



Continuous Improvement Report

2022-2023

SWAN VALLEY SCHOOL DIVISION

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SVSD 2022/2023 Continuous Improvement Report

INTRODUCTION

The Swan Valley School Division is located in the South Western part of Manitoba in Treaty 4 Territory. The Division Office is located in Swan River. The Division has a total enrollment of about 1,409 students. The Division has schools in the communities of: Benito, Bowsman, Minitonas and Swan River. The Division also provides high school programming to Wuskwi Sipiik First Nation and Sapotaweyak First Nation in Grades 9-12.

OUR VISION:

Ready to Succeed

OUR MISSION:

To create an inspiring, learning community where we all belong, contribute and succeed.

BASIC FACTS

Budget	21.9 million
Enrollment	1,409
Pupil/Teacher Ratio	13.0
Teachers (FTE)	113.50
Educational/Library Assistants, etc. (FTE)	84.55
Bus/Sec/Main/Sun/DO/Cus (FTE)	72.12
Bus Routes	27

DEMOGRAPHIC DATA FOR STUDENTS DESIGNATED AS ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND SELF-DECLARED INDIGENOUS STUDENTS

	# of Students	Percentage of Student Population
English as an Additional Language	3	0.002%
Self-Declared Indigenous	577	41%

VOCATIONAL PROGRAMS

The School Division's Regional Secondary School offers a wide variety of Vocational Programs. Some of these programs are matriculated with various colleges. Students can receive Level 1 credit from Apprenticeship and the various colleges for a number of the vocational programs. The Swan Valley Regional Secondary School also has developed partnerships with the Northern Sector Counsel as well as local businesses and our First Nation communities.

Manitoba Education and Early Childhood Learning provided Teacher Idea Funds to establish The Northern Lights Institute of Trades and Technology which is an entity that offers and brokers a number of programs for transitioning high school students and adults. Hairstyling, Carpentry, Electrical, Heavy Duty Mechanics, Automotive, and Early Childhood Education Level II are some of the courses offered.

FRENCH IMMERSION

The division offers a K-12 French Immersion Program. The K-8 portion of the program is located at Ecole Swan River South School and the 9-12 program is located at Swan Valley Regional Secondary School. The division is part of the northern French Immersion Consortium. The consortium works together to offer a variety of French Immersion High School Courses. Some of these courses are offered by the local school within the division and some are accessible via ITV from partner high schools so that students can complete their French Immersion Diploma. The Immersion Program has existed for more than 20 years.

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EARLY LEARNING PROGRAMS

An initiative of the School Division is its commitment to early learning. The Division offers full time Kindergarten in all of its early years' schools (the province supports Kindergarten at half time). The Division also partners with local organizations and Parent Child Coalitions to support age 0-5 programming throughout the Valley. (e.g. Better Beginnings).

INDIGENOUS EDUCATION

The Division is within Treaty 4 Territory, the traditional land of the Cree, Oji-Cree, Anishinabe, and Assiniboine people.

First Nation Communities which are located close to Swan River are Sapatawayak First Nations, Wuskwi Sipihk First Nations and Pine Creek First Nations. There are students from all three communities that attend Swan Valley Regional Secondary School.

The division has an Indigenous Curriculum Facilitator. The role of the facilitator is to help staff integrate Indigenous perspective into all curriculums. The facilitator also acts as a resource to the division when interacting with First Nation Communities. A continued focus over the next few years for the Division will be to implement the recommendations of the Truth and Reconciliation Commission and to change the academic graduation gap between our indigenous and non-indigenous students. The division also has a Home School Liaison Staff member at the Swan Valley Regional Secondary School.

2022/2023 ELDER & KNOWLEDGE KEEPER ENGAGEMENT

Priority Areas	Planned Costs	Description	Output Measure	Expected Outcome	Data
Tea & Bannock	*coffee/tea *bannock and fixing *if in school, no venue costs	monthly conversation and story time with Kokum's and Mushom's. We will try not to theme the evenings, but allow for open-ended conversations and community building time.	*once a month *each school, but may need to start a community place like Elbert Chartrand Friendship Centre. *Open to students, parents, community members (general public).	*foster and build a community of support *build a sense of community *social network/support system	# of monthly session? # of sessions at each school? # of attendees *student feedback

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Ribbon Skirts & Ribbon Shirts	<ul style="list-style-type: none"> *Coffee/tea/snacks *sewing incidentals provided by SVSD and sewing machines (participants will be asked to bring their own fabric and ribbons). *If the registration number is big- a helper may be needed- honorarium fees may be required. 	<ul style="list-style-type: none"> *sew skirts & shirts and the teachings that go with it. 	<ul style="list-style-type: none"> *session will be based out of SVRSS and will initially target Indigenous families. *evening event 	<ul style="list-style-type: none"> *students learn about women's role and men's role in a relationship *learn the life skills of sewing *foster and build a community of support *build a sense of community *social network/support system 	<ul style="list-style-type: none"> # of sessions # of participants
Elders & Knowledge Keepers in Schools	<ul style="list-style-type: none"> *tobacco * honorariums * mileage 	<ul style="list-style-type: none"> *Tipi Teachings/Seven Teachings *storytelling/oral stories/traditional stories *teach roles and responsibilities of a family unit 	<ul style="list-style-type: none"> *twice a month into each school *during the school day 	<ul style="list-style-type: none"> *foster and build a community of support *build a sense of community *social network/support system *wholistic learning- child always at the center, community wraps around to support the child 	<ul style="list-style-type: none"> *student feedback
Elders & Knowledge Keepers in Schools Hand Drum & Round Dance	<ul style="list-style-type: none"> *coffee/tea/bannock fixings *tobacco * honorariums * mileage 	<ul style="list-style-type: none"> *for youth and adults *Learning songs *learning drumming *learning round dance 	<ul style="list-style-type: none"> *once every two months *at one Swan River site *evening event *open to SVSD community 	<ul style="list-style-type: none"> *foster and build a community of support *build a sense of community *social network/support system 	<ul style="list-style-type: none"> # of attendees # of sessions
Ininimowin-Traditional language classes		<ul style="list-style-type: none"> *for all - Indigenous and non-Indigenous- students, parents, community *beginner basics and will progress 	<ul style="list-style-type: none"> *Every second week *30 minutes at SVRSS 	<ul style="list-style-type: none"> *reinforce a sense of belonging to family, culture and community * important for personal well-being *protective factor against suicide 	<ul style="list-style-type: none"> # of attendees # of sessions
National Indigenous Peoples Day	<ul style="list-style-type: none"> *Honorariums *presenter fees * venue rentals *bussing of students to event *sound system/speaker rentals *bannock making supplies 	<ul style="list-style-type: none"> *showcase traditional song and dance (square and traditional) for First Nations and Metis culture and way of knowing (square dancing, fiddling, singing, dancing, bannock baking, traditional teachings (women and men), how to set up and take down a tipi, furs, flint napping, art display, etc.) 	<ul style="list-style-type: none"> *June 21 - full day event *advertised to the community *open to all schools *at the Swan River Legion Park (weather permitting) 	<ul style="list-style-type: none"> *foster and build a community of support *build a sense of community *social network/support system *wholistic learning- child always at the center, community wraps around to support the child 	<ul style="list-style-type: none"> # of attendees # of sessions
BSSIP Worker	6 hours per day- BSSIP grant	supports students in the K to 8 schools. Scheduled across the six K to 8 schools	<ul style="list-style-type: none"> *bridge the gap between school and families/homes *build connections and provide supports *mental health and wellness supports to students 	<ul style="list-style-type: none"> #of students on caseload *improved student attendance * minimized behaviour incidents 	
SVRSS Home-School Liaison Worker	8 hours per day	supports WSFN & SCN nation students at SVRSS (Gr. 9-12). Open to supporting students from other communities.	<ul style="list-style-type: none"> *bridge the gap between school and families/homes *build connections and provide supports *mental health and wellness supports to students 	<ul style="list-style-type: none"> *successful course completion # of students on caseload *improved student attendance * minimized behaviour incidents 	
SVSD Staff Professional Development		<ul style="list-style-type: none"> *Blanket Exercise *share/inform staff of IE Professional Development Opportunities 			

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Indigenous Education PLC	*sub coverage for quarterly PLC meetings	a rep from each school sits on the PLC, and leads/reports on initiatives- rep serves as school lead *build staff capacity to lead school teams	*Blanket Exercise to all Grades 5 and Grade 11 students * 10 lessons per student (NOT per subject) *continue to use Turtle Island Voices and Under One Sun (K-8) to support Indigenous Education in the classroom *Grade 9 to Grade 12 – One lesson per course *Grandmother's Walk – September 21 *Every Child Matter – September 29 National Day of Truth and Reconciliation – September 30 – NO SCHOOL *Remembrance Day – November 11Lessons should include what role Indigenous Veterans played in our history; Remembrance Day ceremony should start with Treaty 4 Acknowledgement and should include an honour song *Pipon Mamawitowin – December 8 (winter celebration/gathering) * Moose Hide Campaign *Metis Week – February *Missing and Murdered Indigenous Women and Girls (MMIWG) – May ** goal to add Ribbon Skirt/Shirt day	*foster and build a community of support *build a sense of community *social network/support system *wholistic learning- child always at the center, community wraps around to support the child	
Indigenous Land Based Education	Red Road Compass- cost affiliated to events at site *cost of bussing students to land based sites	*opportunities for a positive environment that promotes Land Based experience and Indigenous focused teaching / learning. A place where the 7 Sacred teachings are taught and followed. A place where Indigenous culture can be celebrated and shared in an honest way with all those who wish to learn and / or teach. A place where romantic ideas and images regarding Indigenous peoples are challenged; a place where skills and practice are equally blended so that participants leave with the knowledge needed to survive in the 21st century.	*class trips to Red Road Compass *we hope to plan some trips to Neil Dennis Kematch School and Chief Charles Audy School to take part in their cultural celebrations i.e.. WSFN and SCN to join their events- i.e.. Maple sugar making, fishing, fish filleting, etc.	# of students who participate # of classes who attend Land Based Educational days # of schools who partake *student feedback	
Indigenous Academic Achievement Coordinator	1.0 FTE	*main goal is to be that go to person for Indigenous people (students, parents, community) to look to when they need support. Whether it is supporting a scholarly student with Post-Secondary information or supporting a struggle child-- care and attention provided equally. *be in touch with parents and families on a regular basis-- not just when troubles arise	*bridge the gap between school and families/homes *build connections and provide supports *mental health and wellness supports to students		

SPORTS PROGRAMS

The division has a very strong history of providing a strong sports programming in all of its schools. At the Middle School level students compete in a variety of inter school sporting events such as; volleyball, soccer, badminton, track and field, basketball etc. The high school has teams that compete in a number of sports such as: soccer, basketball, football, baseball, volleyball, track and field, golf, x country, rugby, etc.

MUSIC PROGRAM

The division is a strong supporter of Music. Schools in the division offer Middle Years Band and Choral. The High school offers a Music, Performing Arts, Jazz and Band program. These groups perform at local functions as well as provincial competitions.

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SENIOR ADMINISTRATION

Our Senior Administration consists of the following individuals:

Cameron Mateika	Superintendent/CEO
Brent Rausch	Secretary-Treasurer
Patti Hack	Student Services Achievement Coordinator

DIVISION STAFFING PROFILE

Full-Time Equivalents	Number
Principals	7
Vice Principals	3
Teachers	95
Resource Teachers	7
Counsellors	5
Teachers supporting special needs low enrollment classes	0
Educational Assistants	85
Speech Language Pathologists	1
Reading Clinicians	0
Occupational Therapists	0
Physiotherapists	0
Psychologists	1
Social Workers	0
Other Professional Staff	0

PROFESSIONAL DEVELOPMENT

The Division supports educators by providing ongoing professional development. The Division's PD Committee is largely comprised of teachers. The PD Committee has significant input into the Divisional PD initiatives during the year. In addition, teachers can select personal PD opportunities both within the Division and outside of the Division. Teachers are encouraged and supported to grow as a group of lifelong learners.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Education for Sustainable Development		22/23 Enrolment
Taylor Elementary School	K - 5	216
Heyes Elementary School	K - 6	163
Benito School	K - 8	65
Bowsman School	K - 8	90
Ecole Swan River South School (Dual Track)	K - 8	227
Minitonas School	K - 8	111
Swan Valley Regional Secondary School	9 - 12	537

Number of Schools with an ESD plan: 0

Strategic Goals for 2022-2023

WELLBEING:

Goals/Objectives	Strategies	Responsible Parties	Required Resources	Indicators of Success	Time Frame
Build and Foster Relationships with Students and Families (reconnect after pandemic)	<ul style="list-style-type: none"> Virtual tours/celebrations Approved classroom videos and parent presentations on items such as technology Division Activities invited to virtually until we can do live Newsletter's (more interactive ask for feedback from parents) Continual communication with parents (direct) Passion Projects- students do a project important to them to show other students and staff Closing gap with students by seeing where they are in September and diverting resources as needed to those who need it Connected resources through IAA, BSSIP, and Home School Liaison for our Indigenous students support 	<p>Schools</p> <p>Senior Admin</p> <p>Schools</p> <p>Schools</p> <p>Schools</p> <p>Schools, Senior Admin, SS</p> <p>SS, IAA, BSSIP, Schools</p>	<p>Technology requirements</p> <p>Social media presence</p> <p>Surveys</p> <p>Assessments, F and P</p> <p>Time to meet</p>	<p>Parent and student engagement improves (end of year survey)</p> <p>Student sense of belonging (engagement survey)</p> <p>Assessments start and end of year (F and P), IEP plans</p> <p>Keeping track of connections with our Indigenous community and changes</p>	2022-2023 school year

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Mental Health for all Stakeholders	<ul style="list-style-type: none"> Continue to share mental health resources among families, students and staff including counselling options Teen clinic and community resources Quiet spaces/calming rooms in every school Work towards RTI time in each school Tokens of appreciation for staff Provide opportunities to meet for staff in specialty areas Drive-thru Barbecues When restrictions lessen continually communicating in person 	Schools, Division Office	Links and access to resources from clinicians	Engagement better, (survey next spring)	2022-2023
		Student Services	Links and access		
		Schools, Division Office	Time and Funding possibly Time	Tracking behaviour issues and violent incidents	
		Schools, Division Office Schools	Food Grants	Consistent programming in Specialty areas	

HUMAN RESOURCES:

Goals/Objectives	Strategies	Responsible Parties	Required Resources	Indicators of Success	Time Frame
Training and Mentoring of Staff	<ul style="list-style-type: none"> Training specific to staff areas of need and recovery 	Schools and Division Office	Access to training needed	Less referrals of violence for SS	2022-2023
	<ul style="list-style-type: none"> Training of new staff in September including mentors/First year teacher mentoring 4 sessions/year (tracking it) 	Superintendent Principals	Orientation day info and first day processes	Staff comfort in the fall with processes. Feedback from staff and mentors	Fall 2022
	<ul style="list-style-type: none"> Increased counselling resources and find ways such as Jordan's Principles to help. 	Department/Board Senior admin Schools	Financial, Access to qualified staff	Improved student attendance, more parents involved, stronger academic scores in assessments	2022

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Retention and Recruitment	<ul style="list-style-type: none"> Continue partnerships with Universities and Colleges for Student teachers and when able support student teachers coming to the Valley. (including increased focus on diversity) 	Division Office	Financial and access to University Faculty	More student teachers come to Swan Valley which helps with recruitment long term and student learning	2022-2023
	<ul style="list-style-type: none"> Continue to promote Swan Valley as a good place to be and work through online presence, and media that focuses on the programming such as technology, vocational, and classroom work. New updated booklet on SVSD. This includes focusing on substitutes and training at all levels 	Division Office Board IT and Vocational Department	Access to media resources(graphic Design)	Increased activity on website, social media, training and recruitment of staff	2022-2023

SVSD DATA REPORTING

Reports on data for literacy and numeracy, graduation rates, Grade 9 credit attainment – by language of instruction; and, enrollment trends – French Immersion only.

