

ANNUAL EDUCATION RESULTS REPORT

2024-2025



NEW HORIZONS SCHOOL

November 2025

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Accountability Statement

The Annual Education Results Report for New Horizons Charter School Society for the 2024/2025 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 2024/2025 was approved by the Board on November 26, 2025.



Paul Jackson
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.

Local and Societal Contexts

New Horizons School is a public charter school serving 455 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. As our population of students that self-identify as First Nations, Metis and Inuit is low we are unable to separate this data from our results as a whole. We have included the data and made note of this where appropriate. We endeavour to provide supports to meet the recommendations of the Truth and Reconciliation Commissions Calls to Action.

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 30 years since that time, our school has grown to 455 students and we look forward to continued growth to offer programming for students in grades 10-12.

Alberta Education Assurance Measures Summary

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	81.4	80.9	82.7	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	80.1	81.6	81.5	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	94.7	98.5	97.8	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	37.5	53.4	53.6	15.6	15.4	15.5	Very High	Declined	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.0	87.8	89.2	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	86.8	85.9	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	80.7	80.9	79.4	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	84.3	86.5	85.3	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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.

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).

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.

Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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.

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				
	2025	2024	2023	2022	2021
School Survey Parents: Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).	78	73	57	78	76
School Survey Students 7-9: Percentage of students that feel their IPP is helpful in their learning.	19	24	17	24	44
Many of the strategies utilized are universal to our unique program. Exploration of a new model of IPP development has been 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				
	2025	2024	2023	2022	2021
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.	97	94	88	93	95
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	94	91	92	95
School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	86	82	78	92	87

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.	74	86	77	90	88
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.	71	80	69	78	85
School Survey Students 7-9: Percent of students who feel they are being appropriately challenged.	61	70	67	78	71
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.	83	87	86	84	82
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.	84	80	81	69	78
School Survey Students 4-6: Percent of students who feel they are being appropriately challenged.	65	67	68	68	78
<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 2025-2028 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				
	2025	2024	2023	2022	2021
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.	72	73	63	79	70
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.	91	90	86	80	71
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with students in other grades.	83	80	85	56	44
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.	92	94	85	88	81
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.	32	44	33	56	46
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.	79	82	81	87	81
School Survey Students 7-9: Percentage of students who feel that they have the opportunity to work with students in other grades.	47	46	51	50	21
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.)	56	57	53	71	74

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.	56	58	53	63	54
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..	90	90	90	88	90
School Survey Students 4-6: Percentage of students who feel that they have the opportunity to work with students in other grades.	71	69	70	45	25
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.	73	74	74	78	69
Increased strategies to address conflict resolution were included in the 2025-2027 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. We have also employed a .5 FTE counsellor to help support student needs.					

Outcome 2: Students will become creative risk takers socially.					
Measures: Annual Board Survey	Results				
	2025	2024	2023	2022	2021
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	65	78	59	64
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).	84	75	78	69	57
School Survey Parents: Percentage of parents who feel that their	88	75	74	76	80

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.	80	69	70	85	73
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.)	65	67	55	63	65
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).	69	73	67	77	65
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.).	53	63	56	64	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).	54	46	50	57	57
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.).	74	54	56	56	51
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).	73	74	75	77	73
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	61	66	60	67

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).	60	52	61	57	56
<p>Within classrooms, opportunities to take social risks do present themselves. Activities like Investigations 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 2025-2028 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)				
	2025	2024	2023	2022	2021
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.	77	71	51	54	61
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.	84	88	74	89	91
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	76	66	79	79
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.)	83	84	75	84	79
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).	83	67	76	79	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.	46	47	49	53	63

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.	62	67	70	75	76
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.	70	67	67	73	76
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).	62	62	65	66	72
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).	62	63	57	62	66
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.	70	58	58	61	77
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.	71	70	83	75	79
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.	77	76	75	72	77
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).	64	66	64	66	72
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).	73	67	65	63	66
<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 2025-2028 Education Plan has strategies such as the following:</p> <ul style="list-style-type: none"> ● 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)

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.

A new model of IPP (Individual Program Plan), now ALP (Advanced Learning Plan) for students in grade 7-9 has been implemented so students may engage with their personal and academic goal setting.

