ANNUAL EDUCATION RESULTS REPORT

2025-2026



NEW HORIZONS SCHOOL

November 2026

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Accountability Statement

The Board/Board of Directors of New Horizons Charter School Society has reviewed its 2026-29 Education Plan in accordance with the requirements of the Provincial Strategic Priorities for Education Regulation. The Board/Board of Directors confirms that the Education Plan aligns with the provincial strategic priorities of Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society and includes outcomes, measures, and strategies that will enable the school authority to report results related to each priority in its 2025/26 Annual Education Results Report (AERR).

Where necessary, the school authority updated its Education Plan or identified actions that will be taken to achieve alignment with the provincial strategic priorities and improve student learning and results.

The Board/Board of Directors approved this statement and confirmed the school authority's compliance with the Provincial Strategic Priorities for Education Regulation
on November 23, 2026.

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 462 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students from the Edmonton Capital Region. 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 Commission's 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 462 students and we look forward to continued growth to offer programming for students in grades 10-12.

Alberta Education and Childcare Assurance Measures Summary

Fall 2026 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	**83.9**	81.4	82.5	**84.2**	83.9	84	Intermediate	Maintained	Acceptable
	Citizenship	**84.8**	80.1	80.9	**81.2**	79.8	79.8	Very High	Improved	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**83.9**	94.7	96.8	**60.8**	62.5	62.6	Very High	Declined Significantly	Acceptable
	PAT9: Excellence	**46.7**	37.5	48.2	**15.5**	15.6	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**90.8**	89	89.1	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**88**	85.4	85.4	**85.8**	84.4	84.4	High	Maintained	Good
	Access to Supports and Services	**82.9**	80.7	82.8	**79.5**	80.1	80.2	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	**90.2**	84.3	87.2	**79.9**	80	79.5	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 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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24, and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Exams was impacted by wildfires in 2022/23 including the cancellation of the January 2026 Diploma Exam administration. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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: Annual Board Survey	Results				
	2026	2025	2024	2023	2022
School Survey Parents: Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).	83	78	73	57	78
School Survey Students 7-9: Percentage of students that feel their IPP is helpful in their learning.	37	19	24	17	24
The school has used feedback from previous years to evaluate our IPP process and identify opportunities for greater student choice. A new, strengths-based model for IPPs and Advanced Learning Plans (ALPs) was implemented for students in Grades 7–9 during the 2025–2026 school year. The Annual Board Survey results demonstrate improvement in parent satisfaction with the effectiveness of Individual Program Plans (IPPs). Student perceptions of the helpfulness of their IPPs also increased. Although this represents considerable improvement, the student results indicate that there is still work to be done to ensure students understand and see value in the goals established for their learning.					

**See Provincial Achievement Test results in the Student Growth and Achievement section of this document.*

Outcome 2: Students will become creative risk takers academically.					
Measures: Annual Board Survey	Results				
	2026	2025	2024	2023	2022
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	97	94	88	93
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.	94	92	94	91	92
School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	87	86	82	78	92

School Survey Students 7-9: Percentage 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.	82	74	86	77	90
School Survey Students 7-9: Percentage 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.	83	71	80	69	78
School Survey Students 7-9: Percentage of students who feel they are being appropriately challenged.	67	61	70	67	78
School Survey Students 4-6: Percentage 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	83	87	86	84
School Survey Students 4-6: Percentage 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	84	80	81	69
School Survey Students 4-6: Percentage of students who feel they are being appropriately challenged.	82	69	75	73	70

These results indicate that the New Horizons's emphasis on differentiated instruction, enrichment, inquiry-based learning, and opportunities for creative problem-solving is supporting the development of academic risk-taking. At the same time, the results indicate that students in Grades 7–9 continue to identify room for improvement in feeling appropriately challenged.

In response to these findings, we have continued to build teacher capacity through professional learning, coaching, and the designated Learning Support Teacher role. The 2026–2029 Education Plan identifies continued professional development in project-based learning, inquiry, creative problem-solving, cooperative learning, and executive functioning strategies. The plan also identifies the continued development of Wonder Learning in Kindergarten to Grade 3, Discovery Learning in Grades 4–6, and Investigations in Grades 7–9, along with opportunities to use alternative learning spaces and emerging technology.

