



Peace Regional Outreach Campus  
*A Holistic Learning Environment*

2015-  
2018

## Annual Education Results Report Three Year Education Plan



Van Slyke, Carol

Government of Alberta

2015-2018

## 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 2014 - 15 school year and a Three Year Plan for 2015 - 2018. 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 whom 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 who 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
- Education is 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 71 students and 10 students from other schools taking a single course. These numbers include 3 adult students. There are 6 children in Daycare. However, our numbers will steadily change throughout the year as our transient population moves and other students choose to return to school. 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 using the Transtheoretical Model (TTM) to guide our practice. This model supports fundamental change in people. Many of our students have large barriers to overcome requiring fundamental changes in their lives. Our goal is to remove educational barriers so 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 enabling the parents to 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 many 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 2015 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	91.2	94.5	95.0	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Concern	Program of Studies	64.6	64.8	66.5	81.3	81.3	81.2	Very Low	Maintained	Concern
		Education Quality	86.2	90.9	91.6	89.5	89.2	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	21.8	20.3	20.4	3.4	3.3	3.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	10.3	0.0	10.2	76.4	74.9	74.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	n/a	74.0	75.0	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	n/a	19.0	19.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Concern	Diploma Exam Participation Rate (4+ Exams)	5.1	0.0	0.0	54.9	50.5	54.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	44.1	46.9	45.4	61.2	60.9	61.3	Low	Maintained	Issue
	n/a	Diploma: Acceptable	n/a	61.1	63.4	n/a	85.4	84.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	5.6	1.9	n/a	21.0	19.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	0.0	0.0	4.7	59.8	59.2	59.0	Very Low	Maintained	Concern
		Work Preparation	85.7	n/a	n/a	82.0	81.2	80.4	High	n/a	n/a
		Citizenship	73.1	86.4	87.0	83.5	83.4	83.1	Intermediate	Declined	Issue
Parental Involvement	n/a	Parental Involvement	82.9	n/a	n/a	80.7	80.6	80.2	Very High	n/a	n/a
Continuous Improvement	Good	School Improvement	88.5	97.7	96.8	79.6	79.8	80.1	Very High	Declined	Good

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 changes 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	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.

Improvement	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

**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)

## Desired Outcome One: Every student is successful

*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	67.9	78.9	50.0	61.1	n/a	67	n/a	n/a	n/a	70	70	70
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	5.6	n/a	5	n/a	n/a	n/a	3	3	3

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	0.0	7.3	23.4	0.0	10.3	10	Very Low	Maintained	Concern	10	10	10
Drop Out Rate - annual dropout rate of students aged 14 to 18	10.8	32.4	8.5	20.3	21.8	20	Very Low	Maintained	Concern	20	20	20
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	9.5	0.0	0.0	5	Very Low	Maintained	Concern	0	0	0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	41.7	42.1	47.2	46.9	44.1	50	Low	Maintained	Issue	50	50	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	5.1	0	Very Low	Maintained	Concern	0	0	0

### Comment on Results

These performance measures do not target the type of successes we see in the Outreach setting. However in response:

- Most of our students will not be completing high school in 3 years. Typically many of our students will finish in 5 years however without our program they would likely not have finished at all.
- Our program addresses the student who was dropping out which makes any student in our school a victory
- Many of our students do go on to post-secondary however it may not be within 6 years of entering grade 10 or the student registers with us after September 30 and therefore their data is not captured in this report
- Since many of our students enter our school with a variety of barriers to education, our team first addresses barriers and then works with the student to attend to academic needs.
- It is unlikely that our students will complete more than 4 diploma exams. Most of our students complete two required exams.

Performance measures that target our success include data from last year that demonstrated:

- The trend of more students completing more courses than in previous years
- The trend of more students choosing high academic courses
- The increasing success of Aboriginal students who are succeeding at or above the whole population in completing courses
- 88% of our graduates have post-secondary plans including apprenticeship and post-secondary institutions
- Our graduate profile is: 63% aboriginal, 13% parenting and 63% living independently of their parents
- 68% of our total enrollment was retained in school completing at least one course as compared to last year at 45%.
- Using the Transtheoretical Model, the counselor team was able to keep many students engaged with learning while assisting them to make fundamental healthy changes in their lives.

### Strategies

- We will continue to use the Transtheoretical Model as the basis of staff practice recognizing that students are treated differently depending on where the student is at on the TTM spectrum—it isn't a matter of 'fairness' but a matter of 'readiness'.
- This year we will be making all of our students more aware of the Rutherford Scholarships with the intention of increasing the number of our students who will be eligible.

### Notes:

1. 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.
2. 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.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. 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.

*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.3	89.3	85.3	86.4	73.1	86	Intermediate	Declined	Issue	85	85	85
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	85.7	n/a	High	n/a	n/a	85	85	85

**Comment on Results**

At the Outreach we actively encourage students to model the characteristics of active citizenship. The results do not reflect the reality. We believe that the students did not recognize that the many things that occur daily, weekly and monthly fall into the category of active citizenship. Teacher data was not included since there are less than 6 teachers.

Presently we volunteer as a school for SPCA, Women’s Shelter, Soup Kitchen and the Food Bank to name a few. Our students are given the opportunity to advocate for themselves in many aspects of school life. Our program has responded to their concerns leading over the past 20 years to providing affordable daycare, transportation for infants, counseling and advocacy, and free food and daily hot breakfasts. Students are encouraged to advocate for themselves when financial funders or when school trustees visit. Students have often formed a part of presentations to outside groups where they share their personal stories.

Using the Transtheoretical Model and the ROCA data, we recognize the essential nature of building relationships between students and people in our program and with people in the outside community. We engage in a variety of active citizenship activities including making connections with our local business community through work experience as well as planned volunteer opportunities and planned team building activities.

**Strategies**

- This year the students will be instructed as to what certain phrases are referring to so that they can answer more accurately. The goal is to not have any student answer ‘don’t know’.
- Many aspects that were low were questions involving peer relationships. This year we will work proactively on ‘team building’ amongst the student body.
- We will continue to educate our parents about how we teach the attitudes and behaviours that will result in our students being successful at work.

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.





## Desired Outcome Two: Alberta has quality teaching and school leadership

*Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	64.1	69.7	65.0	64.8	64.6	70	Very Low	Maintained	Concern	70	70	70

### Comment on Results

Our small school does not offer foreign language instruction, drama, or music. Surprisingly there was a significant percentage of responders who indicated that we did offer foreign language instruction, drama and music!

We do offer Computer instruction, Art, Health and Physical Education. Health and Physical Education are offered in a non-traditional manner and therefore the students may not identify what we do with those specific courses. We also offer a lot in the area of Career planning.

