



2018

**Combined Three-Year  
Education Plan 2018-2020  
and  
Annual Education Results  
Report (AERR)  
2017-2018  
New Horizons School**

## Contents

Combined 2018 Accountability Pillar Overall Summary .....	4
Accountability Statement.....	5
Foundation Statements.....	6
Mission Statement.....	6
Vision Statement.....	6
Philosophy and Educational Foundations .....	6
Profile of the School Authority .....	7
Trends and Issues .....	8
Enrolment Growth .....	8
Ownership of Sherwood Park Facility and Lands .....	8
CHARTER GOALS.....	9
Charter Goal 1: Student Learning Is Improved.....	9
Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies. ....	9
Outcome 2: Students will become creative risk takers academically. ....	11
Charter Goal 2: Students Will Benefit From Opportunities for Positive Interaction .....	13
Outcome 1: Students will develop positive interdependence skills.....	13
Outcome 2: Students will become creative risk takers socially.....	14
Charter Goal 3: Students' Emotional Needs Are Supported .....	15
Outcome 1: Students will develop independence, self-direction and self-discipline in learning. ....	15
Outcome 2: Students will become creative risk takers emotionally.....	16
PROVINCIAL GOALS .....	18
Outcome One: Alberta's students are successful.....	18
Outcome One: Alberta's students are successful (continued) .....	19
Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success.....	20
Outcome Three: Alberta's education system respects diversity and promotes inclusion.....	21
Outcome Four: Alberta has excellent teachers, and school and school authority leaders .....	22
Outcome Five: Alberta's education system is well governed and managed.....	23
Summary of Financial Results .....	24
Budget Summary .....	24
Capital and Facilities Projects / Summary of Facility and Capital Plans .....	25
Parental Involvement .....	26

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Average Class Size Report .....	26
Public Interest Disclosure Report .....	26
Whistleblower Report .....	26
Effective Practices .....	26
Weblink to Educaiton Plan and AERR .....	26

## Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	New Horizons School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	84.4	86.9	89.4	89.0	89.5	89.4	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	73.0	75.2	78.3	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	88.3	92.1	93.5	90.0	90.1	89.9	High	Declined	Acceptable
	Drop Out Rate	8.0	0.0	0.0	2.3	3.0	3.3	Low	Maintained	Issue
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	93.6	97.2	96.5	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	53.6	49.3	55.4	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	77.4	82.8	87.2	82.4	82.7	82.4	Intermediate	Declined	Issue
	Citizenship	80.1	84.1	86.1	83.0	83.7	83.7	High	Declined	Acceptable
Parental Involvement	Parental Involvement	84.2	87.8	87.9	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	74.0	88.7	86.1	80.3	81.4	80.7	Intermediate	Declined Significantly	Issue

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted 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 this event.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted 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 this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan commencing September 1, 2018 for New Horizons School were prepared under the direction of the Board in accordance with its responsibilities under the *School 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan for 2018/2021 on November 21, 2018.



Nicole Pasemko  
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.

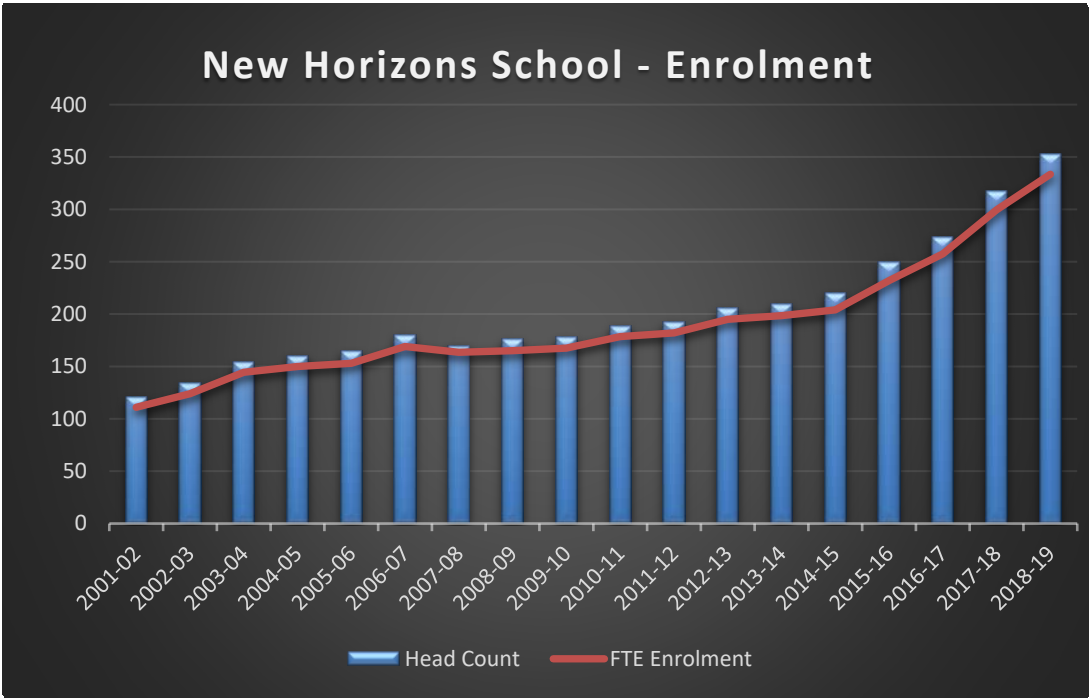
Profile of the School Authority

New Horizons School is a public charter school serving 353 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 a growing number of 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.

