

**Combined 3-Year Education Plan 2019-2022
Annual Education Results Report (AERR) 2018-2019
New Horizons School**

Celebrating
25 Years



1995 - 2020

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Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for New Horizons School were prepared under the direction of the Board in accordance with its responsibilities under the *Education 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 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on December 11, 2019.



Nicole Pasemko
Board Chair

Combined 2019 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	84.9	84.4	87.5	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	77.4	73.0	76.6	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	88.4	88.3	92.0	90.2	90.0	90.1	High	Declined	Acceptable
	Drop Out Rate	*	8.0	2.7	2.6	2.3	2.9	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	93.8	93.6	95.2	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	57.1	53.6	53.8	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	79.6	77.4	82.5	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	79.8	80.1	83.5	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	81.4	84.2	87.4	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	74.7	74.0	82.7	81.0	80.3	81.0	Intermediate	Declined	Issue

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

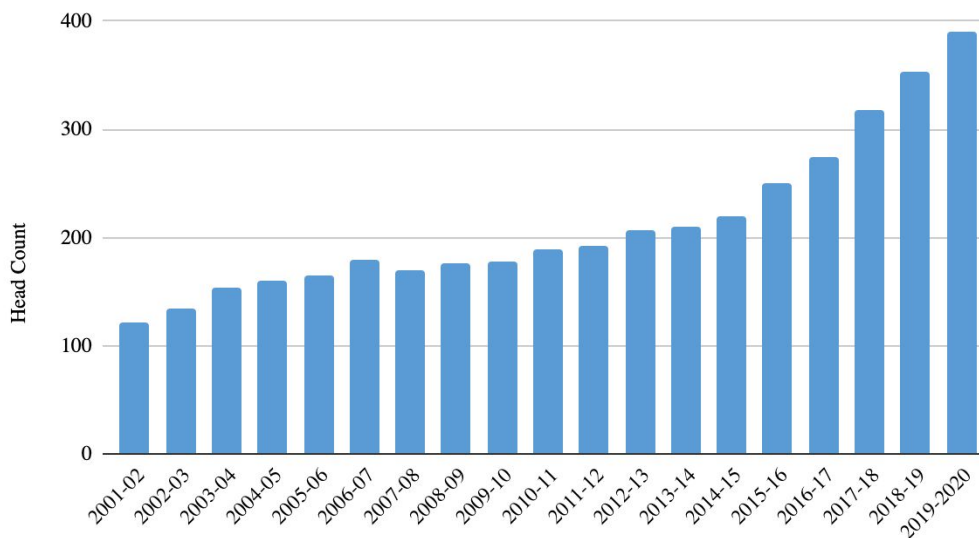
New Horizons School is a public charter school serving 390 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students primarily from Sherwood Park and rural Strathcona County, although a growing number of students commute 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 25 years since that time, our school has grown by 311 students and currently serves the needs of 390 gifted learners. The chart below shows our growth since 2001.

New Horizons School: Enrolment

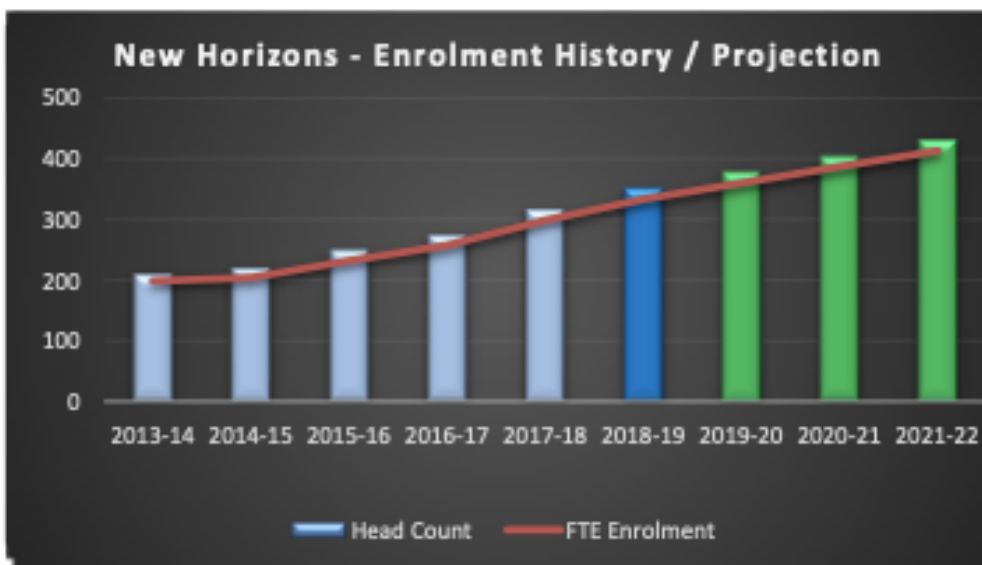


Trends and Issues

Enrolment Growth

Our educational purpose is to address the learning needs of gifted students. New Horizons Charter School has been very successful kindergarten through grade 9 and this is demonstrated by our accountability pillar results and our accompanying growth in student population. 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 five years since our return to Sherwood Park, however, enrolment has grown by 77%, with a second class being added at each grade from 1 through 7. Enrolment for 2019/20 is 390 students.

