



Seven Oaks by the Numbers 2018/2019 School Year



Measuring Success



Strength in Numbers

Seven Oaks School Division serves over 12,000 learners as well as their families and the community.

We support them through academics, sports, Arts and in growing as individuals and citizens of the world. We support them at school and beyond classroom hours. We support them by coming together, working together and learning together.

The question is... are we doing a good job?

While there are many ways to measure success, one universal measure is numbers. That's what this report is all about.

In this report, you will see how working together has definitive results when it comes to education. You'll find:

- Significant improvements in SOSD student performance as they move through the grades
- Improvements in the grades of SOSD students from underrepresented populations including Indigenous children, children in care and children who speak English as an additional language
- Our excellent attendance levels compared to the provincial average
- The high number of SOSD students who participate in Arts and sports, as well as other extracurricular activities
- The percentage of our budget that goes directly to supporting students compared to the provincial average

We're proud of our numbers and you should be too. Because the strength of our numbers is due to the strength of our schools, our families and our community working together.

And while there is always room to improve, this report shows we're moving in the right direction.

Measuring Success

Seven Oaks by the Numbers

Community begins at Seven Oaks School Division—and for our students, so does success.

We are very proud that our students consistently perform well in literacy, numeracy, engagement, graduation rates and extracurricular participation, including participation in arts and sports. We also are very proud that our teachers and staff are dedicated to providing our students with outstanding educational experiences, regularly engaging in meaningful discussions and professional development opportunities.

This report is our way of sharing an update on our progress and a glimpse at what's next for our division and its students. When you take a look at Seven Oaks by the Numbers, you'll be proud of our students, too!

Preschool

Early development instrument

The Early Development Instrument (EDI) is a questionnaire used to assess the school readiness of children in Kindergarten. The EDI questionnaire consists of 103 core questions and is filled out by teachers for each one of their Kindergarten students.

The EDI measures school readiness across five domains (areas) considered important aspects of early childhood development relevant to children's successful transition into school-based learning.

This questionnaire is administered every second year. The data below is repeated from last year's report.

Average EDI Scores (2016/2017)	Provincial	SOSD
Physical health and well-being	8.7	8.8
Social competence	8.3	8.2
Emotional maturity	8.0	8.0
Language and thinking skills	8.1	7.7
Communication skills and general knowledge	7.6	7.4

Healthy Child Manitoba

Reader Note: EDI differences between Indigenous and non-Indigenous children largely disappear after socioeconomic status (SES) is taken into account.

Early years

Grade three reading

Reading is fundamental. And while 42.1% of Seven Oaks grade three students are meeting competencies in all areas of reading in English, it's slightly below the provincial average of 47.4%. That being said, over half of French Immersion students (52.5%) are meeting expectations in reading competencies—higher than the provincial average.

The gap between Indigenous and non-Indigenous students, as well as the gap between children in care of Child and Family Services (CFS) and those who are not, has narrowed over the long-term. However, these gaps still remains significant with room for improvement.

In the long term, the percentage of students who are meeting expectations in reading is increasing. This is the progress we want to encourage for all students.

Students who met expectations in all reading sub-competencies

	2014	2015	2016	2017	2018	Long-term	Short-term
Provincial	46.0	46.4	47.3	47.2	47.4	↑	=
Seven Oaks School Division	34.4	44.4	44.5	42.7	42.1	↑	↓
Indigenous students	19.6	23.7	20.3	27.6	25.0	↑	↓
Students receiving EAL services	32.3	40.8	36.8	43.2	27.4	↓	↓
Students under the care of CFS	26.7	21.1	27.5	32.6	30.2	↑	↓
French Immersion	56.7	58.4	57.3	53.1	52.5	↓	↓

Manitoba Education and Training

At Victory School, success in grade three reading leads to a world of possibilities. From connecting with the community to celebrating the love of reading during I Love to Read Month, creating a library of personal writing to helping our students feel like authors and illustrators, we make literacy a focus – and we make it fun!

Literacy, science and social studies are integrated in a cross-curricular approach. We practice the writing process from story maps to final drafts. We even create wordless picture books and share them with our peers, which inspires literacy-rich conversations.

We encourage a love of literacy early in Seven Oaks – and our students gain the skills they need to continue to be successful in school.



