



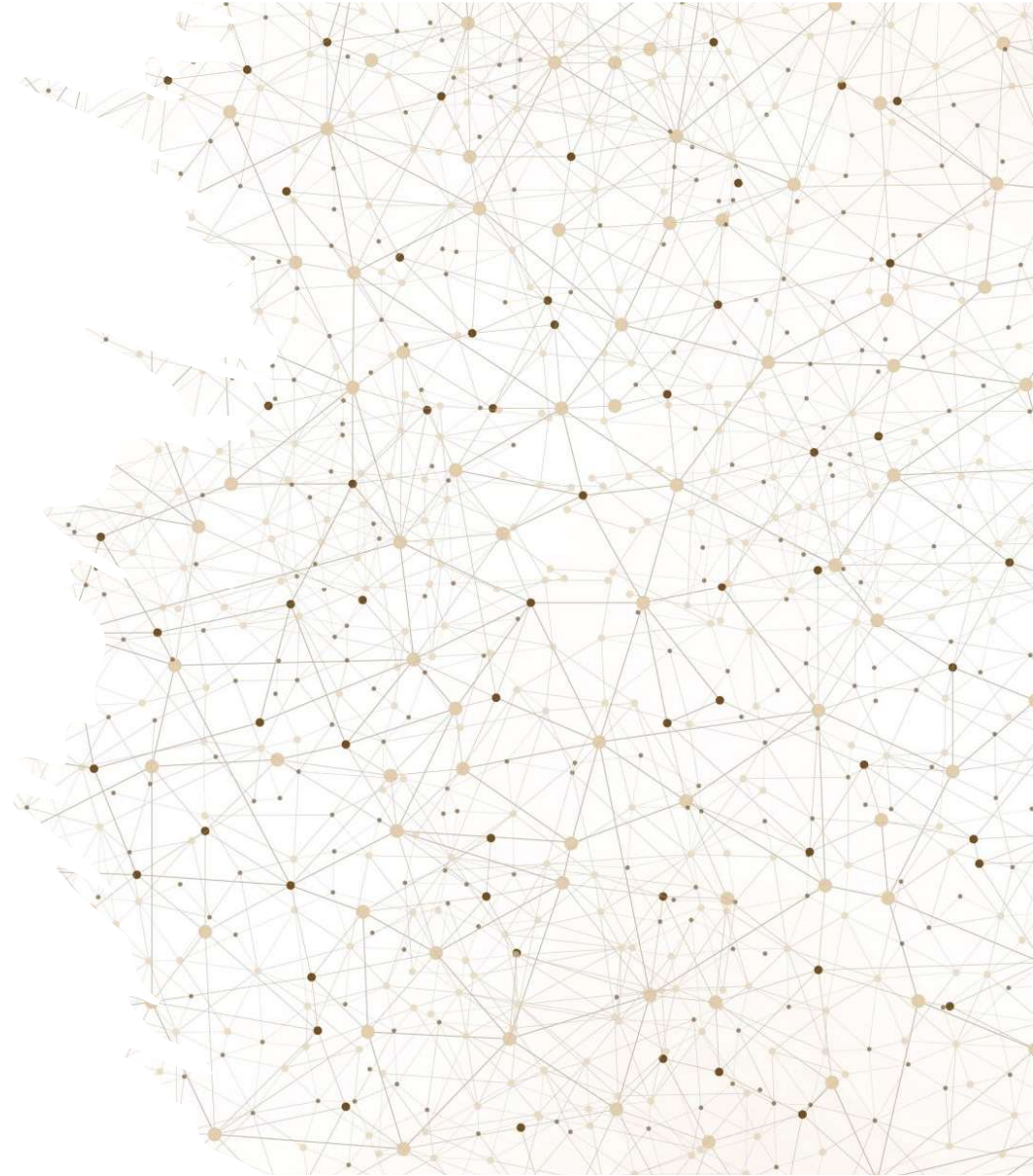
DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION

Building Data Literacy in LRSD

Insights Manitoba February 24, 2023

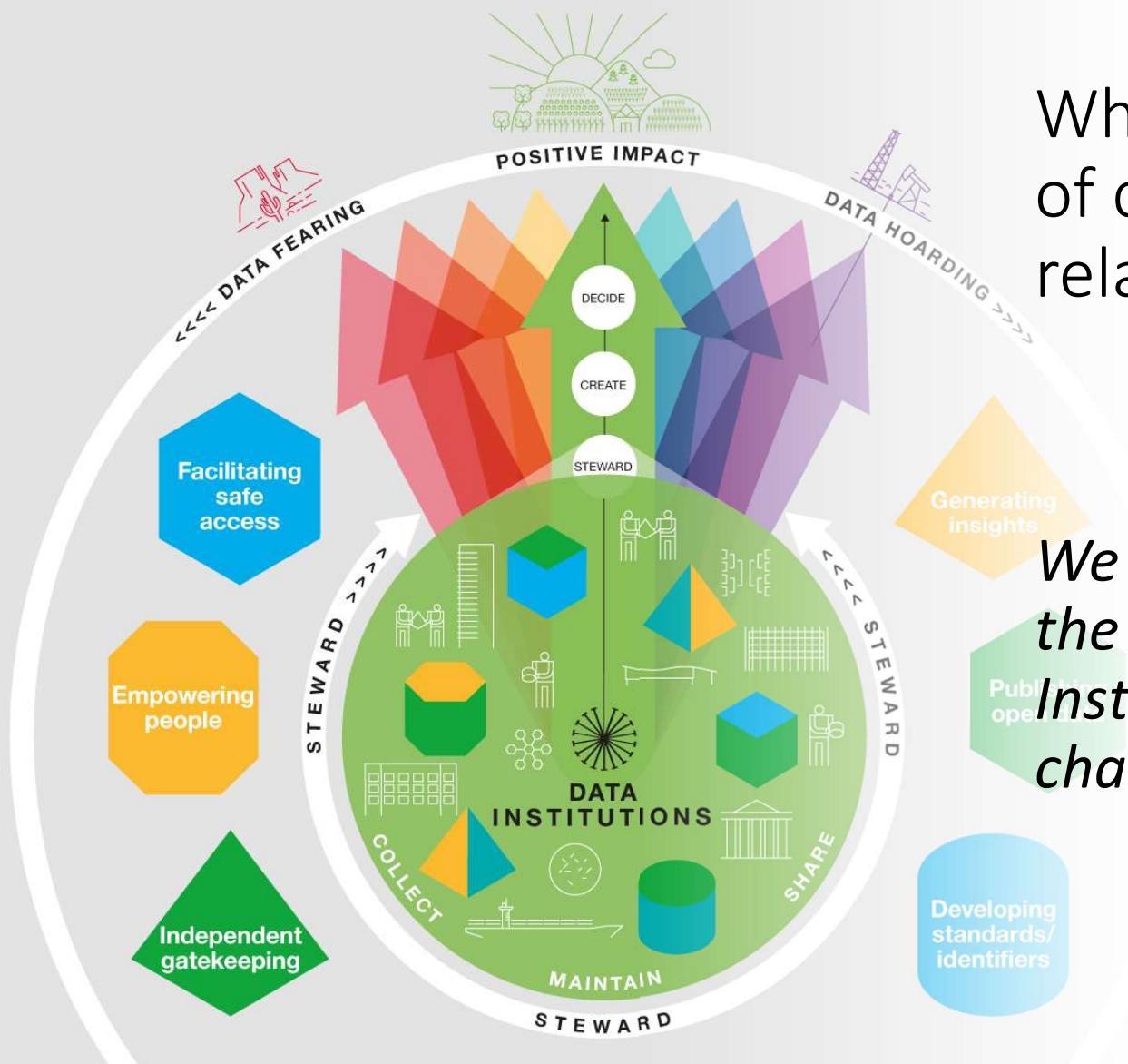


How do we define data literacy in LRSD?

Data literacy is the ability to ask and answer real-world questions from large and small data sets through an inquiry process, with consideration of ethical use of data. (Wolff et al., 2016)



What is our theory of change as it relates to data?



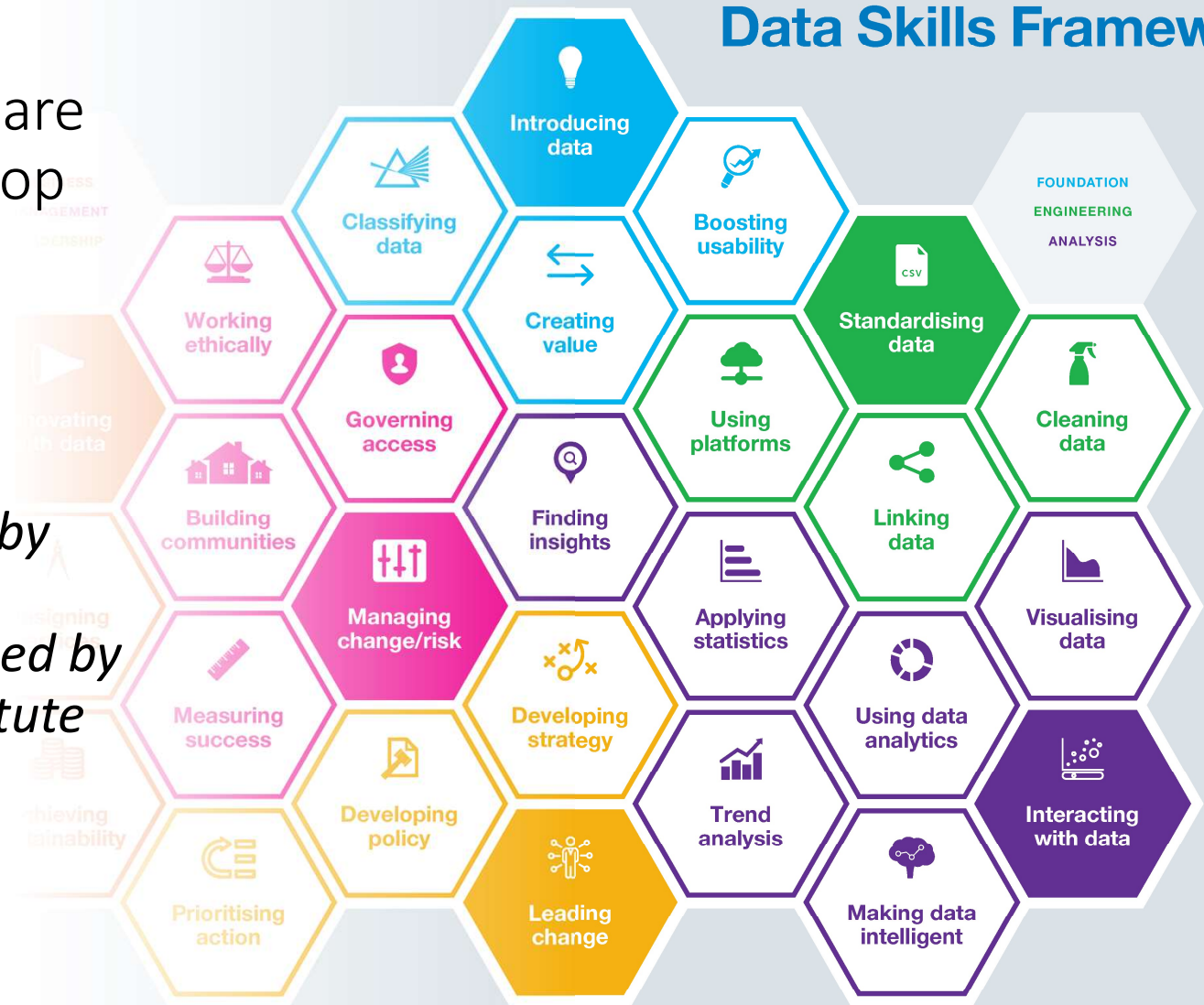
We are inspired by the Open Data Institute's theory of change.

Data Skills Framework

2020-03

What framework are we using to develop our data literacy?

We've been guided by the Data Skills Framework developed by the Open Data Institute (ODI).



#DataSkillsFramework

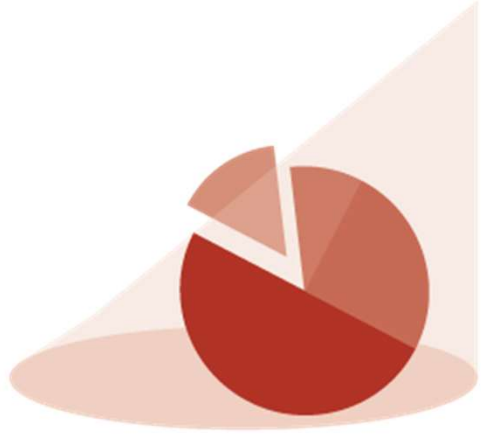
theodi.org/tools

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What is a tool we use to navigate ethical issues?

We look to the ODI's Data Ethics Canvas.





LOUIS RIEL SCHOOL DIVISION

Data Literacy Initiative

Our Data Literacy Commitment

We strive to be...

1

Data Informed

2

Data Ready

3

Data Confident

4

Data Stewards

- A. Help rather than harm
- B. Have the best info & tools at our fingertips
- C. Evidence informing hunches
- D. Flashlight versus hammer
- E. Having the knowledge, skills and mindset

Our Data Literacy Commitment

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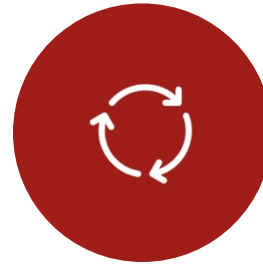
Data Literacy in LRSD



GROWTH IS OUR
MINDSET



DATA INFORMED
IS OUR GOAL



INQUIRY CYCLES
IS OUR PROCESS



WHAT DATA TOOLS
DO WE NEED?

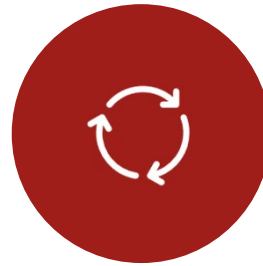
Data Literacy in LRSD



WE WANT TO GET
BETTER...



AT MAKING
DECISIONS...



BY BEING
INQUISITIVE,
COLLABORATIVE &
DISCERNING...



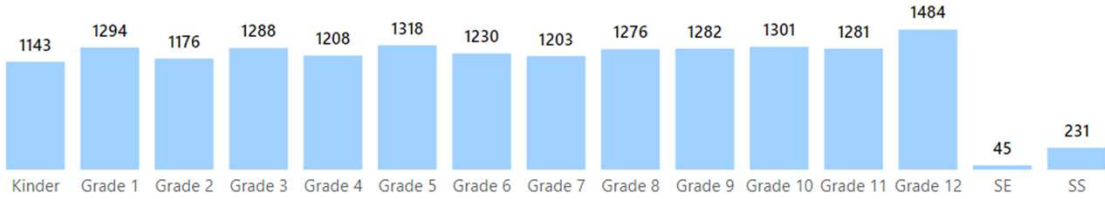
WHEN USING DATA



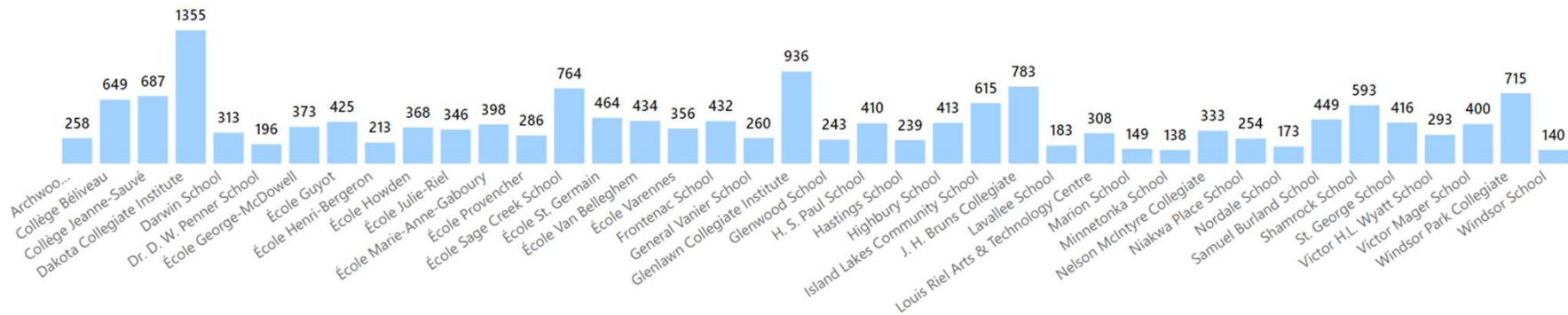
Division Enrolment Profile

Showing data for: 2023-02-19 # of Students 16760

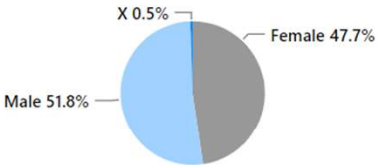
Enrolment by Grade



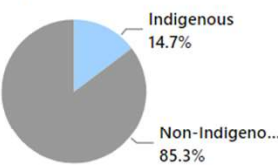
Enrolment by School



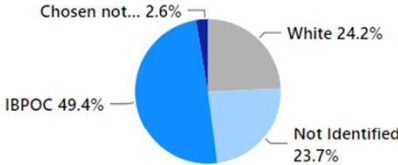
Gender Identity



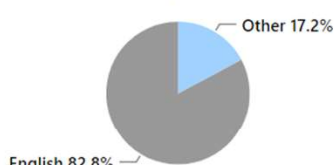
Self-Declared Indigenous Status



Cultural Identity [1] [2]



Student's First Language



[1] IBPOC: Indigenous, Black, People of Colour [2] White (e.g., European, Northern/Southern European, Eastern/Western European...)

Division Enrolment Profile

Academic Year

2022-2023

Enrolment for

Last Day

16390

School Enrolment

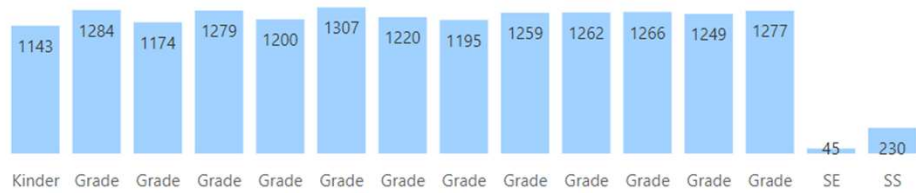
All-Year Section Enrolment

16360

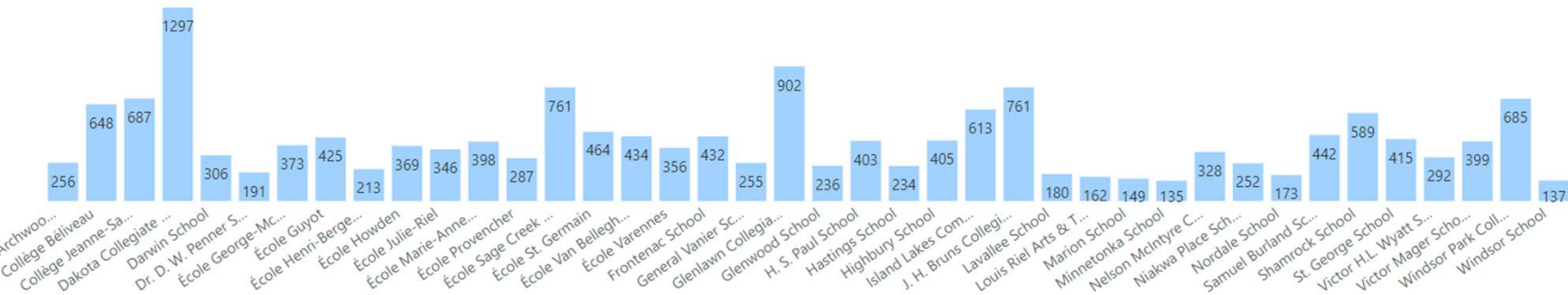
Current Semester Section Enrolment

16201

Enrolment by Grade (using School Enrolment)



Enrolment by School



Filters

Search

Filters on this page

Full Day K Indicator is (All)

Family of Schools is (All)

Is Primary Enrolment is Yes

Filters on all pages

Is Immersion is (All)

Is ISP is No

Filter type

Basic filtering

Search

Select all

No

Yes

Division Enrolment Profile

Academic Year

2022-2023

Enrolment for

Last Day

347

School Enrolment

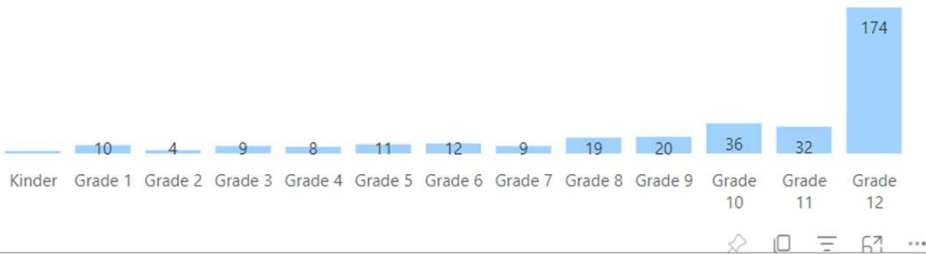
374

All-Year Section Enrolment

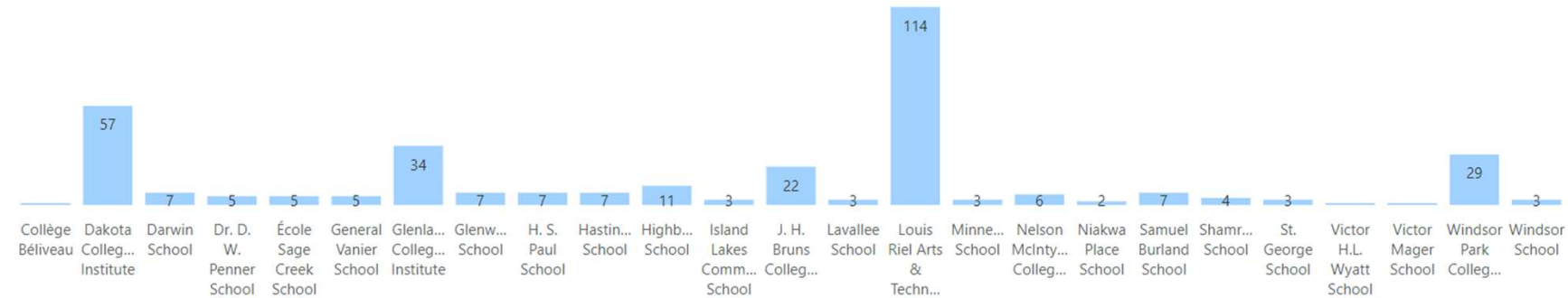
281

Current Semester Section Enrolment

Enrolment by Grade (using School Enrolment)



Enrolment by School



Gender

M

50.4%

F

49.6%

Indigenous

Non-Indigenous

100.0%

Cultural Identity

Not Identified

87.0%

First Language

Other

71.5%

English

28.5%

Support Intensity

No

96.5%

Filters

Search

Filters on this page

Full Day K Indicator is (All)

Family of Schools is (All)

Is Primary Enrolment is Yes

Filters on all pages

Is Immersion is (All)

Is ISP is Yes

Filter type

Basic filtering

Search

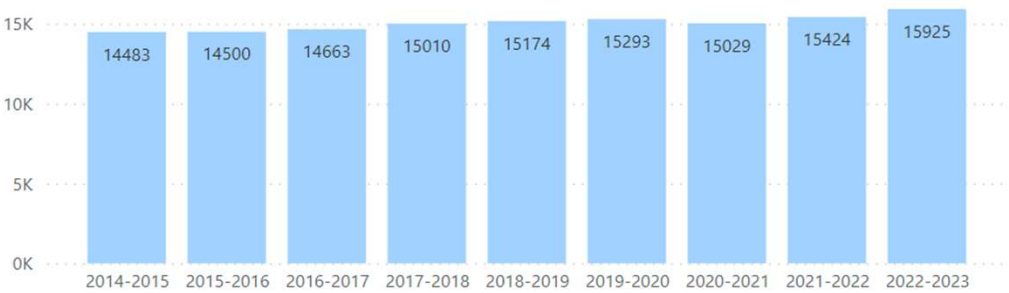
Select all

No

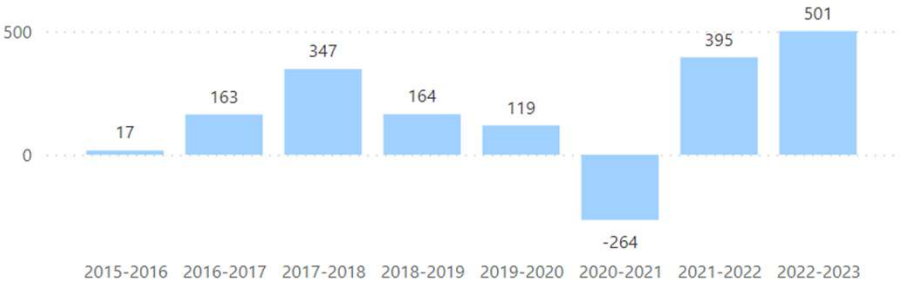
Yes

Enrolment Variance: All students

Enrolment per Year (3 weeks from the first day of school)