DATA REPORTS

Provincial Assessments for Grades 3, 4, 7 and 8

Grade 9 Math and ELA

High School Graduation

K-12 French Immersion Enrollment Trends

SVSD GRANTS

Indigenous Academic Achievement Grant

English as an Additional Language Grant

PROVINCIAL ASSESSMENTS

SWAN VALLEY SCHOOL DIVISION

Numeracy - Grade 3 Entry - English Program

Number of Students Assessed

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	11,088	10,964	10,958	11,333	11,727	11,890	12,161	11,947	11,954	-	11,464
Divisional	83	97	106	95	101	110	95	90	98	-	93
Boys	46	39	54	52	54	73	45	48	48	-	52
Girls	37	58	52	43	47	37	50	42	50	-	41
Indigenous	29	40	40	42	46	39	41	39	40	-	46
Non-Indigenous	54	57	66	53	55	71	54	51	58	-	47
Non-EAL	82	96	104	95	101	110	94	89	98	-	93
Pupils receiving EAL services	1	1	2	0	0	0	1	1	0	-	0
Non-CFS	83	91	101	88	97	108	89	89	92	-	84
Pupils under the care of CFS	0	6	5	7	4	2	6	1	6	-	9

Numeracy - Grade 3 Entry - English Program

Percentage of students meeting expectations in all four sub-competencies

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	28.3%	29.9%	30.8%	31.1%	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%
Divisional	22.9%	42.3%	56.6%	22.1%	17.8%	41.8%	38.9%	25.6%	31.6%	-	36.6%
Boys	21.7%	46.2%	53.7%	28.8%	22.2%	43.8%	44.4%	33.3%	35.4%	-	44.2%
Girls	24.3%	39.7%	59.6%	14.0%	12.8%	37.8%	34.0%	16.7%	28.0%	-	26.8%
Indigenous	17.2%	35.0%	45.0%	11.9%	15.2%	25.6%	26.8%	15.4%	25.0%	-	23.9%
Non-Indigenous	25.9%	47.4%	63.6%	30.2%	20.0%	50.7%	48.1%	33.3%	36.2%	-	48.9%
Non-EAL	23.2%	42.7%	55.8%	22.1%	17.8%	41.8%	39.4%	25.8%	31.6%	-	36.6%
Pupils receiving EAL services	*	*	*	n/a	n/a	n/a	*	*	n/a	-	n/a
Non-CFS	22.9%	42.9%	59.4%	22.7%	18.6%	42.6%	40.4%	25.8%	33.7%	-	39.3%
Pupils under the care of CFS	n/a	*	*	*	*	*	*	*	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 3 Entry - Reading in English - English Program Number of Students Assessed

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	11,088	10,966	10,958	11,335	11,726	11,890	12,162	11,947	11,954	-	11,464
Divisional	83	97	106	95	101	110	95	90	98	-	93
Boys	46	39	54	52	54	73	45	48	48	-	52
Girls	37	58	52	43	47	37	50	42	50	-	41
Indigenous	29	40	40	42	46	39	41	39	40	-	46
Non-Indigenous	54	57	66	53	55	71	54	51	58	-	47
Non-EAL	82	96	104	95	101	110	94	89	98	-	93
Pupils receiving EAL services	1	1	2	0	0	0	1	1	0	-	0
Non-CFS	83	91	101	88	97	108	89	89	92	-	84
Pupils under the care of CFS	0	6	5	7	4	2	6	1	6	-	9

Grade 3 Entry - Reading in English - English Program Percentage of students meeting expectations in all three sub-competencies

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	45.5%	44.0%	46.1%	46.0%	46.4%	47.3%	47.2%	47.4%	49.3%	-	44.9%
Divisional	39.8%	43.3%	51.9%	37.9%	35.6%	41.8%	46.3%	46.7%	40.8%	-	31.2%
Boys	41.3%	43.6%	40.7%	40.4%	31.5%	43.8%	40.0%	52.1%	35.4%	-	26.9%
Girls	37.8%	43.1%	63.5%	34.9%	40.4%	37.8%	52.0%	40.5%	46.0%	-	36.6%
Indigenous	31.0%	27.5%	37.5%	19.0%	21.7%	23.1%	29.3%	38.5%	25.0%	-	17.4%
Non-Indigenous	44.4%	54.4%	60.6%	52.8%	47.3%	52.1%	59.3%	52.9%	51.7%	-	44.7%
Non-EAL	40.2%	43.8%	51.0%	37.9%	35.6%	41.8%	46.8%	46.1%	40.8%	-	31.2%
Pupils receiving EAL services	*	*	*	n/a	n/a	n/a	*	*	n/a	-	n/a
Non-CFS	39.8%	46.2%	53.5%	40.9%	36.1%	42.6%	47.2%	47.2%	43.5%	-	33.3%
Pupils under the care of CFS	n/a	*	*	*	*	*	*	*	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 3 Entry - Reading in English - English Program Percentage of Students Meeting Expectations By Sub-Competency by Sex

Sub-competency		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student reflects on and sets reading goals	Provincial	58.0%	55.1%	58.0%	57.7%	57.9%	58.2%	57.8%	58.0%	59.5%	-	55.3%
	Divisional	50.6%	55.7%	64.2%	52.6%	54.5%	47.3%	52.6%	55.6%	45.9%	-	38.7%
	Boys	47.8%	53.8%	50.0%	51.9%	51.9%	47.9%	44.4%	62.5%	37.5%	-	36.5%
	Girls	54.1%	56.9%	78.8%	53.5%	57.4%	45.9%	60.0%	47.6%	54.0%	-	41.5%
Student uses strategies during reading to make sense of texts	Provincial	58.3%	57.7%	58.9%	58.1%	58.2%	58.6%	58.7%	58.5%	59.4%	-	54.9%
	Divisional	56.6%	60.8%	59.4%	55.8%	51.5%	58.2%	51.6%	56.7%	58.2%	-	43.0%
	Boys	58.7%	56.4%	48.1%	57.7%	46.3%	58.9%	46.7%	56.2%	58.3%	-	42.3%
	Girls	54.1%	63.8%	71.2%	53.5%	57.4%	56.8%	56.0%	57.1%	58.0%	-	43.9%
Student demonstrates comprehension	Provincial	56.6%	55.1%	57.7%	57.2%	57.3%	57.9%	58.1%	58.3%	60.1%	-	55.5%
	Divisional	45.8%	55.7%	67.0%	47.4%	45.5%	52.7%	56.8%	50.0%	60.2%	-	54.8%
	Boys	47.8%	53.8%	55.6%	51.9%	42.6%	57.5%	48.9%	52.1%	58.3%	-	55.8%
	Girls	43.2%	56.9%	78.8%	41.9%	48.9%	43.2%	64.0%	47.6%	62.0%	-	53.7%

Notes:
 (*) Data representing fewer than 10 students is suppressed.
 (n/a) 'Zero' students in this category
 (-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 3 Entry - Reading in English - English Program

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student reflects on and sets reading goals	Provincial	58.0%	55.1%	58.0%	57.7%	57.9%	58.2%	57.8%	58.0%	59.5%	-	55.3%
	Divisional	50.6%	55.7%	64.2%	52.6%	54.5%	47.3%	52.6%	55.6%	45.9%	-	38.7%
	Indigenous	37.9%	32.5%	45.0%	28.6%	39.1%	23.1%	36.6%	53.8%	25.0%	-	21.7%
	Non-Indigenous	57.4%	71.9%	75.8%	71.7%	67.3%	60.6%	64.8%	56.9%	60.3%	-	55.3%
Student uses strategies during reading to make sense of texts	Provincial	58.3%	57.7%	58.9%	58.1%	58.2%	58.6%	58.7%	58.5%	59.4%	-	54.9%
	Divisional	56.6%	60.8%	59.4%	55.8%	51.5%	58.2%	51.6%	56.7%	58.2%	-	43.0%
	Indigenous	41.4%	50.0%	47.5%	45.2%	34.8%	38.5%	34.1%	51.3%	40.0%	-	26.1%
	Non-Indigenous	64.8%	68.4%	66.7%	64.2%	65.5%	69.0%	64.8%	60.8%	70.7%	-	59.6%
Student demonstrates comprehension	Provincial	56.6%	55.1%	57.7%	57.2%	57.3%	57.9%	58.1%	58.3%	60.1%	-	55.5%
	Divisional	45.8%	55.7%	67.0%	47.4%	45.5%	52.7%	56.8%	50.0%	60.2%	-	54.8%
	Indigenous	37.9%	47.5%	60.0%	31.0%	37.0%	35.9%	41.5%	41.0%	40.0%	-	39.1%
	Non-Indigenous	50.0%	61.4%	71.2%	60.4%	52.7%	62.0%	68.5%	56.9%	74.1%	-	70.2%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 7 Number Sense and Number Skills - English Program
Number of Students Assessed

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	12,298	12,328	12,107	12,027	12,061	11,943	11,983	12,272	12,691	-	12,218
Divisional	102	105	94	99	82	105	107	100	99	-	95
Boys	55	51	48	52	45	39	56	57	60	-	43
Girls	47	54	46	47	37	65	50	43	39	-	52
Indigenous	40	47	43	36	30	49	42	39	47	-	41
Non-Indigenous	62	58	51	63	52	56	65	61	52	-	54
Non-EAL	101	103	94	99	81	104	107	100	99	-	94
Pupils receiving EAL services	1	2	0	0	1	1	0	0	0	-	1
Non-CFS	101	104	90	94	81	99	101	95	92	-	87
Pupils under the care of CFS	1	1	4	5	1	6	6	5	7	-	8

Grade 7 Number Sense and Number Skills - English Program
Percentage of students meeting mid-grade performance in all five sub-competencies

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	31.1%	30.8%	31.2%	32.4%	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%
Divisional	2.9%	6.7%	14.9%	16.2%	20.7%	31.4%	40.2%	34.0%	31.3%	-	20.0%
Boys	1.8%	9.8%	14.6%	13.5%	11.1%	25.6%	37.5%	33.3%	23.3%	-	16.3%
Girls	4.3%	3.7%	15.2%	19.1%	32.4%	33.8%	44.0%	34.9%	43.6%	-	23.1%
Indigenous	2.5%	6.4%	7.0%	2.8%	10.0%	18.4%	31.0%	12.8%	19.1%	-	9.8%
Non-Indigenous	3.2%	6.9%	21.6%	23.8%	26.9%	42.9%	46.2%	47.5%	42.3%	-	27.8%
Non-EAL	3.0%	6.8%	14.9%	16.2%	21.0%	31.7%	40.2%	34.0%	31.3%	-	19.1%
Pupils receiving EAL services	*	*	n/a	n/a	*	*	n/a	n/a	n/a	-	*
Non-CFS	3.0%	6.7%	15.6%	17.0%	21.0%	33.3%	42.6%	35.8%	33.7%	-	20.7%
Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 7 Number Sense and Number Skills - English Program

Percentage of Students Meeting Expectations By Sub-Competency by Sex

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student orders fractions.	Provincial	54.6%	54.1%	54.4%	54.6%	54.0%	54.9%	55.9%	56.5%	55.0%	-	54.7%
	Divisional	50.0%	34.3%	36.2%	48.5%	43.9%	54.3%	67.3%	56.0%	57.6%	-	53.7%
	Boys	47.3%	39.2%	31.2%	48.1%	35.6%	46.2%	67.9%	52.6%	60.0%	-	55.8%
	Girls	53.2%	29.6%	41.3%	48.9%	54.1%	58.5%	66.0%	60.5%	53.8%	-	51.9%
Student orders decimal numbers.	Provincial	63.3%	64.4%	65.4%	63.8%	63.2%	63.6%	64.4%	64.8%	64.5%	-	62.8%
	Divisional	54.9%	62.9%	58.5%	51.5%	59.8%	64.8%	70.1%	79.0%	62.6%	-	64.2%
	Boys	58.2%	64.7%	56.2%	44.2%	55.6%	66.7%	66.1%	70.2%	65.0%	-	58.1%
	Girls	51.1%	61.1%	60.9%	59.6%	64.9%	63.1%	74.0%	90.7%	59.0%	-	69.2%
Student understands that a given number may be represented in a variety of ways.	Provincial	61.6%	60.7%	62.6%	61.4%	60.9%	60.4%	60.3%	62.2%	59.8%	-	60.6%
	Divisional	52.9%	39.0%	55.3%	42.4%	50.0%	60.0%	51.4%	53.0%	51.5%	-	42.1%
	Boys	56.4%	41.2%	52.1%	36.5%	42.2%	53.8%	44.6%	50.9%	53.3%	-	37.2%
	Girls	48.9%	37.0%	58.7%	48.9%	59.5%	63.1%	58.0%	55.8%	48.7%	-	46.2%
Student uses number patterns to solve mathematical problems.	Provincial	45.1%	45.8%	44.7%	45.4%	45.6%	44.7%	47.3%	48.3%	47.8%	-	45.9%
	Divisional	23.5%	39.0%	36.2%	28.3%	25.6%	41.0%	55.1%	37.0%	34.3%	-	26.3%
	Boys	21.8%	45.1%	31.2%	21.2%	17.8%	35.9%	50.0%	35.1%	28.3%	-	20.9%
	Girls	25.5%	33.3%	41.3%	36.2%	35.1%	43.1%	60.0%	39.5%	43.6%	-	30.8%
Student uses a variety of strategies to calculate and explain a mental math problem.	Provincial	47.7%	47.5%	48.9%	49.1%	48.6%	48.0%	49.3%	49.1%	50.2%	-	51.1%
	Divisional	4.9%	13.3%	18.1%	41.4%	29.3%	56.2%	50.5%	43.0%	33.3%	-	31.6%
	Boys	3.6%	15.7%	14.6%	28.8%	24.4%	53.8%	44.6%	40.4%	26.7%	-	30.2%
	Girls	6.4%	11.1%	21.7%	55.3%	35.1%	56.9%	58.0%	46.5%	43.6%	-	32.7%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 7 Number Sense and Number Skills - English Program

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student orders fractions.	Provincial	54.6%	54.1%	54.4%	54.6%	54.0%	54.9%	55.9%	56.5%	55.0%	-	54.7%
	Divisional	50.0%	34.3%	36.2%	48.5%	43.9%	54.3%	67.3%	56.0%	57.6%	-	53.7%
	Indigenous	35.0%	21.3%	23.3%	25.0%	30.0%	34.7%	47.6%	41.0%	42.6%	-	24.4%
	Non-Indigenous	59.7%	44.8%	47.1%	61.9%	51.9%	71.4%	80.0%	65.6%	71.2%	-	75.9%
Student orders decimal numbers.	Provincial	63.3%	64.4%	65.4%	63.8%	63.2%	63.6%	64.4%	64.8%	64.5%	-	62.8%
	Divisional	54.9%	62.9%	58.5%	51.5%	59.8%	64.8%	70.1%	79.0%	62.6%	-	64.2%
	Indigenous	45.0%	48.9%	37.2%	25.0%	43.3%	53.1%	50.0%	69.2%	46.8%	-	46.3%
	Non-Indigenous	61.3%	74.1%	76.5%	66.7%	69.2%	75.0%	83.1%	85.2%	76.9%	-	77.8%
Student understands that a given number may be represented in a variety of ways.	Provincial	61.6%	60.7%	62.6%	61.4%	60.9%	60.4%	60.3%	62.2%	59.8%	-	60.6%
	Divisional	52.9%	39.0%	55.3%	42.4%	50.0%	60.0%	51.4%	53.0%	51.5%	-	42.1%
	Indigenous	42.5%	17.0%	34.9%	19.4%	33.3%	42.9%	40.5%	25.6%	38.3%	-	19.5%
	Non-Indigenous	59.7%	56.9%	72.5%	55.6%	59.6%	75.0%	58.5%	70.5%	63.5%	-	59.3%
Student uses number patterns to solve mathematical problems.	Provincial	45.1%	45.8%	44.7%	45.4%	45.6%	44.7%	47.3%	48.3%	47.8%	-	45.9%
	Divisional	23.5%	39.0%	36.2%	28.3%	25.6%	41.0%	55.1%	37.0%	34.3%	-	26.3%
	Indigenous	20.0%	23.4%	11.6%	5.6%	10.0%	22.4%	42.9%	17.9%	21.3%	-	9.8%
	Non-Indigenous	25.8%	51.7%	56.9%	41.3%	34.6%	57.1%	63.1%	49.2%	46.2%	-	38.9%
Student uses a variety of strategies to calculate and explain a mental math problem.	Provincial	47.7%	47.5%	48.9%	49.1%	48.6%	48.0%	49.3%	49.1%	50.2%	-	51.1%
	Divisional	4.9%	13.3%	18.1%	41.4%	29.3%	56.2%	50.5%	43.0%	33.3%	-	31.6%
	Indigenous	7.5%	14.9%	11.6%	19.4%	13.3%	46.9%	40.5%	17.9%	21.3%	-	12.2%
	Non-Indigenous	3.2%	12.1%	23.5%	54.0%	38.5%	64.3%	56.9%	59.0%	44.2%	-	46.3%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 7 Number Sense and Number Skills - English Program

