



Peace Regional Outreach Campus

A Holistic Learning Environment

2016 Annual Education Results Report Three Year Education Plan

Peace Regional
Outreach Campus



flexible learning environment to meet the needs of individual students
accredited high school programming
access to counselling services and cultural supports
a licensed on-site daycare

Visit www.peaceregionaloutreach.ca
or call 780-624-5534
for more information or to register.



madura.attanayake

Government of Alberta

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 2015 - 16 school year and a Three Year Plan for 2016 - 2019. 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_b



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 93 students and 9 students from other schools taking a single course. These numbers include 8 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!

Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <https://education.alberta.ca/school-authority-planning-resources/current-requirements/>.

This template is provided to assist in the preparation of their plans and reports. Schools may use, modify or extract elements from this template as required.

Please note that this template is not designed to address the requirements for Charter Schools and Accredited Private Schools. These schools should refer to the Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Charter School and Accredited Private School Authorities.

Combined2016Accountability 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	92.0	91.2	93.0	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Issue	Program of Studies	64.3	64.6	64.8	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	91.6	86.2	88.6	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	26.3	22.8	17.2	3.2	3.5	3.5	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	9.0	11.6	11.3	76.5	76.5	75.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	57.1	80.0	64.6	85.0	85.2	85.1	Very Low	Maintained	Concern
		Diploma: Excellence	0.0	6.7	4.1	21.0	21.0	20.5	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	0.0	5.8	1.9	54.6	54.4	53.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	18.6	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	10.0	0.0	3.1	59.4	59.7	59.3	Very Low	Maintained	Concern
		Work Preparation	n/a	85.7	85.7	82.6	82.0	81.1	n/a	n/a	n/a
		Citizenship	87.2	73.1	81.6	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	n/a	Parental Involvement	n/a	82.9	82.9	80.9	80.7	80.5	n/a	n/a	n/a
Continuous Improvement	Excellent	School Improvement	95.0	88.5	93.5	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer 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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 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
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)

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.2	52.6	61.1	80.0	57.1	70	Very Low	Maintained	Concern	72	74	76
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	5.6	6.7	0.0		Very Low	Maintained	Concern			

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	7.8	22.3	0.0	11.6	9.0	10	Very Low	Maintained	Concern	10	15	20
Drop Out Rate - annual dropout rate of students aged 14 to 18	33.5	8.6	20.1	22.8	26.3	20	Very Low	Declined	Concern	16	12	10
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	9.4	0.0	0.0	10.0	12	Very Low	Maintained	Concern	10	12	15
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	18.6	20	n/a	n/a	n/a	25	30	40
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	5.8	0.0	0	Very Low	Maintained	Concern	2	4	6

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.
- Our program addresses the student who was dropping out and so any student in our school is 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 many of them do not excel at their studies as it is not a priority in the bigger scheme of their lives.
- Finally it is unlikely that our students will complete more than 3 diploma exams. Most of our students will complete the two required exams.

Performance measures that target our success include:

- 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 our 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
- 63% of our graduates were aboriginal, 13% were parenting and 63% were living independently of their parents
- 68% of our total enrollment was retained in school as compared to last year at 45%.

Strategies

- **We will continue to use the Trans theoretical 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.**
- **We will offer and extensive in house diploma prep for all students who are writing exams in English and Social and encourage students to attend divisional diploma prep courses.**

- **Ensure all Grade 12 students are aware of the Alberta Education website and its diploma exam resources (bulletins, exemplars, and released items).**
- **For both social studies and English, hold intensive workshops going over with students Examples of the Standards for Student Writing.**

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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.
4. 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.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.3	85.3	86.4	73.1	87.2	90	Very High	Maintained	Excellent	91	92	93
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	n/a	n/a	n/a	85.7	n/a	90	n/a	n/a	n/a	91	92	93

Comment on Results

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship had taken a dip in 2015 to around 73%. However in 2016 the percentage has increased back up to 87.2 which is somewhat an average of the years since 2012.

With reference to the percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school our data has been suppressed due to the number of responses.

Strategies

- Continue to educate students on the language of the survey so that they can answer more accurately. The goal is to not have any student answer 'don't know'.
- We will continue to work proactively on 'team building' amongst the student body.
- We will need to continue to educate our parents about how we teach the attitudes and behaviours that will result in our students being successful at work. Our teacher numbers are always too small for the numbers to be counted.
- Create through partnership with Alberta Health Services our Volunteer and Job Shadowing program.

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	42.9	*	71.4	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	0.0	*	14.3	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)

Our data has been suppressed for this outcome nonetheless the Peace Regional Outreach Campus does have a high FNMI population and will continue to support our FNMI population in all areas to ensure their success.

Strategies

- **We will continue to embed Aboriginal awareness in all aspects of our school life.**
- **We will incorporate FNMI culture into our daily operations with talking circles and other traditional ways.**
- **We will continue to celebrate FNMI culture on a daily basis in a way that it permeates all that we do.**
- ***Provide alternative assignments where appropriate allowing students to explore FNMI perspectives in the sciences, social sciences, and language arts.***
- ***Make all FNMI students aware of FNMI admissions requirements when applying for post-secondary studies, as well as sources for FNMI funding (this is done on a one to one basis with all of our students).***
- ***Actively advertise and promote divisional FNMI Graduation Ceremony.***

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. 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.
4. 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.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
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	25.8	13.1		Very Low	Maintained	Concern			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	40.9	6.5	22.5	31.6	28.3		Very Low	Maintained	Concern			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	12.3	0.0	0.0	0.0		Very Low	Maintained	Concern			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	20.8		n/a	n/a	n/a			
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	12.9	0.0		Very Low	Maintained	Concern			

Comment on Results

(an assessment of progress toward achieving the target)

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. **The FNMI students were significantly higher number of students completing in three years than 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 higher numbers in dropping 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 were higher in eligibility for the Rutherford than our overall population.**

Finally it is unlikely that our students will complete more than 3 diploma exams. Most of our students will complete the two required exams.

Strategies

- **Staff will work to invite successful, former FNMI students and community members to events within our school to serve as positive role models for our current FNMI student population.**
- **Staff will work to make meaningful and relevant connections between the curriculum and the many customs and traditions of our FNMI student population.**
- **A significant focus will be given on ensuring students are aware of the standards and the work they produce reflects these standards.**

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
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 respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	97.3	93.1	94.5	91.2	92.0	93	Very High	Maintained	Excellent	94	95	96

Comment on Results

(an assessment of progress toward achieving the target)

The Peace Regional Outreach Campus has seen a slight increase of 0.8% in the 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. We are maintaining our results however there is always room for improvement.

Strategies

- **Continue to communicate with students, parents and the community the current activities and programming that directly relate to a safe and caring school environment.**
- **Promote our school conduct guidelines that lead to a safe and caring school environment to parents, students and community members.**
- **Continue to embed respect, kindness, and safety as a major part of our school culture.**

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	69.7	65.0	64.8	64.6	64.3		Very Low	Maintained	Concern			

Comment on Results

(an assessment of progress toward achieving the target)

Our small school does not 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 Career planning and work experience.