Grade three numeracy

When it comes to numeracy, our grade three students are slightly below the provincial average, with 30.7% of our grade three students meeting competencies in all areas. Our French Immersion students are close to being on par with the provincial average, with 32.7% meeting expectations.

While there is still an achievement gap between Indigenous and non-Indigenous students, children in care and those not in care, as well as students who are receiving EAL services and those who are not, competencies in numeracy overall are increasing in the short and long term. We are still on the right track.

Students who met expectations in all numeracy sub-competencies

	2014	2015	2016	2017	2018	Long-term	Short-term
Provincial	31.1	34.2	34.6	35.2	35.9	↑	↑
Seven Oaks School Division	24.7	29.4	32.5	33.8	30.7	↑	↑
Indigenous students	12.7	12.4	14.6	24.5	14.4	↑	↑
Students receiving EAL services	25.8	34.6	26.4	32.4	25.6	↑	↑
Students under the care of CFS	20.0	18.4	13.7	23.9	16.3	↑	↑
French Immersion	41.4	37.9	33.3	32.3	32.7	↓	↑

Manitoba Education and Training

Grade four reading

French Immersion students are also assessed on their literacy in French language.

French Immersion students who met expectations in all French literacy sub-competencies

	2014	2015	2016	2017	2018	Long-term	Short-term
Provincial	47.7%	52.4%	51.4%	54.8%	53.0%	↑	↓
SOSD French Immersion	47.5%	51.3%	22.3%	42.5%	37.1%	↓	↓

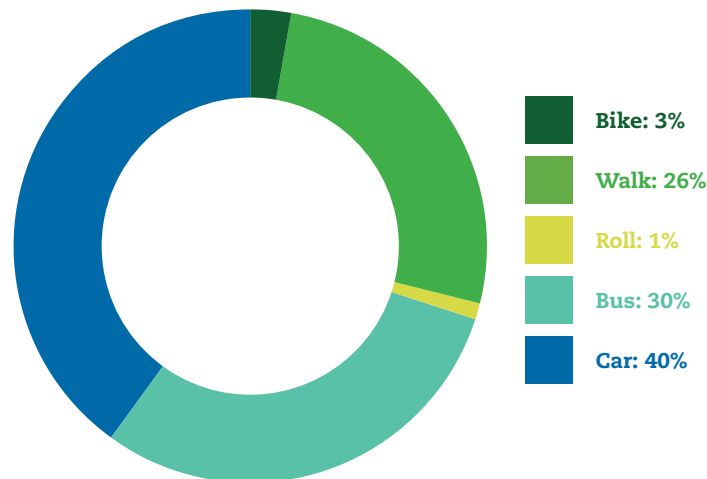
Active transportation

Encouraging active transportation to and from school is one way that Seven Oaks is promoting active and healthy lifestyles early.

Some of the benefits of active school travel (biking, walking or rolling via roller blade/scooter or similar transportation) include:

- Increased physical activity
- Increased readiness to learn which can lead to higher grades
- Reduced traffic, pollution and greenhouse gases
- Fewer injuries
- Increased exposure to sunlight
- Increased neighbourhood safety, social connectivity and sense of community

Active school travel is referred to as the BikeWalkRoll scores, which are calculated by the Green Action Centre. Students self-report how they travel to and from schools.



In May 2019, 13,700 students took part in 604 surveys about how they get to and from school. 30% of students surveyed said they biked, walked or rolled to school.

According to Participation
Canada only

35%

of young people aged

5 to 17

are getting enough daily
exercise to be healthy.

Seven Oaks is working to change that and the BEST (Bicycle Education and Skills Training) program is making a difference. Students in grades four to eight in participating schools are taught to ride safely in traffic. The BEST Bike program is filling empty bike racks and turning reluctant cyclists into confident knowledgeable ones. Seven Oaks is working in partnership with Manitoba Public Insurance, Bike Winnipeg and the Green Action Centre on this initiative.

The BEST Bike program joins Learn to Skate (grades one and two) and Learn to Swim (grade four) as division-wide fitness initiatives that are unique to Seven Oaks.

