

2016

NEW HORIZONS SCHOOL
Annual Education Results
Report
(2015-2016)
&
Three-Year Education Plan
(2016-17 to 2018-19)



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Accountability Statement

The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 for New Horizons Charter School were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board 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 the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Education Plan for 2016/2019 on **November 23, 2016**.



Jill Weiss
Board Chair

Foundation Statements

Mission Statement

The mission of New Horizons Charter School is to meet the special academic needs of gifted learners in a congregated setting in an environment that is low-anxiety, positive, and supportive of the individual. Gifted students need opportunities to be challenged, to think alternatively, and to pursue learning according to their own learning styles.

Vision Statement

New Horizons School will enable gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional support for each student.

Philosophy and Educational Foundations

New Horizons School was originally established to best serve the learning needs of gifted children. This continues to be its fundamental reason for existence. The goals of the charter and of the school itself are threefold: to address the academic, social, and emotional needs of gifted children. New Horizons School strives to incorporate the best research and innovations from a growing body of professional and research literature on gifted education into the pedagogical and organizational programs of the school. The often-unique academic and social-emotional needs and strengths of gifted children are of primary consideration in the design of educational and support programs at the school. The school strives to be a renowned centre of excellence that is respected locally, nationally and internationally, and is sought after for its programming and its professional knowledge. It seeks to be a successful centre of best practice, research, and innovation in gifted education, open to partnerships with others within the limits of its resources.

Above all, New Horizons School strives to provide a student-focused, safe, supportive learning environment in which gifted students can be successful and well equipped to engage in whatever endeavours they choose to pursue in the future. The school program is designed to provide inclusive education and to consider the appropriate pedagogy and the individual characteristics of the students. This allows for flexibility in grouping for instruction and activities. At times, students will be assigned to work with those with similar achievement levels, but the possibility also exists to group students with different levels of skill/knowledge mastery. These experiences are designed to facilitate students' development in leadership and mentorship capacity, and to ensure that students are able to work with a range of individuals at various levels of ability.

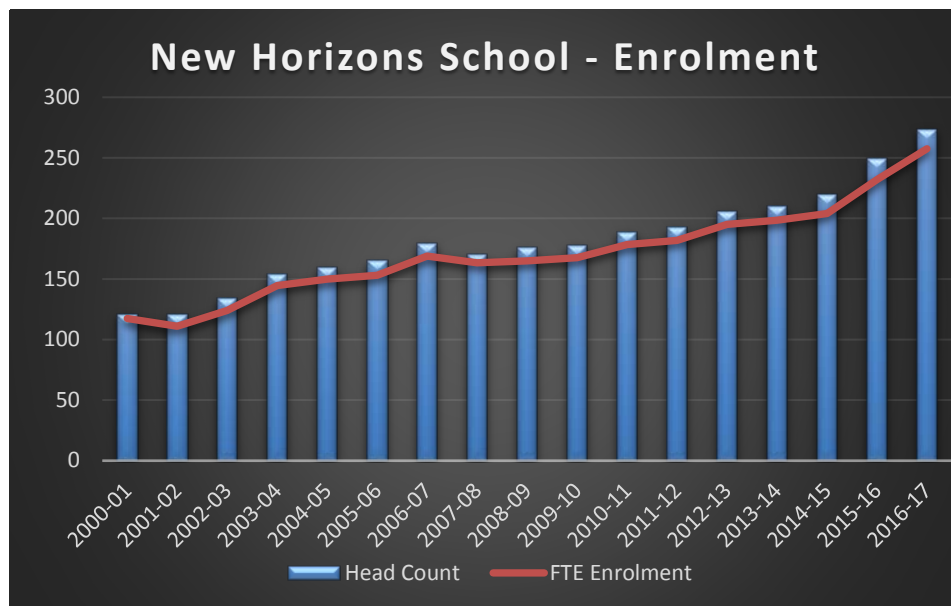
Profile of the School Authority

New Horizons School is a public charter school serving more than 270 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students primarily from Sherwood Park and rural Strathcona County, although some students commute from other communities throughout the Greater Edmonton area.

Like all charter schools in Alberta, New Horizons is designed to address the needs of a particular group of students through a specific program or teaching/learning approach, while following the Alberta Program of Studies. In our case, we focus on meeting the needs of intellectually-gifted children in a congregated setting and on providing our students with an environment that supports their unique intellectual, social and emotional needs.

New Horizons School was established in 1995 as Canada's first public charter school. Operated by the New Horizons Charter School Society (a non-profit charitable society comprised of parents, teachers and interested community members) and governed by an elected Board of Directors, the school is funded by the Government of Alberta and therefore does not charge tuition fees. The Society operates under the [terms of a charter](#), or agreement, with the Minister of Education for the Province of Alberta.

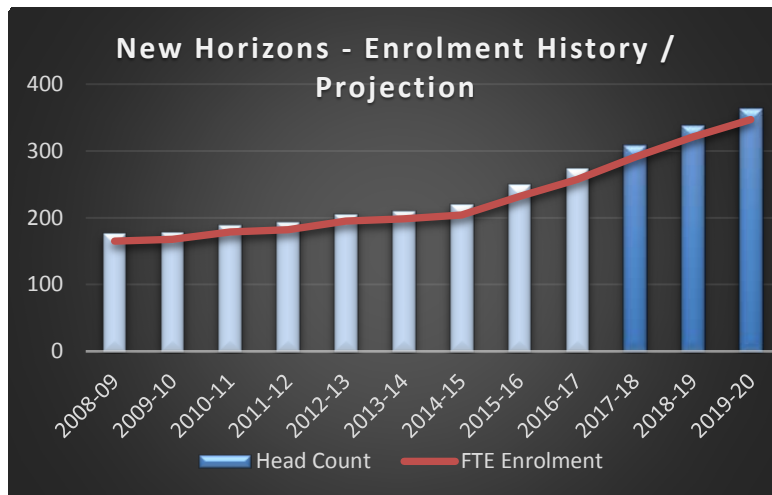
In its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. Over the last twenty years, we have grown by 200 students and currently serve the needs of 274 gifted learners. The chart below shows our growth since 2000.



Trends and Issues

Population Growth

Since relocating to Sherwood Park in the 2015-2016 school year, our population trend has taken an upward spike. As the chart below demonstrates, our enrolment in the year prior to our relocation to Sherwood Park (2014-2015) was 220 students and was preceded by a modest but steady annual growth. In the next year (2015-2016), our population grew by 14% to 250 students which allowed us to open a second grade one and grade two classrooms. As the table below indicates, we expect our population to continue to grow over the next few years.



The school is presently assigned an enrolment cap of 300 students. In response to the unprecedented growth experienced by the school during recent years and to continued strong demand for enrolment at the school, the Board will be submitting a request to the Minister of Education that the enrolment cap be increased to 450 students.

