

Enhancing Student Learning Report September 2025

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

In Review of Year 1 of our 2024-2028 Strategic Plan
Approved by Board on September 23, 2025



REVIEW DATA AND EVIDENCE

Part 1

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Land Acknowledgement

Éy swáyel.

We acknowledge that the Abbotsford School District is located on the traditional and unceded territory of the Semá:th First Nation and Máthxwi First Nation. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers.



SUPPLEMENTAL MATERIAL

Icon Guide:  ANALYZE  INTERPRET  OUR STORIES

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.

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.

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.

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.





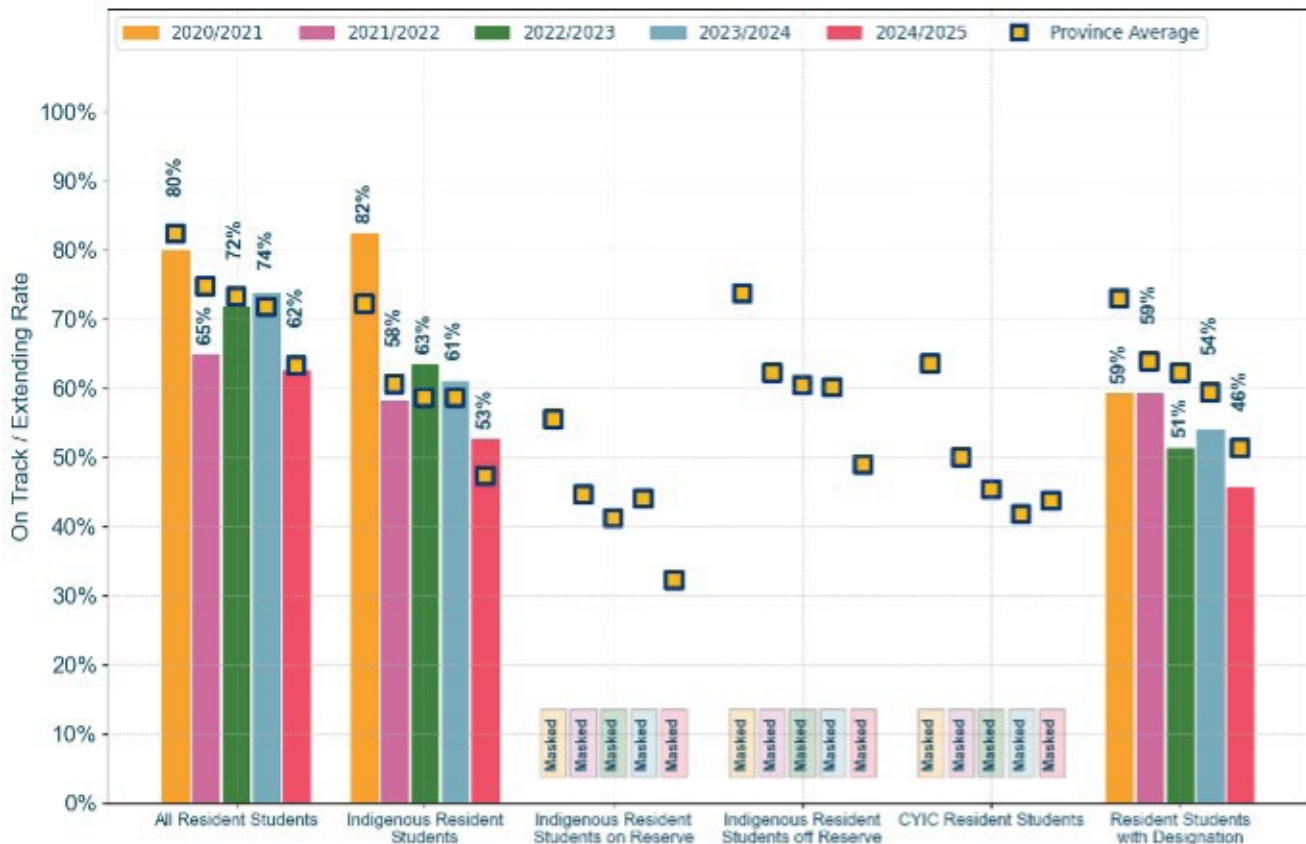
INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 1: LITERACY

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD034 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1513 86%	1478 94%	1487 93%	1493 91%	1533 90%
Indigenous Resident Students	199 77%	176 90%	201 89%	168 89%	148 90%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	15 80%	Masked	Masked	Masked
Resident Students with Designation	139 55%	124 65%	113 64%	153 64%	153 69%

SD034 - Grade 4 FSA Literacy - On Track / Extending Rate





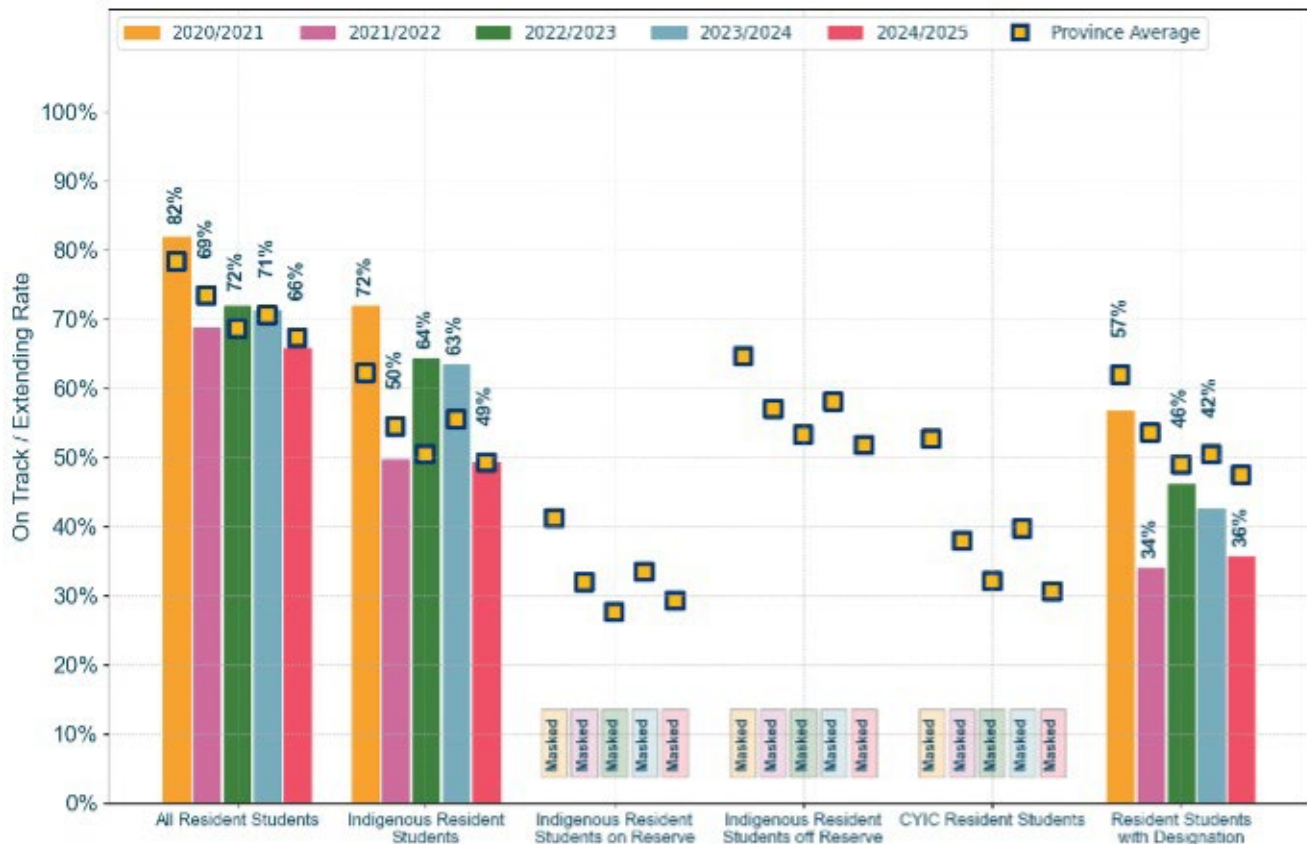
INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 1: LITERACY

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD034 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1450 84%	1463 94%	1447 92%	1526 92%	1546 90%
Indigenous Resident Students	182 76%	188 87%	191 90%	192 87%	165 85%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	16 75%	Masked	Masked	Masked
Resident Students with Designation	169 62%	187 79%	185 70%	198 77%	204 72%

SD034 - Grade 7 FSA Literacy - On Track / Extending Rate





INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 1: LITERACY

Measure 1.2: Grade 10 Literacy Expectations

SD034 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1519 44%	1485 86%	1489 85%	1543 87%	1593 88%
Indigenous Resident Students	203 37%	180 67%	174 57%	194 69%	192 71%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	22 68%	Masked
Resident Students with Designation	211 33%	193 53%	210 59%	245 66%	230 71%

SD034 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate





ANALYSIS – OUTCOME 1

GRADE 4, 7, AND 10 LITERACY EXPECTATIONS

LITERACY

Key Context

This analysis examines literacy performance in Abbotsford School District using Foundation Skills Assessment (FSA) for Grades 4 and 7, Graduation Literacy Assessment (GLA) for Grade 10, report card data, PM Benchmarks, and District Wide Write (DWW) results. Data reflects a 45.7% increase in students with designations (e.g., 138 to 201 in Grade 4) over three years (2022/23–2024/25), driven by complex needs, with impacts from pandemic (2020/21) and flood disruptions (November 2021). Data for Indigenous students (on/off reserve) and Children and Youth in Care (CYIC) is masked due to small population sizes; most Indigenous students are off-reserve. Participation rates in ministry assessments (FSA, GLA) exceed provincial averages, peaking in 2021/22 and stabilizing by 2024/25. Indigenous students participate above provincial rates, while students with designations participate less than the general population but above provincial norms.

Trends

Overall Proficiency Decline: Literacy proficiency has declined on FSA/GLA from previously higher levels: 62% vs 80% in Grade 4, 66% vs 82% in Grade 7, and stable at 68% in Grade 10 (comparing 2023/24 to 2019/21 for Grade 10 and 2024/25 to 2020/21 for Grades 4 and 7).

Priority Populations

- **Indigenous Students:** Outperform provincial peers in Grade 4 (52.6% vs. 47.3% proficient) but align by Grade 7 (49.3% vs. 49.2%) and Grade 10 (53% vs. ~54%). Data for on/off-reserve status is masked.

- **Students with Designations:** Consistently lag district (46% vs. 62% Grade 4; 36% vs. 66% Grade 7) and provincial averages (46% vs. 51.4% Grade 4; 36% vs. 47% Grade 7).
- **CYIC:** Masked data limits analysis, but available indicators suggest lower performance than peers.

