

Coquitlam

SD043

Enhancing Student Learning Report September 2025

Part 1: Review Data and Evidence Pre-Populated Provincial Template

In Review of Year 5 of *Directions 2025*

Approved by Board on September 23, 2025

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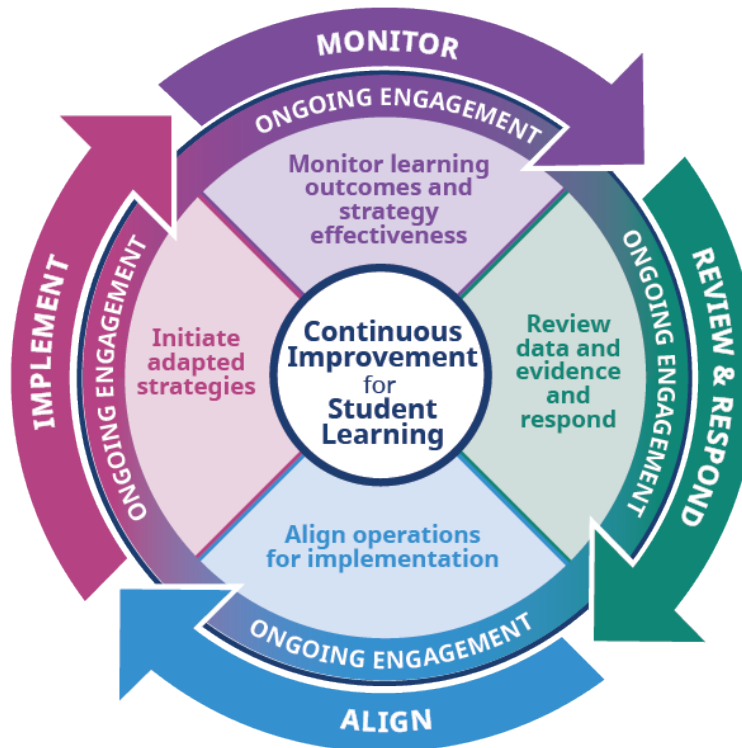
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

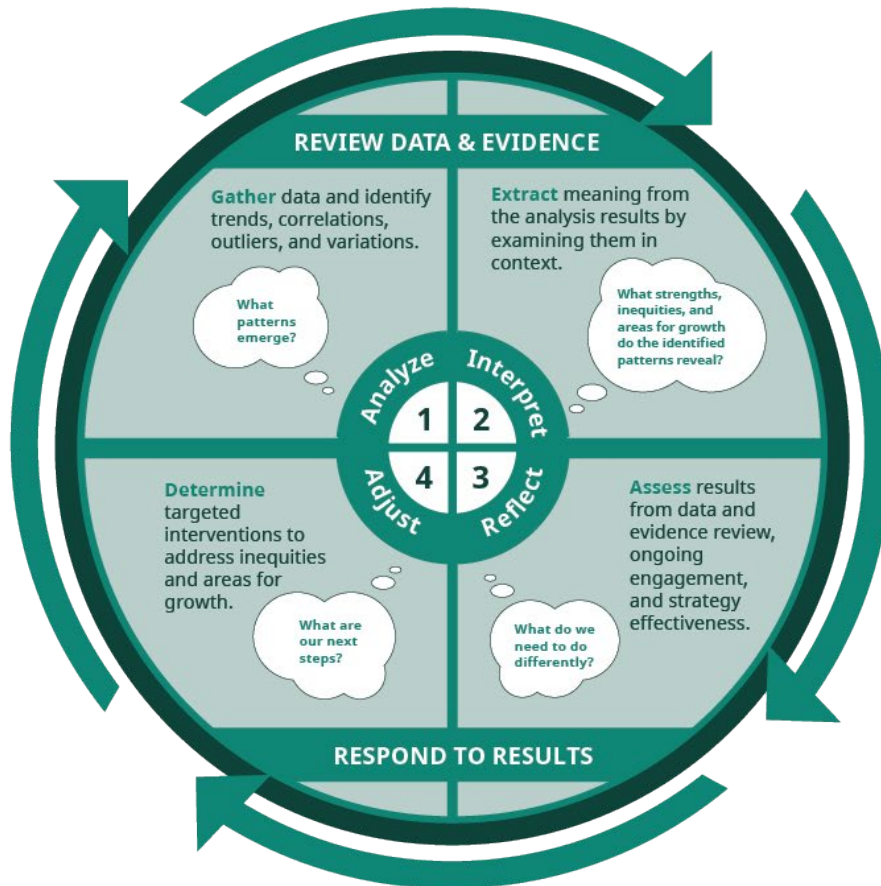
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle**:



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

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

A note on provincial data provided in this template:

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

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

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

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

Intellectual Development

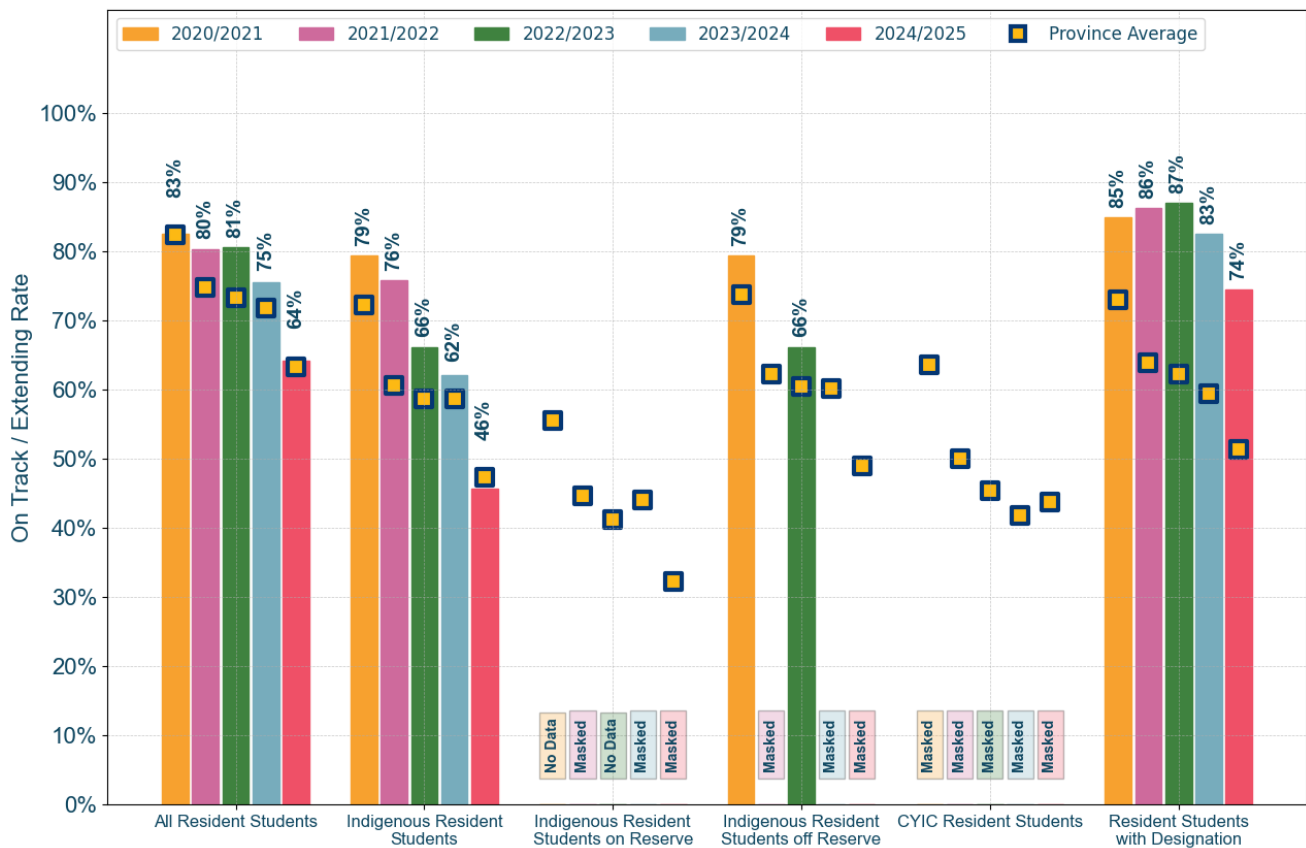
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD043 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2198 69%	2247 76%	2179 74%	2390 74%	2472 88%
Indigenous Resident Students	125 50%	97 64%	117 61%	99 59%	98 83%
Indigenous Resident Students on Reserve	Masked	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	117 61%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	391 56%	403 63%	364 57%	417 60%	503 74%

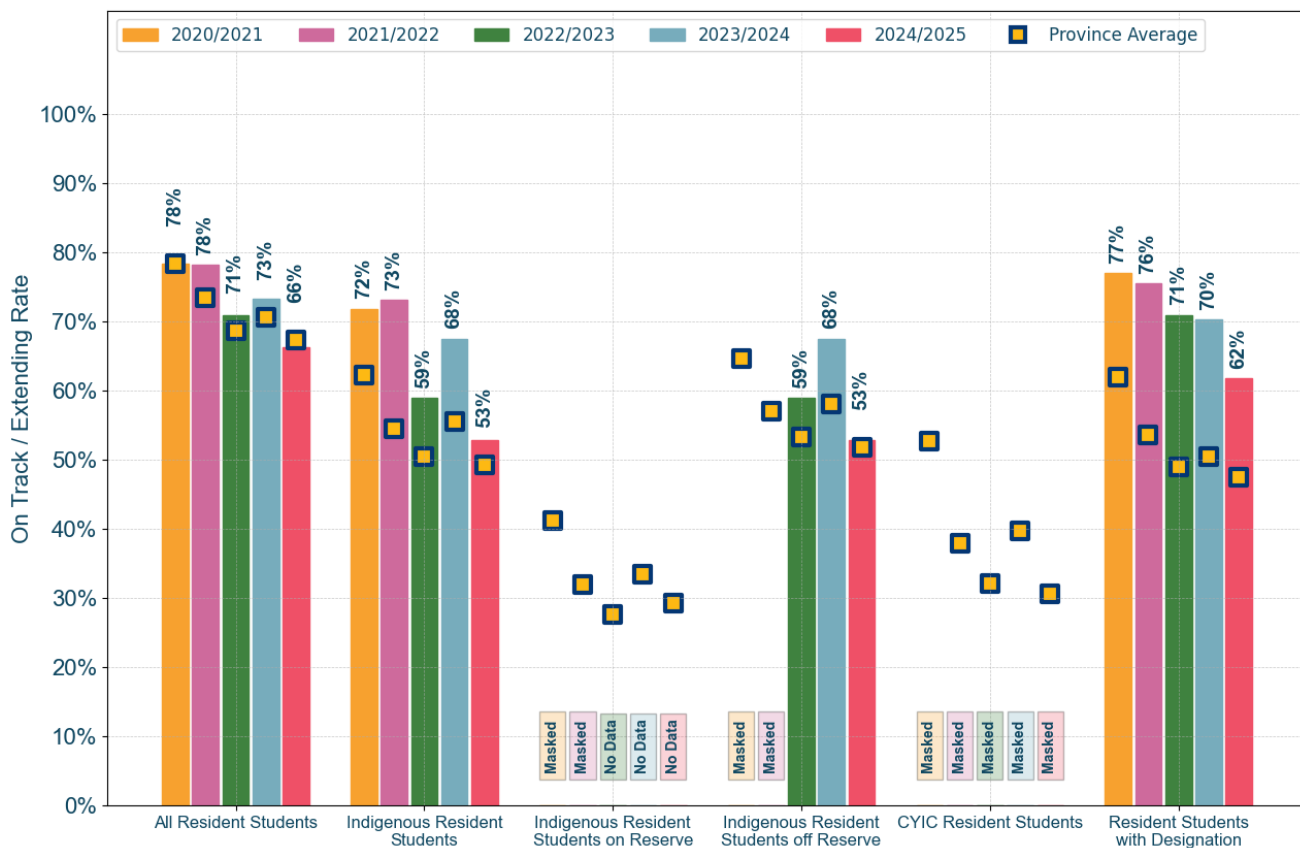
SD043 - Grade 4 FSA Literacy - On Track / Extending Rate



SD043 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2420 64%	2506 68%	2358 69%	2364 74%	2530 88%
Indigenous Resident Students	120 53%	116 58%	105 53%	119 65%	91 77%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	119 65%	91 77%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	533 53%	538 59%	593 60%	521 68%	532 80%

