



K-12 FRAMEWORK FOR CONTINUOUS IMPROVEMENT

Reporting for 2025-2026
Submitted October 31, 2025

Hanover School Division Profile

a. Brief overview of relevant geographic or demographic information as well as specific school division strengths, equity issues and/or challenges

Hanover SD is located in southeast Manitoba and includes the communities of Blumenort, Kleefeld, Landmark, New Bothwell, Grunthal, Mitchell, Niverville, and Steinbach. As a region with a growing population, the division is pleased to have opened its 20th school this fall. These communities are diverse and offer a variety of opportunities for students. Each school and community is unique and students can access full curricular programs as well as many extra-curricular opportunities.

HSD has numerous strengths including communities who support public education. Schools can offer numerous curricular, co-curricular and extracurricular activities for children to meet their interests and needs. We have a strong support network of student services clinicians and teachers who support classroom teachers with students who have diverse learning profiles and needs.

A challenge is the ongoing enrollment pressure in some communities while others are not growing at the same rate which creates opportunities to consider school structure and catchment boundaries.

HSD continues to experience growth through immigration which impacts the schools as teachers learn how to teach students whose first language is not English.

b. Description of senior administration team

HSD's senior administration team consists of:

Superintendent/CEO – Joe Thiessen B.Ed., M.Ed.

Assistant Superintendent – Marlin Adrian B.Ed., M.Ed.

Assistant Superintendent – Leanne Peters M.Ed., Ed.D.

Assistant Superintendent of Student Services – Rod Kehler B.Ed., M.Ed.

c. Division staffing profile

Full-Time Equivalents	Number
Principals	20.5
Vice Principals	12.0
Teachers	527.65
Counsellors	22.0
Resource Teachers	18.5
Educational Assistants	259.35

Speech Language Pathologists	5.0
Reading Clinicians	2.0
Occupational Therapists	4.0
Physiotherapists	0.1
Psychologists	5.3
Social Workers	6.8
Other Professional Staff (specify)	N/A

d. Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Indigenous students

Disaggregation	Number of Students	Percentage of Student Population
English as an Additional Language	2,210	24.18%
Self-declared Indigenous	721	7.89%
Children in Care of CFS	325	3.55%
Children in Care of CFS and Indigenous	246	2.69%

e. Education for Sustainable Development (ESD)

Education for Sustainable Development	Number of Schools
Number of schools in the division	20
Number of schools with an ESD plan	20

2. Website link to the most current school division plan

<https://hsd.ca/learning/continuous-improvement/>

Mission Statement

Hanover is a student-centered school division striving for excellence while developing skills and promoting values for a productive and wholesome life.

Hanover School Division (HSD) Board Priorities



Hanover School Division's priorities are the ABCs. These three areas are:

All students learn the skills, disposition, values, and knowledge required for a productive and wholesome life.

Building the capacity of all HSD staff to enable all students to learn.

Partnering with our Communities to enable all students to learn.

As Hanover School Division continues to build from a solid foundation grounded in current research, we strive to serve children in a manner that will provide them with the knowledge, skills, values, and dispositions to live a good life after high school graduation.

Deeper Learning in HSD aligns with the Global Competencies established by Manitoba Education. School Principals and Vice Principals are engaged in leading staff to integrate the Global Competencies in each classroom in HSD.

Strategic Planning Priorities:

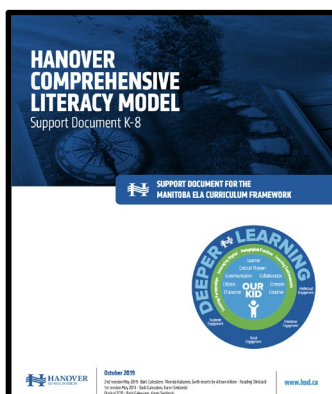
Hanover School Division has three main priorities: Literacy, Numeracy, and Student Well-Being.

Literacy

All students deserve to learn in literacy rich environments, and taught by confident, skilled teachers. Quality literacy instruction supports children in being capable and confident in accessing information, getting lost in a great story and making sense of the world around them.

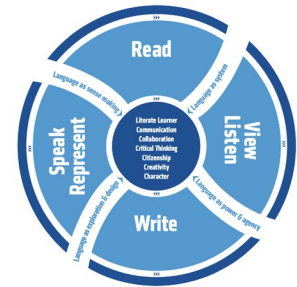
HSD has reconfigured literacy supports to schools to have three Reading Clinician Coaches. These three personnel work with students as determined by schools in K-8. They in turn program for children on their caseloads and these programs are implemented by trained Literacy Support Workers.