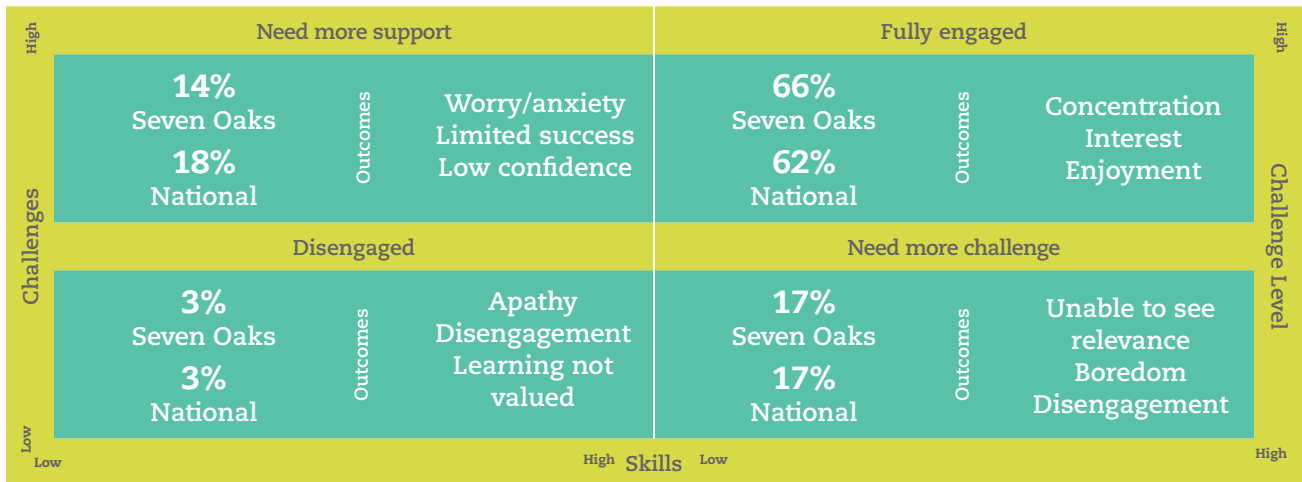
Middle years

Engagement

Engagement is much more than merely being interested in school or being self-motivated to perform certain tasks. When we speak of engagement, we refer to three types: A learner’s sense of belonging (emotional), a learner’s commitment to the outcomes of school (behavioural), and a learner’s intellectual interest (cognitive). The nurturing of all three are critical to the learner seeing themselves within the school, actively participating in the culture of their school, and rising to the challenge of high expectations -- fostering deep skill development, knowledge acquisition, self-efficacy, and agency.

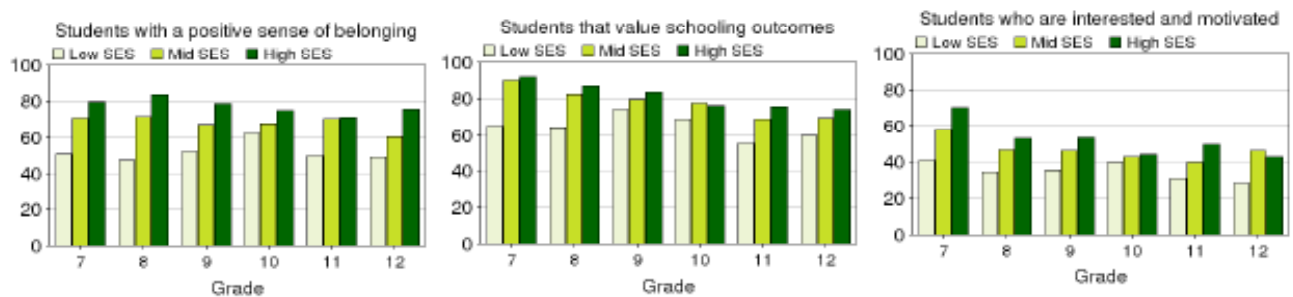
Overall, Seven Oaks learners are engaged compared to the national norm, but we have much work to do as a division to create the conditions and the learning experiences necessary for all our learners to feel part of a community of learners.