Local vs. Ministry Assessments: Report card data shows misalignment with Ministry assessments, with the largest gap in Grade 4 (48% vs 62%), followed by Grade 7 (63% vs 66%) and Grade 10 (73% vs 68%). Local assessments—PM Benchmarks and District Wide Writes—are more closely aligned with report card data in Grade 4 (50% and 56% vs 48%).

Comparisons

- **Grade 4:** Abbotsford’s overall proficiency fell from 80% to 62% (2020/21–2024/25), above provincial ~60%. Indigenous students (52.6%) outperform provincial peers (~47%), while students with designations (46%) lag provincial 51.4%. Report card data underestimates proficiency, especially for priority groups (32% gap for students with designations).
- **Grade 7:** Overall proficiency dropped from 80% to 66%, aligning with provincial ~65%. Indigenous students (49%) match provincial peers (49%), while students with designations (36%) trail provincial 47%. Report card alignment improves.
- **Grade 10:** Overall proficiency stable at 68%, close to provincial ~68%. Indigenous students (53%) align with provincial ~54%; students with designations (43%) lag provincial 51%. Report cards closely mirror GLA data.



[See district Literacy Supplement](#)





INTERPRETATION – OUTCOME 1

GRADE 4, 7, AND 10 LITERACY EXPECTATIONS

LITERACY

New Information from Comparisons

Comparing provincial and local data reveals persistent misalignment between report cards and ministry assessments (FSA, GLA), particularly in Grade 4 (14% gap), with larger discrepancies for Indigenous students and students with designations (e.g., 32% report card-FSA gap for students with designations in Grade 4). Local assessments (PM Benchmarks, DWW) suggest higher early proficiency (78% Grade 3) than ministry data, indicating potential differences in assessment rigor. Proficiency declines are evident across cohorts (Grade 4: 80% to 62%; Grade 7: 82% to 66%), likely due to pandemic and flood disruptions, with priority populations most affected.

Strengths

- **High Participation:** Abbotsford exceeds provincial participation rates in literacy assessments, reflecting strong inclusion efforts, especially for Indigenous students.
- **Overall Proficiency:** District performance aligns with or exceeds provincial averages (68% Grade 10), indicating effective literacy instruction for most students.
- **Early Indigenous:** Indigenous students outperform provincial peers in Grade 4 (52.6% vs. 47.3%).
- **Improved Alignment:** Report card and ministry assessment alignment improves by Grade 10 (5% gap).

Areas for Growth

- **Declining Proficiency:** Significant drops in Grade 4 (80% to 62%) and Grade 7 (82% to 66%) proficiency, particularly for Indigenous students (52.6% to 49%) and students with designations (46% to 36%).
- **Priority Population Gaps:** Indigenous students' literacy scores lag district averages by ~10%; students with designations consistently underperform (46% vs. 62% Grade 4). CYIC data is limited due to masking.
- **Assessment Misalignment:** Large gaps between report cards and ministry assessments, especially in Grade 4, disproportionately affect priority groups.

Equity Implications

The analysis highlights Abbotsford's commitment to equity but reveals persistent gaps. Indigenous students' early outperformance fades by Grade 10, necessitating sustained culturally responsive interventions. Students with designations face systemic barriers (46% vs. 62% Grade 4), requiring enhanced differentiated instruction and resources to address rising complex needs (45.7% increase). Limited CYIC data hinders targeted support, urging improved tracking protocols. Misaligned assessments disproportionately impact priority groups, suggesting more consistent assessment criteria. Equity-focused recovery plans (interventions, trauma-informed practices) are critical to address disruptions and ensure equitable literacy outcomes for all learners.



[Shape Monster Project Brings Early Literacy Life](#)



[Literacy in Elementary Schools at Abbotsford School District](#)



[Independent Reading Sparks Literacy Growth at Abbotsford Traditional School](#)



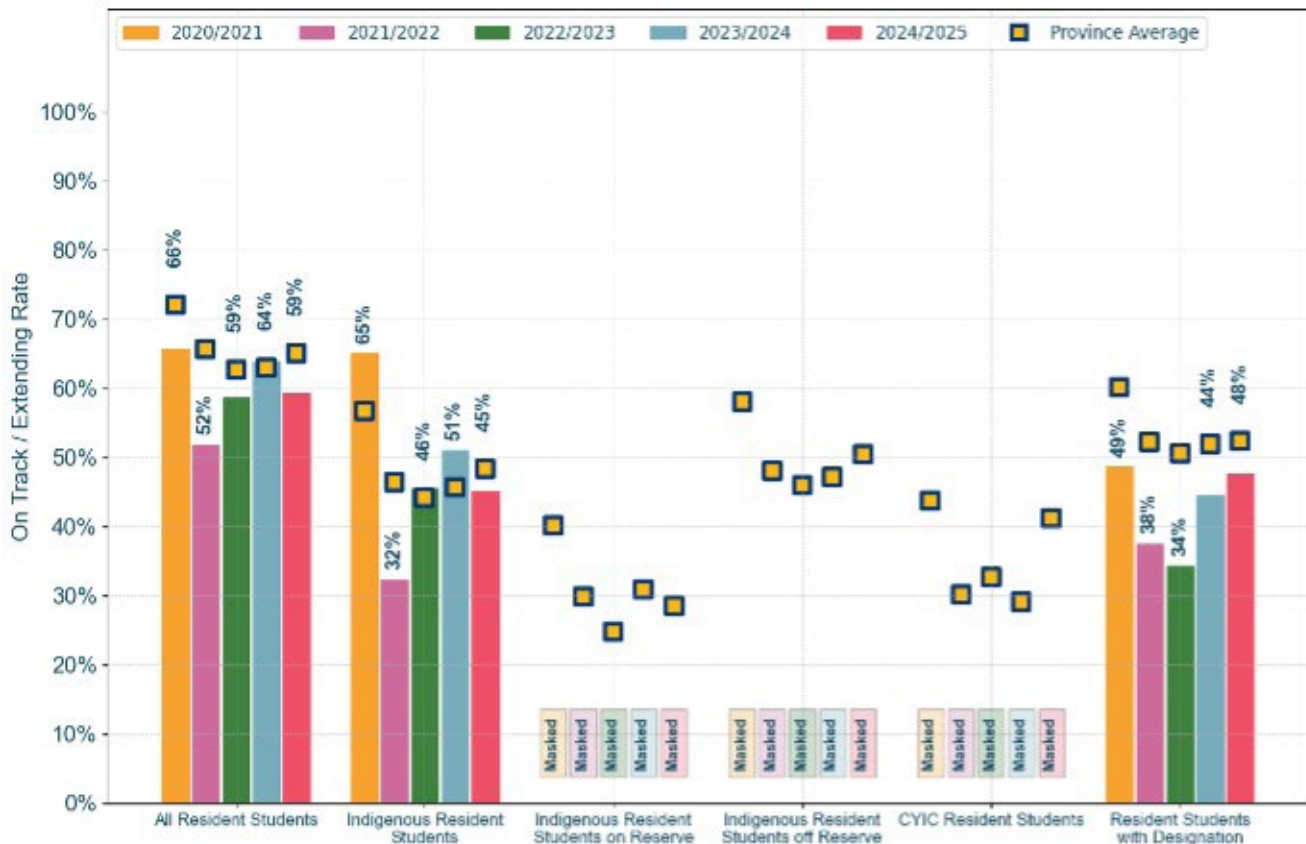
INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 2 NUMERACY

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD034 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1513 85%	1478 94%	1487 93%	1493 91%	1533 90%
Indigenous Resident Students	199 75%	176 90%	201 90%	168 88%	148 90%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	15 87%	Masked	Masked	Masked
Resident Students with Designation	139 52%	124 65%	113 65%	153 65%	153 69%

SD034 - Grade 4 FSA Numeracy - On Track / Extending Rate





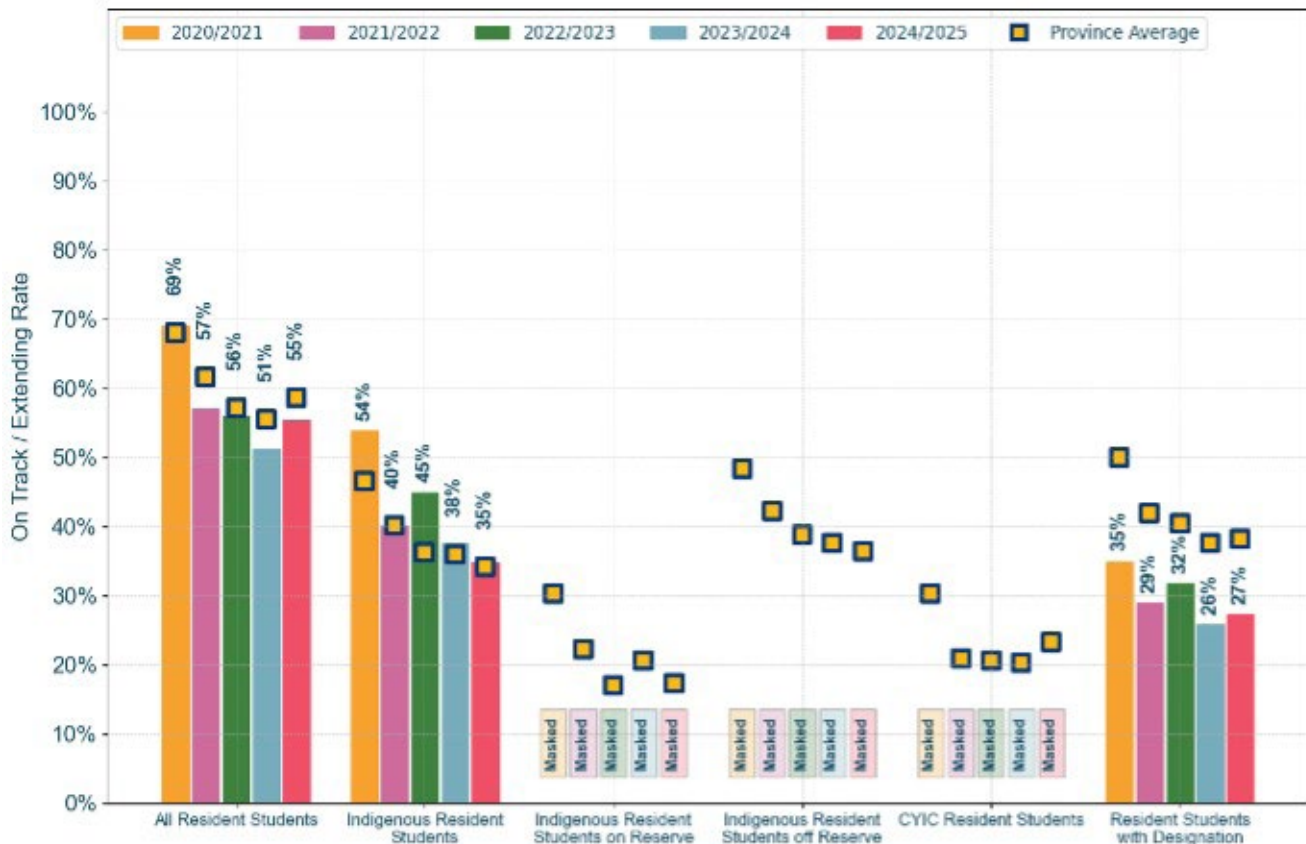
INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 2 NUMERACY