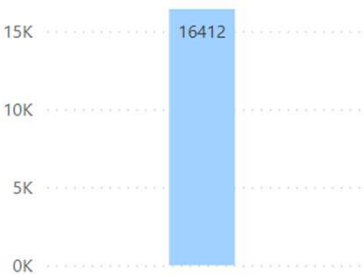
Net Enrolment Variance (3 weeks from the first day of school)



Enrolment % Variance (3 weeks from the first day of school)



Most Recent School Enrolment



Net difference in enrolment
since September 30th of
this school year

487

Net enrolment variance
since September 30th of
this school year

3.06%

Academic Year

2022-2023



Enrolment for:

Last Day



K-3 Class Size Average

21.3

K-3 Avg Class Size by School Name

Hastings School	25.2
Nordale School	25.1
Island Lakes Community...	25.1
Archwood School	24.2
Glenwood School	24.0
Niakwa Place School	23.1
St. George School	22.9
General Vanier School	22.8
Victor Mager School	22.8
Minnetonka School	22.7
École Sage Creek School	22.4
H. S. Paul School	22.4
Highbury School	22.3
Lavallee School	22.0
École Van Belleghem	21.8
Darwin School	21.7
École St. Germain	21.2
Shamrock School	21.1
Samuel Burland School	21.0
Victor H.L. Wyatt School	20.9
Dr. D. W. Penner School	20.8
École Varennes	20.8
École Guyot	20.0
École Howden	19.6
École Julie-Riel	19.4

4-8 Class Size Average

24.0

4-8 Avg Class Size by School Name

Victor Mager School	27.7
Hastings School	26.8
H. S. Paul School	26.6
Island Lakes Community...	26.6
St. George School	26.4
Darwin School	25.4
Victor H.L. Wyatt School	25.2
Nordale School	25.0
École George-McDowell	24.9
Dr. D. W. Penner School	24.7
Glenwood School	24.6
Highbury School	24.5
Minnetonka School	24.5
Shamrock School	24.4
Windsor Park Collegiate	24.3
Samuel Burland School	24.3
École Marie-Anne-Gabo...	24.0
École Guyot	23.9
École Van Belleghem	23.8
Niakwa Place School	23.7
Frontenac School	23.6
General Vanier School	23.5
Lavallee School	23.5
Collège Béliveau	22.8
Marion School	22.7

K-8 Class Size Average

22.6

K-8 Avg Class Size by School Name

Hastings School	25.9
Island Lakes Community...	25.8
Nordale School	25.1
Victor Mager School	24.9
École George-McDowell	24.9
H. S. Paul School	24.5
St. George School	24.4
Windsor Park Collegiate	24.3
Glenwood School	24.3
Darwin School	24.0
Shamrock School	23.4
Niakwa Place School	23.4
Minnetonka School	23.4
Highbury School	23.3
General Vanier School	23.2
Archwood School	23.1
École Van Belleghem	22.9
Collège Béliveau	22.8
Lavallee School	22.8
Samuel Burland School	22.7
Victor H.L. Wyatt School	22.5
École Sage Creek School	22.3
Dr. D. W. Penner School	22.3
École Guyot	21.4
École St. Germain	21.3

[Go back](#)

Class Size Avg K...



Enrolment & Diversity | Data updated 2/20/...

- 90% +

Class Size Exploration

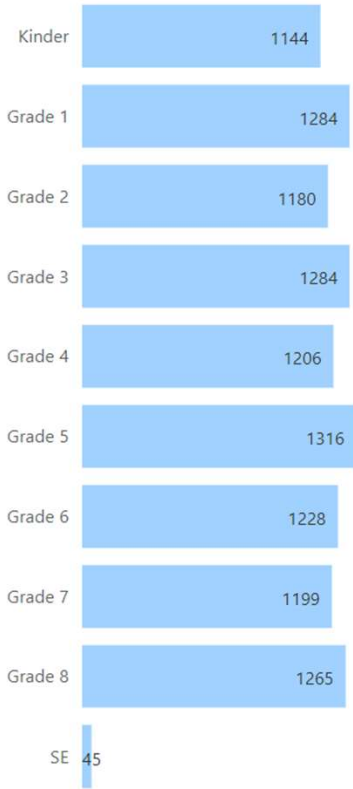
Academic Year
2022-2023

Enrolment for
Last Day

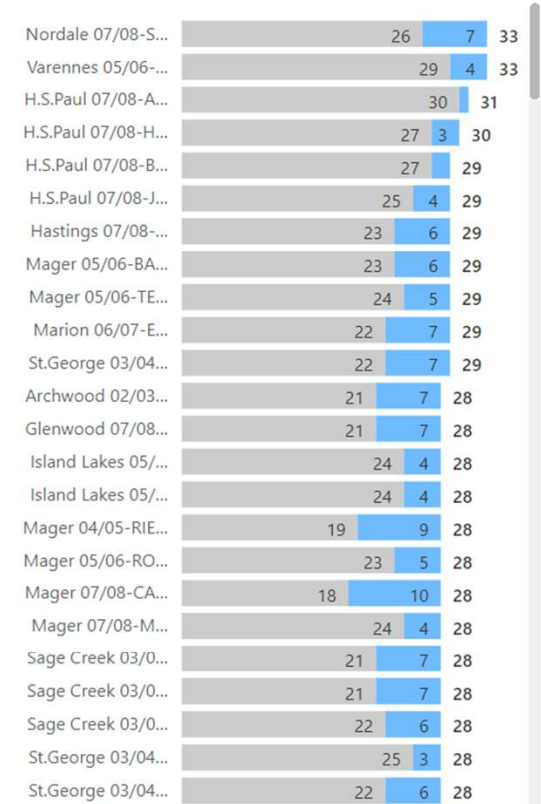
School Name
All

11148
of Students

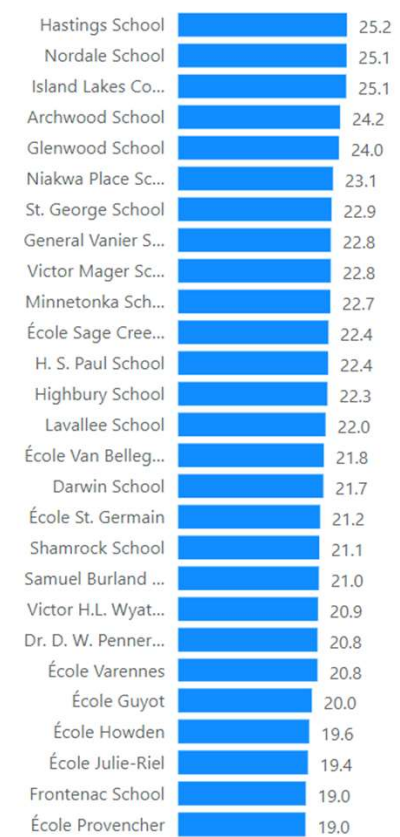
Enrolment by Grade



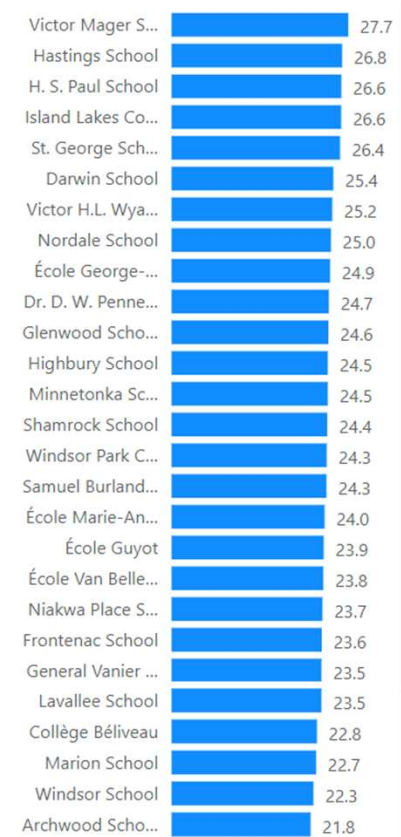
Enrolment by Homeroom Showing # of Students on SIS (in blue)



K-3 Avg Class Size by School Name



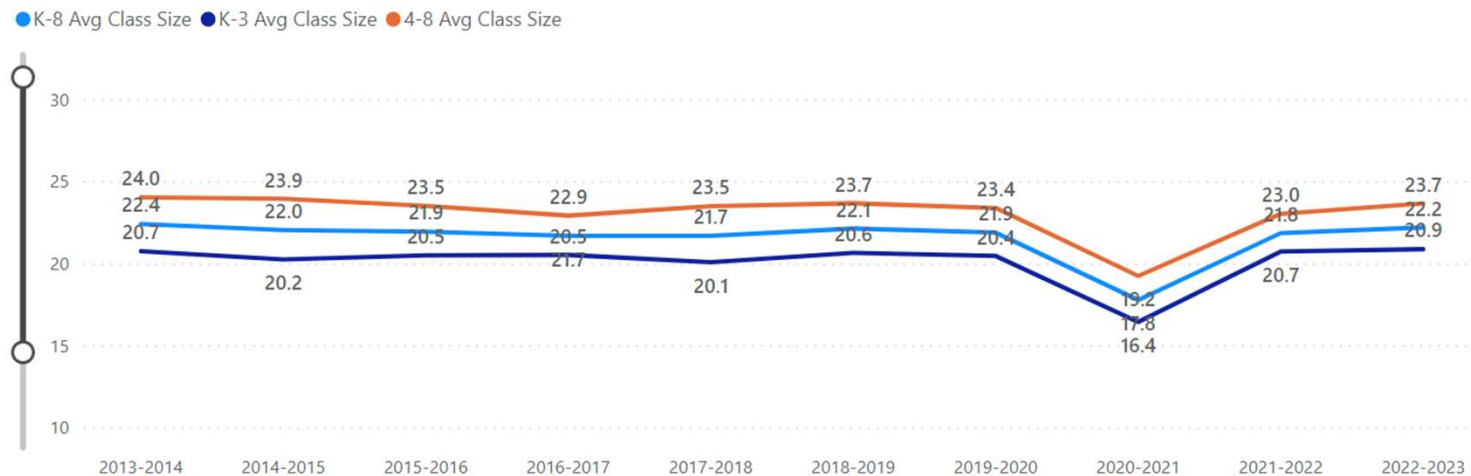
4-8 Avg Class Size by School Name



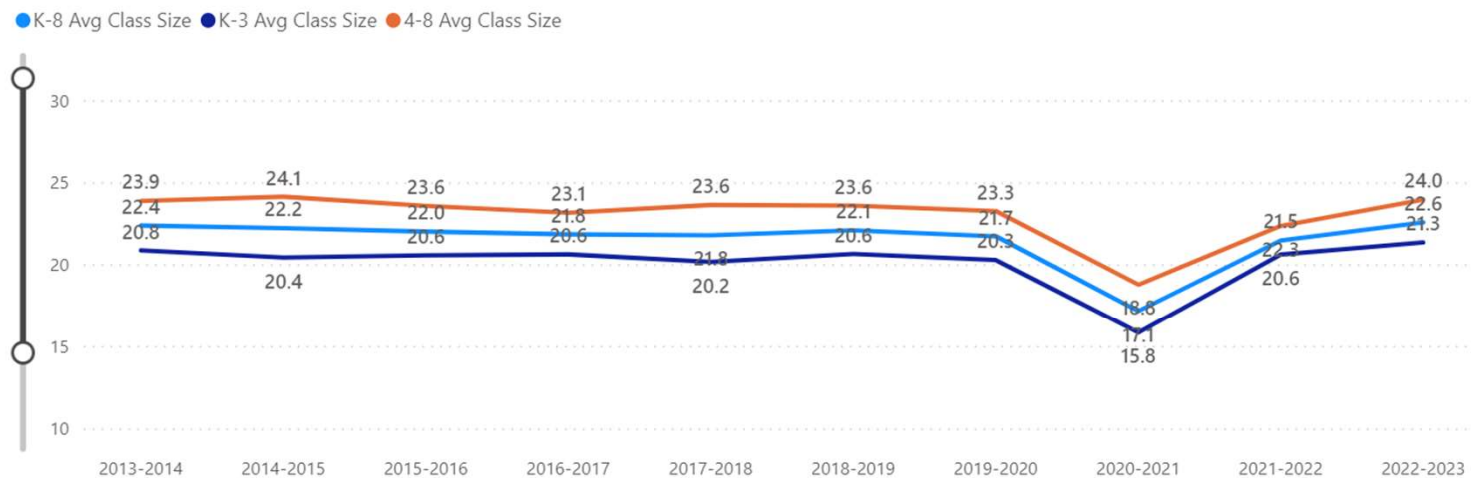
School Name

- ☐ Archwood School
- ☐ Collège Béliveau
- ☐ Darwin School
- ☐ Dr. D. W. Penner School
- ☐ École George-McDowell
- ☐ École Guyot
- ☐ École Henri-Bergeron
- ☐ École Howden
- ☐ École Julie-Riel
- ☐ École Marie-Anne-Gaboury
- ☐ École Provencher
- ☐ École Sage Creek School
- ☐ École St. Germain
- ☐ École Van Belleghem
- ☐ École Varennes
- ☐ Frontenac School
- ☐ General Vanier School
- ☐ Glenwood School
- ☐ H. S. Paul School
- ☐ Hastings School
- ☐ Highbury School
- ☐ Island Lakes Community School
- ☐ Lavallee School
- ☐ Louis Riel Arts & Technology Centre
- ☐ Marion School
- ☐ Minnetonka School
- ☐ Niakwa Place School
- ☐ Nordale School
- ☐ Samuel Burland School
- ☐ Shamrock School
- ☐ St. George School
- ☐ Victor H.L. Wyatt School
- ☐ Victor Mager School
- ☐ Windsor Park Collegiate
- ☐ Windsor School

Average Class Sizes K-3, 4-8, and K-8 (3 Weeks After First)



Average Class Sizes K-3, 4-8, and K-8 (Last Day)



← Go back

≡ Class Size Avg K...

<

>

↶

Enrolment & Diversity | Data updated 2/20/...

- + 90%

Filters

Identity

Wellbeing

Learning

Our Impact

- *Student and Staff Demographics and Diversity*

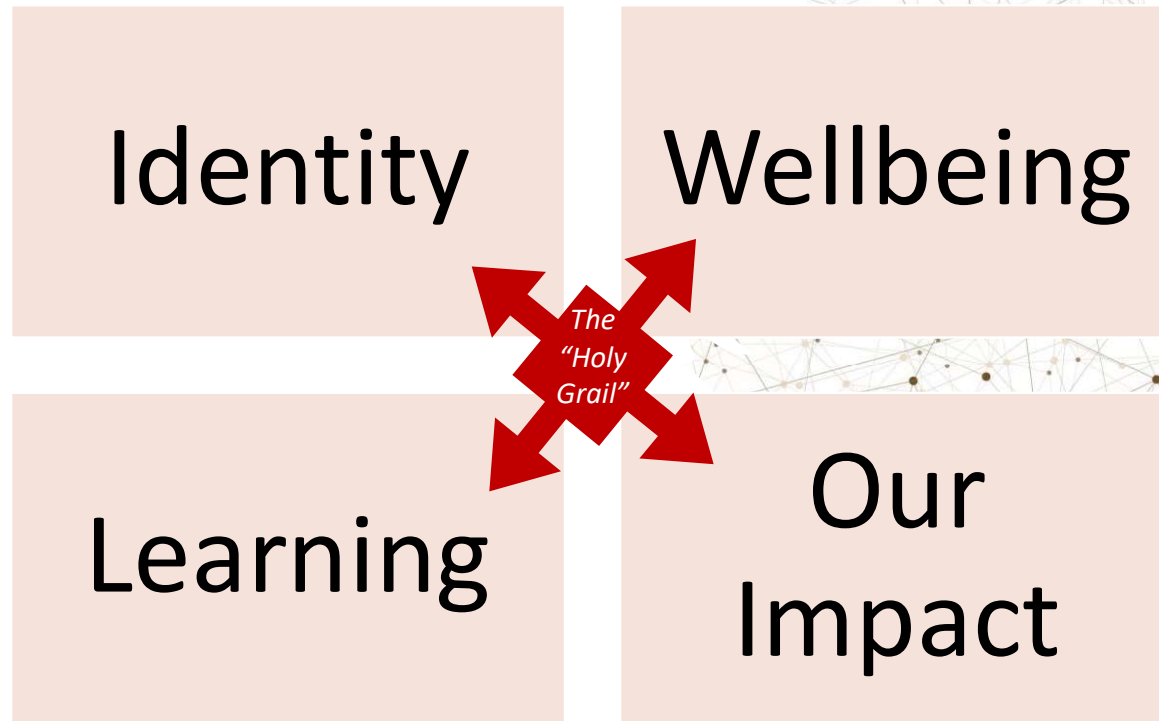
- *Report Card Data*
 - *Mark Distribution*
 - *Credit Attainment*
 - *Grad Rates*
- *EYE DA & TA*
- *CTOP*

- *OurSchool Survey*
- *Report Card Data*
 - *Learning Behaviours*
 - *Attendance Data*

- *Our Collaborative Learning Cycles*
- *Our Early Literacy Project*
- *Our Writing Project*
- *Our Numeracy Project*
- *Our Thinking Project*
- *Our DEI and AR Initiative*
- *Class Size and Dynamics*
- *Student Services Staffing and Core Competencies*
- *Full-Day K*
- *School and Classroom Supports*

- **Student and Staff Demographics and Diversity**

- *Report Card Data*
 - *Mark Distribution*
 - *Credit Attainment*
 - *Grad Rates*
- *EYE DA & TA*
- *CTOP*



- *OurSchool Survey*
- *Report Card Data*
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- **School and Classroom Supports**



LOUIS RIEL SCHOOL DIVISION

**Diversity, Equity, Inclusion
and Anti-Racism Services**



Who are we?

In the Louis Riel School Division, we are on a journey to discovering who we are.

This will help us become more culturally responsive to the needs of students and continue building an equitable and inclusive community.

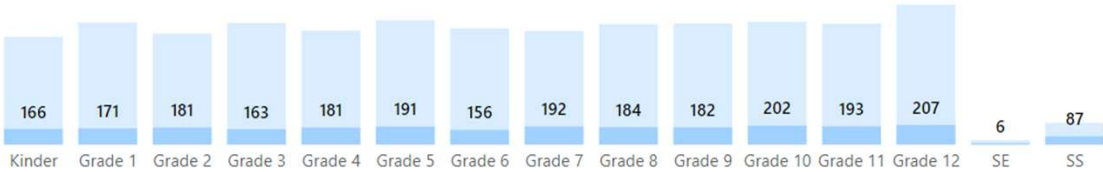
Declare your child's ancestral/cultural identities on the Student Registration Form



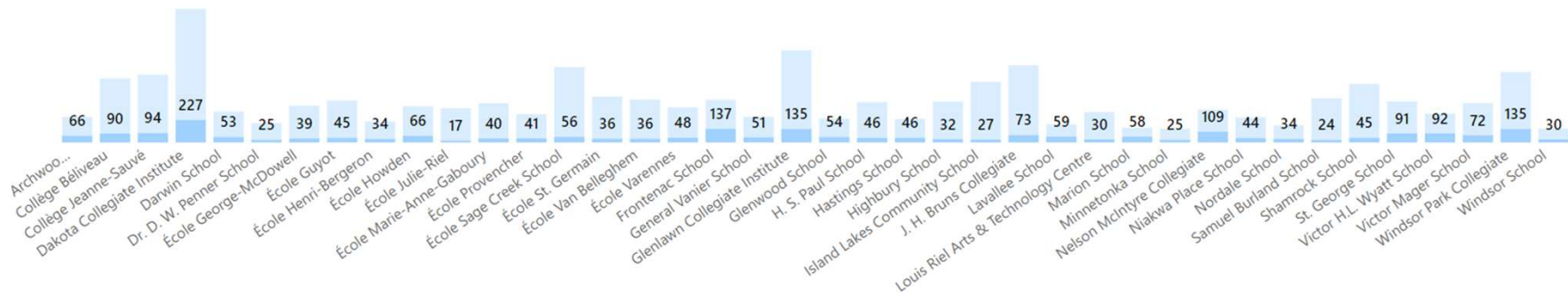
Division Enrolment Profile

Showing data for: 2023-02-19 # of Students 2462

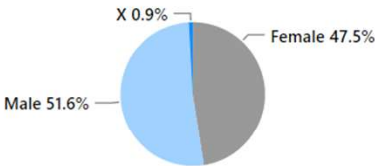
Enrolment by Grade



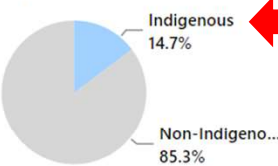
Enrolment by School



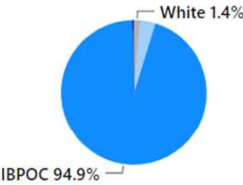
Gender Identity



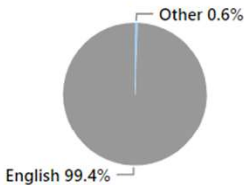
Self-Declared Indigenous Status



Cultural Identity [1] [2]



Student's First Language



[1] IBPOC: Indigenous, Black, People of Colour [2] White (e.g., European, Northern/Southern European, Eastern/Western European...)



Division Enrolment Profile

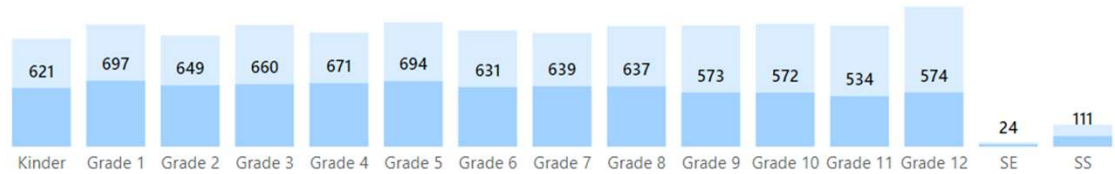
Showing data for:

2023-02-19

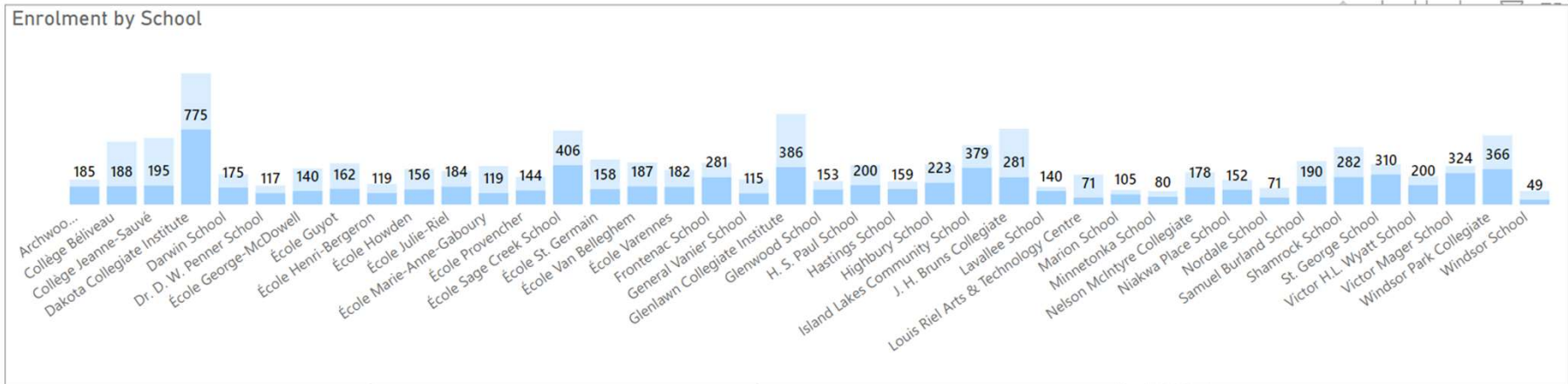
of Students

8287

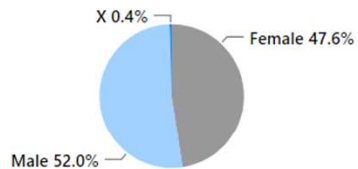
Enrolment by Grade



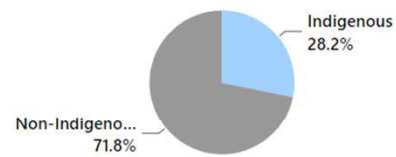
Enrolment by School



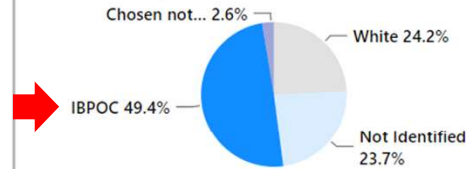
Gender Identity



Self-Declared Indigenous Status

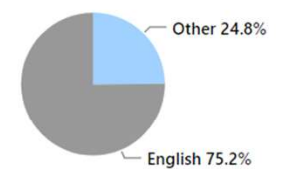


Cultural Identity [1] [2]



[1] IBPOC: Indigenous, Black, People of Colour [2] White (e.g., European, Northern/Southern European, Eastern/Western European...)