Percentage of Students Meeting Expectations By Sub-Competency by EAL/Non-EAL

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student orders fractions.	Provincial	54.6%	54.1%	54.4%	54.6%	54.0%	54.9%	55.9%	56.5%	55.0%	-	54.7%
	Divisional	50.0%	34.3%	36.2%	48.5%	43.9%	54.3%	67.3%	56.0%	57.6%	-	53.7%
	Non-EAL	49.5%	35.0%	36.2%	48.5%	43.2%	54.8%	67.3%	56.0%	57.6%	-	53.2%
	Pupils receiving EAL services	*	*	n/a	n/a	*	*	n/a	n/a	n/a	-	*
Student orders decimal numbers.	Provincial	63.3%	64.4%	65.4%	63.8%	63.2%	63.6%	64.4%	64.8%	64.5%	-	62.8%
	Divisional	54.9%	62.9%	58.5%	51.5%	59.8%	64.8%	70.1%	79.0%	62.6%	-	64.2%
	Non-EAL	55.4%	63.1%	58.5%	51.5%	59.3%	65.4%	70.1%	79.0%	62.6%	-	63.8%
	Pupils receiving EAL services	*	*	n/a	n/a	*	*	n/a	n/a	n/a	-	*
Student understands that a given number may be represented in a variety of ways.	Provincial	61.6%	60.7%	62.6%	61.4%	60.9%	60.4%	60.3%	62.2%	59.8%	-	60.6%
	Divisional	52.9%	39.0%	55.3%	42.4%	50.0%	60.0%	51.4%	53.0%	51.5%	-	42.1%
	Non-EAL	52.5%	39.8%	55.3%	42.4%	49.4%	60.6%	51.4%	53.0%	51.5%	-	41.5%
	Pupils receiving EAL services	*	*	n/a	n/a	*	*	n/a	n/a	n/a	-	*
Student uses number patterns to solve mathematical problems.	Provincial	45.1%	45.8%	44.7%	45.4%	45.6%	44.7%	47.3%	48.3%	47.8%	-	45.9%
	Divisional	23.5%	39.0%	36.2%	28.3%	25.6%	41.0%	55.1%	37.0%	34.3%	-	26.3%
	Non-EAL	23.8%	38.8%	36.2%	28.3%	25.9%	41.3%	55.1%	37.0%	34.3%	-	25.5%
	Pupils receiving EAL services	*	*	n/a	n/a	*	*	n/a	n/a	n/a	-	*
Student uses a variety of strategies to calculate and explain a mental math problem.	Provincial	47.7%	47.5%	48.9%	49.1%	48.6%	48.0%	49.3%	49.1%	50.2%	-	51.1%
	Divisional	4.9%	13.3%	18.1%	41.4%	29.3%	56.2%	50.5%	43.0%	33.3%	-	31.6%
	Non-EAL	5.0%	13.6%	18.1%	41.4%	29.6%	56.7%	50.5%	43.0%	33.3%	-	30.9%
	Pupils receiving EAL services	*	*	n/a	n/a	*	*	n/a	n/a	n/a	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 7 Number Sense and Number Skills - English Program

Percentage of Students Meeting Expectations By Sub-Competency by CFS/Non-CFS

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student orders fractions.	Provincial	54.6%	54.1%	54.4%	54.6%	54.0%	54.9%	55.9%	56.5%	55.0%	-	54.7%
	Divisional	50.0%	34.3%	36.2%	48.5%	43.9%	54.3%	67.3%	56.0%	57.6%	-	53.7%
	Non-CFS	50.5%	34.6%	37.8%	50.0%	44.4%	57.6%	70.3%	58.9%	59.8%	-	56.3%
	Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	-	*
Student orders decimal numbers.	Provincial	63.3%	64.4%	65.4%	63.8%	63.2%	63.6%	64.4%	64.8%	64.5%	-	62.8%
	Divisional	54.9%	62.9%	58.5%	51.5%	59.8%	64.8%	70.1%	79.0%	62.6%	-	64.2%
	Non-CFS	55.4%	63.5%	60.0%	54.3%	60.5%	66.7%	72.3%	81.1%	64.1%	-	65.5%
	Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	-	*
Student understands that a given number may be represented in a variety of ways.	Provincial	61.6%	60.7%	62.6%	61.4%	60.9%	60.4%	60.3%	62.2%	59.8%	-	60.6%
	Divisional	52.9%	39.0%	55.3%	42.4%	50.0%	60.0%	51.4%	53.0%	51.5%	-	42.1%
	Non-CFS	53.5%	39.4%	56.7%	44.7%	50.6%	63.6%	53.5%	55.8%	53.3%	-	43.7%
	Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	-	*
Student uses number patterns to solve mathematical problems.	Provincial	45.1%	45.8%	44.7%	45.4%	45.6%	44.7%	47.3%	48.3%	47.8%	-	45.9%
	Divisional	23.5%	39.0%	36.2%	28.3%	25.6%	41.0%	55.1%	37.0%	34.3%	-	26.3%
	Non-CFS	23.8%	39.4%	37.8%	29.8%	25.9%	42.4%	54.5%	37.9%	37.0%	-	27.6%
	Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	-	*
Student uses a variety of strategies to calculate and explain a mental math problem.	Provincial	47.7%	47.5%	48.9%	49.1%	48.6%	48.0%	49.3%	49.1%	50.2%	-	51.1%
	Divisional	4.9%	13.3%	18.1%	41.4%	29.3%	56.2%	50.5%	43.0%	33.3%	-	31.6%
	Non-CFS	5.0%	13.5%	18.9%	43.6%	29.6%	58.6%	51.5%	45.3%	35.9%	-	33.3%
	Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Grade 8 Reading Comprehension - English Program

Number of Students Assessed

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	12,496	12,501	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175
Divisional	121	98	105	88	106	85	101	104	103	-	102
Boys	61	54	55	46	56	45	41	55	61	-	72
Girls	60	44	50	42	50	40	60	49	42	-	30
Indigenous	43	36	47	38	40	33	44	41	43	-	39
Non-Indigenous	78	62	58	50	66	52	57	63	60	-	63
Non-EAL	119	97	105	88	106	84	101	104	103	-	102
Pupils receiving EAL services	2	1	0	0	0	1	0	0	0	-	0
Non-CFS	119	96	103	85	100	84	96	98	97	-	99
Pupils under the care of CFS	2	2	2	3	6	1	5	6	6	-	3

Grade 8 Reading Comprehension - English Program

Percentage of students meeting mid-grade performance in all three sub-competencies

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	46.2%	46.4%	47.6%	47.7%	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%
Divisional	31.4%	18.4%	41.0%	33.0%	35.8%	58.8%	46.5%	45.2%	45.6%	-	35.3%
Boys	29.5%	14.8%	30.9%	34.8%	25.0%	53.3%	39.0%	34.5%	41.0%	-	26.4%
Girls	33.3%	22.7%	52.0%	31.0%	48.0%	65.0%	51.7%	57.1%	52.4%	-	56.7%
Indigenous	20.9%	5.6%	27.7%	15.8%	17.5%	42.4%	31.8%	31.7%	18.6%	-	33.3%
Non-Indigenous	37.2%	25.8%	51.7%	46.0%	47.0%	69.2%	57.9%	54.0%	65.0%	-	36.5%
Non-EAL	31.9%	18.6%	41.0%	33.0%	35.8%	58.3%	46.5%	45.2%	45.6%	-	35.3%
Pupils receiving EAL services	*	*	n/a	n/a	n/a	*	n/a	n/a	n/a	-	n/a
Non-CFS	31.9%	18.8%	40.8%	34.1%	38.0%	59.5%	49.0%	48.0%	48.5%	-	35.4%
Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

Grade 8 Reading Comprehension - English Program

Percentage of Students Meeting Expectations By Sub-Competency by Sex

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student understands key ideas and messages in a variety of texts.	Provincial	62.3%	62.0%	63.4%	63.1%	64.6%	64.0%	65.9%	64.6%	65.5%	-	64.7%
	Divisional	51.2%	42.9%	50.5%	45.5%	53.8%	61.2%	70.3%	51.0%	52.4%	-	56.9%
	Boys	59.0%	38.9%	45.5%	50.0%	46.4%	55.6%	65.9%	40.0%	49.2%	-	50.0%
	Girls	43.3%	47.7%	56.0%	40.5%	62.0%	67.5%	73.3%	63.3%	57.1%	-	73.3%
Student interprets a variety of texts.	Provincial	57.9%	58.0%	58.9%	58.8%	60.6%	59.9%	62.0%	61.2%	62.6%	-	62.3%
	Divisional	52.1%	37.8%	42.9%	44.3%	50.9%	62.4%	62.4%	56.7%	54.4%	-	50.0%
	Boys	55.7%	35.2%	34.5%	47.8%	42.9%	55.6%	58.5%	49.1%	49.2%	-	43.1%
	Girls	48.3%	40.9%	52.0%	40.5%	60.0%	70.0%	65.0%	65.3%	61.9%	-	66.7%
Student responds critically to a variety of texts.	Provincial	50.0%	50.0%	51.1%	51.2%	52.0%	52.3%	53.9%	53.5%	55.2%	-	54.5%
	Divisional	33.9%	22.4%	44.8%	44.3%	36.8%	61.2%	48.5%	50.0%	47.6%	-	36.3%
	Boys	32.8%	18.5%	38.2%	41.3%	25.0%	53.3%	39.0%	40.0%	42.6%	-	26.4%
	Girls	35.0%	27.3%	52.0%	47.6%	50.0%	70.0%	55.0%	61.2%	54.8%	-	60.0%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Reading Comprehension - English Program

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student understands key ideas and messages in a variety of texts.	Provincial	62.3%	62.0%	63.4%	63.1%	64.6%	64.0%	65.9%	64.6%	65.5%	-	64.7%
	Divisional	51.2%	42.9%	50.5%	45.5%	53.8%	61.2%	70.3%	51.0%	52.4%	-	56.9%
	Indigenous	41.9%	27.8%	36.2%	36.8%	37.5%	45.5%	59.1%	36.6%	30.2%	-	43.6%
	Non-Indigenous	56.4%	51.6%	62.1%	52.0%	63.6%	71.2%	78.9%	60.3%	68.3%	-	65.1%
Student interprets a variety of texts.	Provincial	57.9%	58.0%	58.9%	58.8%	60.6%	59.9%	62.0%	61.2%	62.6%	-	62.3%
	Divisional	52.1%	37.8%	42.9%	44.3%	50.9%	62.4%	62.4%	56.7%	54.4%	-	50.0%
	Indigenous	41.9%	27.8%	29.8%	28.9%	40.0%	45.5%	45.5%	43.9%	34.9%	-	38.5%
	Non-Indigenous	57.7%	43.5%	53.4%	56.0%	57.6%	73.1%	75.4%	65.1%	68.3%	-	57.1%
Student responds critically to a variety of texts.	Provincial	50.0%	50.0%	51.1%	51.2%	52.0%	52.3%	53.9%	53.5%	55.2%	-	54.5%
	Divisional	33.9%	22.4%	44.8%	44.3%	36.8%	61.2%	48.5%	50.0%	47.6%	-	36.3%
	Indigenous	20.9%	8.3%	29.8%	26.3%	17.5%	45.5%	34.1%	36.6%	20.9%	-	35.9%
	Non-Indigenous	41.0%	30.6%	56.9%	58.0%	48.5%	71.2%	59.6%	58.7%	66.7%	-	36.5%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Grade 8 Expository Writing – English

Program Number of Students Assessed

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	12,496	12,501	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175
Divisional	121	98	105	88	106	85	101	104	103	-	102
Boys	61	54	55	46	56	45	41	55	61	-	72
Girls	60	44	50	42	50	40	60	49	42	-	30
Indigenous	43	36	47	38	40	33	44	41	43	-	39
Non-Indigenous	78	62	58	50	66	52	57	63	60	-	63
Non-EAL	119	97	105	88	106	84	101	104	103	-	102
Pupils receiving EAL services	2	1	0	0	0	1	0	0	0	-	0
Non-CFS	119	96	103	85	100	84	96	98	97	-	99
Pupils under the care of CFS	2	2	2	3	6	1	5	6	6	-	3

Grade 8 Expository Writing - English Program

Percentage of students meeting mid-grade performance in all three sub-competencies

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	39.4%	39.9%	41.1%	41.7%	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%
Divisional	31.4%	27.6%	29.5%	38.6%	31.1%	54.1%	38.6%	38.5%	41.7%	-	36.3%
Boys	31.1%	29.6%	23.6%	30.4%	17.9%	40.0%	26.8%	29.1%	31.1%	-	23.6%
Girls	31.7%	25.0%	36.0%	47.6%	46.0%	70.0%	46.7%	49.0%	57.1%	-	66.7%
Indigenous	25.6%	16.7%	21.3%	26.3%	17.5%	39.4%	27.3%	26.8%	25.6%	-	30.8%
Non-Indigenous	34.6%	33.9%	36.2%	48.0%	39.4%	63.5%	47.4%	46.0%	53.3%	-	39.7%
Non-EAL	31.9%	27.8%	29.5%	38.6%	31.1%	53.6%	38.6%	38.5%	41.7%	-	36.3%
Pupils receiving EAL services	*	*	n/a	n/a	n/a	*	n/a	n/a	n/a	-	n/a
Non-CFS	31.1%	28.1%	30.1%	38.8%	33.0%	54.8%	40.6%	40.8%	44.3%	-	36.4%
Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

Grade 8 Expository Writing - English Program

Percentage of Students Meeting Expectations By Sub-Competency by Sex

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student generates, selects, and organizes ideas to support reader's understanding.	Provincial	54.2%	54.1%	55.0%	56.0%	55.2%	56.8%	56.8%	56.8%	57.3%	-	57.2%
	Divisional	39.7%	33.7%	42.9%	43.2%	40.6%	71.8%	60.4%	53.8%	53.4%	-	45.1%
	Boys	36.1%	29.6%	34.5%	37.0%	23.2%	60.0%	51.2%	43.6%	44.3%	-	33.3%
	Girls	43.3%	38.6%	52.0%	50.0%	60.0%	85.0%	66.7%	65.3%	66.7%	-	73.3%
Student chooses language (word choices and sentence patterns) to make an impact on the reader.	Provincial	47.1%	48.1%	48.1%	49.1%	49.5%	50.1%	51.6%	51.5%	51.5%	-	51.9%
	Divisional	38.8%	35.7%	37.1%	53.4%	38.7%	61.2%	48.5%	42.3%	48.5%	-	48.0%
	Boys	39.3%	31.5%	32.7%	43.5%	25.0%	48.9%	41.5%	32.7%	37.7%	-	37.5%
	Girls	38.3%	40.9%	42.0%	64.3%	54.0%	75.0%	53.3%	53.1%	64.3%	-	73.3%
Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell- checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.	Provincial	51.6%	52.6%	53.7%	53.2%	53.0%	54.3%	54.7%	54.3%	55.1%	-	53.7%
	Divisional	62.8%	38.8%	37.1%	62.5%	52.8%	75.3%	59.4%	53.8%	58.3%	-	41.2%
	Boys	54.1%	42.6%	29.1%	52.2%	35.7%	68.9%	43.9%	45.5%	47.5%	-	30.6%
	Girls	71.7%	34.1%	46.0%	73.8%	72.0%	82.5%	70.0%	63.3%	73.8%	-	66.7%

Notes:

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(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Expository Writing - English Program

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student generates, selects, and organizes ideas to support reader's understanding.	Provincial	54.2%	54.1%	55.0%	56.0%	55.2%	56.8%	56.8%	56.8%	57.3%	-	January 2022
	Divisional	39.7%	33.7%	42.9%	43.2%	40.6%	71.8%	60.4%	53.8%	53.4%	-	57.2%
	Indigenous	27.9%	19.4%	27.7%	28.9%	30.0%	60.6%	50.0%	39.0%	37.2%	-	45.1%
	Non-Indigenous	46.2%	41.9%	55.2%	54.0%	47.0%	78.8%	68.4%	63.5%	65.0%	-	38.5%
Student chooses language (word choices and sentence patterns) to make an impact on the reader.	Provincial	47.1%	48.1%	48.1%	49.1%	49.5%	50.1%	51.6%	51.5%	51.5%	-	49.2%
	Divisional	38.8%	35.7%	37.1%	53.4%	38.7%	61.2%	48.5%	42.3%	48.5%	-	51.9%
	Indigenous	30.2%	22.2%	23.4%	39.5%	22.5%	48.5%	38.6%	29.3%	34.9%	-	48.0%
	Non-Indigenous	43.6%	43.5%	48.3%	64.0%	48.5%	69.2%	56.1%	50.8%	58.3%	-	46.2%
Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell- checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.	Provincial	51.6%	52.6%	53.7%	53.2%	53.0%	54.3%	54.7%	54.3%	55.1%	-	49.2%
	Divisional	62.8%	38.8%	37.1%	62.5%	52.8%	75.3%	59.4%	53.8%	58.3%	-	53.7%
	Indigenous	55.8%	27.8%	23.4%	44.7%	45.0%	66.7%	52.3%	43.9%	46.5%	-	41.2%
	Non-Indigenous	66.7%	45.2%	48.3%	76.0%	57.6%	80.8%	64.9%	60.3%	66.7%	-	35.9%

