

# ANNUAL EDUCATION RESULTS REPORT

2021-2022



**NEW HORIZONS SCHOOL**

November 2022

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## Accountability Statement

The Annual Education Results Report for New Horizons Charter School Society for the 2021/2022 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021/2022 was approved by the Board on November 23, 2022



Dan Hanson  
Board Chair

## New Horizons School

New Horizons School is a Kindergarten to Grade 9 public school that works to meet the unique needs of academically gifted learners.

### Vision

The vision of the New Horizons School is to enable gifted students to strive for excellence in an environment that is positive with social and emotional support for each student.

### Mission

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.

## Alberta Education Assurance Measures Summary

Assurance Domain	Measure	New Horizons Charter School So			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	82.0	86.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	82.1	83.9	82.1	81.4	83.2	83.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	93.8	n/a	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	57.1	n/a	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
	<a href="#">Education Quality</a>	89.3	93.8	90.3	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	86.8	89.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	70.6	82.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	78.6	91.1	84.3	78.8	79.5	81.5	High	Maintained	Good

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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, Social Studies 30-2.

## Charter Goals

### Charter Goal 1: Student Learning is Improved

Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of study.*			
Measures			
See Provincial Achievement Test results in Student Growth and Achievement section of this document.			
Measures: Annual Board Survey	Results		
	2020	2021	2022
<b>School Survey Parents:</b> Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).	62%	76%	78%
In the 2022 stakeholder forum, feedback regarding IPPs was gathered and has been included in the strategies of the 2022-2025 Annual Education Plan.			

Outcome 2: Students will become creative risk takers academically.					
Measures: Annual Board Survey	Results				
	2018	2019	2020	2021	2022
<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%	95%	95%	92%
<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.	93%	88%	92%	95%	93%
<b>School Survey Parents:</b> Percentage of parents who agree that their child receives classroom work that is appropriately	87%	85%	87%	87%	92%

challenging.					
<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.	89%	n/a	95%	88%	90%
<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.	92%	87%	88%	85%	78%
<b>School Survey Students 7-9:</b> Percent of students who feel they are being appropriately challenged.	n/a	91%	77%	71%	78%
<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.	97%	n/a	88%	82%	84%
<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.	93%	96%	91%	78%	69%
<b>School Survey Students 4-6:</b> Percent of students who feel they are being appropriately challenged.	n/a	79%	70%	78%	68%
<p>Overall the positive results for this outcome suggest that New Horizons School is meeting the goal of fostering academic risk-taking.</p> <p>Continued emphasis on learning for transfer pedagogies and increased use of visible thinking routines will continue to provide students with rigor in their programs. Inquiry based approaches and cooperative learning continue in classrooms and across grades to encourage more creativity and innovation in learning. These strategies are in the 2022-2025 Education Plan.</p>					

## Charter Goal 2: Students Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

Measures: Annual Board Survey	Results				
	2017	2018	2019	2021	2022
<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.	71%	65%	67%	70%	79%
<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 at school.	93%	91%	87%	71%	80%
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the opportunity to work with students in other grades.	n/a	85%	77%	44%	56%
<b>School Survey Parents:</b> Percentage of parents who feel their child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	78%	81%	88%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	59%	56%	46%	56%
<b>School Survey Students 7-9:</b> Percentage of students who feel that their school provides opportunities to work with other students to complete a task / accomplish a goal.	n/a	91%	86%	81%	87%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they have the opportunity to work with students in other grades.	n/a	n/a	64%	21%	50%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.)	n/a	n/a	76%	81%	71%
<b>School Survey Students 4-6:</b> Percentage of students who feel that they are better able to address conflict with others (e.g.	n/a	82%	67%	54%	63%

differences of opinion) than they could at the beginning of the year.					
<b>School Survey Students 4-6 :</b> Percentage of students who feel that their school provides them with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal..	n/a	84%	89%	90%	88%
<b>School Survey Students 4-6:</b> Percentage of students who feel that they have the opportunity to work with students in other grades.	n/a	84%	89%	25%	45%
<b>School Survey Students 4-6:</b> Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	76%	69%	78%
<p>The cohorting required by the COVID protocols made positive interactions difficult. Staff tried to bridge that gap using technology. For instance, "Buddy Reading" continued with "Remote Buddy Reading" using Google Meet and toward the end of the 2021-2022 school year, outdoor activities allowed some interaction between grades. With restrictions being lifted, cross-grade activities have increased.</p> <p>Strategies to address conflict resolution will continue in the 2022-2025 Education Plan.</p>					