SD043 - Grade 7 FSA Literacy - On Track / Extending Rate

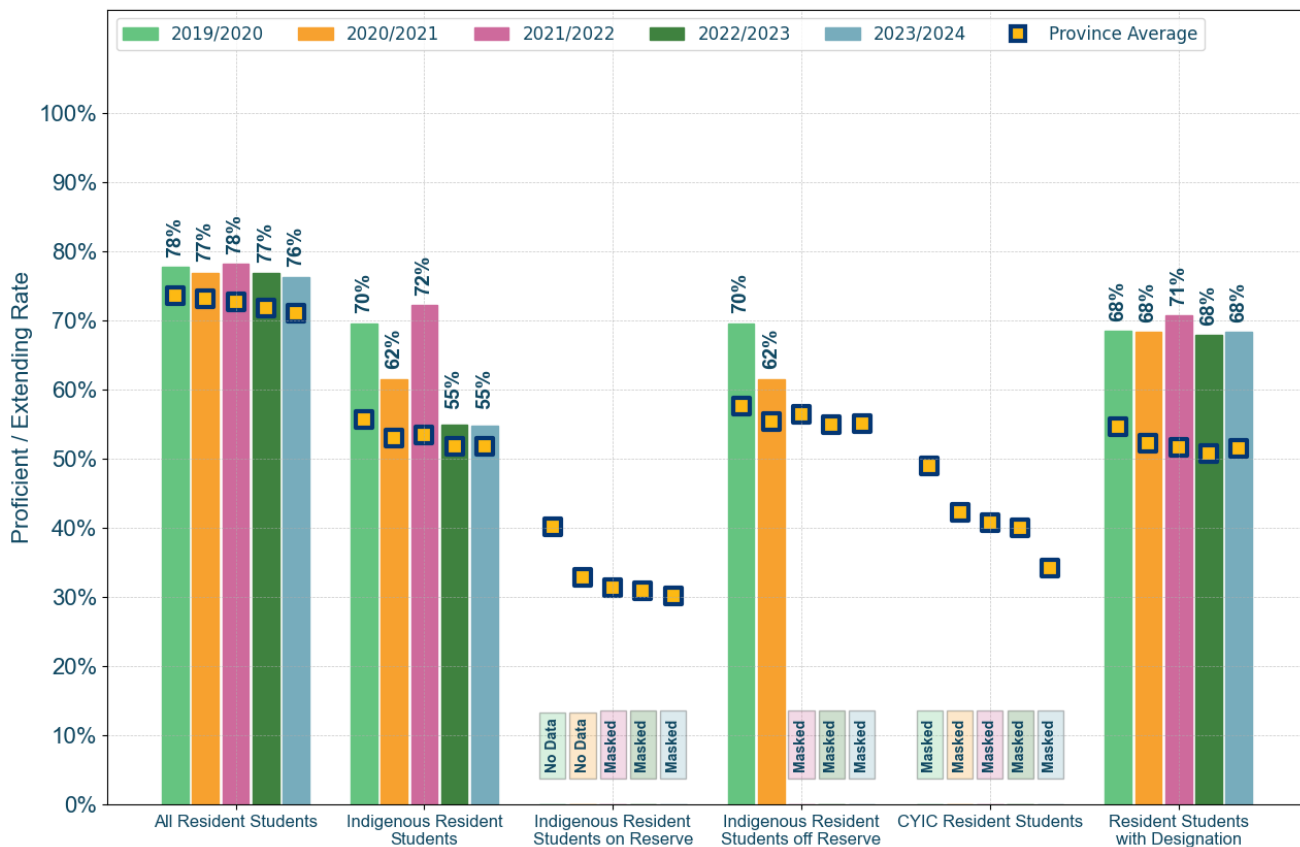


Measure 1.2: Grade 10 Literacy Expectations

SD043 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	2547 80%	2432 87%	2348 91%	2709 91%	2600 92%
Indigenous Resident Students	132 60%	128 67%	107 79%	118 77%	112 79%
Indigenous Resident Students on Reserve	0	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	132 60%	Masked	107 79%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	608 74%	552 81%	540 84%	630 84%	555 87%

SD043 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Analysis was done by the **Student Achievement Advisory Committee (SAAC)** in October 2024, February 2025 and May 2025 using 2023-2024 FSA data supplied by the Ministry of Analytics and Outreach Team. The district values a collaborative culture with the partner groups. To honour the analysis and interpretation work of the SAAC, we will provide analysis of 2024-2025 data in next year's report. The 2024/2025 FSA results were released in June and the SAAC was not able to convene to provide analysis before the summer break.

All Students (Grade 4 Literacy)

- 1766 of 2360 students (74%) completed the literacy component of the Foundation Skills Assessment (FSA). The provincial average participate rate was 77%.
- 75% of those students' performance was on-track or extending. Although there is a drop from the previous year (81%), it remains higher than the provincial rate (72%). The performance rate was consistently over 80% over the past three years.
- Learning Update data for Grade 4 shows 62% of students in the proficient to extending range in Language Arts. The Grade 4 report card marks are lower than the FSA performance range. The learning update data shows marks for all Grade 4 students. The FSA is not written by all students due to exclusions by parents or the school.

All Students (Grade 7 Literacy)

- 1742 of 2364 students (74%) participated in the literacy component of the FSAs. This is slightly lower than the provincial participation rate of 77%.
- 73% of the students were on-track or extending. This performance rate is higher than the provincial average (71%).
- The participation rate has continued to improve from previous years (68% in 2021/2022; 69% for 2022-2023; and 74% in the recent year). An early look at FSA participation rate shows a jump in participation rate to 89% in 2024-2025.
- The three-year trend of student performance shows a rebound in the recent year. 78% in 2021/2022; 71% in 2022/2023 and 73% in the recent year. This pattern mirrors the provincial trend.
- Grade 7 second term report card data show that 66% of students were proficient or extending in English Language Arts.

Indigenous Students Living On Reserve (Grade 4 Literacy)

- There were no students in this population who participated in the Grade 4 FSA this year.

Indigenous Students Living On Reserve (Grade 7 Literacy)

- There were no students in this population who participated in the Grade 7 FSA this year.

Indigenous Students Living Off Reserve (Grade 4 Literacy)

The pre-populated report has masked the data for this population. However, the data provided by the Ministry Analytics and Outreach Team does provide data that was analyzed by the Student Achievement Advisory Committee.

- Although the true number of students is masked, we can report that 60% participated in this component of the FSAs. 64% of the students were on-track or extending. The participation level was below the provincial average (76%). Early data for 2024-2025 shows a sharp increase in participation to 83%. Further analysis will be done in a subsequent report.
- The performance rate was higher than the provincial average (60%). When compared to the All Students population (75%), the Indigenous Students Living Off Reserve performance rate is not as high (64%).
- The three year trend shows a decrease from 74% (2021-2022), 66% (2022-2023) and the recent year, 64% (2023-2024).
- Grade 4 learning update data from Spring 2024 show that 39% of Indigenous students were proficient or extending in the area of literacy. This data represents all Grade 4 Indigenous students marks whereas the FSA results only represent 60% of students.

Indigenous Students Living Off Reserve (Grade 7 Literacy)

- 73 of 112 (65%) students participated in the literacy component of the FSAs. The provincial average for participation is 76%.
- 68% of the students were on-track or extending. The provincial average performance rate was 58%.
- The three-year trend shows a rebound in performance from 75% in 2021/2022; 59% in 2022/2023 and 67% in this recent year.
- The performance gap appears to be closing between the All Resident population (73%) and the Students with Disabilities or Diverse Abilities population (70%).
- The Grade 7 report card data shows that Indigenous students (47%) were on-track or extending. This rate is below the All Students population (66%).

Students with Disabilities or Diverse Abilities (Grade 4 Literacy)

- 252 of 417 students (60%) participated in the FSA reading component. This is higher than the provincial participation rate (53%).
- 83% of the students' performance was on-track or extending. This is significantly higher than the provincial rate (59%). The three-year trend has an average of 86%.
- When compared to the All Students population (75%), the Students with Disabilities or Diverse Abilities population performance is higher at (87%).

Students with Disabilities or Diverse Abilities (Grade 7 Literacy)

- 341 of 521 students (68%) participated in the FSA reading component. This is higher than the provincial (60%) participation rate.
- 70% of the Coquitlam District students' performance was on-track or extending. This is significantly higher than the provincial (50%) performance rate. The three-year trend in similar past responses shows consistency in both participation and performance for the district.
- The Students with Disabilities or Diverse Abilities performance rate is similar to the All Students population (73%).

Children and Youth in Care (Grade 4 Literacy)

- The number of students is fewer than 10, therefore there is no report on this population. However, the data that we were able to view shows good improvement from the previous two years. The Student Achievement Advisory Committee noted this growth as a promising trend.

Children and Youth in Care (Grade 7 Literacy)

- The number of students is fewer than 10, therefore there is no report on this population.

All Students (Grade 10 Literacy)

- 2040 of 2673 (76%) of students who wrote the Literacy 10 assessment were either proficient or extending. This rate is higher than the provincial performance rate of 71%. Participation rates remain high with 92% of Grade 10s completing the assessment compared to the provincial rate of 86%.
- There is a slight downward trend in performance results from 78% (proficient or extending) in 2021-2022 to this year's rate of 76%. This trend is also seen in the provincial results from 73% to 71%.

Indigenous Students Living On Reserve (Grade 10 Literacy)

- The number of students living on reserve is too small to report on. The data that is viewable does show steady results for the students that participated in the Literacy 10 assessment. Participation rates for this year are also promising.

Indigenous Students Living Off Reserve (Grade 10 Literacy)

The pre-populated report has masked the data for this population. However, the data provided by the Ministry Analytics and Outreach Team does provide data that was analyzed by the Student Achievement Advisory Committee.

- 55% of the students' performance was proficient or extending. This is similar to last year's results. The three-year trend showed a decrease in 2021-2022 (72%) to 55% in the current year. This remains higher than the provincial performance rate (52%).
- When compared to the All Students performance rate (76%), the Indigenous Students Living Off Reserve data is lower (55%).
- Grade 12 Literacy assessment data was also considered. 60% (56 of 93) of the students' performance was proficient or extending. 80% (1964 of 2440) students in the All Students population were proficient or extending.

Students with Disabilities or Diverse Abilities (Grade 10 Literacy)

- 408 of 592 (68%) of students were proficient or extending in the Grade 10 Literacy assessment. The three-year trend is very stable at with a performance rate average of 69%.
- The participation rate of this population (87%) is higher than the provincial rate (73%). Participation has steadily increased over the last five years from 73% to 87%.
- When compared to the All Students performance rate (76%), the performance rate for Students with Disabilities or Diverse Abilities is lower (69%).

Children and Youth in Care (Grade 10 Literacy)

- The data from population who are proficient or extending is fewer than 10 so we cannot report on the progress. However, data that we can see shows the population requires monitoring.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Data sources for literacy include the required provincial assessments (FSA and Graduation Assessments), report card marks (Spring 2023), and How Are We Doing? 2023/2024 report. Analysis was provided by the Student Achievement Advisory Committee.

The Student Achievement Advisory Committee examined data and acknowledged the strength of the Students with Disabilities and Diverse Abilities population. The district has made significant strides in improving the articulation process between school levels, with a particular focus on neuro-diverse and Ministry-identified students. The belief in inclusion is yielding positive results, and transitions between middle and secondary schools have been enhanced with dedicated roles and programs like the Connections class at Port Moody Secondary.

SD43 Indigenous students consistently perform above the provincial average. The district generally performs well above the provincial average, with Grade 4 literacy and Grade 7 literacy and numeracy scores higher than the provincial average. The addition of Indigenous Youth Workers and advocacy teachers has helped improve connectivity and support for Indigenous students. The district has managed to maintain higher percentages than the province during challenging times like COVID-19.

Despite the negative impact of layoffs on newer learning services teachers, the district has maintained continuity in learning services, ensuring consistent support for students. The increase in ELL students raises questions about the impact on graduation rates, while early identification and more frequent School Based Team meetings have been beneficial. Specialty programs such as Talons, FRIM, elementary challenge centres, and MACC are in place, and data analysis shows that even without gifted students, graduation rates remain above the provincial average.

The district continues to innovate with initiatives like Grade 2 Literacy Centres and has established Learning Support Teacher (LST) department head teachers at each school to support onboarding. Over the past five years, assessments have become more readily available, including private assessments. The district's six-year graduation rate and the impact of the COVID years on these rates are also areas of interest.

Moving the FSAs to the fall has led to issues with identifying students requiring accommodations. There is a notable decline in Grade 4 literacy from 2022-2023 to 2023-2024, and Grade 4 Numeracy Off Reserve dropped below 50%. Report card marks do not always match FSA results, and there is a general decline in Indigenous students' marks as they progress through grades.

The impact of removing gifted students from the data raises questions about overall performance. Indigenous students living off-reserve perform better in literacy than numeracy. The district's focus on helping students feel connected is crucial, yet the numbers could be higher. The recovery of students with lower FSA scores by Term 3 is notable. The difference in Grade 4 and 8 literacy scores and the fluctuating performance of off-reserve Grade 7 students are also noteworthy.