At the Middle Years (grades 7 and 8) level, Seven Oaks learners are highly engaged; this is owed to our emphasis and implementation of the Middle Years philosophy. The Middle Years philosophy is a pedagogical approach that honours young adolescents and designs learning experiences with their needs in mind. As such, learners in the Middle Years have one teacher, often for more than one year, they are engaged in project-based and transdisciplinary learning, families are a central part of the learning community, and learners are provided with voice and choice throughout their inquiry. Fundamentally, the Middle Years is based on relationships and we naturally see a high sense of belonging and a positive outlook on school.



As learners leave the Middle Years, however, their engagement level within all three spheres begins to drop off. This is consistent with national trends but a major focus for our Division. Our goal now must be to ensure that our Middle Years learners are challenged cognitively with the already substantive relationship-based approach already in place, and that we maintain this level of engagement into the Senior Years.

As we see below, while learners in the Senior Years feel that school is important and of value and that many have a strong sense of belonging, they are not as engaged intellectually.



As a response to this trend, the Seven Oaks School Division has designed several co-curricular programs in the arts and athletics and we have created and developed award-winning school designs, such as with our Met Schools, Wayfinders, Cooperative Vocational Education (CVE), and our new Land-based Learning Centre. Our schools are fostering deep and innovative learning experiences, as evidenced in our Beyond Grade 12 Now program, our high-altitude balloon programs, our debate league, and our engineering and technology-based programs, to mention only a few. These are all designed to provide all our learners with the experiences and relationships that will ensure they feel they belong, that they are committed to education, and that they are challenged intellectually.



Grade seven numeracy

Again this year, Seven Oaks surpassed the provincial average for grade seven numeracy.

There was slightly more than a 10% increase in French Immersion students who meet numeracy expectations. As well, there was a significant increase in the proportion of students under the care of CFS meeting expectations in numeracy (though the gap between these students and the Seven Oaks average remains consistent).

Overall, the long-term trend is great – and these are the result we love to see for our students.

Students who met expectations in all numeracy sub-competencies

	2014	2015	2016	2017	2018	Long-term	Short-term
Provincial	32.4	32.2	32.5	34.8	35.9	↑	↑
Seven Oaks School Division	28.4	26.4	31.2	37.7	36.0	↑	↓
Indigenous students	6.9	13.0	11.7	15.2	12.4	↑	↓
Students receiving EAL services	29.4	33.8	36.5	42.5	40.0	↑	↓
Students under the care of CFS	3.8	12.9	16.1	8.8	13.2	↑	↑
French Immersion	41.0	19.4	33.1	42.3	53.6	↑	↑

Manitoba Education and Training

When following the progress of a specific cohort of students and measuring the change in percentage of students meeting mid-grade performance in all five numeracy sub-competencies from grade three (Fall 2012) to grade seven (January 2019), the increase we can see is outstanding.

This cohort has made giant leaps, especially for non-Indigenous, EAL, non-EAL and non-CFS student. There is still room for improvement for Indigenous students and students in care.

Percentage of students meeting all sub-competencies in numeracy (English program)

Group	Grade 3 competency in numeracy: Fall 2012	Grade 7 competency in numeracy: January 2019
Provincial	29.9%	35.9%
Seven Oaks School Division	24.4%	36.0%
SOSD French Immersion	58.2%	53.6%
Indigenous	25.4%	12.4%
Non-Indigenous	26.4%	41.4%
Students receiving EAL services	29.9%	40.0%
Non-EAL	22.9%	35.7%
Students under the care of CFS	17.4%	13.2%
Non-CFS	24.7%	37.2%

Grade eight reading

Seven Oaks has been achieving higher than provincial average grade seven reading scores for more than five years. Our French Immersion students in particular are significantly higher than the provincial average, at 81.2%.

In the meantime, the gap for Indigenous and students in care remains significant; however, there is only a small gap between students receiving EAL services and those who are not. We're improving, but we've still got work to do.

Students who met expectations in all reading sub-competencies

	2014	2015	2016	2017	2018	Long-term	Short-term
Provincial	47.7	49.3	49.4	51.3	51.0	↑	=
Seven Oaks School Division	51.5	51.1	53.9	55.6	53.6	↑	↓
Indigenous students	29.3	30.2	28.4	26.9	33.0	↑	↑
Students receiving EAL services	43.8	51.8	48.6	48.3	45.9	↑	↓
Students under the care of CFS	20.0	21.9	24.2	20.8	26.5	↑	↑
French Immersion	55.8	70.0	78.3	92.1	81.2	↑	↓

Manitoba Education and Training

When the same cohort is compared in grade three and grade seven, we see more outstanding improvements for all students, including underrepresented populations such as Indigenous students and students receiving EAL services. French Immersion students increased significantly, reaching 30% higher than the Grade 8 provincial average. Students in care also improved, but slightly more modestly. These increases speak to the early years programming offered to these students.

