



Peace Regional Outreach Campus
A Holistic Learning Environment

2014-
2017

Annual Education Results Report Three Year Education Plan



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Government of Alberta

2014-2017

Accountability Statement

Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and the Three Year Education Plan (3YEP). This report is a summary of Peace Regional Outreach Campus' achievements for the 2013 - 14 school year and a Three Year Plan for 2014 - 2017. The school has used the results reported in the document to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within it to improve student learning and results.

Foundation Statements

VISION

- To provide an alternative educational program to meet the needs of all students
- To connect "at risk" students to a learning environment
- To provide additional support services to minimize the barriers to education

MISSION

- To provide an alternative learning environment for students for who the mainstream school setting has not been effective.
- To assist youth in achieving positive personal growth.
- To enable youth at risk of leaving school early to remain connected with a learning/educational environment.
- To facilitate re-entry into mainstream schooling for those young people you desire it.
- To provide youths with skills related to career exploration, communication, community awareness, and self-awareness to promote increased self-esteem and employability.

BELIEFS

Peace Regional Outreach Campus believes that:

- All Alberta youth need an education and an Alberta High School Diploma
- All youth can learn and experience success
- All youth have the right to an education however each youth accepts the ultimate responsibility for utilizing their educational opportunities
- Education is the key to becoming a productive and responsible citizen
- Actively learning youth benefits the community as a whole
- Youth who aspire to continue and /or complete their high school education must be provided with the support to do so.



The Student Centered School



School Profile

Peace Regional Outreach Campus

A Holistic Learning Environment

The Peace Regional Outreach Campus serves the student who prefers a non-traditional environment. As of September 30, we had 67 students, 6 students from other schools taking a single course and 7 adult students, 6 children in Daycare. However, our numbers will steadily change throughout the year as our transient population moves or chooses to address their education plans. Our students are often living independently, may be actively parenting and are likely struggling with a variety of barriers including addictions, mental health issues, anti-social behaviours and their consequences as well as personal and/or family crisis.

To best serve our students, we provide a holistic wrap-around service. Our goal is to remove the educational barriers so that our students can successfully complete high school courses and eventually graduate. With the ultimate goal of academic success in mind we provide, in addition to our excellent educational staff, the following non-educational services: on-site social worker counselors to listen, advocate and guide students, an aboriginal elder to connect all interested students with aboriginal teachings, a licensed daycare to provide quality childcare while the parents work on their studies, and a bus to transport students.

The bus is equipped to transport Outreach student's children to our daycare as well as in-town students and picks up students from the yellow rural buses.





We provide nutritious food in the form of a daily breakfast, a weekly hot lunch and a well-stocked pantry and refrigerator for snacks and lunches throughout the week. The Daycare provides nutritious snacks and lunch daily.

Each student in our program is a success since the vast majority of our population was destined to become academic dropouts. Every graduate is a battle won!

Our three year educational plan reflects the needs of our specific population as we look to a future of more and more of our students reaching the ultimate goal of an Alberta High School Diploma. Our vision is to catch the students “falling through the cracks”, dust them off by assisting them to address their personal barriers to success, and set them on the road to success as healthy resilient citizens!



Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Peace Regional Outreach Campus			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	94.5	93.1	96.3	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	Issue	Program of Studies	64.8	65.0	66.3	81.3	81.5	81.1	Very Low	Maintained	Concern
		Education Quality	90.9	88.8	91.8	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	20.3	8.5	17.3	3.3	3.5	3.6	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	0.0	23.4	10.2	74.9	74.8	73.8	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	61.1	50.0	65.6	85.4	84.2	83.4	Very Low	Maintained	Concern
		Diploma: Excellence	5.6	0.0	0.0	21.0	19.5	19.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	50.5	56.6	55.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	46.9	47.2	43.7	60.9	61.3	60.8	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	0.0	9.5	9.5	59.2	59.5	59.1	Very Low	Declined	Concern
		Work Preparation	n/a	n/a	n/a	81.2	80.3	80.0	n/a	n/a	n/a
		Citizenship	86.4	85.3	86.3	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	80.6	80.3	80.0	n/a	n/a	n/a
Continuous Improvement	Excellent	School Improvement	97.7	94.2	96.9	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: An excellent start to learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

- Exploring ways to enhance the emotional, social, intellectual and physical development for our 0 to 3 year old daycare children.
- Working with parents to remove educational barriers
- Parenting students will attend the Parent Link parenting class provided on campus
- Daycare staff will attend the Parent Link parenting class during PD days



Goal Two: Success for Every Student

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	11.1	0.0	7.3	23.4	0.0	15	Very Low	Declined	Concern	10		
Drop Out Rate - annual dropout rate of students aged 14 to 18	28.1	10.8	32.4	8.5	20.3	10	Very Low	Maintained	Concern	20		
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	9.5	0.0	10	Very Low	Declined	Concern	5		
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	24.0	41.7	42.1	47.2	46.9	48	Low	Maintained	Issue	50		
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0	5	Very Low	Maintained	Concern	0		
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.3	67.9	78.9	50.0	61.1	67	Very Low	Maintained	Concern	67		
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	4.3	0.0	0.0	0.0	5.6	5	Very Low	Maintained	Concern	5		

Comment on Results

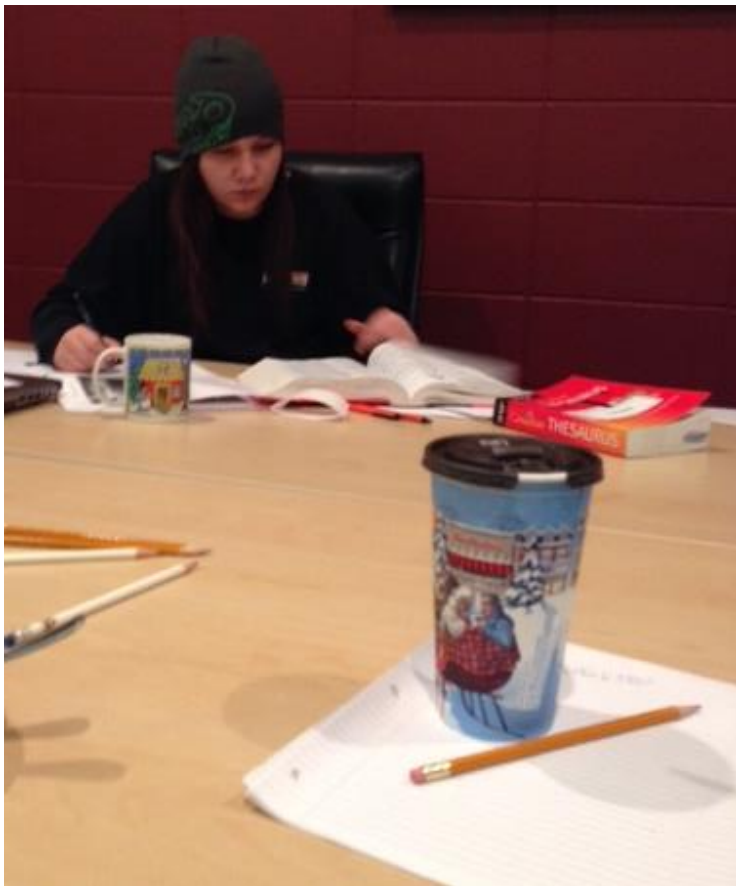
- The Peace Regional Outreach Campus is a unique school whose primary purpose is to provide a setting for students who have left school or who are in imminent danger of doing so. This means that few of our students will complete school in three years. All students who remain with us are "victories"!
- Many of our graduates do go on to post-secondary training. However, very few do so within 6 years of entering grade 10.
- We are pleased to note that over 40+% of our students were eligible for a Rutherford Scholarship over the last four years

