



Peace Regional Outreach Campus
A Holistic Learning Environment

2012-
2015

Annual Education Results Report
Three Year Education Plan



Peace Regional Outreach Campus Award Recipients for 2011-12

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Peace River School Division

Learning Together- Success for All

2012-2015

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 2011-12 school year and a Three Year Plan for 2012 - 2015. 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 80 students enrolled. However, that number will steadily increase throughout the years 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 barrier 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, a career counselor to connect the students with post-secondary institutions, and a bus to transport students. The bus also is equipped to transport Outreach student's children to our daycare. We also provide nutritious food in the form of a daily hot 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 2012 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	97.3	98.6	96.8	88.6	88.1	87.5	Very High	Maintained	Excellent
Student Learning Opportunities	Issue	Program of Studies	69.7	64.1	65.1	80.7	80.9	80.6	Low	Maintained	Issue
		Education Quality	95.0	91.6	93.5	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	32.4	10.8	19.5	3.2	4.2	4.4	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	7.3	0.0	5.6	74.1	72.6	71.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.1	79.3	78.9	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	20.9	19.6	19.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	83.3	63.2	66.7	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	0.0	0.0	6.3	18.6	18.7	18.7	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.2	54.9	53.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	42.1	41.7	24.7	61.5	59.6	58.0	Very Low	Improved	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	58.4	59.3	59.5	*	*	*
		Work Preparation	n/a	n/a	n/a	79.7	80.1	79.9	n/a	n/a	n/a
		Citizenship	89.3	84.3	84.9	82.5	81.9	81.2	Very High	Maintained	Excellent
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	79.7	79.9	80.0	n/a	n/a	n/a
Continuous Improvement	Excellent	School Improvement	98.3	98.2	96.8	80.0	80.1	79.8	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. 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 6, 9), Français (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. 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.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 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.

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)

Goal One: Success for Every Student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		2012	Achievement	Improvement	Overall	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	60.0	69.2	67.9	63.2	83.3	65	Low	Maintained	Issue	67	69	71
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	15.4	3.6	0.0	0.0	5	Very Low	Maintained	Concern	5	5	5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		2012	Achievement	Improvement	Overall	2013	2014
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	*	11.1	0.0	7.3		Very Low	Maintained	Concern			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	28.1	10.8	32.4		Very Low	Declined	Concern			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	8.3	24.0	41.7	42.1		Very Low	Improved	Issue			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	n/a	*	0.0	0.0	0.0		Very Low	Maintained	Concern			

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 and most of them were going to be drop outs. Therefore all students who remain with us are “victories” for our school. Many of our graduates do go on to post-secondary training. However, very few do so within 6 years of entering grade 10. In 2011-12, 93% of our possible grade 12 graduates plan to attend post-secondary institutions. We are proud to note that over 42% of our students were eligible for a Rutherford Scholarship.

Strategies

The Peace Regional Outreach Campus addresses each student’s educational barriers by providing:

- Personal counselling to identify barriers
- Differentiated instruction tailored to the student’s individual learning needs
- Affordable childcare in our licensed daycare
- Career counselling
- Access to an aboriginal elder
- Nutritious food
- Role models in our former students
- Practice in daily, weekly, monthly goal setting and commitment to the individual goals

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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. 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.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	55.6	n/a	85.5	84.3	89.3	85	Very High	Maintained	Excellent	85	85	87
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		n/a	n/a	n/a			

Comment on Results

The Peace Regional Outreach Campus is proud of our students' willingness to give back to their community. Ample opportunities are offered in the area of community service and our students accept the challenge!

Strategies

- Opportunities for community service will be provided for our students.
- Discussions addressing essential workplace behaviours will continue
- Staff will model the characteristics of active citizenship
- Staff will model positive attitudes and behaviours at work
- Students will be exposed to a variety of workplaces as part of their career explorations including presentations
- Community members will discuss appropriate workplace behaviours and attitudes with the youth
- Career Counsellor and other staff will continue to encourage students to participate in Off-Campus courses including Summer Work Experience.

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



Students diligently working on their modules.

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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.	68.1	n/a	66.0	64.1	69.7	65	Low	Maintained	Issue	67	67	70
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.9	n/a	95.5	91.6	95.0	90	Very High	Maintained	Excellent	90	90	95
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.	84.4	n/a	95.0	98.6	97.3	95	Very High	Maintained	Excellent	95	95	95

Comment on Results

Fine Arts

- Art is offered through mentorship with our talented Aboriginal Liaison
- Music and Drama are not offered as we are limited by our staff expertise

Career Counseling

- Career counseling and post-secondary programming information is offered by our part-time counselor

Technology

- Students will be using laptops as much as they can in their course work and the use of technology will follow proper digital citizenship guidelines

Health and Physical Education

- Students are offered a wide variety of activities using community facilities

Quality of Basic Education

- Student and Staff indicated a very high satisfaction 95%
- Students are consistently choosing academic courses in English, Social and Science.