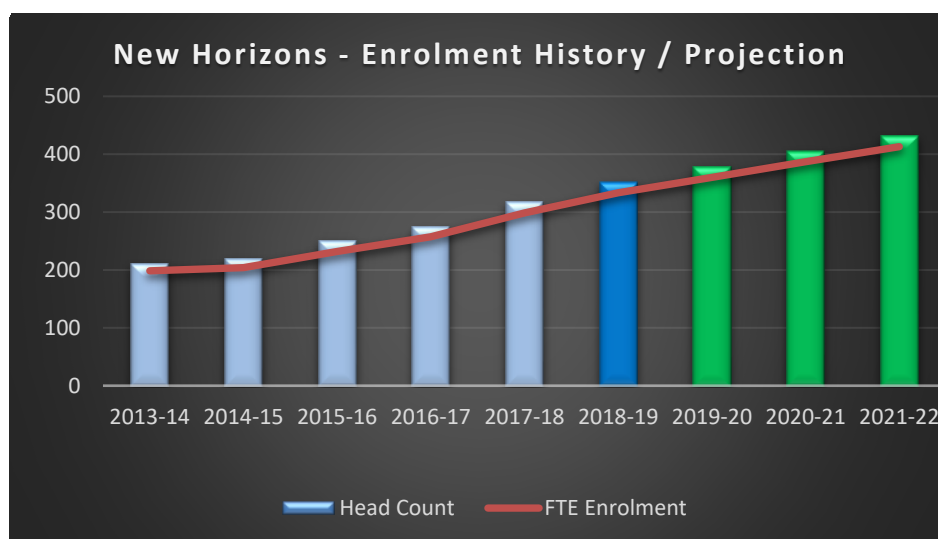
Since its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 22 years since that time, our school has grown by 274 students and currently serves the needs of 353 gifted learners. The chart below shows our growth since 2001.



## Trends and Issues

### *Enrolment Growth*

Since relocating to Sherwood Park in the 2015-2016 school year, the school's enrolment has shown a strong upward trend. As the chart below demonstrates, enrolment in the year prior to the relocation to Sherwood Park (2014-2015) was 220 students. This was preceded by modest but steady growth over the course of the previous two decades. In the four years since our return to Sherwood Park, however, enrolment has grown by 60%, with a second class being added at each grade from 1 through 6. As the table below indicates, we expect our population to continue to rise years ahead, with a projected enrolment (head count) of 379 students in 2019-20.



For many years, the school was assigned an enrolment cap of 300 students (not including kindergarten). In response to strong demand for enrolment at the school, the Board submitted a request for a 150-student increase in the enrolment cap to the Minister of Education in November 2016. An increase to 355 full-time-equivalent (FTE) students was received from the Minister in September 2018. It would appear that another request for an enrolment cap increase will be needed in order to accommodate anticipated growth in the years ahead.

### *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 Jeff 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 at the earliest possible date.



## CHARTER GOALS

### Charter Goal 1: Student Learning Is Improved

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

#### Measure 1: Provincial Achievement Tests

Performance Measure	Results (in percentages)			
	2015	2016	2017	2018
<b>School Survey Parents:</b> 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	68%	60%	71%
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the skills to interact with and get to know students other than those with whom he/she usually associates.	n/a	92%	82%	86%
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal.	n/a	91.3%	97%	93%
<b>School Survey Students 7-9:</b> Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	n/a	79%
<b>School Survey Students 4-6:</b> Percentage of students who feel 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 with).	n/a	n/a	n/a	93%
<b>School Survey Students K-3:</b> Percentage of students who feel they get to work with other students at school.	n/a	n/a	n/a	92%
<b>School Survey Students K-3:</b> Percentage of students who feel students in their class treat each other in a nice way.	n/a	n/a	n/a	93%
<b>School Survey Students K-3:</b> Percentage of students who feel that their classmates care about them.	n/a	n/a	n/a	91%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who feel accepted and valued by their peers and by others at their school.	NHS = 60% Canadian Ave. = 56%	NHS = 74% Canadian Ave. = 73%	NHS = 58% Canadian Ave. = 73%	NHS = 59% Canadian Ave. = 73%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who feel accepted and valued by their peers and by others at their school.	NHS = 75% Canadian Average = 86%	NHS = 77% Canadian Average = 86%	NHS = 80% Canadian Average = 86%	NHS = 78% Canadian Ave. = 86%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	NHS = 41% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%	NHS = 60% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	NHS = 91% Canadian Ave. = 80%	NHS = 85% Canadian Ave. = 80%	NHS = 86% Canadian Ave. = 80%	NHS = 87% Canadian Ave. = 80%

## Measure 2: Provincial Achievement Tests Prior Level of Achievement

## Grade 9 Language Arts

Average Actual and Predicted Achievement Test Results, Reported as Percentages<sup>a</sup>

Students Who Wrote English Language Arts Achievement Tests in Both 2018 and 2015	Number of Students		Actual 2015 Grade 6 Results		Actual 2018 Grade 9 Results		Predicted 2018 Grade 9 Results	Difference Between Actual and Predicted 2018 Grade 9 Results (t-test) <sup>b</sup>	95% Confidence Interval Around the Difference Between Actual and Predicted Results <sup>c</sup>
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2017	10	36635	81.5	67.7	80.6	68.1	79.1	1.5 (=)	-1.7 to 4.7
Students Enrolled at the School of Reporting As of September, 2016	10	27754	81.5	68.3	80.6	68.7	79.1	1.5 (=)	-1.7 to 4.7

## Grade 9 Math

Average Actual and Predicted Achievement Test Results, Reported as Percentages<sup>a</sup>

Students Who Wrote Mathematics Achievement Tests in English in Both 2018 and 2015	Number of Students		Actual 2015 Grade 6 Results		Actual 2018 Grade 9 Results		Predicted 2018 Grade 9 Results	Difference Between Actual and Predicted 2018 Grade 9 Results (t-test) <sup>b</sup>	95% Confidence Interval Around the Difference Between Actual and Predicted Results <sup>c</sup>
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2017	10	32833	81.2	63.2	72.8	55.4	70.9	1.9 (=)	-6.6 to 10.4
Students Enrolled at the School of Reporting As of September, 2016	10	25072	81.2	64.1	72.8	56.6	70.9	1.9 (=)	-6.6 to 10.4

**Comment on Results:**

Consistent with the achievement of our students over the course of many years. Our students achieved at a very high level on the 2018 Provincial Achievement Tests when compared with students across the province. While the average test scores were slightly above the predicted score based on the Prior Level of Achievement, that difference is statistically insignificant and our students in Grade 9 scored as predicted.

**Strategies:**

- Language Arts
  - Use the Flexible Pathways to Writing, a recent strategy developed by Dr. Heather Brown at the University of Alberta and released at the Alberta Research Network this fall to strengthen writing. Pilot at the grade 4-9 level.
  - Implement **Scholastic Benchmark Assessments** and reading strategies for K-3 reading. Extend to Divisions II & III in 2019-2020
- Investigate using Star (Renaissance) reading assessment for the Junior High Grades.