Ownership of Sherwood Park Facility and Lands

New Horizons School occupies its new Sherwood Park facility under the terms of a lease agreement with Elk Island Catholic Schools. In accordance with correspondence sent (June 5, 2014) by former Minister of Education Johnson to the Elk Island Catholic Board of Trustees, the New Horizons Board of Directors anticipates that ownership of the facility will be transferred to the New Horizons Charter School Society. Although the details of a transfer agreement have been reached between the respective legal counsels for the two school boards, approval of the ownership transfer by the current Minister of Education has not yet been received. The New Horizons Board of Directors continues to advocate for the transfer of ownership to occur at the earliest possible date.

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	New Horizons Charter School So			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.2	90.2	89.4	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	81.5	78.0	78.8	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	95.7	92.6	92.3	90.1	89.5	89.5	Very High	Improved	Excellent
		Drop Out Rate	0.0	0.0	0.0	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	94.7	97.6	97.3	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	58.6	58.3	57.3	19.4	18.8	18.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	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)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	87.2	91.7	85.4	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	86.4	87.8	86.2	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	90.2	85.8	84.8	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.2	84.4	83.0	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- 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).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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.
- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Combined 2016 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

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.
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7. 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.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation 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.

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

Charter Goal 1: Student Learning Is Improved

Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies.

Performance Measure Provincial Achievement Tests		Results (in percentages)									
		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	45.8	100.0	25.0	100.0	60.9	100.0	58.3	100.0	52.6
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	91.5	22.6
Mathematics 6	School	100.0	50.0	100.0	33.3	100.0	65.2	95.8	50.0	100	68.4
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	71.4	13.8
Science 6	School	95.8	70.8	100.0	58.3	100.0	60.9	95.8	66.7	100	68.4
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	86.1	30.8
Social Studies 6	School	100.0	50.0	79.2	50.0	91.3	69.6	95.8	50.0	89.5	73.7
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	77.1	22.6
English Language Arts 9	School	100.0	60.0	100.0	45.5	100.0	50.0	100.0	44.4	94.4	50.0
	Province	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4	86.7	17.1
Mathematics 9	School	100.0	30.0	100.0	81.8	92.9	71.4	100.0	38.9	100.0	27.8
	Province	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0	75	19.3
Science 9	School	100.0	90.0	100.0	72.7	100.0	64.3	100.0	94.4	100.0	83.3
	Province	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9	82.3	25.2
Social Studies 9	School	100.0	50.0	100.0	72.7	100.0	64.3	94.4	66.7	94.4	55.6
	Province	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8	72.3	20.7

Performance Measure Prior Level of Achievement on PAT's									
Grade 6 Language Arts									
Average Actual and Predicted Achievement Test Results, Reported as Percentages ^a									
Students Who Wrote English Language Arts Achievement Tests In Both 2016 and 2013	Number of Students		Actual 2013 Grade 3 Results		Actual 2016 Grade 6 Results		Predicted 2016 Grade 6 Results	Difference Between Actual and Predicted 2016 Grade 6 Results (t-test) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2015	18	36922	79.7	69.2	78.9	68.0	75.0	4.0 (+)	1.0 to 6.9
Students Enrolled at the School of Reporting As of September, 2014	16	30953	80.3	69.5	78.4	68.5	75.3	3.0 (-)	-0.3 to 6.4
<p>^a For each student in the analysis, a 2016 Grade 6 English Language Arts Achievement Test score was predicted from his or her actual 2013 Grade 3 English Language Arts Achievement Test score.</p> <p>^b The actual 2016 Grade 6 school average is significantly above (+), not significantly different from (-), or significantly below (-) the predicted 2016 Grade 6 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.</p> <p>^c The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.</p>									
Grade 6 Math									

Average Actual and Predicted Achievement Test Results, Reported as Percentages ^a

Students Who Wrote Mathematics Achievement Tests in English in Both 2016 and 2013	Number of Students		Actual 2013 Grade 3 Results		Actual 2016 Grade 6 Results		Predicted 2016 Grade 6 Results	Difference Between Actual and Predicted 2016 Grade 6 Results (t-test) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2015	16	33515	89.4	72.0	86.3	65.5	77.9	8.3 (+)	3.4 to 13.3
Students Enrolled at the School of Reporting As of September, 2014	16	28023	89.4	72.6	86.3	66.4	77.9	8.3 (+)	3.4 to 13.3

^a For each student in the analysis, a 2016 Grade 6 Mathematics Achievement Test score was predicted from his or her actual 2013 Grade 3 Mathematics Achievement Test score.

^b The actual 2016 Grade 6 school average is significantly above (+), not significantly different from (-), or significantly below (-) the predicted 2016 Grade 6 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.

^c The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.

Grade 9 Language Arts

Average Actual and Predicted Achievement Test Results, Reported as Percentages ^a

Students Who Wrote English Language Arts Achievement Tests in Both 2016 and 2013	Number of Students		Actual 2013 Grade 6 Results		Actual 2016 Grade 9 Results		Predicted 2016 Grade 9 Results	Difference Between Actual and Predicted 2016 Grade 9 Results (t-test) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2015	18	33589	74.4	68.1	80.3	67.4	72.7	7.6 (+)	4.1 to 11.1
Students Enrolled at the School of Reporting As of September, 2014	17	25964	74.9	68.5	81.5	68.1	73.1	8.4 (+)	4.7 to 12.0

^a For each student in the analysis, a 2016 Grade 9 English Language Arts Achievement Test score was predicted from his or her actual 2013 Grade 6 English Language Arts Achievement Test score.

^b The actual 2016 Grade 9 school average is significantly above (+), not significantly different from (-), or significantly below (-) the predicted 2016 Grade 9 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.

^c The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.

Grade 9 Math

Average Actual and Predicted Achievement Test Results, Reported as Percentages ^a

Students Who Wrote Mathematics Achievement Tests in English in Both 2016 and 2013	Number of Students		Actual 2013 Grade 6 Results		Actual 2016 Grade 9 Results		Predicted 2016 Grade 9 Results	Difference Between Actual and Predicted 2016 Grade 9 Results (t-test) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2015	18	30235	73.2	58.2	75.8	62.7	73.7	2.1 (=)	-2.3 to 6.5
Students Enrolled at the School of Reporting As of September, 2014	17	23360	74.2	59.1	77.5	63.9	74.4	3.1 (=)	-0.9 to 7.1

^a For each student in the analysis, a 2016 Grade 9 Mathematics Achievement Test score was predicted from his or her actual 2013 Grade 6 Mathematics Achievement Test score.

^b The actual 2016 Grade 9 school average is significantly above (+), not significantly different from (=), or significantly below (-) the predicted 2016 Grade 9 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.

^c The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.

