

New Heights Learning Services

Annual Education Results Report (AERR)

October 2009

STATEMENT OF ACCOUNTABILITY:

The Annual Education Results Report (AERR) for New Heights Learning Services for the 2008/09 school year was prepared under the direction of the New Heights Learning Services Society in accordance with the responsibilities specified in the School Act, and the Government Accountability Act. The New Heights Learning Services Society is committed to using the results in this report, to the best of our abilities, to improve the outcomes for students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The Annual Education Results Report is posted on our website www.newheightscalgary.com and a copy is available at our main office. Parents will be informed in our December 2009 newsletter that the report is available online, or that they may contact the office for a print copy.

Mr. R. Gasper (Chair)

Date

Our Mission

New Heights Early Learning Services is committed to helping each student reach his or her full academic and social potential by engaging highly qualified teachers and support staff to discover and encourage each student's unique learning style. We value integrity, accountability, and believe that each student can achieve independence by becoming responsible, contributing members of society.

Our Vision

New Heights Early Learning Services will be recognized as a leader in specialized education, and a community which provides effective education for individuals identified as autistic and or as having learning differences.

Jurisdiction

We are a special education school, serving students on the autism spectrum and those with learning differences. The school consists of three components: a school program from grades 1 through 12, a preschool program, and home services. Class sizes are typically at a maximum of nine students in the school and six students in the preschool, with a teacher and educational assistant in every room. We have therapists on site for speech/language therapy, occupational therapy, and psychology.

Our Key Highlights:

The 2008/2009 school year was full of growth and opportunity for New Heights Learning Services. This school year was our third year of school operation, and eleventh year as an ECS program. We expanded into two school age classes, capped at nine students, with a teacher and educational assistant in each classroom; and renovated to include the second classroom and build a gym. By the end of 2009, demand was seen to expand into a third classroom as we prepared for the 2009/2010 year, and cleanup and renovations were started in Spring 2009 to build another classroom and more office space for the building.

We are also pleased to strengthen our programming through an Occupational Therapist and Psychologist on staff in both the school age and the ECS classes; interacting with the students and classrooms daily during school hours. A Speech Pathologist is on staff in the ECS, and we also saw a need for an SLP to come on staff in the school age program, and made the arrangements to allow that to happen for the 2009/2010 school year.

The 2008/2009 school year was a year of growth in all areas of the school, and we are amazed and encouraged with the collaboration and support of teachers, staff, administration, parents, and students. It is this unique community that allows for such a valuable program for these students as they learn the strategies to help them be effective and successful individuals.

October 2009 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	New Heights E.L.S.			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	100.0	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	53.1	n/a	n/a	80.3	79.4	78.7	Very Low	n/a	n/a
			Education Quality	93.9	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	n/a	n/a	76.8	75.3	75.6	*	*	*
			PAT: Excellence	*	n/a	n/a	19.2	18.3	18.3	*	*	*
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	100.0	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	90.6	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	100.0	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. Lower values are "better"), the range of values at each evaluation level is interpreted as "greater than" the "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
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	School	n/a	n/a	n/a	n/a	100.0
		Authority	n/a	n/a	n/a	n/a	100.0
		Province	83.1	84.4	84.2	85.1	86.9
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	92.3	92.8	92.6	93.1	93.8
	Parent	School	n/a	n/a	n/a	n/a	100.0
		Authority	n/a	n/a	n/a	n/a	100.0
		Province	79.9	82.1	81.7	83.2	85.3

Comment on Results

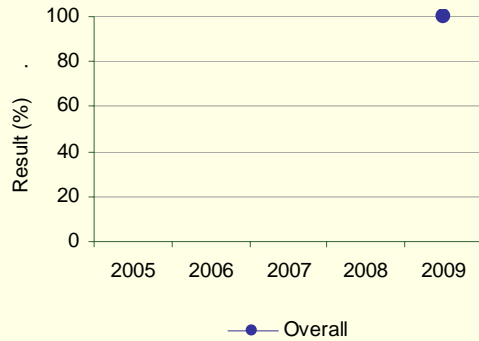
(an assessment of progress in relation to past performance)

By results, parents, teachers, and students are in agreement that this is a safe and caring school.

