

ANNUAL EDUCATION RESULTS REPORT

2023-2024



NEW HORIZONS SCHOOL

October 2024

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Accountability Statement

The Annual Education Results Report for (name of school authority) for the 202X/202X school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 2023/2024 was approved by the Board on November 27, 2024.

Adam Asquini
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

Fall 2024 Required Alberta Education Assurance Measures - Overall 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 Avg.	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.9	85.2	83.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.6	81.0	81.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	93.5	89.6	89.6	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	56.5	58.3	58.3	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	98.5	97.1	97.1	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	53.4	53.7	53.7	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.8	90.6	89.9	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	84.1	85.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.9	86.7	78.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.5	90.9	84.7	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution

should be used when interpreting these results.

9. 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 Exam 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 the Student Growth and Achievement section of this document.			
Measures: Annual Board Survey	Results		
	2022	2023	2024
School Survey Parents: Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).	78	57	73
Many of the strategies utilized are universal to our unique program. Exploration of a new model of IPP development will be included in the Education Plan with a goal to create more time spent on engaging with students and parents regarding targeted IPP goals.			

Outcome 2: Students will become creative risk takers academically.					
Measures: Annual Board Survey	Results				
	2020	2021	2022	2023	2024
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.	95	95	92	88	94
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	95	93	91	94
School Survey Parents: Percentage of parents who agree that	87	87	92	78	82

their child receives classroom work that is appropriately challenging.					
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.	95	88	90	77	86
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.	88	85	78	69	80
School Survey Students 7-9: Percent of students who feel they are being appropriately challenged.	77	71	78	67	70
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.	88	82	84	86	87
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.	91	78	69	81	80
School Survey Students 4-6: Percent of students who feel they are being appropriately challenged.	70	78	68	68	67
<p>Overall the positive results for this outcome suggest that New Horizons School is meeting the goal of fostering academic risk-taking. We have created a learning support teacher to support enrichment and differentiation opportunities for students.</p> <p>Continued practice of pre-testing and programming for student needs is included in the 2024-2027 Education Plan. Increased rigor in our options courses for Junior High will encourage students to be challenged in areas of interest. This has been included in the Education Plan.</p>					

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

Outcome 1: Students will develop positive interdependence skills.					
Measures: Annual Board Survey	Results				
	2019	2020	2022	2023	2024
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.	67	70	79	63	73
School Survey Parents: 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.	87	71	80	86	90
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with students in other grades.	77	44	56	85	80
School Survey Parents: Percentage of parents who feel their child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	78	81	88	85	94
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 they could at the beginning of the year.	56	46	56	33	44
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.	86	81	87	81	82
School Survey Students 7-9: Percentage of students who feel that they have the opportunity to work with students in other grades.	64	21	50	51	46
School Survey Students 7-9: Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.)	76	81	71	53	57

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 they could at the beginning of the year.	67	54	63	53	58
School Survey Students 4-6 : 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..	89	90	88	90	90
School Survey Students 4-6: Percentage of students who feel that they have the opportunity to work with students in other grades.	89	25	45	70	69
School Survey Students 4-6: Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	76	69	78	74	74
Increased strategies to address conflict resolution were included in the 2023-2026 Education Plan. Improved results in this area suggests these strategies are improving social outcomes for students. We continue to offer cross grade options in Jr. High and will explore further ways to engage students cross-grade.					

Outcome 2: Students will become creative risk takers socially.					
Measures: Annual Board Survey	Results				
	2019	2020	2022	2023	2024
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.)	69	64	59	78	65
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).	72	57	69	78	75
School Survey Parents: Percentage of parents who feel that their	78	80	76	74	75

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.)					
School Survey Parents: Percentage of parents who feel that their child is getting better at taking social risks.	70	73	85	70	69
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.)	70	65	63	55	67
School Survey Students 7-9: 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).	83	65	77	67	73
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.).	76	63	64	56	63
School Survey Students 7-9: 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).	58	57	57	50	46
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.).	59	51	56	56	54
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).	81	73	77	75	74
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.).	68	67	60	66	61

Survey Students 4-6: Percentage of students who feel comfortable doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	67	56	57	61	52
<p>Within classrooms, opportunities to take social risks do present themselves. Activities like Independent Studies and Project Based Learning continue to provide students with leadership experiences. Students also have opportunities to start clubs of interest and provide leadership to younger students through our buddy and house team programs.</p> <p>Opportunities to participate in extracurricular activities (including after school and lunch hour clubs) continues to be a strategy in the 2024-2027 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)				
	2019	2020	2022	2023	2024
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 interest him/her.	61	61	54	51	71
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.	76	91	89	74	88
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.	70	79	79	66	76
School Survey Parents: 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.)	77	79	84	75	84
School Survey Parents: 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).	62	67	79	76	67
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.	55	42	42	36	36

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.	80	72	76	52	63
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.	86	75	76	56	58
School Survey Students 7-9: Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	73	72	66	65	59
School Survey Students 7-9: 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).	66	66	60	45	60
School Survey Students 4-6: 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.	75	77	61	58	58
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.	80	79	83	83	70
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.	87	77	75	75	76
School Survey Students 4-6: Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	72	72	64	64	66
School Survey Students 4-6: 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).	70	65	65	65	67
<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. It is for that reason that the 2024-2027 Education Plan has strategies such as the following:</p>					

- continued emphasis on developing executive functioning skills(time management skills; improve accountability and responsibility; organization/prioritizing)
- continuing to address resilience: (learning to fail; being able to deal with stressful and ambiguous situations)
- understanding giftedness to understand oneself better

Continued exploration on ways to make Independent Study (Investigations in Junior High) more engaging is included in the 2024-2027 Education Plan. Strategies to make this more engaging for students will continue to be explored in the 2024-2025 school year.

