

School Education Plan and Results Report

Andrew School

2015-2018

Year 3



Mission Statement

Andrew School is dedicated to encourage, promote, and assist students in their quest for excellence in all school-related endeavors.

Belief Statements

- Enhance student learning through increasing student engagement
- Enhance student engagement through a focus on critical thinking and problem solving in all school subjects and activities
- promote student engagement through the delivery of curriculum in a variety of innovative ways
- Students engaged in their learning through the improvement of best practice, assessment, inquiry based learning
- Students engage in activities that expose them to the value of volunteerism and citizenship that develops a desire to help and respect others
- create a learning environment where students take responsibility for their education and engage themselves in their own learning
- Students develop competencies for success as engaged thinkers and ethical citizens
- Students demonstrate proficiency in literacy and numeracy

SECTION ONE: School and Division Goals

School Goals:

GOAL 1: To provide a safe and caring learning environment that promotes social development and encourages a harmonious community.

GOAL 2: To continuously strive to improve literacy and numeracy from Kindergarten to Grade 12

GOAL 3: To develop and encourage cohorts of high academic achievement particularly in the secondary grades.

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: TJ Kennerd

Assistant Principal: Gregory Cruickshank

Counsellors: N/A

Andrew School Quick Facts:

Andrew School is a fantastic blend of a Kindergarten to Grade 12 farm community school, which happens to reside in a beautiful modern setting with all the amenities and technologies of schools in an urban setting. We have a significant population of high needs students and do a wonderful job supporting them and ensuring they succeed in their learning. Andrew School is truly the heart of a community who's population grew 15% last year. The 129 students are taught by 12 teachers and supported by 6 educational assistants. There is a principal and an assistant principal both of whom have teaching duties and also cover Counselling duties, Special Educational needs, Off Campus Education needs as well as registrar and other office duties. There is 1 administrative assistant and 1 custodian aided by 2 support staff.

Programming Highlights:

Andrew School currently hosts students from the ages of 4 to 20. Kindergarten runs 2 or 3 days a week and Grades 1 through 12. We have a growing number of returning grade 12s and students wishing to upgrade. Andrew has a considerable number of high needs students who's needs are met in an inclusion model of instruction.

SECTION THREE: School Education Results Report (2015-2016)

What were the greatest successes/challenges faced in 2016-2017?

With 5 students in grade 12 it was the smallest grad class in Andrew history. Offering all courses in high school curriculum means we continue to have multiple curriculums in the same room at the same time. This is challenging for both students and staff. We continue to face challenges around providing a wide array of secondary courses with a small number of teachers. The greatest success is the gains in reading levels seen with most targeted students. STAR results show promising improvement with the majority of the students.

How, and to what degree, did those successes/challenges impact planning for 2017-2018?

As is normal in such small schools the number of students in each grade can vary quite a bit. This year's Grade 12 class of 16 students is quite a bit bigger than last year's at 16. Unfortunately there are only a few students taking dash one classes making it challenging for the teachers to ensure their academic needs are being met as most time is spent with dash two material. Flex time and work structured around modules attempts to bridge this gap.

Planning for the improved literacy goal is very similar to last year giving release time to a key lead literacy teacher who will continue to do interventions with students identified as in need of support.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

To provide a safe and caring learning environment that promotes social development and encourages a harmonious community.

Division Outcome:

Our learning and working environments are welcoming, caring, respectful, and safe. Priority 2, Goal 1.

Strategies:

Creation of a “Wildcat Pack” program that aims to connect each division 1 student with a division 2 mentor, each division 2 student with a division 3 mentor, each division 3 student with a division 4 mentor. This program will aim to provide students with leadership opportunities and have them take ownership and pride in keeping Andrew a safe and caring community school.

Continued engagement with community stakeholders and parent advisory to ensure it is understood that Andrew School is a community hub with a welcoming atmosphere for all.

Performance Measures:

Tell them from me particularly the questions on safe and caring learning environment., community meetings, parent feedback

School Goal 2:

To continuously strive to improve literacy and numeracy from Kindergarten to Grade 12.

Division Outcome:

More students achieve a minimum of one year’s growth in literacy and numeracy. Priority 1, Goal 2.

