

Hope Christian School AERR 2007-2008

(School Code 5491)

Evangelical Free Church Champion (Authority code 9146)

The list below and format that follows contain the requirements for the November 2008 AERR. Private school authorities may wish to use this information as a checklist, even if they choose to use a format of their own design. All elements are required, unless otherwise identified.

Please Note:

- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- For provincial achievement tests, private school authorities have the option to report results for writers as well as for the required cohort results.
- Report comparable provincial results for provincial achievement tests, diploma exams, dropout, high school completion, diploma exam participation, Rutherford scholarship and post-secondary transition rates. The provincial survey results are not comparable to the private school survey results and should not be reported.
- For measures that do not have five years of results, report the available results.

Requirements

Message from the Board Chair (optional)

Accountability Statement: Must be phrased as follows:

The annual education results report for (name of private school authority) for the 2007/08 school year was prepared under the direction of the Private School Board in accordance with the responsibilities under the *School Act* & the *Government Accountability Act*. The Private School Board is committed to using the results in this report, to the best of our abilities, to improve outcomes for our students. We will use the results to develop sound strategies for our next 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.

Publication:

Private schools must post their AERR for 2007/08 on their website by November 30, 2008 in a publicly accessible format, and notify the Provincial Coordinator, Private Schools (lorraine.stewart@gov.ab.ca) by e-mail, including a web link to the AERR posted on the private school's web site. If the private school authority does not have a website, send the AERR document as an e-mail attachment.

- Indicate in the AERR how the report was or will be communicated to parents and to others in the school community. Indicate that it is posted on the school's web site along with the publicly accessible web link to the document or, if the school does not have a web site, describe how the report is shared with parents and the school community.

Highlights for the previous school year of the private school authority's accomplishments (impact of major activities/strategies), including provincially funded initiatives and programs, (e.g., AISI, SHIP, ECS) as applicable, as well as performance highlights, (results of all required measures)

- Include a web link to the private school authority's AISI annual report (if the school does not have a web site, indicate in the AERR how the AISI report can be obtained).

- Report the private school's **Performance Measure Results** from the private school's education plans for 2007/08 – 2009/10 in relation to the three-year plan (see page 2-5 of the **Guide for Accredited-Funded Private School Education Planning and Results Reporting**, 2007) for the list of required measures). Specifically, for each required measure, report:

- five most recent years of private school and comparable provincial results as available (NOTE: provincial survey results are not comparable to results from private school authority surveys so should not be reported.)
- 2007/08 result in relation to the private school target for that year (if applicable)
- comment on results, such as contextual information, factors affecting performance and analysis of results
- for provincial achievement tests, five years of acceptable and excellence results for each grade and subject, as well as the overall results (all subjects and grades combined) for the cohort – for elementary and junior high school programs
- for diploma examinations, five years of acceptable and excellence results in each exam, as well as the overall results (all subjects and grades) – for high school programs
- for high school completion rates, five years of three, four and five-year rates – for high school programs
- for post-secondary transition rates, five years of four and six-year rates – for high school programs.

Notes:

1. Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey respondents is fewer than six, data must not be reported to protect individual privacy.
2. Report comparable provincial results for provincial achievement tests, diploma examinations, dropout, high school completion, diploma exam participation, Rutherford scholarship and post-secondary transition rates. The provincial survey results are not comparable to the private school survey results and should not be reported.
3. For measures that do not have five years of results, report the available results.
4. For provincial achievement tests, results for writers as well as the required cohort results can be reported.

- Future Challenges** including areas for improvement and how the private school will address these.

Summary of Financial Results

- Provide key financial information about the 2007/08 school year, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus and capital reserves
- Include program expenditure information in table or graph format for the primary audience – parents and other members of the school community
- Indicate how additional financial information can be accessed, including the Audited Financial Statement for 2007/08.

Highlights of capital and facilities projects (optional)

- Provide information for parents and the school community about progress on major school facilities projects, if applicable, focusing on benefits to students, such as improved accommodation of students, enhanced learning opportunities [*which students, programs, schools*].

Hope Christian School AERR 2007-2008

Message from the Board Chair (optional)

Hope Christian School (H.C.S.) is a private, independent school operating as a mission arm of the Champion Evangelical Free Church. It is our goal at H.C.S. to offer a high quality; Jesus Christ centered education to the attending students. To achieve this goal it is our mandate to use approved Biblical based curriculum and Alberta Distance Learning materials and follow the rules and guidelines set by the Alberta Department of Education, thus enabling our students to obtain an Alberta High School Diploma.

It is our desire that upon completing the student educational time with H.C.S. they will have developed a strong moral character and have achieved a high academic standard. These traits are highly regarded by post secondary education and the work force.

With much prayer, time and energy devoted to daily and future planning, H.C.S. will continue to be accountable to God and thus our government.

Accountability Statement

The annual education results report for Hope Christian School for the 2007/08 school year was prepared under the direction of the Private School Board in accordance with the responsibilities under the *School Act* & the *Government Accountability Act*. The Private School Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our next 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.

Chairman Signature

Highlights for 2007/08

Include the following elements:

The school's accomplishments (impact of major activities/strategies), including provincially funded initiatives and programs (e.g., AISI, SHIP, ECS) as applicable, as well as performance highlights (results of all required measures)

Most of our students, 14 years old and up, participated in a mission trip to Costa Rica over the Easter break. We feel that this was an extremely valuable educational experience for our students and will have a life-changing impact on some of their lives. It gave the students a different perspective on how people and children in third world countries live and hopefully a greater appreciation for the educational opportunities and material possessions that they have.