We will continue to use student and parent feedback, assessment results, and teacher observations to evaluate whether these approaches are providing appropriate levels of challenge and meaningful opportunities for students to demonstrate their strengths.

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

Outcome 1: Students will develop positive interdependence skills.					
Measures: Annual Board Survey	Results				
	2026	2025	2024	2023	2022
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.	77	72	73	63	79
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.	93	91	90	86	80
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with students in other grades.	90	83	80	85	56
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.	89	92	94	85	88
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.	54	32	44	33	56
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.	80	79	82	81	87
School Survey Students 7-9: Percentage of students who feel that they have the opportunity to work with students in other grades.	51	47	46	51	50
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.)	75	56	57	53	71
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.	65	56	58	53	63
School Survey Students 4-6: Percentage of students who feel	90	90	90	90	88

that their school provides them with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal..					
School Survey Students 4-6: Percentage of students who feel that they have the opportunity to work with students in other grades.	68	71	69	70	45
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.	81	73	74	74	78

The results demonstrate progress in several areas related to collaboration, inclusion, and positive relationships. Student perceptions of their ability to address conflict have also improved. Among students the percentage who feel better able to address conflict increased. These results suggest progress in the development of interpersonal and conflict-resolution skills.

These results indicate that conflict resolution and positive interdependence are areas for continued development. Strategies include cross-grade learning opportunities, collaborative classroom activities, buddy activities, House events, and opportunities for students to participate in clubs and extracurricular activities.

The 2026–2029 Education Plan further emphasizes the development of positive interactions through structured buddy activities, increased House programming, service-learning opportunities, leadership experiences, and more explicit instruction in conflict resolution. We will continue to monitor student and parent feedback to evaluate the effectiveness of these opportunities and identify additional ways to strengthen positive relationships across grade levels.

Outcome 2: Students will become creative risk takers socially.					
Measures: Annual Board Survey	Results				
	2026	2025	2024	2023	2022
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.)	75	73	65	78	59
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).	83	84	75	78	69

School Survey Parents: Percentage of parents who feel that their child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.)	86	88	75	74	76
School Survey Parents: Percentage of parents who feel that their child is getting better at taking social risks.	73	80	69	70	85
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.)	67	65	67	55	63
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).	68	69	73	67	77
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.).	59	53	63	56	64
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).	57	54	46	50	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.).	73	74	54	56	56
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).	83	73	74	75	77
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.).	76	68	61	66	60
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).	71	60	52	61	57

The survey results demonstrate that students are being provided with opportunities to develop confidence, leadership, and social risk-taking skills.

Among students in Grades 7–9, perceptions of opportunities to take on leadership roles increased slightly from 2025. Students reporting increased confidence when working with others increased from 53% to 59%, while those reporting improvement in taking social risks increased. Parent results remain generally positive, although some measures, including perceptions of students taking social risks, declined.

The results indicate that while students are developing confidence and social skills, opportunities for leadership and meaningful social risk-taking should continue to be expanded. The school has used these findings to support programming that allows students to work with peers outside their usual social groups and take on leadership responsibilities.

Existing opportunities include Investigations, project-based learning, student-led clubs, buddy activities, House teams, and extracurricular programming. The 2026–2029 Education Plan builds on these strategies through increased service-learning opportunities, leadership options in Junior High, cross-grade mentoring, and opportunities for students to contribute to the school and broader community.

Student and parent survey results will continue to be used to evaluate whether these opportunities are accessible, meaningful, and help students develop confidence in social situations.

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				
	2026	2025	2024	2023	2022
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.	79	77	71	51	54
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.	93	84	88	74	89
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	80	76	66	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.)	87	83	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).	80	83	67	76	79
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.	44	46	47	49	53
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.	69	62	67	70	75
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.	73	70	67	67	73
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).	71	62	62	65	66
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).	60	62	63	57	62
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.	87	70	58	58	61
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.	82	71	70	83	75
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.	74	77	76	75	72

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).	79	64	66	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).	83	73	67	65	63

The results demonstrate progress in several areas related to student independence and self-direction. Student feedback shows improvement in several areas, particularly among students in Grades 4–6. The percentage of students who consider Independent Studies or Investigations a valuable learning opportunity increased as did student perceptions of their ability to self-regulate. Students also indicate that they feel better able to deal with disappointment or failure than in previous years.