The coaching piece involves working with the classroom teachers to provide wrap-around support to ensure that children who are receiving Tier 3 support are returning to classrooms where their classroom teachers have strategies to help each child to be successful. We are encouraged that this model will provide necessary connections between student, classroom teacher and the Reading Clinician Coach.



HSD is in the process of revising our Comprehensive Literacy Support document to better support classroom teachers. While the current

document is comprehensive, it is overwhelming for new teachers who are looking for one or two high leverage strategies.



What Is Structured Literacy?

Structured Literacy is an evidence-based way of teaching reading that helps all children learn to read and write, especially those who struggle. It is systematic, explicit, and focused on how language works.

Key Components

- **Phonology (Sounds in Words):**
Children learn to hear, identify, and work with the sounds in spoken words. For example, recognizing that *cat* and *bat* sound similar or breaking a word like *stop* into /s/ /t/ /o/ /p/.
- **Sound-Symbol Relationships (Phonics):**
Students are taught how letters and groups of letters represent sounds. They learn to “decode” words by sounding them out.
- **Syllable Instruction:**
Students learn how words can be divided into parts (syllables), which helps them read and spell longer words more easily.
- **Morphology (Meaningful Word Parts):**
Instruction includes prefixes, suffixes, and root words (like *un-* in *unhappy* or *-ed* in *walked*), helping students understand word meanings and spelling patterns.
- **Syntax (Sentence Structure):**
Students learn how words and phrases fit together to form sentences, improving both reading comprehension and writing.
- **Semantics (Meaning and Vocabulary):**
Students build a strong vocabulary and learn how to make sense of what they read.

Literacy Screener

Manitoba Education has mandated that all school divisions employ a literacy screener for K-4 students beginning in fall 2026. HSD began to use Acadience as a screener in September 2025. The divisional plan includes a staged training plan for teachers who teach Kindergarten to grade 4. Teachers in K-1 were trained in spring 2025 and teachers in grades 2-4 will be trained in spring 2026.

Until teachers are trained, they will continue to use other tools to support classroom instructional planning for each child.

Provincial Assessments

Grade 3: November

Grade 8: February/March

Grade 12: Semester 1: January and Semester 2: May/June

Teacher Professional Development

The following are some of the Professional topics that will be explored during the school year. Some of these topics are facilitated by HSD staff.

- Building Vocabulary
- Word Work
- UFLI
- Writing Rope

Numeracy

Math skills refer to the mathematical knowledge, concepts and skills necessary for students to succeed in the modern world. They go beyond traditional mathematical knowledge, such as arithmetic and algebra, and focus on developing mathematical thinking, reasoning, and problem-solving skills. These skills are necessary for students to understand and navigate a complex and rapidly changing world.

Another important aspect of 21st-century math skills is the ability to think critically and solve problems. This includes identifying and analyzing a problem, devising and testing solutions, and evaluating the results. These skills are essential not only for math but also for many other subjects and life in general. They are becoming increasingly important in an era of rapid technological change, where individuals must adapt and solve new and complex problems.

Numeracy Data Collection

- Grades 2 - Grade 9 teachers use the mRLC Numeracy Achievement Program (NAP) Baseline assessment to provide teachers with the baseline data to begin programming.

Provincial Assessments

Grade 3: November

Grade 7: February/March

Grade 12: Semester 1: January and Semester 2: May/June

Teacher Professional Development

The following are some of the Professional topics that will be explored during the school year. Some of these topics are facilitated by HSD staff or the mRLC.

- Numeracy Achievement Program (NAP)
- Working with data
- Building Fact Fluency
- Subtraction

Social Emotional Learning and Student Well-being

Social and emotional learning is important to the staff and students in Hanover School Division because it helps students develop the skills they need to manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is also important because it can improve academic achievement, reduce behaviours such as bullying and violence, and promote positive mental health and well-being.

Social Emotional Learning Data Collection

- Grades 3-12- student survey in spring
- School goals based on school-specific survey data

Teacher Professional Development

The following are some of the Professional topics that will be explored during the school year. These topics are facilitated by HSD staff.