Our AISI project is making a very positive contribution to the enhancement and adaptation of Christian curriculum to better fit Alberta Education course outcomes. This includes the development of resources in English and Social Studies at the senior high level, and in the future, resources for junior high social studies and senior high Biology for our group of cohort schools. The AISI report can be obtained by contacting the Hope Christian School Office.

We have also increased the usage of Alberta Distance Education materials at the grade 6, 8 and 9 levels in order to achieve better results on the respective achievement tests. I find that it is difficult to gather sufficient data to derive the meaningful statistics necessary to measure the overall school success. Our student numbers are very small and even when we consider a three year average the numbers may still be too low to post results. When the 3-5 year averages are large enough they can still be misleading, as the addition of one large family to our school can have dramatic effects, either positive or negative, to the statistics. I can say however that in the case of the few students we had writing achievement tests in the last year, the results were favorable. I believe that these results were, at least partially, due to the increased usage of the above mentioned materials.

It should be noted that when considering the survey responses and results that are used for statistics in this report that parents of home education students were not surveyed. We were planning on implementing this tool for the spring of the 2008 – 09 school year. This however becomes redundant as our school authority is requesting level 2 funding. As a result surveys will be administered to these parents by the province.

A specially adapted Learning Clicks presentation was made to the two “congregated home education sites” in June of 2008. These sites consist of students and supervisors from a “low German” speaking Mennonite background. This was done specifically to expand their horizon as to other possible career/employment options. The presentation was quite drastically modified as the use of technology such as computers and projectors is not an acceptable practice for these people. From some of the feedback that I received the presentation however was not well received. Unfortunately it was viewed more as interference from the “outside” rather than as a positive, so I believe it may not be advisable to do the presentation again.

Goal One: High Quality Learning Opportunities for All

Outcome 1.1: Schools provide a safe and caring environment for students.

Performance Measure	Results (in percentages)					Target
	2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school.	Overall		100	93	91	100
	Teachers		100	100	100	100
	Parents		100	88	80	100
	Students		100	91	94	100
<p>Comment on Results (contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</p> <p>Results were below what our expectations were for this performance measure. When numbers are so small it takes only one or two students, parents, or teachers to have a major impact on the statistics (i.e. change from 100 to 90% satisfaction). This does not suggest that the views of this parent or these parents is insignificant as issues still need to be dealt with. We have implemented discussions on bullying in devotions classes and we as well have continued the emphasis on Christ-like behavior in all school activities and lessons. Students are encouraged to speak to adults when feeling harassed or threatened.</p>	Graph of Overall Jurisdiction Results (optional)					OPTIONAL

* if available

Outcome 1.2: The education system meets the needs of all K – 12 students, society and the economy.

Performance Measure	Results (in percentages)					Target
	2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
Percentages 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		100	94	88	100
	Teachers		100	100	100	100
	Parents		100	100	86	100
	Students		100	83	78	100
<p>Comment on Results (contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</p> <p>Our targets for this measure were not achieved for parents or students. We are very limited on the number and variety of programs that can be offered in a small school with limited teacher resources. The question however is open to interpretation and I have discussed this with parents at meetings. Parents may be very satisfied with the school making the best possible use of available opportunities while still desiring that their child had more opportunities. Students are being offered a greater variety of materials and resources including some from ADLC. Off campus education opportunities such as work experience are being offered.</p>	Graph of Overall Jurisdiction Results (optional)					OPTIONAL

* if available

Outcome 1.2: The education system meets the needs of all K – 12 students, society and the economy. (continued)

Performance Measure	Results (in percentages)					Target
	2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students satisfied with the overall quality of basic education.	Overall		100	86	93	100
	Teachers		100	100	100	100
	Parents		100	59	86	100
	Students		100	100	94	100
Comment on Results <i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i> The results for this performance measure were again below our targets. The results show improvement when compared to the previous year but we would still like to see 100% satisfaction in such a small school setting. This question is a reflection of satisfaction with the education system as a whole. I believe that some parents are unhappy with the switch from ACE course to material and resources that were more closely aligned to Alberta Education outcomes. This was particularly true at the senior high level where all Christian ACE materials were not longer valid resources. This was also a noticeable factor for the 2006-2007 surveys. These statistics will hopefully change as parents become more accustomed and less threatened by the more secular materials. Our AISI project also focuses on enhancing existing secular curriculum to include Christian values and world views.		Graph of Overall Jurisdiction Results (optional)				

