



# SUPPORTING ALL LEARNERS: ENHANCING STUDENT LEARNING REPORT

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42  
*SEPTEMBER 2025*

## **Strategic Plan Approval Date**

Original: 2022/23 to 2026/27

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The Maple Ridge – Pitt Meadows School District respectfully acknowledges that the land on which we gather and do our work is the unceded and traditional territory of Katzie First Nation and Kwantlen First Nation.

## INTRODUCTION

### FRAMEWORK FOR ENHANCING STUDENT LEARNING

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 2025)* has been developed in alignment with both FESL and the ministerial order. In the development of this fifth annual report, consideration has also been given to ministerial order-related feedback we received in the FESL review of our September 2024 report.

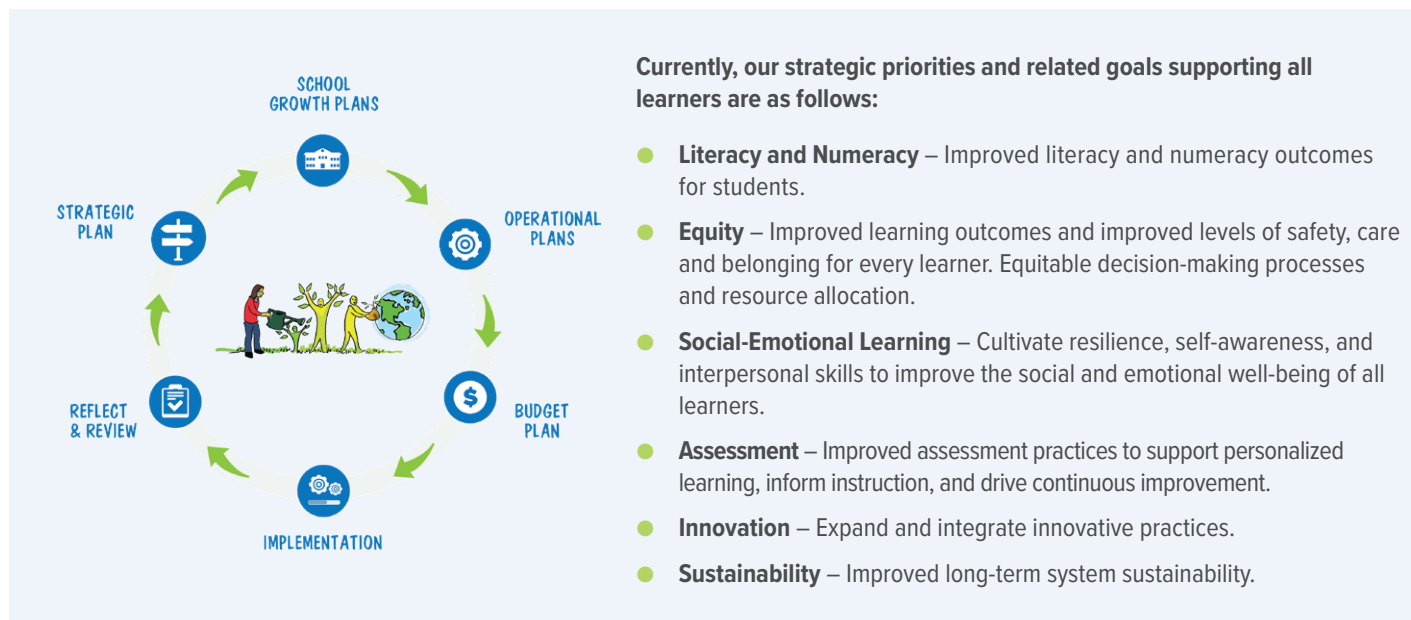
### DISTRICT CONTEXT

In the Maple Ridge – Pitt Meadows School District, we serve approximately 17,000 students and their families. Nine percent of those learners identify as having Indigenous ancestry. Eighteen percent of the student population is identified as having a disability or diverse ability.

Throughout the 2024/25 school year, there were several opportunities for meaningful engagement with Rights-holders, partners, and the public. These included the development of an Indigenous Education Council, Education Advisory Committee, BIPOC (Black, Indigenous and People of Colour) student forum, secondary student engagement sessions, secondary schedule survey, review of strategic priorities, and the 2025/26 budget development process. These forums, individually and collectively, created opportunities to hear from those we serve and those we work with to support student learning and success. They allowed us to triangulate quantitative student learning data with qualitative stories, helping inform our work for the 2025/26 school year and beyond.

The work that occurs in our district, through governance, leadership, and management, is aligned with the province's vision of the [Educated Citizen](#). This is reflected in our [Strategic Plan](#), which is based on a rolling four-year planning cycle with an annual review and update process. In June 2025, the Board of Education approved revised goals and priorities for the strategic plan based on evidence of student learning and input from Rights-holders and partners. Although the current plan spans the period 2022/23 to 2026/27, this process reinforces its role as a living document.

The strategic planning cycle graphic that follows describes our annual planning and implementation process. Our planning 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 are posted both on individual school websites and the district website.



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: Human and Social Development, Intellectual 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. Data sets are provided in the appendices referenced at the start of each section. 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 (CYIC). The practice in our district is to identify students who are in care and provide wraparound supports to support their academic, social emotional development, and success.

We are proud that both provincial and local data demonstrate ongoing growth in student learning in our district and a completion rate of 97%. We recognize that the data within this report represents individual learners, and that our work of ongoing improvement is not complete until all students have an educational experience that allows them to thrive from kindergarten to Grade 12 and graduate with options for future success. The focus of our work is prioritizing literacy and numeracy instruction while supporting students in developing a strong social emotional foundation and understanding. With this foundation, students will graduate with choice and flexibility for post-secondary education and career options, fulfilling our mission to *support all individuals in their development as successful learners, and as respectful, caring and responsible members of society.*

## STUDENT LEARNING OUTCOMES

Using data to make evidence-informed and values-based decisions is essential. The framework from which evidence of student learning is explored within this report is: analyze, interpret, and respond.

### ANALYZE

All data sources (provincial, district, school-based, classroom, qualitative, and quantitative) need to be reviewed and considered.

### INTERPRET

Individual data sets should be triangulated with additional data to determine strengths, stretches, and areas of need.

### RESPOND

The plan of action, based on the goals and values outlined in the strategic plan, that will be implemented to respond to the area of need demonstrated in the data.

# HUMAN AND SOCIAL DEVELOPMENT

## DATA IN APPENDIX A

Social and Emotional Learning (SEL) is a process through which students develop essential skills to understand and manage their emotions, establish positive relationships, make responsible decisions, and navigate social complexities. Integrating SEL into educational settings offers numerous benefits for both students and schools, including improved mental health, development of social skills, and enhancing the school climate. Social emotional learning is focused on nurturing well-rounded individuals who are equipped to face life's challenges with resilience and compassion.

This section will analyze data from several sources, including the Middle Years Development Instrument (MDI) completed by Grade 5 students, Youth Development Instrument (YDI) completed by Grade 11 students, and the Ministry of Education and Child Care Student Learning Surveys completed by students in grades 4, 7, 10, 11, and 12. These data sources will be used to assess students' sense of belonging, feelings of safety, connection within their school community, and their perceptions of whether two or more adults care about them at school in the Maple Ridge – Pitt Meadows School District.

### ANALYZE

#### Middle Years Development Instrument and Youth Development Instrument

- 77% of students report having one or more important adults at school in their lives
- 71% of students report that there is an adult at school who genuinely cares about them
- 69% of students report having positive mental health
- 38% of students were assessed to be thriving on the MDI, with 21% of students on the YDI
- 61% of students reported feeling safe at school, with 42% of students reporting that they felt safe using their school's washrooms

#### Provincial Student Learning Survey

- 75% of students feel welcome at school (72% provincial average)
- 79% of students feel safe at school (77% provincial average)
- 58% of students report that they feel like they belong at school (58% provincial average)
- 63% of students feel that adults care about them (61% provincial average)

### INTERPRET

Overall, the data for human and social development is consistent across assessment tools. While we are proud to see that the data demonstrates students in our district are reporting more positively than the provincial average, we are concerned with the disparities that exist between all students, Indigenous students, and students with disabilities and diverse abilities.

The number of students reporting they feel welcome at school has increased over the past five years, rising by 8%. The percentage of Indigenous learners who feel welcome has also shown steady growth. While a similar upward trend is seen among students with disabilities and diverse abilities, there is an 8% disparity between these students and all students.

Similarly, the percentage of students reporting they feel like they belong at school has also been increasing over the last five years. While there has been progress, only 58% of students report a sense of belonging and that number is too low. We want all students to feel like school is a place like they belong. The disparity is also concerning, with 50% of Indigenous learners and 52% of students with disabilities and diverse abilities reporting a sense of belonging.

While the percentage of students who report they feel like adults at school care about them is above the provincial average for all students, Indigenous students, and students with disabilities and diverse abilities, we are concerned that the number is not higher. We know that having caring adults at school is a protective factor, and students who feel supported are more likely to succeed in school and graduate. For this reason, we want to see this percentage increase in the years to come.

Although the data for Children and Youth in Care is masked, the unmasked data shows us that 87% of these students have adults at school who care about them. However, only 50% feel welcome at school, and 40% feel like they belong at school.

## **RESPOND**

Based on qualitative data from student forums and quantitative findings from the MDI, YDI, and the Student Learning Survey, a targeted focus promoting equity, inclusivity, and anti-racism has the potential to improve student well-being, foster a stronger sense of belonging, and improve overall connection with the school community. This is a focus area in school growth plans and the district is actively working to support schools in these efforts. In the 2025/26 school year, elementary schools will receive funding to support universal social and emotional initiatives and programs. The intent is that with a consistent SEL program in each elementary school, students will continue to build on their social emotional learning and application throughout their kindergarten to Grade 7 experience, then take that foundation to secondary school.

During the 2023 Indigenous student leadership forum, students emphasized that school communities can foster a stronger sense of belonging by exploring Indigenous-led topics beyond trauma, learning about land stewardship, and providing more cultural learning opportunities. Indigenous students expressed a desire to see the strength and brilliance of Indigenous peoples and culture honoured and celebrated in learning. In response, Indigenous education helping teachers will lead culture club learning opportunities in elementary schools and leadership sessions at our secondary schools. To enhance connection and foster a sense of belonging, secondary Indigenous students will have the opportunity to engage with Indigenous peoples in their chosen careers by attending a living library event. Throughout the year, Indigenous students will be invited to attend three Indigenous education family events to learn about Indigenous culture, celebrate with community, and strengthen connections.

Additionally, during the 2024/25 BIPOC student forum, students expressed a need to have more resources that reflect the diversity of the student population. In the 2025/26 budget, each secondary school has been allocated funds to purchase resources that better represent student diversity in learning materials. The allocation of these funds will be determined with student input.

In the 2025/26 school year, we will engage with students who are identified as CYIC to learn what they need to increase their sense of feeling welcome and belonging at school.

We are also aware that a student's sense of safety and belonging is connected to their academic sense. As we focus our work on strengthening literacy and numeracy, we anticipate seeing positive growth in students' human and social development as well.

# INTELLECTUAL DEVELOPMENT

DATA IN APPENDIX B

## LITERACY

Independent lifelong learners think creatively and critically, seeking the resources and information they need to make thoughtful decisions and communicate their thinking to others. Literacy provides the foundation for students to read, comprehend, interpret, articulate, and express their thoughts. The data sets we examine in this area are Foundation Skills Assessment (FSA) results for grades 4 and 7, numeracy performance standards results for grades 1 to 7, and the grade 10 and 12 literacy graduation assessments.

### ANALYZE

#### **Foundation Skills Assessment** (district participation rate of 33%)

- Grade 4: 60% proficiency
- Grade 7: 63% proficiency

#### **Performance Standards**

- 19% increase in percentage of students fully meeting and exceeding from Grade 1 to Grade 7
- 10% decrease in percentage of students not yet meeting from Grade 1 to Grade 7

#### **Graduation Literacy Assessment**

- Grade 10: 70% proficiency
- Grade 12: 75% proficiency

When analyzing the 2023/24 year-end literacy performance standards data for reading and writing, and comparing it to previous years, the number of students not yet meeting (NYM) expectations does decrease but plateaus at the intermediate level. This downward trend is seen among both Indigenous students and students with disabilities or diverse abilities. At the same time, however, all grade cohorts show a disparity between Indigenous students and students with disabilities or diverse abilities compared to their peers. In the 2024/25 Grade 7 cohort, 7% of Indigenous students and 23% of students with disabilities or diverse abilities were NYM, compared to just 2% of all remaining students.

The student learning survey asked those in grades 4 and 7 their perspective on the statements, “I continue to get better at reading” and “I continue to get better at writing.” While Indigenous students and students with disabilities or diverse abilities reported a less positive outlook than their peers, the gap was smaller in this survey than in the year-end performance standards results.

The district participation rates for the 2024/25 literacy Foundation Skills Assessment (FSA) were 33% in Grade 4 and 29% in Grade 7, compared to provincial participation rates of 78% and 77% respectively. Despite the lower participation, the district’s literacy results were closely aligned with provincial outcomes: 63% of Grade 4 students and 68% of Grade 7 students were on track, compared to 62% and 67% provincially. Historically, district results have been typically lower than provincial results.

Overall, the results of the Grade 10 and 12 provincial literacy assessments show all students in the district are aligned with the provincial percentage of students who are proficient and extending. Indigenous students in the district are 14% above the provincial average on the Grade 10 literacy assessment and 10% on the Grade 12. However, the gap between students with disabilities or diverse abilities and all other students is 25% in Grade 10 and 28% in Grade 12.



## INTERPRET

Across assessment tools, the number of students fully meeting and exceeding expectations or demonstrating proficiency is increasing at each grade level, while the number of students not yet meeting expectations is decreasing. However, the performance standards data demonstrates that the percentage of students minimally meeting generally remains the same over time. Further research will explore whether these students are static or if this represents a step towards progress, and what supports are needed to move them toward fully meeting expectations. All assessment tools also continue to show disparity in the achievement of all students and Indigenous learners, CYIC, and students with disabilities and diverse abilities.

## RESPOND

Over the past two years, literacy helping teachers have developed a literacy framework for the district based on current research and have provided learning opportunities and resources in support. The district is now developing a literacy strategy based on this framework.

As part of the district's literacy strategy, the focus for 2025/26 will be on providing targeted professional learning and support for kindergarten to Grade 3 teachers. This will include the implementation of a literacy screener and other recommended assessments to guide teachers in how they can best support a student's reading and writing development as well as identify and respond to at-risk learners earlier. The literacy helping teachers will work with classroom and support teachers to develop literacy resources and guides for instruction, assessment, intervention, and professional learning. This work will incorporate universal design for learning, multi-tiered systems of support, and Indigenous ways and perspectives. Resources and communication will also be developed for parents and guardians.

In future years, the plan is to expand this work to include the older grades. During the 2024/25 school year, elementary literacy and learning services helping teachers also worked with secondary support teachers to develop interventions for secondary students.

In the 2025/26 school year, the district will explore additional strategies for literacy intervention that are impactful and sustainable. The district will engage with partners to identify a standard literacy assessment that supports classroom instruction and assessment while also allowing for school- and district-based data collection. This will help address our district's low participation rates in the FSA, which make it challenging to reliably triangulate results with performance standards data.

## NUMERACY

Numeracy is the ability to understand and use numbers in everyday life. Numeracy assessments examine more than mathematical abilities – they examine a student's ability to apply mathematical concepts. Numeracy requires students to do much more than computation: they interpret, analyze, and solve real life problems. The data sets we examine in this area are Foundation Skills Assessment results for grades 4 and 7, numeracy performance standards results for grades 1 to 7, and the Grade 10 numeracy graduation assessment.

## ANALYZE

### **Foundation Skills Assessment** (district participation rate of 33%)

- Grade 4: 52% proficiency
- Grade 7: 48% proficiency

### **Performance Standards**

- 2% increase in percentage of students fully meeting and exceeding from Grade 1 to Grade 7
- 1% increase in percentage of students not yet meeting from Grade 1 to Grade 7

### **Graduation Numeracy Assessment**

- 37% proficiency

## **INTERPRET**

There is concern with the local and provincial data for numeracy. The performance standards demonstrate a stagnant level of numeracy achievement from grade 1 to 7, while the provincial data show low achievement levels and consistent 10 to 15% disparities for priority populations across elementary and secondary grades. The grade 1 to 7 performance standards data shows a concerning 20% of students at minimally meeting expectations.

In both elementary and secondary, there is a gap between Indigenous and non-Indigenous students, as well as between students with disabilities and diverse abilities and all other students. This gap does not narrow over time as it does with literacy.

## **RESPOND**

District and provincial data highlight the need to prioritize numeracy instruction to ensure that students are highly numerate. During the 2024/25 school year, there were multiple learning opportunities offered to support effective numeracy instruction and assessment practices. These focused on differentiated entry points for learners, fostering a growth mindset in math, offering students multiple ways to demonstrate their learning, and using hands-on, concrete strategies to think about and solve math problems. These professional learning opportunities included workshops in schools, side-by-side team teaching, lunch and learn sessions, and online resources.

In addition, the district began working with teachers from three elementary schools to explore effective numeracy pedagogy and assessment practices during the 2024/25 school year. The goal of this work is to develop a greater understanding of the numeracy curriculum and effective numeracy instruction by working with curriculum progressions and assessment practices that align with a universal design for learning (UDL) framework. This working group will continue their work in 2025/26 to create a numeracy instructional framework and a summative assessment tool ready for the spring of 2026. This new summative assessment will replace the current year-end BC Performance Standards Numeracy Assessment. This new year-end numeracy assessment will provide a more detailed source of data from which to plan for instruction and intervention.