Comment on Results

Our Provincial Achievement test results were high once again as 50% or more of our students reached excellence in all but two exams – Math 9 and Language Arts 9. An interesting note that this particular cohort of students scored, on average, higher in their grade 9 scores than in their grade 6 scores. Their average grade 6 Language Arts score was 74.2% and increased to 77.5% in grade 9. Similarly, in Math, the average grade 6 score was 74.9%, and increased to 81.5% in grade 9.

The Prior Level of Achievement measures for Language Arts and Math for both grade 6 and grade 9 shows that students scored higher than predicted on their tests based on the results of their previous tests. In grade 6 Language arts and Math and grade 9 Language Arts, the higher than predicted tests scores are in the significant range indicating that the students' school experience is having a significant positive impact on their learning.

Strategies

- Deepen staff understanding and expertise of the Daily Five instructional strategy in Language Arts (framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently (<https://www.thedailycafe.com/daily-5>).
- Train new primary staff and grade 3-4 teachers in Daily 5 training using staff expertise.
- Continue to combine Jr. High Language Arts and Social Studies for the development of a Humanities course.
- Continue to expand the use of Project Based Learning (PBL) across all grades.
- Investigate and introduce math differentiation strategies to increase percentage of students reaching excellence in junior high math.

Outcome 2: Students will become creative risk takers academically.

Students have opportunities to develop and utilize qualities such as creativity, imagination, innovation, risk-taking, ingenuity, originality, and inventiveness in their academic studies. Further, students are encouraged to develop these qualities and demonstrate them in their studies.

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
School Survey Parents: Percentage of parents who feel that their child is encouraged to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	n/a	n/a	92.3%
School Survey Parents: Percentage of parents who feel that their child's school work shows evidence that they use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	n/a	n/a	92.3%
School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	n/a	n/a	84%	81%	85.6%
School Survey Students 4-9: Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	n/a	n/a	90.9%
School Survey Students 4-9: Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	n/a	n/a	89.9%
Tell Them From Me Survey Grade 7-9: Percentage of students who feel intellectually engaged and find learning interesting, enjoyable, and relevant.	n/a	n/a	n/a	NHS = 60% Canadian Ave. = 56%	NHS = 65% Canadian Ave. = 56%
Tell Them From Me Survey Grade 4-6: Percentage of students who feel challenged in their language arts, math and Science classes and feel confident of their skills in these subjects.	n/a	n/a	n/a	NHS = 75% Canadian Average =57%	NHS = 61% Canadian Average =41%
Tell Them From Me Survey Grade 7-9: Percentage of students who feel challenged at school and feel confident in their abilities.	n/a	n/a	n/a	NHS = 41% Canadian Ave. = 41%	NHS = 79% Canadian Ave. = 57%
Tell Them From Me Survey Grade 4-6: Percentage of students who value schooling outcomes.	n/a	n/a	n/a	n/a	NHS = 89% Canadian Ave. = 96%
Tell Them From Me Survey Grade 7-9: Percentage of students who value schooling outcomes.	n/a	n/a	n/a	n/a	NHS = 67% Canadian Ave. = 80%

School Survey K-3: Percentage of students who feel their teachers let them use their imagination (many times and sometimes) in their school work.	n/a	n/a	n/a	n/a	93%

Comment on Results
Overall, students and parents feel that the school is helping students become creative risk takers. They are given opportunities to use their creative thinking skills and are feel challenged to a greater degree than the Canadian average.

Strategies

- Investigate opportunities to accelerate learning in subjects other than math (e.g. adjusting timetable, utilizing IPPs, greater flexibility in independent studies).
- Encourage and support continued participation in “Action Research Community of Practice” initiative.
- Integrate Kanevsky’s “Toolkit” strategies in the development of student IPPs (linked to the current Plan) Based on in-service from Dr. Lannie Kanevsky (January 2016)
- Increase the use of “Artist in Residence” program to enhance curricular instruction.
- Continue to expand the use of Project Based Learning (PBL) across all grades.

Charter Goal 2: Students Will Benefit From Opportunities for Positive Interaction

Outcome 1: Students will develop positive interdependence skills.

Students will be effective with collaboration (working together to achieve a goal); the use of conflict resolution strategies; and inclusion.

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
School Survey Parents: Percentage of parents who feel that their child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	n/a	n/a	n/a	68%
School Survey Students 4-9: Percent of students who feel that they have the skills to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	n/a	n/a	n/a	n/a	91.6%
Tell Them From Me Survey Grade 7-9: Percentage of students who feel they have a positive sense of belonging.	n/a	n/a	n/a	NHS = 60% Canadian Ave. = 56%	NHS = 74% Canadian Ave. = 73%
Tell Them From Me Survey Grade 4-6: Percentage of students who feel they have a positive sense of belonging.	n/a	n/a	n/a	NHS = 75% Canadian Average = 86%	NHS = 77% Canadian Average = 86%
Tell Them From Me Survey Grade 7-9: Percentage of students who feel they have a positive relationships at school.	n/a	n/a	n/a	NHS = 41% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%
Tell Them From Me Survey Grade 4-6: Percentage of students who feel they have a positive relationships at school.	n/a	n/a	n/a	NHS = 91% Canadian Ave. = 80%	NHS = 85% Canadian Ave. = 80%
School Survey K-3: Percentage of students who feel that when their friends and they don’t agree, they can work it out (many times and sometimes).	n/a	n/a	n/a	n/a	97.6%

<p>Comment on Results</p> <p><i>While students overall have a positive sense of belonging (when compared to the Canadian average), building positive relationships, effective collaboration skills, and effective conflict resolution strategies; needs to be emphasized in the net Education Plan, especially at the junior high level where 62% of the students feel they have a positive relationship at school. The Canadian average is 75 %. Similarly, 77% of grade 4-6 students feel a sense of belonging which is below the national average of 86%. Both of these measures had similar results over the last two years the data has been collected.</i></p>
<p>Strategies</p> <ul style="list-style-type: none"> • Continue to expand the use of Project Based Learning (PBL) across all grades to learn effective collaboration skills. • Students from grade 4-9 will learn the concepts and skills related to Choice Theory to manage conflicts and to help understand the behaviors of others.

Outcome 2: Students will become creative risk takers socially.

Students have opportunity, seek opportunity, create opportunity, and take advantage of opportunity to move outside of their social comfort zone. Further, the school provides opportunity for students, and encourages students, to move outside of their social comfort zone.