- ASIST Training
- Safe TALK
- Trauma Response Interventions
- Safe and Caring Schools Training
- Trauma Informed Classrooms
- Zones of Regulation

Indigenous Education

To advance and respond to the Truth and Reconciliation Call to Action 62i, all school staff are expected to complete Treaty Learning by December 31, 2025. HSD ran two days of Treaty Learning in February 2025 for all teaching staff. All Educational Assistants had one day of Treaty Learning in fall 2024. The other employee groups will participate in one day of Treaty Learning in Oct. 2025. To accommodate those teachers who may have missed Treaty Learning in February, HSD is running eight - half day sessions on treaty learning.

HSD supports an Indigenous Learning Coach who works K-12 with classroom teachers to embed Indigenous perspectives within curricula. HSD has also benefitted from the Elders and Knowledge Keepers Grant. Most schools access these funds to bring Elders and Knowledge Keepers into classrooms to work with children.

Teacher Professional Development

The following are some of the Professional topics that will be explored during the school year. Some of these topics are facilitated by HSD staff or the mRLC.

- Treaty Learning – 8 sessions (half days)
- Gathering of Friends – Roseau River FN

Provincial Grant Reporting

Indigenous Academic Achievement Grant

Some of the IAA Grant supports an Indigenous Learning Coach. Although the Indigenous population is small, it is important that these children feel a sense of belonging within their schools and classrooms. The Learning Coach primarily supports teachers but also specific students who may struggle to find a meaningful connection in school.

Career Development and Life Works Exploration

HSD has a dedicated Career Development and Life Works Exploration Learning Coach who works K-12. Work is ongoing to develop a Career Development in Schools Continuum to help schools to determine where they fall on the continuum. Along with specific events like *Reality Check* for high school students, the Learning Coach also supports the High School Apprenticeship Program. Other Career Development activities also include various programs for EY, MY and HS such as community helper bins, MyBlueprint career exploration and résumé workshops.

Technology Education

Steinbach Regional Secondary School (SRSS) is the Technical Vocational school in Hanover School Division. The following programs are offered at the school.

<ul style="list-style-type: none">● Applied Commerce● Automotive Technology● Carpentry● Collision Repair and Refinishing● Culinary Arts● Design Drafting● Electrical● Esthetics● Graphic Design● Hairstyling	<ul style="list-style-type: none">● High School Apprenticeship Program● Human Ecology● Interactive Digital Media● Visual & Performing Arts● Welding (Metal Fabrication)
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Learning to Age 18 Coordinator

The Learning to Age 18 Coordinator reviews student attendance data, academic data, and behavior data on a regular basis. They provide support and direction to school teams, school clinicians, and school administrators to maintain, improve, and support students who are having trouble remaining engaged in school academics and activities. The coordinator attends student specific planning meetings as needed, leads school profile meetings, and provides training to those stakeholders involved in supporting identified students.

Early Childhood Development Initiative (ECDI)

Hanover School Division participates in the Early Childhood Development Initiative directed by Manitoba Education and Early Childhood Learning. The results are shared with schools and used in their yearly school planning.

Early Years Evaluation (EYE)

Hanover School Division uses the Early Years Evaluation tool for all Kindergarten students. The tool is used to provide teachers with student specific data to address in-year learning needs of students and inform school-level planning with a focus on supporting early literacy skills and healthy childhood development.

French Language Education

Currently, Hanover School Division students receive basic French in grades 5-8. As students transition to High School, French courses are offered as elective courses in all HSD high schools.

Building Leadership Capacity

Admin Council

The HSD admin council consists of all the principals, vice principals and superintendents. Meetings are held approximately once a month and are designed to provide a combination of information and professional learning.

Vice Principal LEADS

This group consists of vice principals in their first five years. The group will meet four times in the school year to discuss leadership and management issues.

Hanover LEADS

Hanover LEADS is a leadership development program with a focus on aspiring school leaders. This group meets eight times during the school year and is facilitated by the Superintendents.

Hanover LEADS: Student Services Edition

The Student Services edition of Hanover LEADS provides an opportunity to deepen those teachers' knowledge and abilities of the support roles found in school buildings. The training focuses on the roles and responsibilities of the learning support teacher and the school guidance counselor as defined by Manitoba Education and Early Childhood Learning. The sessions also review policies and procedures which support inclusion and accessibility for all students.

New Principals Group

This group focuses on first- and second-year principals and meets about four times per year with the Superintendent. The agendas are co-constructed between the superintendent and the principals.