Teachers have expressed that they want recommended instructional supports in numeracy. In the 2025/26 school year, the district will work with partners to establish a list of recommended instructional resources and support the acquisition of these resources.

Through student forums, students have expressed an inconsistent experience in preparing for and participating in the literacy and numeracy graduation assessments. In the 2025/26 school year, the district will develop standards to ensure students have a consistent experience in preparing for and writing the graduation assessments. A standard process will also be established for the re-write process.

# CAREER DEVELOPMENT

## DATA IN APPENDIX C

Our mission is to *support all individuals in their development as successful learners, and as respectful, caring and responsible members of society*. Our collective work in the district is to support all learners in graduating from Grade 12 and to have the knowledge, skills, abilities, and confidence to take their next steps, whether in post-secondary education, training, or careers. The data sets we examine in this area are completion rates, immediate transition to post-secondary data, and the Student Learning Survey.

## COMPLETION



### ANALYZE

#### Five-Year Completion Rate (2023/24)

- 97% all resident learners (91% provincial rate)
- 86% Indigenous learners (75% provincial rate)
- 57% CYIC
- 80% students with a disability or diverse ability (78% provincial rate)
- 93% students ever with a disability or diverse ability (68% provincial rate)

#### Six-Year Completion Rate (2023/24)

- 98% all resident learners
- 93% for Indigenous learners
- 77% CYIC
- 97% students ever with a disability or diverse ability



### INTERPRET

Overall, the district's five- and six-year completion data is very positive, showing a gradual pattern of increase over the past five years. These rates are consistently higher than the provincial average for all students and for priority populations. However, the data also shows a consistent disparity in completion between all students and priority populations.

While data for Indigenous students living on reserve and off reserve is masked, the unmasked data shows a 20% difference when comparing the five- and six-year completion rates between the two: the on-reserve data is significantly lower than the off-reserve population.

For CYIC, the data shows a general pattern of increase but the small number of students within this population requires us to look at trends versus year-to-year data. CYIC completion rates consistently surpass provincial rates each year.

Completion rates for students with disabilities and diverse abilities also show a gradual upward trend over the past five years. The district five- and six-year completion rates for students ever with disabilities and diverse abilities is consistently higher than the provincial average.



### RESPOND

The data sets show that the current strategies and structures in place are having an increasingly positive impact on students and their ability to graduate from our district. Moving forward, our efforts will focus on maintaining that positive work and seeking to increase gains for priority populations. We will continue the summer learning partnership with Katzie First Nation, offering an elementary and secondary summer learning program hosted at the Katzie First Nation community centre.

We will work with both secondary school staff and Indigenous education staff to explore on-reserve student profiles and develop differentiated supports to promote successful Grade 12 completion for Indigenous students, specifically those living on reserve.

In the 2025/26 school year, we will establish a structure and process at both the school and district levels to identify, monitor, and provide appropriate interventions for Indigenous learners who live on reserve.

Planning is underway with the site-based administration at each of the secondary schools to determine CYIC student willingness for graduation exit interviews. These differentiated conversations will focus on each student's individual journey through the system. Student feedback on what has worked, what has not, and what changes should be considered will help inform and steer the district's work to support all student success, including students belonging to the CYIC population.

## POST-SECONDARY AND CAREER PREPARATION

This section analyzes data from the Immediate Transition to Post-Secondary Institutions and the Student Learning Survey.



### ANALYZE

#### Immediate Transition to Post-Secondary Institutions

- 50% all resident students
- 32% Indigenous students
- 40% students with a disability or diverse ability



### INTERPRET

The transition to post-secondary institutions (PSI) data over the past five years has consistently shown 50% of students immediately transition to post-secondary after graduation, which is below the provincial average. We are particularly concerned with what appears to be a declining trend for Indigenous learners. Our district does not rely solely on this source of data to assess the success of our students after graduation. We have a robust Train in Trades program, with approximately 125 students being concurrently enrolled in first year post-secondary trades programs each year. 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.

The five post-graduation preparedness questions in the Student Learning Survey, completed by Grade 10 and 12 students, show positive trends across all questions for all students. However, the results for Indigenous students do not show the same gains. The downward trend of Indigenous learners transitioning immediately to post-secondary school and the 2022/23 rate of 32% adds to this concern.



### RESPOND

This data has been shared with secondary principals to further explore and discuss as they lead conversations and planning at their individual school sites. It has also been shared with the Indigenous education department, which wants to better understand this data. One way the department plans to do this is by including the data in the Indigenous student voice forum in May 2026. We believe that by listening to students' stories and experiences, we will more fully understand the data and how to respond to it.

# CONCLUSION

Overall, students in the Maple Ridge – Pitt Meadows School District are performing at or above provincial averages across multiple domains, reflecting the effectiveness of our collective efforts to create safe, caring, and engaging learning environments. At the same time, the data clearly indicates that priority populations – including students of Indigenous ancestry, students with a disability or diverse ability, and children and youth in care – are not yet achieving at the same levels as their peers.

This reinforces the need to continue the strategies and practices that are positively impacting the majority of our students, while expanding our efforts to ensure every learner has equitable opportunities to succeed. Embedding universal design for learning (UDL) principles and differentiated instruction across all classrooms will be central to this work, enabling educators to meet the diverse needs of students and provide multiple pathways to learning.

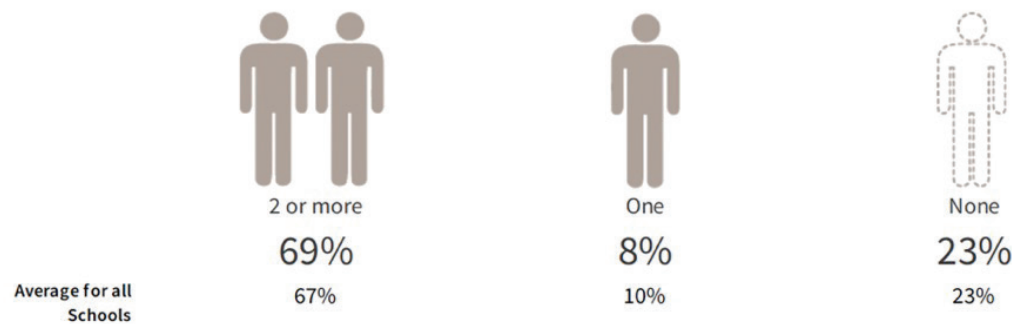
While the classroom learning environment remains our highest priority, we also recognize the need for timely and targeted intervention strategies. Structures must be in place to provide prompt, evidence-based supports when students are identified as not meeting expectations. In the 2025/26 school year, we will explore evidence-informed and sustainable intervention strategies. Further analysis of students who are minimally meeting expectations will be necessary to deepen our understanding and guide our actions.

As in many districts across the province, we remain concerned about literacy and numeracy achievement. Our focus will be on re-centring instructional priorities on these essential foundations, while maintaining our commitment to inclusive, responsive, and supportive learning environments. By doing so, we can ensure that all students, regardless of background or circumstance, are empowered to reach their full potential.

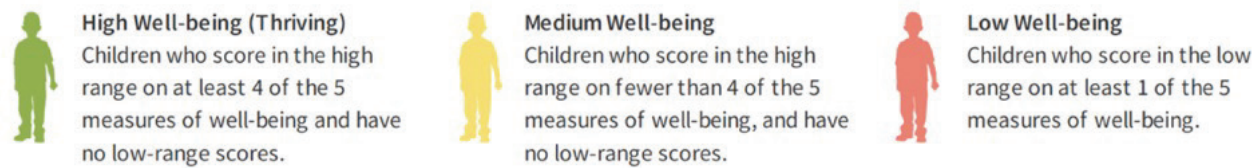
## **APPENDIX A**

# 2023/24 DISTRICT MDI AND YDI DATA

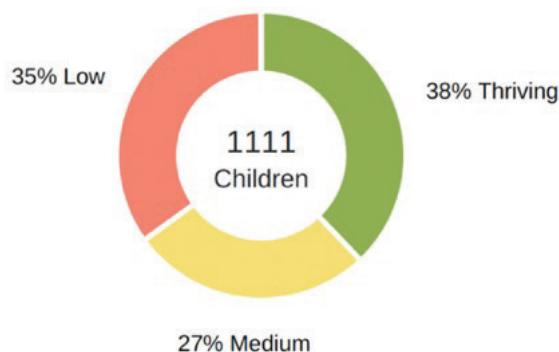
## Grade 5 2023/24 MDI Results: Number of Important Adults at School



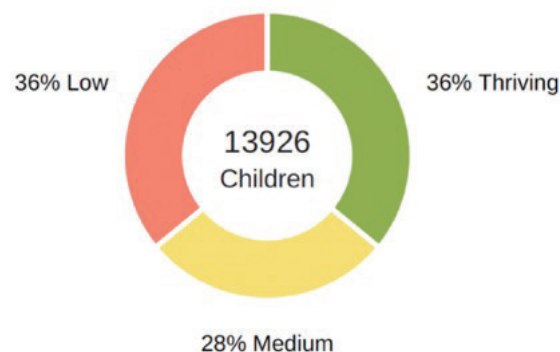
## Grade 5 2023/24 MDI Results: Well-Being (Thriving)



MAPLE RIDGE-PITT MEADOWS



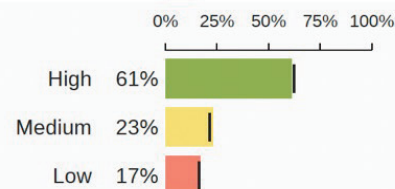
ALL PARTICIPATING SCHOOLS



## Grade 5 2023/24 MDI Results: School Belonging

Note: Black line is the provincial MDI average.

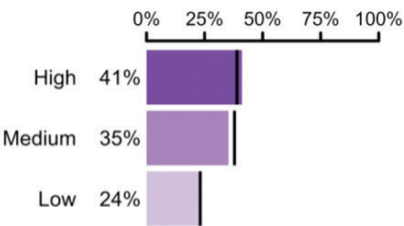
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



2023/24 District YDI Data: Number of Supportive Adults at School (% Reporting 2 or More Adults)

Note: Black line is the provincial YDI average.

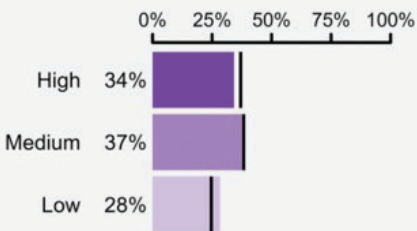
Youth’s level of agreement with statements about how supported they feel by the adults at their school.  
e.g., “At my school, there is an adult who really cares about me.”



2023/24 District YDI Data: School Belonging

Note: Black line is the provincial YDI average.

Youth’s level of agreement with statements about their sense of belonging at school.  
e.g., “I feel like I belong in this school.”

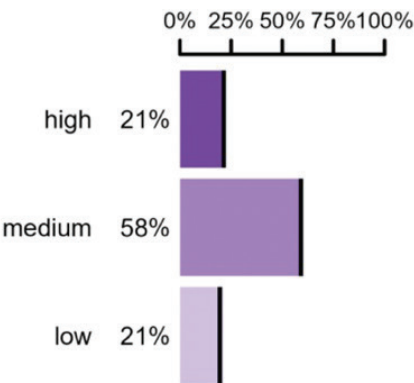


2023/24 District YDI Data: Thriving

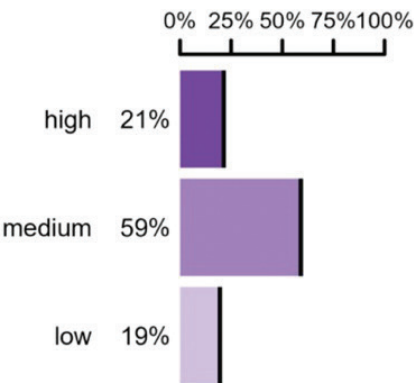
Note: Black line is the provincial YDI average.



Maple Ridge-Pitt Meadows



All Participating Districts



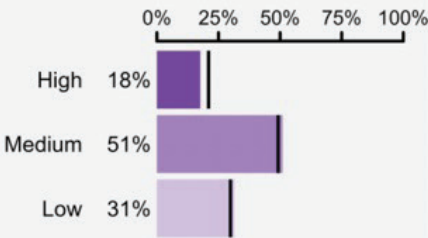


2023/24 District YDI Data: Positive Mental Health

Note: Black line is the provincial YDI average.

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).

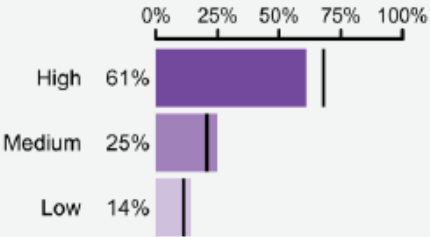


2023/24 District YDI Data: School Climate

Note: Black line is the provincial YDI average.

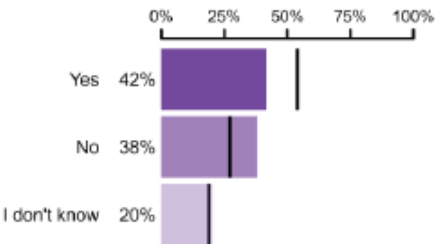
SCHOOL SAFETY

Youth’s level of agreement with the statement “I feel safe at my school.”