New Heights continues its passion for creating a school for autism and other learning differences. Social awareness and interactions are areas that we focus on, including respect and perspective taking. We have implemented social skills programs for students where these areas are taught directly. We also provide and teach emergency procedures to ensure a safe environment.

Note: This is the first survey completed by parents, teachers and students. There were less than 6 teachers employed by New Heights in 2008/09, therefore the results have been suppressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system meets the needs of all K–12 students, society and the economy.*

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall	School	n/a	n/a	n/a	n/a	53.1
		Authority	n/a	n/a	n/a	n/a	53.1
		Province	76.7	78.1	78.5	79.4	80.3
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	83.6	85.2	85.7	86.4	86.8
	Parent	School	n/a	n/a	n/a	n/a	53.1
		Authority	n/a	n/a	n/a	n/a	53.1
		Province	75.0	76.6	76.9	77.6	78.7

Comment on Results

(an assessment of progress in relation to past performance)

By results, parents, teachers, and students would prefer a broader program of studies.

As a fairly new school, New Heights continues to grow and become able to offer broader programming with each new year.

We are satisfied with our efforts to individualize programming to meet the needs of our students. As a school for autism and learning differences, our program does spend extra time on strategies and skill acquisition in the core subjects to build success and achievement.

However, we do see the importance of offering options that may cater to different learning styles or student interests.

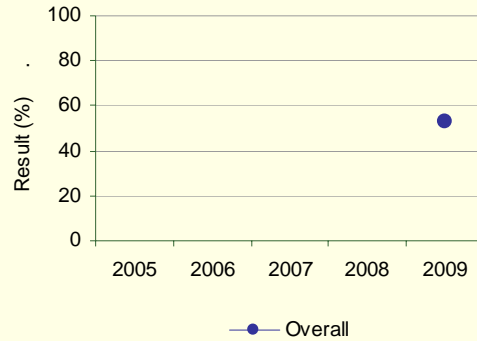
At the beginning of the 2008 school year, New Heights had the resources available to provide phys ed, health, and technology in the school program. The school rents a community facility in order to improve phys ed programming, and we continue to offer a weekly Kung fu class to the students.

By Spring 2009 New Heights had obtained the resources needed to offer a stronger music and fine arts program, as well as career and work experience options for students. The accountability pillar surveys were taken in February 2009, therefore, these Spring additions were not accounted for.

As New Heights grows, we may be able to offer an even broader program of studies, as well as strengthen the options we already have in place.

Note: This is the first survey completed by parents, teachers, and students. There were less than 6 teachers employed by New Heights in 2008/09, therefore the results have been suppressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system meets the needs of all K–12 students, society and the economy. (continued)*

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	School	n/a	n/a	n/a	n/a	93.9
		Authority	n/a	n/a	n/a	n/a	93.9
		Province	86.1	87.7	87.6	88.2	89.3
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	93.9	94.8	94.7	94.9	95.3
	Parent	School	n/a	n/a	n/a	n/a	93.9
		Authority	n/a	n/a	n/a	n/a	93.9
		Province	78.9	81.6	81.8	83.0	84.4

Comment on Results

(an assessment of progress in relation to past performance)

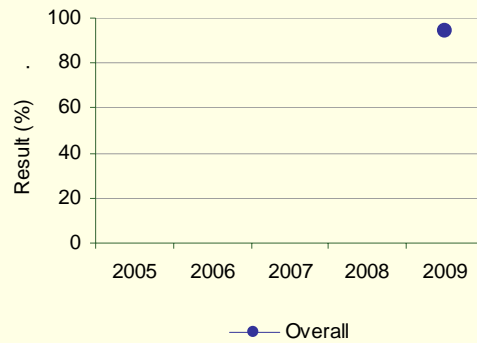
By results, parents, teachers, and students are in agreement that they are satisfied with the overall quality of basic education.

Our teachers and staff utilize best practices to ensure the quality of instruction. We continue to put our efforts towards individualized programming to meet the needs of our students. As a school for autism and learning differences, our program does spend extra time on strategies and skill acquisition in the core subjects to build success and achievement. We strive to teach the strategies that will help each student succeed.

We will continue to maintain a class size of 9 students to 1 teacher and 1 educational assistant. We will also continue to develop and implement IPP goals and strategies.