**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)			
	2015	2016	2017	2018
<b>School Survey Parents:</b> 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	92.3%	95%	95%
<b>School Survey Parents:</b> 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	92.3%	95%	93%
<b>School Survey Parents:</b> Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	81%	85.6%	87%	87%
<b>School Survey Students 7-9:</b> 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	89%
<b>School Survey Students 7-9:</b> 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	92%
<b>School Survey Students 4-6:</b> 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	97%
<b>School Survey Students 4-6:</b> 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	93%
<b>School Survey Students K-3:</b> Percent of students who feel that their teachers let them use their imagination in their school work.	n/a	n/a	n/a	85%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who feel intellectually engaged and find learning interesting, enjoyable, and relevant.	NHS = 60% Canadian Ave. = 56%	NHS = 65% Canadian Ave. = 56%	NHS = 65% Canadian Ave. = 56%	NHS = 66% Canadian Ave. = 56%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who feel challenged in their language arts, math and Science classes and feel confident of their skills in these subjects.	NHS = 75% Canadian Average = 57%	NHS = 61% Canadian Average = 41%	NHS = 61% Canadian Average = 41%	NHS = 41% Canadian Average = 41%
<b>Tell Them From Me Survey Grade 7-9:</b> Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects.	NHS = 41% Canadian Ave. = 41%	NHS = 79% Canadian Ave. = 57%	NHS = 74% Canadian Ave. = 57%	NHS = 71% Canadian Ave. = 57%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.	n/a	NHS = 89% Canadian Ave. = 96%	NHS = 93% Canadian Ave. = 96%	NHS = 93% Canadian Ave. = 96%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.	n/a	NHS = 67% Canadian Ave. = 80%	NHS = 68% Canadian Ave. = 80%	NHS = 58% Canadian Ave. = 80%

**Comment on Results:**

- Results of the school survey questions used for this outcome indicate that the school is achieving the outcome.
- Results from the “Tell Them From Me” survey indicate that close to 75% of the junior high students felt academically challenged which is 20% higher than the national average.
- Results from the “Tell Them From Me” survey indicate that 41% of the grade 4-6 students felt academically challenged which is equal to the national average, but a significant drop from previous years.
  - This drop may be the consequence of the unexpected and atypical staffing disruptions that occurred at the grade 6 level during the year.

**Strategies**

- Review Independent Studies (e.g. more challenging, greater student choice, consistency within grades, scope & sequence through the grades).
- Increase Maker Space activities in Learning Commons.
- Increase the number of specialists from the community at appropriate times during the course of the year.
- Ensure new staff are involved in our school’s mentorship program
- Ensure new staff receive Gifted 101 training.
- Continue to support and expand Career and Technology Foundations (CTF) courses and option courses at the grade 5-9 level.
- 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.
- Continue to expand the use of Project Based Learning (PBL) across all grades (*final year of a three-year implementation*).
- Create/ Implement new options.

## 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)			
	2015	2016	2017	2018
<b>School Survey Parents:</b> 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	68%	60%	71%
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the skills to interact with and get to know students other than those with whom he/she usually associates.	n/a	92%	82%	86%
<b>School Survey Parents:</b> Percentage of students who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal.	n/a	91.3%	97%	93%
<b>School Survey Students 7-9:</b> Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	n/a	79%
<b>School Survey Students 4-6:</b> Percentage of students who feel 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 with).	n/a	n/a	n/a	93%
<b>School Survey Students K-3:</b> Percentage of students who feel they get to work with other students at school.	n/a	n/a	n/a	92%
<b>School Survey Students K-3:</b> Percentage of students who feel students in their class treat each other in a nice way.	n/a	n/a	n/a	93%
<b>School Survey Students K-3:</b> Percentage of students who feel that their classmates care about them.	n/a	n/a	n/a	91%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who feel accepted and valued by their peers and by others at their school.	NHS = 60% Canadian Ave. = 73%	NHS = 74% Canadian Ave. = 73%	NHS = 58% Canadian Ave. = 73%	NHS = 59% Canadian Ave. = 73%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who feel accepted and valued by their peers and by others at their school.	NHS = 75% Canadian Average = 86%	NHS = 77% Canadian Average = 86%	NHS = 80% Canadian Average = 86%	NHS = 78% Canadian Ave. = 86%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	NHS = 41% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%	NHS = 60% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	NHS = 91% Canadian Ave. = 80%	NHS = 85% Canadian Ave. = 80%	NHS = 86% Canadian Ave. = 80%	NHS = 87% Canadian Ave. = 80%

#### **Comment on Results:**

- Results of the school survey questions used for this outcome indicate that the school is achieving the outcome.
  - The survey indicated that students are becoming better at resolving conflicts.
- Results from the "Tell Them From Me" survey indicate that only 60% of the junior high students surveyed accepted and valued by their peers and by others at their school, which is significantly lower than the national average and has been for the last 4 years.
- While results for the grade 4-6 students for the same measure are more favourable, they still remain below the national average.

#### **Strategies**

- Increase number of special activities for K-3 students.
- Maintain a school counsellor who will be accessible in the school each school day.
  - Use group learning sessions to help students learn conflict resolution skills.
- Continue with Inspire & Create Days for positive interactions with an emphasis on collaboration.
- Investigate ways to increase house (Earth, Air, Fire, Water) activities and group-building.
- Increase student acceptance by:
  - Helping students from grades 4-9 understand the nature of giftedness and its typical traits including Dabrowski's overexcitabilities.
  - Reinforcing conflict resolution skills.
  - Investigating the use of empathy programs.

**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)			
	2015	2016	2017	2018
<b>School Survey Parents:</b> Percentage of parents who are satisfied with the opportunities their child has for student leadership at school.	77%	73%	67%	70%
<b>School Survey Parents:</b> Percentage of parents who feel 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	83%	84%	85%
<b>School Survey Students 4-6:</b> Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	n/a	91%
<b>School Survey Students 7-9:</b> Percentage of students who feel 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 with).	n/a	n/a	n/a	79%

**Comment on Results:**

- Results of the school survey questions used for this outcome indicate that the school is achieving the outcome, but that there still is a need to increase leadership opportunities for students.

**Strategies**

- Seek to expand number of community partners which can provide in-school programming, help and support to students.
- Continue to provide a Leadership option class for grade 7-9 students in lieu of a student council to provide greater access to leadership opportunities.
- Include leadership skill development in IPP goals where appropriate.
- Continue to investigate options for a "service learning" component to our program.
- Increase student involvement in school-wide assemblies.