Divisional Data - Observations / Analysis / Targets

Grade 3 Literacy - Percentage of students who met expectations in all three Reading sub-competencies

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Provincial Average	44.9%	45.7%	44.6%	44.9%
HSD Average	48.4%	51.8%	47.4%	51.0%
Girls	50.7%	59.9%	57.2%	56.7%
Boys	46.3%	47.2%	38.5%	45.1%
Non-Indigenous	50.3%	54.2%	48.3%	52.5%
Indigenous	23.8%	27.6%	34.9%	31.1%
Non-EAL	48.7%	53.2%	51.3%	55.4%
Receiving EAL Services	47.3%	46.0%	33.6%	36.9%
Non-CFS	49.9%	52.8%	48.2%	51.3%
In Care of CFS	12.5%	31.0%	13.3%	35.7%

	Gr. 2 Reading Data Report Cards			
Report Card Mark	June 2022	June 2023	June 2024	June 2025
1	13%	20%	15%	14%
2	10%	9%	9%	9%
3	13%	19%	12%	12%
4	59%	45%	64%	60%

ND/NA/IN/IEP	5%	6%	0%	3%
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Grade 3 Provincial Reading Assessment Results and Grade 2 Report Card Data	
Fall 2023 Observations/Analysis	Fall 2024 Observations/Analysis
<ul style="list-style-type: none"> ● HSD students are overall above the Provincial average. ● Girls outperform boys by a noticeable margin. ● Non-Indigenous students fare better than their Indigenous classmates. ● Non-EAL students perform better than EAL students. ● Children in care struggle the most with meeting literacy targets. 	<ul style="list-style-type: none"> ● HSD students made gains from 2023 and continue to perform above the Provincial average. ● Boys made gains but girls are overall still meeting the targets with greater frequency. ● Non-Indigenous students made more gains in literacy over Indigenous children. ● Non-EAL students perform better than EAL students. ● Children in care made gains over 2023 but are still well behind the Provincial average. ● 76% of students received a 3 or 4 on their report cards for reading in June 2024 at the end of their grade 2 school year. These same students were in grade 3 in the fall of 2024 and only 50% of them were able to meet the reading targets on the grade 3 assessment. Typically summer slide is less prevalent for this age group so it is interesting that 26% of students would have declined in their reading abilities between the end of grade 2 and the fall of grade 3.
Performance Targets	Performance Targets

- Continue to focus on Indigenous children, children in care and EAL children.

- Use the Acadiance data and school profile meetings to target specific interventions for Indigenous students, children in care and EAL students.
- Continue to understand the discrepancies between report card data and Provincial Assessment data.

Grade 3 Numeracy - Percentage of Students Meeting Expectations in all Four Sub-Competencies

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Provincial Average	32.6%	34.5%	35.6%	34.8%
HSD Average	24.2%	29.2%	32.0%	35.0%
Girls	22.9%	28.0%	34.6%	32.5%
Boys	25.4%	30.6%	29.6%	37.6%
Non-Indigenous	24.8%	30.7%	32.9%	36.7%
Indigenous	16.7%	13.8%	18.6%	13.3%
Non-EAL	25.8%	31.3%	34.5%	37.0%
Receiving EAL Services	17.3%	20.6%	22.9%	28.9%
Non-CFS	24.7%	30.1%	32.6%	35.5%
In Care of CFS	12.5%	10.3%	6.7%	14.3%

Report Card Marks	HSD Gr. 2 Math June 2022			HSD Gr. 2 Math June 2023		
	Math Knowledge	Mental Math	Problem Solving	Math Knowledge	Mental Math	Problem Solving
1	4%	4%	4%	9.5%	9.5%	11%
2	2%	13%	13%	12.6%	16%	15%
3	27%	27%	27%	32%	25%	30%
4	52%	48%	49%	42%	45%	40%

ND/NA/IN/IEP	7%	7%	5%	4%	5%	5%
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	HSD Gr. 2 Math June 2024			HSD Gr. 2 Math June 2025		
Report Card Marks	Math Knowledge	Mental Math	Problem Solving	Math Knowledge	Mental Math	Problem Solving
1	4%	4%	6%	4%	5%	6%
2	13%	16%	17%	13%	16%	17%
3	29%	28%	31%	28%	28%	30%
4	53%	50%	45%	53%	50%	45%
ND/NA/IN/IEP	0.8%	0.6%	0.9%	1.5%	2%	2%