Outcome 2: Students will become creative risk takers emotionally.					
Measures: Annual Board Survey	Results				
	2019	2020	2022	2023	2024
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when they feel them.	84	82	91	82	88
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	71	71	74	77	73
School Survey Parents: Percentage of parents who agree their child wants to try again even when things don't go as hoped.	61	68	77	72	65
School Survey Parents: My child understands it is ok to make a mistake.	84	77	83	77	84
School Survey Parents: Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	77	79	84	68	78
School Survey Students 7-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	83	73	74	72	68
School Survey Students 7-9: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	79	72	65	65	68

School Survey Students 7-9: Percentage of students who agree that they want to try again even when things don't go as hoped.	76	59	59	47	53
School Survey Students 7-9: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	65	71	56	52	53
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.	74	72	63	48	57
School Survey Students 4-6: Percentage of students who agree that they are able to identify their emotions when they feel them.	79	81	71	72	73
School Survey Students 4-6: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	72	66	59	69	67
School Survey Students 4-6: Percentage of students who agree that they want to try again even when things don't go as hoped.	78	69	62	71	68
School Survey Students 4-6: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	79	71	75	80	77
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.	73	72	66	70	64
<p>The data suggests that counselling and classroom supports contribute to our students' social-emotional well-being. Ongoing strategies to address resilience and flexible thinking (learning to fail; being able to deal with stressful and ambiguous situations) are being explored, specifically within the gifted population.</p>					

Student Growth and Achievement

Early Years Assessments

We did not receive the reports for the early years assessments to include in this report. The following information was recorded locally.

Students completed the Lens and CC3 literacy assessments and the CAT4 for numeracy as required by Alberta Education. There were 41 students assessed in Grade 1; 43 students in grade 2 and 46 students in grade 3. One student scored in the at-risk category for the CC3 in grade 1 and intervention strategies were utilized resulting in no at-risk students at the end of the year. Strategies used included small group and one-on-one interventions, as well as direct, whole group instruction.

Grade 6 PAT Results By Number Enrolled Measure History													
	New Horizons Charter School So					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	41	48	46	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	95.1	89.6	93.5	Very High	Maintained	Excellent	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	46.3	58.3	56.5	Very High	Maintained	Excellent	n/a	n/a	20.1	18.0	19.8

Grade 9 PAT Results By Number Enrolled Measure History													
	New Horizons Charter School So					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	32	34	51	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	98.4	97.1	98.5	Very High	Maintained	Excellent	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	38.3	53.7	53.4	Very High	Maintained	Excellent	n/a	n/a	16.8	15.5	15.4

Provincial Achievement Results By Course and Grade

		New Horizons School				Alberta			
		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard								
	Standard of Excellence								
Mathematics 6	Acceptable Standard								
	Standard of Excellence								
Science 6	Acceptable Standard								
	Standard of Excellence								
Social Studies 6	Acceptable Standard	43	95.6	48	89.6	41681	79.2	57655	66.2
	Standard of Excellence	26	57.8	48	58.3	12017	22.8	57655	18.0
English Language Arts 9	Acceptable Standard	50	100	34	94.1	41078	83.8	56255	71.4
	Standard of Excellence	23	46.0	34	38.2	6962	14.2	56255	13.4
Mathematics 9	Acceptable Standard	50	98	34	97.1	30859	62.0	55447	54.4
	Standard of Excellence	21	41.2	34	50.0	8192	16.5	55447	13.5
Science 9	Acceptable Standard	51	100.0	34	97.1	39914	79.2	56,11	66.3
	Standard of Excellence	34	66.7	34	50.0	12310	24.4	56311	20.1
Social Studies 9	Acceptable Standard	50	100.0	97.1	97.1	35780	70.9	56309	58.4
	Standard of Excellence	31	62.0	55.9	55.9	9323	18.5	56309	15.9

Our Grade 6 classes implemented new Curriculum in 2023-2024 and were exempt from writing the PAT in Math, Science and Language Arts. PAT results indicate that NHS students continue to demonstrate strong ability in the core subject areas.

Citizenship

Measure AEAM		Current Result	Previous Year Result	Previous Three Year Average*
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	81.6	81.0	81.5
	Parent	86.8	89.3	
	Student	64.8	66.9	
	Teacher	93.2	86.7	
Education around active citizenship within a school community will be included in the Education Plan. Opportunities to participate in activities outside the classroom have increased and will continue to foster active citizenship.				