### 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		
	2016	2017	2018
<b>School Survey Parents:</b> 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.	52%	82%	87%
<b>School Survey Parents:</b> Percentage of parents who agree the school is helping their child develop skills to become more independent and self-directed in his/her learning.	80%	82%	80%
<b>School Survey Parents:</b> 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.	80%	78%	77%
<b>School Survey Students 7-9:</b> 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.	71%	75%	59%
<b>School Survey Students 4-9:</b> 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	81%
<b>School Survey Students 7-9:</b> 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	89%
<b>School Survey Students 4-6:</b> 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	92%
<b>School Survey Students 7-9:</b> 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	87%
<b>School Survey Students 4-6:</b> 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	98%
<b>School Survey Students K-3:</b> Percentage of students who agree that they like learning about things in my Independent Study (I.S.) project.	n/a	n/a	94%
<b>School Survey Students K-3:</b> Percentage of students who agree that they are learning to work without much help.	n/a	n/a	95%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who are interested and motivated in their learning.	NHS = 46% Canadian Average = 34%	NHS = 50% Canadian Average = 34%	NHS = 26% Canadian Average = 34%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who are interested and motivated in their learning.	NHS = 78% Canadian Average = 71%	NHS = 78% Canadian Average = 71%	NHS = 78% Canadian Average = 71%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who put in effort to succeed at school.	NHS = 78% Canadian Average = 71%	NHS = 70% Canadian Average = 73%	NHS = 68% Canadian Average = 73%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who put in effort to succeed at school.	NHS = 86% Canadian Average = 91%	NHS = 97% Canadian Average = 91%	NHS = 91% Canadian Average = 91%

<b>Comment on Results:</b> <ul style="list-style-type: none"> <li>Results of the school survey questions used for this outcome indicate that, overall, the school is achieving the outcome.</li> <li>Two suggested areas for improvement are: <ul style="list-style-type: none"> <li>Addressing the motivation of the junior high students.</li> <li>Addressing the junior high independent studies model.</li> </ul> </li> </ul>
<b>Strategies</b> <ul style="list-style-type: none"> <li>Include emphasis on project-based learning within curricular studies; e.g. emphasis on STEAM, robotics, coding, authentic life applications.</li> <li>Review Independent Studies (e.g. more challenging, greater student choice, consistency within grades, scope &amp; sequence through the grades).</li> </ul>

***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)		
	2016	2017	2018
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to identify his/her emotions when he/she feel them.	80.8%	88%	88%
<b>School Survey Parents:</b> Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	71.2%	72%	74%
<b>School Survey Parents:</b> 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).	64.4%	66%	72%
<b>School Survey Parents:</b> Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	81.7%	79%	85%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	76%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	87%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	85%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	87%
<b>School Survey Students 7-9:</b> 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	79%
<b>School Survey Students 4-6:</b> 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	88%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	51%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	86%
<b>School Survey Students K-3:</b> Percentage of students who agree that they can tell when they are feeling sad, upset or happy.	n/a	n/a	94%
<b>School Survey Students K-3:</b> 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.	n/a	n/a	92%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who report moderate to high levels of depression.	NHS = 26% Canadian Ave. = 16%	NHS = 34% Canadian Ave. = 16%	NHS = 31% Canadian Ave. = 16%



<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who report moderate to high levels of anxiety.	NHS = 22% Canadian Ave. = 17%	NHS = 34% Canadian Ave. = 18%	NHS = 28% Canadian Ave. = 18%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who report moderate to high levels of anxiety.	NHS = 22% Canadian Ave. = 16%	NHS = 30% Canadian Ave. = 16%	NHS = 31% Canadian Ave. = 16%
<b>Tell Them From Me Survey Grade 7-9:</b> 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 = 3.6 Canadian Ave. = 2.9	NHS = 2.6 Canadian Ave. = 2.9	NHS = 3.2 Canadian Ave. = 2.9
<b>Tell Them From Me Survey Grade 4-6:</b> 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 = 6.3 Canadian Ave. = 4.9	NHS = 6.8 Canadian Ave. = 4.9	NHS = 6.3 Canadian Ave. = 4.9
<b>Accountability Pillar Survey Questions:</b> Percentage of parents who agree that programs for children at risk are easy to access and timely.	71.9%	86%	

<p><b>Comment on Results:</b></p> <ul style="list-style-type: none"> <li>Results of the school survey questions used for this outcome indicate that, overall, the school is achieving the outcome, but more attention to recognizing student accomplishments.</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Seek to implement empathy building programs (e.g. Roots of Empathy, inter-generational programs, service dogs).</li> <li>Implement activities to highlight and celebrate student learning activities and accomplishments.</li> <li>Expand on daily mindfulness practice.</li> <li>Investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency. <ul style="list-style-type: none"> <li>Pilot and, if possible, implement the use of daily speaking circles.</li> </ul> </li> </ul>

## PROVINCIAL GOALS

### Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	98.0	97.6	94.7	97.2	93.6		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).	63.5	58.3	58.6	49.3	53.6		Very High	Maintained	Excellent			

#### Comment on Results

Results are consistent with the achievement of our students over the course of many years. Our students achieved at a very high level on the 2018 Provincial Achievement Tests when compared with students across the province.

#### Strategies

- Language Arts
  - Use the Flexible Pathways to Writing, a recent strategy developed by Dr. Heather Brown at the University of Alberta and released at the Alberta Research Network this fall to strengthen writing. Pilot at the grade 4-9 level.
  - Implement **Fountas & Pinnell Benchmark Assessments** and reading strategies for K-3 reading. Extend to Divisions II & III in 2019-2020.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
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	8.0		Low	Maintained	Issue	0.0	0.0	0.0
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			

#### Comment on Results

(an assessment of progress toward achieving the target)

The data show that, for the four years preceding the most recent year, the cohort was either too small to measure or included no students who dropped out. In the most recent year, one student (i.e. 8% of the cohort) is identified as having dropped out after leaving New Horizons School. This lone incident accounts for the respective designations of "Low" and "Issue." (Note that it is also possible that the student left the province. Such a student would not appear the Alberta student data base in the following year. Although Alberta Education has an algorithm to account for such departures, Administration suggests that the algorithm may not be applicable to a small cohort such as ours.)