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.

With this year being New Horizons Charter School's 25th anniversary as a charter school, government's providing our Board with ownership of the New Horizon School facility would be a celebration for our school, community and also for your government. The New Horizons Board of Directors continues to advocate for the transfer of ownership at the earliest possible date.

High School Program

Since the inception of New Horizons Charter School, the inclusion of a high school program has always been part of the charter mandate to address the learning needs of our gifted students from kindergarten through high school. The Board has formed an ad hoc committee to begin the challenging work of investigating the establishment of a high school program. This will include engaging with our current students, their parents and school staff. This investigation will also include an in-depth analysis of the education and facility needs to undertake implementation of a high school. We anticipate that with Government's support we can begin the transition to a high school during the 2021/22 school year.

CHARTER GOALS

Charter Goal 1: Student Learning Is Improved

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

Measure: Provincial Achievement Test Standard of Excellence

Course	Measure	New Horizons School						Alberta				
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	44	93.2	22	96.9	54,820	83.2	49,573	82.9
	Standard of Excellence	Very High	Maintained	Excellent	44	47.7	22	52.2	54,820	17.8	49,573	19.1
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	44	95.5	22	95.5	54,778	72.5	49,502	71.5
	Standard of Excellence	Very High	Maintained	Excellent	44	43.2	22	44.6	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Very High	Maintained	Excellent	44	93.2	22	95.5	54,879	77.6	49,520	77.9
	Standard of Excellence	Very High	Improved	Excellent	44	75.0	22	62.7	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	44	95.5	22	90.7	54,802	76.2	49,511	73.1
	Standard of Excellence	Very High	Maintained	Excellent	44	59.1	22	56.1	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	12	91.7	14	97.2	47,465	75.1	45,363	76.6
	Standard of Excellence	Very High	Maintained	Excellent	12	50.0	14	44.4	47,465	14.7	45,363	14.9
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	12	91.7	14	95.4	46,764	60.0	44,959	64.7
	Standard of Excellence	Very High	Maintained	Excellent	12	58.3	14	39.8	46,764	19.0	44,959	17.1
Science 9	Acceptable Standard	Very High	Maintained	Excellent	12	91.7	14	97.2	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	12	66.7	14	72.2	47,489	26.4	45,363	22.7
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	12	91.7	14	92.6	47,496	68.7	45,366	66.1
	Standard of Excellence	Very High	Maintained	Excellent	12	66.7	14	63.0	47,496	20.6	45,366	19.9

Strategies

- Prioritize English Language Arts expertise/training when hiring new junior high teacher.
- Writing: Continue to expand and implement the Flexible Pathways to Writing (grades 3-9).
- Reading: Continue to implement Scholastic Benchmark Assessments and reading strategies for K-5.
- Implement the use of Star Reading Assessment at Grades 6-9.

Outcome Two: Students will become creative risk takers academically.

Measure: Board Surveys

	Results (in percentages)			
	2016	2017	2018	2019
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.	92.3%	95%	95%	92%
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.	92.3%	95%	93%	88%
School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	85.6%	87%	87%	85%
School Survey Students 7-9: 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	89%	n/a
School Survey Students 7-9: 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	92%	87%
School Survey Students 7-9: Percent of students who they are being appropriately challenged	n/a	n/a/	n/a	91%
School Survey Students 4-6: 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	97%	n/a
School Survey Students 4-6: 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	93%	96%
School Survey Students 4-6: Percent of students who they are being appropriately challenged	n/a	n/a	n/a	79%

School Survey Students K-3: Percent of students who feel that their teachers let them use their imagination in their school work.	n/a	n/a	85%	88%
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Strategies

- Create opportunity for students to interact with experts in various fields of study, including those from post-secondary institutions and the community at large (e.g. field trips, Project Based Learning)
- 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 and Language Arts (e.g. adjusting timetable, utilizing IPPs, greater flexibility in independent studies).
- Use the “Artist in Residence” program to enhance drama for grades K-6
- Begin integrating the use of a conceptual instruction approach to Social Studies (grades 7-9)
- Introduce and begin integrating the use of a conceptual approach to instruction in all Junior High core subjects with by developing one conceptually based unit.
- Introduce and begin using conceptual approaches to instruction.

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

Outcome One: Students will develop positive interdependence skills.