Notes:

- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Strategies

- Our teachers have analyzed the diploma results to find the areas to emphasize during instruction and diploma preparation.
- The teachers will embed more diploma style questions in the course. Students and their mentors will plan to complete diploma courses one to two weeks prior to diplomas in order to target diploma preparation with the students.
- Students will be informed about the Rutherford Scholarships including their eligibility.
- Teachers will employ differentiated instruction tailored to the student's individual learning needs
- Each student will have a teacher mentor working with them to monitor student progress.
- Teach test anti-anxiety techniques to the students exhibiting test anxiety.



The First Diploma Written at the Outreach

Outcome: Students demonstrate proficiency in literacy and numeracy.

Comment on Results

(an assessment of progress toward achieving the target)

N/A

Strategies

- Systematic review with students prior to tests to
 - model how and what to study
 - identify any learning gaps
 - reduce test anxiety
- Work with learning coach to embed interactive learning opportunities using the Smart TV to
 - Provide visual, auditory and kinetic learning opportunities
 - Provide variety and interest for the learner
- ELA teacher will revise the writing module to reflect greater emphasis on
 - revision
 - basic skill building
- Provide more frequent feedback while student is working on the module rather than at the end of the module.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.5	84.3	89.3	85.3	86.4	86	Very High	Maintained	Excellent	86		
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.	n/a	n/a	n/a	n/a	n/a	86	n/a	n/a	n/a	n/a		

Comment on Results

The school culture supports the attitudes and behaviours of good citizenship.

Strategies

- Outreach students work in one large open classroom and are expected to help each other maintain an atmosphere that is respectful and helpful to each other and their learning.
- Students are willing and encouraged to give back to their community through volunteering. Eg. Women's Shelter, Movie night program, recycling, SPCA and other opportunities that occur. Volunteer credits will be awarded.
- Discussions by staff and community members will address essential workplace behaviours
- Staff model the characteristics of active citizenship
- Staff model positive attitudes and behaviours at work including team work.
- One component of Fun Fridays emphasizes social interaction, citizenship and teamwork skills
- Students and staff prepare and share food with the entire school body

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).



Students walking dogs for the SPCA

Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	83.3	*	*	*	*	67	*	*	*	67		
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	16.7	*	*	*	*	5	*	*	*	5		

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	12.5	0.0	0.0	0.0	*	15	*	*	*	5		
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	22.7	13.9	44.5	3.5	16.3	10	Very Low	Maintained	Concern	10		
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	0.0	10	Very Low	n/a	n/a	1		
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	11.8	24.0	30.0	40.0	22.2	48	Very Low	Maintained	Concern	50		
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	*	5	*	*	*	0		

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Comment on Results

- Having an on-site Native Liaison worker who is accessible to all students and who mentors the Art and Aboriginal Studies programs for all students continues to expand students' understanding of the Aboriginal culture
- 38% of self-declared Aboriginal Students completed at least one course successfully compared to 45% of all students.

Strategies

- Embed aboriginal activities, ceremonies and worldview into the school's daily life
 - Morning smudge for a 'checking in' and 'focus' opportunity
 - Talking circles to discuss school policies with students and staff
- Aboriginal opportunities such as sweat lodge participation, Aboriginal Studies classes, pipe and Eagle Feather ceremonies.
- Individually tailored programming to ensure student success
 - Allow for process time in the learning process
 - Students proceed at their own pace
- Inclusive atmosphere at the school makes all students feel comfortable and welcomed
- Ongoing access to a trusted Native Liaison
- Native Liaison worker to meet FNMI families and maintain contact over time,



Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
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.	66.0	64.1	69.7	65.0	64.8	70	Very Low	Maintained	Concern	70		

Comment on Results

The consistent results suggest that teachers, parents and students are unaware of the breadth of courses being offered. The focus on the lack of access to an IA shop and school teams tends to skew the results.

Staff will need to indicate to the students in a systematic way the fact that we offer a wide variety of courses.

Strategies

Fine Arts

- Art is offered through mentorship with our talented Aboriginal Liaison
- Drama will be offered as our expert staff member becomes available

Career Counseling

- Career counseling and post-secondary programming information is offered by our counselors
- Trip to Edmonton Post-Secondary programs and Provincial Skills

Technology

- Following proper digital citizenship guidelines, students use laptops for their course work.
- Students are encouraged to use personal iPads for course work.
- The Learning Coach and teachers are working on an interactive technology approach to presenting core subjects

Health and Physical Education

- Students are offered a wide variety of activities using community facilities
- All students and staff participate in a 15 minute daily walk.

School Strategy

- Staff will promote to students and parents the breadth of courses that are offered

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).



Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	n/a	n/a	95	n/a	n/a	n/a	90		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.5	91.6	95.0	88.8	90.9	95	Very High	Maintained	Excellent	90		

Comment on Results

- A high percentage of Outreach students are independent without direct parental involvement in their education and a significant number are also adults.
- An increasing number of Outreach students are taking "higher" levels of courses within each grade.

Strategies

- Increase number of CTS courses that are available in module format for Outreach students.
- Timetable Art and Aboriginal Studies at regular times so students can better plan to be in attendance for all of these classes taught to a group rather than individuals.
- Regular mentor-student discussions to ensure student success.
- Focus on Diploma exam success will continue to build student success

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
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.	95.0	98.6	97.3	93.1	94.5	96	Very High	Maintained	Excellent	95		
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.	95.5	98.2	98.3	94.2	97.7	96	Very High	Maintained	Excellent	95		



Comment on Results

- Providing a safe and caring space is integral to the school's culture.
- Outreach's holistic learning environment facilitates educational, counseling, office and daycare staff to develop relationships with individual students. This furthers the safe and caring culture.