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
School Survey Parents: Percentage of parents who feel that at school their child has the opportunity to work with other students to complete a task / accomplish a goal.	n/a	n/a	n/a	n/a	91.3%
School Survey Parents: Percentage of parents who are satisfied with the opportunities their child has for student leadership at school.	n/a	n/a	n/a	77%	73.1%
School Survey Parents: Percentage of parents who agree that their child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	n/a	n/a	n/a	n/a	82.7%
School Survey Students 4-9: Percentage of students who agree that they have the opportunity to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	n/a	n/a	n/a	n/a	90%
School Survey K-3: Percentage of students who feel they get to work with other students at school (many times and sometimes).	n/a	n/a	n/a	n/a	95.4%

Comment on Results

The data indicates that we are meeting this outcome. as students take advantage of a variety of activities that have varying degrees of social risk taking such as working with a buddy or student from another class to speaking and presenting in front of classmates and the larger school body.

Strategies

- Begin investigating options for a “service learning” component to our program.
- Increase opportunities for students to take social risks such as the following:
 - Student presentations at assemblies.
 - Student newsletter submissions.
 - Share in front of authentic audiences.
 - Maintain talent show.
 - Maintain Independent Studies fairs.
 - Increase opportunities to interact with students from other schools.
- Include leadership skill development in IPP goals where appropriate.

Charter Goal 3: Students’ Emotional Needs Are Supported

Students will become self-regulating and resilient (able to recognize emotional state and control them).

Outcome 1: Students will develop independence, self-direction and self-discipline in learning.

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
School Survey Parents: Percentage of parents who agree that their child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interests him/her.	n/a	n/a	n/a	n/a	51.5%
School Survey Parents: Percentage of parents who agree the school is helping their child develop skills to become more independent and self-directed in his/her learning.	n/a	n/a	n/a	n/a	80.1%
School Survey Parents: Percentage of parents who agree that their child is able to apply independence and self-direction in his/her learning to his/her studies in an effective manner.	n/a	n/a	n/a	n/a	71.2%
School Survey Students 4-9: Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	n/a	n/a	n/a	n/a	81%
School Survey Students 4-9: Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	n/a	n/a	n/a	n/a	84.5%
School Survey Students 4-9: Percentage of students who agree that they are able to apply the skills of being more	n/a	n/a	n/a	n/a	90%

independent and self-directed to their studies in an effective manner.					
Tell Them From Me Survey Grade 7-9: Percentage of students who are interested and motivated in their learning.	n/a	n/a	n/a	n/a	NHS = 46% Canadian Average = 34%
Tell Them From Me Survey Grade 4-6: Percentage of students who are interested and motivated in their learning.	n/a	n/a	n/a	n/a	NHS = 78% Canadian Average = 71%
Tell Them From Me Survey Grade 7-9: Percentage of students who put in effort to succeed at school.	n/a	n/a	n/a	n/a	NHS = 76% Canadian Average = 73%
Tell Them From Me Survey Grade 4-6: Percentage of students who put in effort to succeed at school.	n/a	n/a	n/a	n/a	NHS = 86% Canadian Average = 91%
School Survey K-3: Percentage of students who like learning about things in their Independent Study (I.S.) project (many times and sometimes).	n/a	n/a	n/a	n/a	96.5%
School Survey K-3: Percentage of students who agree they are learning to work independently (many times and sometimes).	n/a	n/a	n/a	n/a	96.4%

Comment on Results

The results indicate that New Horizons School helps students develop independence, self-direction and self-discipline in learning. The recent changing of "Independent Studies" to the revised "Investigations" format at the junior high level has made the pursuit of passion areas a more valuable learning experience. Of note is that while only 51.5% of parents agree that their child finds independent studies valuable, 42.4% responded that they don't know.

Strategies

- Revise the independent studies process (Investigations) (primary; elementary; junior high; continued from current Plan).
 - Increase the profile of the presentations.
 - Conduct a review on the goals, outcomes and processes.
 - Tie in with current school action research process (Dinel & Vigfusson).
 - Investigate the use of TedX Talks for student involvement.
 - Increase the use of authentic audiences.

Outcome 2: Students will become creative risk takers emotionally.

Students are prepared to forsake the comfortable, the secure, and the predictable and to risk disappointment and embarrassment in order to experience the exhilaration that accompanies the pursuit of passion and the discovery of new horizons.

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when he/she feel them.	n/a	n/a	n/a	n/a	80.8%
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	n/a	n/a	n/a	n/a	71.2%
School Survey Parents: Percentage of parents who agree that their	n/a	n/a	n/a	n/a	64.4%

child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, an unexpected event).					
School Survey Parents: Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	n/a	n/a	n/a	n/a	81.7%
School Survey Students 4-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	n/a	n/a	89.9%
School Survey Students 4-9: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	n/a	n/a	85.3%
School Survey Students 4-9: Percentage of students who agree that they are able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, an unexpected event).	n/a	n/a	n/a	n/a	88.1%
School Survey Students 4-9: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	n/a	n/a	80.9%
Tell Them From Me Survey Grade 7-9: Percentage of students who report moderate to high levels of depression.	n/a	n/a	n/a	n/a	NHS = 26% Canadian Ave. = 16%
Tell Them From Me Survey Grade 7-9: Percentage of students who report moderate to high levels of anxiety.	n/a	n/a	NHS = 25% Canadian Ave. =18%	NHS = 20% Canadian Ave. = 18%	NHS = 22% Canadian Ave. = 17%
Tell Them From Me Survey Grade 4-6: Percentage of students who report moderate to high levels of anxiety.	n/a	n/a	NHS = 22% Canadian Ave. =18%	NHS = 16% Canadian Ave. =16%	NHS = 22% Canadian Ave. = 16%
Tell Them From Me Survey Grade 7-9: Rating (out of 10) by students on their feeling that they have someone at school who consistently provides encouragement and can be turned to for advice.	n/a	n/a	NHS = 4.5 Canadian Ave. =2.9	NHS = 2.7 Canadian Ave. =2.9	NHS = 3.6 Canadian Ave. =2.9
Tell Them From Me Survey Grade 4-6: Rating (out of 10) by students on their feeling that they have someone at school who consistently provides encouragement and can be turned to for advice.			NHS = 3.0 Canadian Ave. = 4.9	NHS = 6.1 Canadian Ave. = 4.9	NHS = 6.3 Canadian Ave. = 4.9
School Survey K-3: Percentage of students who agree they can tell when they are feeling sad, upset or happy (many times and sometimes).	n/a	n/a	n/a	n/a	96.1%

School Survey K-3: Percentage of students who agree that when they feel sad, upset or happy, they know how to share their feelings in a way that is safe and fair (many times and sometimes).	n/a	n/a	n/a	n/a	91.8%
Accountability Pillar Survey Questions: Percentage of parents who agree that programs for children at risk are easy to access and timely.	73.4%	64.9%	65.8%	69%	71.9%

Comment on Results
The results indicate that New Horizons School helps students become creative risk takers emotionally. The data suggests that student emotional needs are being met. High levels of anxiety often accompany giftedness, and the data shows that students report levels of anxiety slightly higher than the Canadian average. One striking difference is that 26% of our grade 7-9 students report moderate to high levels of depression which is 10% above the Canadian average. However, students also rate the school higher than the Canadian average that they have someone at school who consistently provides encouragement and can be turned to for advice.