Measure: Board Surveys

	Results (in percentages)			
	2016	2017	2018	2019
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.	68%	60%	71%	65%
School Survey Parents: Percentage of students who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal.	91.3%	97%	93%	91%
School Survey Parents: Percentage of students who feel that their child has the opportunity to work with students in other grades.	n/a	n/a	n/a	85%
School Survey Students 7-9: Percentage of students who feel that their school provides opportunities to work with other students to complete a task / accomplish a goal.	n/a	n/a	n/a	87%
School Survey Students 7-9: Percentage of students who feel that their school provides opportunities to work with other students in other grades.	n/a	n/a	n/a	83%
School Survey Students 7-9: Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than I could at the beginning of the year.	n/a	n/a	n/a	59%
School Survey Students 4-6: Percentage of students who feel that their school provides opportunities to work with other students to complete a task / accomplish a goal.	n/a	n/a	n/a	91%
School Survey Students 4-6 : Percentage of students who feel that their school provides opportunities to work with other students in other grades.	n/a	n/a	n/a	84%
School Survey Students 4-6: Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than I could at the beginning of the year.	n/a	n/a	n/a	82%
School Survey Students K-3: Percentage of students who feel they get to work different students in their class.	n/a	n/a	n/a	92%

School Survey Students K-3: Percentage of students who feel students in their class treat each other in a nice way.	n/a	n/a	93%	91%
School Survey Students K-3: Percentage of students who feel that their classmates care about them.	n/a	n/a	91%	95%

Strategies

- Continue to increase the number of special activities/clubs for K-3 students.
- Continue to increase inter-house (Earth, Air, Fire, Water) and group-building activities.

Outcome Two: Students will become creative risk takers socially.

Measure: Board Surveys

	Results (in percentages)			
	2016	2017	2018	2019
	School Survey Parents: I am satisfied with the opportunities my child has to take on a leadership role if he/she wants one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	73%	67%	70%
School Survey Parents: Percentage of parents who feel that the school provides their child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	n/a	n/a	n/a	75%
School Survey Parents: 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.	92%	82%	86%	80%
School Survey Parents: 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.)	83%	84%	85%	86%
School Survey Students 7-9: Percentage of students who feel they are 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	72%
School Survey Students 7-9: Percentage of students who feel they have the opportunity to interact with and get to know students other than those with whom they usually associate (eg. play, hang out, interact).	n/a	n/a	n/a	85%
School Survey Students 7-9: 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).	n/a	n/a	n/a	89%
School Survey Students 7-9: Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	n/a	n/a	n/a	87%
School Survey Students 7-9: Percentage of students who feel confident when they are expected to work with others I don't know very well.	n/a	n/a	n/a	78%

Survey Students 4-6: 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	79%	82%
Survey Students 4-6: Percentage 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	89%
Survey Students 4-6: Percentage of students who feel confident when I am expected to work with others I don't know very well.	n/a	n/a	n/a	86%
Survey Students 4-6: Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.).	n/a	n/a	n/a	70%
Survey Students 4-6: Percentage of students who feel they are 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	84%
School Survey Students K-3: Percentage of students who feel they get to work and play with kids from other classes.	n/a	n/a	92%	81%
School Survey Students K-3: Percentage of students who feel they are learning how to treat others in a nice way.	n/a	n/a	n/a	91%

Strategies

- Develop strategies to increase student understanding of leadership attributes and how to implement them.
- Continue to include leadership skill development in IPP goals where appropriate.
- Initiate a “service learning” component to our program (e.g. Linking Generations Program)
- Continue to increase student involvement in school-wide assemblies.

Charter Goal 3: Students’ Emotional Needs Are Supported

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

Measure: Board Surveys

	Results (in percentages)			
	2016	2017	2018	2019
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.	52%	82%	87%	58%
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.	80%	82%	80%	77%
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.	80%	78%	77%	NA
School Survey Students 7-9: 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.	71%	75%	59%	70%
School Survey Students 7-9: 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	89%	72%
School Survey Students 7-9: 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	87%	87%
School Survey Students 7-9: Percentage of students who agree that they are able to keep trying when things are not going their way.	n/a	n/a	n/a	89%
School Survey Students 4-6: 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%	93%
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	81%	88%

School Survey Students 4-6: 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%	100%
School Survey Students K-3: Percentage of students who agree that they like learning about things in my Independent Study (I.S.) project.	n/a	n/a	94%	97%
School Survey Students K-3: Percentage of students who agree that they are learning to work without much help.	n/a	n/a	95%	94%

Strategies

- Provide students with greater supports for social/emotional/mental health development.
 - Expand daily classroom mindfulness practice
 - Create a “Mindfulness Club”
 - Expand use of
- Increase the full-time equivalency of school counselling services.
- Revise / Review Independent Studies (e.g. more challenging, greater student choice, consistency within grades, scope & sequence through the grades).