Strategies

- Provide ongoing support for at-risk youth through counsellor/Social Workers in Youth Support Program.
- Utilize Talking Circles to solicit student and staff input when discussing matters that affect the entire school.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

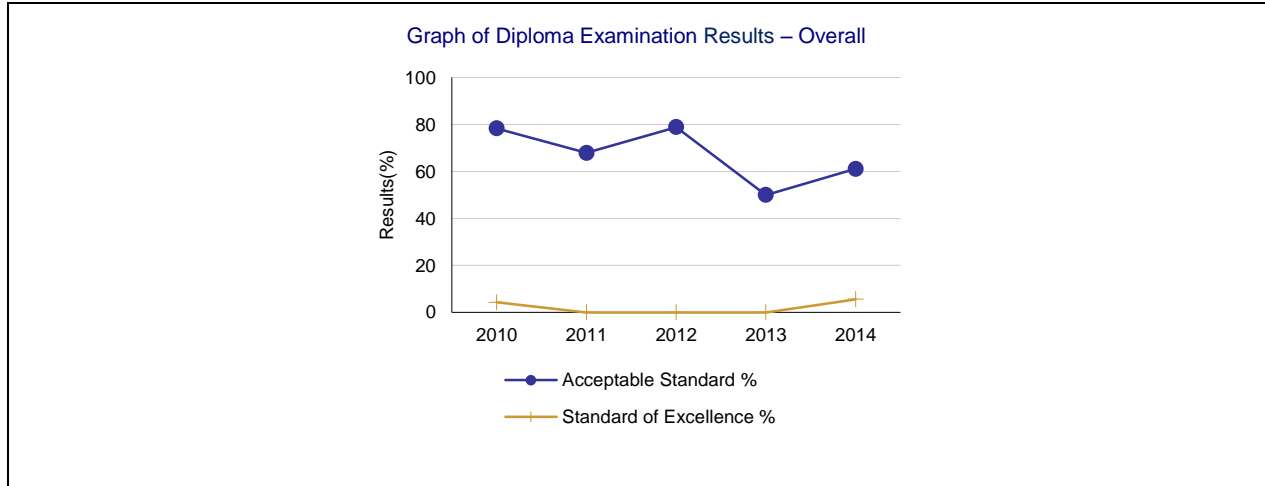
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	66.7	0.0	50.0	0.0	85.7	0.0	*	*	*	*		
	Authority	82.4	6.1	84.9	5.3	81.3	7.9	75.3	6.2	87.4	6.3		
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	School	100.0	9.1	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	91.7	4.8	92.3	3.1	89.3	6.7	89.7	8.0	95.9	10.8		
	Province	88.8	9.8	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1		
Pure Mathematics 30	School	*	*	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	62.6	17.2	69.3	12.5	67.1	9.4	n/a	n/a	n/a	n/a		
	Province	82.9	29.7	81.0	28.7	81.8	27.1	61.6	12.1	n/a	n/a		
Applied Mathematics 30	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.5	5.3	53.5	4.7	44.7	5.3	n/a	n/a	n/a	n/a		
	Province	77.3	12.6	74.3	9.8	75.6	10.3	72.0	20.0	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	75.6	26.7	68.2	12.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	78.6	16.7	67.2	4.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0		
Social Studies 30-1	School	n/a	n/a	62.5	0.0	*	*	28.6	0.0	*	*		
	Authority	71.4	7.1	76.6	6.5	68.0	6.2	73.3	7.0	78.5	11.8		
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2		
Social Studies 30-2	School	n/a	n/a	*	*	*	*	*	*	*	*		
	Authority	84.1	13.4	85.0	8.8	86.3	6.8	84.2	2.1	89.5	9.3		
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	School	*	*	*	*	*	*	*	*	*	*		
	Authority	75.9	26.9	70.3	21.1	56.0	10.4	71.9	19.1	77.1	18.1		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	61.0	18.2	63.3	17.4	59.1	13.6	60.0	17.1	73.2	18.3		
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	63.8	14.9	76.2	12.7	72.2	11.1	81.4	18.6	69.6	23.9		
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5		

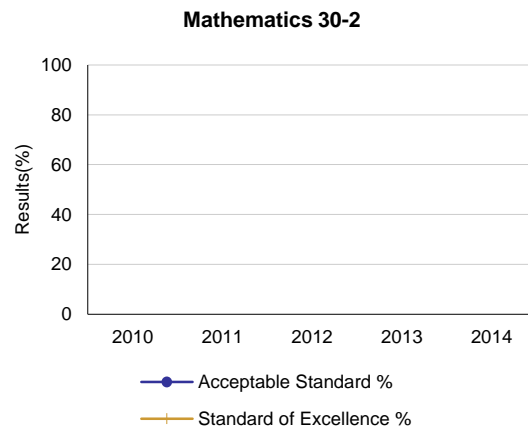
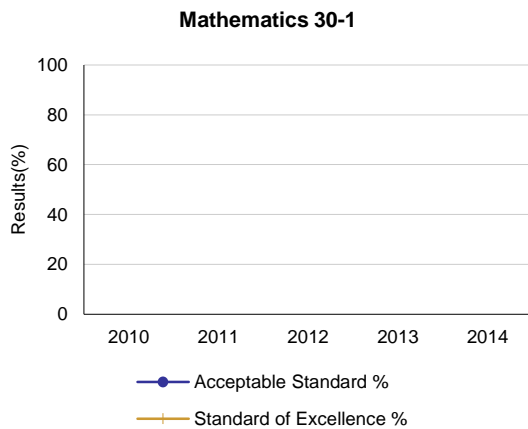
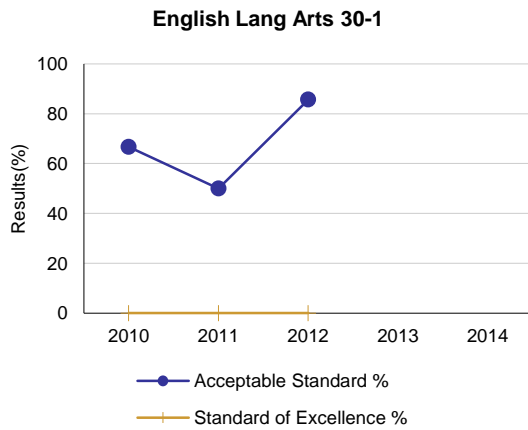
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"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