Student's First Language



Go back

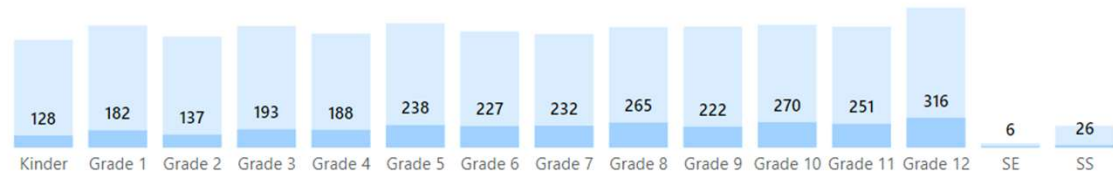
Enrolment Profile



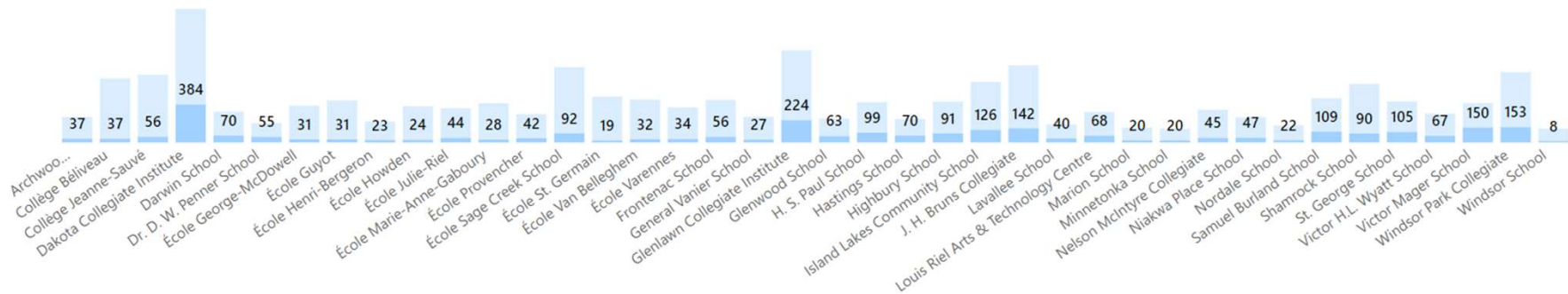
Division Enrolment Profile

Showing data for: 2023-02-19 # of Students 2881

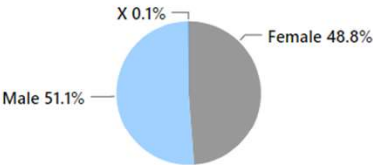
Enrolment by Grade



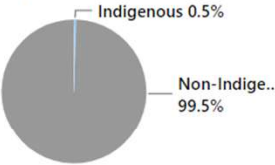
Enrolment by School



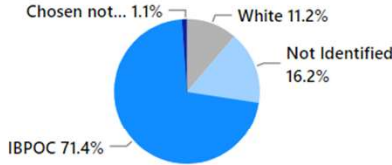
Gender Identity



Self-Declared Indigenous Status

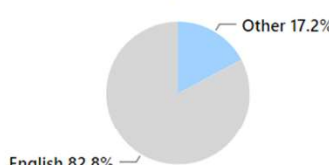


Cultural Identity [1] [2]



[1] IBPOC: Indigenous, Black, People of Colour [2] White (e.g., European, Northern/Southern European, Eastern/Western European...)

Student's First Language



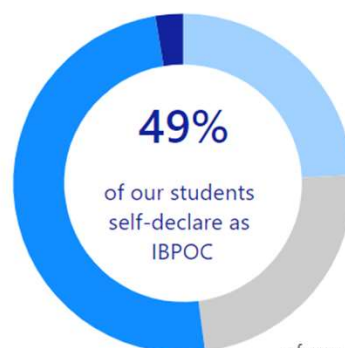
Ethnocultural and Linguistic Diversity

16760

of Students



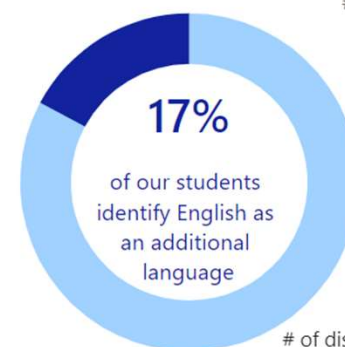
Indigenous Identity	#	%
Metis (Michif)	1300	52.8%
Inuk (Inuit)	17	0.7%
Ininiw (Cree)	355	14.4%
First Nations - Other	83	3.4%
First Nations	1067	43.3%
Dene (Sayisi)	7	0.3%
Dakota	51	2.1%
Anishinin (Ojibwe-Cree)	340	13.8%
Anishinaabe	600	24.4%
Total	2462	100.0%



24%

of our students have yet to
declare their cultural identity

Ethnocultural Identity	#	%
Oceanian	6	0.0%
Central Asian	75	0.4%
Not Declared	439	2.6%
South American	549	3.3%
Middle Eastern	626	3.7%
East Asian	897	5.4%
South East Asian	973	5.8%
South Asian	1200	7.2%
Black	1941	11.6%
Indigenous	2456	14.7%
Total	16760	100.0%



125

of distinct languages
spoken at home

Languages Spoken	#	%
Arabic	523	9.3%
French	478	8.5%
Yoruba	455	8.1%
Tagalog	425	7.6%
Spanish	407	7.3%
Punjabi	388	6.9%
Russian	349	6.2%
Urdu	321	5.7%
Chinese	320	5.7%
Hindi	299	5.3%
Total	5601	100.0%

Please note that students can indicate more than one Indigenous identity, ethnocultural identity and/or language spoken on the registration form.

Ethnocultural Diversity

Academic Year

2022-2023

Enrolment for

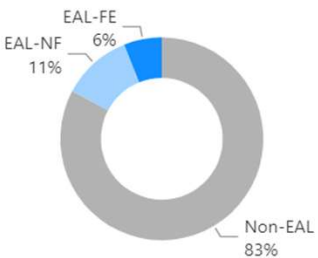
Last Day

School Name

- ☐ Archwood School
- ☐ Collège Béliveau
- ☐ Collège Jeanne-Sauvé
- ☐ Dakota Collegiate Institute
- ☐ Darwin School
- ☐ Dr. D. W. Penner School
- ☐ École George-McDowell
- ☐ École Guyot
- ☐ École Henri-Bergeron
- ☐ École Howden
- ☐ École Julie-Riel
- ☐ École Marie-Anne-Gaboury
- ☐ École Provencher
- ☐ École Sage Creek School
- ☐ École St. Germain
- ☐ École Van Belleghem
- ☐ École Varennes
- ☐ Frontenac School
- ☐ General Vanier School
- ☐ Glenlawn Collegiate Institute
- ☐ Glenwood School
- ☐ H. S. Paul School
- ☐ Hastings School

16772

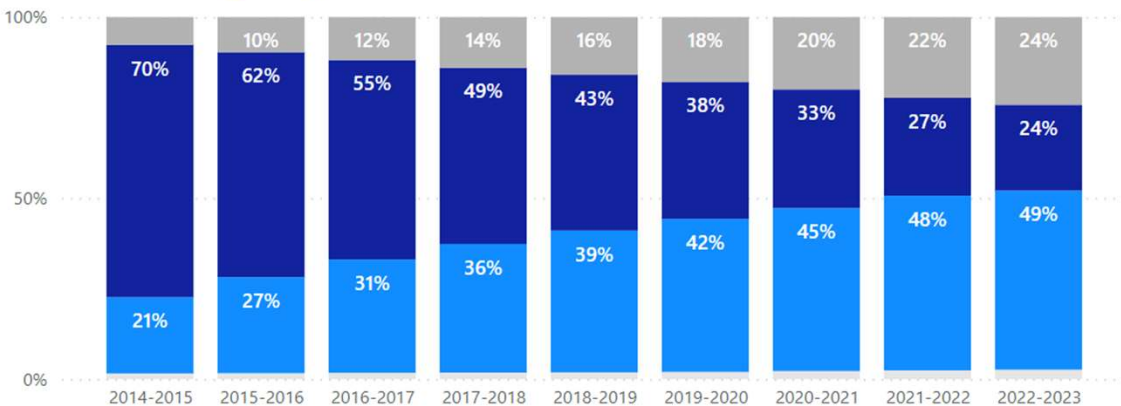
School Enrolment



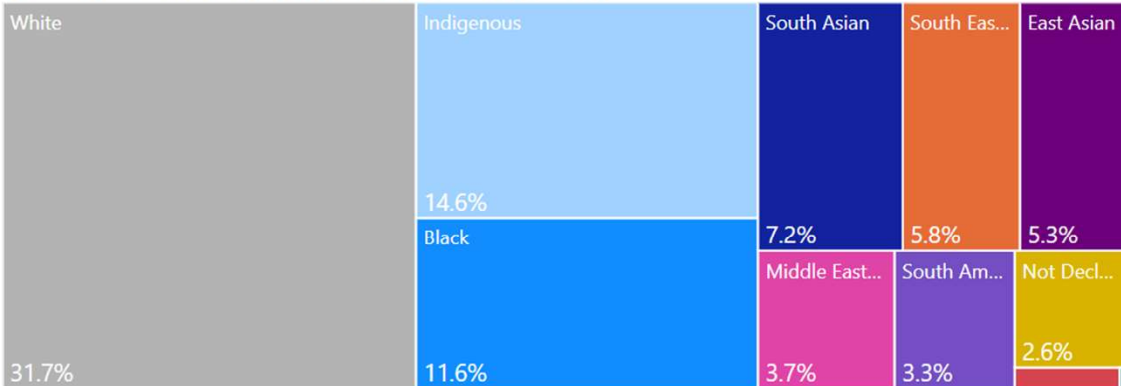
Ethnocultural Group	% of Identified Students
Black	11.6%
Central Asian	0.4%
East Asian	5.3%
Indigenous	14.6%
Middle Eastern	3.7%
Not Declared	2.6%
Oceanian	0.0%
South American	3.3%
South Asian	7.2%
South East Asian	5.8%
White	31.7%

Enrolment by IBPOC (using School Enrolment)

Chosen not to declare IBPOC Not Identified White



Breakdown of Cultural Identity for those who Identified



Go back

Cultural Diversity

Enrolment & Diversity | Data updated 2/20/...

90%

New Newcomer Enrolment for Current School Year

Students who arrived in
Canada as of July 1st of 2022
who newly enrolled in LRSD as
of September 7th, 2022.

Click on an enrolment type to
see how it is distributed across
schools and grades.

Enrolment Type

Code	Entry Type Description	#
E100	Resident of Division	301
E190	Work or study permit - Supportable Temporary Resident	120
E192	Refugee - Supportable Temporary Resident	0
E196	Other (TRP) - Supportable Temporary Resident	120
Total		541

Enrolment by School and Grade

School Name	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Archwood School	6	4	3	5	2	3	3	2	3					31
Collège Bélieu														
Collège Jeanne-Sauvé														
Dakota Collegiate Institute										18	14	18	1	51
Darwin School			1	1		1		1	3					7
Dr. D. W. Penner School	1	1	1	2	1		1							7
École George-McDowell														
École Guyot		1												1
École Henri-Bergeron					1				1					2
École Howden	2		1											3
École Julie-Riel		1			2									3
École Marie-Anne-Gaboury		3												3
École Provencher	2	3	1											6
École Sage Creek School	5	6	7	4	10									32
École St. Germain	1		1											2
École Van Belleghem	1													1
École Varennes	3	2												5
Frontenac School	3	2	3	2	3	1	2	5	1					22
General Vanier School			0		1	1								2
Glenlawn Collegiate Institute										8	8	9	3	28
Glenwood School	3	2	3	7	0	3	2	1	2					23
H. S. Paul School		2				1		1						4
Hastings School	1	3	3	5	4	1	7	3	3					30
Highbury School	1	2	1	3	3	1	1							12
Island Lakes Community School	3	4	4	2	4	1	3		2					23
J. H. Bruns Collegiate										5		2	1	8
Lavallee School	2	1			1	2								6
Louis Riel Arts & Technology Centre														
Marion School	2	1	2	1	1		2	3	2					14
Minnetonka School		2	2	1	2	1								8
Nelson McIntyre Collegiate										5	1	4	4	14
Niakwa Place School	1	1	3	3			2	1						11
Nordale School				1	2		1							4
Samuel Burland School	2	1	2		0	1	0	0	1					7
Shamrock School	1	2	1	1	1	8	4	2	1					21
St. George School	4	6	5	13	5	6	3	4	6					52
Victor H.L. Wyatt School	2	4	1	3	3	1	1	1	1					17
Victor Mager School	5	5	6	6	9	2	7	13	3					56
Windsor Park Collegiate									1	7	3	6	4	21
Windsor School	0	1					1	1	1					4
Total	51	60	51	60	55	34	40	38	31	43	26	39	13	541

Go back

Newcomer (curr... ▾

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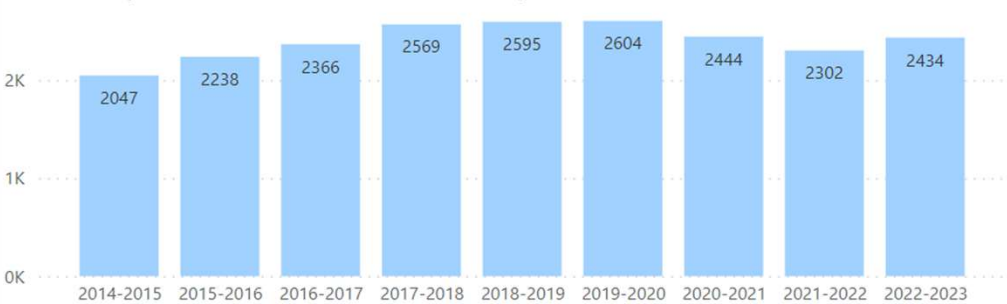
Enrolment & Diversity | Data updated 2/20/...

- + 70%

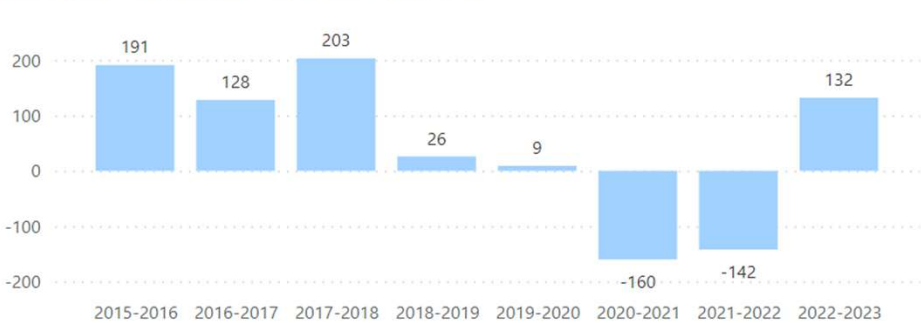
Filters

Enrolment
Variance:
Students for
whom English
is not their
first language

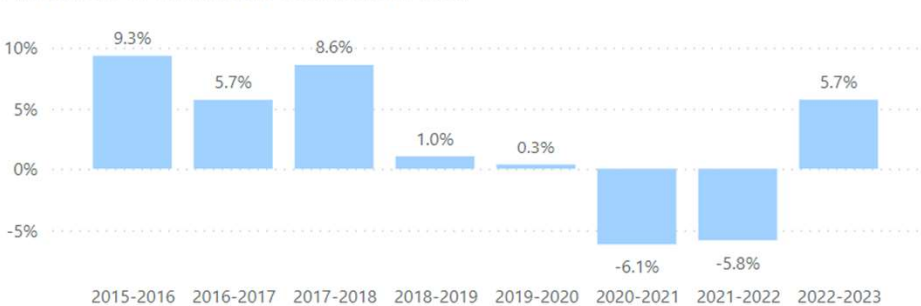
Enrolment per Year (as of 3 weeks after 1st day of school)



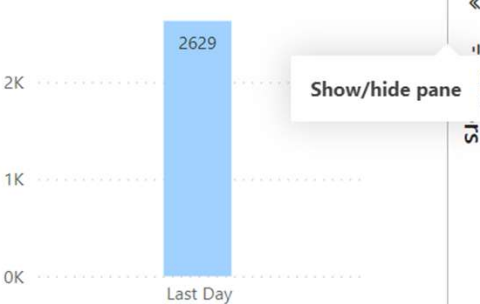
Net Enrolment Variance (3 weeks after first)



Enrolment % Variance (3 weeks after first)



Most Recent School Enrolment



Net difference in enrolment
since September 30th of
this school year

195

Net enrolment variance
since September 30th of
this school year

8.01%

Division Enrolment Profile

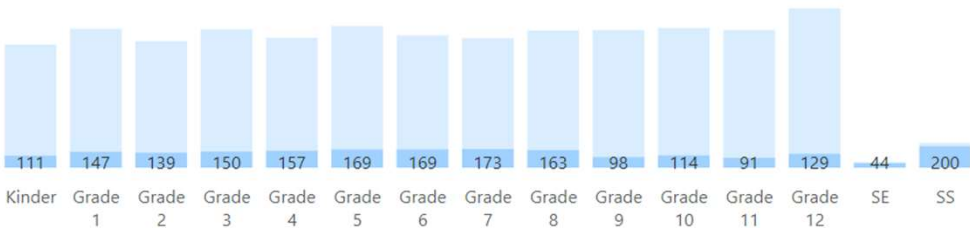
Academic Year
2022-2023

Enrolment for
Last Day

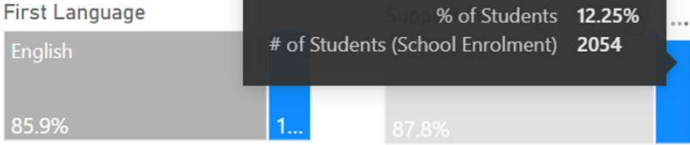
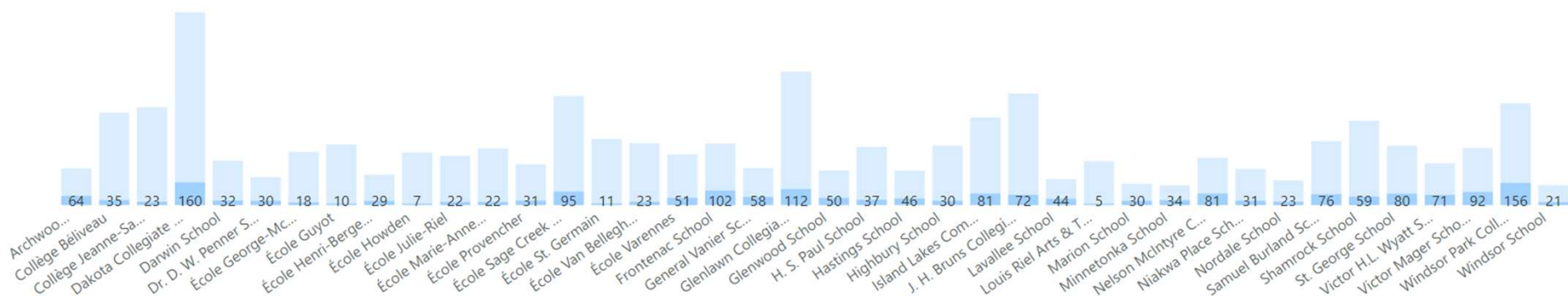
2054
School Enrolment

All-Year Section Enrolment
2035
Current Semester Section Enrolment
2018

Enrolment by Grade (using School Enrolment)



Enrolment by School



Is Support Intensity
% of Students
of Students (School Enrolment)

Yes
12.25%
2054

K-8 School Enrolment Profile

Academic Year

2022-2023

Enrolment for

Last Day

School Name

St. George School

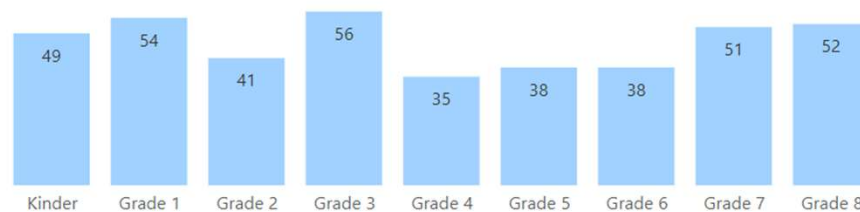
417

School Enrolment

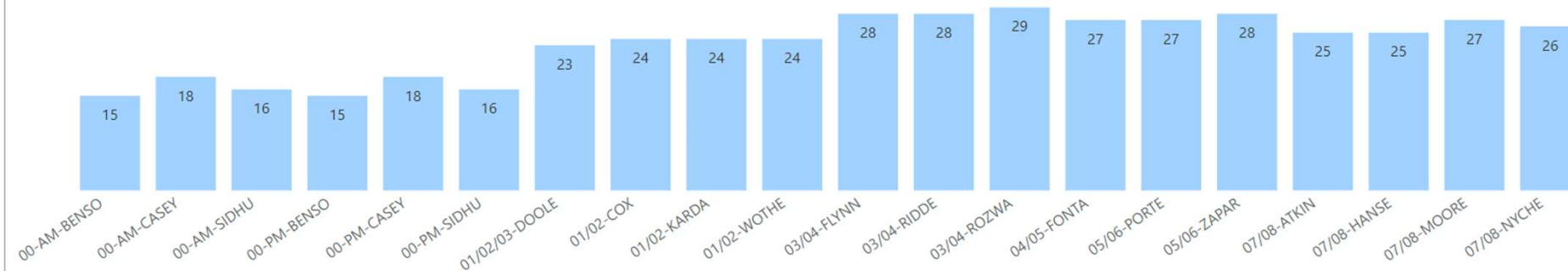
414

Section Enrolment

Section Enrolment by Grade



Section Enrolment by Homeroom



Gender



Male: Diff from Divisional Ratio

3.9%

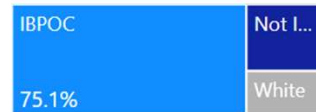
Indigenous



Indigenous: Diff from Divisional Ratio

7.8%

Cultural Identity



IBPOC: Diff from Divisional Ratio

20.6%

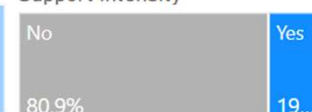
EAL



EAL Diff from Divisional Ratio

9.3%

Support Intensity



Support: Diff from Divisional Ratio

6.4%

School Mobility (2021-2022)

51%

Go back

K-8 School Enro...