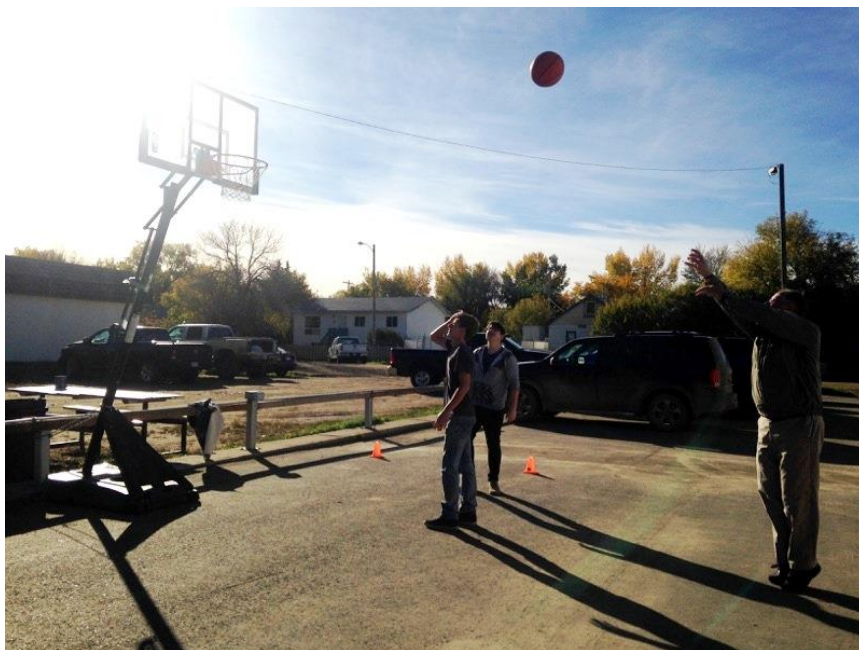
We had significant numbers indicating that they 'didn't know' which suggests we need to directly explain that we do offer these three.

### Strategies

We will highlight with the students the courses that we do offer so that they do not fixate on one small aspect such as the fact that we don't have a gymnasium.

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



### Desired Outcome Three: Alberta’s education system is governed effectively

*Specific Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	n/a	82.9	90	Very High	n/a	n/a	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.6	95.0	88.8	90.9	86.2	90	Intermediate	Maintained	Acceptable	90	90	90

**Comment on Results**

The results in this area were gratifying as the teacher input is suppressed since we have less than 6 teachers therefore all the data is from students and parents.

**Strategies**

We will continue to include our parents in decisions regarding their child's education.

We will continue to offer excellent quality of basic education.

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	98.6	97.3	93.1	94.5	91.2	95	Very High	Maintained	Excellent	95	95	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.	98.2	98.3	94.2	97.7	88.5	95	Very High	Declined	Good	90	90	90

**Comment on Results**

Although our results were high they did show a decrease.  
 The areas of decrease appear to be in items affected by peer-to-peer relationships

**Strategies**

Team building will be actively engaged in by the students and staff to build better relationships between our students.

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



## Desired Outcome Four: First Nations, Métis and Inuit students are successful

*Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	n/a	67	n/a	n/a	n/a	67	67	67
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	n/a	5	n/a	n/a	n/a	5	5	5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	0.0	0.0	0.0	*	23.9	5	Very Low	Improved	Issue	5	5	5
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	13.9	44.5	3.5	16.3	32.8	10	Very Low	Maintained	Concern	20	20	20
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	0.0	0.0	1	Very Low	Maintained	Concern	0	0	0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	24.0	30.0	40.0	22.2	40.0	50	Very Low	Maintained	Concern	45	45	45
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	*	12.0	0	Very Low	Improved	Issue	0	0	0

### Comment on Results

These performance measures do not target the type of successes we see in the Outreach setting.

- Most of our students will not be completing high school in 3 years. Typically many of our students will finish in 5 years however without our program they would not likely have finished at all. **Twice as many FNMI students completed high school in three years as compared to our overall population.**
- Our program addresses the student who was dropping out and so any student in our school is a victory **The FNMI students were significantly more likely to drop out than our overall population.**
- Many of our students do go on to post-secondary however it may not be within 6 years of entering grade 10 or the student registers with us after September 30 and therefore their data is not captured in this report
- Since many of our students enter our school with a variety of barriers to education, many of them do not excel at their studies as it is not a priority in the bigger scheme of their lives. **The FNMI students had a similar eligibility rate for the Rutherford compared to our overall population.**
- Finally, it is unlikely that our students will complete more than 4 diploma exams. Most of our students will complete the two required exams. **More than twice the number of FNMI students completed 4+ diploma exams than our overall population.**

In general, our FNMI students achieved at or above the general population!

### Strategies

- We will continue to embed Aboriginal awareness in all aspects of our school life.
- We will continue to celebrate FNMI culture on a daily basis in a way that it permeates all that we do.

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

## Desired Outcome Five: Positive Safety Attitudes

*Specific Outcome: Communicate and Celebrate the Importance of Safety to All Stakeholders*

Performance Measures
Meaningful ongoing safety education/activities occur monthly
Staff will complete the online safety training
Provide safety education/activities on the monthly Google tracking form for safety activities between the months August through June.
Incorporate key safety messages into communication plan

### Comment on Results:

As the above performance measures were established during the 2014-2015 school year, we do not yet have data to report on our progress for Goal Five. Throughout the 2015-2016 school year, data will be collected on these indicators as a baseline for measuring our progress.

### Strategies

- A staff member will plan meaningful safety education for the staff to be incorporated into staff meetings.
  - The divisional Health and Safety Manual will be used as a resource
- All staff will be reminded to complete the online safety training until they have completed the requirements.
- The staff member in charge of safety education will document all safety activities on the monthly Google tracking form.
- Safety messages will be included in the monthly school newsletter.
  - Opportunities to incorporate safety messages for the students will be sought

### **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.

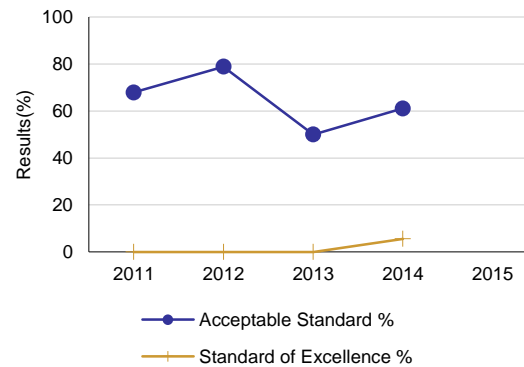
**Diploma Examination Results – Measure Details**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	50.0	0.0	85.7	0.0	*	*	*	*	n/a	n/a		
	Authority	84.9	5.3	81.3	7.9	75.3	6.2	87.4	6.3	n/a	n/a		
	Province	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7	n/a	n/a		
English Lang Arts 30-2	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	92.3	3.1	89.3	6.7	89.7	8.0	95.9	10.8	n/a	n/a		
	Province	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1	n/a	n/a		
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	78.6	16.7	67.2	4.9	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0	n/a	n/a		
Social Studies 30-1	School	62.5	0.0	*	*	28.6	0.0	*	*	n/a	n/a		
	Authority	76.6	6.5	68.0	6.2	73.3	7.0	78.5	11.8	n/a	n/a		
	Province	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2	n/a	n/a		
Social Studies 30-2	School	*	*	*	*	*	*	*	*	n/a	n/a		
	Authority	85.0	8.8	86.3	6.8	84.2	2.1	89.5	9.3	n/a	n/a		
	Province	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8	n/a	n/a		
Biology 30	School	*	*	*	*	*	*	*	*	n/a	n/a		
	Authority	70.3	21.1	56.0	10.4	71.9	19.1	77.1	18.1	n/a	n/a		
	Province	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7	n/a	n/a		
Chemistry 30	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	63.3	17.4	59.1	13.6	60.0	17.1	73.2	18.3	n/a	n/a		
	Province	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0	n/a	n/a		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.2	12.7	72.2	11.1	81.4	18.6	69.6	23.9	n/a	n/a		
	Province	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1	n/a	n/a		
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	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5	n/a	n/a		