Strategies

- **We need to 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.**
- **We currently have incorporated Phys. Ed. into our program offerings.**

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	98.3	94.2	97.7	88.5	95.0		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	82.9	n/a		n/a	n/a	n/a			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.0	88.8	90.9	86.2	91.6		Very High	Maintained	Excellent			

Comment on Results
(an assessment of progress toward achieving the target)

Strategies

- Notes:
1. 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.
 2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

APPENDIX – Measure Details

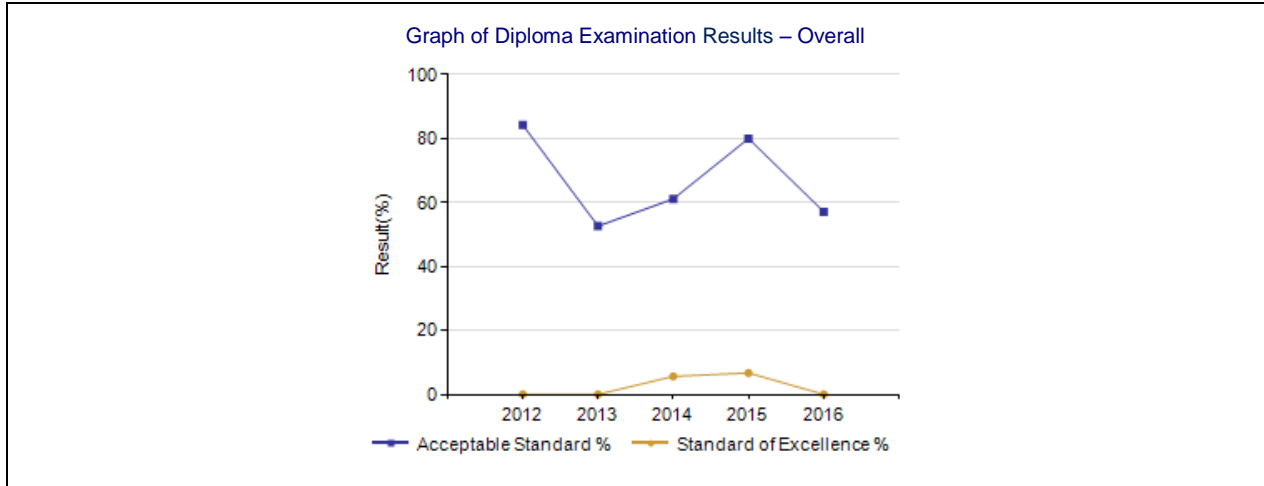
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	0.0	*	*	*	*	*	*	*	*		
	Authority	82.0	7.9	75.3	6.2	87.4	6.3	90.9	5.1	85.7	3.6		
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	90.7	6.7	89.7	8.0	95.9	10.8	84.9	6.6	87.5	11.1		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	100.0	16.7	*	*	*	*	n/a	n/a	100.0	0.0		
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
Français 30-1	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	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	67.1	9.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	47.4	5.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	n/a	n/a	75.6	26.7	69.7	12.1	64.2	13.2	48.5	6.1		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	School	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Authority	n/a	n/a	78.6	16.7	67.2	4.9	56.8	4.5	65.3	6.1		
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	School	*	*	28.6	0.0	*	*	*	*	n/a	n/a		
	Authority	68.0	6.2	73.3	7.0	78.5	11.8	81.3	7.7	86.6	4.9		
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	School	*	*	*	*	*	*	*	*	n/a	n/a		
	Authority	86.3	6.8	84.2	2.1	89.5	9.3	83.8	3.8	72.1	7.0		
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	School	*	*	*	*	*	*	*	*	*	*		
	Authority	56.0	10.4	73.3	18.9	77.1	18.1	76.9	14.4	81.1	22.6		
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	School	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Authority	59.1	13.6	60.0	17.1	73.2	18.3	65.0	13.3	57.3	12.4		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	72.2	11.1	81.4	18.6	69.6	23.9	95.0	20.0	76.0	16.0		
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	*	*	*	*	*	*	*	*		
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

Notes:

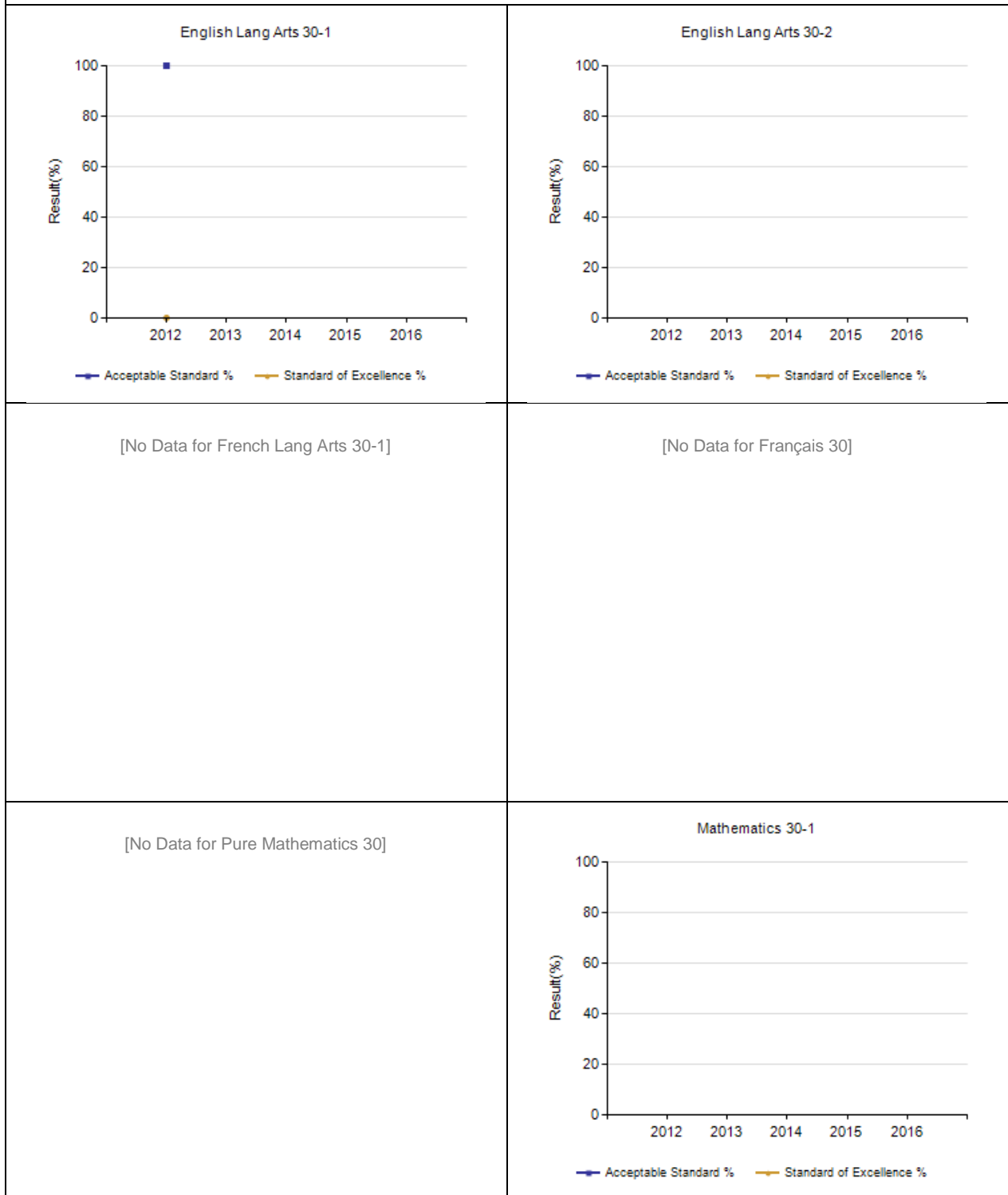
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Notes:

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2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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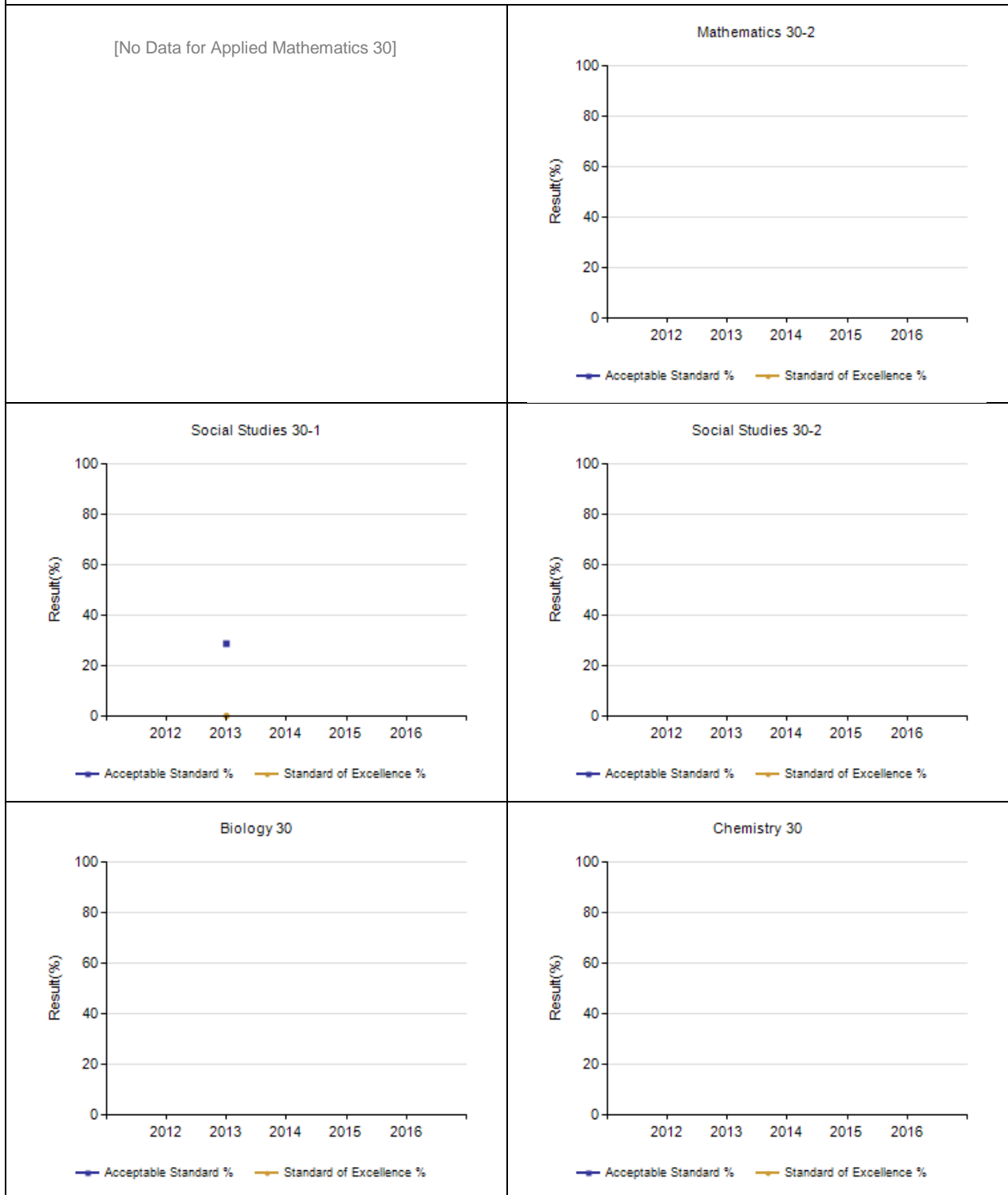
Diploma Examination Results by Course



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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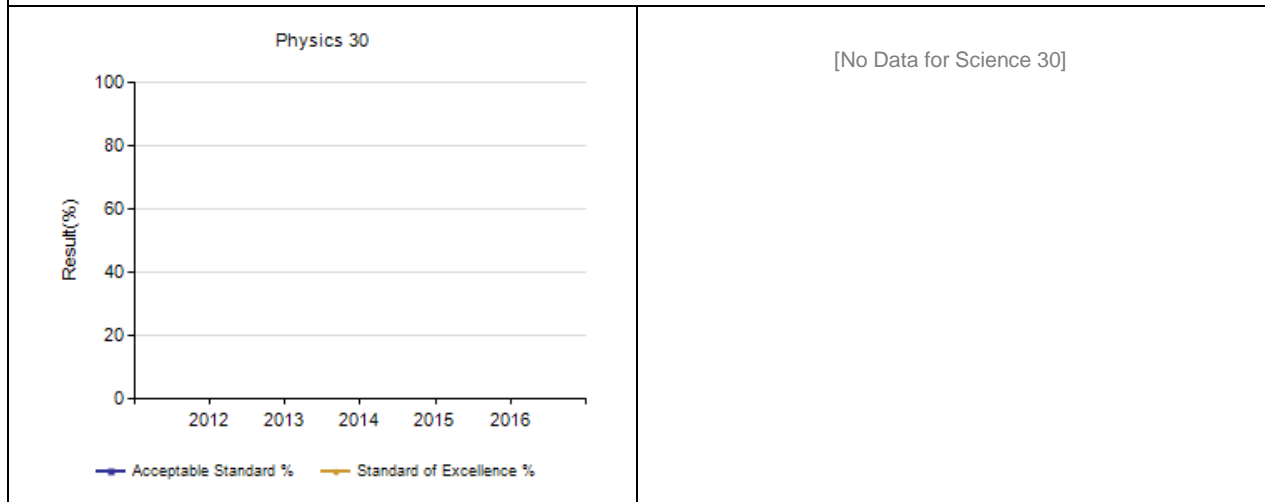
Diploma Examination Results by Course



Notes:

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2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Diploma Examination Results by Course



Notes:

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2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Diploma Examination Results Course By Course Summary With Measure Evaluation

		Peace Regional Outreach Campus							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	29,730	86.8	28,663	86.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	*	*	*	4	*	n/a	n/a	16,707	89.1	15,920	89.3
	Standard of Excellence	*	*	*	4	*	n/a	n/a	16,707	12.3	15,920	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,492	70.7	20,735	77.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,631	75.4	11,425	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,631	16.8	11,425	13.4
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	28.6	22,494	84.9	21,869	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,790	81.1	19,060	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	22,539	85.1	21,806	85.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,265	81.5	18,126	80.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	10,291	85.8	10,126	82.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	84.4	6,841	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	27.6	6,841	25.9

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 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
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