< > ↗

Enrolment & Diversity | Data updated 2/20/...

- + 90%

K-8 School Enrolment Profile

Academic Year

2022-2023

Enrolment for

Last Day

School Name

St. George School

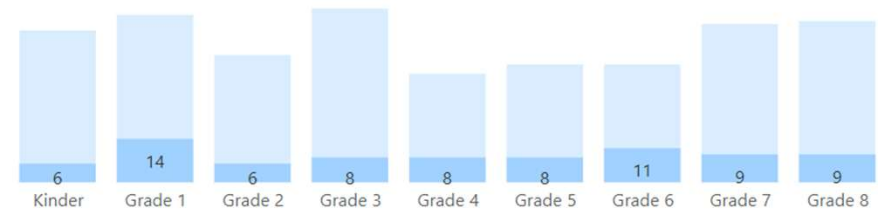
80

School Enrolment

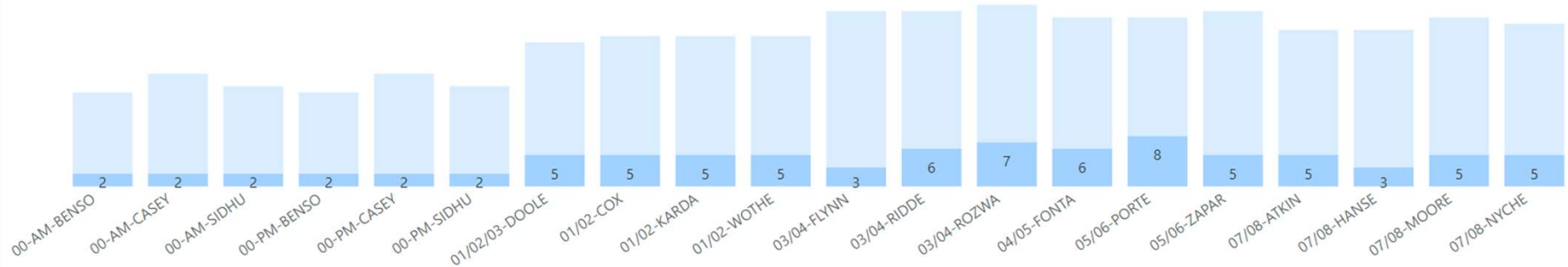
79

Section Enrolment

Section Enrolment by Grade



Section Enrolment by Homeroom



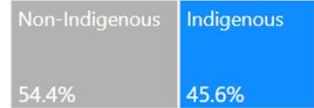
Gender



Male: Diff from Divisional Ratio

2.8%

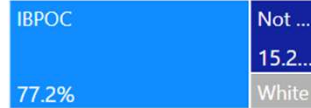
Indigenous



Indigenous: Diff from Divisional Ratio

5.0%

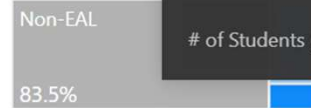
Cultural Identity



IBPOC: Diff from Divisional Ratio

6.8%

EAL



EAL Diff from Divisional Ratio

1.3%

Is Support Intensity
% of Students
of Students (Section Enrolment)

Yes

19.08%

79

Support: Diff from Divisional Ratio

6.4%

School Mobility
(2021-2022)

37%

Go back

K-8 School Enro...

< > ↺

Enrolment & Diversity | Data updated 2/20/...

- + 90%

High School Enrolment Profile

Section Enrolment by Student Grade

Academic Year, Semest...

2022-2023

Enrolment for

Last Day

School Name

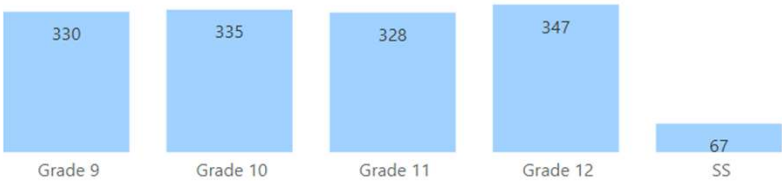
Dakota Collegiate Institute

1377

School Enrolment

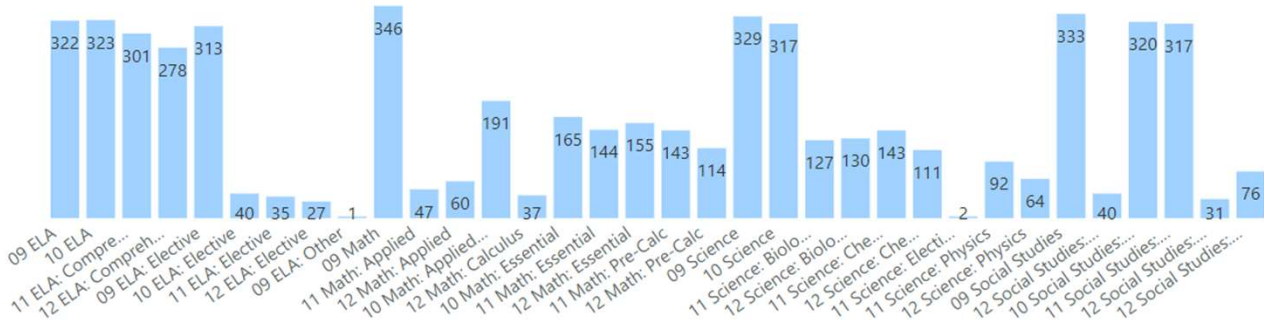
1377

Section Enrolment

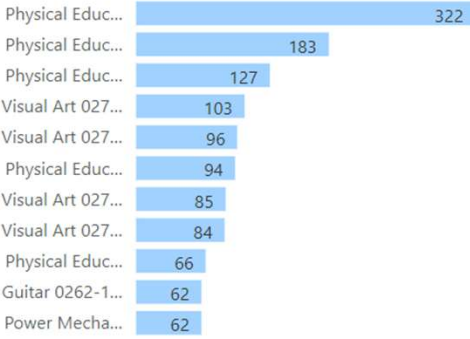


Enrolment by Core Subject Area and Course Type (uses Section Enrolment)

ELA FLA Math SC SS



Section Enrolment for all Other Courses



Gender



Male: Diff from Divisional Ratio

2.6%

Indigenous



Indigenous: Diff from Divisional Ratio

1.3%

Cultural Identity



IBPOC: Diff from Divisional Ratio

12.2%

EAL



EAL: Diff from Divisional Ratio

9.3%

Support Intensity



Support: Diff from Divisional Ratio

0.6%

School Mobility (2021-2022)

24%

Go back

High School Enr...

< > ↶

Enrolment & Diversity | Data updated 2/20/...

- + 90%

High School Enrolment Profile

Academic Year, Semest...
2022-2023

Enrolment for
Last Day



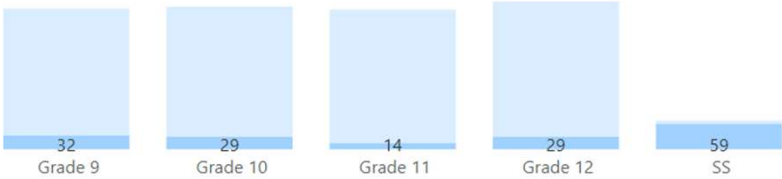
School Name

Dakota Collegiate Institute

161
School Enrolment

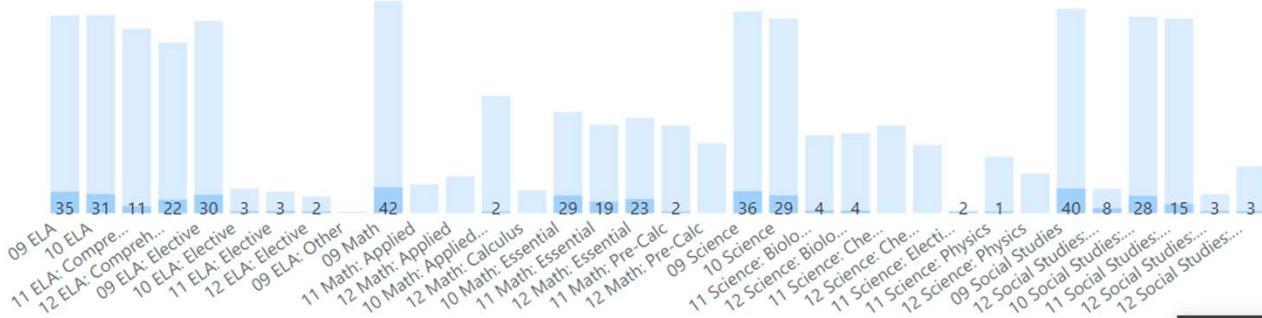
161
Section Enrolment

Section Enrolment by Student Grade

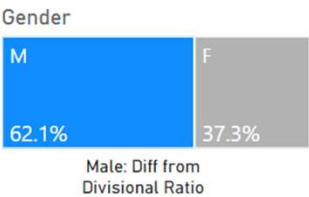
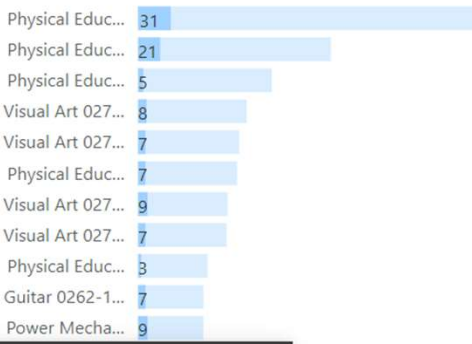


Enrolment by Core Subject Area and Course Type (uses Section Enrolment)

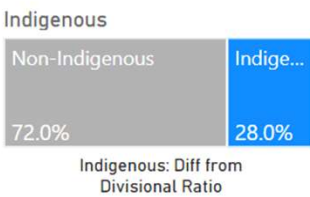
ELA FLA Math SC SS



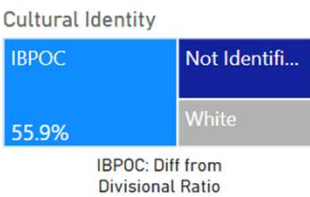
Section Enrolment for all Other Courses



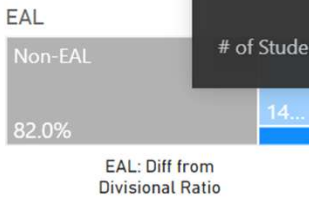
0.7%



-0.3%



0.7%



0.6%

Is Support Intensity Yes

% of Students 11.69%

of Students (Section Enrolment) 161

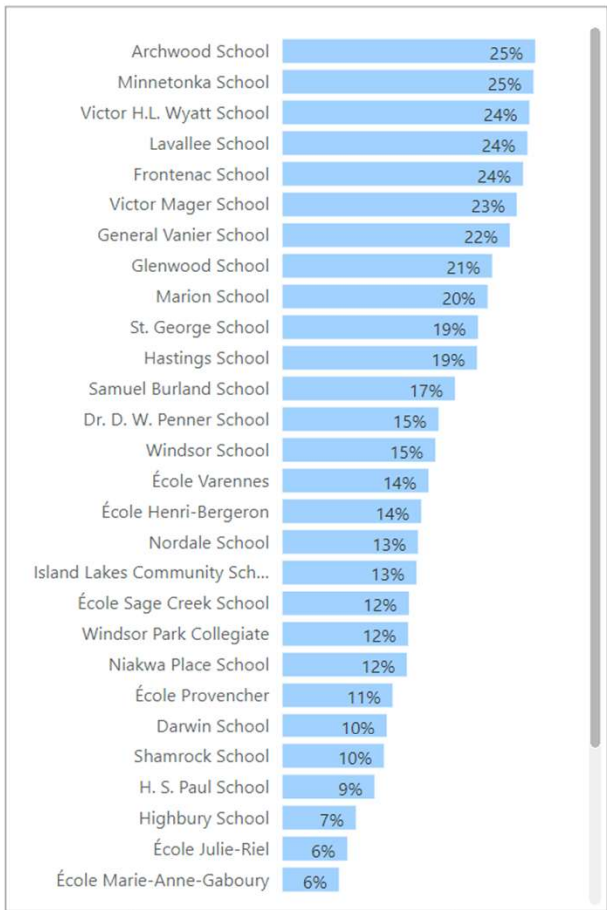


0.6%

School Mobility (2021-2022)

24%

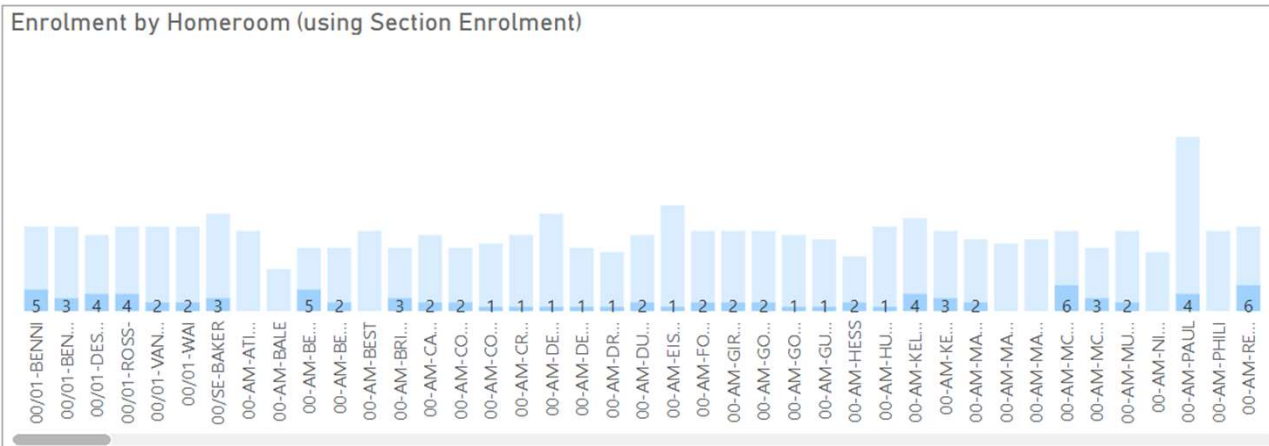
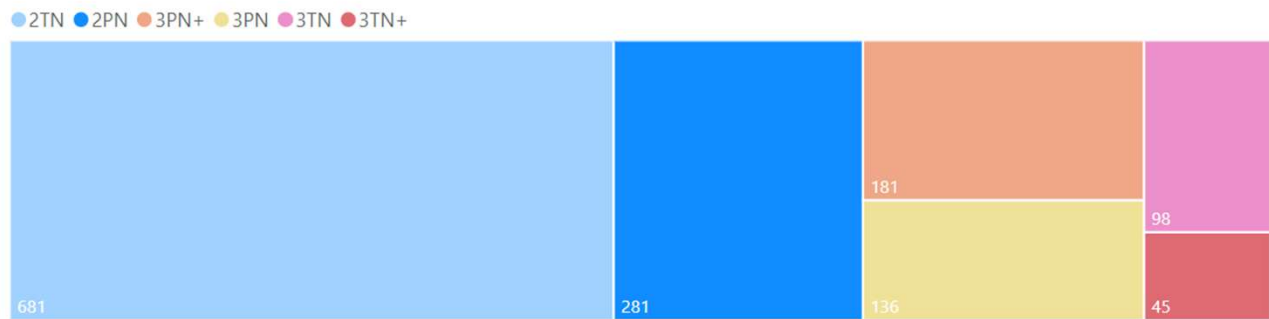
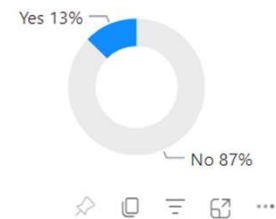
Distribution of K-8 Support Intensity



Academic Year: 2022-2023
Enrolment for: Last Day

1422
School Enrolment

1416
Section Enrolment



Distribution of 9-12 Support Intensity

Academic Year

2022-2023

Enrolment for

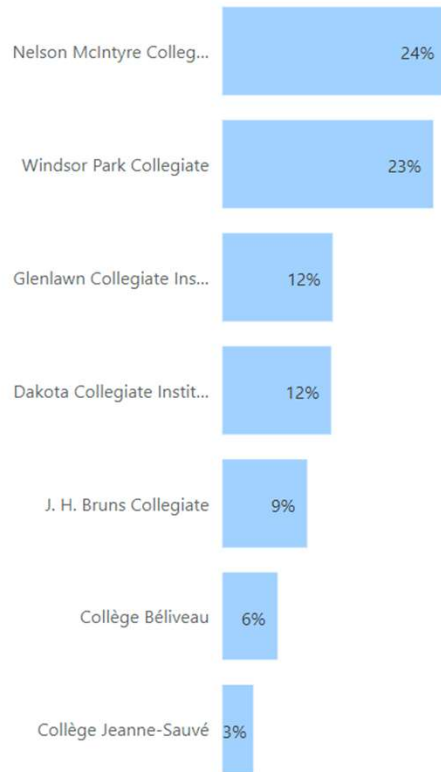
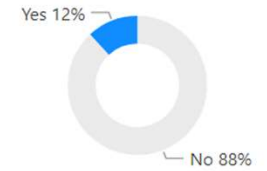
Last Day

627

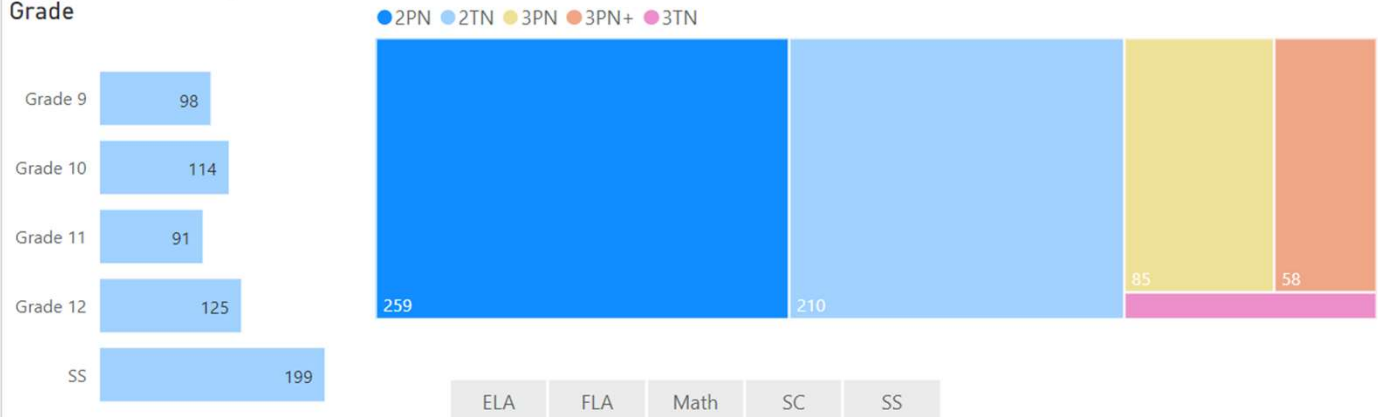
School Enrolment

614

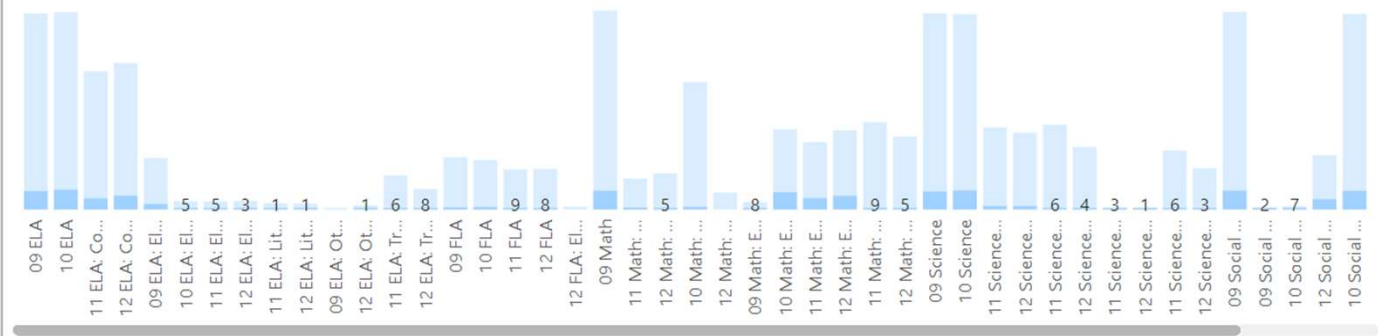
Section Enrolment



School Enrolment by Student Grade



Enrolment by Core Subject Area and Course Type (using Section Enrolment)



Leading Indicators of Need by School

Academic Year

2022-2023

School Name	SES Score	Mobility %	Is Support Intensity	EAL - FE	Indigenous	% Chronically Absent
École Henri-Bergeron	240	Marion School	Minnetonka ...	Victor Mager...	Marion School	Marion Sch...
École Provencher	240	Archwood S...	Lavallee Sch...	Dr. D. W. Pen...	Lavallee Sch...	Lavallee Sch...
Lavallee School	240	St. George S...	Victor H.L. W...	Hastings Sch...	Victor H.L. W...	Victor H.L. ...
St. George School	240	Lavallee Sch...	Archwood S...	St. George Sc...	Frontenac Sc...	Nordale Sch...
École Varennes	230	Victor Mage...	Nelson Mcln...	Samuel Burla...	Nelson Mcln...	Archwood S...
Nelson McIntyre Collegiate	230	Hastings Sch...	Victor Mager...	Glenwood Sc...	Glenwood Sc...	St. George S...
Victor Mager School	230	Victor H.L. W...	Frontenac Sc...	École Proven...	St. George S...	Glenwood S...
Glenlawn Collegiate Institute	210	Nelson Mcln...	Glenwood S...	H. S. Paul Sch...	Archwood Sc...	Windsor Sc...
Victor H.L. Wyatt School	200	Glenwood S...	General Vani...	Island Lakes ...	Windsor Sch...	Nelson Mcl...
Dakota Collegiate Institute	190	Dakota Colle...	Windsor Par...	Marion School	General Vani...	Dakota Coll...
Marion School	188	Niakwa Plac...	Hastings Sch...	Highbury Sc...	Hastings Sch...	Glenlawn C...
Frontenac School	170	H. S. Paul Sc...	St. George S...	École Sage C...	Windsor Park...	Hastings Sc...
Hastings School	170	Windsor Par...	Marion School	Archwood Sc...	Nordale Sch...	Frontenac S...
École Howden	160	Dr. D. W. Pe...	Dr. D. W. Pe...	Nordale Sch...	Niakwa Place...	Victor Mage...
Glenwood School	160	Windsor Sch...	Samuel Burla...	Darwin School	École Howden	Minnetonka...
Windsor Park Collegiate	160	Darwin School	Windsor Sch...	Lavallee Sch...	Minnetonka ...	J. H. Bruns C...
Archwood School	158	Nordale Sch...	École Varenn...	Niakwa Place...	Darwin School	École Prove...
École Julie-Riel	150	Glenlawn Co...	École Henri...	Victor H.L. W...	Dakota Colle...	H. S. Paul Sc...
Minnetonka School	150	Highbury Sc...	Island Lakes ...	École Julie-Riel	Victor Mager...	Windsor Par...
Nordale School	148	Minnetonka ...	Nordale Sch...	Minnetonka ...	École Henri...	Dr. D. W. Pe...
Windsor School	130	General Vani...	Glenlawn Co...	Dakota Colle...	Dr. D. W. Pen...	Collège Béli...
Collège Béliveau	120	Island Lakes ...	Dakota Colle...	Frontenac Sc...	Glenlawn Col...	Niakwa Plac...
École George-McDowell	120	Frontenac Sc...	École Sage C...	École Varennes	École Proven...	Island Lakes...
École Marie-Anne-Gaboury	110	École Henri...	Niakwa Plac...	Glenlawn Col...	École Varenn...	Shamrock S...
General Vanier School	100	École Proven...	École Proven...	Shamrock Sc...	Collège Béliv...	Collège Jea...
Niakwa Place School	87	Samuel Burl...	Darwin School	École Guyot	Collège Jean...	École Sage ...
Dr. D. W. Penner School	80	École Varenn...	Shamrock Sc...	General Vani...	École Guyot	École Varen...
École Sage Creek School	80	J. H. Bruns C...	J. H. Bruns C...	Windsor Sch...	H. S. Paul Sc...	Darwin Sch...
École Van Belleghem	80	Shamrock Sc...	H. S. Paul Sc...	École Marie...	École George...	General Van...
H. S. Paul School	78					
Darwin School	76					
Highbury School	70					
Shamrock School	68					
Island Lakes Community	67					



Identity

Wellbeing

Learning

Our Impact

- *Student and Staff Demographics and Diversity*

- **Report Card Data**
 - *Mark Distribution*
 - *Credit Attainment*
 - *Grad Rates*
- *EYE DA & TA*
- *CTOP*

- *OurSchool Survey*
- *Report Card Data*
 - *Learning Behaviours*
 - *Attendance Data*

- **Our Collaborative Learning Cycles**
- **Our Early Literacy Project**
- **Our Writing Project**
- **Our Numeracy Project**
- **Our Thinking Project**
- **Our DEI and AR Initiative**
- *Class Size and Dynamics*
- *Student Services Staffing and Core Competencies*
- *Full-Day K*
- *School and Classroom Supports*

Future-Ready Skills Grades 1-8

To determine our Greatest Area of Need (GAN), we look for the skills with the lowest percentage of students attaining a proficiency level of 3 or 4 (the highest levels of attainment on the Manitoba Report Card). As a division, our GAN is writing, followed by problem solving in math.