Outcome Two: Outcome 2: Students will become creative risk takers emotionally.

Measure: Board Surveys

	Results (in percentages)			
	2016	2017	2018	2019
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when he/she feel them.	80.8%	88%	88%	90%
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	86%
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	71.2%	72%	74%	76%
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).	64.4%	66%	72%	66%
School Survey Parents: 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%	82%
School Survey Students 7-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	76%	89%
School Survey Students 4-6: Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	87%	95%
School Survey Students 7-9: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	85%	67%
School Survey Students 4-6: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	87%	34%
School Survey Students 7-9: 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	79%	84%
School Survey Students 4-6: 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%	91%

School Survey Students 7-9: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	51%	83%
School Survey Students 4-6: 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%	80%
School Survey Students 7-9: Percentage of students who agree that they feel safe if they make a mistake at school.	n/a	n/a	n/a	72%
School Survey Students 4-6: Percentage of students who agree that they feel safe if they make a mistake at school.	n/a	n/a	n/a	79%
School Survey Students K-3: Percentage of students who agree that they can tell when they are feeling sad, upset or happy.	n/a	n/a	94%	90%
School Survey Students 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.	n/a	n/a	92%	88%
School Survey Students K-3: Percentage of students who agree that they are able to keep trying when things are not going their way.	n/a	n/a	n/a	93%
School Survey Students K-3: Percentage of students who agree that they feel safe if they make a mistake at school.	n/a	n/a	n/a	93%

Strategies

- Continue to investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency (e.g. use of daily speaking circles.)
- Increase ways to celebrate and recognize student accomplishments.
- Increase a focus on Jr. High counselling, including career counseling.

PROVINCIAL GOALS

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	97.6	94.7	97.2	93.6	93.8		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).	58.3	58.6	49.3	53.6	57.1		Very High	Maintained	Excellent			

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.8	86.4	84.1	80.1	79.8		High	Maintained	Good			

Strategies

- Provide students with greater supports for social/emotional/mental health development.
- Writing: Continue to expand the Flexible Pathways to Writing (grades 3-9).
- Reading: Continue to implement Scholastic Benchmark Assessments and reading strategies for K-5
- Introduce and begin using conceptual approaches to instruction.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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	*		*	*	*			
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	*		*	*	*			

Strategies

- Include an “Indigenous Perspectives” portion of staff meetings to explore indigenous culture and issues.
- Develop a relationship with an indigenous elder for classroom visits/teachings.
- Teachers to begin integrating FNMI “ways of knowing” into their instruction.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	78.0	81.5	75.2	73.0	77.4		Intermediate	Maintained	Acceptable			

Strategies

- Increase emphasis on financial literacy and career planning.
 - Review the extent to which the new/current provincial curriculum includes instruction focused on career and financial health education.
 - Provide greater emphasis on career and financial health education instruction.
 - Ensure that, either in the context of the new curriculum, or through new and innovative ways within the instructional program, these issues are addressed.
- Provide parents and staff with additional tools to assist them in providing social/emotional support to their children.
- Support staff development and implementation of online writing resources that reflect “Flexible Pathways to Writing” approach (Grades 3-9)
- Support staff training in the area of reading strategies associated with the Scholastic Benchmarks Assessments (K-5)

- Support junior high staff in the use of a conceptual approach to instruction and the development of one conceptually based unit.
- Support K-6 staff in the use of a conceptual approach to instruction.

Outcome Four: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	90.2	91.2	86.9	84.4	84.9		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.6	95.7	92.1	88.3	88.4		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.	91.7	87.2	82.8	77.4	79.6		High	Maintained	Good			
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 that do not have grades 10-12.)</i>	58.2	56.4	55.2	55.0	51.9		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.8	90.2	87.8	84.2	81.4		High	Maintained	Good			
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.	84.4	85.2	88.7	74.0	74.7		Intermediate	Declined	Issue			
							NA	NA	NA			

Annual Board Survey Results

Comments from the Annual Board Survey showed that there was concern about communication with regards to student progress, and consistency with format and frequency across the grades.

Strategies

- Communication:
 - Research & implement effective strategies to improve communication with parents with respect to student progress.
 - Establish greater consistency of communication (i.e. standardized practices from class to class, as mandated by the school.)

- Create Board Task Force to investigate establishment of New Horizons High School program.
- Undertake installation of a new modular classroom for second grade 7 class.
- Implement the new Professional Practice Standards (Teacher, Leader & Superintendent).
- Review traffic and parking management plan to respond to increased population.
- Collaborate with School Council and the Fundraising Association of New Horizons School for the enhancement of our playground and outdoor spaces.
- Digitize student records.
- Plan and coordinate a 25th Anniversary Celebration
- Work With School Council and FANHS to expand the playground.
- Engage stakeholders at the winter Stakeholder Forum the following:
 - What are attitudes and behaviours that will make them successful at work when they finish school?
 - In what way has NHS improved, stayed the same, or decline the last three years?

