



School Results Report

2022/2023

Alternative Schools



The Year in Review

Fast Facts:

Pines Alternative School	North Cottage
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Principal: Stephen Pottage

Vice-Principal(s): Kimberly Darling

Pines Alternative	North Cottage
<p>Student Profile:</p> <ul style="list-style-type: none"> ● Grade 9: 75 ● Grade 10: 209 ● Grade 11: 221 ● Grade 12: 441 ● Total Student Population: 946 ● ESL Students: N/A ● First Nations; Métis; Inuit Students: 97 ● French Immersion Students: N/A <p>Staff Profile:</p> <ul style="list-style-type: none"> ● Admin: 2 ● Teachers: 8 ● Classified Staff: 8 ● Facility Services Staff: 1 ● Total Staff: 17 	<p>Student Profile:</p> <ul style="list-style-type: none"> ● Grade 10: 0 ● Grade 11: 7 ● Grade 12: 231 ● Total Student Population: 238 ● ESL Students: N/A ● First Nations; Métis; Inuit Students: 18 ● French Immersion Students: N/A <p>Staff Profile:</p> <ul style="list-style-type: none"> ● Teachers: 2 ● Classified Staff: 1 ● Facility Services Staff: XX ● Total Staff: 3

New Directions:

The Pines Alternative School continued our emphasis on a number of initiatives this past year which prioritized our efforts around course completions and parent engagement. As we continue to try new strategies within this new model, we are excited about the possibilities and see a future which should result in more students reaching HS completion.

Our two biggest changes were moving out Outreach campus into the old Pines Elementary School and repurposing North Cottage to support adults, upgraders and grade 13's.

The Pines also moved to a quarterly system. The hope is that this will give our team(s) the ability to greater focus our efforts on a more stable and consistent group of students & families. Items of highlight are:

- Greater ability to anticipate registrations and better prepare for them.
- Group registrations & open house for families prior to each quarterly intake period.
- Open house dates to welcome new students and families and create program plans?
- Better prepare for transitioning students with significant needs (behavior, mental, addictions, etc). Quarter meetings with student-support and admin teams at the high schools.
- School-wide consistent completion deadlines and expectations. Work at your own pace is not a model for success for the majority of students we serve. Our 7 and 14 day policy is not having the desired effect.
- Balance teacher workloads and give greater ability to provide traditional learning supports when students are working through their courses at much more consistent times and dates (study hall, seminars, etc).
- We know the supports are in the schools. Schools would have to ensure that all interventions have been exhausted before transitioning them over.
- Greater ability for students to earn their way back to designated school in the same school year.

Finally, we moved our grade nine program into the afternoons to allow for more support and to better balance the attending students throughout the day.

Opportunities and Challenges:

The Alternative School Programs continue to review the opportunities and challenges of keeping struggling and at-risk students (and families) connected with their education. Many of our students have become disenfranchised with the educational system and Alternative School Programs staff are working hard to reconnect through flexible attendance and learning opportunities. This, along with personal and addiction counselling and support services, we are hopeful students will take greater interest in their educational futures.

Pines registrations are occurring later in the year than they have in the past, which speaks to the increased efforts of our regular high schools to provide support for these at-risk students. We have also seen a significant increase in upgraders and adults accessing programming at North Cottage, and out-of-division students whose primary jurisdiction is not offering online or flexible courses.

A Year of Success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: “A culture of respect, inclusion, caring and excellence, where every student succeeds” and the mission of the Red Deer Public Schools: “Striving for excellence by inspiring learning and nurturing hope in every student.”