OPTIONAL

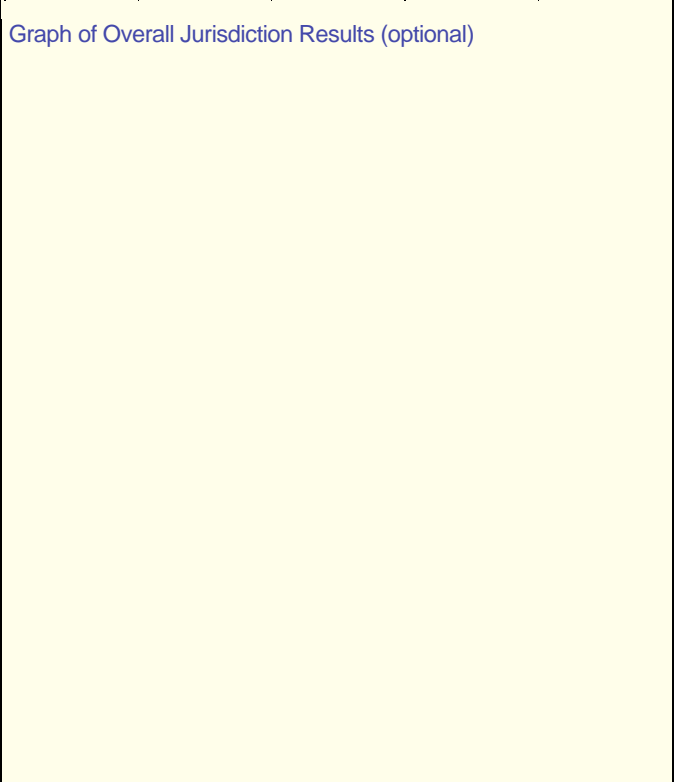
* if available

Performance Measure	Results (in percentages)					Target
	2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall		100	88	100	100
	Teachers		100	100	100	100
	Parents		100	76	100	100
	Students		100	86	100	100
Comment on Results <i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i> Targets were met for this performance measure. There seems to be a great deal of satisfaction with availability of community services.		Graph of Overall Jurisdiction Results (optional)				

OPTIONAL

* if available

Outcome 1.3: Children at risk have their needs addressed through effective programs and supports.

Performance Measure	Results (in percentages)					Target	
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	
Annual dropout rate of students aged 14 to 18 (for private schools with junior and senior high school programs)	Private School	19.9	24.1	23.9	14.0	20.6	if set
	Province	5.5	5.3	5.0	4.7	5.0	
<p>Comment on results (contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</p> <p>Targets were not set for this performance measure as I still have some difficulty in determining how to interpret the results. Using Accountability Pillar statistics for this measure seems very unreliable. The statistics include our approximately 500 home education students vs. our 25 on site students.</p> <p>The other related factor which greatly impacts these statistics is that the majority of home education students are of the "low German" descent. It is part of their culture and tradition to have their children drop out of school as soon as it is legally acceptable for them to do so, or even before the legal age. Our home school coordinator and facilitators are constantly encouraging students to remain in school past age 13. Students are encouraged to participate in graduation exercises organized by the onsite school. Parents who do not wish to participate in these are encouraged to organize graduation ceremonies and activities on their own for those who complete a program in ACE or CLE curriculum. These students can also earn grade 8 & 9 certificates as an encouragement to remain in school. We introduced a Learning Click presentation to expose these students to other possible career options but this was viewed unfavorably as "outside" interference.</p>		<p>Graph of Overall Jurisdiction Results (optional)</p> 					

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Performance Measure	Results (in percentages)					Target
	2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students who agree that programs for children at risk are easy to access and timely (required for K-9 private schools and optional for high school programs).	Overall		100	92	*	100
	Teachers		100	100	*	100
	Parents		100	81	*	100
	Students		100	94	*	100
<p>Comment on Results (contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. *Unfortunately this question was not included on the spring 2008 survey that was given to parents and students. Being a very small school our resources are again limited in this area. Students experiencing problems have counseling available through the local pastor associated with the school. The school has also established a close working relationship with the Child and Family Services counselor in our area and we have collaborated on student issues on several occasions over the past year. We do not at this time have any special needs students.</p>	<p>Graph of Overall Jurisdiction Results (optional)</p>					

OPTIONAL

* if available

Outcome 1.4: Students complete programs.

Performance Measure	Results (in percentages)					Target	
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	
High school completion rates: percentages of students who completed high school within 3, 4 and 5 years of entering Grade 10. (high school programs).	Within 3 years:						
	Private School	*	*	0.0	36.6	*	if set
	Province	67.8	69.3	70.4	70.4	71.0%	
	Within 4 years:						
	Private School	15.5	*	*	28.6	32.9	if set
	Province	72.3	73.4	75.1	76.2	76.3%	
	Within 5 years:						
	Private School	30.8	15.4	*	*	28.0	if set
	Province	75.2	75.5	77.4	78.6	79.5%	
	Comment on results <i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i>	Graph of Overall Jurisdiction Results (optional)					
	Using Accountability Pillar statistics for this measure also seems to be very unreliable. I find it very difficult to derive meaningful data from these statistics. The statistics again include our approximately 500 home education students vs. our 25 on site students. The actual students "completing" are almost entirely a result of those students who are on site. The great majority of home education students, do not complete an Alberta Government high school diploma, even though they may have been registered as a grade 10 student at one time. The other related factor which greatly impacts these statistics is that the majority of home education students are of the "low German" descent. It is part of their culture and tradition to have their children drop out of school as soon as it is legally acceptable for them to do so or even before the legal age. If any of these students stay in school past grade 9 or 10 they will usually finish with an ACE or CLE diploma. This is not, however, a recognized Alberta Education Diploma so they will be regarded as high school drop outs or non-completers if they do not pursue post secondary education. Our home school coordinator and facilitators are constantly encouraging students to complete their senior high school. Students are encouraged to participate in graduation exercises organized by the onsite school. Parents who do not wish to participate in these are encouraged to organize graduation ceremonies and activities on their own for those who complete a program in ACE or CLE curriculum. They are presented with the ACE certificate upon completion. We introduced a Learning Clicks presentation to expose these students to other possible career options but this was not viewed in a favorable light by the congregated sites. *Data values have been suppressed where the number of students is less than 6.						