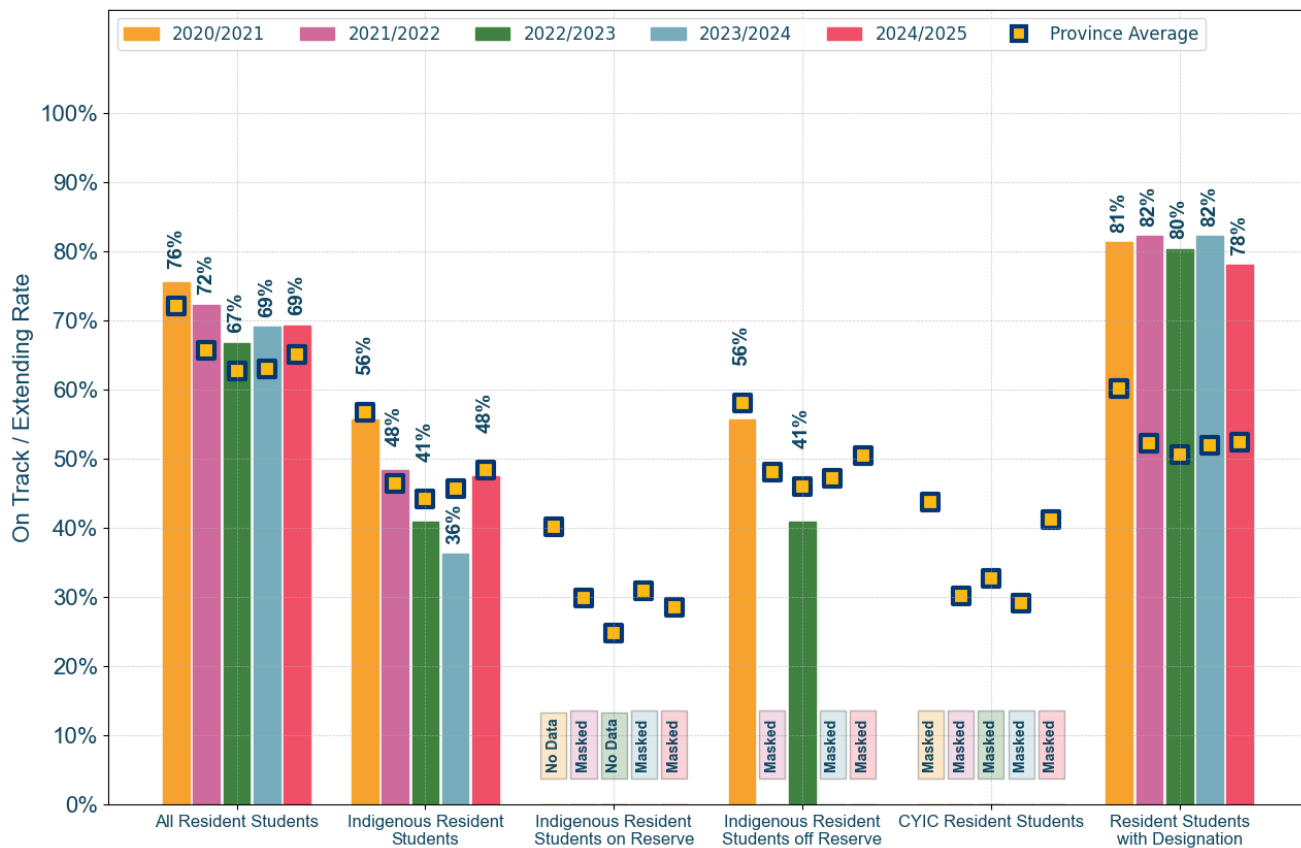
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD043 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2198 69%	2247 76%	2179 74%	2390 74%	2472 89%
Indigenous Resident Students	125 49%	97 62%	117 61%	99 59%	98 82%
Indigenous Resident Students on Reserve	Masked	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	117 61%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	391 55%	403 63%	364 56%	417 61%	503 74%

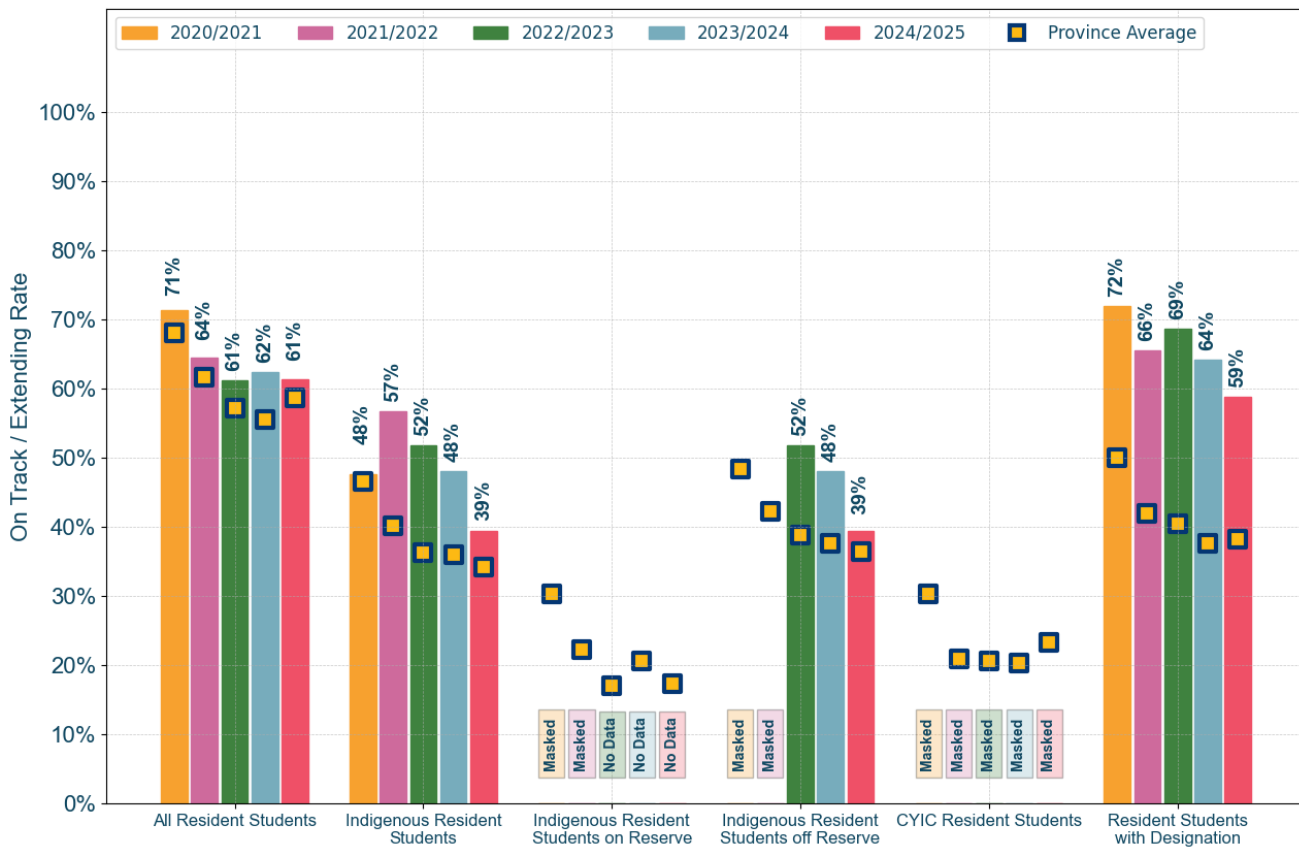
SD043 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD043 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2420 64%	2506 67%	2358 69%	2364 74%	2530 89%
Indigenous Resident Students	120 51%	116 58%	105 53%	119 63%	91 78%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	119 63%	91 78%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	533 53%	538 59%	593 60%	521 69%	532 81%

SD043 - Grade 7 FSA Numeracy - On Track / Extending Rate

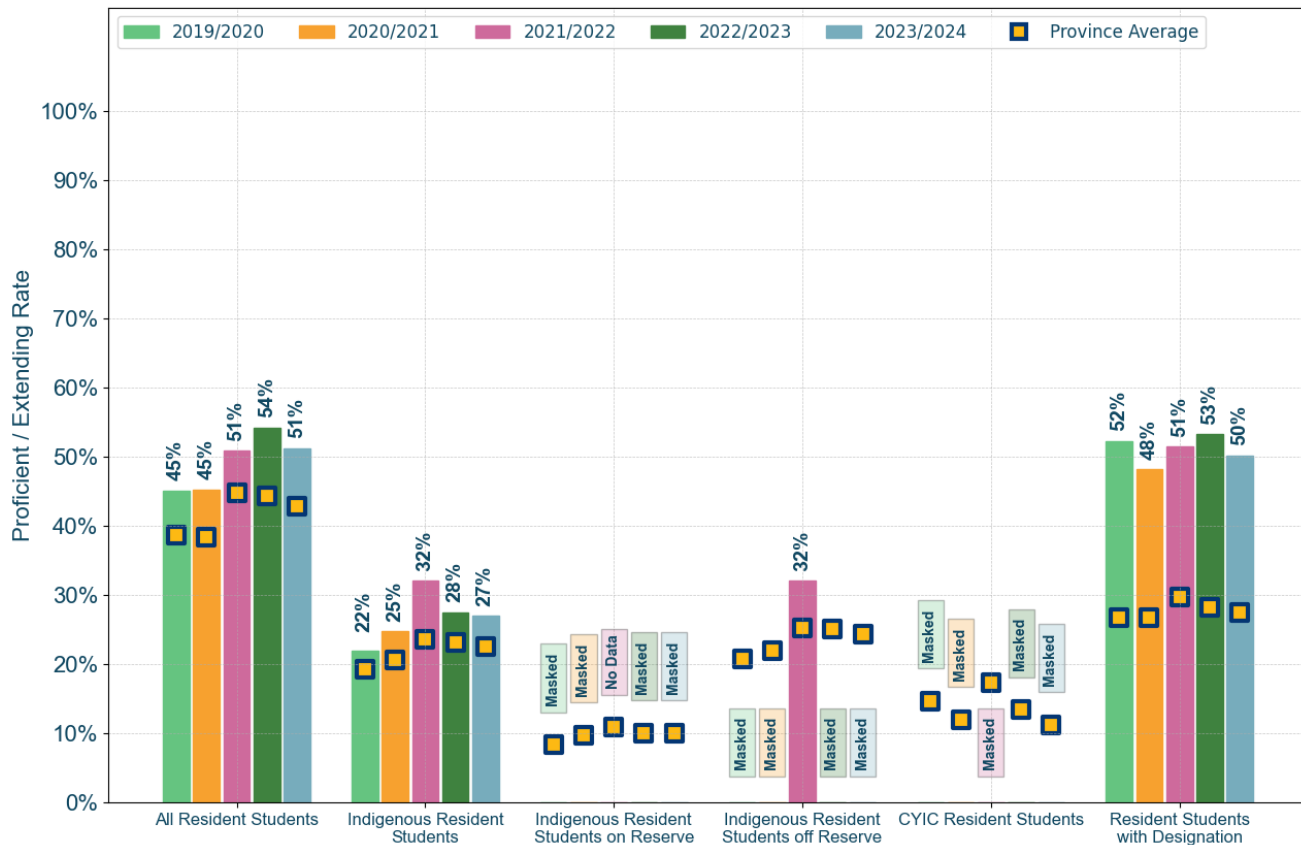


Measure 2.2: Grade 10 Numeracy Expectations

SD043 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	2470 76%	2407 87%	2329 92%	2701 92%	2583 91%
Indigenous Resident Students	130 56%	126 67%	109 75%	119 77%	111 79%
Indigenous Resident Students on Reserve	0	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	130 56%	Masked	109 75%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	593 70%	543 78%	538 83%	633 85%	548 85%

SD043 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

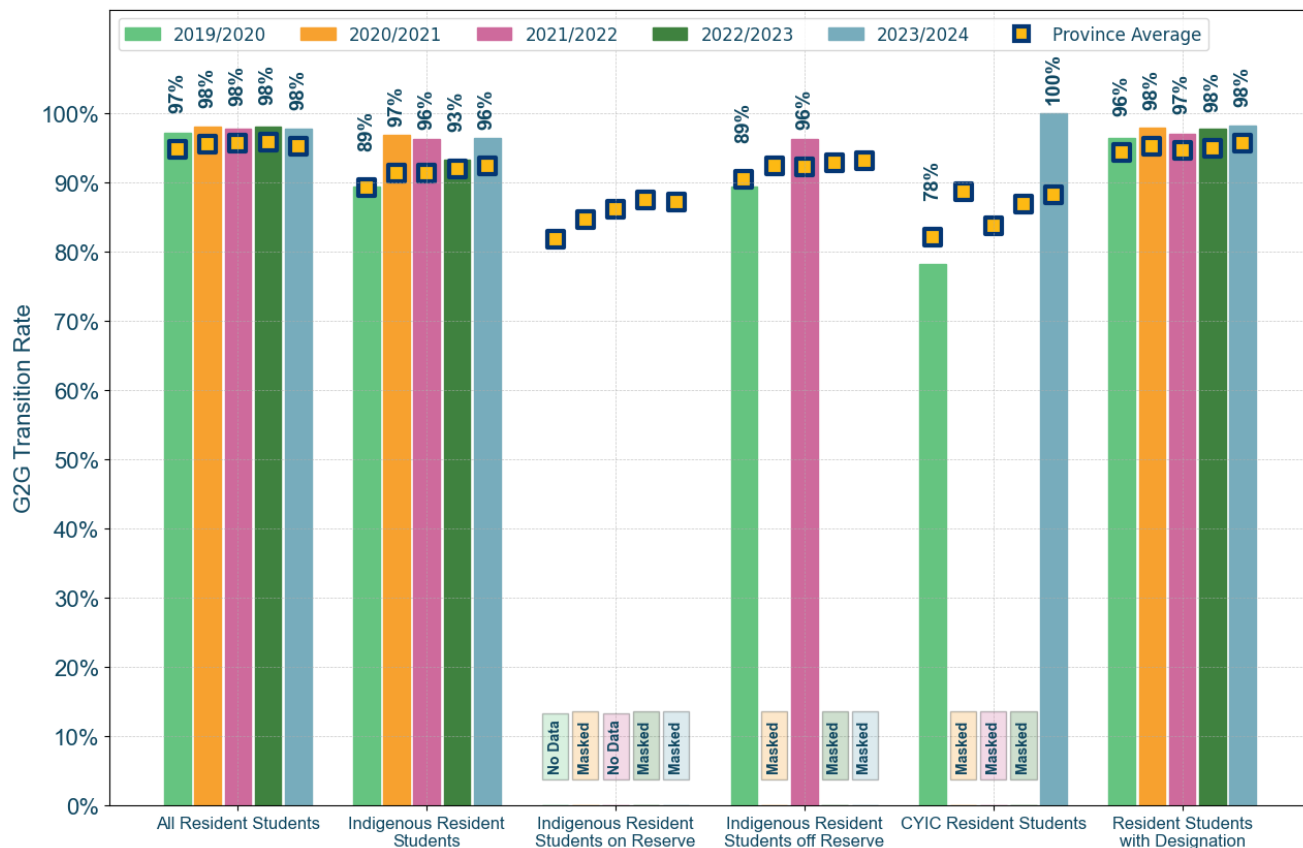


Measure 2.3: Grade-to-Grade Transitions

SD043 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	2548	2438	2361	2720	2610
Indigenous Resident Students	132	127	110	119	111
Indigenous Resident Students on Reserve	0	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	132	Masked	110	Masked	Masked
CYIC Resident Students	23	Masked	Masked	Masked	10
Resident Students with Designation	608	552	544	636	555

