



Board Meeting

Agenda Package

November 23, 2016

☞ *New Horizons Charter School Society* ☞

AGENDA**Type of Meeting:** Board**Date:** November 23, 2016**Page:**1 of 2*"TOWARDS NEW HORIZONS":**Is it in the best interest of our students?**Does it support excellence?*

**NEW HORIZONS CHARTER SCHOOL SOCIETY
BOARD OF DIRECTORS' MEETING
NOVEMBER 23, 2016**

AGENDA

- | | | | |
|-----|---|----------------|----------|
| 1. | Call to Order | Jill Weiss | 7:00 pm |
| 2. | Adoption of Agenda | Jill Weiss | 7:01 pm |
| 3. | Disclosure of Conflict of Interest | Jill Weiss | 7:03 pm |
| 4. | Approval of Minutes | Jill Weiss | 7:04 pm |
| | 4.1 November 9, 2016 – attachment | | |
| 5. | New Business | | 7:09 pm |
| | 5.1 Audited Financial Statements | Fred de Kleine | |
| | 5.2 Annual Education Results Report 2016-17 | Ted Zarowny | |
| | 5.3 Three-Year Education Plan 2017/18 – 2019/20 | Ted Zarowny | |
| | 5.4 Fall Budget Update 2016-17 | Fred de Kleine | |
| | 5.5 Stakeholder Forum | Don Falk | |
| | 5.6 Letter to Education Minister re Enrolment Cap | Don Falk | |
| 6. | Administration Reports | | 9:30 pm |
| | 6.1 Principal's Report – attachment | Ted Zarowny | |
| | 6.2 Superintendent's Report – attachment | Don Falk | |
| 7. | Board Reports | Jill Weiss | 9:50 pm |
| | 7.1 Board Chair's Report | | |
| | 7.2 Committee Reports | | |
| 8. | Board Work Plan | Jill Weiss | 10:00 pm |
| | 8.1 Board Work Plan 2016-17 – attachment | | |
| 9. | Receipt of Reports | Jill Weiss | 10:05 pm |
| 10. | Correspondence Sent | Jill Weiss | 10:06 pm |
| 11. | Correspondence Received | Jill Weiss | 10:07 pm |
| 12. | In Camera | Jill Weiss | 10:08 pm |
| 13. | Adjournment | Jill Weiss | 10:15 pm |

AGENDA

Type of Meeting: Board

Date: November 23, 2016

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"TOWARDS NEW HORIZONS": Is it in the best interest of our students? Does it support excellence?

Next Board Meeting – Wednesday, December 14, 2016, at 7:00 p.m.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board **Date:** November 9, 2016 **Initials:** **Chair** _____
Approved: DRAFT **Recorded By:** Cheri Unterschultz **Secretary** _____

November 9, 2016, 7:00 PM

Board Present:

Jill Weiss DIRECTOR	Nicole Pasemko DIRECTOR	William Watson DIRECTOR
Michelle Macdonald DIRECTOR	Inna Mackay DIRECTOR	Trevor Panas DIRECTOR

Administration Present:

Don Falk SUPERINTENDENT	Ted Zarowny PRINCIPAL	Fred de Kleine SECRETARY-TREASURER
Cheri Unterschultz RECORDING SECRETARY		

Guests Present:

Shaun Boylan ALBERTA INFRASTRUCTURE	Chris Woollard ONPA ARCHITECHS	John Crawley FILLMORE CONSTRUCTION
Kody Henderson GOLDER ASSOCIATES	Sandra Dargis SCHOOL COUNCIL SECRETARY	

1. Call to Order

Director Weiss called the meeting to order at 7:05 pm.

2. Adoption of Agenda

Motion 2016-11-9-01

*Motion to adopt agenda for the Board Meeting
November 9, 2016, as distributed.*

*Moved: Director Panas, Seconded: Director
Macdonald, Carried*

3. Disclosure of Conflict of Interest: None

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board **Date:** November 9, 2016 **Initials:** **Chair** _____
Approved: DRAFT **Recorded By:** Cheri Unterschultz **Secretary** _____

4. Approval of Minutes

4.1 Minutes from October 5, 2016.

Motion 2016-11-09-02 Motion to approve October 5, 2016 Board Minutes as distributed.

Moved: Director Panas, Seconded: Director Macdonald, Carried

5. Reports

5.1. School Modernization

Representatives from the following organizations presented reports to the Board about the modernization project.

Alberta Infrastructure – Shaun Boylan, Project Manager
ONPA Architects – Chris Woollard, Partner
Fillmore Construction – John Crawley, Project Manager
Golder Associates – Kody Henderson, Environmental Health and Safety Project Manager

5.2. Report from School Council

Sandra Dargis from School Council provided a report on the priorities and activities of the School Council thus far this year.

6. New Business

6.1. Vacant Position on the Board of Directors

Superintendent Falk spoke of the vacant position on the Board, as attached to the agenda for the meeting.