Notes:

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(n/a) 'Zero' students in this category

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SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Numeracy - Grade 3 Entry - English Program

HEYES ELEMENTARY

Number of Students Assessed

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	11,088	10,964	10,958	11,333	11,727	11,890	12,161	11,947	11,954	-	11,464
Divisional	83	97	106	95	101	110	95	90	98	-	93
School	17	17	26	19	30	27	25	22	25	-	27
Boys	12	4	10	12	17	18	14	10	10	-	13
Girls	5	13	16	7	13	9	11	12	15	-	14
Indigenous	5	7	12	11	11	5	10	8	7	-	16
Non-Indigenous	12	10	14	8	19	22	15	14	18	-	11
Non-EAL	16	16	24	19	30	27	24	21	25	-	27
Pupils receiving EAL services	1	1	2	0	0	0	1	1	0	-	0
Non-CFS	17	16	26	15	28	27	24	22	24	-	25
Pupils under the care of CFS	0	1	0	4	2	0	1	0	1	-	2

Numeracy - Grade 3 Entry - English Program

Percentage of students meeting expectations in all four sub-competencies

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	28.3%	29.9%	30.8%	31.1%	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%
Divisional	22.9%	42.3%	56.6%	22.1%	17.8%	41.8%	38.9%	25.6%	31.6%	-	36.6%
School	0.0%	0.0%	73.1%	21.1%	6.7%	29.6%	28.0%	13.6%	60.0%	-	55.6%
Boys	0.0%	*	60.0%	25.0%	5.9%	27.8%	35.7%	20.0%	60.0%	-	69.2%
Girls	*	0.0%	81.2%	*	7.7%	*	18.2%	8.3%	60.0%	-	42.9%
Indigenous	*	*	58.3%	18.2%	9.1%	*	10.0%	*	*	-	31.2%
Non-Indigenous	0.0%	0.0%	85.7%	*	5.3%	36.4%	40.0%	14.3%	61.1%	-	90.9%
Non-EAL	0.0%	0.0%	70.8%	21.1%	6.7%	29.6%	29.2%	14.3%	60.0%	-	55.6%
Pupils receiving EAL services	*	*	*	n/a	n/a	n/a	*	*	n/a	-	n/a
Non-CFS	0.0%	0.0%	73.1%	20.0%	7.1%	29.6%	29.2%	13.6%	62.5%	-	60.0%
Pupils under the care of CFS	n/a	*	n/a	*	*	n/a	*	n/a	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Grade 3 Entry - Reading in English - English Program

HEYES ELEMENTARY

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student reflects on and sets reading goals	Provincial	58.0%	55.1%	58.0%	57.7%	57.9%	58.2%	57.8%	58.0%	59.5%	-	55.3%
	Divisional	50.6%	55.7%	64.2%	52.6%	54.5%	47.3%	52.6%	55.6%	45.9%	-	38.7%
	School	0.0%	29.4%	65.4%	31.6%	50.0%	37.0%	32.0%	50.0%	68.0%	-	55.6%
	Indigenous	*	*	41.7%	18.2%	63.6%	*	20.0%	*	*	-	31.2%
	Non-Indigenous	0.0%	40.0%	85.7%	*	42.1%	45.5%	40.0%	50.0%	72.2%	-	90.9%
Student uses strategies during reading to make sense of texts	Provincial	58.3%	57.7%	58.9%	58.1%	58.2%	58.6%	58.7%	58.5%	59.4%	-	54.9%
	Divisional	56.6%	60.8%	59.4%	55.8%	51.5%	58.2%	51.6%	56.7%	58.2%	-	43.0%
	School	17.6%	23.5%	73.1%	68.4%	46.7%	66.7%	44.0%	63.6%	80.0%	-	48.1%
	Indigenous	*	*	58.3%	54.5%	36.4%	*	20.0%	*	*	-	31.2%
	Non-Indigenous	25.0%	40.0%	85.7%	*	52.6%	77.3%	60.0%	64.3%	88.9%	-	72.7%
Student demonstrates comprehension	Provincial	56.6%	55.1%	57.7%	57.2%	57.3%	57.9%	58.1%	58.3%	60.1%	-	55.5%
	Divisional	45.8%	55.7%	67.0%	47.4%	45.5%	52.7%	56.8%	50.0%	60.2%	-	54.8%
	School	5.9%	29.4%	69.2%	52.6%	30.0%	59.3%	44.0%	54.5%	80.0%	-	55.6%
	Indigenous	*	*	58.3%	36.4%	36.4%	*	30.0%	*	*	-	31.2%
	Non-Indigenous	8.3%	40.0%	78.6%	*	26.3%	68.2%	53.3%	50.0%	88.9%	-	90.9%

Notes:

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(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Provincial Assessments
Grades 3, 4, 7 and 8

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Numeracy - Grade 3 Entry - English Program Number of Students Assessed

HEYES ELEMENTARY

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	11,088	10,964	10,958	11,333	11,727	11,890	12,161	11,947	11,954	-	11,464
Divisional	83	97	106	95	101	110	95	90	98	-	93
School	17	17	26	19	30	27	25	22	25	-	27
Boys	12	4	10	12	17	18	14	10	10	-	13
Girls	5	13	16	7	13	9	11	12	15	-	14
Indigenous	5	7	12	11	11	5	10	8	7	-	16
Non-Indigenous	12	10	14	8	19	22	15	14	18	-	11
Non-EAL	16	16	24	19	30	27	24	21	25	-	27
Pupils receiving EAL services	1	1	2	0	0	0	1	1	0	-	0
Non-CFS	17	16	26	15	28	27	24	22	24	-	25
Pupils under the care of CFS	0	1	0	4	2	0	1	0	1	-	2

Numeracy - Grade 3 Entry - English Program Percentage of students meeting expectations in all four sub-competencies

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	28.3%	29.9%	30.8%	31.1%	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%
Divisional	22.9%	42.3%	56.6%	22.1%	17.8%	41.8%	38.9%	25.6%	31.6%	-	36.6%
School	0.0%	0.0%	73.1%	21.1%	6.7%	29.6%	28.0%	13.6%	60.0%	-	55.6%
Boys	0.0%	*	60.0%	25.0%	5.9%	27.8%	35.7%	20.0%	60.0%	-	69.2%
Girls	*	0.0%	81.2%	*	7.7%	*	18.2%	8.3%	60.0%	-	42.9%
Indigenous	*	*	58.3%	18.2%	9.1%	*	10.0%	*	*	-	31.2%
Non-Indigenous	0.0%	0.0%	85.7%	*	5.3%	36.4%	40.0%	14.3%	61.1%	-	90.9%
Non-EAL	0.0%	0.0%	70.8%	21.1%	6.7%	29.6%	29.2%	14.3%	60.0%	-	55.6%
Pupils receiving EAL services	*	*	*	n/a	n/a	n/a	*	*	n/a	-	n/a
Non-CFS	0.0%	0.0%	73.1%	20.0%	7.1%	29.6%	29.2%	13.6%	62.5%	-	60.0%
Pupils under the care of CFS	n/a	*	n/a	*	*	n/a	*	n/a	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Numeracy - Grade 3 Entry - English Program

HEYES ELEMENTARY

Percentage of Students Meeting Expectations By Sub-Competency by Sex

Sub-competency		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student predicts an element in a repeating pattern.	Provincial	52.3%	53.0%	54.7%	55.1%	56.1%	56.2%	56.0%	56.0%	54.5%	-	50.4%
	Divisional	55.4%	68.0%	84.0%	74.7%	56.4%	68.2%	70.5%	54.4%	54.1%	-	53.8%
	School	0.0%	23.5%	80.8%	52.6%	16.7%	44.4%	44.0%	72.7%	60.0%	-	59.3%
	Boys	0.0%	*	80.0%	58.3%	17.6%	44.4%	42.9%	100.0%	60.0%	-	76.9%
	Girls	*	23.1%	81.2%	*	15.4%	*	45.5%	50.0%	60.0%	-	42.9%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.	Provincial	45.2%	45.2%	47.7%	48.4%	50.5%	50.3%	50.1%	51.4%	51.6%	-	46.9%
	Divisional	32.5%	54.6%	63.2%	44.2%	45.5%	51.8%	54.7%	46.7%	44.9%	-	52.7%
	School	5.9%	11.8%	84.6%	21.1%	20.0%	44.4%	40.0%	77.3%	60.0%	-	70.4%
	Boys	0.0%	*	80.0%	25.0%	17.6%	50.0%	35.7%	100.0%	60.0%	-	76.9%
	Girls	*	0.0%	87.5%	*	23.1%	*	45.5%	58.3%	60.0%	-	64.3%
Student understands that a given whole number may be represented in a variety of ways (to 100).	Provincial	58.6%	58.0%	61.0%	60.5%	61.9%	61.4%	62.4%	61.7%	63.3%	-	60.1%
	Divisional	59.0%	68.0%	67.9%	56.8%	52.5%	62.7%	73.7%	66.7%	63.3%	-	53.8%
	School	17.6%	47.1%	73.1%	47.4%	30.0%	63.0%	64.0%	72.7%	80.0%	-	55.6%
	Boys	16.7%	*	60.0%	58.3%	29.4%	61.1%	64.3%	100.0%	80.0%	-	69.2%
	Girls	*	30.8%	81.2%	*	30.8%	*	63.6%	50.0%	80.0%	-	42.9%
Student uses mental math strategies to determine answers to addition and subtraction questions to 18.	Provincial	46.8%	48.1%	49.4%	50.8%	53.1%	53.5%	54.7%	54.2%	56.0%	-	53.5%
	Divisional	41.0%	52.6%	60.4%	33.7%	29.7%	46.4%	48.4%	38.9%	52.0%	-	49.5%
	School	23.5%	29.4%	76.9%	42.1%	36.7%	37.0%	32.0%	13.6%	84.0%	-	59.3%
	Boys	25.0%	*	60.0%	58.3%	35.3%	38.9%	35.7%	20.0%	90.0%	-	76.9%
	Girls	*	15.4%	87.5%	*	38.5%	*	27.3%	8.3%	80.0%	-	42.9%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Provincial Assessments
Grades 3, 4, 7 and 8

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Grade 7 Number Sense and Number Skills - English Program

ÉCOLE SWAN RIVER SOUTH SCHOOL

Number of Students Assessed

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	12,298	12,328	12,107	12,027	12,061	11,943	11,983	12,272	12,691	-	12,218
Divisional	102	105	94	99	82	105	107	100	99	-	95
School	57	61	59	52	56	62	72	68	71	-	66
Boys	31	30	26	27	34	20	36	39	44	-	26
Girls	26	31	33	25	22	41	35	29	27	-	40
Indigenous	24	25	28	21	20	27	30	27	33	-	28
Non-Indigenous	33	36	31	31	36	35	42	41	38	-	38
Non-EAL	56	60	59	52	55	62	72	68	71	-	65
Pupils receiving EAL services	1	1	0	0	1	0	0	0	0	-	1
Non-CFS	56	60	57	50	55	61	68	63	67	-	63
Pupils under the care of CFS	1	1	2	2	1	1	4	5	4	-	3

Grade 7 Number Sense and Number Skills - English Program

Percentage of students meeting mid-grade performance in all five sub-competencies

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	31.1%	30.8%	31.2%	32.4%	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%
Divisional	2.9%	6.7%	14.9%	16.2%	20.7%	31.4%	40.2%	34.0%	31.3%	-	20.0%
School	0.0%	1.6%	11.9%	23.1%	10.7%	38.7%	55.6%	44.1%	32.4%	-	25.8%
Boys	0.0%	0.0%	7.7%	18.5%	5.9%	40.0%	52.8%	43.6%	25.0%	-	19.2%
Girls	0.0%	3.2%	15.2%	28.0%	18.2%	36.6%	60.0%	44.8%	44.4%	-	30.0%
Indigenous	0.0%	0.0%	7.1%	0.0%	5.0%	22.2%	40.0%	18.5%	18.2%	-	7.1%
Non-Indigenous	0.0%	2.8%	16.1%	38.7%	13.9%	51.4%	66.7%	61.0%	44.7%	-	39.5%
Non-EAL	0.0%	1.7%	11.9%	23.1%	10.9%	38.7%	55.6%	44.1%	32.4%	-	24.6%
Pupils receiving EAL services	*	*	n/a	n/a	*	n/a	n/a	n/a	n/a	-	*
Non-CFS	0.0%	1.7%	12.3%	24.0%	10.9%	39.3%	58.8%	47.6%	34.3%	-	27.0%
Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

SVSD 2022/2023 Continuous Improvement Report

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Grade 7 Number Sense and Number Skills - English Program

ÉCOLE SWAN RIVER SOUTH SCHOOL

Percentage of Students Meeting Expectations By Sub-Competency by Sex

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student orders fractions.	Provincial	54.6%	54.1%	54.4%	54.6%	54.0%	54.9%	55.9%	56.5%	55.0%	-	54.7%
	Divisional	50.0%	34.3%	36.2%	48.5%	43.9%	54.3%	67.3%	56.0%	57.6%	-	53.7%
	School	47.4%	29.5%	37.3%	36.5%	32.1%	51.6%	65.3%	50.0%	56.3%	-	45.5%
	Boys	48.4%	23.3%	26.9%	25.9%	29.4%	55.0%	63.9%	51.3%	56.8%	-	46.2%
	Girls	46.2%	35.5%	45.5%	48.0%	36.4%	48.8%	65.7%	48.3%	55.6%	-	45.0%
Student orders decimal numbers.	Provincial	63.3%	64.4%	65.4%	63.8%	63.2%	63.6%	64.4%	64.8%	64.5%	-	62.8%
	Divisional	54.9%	62.9%	58.5%	51.5%	59.8%	64.8%	70.1%	79.0%	62.6%	-	64.2%
	School	49.1%	62.3%	59.3%	44.2%	50.0%	58.1%	69.4%	82.4%	64.8%	-	59.1%
	Boys	51.6%	63.3%	53.8%	25.9%	47.1%	65.0%	66.7%	74.4%	65.9%	-	50.0%
	Girls	46.2%	61.3%	63.6%	64.0%	54.5%	53.7%	71.4%	93.1%	63.0%	-	65.0%
Student understands that a given number may be represented in a variety of ways.	Provincial	61.6%	60.7%	62.6%	61.4%	60.9%	60.4%	60.3%	62.2%	59.8%	-	60.6%
	Divisional	52.9%	39.0%	55.3%	42.4%	50.0%	60.0%	51.4%	53.0%	51.5%	-	42.1%
	School	40.4%	41.0%	49.2%	36.5%	41.1%	58.1%	68.1%	51.5%	49.3%	-	31.8%
	Boys	45.2%	36.7%	42.3%	22.2%	35.3%	55.0%	63.9%	53.8%	50.0%	-	23.1%
	Girls	34.6%	45.2%	54.5%	52.0%	50.0%	58.5%	71.4%	48.3%	48.1%	-	37.5%
Student uses number patterns to solve mathematical problems.	Provincial	45.1%	45.8%	44.7%	45.4%	45.6%	44.7%	47.3%	48.3%	47.8%	-	45.9%
	Divisional	23.5%	39.0%	36.2%	28.3%	25.6%	41.0%	55.1%	37.0%	34.3%	-	26.3%
	School	36.8%	50.8%	40.7%	46.2%	14.3%	48.4%	73.6%	47.1%	36.6%	-	33.3%
	Boys	35.5%	56.7%	38.5%	33.3%	8.8%	50.0%	72.2%	43.6%	31.8%	-	26.9%
	Girls	38.5%	45.2%	42.4%	60.0%	22.7%	46.3%	74.3%	51.7%	44.4%	-	37.5%
Student uses a variety of strategies to calculate and explain a mental math problem	Provincial	47.7%	47.5%	48.9%	49.1%	48.6%	48.0%	49.3%	49.1%	50.2%	-	51.1%
	Divisional	4.9%	13.3%	18.1%	41.4%	29.3%	56.2%	50.5%	43.0%	33.3%	-	31.6%
	School	0.0%	1.6%	11.9%	59.6%	21.4%	69.4%	65.3%	47.1%	32.4%	-	25.8%
	Boys	0.0%	0.0%	7.7%	40.7%	20.6%	75.0%	63.9%	46.2%	25.0%	-	19.2%
	Girls	0.0%	3.2%	15.2%	80.0%	22.7%	65.9%	68.6%	48.3%	44.4%	-	30.0%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 7 Number Sense and Number Skills - English Program