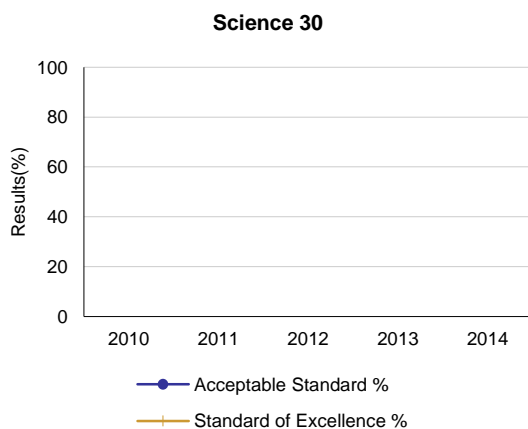
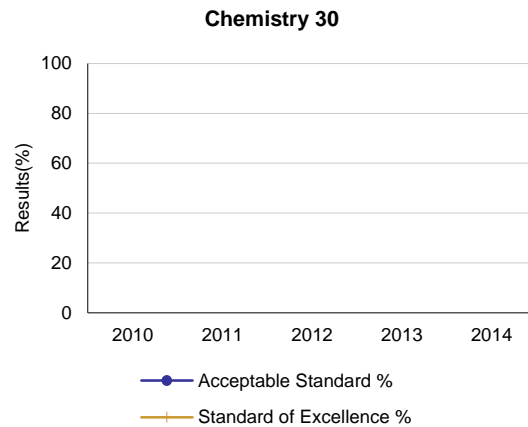
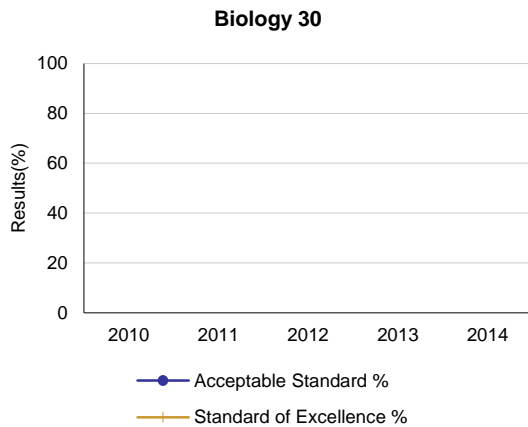
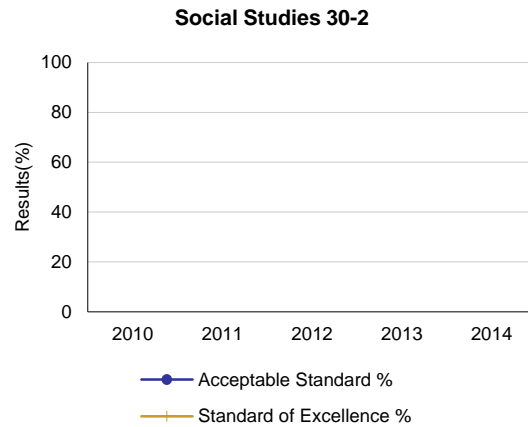
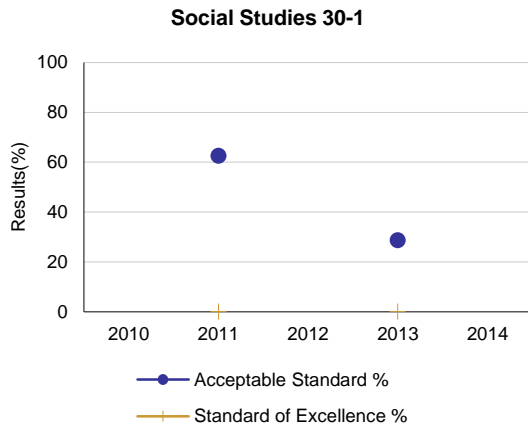


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Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Peace Regional Outreach Campus							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	4	*	8	67.9	28,671	87.1	29,063	85.4
	Standard of Excellence	*	*	*	4	*	8	0.0	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,887	89.7	14,790	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,887	13.1	14,790	10.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	21,314	74.6	19,841	80.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	11,934	71.3	9,646	68.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	*	*	*	5	*	8	45.5	21,992	85.5	23,164	84.8
	Standard of Excellence	*	*	*	5	*	8	0.0	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	19,173	83.9	17,286	83.6
	Standard of Excellence	*	*	*	3	*	n/a	n/a	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	21,656	85.2	22,802	82.7
	Standard of Excellence	*	*	*	4	*	n/a	n/a	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	19,118	81.3	18,261	76.8
	Standard of Excellence	*	*	*	1	*	n/a	n/a	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,758	83.0	10,060	79.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,103	25.5	5,477	22.9

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Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

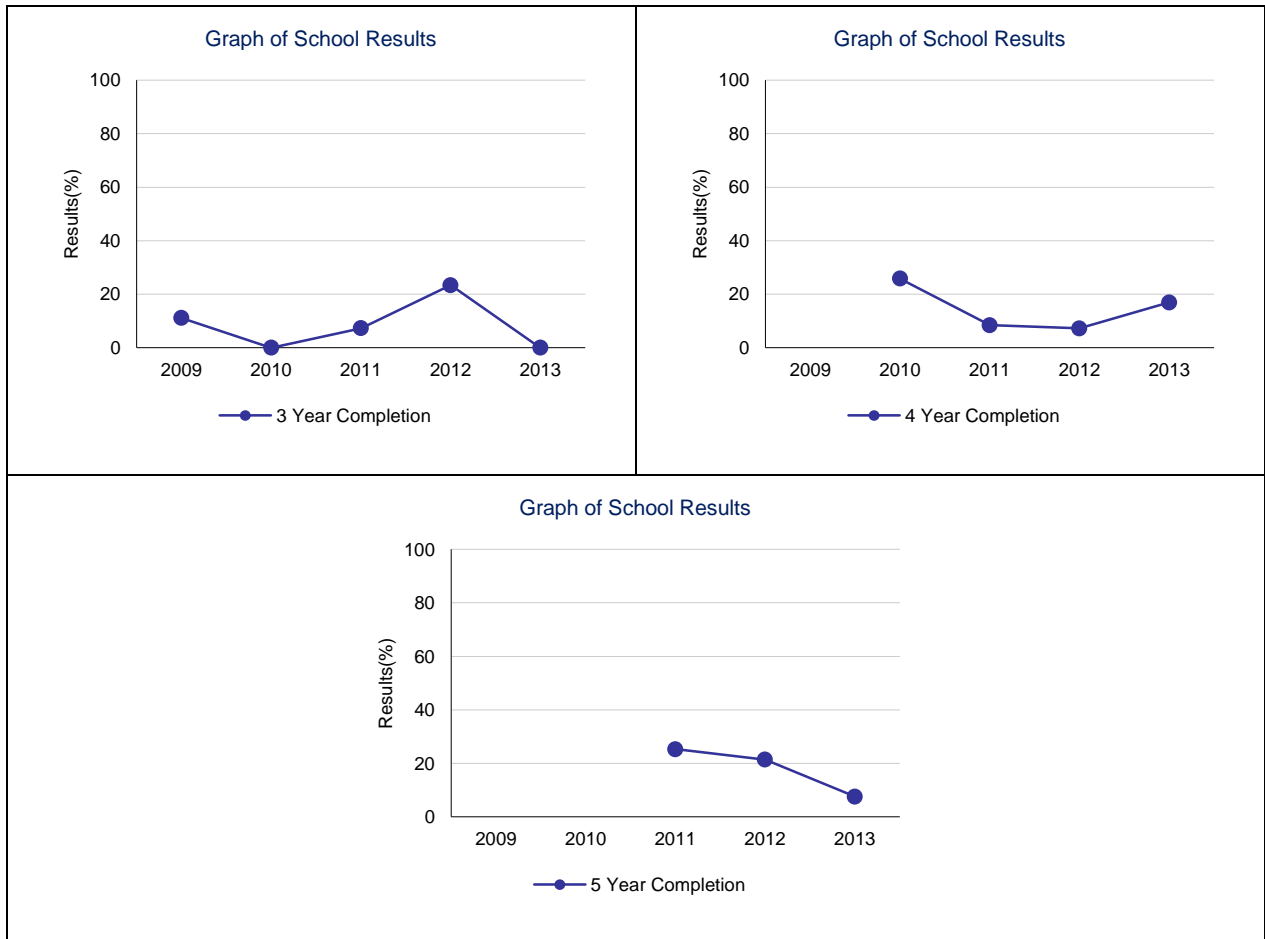
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