6.2. Sod Turning Ceremony

The Board directed Administration to schedule a Sod Turning Ceremony on November 28th, 2016 at 1:00 pm.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board **Date:** November 9, 2016 **Initials:** **Chair** _____
Approved: DRAFT **Recorded By:** Cheri Unterschultz **Secretary** _____

6.3 Annual General Meeting of the New Horizons Charter School Society

Superintendent Falk spoke of the Annual General Meeting, as attached to the agenda for the meeting.

Motion 2016-11-09-03 Motion to reschedule the Annual General Meeting from November 23, 2016 to November 30, 2016.

Moved: Director Pasemko, Seconded: Director Mackay, Carried

6.4 Stakeholder Forum

Superintendent Falk spoke of the Stakeholder Forum, as attached to the agenda for the meeting.

6.5 Enrolment Cap

Superintendent Falk spoke of the enrolment cap, as attached to the agenda for the meeting.

6.6 Board Orientation Seminars

Superintendent Falk spoke of the invitation from Suzuki Charter School for the Board to attend Becky Kallal's Board Orientation Seminars, as attached to the agenda for the meeting.

7. Board Work Plan

The Board reviewed the Board Work Plan 2016-17, as attached to the agenda for the meeting.

8. Receipt of Reports

Motion 2016-11-09-04 Motion to receive reports, as provided to the Board.

Moved: Director Mackay, Seconded: Director Panas, Carried

9. Correspondence Sent

None

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board **Date:** November 9, 2016 **Initials:** **Chair** _____
Approved: DRAFT **Recorded By:** Cheri Unterschultz **Secretary** _____

10. Correspondence Received

- 10.1 Email from Minister Eggen re World Teachers' Day.
- 10.2 Email from Minister Eggen re Bridge to Teacher Certification Program.
- 10.3 Email from Minister Eggen re Trinity Christian School.
- 10.4 Email from Minister Eggen re Use of Copyright.

11. Motion to Move into Camera:

Motion 2016-11-09-05 Motion to move into camera at 9:20 pm.
Moved: Director Mackay, Seconded: Director Pasemko, Carried

12. Motion to Move Out of Camera:

Motion 2016-11-09-06 Motion to move out of camera at 9:58 pm.
Moved: Director Pasemko, Seconded: Director Mackay, Carried

13. Adjournment

Chair Weiss adjourned the meeting at 9:58 pm.

Next Board Meeting: Regular Board Meeting November 23, 2016 at 7:00 pm.



Don Falk
Superintendent
Phone: 780-416-2353
Email: dfalk@newhorizons.ca

MEMORANDUM

November 20, 2016

To: Board of Directors

From: Don Falk – Superintendent

Subject: Audited Financial Statements for Year Ended August 31, 2016

Background:

At the time of the writing of this memorandum, the audited financial statements for the year ended August 31, 2016 were not available for inclusion in the Board Meeting Agenda Package. The documents will be presented to the Board of Directors at the Board meeting on November 23, 2016.

In attendance at the meeting will be a representative from Vleeming Vleeming O’Neill Accountants, who will provide comment and answer questions with respect to the audited financial statements.

Recommendations:

The following recommendations are presented for the consideration of the Board of Directors:

- That the Board of Directors accept and approve the Audited Financial Statements in all material respects as at and for the year ended August 31, 2016 as prepared by Vleeming Vleeming O’Neill Accountants.
- That the Board of Directors approve the transfers of funds as outlined in the Schedule of Changes in Accumulated Surplus for the year ended August 31, 2016.

A handwritten signature in blue ink, appearing to read "Don Falk", is written over a horizontal blue line.

Don Falk – Superintendent

2016

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



New Horizons School
NEW HORIZONS CHARTER SCHOOL SOCIETY

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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.

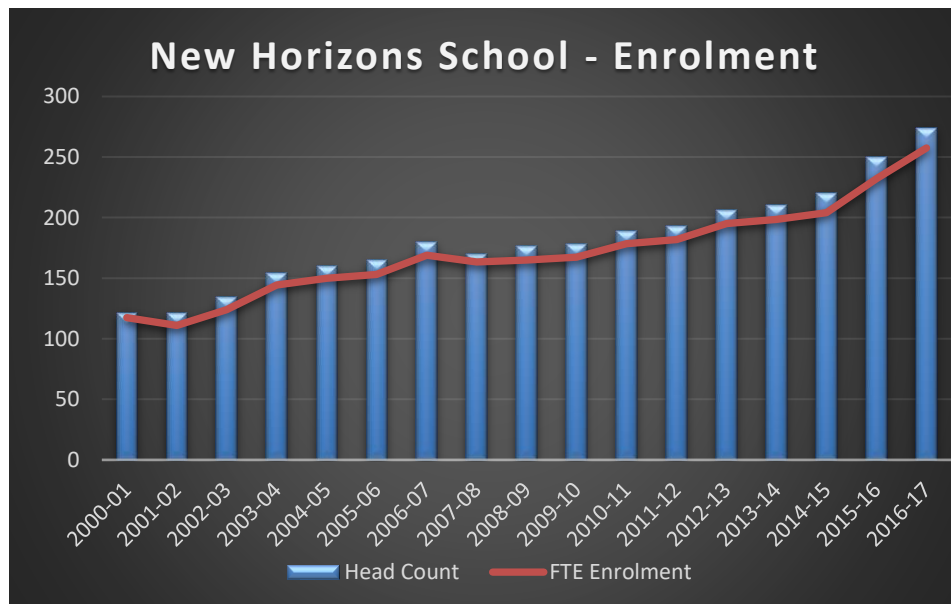
Profile of the School Authority

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.