Budget Summary

The 2019-20 budget will maintain current level of services to the students, despite the elimination of the class size funding. It projects an overall deficit of \$103,217.

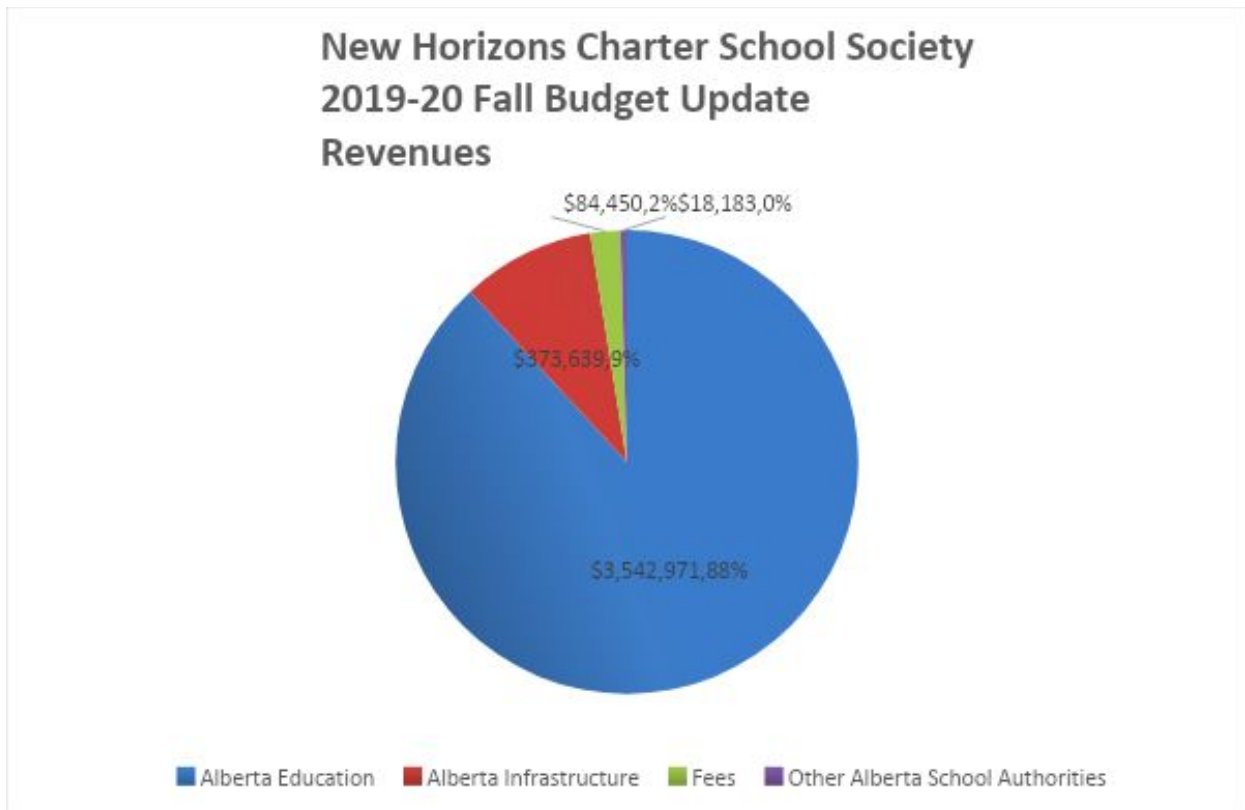
The student enrolment count as of September 30, 2019 is 373 FTE students. This is an increase of 39.5 FTE students, or 11.8%, over last year's enrolment.

Full budget details for 2019-20 can be viewed at <https://www.newhorizons.ca/about/school-information-documents/>.