Outcome 2: Students will become creative risk takers socially.					
Measures: Annual Board Survey	Results				
	2017	2018	2019	2021	2022
<b>School Survey Parents:</b> 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.)	70%	70%	69%	64%	59%
<b>School Survey Parents:</b> 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	75%	72%	57%	69%

<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.)	85%	86%	78%	80%	76%
<b>School Survey Parents:</b> Percentage of parents who feel that their child is getting better at taking social risks.	n/a	n/a	70%	73%	85%
<b>School Survey Students 7-9:</b> 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	87%	70%	65%	63%
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school provides them with opportunities to interact with and get to know students other than those with whom they usually associate (eg. play, hang out, interact).	n/a	85%	83%	65%	77%
<b>School Survey Students 7-9:</b> 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	72%	76%	63%	64%
<b>School Survey Students 7-9:</b> Percentage of students who feel they are becoming better at taking social risks (doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	n/a	58%	57%	57%
<b>Survey Students 4-6:</b> 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	70%	59%	51%	56%
<b>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).	79%	82%	81%	73%	77%
<b>Survey Students 4-6:</b> Percentage of students who feel they are becoming more confident while working with others (eg.	n/a	86%	68%	67%	60%

speaking in front of the class, working with others they don't know very well, etc.).					
<b>Survey Students 4-6:</b> Percentage of students who feel comfortable doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	n/a	67%	56%	57%
<p>As with the first outcome of this goal, the cohorting required by the COVID protocols made positive interactions difficult. However, within classrooms, opportunities to take social risks do present themselves. Activities like Independent Studies and Project Based Learning continue to provide students with experiences of moving out of their "comfort zone."</p> <p>Opportunities to participate in extracurricular activities (including sports and chess club) also increased toward the end of the year and this continues to be a strategy in the 2022-2025 Education Plan.</p>					

### Charter Goal 3: Students' emotional needs are supported.

Outcome 1: Students will develop independence, self-direction and self-discipline in learning.					
Measures: Annual Board Survey	Results (in percentages)				
	2017	2018	2019	2021	2022
<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 interest him/her.	87%	58%	61%	61%	54%
<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%	77%	76%	91%	89%
<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.	77%	n/a	70%	79%	79%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	n/a	n/a	77%	79%	84%

<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 (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	n/a	62%	67%	79%
<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.	59%	70%	55%	42%	42%
<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.	89%	72%	80%	72%	76%
<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.	87%	87%	86%	75%	76%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	n/a	n/a	73%	72%	66%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	n/a	66%	66%	60%
<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.	98%	100%	75%	77%	61%
<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.	92%	93%	80%	79%	75%
<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.	98%	100%	87%	77%	72%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	n/a	n/a	72%	72%	66%

<b>School Survey Students 4-6:</b> Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	n/a	70%	65%	63%
<p>The emotional well-being of students is vital to their academic success. The greater degree to which the students' emotional needs are addressed and met, the greater the likelihood that this outcome (develop independence, self-direction and self-discipline in learning) will be met.</p> <p>It is for that reason that the 2022-2025 Three-Year Education Plan has strategies such as the following:</p> <ul style="list-style-type: none"> <li>• continued emphasis on developing executive functioning skills( time management skills; improve accountability and responsibility; organization/prioritizing)</li> <li>• continuing to address resilience: (learning to fail; being able to deal with stressful and ambiguous situations)</li> <li>• understanding giftedness to better understand oneself</li> </ul> <p>Continued exploration into school-wide Social Emotional Learning continues as a strategy in the 2022-2025 Education Plan.</p>					