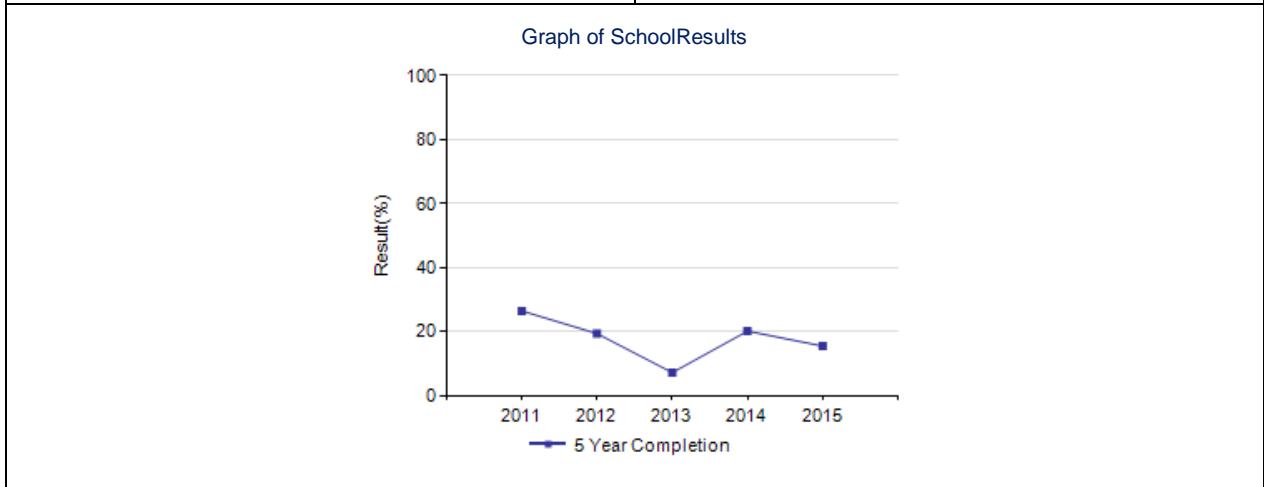
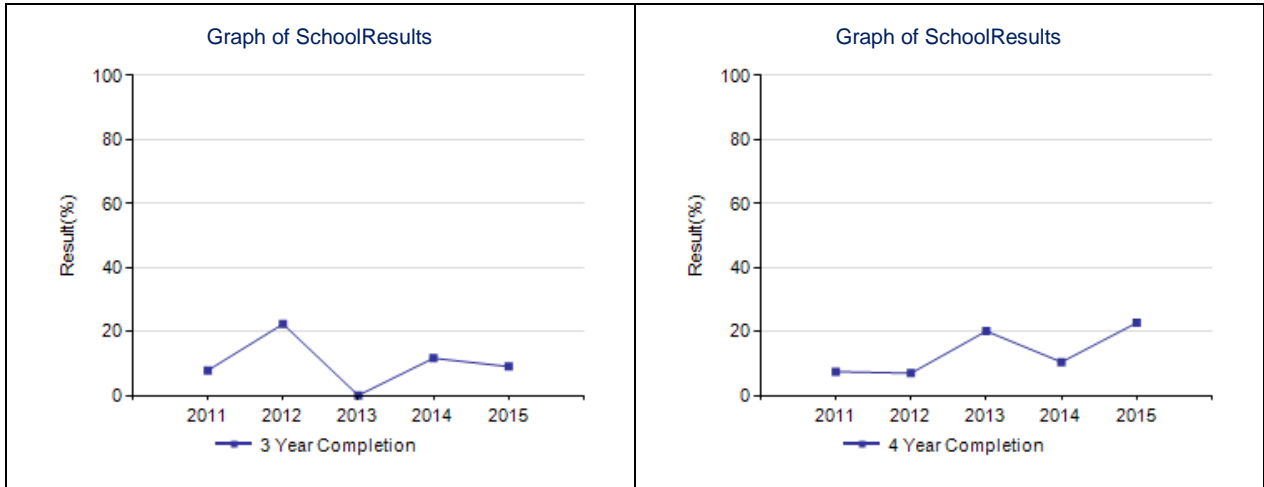
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate– Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	7.8	22.3	0.0	11.6	9.0	68.1	70.5	69.5	67.1	69.7	74.2	74.8	75.3	76.5	76.5
4 Year Completion	7.4	6.9	20.1	10.4	22.7	78.5	74.5	76.0	74.4	71.7	78.0	79.2	79.6	79.9	81.0
5 Year Completion	26.4	19.3	7.1	20.1	15.4	77.8	81.2	76.5	78.6	76.2	79.4	80.6	81.5	82.0	82.1

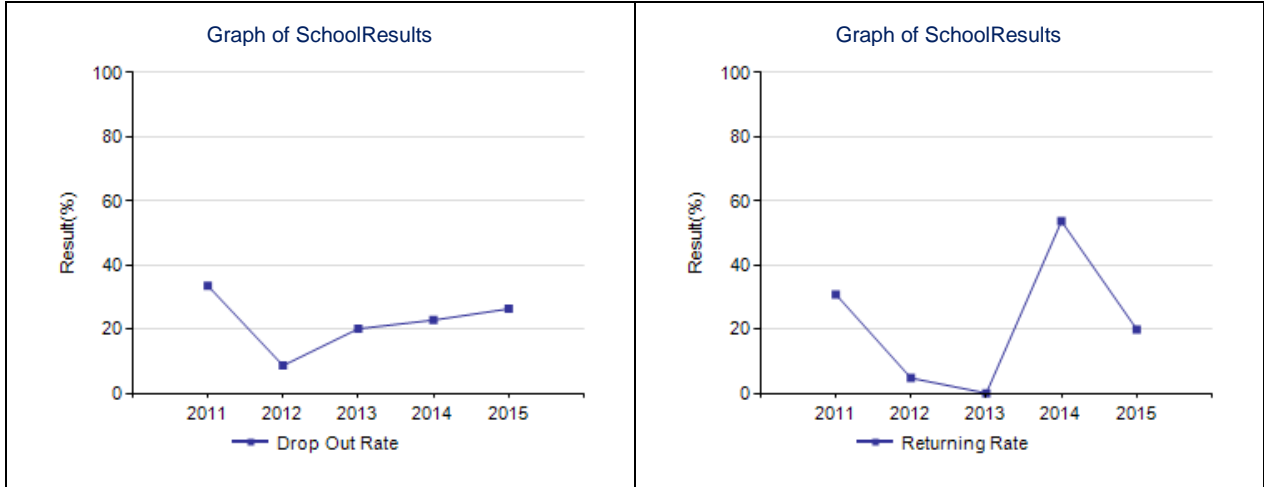


Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	33.5	8.6	20.1	22.8	26.3	5.3	3.1	4.9	4.5	4.4	3.8	3.6	3.3	3.5	3.2
Returning Rate	30.8	4.7	0.0	53.6	19.9	17.0	15.8	15.9	32.0	9.1	23.2	22.8	20.7	20.9	18.2



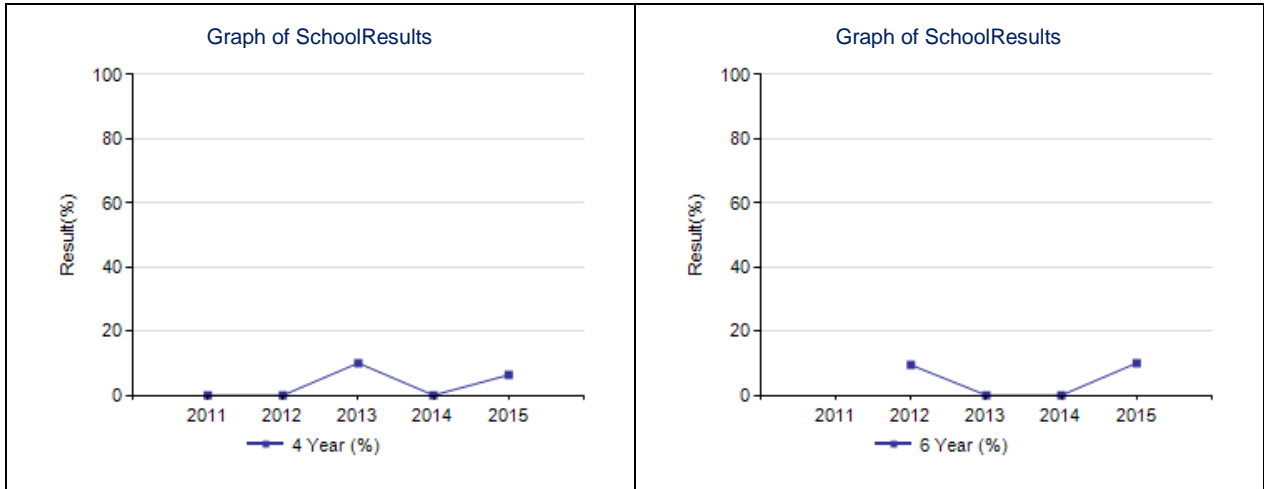
Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PAS).
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	0.0	0.0	10.0	0.0	6.3	52.1	48.3	40.5	31.8	31.8	38.4	39.4	39.7	38.3	37.0
6 Year Rate	*	9.4	0.0	0.0	10.0	60.1	59.1	66.5	63.3	55.0	58.4	59.3	59.0	59.7	59.4