Clicking on ELA: Writing reveals that we have seen little change in writing achievement over several years. Smaller proportions of students attain a 3 or 4 in writing in lower grade levels, with writing achievement increasing in successive grades.

On the other hand, clicking on Math: Problem Solving reveals some improvement over time.

Future-Ready Skills

- ☐ Communication Skills
- ☐ Creativity/Artistic Literacy
- ☐ Critical Thinking
- ☐ Language Comprehension
- ☐ Numeracy
- ☐ Physical Literacy
- ☐ Problem Solving

Skill	% at 3 or 4
Communication Skills	84%
ELA: Speaking and representing	89%
ELA: Writing	77%
FLA: Speaking and representing	89%
FLA: Writing	80%
SS: Research and communication	87%
Creativity/Artistic Literacy	94%
Arts: Connecting	95%
Arts: Creating	95%
Arts: Making	94%
Arts: Responding	93%
Critical Thinking	88%
ELA: Critical thinking	85%
FLA: Critical thinking	92%
SC: Scientific inquiry process	89%
SS: Critical thinking and citizenship	89%
Language Comprehension	87%
ELA: Listening and viewing	89%
ELA: Reading	83%
FLA: Listening and viewing	92%
FLA: Reading	85%
Numeracy	84%
Math: Knowledge and understanding	86%
Math: Mental math and estimation	83%
Physical Literacy	95%
PE: Fitness management	95%
PE: Healthy lifestyles	96%
Total	90%

0-50% 51-70% 71-85% 86-100%

Number of Students



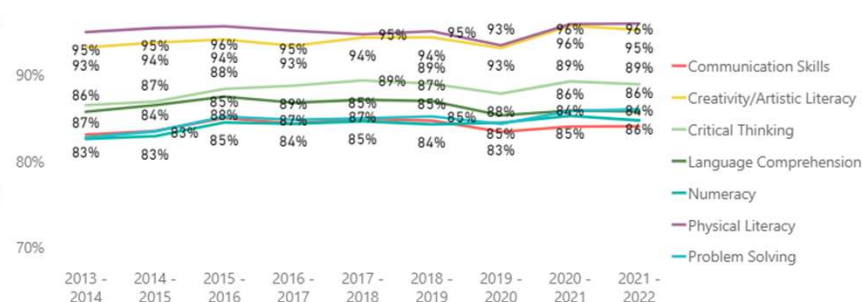
22K

% Attaining a 3 or 4



89%

% at 3 or 4 across the Years



Select all 2018 - 2019 2019 - 2020 2020 - 2021 2021 - 2022

Percent of Students at 3 or 4 by Grade



Go back

Gr 1-8 Skills Ov...

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85%

Future-Ready Skills Grades 1-8

To determine our Greatest Area of Need (GAN), we look for the skills with the lowest percentage of students attaining a proficiency level of 3 or 4 (the highest levels of attainment on the Manitoba Report Card). As a division, our GAN is writing, followed by problem solving in math.

Clicking on ELA: Writing reveals that we have seen little change in writing achievement over several years. Smaller proportions of students attain a 3 or 4 in writing in lower grade levels, with writing achievement increasing in successive grades.

On the other hand, clicking on Math: Problem Solving reveals some improvement over time.



Future-Ready Skills

- ☒ Communication Skills
- ☐ Creativity/Artistic Literacy
- ☐ Critical Thinking
- ☐ Language Comprehension
- ☐ Numeracy
- ☐ Physical Literacy
- ☐ Problem Solving

Skill	% at 3 or 4
Communication Skills	84%
ELA: Speaking and representing	89%
ELA: Writing	77%
FLA: Speaking and representing	89%
FLA: Writing	80%
SS: Research and communication	87%
Total	84%

Number of Students



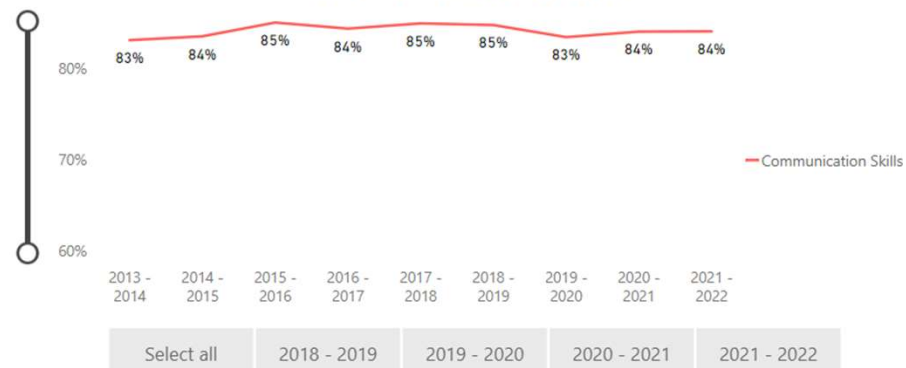
22K

% Attaining a 3 or 4

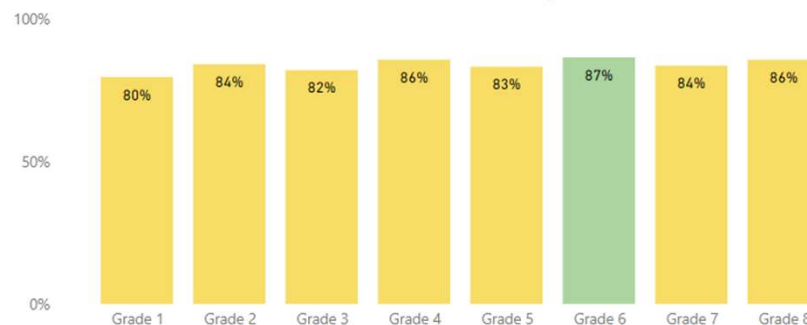


84%

% at 3 or 4 across the Years



Percent of Students at 3 or 4 by Grade



Go back

Gr 1-8 Skills Ov...

< > ↶

- + 85%

Future-Ready Skills Grades 1-8

To determine our Greatest Area of Need (GAN), we look for the skills with the lowest percentage of students attaining a proficiency level of 3 or 4 (the highest levels of attainment on the Manitoba Report Card). As a division, our GAN is writing, followed by problem solving in math.

Clicking on ELA: Writing reveals that we have seen little change in writing achievement over several years. Smaller proportions of students attain a 3 or 4 in writing in lower grade levels, with writing achievement increasing in successive grades.

On the other hand, clicking on Math: Problem Solving reveals some improvement over time.



Future-Ready Skills

- ☐ Communication Skills
- ☒ Creativity/Artistic Literacy
- ☐ Critical Thinking
- ☐ Language Comprehension
- ☐ Numeracy
- ☐ Physical Literacy
- ☐ Problem Solving

Skill	% at 3 or 4
Creativity/Artistic Literacy	94%
Arts: Connecting	95%
Arts: Creating	95%
Arts: Making	94%
Arts: Responding	93%
Total	94%

Number of Students



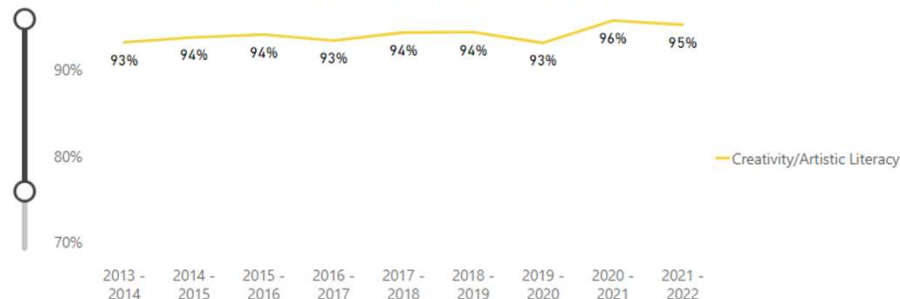
22K

% Attaining a 3 or 4



94%

% at 3 or 4 across the Years



Select all

2018 - 2019

2019 - 2020

2020 - 2021

2021 - 2022

Percent of Students at 3 or 4 by Grade



0-50% 51-70% 71-85% 86-100%

Go back

Gr 1-8 Skills Ov...

< > ↶

85%

Future-Ready Skills Grades 1-8

To determine our Greatest Area of Need (GAN), we look for the skills with the lowest percentage of students attaining a proficiency level of 3 or 4 (the highest levels of attainment on the Manitoba Report Card). As a division, our GAN is writing, followed by problem solving in math.

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Future-Ready Skills

- ☐ Communication Skills
- ☐ Creativity/Artistic Literacy
- ☒ Critical Thinking
- ☐ Language Comprehension
- ☐ Numeracy
- ☐ Physical Literacy
- ☐ Problem Solving

Skill	% at 3 or 4
Critical Thinking	88%
ELA: Critical thinking	85%
FLA: Critical thinking	92%
SC: Scientific inquiry process	89%
SS: Critical thinking and citizenship	89%
Total	88%

Number of Students



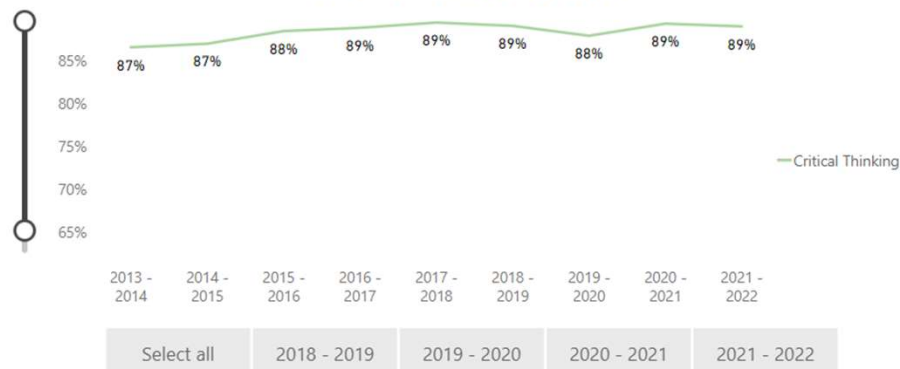
22K

% Attaining a 3 or 4

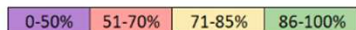


88%

% at 3 or 4 across the Years



Percent of Students at 3 or 4 by Grade



Go back

Gr 1-8 Skills Ov...

< > ↶

85%

Future-Ready Skills Grades 1-8

To determine our Greatest Area of Need (GAN), we look for the skills with the lowest percentage of students attaining a proficiency level of 3 or 4 (the highest levels of attainment on the Manitoba Report Card). As a division, our GAN is writing, followed by problem solving in math.

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On the other hand, clicking on Math: Problem Solving reveals some improvement over time.



Future-Ready Skills

- ☐ Communication Skills
- ☐ Creativity/Artistic Literacy
- ☐ Critical Thinking
- ☒ Language Comprehension
- ☐ Numeracy
- ☐ Physical Literacy
- ☐ Problem Solving

Skill	% at 3 or 4
Language Comprehension	87%
ELA: Listening and viewing	89%
ELA: Reading	83%
FLA: Listening and viewing	92%
FLA: Reading	85%
Total	87%

Number of Students



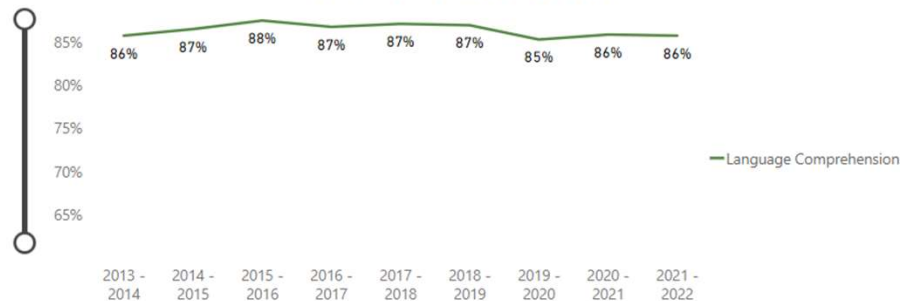
22K

% Attaining a 3 or 4



86%

% at 3 or 4 across the Years



Select all

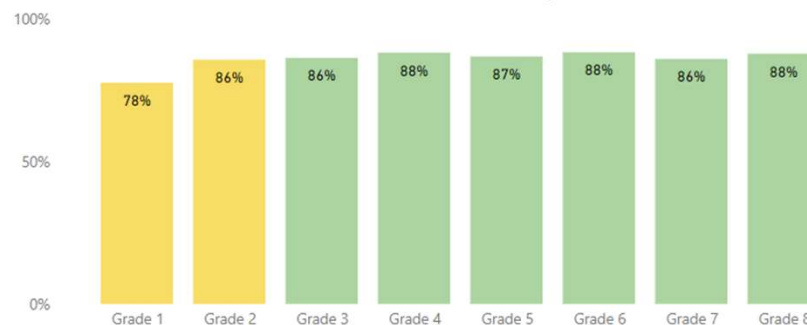
2018 - 2019

2019 - 2020

2020 - 2021

2021 - 2022

Percent of Students at 3 or 4 by Grade



0-50% 51-70% 71-85% 86-100%

Go back

Gr 1-8 Skills Ov...

< > ↶ ↷

85%

Future-Ready Skills Grades 1-8

To determine our Greatest Area of Need (GAN), we look for the skills with the lowest percentage of students attaining a proficiency level of 3 or 4 (the highest levels of attainment on the Manitoba Report Card). As a division, our GAN is writing, followed by problem solving in math.

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Future-Ready Skills

- ☐ Communication Skills
- ☐ Creativity/Artistic Literacy
- ☐ Critical Thinking
- ☐ Language Comprehension
- ☒ Numeracy
- ☐ Physical Literacy
- ☐ Problem Solving

Skill	% at 3 or 4
Numeracy	84%
Math: Knowledge and understanding	86%
Math: Mental math and estimation	83%
Total	84%

Number of Students



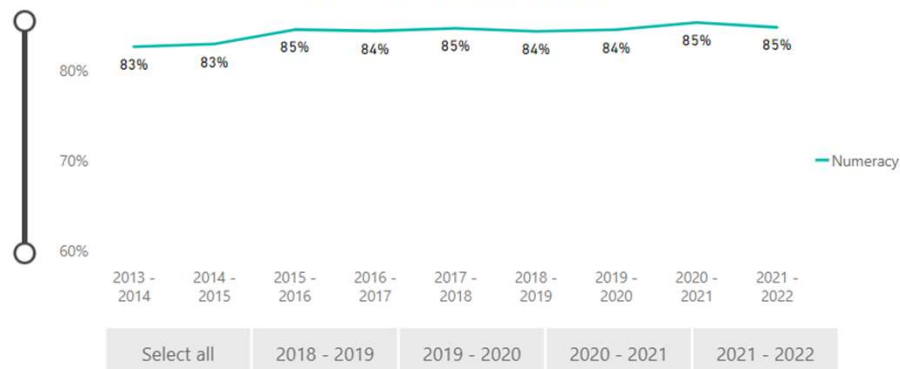
22K

% Attaining a 3 or 4

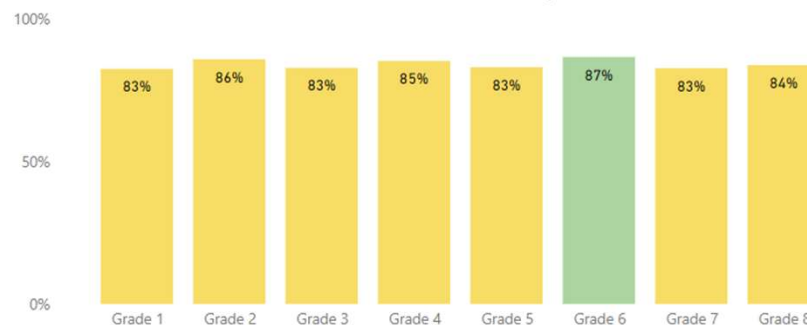


84%

% at 3 or 4 across the Years



Percent of Students at 3 or 4 by Grade



0-50% | 51-70% | 71-85% | 86-100%

Go back

Gr 1-8 Skills Ov...

< > ↶

- + 85%

Future-Ready Skills Grades 1-8

To determine our Greatest Area of Need (GAN), we look for the skills with the lowest percentage of students attaining a proficiency level of 3 or 4 (the highest levels of attainment on the Manitoba Report Card). As a division, our GAN is writing, followed by problem solving in math.

Clicking on ELA: Writing reveals that we have seen little change in writing achievement over several years. Smaller proportions of students attain a 3 or 4 in writing in lower grade levels, with writing achievement increasing in successive grades.

On the other hand, clicking on Math: Problem Solving reveals some improvement over time.



Future-Ready Skills

- ☐ Communication Skills
- ☐ Creativity/Artistic Literacy
- ☐ Critical Thinking
- ☐ Language Comprehension
- ☐ Numeracy
- ☒ Physical Literacy
- ☐ Problem Solving

Skill	% at 3 or 4
Physical Literacy	95%
PE: Fitness management	95%
PE: Healthy lifestyles	96%
PE: Movement	95%
Total	95%

Number of Students



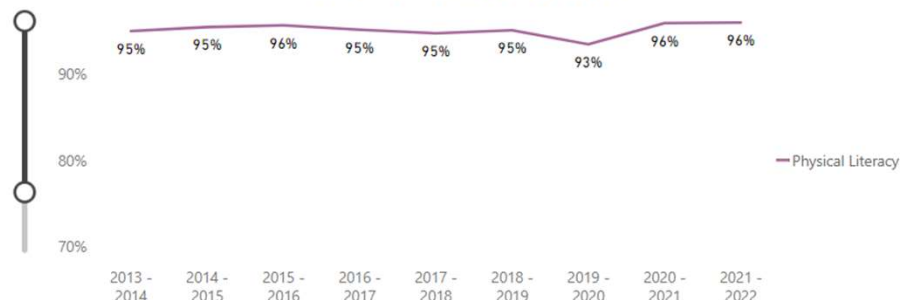
22K

% Attaining a 3 or 4



95%

% at 3 or 4 across the Years



Select all

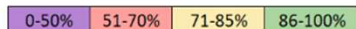
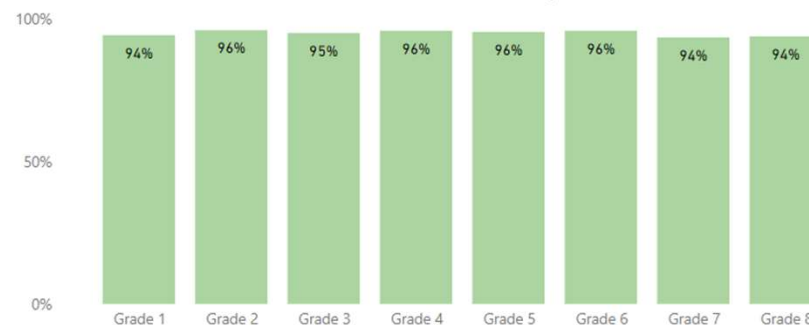
2018 - 2019

2019 - 2020

2020 - 2021

2021 - 2022

Percent of Students at 3 or 4 by Grade



Go back

Gr 1-8 Skills Ov...



85%



Future-Ready Skills Grades 1-8

To determine our Greatest Area of Need (GAN), we look for the skills with the lowest percentage of students attaining a proficiency level of 3 or 4 (the highest levels of attainment on the Manitoba Report Card). As a division, our GAN is writing, followed by problem solving in math.

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Future-Ready Skills

- ☐ Communication Skills
- ☐ Creativity/Artistic Literacy
- ☐ Critical Thinking
- ☐ Language Comprehension
- ☐ Numeracy
- ☐ Physical Literacy
- ☒ Problem Solving

Skill	% at 3 or 4
Problem Solving	85%
Math: Problem solving	79%
SC: Design process/ problem solving	90%
Total	85%

Number of Students



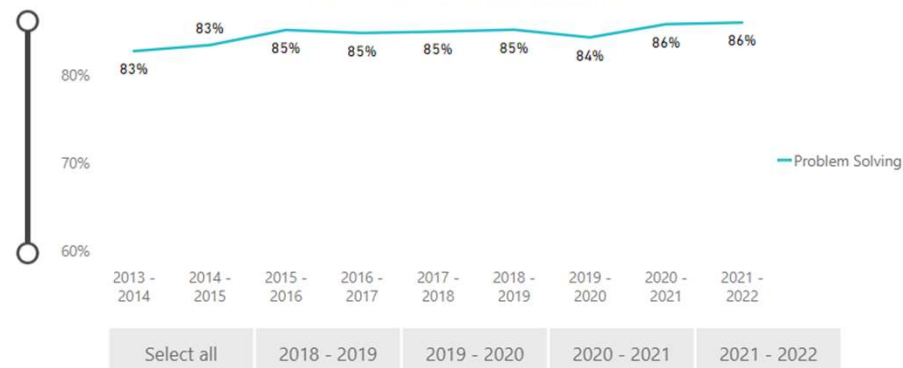
22K

% Attaining a 3 or 4



85%

% at 3 or 4 across the Years



Percent of Students at 3 or 4 by Grade



Go back

Gr 1-8 Skills Ov...



85%



Future-Ready Skills by SES

In this analysis, Socio-Economic Status (SES) is a reflection of the average income levels for each school catchment area, not for individual students or families. Catchment area SES is based on Canadian Census data for each school community and is divided into three levels: low, medium, and high. SES has a consistent effect on student achievement. In every skill, students from lower SES catchments are less likely to attain a 3 or 4 (the highest proficiency level of the Manitoba Report Card). In English writing, the difference in achievement from low to high SES is 19%, and in math problem solving that difference is 17%. Importantly, student achievement is steadily improving for students from low SES catchments.