Results among students in Grades 7–9 are more varied. While students reported improvement in their ability to develop independence and self-direction and in their ability to self-regulate, their perceptions of Independent Studies and Investigations as a valuable learning experience remain an area requiring attention. This feedback has been considered in the evaluation and revision of the Independent Study model.

The school has used these results, together with student focus-group feedback, to make changes to programming. A revised Independent Study model was implemented in 2025–2026 following feedback from Grade 9 students. The school also introduced a strengths-based ALP model for students in Grades 7–9 to provide greater student ownership of personal and academic goal setting.

The 2026–2029 Education Plan identifies continued instruction in executive functioning, including organization, time management, prioritization, accountability, and self-discipline. It also emphasizes inquiry-based learning and developmentally appropriate independent learning models across divisions. The school will continue to evaluate student feedback and evidence of progress toward individual learning goals to determine whether these strategies are supporting greater independence and engagement.

Outcome 2: Students will become creative risk takers emotionally.					
Measures: Annual Board Survey	Results				
	2026	2025	2024	2023	2022
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when they feel them.	92	96	88	82	91
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	80	85	73	77	74

School Survey Parents: Percentage of parents who agree their child wants to try again even when things don't go as hoped.	76	83	65	72	77
School Survey Parents: My child understands it is ok to make a mistake.	85	88	84	77	83
School Survey Parents: Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	90	84	78	68	84
School Survey Students 7-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	74	74	68	72	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.	75	63	68	65	65
School Survey Students 7-9: Percentage of students who agree that they want to try again even when things don't go as hoped.	58	55	53	47	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.	60	49	53	52	56
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.	57	40	57	48	63
School Survey Students 4-6: Percentage of students who agree that they are able to identify their emotions when they feel them.	80	77	73	72	71
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	71	67	69	59
School Survey Students 4-6: Percentage of students who agree that they want to try again even when things don't go as hoped.	84	78	68	71	62
School Survey Students 4-6: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	84	73	77	80	75
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	69	64	70	66

The results demonstrate progress in several areas of social-emotional development, particularly among students in Grades 4–6.

Among students in Grades 7–9, results show improvement in expressing emotions appropriately, trying again when things do not go as hoped, and understanding that making mistakes is part of learning.

These results have been considered alongside student feedback and the school's ongoing work to support the social and emotional needs of gifted learners. The school recognizes the importance of helping students develop resilience, flexible thinking, emotional regulation, and the ability to manage uncertainty, disappointment, and failure.

We have employed a 0.5 FTE counsellor and continue to provide classroom-based supports to address student needs. The 2026–2029 Education Plan identifies continued counselling support, social-emotional learning, self-regulation strategies, mindfulness, conflict resolution, and increased instruction in executive functioning and metacognition.

The school will continue to evaluate student and parent survey results to determine whether these strategies are helping students develop the confidence and resilience needed to take appropriate emotional and academic risks.

Student Growth and Achievement

Early Years Assessments

Measure: AECAM-Early Literacy and Numeracy Screeners										
	Initial (Fall/Winter) 2025-2026 Administration					Spring 2025-2026 Administration				
Grade	Students Assessed	RAS in Literacy only	RAS in Numeracy only	RAS in both Literacy and Numeracy	RAS Total	Students Assessed	RAS in Literacy only	RAS in Numeracy only	RAS in both Literacy and Numeracy	RAS Total
1	44	2	0	0	2	2	1	0	0	1
2	44	1	0	0	1	2	2	0	0	2
3	44	1	2	1	4	2	2	0	0	2
EC	36	0	1	1	2					

Early Literacy and Numeracy Assessments Used:
Government Provided Literacy Screeners: Letter Name-Sound (LeNS), Rapid Automatized Naming (RAN), Castles and Coltheart 3 (CC3), Phonological Awareness Screening Test (PAST)
Government Provided Numeracy Screeners: Numeracy Screening Assessment
Government Approved Numeracy Screeners: CAT4

The screening information was reviewed by teachers and used to determine appropriate interventions. Numeracy supports included teacher-created resources, Math Seeds, and individual or small-group instruction. Literacy interventions included the Phonics Companion scope and sequence, UFLI resources, letter and sound recognition activities, word-building, small-group reading, decodable passages, home reading, and differentiated classroom activities.