Strategies:

Dedicated time for teachers to focus on benchmarking students so they may identify those who are struggling, monitor growth, and align content across subjects developing a culture of literacy and numeracy will be a school wide focus grounded in every subject. We focus on an Response to Intervention (RTI) model that provides targeted interventions for those not responding to regular classroom instruction. We will include consultant support, Speech Language Pathology (SLP) programming, home reading programs, and the use of reading interventions such as Imagine Learning and evidence based numeracy interventions to develop skills in areas of specific deficit.

Performance Measures:

Beginning and end of year benchmarks along with student and staff interviews to survey the adoption of a literacy and numeracy culture school wide. Provincial tests and examinations as well as school created assessment.

School Goal 3:

To develop and encourage cohorts of high academic achievement particularly in the secondary grades.

Division Outcome:

The division uses evidenced-based practices to improve student engagement and achievement. Priority 2, Goal 4.

Strategies:

Building upon the expected success of the strategies in Goals 1 and 2, we will pursue a student identity that promotes our motto and brand “In Pursuit of Excellence”. While continuing to focus on recognizing outstanding academic achievements, students will be recognized for pursuing their own “excellence” in academic endeavors without defining excellence as merely a high mark. An emphasis will be placed on programming and seminars that create a student desire to dream big to pursue careers and education beyond high school

Performance Measures:

The number of grade 12 students writing 4 or more diploma exams will increase. The number of students meeting a standard of excellence and acceptable on diploma exams and PATs will increase. The number of graduates entering postsecondary directly from high school. 3 year diploma completion rate will increase.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	*	*	60.0	0.0	100.0	0.0	60.0	10.0	70.0	0.0	85	15
	Authority	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	School	*	*	46.7	6.7	33.3	0.0	60.0	0.0	60.0	0.0	85	15
	Authority	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	*	*	53.3	6.7	66.7	0.0	80.0	10.0	50.0	10.0	80	20
	Authority	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	*	*	40.0	0.0	*	*	50.0	0.0	60.0	0.0	85	15
	Authority	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	66.7	16.7	66.7	0.0	66.7	0.0	n/a	n/a	100.0	0.0	85	15
	Authority	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
Mathematics 9	School	75.0	25.0	45.5	0.0	45.5	9.1	n/a	n/a	71.4	0.0	87	13
	Authority	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1	77.5	19.4		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Science 9	School	75.0	16.7	41.7	0.0	60.0	10.0	n/a	n/a	66.7	0.0	85	15

	Authority	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0	82.4	26.0		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Social Studies 9	School	72.7	27.3	25.0	0.0	58.3	8.3	n/a	n/a	71.4	0.0	85	15
	Authority	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8	76.4	24.7		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	*	*	*	*	100.0	33.3	n/a	n/a	90	10
	Authority	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0	92.3	13.1		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	School	*	*	100.0	16.7	*	*	88.9	33.3	n/a	n/a	80	20
	Authority	94.7	13.3	95.6	16.7	95.2	13.0	95.1	18.9	94.6	14.8		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
Mathematics 30-1	School	*	*	*	*	n/a	n/a	*	*	*	*	90	10
	Authority	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4	74.0	30.0		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a	85	15
	Authority	75.5	9.9	73.0	13.3	82.1	15.8	76.9	16.2	78.0	17.7		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	School	*	*	*	*	*	*	*	*	*	*	80	20
	Authority	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9	85.4	14.2		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	School	*	*	85.7	0.0	83.3	16.7	*	*	*	*	90	10
	Authority	88.7	14.3	87.6	13.0	87.9	10.1	83.8	8.4	86.5	8.4		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a	85	15
	Authority	84.7	29.8	88.5	28.8	88.0	35.0	85.6	30.5	85.8	33.5		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	School	*	*	*	*	*	*	n/a	n/a	*	*	n/a	n/a
	Authority	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6	82.9	41.0		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	School	*	*	*	*	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5	87.7	44.5		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	88.5	26.1	87.4	27.5	91.1	22.6	84.6	25.7	83.4	26.1		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	Andrew					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	73.2	100.0	70.2	65.9	47.5	78.8	81.6	79.8	82.1	81.2	74.8	75.3	76.5	76.5	77.9
4 Year Completion	74.9	80.3	100.0	74.6	67.4	82.8	84.2	86.4	84.8	86.8	79.2	79.6	79.9	81.0	81.2
5 Year Completion	73.5	76.1	75.1	100.0	81.4	84.3	85.3	86.3	87.8	86.8	80.6	81.5	82.0	82.1	83.2