Also report results on all private school Goal One Measures from the School's Three-Year Education Plan 2007/08-2009/10 in relation to Goal 1 outcomes and targets for 2007/08. Minimum one year of results – private schools are encouraged to provide multi-year results for trend analysis.

Goal Two: Excellence in Student Learning Outcomes

Outcome 2.1: Students demonstrate high standards.

Performance Measure		Results (in percentages)					Target
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 required, reporting results for writers is optional). – elementary/junior high school programs		A E*	A E*	A E*	A E*	A E*	A E*
		2003/04	2004/05	2005/06	2006/07	2007/08	2007/08
Grade 3							
Language Arts	Private School	*	*	*	*	75/13***	
	Province	81.7 15.1	82.2 16.2	81.3 14.1	80.3 17.7	80.1 16.1	
Mathematics	Private School	*	*	*	*	50/13***	
	Province	81.8 27.4	80.3 26.1	82.0 26.9	79.9 23.5	78.7 23.9	
Grade 6							
Language Arts	Private School	*	*	*	*	80.1/10***	
	Province	79.1 15.5	77.3 15.5	79.0 15.9	80.3 19.8	81.1 21.0	
Français	Private School	*	*	*	*	*	
	Province	92.8 18.1	92.0 22.8	94.5 19.7	93.0 18.0	94.3 17.1	
French Language Arts	Private School	*	*	*	*	*	
	Province	88.5 12.8	85.1 8.8	87.5 11.2	88.1 11.0	87.7 14.2	
Mathematics	Private School	*	*	*	*	50/10***	
	Province	78.5 21.2	78.2 18.1	75.2 15.6	74.0 14.5	74.6 15.9	
Science	Private School	*	*	*	*	50/10***	
	Province	80.6 26.3	79.8 26.0	78.1 27.7	75.2 26.6	74.8 24.1	
Social Studies	Private School	*	*	*	*	90.1/120***	
	Province	78.6 19.7	78.4 21.5	78.6 22.9	77.4 22.3	77.9 23.8	
Grade 9							
Language Arts	Private School	*	*	*	*	100/11.1***	
	Province	77.6 12.4	77.9 14.1	77.4 13.6	77.5 14.8	76.5 14.8	
Français	Private School						
	Province	85.6 15.4	87.2 17.4	86.1 14.7	81.6 12.6	84.8 11.7	
French Language Arts	Private School						
	Province	83.4 11.7	85.9 13.6	83.3 10.9	81.3 12.9	84.5 12.4	
Mathematics	Private School	*	*	*	*	88.9/22.2***	
	Province	66.1 18.9	68.0 19.7	67.4 17.4	66.3 18.3	65.7 18.5	
Science	Private School	*	*	*	*	88.9/11.1***	
	Province	66.6 12.1	67.5 12.8	67.4 13.3	69.6 14.7	69.3 13.0	
Social Studies	Private School	*	*	*	*	77.8/11.1***	
	Province	73.1 20.0	71.3 18.9	72.5 18.3	71.4 18.7	71.7 18.9	
Overall**							
	Private School	*	*	*	*	75/13***	
	Province	77.6 19.5	77.2 19.4	77.1 19.2	75.9 19.4	75.8 19.6	