The school uses screening results in conjunction with teacher observations and ongoing classroom assessments to evaluate student progress and determine next steps. This approach aligns with the 2026–2029 Education Plan, which identifies literacy and numeracy screening, pre-assessment, differentiated instruction, and targeted programming as important strategies for meeting student learning needs.

The school will continue to use assessment information to identify students requiring intervention, monitor progress, and adjust instruction and supports as needed.

Notes:
1.The data for students identifying as FNMi is not available to support populating a table.

Provincial Achievement Results

Grade 9 PAT Results By Number Enrolled Measure History

	New Horizons School					Measure Evaluation			Alberta				
	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2022	2023	2024	2025	2026
N	32	34	51	38	45	n/a	n/a	n/a	53,039	57,925	60,682	61,071	61,946
Acceptable Standard %	98.4	97.1	98.5	94.7	83.9	Very High	Declined Significantly	Acceptable	62.9	62.6	62.5	62.5	60.8
Standard of Excellence %	38.3	53.7	53.4	37.5	46.7	Very High	Maintained	Excellent	16.8	15.5	15.4	15.6	15.5

Provincial Achievement Tests (PATs)		New Horizons School				
		2026	2025	2024	2023	2022
English Language Arts & Lit 6	Acceptable Standard %	100	97.8	n/a	n/a	n/a
	Standard of Excellence %	43.8	51.1	n/a	n/a	n/a
	Below Acceptable Standard %	0	2.2	n/a	n/a	n/a
Mathematics 6	Acceptable Standard %	93.8	95.7	n/a	n/a	n/a
	Standard of Excellence %	58.3	67.4	n/a	n/a	n/a
	Below Acceptable Standard %	6.3	4.3	n/a	n/a	n/a
Science 6	Acceptable Standard %	97.8	n/a	n/a	n/a	n/a
	Standard of Excellence %	67.4	n/a	n/a	n/a	n/a
	Below Acceptable Standard %	2.2	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable Standard %	n/a	97.8	95.6	95.6	97.5
	Standard of Excellence %	n/a	58.7	57.8	62.2	47.5
	Below Acceptable Standard %	n/a	2.2	4.4	4.4	2.5
English Language Arts 9	Acceptable Standard %	100	100	100	100	100
	Standard of Excellence %	48.6	18.4	46	40.6	25
	Below Acceptable Standard %	0	0	0	0	0

Mathematics 9	Acceptable Standard %	87.2	91.9	98	100	93.8
	Standard of Excellence %	30.8	40.5	41.2	51.5	21.9
	Below Acceptable Standard %	12.8	8.1	2	0	6.3
Science 9	Acceptable Standard %	100	97.3	100	100	100
	Standard of Excellence %	70	54.1	66.7	70.6	59.4
	Below Acceptable Standard %	0	2.7	0	0	0
Social Studies 9	Acceptable Standard %	100	94.7	100	100	100
	Standard of Excellence %	65	39.5	62	57.6	46.9
	Below Acceptable Standard %	0	5.3	0	0	0

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 Provincial Achievement Tests was impacted by the COVID-19 pandemic in 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24, and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 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.
5. 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.
6.The data for students identifying as FNMi is not available to support populating a table.

Citizenship

Measure: AECAM		2026	2025	2024	2023	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	**Overall**	84.8	80.1	81.6	81	82.1
	Parent	92	84	86.8	89.3	86.1
	Student	62.3	61.2	64.8	66.9	71.9
	Teacher	100	95	93.2	86.7	88.3

These results demonstrate that parents and staff recognize the school's efforts to foster active citizenship and positive student behaviour. However, the student results indicate that the school must continue to evaluate how students experience opportunities to participate, contribute, and demonstrate citizenship within the school community.

The school has responded by providing increased opportunities for students to participate in activities outside the classroom, developing the Student Council, and implementing the Wings of Excellence program to recognize citizenship and positive behaviour.