Future-Ready Skills

- ☐ Communication Skills
- ☐ Creativity/Artistic Literacy
- ☐ Critical Thinking
- ☐ Language Comprehension
- ☐ Numeracy
- ☐ Physical Literacy
- ☐ Problem Solving

Skill	Low	Medium	High	Total
Communication Skills	74%	83%	89%	84%
ELA: Speaking and representing	79%	88%	93%	89%
ELA: Writing	64%	76%	82%	77%
FLA: Speaking and representing	84%	90%	92%	90%
FLA: Writing	72%	79%	83%	80%
FR: Writing	68%	79%	90%	83%
SS: Research and communication	77%	85%	91%	87%
Creativity/Artistic Literacy	88%	93%	97%	94%
Arts: Connecting	88%	94%	97%	95%
Arts: Creating	92%	95%	97%	95%
Arts: Making	88%	93%	96%	94%
Arts: Responding	86%	91%	96%	93%
Critical Thinking	80%	87%	92%	88%
ELA: Critical thinking	75%	84%	90%	85%
FLA: Critical thinking	88%	91%	94%	92%
SC: Scientific inquiry process	81%	87%	94%	89%
SS: Critical thinking and citizenship	80%	88%	93%	89%
Language Comprehension	78%	85%	90%	86%
ELA: Listening and viewing	82%	88%	93%	89%
ELA: Reading	73%	81%	87%	83%
FLA: Listening and viewing	89%	92%	94%	92%
FLA: Reading	76%	85%	90%	85%
FR: Reading	70%	78%	91%	84%
Numeracy	75%	82%	89%	84%
Math: Knowledge and understanding	77%	83%	90%	86%
Math: Mental math and estimation	72%	81%	87%	83%
Physical Literacy	89%	94%	98%	95%
Total	82%	88%	93%	89%

0-50% 51-70% 71-85% 86-100%

Number of Students



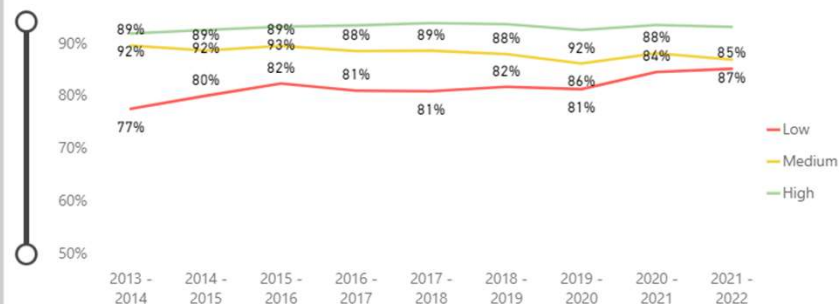
22K

% Attaining a 3 or 4 by Socio-Economic Status



Low Medium High
82% 88% 93%

% at 3 or 4 across the Years



Select all 2018 - 2019 2019 - 2020 2020 - 2021 2021 - 2022

Percent of Students at 3 or 4 by Grade



Go back

Gr 1-8 Skills by ...

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85%



Future-Ready Skills by Gender

In each future-ready skill, a greater percentage of female students attain a 3 or 4 proficiency level compared with their male counterparts.

The greatest discrepancies are evident in communication skills generally, but writing in particular. For instance, clicking on ELA: Writing reveals that the gender difference is 13%. However, this gap has been steadily declining since 2013-2014.

Future-Ready Skills

- ☐ Communication Skills
- ☐ Creativity/Artistic Literacy
- ☐ Critical Thinking
- ☐ Language Comprehension
- ☐ Numeracy
- ☐ Physical Literacy
- ☐ Problem Solving

Skill	Female	Male	Total
Communication Skills	89%	80%	84%
ELA: Speaking and representing	91%	86%	89%
ELA: Writing	84%	70%	77%
FLA: Speaking and representing	93%	86%	90%
FLA: Writing	86%	73%	80%
FR: Writing	88%	79%	83%
SS: Research and communication	91%	84%	87%
Creativity/Artistic Literacy	97%	92%	94%
Arts: Connecting	97%	92%	95%
Arts: Creating	98%	93%	95%
Arts: Making	97%	91%	94%
Arts: Responding	96%	90%	93%
Critical Thinking	91%	86%	88%
ELA: Critical thinking	89%	82%	85%
FLA: Critical thinking	94%	89%	92%
SC: Scientific inquiry process	92%	87%	89%
SS: Critical thinking and citizenship	92%	86%	89%
Language Comprehension	90%	83%	86%
ELA: Listening and viewing	93%	86%	89%
ELA: Reading	85%	80%	83%
FLA: Listening and viewing	95%	89%	92%
FLA: Reading	88%	83%	85%
FR: Reading	88%	80%	84%
Numeracy	85%	84%	84%
Math: Knowledge and understanding	87%	85%	86%
Math: Mental math and estimation	83%	83%	83%
Physical Literacy	96%	95%	95%
Total	92%	87%	89%

0-50%

51-70%

71-85%

86-100%

Number of Students



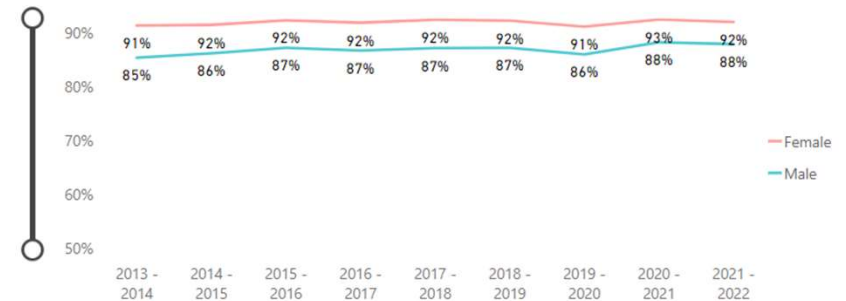
22K



% Attaining a 3 or 4

Female	Male
92%	87%

% at 3 or 4 across the Years



Select all 2018 - 2019 2019 - 2020 2020 - 2021 2021 - 2022

Percent of Students at 3 or 4 by Grade



Go back

Gr 1-8 Skills by ...

< > ↶ ↷

- 85% +

Gr 9-12 Final Mark Distribution

One method of determining our Greatest Area of Need (GAN) in high school is to analyze the percentage of students attaining a final mark of at least 70% in core courses.

Math courses tend to have lower percentages of students attaining the 70% benchmark. This is particularly true of grade 11 Math Essentials in which only 53% of students finish the course with at least a 70%.

Importantly, the proportion of students attaining the 70% benchmark has been increasing over time in all subject areas.

Subject Area

- ☐ English Language Arts
- ☐ Français
- ☐ Math
- ☐ Science
- ☐ Social Studies

Subject Area & Course	% at Benchmark
English Language Arts	68%
ELA	70%
ELA: Comprehensive	66%
ELA: Literary	81%
ELA: Transactional	68%
Français	76%
FLA	76%
Math	66%
Math	68%
Math: Applied	59%
Math: Applied_Pre-Calc	68%
Math: Calculus	95%
Math: Essential	57%
Math: Pre-Calc	75%
Science	74%
Science	71%
Science: Biology	74%
Science: Chemistry	78%
Science: Physics	80%
Social Studies	72%
Social Studies	71%
Social Studies: Geography	74%
Social Studies: History	70%
Social Studies: Humanities	74%
Total	70%

0-50% 51-70% 71-85% 86-100%

Number of Students



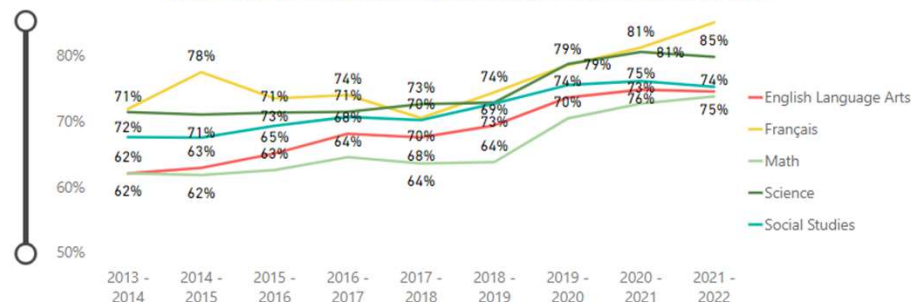
16K

% of Students with Final Mark at least 70%

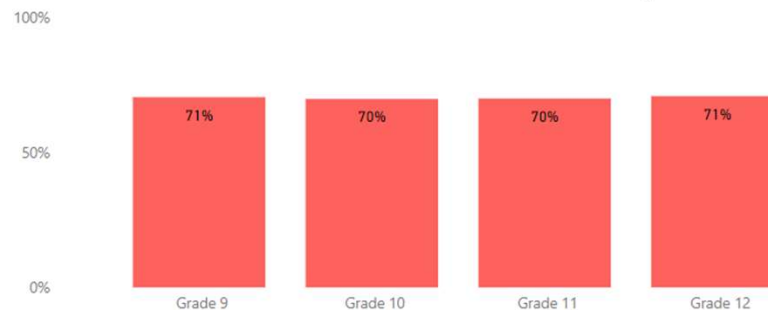


70%

Percent of Students with Final Mark at least 70%



Percent of Students with Final Mark at least 70% by Grade



Final Mark Distribution by Gender

In each and every core course, a greater percentage of female students attain the 70% benchmark compared with their male counterparts.

These gender gaps are evident in grades 9 through 12.

In language arts, we see the greatest gender differences, with 24% more female students attaining the benchmark in Français and 22% more in English Language Arts.

Despite these discrepancies, the gender gap is beginning to close at each grade level, especially in Français and English Language Arts.

Subject Area

- ☐ English Language Arts
- ☐ Français
- ☐ Math
- ☐ Science
- ☐ Social Studies

Subject Area & Course	Female	Male	Total
English Language Arts	79%	58%	68%
ELA: Transactional	81%	56%	66%
ELA: Literary	87%	68%	81%
ELA: Comprehensive	76%	56%	66%
ELA	80%	60%	70%
Français	86%	64%	76%
FLA	86%	64%	76%
Math	71%	61%	66%
Math: Pre-Calc	79%	70%	75%
Math: Essential	62%	52%	57%
Math: Calculus	96%	93%	94%
Math: Applied_Pre-Calc	73%	64%	68%
Math: Applied	63%	55%	59%
Math	72%	64%	68%
Science	79%	70%	74%
Science: Physics	86%	76%	80%
Science: Chemistry	81%	75%	78%
Science: Biology	79%	67%	74%
Science	76%	66%	71%
Social Studies	79%	65%	72%
Social Studies: Humanities	80%	64%	74%
Social Studies: History	78%	64%	71%
Social Studies: Geography	80%	68%	74%
Social Studies	79%	64%	71%
Total	77%	64%	70%

0-50% 51-70% 71-85% 86-100%

Number of Students



16K

% of Students with Final Mark at least 70%



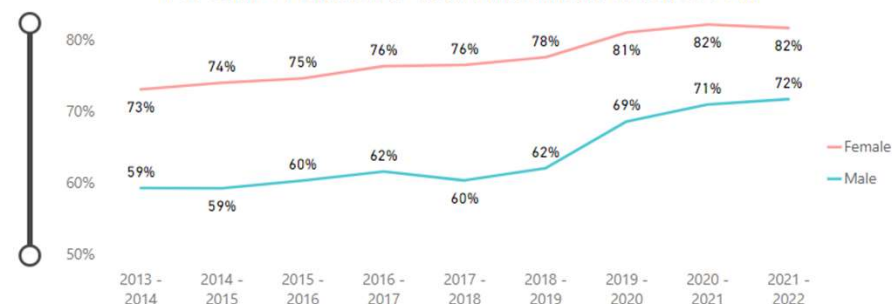
Female

Male

77%

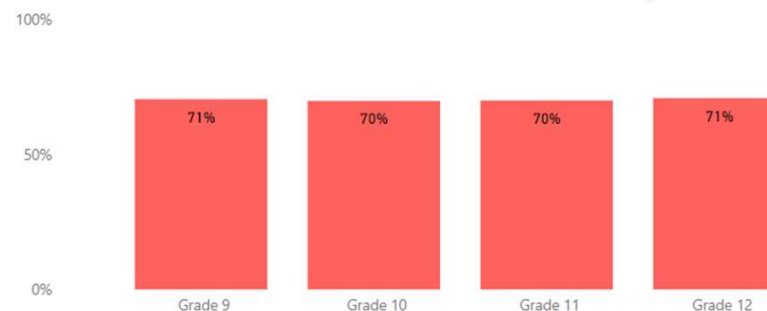
64%

Percent of Students with Final Mark at least 70%



Select all 2018 - 2019 2019 - 2020 2020 - 2021 2021 - 2022

Percent of Students with Final Mark at least 70% by Grade



Go back

Gr 9-12 Mark Di...

< > ↶ ↷

- + 85%

1-8 Measure: Trends by Indigenous Status

SchoolName

All

Specific Skill

All

of students

11486

Communication Skills

Creativity/Artistic Literacy

Critical Thinking

Language Comprehension

Numeracy

Physical Literacy

Problem Solving

SES_LevelStudentCommunity

High

Low

Medium

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

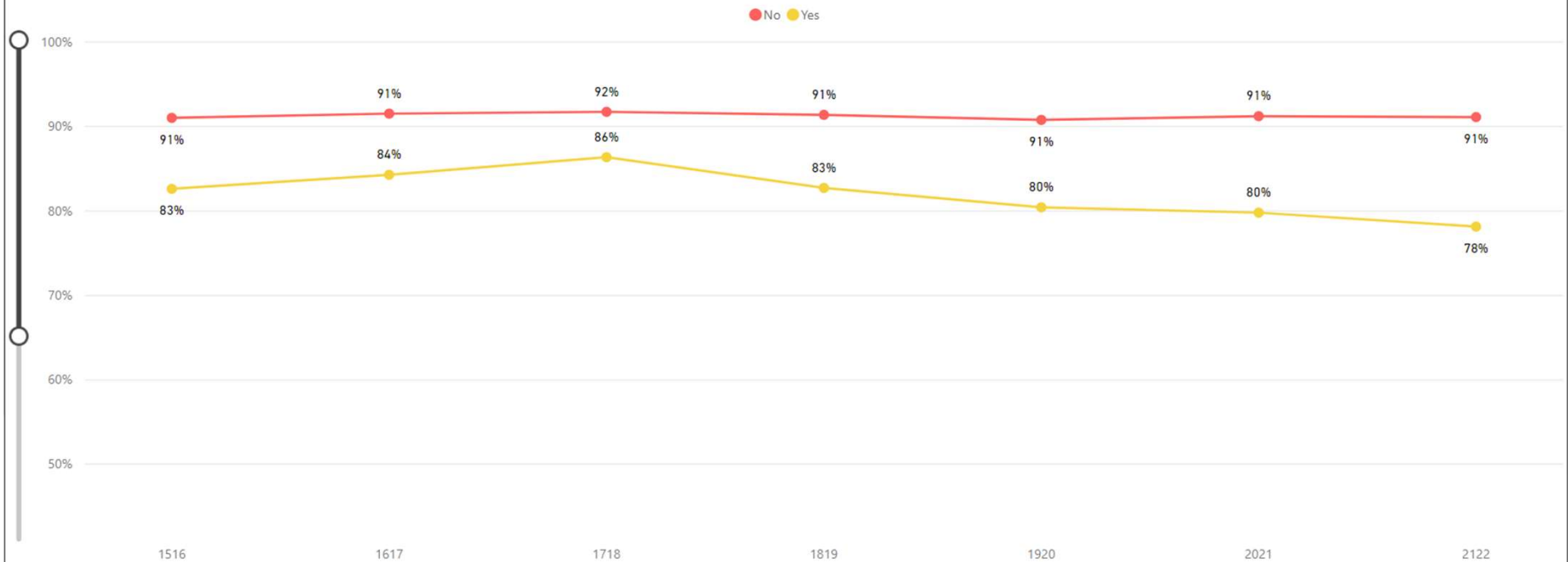
Grade 6

Grade 7

Grade 8

Special Needs

Percent Difference between Self-Declared Indigenous and Non-Indigenous Students on ALL MYSP Measures



Go back

1-8Trend Picker ...

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Trends in MYSP Meas... | Data updated 2/7/23

- + 90%

1-8 Measure: Trends by Indigenous Status

SchoolName

All

Specific Skill

All

of students

5375

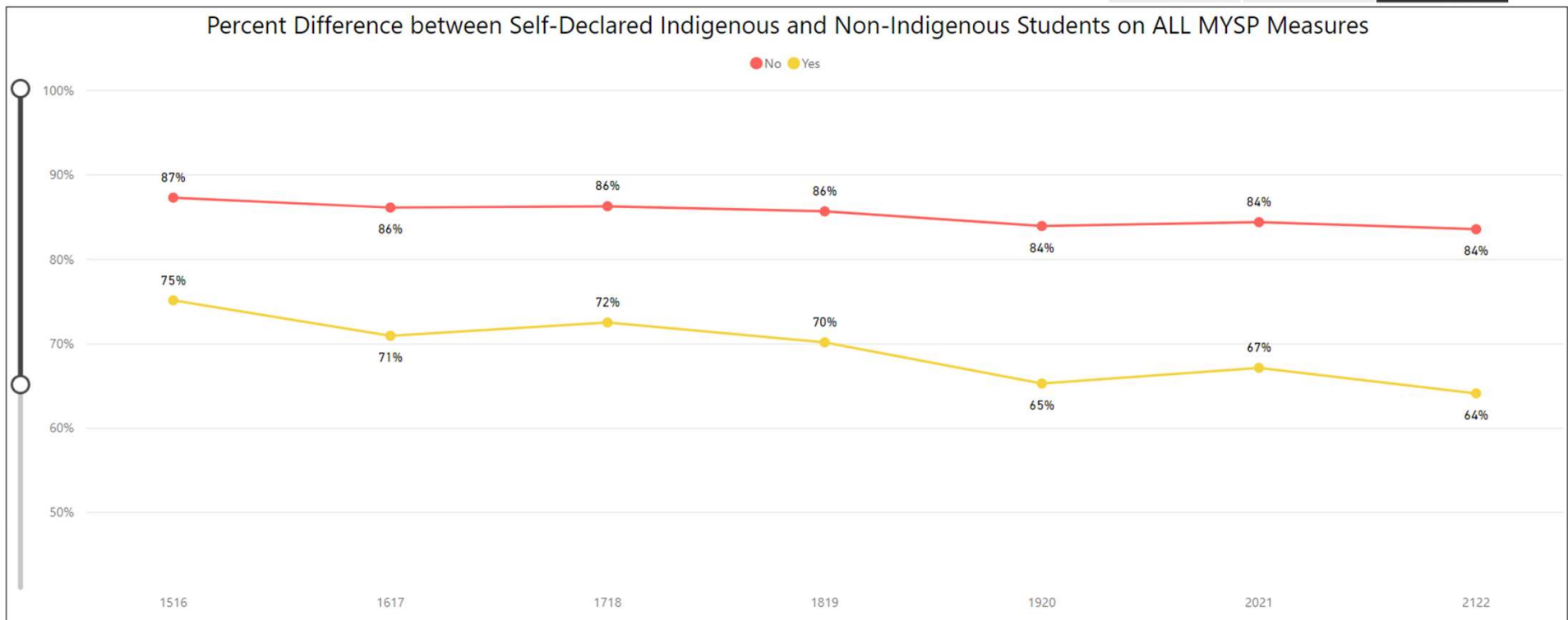


SES_LevelStudentCommunity

High

Low

Medium



Go back

1-8Trend Picker ...



Trends in MYSP Meas... | Data updated 2/7/23

90%

1-8 Measure: Trends by Indigenous Status

SchoolName

All

Specific Skill

All

Communication Skills

Creativity/Artistic Literacy

Critical Thinking

Language Comprehension

Numeracy

Physical Literacy

Problem Solving

of students

4470

SES_LevelStudentCommunity

High

Low

Medium

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

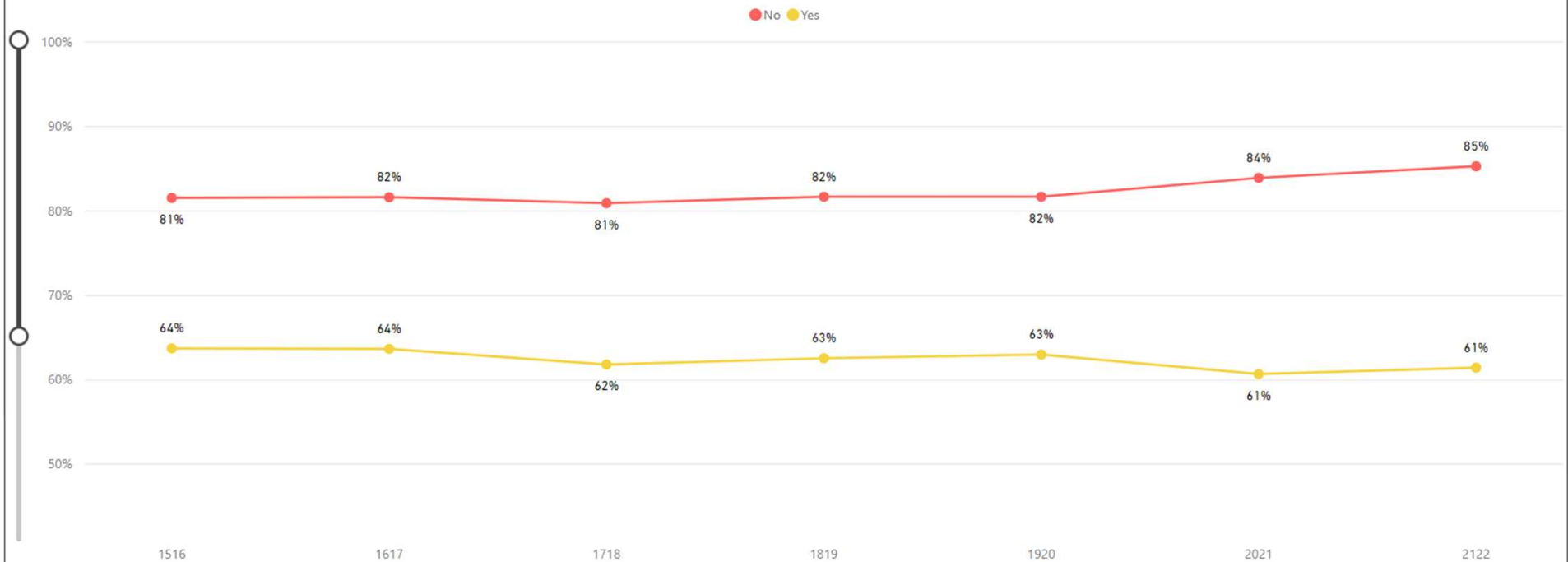
Grade 6

Grade 7

Grade 8

Special Needs

Percent Difference between Self-Declared Indigenous and Non-Indigenous Students on ALL MYSP Measures



Go back

1-8Trend Picker ...