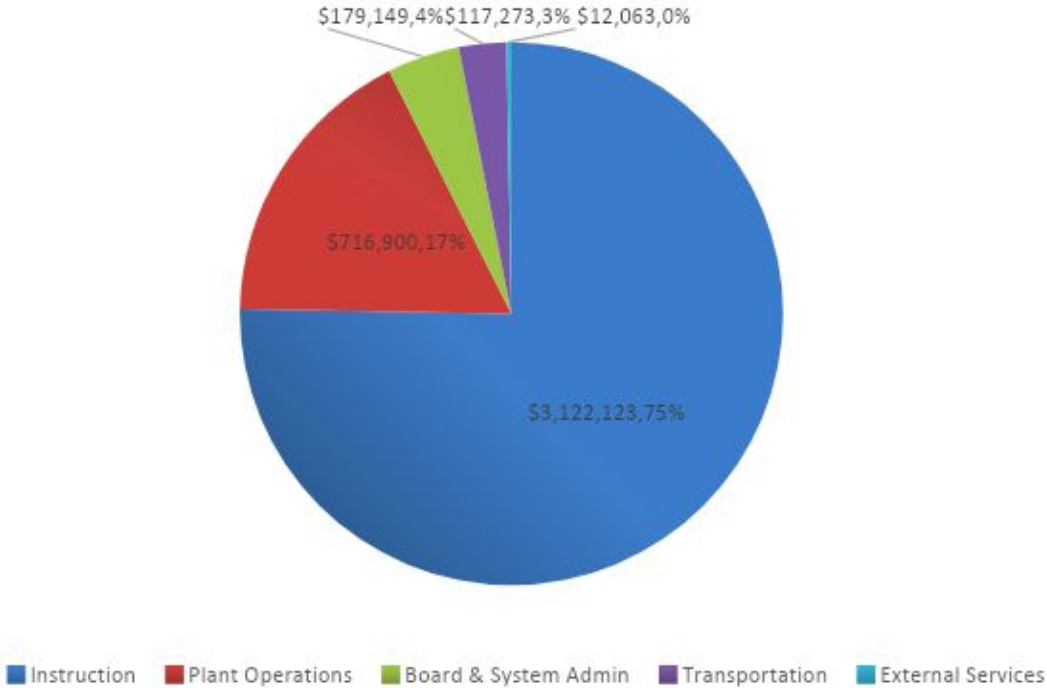
New Horizons School Fall 2018 Update to the 2019-20 Budget

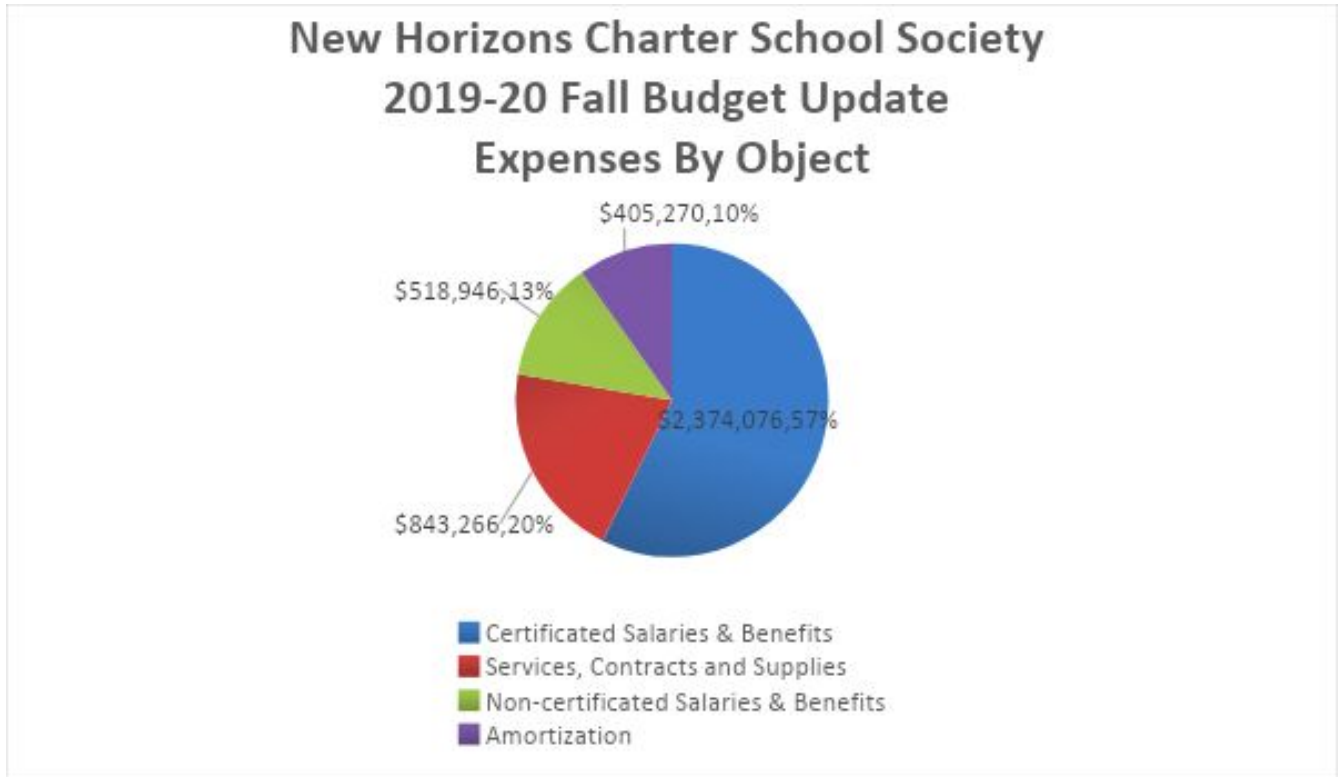
Revenues	Amount	% of Total
Alberta Education	\$3,542,971.33	87.60
Alberta Infrastructure	\$373,638.59	9.24
Other - Government of Alberta	\$0.00	0.00
Federal Government and First Nations	\$0.00	0.00
Other Alberta School Authorities	\$18,182.91	0.45
Out of Province Authorities	\$0.00	0.00
Alberta Municipalities - Special Tax Levies	\$0.00	0.00
Property Taxes	\$0.00	0.00
Fees	\$84,450.00	2.09
Other Sales and Services	\$1,500.00	0.03
Investment Income	\$5,500.00	0.14
Gifts and Donations	\$5,906.08	0.15
Rental of Facilities	\$12,141.87	0.30
Fundraising	\$0.00	0.00
Gain on Disposal of Capital Assets	\$0.00	0.00
Other Revenue	\$0.00	0.00
Total Revenues	\$4,044,290.78	100.0
Expenses by Program	Amount	% of Total
Instruction - Early Childhood Services	\$122,363.00	2.95
Instruction - Grades 1 - 12	\$2,999,760.28	72.33
Plant Operations and Maintenance	\$716,900.34	17.29
Transportation	\$117,273.00	2.83
Board & System Administration	\$179,149.00	4.32
External Services	\$12,062.94	0.28
Total Expenses	\$4,147,508.56	100.00
Surplus (Deficit)	\$(103,217.78)	