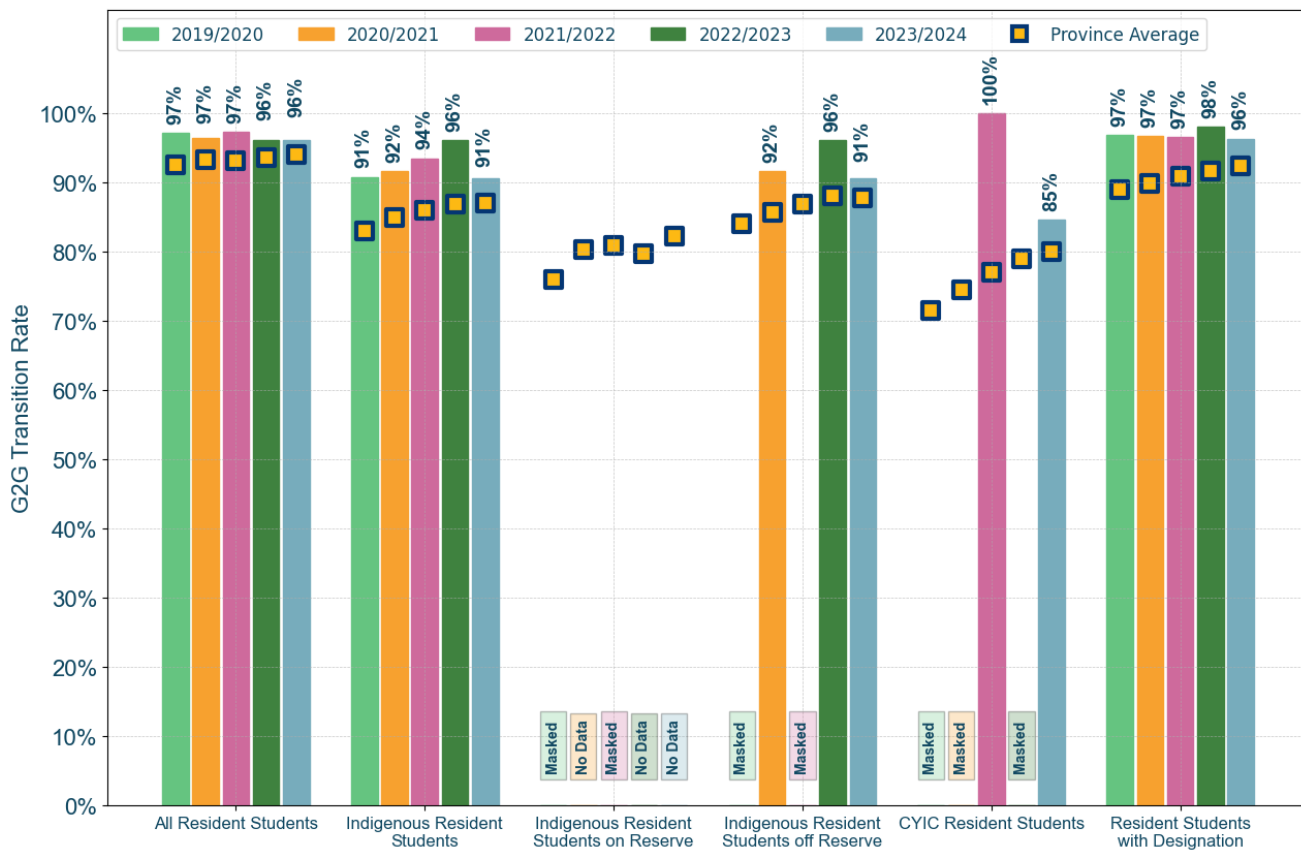
SD043 - Grade 10 to 11 Transition Rate



SD043 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	2383	2527	2466	2495	2840
Indigenous Resident Students	98	108	123	104	117
Indigenous Resident Students on Reserve	Masked	0	Masked	0	0
Indigenous Resident Students off Reserve	Masked	108	Masked	104	117
CYIC Resident Students	Masked	Masked	13	Masked	13
Resident Students with Designation	546	576	559	556	654

SD043 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



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

The Grade 4 Indigenous Numeracy FSA data raised the attention of our district. This is the only measure where student performance is below the provincial average for a second year. Our Framework for Enhancing Student Learning report outlines our response to this population.

All Students (Grade 4 Numeracy)

- 1763 of 2387 students (74%) participated in the 2023-2024 Numeracy component of the FSA. 69% of the students were on-track or extending.
- The participation rate is lower than the provincial (78%) average. An early look at participation rate for 2024/2025 shows a significant district increase to 89%.
- The SD43 performance data continues to be above the provincial average of 63%. The three-year trend shows a slight increase from the previous year. 72% in 2021/2022, 67% in 2022/23 and 69% in the recent year.
- Learning Update data from Spring 2023 show that 74% of the Grade 4s were proficient or extending in numeracy. The Grade 4 report card marks are higher than the FSA results.

All Students (Grade 7 Numeracy)

- 1746 of 2364 students (74%) participated in the recent numeracy assessment. SD43 participation rate (74%) grew slightly from the previous year (69%) and slightly lower than the provincial rate of 77%.
- 61% of the students' performance was on-track or extending. This remains higher than the provincial average (56%).
- The three-year trend for performance shows a slight decrease from 2021/2022, 64% to the recent year of 61%. This decrease is also seen in the provincial data (62% in 2021/2022 to 56% in 2023-2024).
- 66% of Grade 7s were in the proficient or extending range on their Spring 2023 Learning Update. This number is higher than their FSA results (62% on-track/extending).

Indigenous Students Living On Reserve (Grade 4 and 7 Numeracy)

- The number of Grade 4 and 7 students participating in the Numeracy FSAs is too small to report on. However, an early look at the 2024-2025 FSA Numeracy data shows very positive growth.

Indigenous Students Living Off Reserve (Grade 4 Numeracy)

The pre-populated report has masked the data for this population. However, the data provided by the Ministry Analytics and Outreach Team does provide data that was analyzed by the Student Achievement Advisory Committee.

- 59% students participated in the 2023-2024 Numeracy component of the FSA. This is a slight decrease from the previous year (61%) and remains lower than the provincial participation average of 76%.
- The student's performance rate, on-track or extending, is 38% which is notably lower than the provincial average of 48%. The three-year trend, like many measures in this report, show a slight decrease from 51% in 2021/2022 to 38% in this recent year. There is a slight increase in the provincial rate from 47% to 48%.
- When compared to the All Students population performance rate (69%), the Indigenous Students Living Off Reserve rate is lower at 38%.
- Numeracy data from the Learning Updates show 41% of Indigenous students either proficient or extending range. This is a similar rate to the FSA results (38% on-track/extending).
-

Indigenous Students Living Off Reserve (Grade 7 Numeracy)

- 63% of students participated in the Numeracy component of the FSA. This is a notable improvement from the previous year (54%). However, when compared to the province, the participation rates (63%) remains lower than the provincial rate (75%). An early look at participation rates for 2024-2025 show a remarkable improvement (78%).

- 48% of those students' performance were on-track or extending. The performance rate is higher than the provincial counterparts (38%). When compared to the All Students population performance rate (62%), the Indigenous Students Living Off Reserve rate is lower at 48%.
- The three-year trend for performance shows a slight decline from 60% in 2021/2022 to 48% in the current year.
- Grade 7 third term report card data show that 46% of students were proficient or extending in numeracy. The report card marks are lower than the All Students (66%).

Students with Disabilities or Diverse Abilities (Grade 4 Numeracy)

- 253 of 417 students (61%) in this population participated in the FSA Numeracy component. Participation is higher than the provincial rate (53%).
- The performance rate for this population is 82% students on-track or extending. This is significantly higher than the provincial rate (52%). The three-year trend average is 81%.
- When compared to the All Students population performance rate (69%), the Students with Disabilities or Diverse Abilities rate is higher at 82%.
- The Grade 4 report card marks are lower than the "All Students" population with 38% of students in the proficient or extending range.

Students with Disabilities or Diverse Abilities (Grade 7 Numeracy)

- 357 of 521 students (69%) participated in the Numeracy FSA component. The participation rate is higher than the provincial rate of 60%.
- The performance rate was 64% of students on-track or extending. This is higher than the provincial performance rate (38%). The average achievement over three years is 66%.
- When compared to the All Students population performance rate (62%), the Students with Disabilities or Diverse Abilities rate is higher at 64%.
- The Grade 7 report card marks for this population are lower than the "All Students" group with 73% of the students in the proficient or extending range.

Children and Youth in Care (Grade 4 Numeracy)

- The number of students participating in the Grade 4 FSA Numeracy component is fewer than 10. We cannot report on this measure. However, based on the data that we can see, we do note some improvement from previous years.
- The Student Achievement Advisory Committee noted this population as having promising growth based on the viewable data.

Children and Youth in Care (Grade 7 Numeracy)

- It is not possible to report on this measure because the number of students is fewer than 10.

All Students (Grade 10 Numeracy)

- 51% of the students' performance was proficient or extending. This rate is higher than the provincial performance rate of 43%. There was a slight decline from the previous year (54%).
- 91% of Grade 10 students wrote the Numeracy assessment. This is higher than the provincial average of 82%.

Indigenous Students Living On Reserve (Grade 10 Numeracy)

- No data due to the small population size. There are fewer than 10 students in this population.

Indigenous Students Living Off Reserve (Grade 10 Numeracy)

The pre-populated report has masked the data for this population. However, the data provided by the Ministry Analytics and Outreach Team does provide data that was analyzed by the Student Achievement Advisory Committee.

- 29% of the students' performance was proficient or extending. This is higher than the provincial average of 22%. The three-year trend has an average of 29%.
- The district's participation rate (79%) is higher than the provincial rate 66%.
- The Indigenous Students Living Off Reserve performance rate (29%) is notably lower than the All Students population (51%).

Students with Disabilities or Diverse Abilities (Grade 10 Numeracy)

- 51% of the students' performance was proficient or extending. This is significantly above the provincial average performance rates (29%). The three-year trend for Coquitlam has an average of 52%. The performance rate matches the All Resident Student performance rate (51%). It is also higher than the provincial all student rate (43%).
- The participation rate is 85% and higher than the provincial rate of 68%.

Children and Youth in Care (Grade 10 Numeracy)

- The population for this measure was too small to report on. However, there does seem to be a trend of improvement based on the data viewed by the Student Achievement Advisory Committee.

All Resident Students (Grade-to-Grade Transitions)

The average Grade to Grade transition rate:

- All Resident Students Grade 10 to 11 rate is 98%. The Grade 11 to 12 rate is 96%. The data for both grades have been consistently higher than the provincial average for the past three years.

Indigenous Students Living On Reserve (Grade-to-Grade Transitions)

- The data is masked but viewable data shows the students in this population doing very well. The Student Achievement Advisory Committee is encouraged by this positive trend.

Indigenous Students Living Off Reserve (Grade-to-Grade Transitions)

- Grade to Grade transition population in the Grade 11 to Grade 12 transition year is 91%. This is a drop from the previous year of 96%, but remains higher than the provincial cohort. The transition rate is below the All Resident Student rate (96%).

Students with Disabilities or Diverse Abilities (Grade-to-Grade Transitions)

- Transition data for this population remains higher than the provincial counterparts. Grade 10 to Grade 11 Students with Disabilities or Diverse Abilities is 98% and students in Grade 11 going to Grade 12 is 96%

Children and Youth in Care (Grade-to-Grade Transitions)

- We are able to report on Children and Youth in Care data. Performance from this population exceeded the provincial cohort. Grade 10-11, 100%. Grade 11 to 12, 85%. Previous years data was masked due to the small population size.

Interpretation:

Outcome 2 - Numeracy



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

As described in Section B, the Grade 4 Indigenous Numeracy FSA data has raised concerns within the district, as it is the only measure where student performance has been below the provincial average for two consecutive years. The district's Framework for Enhancing Student Learning report outlines a response to this issue. For Grade 4 students, 74% participated in the 2023-2024 Numeracy FSA, with 69% on-track or extending, although participation was lower than the provincial average. However, the district's performance data remains above the provincial average, showing a slight increase over three years. Grade 7 students also showed strong participation and performance, with 74% participating and 62% on-track or extending, despite a slight decrease in performance over three years. Indigenous students living on reserve had too few participants to report, but early data for 2024-2025 shows positive growth.

Indigenous students living off reserve in Grade 4 had a participation rate of 59%, lower than the provincial average, and a performance rate of 38%, significantly below the provincial average. The three-year trend shows a decline in performance. Grade 7 Indigenous students living off reserve showed improvement in participation rates but still lagged behind the provincial average. Their performance rate was higher than provincial counterparts but lower than the all-students population. Students with disabilities or diverse abilities showed higher participation and performance rates compared to provincial averages and the all-students population. Children and youth in care had too few participants to report, but there were noted performance improvements. Grade 10 assessments showed higher participation and performance rates for all students, with Indigenous students living off reserve and students with disabilities or diverse abilities performing above provincial averages.

The acceptance of support for Indigenous students at the secondary level and the implementation of targeted instructional strategies in numeracy are areas of interest.

The committee checked Numeracy Learning Update results. The committee noted that direct comparisons between FSA results and learning update marks do not produce reliable results considering the breadth of numeracy curriculum and the narrow focus of the FSAs. However one trend that did appear is that Indigenous students who wrote the FSAs last year, had higher occurrences of "Emerging" compared to the All Resident population. The students, now in Grade 5, show higher occurrences of "Developing". An early look at 2024-2025 FSA results shows a rebound in results as the test was written by a different group of Indigenous students. It will be interesting to track the results between the 2023-2024 Grade 4 Indigenous students and when they write the FSAs again in Grade 7 (2026/2027).

At the Student Achievement Advisory Committee meeting on May 12, 2025, the committee discussed a possible strategy of a foundations summer math camp for Indigenous students. This may be a strategy to address the achievement gap.