Outcome 2: Students will become creative risk takers emotionally.					
Measures: Annual Board Survey	Results				
	2017	2018	2019	2021	2022
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to identify his/her emotions when they feel them.	88%	90%	84%	82%	91%
<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.	74%	76%	71%	71%	74%
<b>School Survey Parents:</b> Percentage of parents who agree their child wants to try again even when things don't go as hoped.	n/a	n/a	61%	68%	77%
<b>School Survey Parents:</b> My child understands it is ok to make a mistake.	n/a	n/a	84%	77%	83%
<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.	85%	82%	77%	79%	84%

<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	76%	89%	83%	73%	74%
<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.	85%	67%	79%	72%	65%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they want to try again even when things don't go as hoped.	n/a	n/a	76%	59%	59%
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	n/a	65%	71%	56%
<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.	51%	83%	74%	72%	63%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	87%	95%	79%	81%	71%
<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.	87%	34%	72%	66%	59%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they want to try again even when things don't go as hoped.	n/a	n/a	78%	69%	62%
<b>School Survey Students 4-6:</b> Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	n/a	79%	71%	75%
<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.	86%	80%	73%	72%	66%
<p>The data suggests there is a continued need to address this goal in alternate ways.  The 2022-2025 Three-Year Education Plan continues to support teaching students about emotional health, and social emotional learning by looking at concepts and skills related to Choice Theory, Zones Of Regulation &amp; Resiliency.</p>					

A school-wide Social Emotional Learning Curriculum is being investigated to provide students with additional strategies to cope with emotions and build resiliency.

Strategies in the 2022-2025 Three-Year Education Plan will be to use authentic contexts to help students transfer the concepts and skills they learn in class. For instance, staff will use recess supervision to have students apply concepts and skills such they learned in class (such as empathy) when dealing with an authentic conflict.

Toward the end of the 2021-2022 school year, additional outside mental health services were utilized through increased counseling contracted through an external Psychology provider.

## Student Growth and Achievement

### Overall Provincial Achievement Results

Performance Measure	Results in Percentages				
	2018	2019	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests	93.6%	93.8%	N/A	N/A	96.9%
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests	53.6%	57.1%	N/A	N/A	44.9%

### Provincial Achievement Results By Course and Grade

		New Horizons School				Alberta			
		2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	41	97.6	44	93.2	56,095	76.1	54,820	83.2
	Standard of Excellence	41	48.8	44	47.7	56,095	18.9	54,820	17.8
Mathematics 6	Acceptable Standard	41	95.1	44	95.5	56,019	64.1	54,778	72.5
	Standard of	41	34.1	44	43.2	56,019	12.6	54,778	15.0

	Excellence								
Science 6	Acceptable Standard	41	95.1	44	93.2	56,451	71.5	54,879	77.6
	Standard of Excellence	41	70.7	44	75.0	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	41	95.1	44	95.5	56,483	67.8	54,802	76.2
	Standard of Excellence	41	46.3	44	59.1	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	32	100.0	12	91.7	35,521	69.6	47,465	75.1
	Standard of Excellence	32	25.0	12	50.0	35,521	12.9	47,465	14.7
Mathematics 9	Acceptable Standard	32	93.8	12	91.7	32,890	53.0	46,764	60.0
	Standard of Excellence	32	21.9	12	58.3	32,890	16.7	46,764	19.0
Science 9	Acceptable Standard	32	100.0	12	91.7	31,215	68.0	47,489	75.2
	Standard of Excellence	32	59.4	12	66.7	31,215	22.6	47,489	26.4
Social Studies 9	Acceptable Standard	32	100.0	12	91.7	30,108	60.8	47,496	68.7
	Standard of Excellence	32	46.9	12	66.7	30,108	17.2	47,496	20.6

Due to the Covid-19 Pandemic there were no PAT results for the years 2019-2021.

Results of the 2021-2022 school year PATs are consistent with the high results achieved in previous years. It should be noted that our grade 9 class tripled in size since the 2019 PAT writing. Tracking these assessment results over time will be important in ensuring students continue to excel in their academics.

