and connection.

One of the three goals from the *Equity in Action* process is to collaborate with stakeholders 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 *Equity in Action* report. One student shared they want to “just feel connected. It is really important to feel connected,” while another added it is “amazing feeling connected to Elders.” The need for mental health supports was also reaffirmed with student comments such as “mental health supports is extremely important,” that students “need better access to mental health supports,” and that it was “affirming to see them in the report.” The feedback also underscored the need for urbanized Indigenous students to have access to cultural teachings. It is recognized within an Indigenous worldview that access to Elders, Knowledge Keepers, and cultural teachings has an impact on the affective domain, that it is seen as medicine and is considered necessary for developing a sense of belonging and connection to identity.

The process of creating a culture of belonging will need to include interactions with Elders, Knowledge Keepers, and Indigenous youth. In consultation with community rights holders, we will continue actioning the recommendations outlined in the *Equity in Action* report.

KEY TAKE-AWAYS

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 well-being. It is evident from the data that students are experiencing heightened levels of stress. In Grade 7, 31% of student respondents express they are experiencing higher levels of stress. By Grade 10, it increases to 59% of students. The Ministry Learning Survey data shows a decrease in self-perception from Grades 4 to 12. Specifically, in Grade 4, 67% of students report feeling good about themselves, but by Grade 10, this decreases to 46%. Furthermore, the YDI survey indicates a 10% decrease in students’ mental and emotional well-being since the onset of the

COVID-19 pandemic. Our MDI data additionally reveals a negative trend over the past four years in terms of students' optimism and absence of sadness.

To address these concerns, it is imperative we maintain our focus on promoting inclusivity, equity, and addressing issues related to SOGI (sexual orientation and gender identity), anti-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.

Furthermore, we need to continue to collaborate with our staff on ways to reduce stress among students. This can be achieved through the implementation of mindful practices, encouraging gratitude, facilitating positive contributions, and incorporating play-based and outdoor learning opportunities.

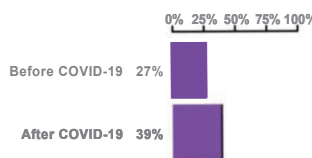
Enhancing educator capacity in areas such as preventative education, trauma-informed practice, mental health literacy, and restorative actions will remain a key focus for SD42. By equipping our educators with these essential skills, we can proactively address potential challenges and provide a supportive environment for our students' overall well-being.

Grade 11 2021/22 YDI Results: Pre and Post COVID

Note: Black line is the provincial YDI average.

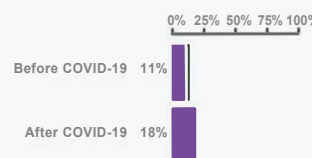
MENTAL/EMOTIONAL HEALTH

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



QUALITY OF LIFE

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



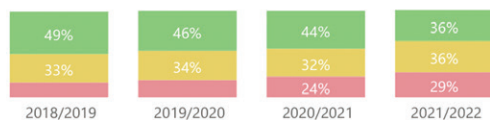
Grade 7 MDI Results: Four-Year District Averages

Grade 7 - District Average

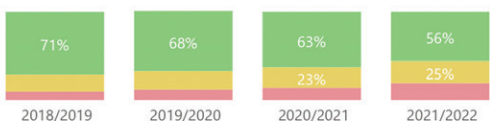
The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health. Learn more about the the well-being index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

Optimism

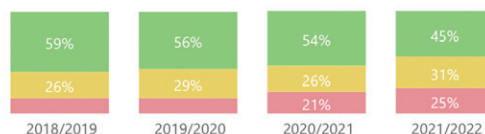
● Low ● Medium ● High



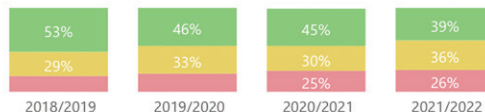
Self-Esteem



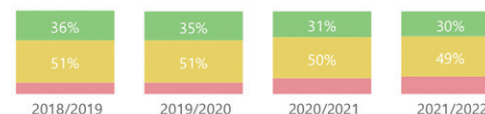
Happiness



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 2017/18 to 2021/22, the five-year graduation rate for the “All Resident Students” group has increased from a low of 87.0% to the most recent level of 90.9%, which places our district results above the provincial rate of 87.3%.

The graduation rates for Indigenous students continues to show steady improvement. As shown in the graphs that follow, the district graduation rate for Indigenous students over the 2017/18 to 2021/22 period has shown an increase of 13.3%. Over this same period, the gap between rates for Indigenous and Non-Indigenous subgroups narrowed from 21% to 17%. 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 Indigenous students in SD42 has consistently been above the provincial average. It is noteworthy that in the five-year time period 2012/13 – 2016/17, the graduation rate for Indigenous students was on average 7.6% above the provincial average. In the most recent five-year period 2017/18 – 2021/22, Indigenous students’ graduation rate was on average 15.6% above the provincial average.

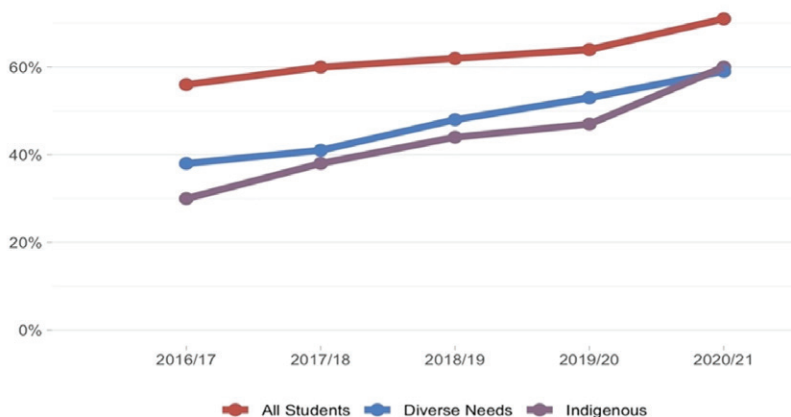
Of equal note is the general trend of improvement in the graduation rates for students with special needs where rates have also generally sat above provincial rates spanning more than a decade. While the graduation rate over the period 2017/18 to 2021/22 has shown an increase of 10.5%, the gap between the Special Needs and All Resident subgroups has narrowed from 22.1% to 15.5%.

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 concerning low. The most recent five-year data set shows a significant range (18%) in district results, which may in part be explained by the transiency rates for children attending our schools.

HONOURS GRADUATION

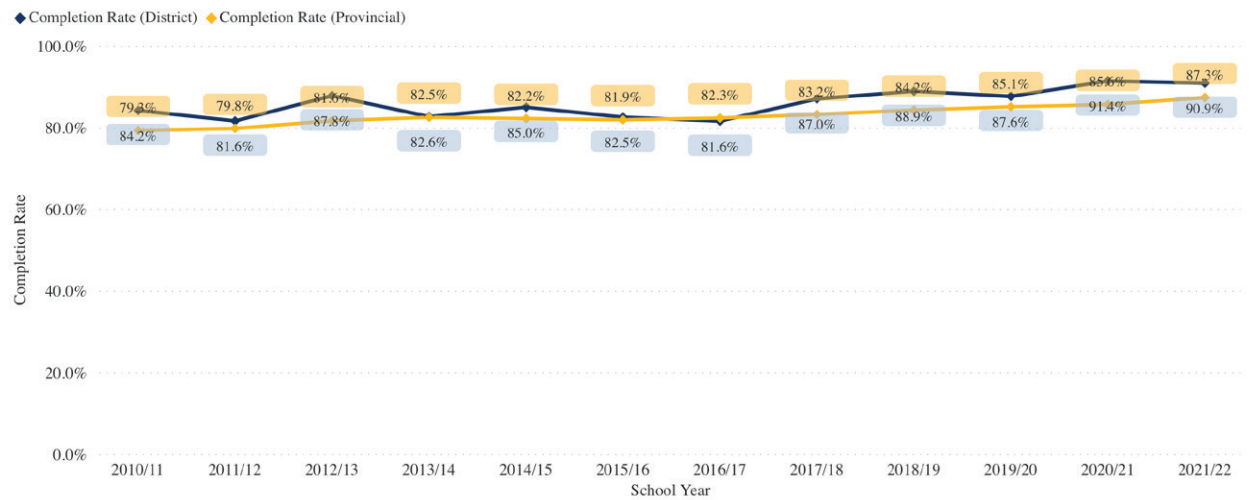
The Ministry of Education and Child Care has not yet released the five-year completion with honours graduation data for the 2021/2022 school year. However, examining the most recent five-year graduation with honours data more closely, we can see that the quality of graduation achieved by our students has steadily improved over the 2016/17 – 2020/21 period. When considering the percentage of students achieving graduation with honours, there is an obvious increase in all three student categories. The number of all students over this five-year period has increased from 55% to 70%; the number of Indigenous students has advanced from 30% to 60% and the overall number of diverse needs students achieving honours has gone from 38% to 59%. The data shows that the gap between the all students group and the Indigenous students sub-group has narrowed from 25% to 10%, and similarly, the gap between all students and diverse students has narrowed from 17% to 11%. (The Ministry assigns honours standing based on the highest grades of all credits contributing to completion of the provincial graduation requirements.)