Safe and Caring

- The nearly 97% approval by our students is testament to our successful environment
- Our caring holistic learning environment conveys the importance of caring for both oneself and others.

Strategies

Peace Regional Outreach Campus embraces opportunities to offer a variety of courses. During the 2012-13 school year, we will be continue to adjust our teaching and tutoring strategies for individual students.

Staff will be presenting general interest information sessions on a weekly basis to expand our students basic knowledge and interest of people that have influenced our world in a variety of areas. Eg. Michelangelo, Florence Nightingale, Steve Jobs, etc.

Demonstrating and teaching caring and respect will continue to be an important focus.

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

Outcome: *The education system demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
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		n/a	n/a	n/a			
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.	88.9	n/a	95.5	98.2	98.3		Very High	Maintained	Excellent	98	98	98

Comment on Results

Our school is continuously striving to improve our instructional and counseling skills.

Strategies

Each year we focus on ways to improve our school. This year we are focussed on integrating simulations and multimedia projects into core subjects.

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

Our Grads of 2012!



Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Comment on Results

FNMI students are successful in our program! Approximately, 60% of our students declare themselves as FNMI.

- In 2012, 4 of our graduates identified as FNMI. 6 of our aboriginal students participated in the Eagle Feather ceremony at the annual Powwow.
- Students attended career presentations from Careers Next Generation, Grande Prairie Regional College, Employment and Immigration Centre, Northern Alberta Development Council, Advanced Education and Technology Learning.
- A sweat lodge experience was organized for interested students.
- Our Aboriginal Studies course continues to be popular with our students
- One of our FNMI students used a unique opportunity to attend summer art courses at Red Deer College courtesy of a local artist's donation.
- Aboriginal students averaged 11.3 credits as compared to the total population's average of 11.8 credits.

Strategies

Successful strategies include:

- Embedding 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, and Eagle Feather ceremonies.
- Individually tailored programming to ensure student success
- Career Counsellor helps students access post-secondary program information
- Ongoing access to a recognized elder
- During the graduation ceremony the elder is often requested to dance for the graduates
- Success is celebrated and validated at our Annual Awards and Barbeque.
- Students attended a pipe ceremony

Diploma Examination Results – Measure Details

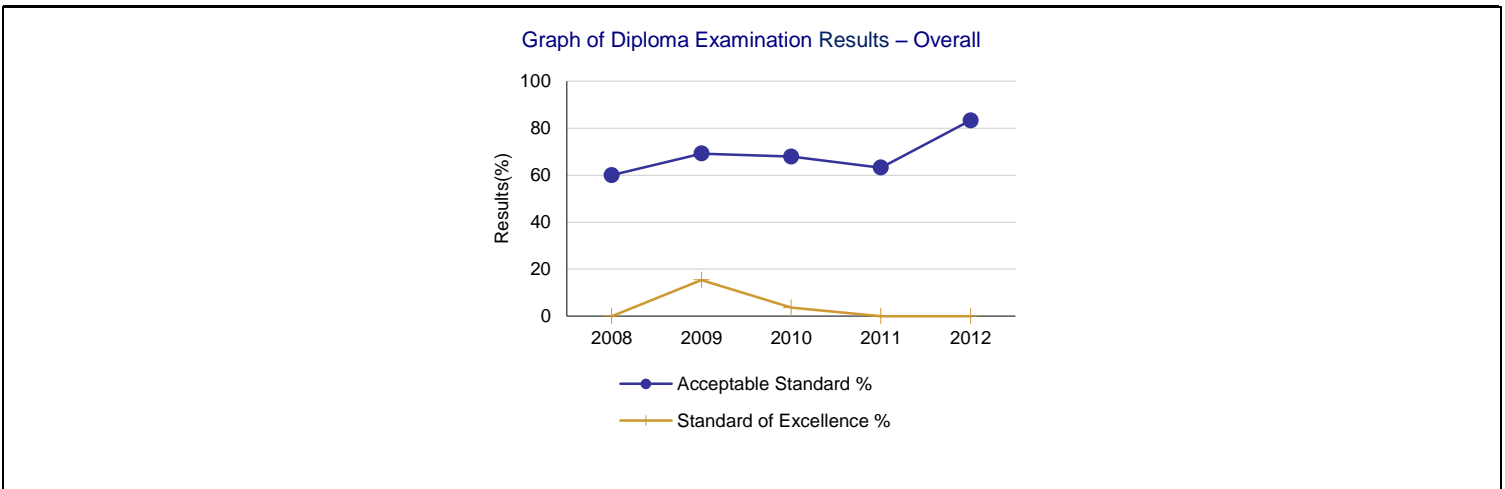
Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	50.0	0.0	66.7	16.7	66.7	0.0	50.0	0.0	85.7	0.0	65	3
	Authority	76.2	10.4	84.1	4.8	82.4	6.1	84.9	5.3	81.3	7.9		
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	School	*	*	*	*	100.0	9.1	*	*	*	*	65	3
	Authority	95.3	7.8	86.6	3.7	91.7	4.8	92.3	3.1	89.3	6.7		
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
Pure Mathematics 30	School	*	*	n/a	n/a	*	*	*	*	*	*	65	3
	Authority	68.0	8.6	46.5	7.9	62.6	17.2	69.3	12.5	67.1	9.4		
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	School	n/a	n/a	*	*	*	*	*	*	n/a	n/a	65	3
	Authority	76.5	7.8	72.1	7.0	60.5	5.3	53.5	4.7	44.7	5.3		
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	62.5	0.0	*	*	65	3
	Authority	n/a	n/a	n/a	n/a	71.4	7.1	76.6	6.5	68.0	6.2		
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	65	3
	Authority	n/a	n/a	n/a	n/a	84.1	13.4	85.0	8.8	86.3	6.8		
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	School	*	*	*	*	*	*	*	*	*	*	65	3
	Authority	71.2	18.4	73.7	14.7	75.9	26.9	70.3	21.1	56.0	10.4		
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	65	3
	Authority	n/a	n/a	59.8	13.4	61.0	18.2	63.3	17.4	59.1	13.6		
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	62.1	17.2	63.8	14.9	76.2	12.7	72.2	11.1		
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	School	n/a	n/a	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	n/a	n/a	n/a	n/a		
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