The emotional well-being of our students continues to be an area of emphasis in upcoming education plans.

Strategies

Review, re-emphasize social contract and extent to which it meets the needs of students.

- Dianne Gossen (Creator, "Restitution Self Discipline") booked for Sept. 16 in-service and Sept. 15 parent night.
- Include parent session in school council meetings.
- Introduce the basics of Restitution-Self Discipline and (RSD) with students

Expand Zones of Regulation to include grades K-4.

- Teach students from grades 4-9 skills and concepts related to Choice Theory.

Implement the following strategies to address student emotional health:

- Continue to integrate daily mindfulness practice.
- Use current staff trained in mindfulness to develop a scope and sequence of mindfulness activities on a k-9 scale.
- Investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency.
- Maintain representation on Eastern Edge Regional Collaborative Delivery Service leadership and executive teams.

Provincial Outcome One: Alberta's Students Are Successful

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	99.3	96.4	98.0	97.6	94.7	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	55.1	50.0	63.5	58.3	58.6	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. 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. 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 (*).

<p>Comment on Results: See comments for Charter Goal 1 - Outcome 1.</p>
<p>Strategies</p> <ul style="list-style-type: none"> • Continue to provide programming that meets the needs of gifted learners (congregated setting, I & C, IPP time, IS and Investigations, math acceleration) • Provide students with a variety in their physical education experiences. Examples include: Millennium Place Triathlon, curling, bowling, tennis, physical fitness component • Expand Career and Technology Foundations (CTF) at the grade 5-6 level. • Increase the number of musical guests and/or field trips that relate to the arts and music. • Increase use of "Artist in Residence" program to enhance curricular instruction. • Implement specific IPP time in the weekly schedule (Gr. 3-6).

Performance Measure	Results (in percentages)					Target	Evaluation		
	2011	2012	2013	2014	2015		2016	Achievement	Improvement
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	*	0.0	0.0		Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a

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 (*).

Strategies

Drop outs have never been an issue at New Horizons School.

Constant communication with parents, developing appropriate IPP's, maintaining strong staff-student relationships and seeking supports outside the school when necessary combine to keep drop-outs a non-issue.

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

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.4	85.3	85.5	87.8	86.4	Very High	Maintained	Excellent
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.	85.0	83.3	81.3	91.7	87.2	Very High	Maintained	Excellent

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 (*).

Comment on Results

Most students at New Horizons School demonstrate the characteristics of active citizenship. Students show a welcoming attitude to visitors in the school, and while conflicts with other students do occur, they are dealt with and treated in part as opportunities for learning.

Strategies

- Review, re-emphasize social contract and extent to which it meets the needs of students.
 - Dianne Gossen (Creator, "Restitution Self Discipline") booked for Sept. 16 in-service and Sept. 15 parent night.
 - Include parent session in school council meetings.
 - Introduce the basics of Restitution-Self Discipline and (RSD) and Choice Theory with students.
- Investigate how Service Learning can be integrated into our program.

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

Performance Measure	Results (in percentages)					Target	Evaluation		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	55.6	54.7	65.1	58.2	56.4		n/a	n/a	n/a

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 (*).

Comment on Results:
 The results for this measure are low. It is interesting to note that the result is based on the two questions identified in the table below. In the first question, parents respond to a question about students not enrolled in our school (high school students when they finish school). Most parents responded that the “Don’t Know” to that question. Consequently, only 6% parents agreed.
 Parents did respond favorably to the second question.

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Parent - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	2012	37	3	11	14	3	70	14
	2013	32	0	3	28	0	69	3
	2014	25	0	28	8	0	64	28
	2015	28	0	21	14	0	64	21
	2016	32	0	6	9	3	81	6
Your child is taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime	2012	45	22	58	2	2	16	80
	2013	36	19	58	14	0	8	78
	2014	38	13	66	5	11	5	79
	2015	39	18	62	15	3	3	79
	2016	43	16	56	12	2	14	72

Strategies:

- Discuss at a School Council meeting the following question: What do you consider the key knowledge, skills, and attitudes necessary for learning throughout a student’s lifetime? Consideration will be given to the competencies identified in the Ministerial Order on Student Learning.
- Follow up with a survey in which parents can indicate the extent to which they feel their students are taught the selected knowledge skills and attitudes necessary for life-long learning.

Provincial 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 School Authorities only)

[No Data for Overall FNMI Results]

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

A first nations métis, and Inuit celebration will be planned for a determined sate in the spring.

Provincial Outcome Three: Alberta’s Education System is Inclusive.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
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.	91.8	90.8	87.3	90.2	91.2		Very High	Maintained	Excellent

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 (*).

Comment on Results

Our social contract reads as follows:

*Our school is a place of learning.
It is a place where we treat each other with respect and honesty.
It is a place where we play and work in a way that is safe and fair.*

The key concepts in our social contract reflect the key concepts in the above performance measure. Having a social contract is but one of the many ways New Horizons School maintains an inclusive environment.

Strategies

Review, re-emphasize social contract and extent to which it meets the needs of students.

- Dianne Gossen (Creator, “Restitution Self Discipline”) booked for Sept. 16 in-service and Sept. 15 parent night.
- Include parent session in school council meetings.
- Introduce the basics of Restitution-Self Discipline and (RSD) with students

Outcome Four: Alberta has Excellent Teachers, School and School Authority Leaders

Performance Measure	Results (in percentages)					Target	Evaluation		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
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.	82.5	80.3	78.1	78.0	81.5		High	Maintained	Good

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 (*).

Comment on Results (OPTIONAL)

While being maintained at a high level for many years, this is one area which New Horizons School has continually tried to improve upon.

Strategies

- Strengthen program of gifted education pedagogy for new and continuing teachers.
 - Provide inservice for new teachers about gifted students through training sessions.
 - Maintain teacher membership with the National Association for Gifted Children (NAGC)
 - Invite guest speakers on gifted education.
- Inservice staff on the following:
 - Daily 5
 - Project Based Learning
 - Mindfulness
 - Restitution Self Discipline and Choice Theory
- Implement a mentorship program for new teachers.
- Encourage and support participation in “Action Research Community of Practice” initiative.
- Bolster the current program
 - Seek the services of a choral director.
 - Contract Artists-in-Residence.
 - Invite experts in the field.
- Increase the number of activities that promote school engagement and pride.
- Increase the number of student activities that promote positive interaction during lunch recess. Examples include:
 - Chess Club
 - In-School Science Olympics
 - Writers’ Club
- Increase the number of activities that promote student decision-making, e.g. Student Council

Outcome Five: The Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target	Evaluation		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
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.	90.5	86.0	78.7	84.4	85.2		Very High	Maintained	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.4	84.8	83.7	85.8	90.2		Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.5	93.3	90.9	92.6	95.7		Very High	Improved	Excellent

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 (*).