Honours Completion Rate

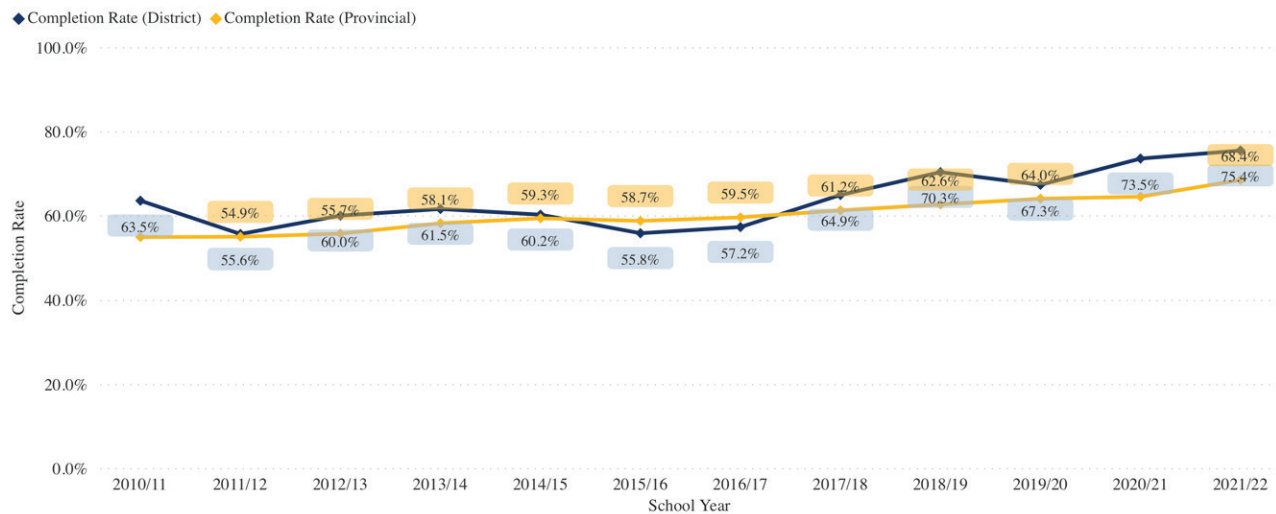


FIVE-YEAR DATA

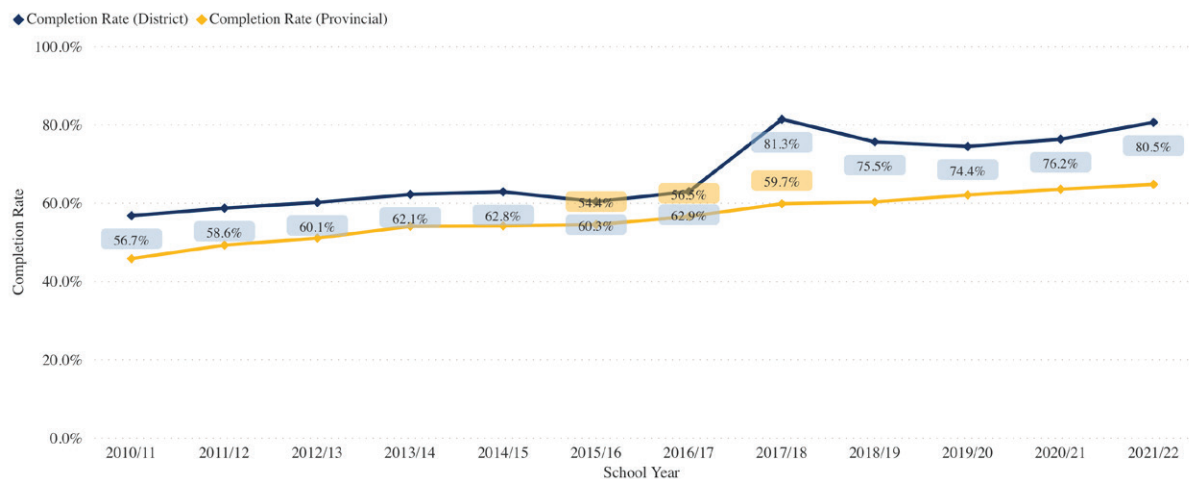
All Students – Five-Year Grad Rates



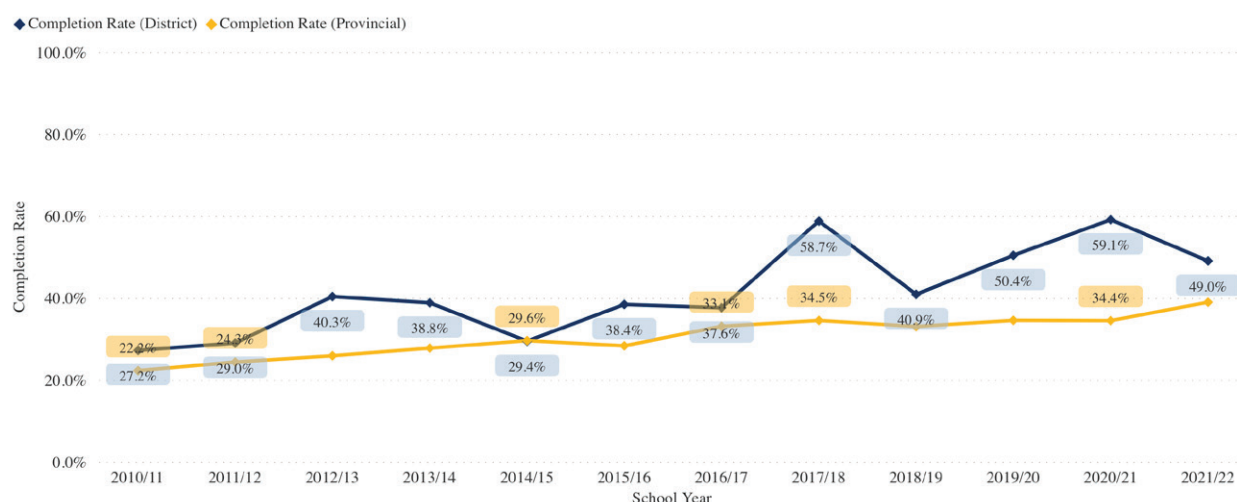
Diverse Abilities – Five-Year Grad Rates



Indigenous Students – Five-Year Grad Rates



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

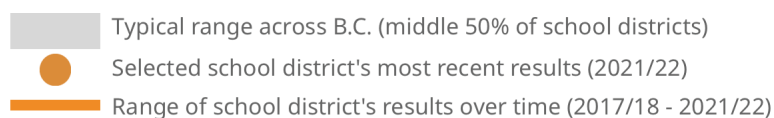


SIX-YEAR GRADUATION RATES

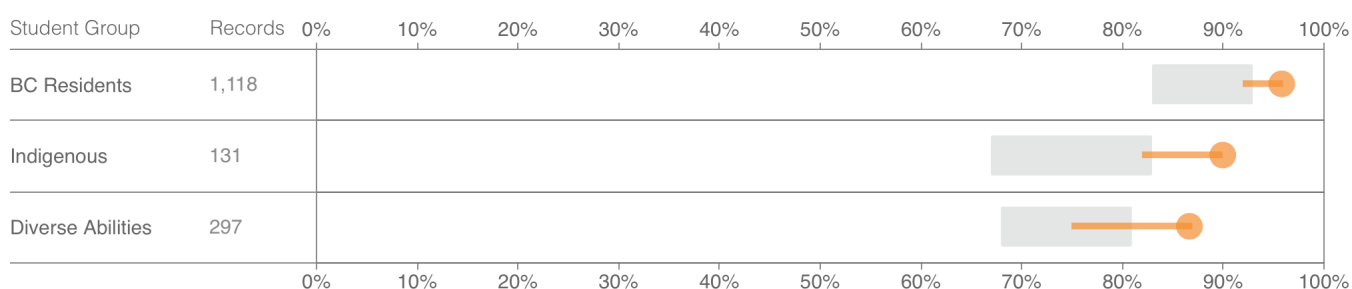
The data for six-year graduation rates shows overall positive trends and demonstrates the benefits of providing learners with additional time to meet graduation requirements. The graphic below shows the positive trend over the period 2017/18 to 2021/22 for six-year rates in all categories: BC Residents, 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 (2017/18 TO 2021/22)

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.



Completion Rates



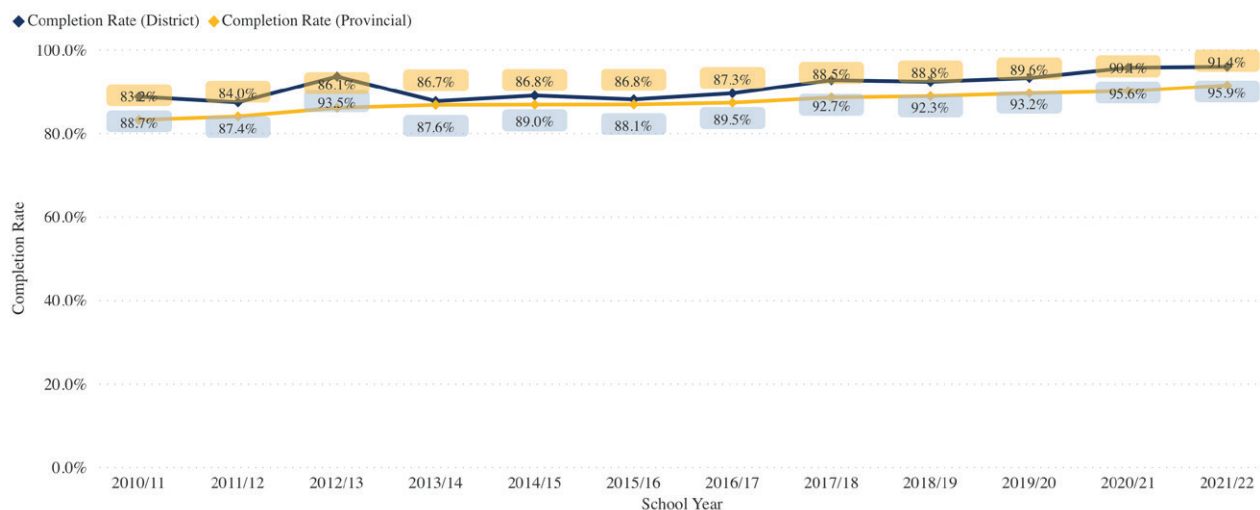
More specifically, over the period 2017/18 to 2021/22, the six-year graduation rate for the all resident students category has increased from 92% to 96%, which sits above the typical provincial range of 83% - 93% and the provincial average of 91%.

As shown in the data set below, the six-year graduation rate for the Indigenous subgroup over the period 2017/18 to 2021/22 has shown a range of 82 - 90% with the 21/22 measure being 90%. The gap between rates for Indigenous and Non-Indigenous subgroups has a range of 6% - 10% with the smallest gap in the 21/22 data of 6%.

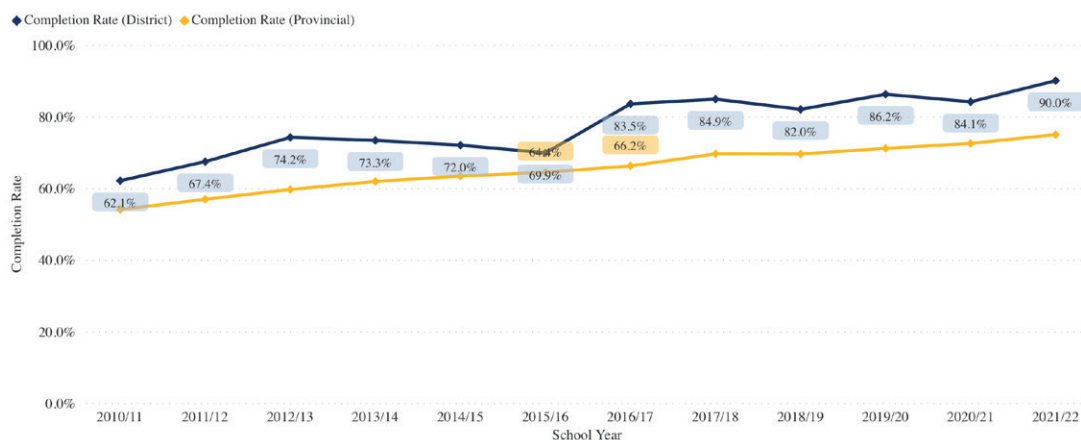
Similarly, the six-year graduation rate for students with diverse abilities over the period 2017/18 to 2021/22 has increased by 12%, with the gap between rates for students with diverse abilities and resident subgroups narrowing from 17% to 9%.