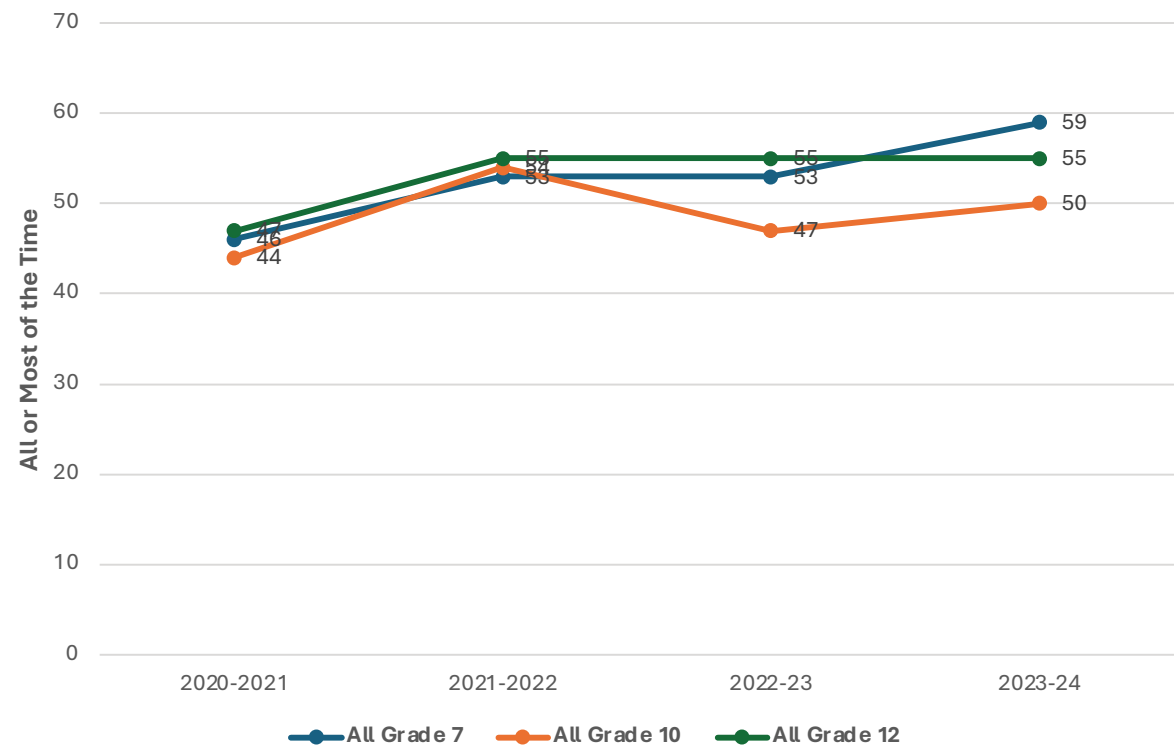
WASHROOM SAFETY

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

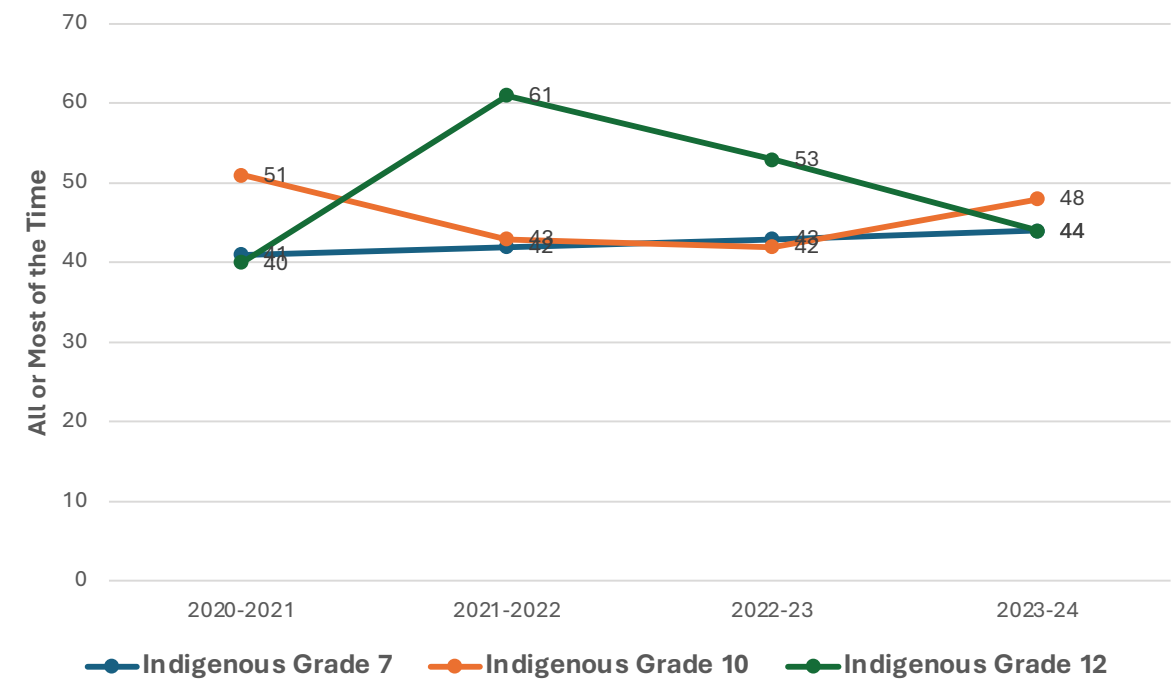


# 2023/24 PROVINCIAL STUDENT LEARNING SURVEY DATA

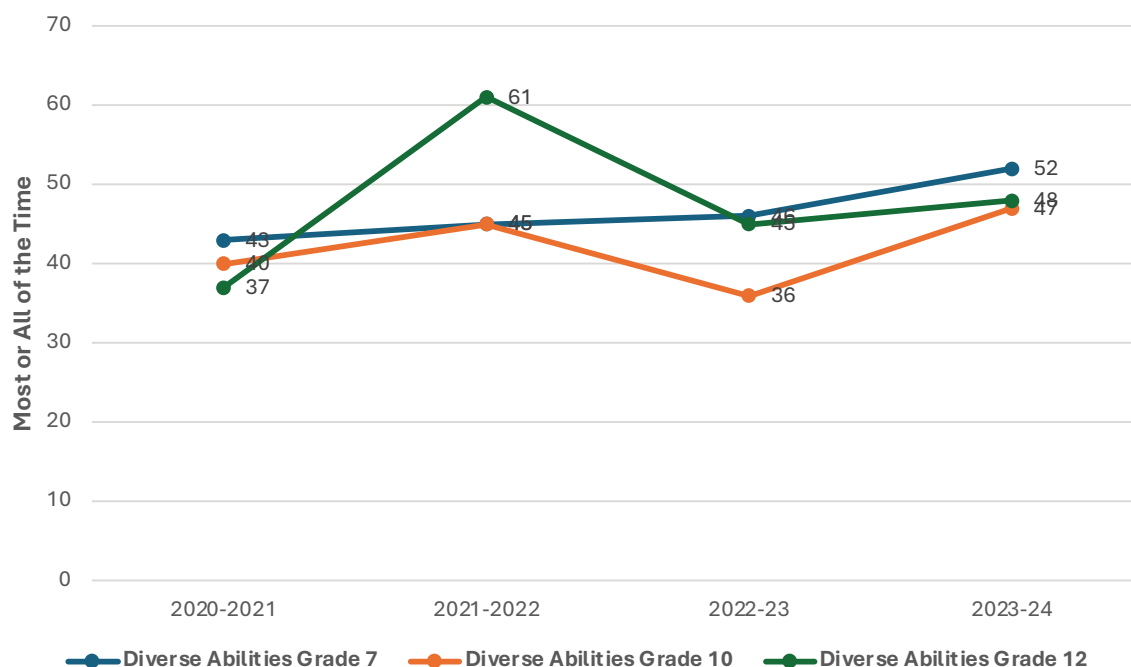
Is school a place where you feel like you belong? (% all or most of the time) – All students



Is school a place where you feel like you belong? (% all or most of the time) – Indigenous students

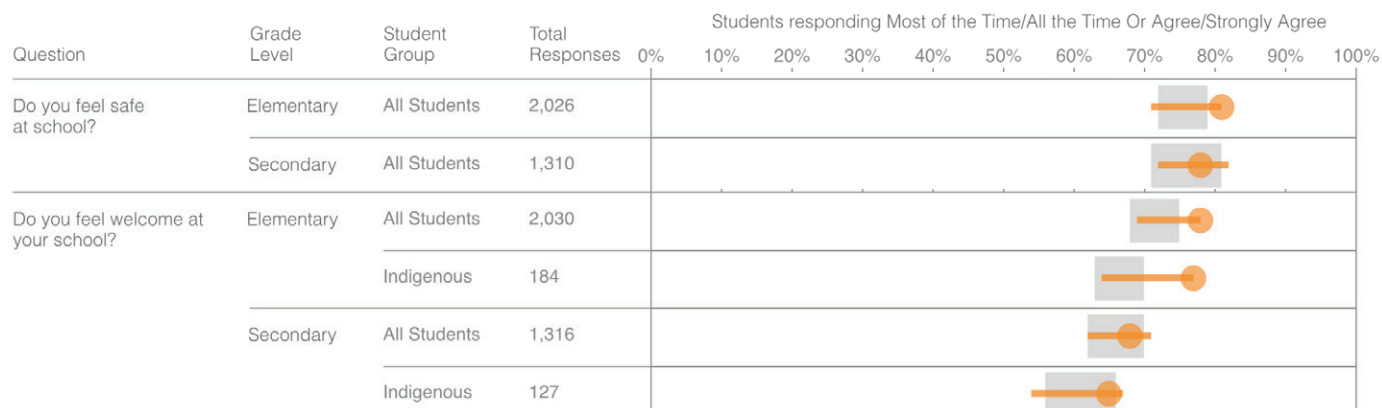


## Is school a place where you feel like you belong? (% all or most of the time) – Students with diverse abilities

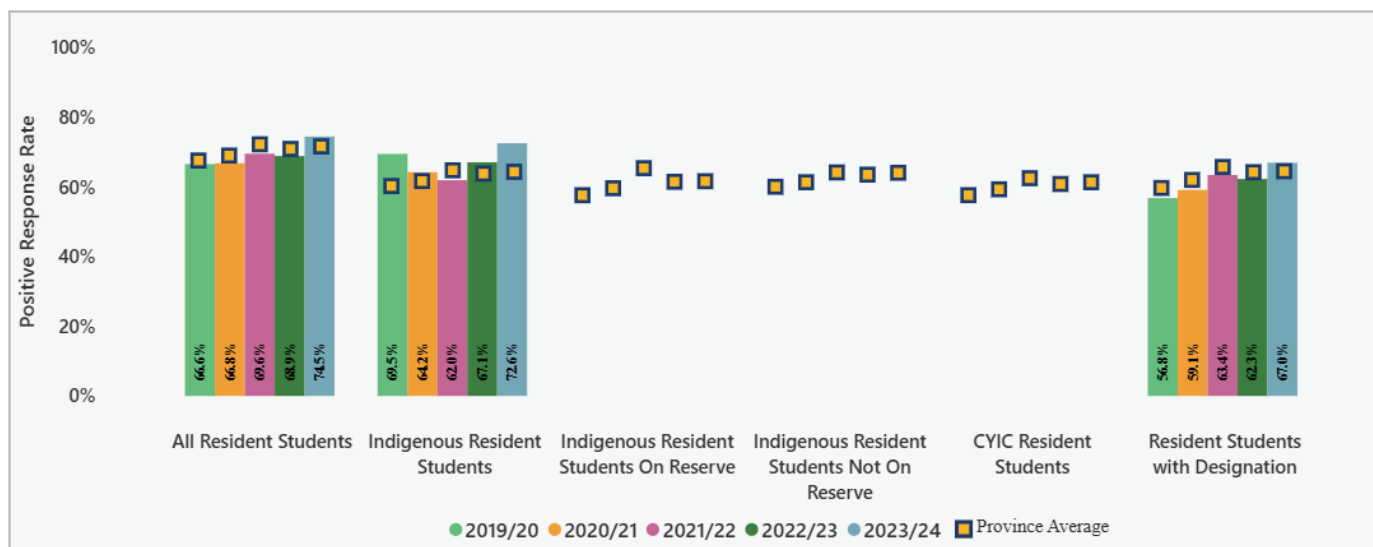


## Student satisfaction and wellness (% all or most of the time)

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2023/2024)
- Range of school district's results over time (2019/2020 - 2023/2024)

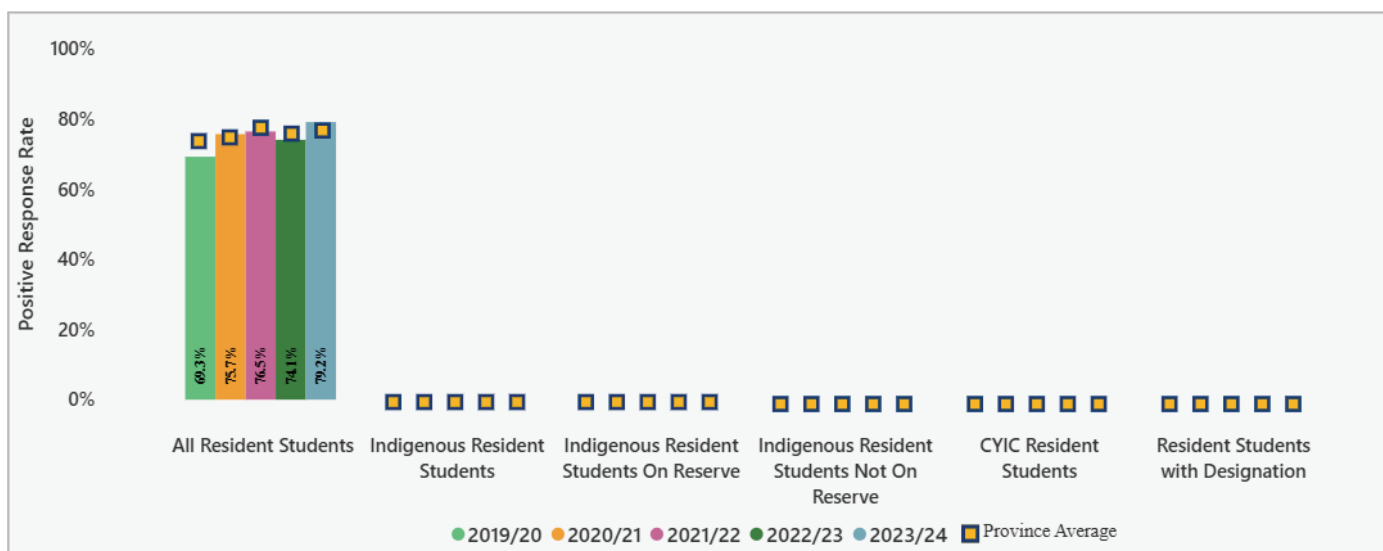


## Feel welcome – Grades 4, 7 and 10



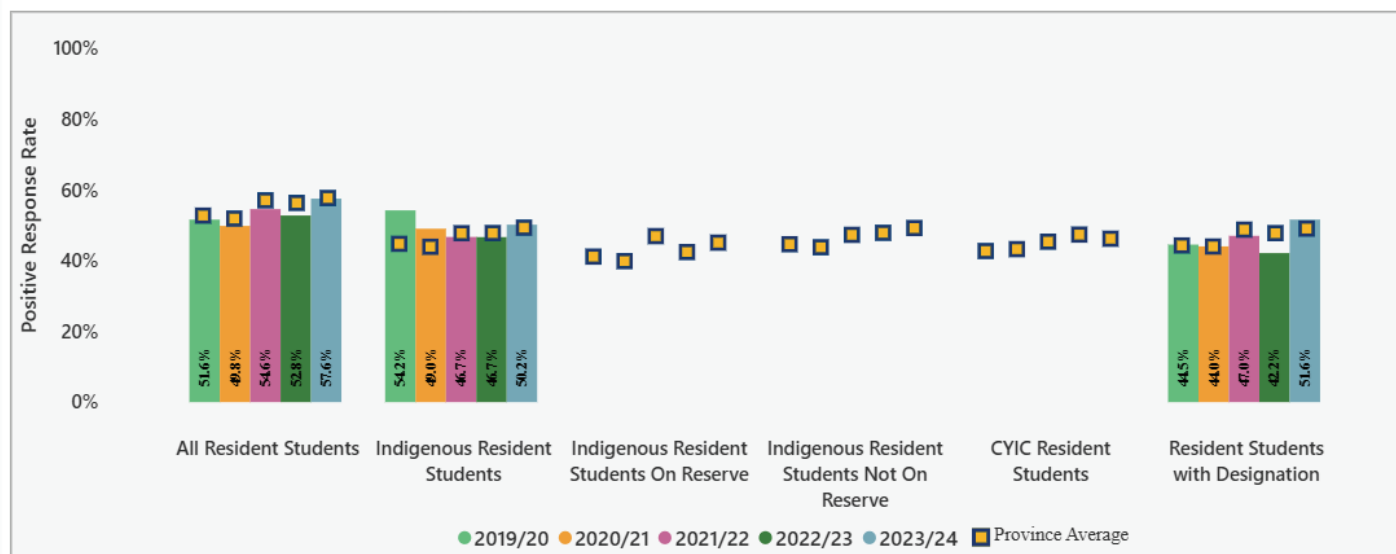
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

## Feel safe – Grades 4, 7 and 10



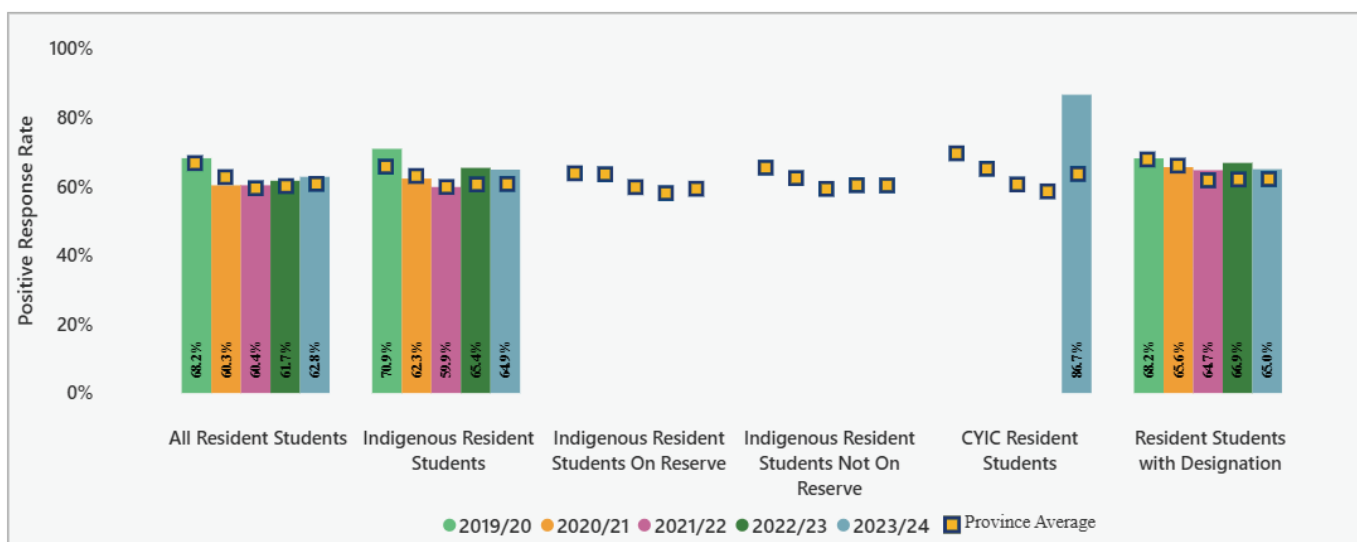
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

## School belonging – Grades 4, 7 and 10



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

## Adults care – Grades 4, 7 and 10



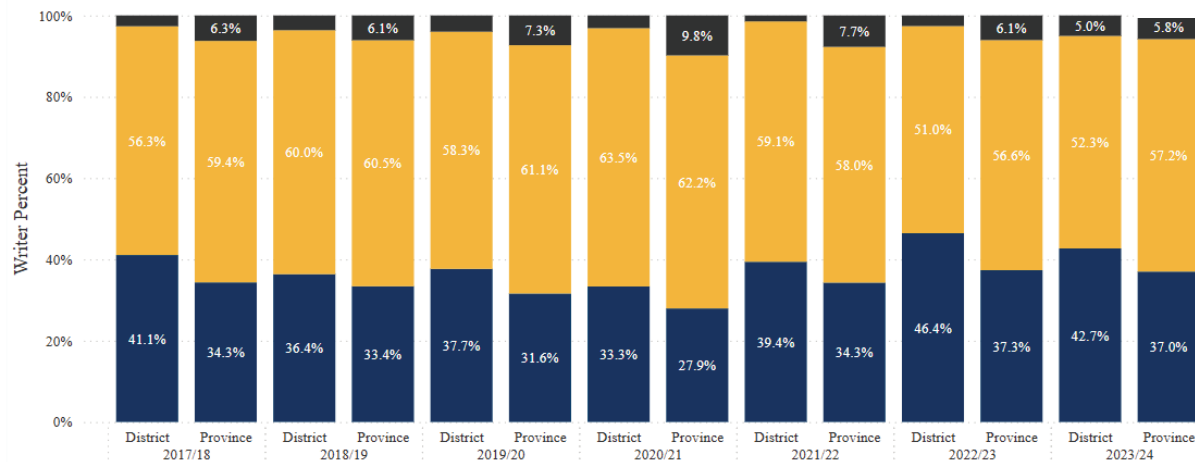
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