Note: Data values have been suppressed where the number of students 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.



Students participate in monthly science experiments. Here they are dissecting a cow's eyeball!



The Peace Regional Outreach Student often struggles with success on Diploma Exams. This difficulty is associated with exam anxiety, competing priorities such as parenting or holding a full time job and a variety of education gaps in their schooling. During the past years, our students’ main counseling concerns centered on basic needs and health issues. We are celebrating the over 80% of students scoring an “acceptable” standard on the diplomas in 2012. We will encourage students to participate in Diploma prep reviews offered at Outreach and within our school division.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Peace Regional Outreach Campus							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Improved	Acceptable	7	85.7	8	61.1	29,328	86.0	28,848	85.2
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	8	5.6	29,328	11.3	28,848	10.8
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	11	100.0	14,554	89.5	14,112	88.5
	Standard of Excellence	*	*	*	1	*	11	9.1	14,554	10.7	14,112	9.1
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	95.5	1,279	94.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	13.4	1,279	16.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	96.5	144	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	19.0	144	22.9
Pure Mathematics 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	21,691	81.8	22,716	82.0
	Standard of Excellence	*	*	*	2	*	n/a	n/a	21,691	27.1	22,716	28.2
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,991	75.6	10,625	77.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,991	10.3	10,625	12.0
Social Studies 30-1	Acceptable Standard	*	*	*	5	*	8	62.5	23,487	86.2	23,544	83.7
	Standard of Excellence	*	*	*	5	*	8	0.0	23,487	16.7	23,544	15.5
Social Studies 30-2	Acceptable Standard	*	*	*	4	*	n/a	n/a	17,193	83.1	15,720	85.3
	Standard of Excellence	*	*	*	4	*	n/a	n/a	17,193	13.7	15,720	14.8
Biology 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	23,299	81.8	22,083	82.1
	Standard of Excellence	*	*	*	2	*	n/a	n/a	23,299	28.1	22,083	28.2
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,926	76.7	18,365	76.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,926	28.4	18,365	28.4
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,562	81.0	10,364	76.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,562	30.3	10,364	23.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,873	79.8	4,808	82.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,873	22.0	4,808	21.6

Note: Data values have been suppressed where the number of students 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.