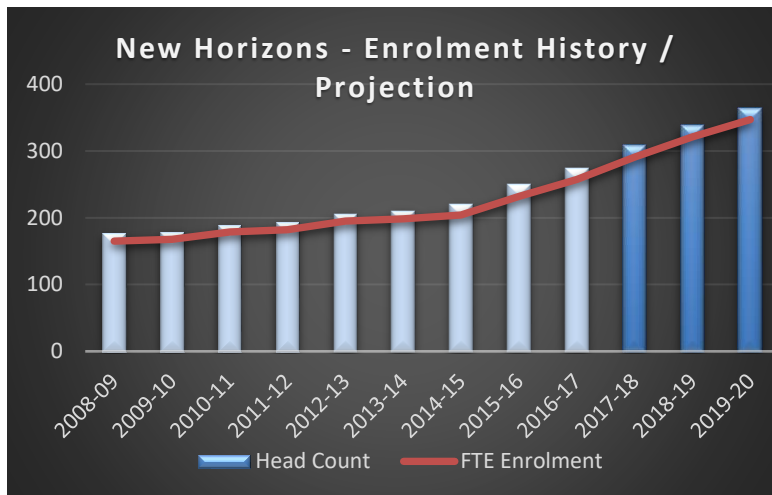
In its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. Over the last twenty years, we have grown by 200 students and currently serve the needs of 274 gifted learners. The chart below shows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



Trends and Issues

Enrolment 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 classroom. 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 year 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.
6. 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.
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	27.8
	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	38.9
	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>)).
- ~~Enroll primary staff and grade 3-4 teachers in Daily 5 training. (\$ for 2-4 teachers; carried over from current Plan)~~
- 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%
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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 <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. • <i>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.</i>

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%

<p>Comment on Results <i>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.</i></p>
<p>Strategies</p> <ul style="list-style-type: none"> • Begin investigating options for a “service learning” component to our program. • Increase opportunities for students to take social risks such as the following: <ul style="list-style-type: none"> ○ 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 independent and self-directed to their studies in an effective manner.	n/a	n/a	n/a	n/a	90%
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%

<p>Comment on Results <i>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.</i></p>
<p>Strategies</p> <ul style="list-style-type: none"> • Revise the independent studies process (Investigations) (primary; elementary; junior high; continued from current Plan). <ul style="list-style-type: none"> ○ 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 child is 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	64.4%

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%
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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
- ~~Develop a new social contract.~~
- ~~Revise student code of conduct to reflect the new social contract.~~

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.
- ~~Implement teacher training in mindfulness, possibly through "Mindful Schools" organization.~~
- ~~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:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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).
- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results:

See comments for Charter Goal 1 - Outcome 1.

Strategies

- 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	Overall
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:

- 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.

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:

- 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.
- 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 2016	Evaluation		
	2012	2013	2014	2015	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 toÉcole 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 (*).

Note:

Summary of Financial Results

- *To be added following approval of budget and audited financial statements on November 23, 2016.*

Budget Summary

- *To be added following approval of budget and audited financial statements on November 23, 2016.*

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.*
- *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.*

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.