SIX-YEAR DATA

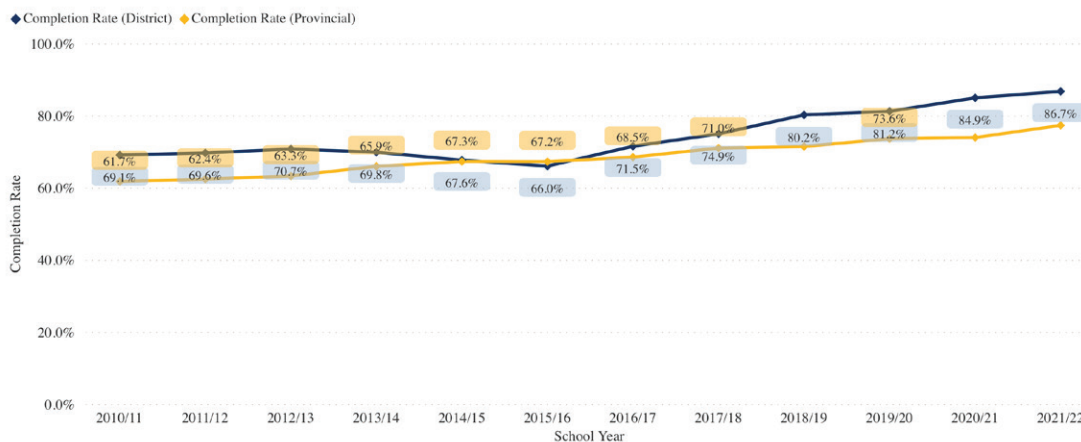
All residents - Six-Year Grad Rates



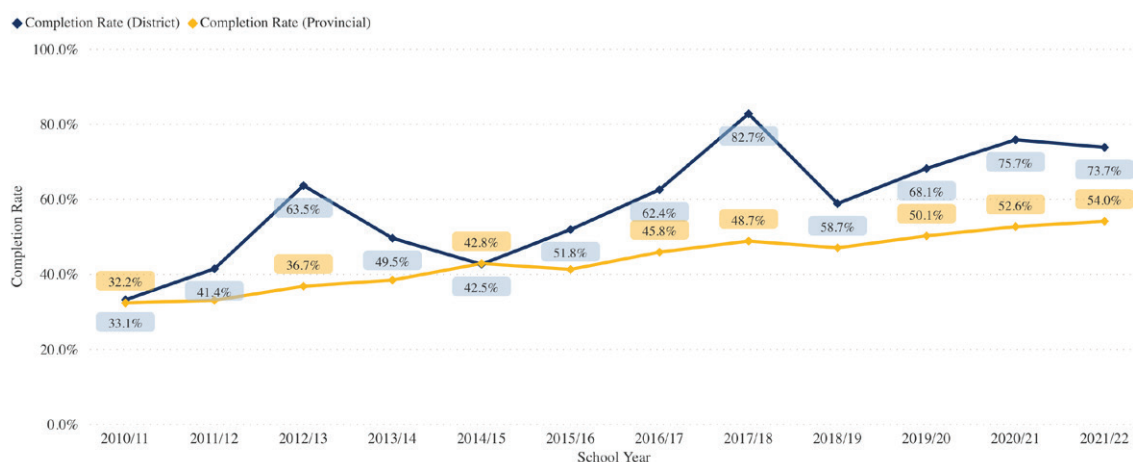
Indigenous - Six-Year Grad Rates



Diverse Abilities - Six-Year Grad Rates



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



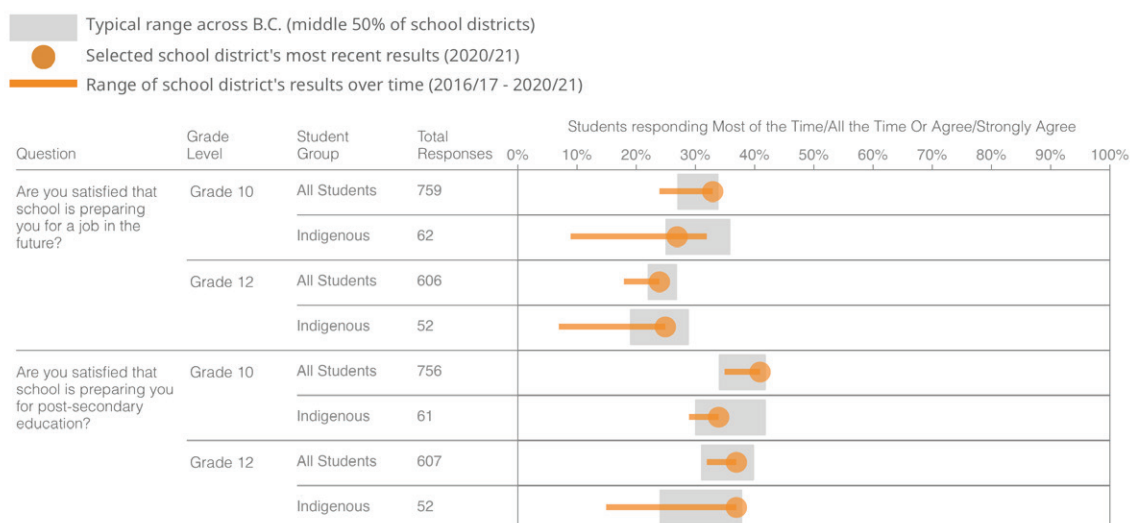
CAREER AND LIFE GOALS

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 (2017/18 to 2021/22) provides information based on Grade 10 and Grade 12 student perceptions.

When considering student responses “Many Times” or “All of the Time” to the question, “**Are you satisfied that school is preparing you for a job in the future?**” our district results in the various student groups are within the typical provincial range (see graph below). While our district survey responses to this question parallel the overall provincial results, it still invites further exploration given only 33% of Grade 10 students and 24% of Grade 12 students indicated a positive response to the question, “**Are you satisfied that school is preparing you for a job in the future?**”

In response to the question, “**Are you satisfied that school is preparing you for post-secondary education?**” provincial and district data is also generally aligned (see graph below). Considering the five-year results for students responding “Many Times” or “All of the Time,” the 21/22 district results represent the highest results for each student group: Grade 10 All Students five-year range: 35% - 41%; Grade 10 Indigenous Students five-year range: 29% - 34%; Grade 12 All Students five-year range: 32% - 37%; Grade 12 Indigenous Students five-year range: 15% - 37%. While our district survey 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 given only 41% of Grade 10 students and 37% of Grade 12 students indicated a positive response to the question, “**Are you satisfied that school is preparing you for post-secondary education?**”

As a district, we will need to get a better understanding as to why there is a consistent and clear difference in the data sets for the Indigenous students subgroup compared to the all students grouping for all post-secondary and career preparation questions at the Grade 10 level. This difference between the all students and Indigenous students subgroups is not seen in the Grade 12 data.

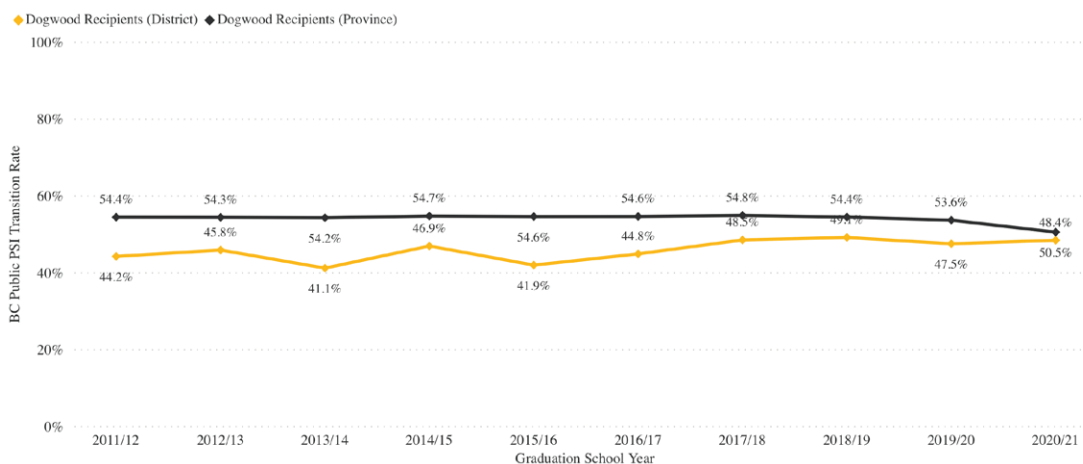


TRANSITION TO POST-SECONDARY

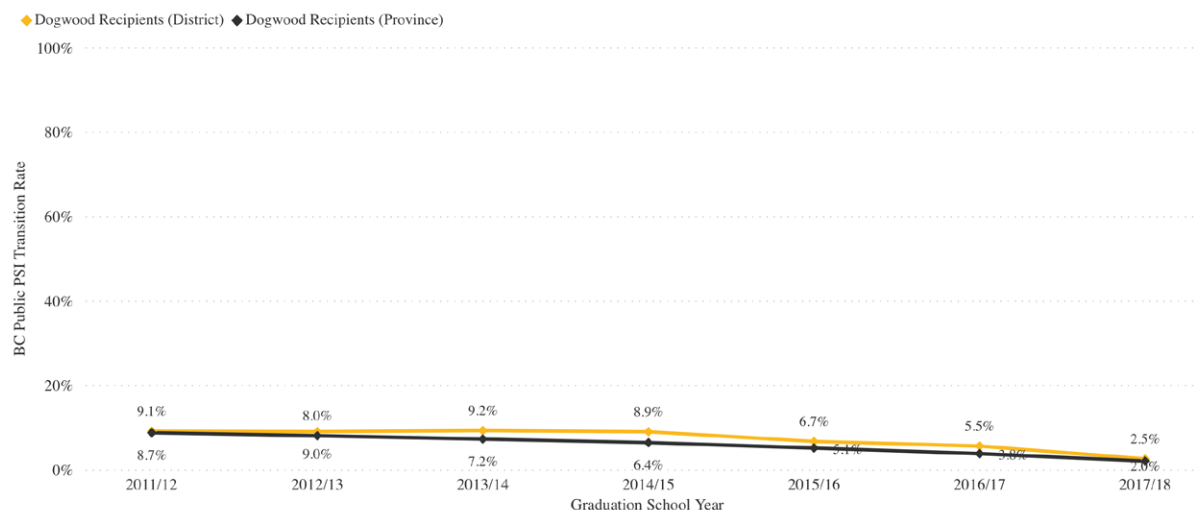
The Post-Secondary Institute Transition (PSI) is a measure that examines the number of students who are eligible to graduate and identifies the proportion of those students who make a transition to a B.C. public post-secondary institution.