## **APPENDIX B**

# FOUNDATION SKILLS ASSESSMENT

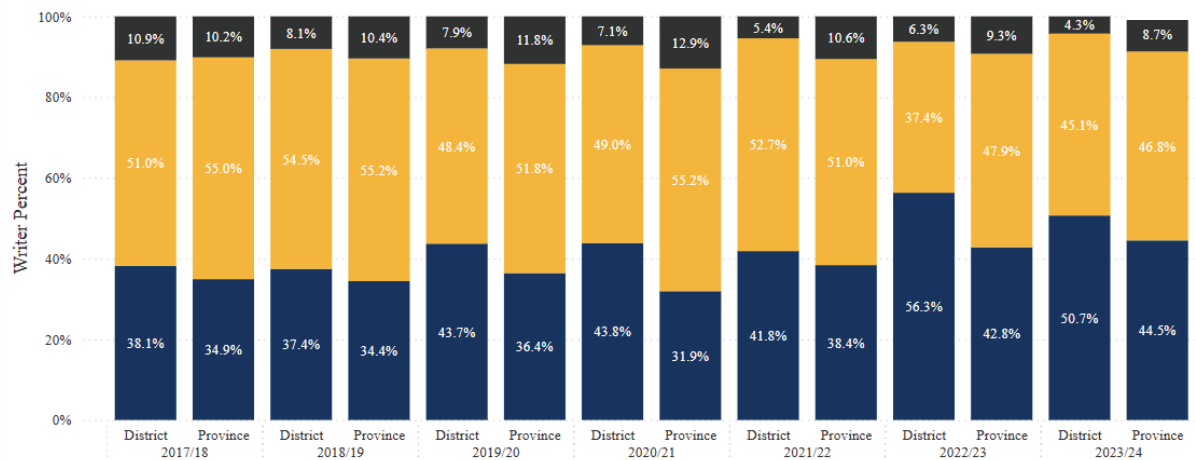
Proficiency Rates for Province, 042 - Maple Ridge-Pitt Meadows, All Schools [Numeracy-04]

Proficiency ● Emerging ● On Track ● Extending



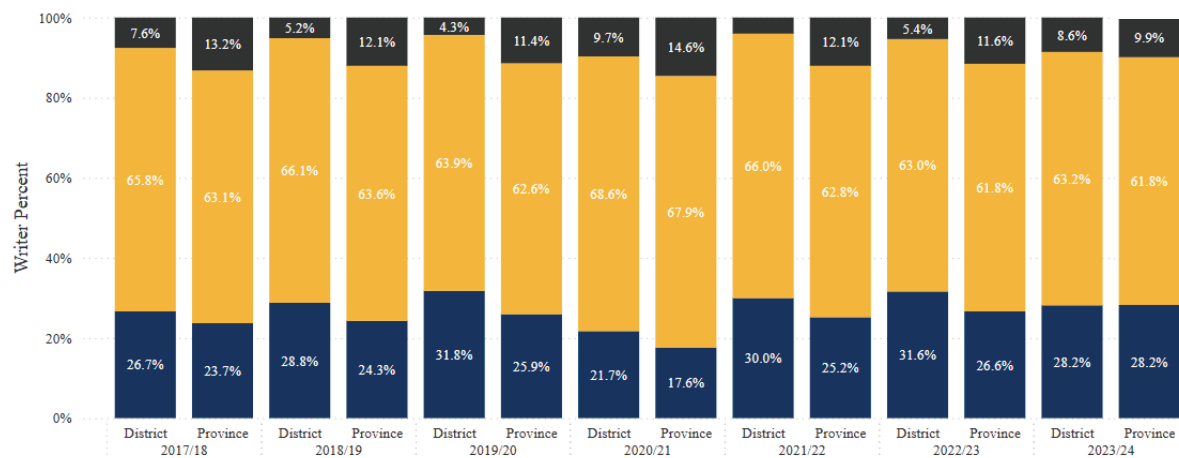
Proficiency Rates for Province, 042 - Maple Ridge-Pitt Meadows, All Schools [Numeracy-07]

Proficiency ● Emerging ● On Track ● Extending

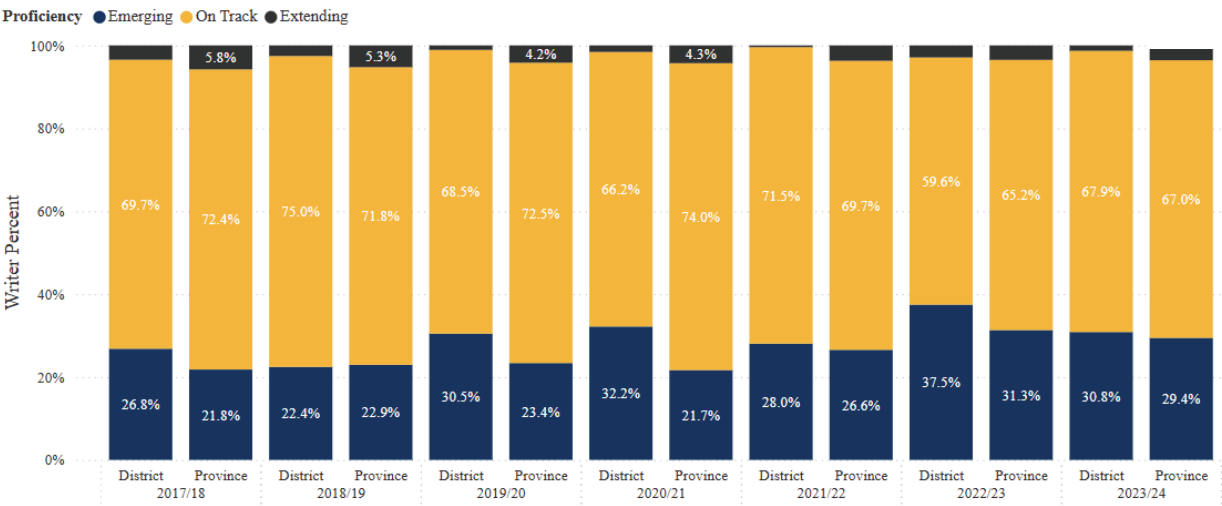


Proficiency Rates for Province, 042 - Maple Ridge-Pitt Meadows, All Schools [Literacy & Reading-04]

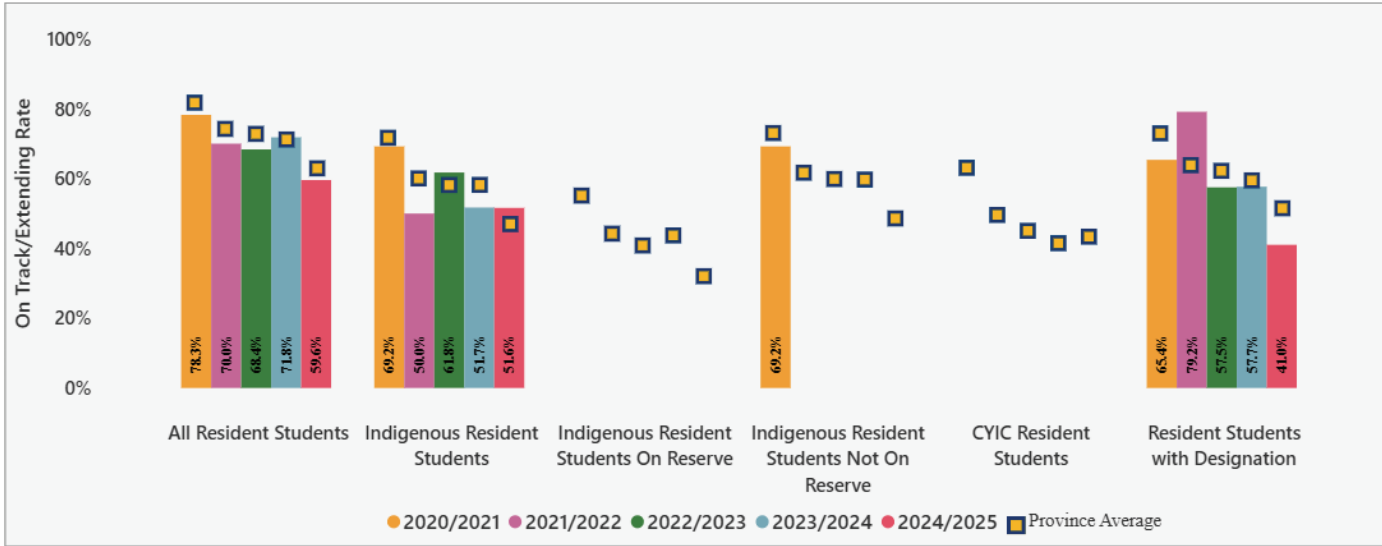
Proficiency ● Emerging ● On Track ● Extending



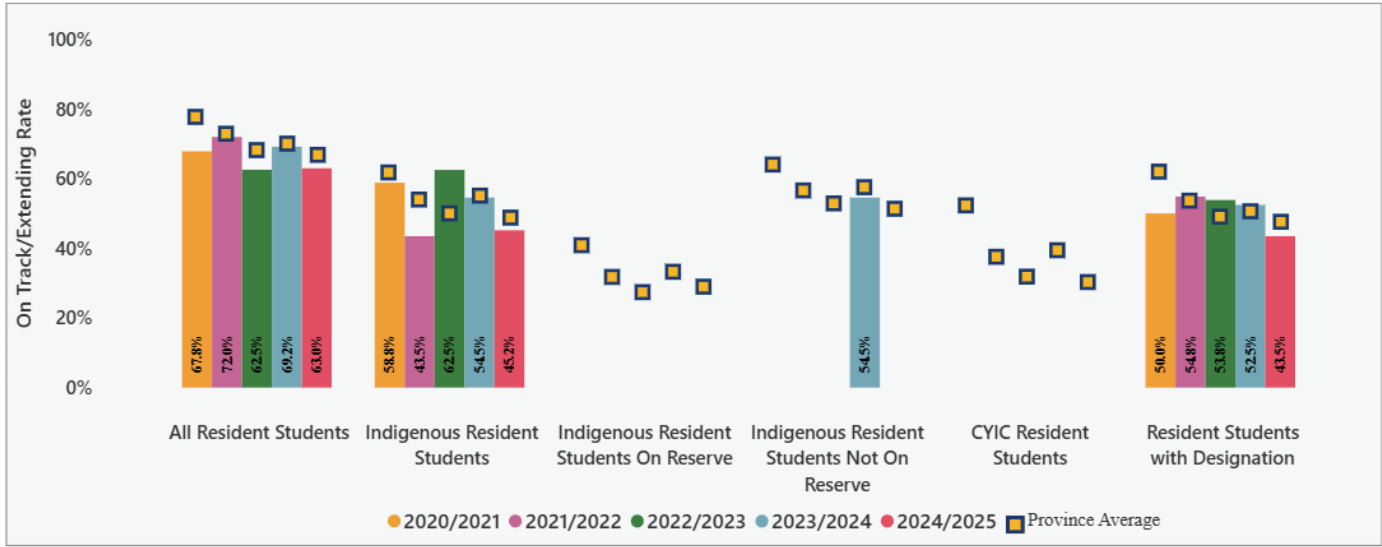
Proficiency Rates for Province, 042 - Maple Ridge-Pitt Meadows, All Schools [Literacy & Reading-07]