The 2026–2029 Education Plan builds on these strategies through service-learning opportunities, leadership experiences, buddy activities, House events, and opportunities for students to contribute to the school and broader community. Student feedback and survey results will continue to inform the development of these opportunities and help evaluate their impact on students' understanding and practice of active citizenship.

Student Learning Engagement

Measure (AEAM)		2026	2025	2024	2023	2022
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	**Overall**	83.9	81.4	80.9	85.2	82
	Parent	95.6	92.3	90.3	91	91.1
	Student	58.4	56	61.1	64.5	63.8
	Teacher	97.6	95.8	91.1	100	91.2

The overall student learning engagement result increased in 2026. The difference between student and adult perceptions indicates that New Horizons must continue to examine the student experience and identify ways to make learning more meaningful, engaging, and appropriately challenging. This finding is consistent with feedback gathered through the Annual Board Survey and student focus groups, particularly regarding creativity, innovation, independent learning, and opportunities to pursue areas of interest.

The school has used this information to review and develop instructional approaches that support student engagement. These include Wonder Learning in Kindergarten to Grade 3, Discovery Learning in Grades 4–6, and Investigations in Grades 7–9. Feedback from Grade 9 students also informed the development of a revised Independent Study model, implemented during the 2025–2026 school year.

The 2026–2029 Education Plan identifies continued inquiry-based learning, project-based learning, visible thinking routines, cross-grade collaboration, creative learning spaces, and the use of emerging technology as

strategies to increase engagement. The school will continue to gather student feedback through surveys and focus groups and use this information to evaluate the effectiveness of programming and make adjustments where needed.

Teaching and Leading

Measure (AECAM)		2026	2025	2024	2023	2022
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	**Overall**	90.8	89	87.8	90.6	89.3
	Parent	91.4	88.6	88.4	91.4	87.2
	Student	83.3	80.6	82.8	85.9	86
	Teacher	97.6	97.9	92.1	94.4	94.7

These results indicate that stakeholders continue to have a positive perception of the quality of education provided at New Horizons. The school uses this information alongside teacher evaluation processes, classroom observations, professional growth plans, and student achievement data to evaluate instructional practice and identify opportunities for continued professional learning.

Teachers participate in annual professional growth planning, supported by school-provided professional development funding. Formal evaluations, classroom observations, and feedback are used to support instructional growth and identify areas where additional guidance or support may be beneficial. The school has also expanded its Professional Growth Program to include the development of teacher capacity to facilitate Professional Learning Communities.

The Learning Support Teacher role provides additional support through teacher coaching, IPP and ALP development, and enrichment planning. Professional learning has included strategies for engaging gifted learners, supporting neurodiverse students, strengthening enrichment programming, and embedding First Nations, Métis, and Inuit perspectives into classroom instruction.

The 2026–2029 Education Plan continues to emphasize leadership capacity, professional development, curriculum implementation, and instructional approaches that support the academic, social, and emotional needs of gifted learners. The school will continue to use assurance results, teacher growth plans, student achievement data, and stakeholder feedback to evaluate the effectiveness of teaching and leadership practices.

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.

Measure: Annual Board Survey	2026	2025	2024	2023	2022
Percentage of parents satisfied with the communication about students' progress.	82	82	73	69	81
Percentage of parents satisfied that concerns are dealt with effectively and efficiently at the school.	87	87	88	70	84
Percentage of parents satisfied with the leadership provided by the administration team.	90	92	93	80	86
Percentage of parents satisfied with the leadership provided by the Board.	84	89	80	65	83

These results indicate that parents continue to have generally positive perceptions of communication and school leadership. The school also recognizes that communication about student progress and the timely resolution of concerns remain important areas for ongoing attention.

The school has used parent feedback to continue reviewing its communication practices and the ways families receive information and provide input. Current communication methods include weekly electronic updates, Google Classroom, parent-teacher-student conferences, information evenings, direct communication with families, and opportunities to meet with school administration.

The 2026–2029 Education Plan identifies the development and continued implementation of a communication protocol to ensure communication is effective, timely, and multi-directional. Parent and caregiver orientation opportunities are also identified as a strategy to support understanding of school expectations, assessment and reporting, IPPs, and learning approaches.