While data specific to immediate transition to post-secondary for district students has shown slight progression year over year, our district results continue to be just below the provincial average. 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. Data for the children/youth in care and Indigenous subgroups is masked, as per ministry requirements.

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. Each year we typically have 125 Grade 12 students concurrently enrolled in first year post-secondary trades programs. We have confirmed with the Ministry of Education and Child Care that the Grade 12 Train in Trades students are not included in our PSI transition data. Based on our five-year average graduation group size of 1128 students, our trades students represent 11% 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 or more years transition data sets.

To help us better understand our district PSI transition pattern, we included four additional questions in the 21/22 student learning survey (See Appendix A). 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?**” are very similar at Grade 10 (55%) and Grade 12 (57%). The Ministry data set measures our first year PSI transition rate at 48% but does not include our Train in Trades students.

When asked the question, “**Which is the most immediate factor that could restrict your participation in post-secondary course work?**” the most common answer was “Financial restrictions” for both Grade 10 (27%) and Grade 12 (29%) students. It is

important to note the “Financial restrictions” category could include financial restrictions associated with transportation expenses. The second most common answer was “Meeting admission requirements” for both Grade 10 (25%) and Grade 12 (18%) students.

It is worth noting in the past year a consulting company has been contracted by the Ministry of Advanced Education and Skills Training to complete a post-secondary needs assessment for the Maple Ridge - Pitt Meadows community. The results of this needs assessment are expected to be released before the end of 2023.

KEY TAKE-AWAYS

Overall, our district graduation data in each of the student subgroupings remain above the provincial average, and over the five year period 2017/18 - 2021/22, 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 in the gap between subgroup graduation rates.

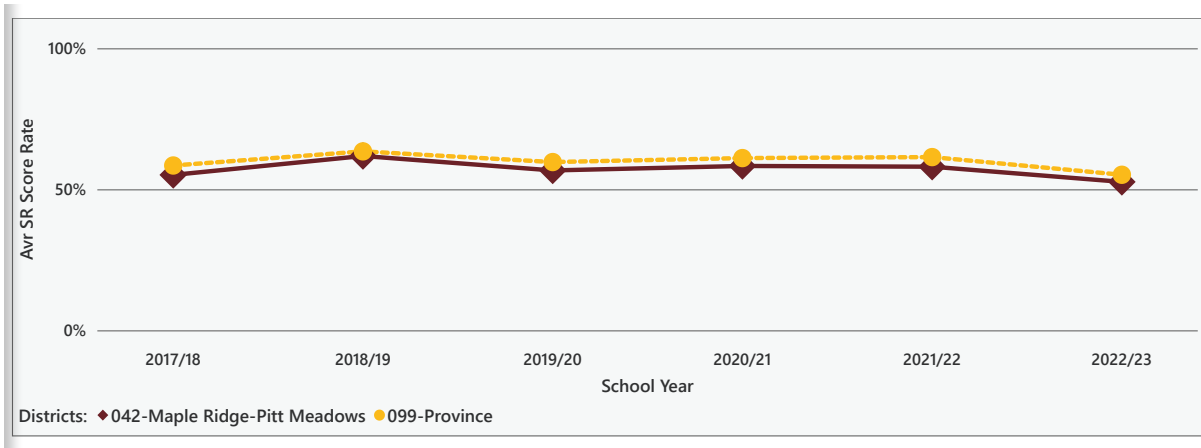
While our student learning survey results regarding job and post-secondary preparedness are well within the provincial average, there is opportunity for us, as a district, to examine our existing career preparation program structures for areas of potential improvement. Specific to the Grade 10 data set, there is a measurable difference in the responses between the all students and the Indigenous students subgroups. This same difference is not demonstrated in the Grade 12 data.

From the additional PSI transition questions we added to the student learning survey, we learned that a similar number of students at Grade 10 (55%) and Grade 12 (57%) anticipate engaging in post-secondary work within the first year of graduation. Similarly, both Grade 10 (27%) and Grade 12 (29%) students identified financial restrictions as the most common factor deterring their participation in post-secondary course work.

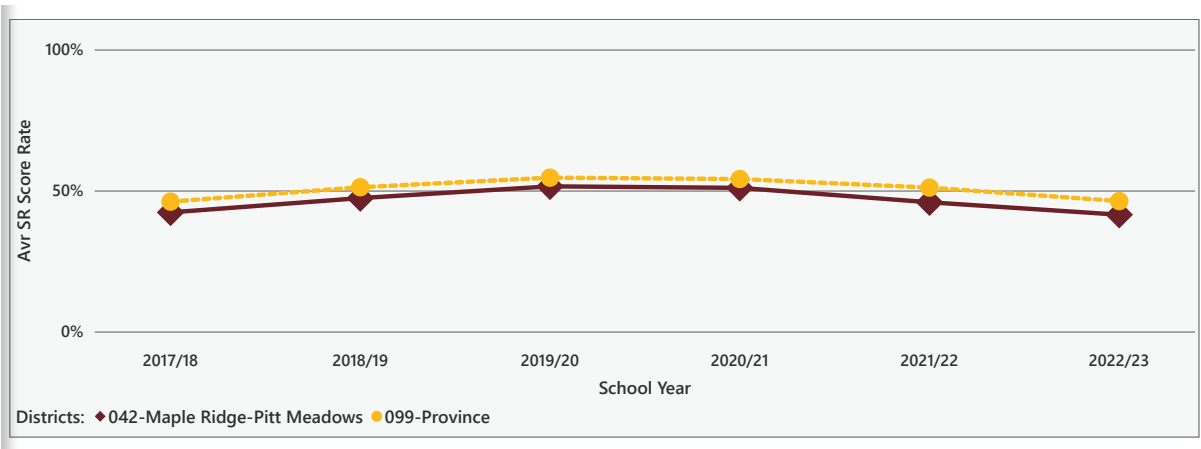
APPENDIX A

FOUNDATION SKILLS ASSESSMENT (FSA)