### Strategies

Given that drop-outs have historically not been an issue, and given the above analysis, we will continue to provide the academic/social/emotional support to students they currently receive so that they continue to be successful when they leave our school.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.5	87.8	86.4	84.1	80.1		High	Declined	Acceptable			
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.	81.3	91.7	87.2	82.8	77.4		Intermediate	Declined	Issue	85.0	87.0	89.0

### Comment on Results

- Responses were received from 56 parents (41 grades 4-6; 15 grades 7-9) and 12 teachers.
- Among parents of students enrolled in grades 7-9, responses to the lone survey statement in this category, during the past five-year period, were lowest in 2018. In 2018, 33% of respondents (i.e. 5 of the 15 respondents) stated they were "dissatisfied" or "very dissatisfied" with the extent to which their child is taught attitudes and behaviours to be successful at work when he or she leaves school.
- Among teachers, responses to the lone survey statement in this category, during the past five-year period, were lowest in 2018. In 2018, 17% of respondents (i.e. 2 of the 12 teachers who responded) stated they were "dissatisfied" with the extent to which students are taught attitudes and behaviours to be successful at work when they leave school.
- As has been suggested previously, the key issue appears to be in grades 7-9, where responses from parents were lowest in 2018. Given that responses from teachers were also lowest in 2018, it is suggested that the staffing disruption and uncertainty that existed in the junior high grades for several months surrounding the survey period in 2018 had an impact on the survey results.

### Strategies

- Seek to implement empathy building programs (e.g. Roots of Empathy, inter-generational programs, service dogs).
- Expand on daily mindfulness practice.
- Investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency.
- Pilot and, if possible, implement the use of daily speaking circles.
- Use assemblies to introduce positive attitudes and behaviors to the whole school, followed up with in-class activities to reinforce the skills and concepts.
- Plan for and implement an "Employer Day" for junior high students in which students experience first-hand the behaviours and attitudes that employers value in their employees.

## Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI 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 self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI 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 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

### Comment on Results

#### Strategies

- Secure the services of an elder for monthly classroom visits/teachings.
- Use *Supporting Awareness, Understanding and Application of Indigenous Foundational Knowledge: A PLANNING AND IMPLEMENTATION TOOL* to develop a school-wide plan for promoting indigenous understanding.

## Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	87.3	90.2	91.2	86.9	84.4		Intermediate	Declined	Issue	86.0	88.0	90.0

### Comment on Results

(an assessment of progress toward achieving the target)

Among parents of students enrolled in grades 7-9, responses to all five survey questions in this category, during the past five-year period, were lowest in 2018. (Note, however, that of the 15 parents who submitted responses, 2 typically indicated disagreement with the survey statements in 2018. In previous years, there were typically 0 or 1 disagreements.) Overall, parent responses to the five related questions ranged from 88% in agreement to 93% in agreement.

Among teachers, there was typically no disagreement with the survey statements in this section during the four-year period preceding 2018. In 2018, however, one teacher disagreed with one of the five survey statements and two teachers disagreed with another of the statements. There was also a higher-than-usual level of "Don't Know" in response to the statement on safety "to and from school." Additionally, the surveys were taken at a time when two teachers (i.e. potential respondents) were new to the school and were filling temporary positions.

Among students enrolled in grades 7-9, responses to four of the five survey questions in this category, during the past five-year period, were lowest in 2018.

- Other students treat me well. (65%)
- My teachers care about me. (74%)
- I feel safe on the way to and from school. (78%)
- I feel safe at school. (70%)
- I am treated fairly by adults at my school. (65%)

### Strategies

- Maintain a Mental Health day/week that accesses community resources and resources from Alberta Health Services to address the following topics:
  - Depression and anxiety.
  - Creating a sense of belonging and inclusion.
- Provide greater emphasis on relationship building/conflict resolution in the classroom at the junior high level.
- Re-survey grade 7-9 students before December 2018 using the five questions related to this measure, so as to:
  - Allow for elaboration to gain insight into the issues.
  - Generate specific strategies that address concerns and issues raised.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	78.1	78.0	81.5	75.2	73.0		Intermediate	Maintained	Acceptable			

### Comment on Results

*(an assessment of progress toward achieving the target)*

Responses were received from 59 parents (44 grades 4-6; 15 grades 7-9), 13 teachers, and 139 students (99 grades 4-6; 40 grades 7-9).

Among parents of students enrolled in grades 7-9, responses to six of the eight survey statements in this category, during the past five-year period, were lowest in 2018.

Greatest dissatisfaction was reported with respect to learning opportunities in the following subject areas: Drama, Art, Second Language. Conversely, satisfaction with learning opportunities in Music improved significantly in 2018.

Among students enrolled in grades 7-9, responses to three of the eight survey questions in this category, during the past five-year period, were lowest in 2018 (i.e. Computers, Art, Second Language). Drama also declined significantly.

On the other hand, satisfaction with learning opportunities in Music improved significantly and there was greater satisfaction with the variety of courses available at the school.

### Strategies

- Maintain a music specialist position for K-9.
- Plan for the development of alternate Career and Technology Foundations and Option courses to offer increased variety.
- Create a drama club and offer Drama as an option course for Grades 7-9. (Note: four students signed up for this option in 2018-19).
- Investigate and potentially host a tri-district Model United Nations Debate.

## Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	78.7	84.4	85.2	88.7	74.0		Intermediate	Declined Significantly	Issue	85.0	87.0	89.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.7	85.8	90.2	87.8	84.2		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.9	92.6	95.7	92.1	88.3		High	Declined	Acceptable			

### Comment on Results

(an assessment of progress toward achieving the target)

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

Responses were received from 59 parents (44 grades 4-6; 15 grades 7-9), 13 teachers, and 139 students (99 grades 4-6; 40 grades 7-9).

Among parents of students enrolled in grades 7-9, responses to four of the six survey statements in this category, during the past five-year period, were lowest in 2018.

Despite this result, all but one (93%) of the grade 7-9 parents who responded stated that they were satisfied or very satisfied with the quality of education their child is receiving at the school. Nevertheless, three grade 7-9 parents (20%) stated that they were dissatisfied or very dissatisfied with the quality of teaching at the school.

Among parents of grade 4-6 students, 93% were satisfied or very satisfied with the quality of education their children are receiving; 84% were satisfied or very satisfied with the quality of teaching. This means that four parents who were satisfied with the overall quality of education were not satisfied with the quality of teaching.

In the four years prior to 2018, 100% of teachers expressed agreement or strong agreement with respect to all six response statements in this category. In 2018, one teacher (8%) responded with disagreement or strong disagreement to five of the six statements.

