

School Education Plan and Results Report

Andrew School

2015-2018

Year 2



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
- To 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 will demonstrate proficiency in literacy
- Students engage in activities that expose them to the value of volunteerism and citizenship that develops a desire to help and respect others
- To 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. This relates directly to EIPS District Priority 2 Goal 1.

GOAL 2: To continuously strive to improve literacy and numeracy throughout the 13 grade levels. This relates directly to EIPS District Priority 1 Goal 2.

GOAL 3: To develop and encourage cohorts of high academic achievement particularly in the secondary grades. This relates directly to EIPS District Priority 1 Goal 3.

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 school, which happens to reside in a beautiful modern setting with all the amenities and technologies of schools in an urban setting. We do 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 115 students are taught by 11 teachers and supported by 5 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. There is a Playschool which runs full days 2 times per week, a kindergarten which runs 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 amount 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 2015-2016?

We had a fairly diverse academic group in Grade 12 to which we offered multiple curriculums often in the same classroom. We continue to face challenges around providing a wide array of secondary courses with a small number of teachers. We successfully met these challenges and saw students very good result across several curriculums in the same classroom.

How, and to what degree, did those successes/challenges impact planning for 2016-2017?

We made some significant changes to the timetable including moving our flex block from Period 5 to Period 3. Formerly, the Flex Period was in Period 5 which attached it to lunch. It was concluded many students did not utilize flex as much as they could have.

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. Data from the Tell Them From Me survey will be used to measure this goal and track its success.

Division Outcome:

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

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 connect 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 council to stress that Andrew School is a community hub with a welcoming atmosphere for all.

Performance Measures:

Tell Them From Me survey, feedback from Parent Council, other informal parent feedback.

School Goal 2:

To continuously strive to improve literacy and numeracy throughout kindergarten to grade 12.

Division Outcome:

More students achieve a minimum of one year’s growth in literacy and numeracy.

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 with a culture of literacy and numeracy being a school wide focus grounded in every subject.

A focus on an RTI model that provides targeted interventions for those not responding to regular classroom instruction, including consultant support, SLP programming, home reading programs, and the use of reading interventions such as Imagine Learning or 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.

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.

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 the academic achievements of outstanding success, students will be recognized for pursuing their own “excellence” in academic endeavours 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. A connection to academic achievement as an intrinsic motivator grounded in self determination theory will be emphasized in school wide planning and decision making.

Performance Measures:

- Increased the number of grade 12’s writing 4 or more diploma exams.
- Increase the number of students meeting a standard of excellence on diploma exams.
- Increase the number of graduates entering postsecondary directly from high school.
- Increased the number of students who achieve a high school diploma in 3 years.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	78.6	0.0	*	*	60.0	0.0	100.0	0.0	60.0	10.0	90	10
	Authority	92.3	21.9	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	School	64.3	0.0	*	*	46.7	6.7	33.3	0.0	60.0	0.0	90	10
	Authority	86.2	23.9	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	School	71.4	21.4	*	*	53.3	6.7	66.7	0.0	80.0	10.0	80	10
	Authority	88.7	40.6	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	School	71.4	7.1	*	*	40.0	0.0	*	*	50.0	0.0	80	10
	Authority	83.6	24.9	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	School	*	*	66.7	16.7	66.7	0.0	66.7	0.0	n/a	n/a	80	10
	Authority	87.2	20.1	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
Mathematics 9	School	*	*	75.0	25.0	45.5	0.0	45.5	9.1	n/a	n/a	75	10
	Authority	76.1	22.8	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Science 9	School	*	*	75.0	16.7	41.7	0.0	60.0	10.0	n/a	n/a	80	10

	Authority	83.4	24.4	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Social Studies 9	School	*	*	72.7	27.3	25.0	0.0	58.3	8.3	n/a	n/a	80	10
	Authority	78.5	24.6	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	80.0	10.0	*	*	*	*	*	*	100.0	33.3	90	10
	Authority	87.8	10.7	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0		
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	School	*	*	*	*	100.0	16.7	*	*	88.9	33.3	80	10
	Authority	92.5	11.9	94.7	13.3	95.6	16.7	95.2	13.0	95.1	18.9		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
Mathematics 30-1	School	n/a	n/a	*	*	*	*	n/a	n/a	*	*	75	10
	Authority	n/a	n/a	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	n/a	n/a	75.5	9.9	73.0	13.3	82.1	15.8	76.9	16.2		
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	School	37.5	0.0	*	*	*	*	*	*	*	*	85	10
	Authority	86.7	13.4	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9		
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	School	*	*	*	*	85.7	0.0	83.3	16.7	*	*	85	10
	Authority	88.4	15.1	88.7	14.3	87.6	13.0	87.9	10.1	83.8	8.4		
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	85.2	25.0	84.7	29.8	88.5	28.8	88.0	35.0	85.6	30.5		
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	School	*	*	*	*	*	*	*	*	n/a	n/a	70	10
	Authority	78.1	24.1	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	School	*	*	*	*	*	*	n/a	n/a	*	*	n/a	n/a
	Authority	79.4	26.5	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5		
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
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	79.7	20.3	88.5	26.1	87.4	27.5	91.1	22.6	84.6	25.7		
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