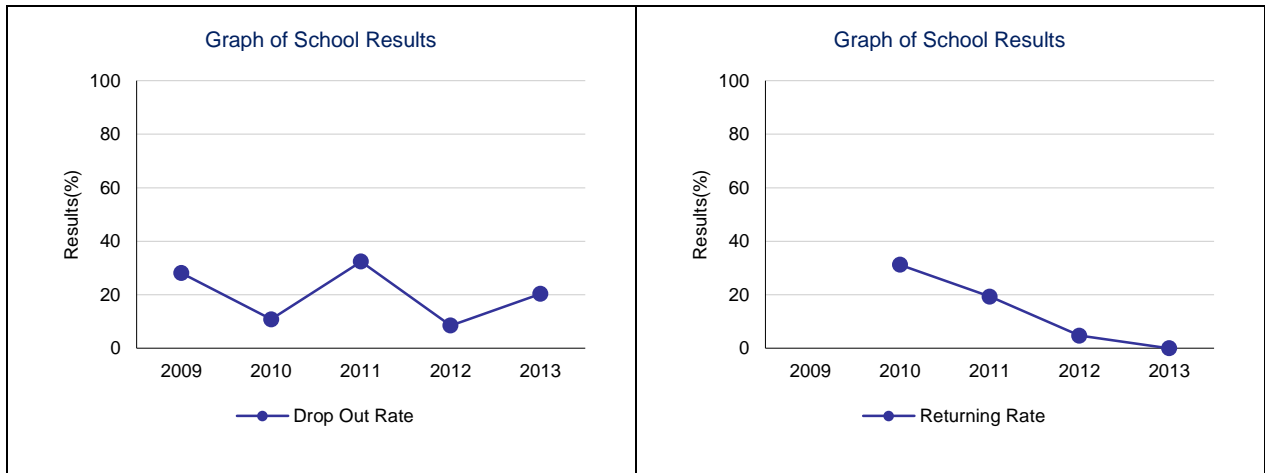
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	11.1	0.0	7.3	23.4	0.0	67.3	71.5	69.0	70.8	68.6	71.5	72.6	74.1	74.8	74.9
4 Year Completion	*	25.8	8.4	7.2	16.9	73.9	74.3	78.0	74.0	75.6	76.1	76.9	78.1	79.4	79.6
5 Year Completion	*	*	25.3	21.4	7.6	73.0	78.3	76.9	80.8	75.3	79.0	79.0	79.6	80.8	81.7



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Drop Out Rate – Measure Details

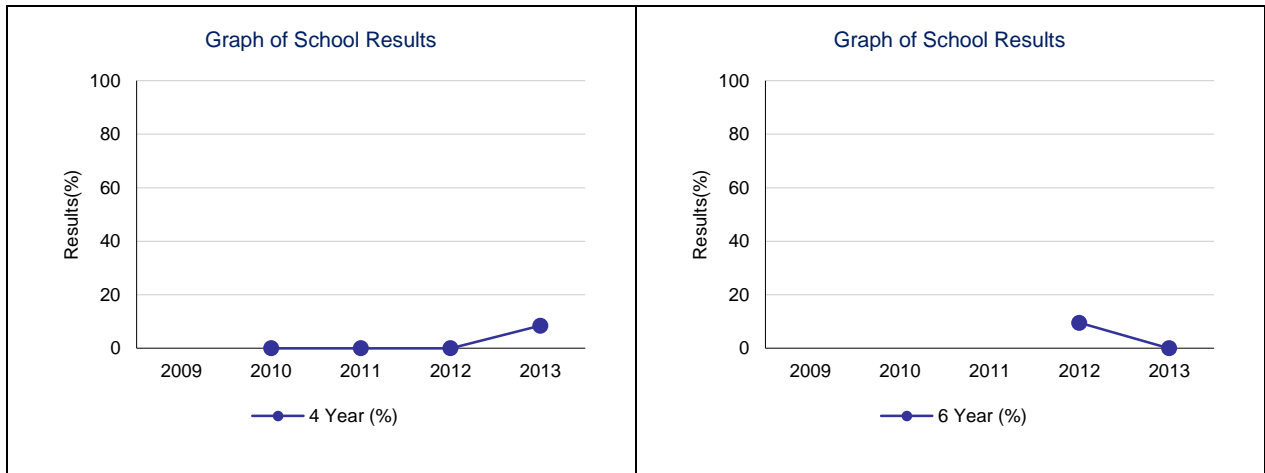
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	28.1	10.8	32.4	8.5	20.3	7.2	5.1	5.4	3.2	4.3	4.3	4.2	3.2	3.5	3.3
Returning Rate	n/a	31.2	19.3	4.7	0.0	16.3	33.2	11.0	15.1	20.8	23.5	27.9	23.4	23.0	21.1



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High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	*	0.0	0.0	0.0	8.4	42.3	40.8	51.1	48.9	40.5	37.5	37.8	38.2	39.6	40.0
6 Year Rate	*	*	*	9.5	0.0	56.4	56.2	60.5	58.2	65.6	59.8	59.3	58.4	59.5	59.2



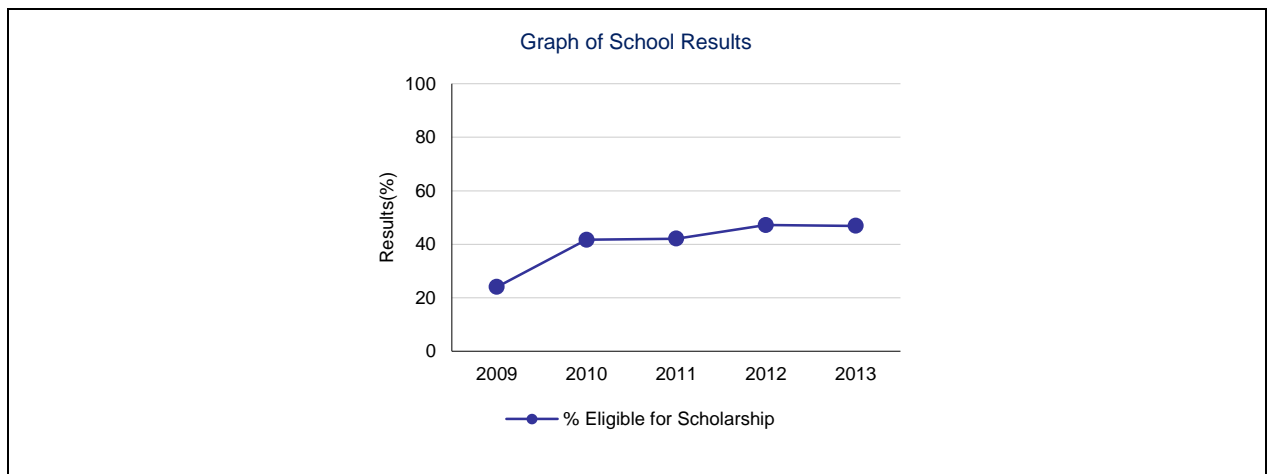
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)	24.0	41.7	42.1	47.2	46.9	60.2	52.6	52.5	55.5	53.2	56.9	59.6	61.5	61.3	60.9

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2009	25	6	24.0	3	12.0	1	4.0	6	24.0
2010	48	17	35.4	10	20.8	2	4.2	20	41.7
2011	38	14	36.8	10	26.3	2	5.3	16	42.1
2012	36	13	36.1	10	27.8	4	11.1	17	47.2
2013	32	12	37.5	8	25.0	0	0.0	15	46.9