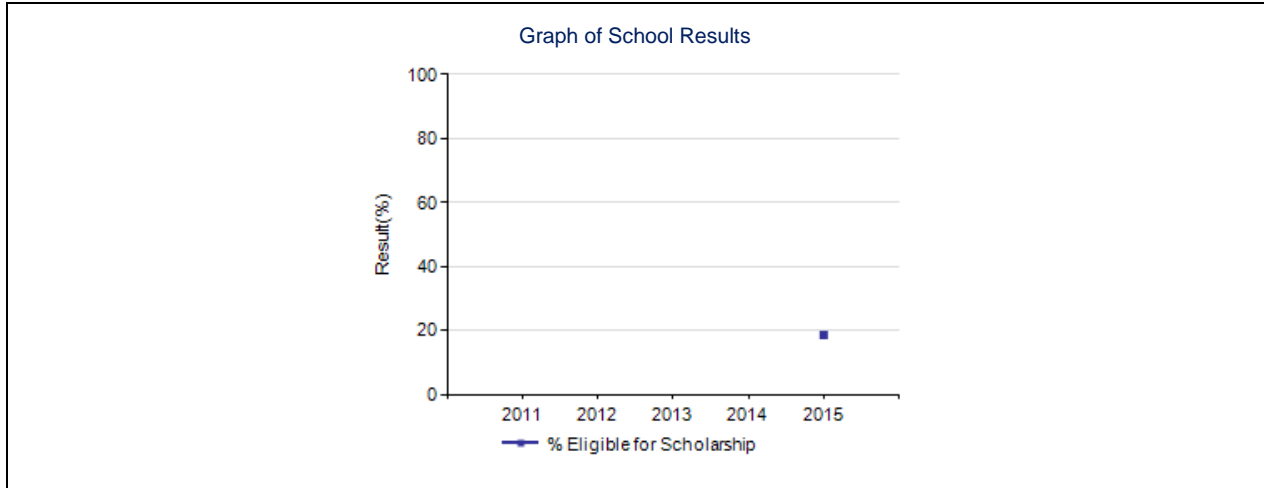
Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	18.6	n/a	n/a	n/a	n/a	41.0	n/a	n/a	n/a	n/a	60.8

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
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	43	8	18.6	4	9.3	4	9.3	8	18.6



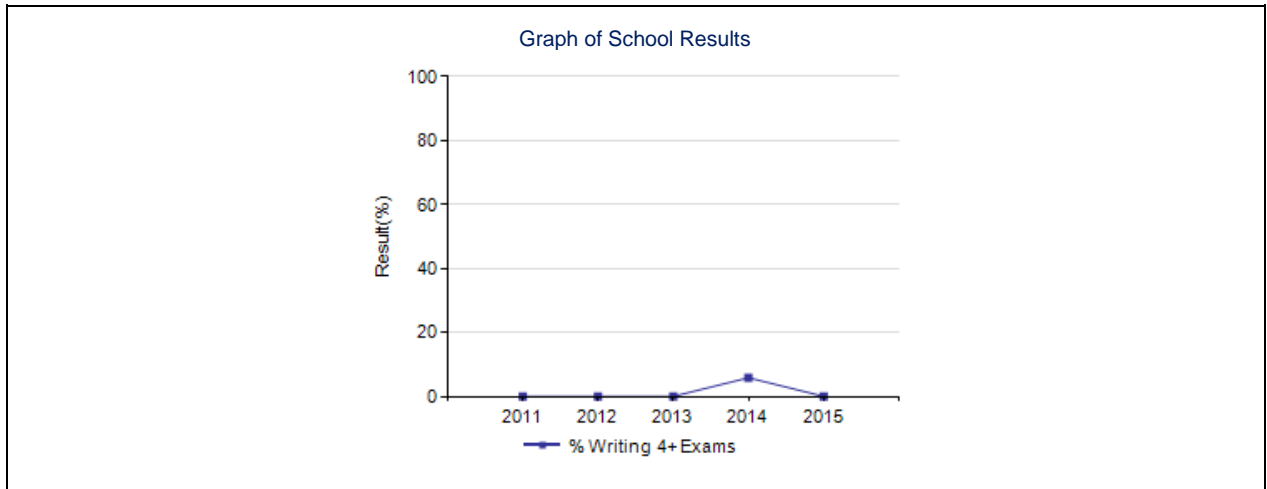
Notes:

1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	92.2	77.7	89.3	88.4	100.0	25.2	22.1	21.4	23.9	24.8	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	7.8	22.3	10.7	11.6	0.0	74.8	77.9	78.6	76.1	75.2	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	7.8	22.3	0.0	5.8	0.0	68.1	75.6	74.3	72.0	71.3	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	0.0	0.0	0.0	5.8	0.0	52.3	53.4	49.4	52.0	44.8	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	0.0	0.0	0.0	5.8	0.0	42.5	39.0	34.1	40.5	35.4	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	32.3	24.2	22.7	29.5	20.6	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	14.4	12.9	11.8	11.9	6.6	13.9	14.3	11.4	13.1	13.8



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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	7.1	20.0	0.0	5.3	0.0	48.1	48.1	40.7	45.6	34.7	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	0.0	0.0	0.0	0.0	0.0	21.0	24.8	33.1	26.6	38.9	25.8	25.9	27.1	28.0	28.7
Total of 1 or more English Diploma Exams	7.1	20.0	0.0	5.3	0.0	68.7	72.9	73.3	71.8	72.5	78.4	78.6	78.7	79.7	79.5
Social Studies 30	0.0	0.0	n/a	n/a	0.0	1.7	0.0	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	7.1	20.0	8.3	10.5	0.0	41.6	40.1	38.1	37.7	30.9	47.8	47.6	45.8	45.1	43.5
Social Studies 33	0.0	0.0	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	0.0	0.0	0.0	0.0	0.0	25.4	32.8	37.3	32.1	39.7	30.8	31.9	33.7	35.2	36.7
Total of 1 or more Social Diploma Exams	7.1	20.0	8.3	10.5	0.0	68.4	72.9	74.2	69.8	70.2	78.2	78.7	78.8	79.6	79.5
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	34.7	28.2	2.1	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	11.3	17.2	0.0	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	n/a	n/a	0.0	0.0	0.0	n/a	n/a	18.2	25.4	18.3	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	n/a	n/a	0.0	0.0	0.0	n/a	n/a	17.8	19.4	18.3	n/a	n/a	16.7	21.4	22.4
Total of 1 or more Math Diploma Exams	0.0	0.0	0.0	0.0	0.0	45.4	44.3	36.4	44.0	35.5	61.6	61.1	52.1	57.0	57.6
Biology 30	0.0	0.0	0.0	5.3	0.0	41.6	41.2	37.7	37.7	34.7	42.5	42.8	42.2	41.4	40.6
Chemistry 30	0.0	0.0	0.0	0.0	0.0	32.6	26.7	22.9	29.4	20.2	35.8	36.5	31.5	34.7	35.7
Physics 30	0.0	0.0	0.0	0.0	0.0	19.9	17.2	14.8	18.3	14.9	20.5	20.2	17.3	20.0	19.9
Science 30	0.0	0.0	0.0	0.0	0.0	0.3	1.5	1.3	0.8	0.8	9.0	10.3	9.8	12.8	14.1
Total of 1 or more Science Diploma Exams	0.0	0.0	0.0	5.3	0.0	47.8	47.3	44.1	45.6	42.4	58.8	59.2	57.3	59.4	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	0.0	0.0	0.0	5.3	0.0	2.1	2.3	2.1	1.6	0.0	2.7	2.6	2.7	2.7	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	5.3	0.0	2.1	2.3	2.1	1.6	0.0	3.0	2.9	3.0	2.9	3.0