Outcome 2: Students will become creative risk takers emotionally.					
Measures: Annual Board Survey	Results				
	2025	2024	2023	2022	2021
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when they feel them.	96	88	82	91	82
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	85	73	77	74	71
School Survey Parents: Percentage of parents who agree their child wants to try again even when things don't go as hoped.	83	65	72	77	68
School Survey Parents: My child understands it is ok to make a mistake.	88	84	77	83	77
School Survey Parents: Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	84	78	68	84	79
School Survey Students 7-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	74	68	72	74	74
School Survey Students 7-9: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	63	68	65	65	72

School Survey Students 7-9: Percentage of students who agree that they want to try again even when things don't go as hoped.	55	53	47	59	59
School Survey Students 7-9: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	49	53	52	56	71
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.	40	57	48	63	66
School Survey Students 4-6: Percentage of students who agree that they are able to identify their emotions when they feel them.	77	73	72	71	81
School Survey Students 4-6: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	71	67	69	59	66
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	68	71	62	69
School Survey Students 4-6: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	73	77	80	75	71
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.	69	64	70	66	72
<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. A half time school counsellor has been employed to help address student needs. This has been addressed in our Annual Education Plan and will continue to be a priority as we seek to find counselling supports that meet the unique needs of our gifted learners.</p>					

Student Growth and Achievement

Early Years Assessments

Assessment	Grade	Number Assessed	Number at Risk at Initial Screen	Number at Risk at Final Screen
PAST (Phonological Awareness Screening Test)	K	30	3	0
	1	45	4	N/A
LeNs (Letter Name Sound)	K	35	4	0
	1	45	1	1
	2	41	2	0
CC3 (Castles and Colhart 3)	1	45	0	0
	2	42	3	1
	3	43	1	0
RAN (Rapid Automatized Naming): Digits Test	K	35	0	0
Provincial Numeracy Screening Assessment	K	36	1	0
	1	43	7	3
	2	41	2	1
	3	43	1	1

Our Early Numeracy Program uses teacher created resources for intervention with supplements from the Math Seeds program. Interventions include pullouts for individuals and small groups.

Our Early Literacy Program utilizes the Phonics Companion scope and sequence along with supplementary materials from UFLI, and resources created by classroom teachers. The following intervention methods follow the same scope and sequence with supplementary materials.

- Phonics Companion word lists inputted into games and activities purchased
- Letter tile word building
- Small group reading with Scholastic Home Reader Books

- Letter/sound recognition games and flashcards to memorize alphabet sounds
- Home reading practice with Scholastic Home Reader books
- Home decoding/encoding practice
- Word ladders, word pyramids, and sentence pyramids
- Phonics Mats for Grade 1 from Lucky Little Learners
- UFLI decodable passages and decodable passages generated using Project Read AI
- Writing helper and sound wall provided at student desks during writing time
- Differentiated alternate lower-level activities provided in class
- Jolly Phonics

Provincial Achievement Results

Grade 9 PAT Results By Number Enrolled Measure History													
	New Horizons Charter School So					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	32	34	51	38	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	98.4	97.1	98.5	94.7	Very High	Maintained	Excellent	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	38.3	53.7	53.4	37.5	Very High	Declined	Good	n/a	16.8	15.5	15.4	15.6

Grade 6 and 9 PAT Results by Course and Percentage												
		Results (in percentages)										
		2021		2022		2023		2024		2025		
		A	E	A	E	A	E	A	E	A	E	
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89.8	46.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89.8	63.3
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1
Social Studies 6	Authority	n/a	n/a	95.1	46.3	89.6	58.3	93.5	56.5	91.8	55.1	
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5	
English Language Arts 9	Authority	n/a	n/a	100.0	25.0	94.1	38.2	98.0	45.1	100.0	18.4	
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1	
Mathematics 9	Authority	n/a	n/a	93.8	21.9	97.1	50.0	98.0	41.2	89.5	39.5	
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0	
Science 9	Authority	n/a	n/a	100.0	59.4	100.0	70.6	100.0	66.7	94.7	52.6	
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1	
Social Studies 9	Authority	n/a	n/a	100.0	46.9	97.1	55.9	98.0	60.8	94.7	39.5	
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1	

A=Acceptable Standard, E=Standard of Excellence

Grade 6 piloted the new Science Program of Studies and so did not complete the PAT for this course.

Due to our low population of students that identify as FMNI, the data is embedded within the above table.