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

** Overall results exclude Science 9.

Comment on Results	Graph of Overall School Results (optional)																								
<p><i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i></p> <p>* Results cannot be included where numbers are less than 6 students.</p> <p>***Our numbers are continuously too small to display any results. The results shown have been compiled by using the 5 year roll-up statistics, so are a reflection of average values for 5 years of results for the achievement tests. These results show a great deal of fluctuation because for each grade the statistics are still for only 8 to 10 students in total, depending on the grade level, for all of the years (2003-2008). They do however enable us to display some usable statistics and will help to determine some trends for the future. The statistics for grade 3 math, and grade 6 math and science reveal some problem areas. We had some very poor results for two of the years which had a drastic effect overall. We are already doing some additional remedial work with students in grades 1-6 to improve math skills.</p> <p>Our results for grade 9 are also notable and consistent as our school is above provincial averages for the 5 year span.</p> <p>One component of our AISI project involves the enhancement of materials and resources to better fit Alberta Education outcomes.</p> <p>We are also using more course materials from ADLC as reinforcement and even for the main resource materials for grades 6, 8 and 9 students. Students are also encouraged to use Exambank.com for reinforcement of outcomes and for exam preparation.</p> <p>Parents of our home education students have chosen not to write the Provincial Achievement tests at any of the grade levels so the statistics do not reflect their achievement. CAT3 tests are administered, each year, to most home education students, grades 3 and up, as an alternative. We are beginning to keep a record of and compile statistics from these tests in an attempt to identify trends. We have also used these statistics to establish a baseline to help assess the success of initiatives to improve results. Following are the baseline statistics derived from the CAT3 tests and calculated for four different groups of our home educated students.</p> <table border="1" data-bbox="237 1157 821 1444"> <thead> <tr> <th>Group</th> <th>Student Numbers</th> <th>Average Grade Level Change/yr of Schooling</th> </tr> </thead> <tbody> <tr> <td>Grassy Lake</td> <td>71</td> <td>0.89</td> </tr> <tr> <td>Circle Hill</td> <td>34</td> <td>0.95</td> </tr> <tr> <td>ACE Non-group</td> <td>26</td> <td>1.03</td> </tr> <tr> <td>CLE Non-group</td> <td>13</td> <td>1.06</td> </tr> <tr> <td>Average for all</td> <td>144</td> <td>0.94</td> </tr> <tr> <td colspan="3">ACE – Accelerated Christian Education Curriculum</td> </tr> <tr> <td colspan="3">CLE – Christian Light Education Curriculum</td> </tr> </tbody> </table> <p>These statistics can be further broken down into the various skill areas including: Reading, Math & Total Battery.</p> <p>Our home education coordinator has also discussed, with the congregated sites, the possibility of administering the Alberta Provincial Achievement test to their grade 3 students. They have now agreed to this so the tests will be administered in June of 2009. We will also continue to administer the CAT3 test to this group in January of 2009.</p> <p>If there is another round of AISI projects we hope to use some of our funds for a project involving the congregated home education sites. This would involve a remedial reading program and the establishment of small libraries at both congregated sites.</p>	Group	Student Numbers	Average Grade Level Change/yr of Schooling	Grassy Lake	71	0.89	Circle Hill	34	0.95	ACE Non-group	26	1.03	CLE Non-group	13	1.06	Average for all	144	0.94	ACE – Accelerated Christian Education Curriculum			CLE – Christian Light Education Curriculum			
Group	Student Numbers	Average Grade Level Change/yr of Schooling																							
Grassy Lake	71	0.89																							
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Outcome 2.1: Students demonstrate high standards. (continued)

Performance Measure		Results (in percentages)					
Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations - high school programs		A E*	A E*	A E*	A E*	A E*	Target A E*
		2003/04	2004/05	2005/06	2006/07	2007/08	2007/08
English 30-1	Private School	*	*	*	*	***100/33.4	78/18
	Province	92.0 18.8	89.1 17.8	88.0 19.3	87.7 19.0	87.1 15.5	
English 30-2	Private School	*	*	*	*	*	80/18
	Province	85.2 7.1	89.4 10.1	86.1 8.1	88.7 9.7	88.9 8.8	
Français 30	Private School						if set
	Province	99.0 15.2	95.0 16.3	94.8 28.1	97.2 24.6	98.5 25.4	
French Language Arts 30	Private School						if set
	Province	95.4 16.7	95.1 19.1	95.0 21.8	95.6 23.1	94.9 24.5	
Social Studies 30	Private School					***87.5/37.5	100/0
	Province	85.9 23.8	85.2 24.3	85.5 23.9	86.1 24.6	84.7 21.5	
Social Studies 33	Private School	*	*	*	*	*	N/A
	Province	82.9 15.0	85.0 17.6	83.5 19.0	84.8 19.6	85.3 18.9	
Pure Math 30	Private School	*	*	*	*	*	100/0
	Province	83.7 32.0	80.6 25.7	82.8 26.5	81.1 24.6	81.3 25.8	
Applied Math 30	Private School	*	*	*	*	*	if set
	Province	85.5 14.3	87.6 21.8	77.5 11.8	77.6 12.1	76.3 10.7	
Biology 30	Private School	*	*	*	*	*	100/0
	Province	81.9 26.6	81.9 26.6	81.4 26.4	83.5 27.4	82.3 26.3	
Chemistry 30	Private School	*	*	*	*	*	100/0
	Province	85.7 27.9	88.2 33.4	88.4 37.1	89.3 37.9	89.2 39.2	
Physics 30	Private School	*	*	*	*	*	100/0
	Province	86.6 29.8	84.2 27.8	84.4 30.0	86.1 29.3	85.7 32.0	
Science 30	Private School						if set
	Province	84.3 16.5	88.1 22.1	82.8 17.3	87.1 18.0	88.6 21.6	
Overall	Private School					***94.7/31.6	if set
	Province	85.8 22.2	85.7 23.0	84.7 23.0	85.4 23.3	85.0 22.3	

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

Comment on Results	Graph of Overall School Results (optional)
<p><i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i></p> <p>* Results cannot be included where numbers are less than 6 students.</p> <p>***Our numbers are continuously too small to display any results. The results shown have been compiled by using data from course mark enquiries for our students for three years (2005-06 to 2007-08). By using these cumulative statistics there were sufficient numbers to allow posting of the results English 30-1(9 students) and Social Studies 30(8 students). There were still insufficient numbers for all other subjects to allow the results to be posted. The overall results are for all three years and for all subjects. For interest sake we had the following numbers, in the subject areas indicated, over this three year span. (English 30-2 – 1 student; Social 33 – 2 students; Pure Math 30 – 4 students; Applied Math 30 – 2 students; Biology 30 – 4 students; Chemistry 30 – 4 students; and Physics 30 – 3 students.)</p> <p>The statistics look surprisingly good but again one must keep in mind that when dealing with such small numbers a few exceptional students or struggling students in one or two years can have a drastic effect on results. The original targets were set based upon how we thought the individual grades were going to perform in that year. These targets are no longer realistic upon the consideration that the presented statistics represent average results over a number of years. We currently have only one senior student registered for this school year and it may be 2 or 3 more years before we again have additional senior students.</p>	