The Indigenous Students Living On Reserve population is too small to report on by grade, but the overall data (14 students) show all Indigenous Students Living On Reserve successfully transitioned to their next grade between the 2023-2024 year to the 2024-2025 year. This is a very encouraging results compared to other populations.

The effect of migration was also discussed by the Student Achievement Advisory Committee. Migration may explain some of the changes between grades.

Human and Social Development

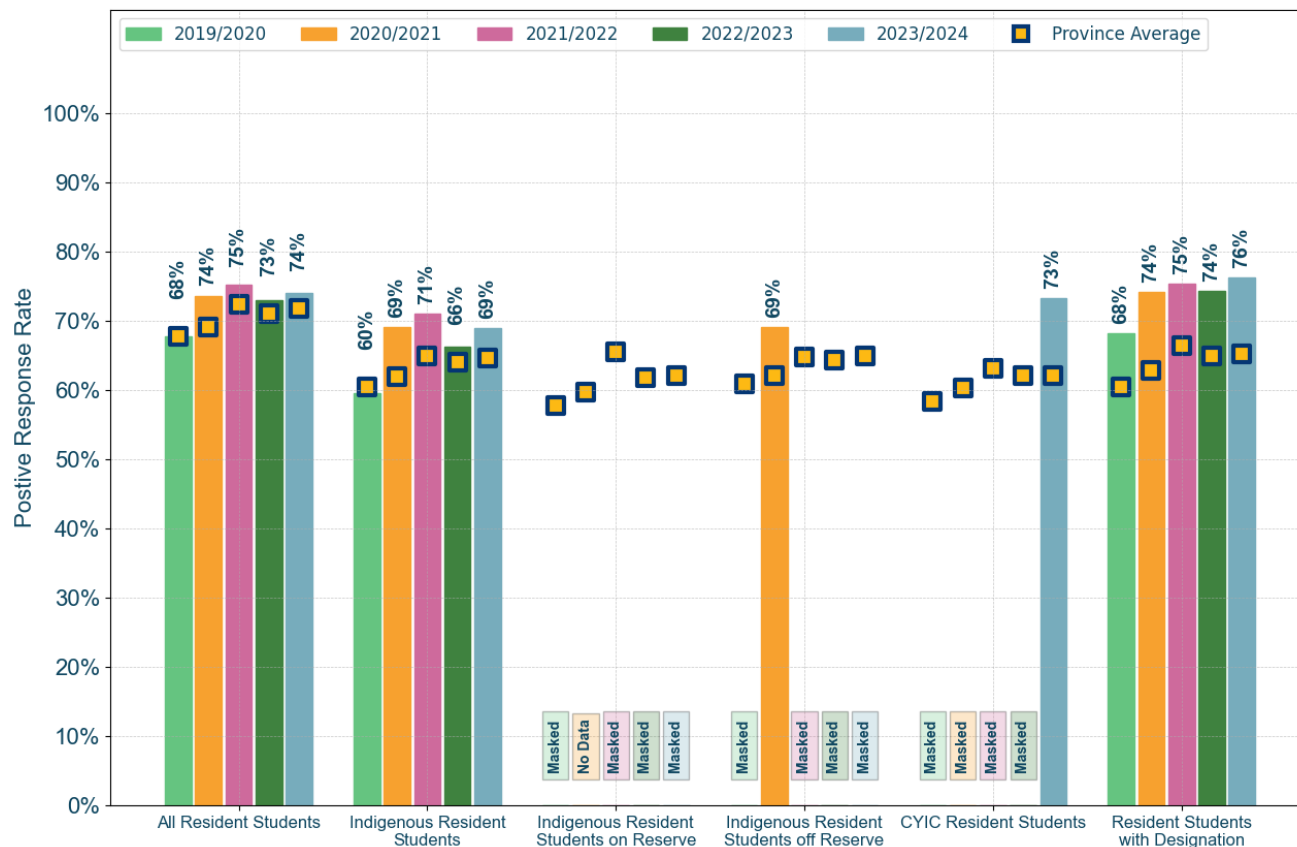
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

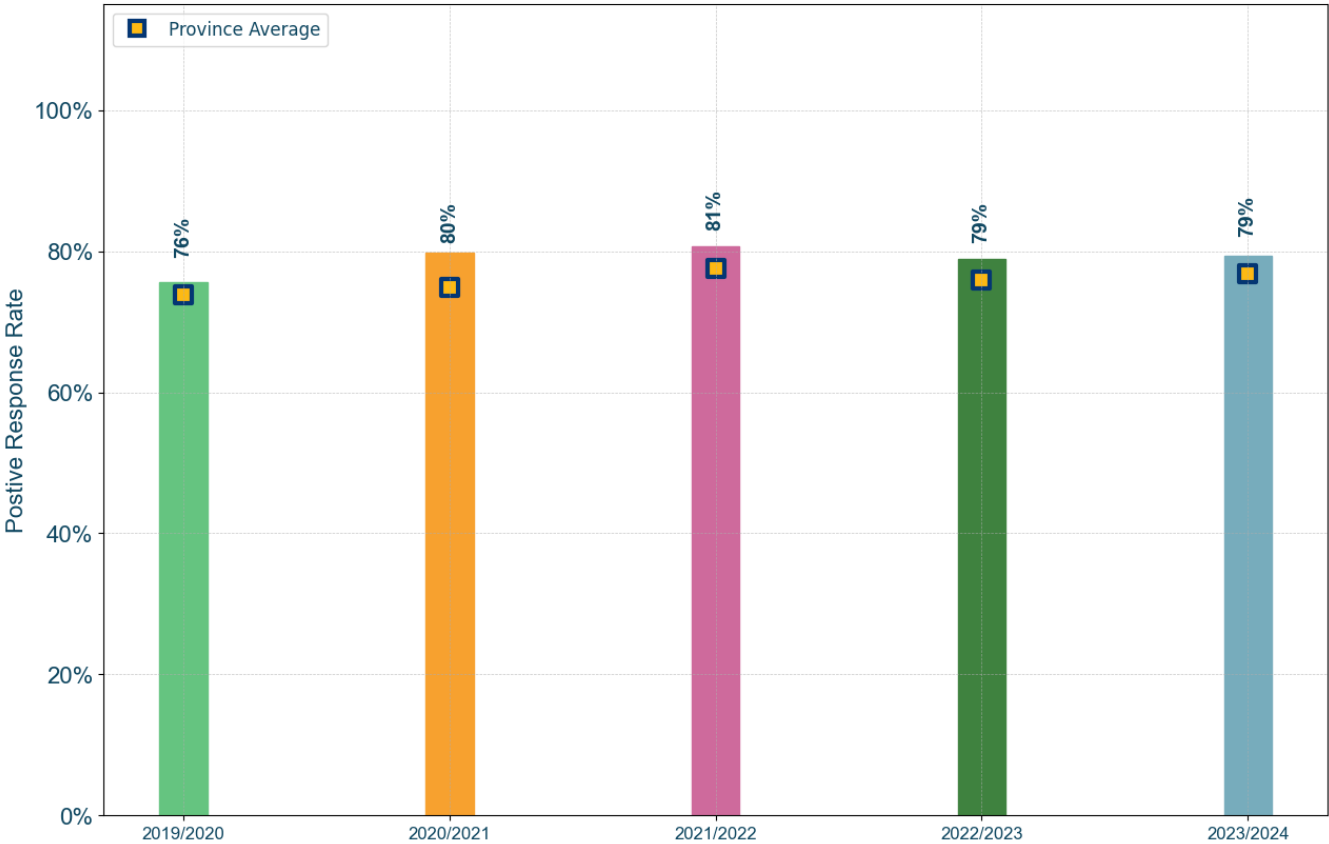
SD043 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	7238 45%	6942 72%	7063 77%	7217 79%	7319 77%
Indigenous Resident Students	401 36%	360 57%	320 67%	338 69%	325 65%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	30 43%	Masked	22 45%	27 56%
Resident Students with Designation	1628 39%	1278 64%	1475 71%	1585 72%	1488 71%

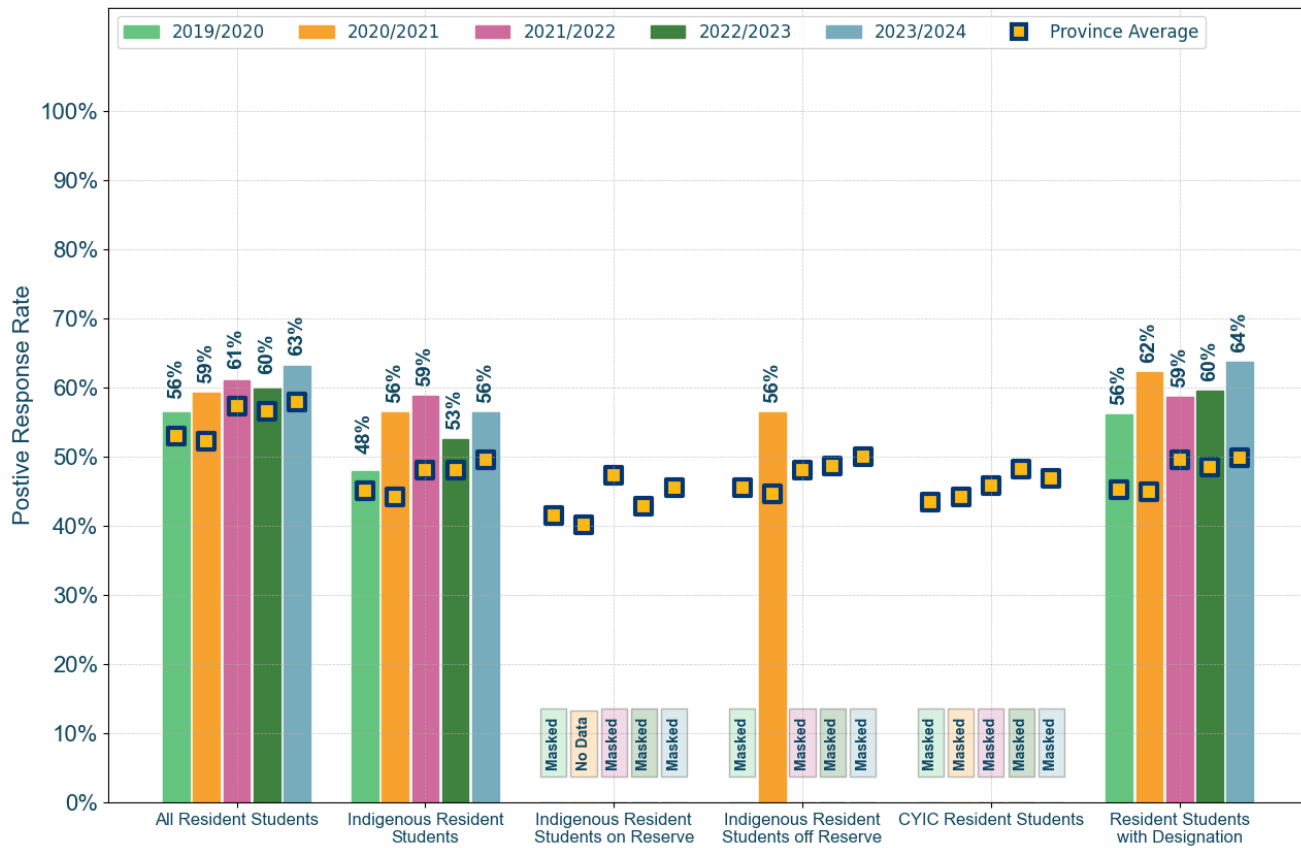
SD043 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD043 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

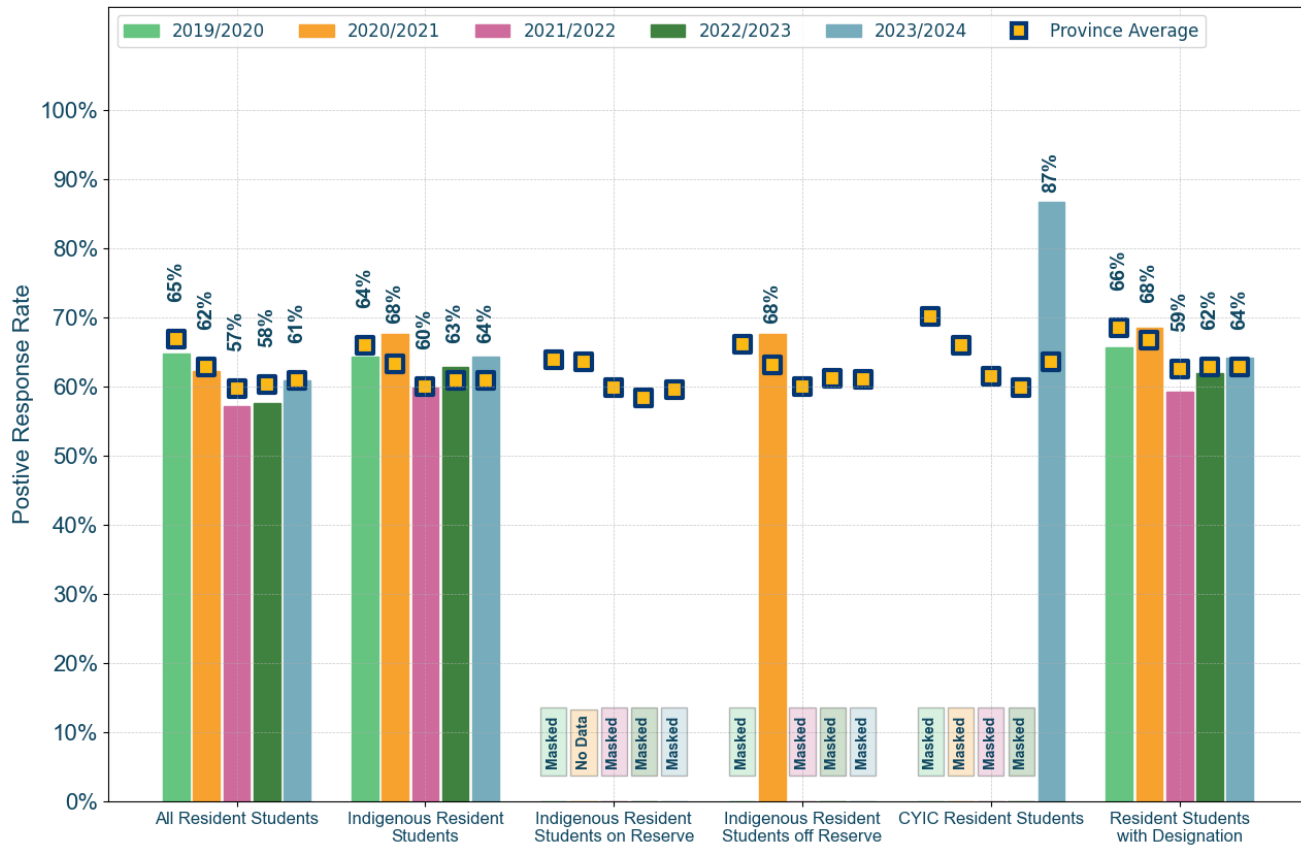


SD043 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD043 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Feeling Safe

- Students' sense of safety is higher than that of their provincial counterparts with 79% compared to 76% on the Student Learning Survey. The data is similar to the responses on the Youth Development Instrument (YDI). 70% of Grade 11 students responded positively on the YDI to the statement "I feel safe at my school."