*3 year averages were not included in the AEAM results for individual groups.

Student Learning Engagement

Measure (AEAM)		Current Result	Previous Year Result	Previous Three Year Average*
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Overall	80.9	85.2	83.6
	Parent	90.3	91.0	
	Student	61.1	64.5	
	Teacher	91.1	100.0	
Strategies to increase student engagement continue to be a priority in the 2024-2026 Three Year Education Plan. Information gathering through stakeholder forums and student focus groups will help to determine steps moving forward to increase student engagement.				
Data gathered through the Annual Board Survey presented above also indicates areas where engagement can be improved including fostering creativity and innovation. The 2024-2026 Three Year Education Plan includes strategies to address this including cross-grade learning activities; increased use of visible thinking routines and inquiry based learning projects; as well as the creation of additional spaces for technology and creative learning such as a maker-space and outdoor classroom. Professional development on student engagement is also ongoing.				

*3 year averages were not included in the AEAM results for individual groups.

Teaching and Leading

Measure (AEAM)		Current Result	Previous Year Result	Previous Three Year Average
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	87.8	90.6	89.9
	Parent	90.3	91.4	
	Student	82.8	85.9	
	Teacher	91.1	94.4	

*3 year averages were not included in the AEAM results for individual groups.

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
Percentage of parents satisfied with the communication about students' progress.	73	69	74.3
Percentage of parents satisfied that concerns are dealt with effectively and efficiently at the school.	88	70	80.6
Percentage of parents satisfied with the leadership provided by the administration team.	93	80	86.3
Percentage of parents satisfied with the leadership provided by the Board.	80	65	77.7

Continued focus on communication to parents/caregivers is included in the 2024-2026 Education Plan.

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.

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.

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	Previous 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	84.1	85.4
	Parent	93.6	93	
	Student	73.6	73.4	
	Teacher	93.1	85.7	
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Overall	80.9	86.7	78.7
	Parent	82.6	87.5	
	Student	73.6	72.7	
	Teacher	86.5	100	

*3 year averages were not included in the AEAM results for individual groups.

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
Percentage of parents who agree that the school is proactive in promoting positive student behavior.	98	78	87.7
<p>The adjustments made to the SLS funding model allowed us to access additional support through an outside contracted psychological service provider. This program will continue into the 2024-2025 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 monthly staff meetings is set aside for FNMI whole-staff learning.</p>			

Governance

Measure (AEAM)		Current Result	Previous Year Result	Previous Three Year
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				Average
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	86.5	90.9	84.7
	Parent	78.4	81.7	
	Teacher	94.7	100.0	
Parent engagement and communication strategies continue to be included in the Education Plan. Communication protocols were implemented in the 2023-2024 school year. These will continue, and new communication channels are being utilized to ensure families have the opportunity to provide feedback and input into their child's education.				

*3 year averages were not included in the AEAM results for individual groups.

Budget-Actual Comparison

BUDGET: Revenue	\$4,887,206
Expenses	\$4,987,674
Variance	(\$100,468)
ACTUAL: Revenue	\$5,067,448
Expenses	\$5,048,716
Variance	\$18,732
Explanation:	
We received an additional \$23,945 for new curriculum implementation funding and an additional WMA adjustment of \$74,388 which increased our revenue. This changed our deficit to a surplus.	

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.
https://newhorizons.ca/nhs-society-board-news-and-information-2/
Alberta Education Audited Financial Statement Information

www.alberta.ca/k-12-education-financial-statements.aspx

Financial information can be obtained through Secretary-Treasurer Patti Dundas.

Stakeholder Engagement

Stakeholder engagement is a priority for New Horizons School. Input from parents, students and staff is valued and guides the development of the Education Plan. Engagement takes place in a variety of ways and data is collected on an ongoing basis throughout the school year.

- Alberta Education Assurance Survey*
- New Horizons School Board Created Survey*
- Stakeholder Forum held in January 2023*
- Provincial Achievement Tests*
- Alberta Education Curriculum implementation expectations
- Meet the Teacher Evening (September)
- Individual Program Plan (IPP) parent and student input (September and Ongoing)
- Professional growth meetings with staff (twice a year)
- Digital school updates (e-news weekly)
- Monthly Staff meetings
- Monthly Board meetings
- Monthly School Council meetings and communications
- Report Card comments and indicators
- Google Classroom Communications from teachers
- Parent/Teacher/Student Conferences (twice a year)
- Information Night (January)
- Parent information sessions from community experts
- Student focus groups
- Open-door policy to address student, parent and staff concerns

Results and information from these engagement strategies are shared through the Education Plan, the AERR, at Board Meetings, at school council meetings and through school Newsletters and via email directly to parents.

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, participation in issue discussions, 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.

New Horizons is proud to have a very active and engaged School Council that meets monthly to provide advice

share information on the AERR and the Education Plan. Information on these meetings can be found on the school website.

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.

Whistleblower Protection

There were no disclosures made in the 2023-2024 school year.

Local and Societal Contexts

New Horizons School is a public charter school serving 441 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 362 students and currently serves the needs of 441 gifted learners.