Outcome 2.1: Students demonstrate high standards. (continued)

Performance Measure	Results (in percentages)					Target	
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	
Diploma examination participation rate: percentages of students who have written four or more diploma exams by the end of their third year in high school (for high school programs).	Private School	*	*	0	18.3	*	if set
	Province	51.4	52.4	53.5	53.7	53.6	

Comment on results
(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.
 * Results cannot be included where numbers are less than 6 students.
 These statistics are again greatly impacted because of our home education students. For example we had three students in our on-site school that graduated in 2005-06 while the accountability statistics indicate there were seven students altogether. The remainders were probably home education students. These home education students almost never complete a recognized Alberta program and receive a diploma. From my own research I have determined that students completed 4 and 5 diploma exams that year. Our home education coordinator and our home education facilitators continue and will continue to emphasize the need to complete an Alberta Education diploma.

Graph of Overall Jurisdiction Results (optional)

Performance Measure	Results (in percentages)					Target	
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria	Private School	*	*	*	*	*	if set
	Province	32.5	33.8	35.3	37.2	38.2	

Comment on results
(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.
 * Results cannot be included where numbers are less than 6 students.
 Again doing my own calculations and looking at (2004 to the end of June 2008) I identified 9 students in senior high school that finished school. Of those nine students 5 of them were eligible for the Rutherford scholarship. For the next few years we do not anticipate the graduation from high school of any further students.

Graph of Overall Jurisdiction Results (optional)

Outcome 2.2: Students are well prepared for lifelong learning.

Performance Measure	Results (in percentages)					Target	
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	
High school to post-secondary transition rate within four and six years of entering Grade 10 (high school programs).	Within 4 years:						
	Private School	18.3	*	*	0.0	20.2	if set
	Province	32.8	34.0	37.0	39.5	40.7	
	Within 6 years:						
	Private School	57.2	34.2	18.2	*	*	if set
	Province	51.5	54.4	57.5	59.5	60.3	
<p>Comment on results (contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</p> <p>These numbers again include home school statistics combined with our on-site students. As previously mentioned virtually all of the home education students will not graduate with an Alberta Education diploma and few have aspirations of proceeding to post secondary institutions. We would however like to increase this percentage using various strategies. For our home education students this strategy would involve mainly the congregated sites. We attempted to do a modified Learning Clicks presentation at these sites. We would also like to provide as much exposure as possible, to all of our home educated students, regarding available career opportunities. Using ALIS materials I have developed a CD with many short videos showing a variety of career opportunities. This however may also have limited use as a majority of the low German speaking families will not permit any technology to be used at their sites or in their homes. Home school personnel will continually emphasize the necessity of completing school and going on to some post secondary education.</p>		<p>Graph of Overall Jurisdiction Results (optional)</p>					

Performance Measure	Results (in percentages)					Target
	2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
Percentages of teachers and parents satisfied that high school graduates demonstrate the knowledge and skills for lifelong learning (required for K – 9 private schools and optional for high school programs).	Overall					if set
	Teachers			100		if set
	Parents			100		if set
	Students			90		if set
<p>Comment on Results (contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. This question was also not included on the surveys done in April of 2008. I believe I was looking at the performance measures required for the 2008 – 2011 three year plan when I formulated the surveys. This performance measure is not included in that plan. In the past there has been high satisfaction with the knowledge and skills developed in our senior high students upon completion of high school. We have and will continue to attempt to expand the experience of our students in order to make them more amenable to being lifelong learners. One of the key mediums for lifelong learning is the computer and the internet. All of our students get a great deal of exposure to computers and the internet throughout the time spent in our school. They have learned to use this medium for research. Our home education students however get little or no exposure to this medium. Many of our parents send their children to congregated sites, but even there they are resistant to what they see as outside interference. Any attempt to broaden their horizons must be taken very carefully.</p>	Graph of Overall Jurisdiction Results (optional)					

OPTIONAL

* if available

Outcome 2.3: Students are well prepared for employment.

Performance Measure		Results (in percentages)					Target
		2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
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				94	100	100
	Teachers				100	100	100
	Parents				88	100	100
	Students						if set
Comment on Results <i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i> All stakeholders seem very satisfied with the attitudes and behaviors taught and believe that this will help their children to be successful when they finish school. Even though these results meet our targets we must not be complacent. Our students continue to have attitudes and behaviors both modeled and taught to them through their relationships and in the ACE curriculum.		Graph of Overall Jurisdiction Results (optional)					

OPTIONAL

* if available

Outcome 2.4: Students model the characteristics of active citizenship.

Performance Measure		Results (in percentages)					Target
		2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall				97	100	100
	Teachers				100	100	100
	Parents				100	100	100
	Students				90	100	100
Comment on Results <i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i> All stakeholders are satisfied that they or their child/student models characteristics of active citizenship.		Graph of Overall Jurisdiction Results (optional)					

OPTIONAL

* if available

Also report results on all private school Goal Two Measures from the school's Three-Year Education Plan 2007/08-2009/10 in relation to Goal 2 outcomes and targets for 2007/08. Minimum one year of results – private schools are encouraged to provide multi-year results for trend analysis.

Goal Three: Highly Responsive and Responsible Private Schools

Outcome 3.1: The private school demonstrates improved results through effective working relationships with partners and stakeholders.