Alberta Education Assurance Measures: Overall Summary



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 4435 Outreach School Centre

Assurance Domain	Measure	Outreach School Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.3	84.2	84.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	71.3	80.1	78.5	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	16.3	0.0	4.2	80.7	83.2	82.3	Very Low	Improved	Issue
	5-year High School Completion	29.8	28.6	31.0	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	8.4	3.5	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	1.3	0.4	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	70.4	67.8	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	10.2	9.3	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	84.9	86.7	88.7	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	88.6	88.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	95.9	90.0	90.0	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	85.7	59.6	66.5	79.1	78.8	80.3	Very High	Maintained	Excellent



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 4465 North Cottage High School

Assurance Domain	Measure	North Cottage High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	80.3	81.4	82.3	n/a	n/a	n/a
	3-year High School Completion	*	28.6	42.9	80.7	83.2	82.3	*	*	*
	5-year High School Completion	*	87.5	75.3	88.6	87.1	86.2	*	*	*
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	62.5	n/a	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	7.1	n/a	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	88.1	89.0	89.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.1	78.8	80.3	n/a	n/a	n/a

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	n/a	n/a	n/a	n/a	12.2
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	n/a	n/a	n/a	n/a	0.0

- **Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	70.6	n/a	n/a	69.2	66.7
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	0	n/a	n/a	3.8	0.0

- **Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.	90.0	n/a	n/a	80.8	94.7
Overall percentage of students who achieved the standard of excellence on the English 30-2 diploma examinations.	9.1	n/a	n/a	14.8	15.8

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	n/a	n/a	n/a	n/a	8.7
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	n/a	n/a	n/a	n/a	0.0

- Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the Math 30-1 diploma examinations.	50	n/a	n/a	66.7	n/a
Overall percentage of students who achieved the standard of excellence on the Math 30-1 diploma examinations.	14.3	n/a	n/a	0	n/a

- Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the Math 30-2 diploma examinations.	66.7	n/a	n/a	46.2	n/a
Overall percentage of students who achieved the standard of excellence on the Math 30-2 diploma examinations.	8.3	n/a	n/a	15.4	n/a

Division Performance Measures

- Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	77.3	N/A	N/A	N/A	N/A
Overall percentage of students who feel they are able to read and write what is expected of them in school.	91.7	N/A	89.29	89.36	100.00
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	86.4	N/A	95.65	95.24	100.00

● **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	75.0	N/A	N/A	N/A	N/A
Overall percentage of students who feel they are able to understand and work with numbers in school.	70.8	N/A	85.71	70.21	80.00
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	86.4	N/A	91.30	95.24	100.00

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis:

- We continue to operate to provide flexibility for students who have not had success in traditional learning environments. Many of the students we support are not engaged in their learning, or are dealing with significant complexities that are limiting their ability to find success in school. We are extremely proud of the strides we have made over the last two years and believe we are offering a higher level of support than ever before.
- The majority of students who write diploma exams other than ELA 30-2 and SS 30-2 are now doing so through North Cottage. Overall, we are pleased with our Humanities diploma results.
- Our grade nine group has had significant attendance and engagement issues which is contributing to our low performance. We have also prioritized increasing our exam participation rates which has also contributed to our lower measures. This year we have increased the teaching and EA support for our grade nine group. Attendance continues to be an area of concern and priority.
- Overall we are happy with the quality of education and flexibility we provide for students and families who are struggling and struggle with regular attendance.

Action:

- Parental involvement continues to be a priority. Ensuring parents complete the assurance and division surveys to make sure their voice is heard. We will encourage parents to complete these surveys when they are present in our building during open houses and registration periods.
- The new quarterly and three block daily system has resulted in increased course completions and increased attendance rates. We plan on continuing and building upon the successes these initiatives have brought.

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	n/a	87.1	89.7	89.5	88.4

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	n/a	87.5	84.9	88.5	78.3

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	81.8	N/A	N/A	N/A	N/A
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	91.7	N/A	96.43	85.11	100.00
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	100	N/A	100	95.24	100.00

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	72.7	N/A	N/A	N/A	N/A
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	81.3	N/A	92.86	74.47	100.00
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	86.4	N/A	86.96	85.71	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	61.4	N/A	N/A	N/A	N/A
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	72.9	N/A	78.57	61.70	100.00
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	77.3	N/A	65.22	76.19	81.82

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis:

- Our students feel welcomed, cared for and have a sense of belonging at the Pines. We are proud of the community and school we have built, and for the flexibility and less pressure environment we are able to provide for students who truly need it.
- Our daily food and hamper programs are making a big difference in the lives of our families, and our kitchen has become a place for all stakeholders.
- Student conflict and discipline has decreased since our move to the Pines. The creation of our student leadership group and our quarterly assemblies are making a big difference in building a school culture around the PINES values:
 - Perseverance - having the ability to show resiliency and face adversity.
 - Integrity - being honest, principled, and embracing one's morals.
 - Neighbourliness - valuing friendship, cooperation, and community
 - Empowerment - calling on one's power and confidence in their own abilities and values
 - Stewardship - taking care of things and people important to oneself.