6015 New Horizons Charter School Society

School Jurisdiction Code and Name

FALL 2016 UPDATE TO THE 2016/2017 BUDGET: Page 1

	Fall 2016 Update to the Budget 2016/2017	Spring 2016 Budget Report 2016/2017	Variance	% Variance
OPERATIONS (SUMMARY)				
Revenues				
Alberta Education	\$2,670,483	\$2,799,520	(\$129,037)	-4.6%
Other - Government of Alberta	\$0	\$0	\$0	0.0%
Federal Government and First Nations	\$0	\$0	\$0	0.0%
Other Alberta school authorities	\$0	\$0	\$0	0.0%
Out of province authorities	\$0	\$0	\$0	0.0%
Alberta municipalities - special tax levies	\$0	\$0	\$0	0.0%
Property taxes	\$0	\$0	\$0	0.0%
Fees	\$66,140	\$57,757	\$8,383	14.5%
Other sales and services	\$3,000	\$0	\$3,000	100.0%
Investment income	\$2,500	\$4,500	(\$2,000)	-44.4%
Gifts and donation	\$12,000	\$0	\$12,000	100.0%
Rental of facilities	\$11,629	\$11,629	\$0	0.0%
Fundraising	\$0	\$0	\$0	0.0%
Gain on disposal of capital assets	\$0	\$0	\$0	0.0%
Other revenue	\$0	\$0	\$0	0.0%
Total revenues	\$2,765,752	\$2,873,406	(\$107,654)	-3.7%
Expenses By Program				
Instruction - Early Childhood Services	\$110,737	\$104,309	\$6,428	6.2%
Instruction - Grades 1 - 12	\$2,141,022	\$2,174,626	(\$33,604)	-1.5%
Plant operations and maintenance	\$250,061	\$300,061	(\$50,000)	-16.7%
Transportation	\$65,413	\$70,413	(\$5,000)	-7.1%
Board & system administration	\$193,777	\$193,777	\$0	0.0%
External services	\$4,800	\$4,800	\$0	0.0%
Total Expenses	\$2,765,810	\$2,847,986	(\$82,176)	-2.9%
Annual Surplus (Deficit)	(\$58)	\$25,420	(\$25,478)	-100.2%
Expenses by Object				
Certificated salaries & wages	\$1,384,671	\$1,403,180	(\$18,509)	-1.3%
Certificated benefits	\$295,178	\$290,250	\$4,928	1.7%
Non-certificated salaries & wages	\$208,591	\$226,902	(\$18,311)	-8.1%
Non-certificated benefits	\$39,291	\$34,575	\$4,716	13.6%
Services, contracts and supplies	\$815,679	\$820,679	(\$5,000)	-0.6%
Amortization expense - supported	\$0	\$0	\$0	0.0%
Amortization expense - unsupported	\$17,750	\$17,750	\$0	0.0%
Interest on capital debt - supported	\$0	\$0	\$0	0.0%
Interest on capital debt - unsupported	\$0	\$0	\$0	0.0%
Other interest and finance charges	\$4,650	\$4,650	\$0	0.0%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%
Other expenses	\$0	\$50,000	(\$50,000)	-100.0%
Total Expenses	\$2,765,810	\$2,847,986	(\$82,176)	-2.9%
Accumulated Surplus from Operations (Projected)				
Accumulated Surplus from Operations - August 31, 2016	\$584,574	\$546,574	\$38,000	7.0%
Accumulated Surplus from Operations - August 31, 2017	\$584,516	\$589,744	(\$5,228)	-0.9%
Capital Reserves - August 31, 2016	\$100,000	\$109,817	(\$9,817)	-8.9%
Capital Reserves - August 31, 2017	\$90,000	\$145,317	(\$55,317)	-38.1%
Certificated Staff FTE's				
School based	15.4	15.4	-	0.0%
Non-school based	0.4	0.4	-	0.0%
Total Certificated Staff FTE's	15.8	15.8	-	0.0%
Non-Certificated Staff FTE's				
Instructional	6.3	6.3	-	0.0%
Plant operations & maintenance	-	-	-	0.0%
Transportation	-	-	-	0.0%
Other non-instructional	0.6	0.6	-	0.0%
Total Non-Certificated Staff FTE's	6.9	6.9	-	0.0%

Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on : _____

6015 New Horizons Charter School Society

School Jurisdiction Code and Name

FALL 2016 UPDATE TO THE 2016/2017 BUDGET: Page 2

	Fall 2016 Update to the Budget 2016/2017	Spring 2016 Budget Report 2016/2017	Variance	% Variance
FEE & SALES TO PARENTS & STUDENTS				
Fees				
Transportation	\$0	\$0	\$0	0.0%
Basic instruction supplies	\$28,920	\$29,995	(\$1,075)	-3.6%
Technology user-fees	\$0	\$0	\$0	0.0%
Alternative program fees	\$0	\$0	\$0	0.0%
Fees for optional courses	\$3,930	\$3,342	\$588	17.6%
Activity fees	\$9,590	\$0	\$9,590	100.0%
ECS enhanced program fees	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Extra-curricular fees	\$3,100	\$3,100	\$0	0.0%
Non-curricular travel	\$0	\$0	\$0	0.0%
Lunch supervision fees	\$20,600	\$21,320	(\$720)	-3.4%
Non-curricular supplies and materials	\$0	\$0	\$0	0.0%
Other non-curricular fees (describe here)	\$0	\$0	\$0	0.0%
Other non-curricular fees (describe here)	\$0	\$0	\$0	0.0%
Other non-curricular fees (describe here)	\$0	\$0	\$0	0.0%
Other non-curricular fees (describe here)	\$0	\$0	\$0	0.0%
Other non-curricular fees (describe here)	\$0	\$0	\$0	0.0%
Total fees	\$66,140	\$57,757	\$8,383	14.5%
Other Sales to Parents & Students				
Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$0	0.0%
Special events	\$0	\$0	\$0	0.0%
Sales or rentals of other supplies / services	\$2,000	\$2,000	\$0	0.0%
Out of district student revenue	\$0	\$0	\$0	0.0%
International and out of province student revenue	\$0	\$0	\$0	0.0%
Adult education revenue	\$0	\$0	\$0	0.0%
Preschool	\$0	\$0	\$0	0.0%
Child care & before and after school care	\$0	\$0	\$0	0.0%
Lost item replacement fees	\$1,000	\$0	\$1,000	100.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Total other sales	\$3,000	\$2,000	\$1,000	50.0%
Grades 1 - 12				
Eligible funded students - Grades 1 to 9	241.0	248.0	(7.0)	-2.8%
Eligible funded students - Grades 10 to 12	-	-	-	0.0%
Other students	-	-	-	0.0%
Home ed and blended program students	-	-	-	0.0%
Total Enrolled Students, Grades 1-12	241.0	248.0	(7.0)	-2.8%
Early Childhood Services (ECS)				
Eligible funded children - ECS	33.0	37.0	(4.0)	-10.8%
Other children	-	-	-	0.0%
Program hours	475.0	475.0	-	0.0%
ECS FTE's Enrolled	16.5	18.5	(2.0)	-10.8%

Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on : _____

6015 New Horizons Charter School Society

School Jurisdiction Code and Name

FALL 2016 UPDATE TO THE 2016/2017 BUDGET

Comments/Explanations of changes from original Spring 2016/2017 Budget Report:

Explain any changes in revenue or fee items >5% (any highlighted items in cells S10-S24 on Page 1 or cells S10 - S30 and S34 - S47 on Page 2):

Revenues from Alberta Education are down due to lower than expected student enrolments
Revenues for fees are up due to anticipated revenues for field trips
Revenues for Other Sales & Services are up due to anticipated revenues for Yearbook Sales and Miscellaneous Sales such as lost library/textbooks
Investment Revenues are down due to decrease in GIC's
Gifts & Donations are up due to anticipated revenues from gifts (FANHs)

Explain any changes in program expenses >5% (any highlighted items in cells S27-S32 on Page 1):

Expenses for ECS increased due staff changes.
Expenses for PO&M decreased to remove anticipated expenditures for IMR
Expenses for Transportation decreased due to lower expected costs

Explain any changes in expenses by object >5% (any highlighted items in cells S37 - S48 of Page 1):

Expenses for Non-Certificated salaries & wages due to remove category for honorariums and record these services provided.
Expenses for Non-Certificated benefits increased due to staff changes
Other Expenses decreased due to removal of IMR expenses

Explain any changes in projected Accumulated Operating Surplus and Capital Reserves as at August 31, 2016 or August 31, 2017 by >5% (highlighted items in cell S52 to S55):

Explain change in total certificated staff >3% (if cell S58 or S59 on Page 1 is highlighted) or non-certificated staff >3% (if cell S63 - S66 on Page 1 is highlighted):

Operating Surplus increased by approximately \$38,000 as of August 31, 2016
Operating Surplus decreased by approximately \$58.00 due to expected deficit as of August 31, 2017
Capital Reserves decreased due to amortization of school renovations by approximately \$10,000 as of August 31, 2016
Capital Reserves decreased due to amortization of school renovations by approximately \$10,000 as of August 31, 2017

Explain change in enrolment >3% (if cell S55 or cell S61 on Page 2 is highlighted):

Reven

Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on : _____



Don Falk
Superintendent
Phone: 780-416-2353
Email: dfalk@newhorizons.ca

MEMORANDUM

November 18, 2016

To: Board of Directors

From: Don Falk – Superintendent

Subject: Stakeholder Forum

Background:

At the November 23, 2016 Board meeting, directors will be invited to suggest and discuss possible topics for the Stakeholder Forum that is planned for January 2017.

Recommendation:

It is recommended that the Board of Directors engage in a discussion with a view toward generating possible topics for the Stakeholder Forum that is planned for January 2017.

A handwritten signature in blue ink, appearing to read "Don Falk", is written in a cursive style.

Don Falk – Superintendent



Don Falk
Superintendent
Phone: 780-416-2353
Email: dfalk@newhorizons.ca

MEMORANDUM

November 20, 2016

To: Board of Directors

From: Don Falk – Superintendent

Subject: Draft Letter to Minister of Education

Background:

The following resolution was adopted at the September 12, 2016 meeting of the Board of Directors:

Motion to direct Superintendent Falk to prepare a draft letter to the Minister of Education, requesting an increase to the New Horizons School enrolment cap to a maximum of 450 students, and to present the draft letter to the Board for consideration at its November 2016 meeting.

Moved: Director Karbonik, Seconded: Chair Weiss, Carried

In accordance with the directive provided by the Board resolution, the attached draft letter is presented for the consideration of the Board of Directors.

Recommendation:

It is recommended that the Board of Directors approve the attached letter, in either its current or amended form, for presentation to the Minister of Education.

A handwritten signature in blue ink, appearing to read "Don Falk".

Don Falk – Superintendent

Attachment (1)

November 23, 2016

The Honorable David Eggen
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta T5K 2B6

Minister Eggen:

The New Horizons School Board of Directors is pleased to report that the long-awaited modernization of New Horizons School has now begun. Although the months ahead will likely present their share of construction traffic, noise and other challenges, we are already looking forward to the renewed and refreshed school facility that will emerge in about a year's time. Thank you for your support in enabling the modernization to occur; we are excited at the prospect of inviting you to attend our grand re-opening at some date in the future.

We are also pleased to report that the students and staff of École Claudette-et-Denis-Tardif have arrived and, after being housed for several weeks in our school's vacant wing of portables (since demolished), are now comfortably accommodated within their new modular school. From our perspective, the relationship between the schools is working out well, with the needs of students in both schools being met.