ÉCOLE SWAN RIVER SOUTH SCHOOL

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student orders fractions.	Provincial	54.6%	54.1%	54.4%	54.6%	54.0%	54.9%	55.9%	56.5%	55.0%	-	54.7%
	Divisional	50.0%	34.3%	36.2%	48.5%	43.9%	54.3%	67.3%	56.0%	57.6%	-	53.7%
	School	47.4%	29.5%	37.3%	36.5%	32.1%	51.6%	65.3%	50.0%	56.3%	-	45.5%
	Indigenous	20.8%	12.0%	21.4%	4.8%	15.0%	33.3%	50.0%	25.9%	42.4%	-	14.3%
	Non-Indigenous	66.7%	41.7%	51.6%	58.1%	41.7%	65.7%	76.2%	65.9%	68.4%	-	68.4%
Student orders decimal numbers.	Provincial	63.3%	64.4%	65.4%	63.8%	63.2%	63.6%	64.4%	64.8%	64.5%	-	62.8%
	Divisional	54.9%	62.9%	58.5%	51.5%	59.8%	64.8%	70.1%	79.0%	62.6%	-	64.2%
	School	49.1%	62.3%	59.3%	44.2%	50.0%	58.1%	69.4%	82.4%	64.8%	-	59.1%
	Indigenous	33.3%	44.0%	39.3%	19.0%	30.0%	44.4%	50.0%	63.0%	48.5%	-	42.9%
	Non-Indigenous	60.6%	75.0%	77.4%	61.3%	61.1%	68.6%	83.3%	95.1%	78.9%	-	71.1%
Student understands that a given number may be represented in a variety of ways.	Provincial	61.6%	60.7%	62.6%	61.4%	60.9%	60.4%	60.3%	62.2%	59.8%	-	60.6%
	Divisional	52.9%	39.0%	55.3%	42.4%	50.0%	60.0%	51.4%	53.0%	51.5%	-	42.1%
	School	40.4%	41.0%	49.2%	36.5%	41.1%	58.1%	68.1%	51.5%	49.3%	-	31.8%
	Indigenous	20.8%	12.0%	25.0%	9.5%	25.0%	44.4%	50.0%	18.5%	36.4%	-	7.1%
	Non-Indigenous	54.5%	61.1%	71.0%	54.8%	50.0%	68.6%	81.0%	73.2%	60.5%	-	50.0%
Student uses number patterns to solve mathematical problems.	Provincial	45.1%	45.8%	44.7%	45.4%	45.6%	44.7%	47.3%	48.3%	47.8%	-	45.9%
	Divisional	23.5%	39.0%	36.2%	28.3%	25.6%	41.0%	55.1%	37.0%	34.3%	-	26.3%
	School	36.8%	50.8%	40.7%	46.2%	14.3%	48.4%	73.6%	47.1%	36.6%	-	33.3%
	Indigenous	29.2%	24.0%	14.3%	4.8%	5.0%	25.9%	50.0%	22.2%	21.2%	-	7.1%
	Non-Indigenous	42.4%	69.4%	64.5%	74.2%	19.4%	65.7%	90.5%	63.4%	50.0%	-	52.6%
Student uses a variety of strategies to calculate and explain a mental math problem.	Provincial	47.7%	47.5%	48.9%	49.1%	48.6%	48.0%	49.3%	49.1%	50.2%	-	51.1%
	Divisional	4.9%	13.3%	18.1%	41.4%	29.3%	56.2%	50.5%	43.0%	33.3%	-	31.6%
	School	0.0%	1.6%	11.9%	59.6%	21.4%	69.4%	65.3%	47.1%	32.4%	-	25.8%
	Indigenous	0.0%	0.0%	7.1%	23.8%	10.0%	51.9%	50.0%	18.5%	18.2%	-	7.1%
	Non-Indigenous	0.0%	2.8%	16.1%	83.9%	27.8%	82.9%	76.2%	65.9%	44.7%	-	39.5%

Notes:

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(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Grade 8 Reading Comprehension - English Program Number of Students Assessed

ÉCOLE SWAN RIVER SOUTH SCHOOL

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	12,496	12,501	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175
Divisional	121	98	105	88	106	85	101	104	103	-	102
School	74	58	60	57	61	57	60	71	69	-	71
Boys	37	33	30	26	32	33	22	34	40	-	50
Girls	37	25	30	31	29	24	38	37	29	-	21
Indigenous	27	25	25	26	28	21	23	31	29	-	30
Non-Indigenous	47	33	35	31	33	36	37	40	40	-	41
Non-EAL	73	57	60	57	61	56	60	71	69	-	71
Pupils receiving EAL services	1	1	0	0	0	1	0	0	0	-	0
Non-CFS	72	56	59	55	58	56	60	65	65	-	68
Pupils under the care of CFS	2	2	1	2	3	1	0	6	4	-	3

Grade 8 Reading Comprehension - English Program Percentage of students meeting mid-grade performance in all three sub-competencies

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	46.2%	46.4%	47.6%	47.7%	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%
Divisional	31.4%	18.4%	41.0%	33.0%	35.8%	58.8%	46.5%	45.2%	45.6%	-	35.3%
School	17.6%	8.6%	48.3%	40.4%	41.0%	59.6%	50.0%	49.3%	55.1%	-	39.4%
Boys	18.9%	9.1%	40.0%	38.5%	21.9%	54.5%	45.5%	41.2%	52.5%	-	28.0%
Girls	16.2%	8.0%	56.7%	41.9%	62.1%	66.7%	52.6%	56.8%	58.6%	-	66.7%
Indigenous	7.4%	0.0%	28.0%	23.1%	14.3%	38.1%	39.1%	35.5%	24.1%	-	36.7%
Non-Indigenous	23.4%	15.2%	62.9%	54.8%	63.6%	72.2%	56.8%	60.0%	77.5%	-	41.5%
Non-EAL	17.8%	8.8%	48.3%	40.4%	41.0%	58.9%	50.0%	49.3%	55.1%	-	39.4%
Pupils receiving EAL services	*	*	n/a	n/a	n/a	*	n/a	n/a	n/a	-	n/a
Non-CFS	18.1%	8.9%	49.2%	41.8%	43.1%	60.7%	50.0%	53.8%	58.5%	-	39.7%
Pupils under the care of CFS	*	*	*	*	*	*	n/a	*	*	-	*

Notes:

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(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

Grade 8 Reading Comprehension - English Program

ÉCOLE SWAN RIVER SOUTH SCHOOL

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student understands key ideas and messages in a variety of texts.	Provincial	62.3%	62.0%	63.4%	63.1%	64.6%	64.0%	65.9%	64.6%	65.5%	-	64.7%
	Divisional	51.2%	42.9%	50.5%	45.5%	53.8%	61.2%	70.3%	51.0%	52.4%	-	56.9%
	School	39.2%	39.7%	60.0%	49.1%	57.4%	61.4%	81.7%	54.9%	62.3%	-	56.3%
	Indigenous	25.9%	20.0%	40.0%	38.5%	32.1%	38.1%	73.9%	38.7%	34.5%	-	46.7%
	Non-Indigenous	46.8%	54.5%	74.3%	58.1%	78.8%	75.0%	86.5%	67.5%	82.5%	-	63.4%
Student interprets a variety of texts.	Provincial	57.9%	58.0%	58.9%	58.8%	60.6%	59.9%	62.0%	61.2%	62.6%	-	62.3%
	Divisional	52.1%	37.8%	42.9%	44.3%	50.9%	62.4%	62.4%	56.7%	54.4%	-	50.0%
	School	44.6%	34.5%	50.0%	45.6%	52.5%	61.4%	68.3%	57.7%	62.3%	-	50.7%
	Indigenous	29.6%	20.0%	28.0%	26.9%	28.6%	38.1%	56.5%	41.9%	37.9%	-	43.3%
	Non-Indigenous	53.2%	45.5%	65.7%	61.3%	72.7%	75.0%	75.7%	70.0%	80.0%	-	56.1%
Student responds critically to a variety of texts.	Provincial	50.0%	50.0%	51.1%	51.2%	52.0%	52.3%	53.9%	53.5%	55.2%	-	54.5%
	Divisional	33.9%	22.4%	44.8%	44.3%	36.8%	61.2%	48.5%	50.0%	47.6%	-	36.3%
	School	20.3%	10.3%	50.0%	54.4%	41.0%	59.6%	50.0%	49.3%	55.1%	-	39.4%
	Indigenous	7.4%	0.0%	28.0%	34.6%	14.3%	38.1%	39.1%	35.5%	24.1%	-	36.7%
	Non-Indigenous	27.7%	18.2%	65.7%	71.0%	63.6%	72.2%	56.8%	60.0%	77.5%	-	41.5%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Grade 8 Expository Writing - English Program Number of Students Assessed

ÉCOLE SWAN RIVER SOUTH SCHOOL

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	12,496	12,501	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175
Divisional	121	98	105	88	106	85	101	104	103	-	102
School	74	58	60	57	61	57	60	71	69	-	71
Boys	37	33	30	26	32	33	22	34	40	-	50
Girls	37	25	30	31	29	24	38	37	29	-	21
Indigenous	27	25	25	26	28	21	23	31	29	-	30
Non-Indigenous	47	33	35	31	33	36	37	40	40	-	41
Non-EAL	73	57	60	57	61	56	60	71	69	-	71
Pupils receiving EAL services	1	1	0	0	0	1	0	0	0	-	0
Non-CFS	72	56	59	55	58	56	60	65	65	-	68
Pupils under the care of CFS	2	2	1	2	3	1	0	6	4	-	3

Grade 8 Expository Writing - English Program Percentage of students meeting mid-grade performance in all three sub-competencies

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	39.4%	39.9%	41.1%	41.7%	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%
Divisional	31.4%	27.6%	29.5%	38.6%	31.1%	54.1%	38.6%	38.5%	41.7%	-	36.3%
School	39.2%	37.9%	35.0%	47.4%	41.0%	50.9%	46.7%	40.8%	49.3%	-	40.8%
Boys	40.5%	42.4%	30.0%	34.6%	28.1%	39.4%	40.9%	32.4%	40.0%	-	28.0%
Girls	37.8%	32.0%	40.0%	58.1%	55.2%	66.7%	50.0%	48.6%	62.1%	-	71.4%
Indigenous	29.6%	20.0%	24.0%	26.9%	17.9%	33.3%	34.8%	29.0%	27.6%	-	36.7%
Non-Indigenous	44.7%	51.5%	42.9%	64.5%	60.6%	61.1%	54.1%	50.0%	65.0%	-	43.9%
Non-EAL	39.7%	38.6%	35.0%	47.4%	41.0%	50.0%	46.7%	40.8%	49.3%	-	40.8%
Pupils receiving EAL services	*	*	n/a	n/a	n/a	*	n/a	n/a	n/a	-	n/a
Non-CFS	38.9%	39.3%	35.6%	47.3%	43.1%	51.8%	46.7%	44.6%	52.3%	-	41.2%
Pupils under the care of CFS	*	*	*	*	*	*	n/a	*	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

Grade 8 Expository Writing - English Program

ÉCOLE SWAN RIVER SOUTH SCHOOL

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student generates, selects, and organizes ideas to support reader's understanding.	Provincial	54.2%	54.1%	55.0%	56.0%	55.2%	56.8%	56.8%	56.8%	57.3%	-	57.2%
	Divisional	39.7%	33.7%	42.9%	43.2%	40.6%	71.8%	60.4%	53.8%	53.4%	-	45.1%
	School	48.6%	41.4%	56.7%	47.4%	54.1%	70.2%	68.3%	59.2%	59.4%	-	52.1%
	Indigenous	33.3%	20.0%	32.0%	26.9%	32.1%	57.1%	56.5%	41.9%	37.9%	-	43.3%
	Non-Indigenous	57.4%	57.6%	74.3%	64.5%	72.7%	77.8%	75.7%	72.5%	75.0%	-	58.5%
Student chooses language (word choices and sentence patterns) to make an impact on the reader.	Provincial	47.1%	48.1%	48.1%	49.1%	49.5%	50.1%	51.6%	51.5%	51.5%	-	51.9%
	Divisional	38.8%	35.7%	37.1%	53.4%	38.7%	61.2%	48.5%	42.3%	48.5%	-	48.0%
	School	50.0%	41.4%	46.7%	61.4%	42.6%	54.4%	55.0%	45.1%	52.2%	-	53.5%
	Indigenous	37.0%	20.0%	28.0%	42.3%	21.4%	33.3%	47.8%	32.3%	31.0%	-	53.3%
	Non-Indigenous	57.4%	57.6%	60.0%	77.4%	60.6%	66.7%	59.5%	55.0%	67.5%	-	53.7%
Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.	Provincial	51.6%	52.6%	53.7%	53.2%	53.0%	54.3%	54.7%	54.3%	55.1%	-	53.7%
	Divisional	62.8%	38.8%	37.1%	62.5%	52.8%	75.3%	59.4%	53.8%	58.3%	-	41.2%
	School	70.3%	46.6%	45.0%	71.9%	62.3%	78.9%	75.0%	54.9%	63.8%	-	45.1%
	Indigenous	59.3%	32.0%	28.0%	50.0%	46.4%	71.4%	69.6%	45.2%	41.4%	-	43.3%
	Non-Indigenous	76.6%	57.6%	57.1%	90.3%	75.8%	83.3%	78.4%	62.5%	80.0%	-	46.3%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Numeracy - Grade 3 Entry - English Program

MINITONAS SCHOOL

Number of Students Assessed

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	11,088	10,964	10,958	11,333	11,727	11,890	12,161	11,947	11,954	-	11,464
Divisional	83	97	106	95	101	110	95	90	98	-	93
School	0	0	0	0	0	0	0	9	11	-	10
Boys	0	0	0	0	0	0	0	3	5	-	7
Girls	0	0	0	0	0	0	0	6	6	-	3
Indigenous	0	0	0	0	0	0	0	2	3	-	4
Non-Indigenous	0	0	0	0	0	0	0	7	8	-	6
Non-EAL	0	0	0	0	0	0	0	9	11	-	10
Pupils receiving EAL services	0	0	0	0	0	0	0	0	0	-	0
Non-CFS	0	0	0	0	0	0	0	9	11	-	10
Pupils under the care of CFS	0	0	0	0	0	0	0	0	0	-	0

Numeracy - Grade 3 Entry - English Program

Percentage of students meeting expectations in all four sub-competencies

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	28.3%	29.9%	30.8%	31.1%	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%
Divisional	22.9%	42.3%	56.6%	22.1%	17.8%	41.8%	38.9%	25.6%	31.6%	-	36.6%
School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	0.0%	-	20.0%
Boys	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Girls	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Non-Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Non-EAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	0.0%	-	20.0%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	n/a
Non-CFS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	0.0%	-	20.0%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Numeracy - Grade 3 Entry - English Program

MINITONAS SCHOOL

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student predicts an element in a repeating pattern.	Provincial	52.3%	53.0%	54.7%	55.1%	56.1%	56.2%	56.0%	56.0%	54.5%	-	50.4%
	Divisional	55.4%	68.0%	84.0%	74.7%	56.4%	68.2%	70.5%	54.4%	54.1%	-	53.8%
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	9.1%	-	20.0%
	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
	Non-Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.	Provincial	45.2%	45.2%	47.7%	48.4%	50.5%	50.3%	50.1%	51.4%	51.6%	-	46.9%
	Divisional	32.5%	54.6%	63.2%	44.2%	45.5%	51.8%	54.7%	46.7%	44.9%	-	52.7%
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	18.2%	-	50.0%
	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
	Non-Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Student understands that a given whole number may be represented in a variety of ways (to 100).	Provincial	58.6%	58.0%	61.0%	60.5%	61.9%	61.4%	62.4%	61.7%	63.3%	-	60.1%
	Divisional	59.0%	68.0%	67.9%	56.8%	52.5%	62.7%	73.7%	66.7%	63.3%	-	53.8%
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	81.8%	-	60.0%
	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
	Non-Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Student uses mental math strategies to determine answers to addition and subtraction questions to 18.	Provincial	46.8%	48.1%	49.4%	50.8%	53.1%	53.5%	54.7%	54.2%	56.0%	-	53.5%
	Divisional	41.0%	52.6%	60.4%	33.7%	29.7%	46.4%	48.4%	38.9%	52.0%	-	49.5%
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	100.0%	-	60.0%
	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
	Non-Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Grade 3 Entry - Reading in English - English Program Number of Students Assessed

MINITONAS SCHOOL

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	11,088	10,966	10,958	11,335	11,726	11,890	12,162	11,947	11,954	-	11,464
Divisional	83	97	106	95	101	110	95	90	98	-	93
School	0	0	0	0	0	0	0	9	11	-	10
Boys	0	0	0	0	0	0	0	3	5	-	7
Girls	0	0	0	0	0	0	0	6	6	-	3
Indigenous	0	0	0	0	0	0	0	2	3	-	4
Non-Indigenous	0	0	0	0	0	0	0	7	8	-	6
Non-EAL	0	0	0	0	0	0	0	9	11	-	10
Pupils receiving EAL services	0	0	0	0	0	0	0	0	0	-	0
Non-CFS	0	0	0	0	0	0	0	9	11	-	10
Pupils under the care of CFS	0	0	0	0	0	0	0	0	0	-	0