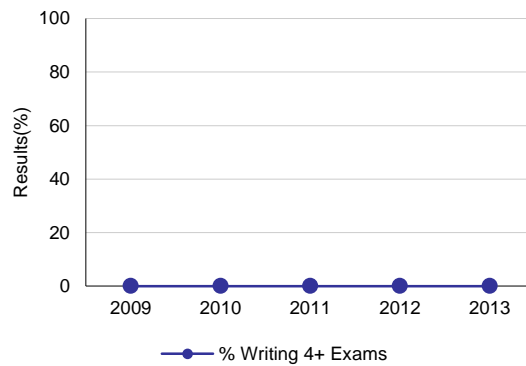
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – Measure Details

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.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	55.6	100.0	92.7	76.6	89.7	22.1	22.4	24.9	21.2	21.9	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	44.4	0.0	7.3	23.4	10.3	77.9	77.6	75.1	78.8	78.1	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	22.2	0.0	7.3	23.4	0.0	74.1	73.8	69.4	76.9	73.8	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	22.2	0.0	0.0	0.0	0.0	56.3	53.3	53.3	53.4	49.1	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	0.0	0.0	0.0	0.0	0.0	42.3	38.0	43.6	39.0	33.9	53.5	54.9	56.2	56.6	50.5
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	22.9	27.4	33.3	24.2	23.0	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	10.2	11.8	14.7	12.9	11.7	12.9	13.4	14.1	14.6	11.5

Graph of School Results



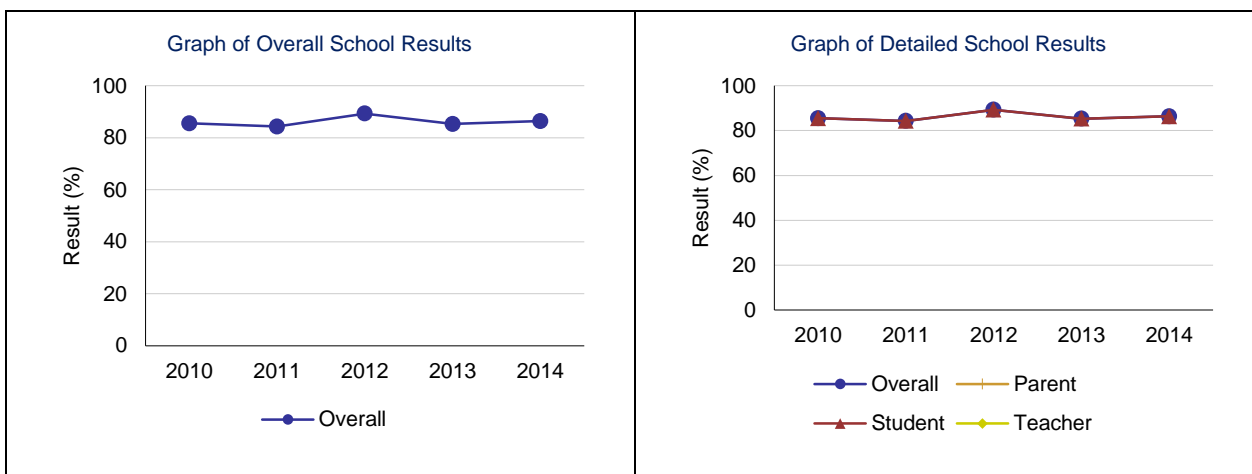
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	22.2	0.0	6.7	20.0	0.0	51.7	45.9	48.8	47.6	40.5	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	0.0	0.0	0.0	0.0	0.0	22.3	27.8	22.1	25.8	32.9	24.5	25.1	26.1	26.1	27.2
Total of 1 or more English Diploma Exams	22.2	0.0	6.7	20.0	0.0	73.3	73.0	70.5	73.4	73.0	77.1	78.0	79.0	79.2	79.3
Social Studies 30	22.2	0.0	0.0	0.0	n/a	44.7	7.4	1.8	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	0.0	6.7	20.0	8.3	0.0	34.1	42.1	40.6	38.0	0.0	45.7	48.2	48.0	46.1
Social Studies 33	22.2	0.0	0.0	0.0	n/a	28.7	5.6	0.0	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	0.0	0.0	0.0	0.0	0.0	27.8	26.3	33.2	37.1	0.0	27.4	31.0	32.1	34.0
Total of 1 or more Social Diploma Exams	44.4	0.0	6.7	20.0	8.3	73.0	73.3	69.8	73.8	73.8	77.4	78.1	78.9	79.3	79.3
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	38.3	29.3	35.8	28.0	2.1	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	11.1	0.0	0.0	0.0	0.0	11.7	15.2	11.6	17.3	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	18.1	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	18.1	n/a	n/a	n/a	n/a	16.9
Total of 1 or more Math Diploma Exams	11.1	0.0	0.0	0.0	0.0	49.3	44.1	46.3	44.3	36.7	59.9	60.6	62.0	61.5	52.5
Biology 30	11.1	0.0	0.0	0.0	0.0	32.3	35.6	41.8	41.0	37.6	39.8	41.2	42.8	43.1	42.5
Chemistry 30	0.0	0.0	0.0	0.0	0.0	29.3	29.3	33.3	26.6	22.8	29.7	35.2	36.0	36.7	31.7
Physics 30	0.0	0.0	0.0	0.0	0.0	18.3	17.8	20.4	17.0	14.8	17.5	20.0	20.6	20.4	17.4
Science 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	1.5	1.3	8.2	9.0	9.1	10.5	9.8
Total of 1 or more Science Diploma Exams	11.1	0.0	0.0	0.0	0.0	45.3	43.0	48.1	46.9	43.9	56.1	57.6	59.1	59.5	57.7

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Citizenship – Measure Details

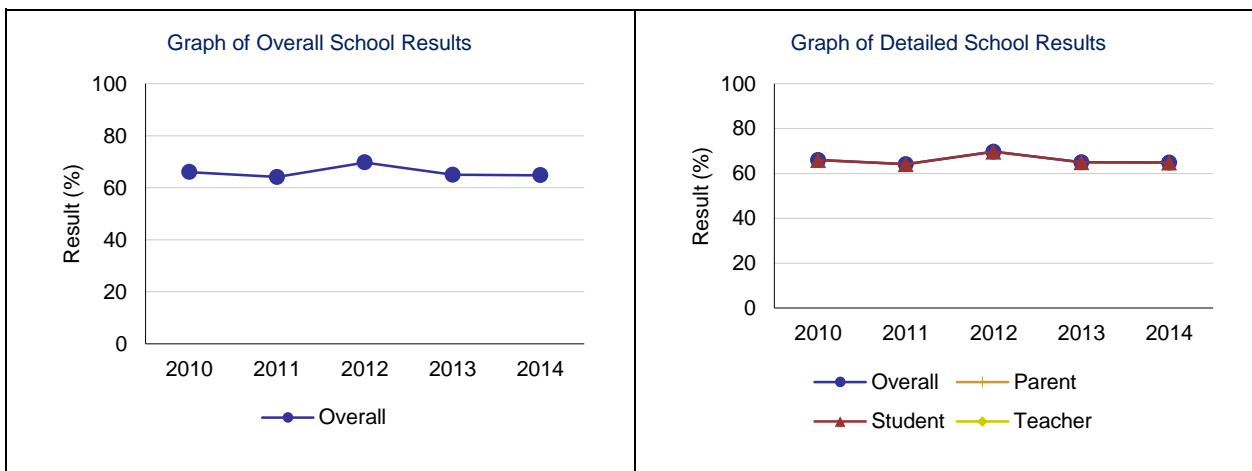
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	85.5	84.3	89.3	85.3	86.4	76.9	79.5	79.3	81.7	80.0	81.4	81.9	82.5	83.4	83.4
Teacher	*	*	*	*	*	92.4	93.0	93.5	95.3	94.2	93.0	92.7	93.1	93.6	93.8
Parent	*	*	*	*	*	69.9	74.2	73.4	73.8	77.4	78.5	78.6	79.4	80.3	81.9
Student	85.5	84.3	89.3	85.3	86.4	68.4	71.4	71.2	76.1	68.4	72.7	74.5	75.0	76.2	74.5