Grade 3 Provincial Numeracy Assessment Results and Grade 2 Report Card Data	
Fall 2023 Observations/Analysis	Fall 2024 Observations/Analysis
<ul style="list-style-type: none"> • The HSD average continues to be somewhat below the Provincial average. • Boys outperform girls but both groups remain below the Provincial average. • Non-Indigenous students fare significantly better than their Indigenous classmates but still fall below the Provincial average. • Non-EAL students are close to but still slightly below the Provincial average. • Students in care of CFS have poor results on the Provincial assessment. • There's a discrepancy between the grade 2 end of year report cards and the fall grade 3 report card data. • In fall 2022 29% of grade 3 students were meeting expectations. The same cohort of students, a few months earlier at the end of June 2022 demonstrated success in learning the outcomes. Between 75% and 79% of students had either a 3 or 4 on their report cards. This is a significant discrepancy. 	<ul style="list-style-type: none"> • HSD performed slightly better than in 2023 and also slightly better than the Provincial average. • Boys outperform the girls and boys are above the Provincial average. • Non-Indigenous students perform better than their Indigenous peers. • Non EAL students perform better than students in grade 3 receiving EAL services. • Students in care of CFS made gains over 2023 but are still well below the Provincial average. • In fall 2023 32% of grade 3 students were meeting expectations. The same cohort of students, a few months earlier at the end of June 2022 demonstrated success in learning the outcomes. Between 70% and 84% of students had either a 3 or 4 on their report cards. This is a significant discrepancy.

Performance Targets	Performance Targets
<ul style="list-style-type: none"> Continue to focus on Indigenous children, children in care and EAL children. 	<ul style="list-style-type: none"> Continue to use NAP assessments and PD for teaching strategies to support those learners who are struggling with numeracy.

Grade 7 Provincial Number Sense and Skills Assessments

Grade 7 - "Percentage of students who met mid-Grade 7 performance in all five Number Sense and Number Skills sub-competencies"

	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial Average	36.2%	38.1%	39.3%	37.4%
HSD Average	33.9%	38.2%	34.8%	33.8%
Girls	32.5%	38.1%	33.5%	33.5%
Boys	35.5%	38.4%	35.9%	34.0%
Non-Indigenous	37.1%	40.9%	37.3%	35.4%
Indigenous	5.0%	15.7%	9.5%	18.3%
Non-EAL	33.9%	38.6%	35.9%	35.1%
Receiving EAL Services	35.0%	35.7%	23.3%	20.0%
Non-CFS	35.3%	39.6%	35.9%	35.1%
In Care of CFS	0.0%	3.8%	7.7%	3.6%

Grade 7 – Divisional NAP Data (Year-End Baseline Assessment)

	2021	2022	2023	2024	2025
Less than 60%	59%	53%	62%	55%	52%
61% - 65%	9%	8%	7%	7%	6%

More than 65%	32%	39%	31%	38%	42%
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Grade 7 - Numeracy Report Card Data (March/T2)

	2023/2024			2024/2025		
Report Card Marks	Math Knowledge	Mental Math	Problem Solving	Math Knowledge	Mental Math	Problem Solving
1	8%	7%	9%	8%	9%	12%
2	14%	15%	15%	16%	16%	17%
3	16%	19%	19%	21%	19%	24%
4	56%	53%	50%	52%	52%	40%
ND/NA/IN/IEP	6%	6%	7%	3%	4%	6%

Grade 7 Number Sense and Skills Assessment Results, NAP data and Report Card Data

2024 Observations/Analysis	2025 Observations/Analysis
<ul style="list-style-type: none"> HSD students fall slightly below the Provincial average in the Provincial numeracy assessment. Girls, boys, non-Indigenous, non-EAL and non-CFS students all fare about the same which is below the Provincial average. In the NAP baseline, 42% of students scored above 61%. A score of 60% is considered to be necessary for students to experience ongoing success in subsequent grade levels. Looking at report card grades, 53% of students scored a 4 on their report cards in mental math and 56% in math knowledge. In problem solving, 50% of students scored a 4. There is an inconsistency within the same group of children on three key data points. In looking at report cards, students fare significantly better than what is reported on the Provincial assessment. Students also 	<ul style="list-style-type: none"> 2025 shows a similar picture to 2024 HSD students fall slightly below the Provincial average in the Provincial numeracy assessment. Girls, boys, non-Indigenous, non-EAL and non-CFS students all fare about the same which is below the Provincial average. In the NAP baseline, 48% of students scored higher than 61%. This is a slight increase over 2024. Reviewing report card marks, 52% of students scored a 4 on their report cards in mental math and 52% in math knowledge. In problem solving, 40% of students scored a 4. In 2025 a few more students scored 61% or higher on the NAP year end baseline. Report card marks for term 2 were fairly consistent with marks from 2024.