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD034 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1450 84%	1463 94%	1447 92%	1526 92%	1546 90%
Indigenous Resident Students	182 77%	188 86%	191 88%	192 89%	165 84%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	16 75%	Masked	Masked	Masked
Resident Students with Designation	169 61%	187 78%	185 68%	198 76%	204 70%

SD034 - Grade 7 FSA Numeracy - On Track / Extending Rate





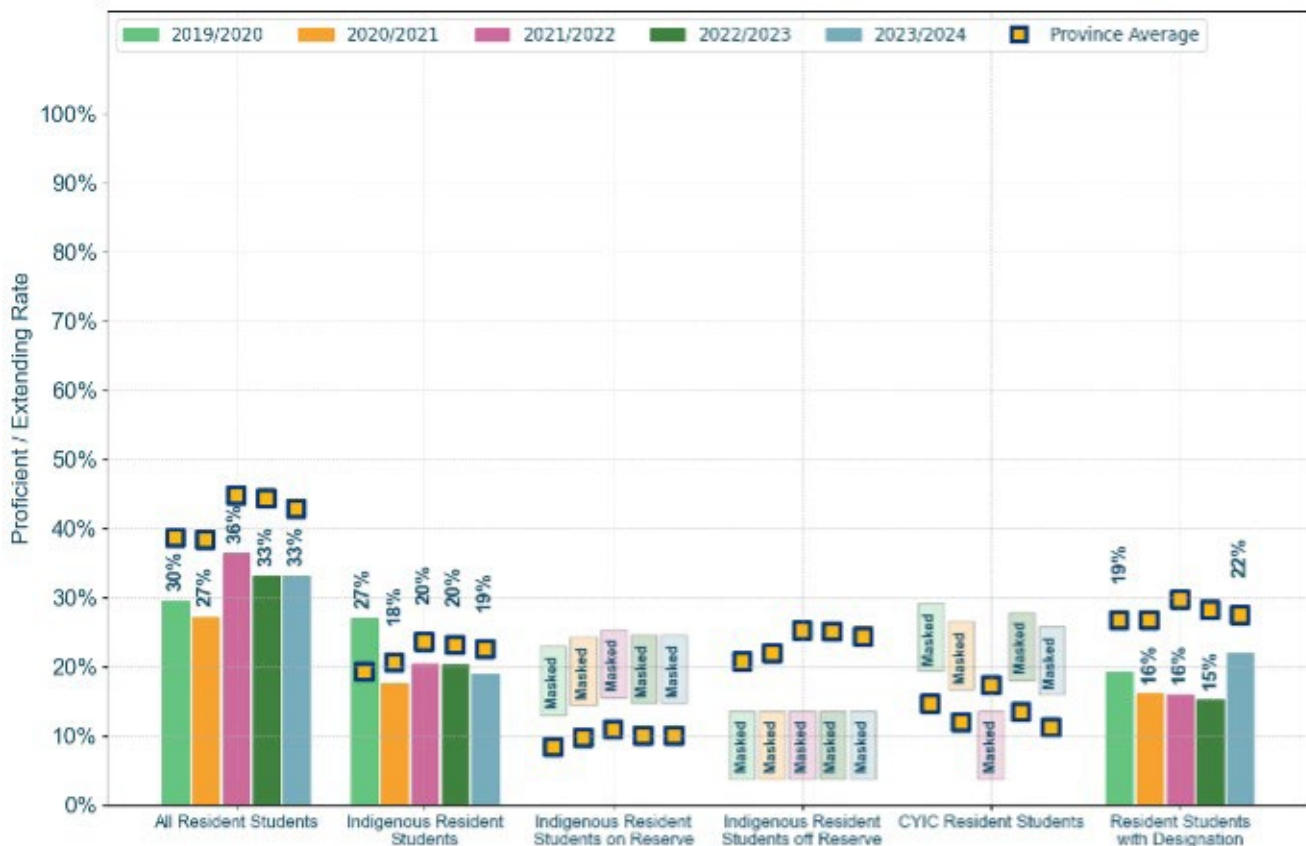
INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 2 NUMERACY

Measure 2.2: Grade 10 Numeracy Expectations

SD034 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1505 46%	1476 85%	1461 87%	1551 86%	1585 88%
Indigenous Resident Students	202 39%	179 65%	173 62%	199 72%	191 70%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	23 70%	Masked
Resident Students with Designation	207 28%	190 52%	206 64%	249 66%	228 68%

SD034 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate





ANALYSIS – OUTCOME 2

GRADE 4, 7, AND 10 NUMERACY EXPECTATIONS

NUMERACY

Key Context

This analysis summarizes numeracy performance in Abbotsford School District using Foundation Skills Assessment (FSA) for Grades 4 and 7, Graduation Numeracy Assessment (GNA) for Grade 10, report card data, and Student Numeracy Assessment Project (SNAP) results for Grade 7. Demographic trends show a 45.7% increase in students with designations (e.g., 138 to 201 in Grade 4) from 2022/23 to 2024/25, driven by complex needs, with impacts from pandemic (2020/21) and flood disruptions (November 2021). Data for Indigenous students (on/off reserve) and Children and Youth in Care (CYIC) is masked due to small population sizes; most Indigenous students are off-reserve. Participation in ministry assessments exceeds provincial averages, with Indigenous students participating above provincial rates and students with designations participating less than the general population but above provincial norms.

Trends

Overall Proficiency: Numeracy proficiency (on track/extending) declined from 66% to 59% (Grade 4), 69% to 55% (Grade 7), and increased slightly from 30% to 33% (Grade 10) from 2020/21 to 2024/25. Numeracy performance is lower than literacy across grades.

Priority Populations:

- **Indigenous Students:** Declined on FSA/GNA (Grade 4: 65% to 45%; Grade 7: 54% to 35%; Grade 10: 27% to 19%), underperforming district averages by 14% (Grade 4, 10) to 20% (Grade 7). On/off-reserve data is masked.

- **Students with Designations:** Lag district averages (48% vs. 59% Grade 4; 27% vs. 55% Grade 7; 22% vs. 33% Grade 10) and provincial averages across all grades.
- **CYIC:** Masked data limits analysis, but indicators suggest lower performance than peers.

Local vs. Ministry Assessments: Report cards align closely with ministry data in Grade 4 (63% vs. 59%) and Grade 7 (57% vs. 55%) but show a significant gap in Grade 10 (64% vs. 33%). SNAP (Grade 7: 47% proficient/extending) is 10% lower than report card/FSA scores.

Comparisons

- **Grade 4:** Overall proficiency fell from 66% to 59%, below provincial 65.1%. Indigenous students (45%) are below provincial 48%, and students with designations (48%) lag provincial 52%. Report cards (63%) align closely with FSA (59%) for all students but widen for priority groups (Indigenous: 36% vs. 45%; designations: 23% vs. 48%).
- **Grade 7:** Overall proficiency dropped from 69% to 55%, below provincial 59%. Indigenous students (35%) align with provincial 35%, while students with designations (27%) trail provincial 38%.
- **Report cards:** (57%) align well with FSA (55%), though gaps persist for priority groups (Indigenous: 26% vs. 35%; designations: 21% vs. 27%).
- **Grade 10:** Overall proficiency rose from 30% to 33%, below provincial 43%. Indigenous students (19%) align with provincial trends, while students with designations (22%) lag provincial 27%. Report cards (64%) significantly overestimate GNA (33%), with larger gaps for priority groups (Indigenous: 57% vs. 19%; designations: 49% vs. 22%).



[See District Numeracy Supplement](#)





INTERPRETATION – OUTCOME 2

GRADE 4, 7, AND 10 NUMERACY EXPECTATIONS AND GRADE-TO-GRADE TRANSITIONS

NUMERACY

New Information from Comparisons

Comparing provincial and local data reveals closer alignment between report cards and ministry assessments (FSA, GNA) in Grades 4 (4% gap) and 7 (2% gap) but a significant misalignment in Grade 10 (64% vs. 33%). SNAP data (47% proficient in Grade 7) is 10% lower than report card/FSA scores, suggesting differences in assessment focus. Proficiency declines are evident in Grade 4 (66% to 59%) and Grade 7 (69% to 55%), with a slight increase in Grade 10 (30% to 33%), likely influenced by earlier pandemic (2020/21) and flood disruptions (November 2021). Priority populations, particularly students with designations, show larger gaps in report card versus ministry data (e.g., 23% vs. 48% in Grade 4).

Strengths

- **High Participation:** Abbotsford exceeds provincial participation rates in numeracy assessments, reflecting strong inclusion efforts, especially for Indigenous students.
- **Assessment Alignment in Early Grades:** Report cards align closely with FSA in Grades 4 (63% vs. 59%) and 7 (57% vs. 55%), indicating consistent evaluation for most students.
- **Stable Grade 10 Performance:** Slight improvement in Grade 10 GNA proficiency (30% to 33%) shows resilience despite disruptions to earlier learning.
- **Early Numeracy Foundation:** SNAP and report card data suggest solid foundational numeracy skills in middle grades, though lower than literacy performance.

Areas for Growth

- **Declining Proficiency:** Significant drops in Grade 4 (66% to 59%) and Grade 7 (69% to 55%) proficiency, particularly for Indigenous students (45% to 35% Grade 7) and students with designations (48% to 27% Grade 7).
- **Priority Population Gaps:** Indigenous students underperform district averages by 14–20%, aligning with provincial trends. Students with designations lag district (e.g., 48% vs. 59% Grade 4) and provincial averages (e.g., 27% vs. 38% Grade 7).
- **Grade 10 Misalignment:** Large gap between report cards (64%) and GNA (33%) for all students, especially priority groups (Indigenous: 57% vs. 19%; designations: 49% vs. 22%), suggesting inconsistent assessment rigor.
- **Limited CYIC Data:** Masked data restricts targeted support for CYIC, limiting equity-focused interventions.

Equity Implications

The analysis highlights Abbotsford's commitment to equity but reveals persistent gaps. Indigenous students' alignment with provincial trends (e.g., 35% Grade 7) indicates a need for culturally responsive numeracy instruction to sustain early progress. Students with designations face systemic barriers (e.g., 48% vs. 59% Grade 4), necessitating enhanced differentiated instruction and resources to address rising complex needs (45.7% increase). Limited CYIC data hinders tailored support, requiring improved tracking protocols. Misalignment in Grade 10 assessments disproportionately affects priority groups, suggesting a need for more consistent evaluation practices. Equity-focused strategies, such as targeted interventions and trauma-informed approaches, are essential to address disruptions and ensure equitable numeracy outcomes for all learners.