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Trends in MYSP Meas... | Data updated 2/7/23

- 90% +

High School Trends by Indigenous Status

of students
12K

☐ Sem 1
☐ Sem 2
☐ Year

SchoolName

All

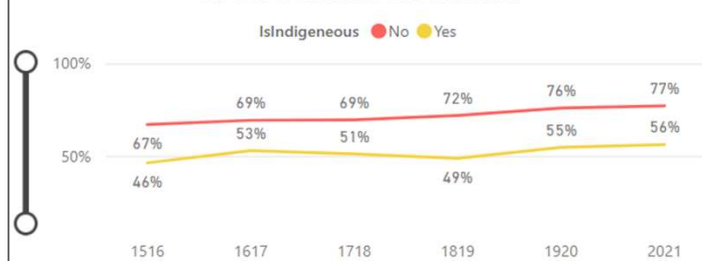
09

10

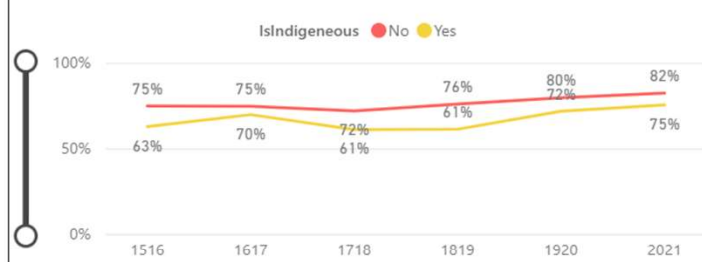
11

12

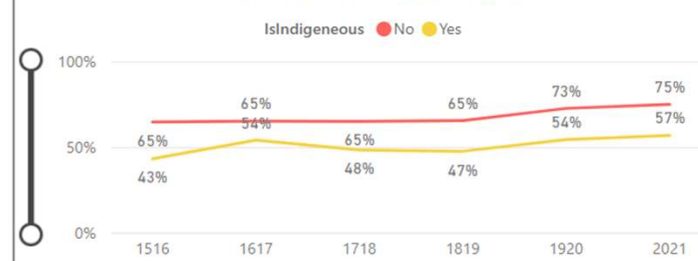
ELA: % of Students at Benchmark



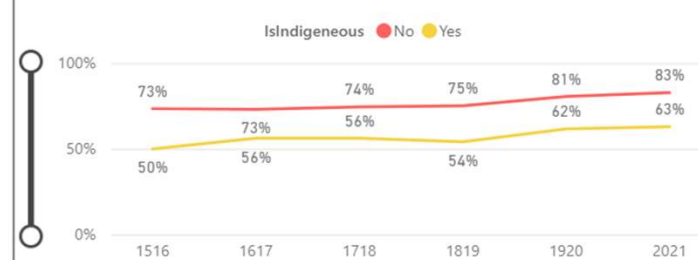
FLA: % of Students at Benchmark



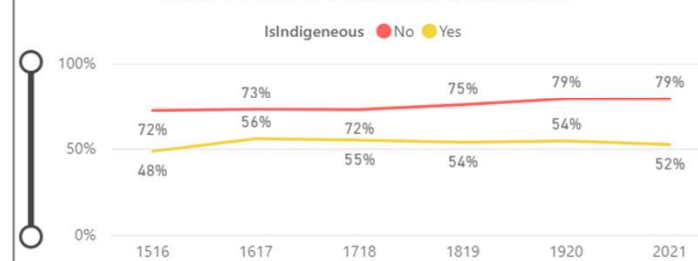
Math: % of Students at Benchmark



Science: % of Students at Benchmark



Social Studies: % of Students at Benchmark



Subject & Course

ELA

ELA
ELA: Comprehensive
ELA: Literary
ELA: Transactional

FLA

FLA

Math

Math
Math: Applied
Math: Applied_Pre-Calculus
Math: Calculus
Math: Essential
Math: Pre-Calculus

SC

Science
Science: Biology
Science: Chemistry
Science: Physics

SS

Social Studies
Social Studies: Geography
Social Studies: History

Go back

9-12Trends by Ind

< > ↺

Trends in MYSP for C... | Data updated 5/18/22



Identity

Wellbeing

Learning

Our
Impact

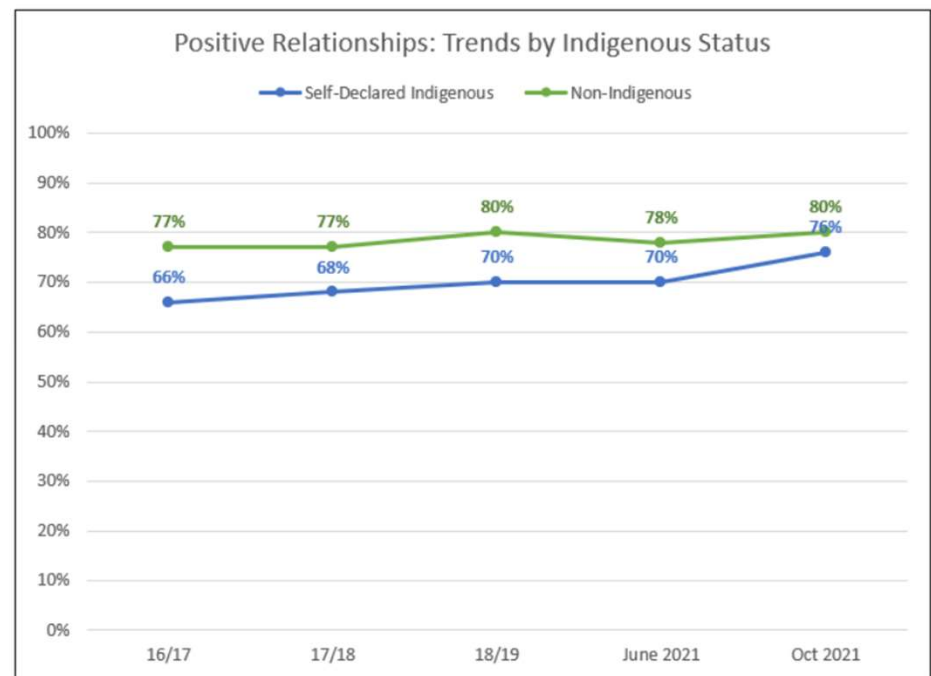
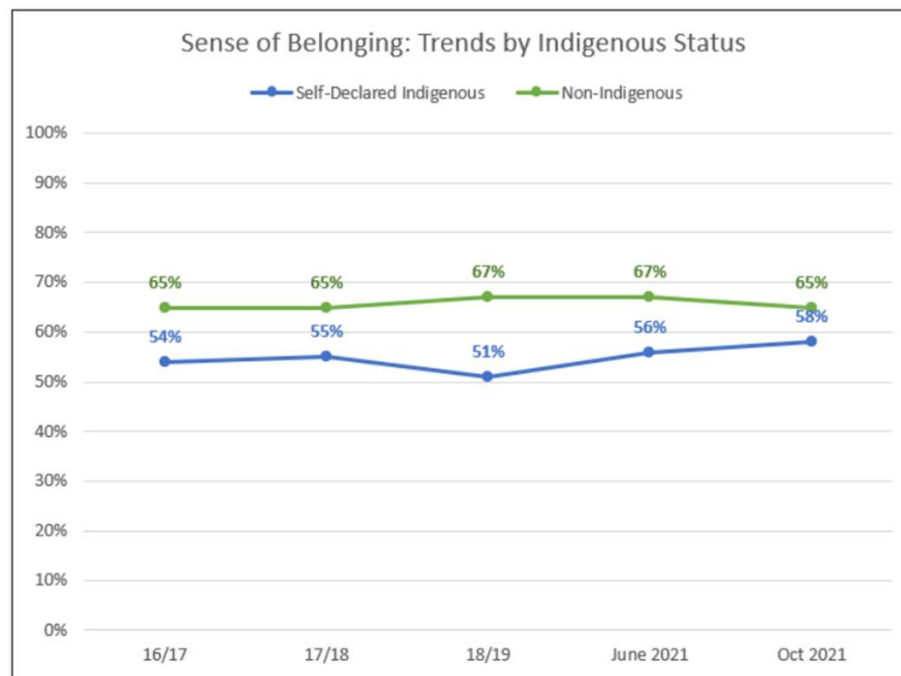
- *Student and Staff Demographics and Diversity*

- *Report Card Data*
 - *Mark Distribution*
 - *Credit Attainment*
 - *Grad Rates*
- *EYE DA & TA*
- *CTOP*

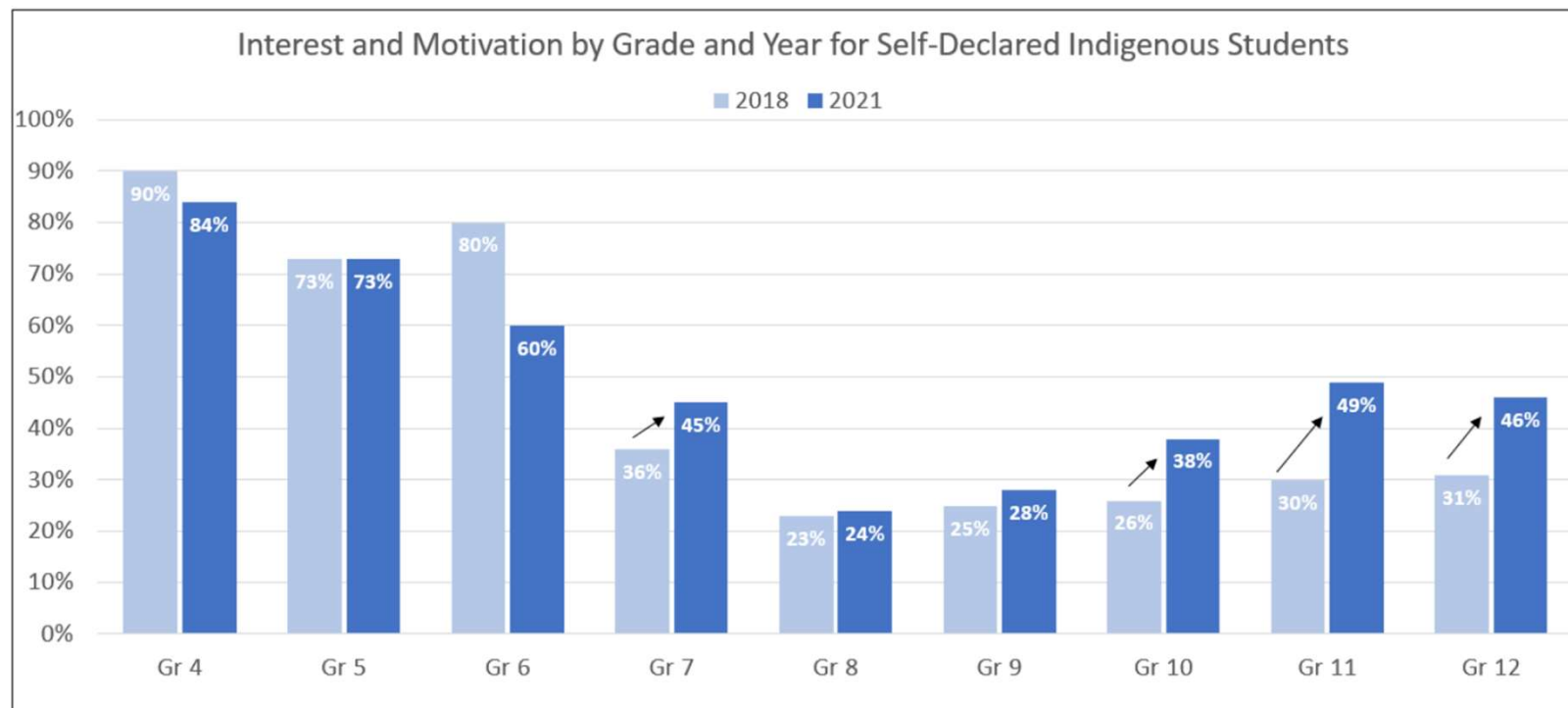
- *OurSchool Survey*
- *Report Card Data*
 - *Learning Behaviours*
 - *Attendance Data*

- *Our Collaborative Learning Cycles*
- *Our Early Literacy Project*
- *Our Writing Project*
- *Our Numeracy Project*
- *Our Thinking Project*
- *Our DEI and AR Initiative*
- *Class Size and Dynamics*
- *Student Services Staffing and Core Competencies*
- *Full-Day K*
- *School and Classroom Supports*

In the last few years, there has been a greater increase in the percentage of Indigenous students reporting a **positive sense of belonging and positive relationships** on our OurSchool survey. The sense of belonging that we want to be better for everyone (raise and level), is happening and the gap is reducing.

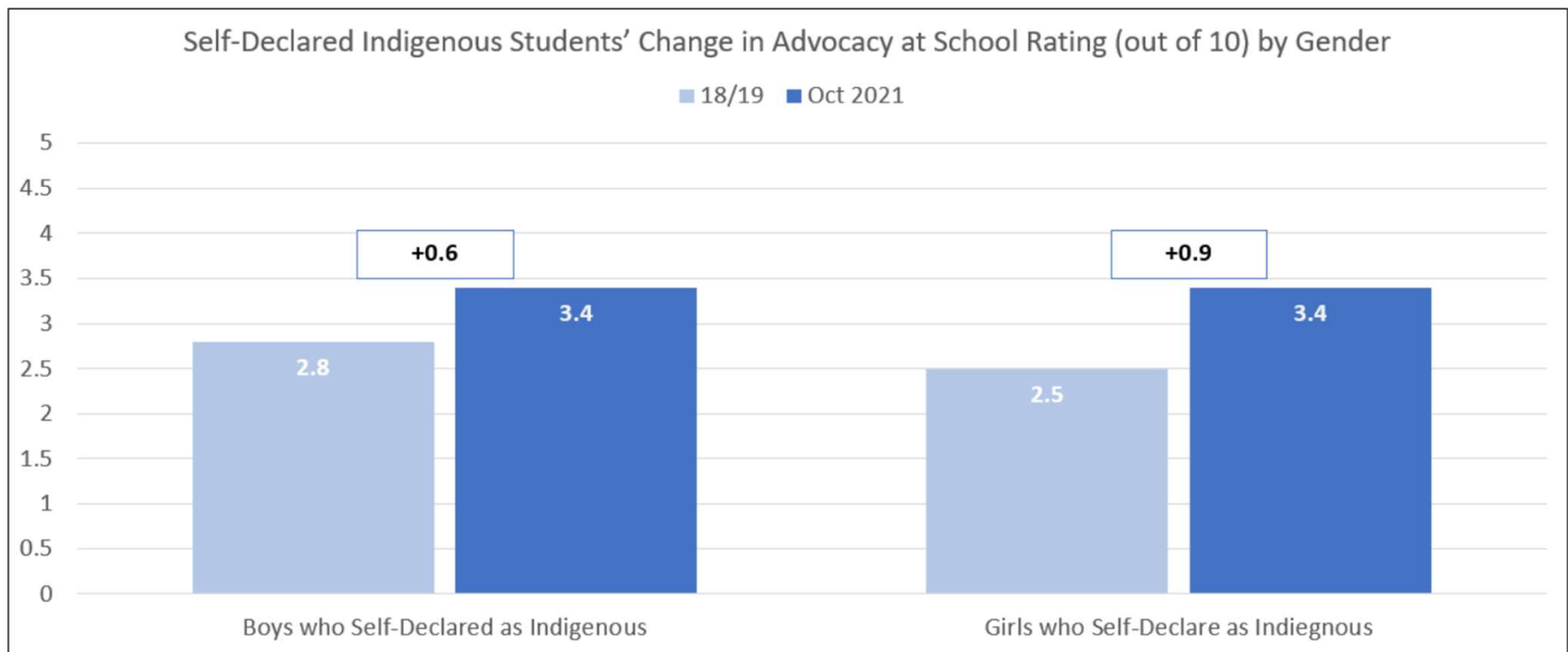


Compared with previous years, this last year saw greatly improved **interest and motivation** scores for Self-Declared Indigenous students in grades 7, 10, 11 and 12



[Click here to follow link](#)

Advocacy at school (self-reported) has been steadily increasing over the last several years, with the greatest spike seen between 2018/19 and 2021/22. Indigenous students, especially Indigenous girls, report great improvements in advocacy since 2018/19.





Identity

Wellbeing

Learning

Our
Impact

The
"Holy
Grail"

- **Student and Staff Demographics and Diversity**

- **Report Card Data**
 - Mark Distribution
 - Credit Attainment
 - Grad Rates
- EYE DA & TA
- CTOP

- OurSchool Survey
- Report Card Data
 - Learning Behaviours
 - **Attendance Data**

- **Our Collaborative Learning Cycles**
- Our Early Literacy Project
- Our Writing Project
- Our Numeracy Project
- Our Thinking Project
- **Our DEI and AR Initiative**
- **Class Size and Dynamics**
- **Student Services Staffing and Core Competencies**
- **Full-Day K**
- **School and Classroom Supports**

Fall Student Absence Rates: An Analysis of Absences in the Context of a Pandemic

Table of Contents

Page	Questions Addressed
Introduction	What is the impetus behind this report and why is it important?
LRSD Absence Measures	How are the absence measures used in this report different from those used in the daily absence dashboard, and how are current absence rates compared with pre-pandemic rates?
Fall Absence Rates by Year	Are we seeing higher absence rates in the first 3 months of the current school year compared with those months in pre-pandemic years?
Fall Absence Rates by Grade	In which grade levels have we seen a greater change in absence rates during pandemic-impacted years compared with pre-pandemic years?
Trends in Chronic Absences	To what degree have chronic absence rates risen during pandemic-impacted years compared with pre-pandemic years?

Click on green page title buttons to navigate to that page.



Back

Fall Absence Rates by Year

The combined student absence rate for the months of September, October, and November of 2022 was much higher than the pre-pandemic rate for these months.

Every year, **November is the fall month with the highest absenteeism**. This year, the absence rate in November is more than **double** that of pre-pandemic years (15.0% compared with 7.2%).

September

October

November

(Click on a month to see the line graph display yearly data for that month only.)

Overall, higher absence rates are evident in all three pandemic years compared with pre-pandemic years. While the trends over the last 4 years vary slightly by grade level, the **current year's absence rate is the highest rate ever recorded in the fall months of any school year** dating back to 2014. This fact is true for almost every grade level.

Kinder

Grade 5

Grade 10

Grade 1

Grade 6

Grade 11

Grade 2

Grade 7

Grade 12

Grade 3

Grade 8

SE

Grade 4

Grade 9

SS

(Click on a grade level to see the line graph display yearly data for that grade only.)

Average Absent Rate for 5
Pre-Pandemic Years (Sept, Oct, Nov)

6.5%

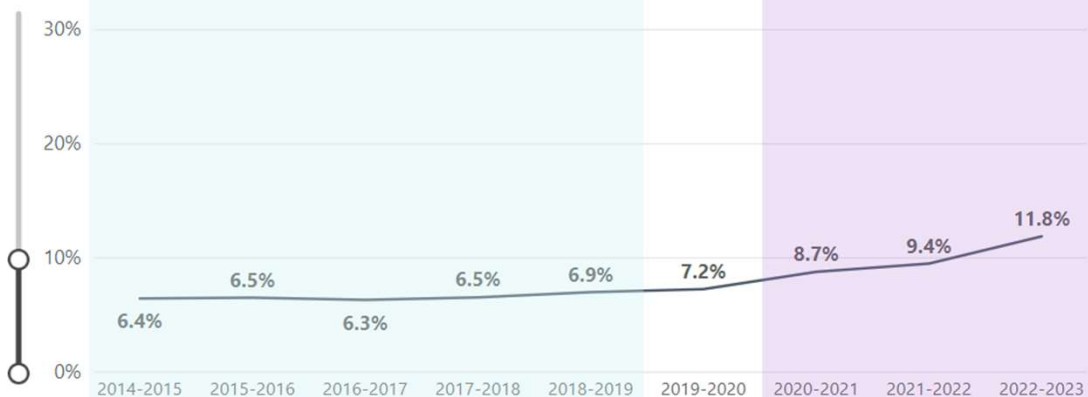
Change in Absent Rate
from Pre-Pandemic Years

5.3%

Current School Year Absent
Rate (Sept, Oct, Nov)

11.8%

Fall Month Absence Rates by Year



Month	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
September	5.9%	5.6%	5.6%	5.7%	5.9%	6.3%	5.9%	8.5%	9.1%	6.5%
October	6.2%	6.4%	6.2%	6.5%	6.9%	7.5%	8.6%	9.5%	10.8%	7.6%
November	7.0%	7.2%	6.9%	7.1%	7.8%	7.7%	11.7%	10.1%	15.0%	9.0%
Total	6.4%	6.5%	6.3%	6.5%	6.9%	7.2%	8.7%	9.4%	11.8%	7.8%

Go back

Fall Absence Rat...



82%

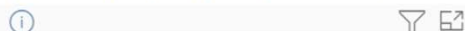


Back

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October

November

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Kinder

Grade 5

Grade 10

Grade 1

Grade 6

Grade 11

Grade 2

Grade 7

Grade 12

Grade 3

Grade 8

SE

Grade 4

Grade 9

SS

(Click on a grade level to see the line graph display yearly data for that grade only.)

Average Absent Rate for 5
Pre-Pandemic Years (Sept, Oct, Nov)

7.2%

Change in Absent Rate
from Pre-Pandemic Years

7.8%

Current School Year Absent
Rate (Sept, Oct, Nov)

15.0%

Fall Month Absence Rates by Year



Go back

Fall Absence Rat...

< > ↶ ↷

82%



Back

Fall Absence Rates by Year

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November

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Kinder

Grade 5

Grade 10

Grade 1

Grade 6

Grade 11

Grade 2

Grade 7

Grade 12

Grade 3

Grade 8

SE

Grade 4

Grade 9

SS

(Click on a grade level to see the line graph display yearly data for that grade only.)

Average Absent Rate for 5
Pre-Pandemic Years (Sept, Oct, Nov)

7.0%

Change in Absent Rate
from Pre-Pandemic Years

12.7%

Current School Year Absent
Rate (Sept, Oct, Nov)

19.8%

Fall Month Absence Rates by Year



Go back

Fall Absence Rat...



82%



Back

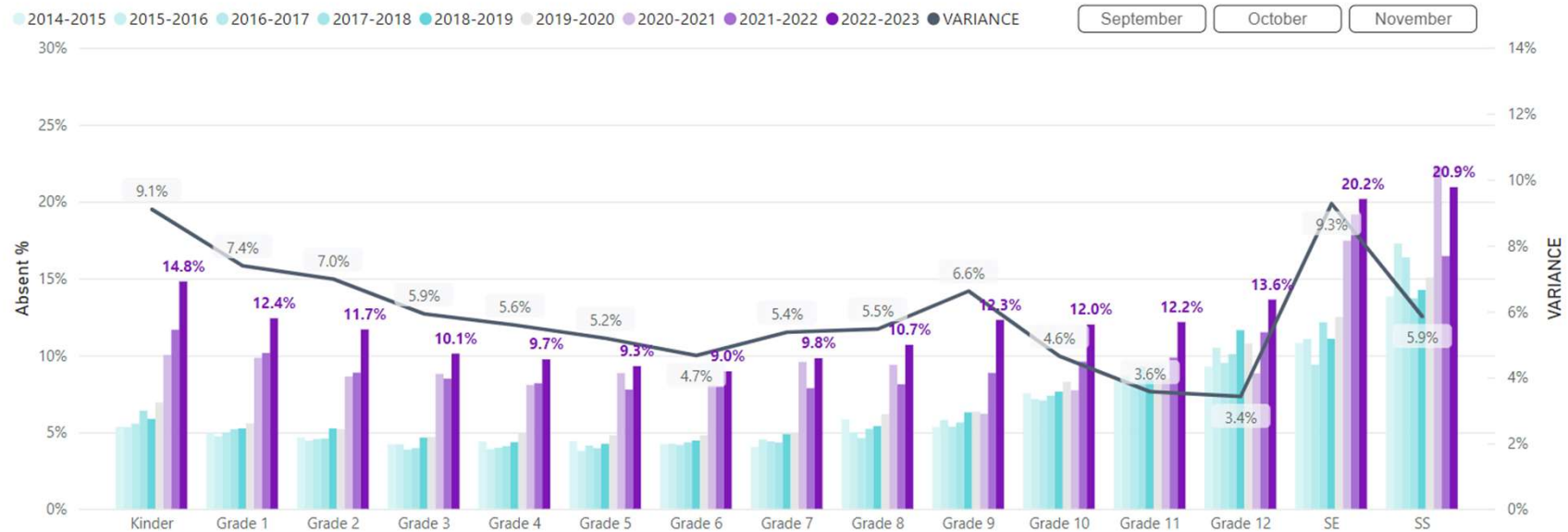
Fall Absence Rates by Grade

Pre-pandemic years are in **green**, pandemic years are in **purple**. The line and values in grey show the Absent Rate Variance (difference) between the pre-pandemic rates and the current year.

Although absence rates in pandemic years are higher than pre-pandemic years for every grade level, in each of the **elementary grades**, absence rates in the current year are **more than double** that of the average pre-pandemic absence rate.

The greatest increase in absence rates from pre-pandemic years is seen in our **youngest students and students provided individualized programming in elementary schools**. Unlike any previous year, fall 2022 Kindergarten absence rates are the highest of any grade level.

Year-Over-Year Fall Month Absence Rates by Grade



Go back

Fall Absence Rat...



82%





Back

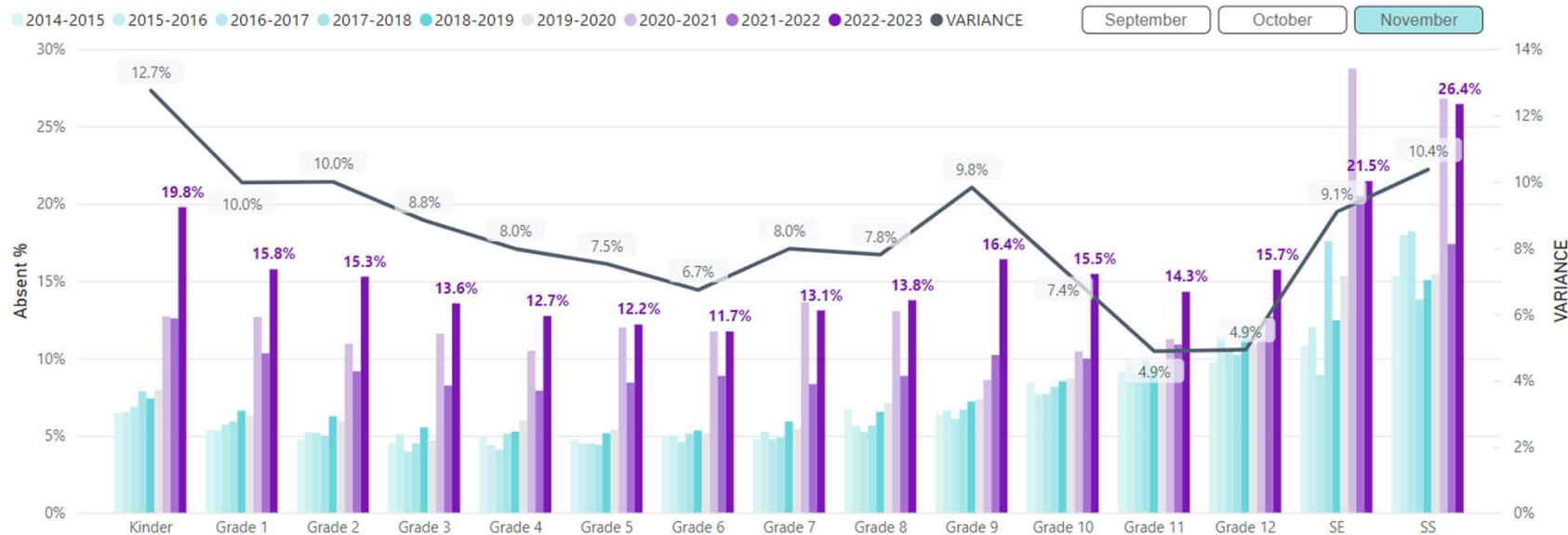
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Year-Over-Year Fall Month Absence Rates by Grade



Go back

Fall Absence Rat...