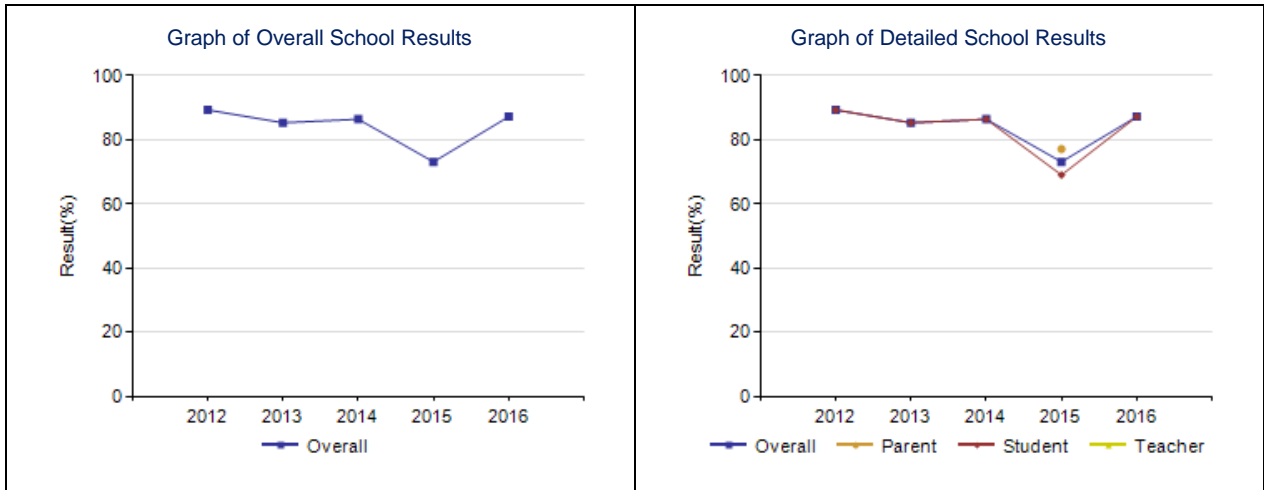
Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.3	85.3	86.4	73.1	87.2	79.3	81.7	80.0	83.0	84.3	82.5	83.4	83.4	83.5	83.9
Teacher	*	*	*	*	*	93.5	95.3	94.2	96.1	96.0	93.1	93.6	93.8	94.2	94.5
Parent	*	*	*	77.1	*	73.4	73.8	77.4	80.3	82.8	79.4	80.3	81.9	82.1	82.9
Student	89.3	85.3	86.4	69.0	87.2	71.2	76.1	68.4	72.6	74.2	75.0	76.2	74.5	74.5	

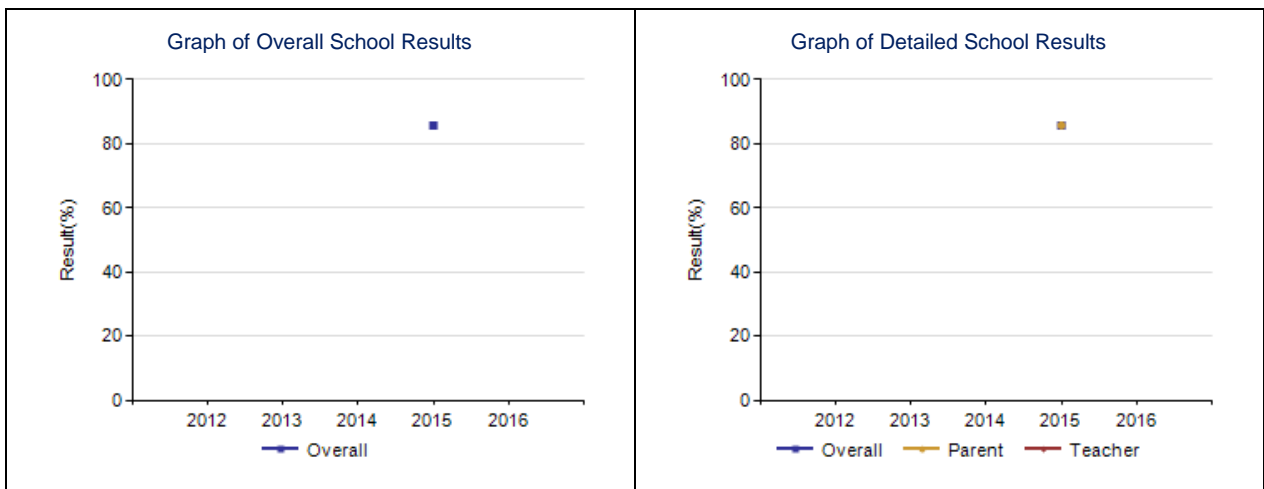


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	85.7	n/a	74.5	77.2	84.2	85.3	85.6	79.7	80.3	81.2	82.0	82.6
Teacher	*	*	*	*	*	92.2	93.1	95.0	93.5	96.0	89.5	89.4	89.3	89.7	90.5
Parent	*	*	*	85.7	*	56.8	61.3	73.4	77.1	75.2	69.9	71.1	73.1	74.2	74.8



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

[No Data for PAT Results by Number Enrolled]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Graph of Overall Provincial Achievement Test Results

[No Data for PAT Results by Number Enrolled]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course

<p>[No Data for English Language Arts 6]</p>	<p>[No Data for French Language Arts 6]</p>
<p>[No Data for Français 6]</p>	<p>[No Data for Mathematics 6]</p>
<p>[No Data for Science 6]</p>	<p>[No Data for Social Studies 6]</p>

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course	
[No Data for English Language Arts 9]	[No Data for English Lang Arts 9 KAE]
[No Data for French Language Arts 9]	[No Data for Français 9]
[No Data for Mathematics 9]	[No Data for Mathematics 9 KAE]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course

[No Data for Science 9]	[No Data for Science 9 KAE]
[No Data for Social Studies 9]	[No Data for Social Studies 9 KAE]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

[No Data for PAT Results]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer 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.

[No Data for PAT Achievement Evaluation Reference]

Notes:

1. 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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. 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 tests.

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.