Performance Measure		Results (in percentages)					Target
		2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
Teacher and parent satisfaction with parental involvement in decisions about their child's education.	Overall				100	100	100
	Teachers				100	100	100
	Parents				100	100	100
Comment on Results <i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i>		Graph of Overall Jurisdiction Results (optional)					
There was a 100% satisfaction with the level of parental involvement in our school and targets were met. We will continue to request and encourage parental involvement and participation in the school.							

OPTIONAL

* if available

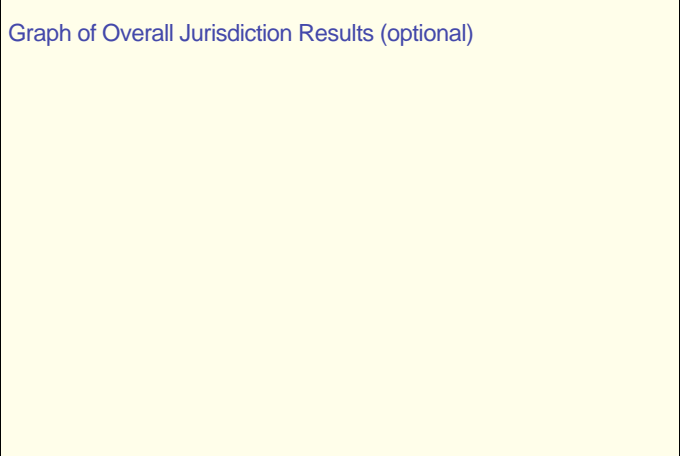
Outcome 3.2: The private school demonstrates leadership and continuous improvement.

Performance Measure		Results (in percentages)					Target
		2003/04*	2004/05*	2005/06	2006/07	2007/08	2007/08
Percentages of teachers and parents indicating that their school has improved or stayed the same in the last three years.	Overall				80	93	100
	Teachers				100	100	100
	Parents				60	86	100
Comment on Results <i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i>		Graph of Overall Jurisdiction Results (optional)					
Targets were not met for this performance measure. Results have improved over those of the previous year. There may be some discontent among parents again regarding the shift from ACE curriculum materials at the senior level and to some extent at the elementary and junior high levels. We will continue this trend but as more of the secular material used becomes modified, my hope is that this will help parents to view these changes in a more positive light.							

OPTIONAL

* if available

Hope Christian School AERR 2007-2008

Performance Measure	Results (in percentages)*					Target
	2003/04*	2004/05	2005/06	2006/07	2007/08	2007/08
Percentages of teachers reporting that in the past 3-5 years, the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. Teachers				100	100	100
<p>Comment on Results <i>(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.</i></p> <p>Targets were met for this performance measure. We will continue to provide a substantial budget for professional development within our schools. With a professional staff of only two it is difficult to provide on-site professional learning opportunities. Home education professional and support staff are encouraged to attend relevant professional development opportunities that will impact their performance.</p>	<p>Graph of Overall Jurisdiction Results (optional)</p> 					

* if available

Also report results on all other school authority Goal Three Measures from the Three-Year Education Plan 2007/08-2009/10 in relation to Goal 3 outcomes and targets for 2007/08. Minimum one year of results – the school is encouraged to provide multi-year results for trend analysis.

Future Challenges

Include areas for improvement and how these will be addressed by the school.

The accountability pillar statistics are largely derived from our home education population. The majority of the students in this group are of old colony low German speaking Mennonites. Because of our large home education population we are planning on implementing an AISI project that we hope will have an impact on these students. This will happen provided that there is another round of AISI projects commencing the 2009-2010 school years. This project will involve the identification of students that are having reading difficulties and then the placement of them on a facilitated remedial reading program. We will also be establishing small libraries at each of the congregated sites to further encourage reading interest.

Because we are going to be accepting level 2 funding and its associated increased accountability, surveys are going to be sent out to all parents and I am assuming that also includes home education parents. Surveys of this group were not conducted in the past so I have not idea what to expect. At this time it is impossible to set realistic targets as I have no baseline on which to determine these targets. Also a number of the questions that will be asked may be irrelevant to our home school population. Another factor which should be taken into consideration when conducting these surveys is cultural. Without clarification and culture sensitivity being applied to the questions they may be meaningless, or even offensive, to these parents, particularly to the low German speaking Mennonites.

It is also my understanding that the results for these surveys are going to be combined with survey results of on-site parents. These two groups are very diverse in nature and expectations so it will be a challenge to try to distinguish concerns and issues that home education parents have as contrasted with those of the on-site parents.

We continue to face challenges regarding results for achievement tests but now that I have established a method of deriving some meaningful statistics, despite our small size, the problem areas may become more obvious. Grade 3 math and grade 6 math and science are areas for concern and will need to be monitored closely. We will be looking more closely at these to see if we can identify specific areas of weakness. We will target, and are already targeting, additional materials and instruction to those areas. These studies may reveal problem areas which could be curriculum related or may simply be difficulties arising from a particular group of students or classes.

Our school also strongly suggests to home education parents that all students take the Canadian Achievement Test (<http://www.canadiantestcentre.com/CAT3/CAT3.asp>) as most do not take the provincial achievement test. Using the data collected from these tests we have also established a baseline which can now be compared to the results for subsequent years of testing. This will enable us to assess any progress or areas for improvement. These could also be used as baseline for assessing the success of the future AISI project should it be approved.