Literacy – Grade 4

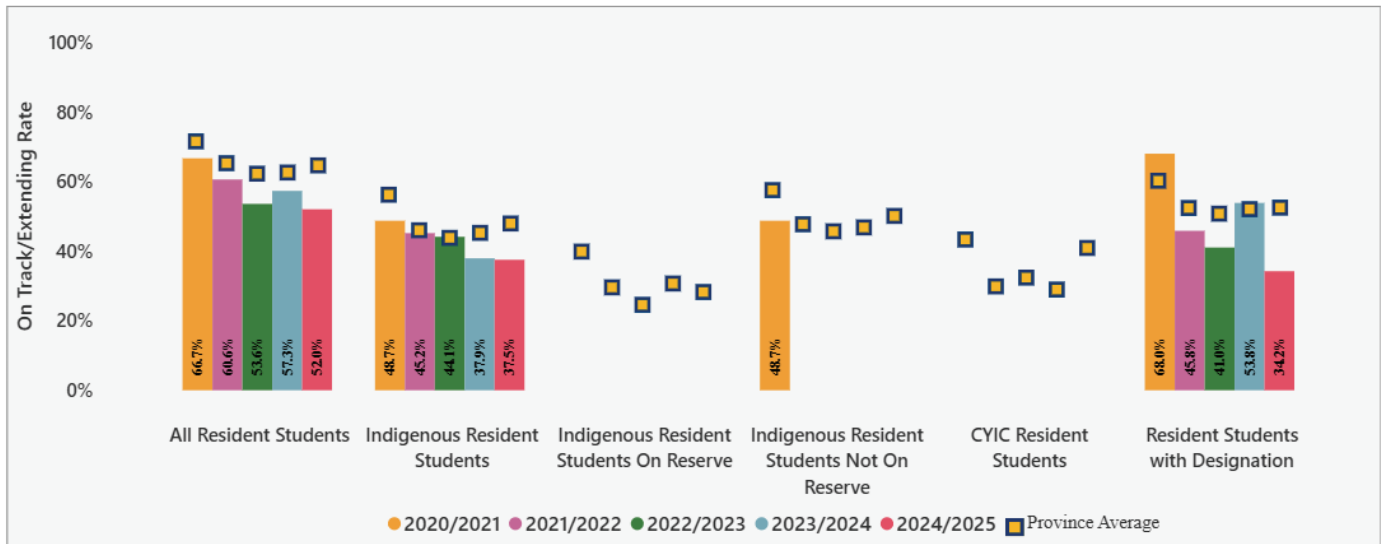


Literacy – Grade 7



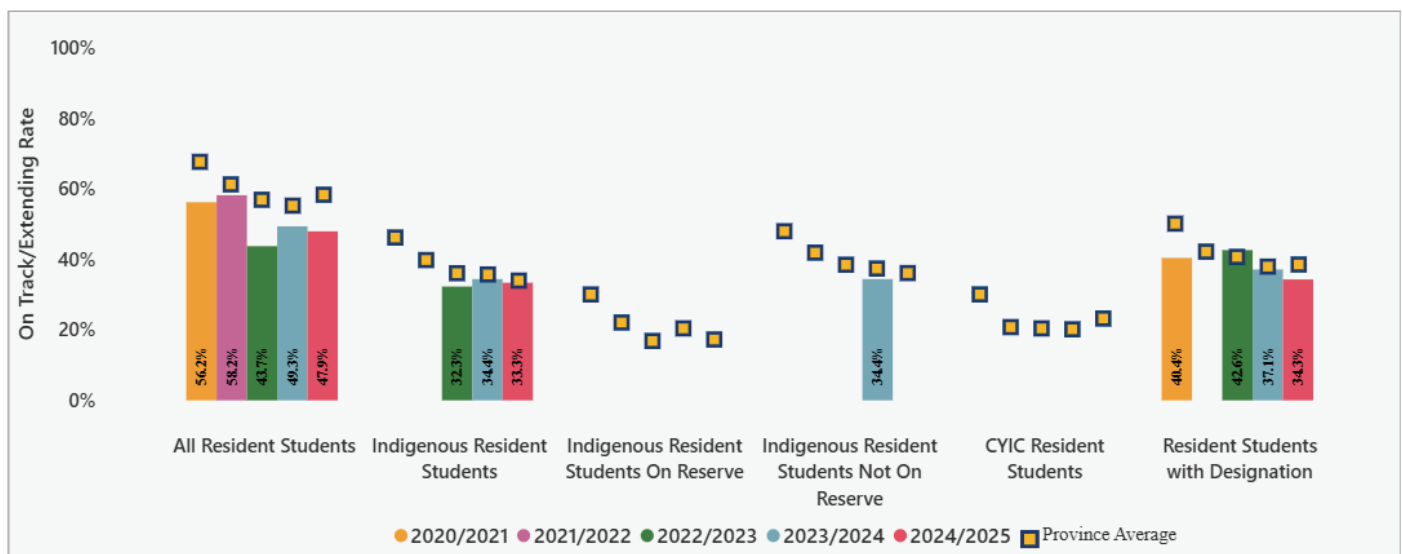


## Numeracy – Grade 4



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

## Numeracy – Grade 7

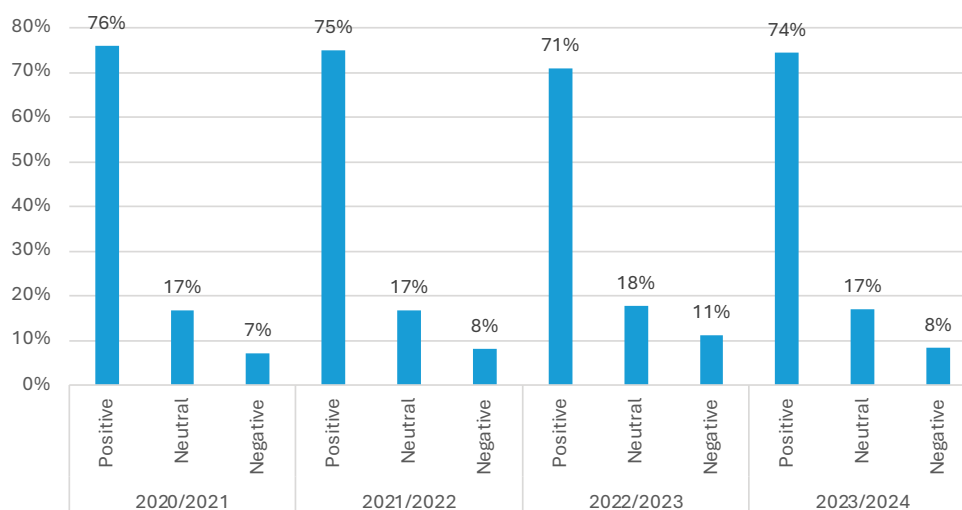


Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

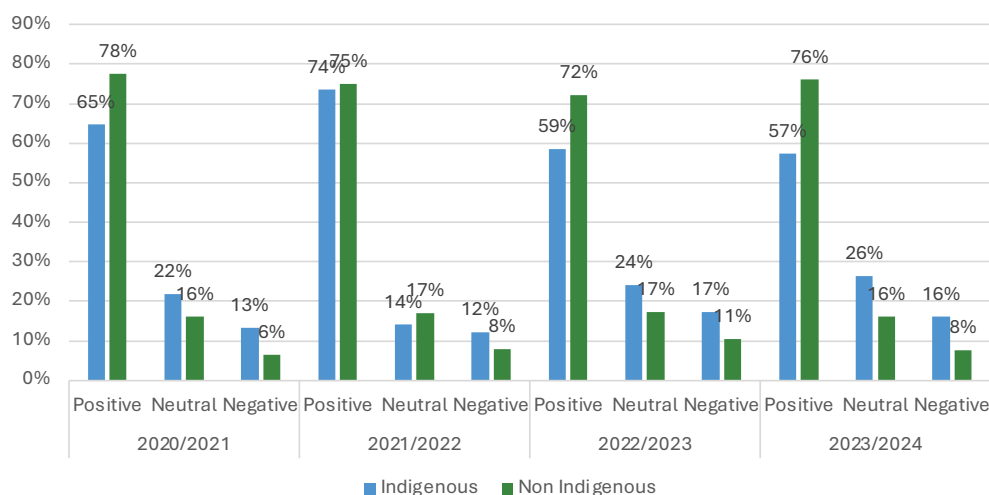
# LITERACY AND NUMERACY: ELEMENTARY

## Elementary – I continue to get better at math

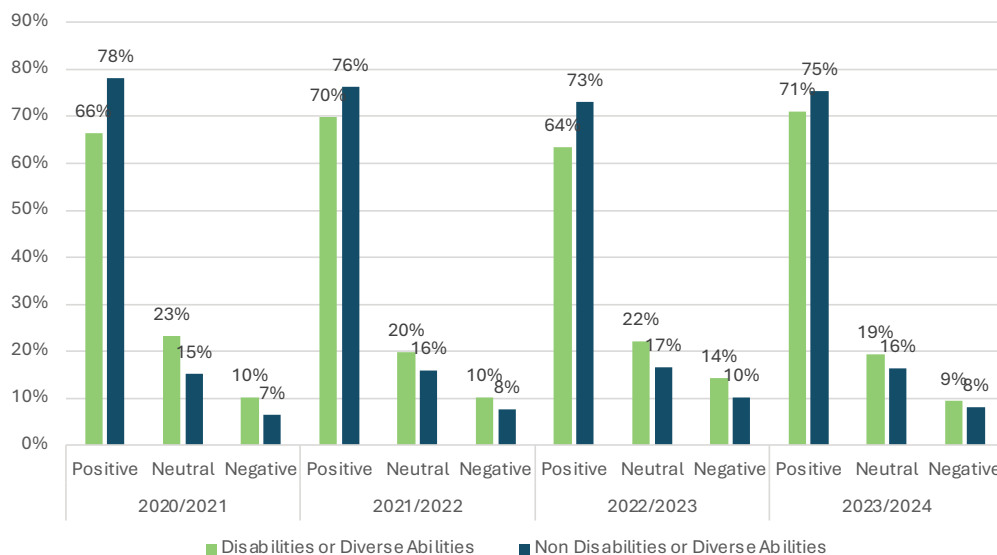
*Elementary – All Students*



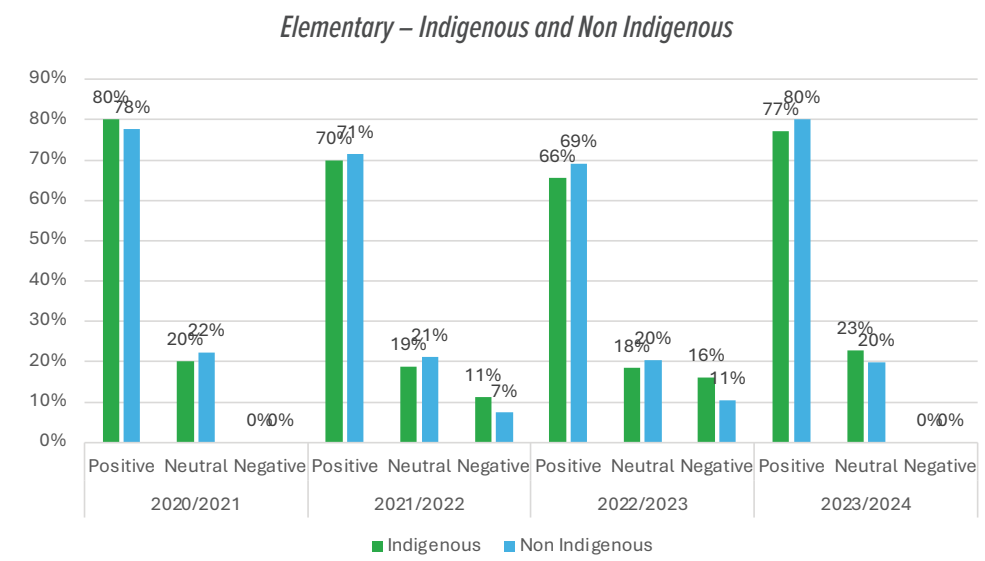
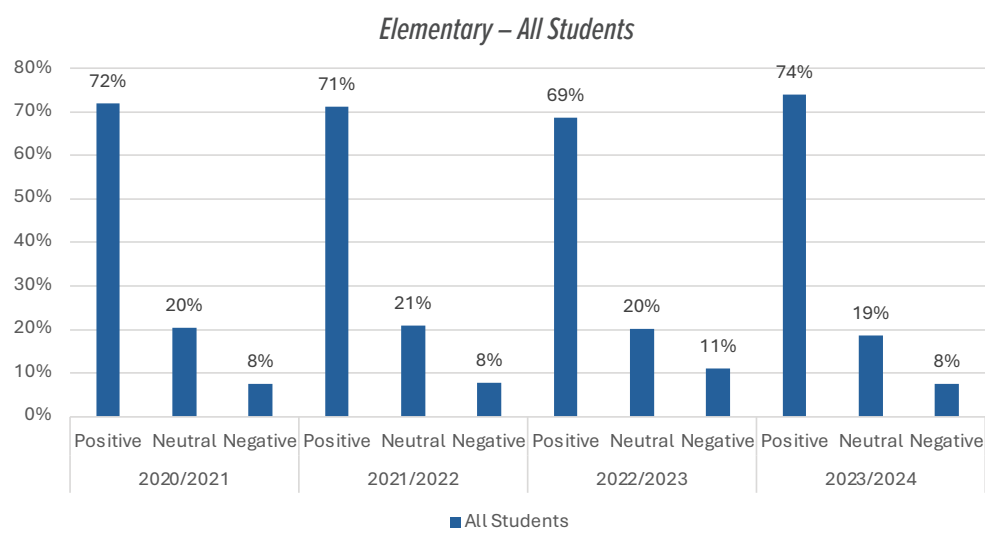
*Elementary – Indigenous and Non Indigenous*



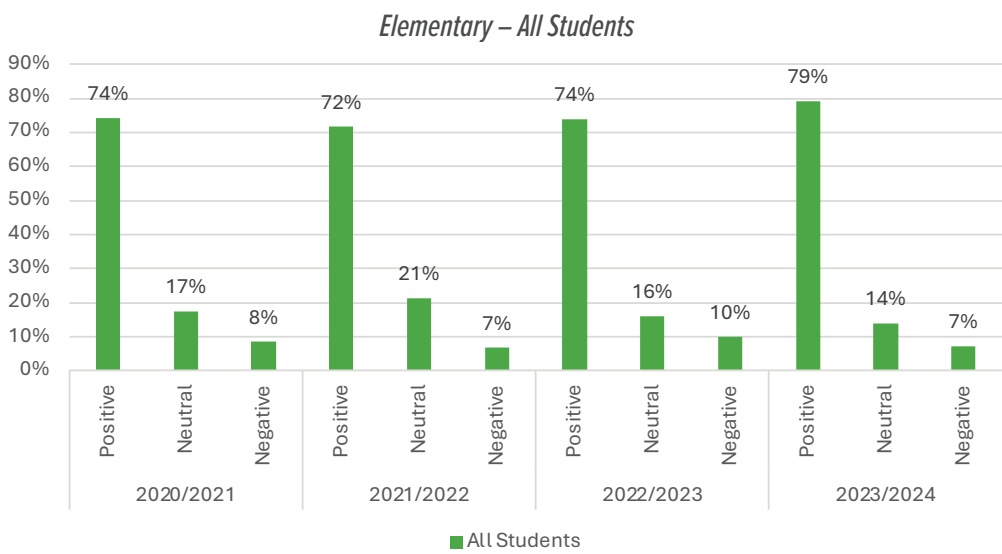
*Elementary – Disabilities or Diverse Abilities and Non Disabilities or Diverse Abilities*



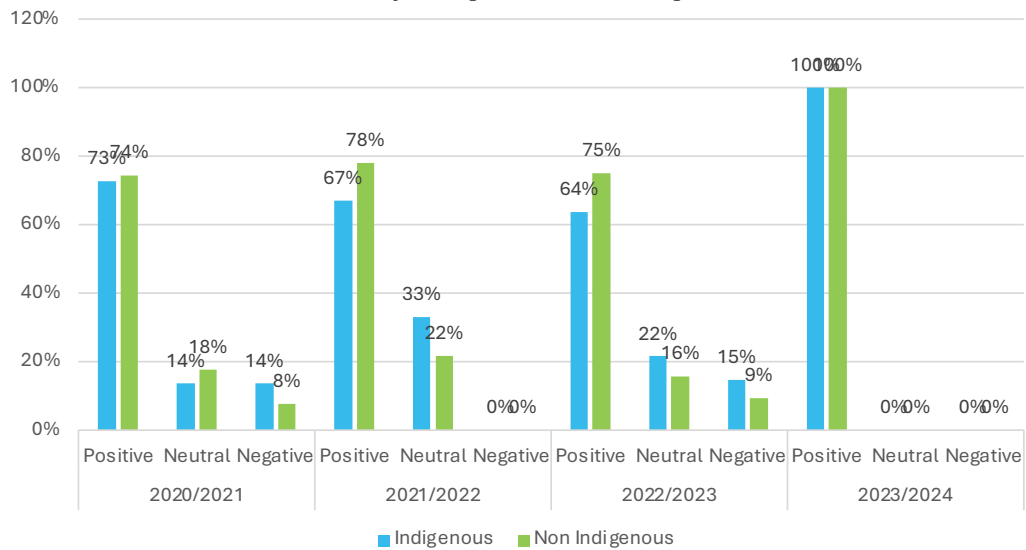
# Elementary – I continue to get better at reading



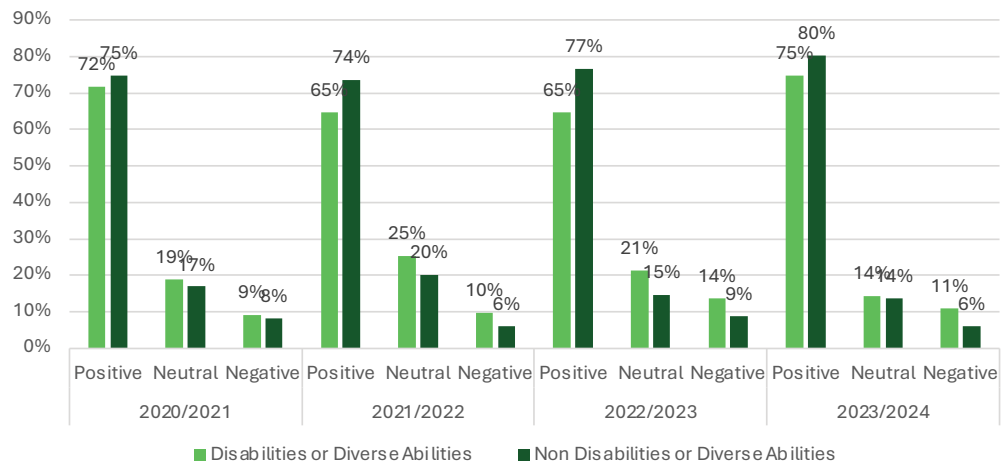
# Elementary – I continue to get better at writing



### Elementary – Indigenous and Non Indigenous



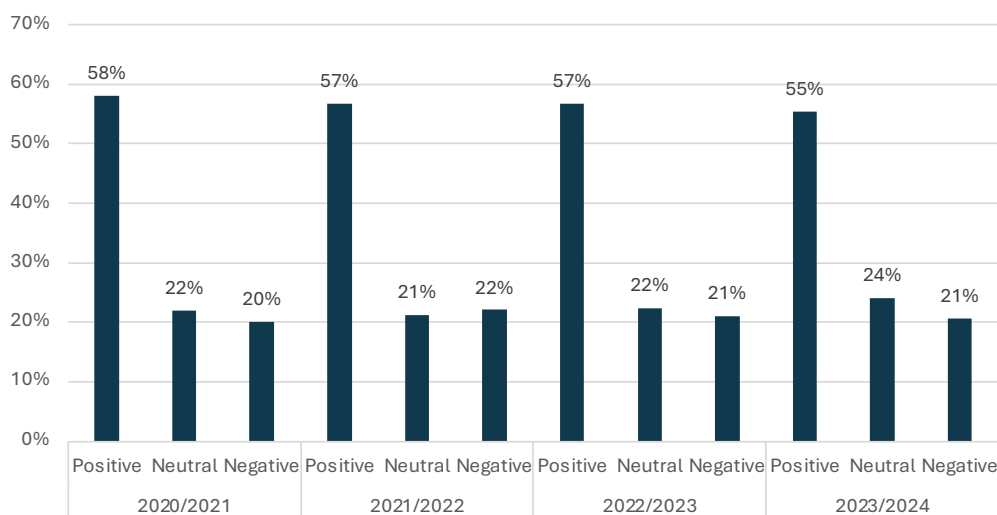
### Elementary – Disabilities or Diverse Abilities and Non Disabilities or Diverse Abilities



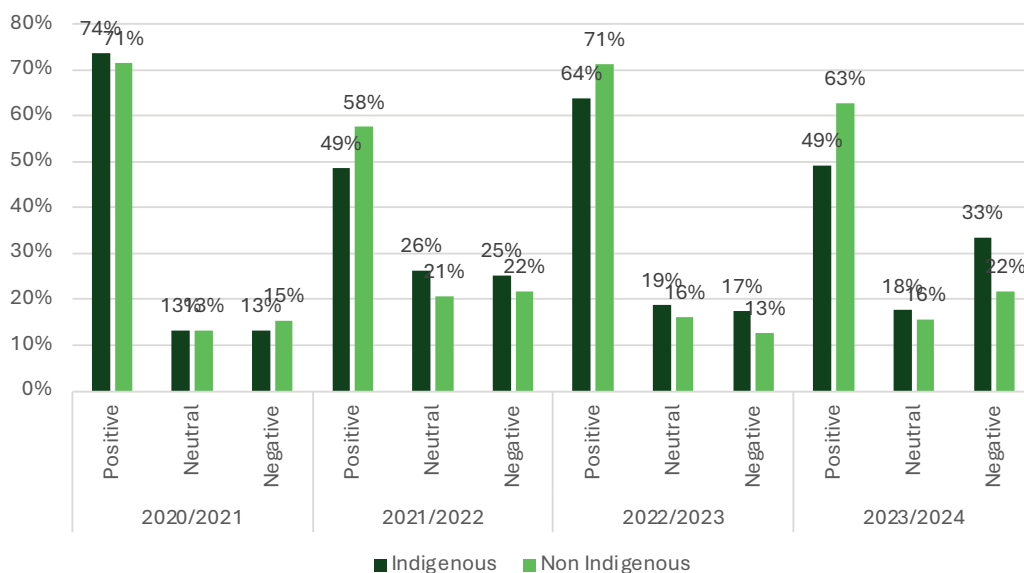
# LITERACY AND NUMERACY: SECONDARY

Secondary – I continue to get better at math (apply formulas, interpret data, and solve problems)