Note: This is the first survey completed by parents, teachers, and students at New Heights. There were less than 6 teachers employed by New Heights in 2008/2009, therefore the results have been suppressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The education system meets the needs of all K–12 students, society and the economy. (continued)

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall	School	n/a	n/a	n/a	n/a	48.7
		Authority	n/a	n/a	n/a	n/a	48.7
		Province	67.2	68.5	68.2	69.2	70.3
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	70.0	71.5	72.0	73.4	74.5
	Parent	School	n/a	n/a	n/a	n/a	48.7
		Authority	n/a	n/a	n/a	n/a	48.7
		Province	54.9	56.9	55.9	56.5	58.1

Comment on Results

(an assessment of progress in relation to past performance)

By results, parents, teachers, and students were not satisfied with the programs and services for students in their community. The breakdown of results shows that parents are very satisfied with special support, but are dissatisfied, or don't know, about academic counseling, career counseling, school library services, and/or extra reading and writing help.

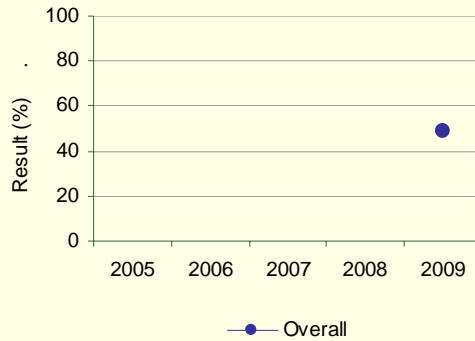
Our small library is building in its quality and quantity of resources, however, until it is more effective and efficient, each class takes field trips to the public library a few times a month. This is also a fantastic opportunity for our students to interact in the community.

We will continue to have parents meet with the classroom teacher and New Heights team to develop and implement IPP goals and strategies suitable to the needs of each child.

Our psychologist on staff may provide counseling services to students, as well, teachers are available for academic counseling and extra reading or writing help. Parents have become more aware of this through our monthly newsletters, which were started Spring 2009, and through IPP meetings.

Note: This is the first survey completed by parents, teachers, and students at New Heights. There were less than 6 teachers employed by New Heights in 2008/2009, therefore the results have been suppressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Comment on results

(an assessment of progress in relation to past performance)

Note: New Heights had less than six students in the area being measured for this outcome, therefore, the results are not applicable.

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Children and youth at risk have their needs addressed through effective programs and supports. (continued)

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall	School	n/a	n/a	n/a	n/a	90.9
		Authority	n/a	n/a	n/a	n/a	90.9
		Province	76.9	78.6	78.3	79.5	81.4
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	90.6	91.6	91.2	91.9	92.5
	Parent	School	n/a	n/a	n/a	n/a	90.9
		Authority	n/a	n/a	n/a	n/a	90.9
		Province	63.8	67.0	66.8	68.5	71.3

Comment on results

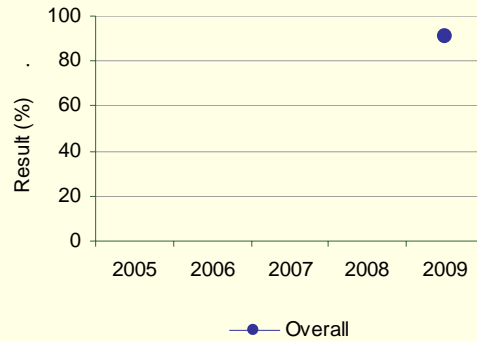
(an assessment of progress in relation to past performance)

By results, parents, teachers, and students are in agreement that programs for children at risk are easy to access and timely.

We continue to put our efforts towards individualized programming to meet the needs of our students. As a school for autism and learning differences, our program does spend extra time on strategies and skill acquisition in the core subjects to build success and achievement. We strive to teach the strategies that will help each student succeed.

Note: This is the first survey completed by parents, teachers, and students at New Heights. There were less than 6 teachers employed by New Heights in 2008/2009, therefore the results have been suppressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students complete programs.*

[No Data for High School Completion Rate]

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p> <p>Note: New Heights had less than six students in the area being measured for this outcome, therefore, the results are not applicable.</p>	<p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**										
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009		
		A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2
	Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8
Grade 6	English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9
	Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8
	Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8
	Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6
Grade 9	English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7
	Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6
	Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8
	Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4

		Results (in percentages)									
		2005		2006		2007		2008		2009	
		A	E	A	E	A	E	A	E	A	E
Overall	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.

Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

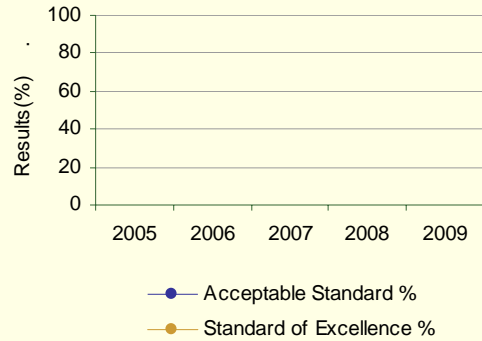
Comment on Results

(an assessment of progress in relation to past performance)

Note: During the 2008/2009 school year, New Heights had less than 6 students writing the Provincial Achievement Tests; therefore the results are not applicable.

Participation in achievement tests is encouraged. New Heights ensured that parents received information on the Provincial Achievement Tests and accommodated for exemptions for students that needed them.

Graph of Overall School Results



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		New Heights E.L.S.						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	1	*	n/a	n/a	41,722	81.3	42,041	80.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	*	*	*	1	*	n/a	n/a	41,720	79.7	42,053	80.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	*	*	*	3	*	n/a	n/a	43,327	81.8	44,326	80.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	*	*	*	3	*	n/a	n/a	43,328	76.6	44,327	74.6
	Standard of Excellence	*	*	*	3	*	n/a	n/a	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	*	*	*	3	*	n/a	n/a	43,216	76.5	44,209	76.0
	Standard of Excellence	*	*	*	3	*	n/a	n/a	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	43,675	78.7	44,685	77.1
	Standard of Excellence	*	*	*	1	*	n/a	n/a	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	43,118	67.0	44,317	66.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	43,560	72.2	44,505	68.8
	Standard of Excellence	*	*	*	1	*	n/a	n/a	43,560	15.8	44,505	13.7

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the exams.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
Participation rates in provincial achievement tests(PATs) for Grades 3, 6 and 9.							
Grade 3	English Language Arts 3	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	90.2	90.6	90.1	89.8	90.6
	Mathematics 3	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	90.8	90.8	90.5	90.5	91.2
Grade 6	English Language Arts 6	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	89.9	90.1	89.6	89.5	90.0
	Mathematics 6	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	90.9	90.6	90.0	90.0	90.6
	Science 6	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	90.6	90.0	89.1	89.0	89.6
	Social Studies 6	School	n/a	n/a	n/a	n/a	n/a
		Authority	n/a	n/a	n/a	n/a	n/a
		Province	90.0	90.5	89.6	89.2	100.0
Grade 9	English Language Arts 9	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	87.4	87.7	87.9	87.7	89.7
	Mathematics 9	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	87.6	87.3	88.0	88.0	89.8
	Science 9	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	88.2	88.1	88.8	89.0	90.5
	Social Studies 9	School	n/a	n/a	n/a	n/a	n/a
		Authority	n/a	n/a	n/a	n/a	n/a
		Province	87.8	88.5	88.4	88.9	100.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students demonstrate high standards in learner outcomes.* (continued)

[No Data for Diploma Exam Results]

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p> <p>Note: During the 2008/2009 school year, there were no students eligible to write the Diploma Exams, therefore the results are not applicable.</p>	<p>Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).</p>
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Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Outcome: *Students demonstrate high standards in learner outcomes. (continued)*

[No Data for Diploma Exam Participation Rate]

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p> <p>Note: During the 2008/2009 school year, there were no students eligible to write the Diploma Exams, therefore the results are not applicable.</p>	<p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: *Students demonstrate high standards in learner outcomes. (continued)*

[No Data for Rutherford Eligibility Rate]

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p> <p>Note: During the 2008/2009 school year, there were no students eligible to write the Diploma Exams, therefore the results are not applicable.</p>	<p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: *Students are well prepared for lifelong learning.*

[No Data for High School to Post-Secondary Transition Rate]

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p> <p>Note: During the 2008/2009 school year, there were no students eligible to write the Diploma Exams, therefore the results are not applicable.</p>	<p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: *Students are well prepared for lifelong learning. (continued)*