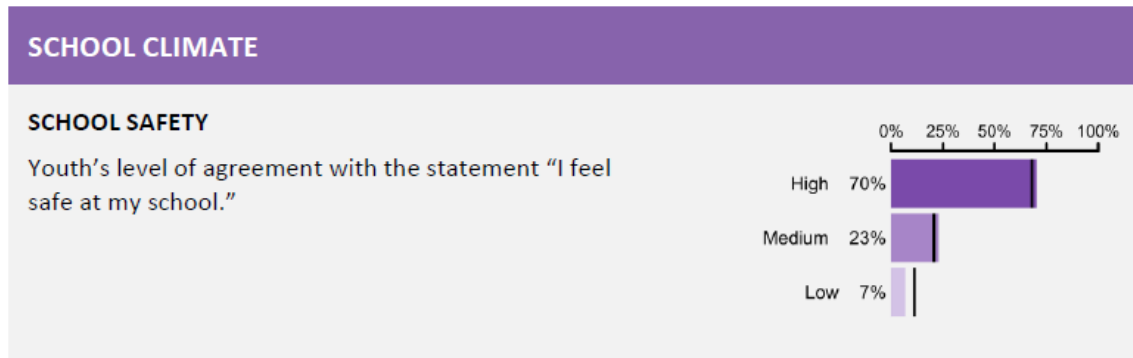


Figure 1 YDI 2023-2024 Feeling Welcome and a Sense of Belonging on the Student Learning Survey

- The All Resident students' sense of feeling welcome is higher than the provincial counterparts (74% compared to 72%).
- The pre-populated report has masked the data for this population. However, the data provided by the Ministry Analytics and Outreach Team does provide data that was analyzed by the Student Achievement Advisory Committee.
- Indigenous Students Living Off Reserve show an improvement in their positive responses. 69% compared to 66% from the previous year. The positive response rate is higher than their provincial counterparts (65%). This data is still lower than the All Resident students' rate.
- Students with Disabilities or Diverse Abilities responses were slightly higher than the All Resident Student population (76% compared to 74%).
- The Indigenous Students Living On Reserve and Children and Youth in Care populations are masked due to their small population size.

RESULTS FOR COQUITLAM

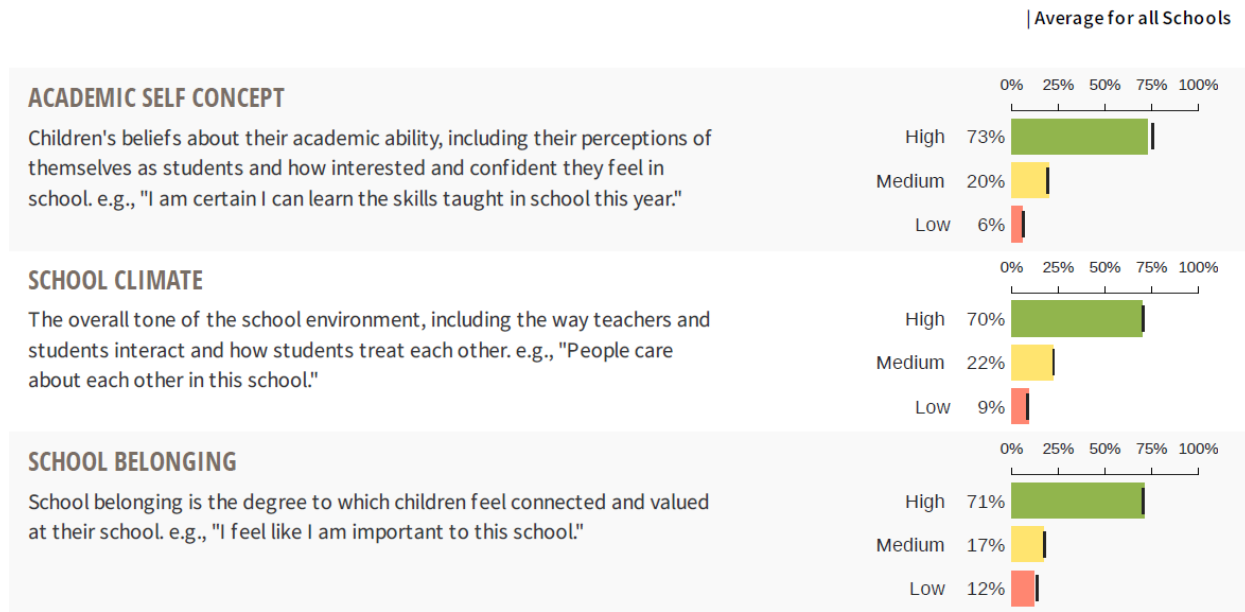


Figure 2 Grade 4 MDI 2023-2024

RESULTS FOR COQUITLAM

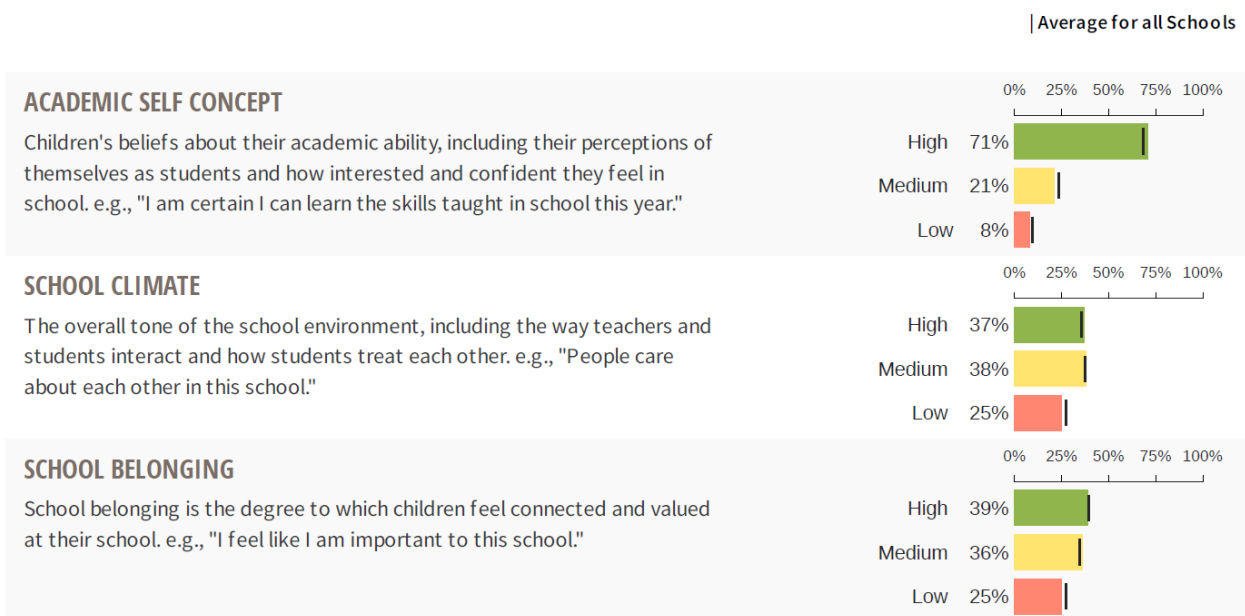


Figure 3 Grade 8 MDI 2023-2024

Two or More Adults that Care measure has been a focus for the district since 2021 because the data had been lower than the provincial average.

All Resident Students

Data from the Student Learning Survey show the positive responses now match the provincial rate (61%). This is a steady improvement over the last three years. (57%, 2021/2022; 58%, 2022/2023 to 61% in the recent year).

The data showing improvement is also seen in the Middle Years Development Instrument where positive responses are now higher than other districts. (See Figures 4, 5 and 6).

Indigenous Students Living On Reserve

The data is masked due to the small size of the population.

Indigenous Students Living Off Reserve

The pre-populated report has masked the data for this population. However, the data provided by the Ministry Analytics and Outreach Team does provide data that was analyzed by the Student Achievement Advisory Committee. There has been notable improvement with the student positive responses steady climbing over the last three years. The positive responses are now higher than their provincial responses. (60%, 2021/2022; 62%, 2022/2023 to 65% in the recent year).

Students with Disabilities or Diverse Abilities

There is notable improvement in with improvements that mirror the Indigenous Students Living Off Reserve population. The positive responses are now higher than the provincial rate. (60%, 2021/2022; 63%, 2022/2023 to 65% in the recent year).

Children and Youth in Care

There is remarkable data for 2023/2024 with 87% of students providing positive responses. This data is significantly higher than other populations within the district and their provincial counterparts.

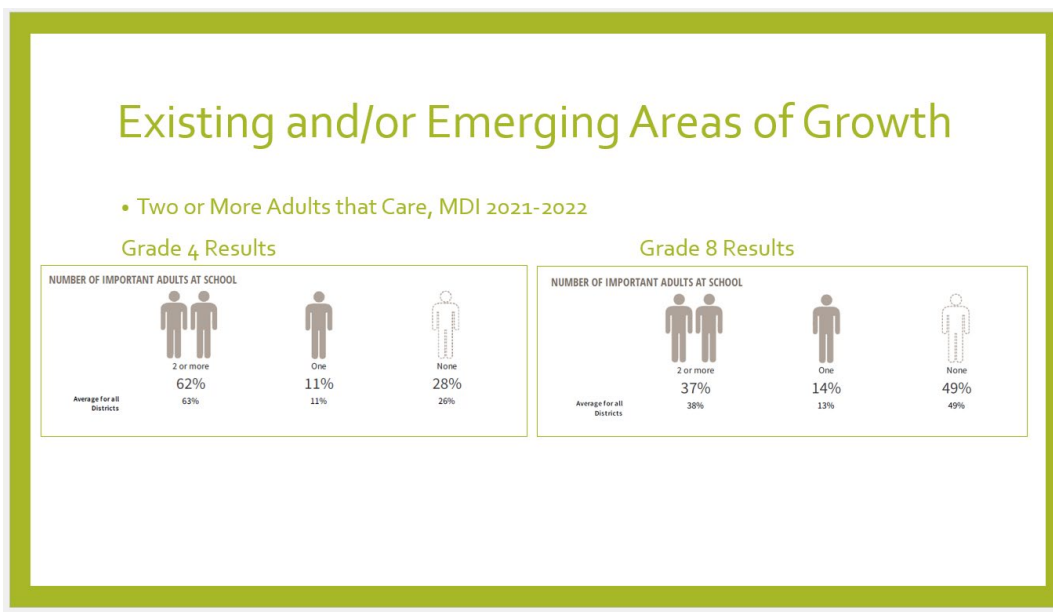


Figure 4 MDI responses 2021-2022

Existing and/or Emerging Areas of Growth

Middle Years Development Instrument, 2022-2023

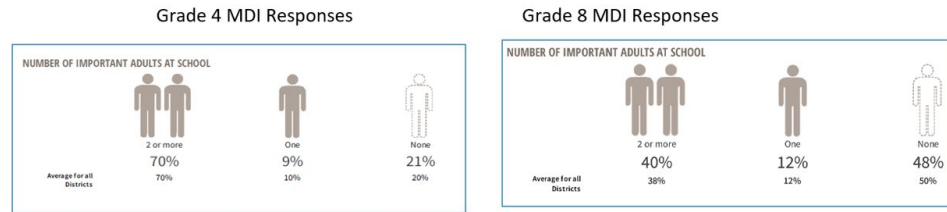
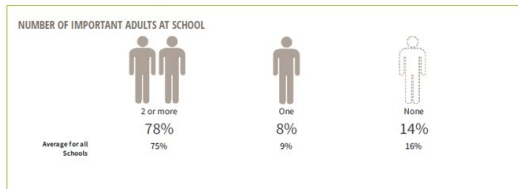


Figure 5 MDI Responses 2022-2023

Existing and/or Emerging Areas of Growth

• MDI results, 2023-2024

Grade 4 Results



Grade 8 Results

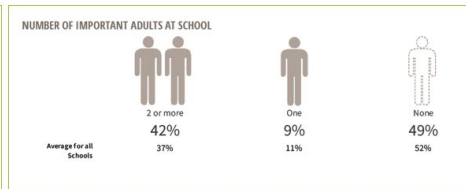


Figure 6 MDI Responses 2023-2024

Interpretation:



Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Indigenous students living off reserve have shown a positive increase in their sense of belonging, with a 3% improvement from the previous year. However, their overall sense of belonging still trails behind that of the general student population. This highlights an opportunity for growth through the implementation of culturally responsive practices, mentorship programs, and stronger community engagement. These strategies can help bridge the gap and ensure Indigenous students feel more welcomed and supported in their school environments.