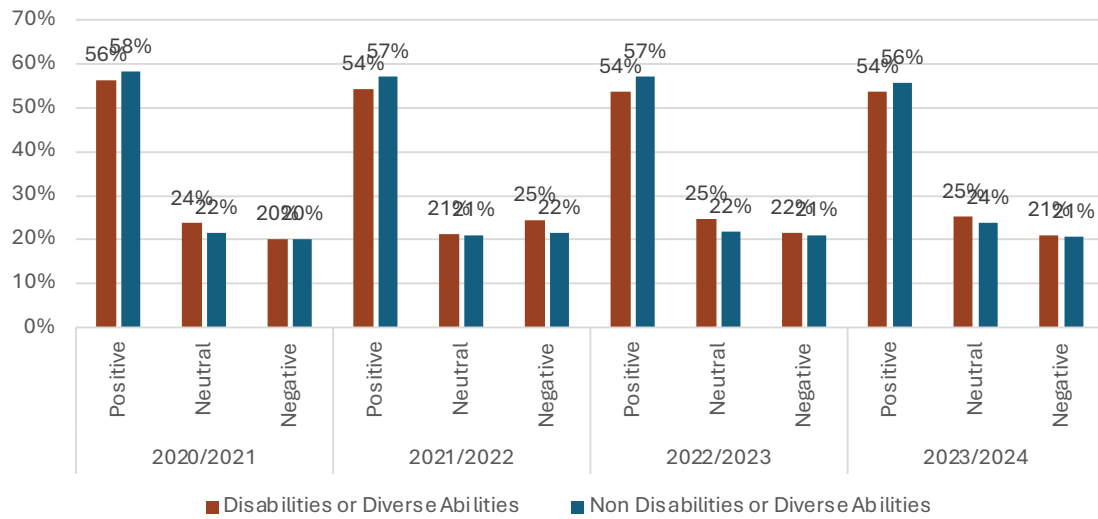
*Secondary – All Students*



*Secondary – Indigenous and Non Indigenous*

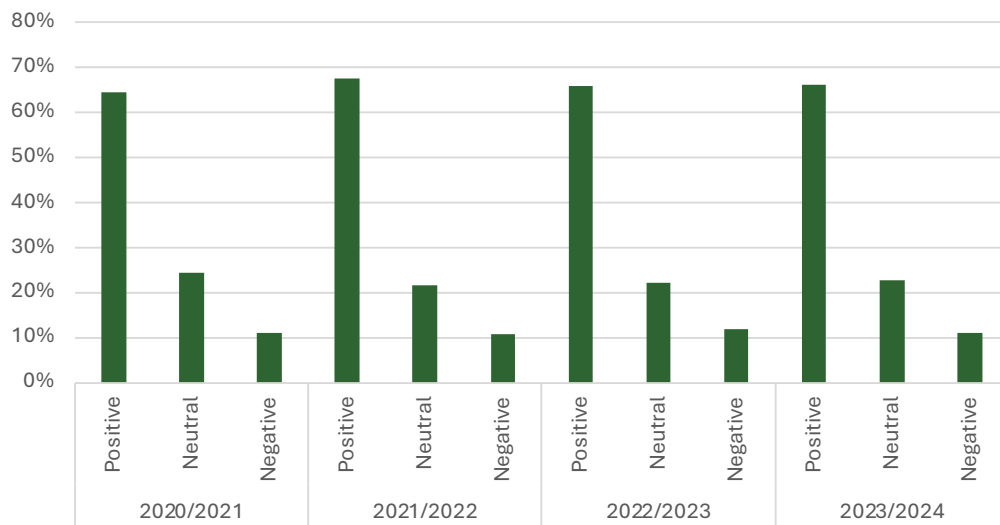


### Secondary – Disabilities or Diverse Abilities and Non Disabilities or Diverse Abilities



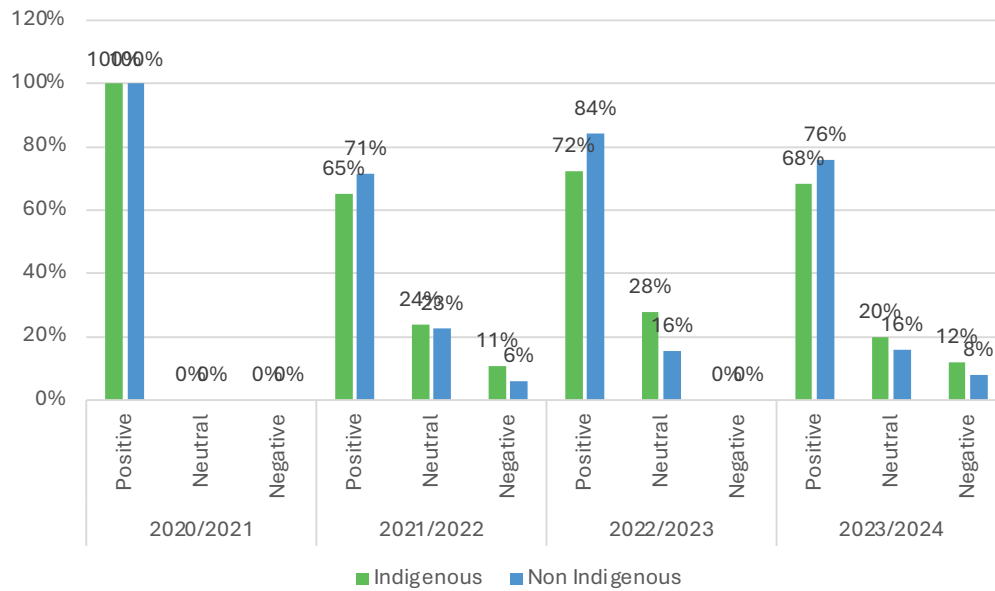
### Secondary – I continue to get better at reading (understand main ideas, and interpret information from text and other sources)

#### Secondary – All Students

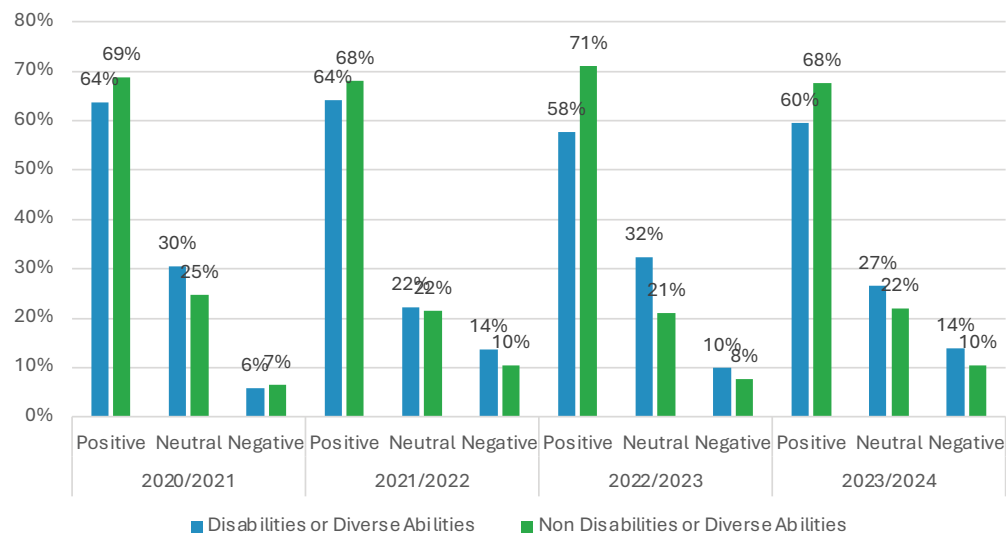


*\*Some responses masked*

### Secondary – Indigenous and Non Indigenous

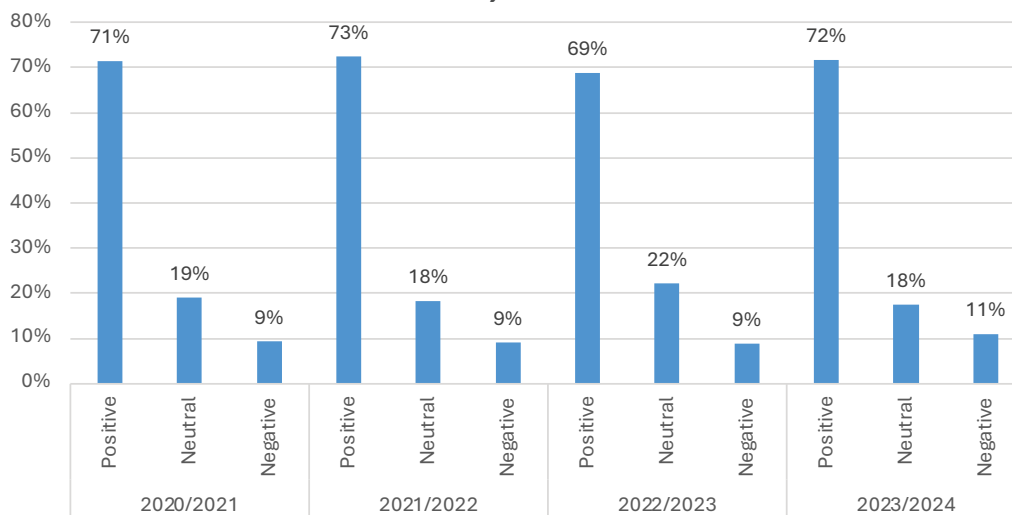


### Secondary – Disabilities or Diverse Abilities and Non Disabilities or Diverse Abilities

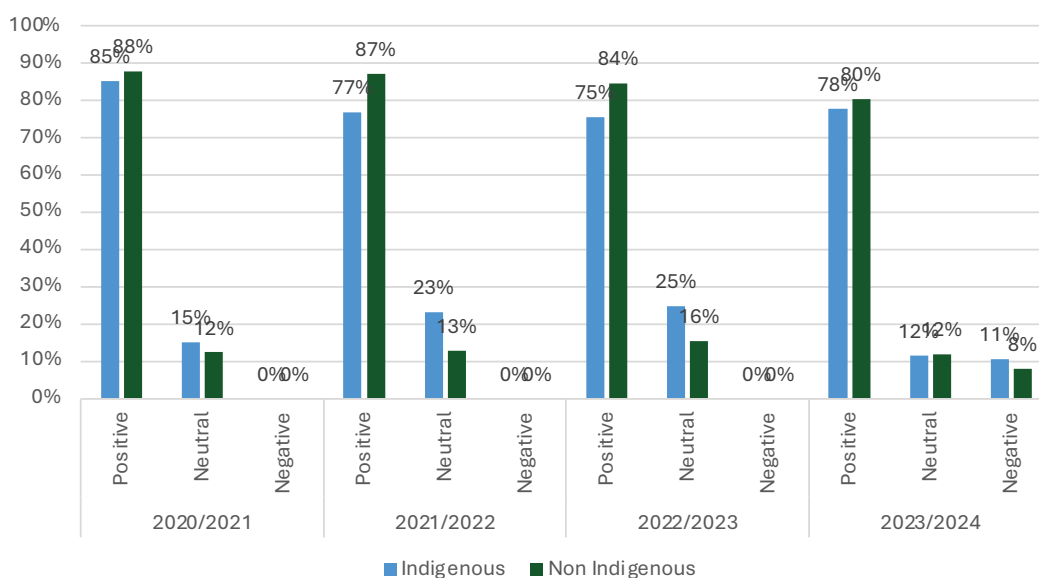


## Secondary – I continue to get better at writing (use correct grammar, organize and compose ideas, revise, and edit)

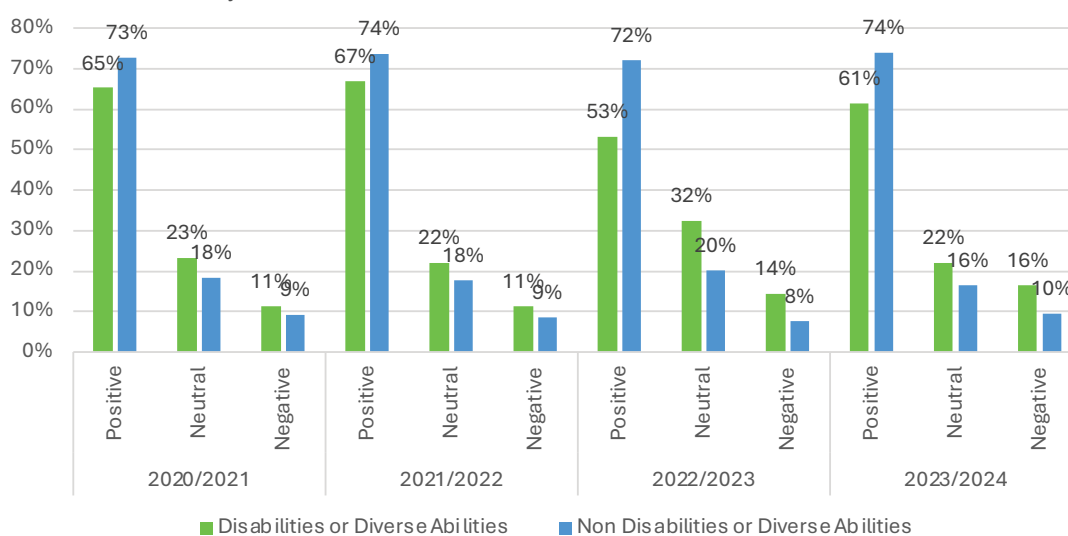
*Secondary – All Students*



*Secondary – Indigenous and Non Indigenous*



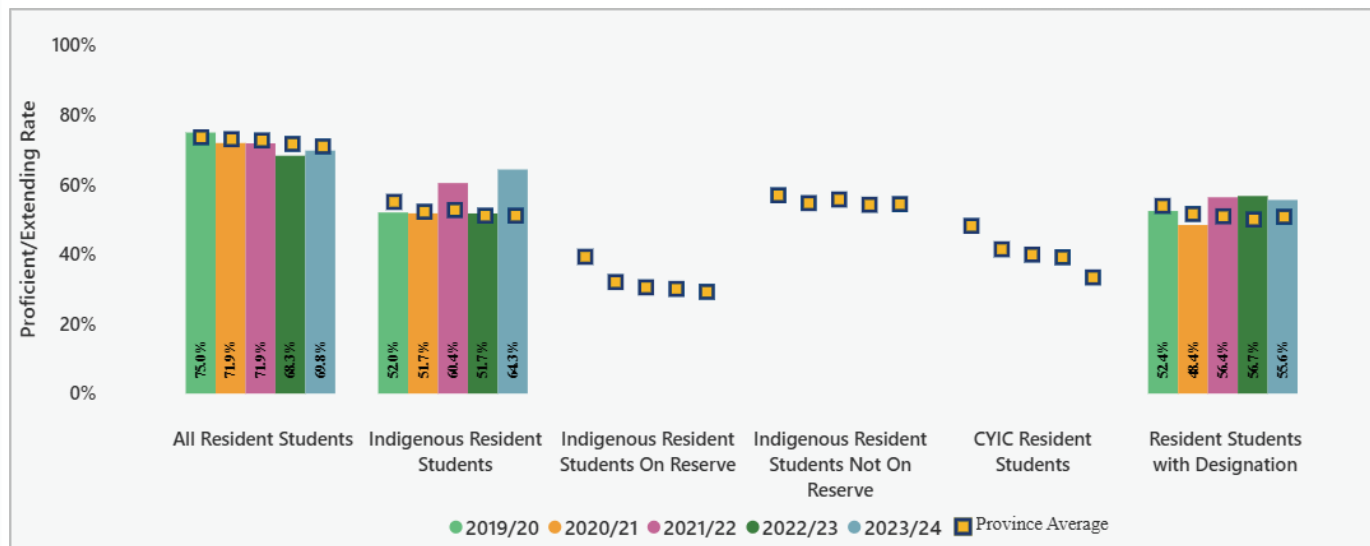
*Secondary – Disabilities or Diverse Abilities and Non Disabilities or Diverse Abilities*