As you may recall, our school's acquisition in 2015 of a suitable campus in Sherwood Park represented the manifestation of a dream which our school community had held for twenty years. With the achievement of that goal came the anticipation that an appropriate, permanent facility in Sherwood Park would stimulate greater community interest in our school, with the likely result that more families would request opportunity to enrol their children at New Horizons.

This has certainly turned out to be the case, as is shown in the enrolment history of our school (see Table 1). Whereas our school showed steady, but modest growth during the decade and a half leading up to the acquisition of our Sherwood Park campus, averaging 4.5% per year, the growth rate in the two years since moving to our new campus has nearly tripled, averaging 12% per year.

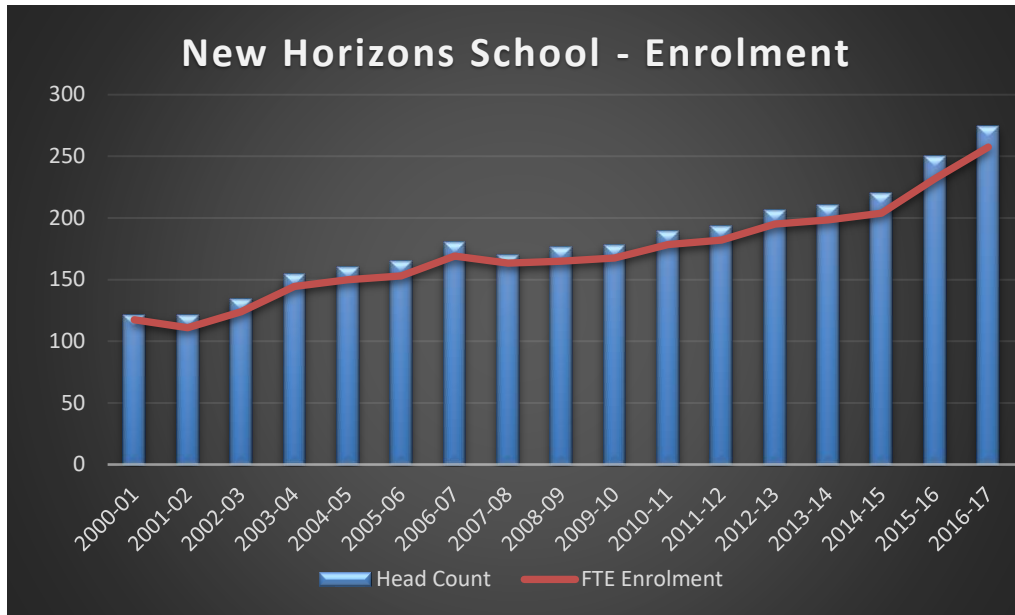


Table 1: New Horizons School – Enrolment 2001/01 to 2016/17

Moreover, our school’s growth is attributable almost entirely to larger enrolments in the early grades, as is shown in Table 2.

Class/Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	23	32	36	34	34	34	34	34	34
Grade 1	23	22	42	44	44	44	44	44	44
Grade 2	22	21	26	44	44	44	44	44	44
Grade 3	23	23	22	29	44	44	44	44	44
Grade 4	21	23	24	31	30	48	48	48	48
Grade 5	23	20	24	24	31	30	48	48	48
Grade 6	22	24	20	24	24	31	30	48	48
Grade 7	18	19	20	16	21	21	28	27	44
Grade 8	21	18	18	16	14	18	18	25	24
Grade 9	14	18	18	12	14	12	15	15	22
Total FTE Enrolment	198.5	204	232	257	283	309	336	360	383
Total Head Count	210	220	250	274	300	326	353	377	400

Table 2: New Horizons School – Recent Enrolment History and Projected Growth

The challenge our school now faces is this: Given the increased interest in our school, leading to unprecedented growth in each of the past two years, and with almost all of that growth being in the early grades, we anticipate that our school will reach its enrolment cap of 300 students within the next two years. Further, anticipating that our entry level enrolments will remain similar to those seen during the past several years, our enrolment cap will not enable us to retain the students who are currently enrolled in our school as they advance through the grades.

With this background in mind, we respectfully request that an increase in our school's enrolment cap be granted. As suggested by Table 2 above, we believe that an enrolment cap of 450 students would be sufficient to accommodate two classes per grade, as is presently the case in the early grades and which we believe will be necessary if these students are to be accommodated as they progress through the grades.

Thank you for giving consideration to our request. We look forward to discussing this matter with you should you require additional information.

Sincerely,

Jill Weiss – Chair, Board of Directors

cc: Annie McKitrick – MLA, Sherwood Park

Board Meeting Principal's Report

November 23, 2016
New Horizons School

1. Newsletter Review

Information

Background

One of the outcomes of our Education Plan is to increase communication with parents. As we examined this outcome, we looked carefully at the function of our current use of the monthly PDF school newsletter. For many years New Horizons School has produced monthly newsletters to share stories relating to school events and other information with parents. Upon examination, and felt that there were some drawbacks to the monthly newsletter, ranging from timeliness and relevance of the news to searchability of specific news stories and information.