Percentage of students meeting all sub-competencies in reading (English program)

Group	Grade 3 competency in reading: Fall 2013	Grade 8 competency in reading: January 2019
Provincial	46.1%	51.0%
Seven Oaks School Division	37.5%	53.8%
SOSD French Immersion	57.2%	81.2%
Indigenous	24.7%	33.0%
Non-Indigenous	39.9%	57.4%
Students receiving EAL services	36.6%	45.9%
Non-EAL	37.9%	54.3%
Students under the care of CFS	25.8%	26.5%
Non-CFS	38.2%	55.0%

The number of grade eight Seven Oaks French Immersion students who demonstrated competency in French reading comprehension has increased in recent years, though there was a slight drop in 2018 scores compared to 2017.

French Immersion students who met expectations in all French literacy sub-competencies

	2014	2015	2016	2017	2018	Long-term	Short-term
Provincial	55.0	49.2	59.1	62.6	58.1	↑	↓
Seven Oaks School Division	34.6	42.7	71.7	83.3	64.7	↑	↓

The French reading competency rate for French Immersion students has increased significantly since their grade four assessment, and once again far surpasses the provincial rate.

Group	Grade 3 competency in reading: Fall 2014	Grade 8 competency in reading: January 2019
Provincial	47.7%	58.1%
Seven Oaks School Division	47.5%	64.7%

Grade eight writing

Seven Oaks students are above the provincial average for writing competencies this year. French Immersion students achieved over 30% higher than the provincial average, in spite of a small decrease from 2017 rates.

We are seeing major improvements for Indigenous students and students in care. The gap between Indigenous students and non-Indigenous students dropped in 2018, after hitting a peak in 2017. The gap between children in care and those who are not in care is also closing, but there is definitely room for improvement.

Students who met expectations in all writing sub-competencies

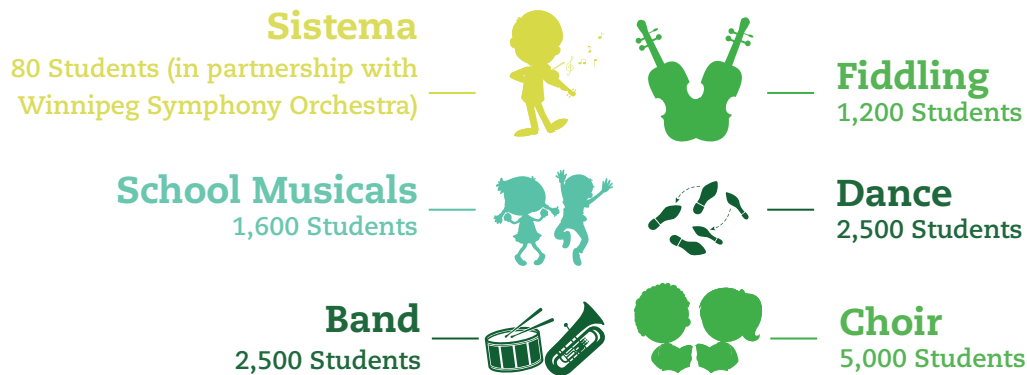
	2014	2015	2016	2017	2018	Long-term	Short-term
Provincial	41.7	41.9	43.8	44.3	44.7	↑	↑
Seven Oaks School Division	40.8	43.6	46.0	42.3	46.7	↑	↑
Indigenous students	16.2	23.9	22.9	15.7	24.8	↓	↑
Students receiving EAL services	35.2	40.0	38.9	35.0	32.8	↓	↓
Students under the care of CFS		18.8	18.2	8.3	14.7	↓	↑
French Immersion	48.1	67.3	69.9	81.0	75.9	↑	↓

Manitoba Education and Training

Participation in arts and sports

Seven Oaks takes pride in taking learning beyond the classroom, meaning that measuring success doesn't just mean looking at academics. We provide many opportunities that give students a way to explore their creativity, team-building and talents through arts and sports programming.