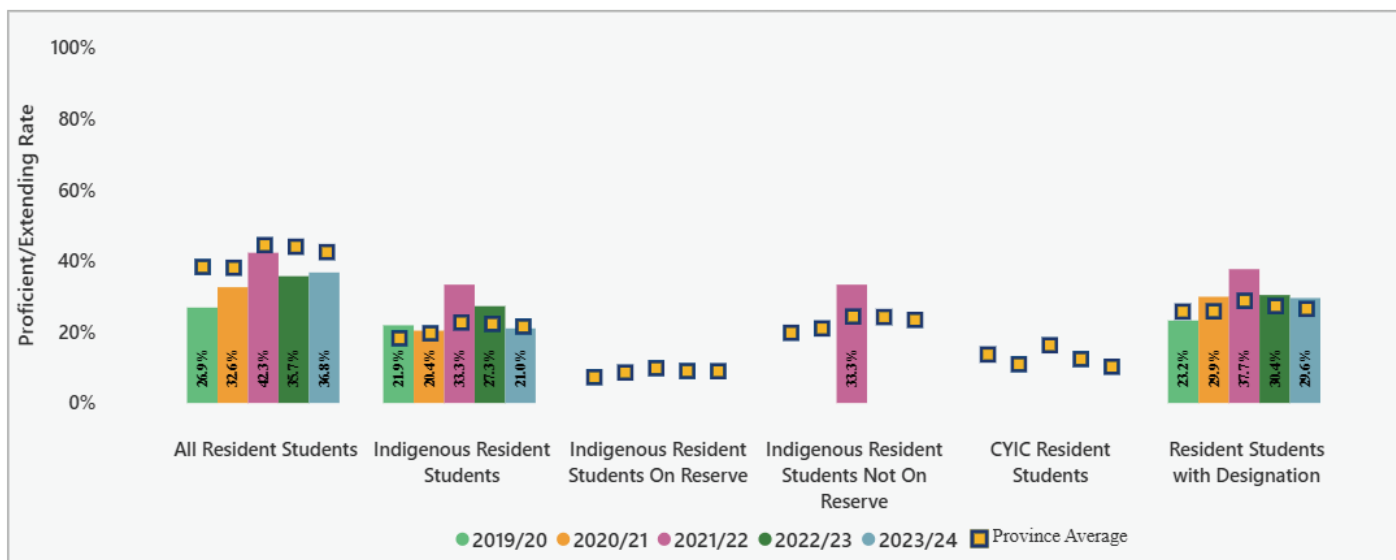
# PROVINCIAL GRADUATION ASSESSMENT

## Literacy – Grade 10



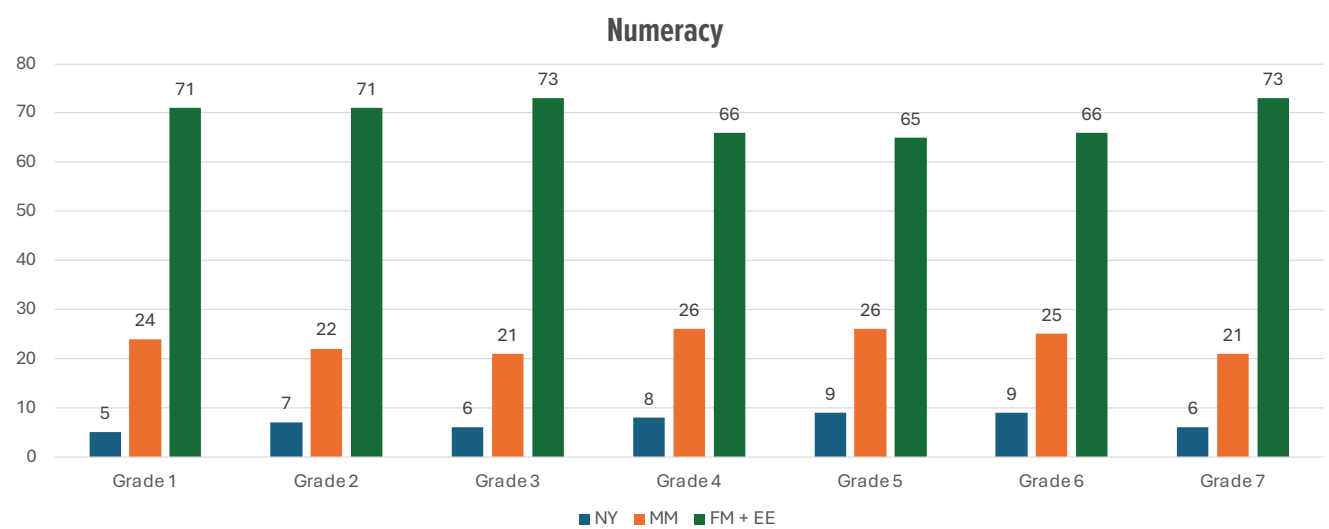
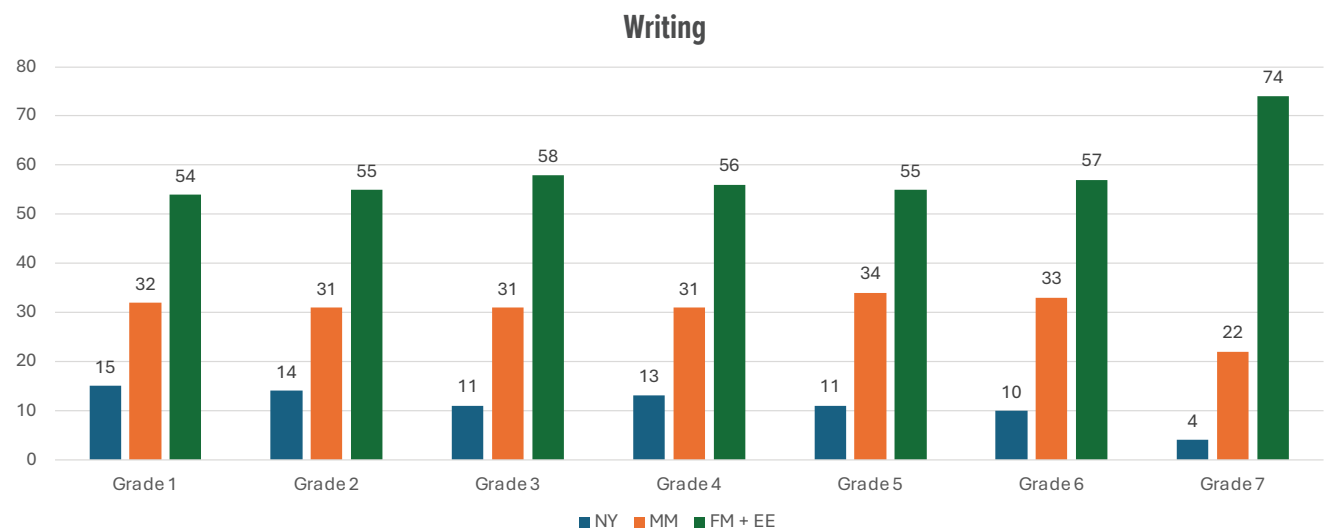
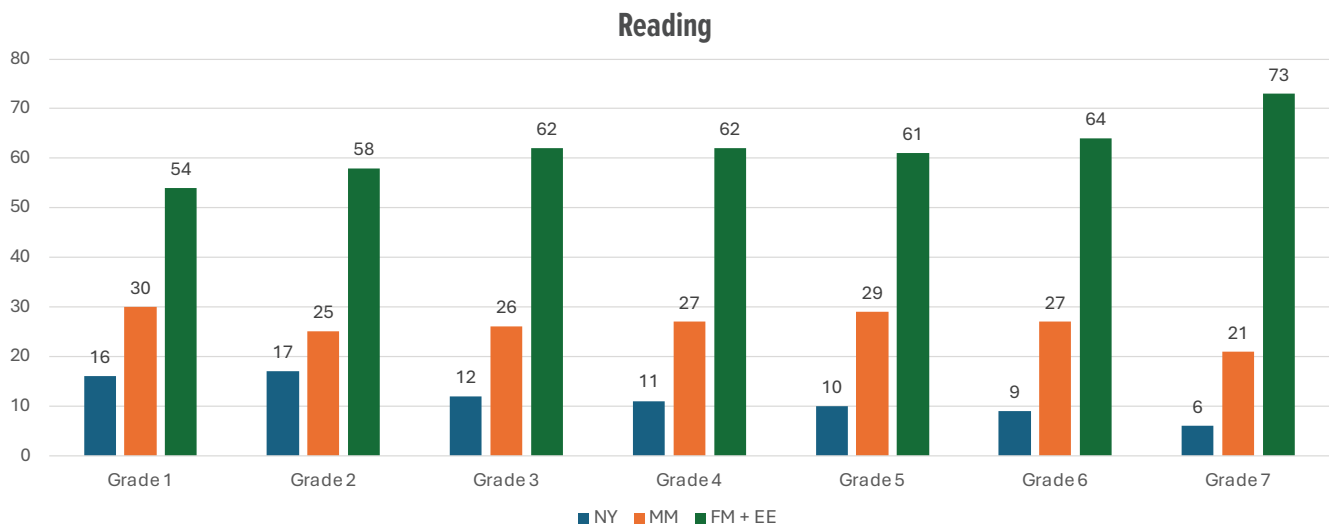
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

## Numeracy – Grade 10



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

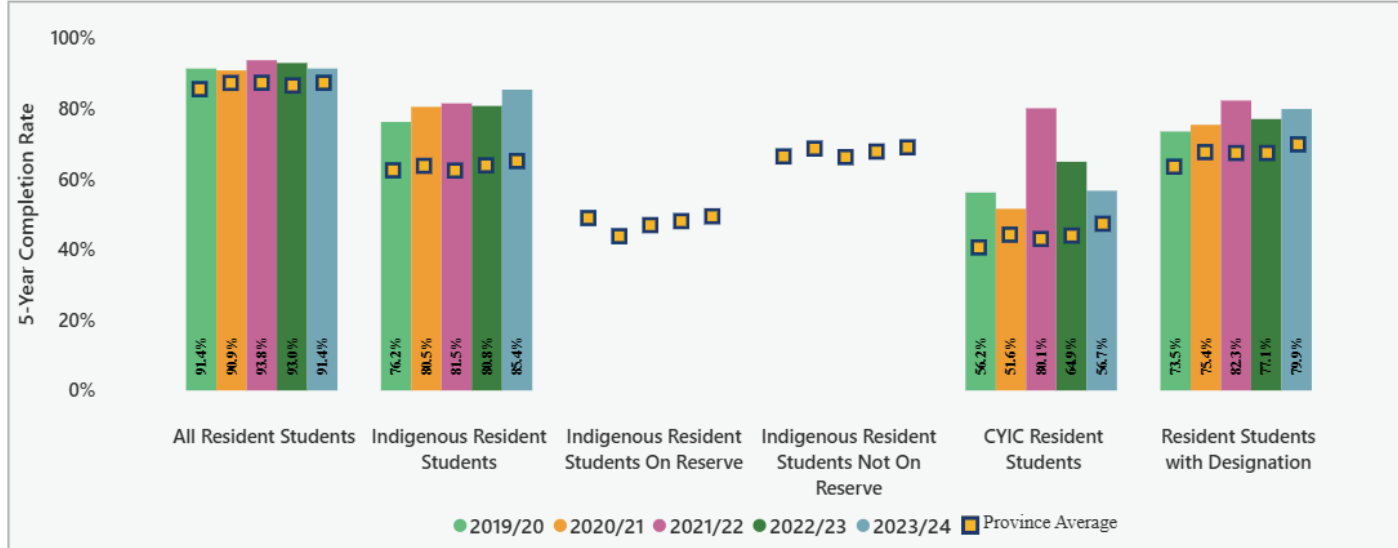
# PERFORMANCE STANDARDS ASSESSMENT DATA 2024/25



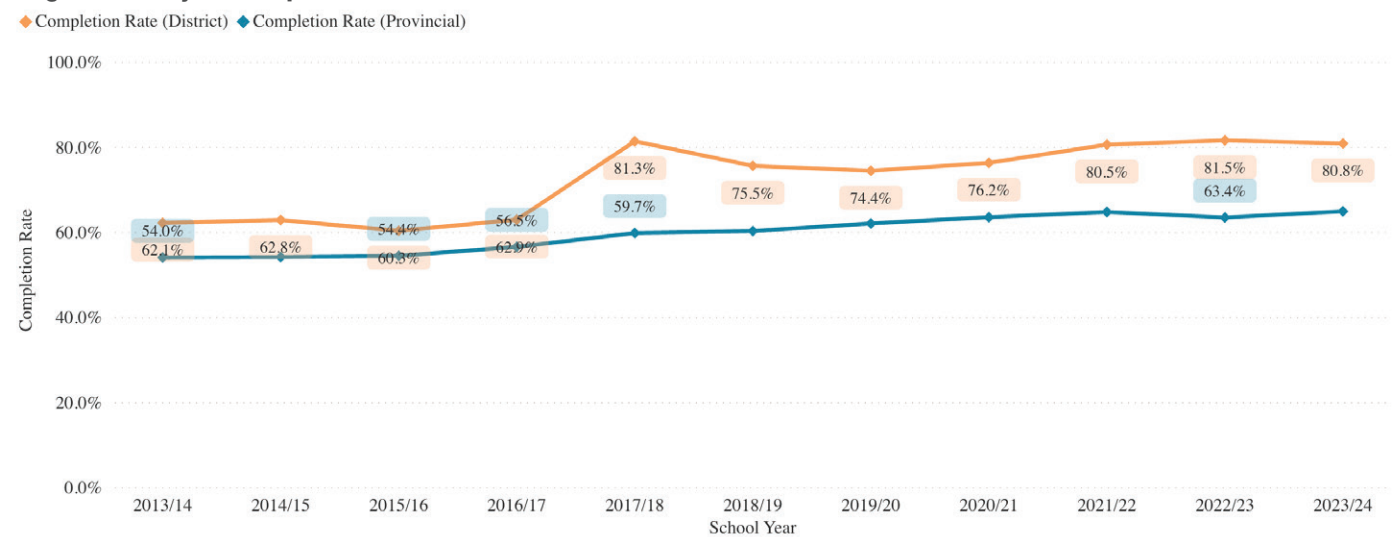
## **APPENDIX C**

# COMPLETION RATES

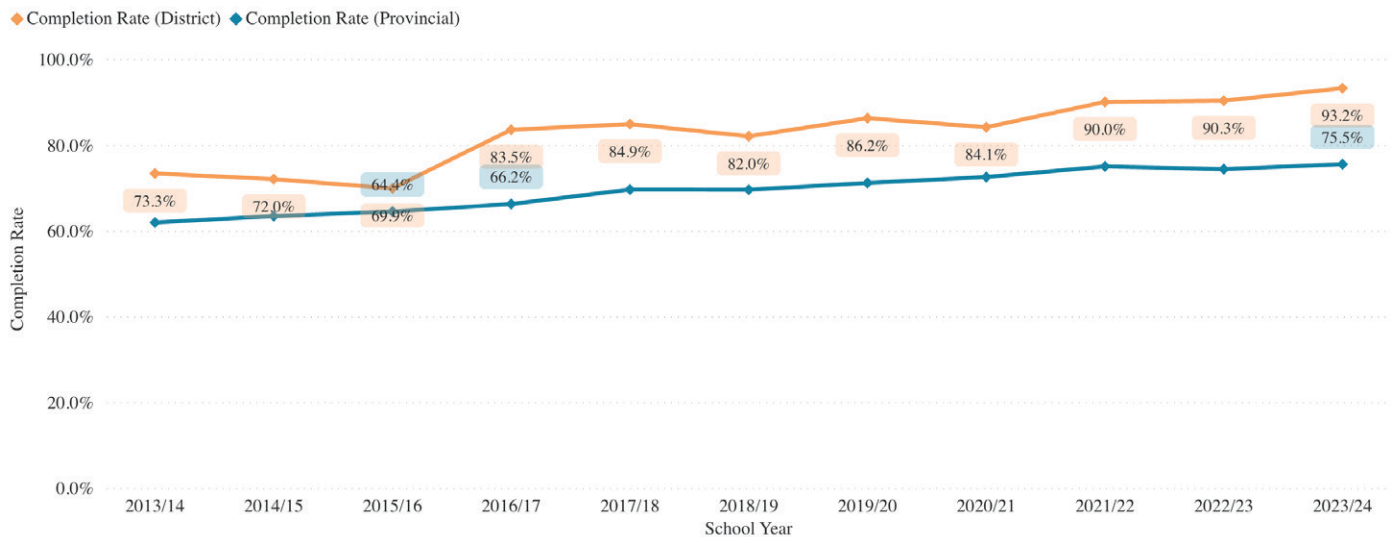
## Dogwood and Adult Dogwood – 5-year completion rate



## Indigenous – 5-year completion rate

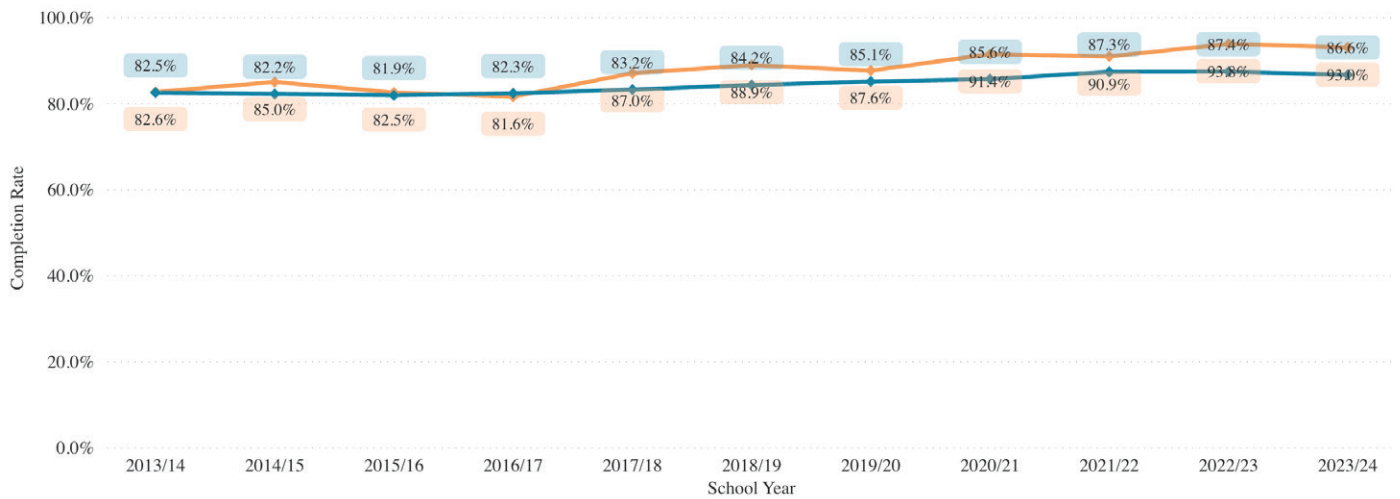


## Indigenous – 6-year completion rate



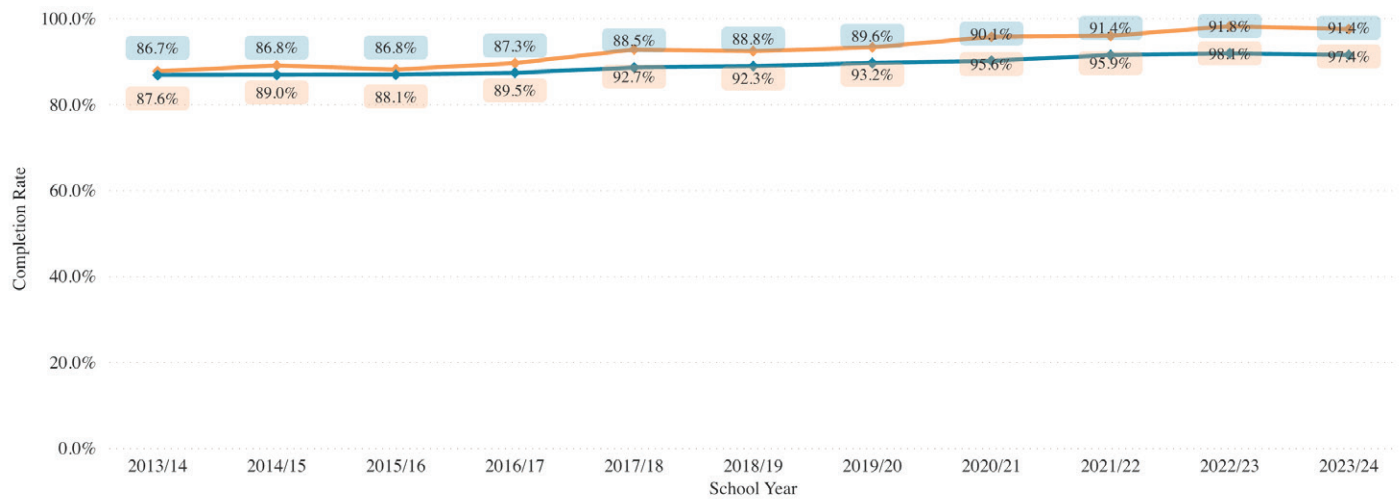
## All resident – 5-year completion rate