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



Graph of Diploma Examination Results – Overall



Note: 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	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	85.7	n/a	n/a	28,933	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	n/a	n/a	28,933	11.1
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,235	89.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,235	11.6
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,224	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,224	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	97.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	22.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,896	71.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,896	19.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,008	73.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,008	15.1
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,578	77.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,578	31.3
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,790	70.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,790	12.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	28.6	n/a	n/a	22,627	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	n/a	n/a	22,627	15.4
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,164	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,164	14.1
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,415	83.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,415	30.6
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,370	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,370	31.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,093	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,093	31.6
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,176	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,176	24.4

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

	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

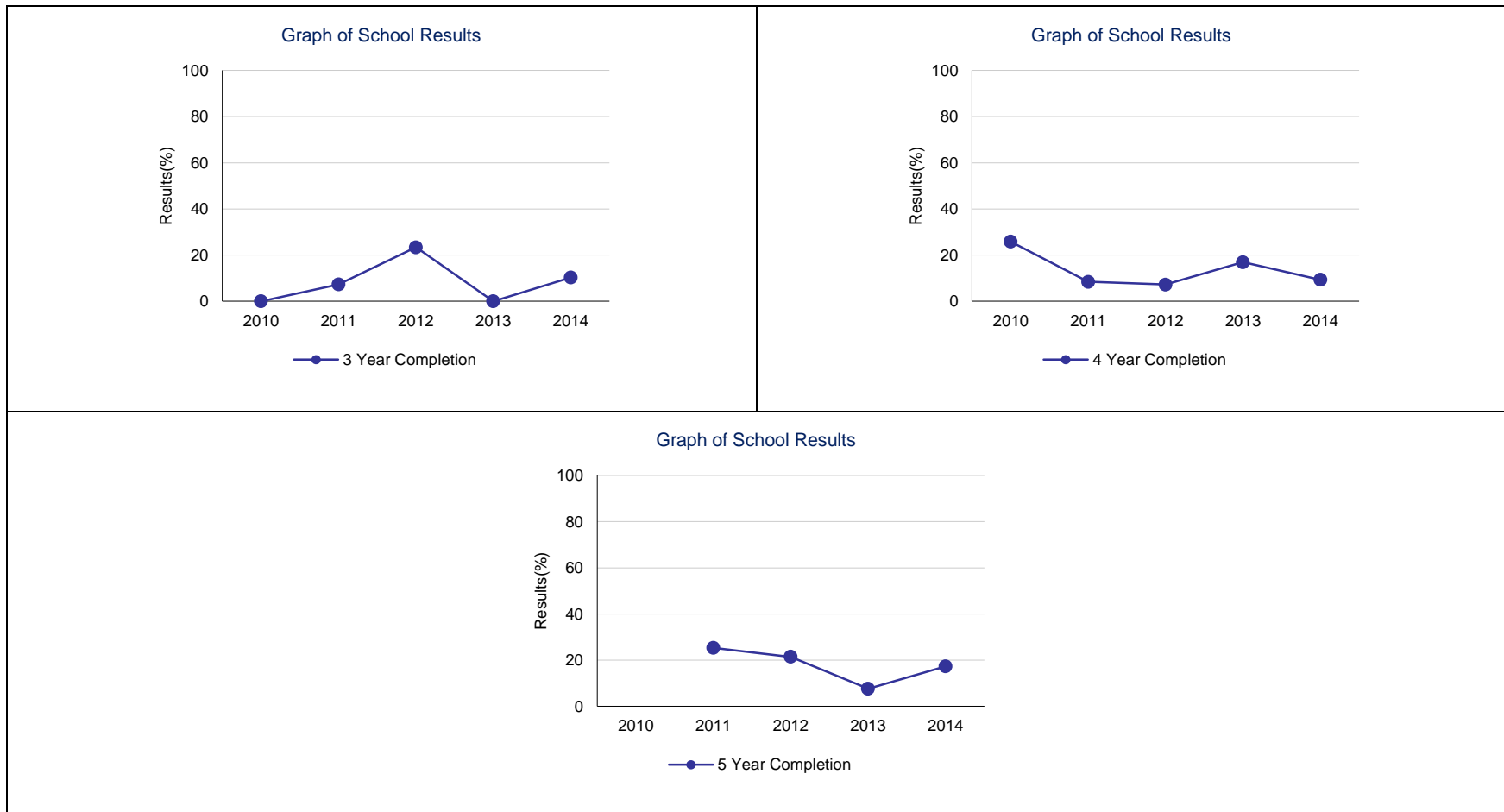
**Overall Evaluation Table**

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.

**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	0.0	7.3	23.4	0.0	10.3	71.5	69.0	70.8	68.6	66.4	72.6	74.1	74.8	74.9	76.4
4 Year Completion	25.8	8.4	7.2	16.9	9.3	74.3	78.0	74.0	75.6	75.2	76.9	78.1	79.4	79.6	80.0
5 Year Completion	*	25.3	21.4	7.6	17.3	78.3	76.9	80.8	75.3	78.5	79.0	79.6	80.8	81.7	82.1