Expenses by Object	Amount	% of Total
Certificated Salaries & Wages	\$1,945,254.00	46.90
Certificated Benefits	\$428,822.00	10.34
Non-certificated Salaries & Wages	\$394,069.00	9.50
Non-certificated Benefits	\$124,877.00	3.01
Services, Contracts, Supplies	\$843,266.94	20.33
Amortization Expense - Supported	\$386,227.58	9.31
Amortization Expense - Unsupported	\$19,042.04	0.46
Interest on Capital Debt - Supported	\$0.00	0.00
Interest on Capital Debt - Unsupported	\$0.00	0.00
Other Interest and Finance Charges	\$5,950.00	0.15
Losses - Disposal of Tangible Capital Assets	\$0.00	0.00
Other Expenses	\$0.00	0.00
Total Expenses	\$4,147,508.56	100.00



New Horizons Charter School Society 2019-20 Fall Budget Update Expenses By Program





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 expiring in November 2018. The school is very nice and meets the current educational needs of our K – grade 9 student population but is able to address over-crowding.

A new modular classroom was added to the school in the 2018/19 school year and the Board purchased (using capital reserves) another modular for the 2019/20 school year. In order to address anticipated growth in the next two years, the school’s current Capital Plan calls for two additional classrooms, either as new construction or as modular structures. Accordingly, a

request for two new modular classrooms was submitted to Alberta Education in November 2019.

Our school’s enrolment cap was increased to 355 FTE students in September 2018. With a current school capacity of 390 students, we are well below the needed capacity; two additional modular classrooms would provide the capacity we need.

Historical Enrolment History and Projection

Class/Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	32	36	34	37	39	34	36	36
Grade 1	22	42	44	39	43	44	42	42
Grade 2	21	26	44	45	39	47	44	44
Grade 3	23	22	29	45	46	42	44	44
Grade 4	23	24	31	37	48	50	48	48
Grade 5	20	24	24	39	40	48	48	48
Grade 6	24	20	24	22	45	43	48	48
Grade 7	19	20	16	25	20	40	41	48
Grade 8	18	18	16	17	21	20	40	41
Grade 9	18	18	12	11	12	22	20	36
Total FTE Enrolment	204	232	257	298.5	333.5	373	393	437
Total Head Count	220	250	274	317	353	390	411	455

Figure 1: Enrolment History and Projection at New Horizons School as at October 29, 2020

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 11, 2019. The Forum provided opportunity for participants to generate input into the development of the school’s Three-Year Education Plan for 2019-20 to 2021-22

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 Saturday, March 23, 2019, 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.

As well, student, parent, and staff focus groups were held from November 4-6, 2019, to gather more stakeholder feedback and create more opportunities for stakeholder involvement.

Research, Innovations and Best 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 25TH anniversary.
- 2) Highlight Innovative Practices on the website.
- 3) Host the Edmonton Debate Camp during the summer.
- 4) Maintain membership with the Alberta Research Network.
- 5) Maintain a working relationship with the Werklund School of Education and its Partner Research Program to complete the planning for and initiation of a research project with a focus on teaching pedagogy in a gifted program.