The school will continue to monitor parent survey results and feedback to evaluate the effectiveness of communication practices and identify opportunities to strengthen relationships between families, staff, and school leadership.

Learning Supports, Access to Supports and Services

Measure (AECAM)		2026	2025	2024	2023	2022
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	**Overall**	88	85.4	86.8	84.1	86.8
	Parent	95.9	89.6	93.6	93	92.4
	Student	71	70.2	73.6	73.4	78.1
	Teacher	96.9	96.4	93.1	85.7	90
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**	89.6	88.1	88.8	88.8	88.2
	Parent	96.4	92.4	94.9	94.9	93.2
	Student	76.5	75.5	78.4	78.4	82
	Teacher	95.7	96.3	93.2	93.2	89.4
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	**Overall**	82.9	80.7	80.9	86.7	70.6
	Parent	84.4	76.6	82.6	87.5	79.7
	Student	71.6	69.1	73.6	72.7	74.4
	Teacher	92.8	96.3	86.5	100	57.9
The percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	**Overall**	66.7	70.5	64.5	67.8	58.6
	Parent	71.8	67.2	66.7	70.2	67.5
	Student	58.2	60.1	56.8	56.6	58.3
	Teacher	70	84.1	70	76.5	50

Measure: Annual Board Survey	2026	2025	2024	2023	2022
Percentage of parents who agree that the school is proactive in promoting positive student behavior.	92	89	98	78	87

These results demonstrate that parents and staff generally view New Horizons as a welcoming, caring, respectful, and safe learning environment. Student perceptions remain lower than those of parents and teachers, indicating the importance of continuing to seek student feedback and evaluate how students experience the school environment.

The school continues to prioritize inclusive practices and individualized supports to meet the diverse academic, social, and emotional needs of gifted learners. Individual Program Plans and Advanced Learning Plans provide a structure for identifying student strengths and needs, while classroom supports, Educational Assistant assistance, counselling, and other services help address individual requirements.

Results also indicate that access to and satisfaction with community-based programs and services remain an area for continued attention. The differences between parent, student, and teacher responses also demonstrate the importance of examining the experiences of different stakeholder groups when evaluating the effectiveness of available supports.

The school continues to work with community partners to connect families with additional services and resources. This includes referrals to Strathcona County Family and Community Services, access to specialized supports, and opportunities to bring community organizations and presenters into the school to support students and families.

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. This continues to be a priority in the 2026-2029 Education Plan.

The 2026–2029 Education Plan identifies continued social-emotional learning, buddy activities, House events, extracurricular opportunities, and the development of consistent school-wide approaches to self-regulation and conflict resolution. The school will continue to monitor student feedback and use it to evaluate whether these strategies are contributing to a positive and supportive school environment. The plan also identifies the continued provision of counselling services, maintenance of partnerships and specialized supports, increased universal supports, and continued classroom-based strategies. It also identifies school-wide instruction in executive functioning and metacognition to help students better understand their learning needs and develop strategies for success.

New Horizons will continue to monitor parent and student feedback and evaluate whether these approaches are supporting positive behaviour, respectful relationships, and a safe learning environment.

Governance

Measure (AECAM)		2026	2025	2024	2023	2022
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	**Overall**	90.2	84.3	86.5	90.9	78.6
	Parent	85	77.4	78.4	81.7	81.9
	Teacher	95.5	91.3	94.7	100	75.3

These results demonstrate improvement in stakeholder perceptions of parental involvement in decisions about student education. The school recognizes that meaningful parent engagement is an important part of supporting student success and ensuring that families have opportunities to contribute to decisions affecting their children.

Communication protocols implemented in the 2023–2024 school year continue to support more consistent communication and opportunities for families to provide feedback. Parents are involved through IPP and ALP development, parent-teacher-student conferences, School Council, volunteering, fundraising, and direct communication with teachers and administration.

The 2026–2029 Education Plan identifies continued parent and caregiver engagement through volunteering, fundraising, School Council, FANHS, and participation on the NHS Board. It also identifies ongoing stakeholder consultation regarding the development of a potential high school program, including opportunities for Grade 9 students and families to provide input.

The school will continue to use survey results, stakeholder feedback, and participation in school activities to evaluate the effectiveness of engagement strategies and identify opportunities to strengthen parent involvement in educational decision-making.