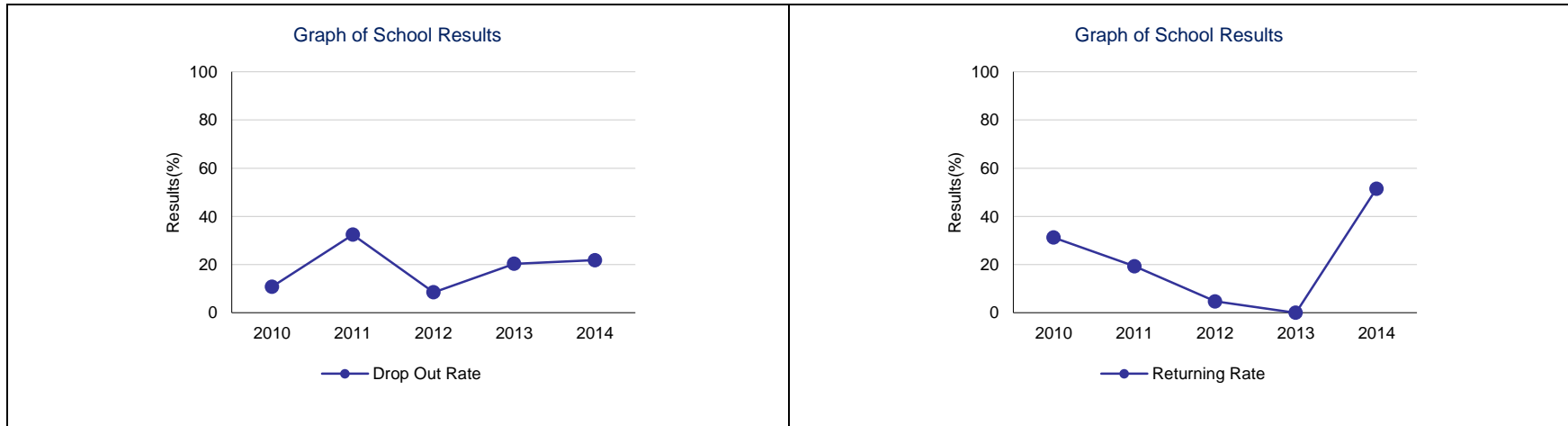


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	10.8	32.4	8.5	20.3	21.8	5.1	5.4	3.2	4.3	4.5	4.2	3.2	3.5	3.3	3.4
Returning Rate	31.2	19.3	4.7	0.0	51.5	33.2	11.0	15.1	20.8	29.3	27.9	23.4	23.0	21.1	20.3



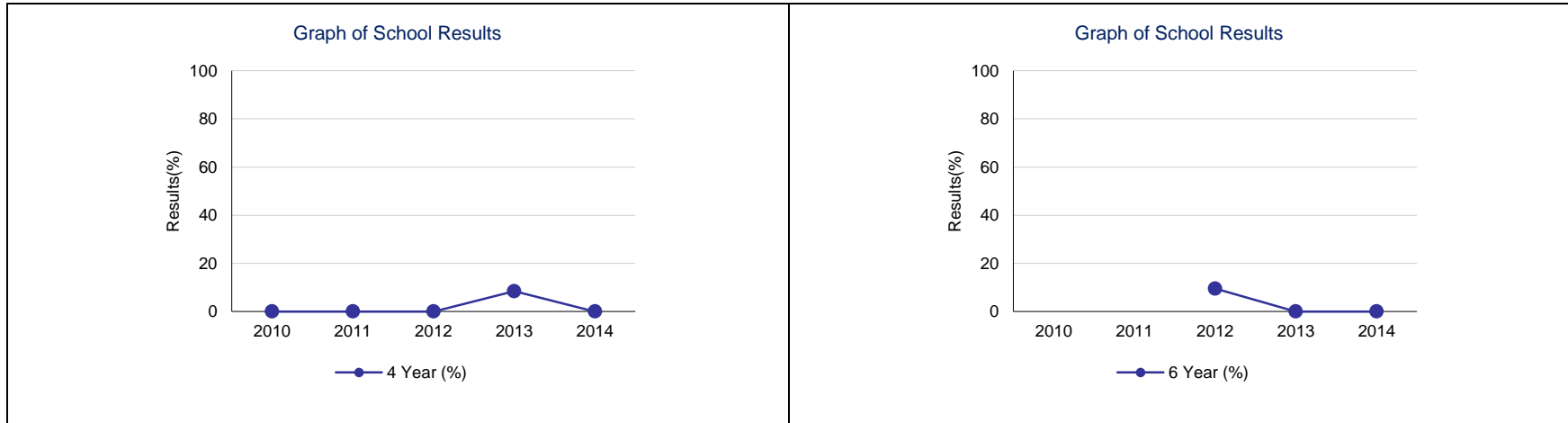
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	0.0	0.0	0.0	8.4	0.0	40.8	51.1	48.9	40.5	32.1	37.8	38.2	39.6	40.0	38.4
6 Year Rate	*	*	9.5	0.0	0.0	56.2	60.5	58.2	65.6	62.5	59.3	58.4	59.5	59.2	59.8



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



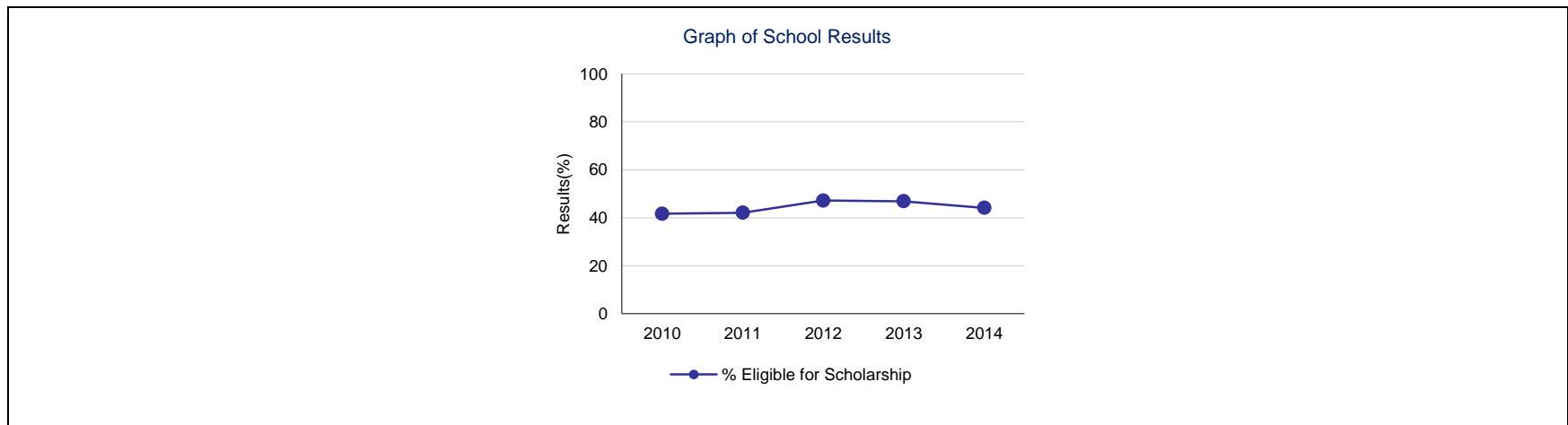
**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Rutherford Scholarship Eligibility Rate (Revised)	41.7	42.1	47.2	46.9	44.1	52.6	52.5	55.5	53.2	55.3	59.6	61.5	61.3	60.9	61.2

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
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
2014	34	12	35.3	9	26.5	2	5.9	15	44.1