Summary of Financial Results

The Board in its 2018-19 budget was committed to maintaining/improving the level of services to its children/students.

Enrolment increased from 299.5 FTE in the 2017-18 school year to 333.5 FTE in the 2018-19 school year.

The 2018-19 Budget anticipated a surplus of \$3,508; however, the year ended with a surplus of \$132,108.

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 2018-2019 year were \$4,051,095. Revenues from Alberta Education for the year were \$3,501,303 or 86.43% of revenues. Other Government of Alberta and School Authorities were \$422,582 or 10.43% and the remainder of \$127,210 or 3.14% 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/about/school-information-documents/>. or by contacting Tracy Leigh, Secretary-Treasurer by phone at 780-416-2353 or by email at tleigh@newhorizons.ca. For a provincial summary of audited financial statements visit this site: https://www.alberta.ca/k-12-education-financial-statements.aspx?utm_source=redirector

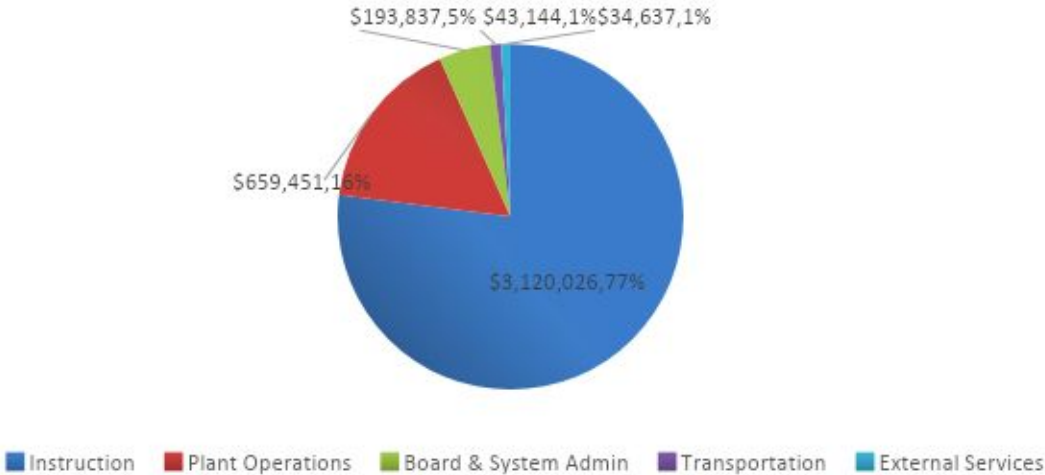
School Generated Funds

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/](https://www.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.

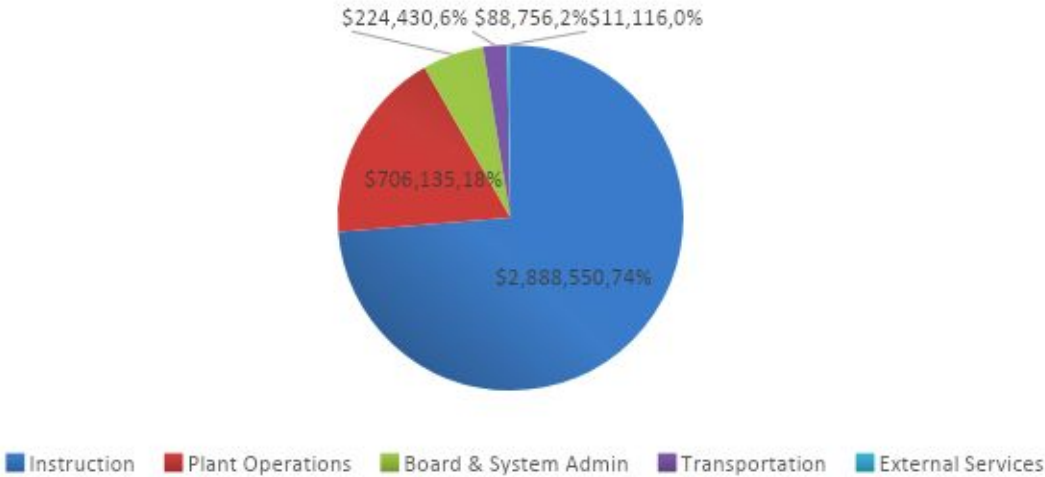
Provincial Rollup of Financial Information

Information on all Alberta school jurisdictions is available on the Alberta Education website at https://www.alberta.ca/k-12-education-financial-statements.aspx?utm_source=redirector

New Horizons Charter School Society 2018-19 Audited Financial Report Revenues



New Horizons Charter School Society 2018-19 Audited Financial Report Expenditures



Whistleblower Report

Section 32 of the *Public Interest Disclosure Act (2013)* requires that school authorities included in 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 2018-19 school year.