HUMAN AND SOCIAL DEVELOPMENT
EDUCATIONAL OUTCOME 3:

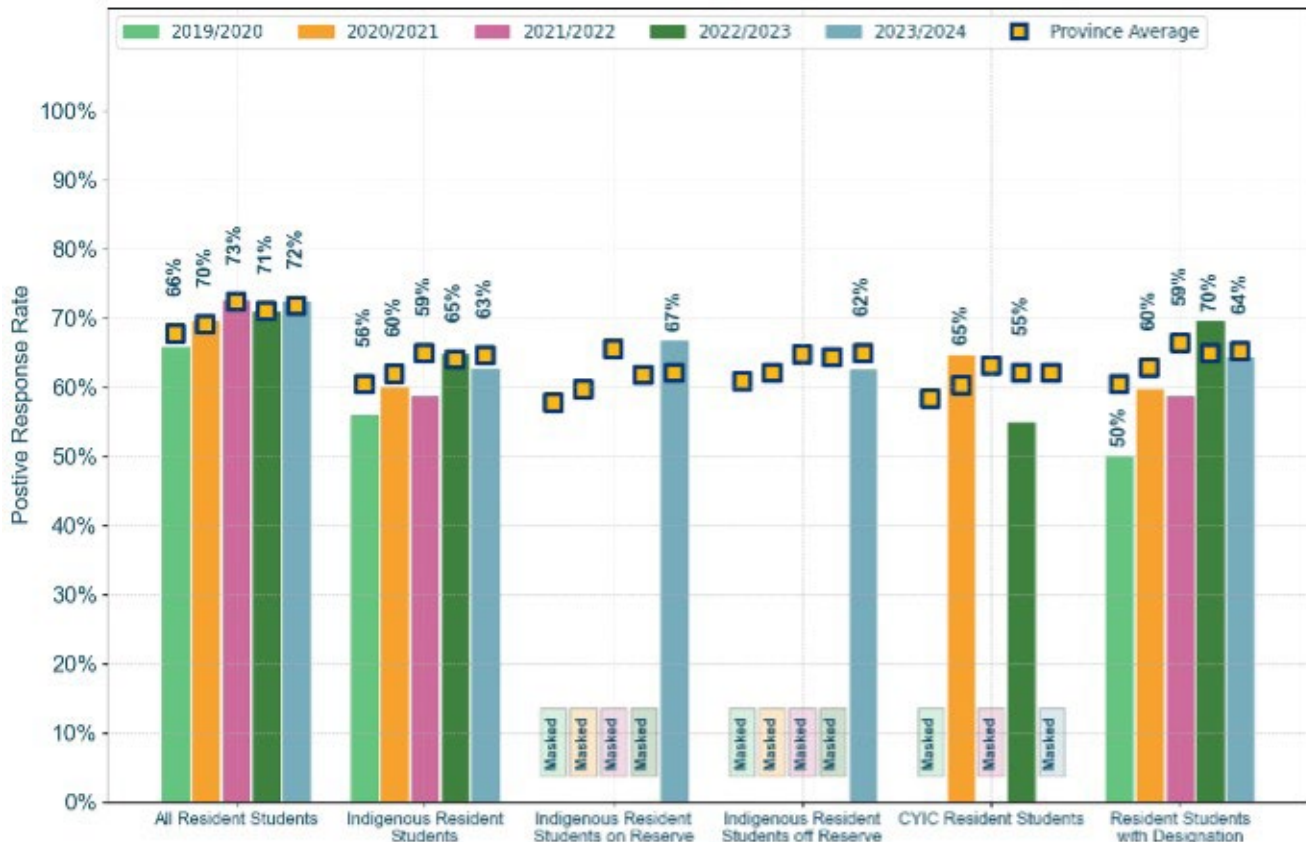
FEEL WELCOME, SAFE, AND CONNECTED

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

SD034 - 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	4459 62%	4350 75%	4372 74%	4425 80%	4560 78%
Indigenous Resident Students	601 56%	550 64%	528 64%	581 69%	539 65%
Indigenous Resident Students on Reserve	Masked	Masked	20 55%	16 69%	17 88%
Indigenous Resident Students off Reserve	Masked	Masked	508 64%	565 69%	522 64%
CYIC Resident Students	47 38%	40 43%	40 55%	35 57%	35 40%
Resident Students with Designation	500 49%	465 54%	513 61%	542 58%	575 61%

SD034 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



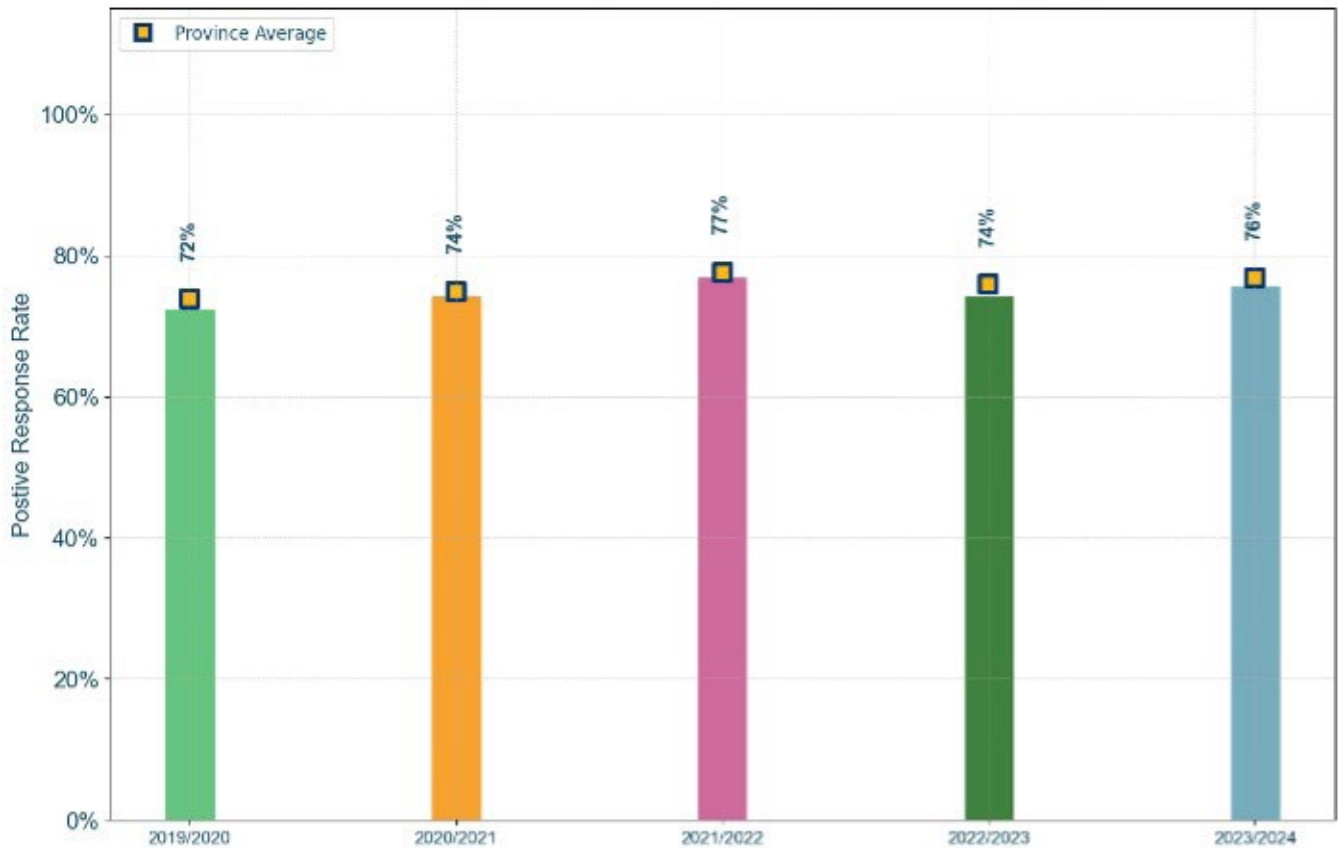


HUMAN AND SOCIAL DEVELOPMENT
EDUCATIONAL OUTCOME 3:

FEEL WELCOME, SAFE, AND CONNECTED

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

SD034 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10



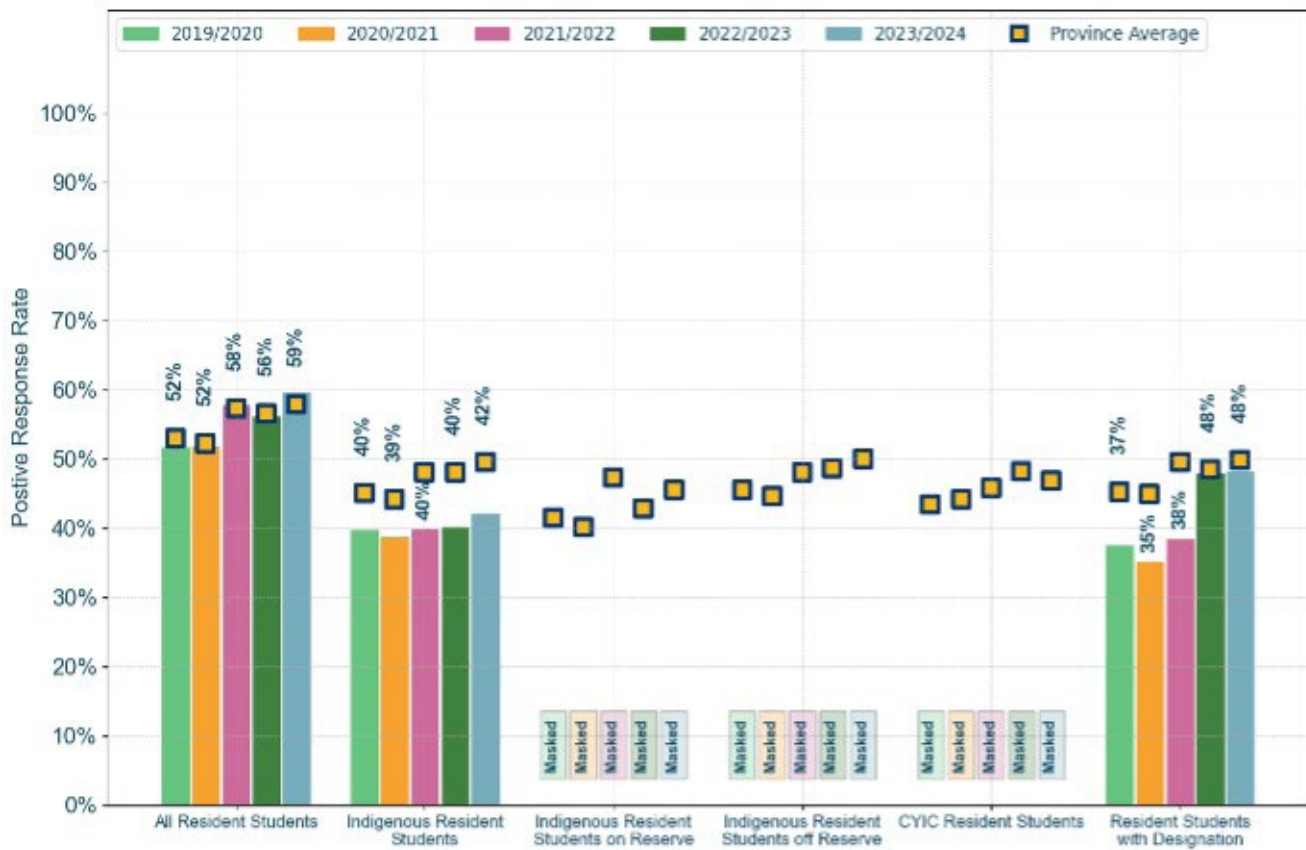


HUMAN AND SOCIAL DEVELOPMENT EDUCATIONAL OUTCOME 3:

FEEL WELCOME, SAFE, AND CONNECTED

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

SD034 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



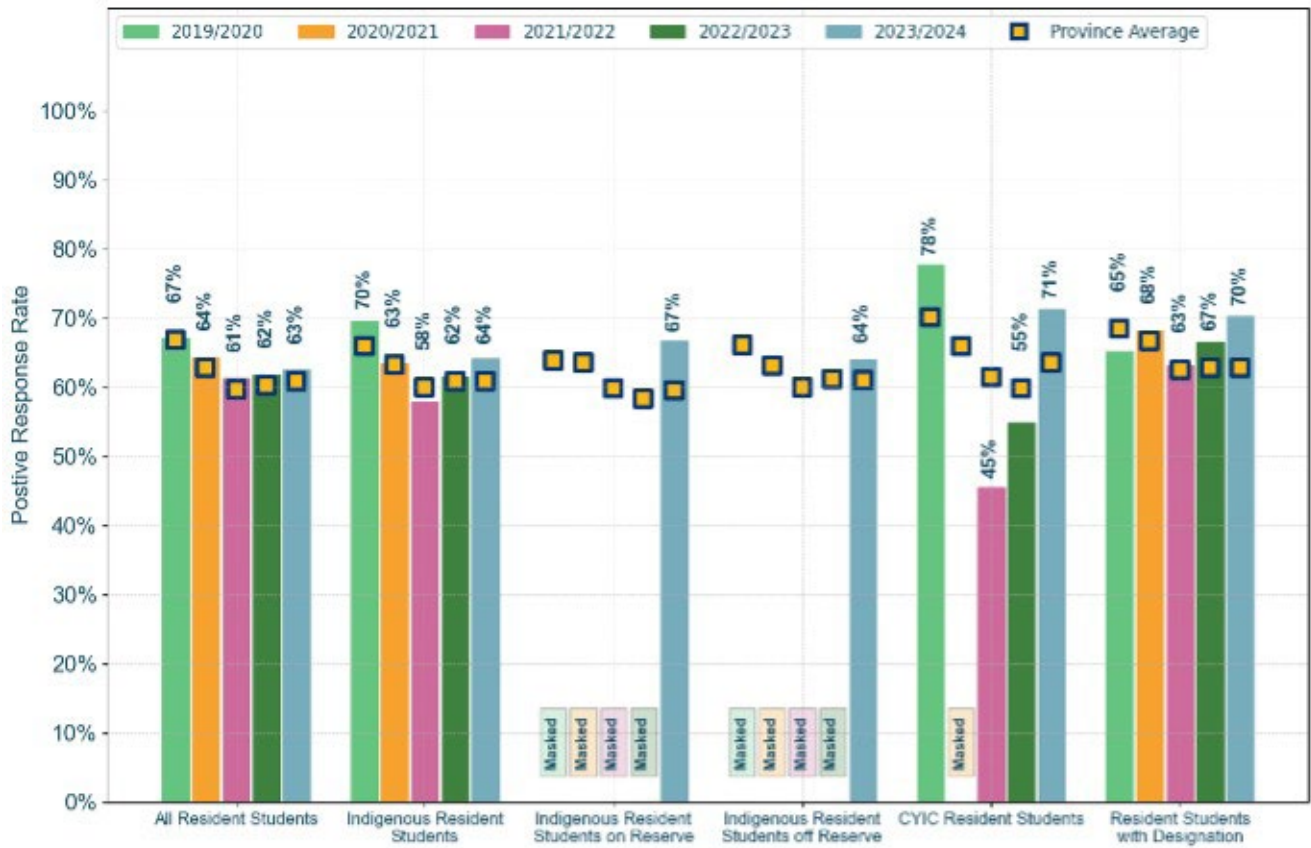


HUMAN AND SOCIAL DEVELOPMENT
EDUCATIONAL OUTCOME 3:

FEEL WELCOME, SAFE, AND CONNECTED

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

SD034 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10





ANALYSIS – OUTCOME 3

FEEL WELCOME, FEEL SAFE, SENSE OF BELONGING

FEEL WELCOME, SAFE, AND CONNECTED

Key Context

This analysis draws from the Student Learning Survey (SLS) 2019/20–2023/24 (Grades 4, 7, 10), Middle Years Development Instrument (MDI) 2024/25 (Grades 5, 8), and Youth Development Instrument (YDI) 2023/24 (Grade 11). Data for Indigenous students (on/off reserve) and Children and Youth in Care (CYIC) is masked in some years due to small sample sizes. SLS participation varies (78% All Resident Students, 65% Indigenous students, 61% Resident Students with Designations in 2023/24), with MDI at 81% (1247 Grade 5, 1288 Grade 8) and YDI at 78% (1320 Grade 11). Demographic data shows diverse gender (51% boys, 46% girls, ~20% non-binary) and language profiles (34–35% Punjabi speakers). Grade 10 SLS and Grade 11 YDI data are from different cohorts, limiting direct progression analysis.

Trends

- **Feeling Welcome (SLS):** All students' positive responses stable at 66–72%. Indigenous students improved from 56% to 63% (2019/20–2023/24), ~10% below all students; on/off-reserve data (67% and 62% in 2023/24) is masked. Students with designations rose from 50% to 64%, below provincial averages. CYIC data is masked.
- **Feeling Safe (SLS):** Stable at 72–76% for all students, not disaggregated by priority groups.
- **Sense of Belonging (SLS):** All students increased from 52% to 59% (2019/20 vs 2023/24), aligning with provincial averages. Indigenous students (40% to 42%) and students with designations (37 to 49%) remain below provincial

(49%) and district (60%) rates. CYIC data is masked.

- **2 or More Adults Care (SLS):** All students dipped from 67% to 63% (2019/20 vs 2023/24), aligning with provincial averages. Indigenous students (70–64%) and CYIC (78% to 71%) exceed provincial rates (61%, 64%); students with designations rose from 65% to 70%, above provincial averages (63%).
- **MDI/YDI Well-Being:** **Grade 5 MDI:** 41% thriving, 34% low; **Grade 8 MDI:** 33% thriving, 40% low; **Grade 11 YDI:** 25% thriving, 45% low, showing declining well-being.

Comparisons

- **SLS vs. Provincial Averages:** All students' welcome (72%), safe (76%), and belonging (59%) align with provincial ranges. Indigenous (42% belonging) and students with designations (48% belonging) fall below provincial 50%. Adults care responses for priority groups (64–77%) exceed provincial norms.
- **MDI/YDI vs. Provincial:** **Grade 5 MDI** (41% thriving) and **Grade 8 MDI** (33% thriving) outperform provincial (37%, 28%). **Grade 11 YDI** (25% thriving, 45% low) exceeds provincial (22% thriving, 48% low) but indicates significant well-being concerns.
- **SLS vs. MDI/YDI:** Grade 10 SLS (67% welcome, 76% safe, 54% belonging) contrasts with Grade 11 YDI's 25% thriving, 45% low, suggesting a well-being decline. MDI peer relationships (65% Grade 5, 80% Grade 8) are stronger than YDI's 38% (Grade 11).



[See district Feeling Welcome and Sense of Belonging Supplement](#)





INTERPRETATION – OUTCOME 3

FEEL WELCOME, FEEL SAFE, SENSE OF BELONGING

FEEL WELCOME, SAFE, AND CONNECTED

New Information from Comparisons

Comparing SLS, MDI, and YDI data reveals a decline in well-being from Grade 5 (41% thriving) to Grade 8 (33%) to Grade 11 (25%), with low well-being rising from 34% to 45%. SLS Grade 10 (67% welcome, 76% safe, 54% belonging) contrasts with YDI Grade 11's 25% thriving, indicating a significant drop. Priority groups for SLS grades 4, 7, 10 combined (Indigenous: 42% belonging; students with designations: 48%) consistently lag provincial averages (49%). MDI's high peer relationships (65–80%) weaken by Grade 11 YDI (38%), suggesting diminishing social connections.

Strengths

- **Participation Recovery:** SLS participation improved (62–78%), with Indigenous (65%) and students with designations (61%) improving in participation rates from prior years.
- **Adults Care:** Priority groups report strong adult connections (Indigenous: 64%; CYIC: 77%; students with designations: 71%), exceeding provincial averages.
- **Early Well-Being:** Grade 5 MDI (41% thriving) and Grade 8 MDI (33%) outperform provincial rates (37%, 28%).
- **Peer Relationships:** MDI shows strong peer connections (65% Grade 5, 80% Grade 8), supporting early social development.

Areas for Growth

- **Declining Well-Being:** Thriving rates drop from 41% (Grade 5) to 25% (Grade 11), with low well-being rising to 45%, especially for priority groups.
- **Priority Group Gaps:** Indigenous (42%) and students with designations (48–49%) lag in belonging, below district (60%) and provincial (49%) averages. CYIC data is masked, limiting insights.
- **Weakening Connections:** Grade 11 YDI's 38% peer relationships (vs. 80% Grade 8) indicate declining social support.
- **Data Limitations:** Masked data for Indigenous and CYIC subgroups restricts targeted analysis.

Equity Implications

The analysis affirms Abbotsford's commitment to equity but highlights gaps. Declining well-being and belonging, particularly for Indigenous students and students with designations, suggest systemic barriers intensify by secondary school. Strong adult relationships (64–77%) provide a foundation for support but weakening peer connections by Grade 11 require targeted interventions like mentorship and peer programs. Enhancing culturally responsive practices and social-emotional programs, especially in middle and secondary years, can address these inequities and foster belonging for all learners.