Comment on Results (OPTIONAL)

With an overall evaluation of Excellent, the data suggests that New Horizons School meets this outcome of being well governed and managed.

Strategies

- Undertake major modernization of school facility.
- Implement second annual Stakeholder Forum in early 2017. Utilize input in development of revised Education Plan.
- Revise school web page.
 - Integrate Facebook with web page.
 - Update to include more information regarding
 - Gifted education
 - School innovative practices
 - Appearance
- Enhance communication with parents at the school and classroom level.
- Purchase & implement new Student Information System (SIS).
- Implement Grade Book with parent portals.
- Include responsibility for school communication in job description with either existing or new staff positions.
- Board of Directors to create a "common story" of New Horizons School that can be shared with others.
- Implement communication initiative with parents prior to distribution of Accountability Pillar Survey so as to inform arenst what the school has been doing.
- Provide temporary accommodation to École Claudette-et-Denis-Tardif on NHS campus in a manner that meets the needs of students and staff of both schools.
- Seek to enter into an engagement or collaboration with post-secondary institution and/or school division, particularly with respect to sharing research, innovations, and best practices with other educational stakeholders. (Reference: Draft Charter Schools Regulation)
- Implement orientation sessions and professional development opportunities for Board Directors.

Notes:

3. 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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Summary of Financial Results

The Board in its 2015-16 budget was committed to maintaining/improving the level of services to its children/students.

Enrolment increased from 204.0 FTE in the 2014-15 school year to 232.0 FTE in the 2015-16 school year. The 2015-16 Budget anticipated expenditures to be less than the revenues by approximately \$1,637; however, the year ended with a surplus of \$38,197.

The underlying principle in budget planning and the execution thereof was to maintain a high level of service to the Society's student population.

New Horizons School remains financially stable.

The 2015/2016 budget anticipated expenditures of \$2.652 million. Actual expenditures for the year was \$2.593 million resulting in a surplus of \$38,197.

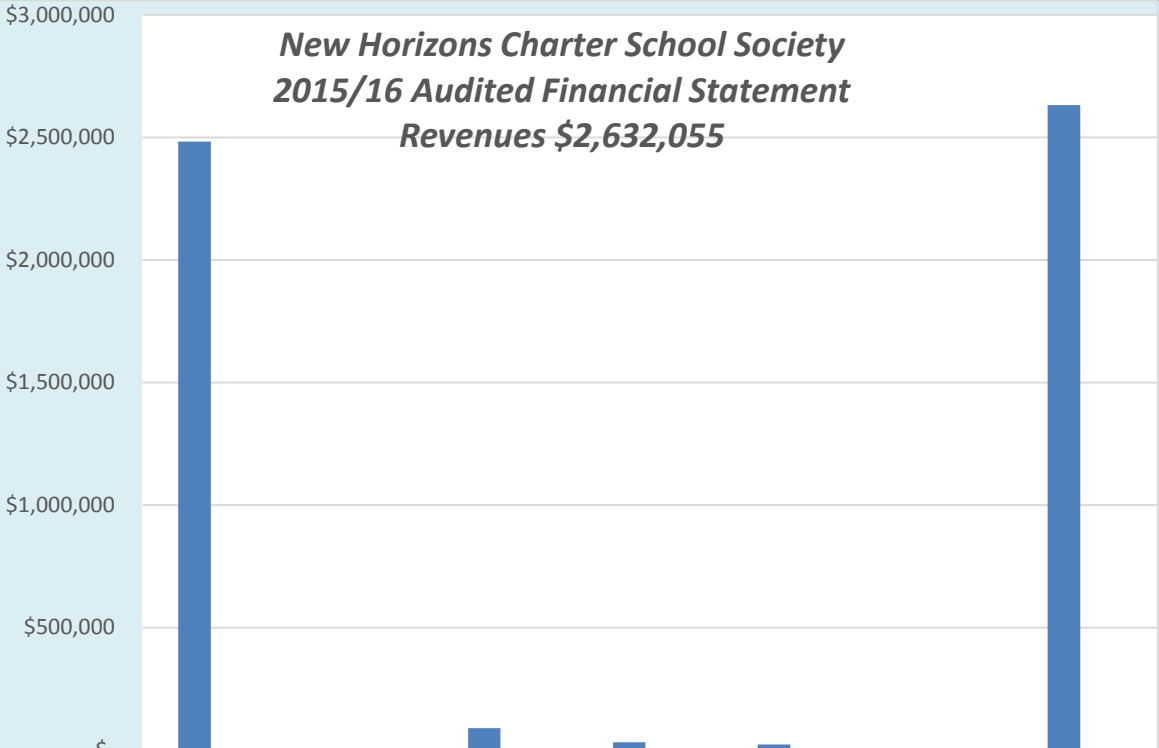
Total revenues for the 2015-2016 year was \$2.632 million. Revenues from Alberta Education grants for the year ending August 31, 2016 were \$2.483 million or 94.35% of revenues. The remainder came from other sources such as student fees, other sales and services, and gifts & donations.

Information concerning all financial data can be accessed on the New Horizons School website at <http://www.newhorizons.ca/wp-content/uploads/2016/11/AFS-2016-08-31.pdf> and/or by contacting the office of the Secretary-Treasurer at the school. Phone (780) 416-2353 or by email: fdekleine@newhorizons.ca

Comparative data on charter schools across the province can be viewed at the Alberta Education web link <http://education.alberta.ca/admin/funding/audited.aspx>