<p>perform better on the end of year NAP baseline than on the Provincial assessment but not as well as their report card grades would indicate.</p>	
<p align="center">Performance Targets</p>	<p align="center">Performance Targets</p>
<ul style="list-style-type: none"> Continue to focus on our priority learners to improve their learning outcomes in numeracy. These groups include our Indigenous students, EAL students and children in care. 	<ul style="list-style-type: none"> Continue to focus on our priority learners to improve their learning outcomes in numeracy. These groups include our Indigenous students, EAL students and children in care.

Grade 8 Provincial Reading Comprehension Assessments

Grade 8 Literacy - Percentage of students who met mid-Grade 8 performance in all three Reading Comprehension in English Sub-Competencies

	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial Average	51.9%	52.3%	51.8%	50.6%
HSD Average	46.5%	52.0%	48.7%	49.5%
Girls	57.0%	57.8%	60.4%	58.1%
Boys	37.1%	46.0%	38.5%	42.2%
Non-Indigenous	49.1%	54.9%	51.7%	51.4%

Indigenous	21.7%	24.2%	23.3%	29.5%
Non-EAL	46.6%	53.7%	50.3%	51.6%
Receiving EAL Services	44.4%	33.3%	33.3%	19.6%
Non-CFS	47.8%	53.4%	49.7%	50.7%
In Care of CFS	20.0%	9.1%	20.8%	13.0%

	Gr. 8 Reading Data Report Cards			
Report Card Marks	March 2022	March 2023	March 2024	March 2025
1	7%	6%	8%	6%
2	13%	15%	13%	12%
3	19%	21%	25%	21%
4	54%	53%	50%	57%
IN/NA/ND/IEP	7%	5%	5%	5%

Grade 8 Reading Comprehension Assessment Results Percentage of Students Meeting Expectation in all Three Sub-Competencies	
2024 Observations	2025 Observations

<ul style="list-style-type: none"> ● HSD students are slightly below average in Reading Comprehension as compared to the Provincial average. ● Girls perform significantly better than boys. ● Non-Indigenous, non-EAL, and non-CFS students all perform about the same as each other and are close to the Provincial average. ● Indigenous students, EAL students and children in care do not meet the same performance levels as their classmates. ● 49% of HSD students were meeting expectations in all three subcompetencies which is different from their term 2 (March) report card marks which show that 75% of students are meeting grade level expectations and earning a 3 or 4 on their report cards. 	<ul style="list-style-type: none"> ● HSD students are slightly below average in Reading Comprehension as compared to the Provincial average. ● Girls perform better than boys. ● Non-Indigenous, non-EAL, and non-CFS students all perform about the same as each other and are close to the Provincial average. ● Indigenous students, EAL students and children in care do not meet the same performance levels as their classmates. ● 50% of HSD students were meeting expectations in all three subcompetencies which is different from their term 2 (March) report card marks which show that 78% of students are meeting grade level expectations and earning a 3 or 4 on their report cards.
Performance Targets	Performance Targets
<ul style="list-style-type: none"> ● Continue to focus on Indigenous, EAL and children in care. 	<ul style="list-style-type: none"> ● Continue to focus on Indigenous, EAL and children in care.