Among grade 4-6 students, 92% stated that their teachers are "good" or "very good" and 93% stated that they think the school is "good" or "very good." This is consistent with responses over the past 5 years.

Among grade 7-9 students, 88% stated that the quality of teaching is "good" or "very good" and that the education they are receiving is "good" or "very good." This is consistent with responses over the past 5 years.

A possible cause for the decline in some satisfaction measures was the staffing instability and uncertainty that developed at a point during the 2017-18 school year, most particularly during the survey period.

### Strategies

- Complete modernization of the school facility.
- Organize a Grand Re-opening Celebration following completion of the modernization project.
- Undertake the installation of an additional modular classroom.
- 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)
- Participate in the Alberta Research Network.
- Explore possibilities for re-branding the school (e.g. new school name).
- Continue supporting the new teacher mentorship program.
- Work in conjunction with the Elk Island Transportation and Strathcona County to revise and implement a new drop-off and pick-up procedure.
- Initiate a playground committee to plan for and create an expanded play area for all students.
- Initiate a healthy schools committee to review the current status of healthy food in the school and make recommendations to decrease the amount of unhealthy food.
- Review Board Policy and Administrative Procedure with respect to the identification and admission of students to the school.

## Summary of Financial Results

The Board in its 2017-18 budget was committed to maintaining/improving the level of services to its children/students.

Enrolment increased from 257.5 FTE in the 2016-17 school year to 299.5 FTE in the 2017-18 school year.

The 2017-18 Budget anticipated a surplus of \$158; however, the year ended with a surplus of \$60,084.

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

New Horizons School remains financially stable.

Total revenues for the 2017-2018 year were \$3,770,828. Revenues from Alberta Education for the year were \$3,657,441 or 96.99% of revenues. Other Government of Alberta and School Authorities were \$12,492 or 0.33% and the remainder of \$100,895 or 2.68% came from other sources such as student fees, other sales and services, and gifts and donations.

Information concerning all financial data can be accessed on the New Horizons School website at <https://www.newhorizons.ca/wp-content/uploads/2018/11/NHS-AFS-2017-18.pdf> and/or by contacting the office of the Secretary-Treasurer at the school (phone 780-426-2353 or by email: [tleigh@newhorizons.ca](mailto:tleigh@newhorizons.ca)). For a provincial summary of audited financial statements visit this site: <https://education.alberta.ca/financial-statements/school-jurisdictions/everyone/individual-audited-financial-statements/>

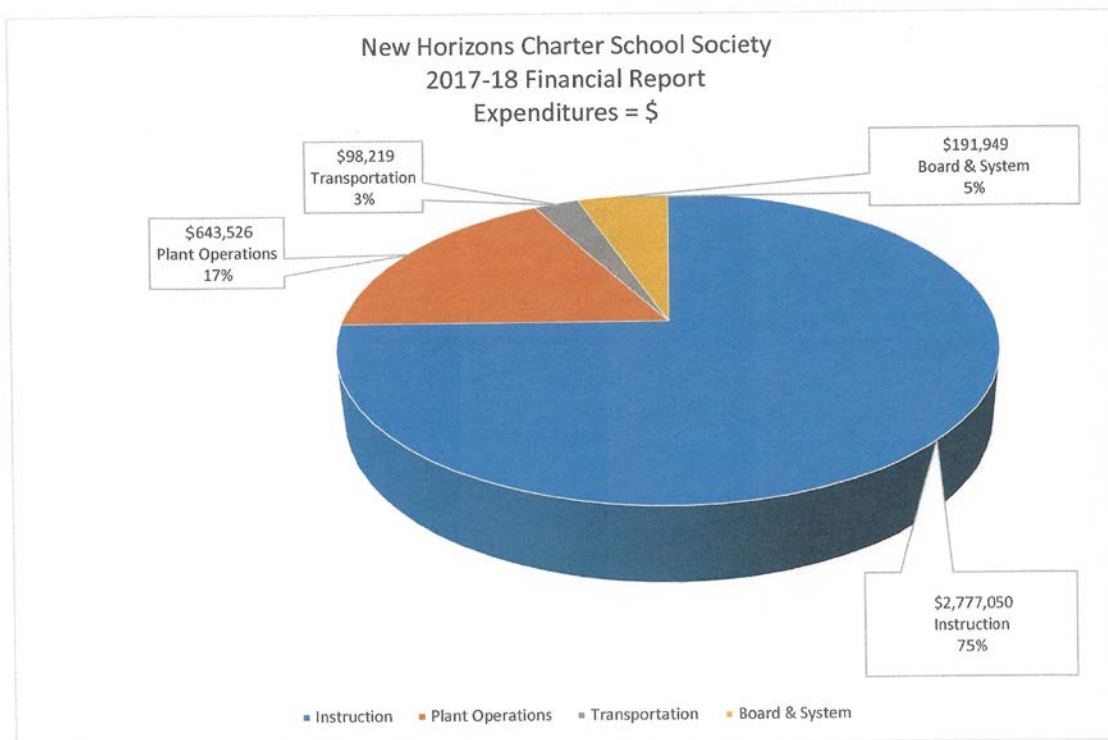
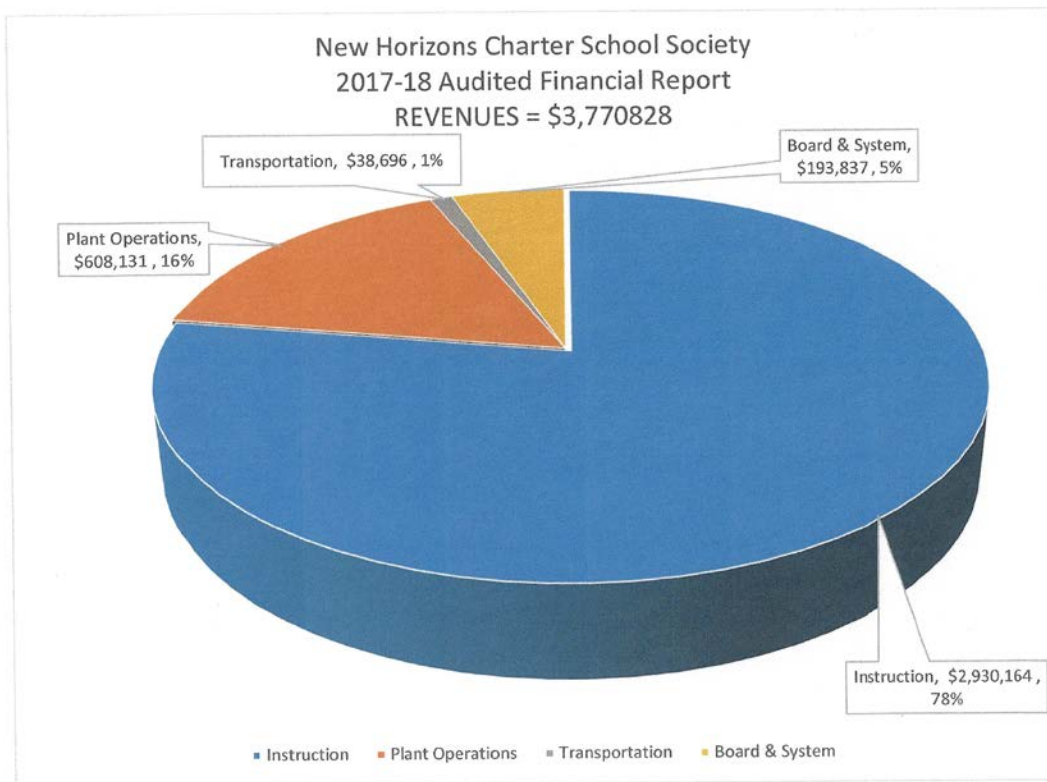
### **School Generated Funds**