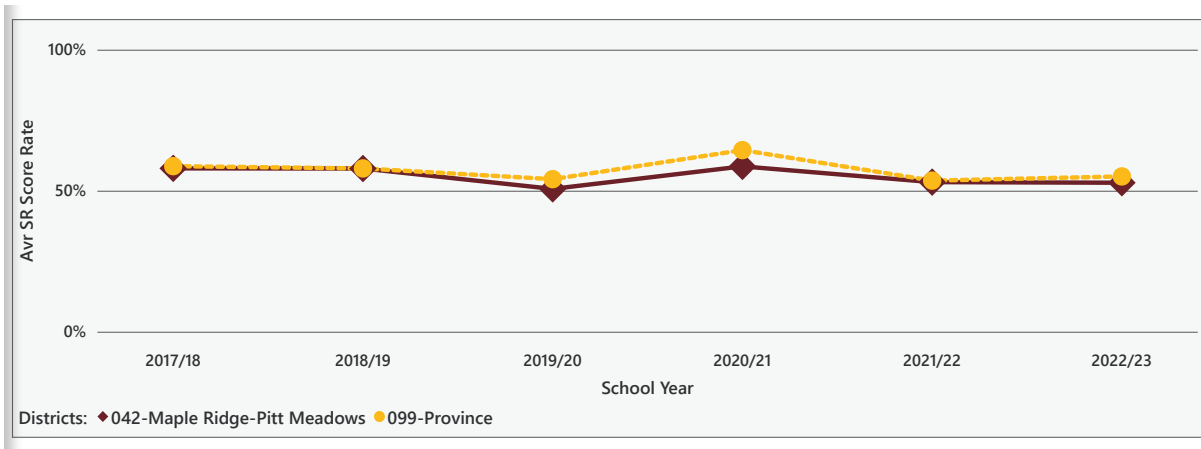
Grade 4: Literacy



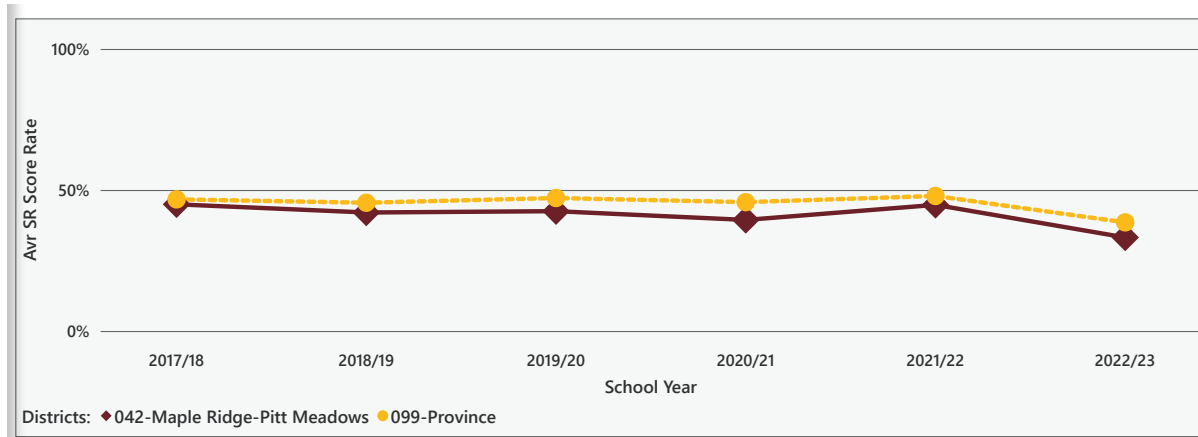
Grade 4: Numeracy



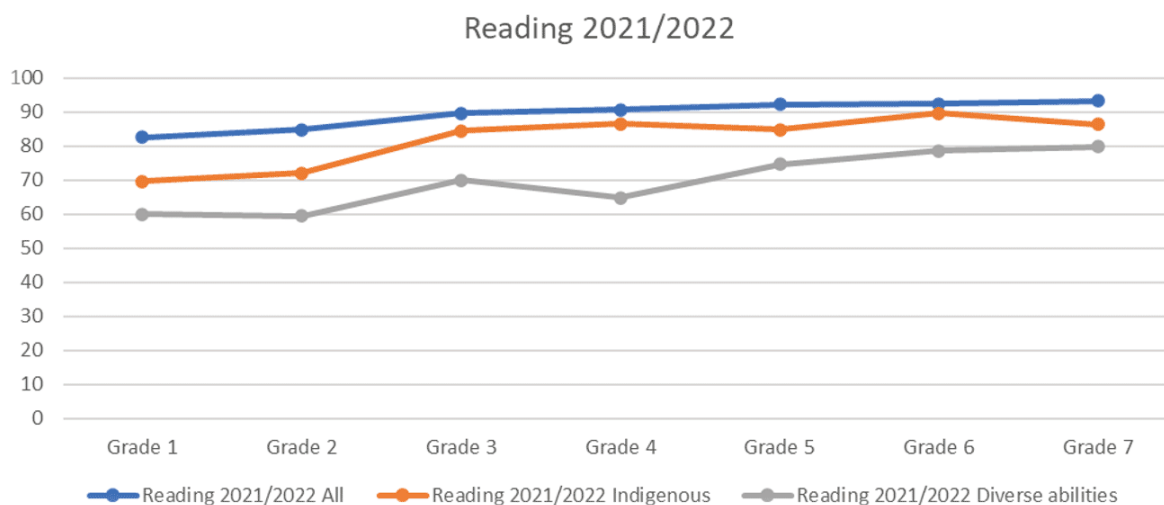
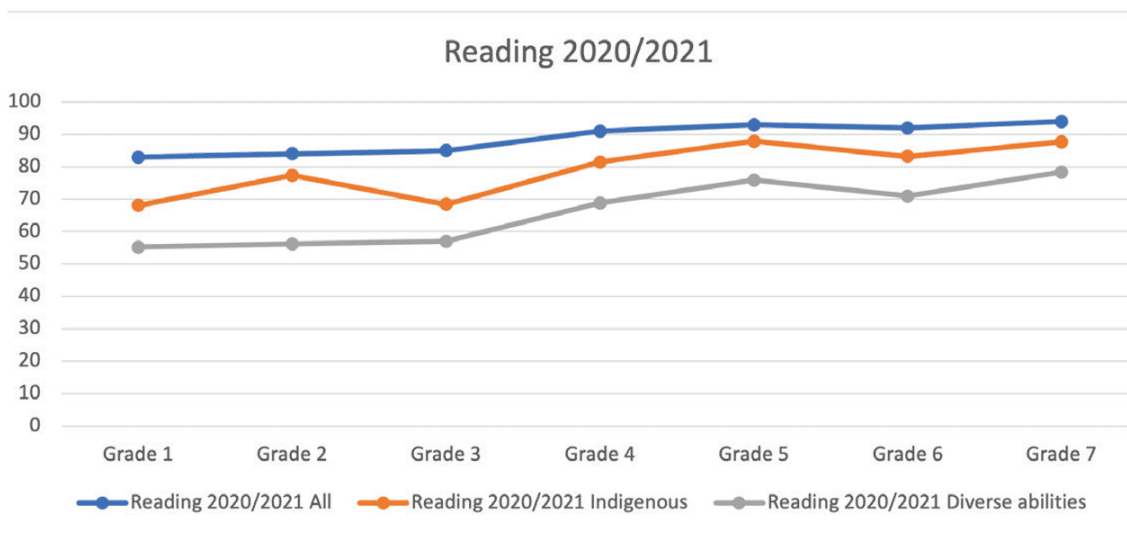
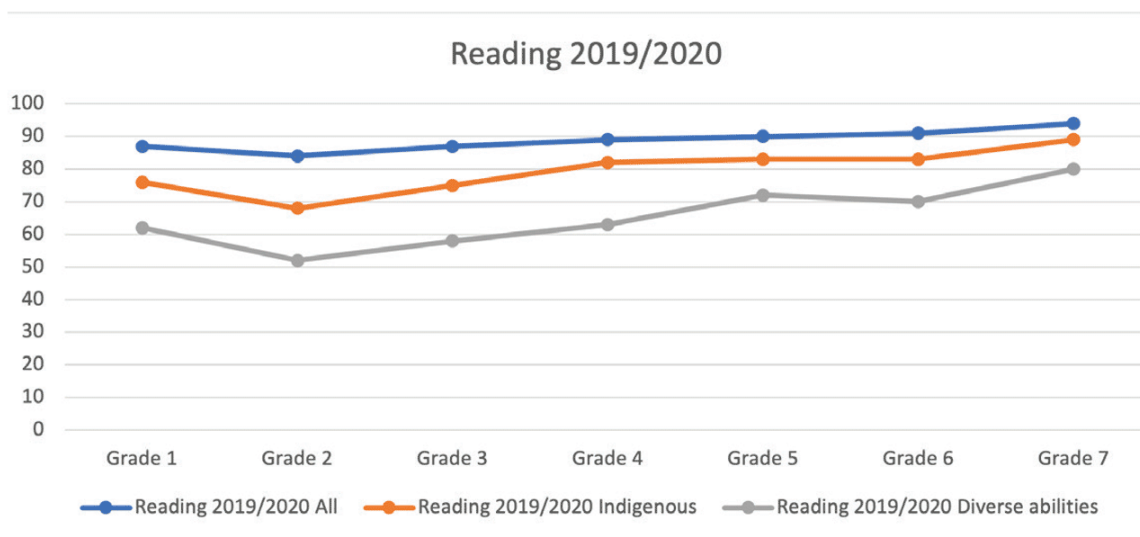
Grade 7: Literacy

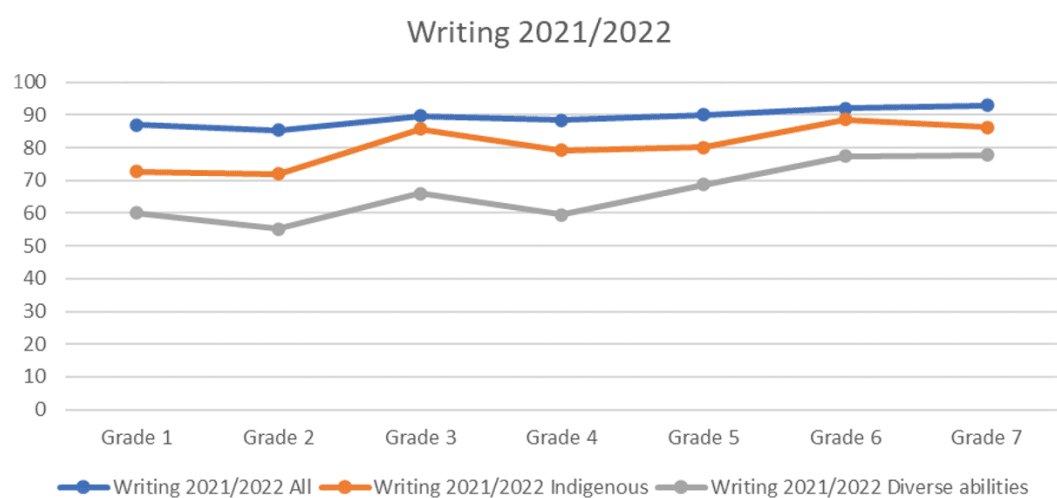
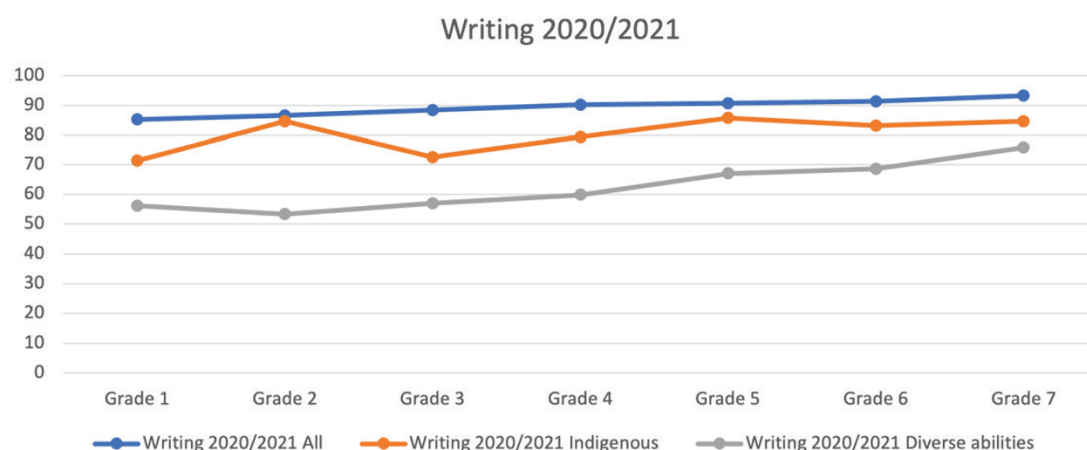
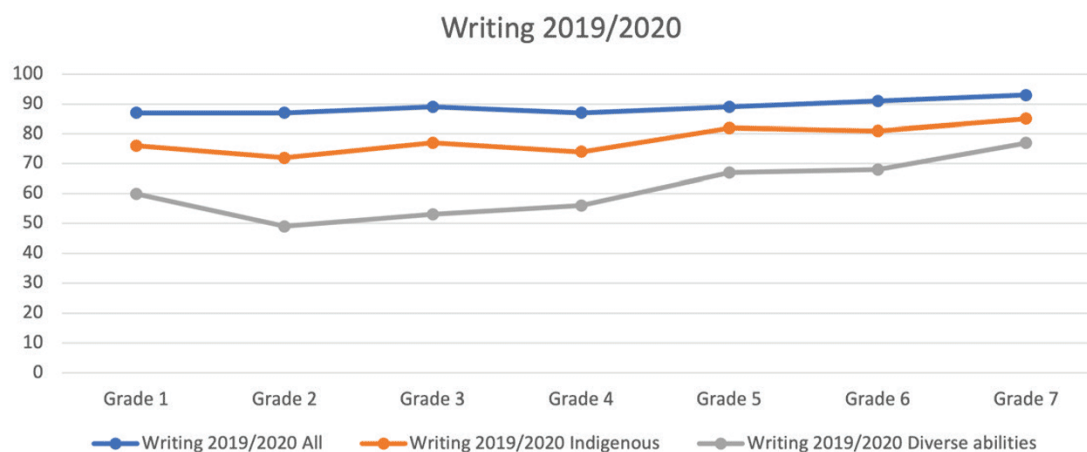