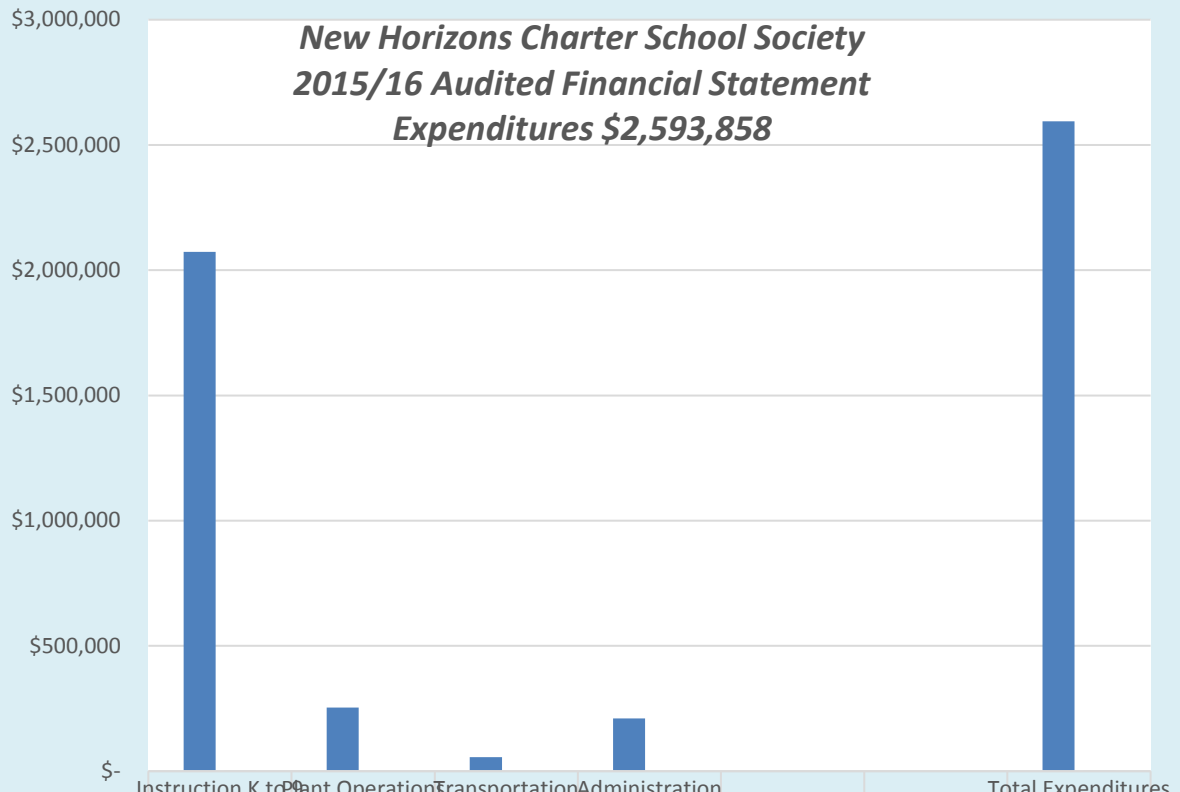
The attached graphs below show the revenues and expenditures picture in more visual format.

**New Horizons Charter School Society
2015/16 Audited Financial Statement
Revenues \$2,632,055**



	Gov't of Alberta	Other School Authorities	Individuals: Fees	Individuals: Gifts/Fundraising	Other		Total Revenue
■ Amounts	\$2,483,245	\$4,673	\$89,312	\$31,775	\$23,050		\$2,632,055
■ Percentage	94.35%	0.18%	3.39%	1.21%	0.88%		100.00%

**New Horizons Charter School Society
2015/16 Audited Financial Statement
Expenditures \$2,593,858**



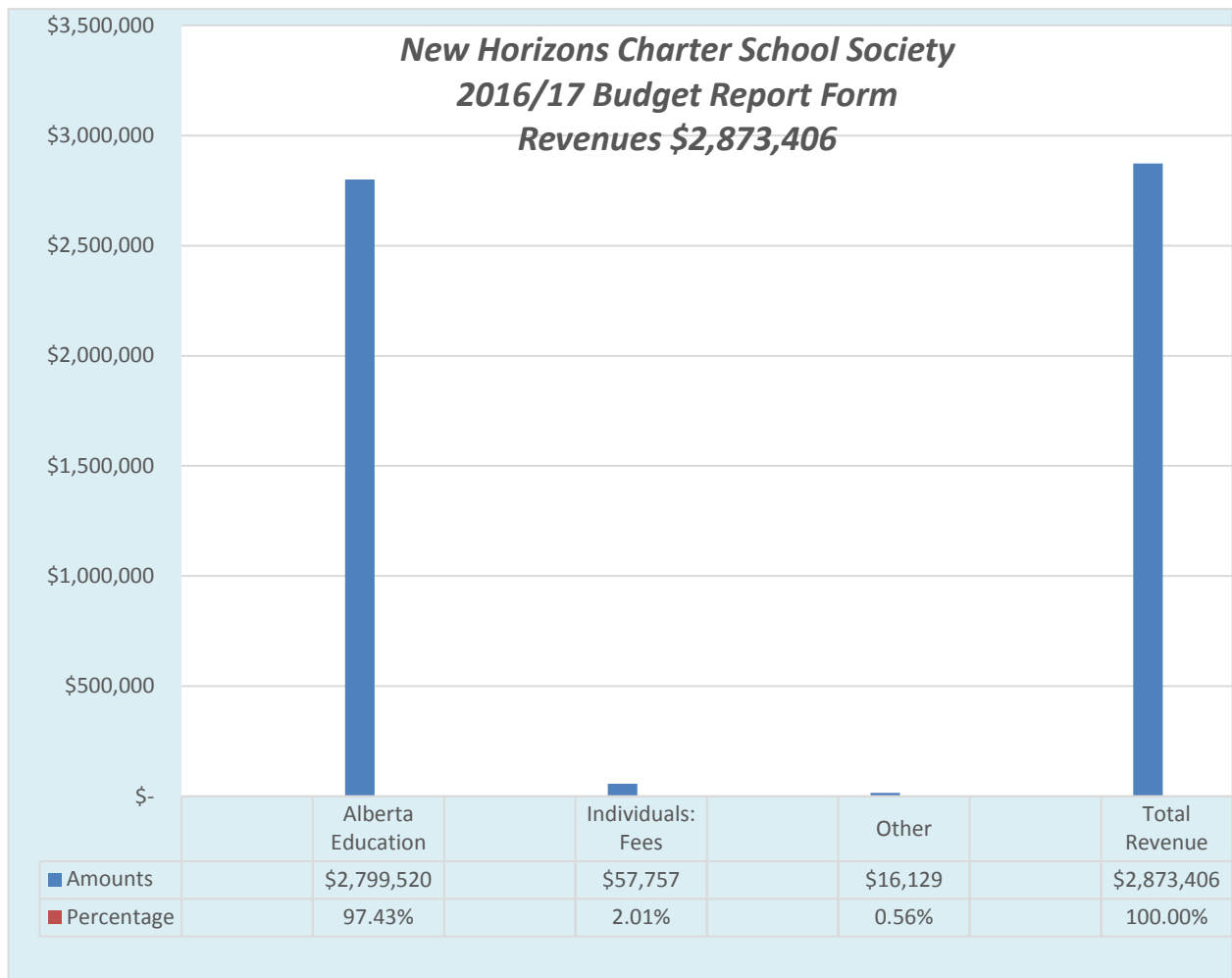
■ Amounts	\$2,073,483	\$253,522	\$55,698	\$211,155		\$2,593,858
■ Percentage	79.94%	9.77%	2.15%	8.14%		100.00%