Fundraising activities are determined by the school principal in consultation with the school council and staff. Detailed information may be obtained in the Audited Financial Statements (see Note 8 on p. 26), which have been posted on the school website at [newhorizons.ca/about/school-information-documents/](http://newhorizons.ca/about/school-information-documents/). To obtain more information please contact Tracy Leigh, Secretary-Treasurer, by phone at 780-416-2353, or by email at [tleigh@newhorizons.ca](mailto:tleigh@newhorizons.ca).

### **Provincial Rollup of Financial Information**

Information on all Alberta school jurisdictions is available on the Alberta Education website at [education.alberta.ca/financial-statements/about-the-documents/](http://education.alberta.ca/financial-statements/about-the-documents/).





## Budget Summary

The 2018-19 budget will maintain/enhance current level of services to the students at New Horizons School. It projects an overall small surplus of \$24,123.00.

The student enrolment count as of September 30, 2018 is 333.5 FTE children/students. This is an increase of 34.0 FTE children/students, or 10.2%, over last year's enrolment.

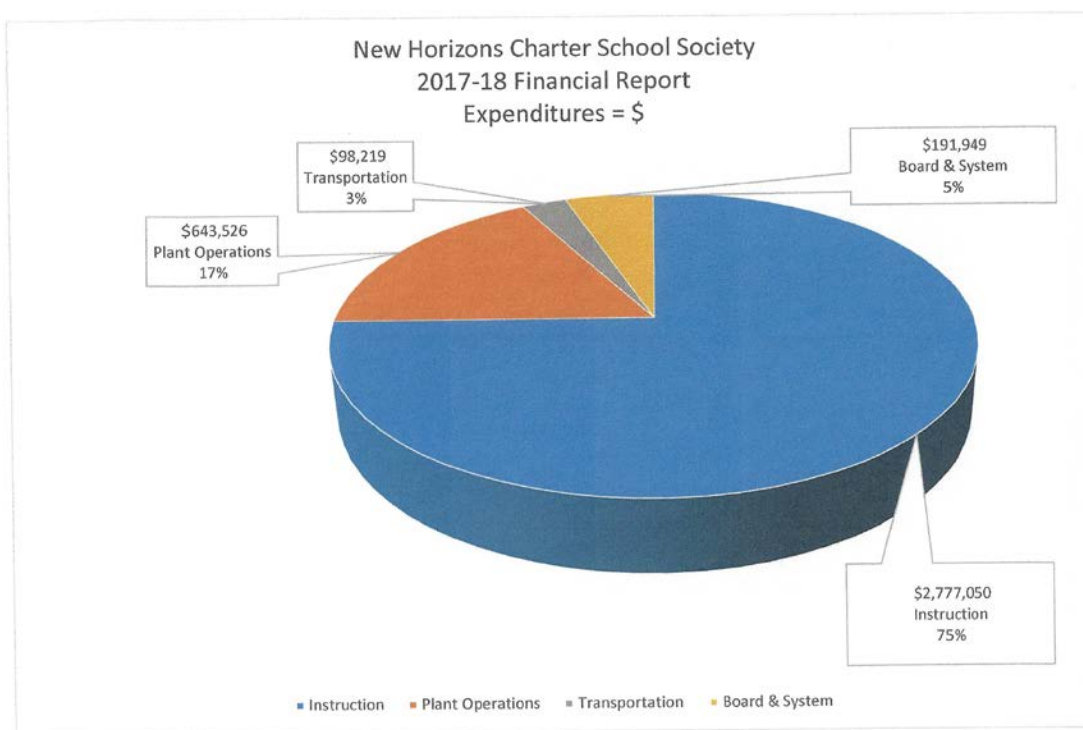
Full budget details for 2018-19 can be viewed at <https://www.newhorizons.ca/about/school-information-documents/>.