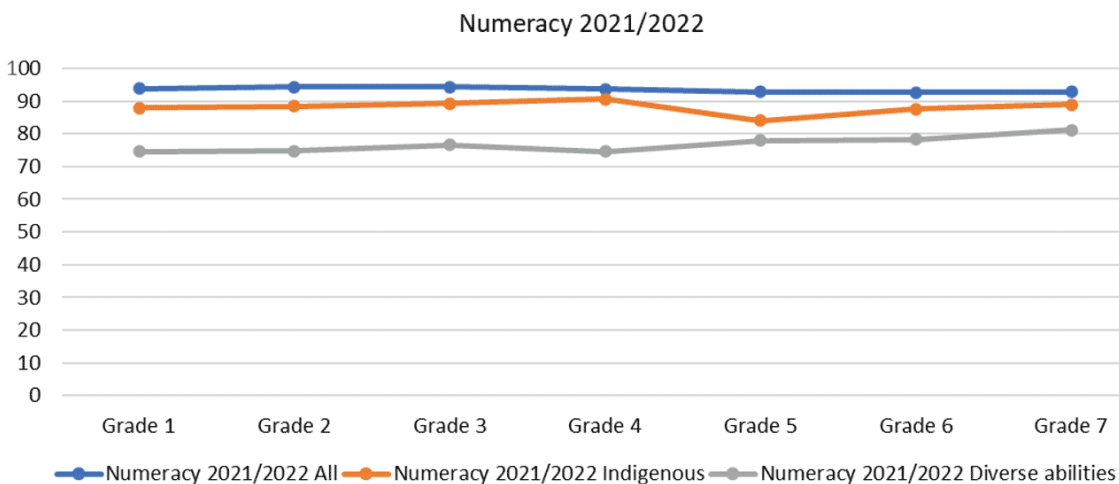
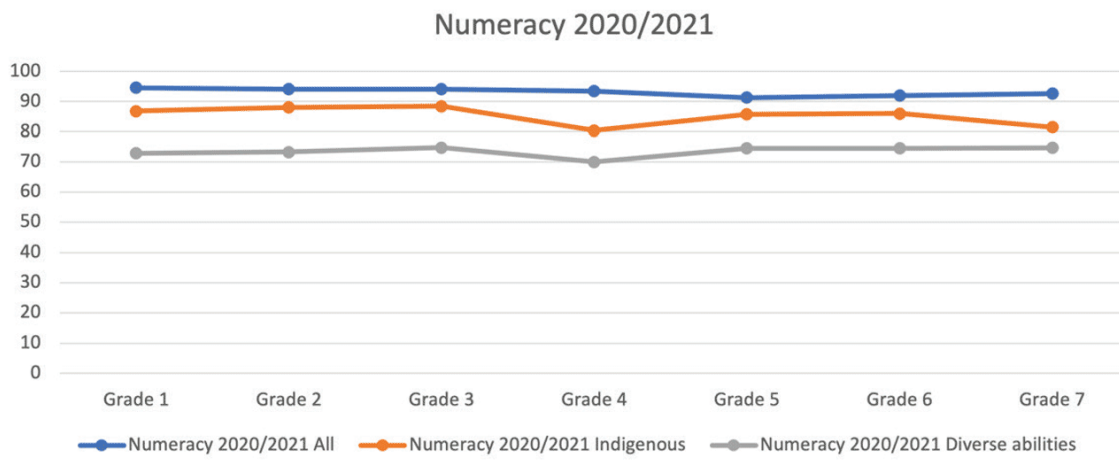
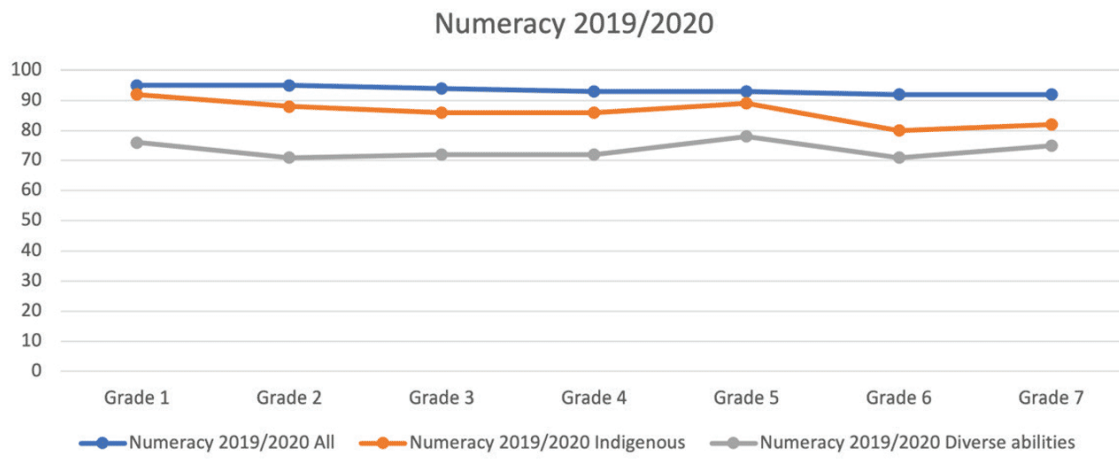
Grade 7: Numeracy



ADDITIONAL DATA: LITERACY AND NUMERACY



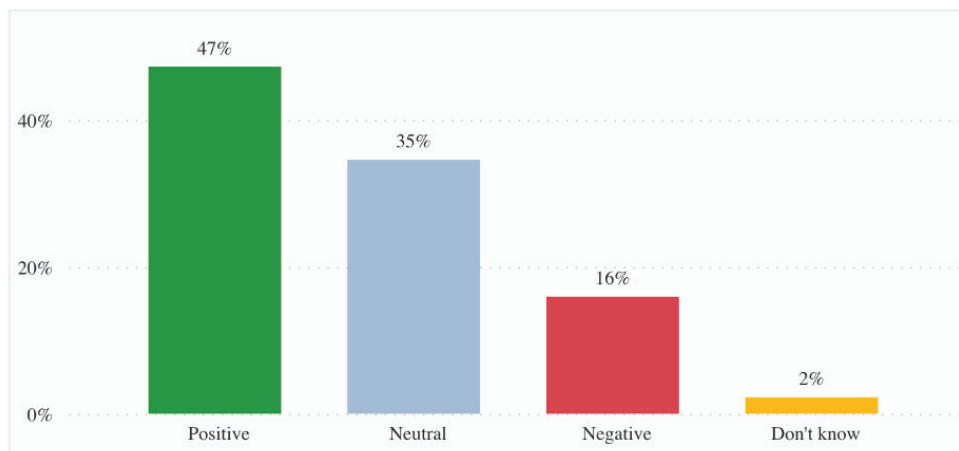




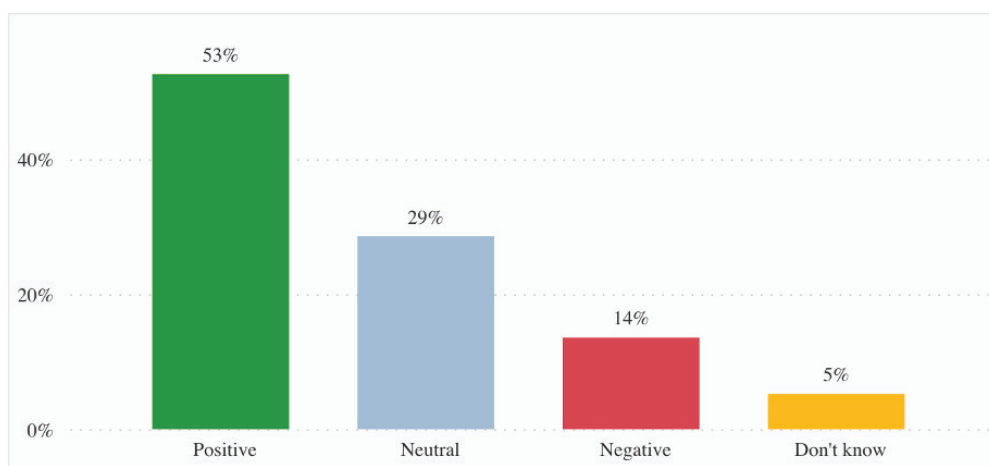
2021/22 PROVINCIAL STUDENT LEARNING SURVEY DATA

All Students

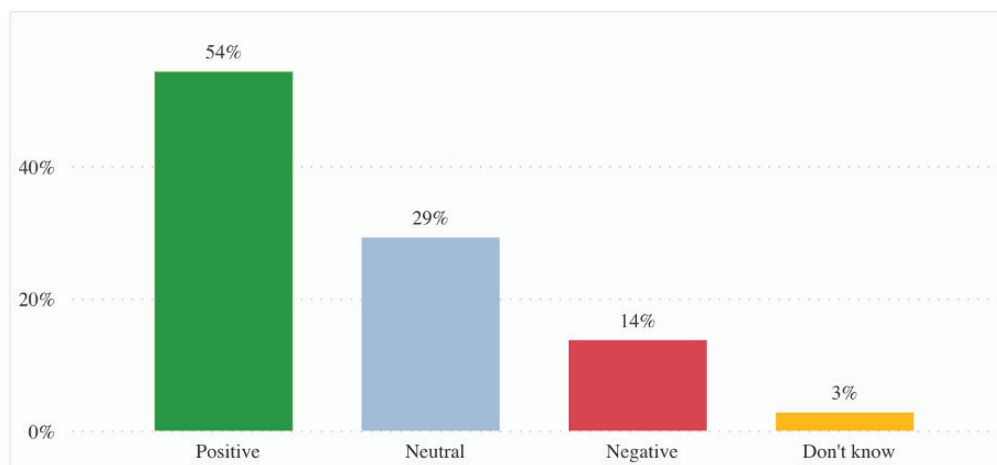
Grade 12: Do you feel good about yourself?