[Transforming Middle Schools Journey Towards Joyful and Connected Learning](#)



[Celebrating Creativity Abbotsford Students Showcase Identity Through Art Reach Gallery](#)



[63rd Annual Snowball Basketball Tournament Legacy Excellence and Community Spirit](#)



CAREER DEVELOPMENT
EDUCATIONAL OUTCOME 4

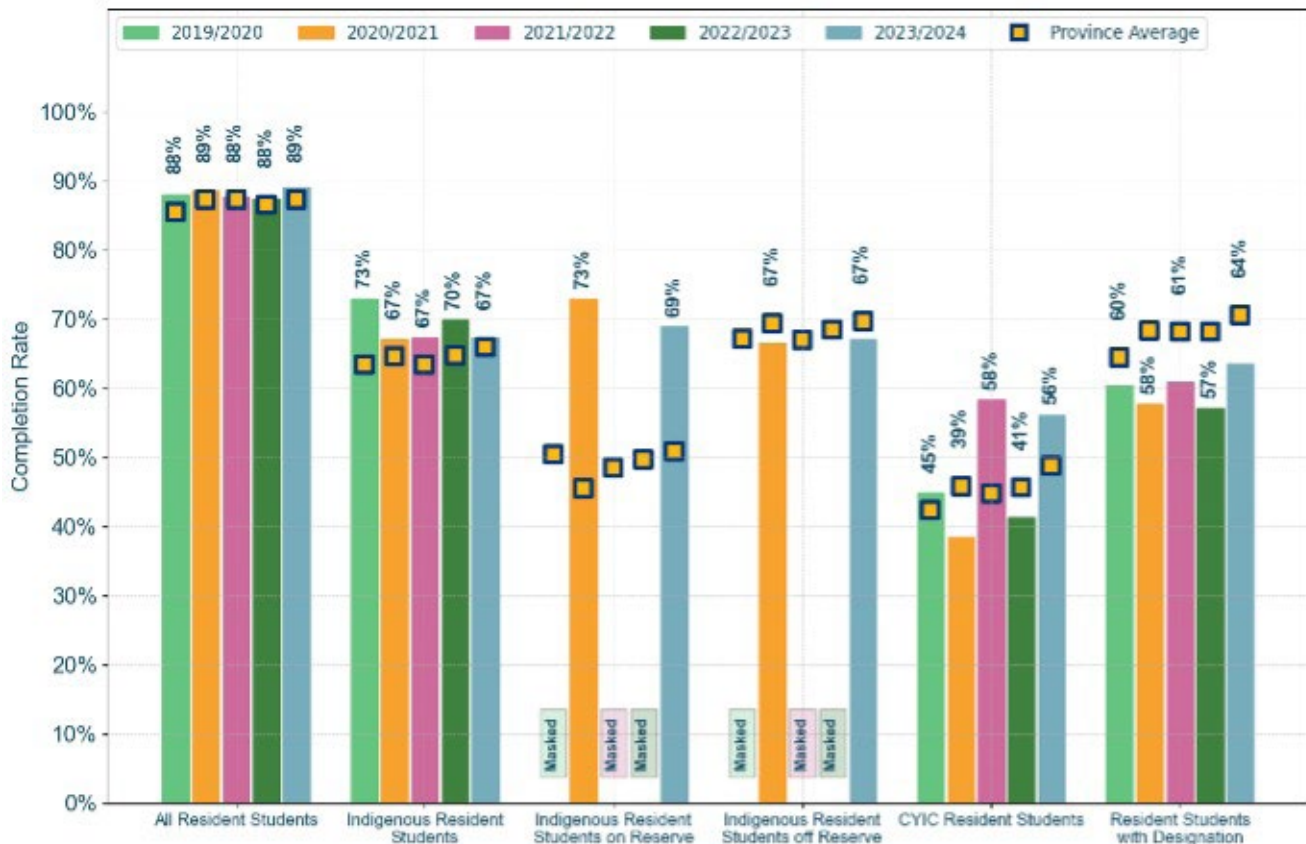
GRADUATION

Measure 4.1: Achieved Dogwood within 5 Years

SD034 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1521 108	1600 121	1605 140	1590 141	1650 148
Indigenous Resident Students	201 13	194 14	211 18	191 17	181 16
Indigenous Resident Students on Reserve	Masked	15 1	Masked	Masked	16 2
Indigenous Resident Students off Reserve	Masked	179 12	Masked	Masked	165 15
CYIC Resident Students	72 5	59 4	66 6	53 5	69 7
Resident Students with Designation	284 19	283 20	314 27	277 23	294 25

SD034 - 5-Year Completion Rate - Dogwood + Adult Dogwood



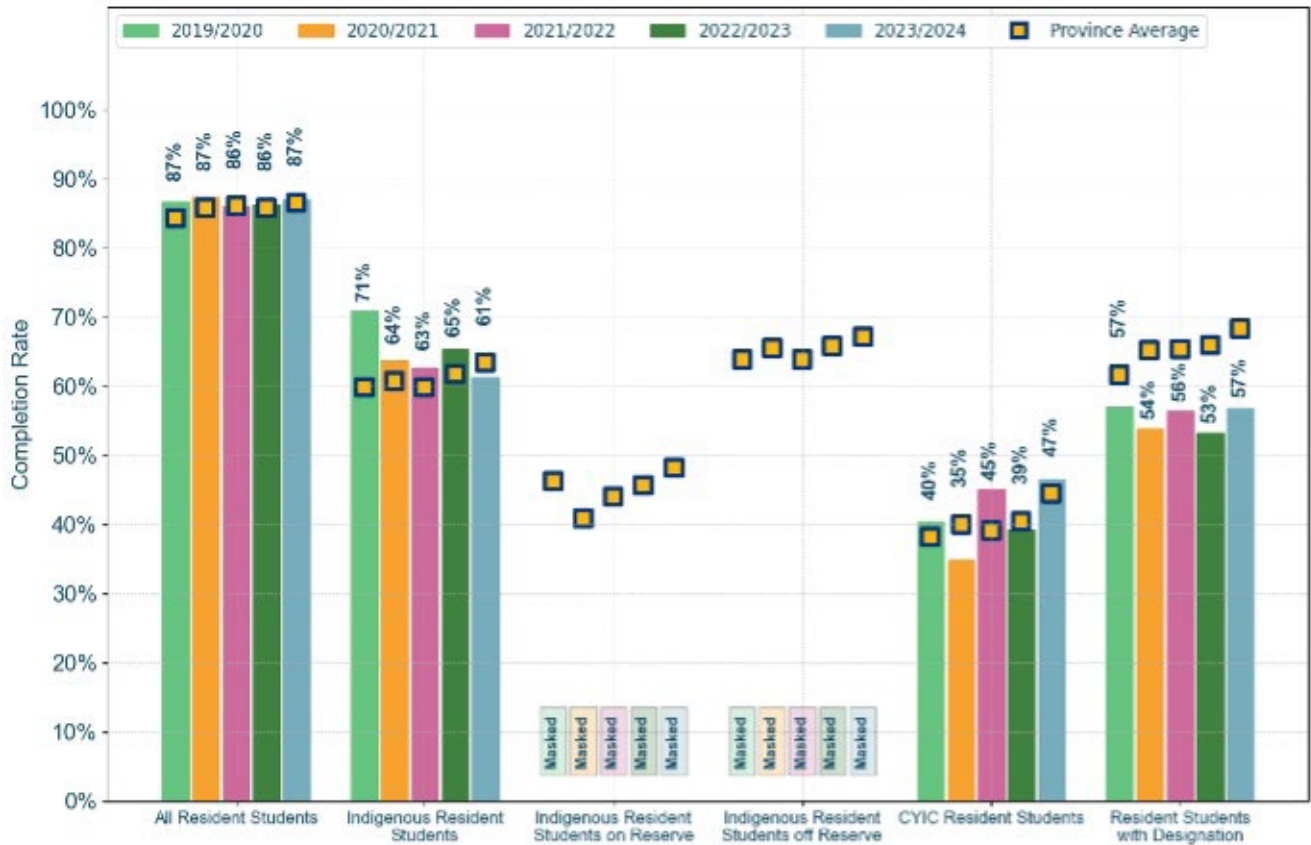


CAREER DEVELOPMENT EDUCATIONAL OUTCOME 4

GRADUATION

Measure 4.1: Achieved Dogwood within 5 Years

SD034 - 5-Year Completion Rate - Dogwood





INTELLECTUAL DEVELOPMENT
EDUCATIONAL OUTCOME 4

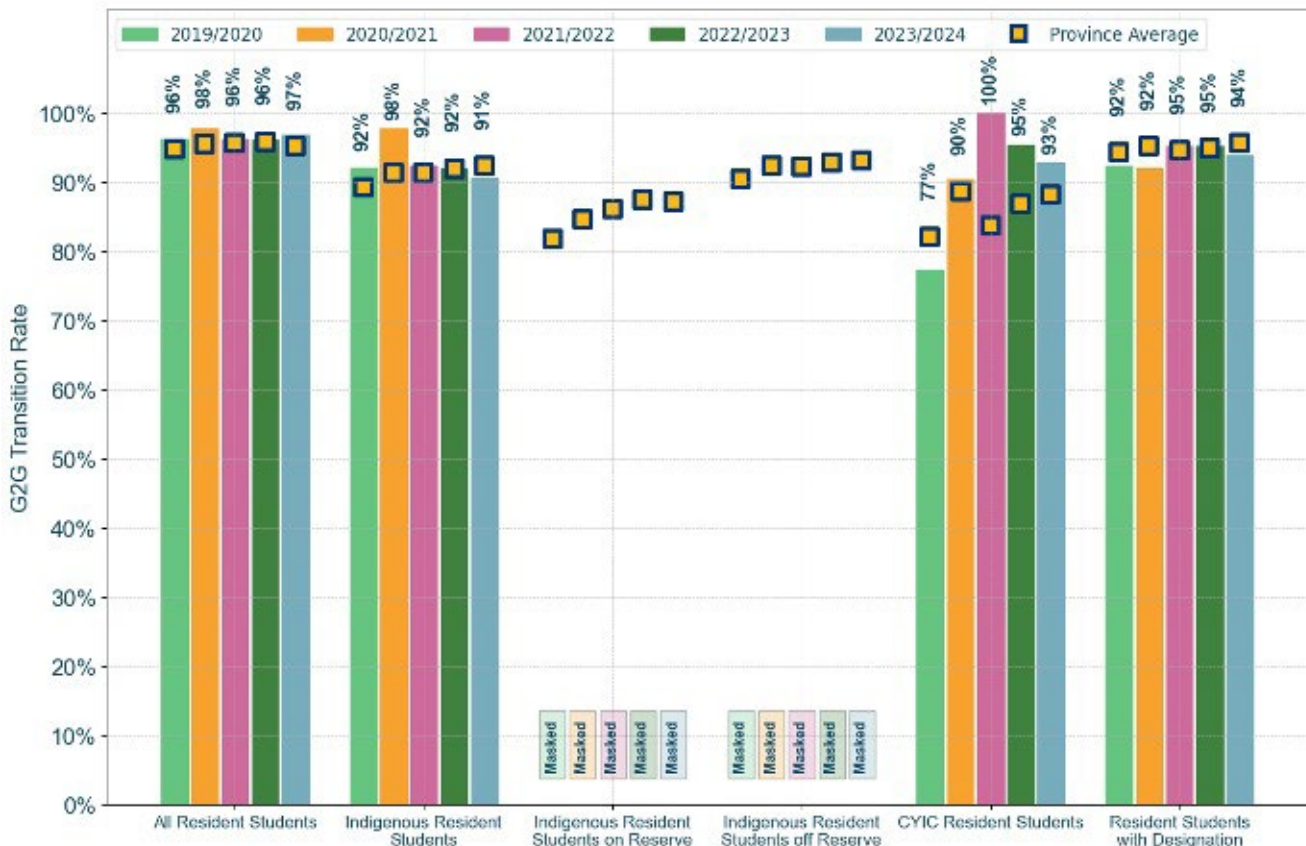
GRADE-TO-GRADE TRANSITIONS

Measure 2.3: Grade-to-Grade Transitions

SD034 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1518	1474	1488	1556	1601
Indigenous Resident Students	202	180	172	200	193
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	22	21	10	22	14
Resident Students with Designation	211	192	209	249	231