Here are some numbers around arts involvement:



During its first year in operation, the state-of-the-art, 526-seat Seven Oaks Performing Arts Centre hosted 197 school performances and 27 community events.

As for participation in sports:



Senior years

Extracurricular participation

We are pleased with the number of students involved in sports and clubs in Senior Years. The Tell Them from Me survey showed Seven Oaks has a higher rate of participation in school clubs and sports than the provincial average.

Students with a high rate of participation in clubs at school



Grade nine credit attainment

Grade nine credit attainment is a strong predictor of grade 12 graduation. Compared to the provincial average, Seven Oaks students are ahead in this area and have made good improvements since last year.

Overall trends remain positive with long-term and short-term gains for all disaggregated student populations, and only a slight drop from the previous year for the general Seven Oaks student body.

First-time grade 9 math students who attained a math credit by year end

School Year	2013/14	2014/15	2015/16	2016/17	2017/18	Long-term	Short-term
Provincial	87.8%	87.2%	88.3%	88.0%	87.7%	=	=
Seven Oaks School Division	90.9%	89.4%	89.5%	91.6%	91.2%	=	↓
Indigenous students	66.1%	65.9%	61.8%	70.2%	71.0%	↑	↑
Students receiving EAL services	100.0%	95.3%	87.0%	96.3%	98.3%	↓	↑
Students under the care of CFS	66.7%	48.1%	50.0%	61.3%	63.9%	↓	↑

Manitoba Education and Training

First-time grade 9 students who attained an English language arts credit by year end

School Year	2013/14	2014/15	2015/16	2016/17	2017/18	Long-term	Short-term
Provincial	89.0%	89.3%	90.2%	89.7%	89.5%	↑	=
Seven Oaks School Division	91.6%	89.7%	90.4%	92.4%	92.0%	↑	↓
Indigenous students	70.1%	70.5%	61.8%	73.4%	74.8%	↑	↓
Students receiving EAL services	97.5%	84.7%	88.4%	90.2%	98.3%	↑	↑
Students under the care of CFS	72.7%	55.6%	58.3%	64.5%	66.7%	↓	↑

Manitoba Education and Training

Grade twelve exams

The grade 12 provincial precalculus math exam average marks for Seven Oaks students are on par with the provincial average; however, average marks for applied and essentials are lower than the provincial average. Province wide 34% of students took precalculus math; however, in Seven Oaks 44% of students took precalculus math.

Grade 12 provincial math exam average marks (January/June 2019)

	Applied	Essentials	Precalculus
Provincial	62.7%	55.1%	68.4%
Seven Oaks School Division	58.2%	52.3%	68.9%
Indigenous students	N/A	46.2%	67.6%
Students receiving EAL services	N/A	45.6%	65.6%

Overall, the grade 12 English Language Arts (ELA) exam average marks for Seven Oaks students is lower than the provincial average.

The rate for Indigenous students is slightly lower and the rate for students receiving EAL services is slightly below that.

Grade 12 provincial ELA exam average marks (January/June 2019)

Provincial	68.1%
Seven Oaks School Division	66.6%
Indigenous students	62.7%
Students receiving EAL services	57.2%

The grade 12 French exam pass rates are overall lower than the provincial average over the last three years.

Grade 12 provincial French exam pass rates

	Jan 2017	June 2017	Jan 2018	June 2018	Jan 2019	June 2019
Provincial	84.6%	89.5%	87.8%	95.5%	87.2%	89.1%
SOSD French Immersion	68.8%	74.4%	75.0%	92.3%	89.1%	79.2%

Graduation rates

We can definitely take pride in our graduation rate. Our students have worked hard and we know they leave the Division ready to take on their next challenge.



Manitoba Education and Training

*Does not include summer school graduates

In Seven Oaks we want high school graduation to be a launching pad to the future, not a finish line. We want every student to have a plan for their future. To that end, our high school teacher advisors help each and every student to plan courses that will lead them to a future beyond high school.

“I’m really prepared for my future,” said Maples Collegiate co-valedictorian Nixie Miao. “I had amazing teachers who widened my knowledge and also told me to remember to have fun.”