While overall student safety ratings are strong, with 80% reporting feeling safe, 30% of Grade 11 students did not respond positively to the same sentiment on the Youth Development Instrument. The district will engage in the YDI in 2025-2026 to check this data again, and then identify possible strategies to support students. Additionally, the disparity in belonging across different student groups points to the importance of inclusive practices. Engaging students directly through focus groups and surveys can help co-create strategies that foster a stronger sense of belonging for all, especially underrepresented groups.

In regards to Measure 3.2 (Two or More Adults that Care), the district responded to the lower than expected data in 2021 by aligning the school plan that included a Human and Social Development focus. The result over the last four years have shown a positive increase in all measures. School staff have responded by being intentional in developing positive connections between students and staff. Qualitative data gathered by schools indicated a discrepancy between how teachers and students perceived the adult connections. Schools have made a concerted effort to build the connection with students and defining what caring adult means. An examination of MDI data showed a high number of Grade 8 students indicating they had no important adults. As described in Section B, Superintendent Tambellini has been talking to Grade 8 students as she has been visited middle schools to learn more about their perception. The students are reporting to her that they do have adults they can go to if needed, but the wording of “caring” or “important” seems to confuse the students when completing the survey. The Student Leadership Council also provided additional wording or phrases that might help students understand the intent of the question.

Positive Responses to Two or More Adults that Care		
Grade	Indigenous	Non- Indigenous
4	79%	68%
7	60%	56%
10	52%	58%
12	81%	70%

The *How We Are Doing?* report was referenced in our detailed examination of results for “2 or More Adults that Care.” In **Grade 4**, Indigenous students report significantly higher positive responses (79%) than Non-Indigenous students (68%), suggesting strong early connections with adults in school. This trend reappears in **Grade 12**, where 81% of Indigenous students feel supported, compared to 70% of their Non-Indigenous peers. These results indicate that Indigenous students may experience stronger adult-student relationships at the beginning and end of their K–12 journey.

However, a notable dip occurs in **Grade 10**, where only 52% of Indigenous students report feeling supported by two or more adults, compared to 58% of Non-Indigenous students. This drop suggests a potential vulnerability during the middle-to-senior transition years. Targeted support during this period—such as mentorship programs, culturally relevant engagement, and consistent adult presence—could help bridge this gap and ensure more consistent support throughout students' educational experiences.

Positive Responses to Two or More Adults that Care		
Grade	Students with Disabilities or Diverse Abilities	Students without Disabilities or Diverse Abilities
4	67%	69%
7	62%	55%
10	65%	56%
12	75%	69%

Across all grades, **students with disabilities or diverse abilities consistently report higher positive responses** than their peers without disabilities. For example, in Grade 7, 62% of students with disabilities reported positively, compared to only 55% of students without disabilities. This trend continues through Grade 12, where 75% of students with disabilities felt supported by multiple adults, compared to 69% of their peers. This suggests that support systems for students with disabilities may be more visible or accessible, possibly due to targeted programs or individualized support plans.

The **Children and Youth in Care (CYIC) population showed remarkable growth in this measure**. Due to the small population size, this cohort has traditionally not been reported on in the Framework for Enhancing Student Learning. This year, the results (87% positive responses) are very encouraging. The improvement in data may be the result of two factors: Improved data that increased awareness of CYIC students at the school level and the alignment of school plans to include a Human and Social Development focus.

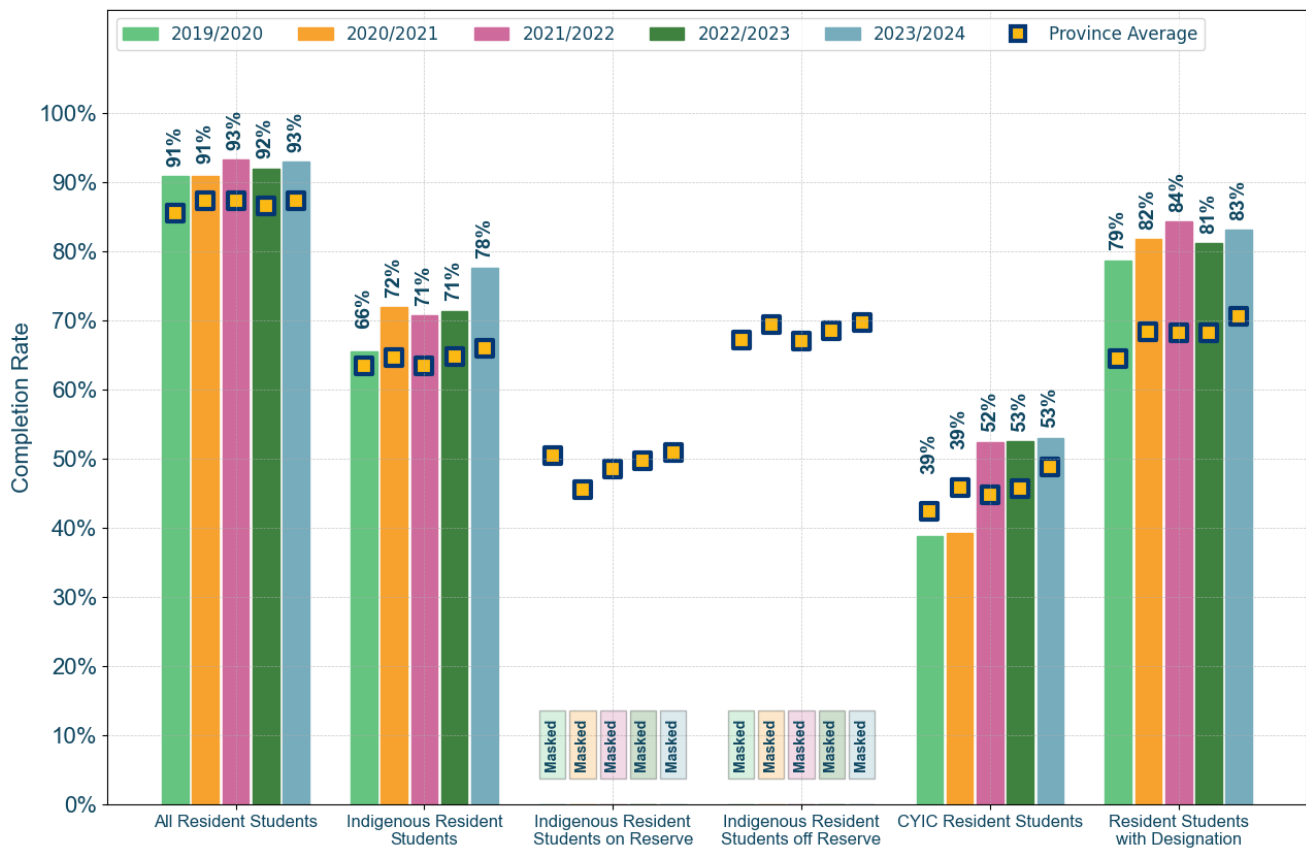
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

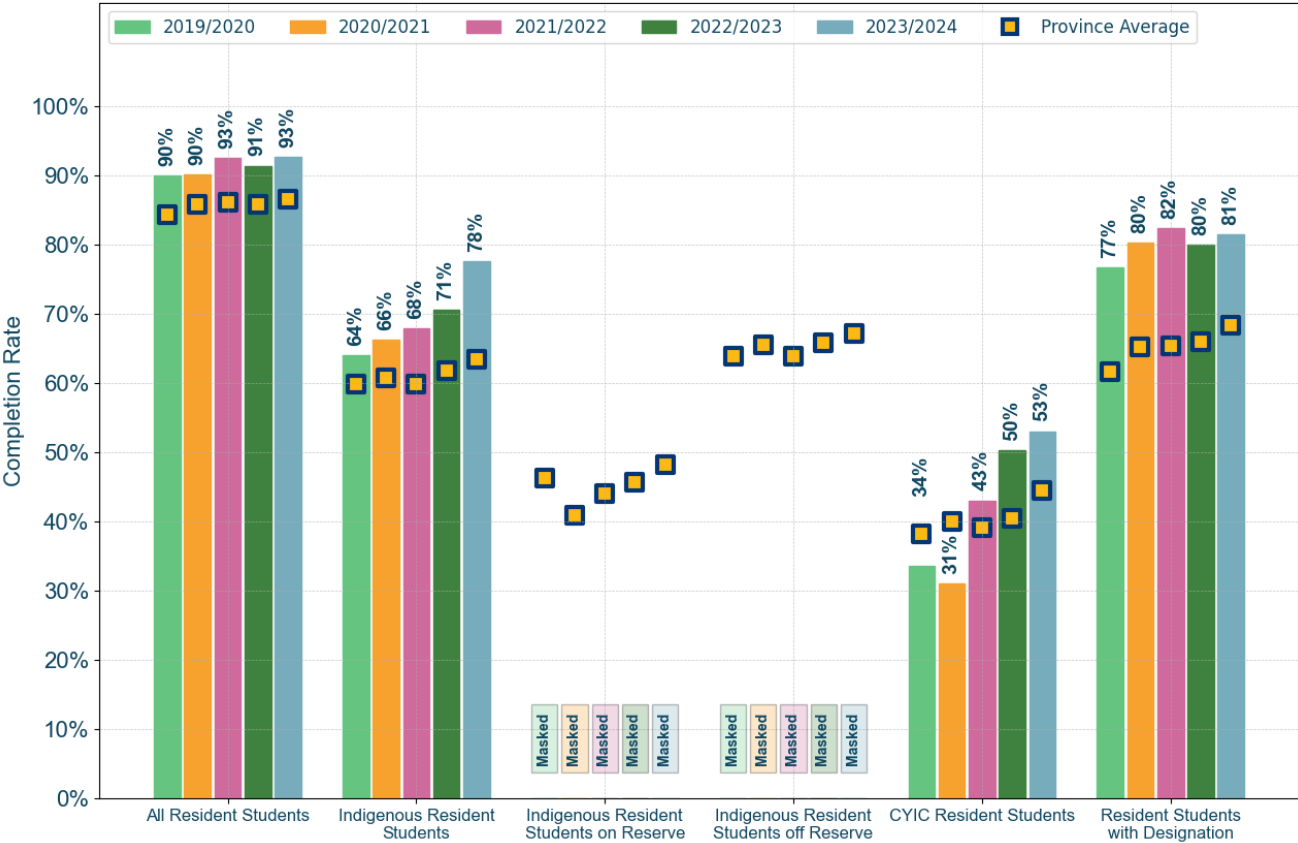
SD043 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	2618 183	2562 183	2617 222	2638 225	2663 227
Indigenous Resident Students	137 9	114 8	117 10	136 11	111 9
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	42 3	53 5	46 4	48 4	43 3
Resident Students with Designation	697 43	655 43	653 51	655 51	657 49

SD043 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD043 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

All Resident Students (5 Year Completion Rate)

- The 5-year graduation rate for all resident students is above the provincial average. In 2023-2024, 2220 of 2638 (92%) eligible Grade 12 students graduated in Coquitlam. This is higher than the provincial average of 87%.
- The three-year trend average is 93%.
- The 6-year completion rate for resident students is 96% compared to the provincial rate of 91%.

Indigenous Students Living On Reserve (5 Year Completion Rate)

- No data to report on due to the small size of the population.

Indigenous Students Living Off Reserve (5 Year Completion Rate)

The pre-populated report has masked the data for this population. However, the data provided by the Ministry Analytics and Outreach Team does provide data that was analyzed by the Student Achievement Advisory Committee.

- 73% of this population graduated within five years. This is higher than the provincial average of 69%. The three-year trend has an average of 72% completion rate.
- When compared to the All Students graduation rate (92%), the Indigenous Students Living Off Reserve population graduation rate is lower at 73% but the gap appears to be closing. Attendance may be a factor in the graduation rates of the Indigenous students. The 6-year completion rate is 80%, compared to the province (78%).

Disabilities or Diverse Abilities (5 Year Completion Rate)

- 490 of 655 students (83%) in this population graduated in 2023-2024. This rate is similar to the previous year (82%). The three-year average is 82% completion rate.
- When compared to the All-Students population graduation rate (93%), the Students with Disabilities or Diverse Abilities population graduation rate is lower at 83% but the gap appears to be closing.
- The 6-year completion rate is 87%, compared to the province (78%).

Children and Youth in Care (5 Year Completion Rate)

- The number of students graduating is too small to report on due to population size being smaller than ten. We see improvement in the 6 year completion rate, which is similar to the provincial rate.

Interpretation:



Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

Completion rates remain higher than the provincial counterparts for all populations. Data for the Indigenous Students Living On Reserve is masked due to the small populations. The Student Achievement Advisory Committee analyzed the data on February 10, 2025.

The overall graduation rate for resident students is 92%, showing a gradual increase over time. Indigenous students have a graduation rate of 73%, which is an improvement from previous years and higher than the provincial rate. Students with disabilities or diverse abilities have a graduation rate of 81%, significantly higher than the provincial rate of 68%. Several factors have influenced these trends, including the impact of learning from home during the COVID-19 recovery period (2019-2020), changes in the curriculum in 2016, and the removal of certain provincial assessments in 2014.

The redesigned curriculum has likely made learning more engaging and relevant, helping students stay motivated. Targeted programs and support services for Indigenous students, as well as enhanced support and resources for students with disabilities, have contributed to their higher graduation rates. Initiatives to support students during and after the COVID-19 pandemic, such as remote learning adaptations and mental health support, have helped students continue their education. The elimination of certain provincial assessments may have reduced stress and barriers, allowing students to focus more on their coursework. These strategies, combined with a focus on individualized support and early intervention, have likely contributed to the positive trends in graduation rates.