Budget-Actual Comparison

FUNCTION	DESCRIPTION	2024-25 ACTUAL	2025-26 ACTUAL	2026-27 BUDGET
Revenues				
	Alberta Education	$4,517,038.00	$5,023,924.00	$5,173,821.00
	Alberta Infrastructure	$315,758.00	$300,727.00	$396,750.00
	Other Government of Alberta	$1,223.00	$1,183.00	
	Other Alberta School Jurisdictions	$55,682.00		
	Fees from Parents	$161,824.00	$174,182.00	$148,090.00
	Other Sales and Services	$702.00	$1,458.00	$1,500.00
	Investment Income	$14,483.00	$11,390.00	$11,000.00
	Gifts & Donation	$3,141.00	$1,944.00	$5,906.00
	Fundraising	$21,705.00	$42,890.00	$19,850.00
	Rental of Facilities	$25,353.00	$27,543.00	$20,000.00
	Total Revenues	**$5,116,909.00**	**$5,585,241.00**	**$5,776,917.00**
Expenses				
	Instruction - ECS	$112,279.00	$122,160.00	$131,912.00
	Instruction - Grade 1-9	$3,920,543.00	$4,111,872.00	$4,229,042.00
	Operations & Maintenance	$854,243.00	$873,125.00	$1,023,556.00
	Transportation	$60,717.00	$66,838.00	$78,817.00
	Administration	$251,882.00	$252,436.00	$262,940.00
	External Services	$43,800.00	$52,159.00	$50,650.00
	Total Expenses	**$5,243,464.00**	**$5,478,590.00**	**$5,776,917.00**
Surplus (Deficit)		-$126,555.00	$106,651.00	$0.00

2025-26

BUDGET: Revenue $5,439,936
Expenses $5,569,936
Variance ($130,000)

ACTUAL: Revenue $5,585,241
Expenses $5,478,590
Variance $106,651

Explanation:

Additional revenue was received to support the implementation of new curriculum. These funds were used to purchase new instructional resources and provide release time for teachers to support curriculum planning and implementation.

For the 2025–26 school year, we received approval for a capital project to renovate, modernize, and expand our existing facility. The original 2025–26 budget projected a deficit of $130,000, largely due to the anticipated use of reserve funds for capital repairs. Following approval of the capital project, our plans to use reserve funds for these repairs were scaled back. As a result, the anticipated reserve expenditures were not incurred, and we finished the year with a surplus of just over $100,000.

In addition, our budget was adjusted upward by $36,774 as a result of enrolment adjustments.

Summary of Financial Results

2025-26 Audited Financial Statement

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

The 2026–2029 Education Plan reflects this process. Priorities such as the revised Independent Study model, strengths-based IPPs and ALPs, expanded social-emotional supports, student engagement strategies, and increased opportunities for leadership and positive interaction were informed by assessment results and stakeholder feedback.

The school continues to share results and planning priorities through the AERR, Education Plan, Board meetings, School Council meetings, newsletters, email, and other communication channels. Stakeholder engagement remains an ongoing part of the school's continuous improvement process.

Accountability/Assurance

New Horizons School uses a range of provincial and local data sources to monitor progress toward its Education Plan goals and meet its responsibilities for accountability and assurance. The Board reviews the AERR and Education Plan, considers provincial and local assessment results, and provides opportunities for parents, staff, and students to contribute to school-based decision-making.

Board Policy #102 provides a framework for system assurance and accountability. Parent representation on Board committees, Board surveys, stakeholder forums, monthly Board meetings, School Council, student surveys, and focus groups provide opportunities for stakeholders to participate in the evaluation and development of school priorities.

The school analyzes results across the assurance domains and considers differences between student, parent, and teacher perceptions. This approach helps identify areas where the school is achieving its intended outcomes and areas where further attention or support is needed. The results are used to inform professional learning, instructional planning, student supports, communication practices, and future Education Plan strategies.

Through ongoing monitoring, stakeholder engagement, and review of assessment data, New Horizons School continues to evaluate the effectiveness of its programs and services and make adjustments to support the academic, social, and emotional needs of its students.

Whistleblower Protection

There were no disclosures made in the 2025-2026 school year.