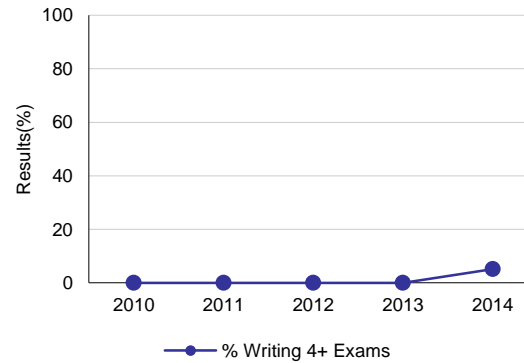
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	100.0	92.7	76.6	89.7	84.6	22.4	24.9	21.2	21.9	23.9	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	0.0	7.3	23.4	10.3	15.4	77.6	75.1	78.8	78.1	76.1	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	0.0	7.3	23.4	0.0	10.3	73.8	69.4	76.9	73.8	72.1	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	0.0	0.0	0.0	0.0	5.1	53.3	53.3	53.4	49.1	51.6	66.0	67.4	67.5	63.8	65.6
<b>% Writing 4+ Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>5.1</b>	<b>38.0</b>	<b>43.6</b>	<b>39.0</b>	<b>33.9</b>	<b>40.6</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>	<b>50.5</b>	<b>54.9</b>
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	27.4	33.3	24.2	23.0	29.1	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	11.8	14.7	12.9	11.7	11.9	13.4	14.1	14.6	11.5	13.3

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	0.0	6.7	20.0	0.0	9.1	45.9	48.8	47.6	40.5	45.5	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	0.0	0.0	0.0	0.0	0.0	27.8	22.1	25.8	32.9	26.5	25.1	26.1	26.1	27.2	28.2
<b>Total of 1 or more English Diploma Exams</b>	<b>0.0</b>	<b>6.7</b>	<b>20.0</b>	<b>0.0</b>	<b>9.1</b>	<b>73.0</b>	<b>70.5</b>	<b>73.4</b>	<b>73.0</b>	<b>71.5</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>	<b>79.3</b>	<b>80.3</b>
Social Studies 30	0.0	0.0	0.0	n/a	n/a	7.4	1.8	0.0	n/a	n/a	3.7	0.3	0.0	n/a	n/a
Social Studies 30-1	0.0	6.7	20.0	8.3	13.6	34.1	42.1	40.6	38.0	37.5	45.7	48.2	48.0	46.1	45.5
Social Studies 33	0.0	0.0	0.0	n/a	n/a	5.6	0.0	0.0	n/a	n/a	2.5	0.1	0.0	n/a	n/a
Social Studies 30-2	0.0	0.0	0.0	0.0	0.0	27.8	26.3	33.2	37.1	32.4	27.4	31.0	32.1	34.0	35.6
<b>Total of 1 or more Social Diploma Exams</b>	<b>0.0</b>	<b>6.7</b>	<b>20.0</b>	<b>8.3</b>	<b>13.6</b>	<b>73.3</b>	<b>69.8</b>	<b>73.8</b>	<b>73.8</b>	<b>70.0</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>	<b>79.3</b>	<b>80.3</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	29.3	35.8	28.0	2.1	0.0	41.4	42.6	42.5	7.3	0.1
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	15.2	11.6	17.3	0.0	0.0	19.7	20.0	19.6	0.2	0.0
Mathematics 30-1	n/a	n/a	n/a	0.0	0.0	n/a	n/a	n/a	18.1	24.9	n/a	n/a	n/a	30.0	37.6
Mathematics 30-2	n/a	n/a	n/a	0.0	0.0	n/a	n/a	n/a	18.1	19.4	n/a	n/a	n/a	16.9	21.6
<b>Total of 1 or more Math Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>44.1</b>	<b>46.3</b>	<b>44.3</b>	<b>36.7</b>	<b>43.5</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>	<b>52.5</b>	<b>57.4</b>
Biology 30	0.0	0.0	0.0	0.0	4.5	35.6	41.8	41.0	37.6	37.2	41.2	42.8	43.1	42.5	41.7
Chemistry 30	0.0	0.0	0.0	0.0	0.0	29.3	33.3	26.6	22.8	28.9	35.2	36.0	36.7	31.7	35.0
Physics 30	0.0	0.0	0.0	0.0	0.0	17.8	20.4	17.0	14.8	18.2	20.0	20.6	20.4	17.4	20.2
Science 30	0.0	0.0	0.0	0.0	0.0	0.0	0.4	1.5	1.3	0.8	9.0	9.1	10.5	9.8	13.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>4.5</b>	<b>43.0</b>	<b>48.1</b>	<b>46.9</b>	<b>43.9</b>	<b>45.1</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>	<b>57.7</b>	<b>59.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	4.5	1.1	2.1	2.2	2.1	1.6	2.9	2.8	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>4.5</b>	<b>1.1</b>	<b>2.1</b>	<b>2.2</b>	<b>2.1</b>	<b>1.6</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>	<b>3.0</b>	<b>3.0</b>

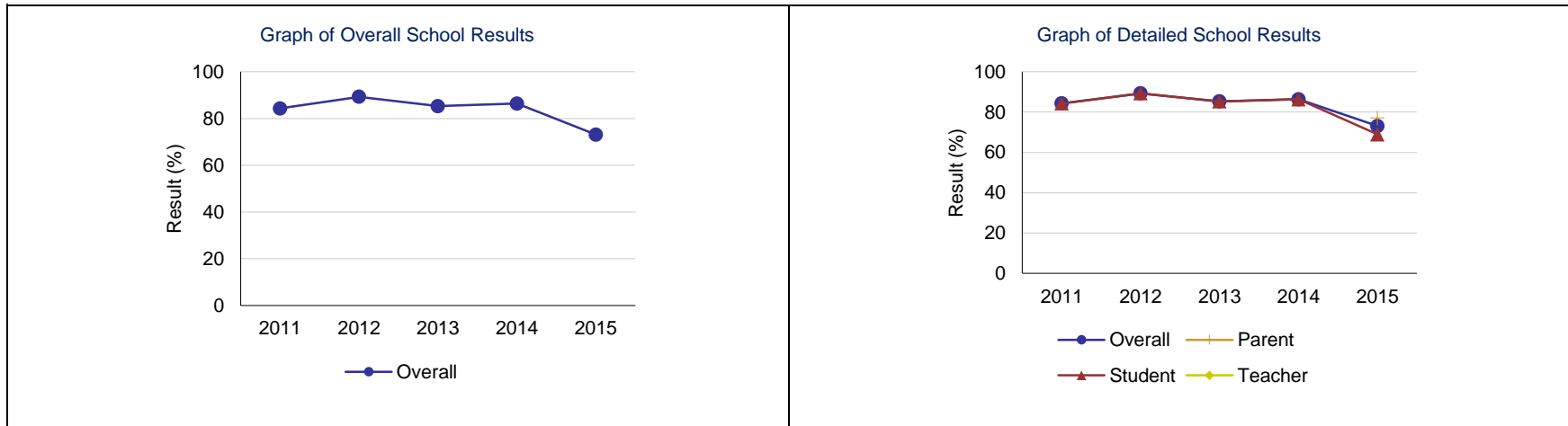
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time 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.