Action:

- Ensuring parents complete the assurance and division surveys to make sure their voice is heard. We will encourage parents to complete these surveys when they are present in our building during open houses and registration periods.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	3.5	n/a
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	0.4	n/a

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	68.1	n/a	n/a	67.8	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.6	n/a	n/a	9.3	n/a

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	76.8	64.6	80.1	71.3

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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	100	100	100	100

- Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	n/a	46.8	48.9	53.4	69.9

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

	Results (total students & percentages)									
	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	30	19.4	35	6.8	37	6.0	38	0.0	26	16.3
4 Year Completion	42	25.4	28	23.4	38	27.3	37	20.9	39	21.4
5 Year Completion	37	28.2	45	35.1	30	29.4	39	28.6	38	29.8

Measure	Results (in percentages)			Alberta		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	0.0	3.5	n/a	56.6
Drop Out Rate	20.6	5.0	17.0	2.5	2.3	2.5
Program of Studies	69.9	53.4	49.7	82.9	82.9	82.6
Rutherford Scholarship Eligibility Rate	28.7	26.4	32.8	71.9	70.2	68.3
Safe and Caring	88.4	89.5	88.3	87.5	88.8	89.1
School Improvement	78.3	88.5	88.0	75.2	74.2	77.9
Transition Rate (6 yr)	8.8	4.0	7.9	59.7	60.3	60.2
Work Preparation	100.0	100.0	100.0	83.1	84.9	84.5

Division Performance Measures

- Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	n/a
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	75.0	N/A	N/A	N/A	N/A
Overall percentage of students who feel they will be prepared for the next grade level.	81.3	N/A	82.14	87.23	80.00
Overall percentage of teachers who feel the students will be prepared for the next grade level.	81.8	N/A	69.57	76.19	63.64

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	81.8	N/A	N/A	N/A	N/A
Overall percentage of students who feel they will complete high school.	95.8	N/A	92.86	95.74	100.00
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	90.9	N/A	91.30	100	100

- Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	N/A	N/A	N/A
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	75.00	63.83	80.00
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	73.91	76.19	72.73

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis :

- Overall we are more than satisfied with our results when we consider the circumstances and complexities that our students are faced with.
- Providing a broad program of studies continues to be a challenge due to our attendance model and limited staff. We are offering in-person phys. ed and cosmetology for the first time in five years and hope to be able to offer additional hand-on enrichment classes as we grow and get a more stable student population.
- Many of the students who come through our doors are unable to complete their diploma in three years due to circumstances outside of the school. But we also feel that many of our students are thriving in our school and experiencing success - both academic and personal - for the first time in a very long time. Moving North Cottage to an adult facility has been an incredibly successful decision.

Action:

- Ensuring parents complete the assurance and division surveys to make sure their voice is heard. We will encourage parents to complete these surveys when they are present in our building during open houses and registration periods.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- We have continued to prioritize embedding FNMI knowledge and perspectives across all curriculums. Our entire staff completed the Indigenous Education course through the University of Alberta.
- Aboriginal Studies (10, 20, 30) continues to be one of our most popular option courses and accounts for our highest number of course competitions each year.
- Partnerships with external agencies and divisional supports have resulted in increased attendance and course completion for our FNMI students.
- We also created a committee of students and teachers to look at ways to both support and celebrate our Indigenous students and their culture. (Orange Ribbon Ceremony, Talking Circles, etc)

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of the Pines Alternative School. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the November 8 meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpsd.ab.ca/alternative>



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