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teacher and parent satisfaction that their child demonstrates the knowledge, skills and attitudes necessary for lifelong learning.	Overall	School	n/a	n/a	n/a	n/a	90.0
		Authority	n/a	n/a	n/a	n/a	90.0
		Province	64.4	66.1	65.6	66.7	67.4
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	73.7	74.2	74.1	73.8	74.0
	Parent	School	n/a	n/a	n/a	n/a	90.0
		Authority	n/a	n/a	n/a	n/a	90.0
		Province	55.1	57.9	57.1	59.5	60.8

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p> <p>This is the first survey completed by parents and teachers at New Heights. The breakdown of results shows that 80% of parents are satisfied that their child is taught the knowledge, skills, and attitudes necessary for learning throughout his or her lifetime, 10% were very satisfied, and 10% didn't know.</p> <p>We continue to put our efforts towards individualized programming to meet the needs of our students. As a school for autism and learning differences, our program does spend extra time on strategies and skill acquisition in the core subjects to build success and achievement. We strive to teach the strategies that will help each student succeed both in the school and community setting and provide the knowledge, skills and attitudes necessary for lifelong learning.</p> <p>Note: There were less than the required 6 students and parents in the high school category for the survey, therefore the results have been suppressed. There were less than the required 6 teachers for the survey, therefore the results have been suppressed.</p>	<p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: *Students are well prepared for employment.*

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall	School	n/a	n/a	n/a	n/a	100.0
		Authority	n/a	n/a	n/a	n/a	100.0
		Province	74.9	77.0	77.1	80.1	79.6
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	89.1	89.4	89.2	89.3	88.9
	Parent	School	n/a	n/a	n/a	n/a	100.0
		Authority	n/a	n/a	n/a	n/a	100.0
		Province	60.8	64.6	65.1	70.9	70.2

Comment on Results

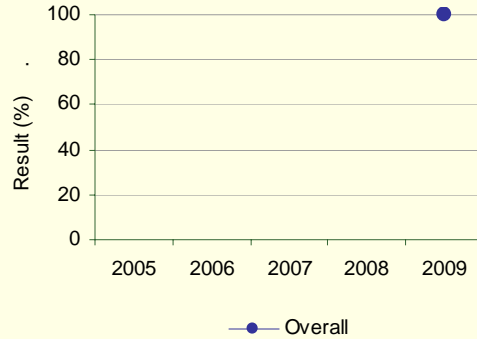
(an assessment of progress in relation to past performance)

By results, parents, teachers, and students are in agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.

Social skills, a necessary life skill, are taught directly to students as part of regular school programming. Academics are taught using a life skills approach to build appropriate skills to function in the community. Relevant transition goals are provided in the IPP.

Note: This is the first survey completed by parents, teachers, and students at New Heights. There are less than the survey-required 6 teachers employed by New Heights, therefore the results have been suppressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students model the characteristics of active citizenship.

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	School	n/a	n/a	n/a	n/a	87.0
		Authority	n/a	n/a	n/a	n/a	87.0
		Province	75.3	76.8	76.6	77.9	80.3
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	89.5	90.3	89.9	90.6	91.8
	Parent	School	n/a	n/a	n/a	n/a	87.0
		Authority	n/a	n/a	n/a	n/a	87.0
		Province	70.3	72.4	72.6	74.7	77.4

Comment on Results

(an assessment of progress in relation to past performance)

In the breakdown of results, parents agreed that students at New Heights followed the rules, helped each other when they could, respected each other, and were encouraged to try his or her best. The results also showed that many parents didn't know if their child was encouraged to be involved in activities that helped the community.

In the Spring of 2009, due to parent request, New Heights started a monthly newsletter to increase parent awareness.

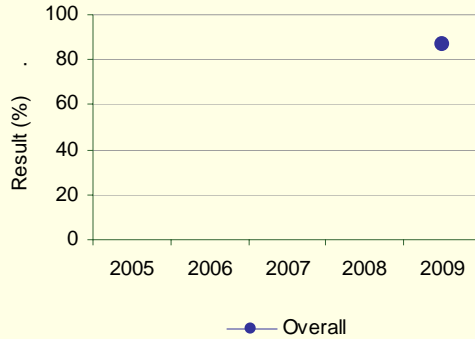
New Heights continues to provide opportunities for the students to be involved in the community, even through phys ed and library services provided outside of the school building.