"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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	75.0	73.2	100.0	70.2	65.9	77.1	78.8	81.6	79.8	82.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	73.5	74.9	80.3	100.0	74.6	82.5	82.8	84.2	86.4	84.8	78.0	79.2	79.6	79.9	81.0
5 Year Completion	81.8	73.5	76.1	75.1	100.0	86.2	84.3	85.3	86.3	87.8	79.4	80.6	81.5	82.0	82.1

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	Andrew					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	1.7	0.0	5.4	3.8	2.2	2.5	3.6	1.9	2.5	2.2	3.8	3.6	3.3	3.5	3.2

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	Andrew					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	42.1	35.9	38.2	33.8	21.1	37.0	37.8	40.2	39.1	35.1	38.4	39.4	39.7	38.3	37.0
6 Year Rate	59.3	78.2	71.7	51.4	42.7	64.2	67.3	61.6	62.4	63.0	58.4	59.3	59.0	59.7	59.4

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	Andrew					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	57.1	40.0	0.0	0.0	25.0	59.5	61.7	62.2	62.0	62.3	61.5	61.3	60.9	61.2	60.8

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	18.2	12.1	0.0	23.4	20.9	13.6	11.1	11.1	12.1	9.6	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	81.8	87.9	100.0	76.6	79.1	86.4	88.9	88.9	87.9	90.4	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	81.8	87.9	100.0	70.2	79.1	84.0	85.8	86.5	85.9	87.4	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	54.5	36.6	33.3	19.2	0.0	70.3	73.0	71.5	67.7	69.3	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	40.9	36.6	22.2	19.2	0.0	58.8	59.4	59.7	56.4	58.3	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	40.9	36.6	11.1	12.8	0.0	37.3	39.2	40.5	36.8	38.8	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	27.3	7.3	0.0	6.4	0.0	13.2	12.7	11.7	10.9	12.1	13.9	14.3	11.4	13.1	13.8

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.3	87.7	82.2	77.1	82.0	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	89.8	94.5	90.7	88.9	92.5	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	83.1	87.7	82.5	73.5	87.3	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	77.0	80.7	73.3	68.9	66.3	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	Andrew					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	75.9	76.7	63.2	68.6	69.8	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9

Teacher	91.7	92.7	72.7	86.7	75.0	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	70.8	72.3	57.5	62.9	81.5	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	65.4	64.9	59.4	56.4	52.9	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	80.8	71.0	66.9	67.5	63.1	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	72.7	90.9	77.8	62.5	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	61.5	69.2	42.9	57.1	63.6	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Tell Them From Me		2013	2014	2015	2016
Survey Results					
Intellectual Engagement Composite	Andrew School	83	N/A	57	57
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	EIPS	60	N/A	61	64
	Canada	50	N/A	43	50
Effort	Andrew School	84	80	70	72
Percentage of students who report they try hard to succeed in their learning.	EIPS	72	69	70	70
	Canada	65	65	65	69
Students who are interested and motivated	Andrew School	59	59	49	33
Percentage of students who report they are interested and motivated in their learning	EIPS	39	36	38	40
	Canada	25	25	25	30
Student that value school outcomes	Andrew School	N/A	80	65	70
Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	EIPS	N/A	63	64	65
	Canada	N/A	65	66	73
Relevance	Andrew School	7.1	6.9	5.5	5.6
Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	EIPS	5.9	6	6.1	6.2
	Canada	5.6	5.6	5.6	6
Advocacy at School	Andrew School	4.9	4.3	3.7	3.8
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>	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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	87.2	86.1	81.0	74.3	84.7	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	94.4	92.4	90.9	83.3	81.3	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	82.1	78.7	68.8	61.9	92.4	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1

Student	85.1	87.1	83.4	77.7	80.3	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0
----------------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	74.6	70.4	66.6	58.7	59.0	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	84.4	83.0	73.9	88.9	74.6	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	69.2	60.4	68.3	42.6	53.4	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	70.1	67.9	57.8	44.7	49.1	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	79.0	74.9	69.7	57.7	58.1	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	66.7	72.7	72.7	66.7	50.0	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	100.0	76.9	62.5	42.9	63.6	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	70.4	75.2	73.8	63.5	60.7	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.5	82.8	77.6	74.6	83.2	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	93.2	96.4	85.2	77.8	85.0	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	73.8	69.2	70.0	71.4	81.5	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

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

The School Education Plan is communicated to parents and students at the October Parent Council meeting. The document is presented accompanied by discussion and question/answer period.