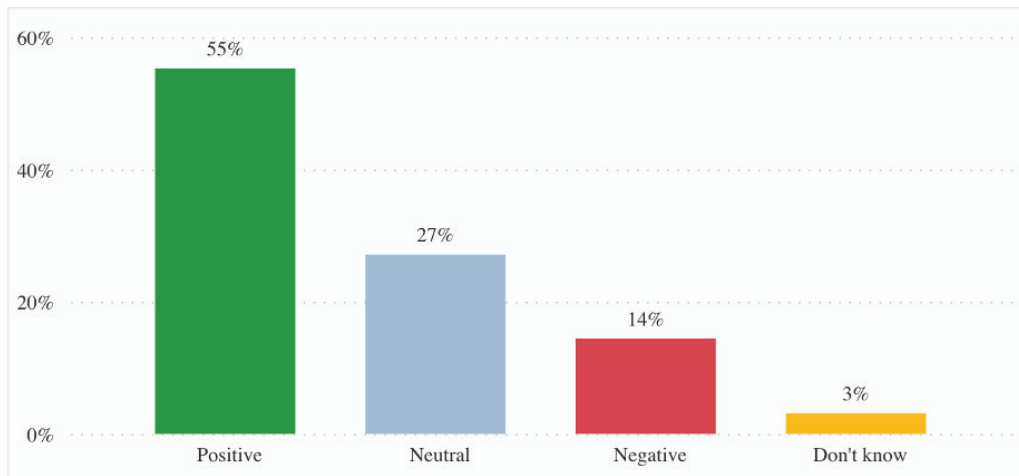
Grade 7: Is school a place where you feel like you belong?



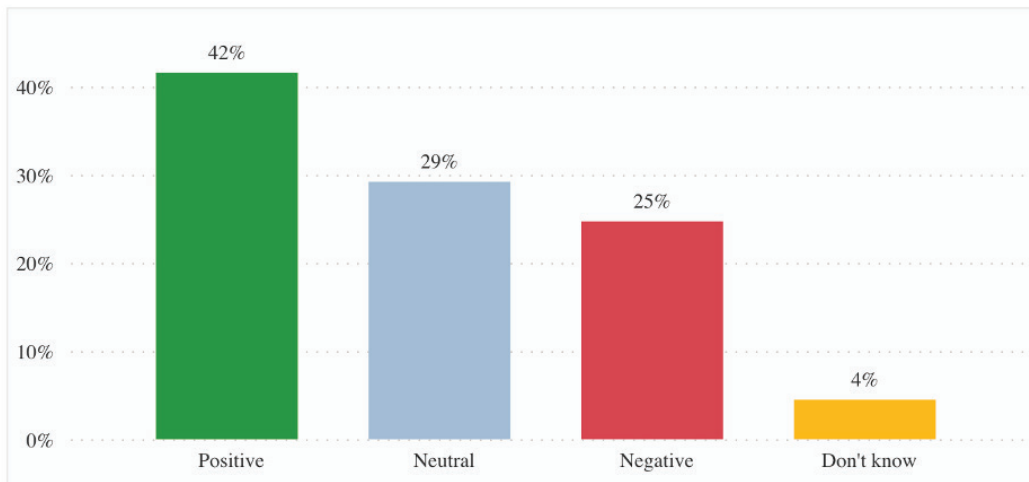
Grade 10: Is school a place where you feel like you belong?



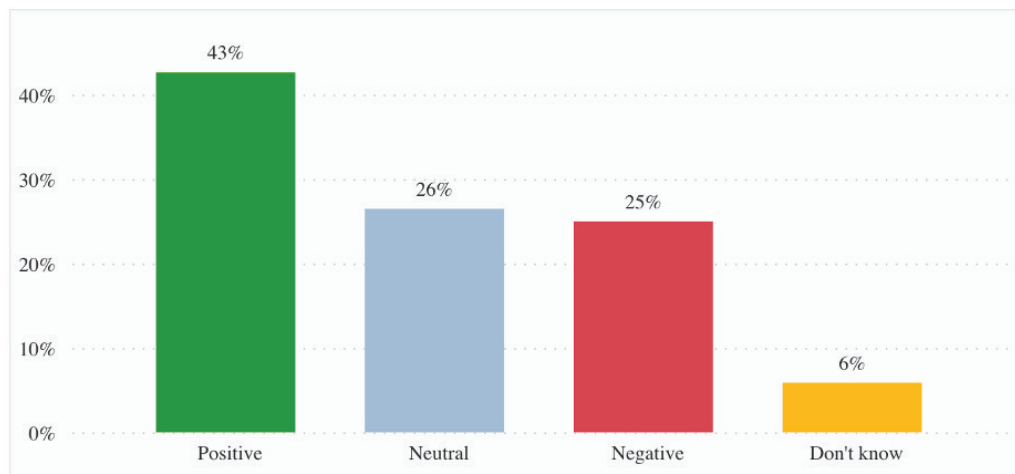
Grade 12: Is school a place where you feel like you belong?



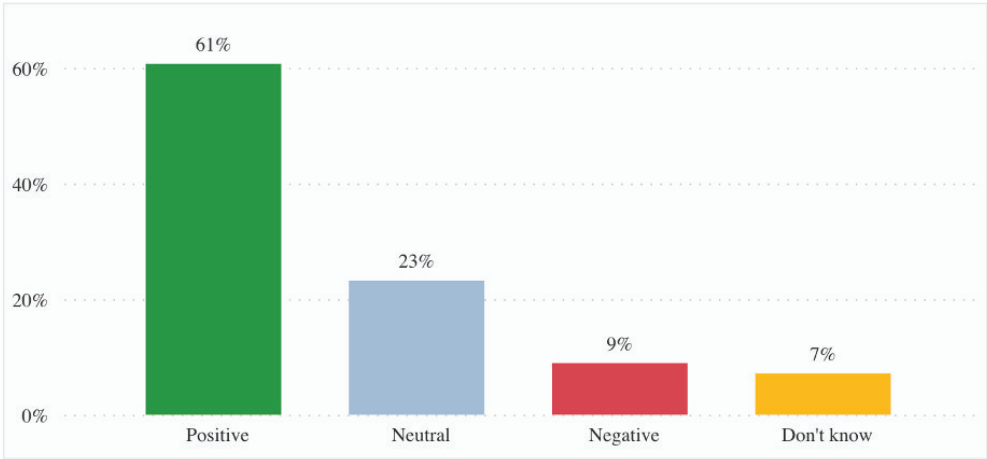
Indigenous Students
Grade 7: Is school a place where you feel like you belong?



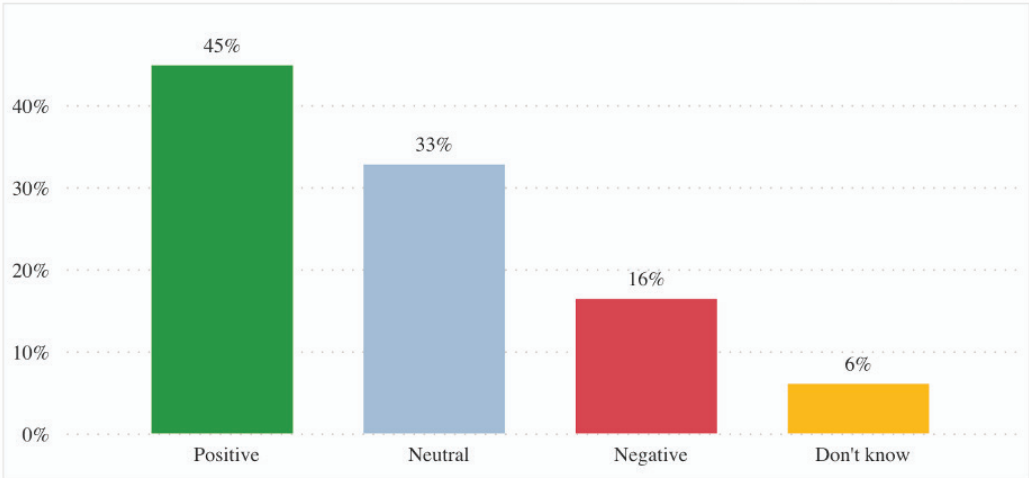
Grade 10: Is school a place where you feel like you belong?



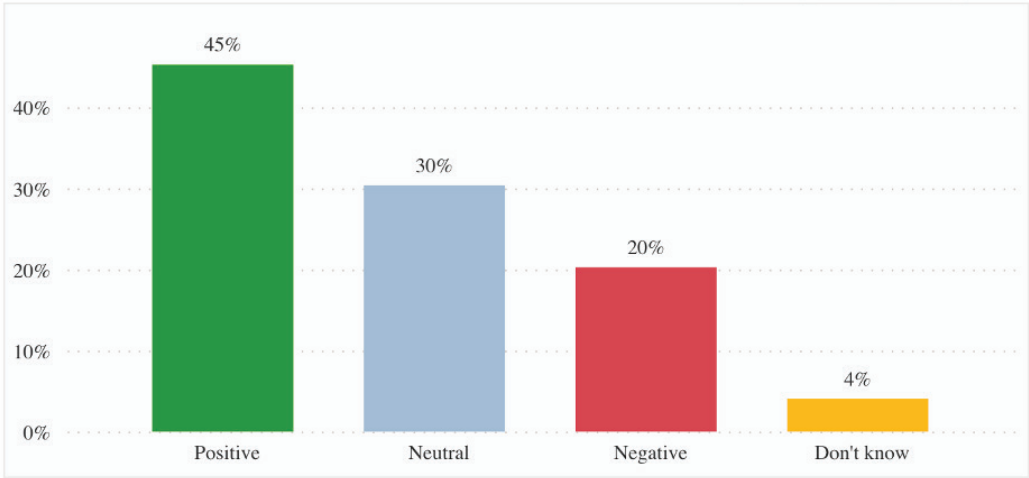
Grade 12: Is school a place where you feel like you belong?



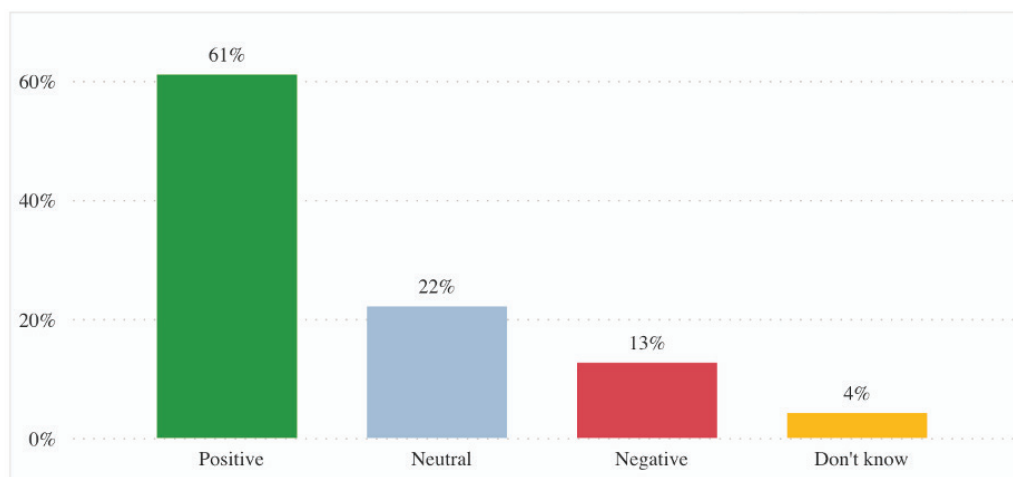
Students with Special Needs
Grade 7: Is school a place where you feel like you belong?