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Program of Studies – Measure Details

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.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	66.0	64.1	69.7	65.0	64.8	71.5	75.5	74.2	75.2	76.7	80.5	80.9	80.7	81.5	81.3
Teacher	*	*	*	*	*	82.9	82.4	83.1	83.1	85.2	87.7	87.6	87.3	87.9	87.5
Parent	*	*	*	*	*	67.2	70.3	72.2	72.6	76.8	78.0	78.3	78.1	78.9	79.9
Student	66.0	64.1	69.7	65.0	64.8	64.5	73.8	67.2	69.9	68.0	75.9	76.9	76.9	77.8	76.6

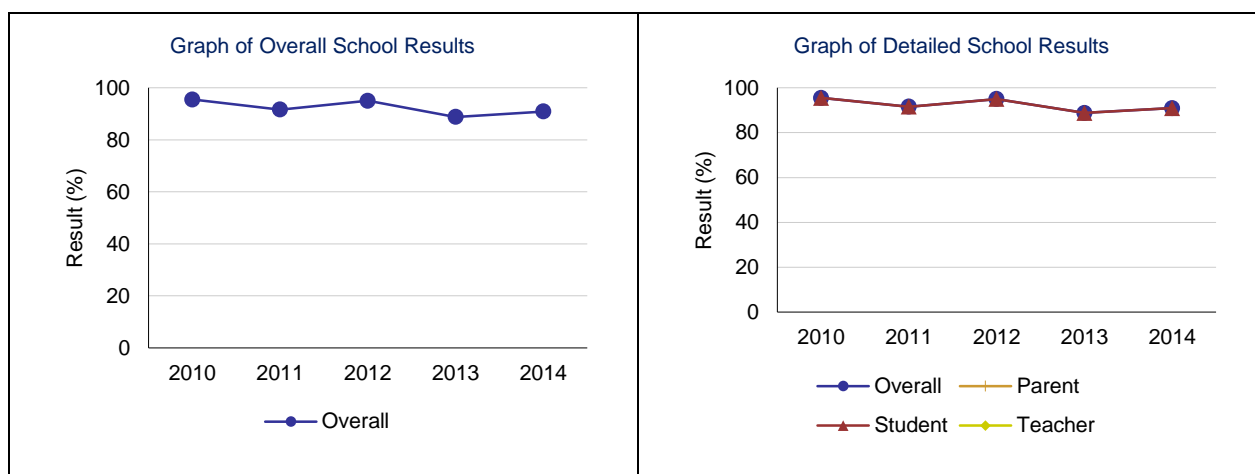


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Education Quality – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	95.5	91.6	95.0	88.8	90.9	85.8	86.7	87.4	88.1	88.1	89.2	89.4	89.4	89.8	89.2
Teacher	*	*	*	*	*	96.3	96.7	95.6	96.8	96.6	95.6	95.5	95.4	95.7	95.5
Parent	*	*	*	*	*	75.2	77.3	79.3	79.5	82.5	83.9	84.2	84.2	84.9	84.7
Student	95.5	91.6	95.0	88.8	90.9	86.0	86.1	87.3	88.0	85.1	88.2	88.5	88.6	88.7	87.3

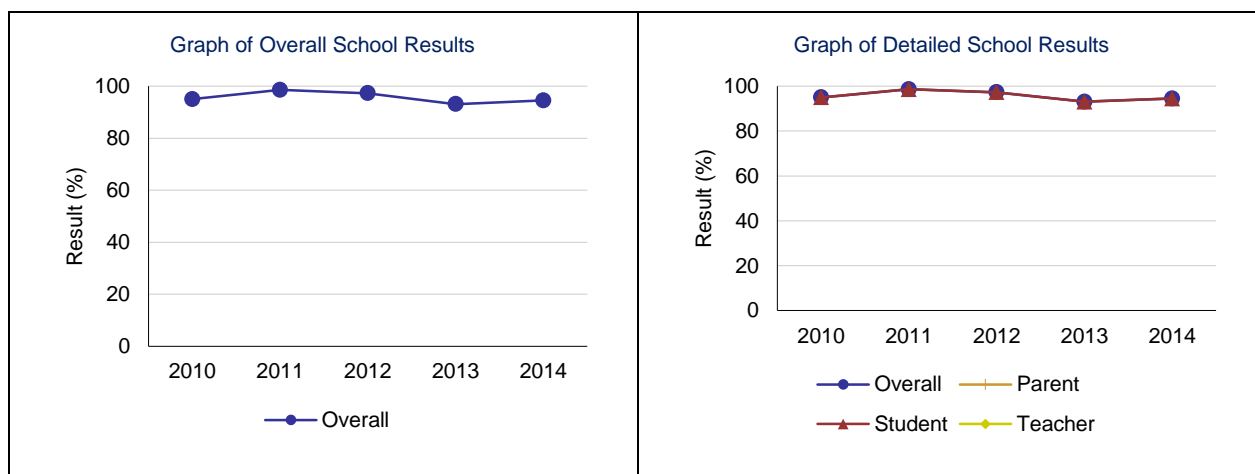


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	95.0	98.6	97.3	93.1	94.5	85.3	87.2	87.2	88.0	88.2	87.6	88.1	88.6	89.0	89.1
Teacher	*	*	*	*	*	94.8	95.6	95.5	97.0	96.1	94.4	94.5	94.8	95.0	95.3
Parent	*	*	*	*	*	80.5	84.3	84.3	83.2	87.5	86.1	86.6	87.4	87.8	88.9
Student	95.0	98.6	97.3	93.1	94.5	80.5	81.7	81.9	83.8	81.0	82.2	83.3	83.7	84.2	83.1