The data also indicates that students who are gifted First Nation, Metis, or Inuit students experience academic success at New Horizons.

## Citizenship

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year
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				Average
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	82.1%	83.9%	83.2%
	Parent	86.1%	85.9%	86.5%
	Student	71.9%	70.3%	71.9%
	Teacher	88.3%	95.5%	91.3%
The data shows that students continue to show citizenship within the school. Education around active citizenship within a school community as we adjust to routines outside the restrictions of the pandemic will be important to ensure students continue to grow in this area.				

### Student Learning Engagement

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average*
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Overall	82%	86.9%	82%
	Parent	91.1%	93.2%	91.1%
	Student	63.8%	67.5%	63.8%
	Teacher	91.2%	100%	91.2%
<p>Strategies to increase student engagement continue to be a priority in the 2022-2025 Three Year Education Plan. Information gathering through stakeholder forums and student focus groups will help to determine steps moving forward to increase student engagement.</p> <p>Data gathered through the Annual Board Survey presented above also indicates areas where engagement can be improved including fostering creativity and innovation. The 2022-2025 Three Year Education Plan include strategies to address this including cross-grade learning activities; increased use of visible thinking routines and inquiry based learning projects; the creation of additional spaces for technology and creative learning such as a maker-space.</p>				

\*The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Teaching and Leading

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	89.3%	93.8%	90.8%
	Parent	87.2%	93.2%	88%
	Student	86.0%	88.4%	86.9%
	Teacher	94.7%	100%	97.3%

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
Percentage of parents satisfied with the communication about students' progress.	81%	79%	80%
Percentage of parents satisfied that concerns are dealt with effectively and efficiently at the school.	84%	86%	83%
Percentage of parents satisfied with the leadership provided by the administration team.	86%	93%	91%
Percentage of parents satisfied with the leadership provided by the Board.	83%	77%	79%
<p>As per our Education Plan, some teachers continue to receive training and support in the area of transfer learning approach (concept based learning).</p> <p>As per the Teacher Growth, Supervision, and Evaluation Policy and associated administrative procedures, all teachers in their first year at NHS with probationary contracts and those teachers who are transitioning from interim to permanent certification are given formal evaluations. Teachers on continuing contracts and with permanent certification are observed as well and given feedback and, when necessary, support in areas of instruction and assessment.</p> <p>Staff submit and provide professional growth plans annually. Their personal growth goals are supported with professional development funds provided by the school as per the Collective Agreement. During the 2021-2022 school year, most professional development opportunities were online.</p>			

Finding whole-staff professional development time continues to be problematic. In the 2021-2022 school year, much time was dedicated to reviewing COVID protocols and developing engaging lessons for online learning for families who chose the remote learning option offered. As well, two non-instructional days are used each year for non-professional development purposes. The October PD day is set aside for IPP writing, while the March PD day is set aside for intake day (in-school assessment for new student applicants). We are exploring other ways to allow teachers to build capacity and collaborate.

Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of each monthly staff meeting is set aside for FNMI whole-staff learning.

## Learning Supports

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	Overall	86.8%	89.5%	86.8%
	Parent	92.4%	93.1%	92.4%
	Student	78.1%	79.4%	78.1%
	Teacher	90%	96%	90%
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Overall	70.6%	82.6%	70.6%
	Parent	79.7%	82.5%	79.7%
	Student	74.4%	70.9%	74.4%
	Teacher	57.9%	94.4%	57.9%