SD034 - Grade 10 to 11 Transition Rate





INTELLECTUAL DEVELOPMENT
EDUCATIONAL OUTCOME 4

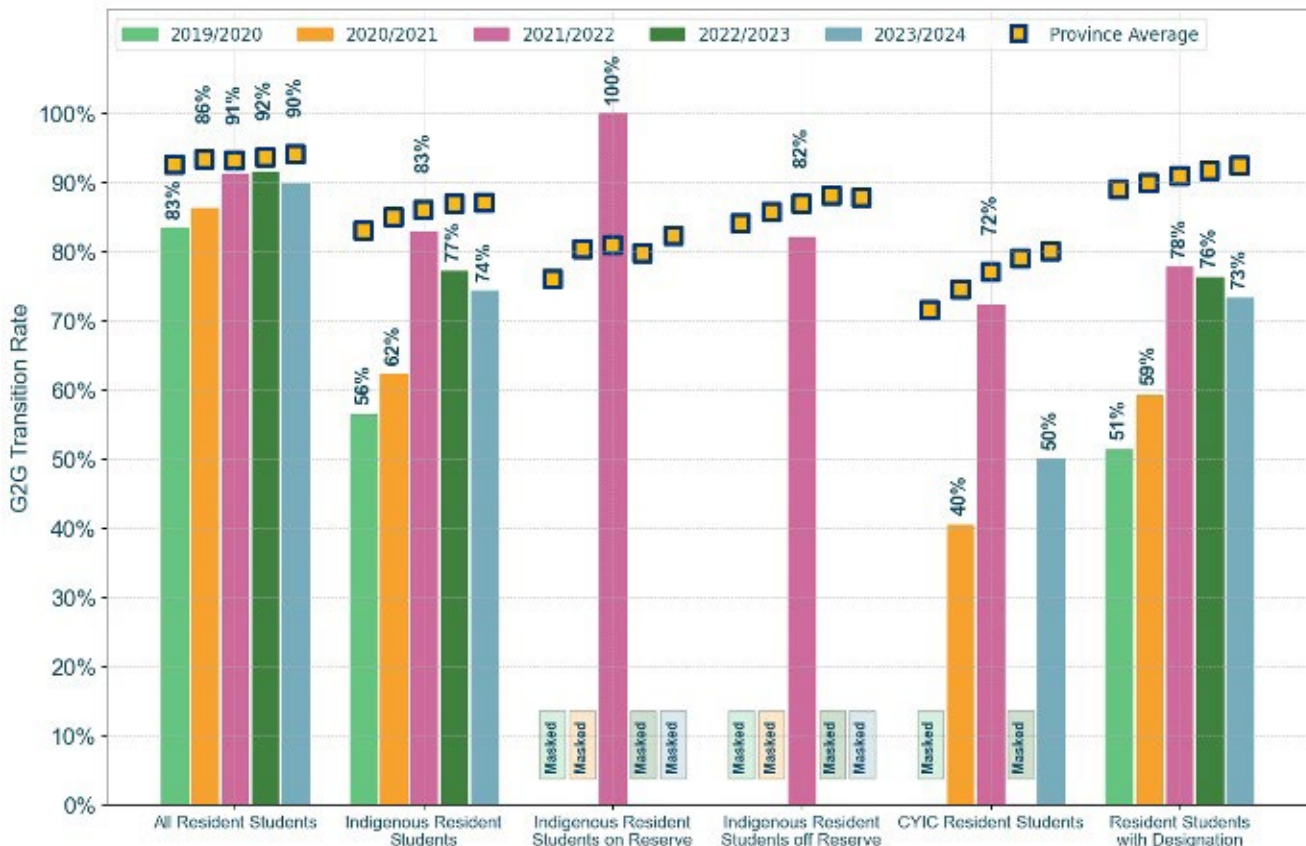
GRADE-TO-GRADE TRANSITIONS

Measure 2.3: Grade-to-Grade Transitions

SD034 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1652	1633	1626	1533	1676
Indigenous Resident Students	239	249	244	167	222
Indigenous Resident Students on Reserve	Masked	Masked	10	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	234	Masked	Masked
CYIC Resident Students	Masked	42	36	Masked	40
Resident Students with Designation	329	322	306	241	314

SD034 - Grade 11 to 12 Transition Rate





ANALYSIS – OUTCOME 4 ACHIEVED DOGWOOD WITHIN 5 YEARS

GRADUATION

Key Context

This analysis examines 5-year Dogwood and Adult Dogwood completion rates for Abbotsford School District, with data from 2019/20 to 2023/24. Data for Indigenous students (on/off reserve) and Children and Youth in Care (CYIC) is masked for some years due to small cohort sizes, limiting comprehensive analysis. Most Indigenous students are off-reserve. The cohort of resident students with designations increased by 10 students (284 to 294) from 2019/20 to 2023/24, reflecting growing complex needs. Transition rates from Grade 11 to Grade 12 and completion rates are analyzed, with impacts from pandemic disruptions noted.

Trends

Overall Completion Rates: All resident students maintain high 5-year completion rates (88%–89%), stable from 2019/20 to 2023/24.

Priority Populations

- **Indigenous Students:** Rates declined from 73% (2019/20) to 67% (2023/24). On-reserve data (masked for some years) shows a drop from 73% (2020/21) to 69% (2023/24); off-reserve rates are stable at 67%. Grade 11–12 transition rates (57%–74%) are lower than completion rates, suggesting challenges in course completion.
- **CYIC:** Rates improved slightly from 41% (2022/23) to 56% (2023/24), but Grade 11–12 transition rates (40%–50%) remain low, reflecting persistent challenges.
- **Students with Designations:** Completion rates improved from 58% (2020/21) to 64% (2023/24), despite cohort growth. Transition rates (51%–73%) also improved but lag completion rates (e.g., 76% transition in 2022/23 vs. 64% completion in 2023/24), indicating delays or non-completion.

- **Cohort Trends:** Stable overall completion contrasts with declining or stagnant trends for priority groups, highlighting equity gaps.

Comparisons

- **All Resident Students:** Completion rates (89% in 2023/24) exceed provincial averages (87%), reflecting strong performance.
- **Indigenous Students:** Rates (67% in 2023/24) are slightly above provincial (66%), with on-reserve (69%) above provincial (51%) and off-reserve (67%) below provincial (70%). Transition rates (57%–74%) are below provincial averages.
- **CYIC:** Completion rates (56% in 2023/24) exceed provincial (49%), but low transition rates (40%–50%) indicate retention challenges.
- **Students with Designations:** Rates (64% in 2023/24) are below provincial (71%), despite improvement. Transition rates (51%–73%) show progress but a gap persists (e.g., 76% transition vs. 64% completion), suggesting slower graduation timelines.





INTERPRETATION – OUTCOME 4 ACHIEVED DOGWOOD WITHIN 5 YEARS

GRADUATION

New Information from Comparisons

Comparing district and provincial data reveals stable overall completion rates (89%) exceeding provincial averages (87%), but priority groups face persistent gaps. Indigenous students' completion rates (67%) are slightly above provincial (66%), yet transition rates (57%–74%) lag, suggesting course completion challenges. CYIC students' improved completion (56% vs. provincial 49%) contrasts with low transition rates (40%–50%), indicating retention issues. Students with designations show progress (58% to 64%), but lag provincial averages (71%), with transition-completion gaps (e.g., 76% vs. 64%) suggesting extended graduation timelines.

Strengths

High Overall Completion: All resident students maintain strong completion rates (88%–89%), above provincial averages.

CYIC Improvement: Completion rates rose from 41% to 56% (2022/23–2023/24), surpassing provincial (49%).

Students with Designations Progress: Completion rates improved from 58% to 64%, despite a growing cohort, reflecting effective supports.

Indigenous On-Reserve Performance: Where data is visible, on-reserve students (69%) outperform provincial averages (51%).

Areas for Growth

Indigenous Student Gaps: Completion rates declined (73% to 67%), lagging all resident students by ~22 points. Low Grade 11-12 course transition rates (57%–74%) suggest barriers to course completion.

CYIC Challenges: Despite improvement, completion (56%) and transition rates (40%–50%) remain low, indicating retention issues.

Students with Designations Gap: Rates (64%) trail provincial (71%), with Grade 11-12 transition-completion gaps showing delays in graduation.

Equity Implications

The analysis underscores Abbotsford's commitment to equitable graduation outcomes but highlights gaps for priority groups. Indigenous students' declining completion and lower Grade 11-12 transition rates call for culturally responsive supports and mentorship to ensure course completion. CYIC students need targeted retention strategies to bridge transition and completion gaps. Students with designations show progress, but enhanced differentiated supports are needed to align with provincial benchmarks. Improved transition-focused interventions (e.g., tutoring, flexible pathways) will strengthen equity, ensuring all learners achieve timely graduation.