Grade 3 Entry - Reading in English - English Program

Percentage of students meeting expectations in all three sub-competencies

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	45.5%	44.0%	46.1%	46.0%	46.4%	47.3%	47.2%	47.4%	49.3%	-	44.9%
Divisional	39.8%	43.3%	51.9%	37.9%	35.6%	41.8%	46.3%	46.7%	40.8%	-	31.2%
School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	18.2%	-	10.0%
Boys	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Girls	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Non-Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Non-EAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	18.2%	-	10.0%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	n/a
Non-CFS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	18.2%	-	10.0%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Grade 3 Entry - Reading in English - English Program

MINITONAS SCHOOL

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student reflects on and sets reading goals	Provincial	58.0%	55.1%	58.0%	57.7%	57.9%	58.2%	57.8%	58.0%	59.5%	-	55.3%
	Divisional	50.6%	55.7%	64.2%	52.6%	54.5%	47.3%	52.6%	55.6%	45.9%	-	38.7%
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	18.2%	-	20.0%
	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
	Non-Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Student uses strategies during reading to make sense of texts	Provincial	58.3%	57.7%	58.9%	58.1%	58.2%	58.6%	58.7%	58.5%	59.4%	-	54.9%
	Divisional	56.6%	60.8%	59.4%	55.8%	51.5%	58.2%	51.6%	56.7%	58.2%	-	43.0%
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	72.7%	-	50.0%
	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
	Non-Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
Student demonstrates comprehension	Provincial	56.6%	55.1%	57.7%	57.2%	57.3%	57.9%	58.1%	58.3%	60.1%	-	55.5%
	Divisional	45.8%	55.7%	67.0%	47.4%	45.5%	52.7%	56.8%	50.0%	60.2%	-	54.8%
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	63.6%	-	40.0%
	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*
	Non-Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*

Notes:

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(n/a) 'Zero' students in this category

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**Provincial Assessments
Grades 3, 4, 7 and 8**

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Grade 7 Number Sense and Number Skills - English Program Number of Students Assessed

MINITONAS SCHOOL

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	12,298	12,328	12,107	12,027	12,061	11,943	11,983	12,272	12,691	-	12,218
Divisional	102	105	94	99	82	105	107	100	99	-	95
School	16	17	12	17	10	19	17	15	12	-	16
Boys	7	8	6	10	3	6	13	8	8	-	8
Girls	9	9	6	7	7	13	4	7	4	-	8
Indigenous	4	8	4	2	3	6	3	4	6	-	4
Non-Indigenous	12	9	8	15	7	13	14	11	6	-	12
Non-EAL	16	16	12	17	10	19	17	15	12	-	16
Pupils receiving EAL services	0	1	0	0	0	0	0	0	0	-	0
Non-CFS	16	17	12	17	10	19	17	15	12	-	15
Pupils under the care of CFS	0	0	0	0	0	0	0	0	0	-	1

Grade 7 Number Sense and Number Skills - English Program Percentage of students meeting mid-grade performance in all five sub-competencies

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	31.1%	30.8%	31.2%	32.4%	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%
Divisional	2.9%	6.7%	14.9%	16.2%	20.7%	31.4%	40.2%	34.0%	31.3%	-	20.0%
School	0.0%	0.0%	8.3%	0.0%	70.0%	26.3%	0.0%	6.7%	50.0%	-	0.0%
Boys	*	*	*	0.0%	*	*	0.0%	*	*	-	*
Girls	*	*	*	*	*	23.1%	*	*	*	-	*
Indigenous	*	*	*	*	*	*	*	*	*	-	*
Non-Indigenous	0.0%	*	*	0.0%	*	30.8%	0.0%	9.1%	*	-	0.0%
Non-EAL	0.0%	0.0%	8.3%	0.0%	70.0%	26.3%	0.0%	6.7%	50.0%	-	0.0%
Pupils receiving EAL services	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	n/a
Non-CFS	0.0%	0.0%	8.3%	0.0%	70.0%	26.3%	0.0%	6.7%	50.0%	-	0.0%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	*

Notes:

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(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

SVSD 2022/2023 Continuous Improvement Report

Data Reporting

Grade 7 Number Sense and Number Skills - English Program

MINITONAS SCHOOL

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student orders fractions.	Provincial	54.6%	54.1%	54.4%	54.6%	54.0%	54.9%	55.9%	56.5%	55.0%	-	54.7%
	Divisional	50.0%	34.3%	36.2%	48.5%	43.9%	54.3%	67.3%	56.0%	57.6%	-	53.7%
	School	93.8%	47.1%	25.0%	100.0%	100.0%	100.0%	94.1%	80.0%	91.7%	-	100.0%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	91.7%	*	*	100.0%	*	100.0%	92.9%	81.8%	*	-	100.0%
Student orders decimal numbers.	Provincial	63.3%	64.4%	65.4%	63.8%	63.2%	63.6%	64.4%	64.8%	64.5%	-	62.8%
	Divisional	54.9%	62.9%	58.5%	51.5%	59.8%	64.8%	70.1%	79.0%	62.6%	-	64.2%
	School	93.8%	52.9%	66.7%	100.0%	100.0%	94.7%	82.4%	80.0%	91.7%	-	100.0%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	91.7%	*	*	100.0%	*	100.0%	78.6%	81.8%	*	-	100.0%
Student understands that a given number may be represented in a variety of ways.	Provincial	61.6%	60.7%	62.6%	61.4%	60.9%	60.4%	60.3%	62.2%	59.8%	-	60.6%
	Divisional	52.9%	39.0%	55.3%	42.4%	50.0%	60.0%	51.4%	53.0%	51.5%	-	42.1%
	School	93.8%	23.5%	83.3%	94.1%	100.0%	100.0%	0.0%	80.0%	91.7%	-	81.2%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	91.7%	*	*	93.3%	*	100.0%	0.0%	81.8%	*	-	83.3%
Student uses number patterns to solve mathematical problems.	Provincial	45.1%	45.8%	44.7%	45.4%	45.6%	44.7%	47.3%	48.3%	47.8%	-	45.9%
	Divisional	23.5%	39.0%	36.2%	28.3%	25.6%	41.0%	55.1%	37.0%	34.3%	-	26.3%
	School	0.0%	0.0%	8.3%	0.0%	70.0%	26.3%	0.0%	6.7%	50.0%	-	0.0%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	0.0%	*	*	0.0%	*	30.8%	0.0%	9.1%	*	-	0.0%
Student uses a variety of strategies to calculate and explain a mental math problem.	Provincial	47.7%	47.5%	48.9%	49.1%	48.6%	48.0%	49.3%	49.1%	50.2%	-	51.1%
	Divisional	4.9%	13.3%	18.1%	41.4%	29.3%	56.2%	50.5%	43.0%	33.3%	-	31.6%
	School	0.0%	11.8%	25.0%	35.3%	80.0%	36.8%	0.0%	53.3%	66.7%	-	56.2%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	0.0%	*	*	33.3%	*	38.5%	0.0%	54.5%	*	-	66.7%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Provincial Assessments
Grades 3, 4, 7 and 8

SVSD 2022/2023 Continuous Improvement Report

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Grade 8 Reading Comprehension - English Program Number of Students Assessed

MINITONAS SCHOOL

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	12,496	12,501	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175
Divisional	121	98	105	88	106	85	101	104	103	-	102
School	21	14	14	10	17	10	18	18	14	-	14
Boys	11	5	9	6	10	3	6	14	8	-	10
Girls	10	9	5	4	7	7	12	4	6	-	4
Indigenous	7	4	6	4	2	3	5	4	4	-	5
Non-Indigenous	14	10	8	6	15	7	13	14	10	-	9
Non-EAL	20	14	14	10	17	10	18	18	14	-	14
Pupils receiving EAL services	1	0	0	0	0	0	0	0	0	-	0
Non-CFS	21	14	14	10	17	10	18	18	13	-	14
Pupils under the care of CFS	0	0	0	0	0	0	0	0	1	-	0

Grade 8 Reading Comprehension - English Program Percentage of students meeting mid-grade performance in all three sub-competencies

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	46.2%	46.4%	47.6%	47.7%	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%
Divisional	31.4%	18.4%	41.0%	33.0%	35.8%	58.8%	46.5%	45.2%	45.6%	-	35.3%
School	81.0%	64.3%	35.7%	20.0%	70.6%	60.0%	66.7%	38.9%	28.6%	-	21.4%
Boys	63.6%	*	*	*	60.0%	*	*	28.6%	*	-	20.0%
Girls	100.0%	*	*	*	*	*	66.7%	*	*	-	*
Indigenous	*	*	*	*	*	*	*	*	*	-	*
Non-Indigenous	85.7%	80.0%	*	*	66.7%	*	76.9%	42.9%	40.0%	-	*
Non-EAL	85.0%	64.3%	35.7%	20.0%	70.6%	60.0%	66.7%	38.9%	28.6%	-	21.4%
Pupils receiving EAL services	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	n/a
Non-CFS	81.0%	64.3%	35.7%	20.0%	70.6%	60.0%	66.7%	38.9%	30.8%	-	21.4%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	-	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Provincial Assessments
Grades 3, 4, 7 and 8

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Grade 8 Reading Comprehension - English Program

MINITONAS SCHOOL

Percentage of Students Meeting Expectations By Sub-Competency by Sex

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student understands key ideas and messages in a variety of texts.	Provincial	62.3%	62.0%	63.4%	63.1%	64.6%	64.0%	65.9%	64.6%	65.5%	-	64.7%
	Divisional	51.2%	42.9%	50.5%	45.5%	53.8%	61.2%	70.3%	51.0%	52.4%	-	56.9%
	School	95.2%	64.3%	35.7%	30.0%	82.4%	60.0%	72.2%	38.9%	28.6%	-	50.0%
	Boys	90.9%	*	*	*	80.0%	*	*	28.6%	*	-	30.0%
	Girls	100.0%	*	*	*	*	*	75.0%	*	*	-	*
Student interprets a variety of texts.	Provincial	57.9%	58.0%	58.9%	58.8%	60.6%	59.9%	62.0%	61.2%	62.6%	-	62.3%
	Divisional	52.1%	37.8%	42.9%	44.3%	50.9%	62.4%	62.4%	56.7%	54.4%	-	50.0%
	School	90.5%	71.4%	35.7%	40.0%	82.4%	80.0%	83.3%	55.6%	42.9%	-	28.6%
	Boys	81.8%	*	*	*	70.0%	*	*	42.9%	*	-	20.0%
	Girls	100.0%	*	*	*	*	*	91.7%	*	*	-	*
Student responds critically to a variety of texts.	Provincial	50.0%	50.0%	51.1%	51.2%	52.0%	52.3%	53.9%	53.5%	55.2%	-	54.5%
	Divisional	33.9%	22.4%	44.8%	44.3%	36.8%	61.2%	48.5%	50.0%	47.6%	-	36.3%
	School	81.0%	71.4%	42.9%	30.0%	76.5%	80.0%	77.8%	55.6%	42.9%	-	28.6%
	Boys	63.6%	*	*	*	60.0%	*	*	42.9%	*	-	20.0%
	Girls	100.0%	*	*	*	*	*	83.3%	*	*	-	*

Grade 8 Reading Comprehension - English Program

MINITONAS SCHOOL

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student understands key ideas and messages in a variety of texts.	Provincial	62.3%	62.0%	63.4%	63.1%	64.6%	64.0%	65.9%	64.6%	65.5%	-	64.7%
	Divisional	51.2%	42.9%	50.5%	45.5%	53.8%	61.2%	70.3%	51.0%	52.4%	-	56.9%
	School	95.2%	64.3%	35.7%	30.0%	82.4%	60.0%	72.2%	38.9%	28.6%	-	50.0%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	92.9%	80.0%	*	*	80.0%	*	76.9%	42.9%	40.0%	-	*
Student interprets a variety of texts.	Provincial	57.9%	58.0%	58.9%	58.8%	60.6%	59.9%	62.0%	61.2%	62.6%	-	62.3%
	Divisional	52.1%	37.8%	42.9%	44.3%	50.9%	62.4%	62.4%	56.7%	54.4%	-	50.0%
	School	90.5%	71.4%	35.7%	40.0%	82.4%	80.0%	83.3%	55.6%	42.9%	-	28.6%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	92.9%	80.0%	*	*	80.0%	*	92.3%	50.0%	50.0%	-	*
Student responds critically to a variety of texts.	Provincial	50.0%	50.0%	51.1%	51.2%	52.0%	52.3%	53.9%	53.5%	55.2%	-	54.5%
	Divisional	33.9%	22.4%	44.8%	44.3%	36.8%	61.2%	48.5%	50.0%	47.6%	-	36.3%
	School	81.0%	71.4%	42.9%	30.0%	76.5%	80.0%	77.8%	55.6%	42.9%	-	28.6%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	85.7%	80.0%	*	*	73.3%	*	84.6%	50.0%	50.0%	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

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Grade 8 Expository Writing - English Program Number of Students Assessed

MINITONAS SCHOOL

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	12,496	12,501	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175
Divisional	121	98	105	88	106	85	101	104	103	-	102
School	21	14	14	10	17	10	18	18	14	-	14
Boys	11	5	9	6	10	3	6	14	8	-	10
Girls	10	9	5	4	7	7	12	4	6	-	4
Indigenous	7	4	6	4	2	3	5	4	4	-	5
Non-Indigenous	14	10	8	6	15	7	13	14	10	-	9
Non-EAL	20	14	14	10	17	10	18	18	14	-	14
Pupils receiving EAL services	1	0	0	0	0	0	0	0	0	-	0
Non-CFS	21	14	14	10	17	10	18	18	13	-	14
Pupils under the care of CFS	0	0	0	0	0	0	0	0	1	-	0

Grade 8 Expository Writing - English Program

Percentage of students meeting mid-grade performance in all three sub-competencies

Year	January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Provincial	39.4%	39.9%	41.1%	41.7%	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%
Divisional	31.4%	27.6%	29.5%	38.6%	31.1%	54.1%	38.6%	38.5%	41.7%	-	36.3%
School	14.3%	21.4%	35.7%	20.0%	29.4%	60.0%	44.4%	38.9%	35.7%	-	28.6%
Boys	9.1%	*	*	*	0.0%	*	*	28.6%	*	-	20.0%
Girls	20.0%	*	*	*	*	*	50.0%	*	*	-	*
Indigenous	*	*	*	*	*	*	*	*	*	-	*
Non-Indigenous	14.3%	20.0%	*	*	26.7%	*	46.2%	35.7%	40.0%	-	*
Non-EAL	15.0%	21.4%	35.7%	20.0%	29.4%	60.0%	44.4%	38.9%	35.7%	-	28.6%
Pupils receiving EAL services	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	n/a
Non-CFS	14.3%	21.4%	35.7%	20.0%	29.4%	60.0%	44.4%	38.9%	38.5%	-	28.6%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	-	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Provincial Assessments
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Grade 8 Expository Writing - English Program

MINITONAS SCHOOL

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		January 2012	January 2013	January 2014	January 2015	January 2016	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022
Student generates, selects, and organizes ideas to support reader's understanding.	Provincial	54.2%	54.1%	55.0%	56.0%	55.2%	56.8%	56.8%	56.8%	57.3%	-	57.2%
	Divisional	39.7%	33.7%	42.9%	43.2%	40.6%	71.8%	60.4%	53.8%	53.4%	-	45.1%
	School	14.3%	21.4%	35.7%	40.0%	35.3%	70.0%	61.1%	38.9%	50.0%	-	35.7%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	14.3%	20.0%	*	*	33.3%	*	69.2%	35.7%	50.0%	-	*
Student chooses language (word choices and sentence patterns) to make an impact on the reader.	Provincial	47.1%	48.1%	48.1%	49.1%	49.5%	50.1%	51.6%	51.5%	51.5%	-	51.9%
	Divisional	38.8%	35.7%	37.1%	53.4%	38.7%	61.2%	48.5%	42.3%	48.5%	-	48.0%
	School	14.3%	50.0%	42.9%	20.0%	64.7%	80.0%	66.7%	38.9%	35.7%	-	35.7%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	14.3%	60.0%	*	*	66.7%	*	69.2%	35.7%	40.0%	-	*
Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell- checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.	Provincial	51.6%	52.6%	53.7%	53.2%	53.0%	54.3%	54.7%	54.3%	55.1%	-	53.7%
	Divisional	62.8%	38.8%	37.1%	62.5%	52.8%	75.3%	59.4%	53.8%	58.3%	-	41.2%
	School	61.9%	42.9%	42.9%	30.0%	76.5%	80.0%	55.6%	50.0%	50.0%	-	28.6%
	Indigenous	*	*	*	*	*	*	*	*	*	-	*
	Non-Indigenous	57.1%	50.0%	*	*	73.3%	*	46.2%	42.9%	50.0%	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