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	Andrew					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	0.0	5.4	3.8	2.2	7.9	3.6	1.9	2.5	2.2	1.9	3.6	3.3	3.5	3.2	3.0

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	Andrew					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	35.9	38.2	33.8	21.1	28.4	37.8	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0
6 Year Rate	78.2	71.7	51.4	42.7	58.1	67.3	61.6	62.4	63.0	63.2	59.3	59.0	59.7	59.4	57.9

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	Andrew					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	25.0	33.3	n/a	n/a	n/a	62.3	60.8	n/a	n/a	n/a	60.8	62.3

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.															
	Andrew					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	12.1	0.0	23.4	20.9	12.9	11.1	11.1	12.1	9.6	11.6	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	87.9	100.0	76.6	79.1	87.1	88.9	88.9	87.9	90.4	88.4	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	87.9	100.0	70.2	79.1	71.3	85.8	86.5	85.9	87.4	85.8	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	36.6	33.3	19.2	0.0	55.4	73.0	71.5	67.7	69.3	67.5	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	36.6	22.2	19.2	0.0	39.6	59.4	59.7	56.4	58.3	55.7	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	36.6	11.1	12.8	0.0	39.6	39.2	40.5	36.8	38.8	36.1	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	7.3	0.0	6.4	0.0	31.7	12.7	11.7	10.9	12.1	14.0	14.3	11.4	13.1	13.8	13.6

Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	Andrew					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.7	82.2	77.1	82.0	81.0	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	94.5	90.7	88.9	92.5	90.0	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	87.7	82.5	73.5	87.3	90.0	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	80.7	73.3	68.9	66.3	63.1	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	Andrew					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.7	63.2	68.6	69.8	62.7	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	92.7	72.7	86.7	75.0	70.0	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	72.3	57.5	62.9	81.5	68.0	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	64.9	59.4	56.4	52.9	50.0	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	Andrew					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	71.0	66.9	67.5	63.1	88.2	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	72.7	90.9	77.8	62.5	87.5	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	69.2	42.9	57.1	63.6	88.9	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Tell Them From Me		2013	2014	2015	2016
Survey Results					
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Andrew School	83	N/A	57	57
	EIPS	60	N/A	61	64
	Canada	50	N/A	43	50
Effort Percentage of students who report they try hard to succeed in their learning.	Andrew School	84	80	70	72
	EIPS	72	69	70	70
	Canada	65	65	65	69
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	Andrew School	59	59	49	33
	EIPS	39	36	38	40
	Canada	25	25	25	30
Student that value school outcomes Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	Andrew School	N/A	80	65	70
	EIPS	N/A	63	64	65
	Canada	N/A	65	66	73
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Andrew School	7.1	6.9	5.5	5.6
	EIPS	5.9	6	6.1	6.2
	Canada	5.6	5.6	5.6	6
Advocacy at School Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	Andrew School	4.9	4.3	3.7	3.8
	EIPS	2.7	2.6	2.6	2.7
	Canada	2.5	2.5	2.5	2.7

*EIPS data is for Grades through 12

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Andrew					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.1	81.0	74.3	84.7	81.4	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	92.4	90.9	83.3	81.3	77.1	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	78.7	68.8	61.9	92.4	88.1	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	87.1	83.4	77.7	80.3	78.9	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Andrew					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	70.4	66.6	58.7	59.0	63.9	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	83.0	73.9	88.9	74.6	79.7	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	60.4	68.3	42.6	53.4	67.1	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	67.9	57.8	44.7	49.1	45.0	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Andrew					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	74.9	69.7	57.7	58.1	66.5	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	72.7	72.7	66.7	50.0	62.5	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	76.9	62.5	42.9	63.6	80.0	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	75.2	73.8	63.5	60.7	57.1	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Andrew					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.8	77.6	74.6	83.2	90.5	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	96.4	85.2	77.8	85.0	85.0	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	69.2	70.0	71.4	81.5	96.0	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.