Each year, hundreds of our high school students take Beyond Grade 12 Now courses through the University of Winnipeg, Université de Saint-Boniface and Red River College. The offerings are tuition-free and give students real credits they can apply to a post-secondary degree after their high school graduation.

“The University of Winnipeg has partnered with Seven Oaks School Division for over twenty years to provide university course offerings in the schools, providing students with a safe environment in which to experience university studies and prepare for their future,” said Colin Russell, University Registrar. “UWinnipeg encourages students to inquire about this opportunity and embrace the challenge of going Beyond Grade 12 NOW!”

Hundreds more students enroll in Cooperative Vocational Education (CVE) programs that led to careers, apprenticeships and post-secondary opportunities. CVE programs include Automotive Mechanics, Materials Fabrication, Aircraft Maintenance, Culinary, Healthcare Aide, Early Childhood Educator, Plumbing and Pipefitting, Electrician, Heating, Ventilation and Air Conditioning, Building Construction and Sustainable Energy.

And even more students undertake real-world learning and benefit from mentorship opportunities through internships.

Students who need additional support and encouragement find it through our Wayfinders Program which provides tutoring and mentorship opportunities to over four hundred students each year.

Maples Collegiate co-valedictorian Kimwell Rodella says high school was great – and led him to Wayfinders.

“Wayfinders brought me to a place where I could have more opportunities – community work, volunteering,” he says. “All those things brought me knowledge and skills that I used to get a job. Now I feel I’m prepared for life.”

Post-secondary intentions

Once again, on this year's Tell Them from Me survey the vast majority of Seven Oaks students said they plan to pursue post-secondary education, whether that includes a trade, apprenticeship, college or university. The percentage of grade eight, nine and ten students who said they plan to pursue post-secondary education dropped slightly from 2018, but the percentage of grade 11 and grade 12 students who plan to do so increased.

Percentage of students who plan to pursue post-secondary education

	2018	2019
Grade 7	96%	96%
Grade 8	93%	88%
Grade 9	89%	86%
Grade 10	90%	83%
Grade 11	84%	89%
Grade 12	86%	88%

Attendance

Attendance in school is related to engagement, relationships and ultimately feelings of success. The province of Manitoba measures the average attendance rates of students in grades nine to 12. The chart below shows the most recent 2018/2019 data. Seven Oaks students have a higher average attendance rate than the provincial average.

2018/19 average attendance rate

Provincial	92.9%
Seven Oaks	94.4%



Substance use

Student responses to the Tell Them From Me survey also tell us about substance use in the Division. Seven Oaks students reported lower use of alcohol, tobacco and marijuana than the Canadian average.

	Alcohol	Tobacco	Marijuana
National	22%	9%	11%
Seven Oaks School Division	16%	9%	8%

Since legalization of cannabis, the percentage of students who report using marijuana, both provincially and in Seven Oaks, has actually decreased. Tobacco use also decreased both provincially and in Seven Oaks. However, while alcohol use decreased provincially, it increased slightly in the Division.

Overall, we're doing well, but substance use is always a concern and we will continue paying close attention to these numbers.

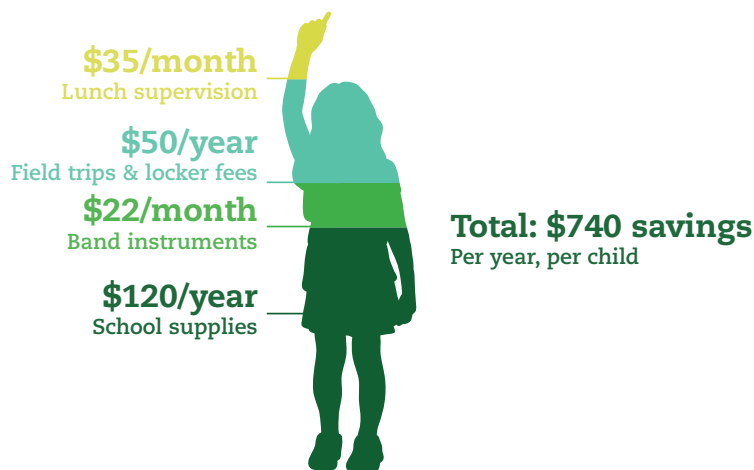
Investing in success

Cost per student

We keep class sizes low for a reason – and one of these reasons is to enable us to provide individual support and rich programs, while keeping costs well below the provincial average.