Grade 10: Is school a place where you feel like you belong?

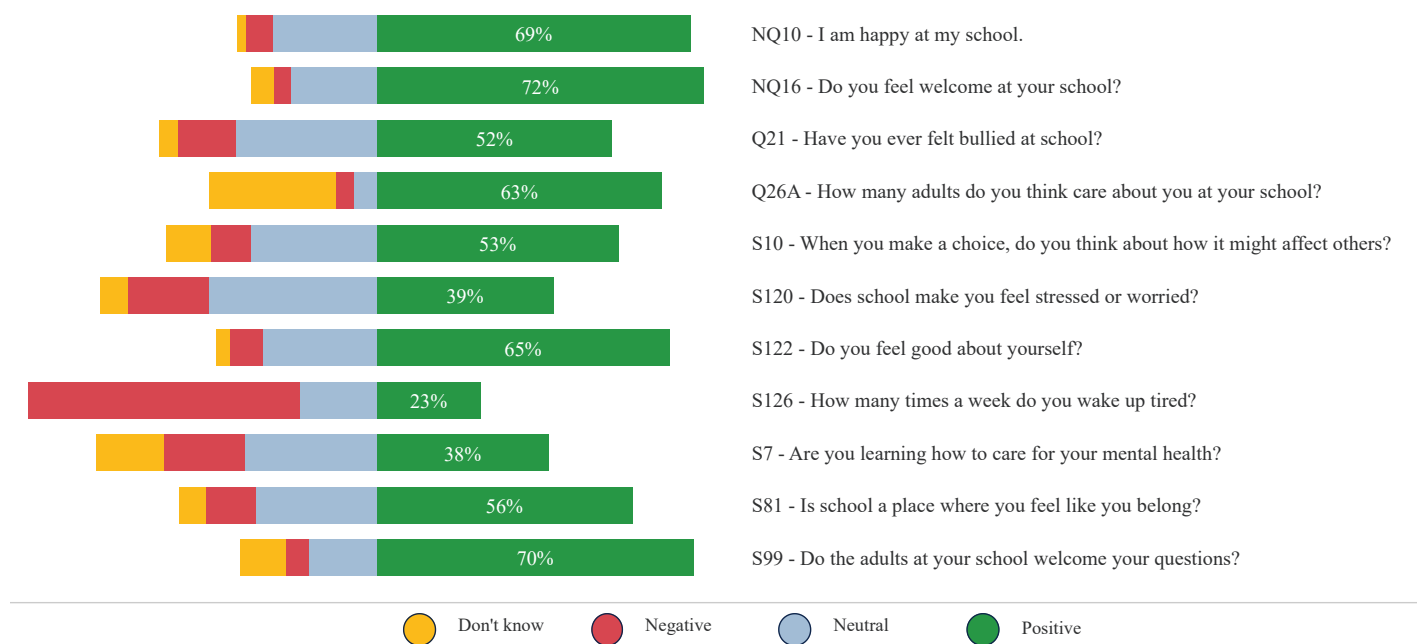


Grade 12: Is school a place where you feel like you belong?

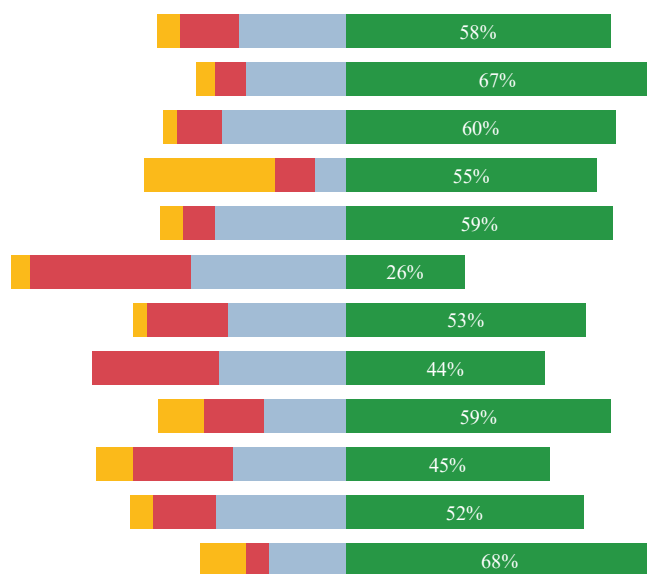


All Students

Grade 4: Mental Health Questions

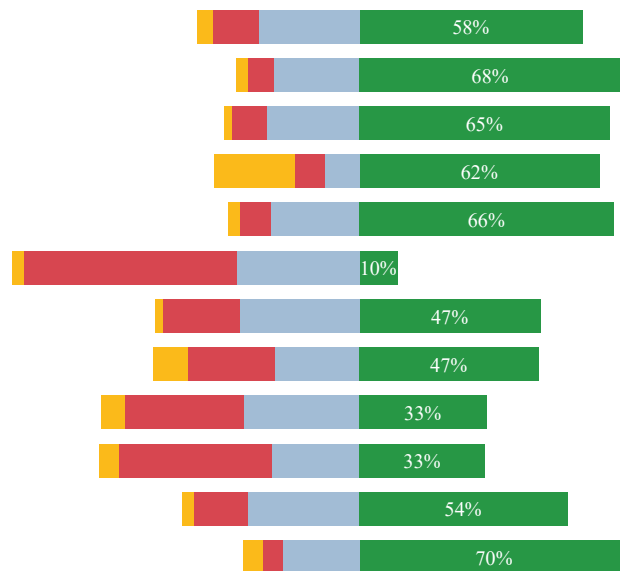


Grade 7: Mental Health Questions



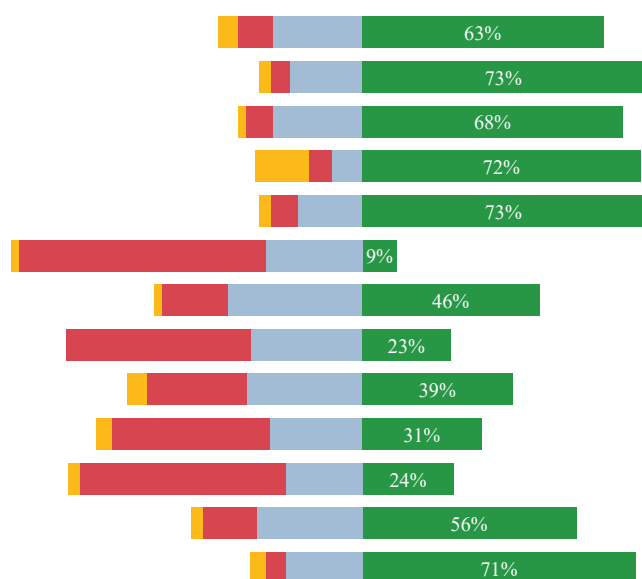
● Don't know
 ● Negative
 ● Neutral
 ● Positive

Grade 10: Mental Health Questions



● Don't know
 ● Negative
 ● Neutral
 ● Positive

Grade 12: Mental Health Questions



NQ10 - I would like to go to a different school.

NQ16 - Do you feel welcome at your school?

Q21 - Have you ever felt bullied at school?

Q26A - At your school, how many adults do you feel care about you (for example,...

S10 - When you make a decision to do something, do you stop to think about how ...

S120 - Does school make you feel stressed or anxious?

S122 - Do you feel good about yourself?

S126 - How often do you usually get a good night's sleep?

S128B - How would you describe your mental health?

S14 - I am satisfied that in school I learn how to express emotion, and deal with e...

S7 - At school, I am learning how to care for my mental health. (for example, anxi...

S81 - Is school a place where you feel like you belong?

S99 - Do the adults at your school value and welcome your questions?

Don't know Negative Neutral Positive

ADDITIONAL SD42 STUDENT LEARNING SURVEY QUESTIONS

Grade 10: How helpful has your high school experience been in expanding your knowledge about and understanding of post-secondary opportunities and requirements?

	Count	Valid %
Very helpful	70	9%
Helpful	308	43%
Somewhat helpful	266	37%
Not helpful	57	8%
No answer	96	0%
Total	797	87%

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	162	23%
Very likely	230	32%
Potentially	234	33%
Not likely	45	6%
No, not going to happen	26	3%
I am already enrolled in a post-secondary trade partnership program	3	0%
No answer	97	0%
Total	797	87%

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	306	43%
Very likely	188	26%
Potentially	154	21%
Not likely	41	5%
No, not going to happen	12	1%
I am already enrolled in a post-secondary trade partnership program	0	0%
No answer	96	0%
Total	797	87%

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

	Count	Valid %
Meeting admission requirements	169	25%
Transportation restrictions and/or location of post-secondary institution	58	8%
Financial restrictions	184	27%
No immediate restrictions	216	32%
Other	45	6%
No answer	125	0%
Total	797	84%

Grade 12: How helpful has your high school experience been in expanding your knowledge about and understanding of post-secondary opportunities and requirements?

	Count	Valid %
Very helpful	60	10%
Helpful	202	35%
Somewhat helpful	228	39%
Not helpful	85	14%
No answer	65	0%
Total	640	89%

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	218	37%
Very likely	120	20%
Potentially	116	20%
Not likely	67	11%
No, not going to happen	42	7%
I am already enrolled in a post-secondary trade partnership program	11	1%
No answer	66	0%
Total	640	89%

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	331	57%
Very likely	127	22%
Potentially	84	14%
Not likely	21	3%
No, not going to happen	10	1%
I am already enrolled in a post-secondary trade partnership program	0	0%
No answer	67	0%
Total	640	89%

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

	Count	Valid %
Meeting admission requirements	104	18%
Transportation restrictions and/or location of post-secondary institution	54	9%
Financial restrictions	165	29%
No immediate restrictions	194	34%
Other	44	7%
No answer	79	0%
Total	640	87%

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO.42

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Maple Ridge BC

V2X 8N6