Grade 8 Literacy - Percentage of students who met mid-Grade 8 performance in all three Expository Writing in English sub-competencies

	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial Average	45.0%	45.2%	45.0%	43.7%
HSD Average	47.1%	47.1%	43.8%	42.5%
Girls	56.4%	56.4%	59.4%	56.3%
Boys	37.1%	37.1%	30.2%	30.6%
Non-Indigenous	46.6%	50.5%	46.5%	44.0%
Indigenous	20.0%	15.2%	21.9%	26.2%
Non-EAL	45.2%	48.2%	45.6%	44.3%
Receiving EAL Services	28.9%	35.1%	27.3%	15.2%
Non-CFS	45.4%	48.4%	45.0%	43.6%
In Care of CFS	16.7%	9.1%	12.5%	8.7%

ELA Writing	Gr. 8 Writing Report Card Data			
	March 2022	March 2023	March 2024	March 2025
1	7%	7%	8%	10%
2	15%	19%	15%	12%
3	21%	26%	28%	24%
4	49%	52%	43%	49%
IN/NA/ND/IEP	9%	5%	7%	6%

Grade 8 Expository Writing Results and Report Card Data

2024 Observations	2025 Observations
<ul style="list-style-type: none"> ● HSD students performed slightly below the Provincial average in expository writing. ● Non-Indigenous students perform better than Indigenous students. ● Non-EAL students perform better than their EAL peers. ● Children in Care do not perform as well as the general population in that grade level. ● 61% of students received a mark of 3 or 4 on their March report cards. This is a significant difference from the Provincial Assessment Data. 	<ul style="list-style-type: none"> ● HSD students performed slightly below the Provincial average in expository writing. ● Non-Indigenous students perform better than Indigenous students. ● Non-EAL students perform better than their EAL peers. ● Children in Care do not perform as well as the general population in that grade level. ● 73% of students received a mark of 3 or 4 on their March report cards. This is a significant difference from the Provincial Assessment Data. This is an increase over last year.
Performance Targets	Performance Targets
<ul style="list-style-type: none"> ● Continue to focus on Indigenous, EAL and children in care. 	<ul style="list-style-type: none"> ● Continue to focus on Indigenous, EAL and children in care.

Grade 9 Provincial ELA Credit Assessments

Grade 9 Percentage of First-Time Grade 9 Students Who Attained an ELA (0001/0008/0021) 10F / 10E / 10M Credit

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Provincial Average	88.4%	88.6%	89.0%	87.7%	
HSD Average	93.4%	90.8%	93.6%	93.6%	92.1%
Girls	95.5%	87.9%	94.7%	92.8%	93.5%
Boys	91.7%	93.8%	92.6%	94.5%	90.9%
Non-Indigenous	93.6%	94.1%	94.0%	95.4%	93.0%
Indigenous	91.5%	65.8%	89.9%	77.1%	83.3%
Non-EAL	93.7%	90.5%	93.8%	93.5%	92.0%
Receiving EAL Services	89.2%	100.00%	91.8%	95.7%	93.0%
Non-CFS	93.3%	92.0%	93.7%	93.9%	92.5%
In Care of CFS	96.3%	67.7%	91.2%	85.0%	80.8%

Grade 9 ELA Credit Attainment Rate Percentage of Students Meeting Expectations in all Five Sub-Categories	
2023-2024 Observations	2024-2025 Observations
<ul style="list-style-type: none"> Most students earn a grade 9 ELA credit in HSD. A high percentage of EAL, Indigenous and children in care receive their credits. There's still room for improvement. 	<ul style="list-style-type: none"> Most students earn a grade 9 ELA credit in HSD. A high percentage of EAL, Indigenous and children in care receive their credits. There's still room for improvement.
Performance Targets for 2022-23	Performance Targets for 2025-2026
<ul style="list-style-type: none"> Continue to focus on EAL, Indigenous and children in care. 	<ul style="list-style-type: none"> Continue to focus on EAL, Indigenous and children in care.

Percentage of First-Time Grade 9 Students Who Attained a Math (0080) 10F / 10E / 10L / 10M Credit

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Provincial Average	86.6%	87.2%	87.5%	86.9%	
HSD Average	93.9%	90.4%	92.6%	92.1%	92.1%
Girls	92.5%	89.1%	92.5%	91.0%	93.8%
Boys	95.1%	91.8%	92.6%	93.3%	90.6%
Non-Indigenous	94.2%	93.2%	93.5%	93.8%	93.1%
Indigenous	91.5%	69.9%	84.1%	75.7%	81.8%
Non-EAL	94.1%	90.2%	92.8%	92.0%	92.3%
Receiving EAL Services	91.9%	100.0%	90.2%	93.6%	89.5%
Non-CFS	94.0%	91.5%	93.0%	92.1%	92.7%
In Care of CFS	92.6%	71.0%	85.3%	90.0%	76.9%

Grade 9 Math Credit Attainment Rates Percentage of Students Meeting Expectations in all Five Sub-Categories	
2023-2024 Observations	2024-2025 Observations
<ul style="list-style-type: none"> Most students earn a grade 9 math credit in HSD. A high percentage of EAL, Indigenous and children in care receive their credits. There's still room for improvement. 	<ul style="list-style-type: none"> Most students earn a grade 9 math credit in HSD. A high percentage of EAL, Indigenous and children in care receive their credits. There's still room for improvement.
Performance Targets	Performance Targets
<ul style="list-style-type: none"> Continue to focus on EAL, Indigenous and children in care. 	<ul style="list-style-type: none"> Continue to focus on EAL, Indigenous and children in care.