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
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

Budget Report

School: 1376 Peace Regional Outreach Campus

Budget Summary

SCHOOL: Peace Regional Outreach

Revenue And Allocations To Budget Center

AB ED: Base Funding	2012-13 November 30 Fall Budget Update	2011-12 November 30 Corrected
Total AB ED: Base Funding	\$203,242	\$229,556
% of Revenue And Allocations To Budget Center	56%	64%

AB ED: Differential Cost Funding	2012-13 November 30 Fall Budget Update	2011-12 November 30 Corrected
Total AB ED: Differential Cost Funding	\$39,583	\$38,639
% of Revenue And Allocations To Budget Center	11%	11%

AB ED: Other Support Funding	2012-13 November 30 Fall Budget Update	2011-12 November 30 Corrected
Total AB ED: Other Support Funding	\$23,312	\$1,218
% of Revenue And Allocations To Budget Center	6%	0%

Instruction Resource Fees	2012-13 November 30 Fall Budget Update	2011-12 November 30 Corrected
School Based Course Material Fees	\$8,000	\$4,000
Textbook Rentals	\$5,000	\$7,000
Total Instruction Resource Fees	\$13,000	\$11,000
% of Revenue And Allocations To Budget Center	4%	3%

Investment Income	2012-13 November 30 Fall Budget Update	2011-12 November 30 Corrected
Total Investment Income	\$743	\$970
% of Revenue And Allocations To Budget Center	0%	0%

Transfers	2012-13 November 30 Fall Budget Update	2011-12 November 30 Corrected
Total Transfers	\$83,460	\$77,825
% of Revenue And Allocations To Budget Center	23%	22%

Total Revenue And Allocations To Budget Center	\$363,340	\$359,208
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Expenditures

Certificated	2012-13 November 30 Fall Budget Update	2011-12 November 30 Corrected
Total Certificated	\$215,757	\$159,219
% of Expenditures	59%	44%

Uncertificated	2012-13 November 30 Fall Budget Update	2011-12 November 30 Corrected
Total Uncertificated	\$112,828	\$93,463
% of Expenditures	31%	26%

Other Staffing Costs	2012-13 November 30 Fall Budget Update	2011-12 November 30 Corrected
School Based Certificated Sub Cost	\$1,096	\$2,170
Certified: Substitute Teacher: Daily Rate	\$219.17	\$217.00
Days of School Certified Subs	5.00Days	10.00Days

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

Other Staffing Costs	2012-13 November 30 Fall Budget	2011-12 November 30 Corrected
School Based Certificated Sub Benefits	\$110	\$217
School Based Certificated Sub Cost	\$1,096	\$2,170
Sub Teacher Benefit Rates	0.1000Factor	0.1000Factor
Uncertified Subs and Additional Hours	\$500	\$500
Total Other Staffing Costs	\$1,705	\$2,887
% of Expenditures	0%	1%

Contracted Services	2012-13 November 30 Fall Budget	2011-12 November 30 Corrected
Certificated Inservice/Reg Fees	\$600	\$872
Uncertificated Inservice/Reg Fees	\$700	\$1,500
Professional Fees	\$500	\$900
Student Awards	\$1,000	\$1,000
Postage & Phone	\$2,500	\$2,500
Advertising	\$350	\$500
Expense Reimbursement	\$1,000	\$800
Field Trips	\$500	\$1,000
Contracted Building Grounds Maintenance	\$2,000	\$7,000
Contracted Equipment & Vehicle Maintenance	\$3,000	\$10,000
Building Rent	\$15,000	\$0
Insurance	\$637	
Ending Reserve Balance	(\$5,426)	\$55,162
Total Contracted Services	\$22,361	\$81,234
% of Expenditures	6%	23%

Supplies	2012-13 November 30 Fall Budget	2011-12 November 30 Corrected
Supplies	\$5,000	\$16,000
Library Supplies (Minimum Standard)	\$1,898	\$1,404
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	146.00Students	108.00Students
Furniture & Equipment	\$3,791	\$5,000
Total Supplies	\$10,689	\$22,404
% of Expenditures	3%	6%

Total Expenditures	\$363,340	\$359,207
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Summary

	2012-13 November 30 Fall Budget	2011-12 November 30 Corrected
Total Revenues and Allocations To Budget	\$363,340	\$359,208
Total Expenditures	\$363,340	\$359,207
Variance	\$0	\$0

Notes

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

Summary of Facility and Capital Plans

Peace Regional Outreach Campus will be relocating to another building for the start of the 2013-14 school year. Our Peace Regional Outreach Student and Daycare Support Society received the Andrew Family Award which was used to buy the new building and land. Peace River School Division Facilities are renovating the new building to facilitate needs of daycare, counselling and classroom spaces.

Parental Involvement

Since approximately 41% of our population traditionally does not live at home, parental involvement is limited. Parents who indicate an interest are encouraged to participate in our school in whatever capacity interests them.

Deadlines and Communication

This report is available to parents and the public on the Peace Regional Outreach Campus's website at <http://www.peaceregionaloutreach.ca/> Copies are available upon request. Individual school results reports are communicated to the Outreach Steering Committee and the public.