[No Data for PAT Improvement Reference]

Overall Evaluation Table

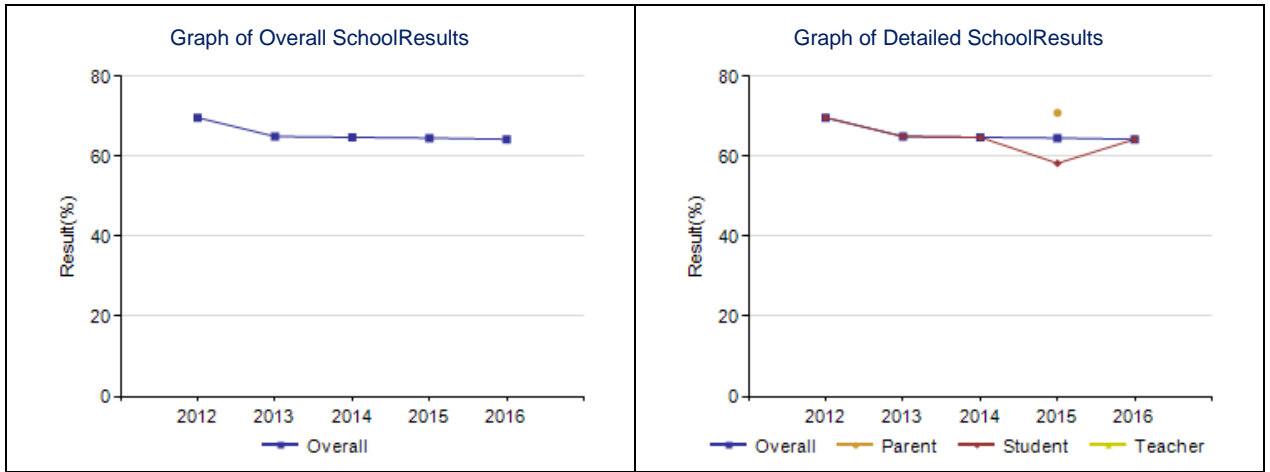
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

[No Data for PAT Overall Evaluation Reference]

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	69.7	65.0	64.8	64.6	64.3	74.2	75.2	76.7	77.9	80.4	80.7	81.5	81.3	81.3	81.9
Teacher	*	*	*	*	*	83.1	83.1	85.2	86.2	88.2	87.3	87.9	87.5	87.2	88.1
Parent	*	*	*	70.9	*	72.2	72.6	76.8	79.8	82.8	78.1	78.9	79.9	79.9	80.1
Student	69.7	65.0	64.8	58.3	64.3	67.2	69.9	68.0	67.7	70.1	76.9	77.8	76.6	76.9	77.5

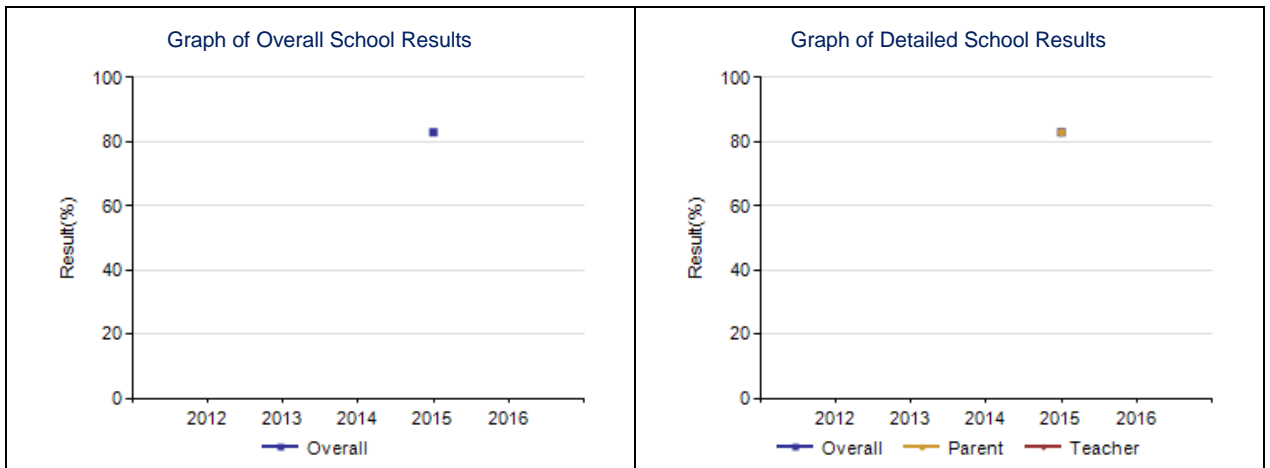


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	82.9	n/a	79.5	81.6	83.6	84.7	86.0	79.7	80.3	80.6	80.7	80.9
Teacher	*	*	*	*	*	84.5	89.1	91.4	88.4	91.7	88.0	88.5	88.0	88.1	88.4
Parent	*	*	*	82.9	*	74.6	74.1	75.9	80.9	80.2	71.4	72.2	73.1	73.4	73.5

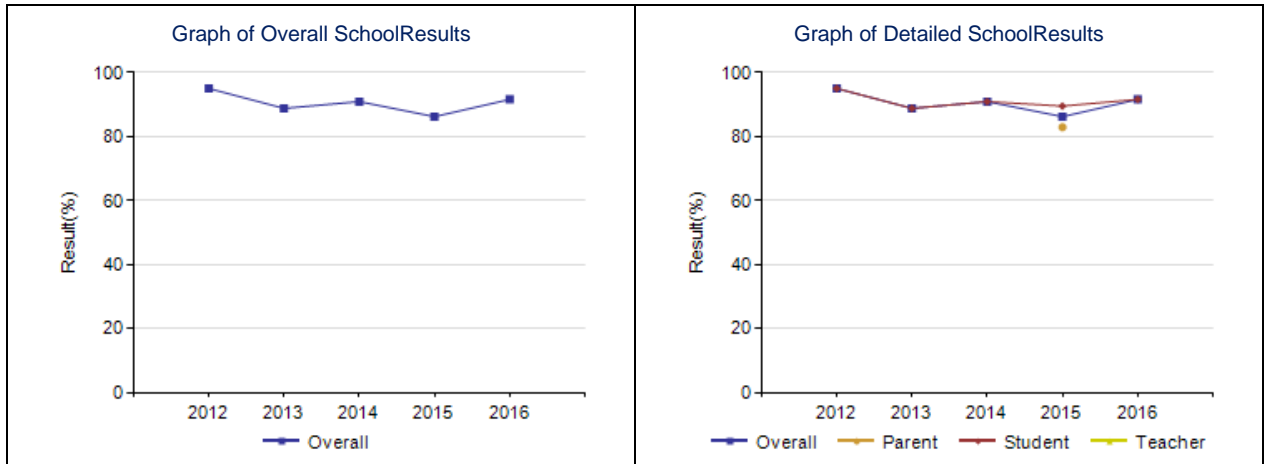


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

Education Quality – Measure Details

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	95.0	88.8	90.9	86.2	91.6	87.4	88.1	88.1	89.0	90.0	89.4	89.8	89.2	89.5	90.1
Teacher	*	*	*	*	*	95.6	96.8	96.6	97.5	97.2	95.4	95.7	95.5	95.9	96.0
Parent	*	*	*	82.9	*	79.3	79.5	82.5	82.5	86.9	84.2	84.9	84.7	85.4	86.1
Student	95.0	88.8	90.9	89.5	91.6	87.3	88.0	85.1	86.9	86.0	88.6	88.7	87.3	87.4	88.0