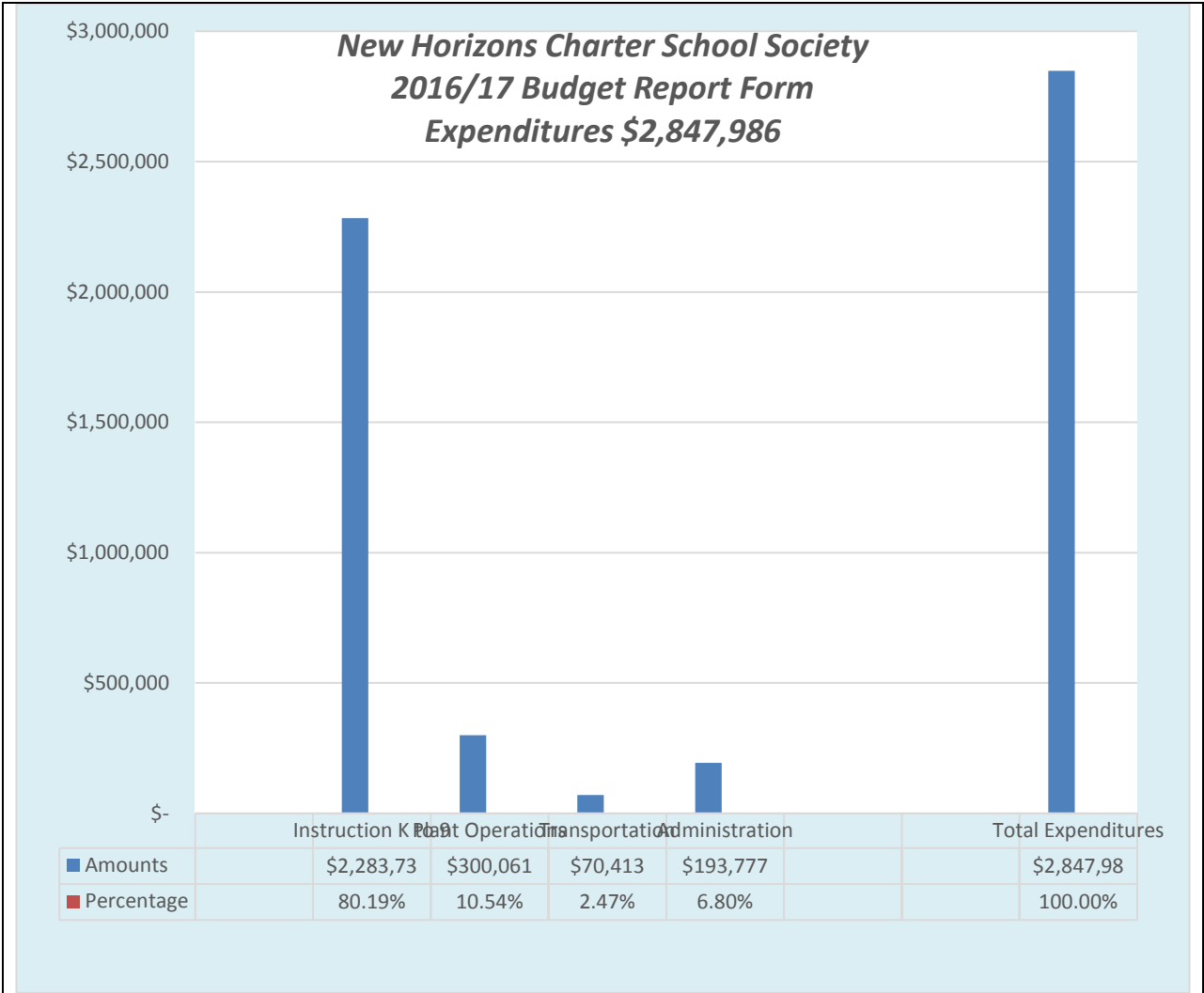
Budget Summary

The 2016-17 budget will maintain/enhance current level of services to the students at New Horizons School. It projects an overall surplus of \$25,420. It is expected a deficit in the Plant Operations and Transportation envelopes and a surplus in the Instructional and Board/System Administration envelopes.

The student enrolment count as of September 30, 2016 is 274.0 FTE children/students. This is an increase of 24.0 FTE children/students over last year's enrolment.

Full budget details for 2016-2017 can be reviewed at <http://www.newhorizons.ca/wp-content/uploads/2016/11/BRF-2017-08-31.pdf>





Capital and Facilities Projects / Summary of Facility and Capital Plans

In keeping with the longstanding objective of the New Horizons Charter School Society to obtain a suitable facility in Sherwood Park, the school relocated to the former St. Theresa Catholic School, located at 1000 Strathcona Drive, during the summer of 2015. In the year leading to the move, extensive renovations were undertaken in order to optimize the facility's suitability for occupancy.

During the 2015-16 school year, the school community, including staff, parents, students, and directors, worked with officials from Alberta Education and Alberta Infrastructure, together with ONPA Architects, to develop plans for an \$8 million major modernization of the school. As the 2015-16 school year drew to a close, these plans were in the final stages of development.

A construction contract for the modernization was awarded to Fillmore Construction of Edmonton in September 2016, with actual project work beginning in November 2016. It is anticipated that the project will take just over a year to complete.

Parental Involvement

Approximately thirty-five parents, staff members, and students participated in a Stakeholder Forum held on January 19, 2016. Facilitated by the Community Development Unit of Alberta Tourism and Culture, the Forum provided opportunity for participants to generate input into the development of the school's Three-Year Education Plan for 2016-17 to 2018-19. Following the Forum, a summary of the input gathered at the Forum was circulated to Board Directors and posted on the school website. The results were then included among the data considered at a Board Planning Retreat, held in March 2016, as a key step in the process leading to the development of the Three-Year Education Plan.

The School Council met monthly throughout the year and had opportunity on each occasion to discuss school activities, priorities, and issues. On two occasions during the year, the School Council provided a report to the Board of Directors with respect to its activities.

Timelines and Communication

The following requirements will be added to the combined AERR / Education Plan following its approval by the Board of Directors on November 23, 2016.

Charter schools must post their board approved AERR for 2015/2016 on their website in a publicly accessible format by November 30, 2016 and notify the Zone Director by email of the posting. They must also include:

- *The web link to the charter school AERR in both the print and posted versions.*
 - *The Combined Annual Education Results Report for 2015/2016 and Education Plan can be found on the page at this link: <http://www.newhorizons.ca/about/school-information-documents/>*

- *A web link to the charter school's **average class size report** (or include the average class size report in an appendix to the AERR). The average class-size report must include average class size information for the 2015/2016 school year.*
 - *Class Size Report: <http://www.newhorizons.ca/wp-content/uploads/2016/08/Class-Size-Report-2015-2016.pdf>*

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

There were no disclosures made during the 2015-16 school year.