The OT and psychologist on staff also work with the teachers and students to provide teaching on healthy lifestyle choices.

We provide IPP goals, depending on the student, which approach dealing with frustration and change.

Note: This is the first survey completed by parents, teachers, and students at New Heights. There were less than 6 teachers employed by New Heights in 2008/2009, therefore the results have been suppressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships.

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	School	n/a	n/a	n/a	n/a	90.6
		Authority	n/a	n/a	n/a	n/a	90.6
		Province	76.1	77.9	77.5	78.2	80.1
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	87.0	87.6	87.1	87.5	88.0
	Parent	School	n/a	n/a	n/a	n/a	90.6
		Authority	n/a	n/a	n/a	n/a	90.6
		Province	65.2	68.1	67.9	69.0	72.2

Comment on Results

(an assessment of progress in relation to past performance)

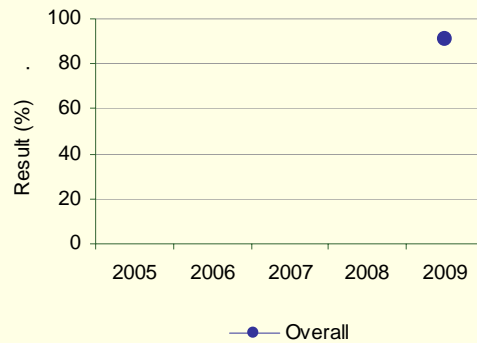
By results, teachers and parents are satisfied with parental involvement in decisions about their child's education.

We will continue to provide opportunities for effective communication through IPP meetings. Parents and teachers are encouraged to maintain regular contact by daily communication binder, phone calls, and emails in regards to individual student progress and concerns. Communication is also enhanced through our monthly newsletter, started Spring 2009.

Parents are encouraged to participate in the Parent Advisory Council. Parent's rights and responsibilities are stated in school policy. New Heights is greatly encouraged by the contribution and support of our families and friends.

Note: This is the first survey completed by parents and teachers at New Heights. There are less than the required 6 teachers for the survey employed by New Heights, therefore the results are suppressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall	School	n/a	n/a	n/a	n/a	100.0
		Authority	n/a	n/a	n/a	n/a	100.0
		Province	73.9	76.8	76.3	77.0	79.4
	Teacher	School	n/a	n/a	n/a	n/a	*
		Authority	n/a	n/a	n/a	n/a	*
		Province	73.1	75.5	74.5	75.6	78.2
	Parent	School	n/a	n/a	n/a	n/a	100.0
		Authority	n/a	n/a	n/a	n/a	100.0
		Province	70.9	75.4	75.1	75.9	78.1

Comment on Results

(an assessment of progress in relation to past performance)

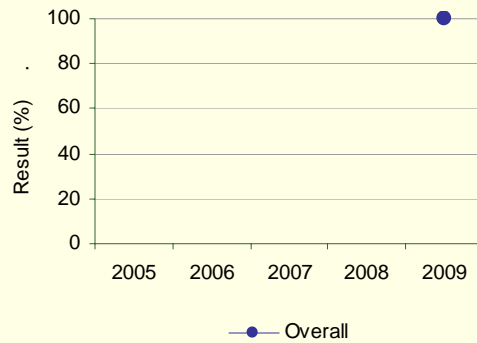
By results, teachers, parents, and students agree that their school and schools in their jurisdiction have improved or stayed the same the last three years.

New Heights works to ensure effective programming that is easily accessible to students with autism and other learning differences. Our enrollment continues to increase, proving a need in the community for our program.

A parent questionnaire was implemented to receive feedback from our population and respond to the needs of parents and students.

Note: This is the first survey completed by parents, teachers, and student at New Heights. There are less than the required 6 teachers for the survey employed by New Heights, therefore the results are suppressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Notes:

The New Heights Board of Directors had input to the information in the school's annual results report, and was a part of the final review at the Board meeting on November 19, 2009.

In our School Program we will continue to maintain a class size of 9 students to 1 teacher and 1 educational assistant. We currently have a Junior Class (approximately age 6-10), an Intermediate Class (approximately age 10-14), and a Senior Class (approximately age 13-21). In our ECS program we will continue to maintain a class size of 6 students to 1 teacher and 1 educational assistant. We currently have three half day ECS classes.