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Numeracy - Grade 3 Entry - English Program

TAYLOR ELEMENTARY

Number of Students Assessed

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	11,088	10,964	10,958	11,333	11,727	11,890	12,161	11,947	11,954	-	11,464
Divisional	83	97	106	95	101	110	95	90	98	-	93
School	32	31	38	48	40	45	40	37	39	-	43
Boys	20	13	21	23	20	29	15	21	20	-	24
Girls	12	18	17	25	20	16	25	16	19	-	19
Indigenous	9	10	14	20	20	18	19	17	18	-	17
Non-Indigenous	23	21	24	28	20	27	21	20	21	-	26
Non-EAL	32	31	38	48	40	45	40	37	39	-	43
Pupils receiving EAL services	0	0	0	0	0	0	0	0	0	-	0
Non-CFS	32	31	36	46	40	44	36	37	34	-	39
Pupils under the care of CFS	0	0	2	2	0	1	4	0	5	-	4

Numeracy - Grade 3 Entry - English Program

Percentage of students meeting expectations in all four sub-competencies

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	28.3%	29.9%	30.8%	31.1%	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%
Divisional	22.9%	42.3%	56.6%	22.1%	17.8%	41.8%	38.9%	25.6%	31.6%	-	36.6%
School	21.9%	67.7%	55.3%	14.6%	15.0%	42.2%	37.5%	32.4%	23.1%	-	32.6%
Boys	15.0%	76.9%	61.9%	26.1%	25.0%	41.4%	46.7%	38.1%	35.0%	-	41.7%
Girls	33.3%	61.1%	47.1%	4.0%	5.0%	43.8%	32.0%	25.0%	10.5%	-	21.1%
Indigenous	*	60.0%	35.7%	5.0%	10.0%	27.8%	31.6%	17.6%	11.1%	-	11.8%
Non-Indigenous	26.1%	71.4%	66.7%	21.4%	20.0%	51.9%	42.9%	45.0%	33.3%	-	46.2%
Non-EAL	21.9%	67.7%	55.3%	14.6%	15.0%	42.2%	37.5%	32.4%	23.1%	-	32.6%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	n/a
Non-CFS	21.9%	67.7%	58.3%	15.2%	15.0%	43.2%	38.9%	32.4%	26.5%	-	35.9%
Pupils under the care of CFS	n/a	n/a	*	*	n/a	*	*	n/a	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

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Numeracy - Grade 3 Entry - English Program

TAYLOR ELEMENTARY

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student predicts an element in a repeating pattern.	Provincial	52.3%	53.0%	54.7%	55.1%	56.1%	56.2%	56.0%	56.0%	54.5%	-	50.4%
	Divisional	55.4%	68.0%	84.0%	74.7%	56.4%	68.2%	70.5%	54.4%	54.1%	-	53.8%
	School	71.9%	93.5%	97.4%	93.8%	75.0%	91.1%	82.5%	62.2%	64.1%	-	58.1%
	Indigenous	*	80.0%	92.9%	85.0%	60.0%	88.9%	63.2%	58.8%	33.3%	-	35.3%
	Non-Indigenous	78.3%	100.0%	100.0%	100.0%	90.0%	92.6%	100.0%	65.0%	90.5%	-	73.1%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.	Provincial	45.2%	45.2%	47.7%	48.4%	50.5%	50.3%	50.1%	51.4%	51.6%	-	46.9%
	Divisional	32.5%	54.6%	63.2%	44.2%	45.5%	51.8%	54.7%	46.7%	44.9%	-	52.7%
	School	40.6%	83.9%	65.8%	58.3%	55.0%	55.6%	65.0%	40.5%	38.5%	-	51.2%
	Indigenous	*	70.0%	35.7%	35.0%	40.0%	44.4%	42.1%	29.4%	16.7%	-	29.4%
	Non-Indigenous	47.8%	90.5%	83.3%	75.0%	70.0%	63.0%	85.7%	50.0%	57.1%	-	65.4%
Student understands that a given whole number may be represented in a variety of ways (to 100).	Provincial	58.6%	58.0%	61.0%	60.5%	61.9%	61.4%	62.4%	61.7%	63.3%	-	60.1%
	Divisional	59.0%	68.0%	67.9%	56.8%	52.5%	62.7%	73.7%	66.7%	63.3%	-	53.8%
	School	65.6%	87.1%	71.1%	52.1%	57.5%	62.2%	80.0%	59.5%	51.3%	-	48.8%
	Indigenous	*	80.0%	50.0%	25.0%	40.0%	50.0%	57.9%	52.9%	16.7%	-	29.4%
	Non-Indigenous	69.6%	90.5%	83.3%	71.4%	75.0%	70.4%	100.0%	65.0%	81.0%	-	61.5%
Student uses mental math strategies to determine answers to addition and subtraction questions to 18.	Provincial	46.8%	48.1%	49.4%	50.8%	53.1%	53.5%	54.7%	54.2%	56.0%	-	53.5%
	Divisional	41.0%	52.6%	60.4%	33.7%	29.7%	46.4%	48.4%	38.9%	52.0%	-	49.5%
	School	34.4%	67.7%	57.9%	16.7%	15.0%	42.2%	40.0%	37.8%	28.2%	-	34.9%
	Indigenous	*	60.0%	35.7%	10.0%	10.0%	27.8%	36.8%	29.4%	11.1%	-	17.6%
	Non-Indigenous	39.1%	71.4%	70.8%	21.4%	20.0%	51.9%	42.9%	45.0%	42.9%	-	46.2%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

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Grade 3 Entry - Reading in English - English Program Number of Students Assessed

TAYLOR ELEMENTARY

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	11,088	10,966	10,958	11,335	11,726	11,890	12,162	11,947	11,954	-	11,464
Divisional	83	97	106	95	101	110	95	90	98	-	93
School	32	31	38	48	40	45	40	37	39	-	43
Boys	20	13	21	23	20	29	15	21	20	-	24
Girls	12	18	17	25	20	16	25	16	19	-	19
Indigenous	9	10	14	20	20	18	19	17	18	-	17
Non-Indigenous	23	21	24	28	20	27	21	20	21	-	26
Non-EAL	32	31	38	48	40	45	40	37	39	-	43
Pupils receiving EAL services	0	0	0	0	0	0	0	0	0	-	0
Non-CFS	32	31	36	46	40	44	36	37	34	-	39
Pupils under the care of CFS	0	0	2	2	0	1	4	0	5	-	4

Grade 3 Entry - Reading in English - English Program

Percentage of students meeting expectations in all three sub-competencies

Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Provincial	45.5%	44.0%	46.1%	46.0%	46.4%	47.3%	47.2%	47.4%	49.3%	-	44.9%
Divisional	39.8%	43.3%	51.9%	37.9%	35.6%	41.8%	46.3%	46.7%	40.8%	-	31.2%
School	53.1%	71.0%	55.3%	33.3%	32.5%	40.0%	52.5%	54.1%	33.3%	-	32.6%
Boys	55.0%	76.9%	52.4%	39.1%	25.0%	41.4%	40.0%	57.1%	35.0%	-	29.2%
Girls	50.0%	66.7%	58.8%	28.0%	40.0%	37.5%	60.0%	50.0%	31.6%	-	36.8%
Indigenous	*	40.0%	42.9%	10.0%	10.0%	27.8%	36.8%	47.1%	5.6%	-	17.6%
Non-Indigenous	56.5%	85.7%	62.5%	50.0%	55.0%	48.1%	66.7%	60.0%	57.1%	-	42.3%
Non-EAL	53.1%	71.0%	55.3%	33.3%	32.5%	40.0%	52.5%	54.1%	33.3%	-	32.6%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	n/a
Non-CFS	53.1%	71.0%	55.6%	34.8%	32.5%	40.9%	55.6%	54.1%	38.2%	-	33.3%
Pupils under the care of CFS	n/a	n/a	*	*	n/a	*	*	n/a	*	-	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

**Provincial Assessments
Grades 3, 4, 7 and 8**

Grade 3 Entry - Reading in English - English Program

TAYLOR ELEMENTARY

Percentage of Students Meeting Expectations By Sub-Competency by Indigenous/Non-Indigenous

Sub-competency		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student reflects on and sets reading goals	Provincial	58.0%	55.1%	58.0%	57.7%	57.9%	58.2%	57.8%	58.0%	59.5%	-	55.3%
	Divisional	50.6%	55.7%	64.2%	52.6%	54.5%	47.3%	52.6%	55.6%	45.9%	-	38.7%
	School	71.9%	83.9%	76.3%	56.2%	50.0%	46.7%	57.5%	59.5%	46.2%	-	37.2%
	Indigenous	*	50.0%	64.3%	25.0%	20.0%	27.8%	42.1%	52.9%	5.6%	-	17.6%
	Non-Indigenous	78.3%	100.0%	83.3%	78.6%	80.0%	59.3%	71.4%	65.0%	81.0%	-	50.0%
Student uses strategies during reading to make sense of texts	Provincial	58.3%	57.7%	58.9%	58.1%	58.2%	58.6%	58.7%	58.5%	59.4%	-	54.9%
	Divisional	56.6%	60.8%	59.4%	55.8%	51.5%	58.2%	51.6%	56.7%	58.2%	-	43.0%
	School	71.9%	77.4%	55.3%	43.8%	42.5%	53.3%	52.5%	59.5%	41.0%	-	44.2%
	Indigenous	*	50.0%	42.9%	25.0%	20.0%	38.9%	36.8%	52.9%	22.2%	-	29.4%
	Non-Indigenous	73.9%	90.5%	62.5%	57.1%	65.0%	63.0%	66.7%	65.0%	57.1%	-	53.8%
Student demonstrates comprehension	Provincial	56.6%	55.1%	57.7%	57.2%	57.3%	57.9%	58.1%	58.3%	60.1%	-	55.5%
	Divisional	45.8%	55.7%	67.0%	47.4%	45.5%	52.7%	56.8%	50.0%	60.2%	-	54.8%
	School	56.2%	71.0%	81.6%	41.7%	35.0%	48.9%	65.0%	56.8%	51.3%	-	58.1%
	Indigenous	*	40.0%	71.4%	20.0%	15.0%	38.9%	52.6%	47.1%	22.2%	-	41.2%
	Non-Indigenous	56.5%	85.7%	87.5%	57.1%	55.0%	55.6%	76.2%	65.0%	76.2%	-	69.2%

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

PROVINCIAL ASSESSMENTS

SWAN VALLEY SCHOOL DIVISION

First-Time Grade 9 Enrolment

School Year	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	15,253	14,674	14,767	14,706	14,746	14,577	14,605	14,675	14,588	14,568	14,580
Divisional	142	111	139	117	114	104	125	99	117	126	119
Boys	78	48	77	66	62	52	65	53	48	65	65
Girls	64	63	62	51	52	52	60	46	69	61	54
Indigenous	39	38	52	47	50	49	51	40	49	56	50
Non-Indigenous	103	73	87	70	64	55	74	59	68	70	69
Non-EAL	138	110	137	116	114	104	125	97	117	126	119
Pupils receiving EAL services	4	1	2	1	0	0	0	2	0	0	0
Non-CFS	142	111	137	114	110	100	117	99	111	117	109
Pupils under the care of CFS	0	0	2	3	4	4	8	0	6	9	10

Percentage of first-time Grade 9 students who attained a Mathematics (0080) 10F/10E/10L/10M credit by year-end

School Year	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	86.7%	86.6%	87.1%	87.8%	87.2%	88.3%	88.0%	87.7%	86.9%	89.4%	86.6%
Divisional	76.1%	82.9%	88.5%	83.8%	87.7%	81.7%	89.6%	89.9%	82.9%	87.3%	76.5%
Boys	73.1%	79.2%	88.3%	87.9%	90.3%	78.8%	84.6%	86.8%	87.5%	87.7%	73.8%
Girls	79.7%	85.7%	88.7%	78.4%	84.6%	84.6%	95.0%	93.5%	79.7%	86.9%	79.6%
Indigenous	51.3%	65.8%	76.9%	76.6%	78.0%	67.3%	78.4%	77.5%	67.3%	76.8%	52.0%
Non-Indigenous	85.4%	91.8%	95.4%	88.6%	95.3%	94.5%	97.3%	98.3%	94.1%	95.7%	94.2%
Non-EAL	75.4%	82.7%	88.3%	83.6%	87.7%	81.7%	89.6%	89.7%	82.9%	87.3%	76.5%
Pupils receiving EAL services	*	*	*	*	n/a	n/a	n/a	*	n/a	n/a	n/a
Non-CFS	76.1%	82.9%	89.1%	84.2%	89.1%	83.0%	88.9%	89.9%	84.7%	88.0%	80.7%
Pupils under the care of CFS	n/a	n/a	*	*	*	*	*	n/a	*	*	30.0%

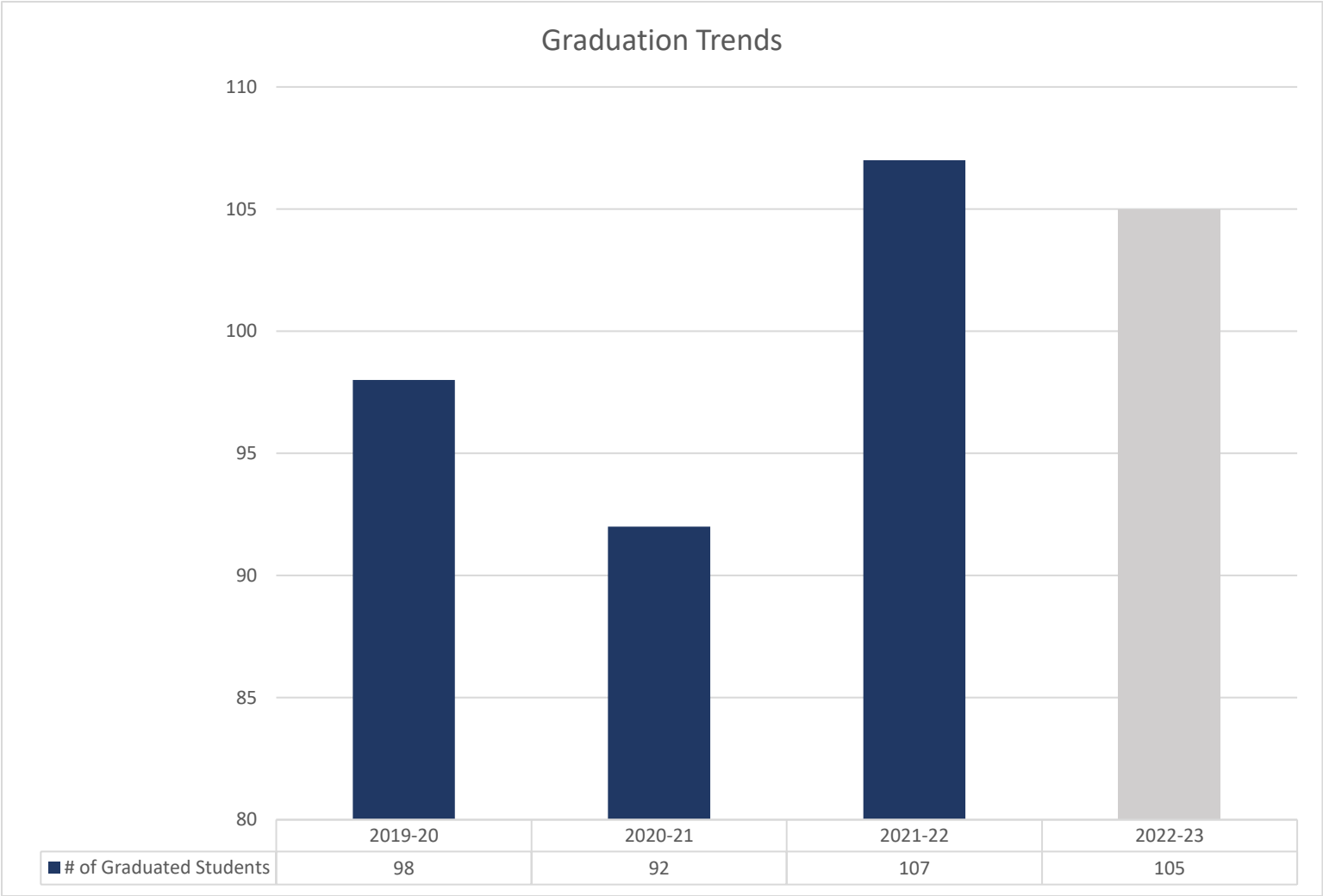
Notes: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.
 (*) Data representing fewer than 10 students is suppressed. (n/a) 'Zero' students in this category