Summary of Financial Results

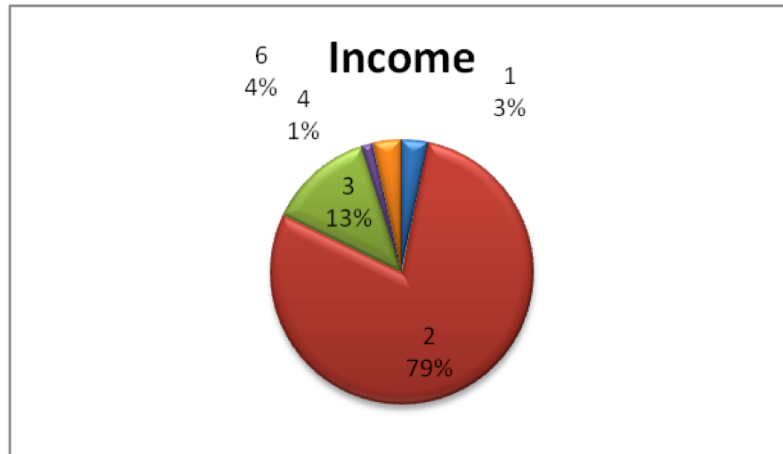
Include the following elements:

- Provide key financial information about the school year (i.e., significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus or deficit, and capital reserves)
- Include program expenditure information in a table or graph for the primary audience - parents and other members of the school community
- Indicate how the reader can access additional information, including the private school's Audited Financial Statement for 2007/2008.

HOPE CHRISTIAN SCHOOL FINANCIAL SUMMARY 2007-2008

INCOME FROM ALL SOURCES

	Income		% of Total
First nations-home ed	29400.000	1	3.174
Home Ed grants	731296.000	2	78.958
Gov't grants etc.	120266.000	3	12.985
Tuition fees	12865.000	4	1.389
Other fees and income		5	
Interest, comp fees, uniform, curriculum	32353.000	6	3.493
Total Income	926180.000		



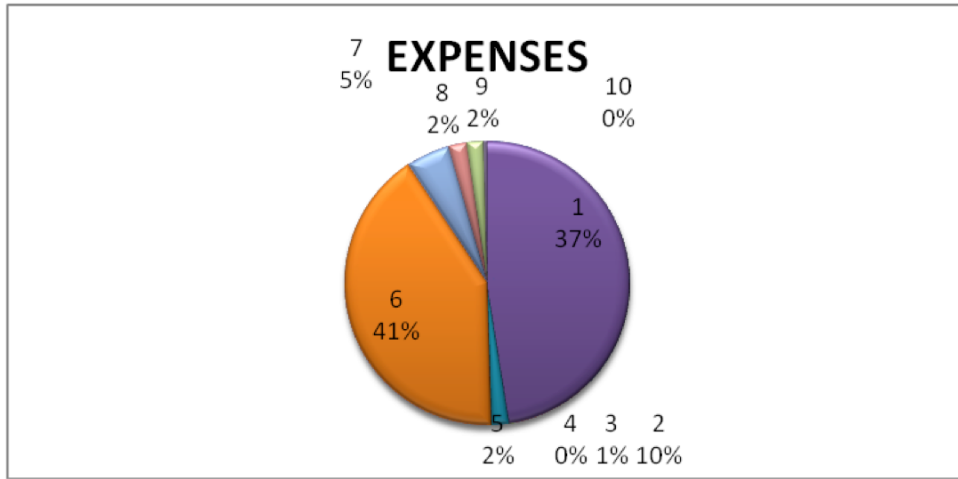
EXPENSES

Salaries & Benefits

Home ed	336567.000	1	37.904
Instruction	87473.000	2	9.851
Operations and maint.	7259.000	3	0.818
Transportation		4	0.000
Administration	17655.000	5	1.988
Total Salaries and benefits	448954.00		

Other contracts and supplies

Home ed	372592.000	6	41.962
Instruction	45006.000	7	5.069
Operations and maint.	9557.000	8	2.177
Transportation	8432.000	9	1.921
Administration	3394.000	10	0.382
Total Contracts	438981.00		
Total Expenses	887935.00		



Highlights of Capital and Facilities Projects (optional)

Highlight, for parents and other members of the school community, progress on major school facilities projects, i.e., building renewal and construction for the previous school year, as applicable, focusing on benefits to students, e.g., improved accommodation of students, enhanced learning opportunities [which students, programs, schools].

We are going to establish a capital fund for future building and repair needs for the school. This will probably be in the amount of approximately \$30 000.00 which has been accumulating over the past few years.

Provide Information on Report's Communication

Identify how the report was or will be communicated to the public, parents and to others in the school community (i.e., indicate that it is posted on the private school's web site, along with the publicly accessible web link to the document), or if the school does not have a web site, how the report is shared with parents and the school community.

Our website is not fully functional yet so we are unable, at this time, to post the AERR but will hopefully be able to do so in the near future. In lieu of this, a notice will be included in the "envelope", that is regularly sent home to parents, indicating that the report will be made available for their perusal at the the Hope Christian School Office. The report will also be shared with the Board of the Evangelical Free Church Champion at the regular December meeting. The original board approved and signed copy of the Annual Educational Results Report will be kept on file in the school.