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
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Percentage of parents that are satisfied that concerns are dealt with effectively and efficiently at the school.	84%	86%	83%
Percentage of parents who agree that the school is proactive in promoting positive student behavior.	87%	87%	87%
<p>For the last two years, we have had 8 Educational Assistants and a .6 counsellor for student support. Feedback from parent forums have included a need for increased professional support time, but a decline in overall funding has made it so that we are unable to hire a part-time family liaison worker as we had planned.</p> <p>The dismantling of the Regional Collaborative Service Deliver negatively impacted us. Rather than having funded access to occupational therapists and speech pathologists, we needed to absorb the cost by creating separate contracts with them. We also seek outside services such as psychological services when needed.</p> <p>The adjustments made to the SLS funding model in the spring allowed us to access additional supports through an outside contracted psychological service provider. This pilot will continue into the 2022-2023 school year and will provide much needed mental health support.</p> <p>Our FNMI students are performing well at the NHS. They are achieving at average to above average academically and have access to support if and when they are needed. Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of each monthly staff meeting is set aside for FNMI whole-staff learning.</p>			

## Governance

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	78.6%	91.1%	82.9%
	Parent	81.9%	83.4%	78.1%
	Teacher	75.3%	98.9%	87.6%
New Horizons School offered a hybrid model of remote learning and in-person learning in the 2021-2022				

school year. This model created challenges and contributed to the teacher satisfaction decreasing so drastically from previous years. As we adjust to routines following the pandemic and through informal surveys sent at the end of the school year, strategies have been put in place to address this including a school-wide communication policy and increased collaboration time for teachers.

### Budget-Actual Comparison

TOTAL EXPENSES: Actual	\$4,580,098
Budgeted	\$4,342,045
Variance Amount	(\$238,053) (5%)

#### Explanation:

We received an additional \$81,000 from Alberta Education for our new Grade 9 class that was not in the budget. Plus an additional \$41,809 for new curriculum implementation. We also received an additional \$376,004 in Specialized Learning Support funding and \$143,694 in COVID Mitigation Funding.

Operations and maintenance was over budget as we received extra funding and we completed some projects in the school.

Transportation was under-budget as more parents began using the bus service.

There were fewer extracurricular activities and field trips due to the pandemic. As a result, some option funding was not utilized and these funds were returned to the parents.

Total expenses were higher than budgeted because of the completion of several projects and technology purchases due to the unexpected increase in funding.

#### Expenses:

### Summary of Financial Results

New Horizons Charter School (NHCS) shares the gymnasium and playground space with Ecole Claudette-Et-Denis-Tardif (ECDT), a francophone school that is situated on the same site.

NHCS shares janitorial, school maintenance, electricity, heating, water and sewer and property repairs with ECSD as well.

NHCS also collaborated with the County of Strathcona, ECDT, Friends of New Horizons Charter School and the provincial government to purchase and install a new playground for use by both schools and the community at large. This project was approximately \$95,000 which we received from stakeholders and the government. This project has been completed.

We were approved for two new modular units to accommodate two classes per grade. Both units were installed.

<https://newhorizons.ca/nhs-society-board-news-and-information-2/>

## Stakeholder Engagement

The annual stakeholder forum is held each year in late January or early February. The committee consisting of at least one board member and the principal determine the forum topics that are needed to address areas that the school requires or needs parent input. As an example, this past year the topic areas were around what New Horizons is doing well to support students and learning as well as areas requiring improvement.

Specific points within the AEP and AERR where stakeholder input is solicited is numerous. Colour coding is used for tracking information gathered at the stakeholder forum and other data strategies. Charter goals within the AEP show results over a 5-year period.

## Accountability/Assurance

Board Policy #102 provides the framework for system assurance and board accountability.

As identified in policy, the framework includes parent membership on board committees, board surveys of parents, providing stakeholders with the opportunity to participate in school, based decision making through annual stakeholder forums (e.g. IPP analysis at forum in 2022), participation in issue discussions (e.g. COVID-19 health and safety measure discussion and input), parent participation in monthly board meetings as a few examples.

The Board also have multiple opportunities to review data and exemplars from the AEP at the annual report and regularly scheduled review times at board meetings (see Board Annual Work Plan). Student input is gathered through surveys.

Key to the success of the school is ongoing monitoring of assurance data through disaggregating the data to determine areas of strength and areas requiring further supports.

## Local and Societal Contexts

New Horizons School is a public charter school serving 427 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 328 students and currently serves the needs of 427 gifted learners.