Over time, the communication tools available to us have changed, and we sense that the way information is being consumed has changed as well. In order to address these changes and the shortcoming of a monthly newsletter, we put forward the following proposal to School Council on its November 3 meeting.

The feedback we received at the meeting was positive. The pilot is now underway.

Proposal

The proposal is that New Horizons School eliminates the traditional monthly newsletter for a two month trial period and replace it with more consistent, regular, and timely posts and stories on our website.

1. In order to ensure parents are informed of the updates, we have put the following in place.
 - Facebook updates with links to each story;
 - Twitter tweets with links to each story;
 - We have added the ability for parents to receive notifications each time something new is posted on our news feed;
 - Any time we update any page on our site, we will post a link to it on our news feed on the home page of our site.
 - Any information that is important for parents to receive will continued to be emailed directly to them
2. We propose piloting tis format for the months of November and December.
 - In early January, we will evaluate the effectiveness of the pilot.
 - That evaluation will include surveying all parents early in January for their input into the effectiveness of the new format versus the monthly newsletter.
 - Our evaluation will determine whether to continue with the monthly newsletter, or to continue with the frequent website updates.

2. Report Card Update

Information

This year, we are using a new Student Information System (SIS) called Maplewood. A SIS is our way of maintaining student information with Alberta Education.

Accompanying the new SIS is a new **report card**.

- The new report card will have a similar look to as our previous report cards and will use the same achievement levels (excellent, proficient, acceptable, and limited).
 - Junior High report cards will continue to use percentages for core subjects and levels of achievement for option courses.
- Our new system has the ability to create a **parent portal** that will allow parents to access their child's grades at any time. We are currently working with Maplewood to initiate this function in the system at the junior high level.

3. Teacher Mentorship Program

Information

Addressing a strategy identified in our Education Plan, we have implemented a mentorship program for new teachers.

- Each of the new teacher this year met with Vice-Principal Lori Vigfusson who reviewed some of the essentials for beginning teachers at NHS.
- As well, each new teacher was paired with a veteran teacher to act as a support and a go-to person. Release time for the new teacher and mentor teacher has been provided so that they can meet uninterruptedly at various times of the year.

4. New Teacher Training: Gifted Students

Information

Addressing another strategy identified in our Education Plan, we have implemented a gifted education training for first and second year teachers at New Horizons School.

- Dr. Janneke Frank from Westmount Charter School will meet with the teachers three times a year. The first inservice day is December 2.

Below are the topics that Dr. Frank was requested to touch speak to.

The purpose of our Gifted Education New Staff Professional Development Series is to provide new staff a strong foundational knowledge base regarding various aspects of the gifted learner and gifted education.

Presenter: Janneke Frank

Target Audience: First and Second Year Teachers at New Horizons School

Dates: To Be Determined

Session 1: Introduction to the Gifted Learner

- What is Giftedness
 - Nature vs. Nurture?
 - Role of the IQ
 - Gagne's Differentiated Model of Gifted and Talented
 - Treffinger, Renzulli Triad Model, etc.
- Profiles of the Gifted Learner (eg. Betts' Profiles)
- Characteristics of Gifted Children

Session 2: Social Emotional Needs of Gifted Learners

- Asynchronous Development
- Perfectionism
- Dabrowski – Overexcitabilities
- Approaches for supporting social/emotional needs of gifted students.

Session 3: Intellectual Needs of Gifted Learners

- Optimal Qualities of Teachers of Gifted Students
- Optimal Learning Conditions in the Gifted Classroom

Superintendent's Report to the Board of Directors

November 23, 2016

1. **Modernization Update**

Phase 1 of our school's modernization project began with a Construction Start-up Meeting on November 2, 2016, with construction activities in the building commencing on November 10. Phase 1 is scheduled for completion on February 6, 2017.

Included in Phase 1 are the following project components:

- Demolition of existing west wing portable classrooms and removal of materials. This was completed during the Fall Break.
- Installation of new west wing modular classrooms; construction of link between core facility and modulares. The modular classrooms are scheduled for arrival on November 30; their installation is scheduled for completion by December 25, 2016.
- Roof replacement on the core facility, with the exception of the gymnasium.
- Renovation of northeast sector of the core facility.

Initial plans called for an anteroom to be built between the new modular west wing and the core facility, as well as between the core facility and the northeast portion of the facility (Phase 1 renovation area), as part of the atmosphere control procedures during the modernization. Instead, however, the two construction areas have been completely sealed off from the existing facility, so as to prohibit any travel between the construction areas and the core facility. All worker access to these two construction areas will be from outside the building.

The target date for completion of Phase 1 is February 6, 2017.

2. **Sod Turning**

At the Board meeting of November 9, 2016, the date of November 28 was selected for a possible sod turning event. That date was not suitable, however, for all of the intended participants. An alternative suggested time and date is 1:00 p.m. on Wednesday, November 30.

3. **The Association of Alberta Public Charter Schools (TAAPCS)**

TAAPCS is nearing completion of a search for a replacement for long-time Executive Director Garry Andrews, who submitted his resignation in September. An announcement with respect to a new Executive Director is expected shortly.