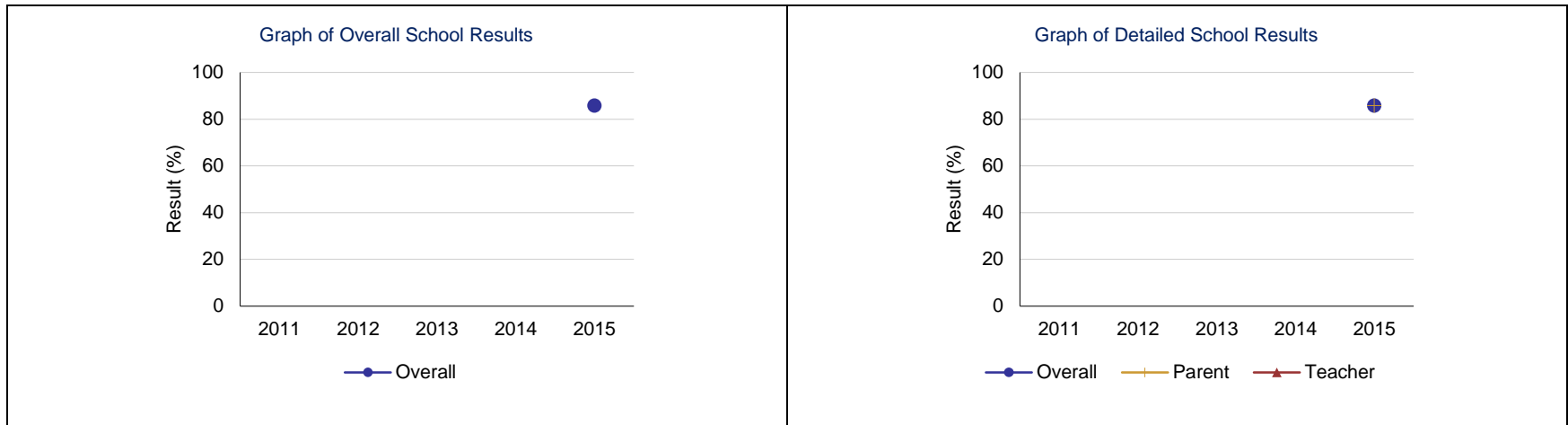
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.3	89.3	85.3	86.4	73.1	79.5	79.3	81.7	80.0	83.0	81.9	82.5	83.4	83.4	83.5
Teacher	*	*	*	*	*	93.0	93.5	95.3	94.2	96.1	92.7	93.1	93.6	93.8	94.2
Parent	*	*	*	*	77.1	74.2	73.4	73.8	77.4	80.3	78.6	79.4	80.3	81.9	82.1
Student	84.3	89.3	85.3	86.4	69.0	71.4	71.2	76.1	68.4	72.6	74.5	75.0	76.2	74.5	74.2



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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Work Preparation – Measure Details**

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.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	n/a	85.7	77.8	74.5	77.2	84.2	85.3	80.1	79.7	80.3	81.2	82.0
Teacher	*	*	*	*	*	92.3	92.2	93.1	95.0	93.5	89.6	89.5	89.4	89.3	89.7
Parent	*	*	*	*	85.7	63.2	56.8	61.3	73.4	77.1	70.6	69.9	71.1	73.1	74.2

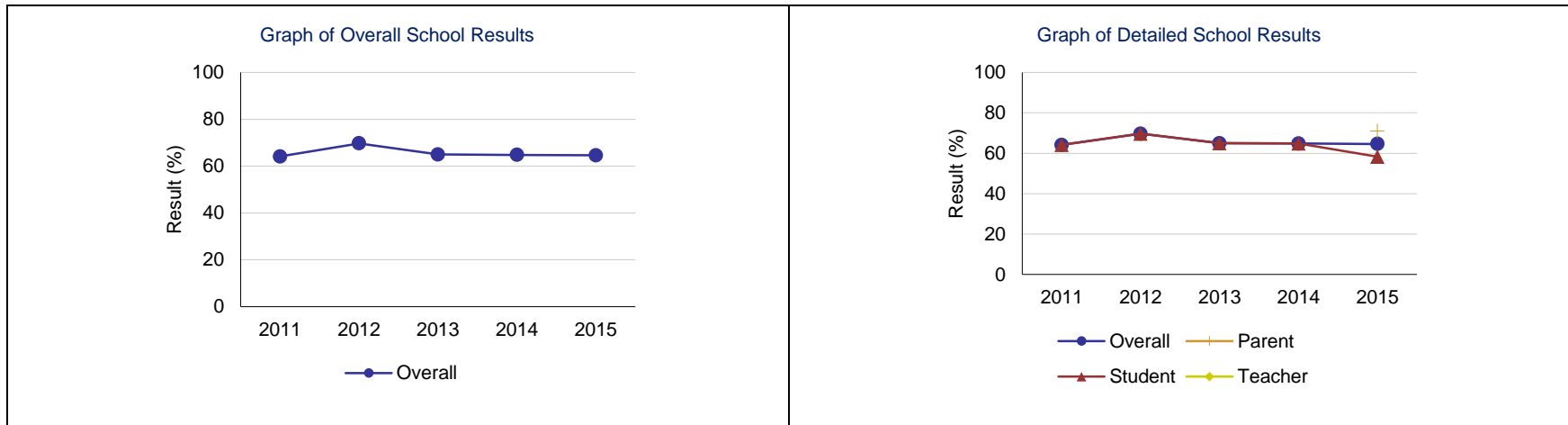


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	64.1	69.7	65.0	64.8	64.6	75.5	74.2	75.2	76.7	77.9	80.9	80.7	81.5	81.3	81.3
Teacher	*	*	*	*	*	82.4	83.1	83.1	85.2	86.2	87.6	87.3	87.9	87.5	87.2
Parent	*	*	*	*	70.9	70.3	72.2	72.6	76.8	79.8	78.3	78.1	78.9	79.9	79.9
Student	64.1	69.7	65.0	64.8	58.3	73.8	67.2	69.9	68.0	67.7	76.9	76.9	77.8	76.6	76.9