Citizenship

Measure AEAM		2025	2024	2023	2022	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	80.1	81.6	81.0	82.1	83.9
	Parent	84.0	86.8	89.3	86.1	85.9
	Student	61.2	64.8	66.9	71.9	70.3
	Teacher	95.0	93.2	86.7	88.3	95.5
<p>Education around active citizenship within a school community has been included in the Education Plan. Opportunities to participate in activities outside the classroom have increased and will continue to foster active citizenship. We have also implemented a Wings of Excellence program for students to promote citizenship and positive student behaviour. We have also developed a Student Council to allow students to practice active citizenship within the school setting.</p>						

Student Learning Engagement

Measure (AEAM)		2025	2024	2023	2022	2021
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Overall	81.4	80.9	85.2	82.0	86.9
	Parent	92.3	90.3	91.0	91.1	93.2
	Student	56.0	61.1	64.5	63.8	67.5
	Teacher	95.8	91.1	100.0	91.2	100.0
<p>Strategies to increase student engagement continue to be a priority in the 2025-2028 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 2025-2028 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.</p>						

Teaching and Leading

Measure (AEAM)		2025	2024	2023	2022	2021
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	89.0	87.8	90.6	89.3	93.8
	Parent	88.6	88.4	91.4	87.2	93.2
	Student	80.6	82.8	85.9	86.0	88.4
	Teacher	97.9	92.1	94.4	94.7	100.0
<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.</p> <p>We have also broadened our Professional Growth Program to include building capacity with teachers to facilitate Professional Learning Communities based on professional growth plans. This program has helped build the capacity of teachers to increase engagement for students, build stronger foundational knowledge of FNMI teaching and learning and improved our enrichment programs to better meet the needs of our unique gifted students.</p> <p>We have designated a Learning Support teacher to help build capacity of teachers to support gifted learners through coaching, IPP writing and enrichment planning. This role has had a significant impact on student learning and meeting the needs of gifted learners.</p> <p>Structured Professional Development times have enabled staff to engage in collaboration and professional learning on a variety of topics including engaging gifted learners, working with neurodiverse students, increasing enrichment and expansion of curriculum and ways to embed FNMI foundational teaching into classroom practice.</p> <p>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>						

Annual Board Survey Measure	2025	2024	2023	2022	2021
Percentage of parents satisfied with the communication about	82	73	69	81	81

students' progress.					
Percentage of parents satisfied that concerns are dealt with effectively and efficiently at the school.	87	88	70	84	86
Percentage of parents satisfied with the leadership provided by the administration team.	92	93	80	86	93
Percentage of parents satisfied with the leadership provided by the Board.	89	80	65	83	77
Continued focus on communication to parents/caregivers is included in the 2025-2028 Education Plan. We are exploring more options to effectively communicate to parents to foster an engaged, open line of communication to parents. In the Stakeholder engagement section of this report you will find a comprehensive list of the many ways we continue to engage our Stakeholders.					

Learning Supports, Access to Supports and Services

Measure (AEAM)		2025	2024	2023	2022	2021
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	Overall	85.4	86.8	84.1	86.8	86.8
	Parent	89.6	93.6	93	92.4	92.4
	Student	70.2	73.6	73.4	78.1	78.1
	Teacher	96.4	93.1	85.7	90.0	90.0
The 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.	Overall	88.1	88.8	88.8	88.2	92.1
	Parent	92.4	94.9	94.9	93.2	94.6
	Student	75.5	78.4	78.4	82.0	84.9
	Teacher	96.3	93.2	93.2	89.4	96.6
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Overall	80.7	80.9	86.7	70.6	82.6
	Parent	76.6	82.6	87.5	79.7	82.5
	Student	69.1	73.6	72.7	74.4	70.9
	Teacher	96.3	86.5	100	57.9	94.4
The percentage of teacher, parent and student	Overall	70.5	64.5	67.8	58.6	69.2

satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Parent	67.2	66.7	70.2	67.5	66.0
	Student	60.1	56.8	56.6	58.3	59.3
	Teacher	84.1	70.0	76.5	50.0	82.2

Annual Board Survey Measure	2025	2024	2023	2022	2021
Percentage of parents who agree that the school is proactive in promoting positive student behavior.	89	98	78	87	87

We have employed a half time school counsellor to help meet the social and emotional needs of students. We have also implemented a Wings of Excellence program for students to promote citizenship and positive student behaviour. Our partnership with Strathcona County Family Community Services has proved valuable as we refer families in need to their various free or low cost programming. We bring in a variety of speakers, including the Saffron Centre, for parents and students to help support positive relationships.