TAAPCS continues to work with consultant Becky Kallal on possible revisions to the Association's bylaws. It is anticipated that revised proposed bylaws will be presented for consideration at the TAAPCS regular meeting in Red Deer on January 21, 2016.

4. **Looking Ahead**

- a. Annual General Meeting of New Horizons Charter School Society
 - Wednesday, November 30, 2016, at 7:00 p.m.
- b. Board Governance Seminars with Becky Kallal, at Suzuki Charter School
 - Thursday, December 1, 2016, at 5:30 p.m.
 - Thursday, February 2, 2017, at 5:30 p.m.
- c. Board Orientation Session
 - Wednesday, December 14, 2016, at 6:30 p.m.
- d. Board Meeting
 - Wednesday, December 14, 2016, at 7:00 p.m.



Don Falk
Superintendent – New Horizons Charter School

Board of Directors – Work Plan for 2016-17

September	▪ Adopt Board Work Plan for 2016-17	✓
	▪ Receive Counsellor’s Report for 2015-16 School Year	✓
	▪ Set date for October Board meeting	✓
	▪ Receive report on provincial achievement test results (closed meeting)	✓
	▪ Set date for NHCS Society AGM	✓
	▪	<input type="checkbox"/>
October	▪ Conduct SGM; Hold Board elections	✓
	▪ Elect Board executive officers (must be within one week of SGM)	✓
	▪ Select members for Board standing committees	✓
	▪ Set dates for Board meetings (motion required)	✓
	▪ Notify Service Alberta of change in executive officers	<input type="checkbox"/>
	▪ Sign Board Member Code of Conduct – Policy #101	<input type="checkbox"/>
	▪ Receive Accountability Pillar Results Report for October 2016	<input type="checkbox"/>
	▪ Attend TAAPCS Charter Board Directors/Regular Meeting #1	✓
	▪ Receive enrolment report for September 30, 2016	<input type="checkbox"/>
	▪ Conduct initial orientation session for new Board members	✓
	▪	<input type="checkbox"/>
November	▪ Conduct AGM of NHCS Society	<input type="checkbox"/>
	▪ Approve final Three-Year Education Plan 2016-17 to 2018-19	<input type="checkbox"/>
	▪ Approve revised budget for 2015-16	<input type="checkbox"/>
	▪ Approve Annual Education Results Report 2015-16	<input type="checkbox"/>
	▪ Approve Audited Financial Statement Year Ending Aug 31/16	<input type="checkbox"/>
	▪ Receive Report #1 from School Council	✓
December	▪ Receive Quarterly Financial Report for Sep - Nov 2016	<input type="checkbox"/>
	▪ Receive Class Size Report for 2016-17	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>
January	▪ Attend TAAPCS Charter Board Directors/Regular Meeting #2	<input type="checkbox"/>
	▪ Receive mid-year progress report on Three-Year Education Plan 2016-19	<input type="checkbox"/>
	▪ Stakeholder Forum – Gather input on possible Education Plan priorities	<input type="checkbox"/>
	▪ Prepare breakfast for school staff – Jan. 20	<input type="checkbox"/>
February	▪ Approve school calendar for 2017-18	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>

March	<ul style="list-style-type: none"> ▪ Receive Quarterly Financial Report for Dec 2016 – Feb 2017 ▪ Approve Three-Year Capital Plan for 2017-18 to 2019-20 ▪ Board Retreat – Identify priorities for upcoming Education Plan ▪ Administer Board-developed Stakeholder Survey ▪ ▪ ▪ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
April	<ul style="list-style-type: none"> ▪ Provide provisional approval to Education Plan 2017-18 to 2019-20 ▪ ▪ ▪ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
May	<ul style="list-style-type: none"> ▪ Attend TAAPCS Charter Board Directors/Regular Meeting #3 ▪ Approve Budget for 2017-18 ▪ Receive Accountability Pillar Results Report for May 2016 ▪ Receive Board-developed stakeholder survey results ▪ Consider salary adjustment for support staff, senior administration ▪ Receive report from FANHS ▪ ▪ ▪ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
June	<ul style="list-style-type: none"> ▪ Assess Board Work Plan progress for 2016-17 ▪ Receive Quarterly Financial Report for Mar – May 2017 ▪ Schedule SGM of NHCS Society (requires 21 days’ notice; must be on or before Oct 10) ▪ Schedule September 2017 Board meeting ▪ Set date for Board Housekeeping Retreat ▪ Receive Report #2 from School Council ▪ ▪ ▪ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ongoing	<ul style="list-style-type: none"> ▪ Consider proposals for new or amended Board policies ▪ Receive recommendations from Board committees ▪ ▪ ▪ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Annually	<ul style="list-style-type: none"> ▪ Negotiate collective agreement with ATA (as needed) ▪ Undertake Superintendent evaluation ▪ Undertake Board evaluation ▪ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
As Needed	<ul style="list-style-type: none"> ▪ Meet with: <ul style="list-style-type: none"> - County Council - MLAs ▪ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>