High School Graduation number of Grads

Hanover School Division Graduation Rates 2021-2025					
	2021	2022	2023	2024	2025
Provincial					
Hanover SD	539	519	445	528	611
Boys	277	249	221	292	304
Girls	262	270	224	236	297
Non-Indigenous	495	489	424	490	555
Indigenous	44	30	21	39	46
Non-Indigenous Boys	257	237	212	276	275
Non-indigenous Girls	238	252	212	214	280
Indigenous Boys	20	12	9	16	29
Indigenous Girls	24	18	12	23	17

High School Graduation	
2024 Observations	2025 Observations
<ul style="list-style-type: none"> Divisionally, 96% of students graduated in four years. 	<ul style="list-style-type: none"> Divisionally, 95% of students graduated in four years.

Grade 12 Provincial Math - Applied Math - Average Marks

The Grade 12 provincial tests were suspended beginning in Semester 2 of the 2019/2020 school year until the end of the 2022/2023 school year.

Year	June 2024
Provincial Average	71.5%
HSD Average	71.3%
Relations and Functions	62.3%
Probability	53.6%
Financial Math	75.6%
Design and Measurement	40.6%
Logical Reasoning	53.3%

Grade 12 Provincial Tests - Applied Math Marks

2024 Observations

- HSD students were on par with the Provincial average.
- Students were strongest in financial literacy.
- Students were weakest in design and measurement

Performance Targets for 2025

- Continue to focus on design and measurement to strengthen that area.
- Continue to focus on logical reasoning and probability.

Grade 12 Provincial Tests - Essentials Math - Average Marks

The Grade 12 provincial tests were suspended beginning in Semester 2 of the 2019/2020 school year until the end of the 2022/2023 school year.

Year	June 2024
Provincial Average	66.1%
HSD Average	64.9%
Vehicle Finance	67.5%
Statistics	45.6%
Precision Measurement	64.9%
Home Finance	68.0%
Geometry and Trigonometry	55.3%
Probability	51.4%

Grade 12 Provincial Tests - Essentials Math – Average Marks
2024 Observations
<ul style="list-style-type: none">• HSD students performed slightly below the Provincial average.• Students performed better in the areas of home and vehicle finance.• Students struggled in the area of statistics.
Performance Targets for 2025
<ul style="list-style-type: none">• Focus on Statistics, probability, geometry and trigonometry

Grade 12 Provincial Tests - Pre-Calculus Math - Average Marks

The Grade 12 provincial tests were suspended beginning in Semester 2 of the 2019/2020 school year until the end of the 2022/2023 school year.

Year	June 2024
Provincial Average	70.9%
HSD Average	85.0%
Transformations of Functions	73.0%
Trigonometric Functions	68.4%
Binomial Functions	75.5%
Polynomial Functions	80.3%
Trigonometric Equations & Identities	69.0%
Exponents & Logarithms	69.3%
Radicals & Rationals	77.3%

Grade 12 Provincial Tests - Pre-Calculus Math – Average Marks
2024 Observations
<ul style="list-style-type: none">• HSD students performed better than the provincial average.• Students performed well in polynomial functions.• Students struggled with trigonometric equations and identities as well as exponents and algorithms.
Performance Targets for 2025
<ul style="list-style-type: none">• Work on trigonometric equations and identities as well as exponents and algorithms.

Grade 12 Provincial Tests – English Language Arts - Average Marks

The Grade 12 provincial tests were suspended beginning in Semester 2 of the 2019/2020 school year until the end of the 2022/2023 school year.

Year	Jan 2024
Provincial Average	-
HSD Average	83.4%

Grade 12 Provincial Tests – ELA – Average Marks
2024 Observations
<ul style="list-style-type: none">• Students perform reasonably well on the ELA Provincial Standards Test.