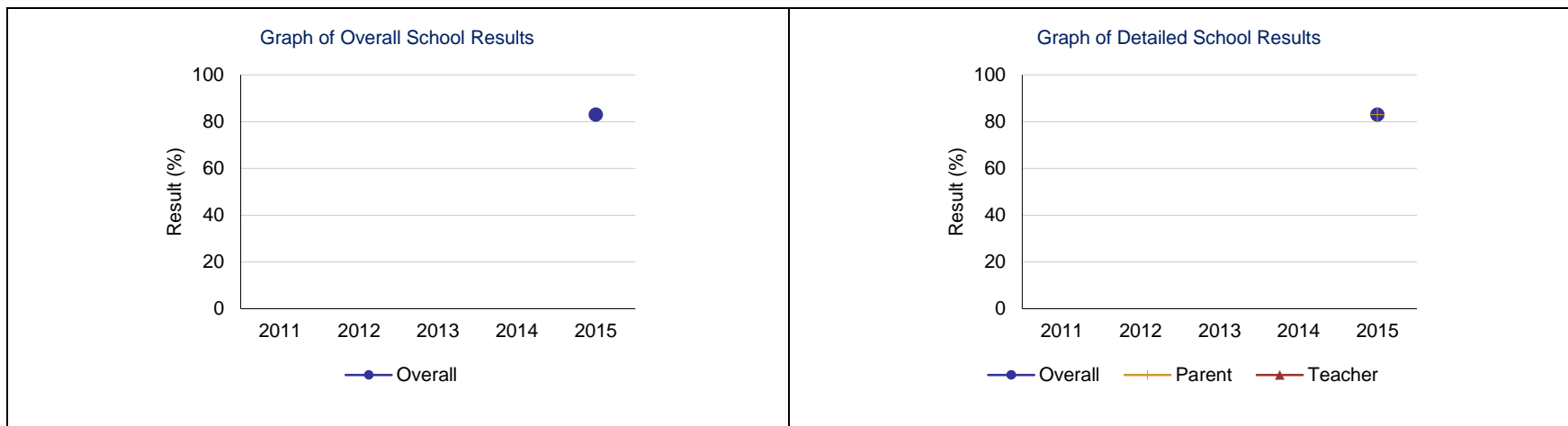


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	n/a	82.9	79.6	79.5	81.6	83.6	84.7	79.9	79.7	80.3	80.6	80.7
Teacher	*	*	*	*	*	87.9	84.5	89.1	91.4	88.4	88.1	88.0	88.5	88.0	88.1
Parent	*	*	*	*	82.9	71.2	74.6	74.1	75.9	80.9	71.7	71.4	72.2	73.1	73.4

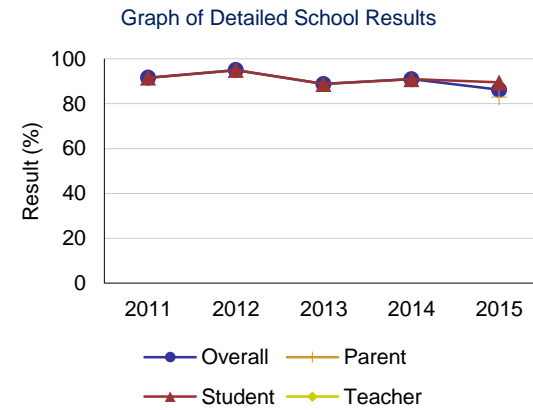
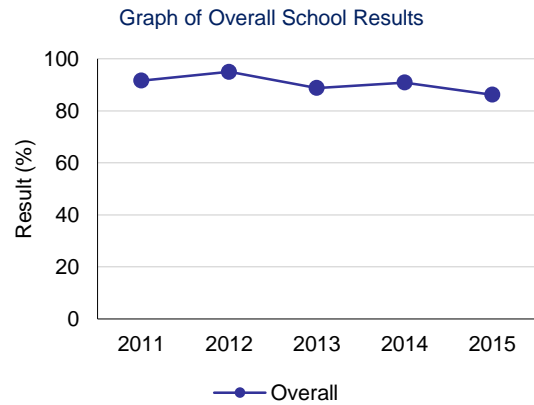


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	91.6	95.0	88.8	90.9	86.2	86.7	87.4	88.1	88.1	89.0	89.4	89.4	89.8	89.2	89.5
Teacher	*	*	*	*	*	96.7	95.6	96.8	96.6	97.5	95.5	95.4	95.7	95.5	95.9
Parent	*	*	*	*	82.9	77.3	79.3	79.5	82.5	82.5	84.2	84.2	84.9	84.7	85.4
Student	91.6	95.0	88.8	90.9	89.5	86.1	87.3	88.0	85.1	86.9	88.5	88.6	88.7	87.3	87.4

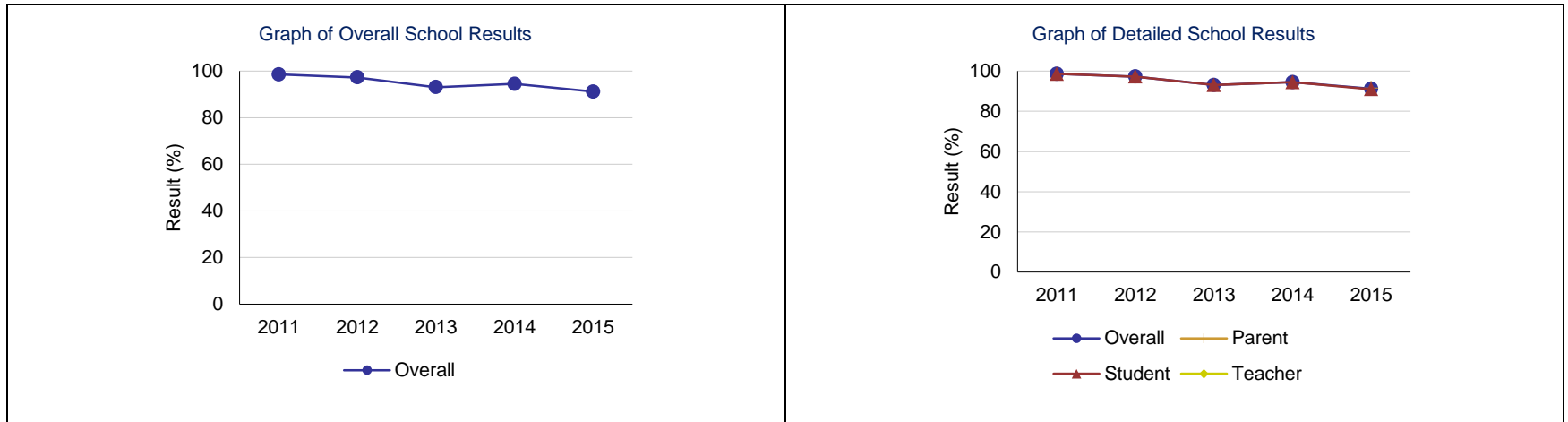


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	98.6	97.3	93.1	94.5	91.2	87.2	87.2	88.0	88.2	89.5	88.1	88.6	89.0	89.1	89.2
Teacher	*	*	*	*	*	95.6	95.5	97.0	96.1	97.0	94.5	94.8	95.0	95.3	95.4
Parent	*	*	*	*	91.4	84.3	84.3	83.2	87.5	89.1	86.6	87.4	87.8	88.9	89.3
Student	98.6	97.3	93.1	94.5	91.0	81.7	81.9	83.8	81.0	82.3	83.3	83.7	84.2	83.1	83.0