82%



Back

Trends in Chronic Absences

Absences, when **chronic and sustained**, are disruptive to the learning process. Students are considered chronically absent when their absences exceed 10% of the school year.

Average Chronic Absence Rate
for 5 Pre-Pandemic Years

23.1%

Kinder	Grade 5	Grade 10
Grade 1	Grade 6	Grade 11
Grade 2	Grade 7	Grade 12
Grade 3	Grade 8	SE
Grade 4	Grade 9	SS

(Click on a grade level to see the line graph and table display yearly data for that grade only.)

In this table, students listed as **chronically absent** are absent between 10% and 20% of the school year. Students are listed as **severely chronically absent** when their absences exceed 20% of the school year. Both groups of students are included in the overall chronic absence rates in the line graph above.

In the first full academic year impacted by the pandemic, 5% more students were chronically absent compared with the pre-pandemic average. In 2021/22, that increase was 15%. The current year shows a percent of students who have missed **more than 10% of the year to date**. The greatest increase in the number of chronically absent students is in the younger grades. LRSD is studying to understand and respond to the cumulative impact of repeated chronic absences in consecutive years.

Chronic Absence Rates by Year

Pre-pandemic years are in green, pandemic years are in purple.



Chronically Absent Variance from Pre-Pandemic Years

2019-2020	2020-2021	2021-2022	2022-2023
↑ 2.14%	↑ 7.24%	↑ 15.52%	↑ 18.54%

Number of Chronically Absent and Severely Chronically Absent Students by Year

Degree of Absenteeism	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
Chronically Absent	2141	2063	2228	2399	2466	2597	2605	3766	4381	7173
Severely Chronically Absent	1278	1309	1444	1435	1536	1520	2206	2546	2800	5127
Total	3419	3372	3672	3834	4002	4117	4811	6312	7181	12300

Go back

Trends in Chroni... ▾



82%



Back

Trends in Chronic Absences

Absences, when **chronic and sustained**, are disruptive to the learning process. Students are considered chronically absent when their absences exceed 10% of the school year.

Average Chronic Absence Rate
for 5 Pre-Pandemic Years

18.3%



Kinder	Grade 5	Grade 10
Grade 1	Grade 6	Grade 11
Grade 2	Grade 7	Grade 12
Grade 3	Grade 8	SE
Grade 4	Grade 9	SS

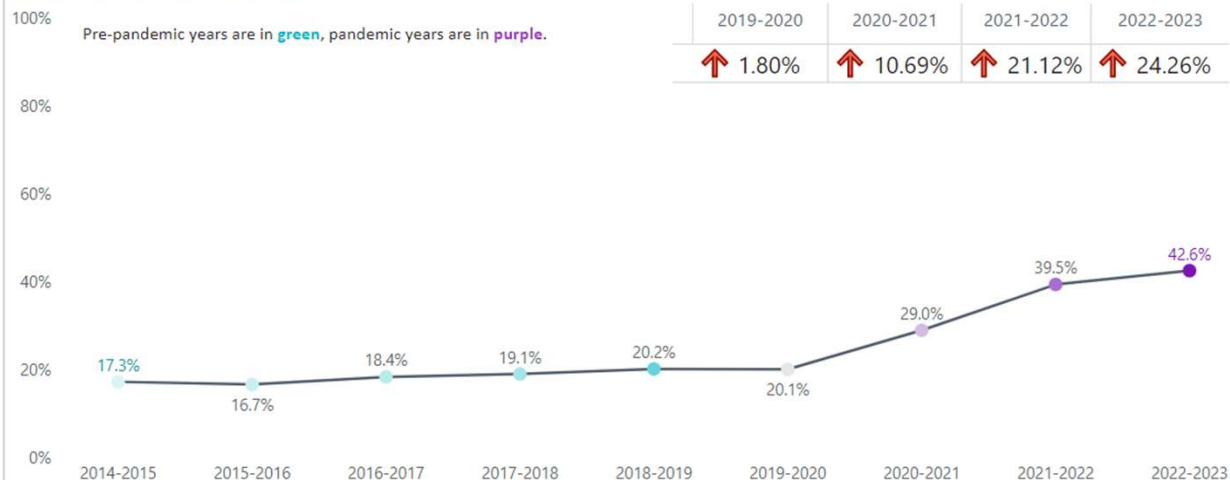
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Chronic Absence Rates by Year

Pre-pandemic years are in **green**, pandemic years are in **purple**.



Chronically Absent Variance from Pre-Pandemic Years

2019-2020	2020-2021	2021-2022	2022-2023
↑ 1.80%	↑ 10.69%	↑ 21.12%	↑ 24.26%

Number of Chronically Absent and Severely Chronically Absent Students by Year

Degree of Absenteeism	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
Chronically Absent	679	674	752	816	864	872	997	1581	1717	3507
Severely Chronically Absent	288	284	321	318	361	332	673	792	959	1840
Total	967	958	1073	1134	1225	1204	1670	2373	2676	5347

Go back

Trends in Chroni... ▾



82%





Back

Trends in Chronic Absences

Absences, when **chronic and sustained**, are disruptive to the learning process. Students are considered chronically absent when their absences exceed 10% of the school year.

Average Chronic Absence Rate
for 5 Pre-Pandemic Years

23.3%



Kinder	Grade 5	Grade 10
Grade 1	Grade 6	Grade 11
Grade 2	Grade 7	Grade 12
Grade 3	Grade 8	SE
Grade 4	Grade 9	SS

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Chronic Absence Rates by Year

Pre-pandemic years are in green, pandemic years are in purple.



Chronically Absent Variance from Pre-Pandemic Years

	2019-2020	2020-2021	2021-2022	2022-2023
	➡ -0.18%	⬆ 9.44%	⬆ 26.85%	⬆ 27.23%

Number of Chronically Absent and Severely Chronically Absent Students by Year

Degree of Absenteeism	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
Chronically Absent	161	149	173	193	183	165	193	390	338	1945
Severely Chronically Absent	86	95	97	109	85	105	148	206	259	1190
Total	247	244	270	302	268	270	341	596	597	3135

Go back

Trends in Chroni...



82%





Back

Trends in Chronic Absences

Absences, when **chronic and sustained**, are disruptive to the learning process. Students are considered chronically absent when their absences exceed 10% of the school year.

Average Chronic Absence Rate
for 5 Pre-Pandemic Years

19.2%



Kinder	Grade 5	Grade 10
Grade 1	Grade 6	Grade 11
Grade 2	Grade 7	Grade 12
Grade 3	Grade 8	SE
Grade 4	Grade 9	SS

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Chronic Absence Rates by Year

Pre-pandemic years are in green, pandemic years are in purple.



Chronically Absent Variance from Pre-Pandemic Years

2019-2020	2020-2021	2021-2022	2022-2023
→ -0.31%	↑ 8.32%	↑ 14.05%	↑ 17.03%

Number of Chronically Absent and Severely Chronically Absent Students by Year

Degree of Absenteeism	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
Chronically Absent	560	603	598	686	678	669	724	1043	1254	2728
Severely Chronically Absent	236	205	234	237	285	249	595	570	611	1376
Total	796	808	832	923	963	918	1319	1613	1865	4104

Go back

Trends in Chroni... ▾



82%



Back

Trends in Chronic Absences

Absences, when **chronic and sustained**, are disruptive to the learning process. Students are considered chronically absent when their absences exceed 10% of the school year.

Average Chronic Absence Rate
for 5 Pre-Pandemic Years

30.6%



Kinder	Grade 5	Grade 10
Grade 1	Grade 6	Grade 11
Grade 2	Grade 7	Grade 12
Grade 3	Grade 8	SE
Grade 4	Grade 9	SS

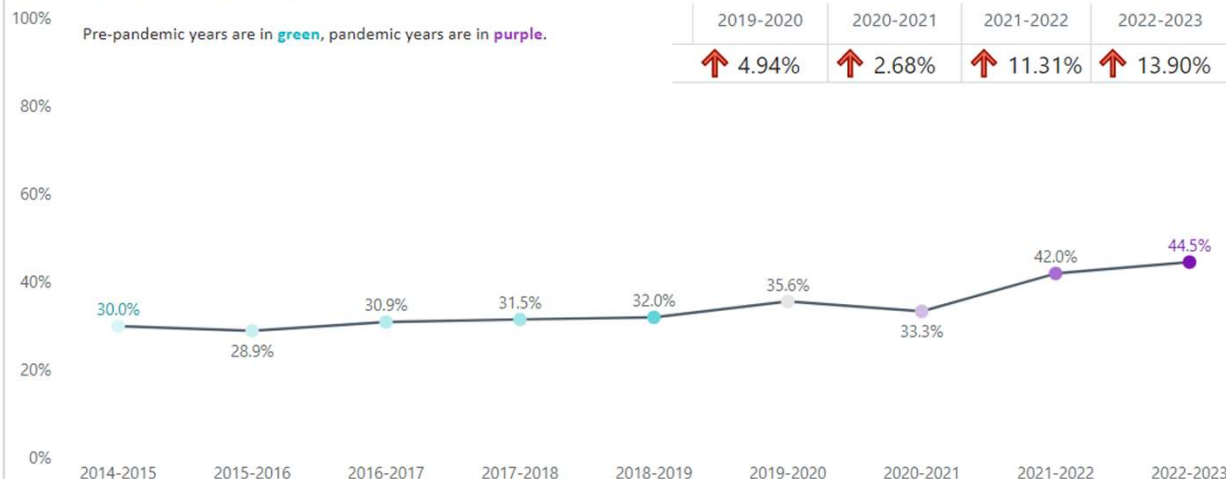
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Chronic Absence Rates by Year

Pre-pandemic years are in green, pandemic years are in purple.



Chronically Absent Variance from Pre-Pandemic Years

2019-2020	2020-2021	2021-2022	2022-2023
↑ 4.94%	↑ 2.68%	↑ 11.31%	↑ 13.90%

Number of Chronically Absent and Severely Chronically Absent Students by Year

Degree of Absenteeism	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
Chronically Absent	857	742	830	853	879	1009	837	1100	1334	3451
Severely Chronically Absent	690	755	818	814	824	852	854	1098	1133	3202
Total	1547	1497	1648	1667	1703	1861	1691	2198	2467	6653

Go back

Trends in Chroni...



82%



Back

Trends in Chronic Absences

Absences, when **chronic and sustained**, are disruptive to the learning process. Students are considered chronically absent when their absences exceed 10% of the school year.

Average Chronic Absence Rate
for 5 Pre-Pandemic Years

44.0%



Kinder	Grade 5	Grade 10
Grade 1	Grade 6	Grade 11
Grade 2	Grade 7	Grade 12
Grade 3	Grade 8	SE
Grade 4	Grade 9	SS

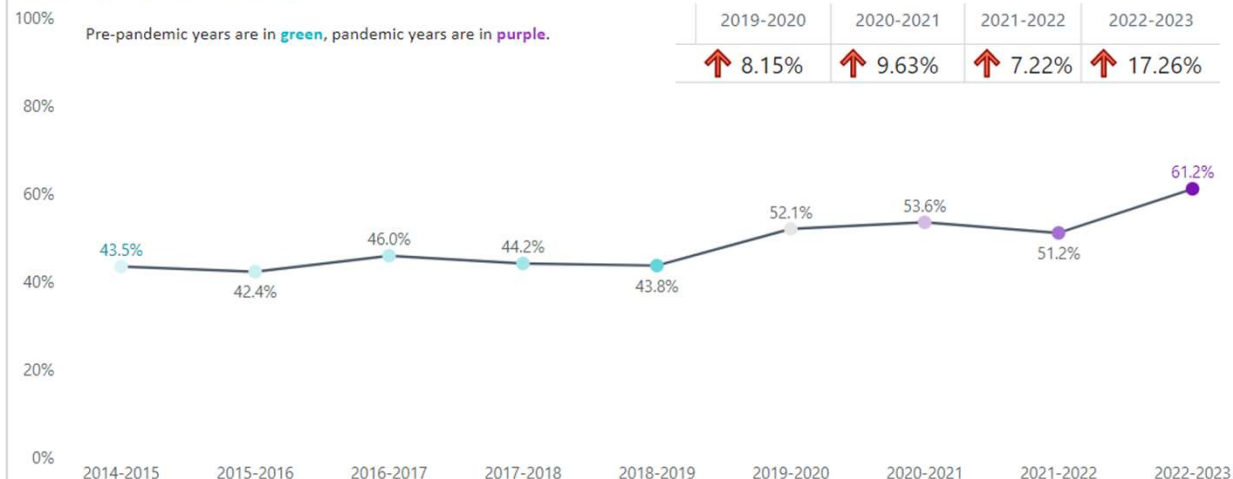
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Chronic Absence Rates by Year

Pre-pandemic years are in green, pandemic years are in purple.



Chronically Absent Variance from Pre-Pandemic Years

2019-2020	2020-2021	2021-2022	2022-2023
↑ 8.15%	↑ 9.63%	↑ 7.22%	↑ 17.26%

Number of Chronically Absent and Severely Chronically Absent Students by Year

Degree of Absenteeism	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
Chronically Absent	46	44	48	44	45	46	48	42	76	161
Severely Chronically Absent	65	67	72	67	67	89	86	87	104	260
Total	111	111	120	111	112	135	134	129	180	421

Go back

Trends in Chroni...



82%

Attendance Report: Table of Contents and Navigation Page

Data Refresh
Schedule:

11:30 am
3:30 pm
6:30 pm

SINGLE DAY Attendance

- Number and % of students in attendance on a given day
- Distribution of reasons for absences on a given day
- School pages show who is away on a given day

Single day attendance
across the division

Single day attendance
in K-8 schools

Single day attendance
in high schools

TRENDS in Absence Rates

- Fluctuations in absence rates over time
- Year-to-date pages show fluctuations in reasons for absences

Year-to-date
divisional trends

Yearly and
monthly trends

Year-to-date school
trends

Year-to-date school
trends

ABSENCE RATES

- Distribution of absences within a school
- Drill into class/course absence details
- Drill into student absence details

Absence rates by K-8
homeroom

Absence rates
by subject area

Absence rates
by course

Flag students with
high absence rates

CHRONIC ABSENCE

- Prevalence of chronic absence (greater than 10% absence rate)
- Identify chronically absent and severely chronically absent students

Chronic
absences across
the division

Relationship
between school
SES and chronic
absences

Chronic absences in
K-8 schools

Chronic absences in
high schools

Divisional
Pages

K-8 School
Pages

High
School
Pages



Chronic Absences: Divisional View

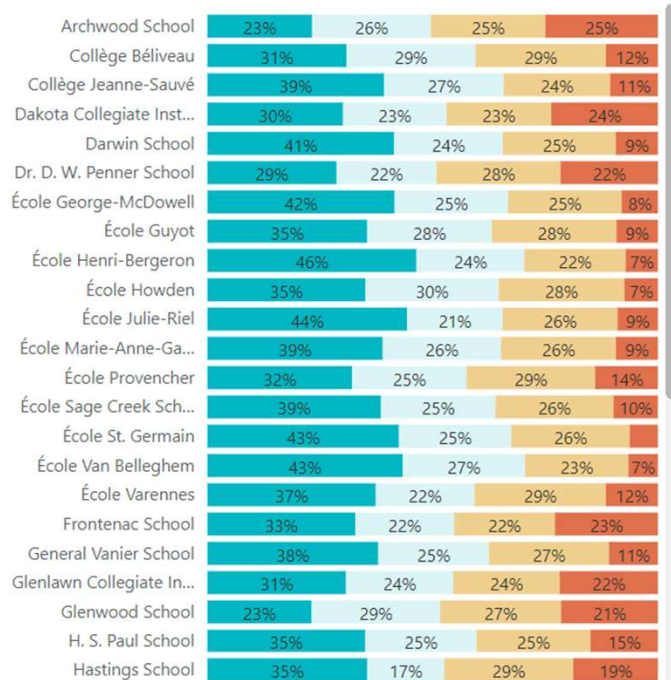
Academic Year

2022-2023



Levels of Absenteeism by School

Regular Attendance At Risk Chronically Absent Severely Chronically ...

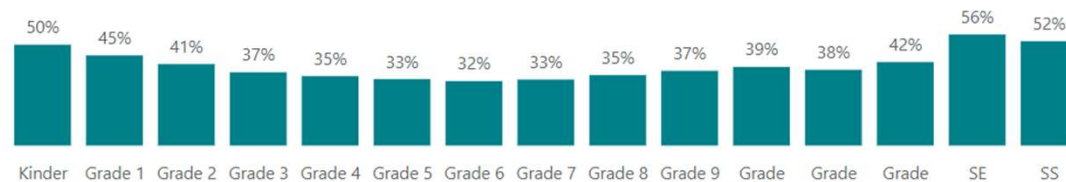


Regular Attendance	At Risk	Chronically Absent	Severely Chronically Absent
Absent 0-5%	Absent 5%-10%	Absent 10%-20%	Absent >20%

Chronically Absent % of Enrolment by Academic Year



Percent of Students Chronically Absent by Grade

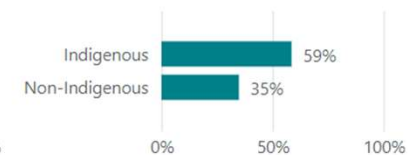


6414
Chronically Absent Count
16712
School Enrolment

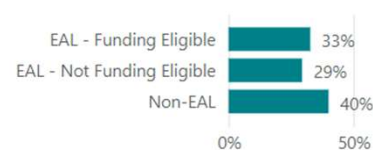
By Gender



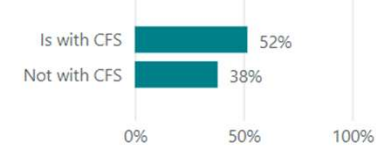
By Indigenous Status



By EAL



By CFS Involvement



Go back

Chronic Absenc...



Attendance

Data updated ...

87%

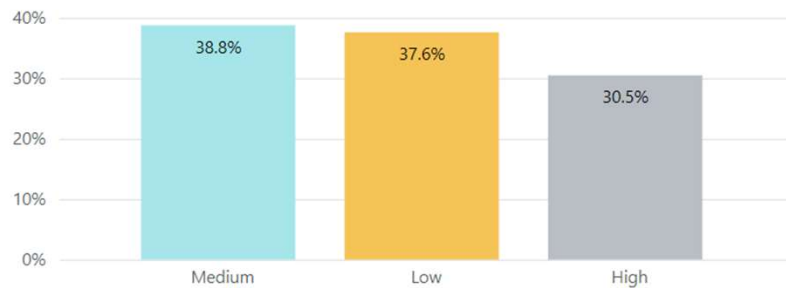


Relationship between School SES and Chronic Absences

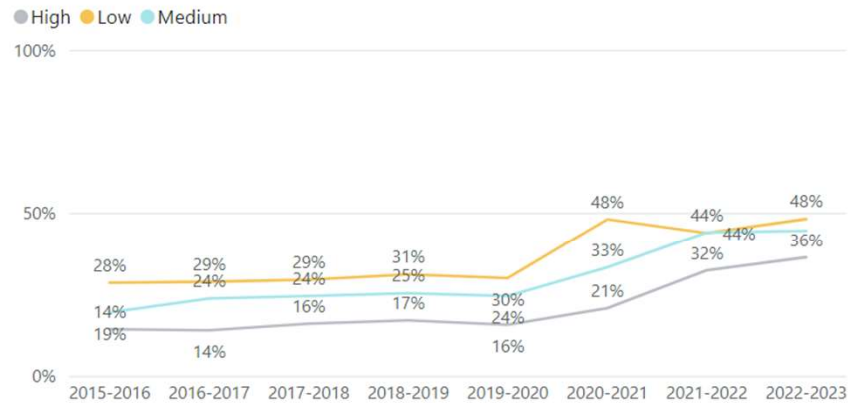
Academic Year

2021-2022

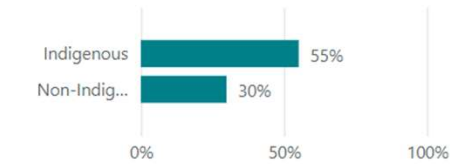
Rate of Chronic Absences by SES Level



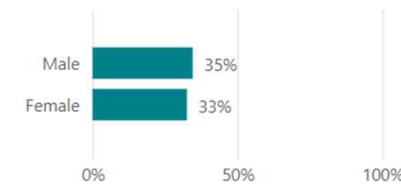
Chronically Absent % of Enrolment by Academic Year and SES Level



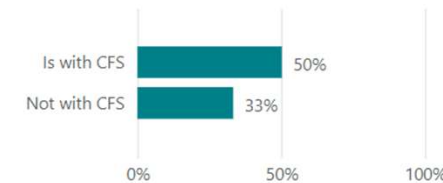
Chronic Absence % by Indigenous Status



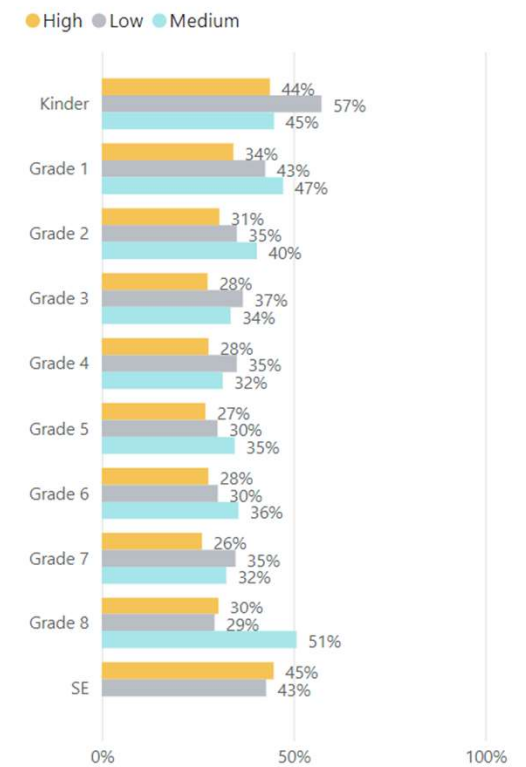
Chronic Absence % by Gender



Chronic Absence % by CFS Involvement



Percent of Students Chronically Absent by Grade



Go back

SES & Chronic A...



Attendance

Data updated ...

87%



Identity

Wellbeing

Learning

Our
Impact

- *Student and Staff Demographics and Diversity*

- *Report Card Data*
 - *Mark Distribution*
 - *Credit Attainment*
 - *Grad Rates*
- *EYE DA & TA*
- *CTOP*

- *OurSchool Survey*
- *Report Card Data*
 - *Learning Behaviours*
 - *Attendance Data*

- *Our Collaborative Learning Cycles*
- *Our Early Literacy Project*
- *Our Writing Project*
- *Our Numeracy Project*
- *Our Thinking Project*
- *Our DEI and AR Initiative*
- *Class Size and Dynamics*
- *Student Services Staffing and Core Competencies*
- *Full-Day K*
- *School and Classroom Supports*