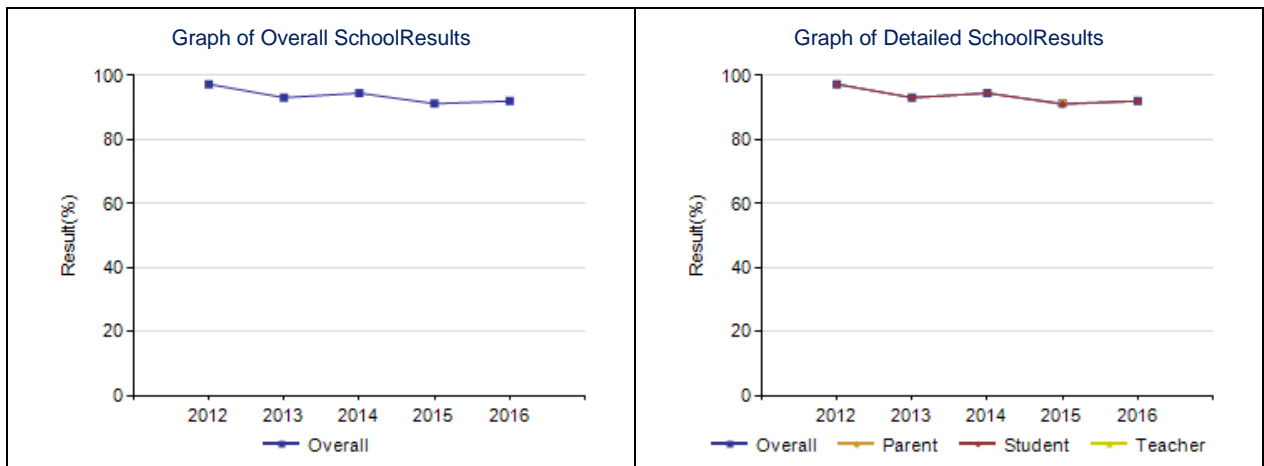


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	97.3	93.1	94.5	91.2	92.0	87.2	88.0	88.2	89.5	89.5	88.6	89.0	89.1	89.2	89.5
Teacher	*	*	*	*	*	95.5	97.0	96.1	97.0	95.7	94.8	95.0	95.3	95.4	95.4
Parent	*	*	*	91.4	*	84.3	83.2	87.5	89.1	89.8	87.4	87.8	88.9	89.3	89.8
Student	97.3	93.1	94.5	91.0	92.0	81.9	83.8	81.0	82.3	83.1	83.7	84.2	83.1	83.0	83.4

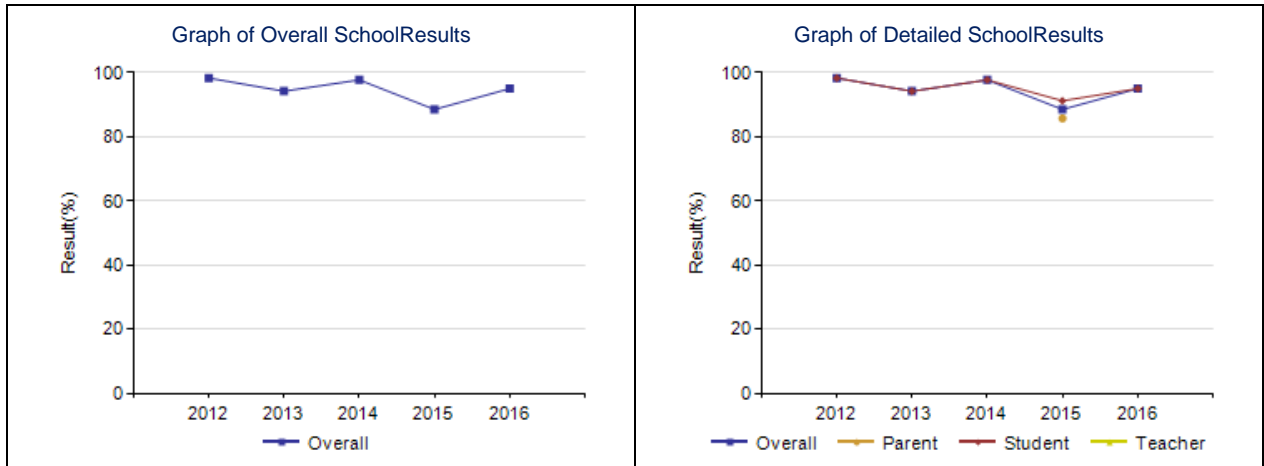


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	98.3	94.2	97.7	88.5	95.0	79.8	81.0	78.0	82.3	84.7	80.0	80.6	79.8	79.6	81.2
Teacher	*	*	*	*	*	85.8	85.0	82.1	85.8	90.3	81.1	80.9	81.3	79.8	82.3
Parent	*	*	*	85.7	*	76.0	75.1	74.9	80.7	82.5	76.2	77.9	77.0	78.5	79.7
Student	98.3	94.2	97.7	91.2	95.0	77.7	82.8	77.1	80.4	81.5	82.7	82.9	81.2	80.7	81.5



Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Budget Report

Peace River School Division No. 10

2016-17 November 30 Fall Update

SCHOOL: Peace Regional Outreach

Revenue And Allocations To Budget Center

AB ED: Base Funding	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Total AB ED: Base Funding	\$551,688	\$533,668
% of Revenue And Allocations To Budget Center	83%	83%
AB ED: Differential Cost Funding	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$61,243	\$59,371
% of Revenue And Allocations To Budget Center	9%	9%
AB ED: Other Support Funding	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Total AB ED: Other Support Funding	\$41,371	\$42,303
% of Revenue And Allocations To Budget Center	6%	7%
AB ED: OTHER	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Total AB ED: OTHER	\$2,500	\$2,500
% of Revenue And Allocations To Budget Center	0%	0%
Instruction Resource Fees	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
School Based Course Material Fees	\$2,400	\$2,400
Total Instruction Resource Fees	\$2,400	\$2,400
% of Revenue And Allocations To Budget Center	0%	0%
Investment Income	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Total Investment Income	\$1,752	\$1,680
% of Revenue And Allocations To Budget Center	0%	0%
Total Revenue And Allocations To Budget Center	\$660,954	\$641,922

Expenditures

Certificated	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Total Certificated	\$391,751	\$391,751
% of Expenditures	55%	61%
Uncertificated	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Total Uncertificated	\$190,668	\$186,195
% of Expenditures	27%	29%
Other Staffing Costs	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
School Based Certificated Sub Cost	\$9,324	\$7,770
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	42.00 Days	35.00 Days

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

SCHOOL: Peace Regional Outreach - Budget Report

2016-17 November 30 Fall Update

Other Staffing Costs	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
School Based Certificated Sub Benefits	\$932	\$777
School Based Certificated Sub Cost	\$9,324	\$7,770
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Total Other Staffing Costs	\$10,256	\$8,547
% of Expenditures	1%	1%

Contracted Services	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Certificated Inservice/Reg Fees	\$5,040	\$1,040
Uncertificated Inservice/Reg Fees	\$2,900	\$700
Professional Fees	\$13,000	\$13,000
Student Awards	\$2,500	\$1,500
Postage & Phone	\$1,000	\$1,000
Advertising	\$3,500	\$1,500
Expense Reimbursement	\$3,500	\$1,000
Field Trips	\$10,000	\$2,000
Contracted Equipment & Vehicle Maintenance	\$3,500	\$3,500
Building Rent	\$15,000	\$10,000
Insurance	\$750	\$750
Total Contracted Services	\$60,690	\$35,990
% of Expenditures	9%	6%

Supplies	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Supplies	\$50,785	\$19,785
Library Supplies (Minimum Standard)	\$949	\$910
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	73.00 Students	70.00 Students
Furniture & Equipment	\$5,000	\$1,000
Total Supplies	\$56,734	\$21,695
% of Expenditures	8%	3%

Total Expenditures	\$710,100	\$644,179
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Summary

	2016-17 November 30 Fall Update	2016-17 May Preliminary Budget
Total Revenues and Allocations To Budget	\$660,954	\$641,922
Total Expenditures	\$710,100	\$644,179
Variance	(\$49,146)	(\$2,257)

Notes