Completion Rate (District) Completion Rate (Provincial)



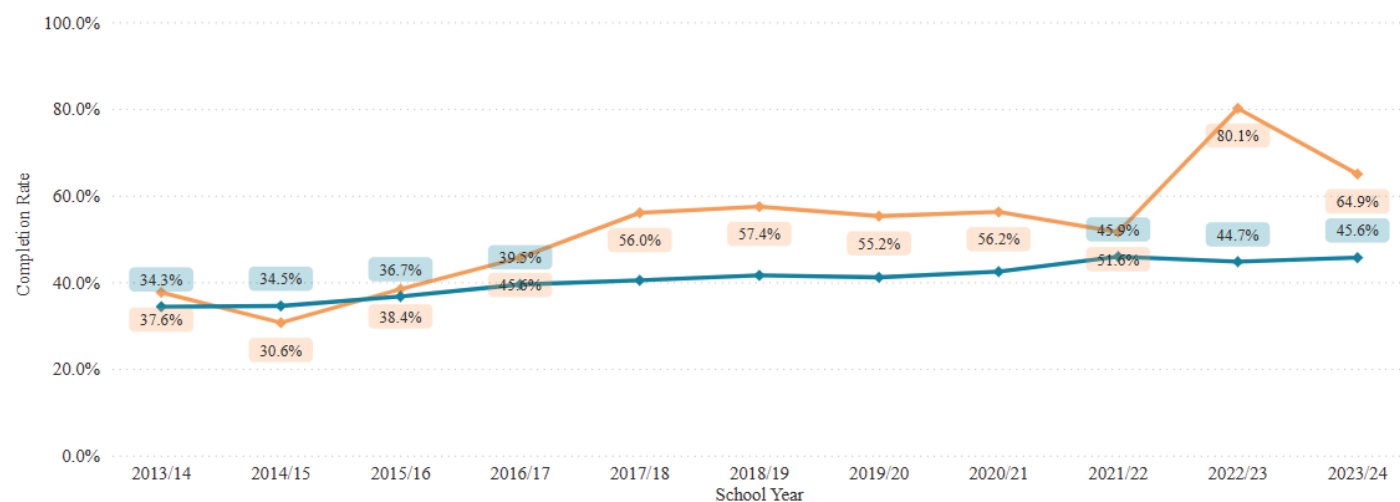
## All resident – 6-year completion rate

Completion Rate (District) Completion Rate (Provincial)



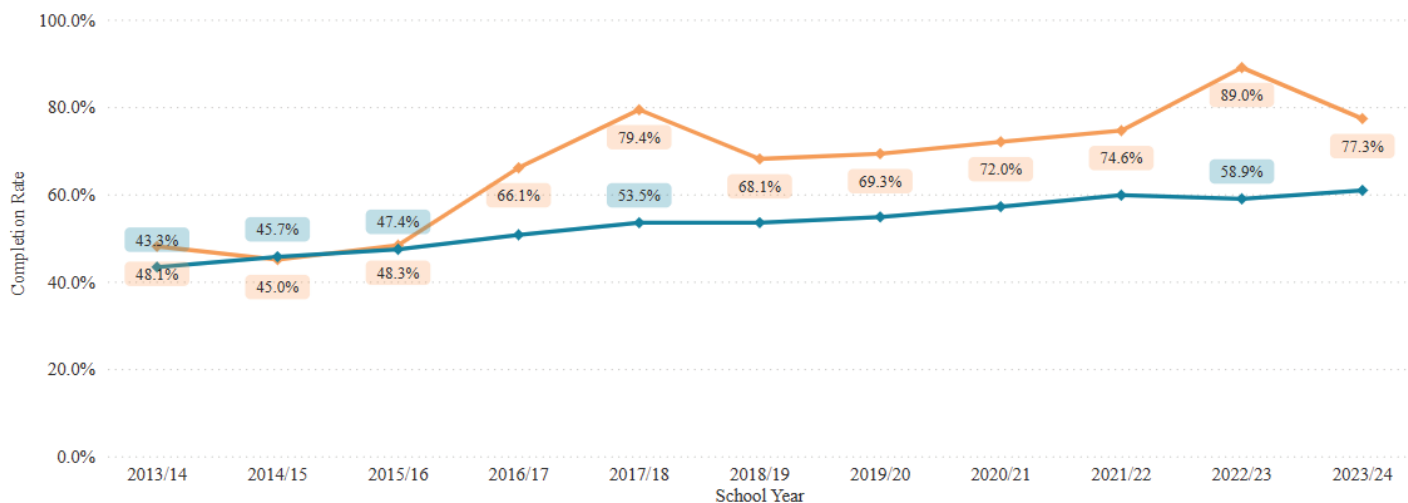
## CYIC – 5-year completion rate

Completion Rate (District) Completion Rate (Provincial)



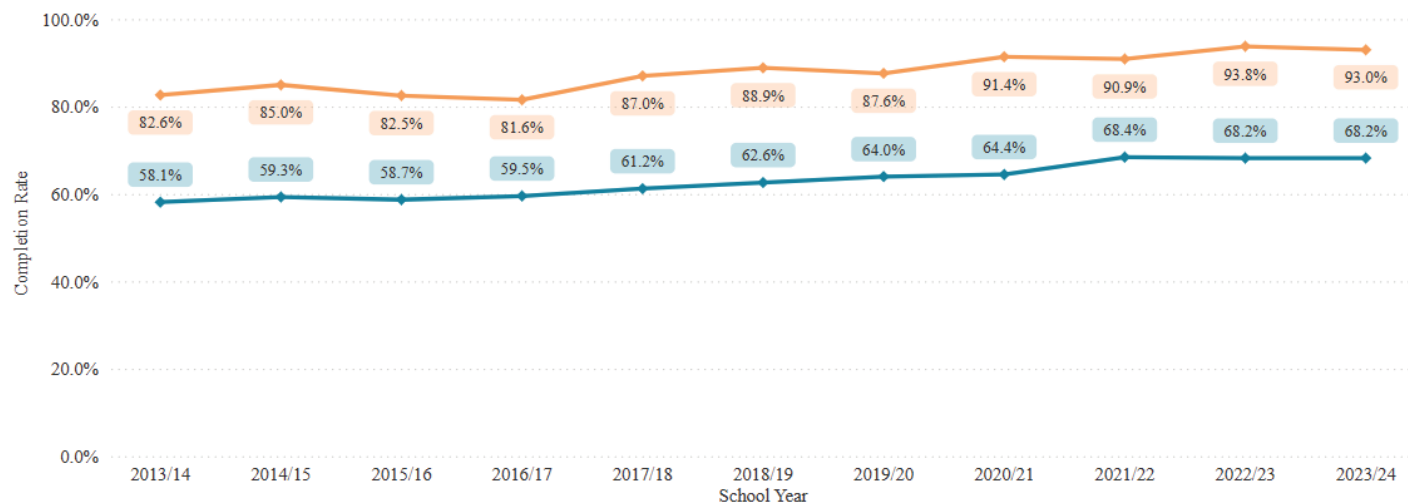
## CYIC – 6-year completion rate

Completion Rate (District) Completion Rate (Provincial)



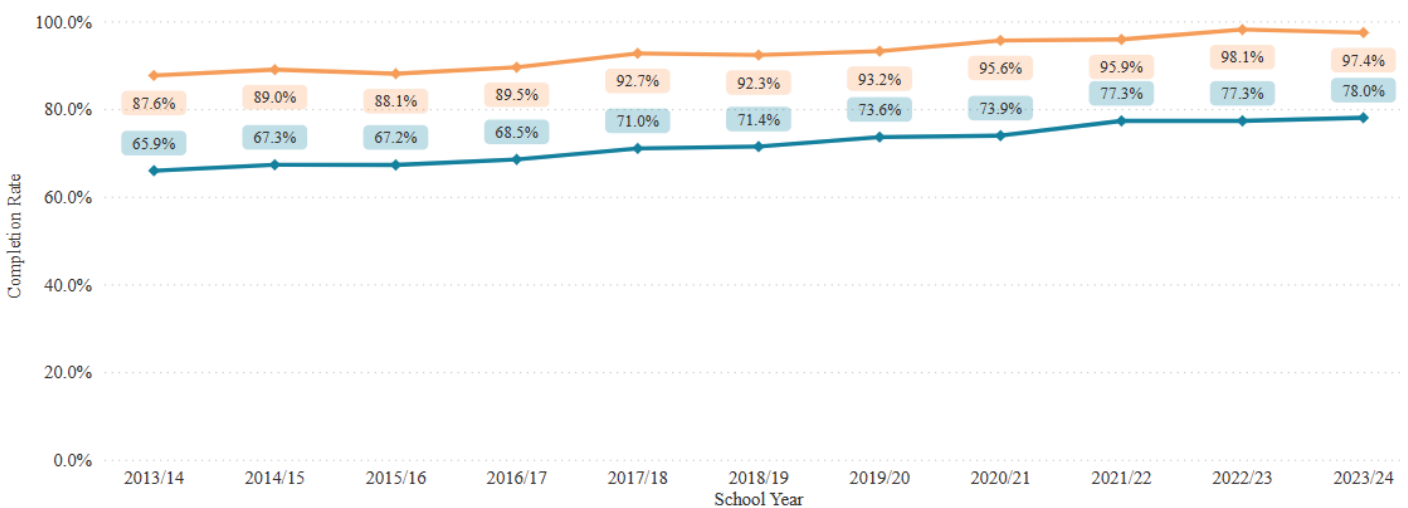
## Ever inclusive – 5-year completion rate

Completion Rate (District) Completion Rate (Provincial)



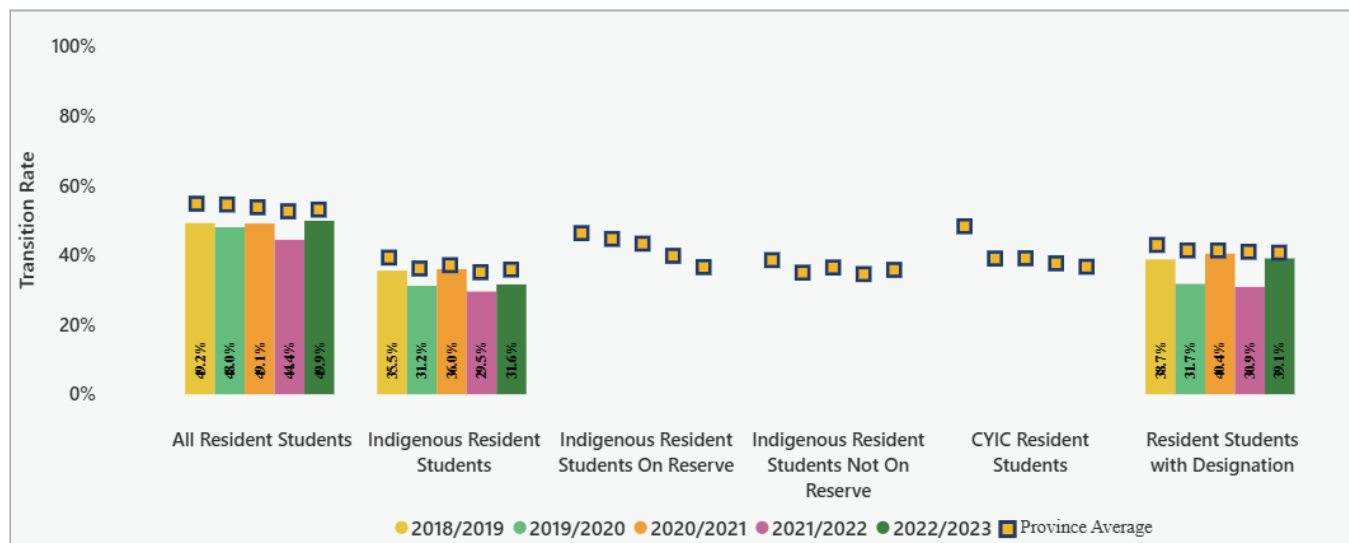
## Ever inclusive – 6-year completion rate

Completion Rate (District) Completion Rate (Provincial)



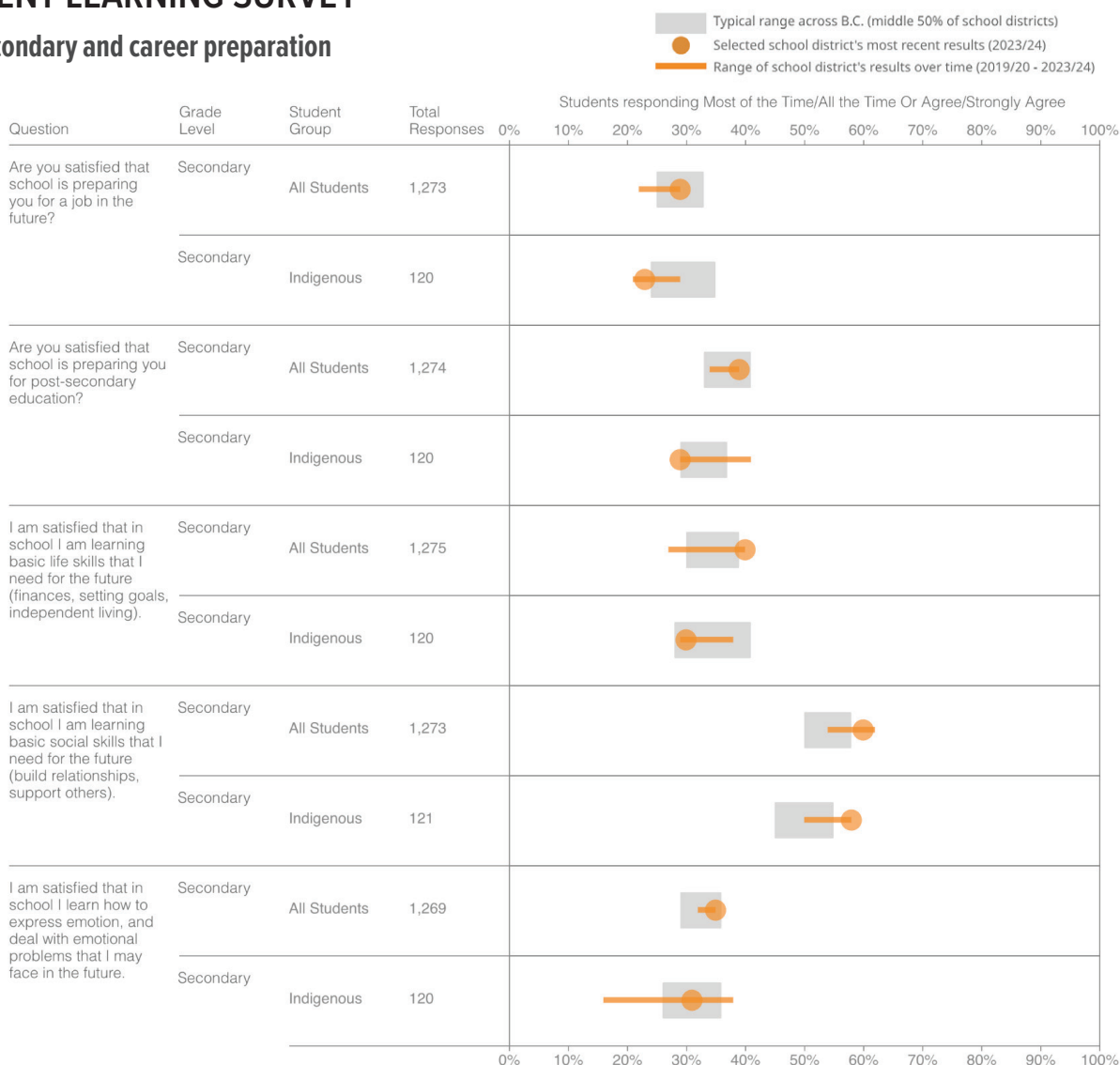
# POST-SECONDARY TRANSITION

## Immediate transition to post-secondary institutions (PSI)



# STUDENT LEARNING SURVEY

## Post-secondary and career preparation



**MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO.42**

22225 Brown Avenue

Maple Ridge BC

V2X 8N6