We prioritize Educational Assistant support to help meet the individual needs of our gifted learners. With every student in our school having an Individual Program Plan and/or an Advanced Learning Plan, we are able to target strengths and needs of students to better support their academic, social and emotional growth.

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. We apply FNMI knowledge across the curriculum in all grades and engage in whole school approaches to build capacity in FMNI education and support all learners.

Governance

Measure (AEAM)		2025	2024	2023	2022	2021
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	84.3	86.5	90.9	78.6	91.1
	Parent	77.4	78.4	81.7	81.9	83.4
	Teacher	91.3	94.7	100.0	75.3	98.9

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.

Budget-Actual Comparison

FUNCTION	DESCRIPTION	2023-24 ACTUAL	2024-25 ACTUAL	2025-26 BUDGET
Revenues		\$ 5,067,448.00	\$ 5,116,909.00	\$ 5,272,336.41
	Alberta Education	\$ 4,498,754.00	\$ 4,517,038.00	\$ 4,686,132.08
	Alberta Infrastructure	\$ 334,004.00	\$ 315,758.00	\$ 396,750.34
	Other Government of Alberta	\$ 1,265.00	\$ 1,223.00	
	Other Alberta School Jurisdictions	\$ 30,446.00	\$ 55,682.00	\$ 6,682.91
	Fees from Parents	\$ 132,214.00	\$ 161,824.00	\$ 120,865.00
	Other Sales & Services	\$ 2,089.00	\$ 702.00	\$ 1,500.00
	Investment Income	\$ 17,366.00	\$ 14,483.00	\$ 10,500.00
	Gifts & Donations	\$ 4,695.00	\$ 3,141.00	\$ 5,906.08
	Fundraising	\$ 29,387.00	\$ 21,705.00	\$ 30,000.00
	Rentals of Facilities	\$ 17,228.00	\$ 25,353.00	\$ 14,000.00
Expenses		\$ 5,048,716.00	\$ 5,243,464.00	\$ 5,402,336.41
	Instruction - ECS	\$ 108,261.00	\$ 112,279.00	117641
	Instruction - Grade 1-9	\$ 3,715,231.00	\$ 3,920,543.00	3972644.07
	Operations & Maintenance	\$ 890,006.00	\$ 854,243.00	955222.34
	Transportation	\$ 64,929.00	\$ 60,717.00	66169
	Administration	\$ 229,005.00	\$ 251,882.00	250010
	External Services	\$ 41,284.00	\$ 43,800.00	40650
Surplus (Deficit)		\$ 18,732.00	-\$ 126,555.00	-\$ 130,000.00

2024-25

BUDGET: Revenue \$5,144,124
 Expenses \$5,274,124
 Variance (\$130,000) (2.5%)

ACTUAL: Revenue \$5,116,909
 Expenses \$5,243,464
 Variance (\$126,555) (2.4%)

Explanation:

We received an additional \$24,485 for new curriculum implementation funding. This money was used for new resources and release time for teachers.

We spent \$126,555 from our reserves to offset charges for hiring a new technology company and contracted therapists (OT, SLP, Counsellor), as well as for computer hardware purchases. The OT and SLP were contracted on an as-needed basis. The counsellor was a .5 employee. In addition, we received funding for literacy, which

allowed teachers to have release time. We also have a part-time student support teacher.

We had \$35,282 reduced in our budget due to enrolment adjustments.

Operations and Maintenance, as well as Instruction (Grade 1 to Grade 9), were over budget due to the reserve spending drawdown plan.

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

NHCS also shares janitorial, school maintenance, electricity, heating, water and sewer, and property repairs with ECSD. ECDT left our site in July 2025 as their new school was ready for occupation.

We were approved for two new modular units to improve our utilization rates. Both units were installed.

Summary of Financial Results

<https://newhorizons.ca/wp-content/uploads/2026/01/2025-New-Horizons-Charter-School-Society-FS.pdf>

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 (pdundas@newhorizons.ca)

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 2025*
- 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.

Highlights-from stakeholder forum for high school planning

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 board report and regularly scheduled review times at board meetings (see Board Annual Work Plan). Student input is gathered through surveys, stakeholder forums and focus group discussions.

New Horizons is proud to have a very active and engaged School Council that meets monthly to provide advice and 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 2024-2025 school year.