	2018	2019
Seven Oaks cost per pupil	\$11,502	\$12,074
Provincial cost per pupil	\$12,537	\$12,820
Difference	\$1,035	\$746

Savings to parents



Savings to parents

No two students are alike. Even siblings can be as different as night and day.

Reasonable class sizes make it possible for teachers to know their students as individuals and build strong relationships with them. This means that teachers know students' learning styles, know their interests, know who needs encouragement and support and who needs to be challenged. They know when a student is having a bad day, when they're bored and when they need a pat on the back.

In the 2019-2020 school year class size averaged **19 students** in Kindergarten to grade three and **22** in grades four through eight.

Every Seven Oaks student has a teacher advisor who mentors and guides them through high school to graduation and beyond. Students stay with the same advisor for all four years of high school. High School Teacher Advisor groups averaged **18 students**.

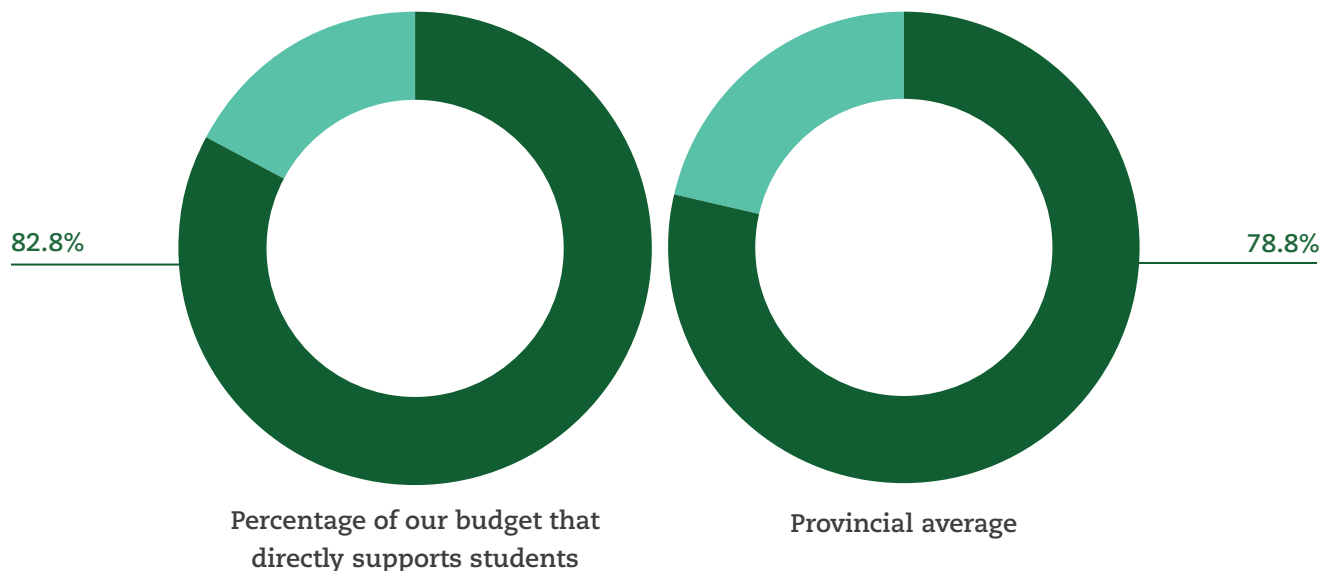
Seven Oaks is able to maintain healthy class sizes by keeping administrative costs low and directing resources to the classroom where they make the most impact. Seven Oaks spends more of its budget in the classroom than any other Winnipeg School Division.

Students with challenges are served in their classroom. Difficulties are identified early and extra help is provided to put students on a path to success early.

In Seven Oaks we strive for success – one student at a time. Reasonable class size means we can succeed.

Percentage of budget

We consistently devote a significant percentage of our budget to the classroom. Our investment directly in the classroom is the highest of all school divisions in Winnipeg and the second highest in Manitoba.





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