The district has implemented a comprehensive and culturally responsive strategy to support Indigenous student success, leading to improved graduation rates. Key initiatives include the establishment of the Indigenous Education Council, the implementation of Indigenous Support Blocks in all secondary schools, and the development of the Indigenous Student Learning Profile (SLP). These efforts are designed to provide personalized academic and emotional support, foster a sense of belonging, and ensure that Indigenous students have access to culturally relevant learning experiences. Programs like the Indigenous Youth Summit and the Middle Years Indigenous Student Leadership group empower students by amplifying their voices and promoting leadership.

Additionally, the district has strengthened pathways to post-secondary education and careers through initiatives like the Indigenous Trade Sampler and BCIT Indigenous Youth Day. These programs, along with increased collaboration with the k̓w̓ik̓w̓əłəm Nation and community partners, have contributed to a rise in post-secondary transitions. The district's use of student feedback, data-informed planning, and annual reviews of school action plans ensures that supports remain effective and responsive. As a result, graduation rates for Indigenous students have steadily increased, with 73% graduating in 2023–2024, up from 71% the previous year, and more students reporting a stronger sense of safety and connection at school.

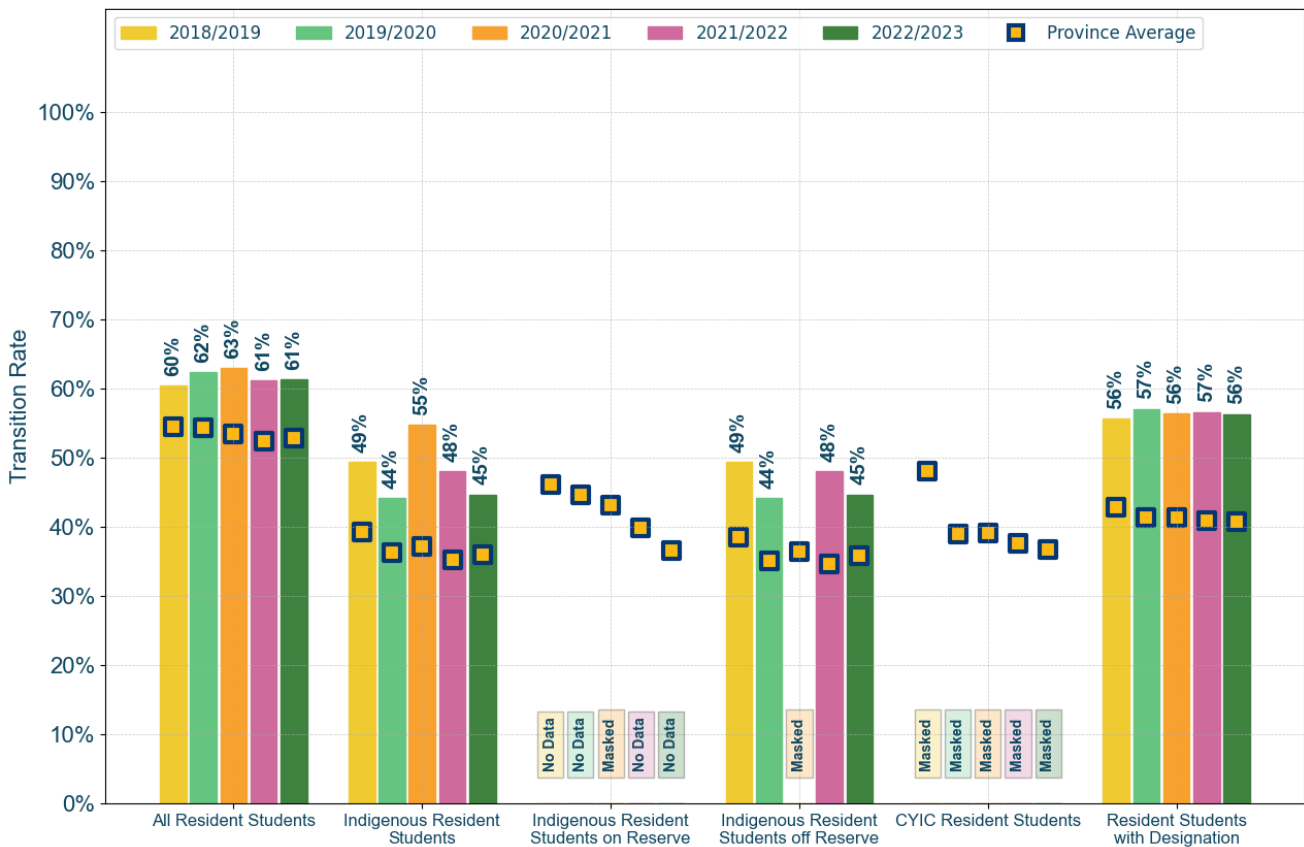
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

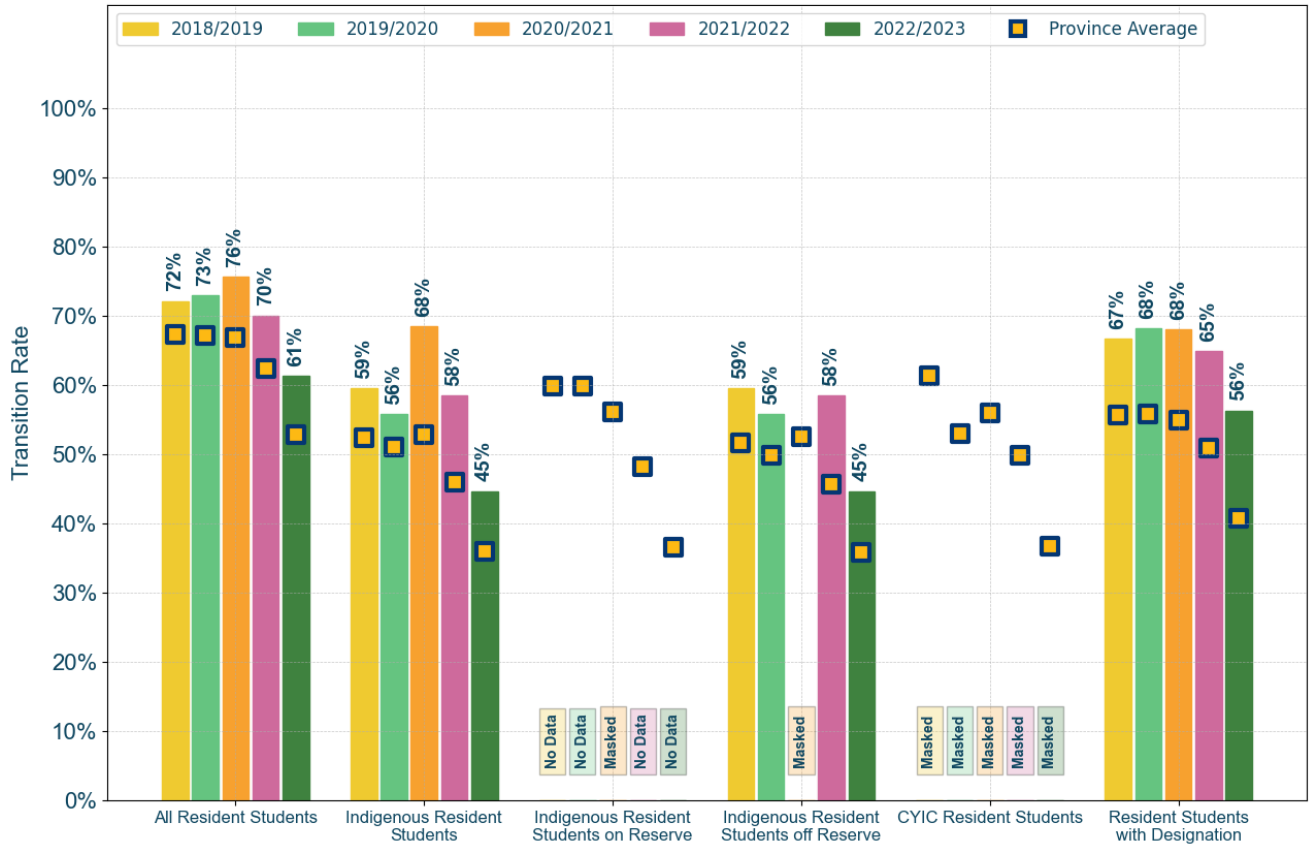
SD043 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	2276	2238	2194	2278	2265
Indigenous Resident Students	79	86	73	77	94
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	79	86	Masked	77	94
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	465	466	445	459	444

SD043 - Immediate Transition to Post-Secondary



SD043 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

The data provided for this report only shows British Columbia post-secondary institutions at this time. Many of graduates of the school district attend universities outside of British Columbia, either across Canada, in the United States, or around the world. This is not reflected in the data for this report.

All Resident Students

- **Immediate Transition to Post-Secondary**
 - The most recent data available at the time of this report, 2022-2023, shows that 61% of Dogwood graduates transferred immediately to post-secondary institutions. This is higher than the provincial rate of 52%
 - The three year trend shows an average transfer rate of 62%.
- **Within 3 Years Transition to Post-Secondary**
 - The transferring within 3 year rate is 61%

Indigenous Students Living On Reserve

- **Immediate Transition to Post-Secondary**
 - There is no data available for this population.
- **Within 3 Years Transition to Post-Secondary**
 - There is no data available for this population.

Indigenous Students Living Off Reserve

- **Immediate Transition to Post-Secondary**
 - Data shows 45% of Indigenous students transferred to post-secondary immediately after graduation. This rate is higher than the provincial rate of 35%.
 - Parents and guardians of Indigenous students were asked on the Equity Scan if they felt school was preparing their children for their future after Grade 12.
 - 91 of 159 (57%) parents and guardians agreed or strongly agreed with the statement.
 - 51 (32%) of the parents neither agreed nor disagreed.
 - 17 parents (10%) disagreed with the statement.
- **Within 3 Years Transition to Post-Secondary**
 - 45% of Indigenous students transferred within three years of graduation. This is a decrease from the previous year (58%). This number is higher than the provincial average but lower than the All Resident population. The provincial average also showed a similar drop.

Students with Disabilities or Diverse Abilities

- **Immediate Transition to Post-Secondary**
 - In the recent data from 2022-2023, 56% of students transferred to a post-secondary institution within one year of graduation. This is higher than the provincial transfer rate (35%).

- The one-year transition rate (56%) is close to the All Resident Student rate (61%), and higher than the Indigenous Student Living Off Reserve rate (45%)
- **Within 3 Years Transition to Post-Secondary**
 - 56% of students transferred within 3 years. This is a decrease from the previous year (65%). This decrease is also mirrored in the provincial rate.

Children and Youth in Care

- **Immediate Transition to Post-Secondary**
 - There is no data available for this population.
- **Within 3 Years Transition to Post-Secondary**
 - There is no data available for this population.

Interpretation:



Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

The report focuses on post-secondary transfer rates for various student groups within British Columbia, noting that many graduates attend universities outside the province, which is not reflected in the data. For all students, the most recent data from 2022-2023 shows that 61% of Dogwood graduates transferred immediately to post-secondary institutions, higher than the provincial rate of 52%. The three-year trend indicates an average transfer rate of 62%. Indigenous students living off reserve had a transfer rate of 48%, surpassing the provincial rate of 35%. Additionally, 57% of parents and guardians of Indigenous students felt that schools were preparing their children well for life after Grade 12.

Students with disabilities or diverse abilities had a one-year transition rate of 57%, which is higher than the provincial rate of 35% and close to the rate for all resident students. There is no data available for Indigenous students living on reserve or for children and youth in care due to the small number of students in these groups. Overall, the report highlights higher post-secondary transfer rates for Dogwood graduates compared to provincial averages, with notable differences among specific student populations.

Transfer to post-secondary data only reports on institutions within British Columbia. The data does not report on students who attend elite universities outside of British Columbia.

Data for Indigenous students from both Ministry sources and the Equity Scan is promising. One possible factor for the strong results is the District Train in Trades program led by a District Vice-Principal. There is a focus on supporting Indigenous students through the Indigenous Peoples in Trades Training Program which helps SD43 students interested in pursuing a Career, Education or Training in Trades.

School District No. 43 and the Career and Trades Programs provide equal access and opportunity for Indigenous students interested in trades. There are several programs and resources available for those interested in exploring or entering trades. In partnership with Skilled Trades BC, ACCESS Futures, SkilledTradesBC, WORK BC, and other agencies, the district can support students with:

- Tuition-free Trades Training Programs
- Financial support for equipment and other supplies
- Transportation and Housing Allowances
- Access to child care
- Mentorship Programs
- Free tutoring and learning support
- Free upgrading programs

The Indigenous Education Department supported a Trade Sampler event to introduce Indigenous students to possible trades. Kory Wilson and Tami Pierce from the British Columbia Institute of Technology (BCIT), were the facilitators for the Indigenous Youth Summit in November 2022. One of the outcomes was a working relationship between SD43 and BCIT. BCIT offered an Indigenous Focus Day to Indigenous students of SD43. This was a day for sixty students to learn about all the different programs and options available at BCIT. Currently the District Principal of Indigenous Education and District Vice-Principal of Career and Trades are examining how many students who attended these events signed up for Careers Programs. In addition, Indigenous youth attended post-secondary exploration days at Simon Fraser University, University of British Columbia and Kwantlen Polytechnic University.

The Indigenous Support blocks at each secondary school is intended to support Indigenous students in their graduation rates. This structure is now in place at all secondary schools. It is hoped that this structure will improve completion rates so it closes the gap with non-Indigenous students.

District Principals examined the transfer to Post Secondary Within Three Years data and noted the decrease among all populations. These decreases were also mirrored in the provincial rates. The decrease appears to have affected the entire province. Two theories have emerged in discussion: Affordability and the impact of Covid-19 pandemic. This data will continue to be monitored with interest.