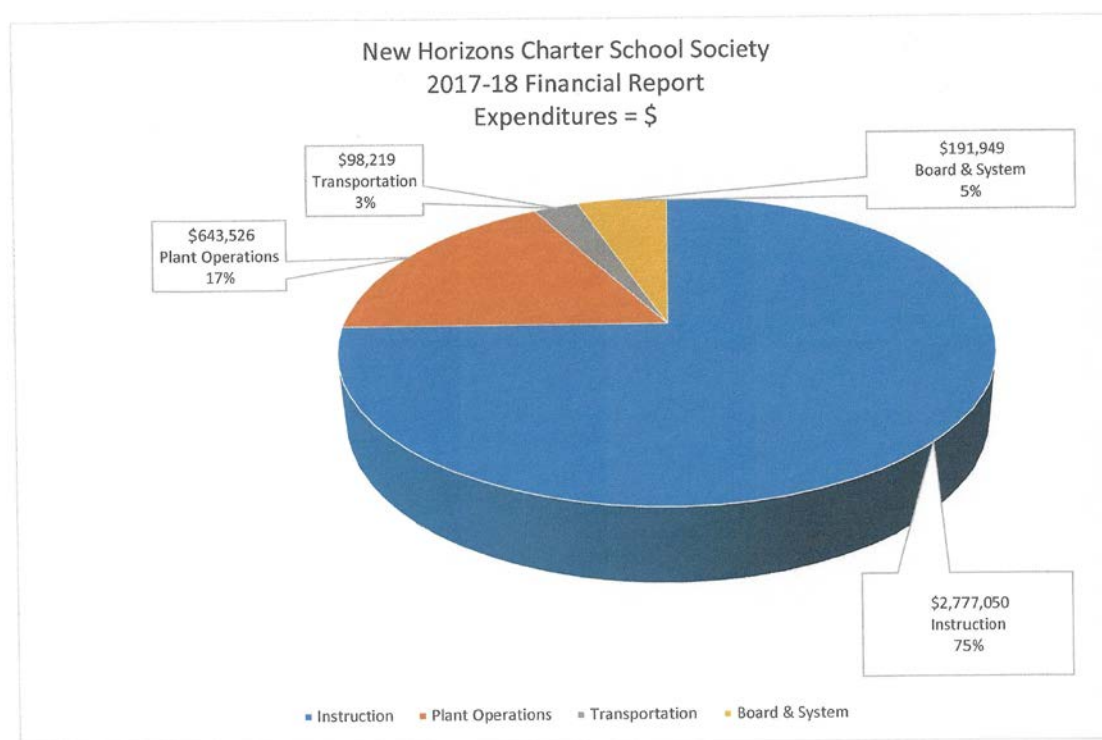
### New Horizons School Fall 2018 Update to the 2018-19 Budget

Revenues	Amount	% of Total
Alberta Education	\$3,581,589.00	96.46
Other - Government of Alberta	\$0.00	0.00
Federal Government and First Nations	\$0.00	0.00
Other Alberta School Authorities	\$0.00	0.00
Out of Province Authorities	\$0.00	0.00
Alberta Municipalities - Special Tax Levies	\$0.00	0.00
Property Taxes	\$0.00	0.00
Fees	\$66,493.00	1.79
Other Sales and Services	\$3,500.00	0.09
Investment Income	\$5,000.00	0.13
Gifts and Donations	\$25,000.00	0.67
Rental of Facilities	\$31,290.00	0.84
Fundraising	\$0.00	0.00
Gain on Disposal of Capital Assets	\$0.00	0.00
Other Revenue	\$0.00	0.00
<b>Total Revenues</b>	<b>\$3,712,872.00</b>	<b>100.0</b>
Expenses by Program	Amount	% of Total
Instruction - Early Childhood Services	\$141,562.00	3.84
Instruction - Grades 1 - 12	\$2,880,615.00	78.09
Plant Operations and Maintenance	\$296,820.00	8.05
Transportation	\$125,599.00	3.40
Board & System Administration	\$232,972.00	6.32
External Services	\$11,181.00	0.30
<b>Total Expenses</b>	<b>\$3,688,749.00</b>	<b>100.00</b>
<b>Surplus (Deficit)</b>	<b>\$24,123.00</b>	

Expenses by Object	Amount	% of Total
Certificated Salaries & Wages	\$1,722,898.00	46.70
Certificated Benefits	\$414,452.00	11.24

Non-certificated Salaries & Wages	\$314,210.00	8.52
Non-certificated Benefits	\$89,916.00	2.44
Services, Contracts, Supplies	\$1,123,173.00	30.45
Amortization Expense - Supported	\$0.00	0.00
Amortization Expense - Unsupported	\$17,750.00	0.48
Interest on Capital Debt - Supported	\$0.00	0.00
Interest on Capital Debt - Unsupported	\$0.00	0.00
Other Interest and Finance Charges	\$6,350.00	0.17
Losses - Disposal of Tangible Capital Assets	\$0.00	0.00
Other Expenses	\$0.00	0.00
<b>Total Expenses</b>	<b>\$3,688,749.00</b>	<b>100.00</b>





## 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.

A construction contract for the modernization was awarded to Fillmore Construction of Edmonton in September 2016, with actual project work beginning in November 2016. The project was completed in late November 2017, with the one-year warranty period about to expire as this report is being written (November 2018). The purchase of furniture and equipment, as well as attending to deficiencies, have occurred throughout the past year and continue at the present time.

A new modular classroom was awarded to the school in February 2018. Following a period of planning and construction, the modular was installed in the Fall of 2018 and is scheduled to be available for classes in late November 2018.

In order to address anticipated growth in the years ahead, the school's current Capital Plan calls for three additional classrooms, either as new construction or as modular structures. Accordingly, a request for three new modular classrooms was submitted to Alberta Education in October 2018. Prior to the submission of this request, the school's current capacity was recalculated as being 341 students, substantially below the 389 students that was

estimated earlier. Three additional modulars would raise the school's capacity to approximately 416 FTE students, which is consistent with the school's anticipated enrolment (413 FTE students) when the "twinning" of classes (i.e. two classes per grade) reaches grade 9.

A copy of the school's Three-Year Capital Plan 2019-20 to 2021-22 can be viewed at <https://www.newhorizons.ca/about/school-information-documents/>.

## Parental Involvement

Approximately thirty-five parents, staff members, and students participated in a Stakeholder Forum held on February 5, 2018. 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 2018-19 to 2020-21. Following the Forum, a summary of the input gathered at the Forum was circulated to the Board of Directors. The results were then included among the data considered at a Board Planning Retreat, held on April 7, 2018, 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.

## Average Class Size Report (2017-2018)

The Average Class Size Report can be found [here](#).

## Public Interest Disclosure Report

The Public Interest Disclosure Report can be found by following this link:  
<https://www.newhorizons.ca/wp-content/uploads/2018/08/201808011112.pdf>

## Whistleblower Report

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 2017-18 school year.

## Effective Practices

### Objectives:

To make aware of and share the innovative practices and New Horizons School.

### Audience:

Educators and public at large.

### Key Message:

New Horizons School offers a unique educational opportunity for gifted learners in the Capital Region.

### Action Plan:

- 1) Contact local media to cover our Grand Re-Opening and include innovative practices at NHS in September.
- 2) Maintain posts about [innovative practices](#) on our website and on Facebook monthly.
- 3) Host the Edmonton Debate Camp during the summer.

**Web Link to the Combined 3-Year Education Plan 2018-2020 and Annual Education Results Report (AERR) 2017-2018**

*To be completed following approval of the combined Annual Education Results Report and Three-Year Education Plan.*