Percentage of first-time Grade 9 students who attained an English Language Arts (0001/008/0021) 10F/10E/10M credit by year-end

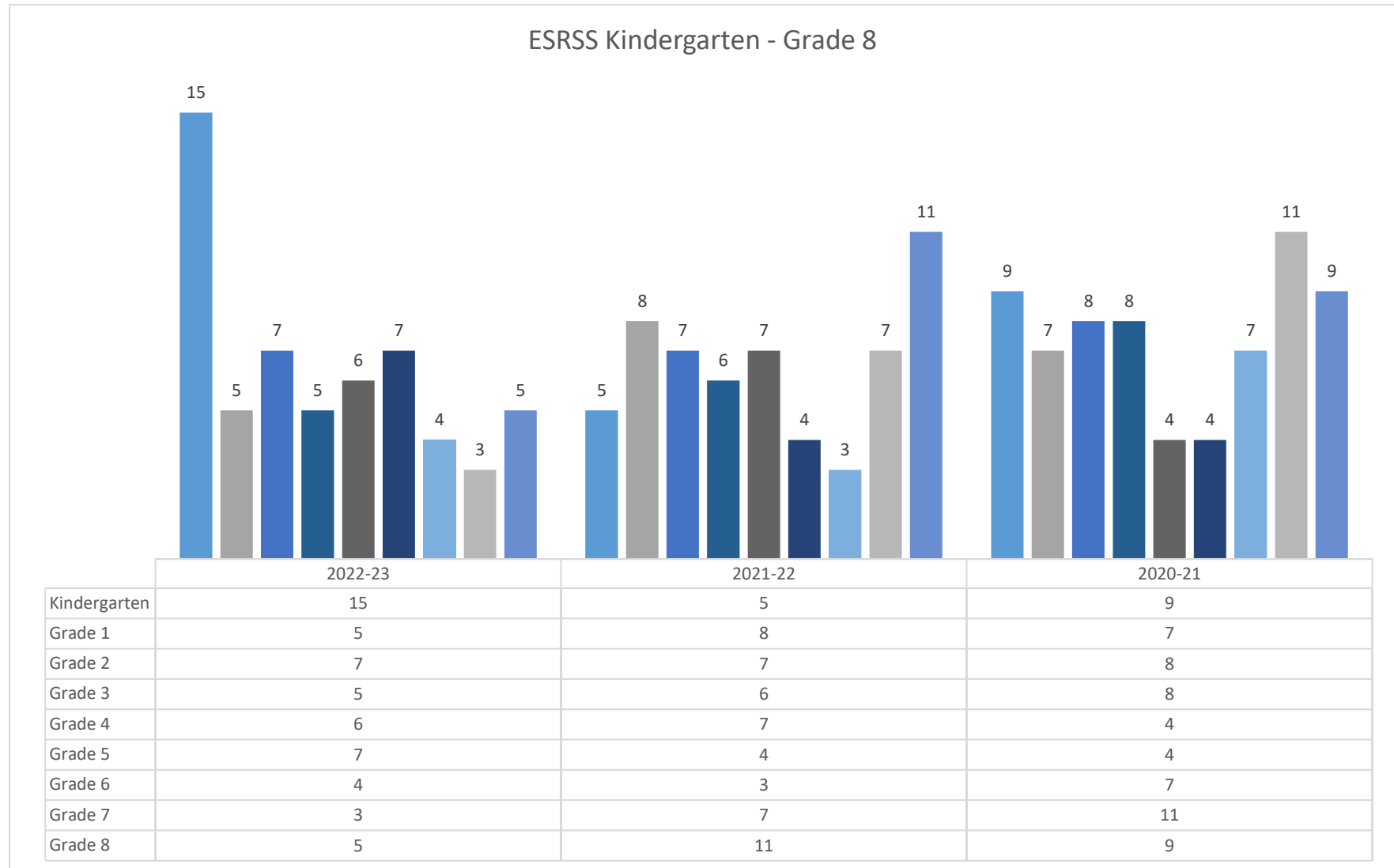
School Year	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	88.6%	89.4%	88.9%	89.0%	89.3%	90.2%	89.7%	89.5%	88.8%	90.0%	88.40/o
Divisional	83.8%	90.1%	87.8%	82.1%	92.1%	86.5%	86.4%	85.9%	87.2%	85.7%	85.7%
Boys	82.1%	83.3%	85.7%	84.8%	96.8%	82.7%	78.5%	86.8%	89.6%	84.6%	83.1%
Girls	85.9%	95.2%	90.3%	78.4%	86.5%	90.4%	95.0%	84.8%	85.5%	86.9%	88.9%
Indigenous	59.0%	84.2%	76.9%	68.1%	84.0%	75.5%	74.5%	65.0%	75.5%	69.6%	70.0%
Non-Indigenous	93.2%	93.2%	94.3%	91.4%	98.4%	96.4%	94.6%	100.0%	95.6%	98.6%	97.1%
Non-EAL	83.3%	90.0%	87.6%	81.9%	92.1%	86.5%	86.4%	85.6%	87.2%	85.7%	85.7%
Pupils receiving EAL services	*	*	*	*	n/a	n/a	n/a	*	n/a	n/a	n/a
Non-CFS	83.8%	90.1%	88.3%	81.6%	93.6%	87.0%	86.3%	85.9%	89.2%	88.0%	89.0%
Pupils under the care of CFS	n/a	n/a	*	*	*	*	*	n/a	*	*	50.0%

Notes: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.
 (*) Data representing fewer than 10 students is suppressed. (n/a) 'Zero' students in this category

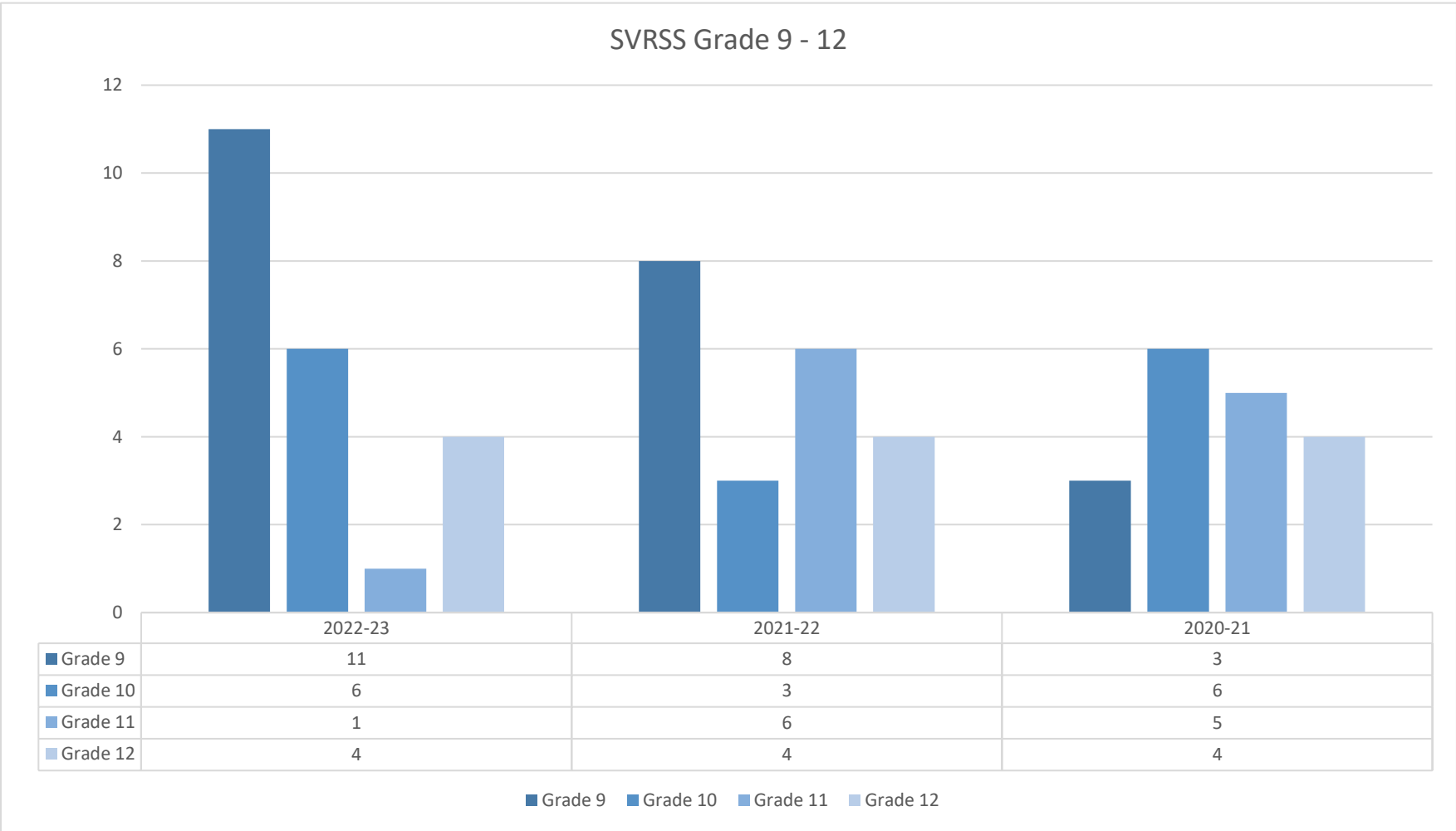
High School Graduation



K – 8 French Immersion Enrollment Trends



Grade 9 – 12 French Immersion Enrollment Trends



EAL PLAN/GRANT

Number of LAL students served	Presently we have 7 Ukrainian students, divided amongst 3 schools: <table><tr><th>School Name</th><th>Grades</th><th>English Language Ability</th></tr><tr><td>Benito School</td><td>1 student- Grade 2</td><td>Beginning</td></tr><tr><td>Heyes School</td><td>4 students – 2 in Grade 3, 2 in Grade 1</td><td>Beginning</td></tr><tr><td>Swan Valley Regional Secondary School</td><td>2 students- Grade 10 and 12</td><td>Beginning</td></tr></table>	School Name	Grades	English Language Ability	Benito School	1 student- Grade 2	Beginning	Heyes School	4 students – 2 in Grade 3, 2 in Grade 1	Beginning	Swan Valley Regional Secondary School	2 students- Grade 10 and 12	Beginning
School Name	Grades	English Language Ability											
Benito School	1 student- Grade 2	Beginning											
Heyes School	4 students – 2 in Grade 3, 2 in Grade 1	Beginning											
Swan Valley Regional Secondary School	2 students- Grade 10 and 12	Beginning											
Description/demographics of students	Some parents have very limited English, a couple parents are a bit more fluent. Some parents are employed and are becoming acclimatized to the culture.												
Essential Elements of the program	<p>1. <u>Rosetta Stone</u>- to provide daily opportunity to produce and experiment with English every day. <i>Rosetta Stone- to listen to clear and concise English every day.</i></p> <p>2. <u>Oral Language Support and Social and Emotional Support</u>- provided through educational assistant support</p> <p>*We are undecided if we would hire one person to circulate amongst the 3 three schools, or if I will apply additional hours to the schools of need. Because the number is so low, we have no LAL/EAL consultant or lead teacher role; hence, individual schools and teachers are struggling silently alone.</p> <p>Goals:</p> <ul style="list-style-type: none">-to get students involved in the school community and culture—“not just invite them to the party, but to get them up onto the dance floor”.-initiate, mentor, and maintain interaction with others-mentor and model self-help skills-to provide feedback, and help them define and work to reach their goals.-to provide advice and perspective taking-to mentor and advocate-to support the child, to cheer them on, and serve to support them socially and emotionally.-EA time could support and mentor students to become involved in extra-curricular activities.-EA time at elementary level could help plan noon hour cultural groupings to broaden knowledge of all students.												
Summary of Planned Outcomes based on the EAL Progressions	Domain 1: Linguistic Competency Students will use English confidently and competently for communication, personal satisfaction, and further learning. Domain 2: Contextual Applications Students will acquire and use English in a variety of contexts and for a variety of purposes. Domain 3: Intercultural Competency and Global Citizenship Students will acquire the knowledge, skills, and attitudes that will enable them to participate, communicate, and contribute to an interdependent, multilingual, and multicultural local and global society. Domain 4: Strategic Competency Students will develop and use a repertoire of strategies effectively to manage personal, social, and academic language learning demands, to use Canadian English, and to learn through Canadian English.												
Data & Progress	<ul style="list-style-type: none">-Attendance data-Attendance of involvement in extra-curricular activities-evidence of consistent progress on the EAL Progressions												

2022/23 Intensive Newcomer Support (INS) Project Grant

Project Title/ Description: Literacy and Tutoring for our Newcomer Students

INS Funds Requested \$26,325.00

Indigenous Academic Achievement Grant

Building Student Success with Indigenous Parents (BSSIP) Grant

Background Information

A) How are Indigenous parents/communities/organizations involved in the school/division BSSIP project?

The Swan Valley School Division believes that the education of students is enhanced by the involvement of parents and families in their children's education. We advocate strong connections between home, school, and the community as one means of reducing barriers to student achievement. The BSSIP funding has helped to build meaningful partnerships between students, parents, guardians, teachers, and administration in our schools through:

- Parent/guardian annual gatherings
- Parent/teacher/student meetings
- Parent/teacher/student conferences
- Mental Health & Wellness Support

B) What student and community factors contributed to your choice of project focus?

- Number of Indigenous students enrolled in the Swan Valley School Division continues to grow
- Number of Indigenous students referred to IAA Coordinator continues to increase at all schools
- Number of parents/guardians requesting one on one support for their child academically, emotionally, and mentally
- The need to have more Indigenous human resources in the division working collaboratively to build meaningful relationships between and among students and their families
- The need for additional academic support of Indigenous students in the SVSD
- The need for additional supports in the mental health of Indigenous students in the SVSD

C) Professional Development projects that are inclusive of families/parents/communities

(must not focus solely on staff)

- BSSIP Annual Fall Gathering
- Blanket Exercise
- Land Based Education

Planned Components

A) State the targeted outcomes which focus on student success through increased parent/community involvement.

- To assist families in supporting their children at each age/grade level
- To enhance, improve, and promote Indigenous cultural activities in the division
- To recognize that learning occurs through the interaction with their culture, language, family, and land
- To communicate with families about school programs and student strengths/weaknesses
- To encourage better school attendance and student/parent/guardian participation at parent/teacher day
- Link parent/guardians to programs and resources within the community that provide support services to families

B) State strategies (Actions you will take to achieve the targeted outcomes)

- Meet/greet families on an ongoing basis as per referral by doing home visits and providing health and wellness support where necessary
- IAA Coordinator and BSSIP Learning Support Worker working together with resource, teachers, and administration to support students who are on a Student Specific Plan (SSP) and/or an Alternate Education Program
- IAA Coordinator and BSSIP Learning Support Worker working together to provide consistent reporting and follow up
- IAA Coordinator and BSSIP Learning Support Worker to plan and facilitate the Indigenous Education PLC to implement the targeted goals on Indigenous Education for the SVSD
- IAA Coordinator and BSSIP Learning Support Worker to support, plan and facilitate new initiatives using the Land Based Education approach
- IAA Coordinator and BSSIP Learning Support Worker will be a liaison between home/school/community
- IAA Coordinator/BSSIP Learning Support Worker/IE PLC reps to plan and facilitate all activities that support Indigenous Education (NIPD, Grandmother's Walk, Every Child Matters...)
- Invite Elders and/or Knowledge Keepers to provide guidance, assistance, direction and to share their knowledge/experiences
- Identify a list of local community resources/agencies available to families for additional support

C) State indicators (Specific information that will demonstrate progress in achieving outcomes)

- Number of IE PLC goals met for 2022-2023
- Positive communication/collaboration between parent/student/teacher
- Increase in the number of phone calls for student/parent/teacher conferences
- Number of students on alternate programming to support student success
- Number of families who access additional community support with help from the SVSD
- Number of students who have access to Jordan's Principle for additional academic supports
- Number of schools requesting land based education
- Number of families participating at school/division activities, events, and celebrations

Building Student Success with Indigenous Parents (BSSIP) Grant

EXPENDITURE	PROJECTED COSTS 2021-2022
1. Human Resources:	
BSSIP Learning Support Worker September 2021 to June 2022	\$ 19 000
2. Professional Development	\$ 0
3. Parent/Guardian Gatherings	
Nohkom's Walk/Every Child Matters Pipon Mamawitowin Land Based Education National Indigenous Peoples Day Celebrations Nipi o Pimohtewak Nikawi Aski	\$ 4 000
4. Materials/Supplies	\$ 2 000
5. Other (specify)	
Travel – BSSIP Learning Support Worker	\$ 350
TOTAL:	\$ 25 350