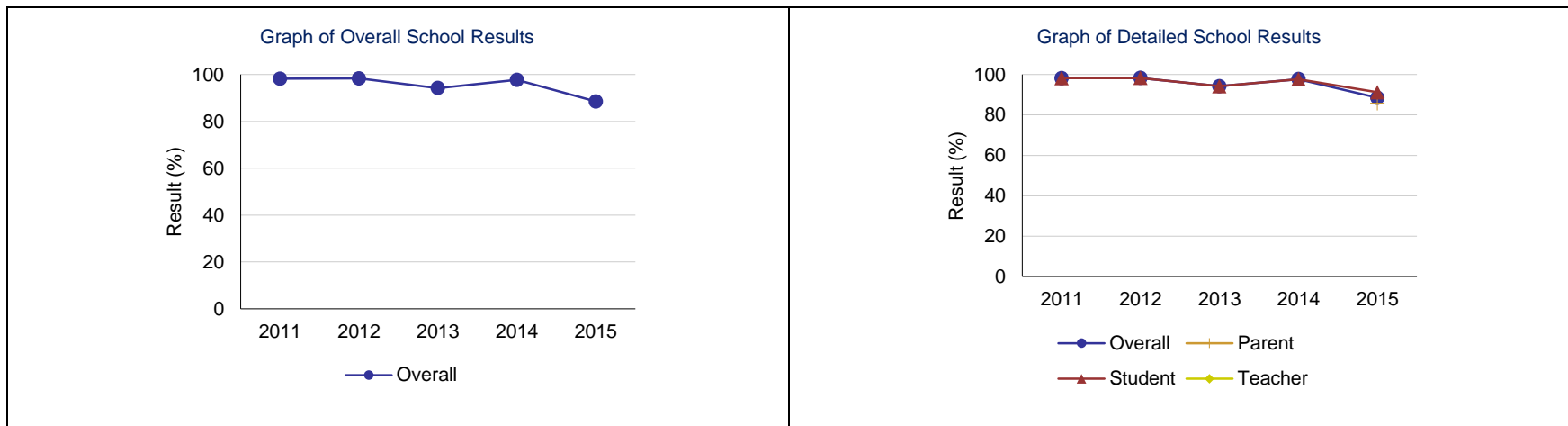


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	98.2	98.3	94.2	97.7	88.5	78.3	79.8	81.0	78.0	82.3	80.1	80.0	80.6	79.8	79.6
Teacher	*	*	*	*	*	87.9	85.8	85.0	82.1	85.8	80.1	81.1	80.9	81.3	79.8
Parent	*	*	*	*	85.7	67.9	76.0	75.1	74.9	80.7	77.3	76.2	77.9	77.0	78.5
Student	98.2	98.3	94.2	97.7	91.2	79.2	77.7	82.8	77.1	80.4	82.9	82.7	82.9	81.2	80.7



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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

### **Peace Regional Outreach Campus Students**

In June 2015, 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 and then discussed at the September staff meeting. The Draft was shared with the Peace Regional Outreach Student and Daycare Support Society at their meeting on September 30.

### **Peace Regional Outreach Student and Daycare Support Society**

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

### **Deadlines and Communication**

This report is available, after November 30, 2015, 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](http://www.prsd.ab.ca)

Information regarding the division's Three Year Education Plan 2015-2018 can also be found at [www.prsd.ab.ca](http://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.



## Budget Report

Peace River School Division No. 10  
2015-16 November 30 Fall Update

### SCHOOL: Peace Regional Outreach

#### Revenue And Allocations To Budget Center

AB ED: Base Funding	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total AB ED: Base Funding	\$510,141	\$546,206
% of Revenue And Allocations To Budget Center	80%	80%
AB ED: Differential Cost Funding	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$56,988	\$60,251
% of Revenue And Allocations To Budget Center	9%	9%
AB ED: Other Support Funding	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total AB ED: Other Support Funding	\$38,471	\$42,129
% of Revenue And Allocations To Budget Center	6%	6%
AB ED: OTHER	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total AB ED: OTHER	\$2,000	\$2,000
% of Revenue And Allocations To Budget Center	0%	0%
Instruction Resource Fees	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
School Based Course Material Fees	\$2,000	\$2,000
Textbook Rentals	\$5,000	\$5,000
Total Instruction Resource Fees	\$7,000	\$7,000
% of Revenue And Allocations To Budget Center	1%	1%
Investment Income	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Investment Income	\$1,584	\$1,728
% of Revenue And Allocations To Budget Center	0%	0%
Transfers	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Transfers	\$23,995	\$23,995
% of Revenue And Allocations To Budget Center	4%	4%
<b>Total Revenue And Allocations To Budget Center</b>	<b>\$640,178</b>	<b>\$683,309</b>

#### Expenditures

Certificated	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Certificated	\$403,596	\$403,596
% of Expenditures	61%	59%
Uncertificated	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Uncertificated	\$157,336	\$181,795
% of Expenditures	24%	27%
Other Staffing Costs	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget

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

SCHOOL: Peace Regional Outreach - Budget Report

2015-16 November 30 Fall Update

<b>Other Staffing Costs</b>	<b>2015-16 November 30 Fall Update</b>	<b>2015 - 16 May Preliminary Budget</b>
School Based Certificated Sub Cost	\$8,880	\$8,880
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	40.00 Days	40.00 Days
School Based Certificated Sub Benefits	\$888	\$888
School Based Certificated Sub Cost	\$8,880	\$8,880
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
<b>Total Other Staffing Costs</b>	<b>\$9,768</b>	<b>\$9,768</b>
<b>% of Expenditures</b>	<b>1%</b>	<b>1%</b>

<b>Contracted Services</b>	<b>2015-16 November 30 Fall Update</b>	<b>2015 - 16 May Preliminary Budget</b>
Certificated Inservice/Reg Fees	\$1,550	\$1,550
Uncertificated Inservice/Reg Fees	\$1,500	\$1,500
Professional Fees	\$23,000	\$23,000
Student Awards	\$2,000	\$2,000
Postage & Phone	\$1,000	\$1,000
Advertising	\$2,000	\$2,000
Expense Reimbursement	\$1,500	\$1,500
Field Trips	\$6,180	\$6,180
Contracted Equipment & Vehicle Maintenance	\$5,000	\$5,000
Building Rent	\$10,000	\$10,000
Insurance	\$800	\$800
<b>Total Contracted Services</b>	<b>\$54,530</b>	<b>\$54,530</b>
<b>% of Expenditures</b>	<b>8%</b>	<b>8%</b>

<b>Supplies</b>	<b>2015-16 November 30 Fall Update</b>	<b>2015 - 16 May Preliminary Budget</b>
Supplies	\$26,184	\$26,184
Library Supplies (Minimum Standard)	\$858	\$936
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	66.00 Students	72.00 Students
Furniture & Equipment	\$6,500	\$6,500
<b>Total Supplies</b>	<b>\$33,542</b>	<b>\$33,620</b>
<b>% of Expenditures</b>	<b>5%</b>	<b>5%</b>

<b>Total Expenditures</b>	<b>\$658,772</b>	<b>\$683,309</b>
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**Summary**

	<b>2015-16 November 30 Fall Update</b>	<b>2015 - 16 May Preliminary Budget</b>
Total Revenues and Allocations To Budget	\$640,178	\$683,309
Total Expenditures	\$658,772	\$683,309
<b>Variance</b>	<b>(\$18,594)</b>	<b>\$0</b>

**Notes**

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