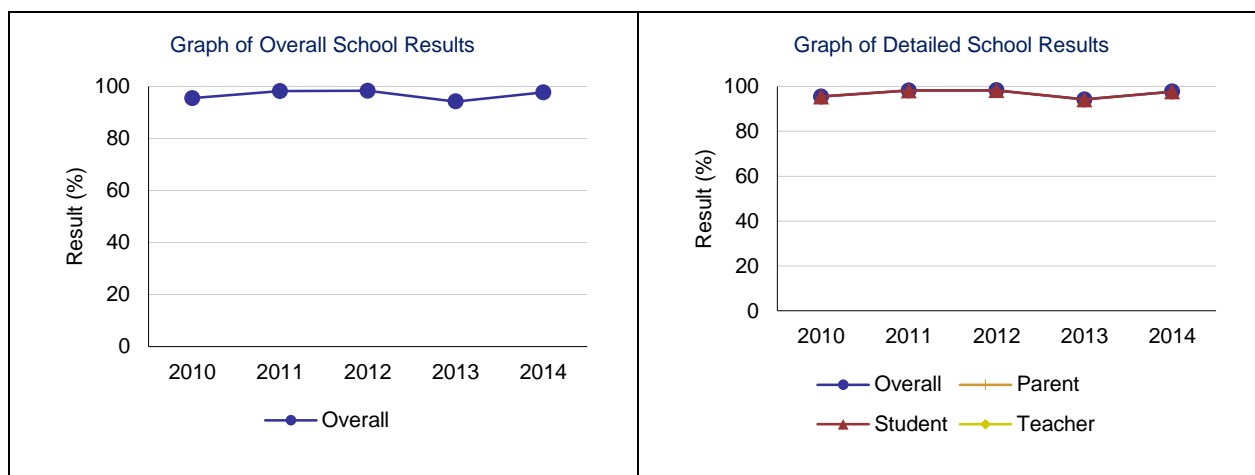


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

School Improvement – Measure Details

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.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	95.5	98.2	98.3	94.2	97.7	77.1	78.3	79.8	81.0	78.0	79.9	80.1	80.0	80.6	79.8
Teacher	*	*	*	*	*	83.8	87.9	85.8	85.0	82.1	80.8	80.1	81.1	80.9	81.3
Parent	*	*	*	*	*	68.8	67.9	76.0	75.1	74.9	77.0	77.3	76.2	77.9	77.0
Student	95.5	98.2	98.3	94.2	97.7	78.8	79.2	77.7	82.8	77.1	81.8	82.9	82.7	82.9	81.2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Budget Report

Peace River School Division No. 10
2014-15 November 30 Fall Update

SCHOOL: Peace Regional Outreach

Revenue And Allocations To Budget Center

AB ED: Base Funding	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total AB ED: Base Funding	\$519,996	\$159,262
% of Revenue And Allocations To Budget Center	79%	61%

AB ED: Differential Cost Funding	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total AB ED: Differential Cost Funding	\$58,607	\$34,070
% of Revenue And Allocations To Budget Center	9%	13%

AB ED: Other Support Funding	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total AB ED: Other Support Funding	\$40,036	\$38,223
% of Revenue And Allocations To Budget Center	6%	15%

AB ED: OTHER	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total AB ED: OTHER	\$3,000	\$14,000
% of Revenue And Allocations To Budget Center	0%	5%

Instruction Resource Fees	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
School Based Course Material Fees	\$6,500	\$8,000
Textbook Rentals	\$3,700	\$4,500
Total Instruction Resource Fees	\$10,200	\$12,500
% of Revenue And Allocations To Budget Center	2%	5%

Investment Income	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Investment Income	\$1,584	\$597
% of Revenue And Allocations To Budget Center	0%	0%

Transfers	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Transfers	\$21,495	\$3,273
% of Revenue And Allocations To Budget Center	3%	1%

Total Revenue And Allocations To Budget Center	\$654,919	\$261,926
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Expenditures

Certificated	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Certificated	\$301,056	\$175,616
% of Expenditures	48%	67%

Uncertificated	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Uncertificated	\$192,042	\$87,676
% of Expenditures	31%	33%

Other Staffing Costs	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
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* - See the notes section for details about Line Item notes on this page

SCHOOL: Peace Regional Outreach - Budget Report

2014-15 November 30 Fall Update

Other Staffing Costs	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
School Based Certificated Sub Cost	\$1,962	\$2,630
Certified: Substitute Teacher: Daily Rate	\$218.00	\$219.17
Days of School Certified Subs	9.00 Days	12.00 Days
School Based Certificated Sub Benefits	\$196	\$263
School Based Certificated Sub Cost	\$1,962	\$2,630
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$500	\$500
Total Other Staffing Costs	\$2,658	\$3,393
% of Expenditures	0%	1%

Contracted Services	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Certificated Inservice/Reg Fees	\$200	\$600
Uncertificated Inservice/Reg Fees	\$3,500	\$600
Professional Fees	\$13,000	\$500
Student Awards	\$550	\$1,750
Postage & Phone	\$1,500	\$2,000
Advertising	\$350	\$350
Expense Reimbursement	\$500	\$500
Field Trips	\$0	\$500
Contracted Building Grounds Maintenance	\$3,000	\$1,000
Contracted Equipment & Vehicle Maintenance	\$79,000	\$3,000
Building Rent	\$5,000	\$5,000
Insurance	\$736	\$0
Ending Reserve Balance	\$0	(\$32,327)
Total Contracted Services	\$107,336	(\$16,527)
% of Expenditures	17%	-6%

Supplies	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Supplies	\$17,700	\$7,000
Library Supplies (Minimum Standard)	\$858	\$1,768
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	66.00 Students	136.00 Students
Furniture & Equipment	\$500	\$3,000
Total Supplies	\$19,058	\$11,768
% of Expenditures	3%	4%

Total Expenditures	\$622,150	\$261,926
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Summary

	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Revenues and Allocations To Budget	\$654,919	\$261,926
Total Expenditures	\$622,150	\$261,926
Variance	\$32,768	\$0

Notes

* - See the notes section for details about Line Item notes on this page

Peace Regional Outreach Campus Students

In June 2014, a student focus group identified areas for improvement and the areas to maintain. This information was used as one of the main pillars of the 3 Year Plan along with information from the Tell Them From Me Survey, Alberta Education and the School's Result Report.

Peace Regional Outreach Campus Staff

The staff worked together to address each part of the 3 Year Plan during the August Staff meeting. The principal synthesized the information. The Draft was circulated among the staff for two weeks and then discussed at the November staff meeting. The Draft was then sent to the Peace Regional Outreach Student and Daycare Support Society.

Peace Regional Outreach Student and Daycare Support Society

Chairperson:	Betty Kruse
Vice Chairperson:	Wendy Koene
Secretary:	Jeannette Petkus
Treasurer:	Laberta Daciuk
Directors:	Elaine Manzer Ruth Soult Vivian St Andre Elizabeth Lyle Diane Ireland Alice Olson Reiza Belzil
Principal:	Carol Van Slyke

A draft version of the AERR/Three Year Plan was presented via email with suggestions being solicited.

Deadlines and Communication

This report is available, after November 30, 2014, to parents and the public on the Peace Regional Outreach Campus website **by selecting the appropriate link** at <http://www.peaceregionaloutreach.ca>

For additional information regarding Peace River School Division, please visit www.prsd.ab.ca
Information regarding the division's Three Year Education Plan 2014-2016 can also be found at www.prsd.ab.ca

Copies are available upon request.

Individual school Results Reports are communicated to the Peace Regional Outreach Student and Daycare Support Society and made available to parents and the public.