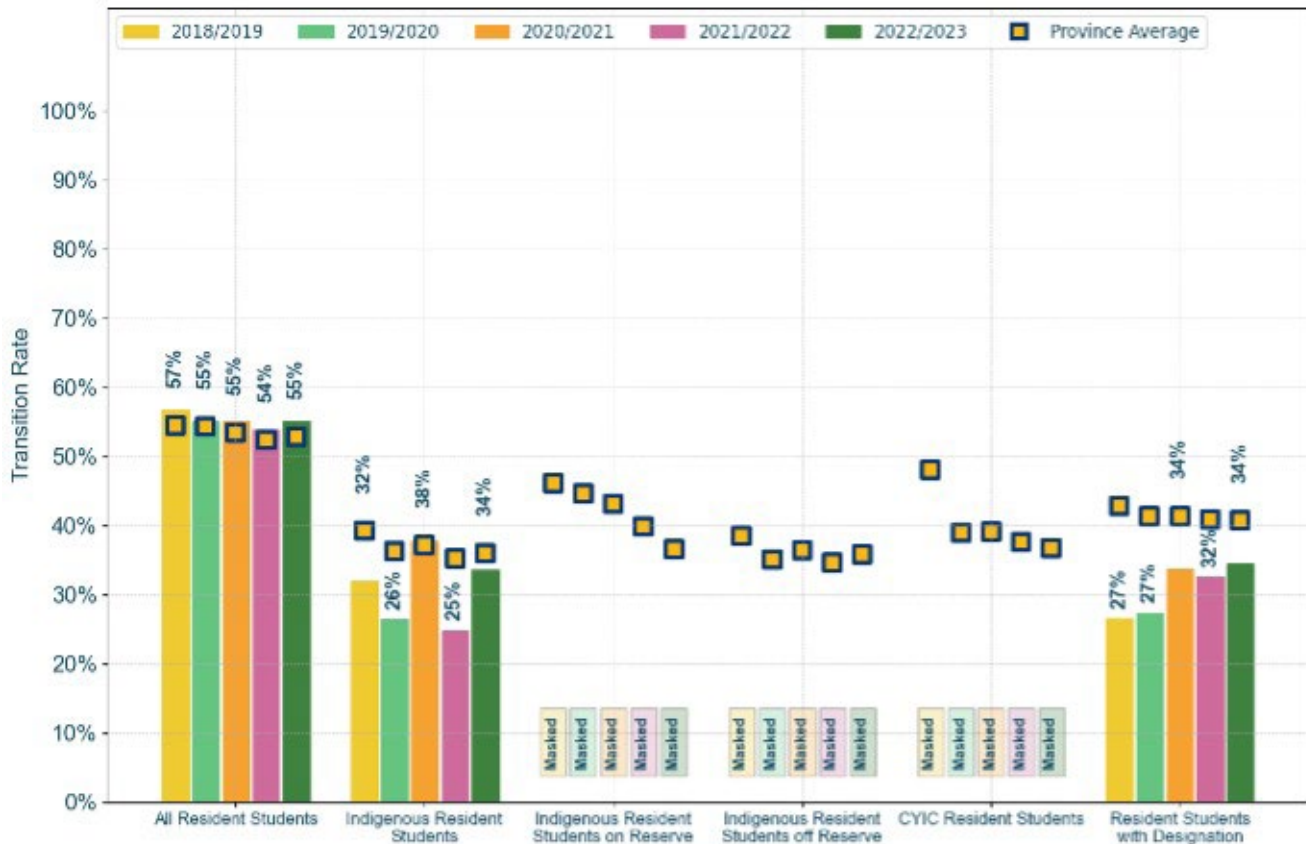
LIFE AND CAREER CORE COMPETENCIES

Measure 5.1: Post-Secondary Transitions

SD034 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	1243	1246	1337	1281	1290
Indigenous Resident Students	119	144	122	125	119
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	132	139	145	154	125

SD034 - Immediate Transition to Post-Secondary



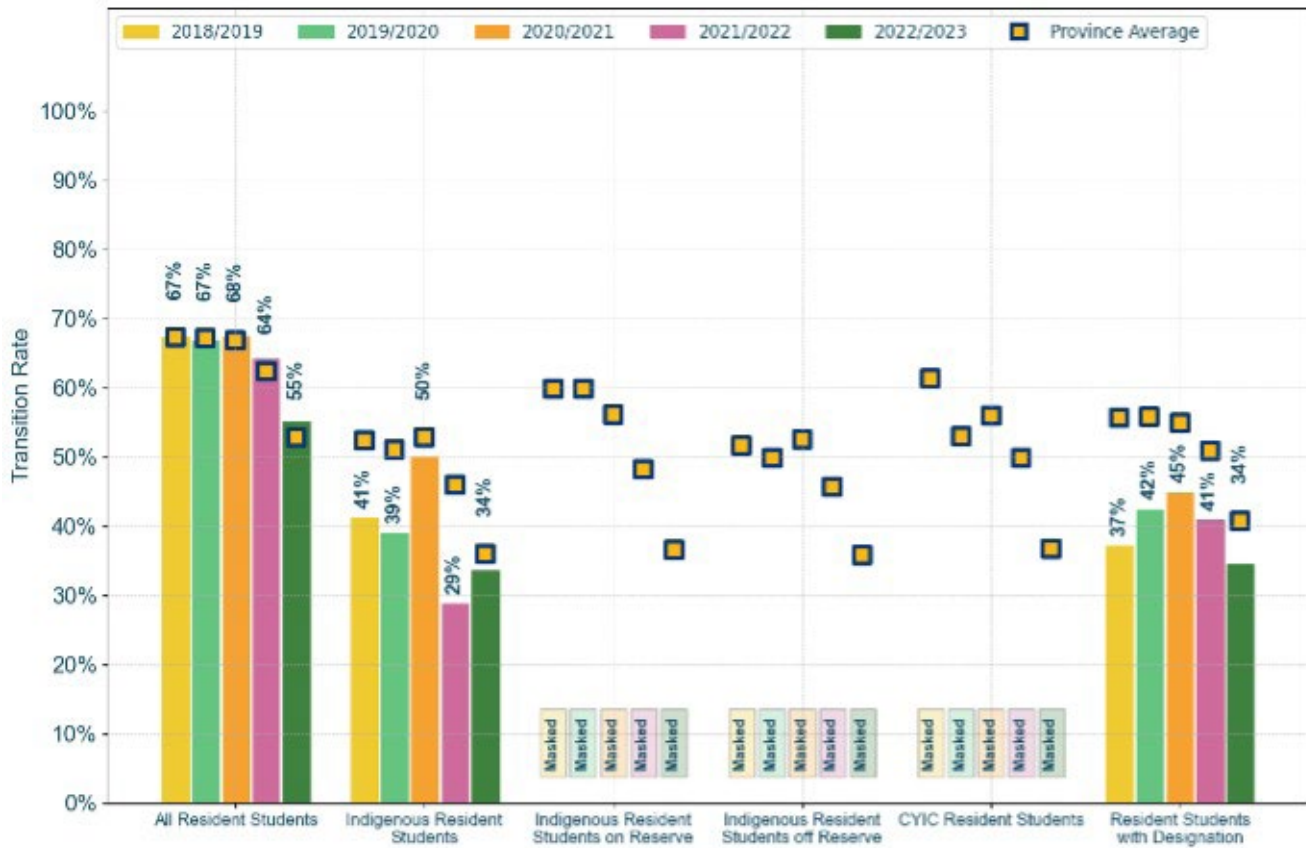


CAREER DEVELOPMENT
EDUCATIONAL OUTCOME 5

LIFE AND CAREER CORE COMPETENCIES

Measure 5.1: Post-Secondary Transitions

SD034 - Within 3 Years Transition to Post-Secondary





ANALYSIS – OUTCOME 5 POST-SECONDARY TRANSITIONS

LIFE AND CAREER CORE COMPETENCIES

Key Context

This analysis examines post-secondary transition trends for Abbotsford School District using immediate and within 3-year transition data to post-secondary institutions (PSI) from 2018/19 to 2022/23. Cohort sizes grew from 1,243 to 1,290 students, with PSI transition counts slightly increasing (immediate: 705 to 710; within 3 years: 836 to 710). Data for Indigenous students (on/off reserve) and Children and Youth in Care (CYIC) is partially masked due to small population sizes; the Indigenous cohort remained stable at 119 students. Transition to post-secondary immediately and within three years for all resident students exceeds provincial norms, though gaps persist for priority groups.

Trends

Overall Transition Rates: Immediate PSI transition rates decreased from 57% to 55.0%, and within 3 years from 67% to 55.0% (2018/19–2022/23).

Priority Populations

- **Indigenous Students:** Immediate PSI transitions increased slightly (32% to 34%), but within 3 years decreased (41.2% to 33.6%). Data for on/off-reserve status is masked.
- **Students with Designations:** Immediate PSI transitions rose from 26.5% to 34.4%, while within 3 years slightly decreased from 37% to 34%.
- **CYIC:** Masked data limits analysis, but available indicators suggest lower transition rates than peers.

- **Five-Year Trends:** Immediate transitions declined 2% (57% to 55.0%), and within 3 years dropped 12.3% (67.3% to 55.0%). Indigenous students' 3-year transitions fell 7% (41% to 34%), and students with designations remained stable but low (~34%).

Comparisons

- **All Students:** Immediate PSI transitions (55.0%) are 2.2% above the provincial average (52.8%) in 2022/23; within 3 years (55.0%) also exceeds provincial (52.8%) by 2.2%.
- **Indigenous Students:** Immediate transitions (34%) are below provincial Indigenous averages (36%), and within 3 years (33.6%) lag provincial (41%).
- **Students with Designations:** Immediate transitions (34.4%) and within 3 years (34%) are below provincial averages (41% for both), with a notable gap in both metrics.
- **Provincial Context:** Abbotsford's overall transition rates outperform provincial averages, but priority groups, especially students with designations, show persistent gaps compared to provincial benchmarks.





INTERPRETATION – OUTCOME 5 POST-SECONDARY TRANSITIONS

LIFE AND CAREER CORE COMPETENCIES

New Information from Comparisons

Comparing district and provincial data reveals that Abbotsford's overall immediate and 3-year post-secondary transition rates (55.0%) slightly exceed provincial averages (53%) in 2022/23. However, priority groups lag behind: Indigenous students' immediate transitions (34%) are below provincial Indigenous averages (36%), and 3-year transitions (37%) significantly trail provincial (41%). Students with designations show improvement in immediate transitions (27% to 34%) but remain below provincial averages (41%) for both immediate and 3-year transitions, highlighting persistent gaps.

Strengths

Overall Transition Rates: Abbotsford's immediate (55.0%) and 3-year (55.0%) PSI transition rates outperform provincial averages (52.8%), reflecting effective transition support for most students.

Indigenous Immediate Transitions: Slight improvement in immediate PSI transitions for Indigenous students (32% to 34%) shows progress in early post-secondary access.

Students with Designations: Increased immediate PSI transitions (27% to 34%) indicate growing support for this group.

Areas for Growth

Declining 3-Year Transitions: A 12% drop in 3-year PSI transitions (67% to 55.0%) overall, with Indigenous students declining 7% (41% to 34%), suggests challenges in sustained post-secondary engagement.

Priority Group Gaps: Indigenous students (37% vs. 41% provincial) and students with designations (34% vs. 41% provincial) lag in 3-year transitions, indicating barriers to long-term post-secondary access.

Limited CYIC Data: Masked data restricts analysis and support for CYIC, limiting targeted interventions.

Equity Implications

The analysis underscores Abbotsford's commitment to equitable post-secondary transitions but highlights gaps for priority groups. Indigenous students' lower 3-year transition rates (33.6% vs. 41% provincial) suggest a need for sustained support, such as culturally responsive career planning and mentorship. Students with designations face systemic barriers, with transition rates (34%) well below provincial averages (41%), necessitating enhanced transition programs and resources to address complex needs. Limited CYIC data calls for improved tracking to ensure tailored support. Strengthening career counseling, post-secondary preparation, and recovery strategies from pandemic disruptions will help close gaps and promote equitable outcomes for all learners.



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