

# Evangelical Free Church of Champion (Hope Christian School) Annual Educational Result Report 2008-2009

## 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 the Evangelical Free Church Champion (Hope Christian School) for the **2008-2009** school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The 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 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.

Highlights for 2008/09

**Accredited Private School Authorities:**

Highlights for the previous school year of the private school authority's **accomplishments** (impact of major activities/strategies), including programs and results of specific populations of students, such as special needs, ESL, FNMI, home education, as applicable.

- Approval for an AISI project for Home Education students
- Establishing baseline statistics using CAT3 testing for Home Education Students to be used for programming and as a baseline for AISI project statistics
- Administering the Grade 3 English Language Arts PAT to our home education students at the congregated sites
  - Additional statistics to use for assessment and programming for students in need
- Preliminary work done towards the development of a distributed learning distance education model for off campus students
- Acceptance of level 2 funding for Hope Christian School
- Completion of a number of enhanced Christian senior core courses that meet the outcomes set out by Alberta Education using AISI funding
- Development of a baseline for Achievement tests for onsite students using averaged statistics

**October 2009 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Goal	Measure Category	Measure Category Evaluation	Measure	Evang. Free Church of Champion			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	94.4	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	75.8	n/a	n/a	80.3	79.4	78.7	Intermediate	n/a	n/a
			Education Quality	94.4	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	38.2	20.6	19.5	4.8	5.0	4.9	Very Low	Declined Significantly	Concern
			High School Completion Rate (3 yr)	32.8	*	18.3	70.7	71.0	70.6	Very Low	Maintained	Concern
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	39.3	*	45.9	76.8	75.3	75.6	Very Low	Maintained	Concern
			PAT: Excellence	7.1	*	11.4	19.2	18.3	18.3	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	*	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	*	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	10.9	*	9.1	53.3	53.6	53.6	Very Low	Maintained	Concern
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	57.3	56.8	55.8	*	n/a	n/a
			Transition Rate (6 yr)	16.4	*	18.2	60.7	60.3	59.1	Very Low	Maintained	Concern
			Work Preparation	91.7	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	90.0	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	72.2	n/a	n/a	79.4	77.0	76.7	Intermediate	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 writing 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 (Optional)**

**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.

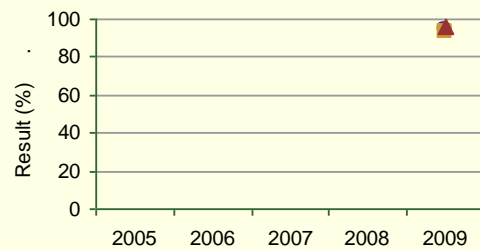
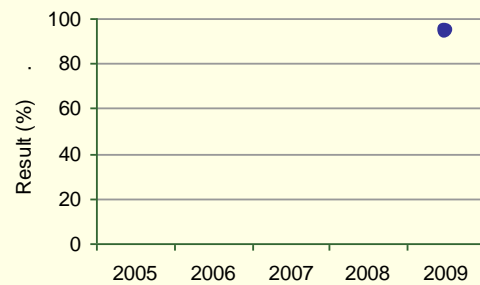
Performance Measure		Results (in percentages)					Target**	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall (required)	Authority	n/a	n/a	n/a	n/a	94.4	100
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	93.3	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	95.6	
		Province	77.2	78.4	78.5	79.1	81.7	

### 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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

Targets were not achieved for this measure but there was an improvement over last year's results. Our own surveys for the 2007-2008 school year resulted in 91% satisfaction. However because our numbers are so small such variation would indicate that the level for this measure was effectively maintained. Students, parents and teachers feel that students are very safe in our school.

### Graph of Overall Authority Results (optional)



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

\*\* If authority had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	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 (required)	Authority	n/a	n/a	n/a	n/a	75.8	90
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	75.8	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	n/a	
		Province	71.5	72.6	72.9	74.1	75.3	

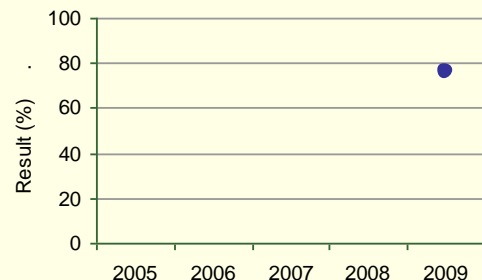
**Comment on Results**

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

I believe these statistics do not reflect dissatisfaction with the school itself. Parents recognize the limitations of a small school but always wish that it would be possible to offer a greater variety of courses. They accept this limitation for their children when weighed against the Christian environment in which their children can be immersed.

For the upcoming school year we are introducing a number of strategies that we hope will provide an increased opportunity, variety and support for students in our regular school and in our distributed learning programs. Subject area teacher specialists have been contracted at the senior high level to deliver and support online and print courses. Part of this initiative also includes synchronous online instruction to provide for and help students in various subjects. These opportunities will also be extended to on-site senior high school students at Hope Christian School. Off campus education courses including: work experience, green certificate and possibly the RAP program will also be offered in the upcoming school year. This will hopefully result in greater success for our students and an accompanying increased level of satisfaction. Junior high and elementary students will also be offered an increasing number and variety of optional courses to enhance their programs.

Graph of Overall Authority Results (optional)



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)

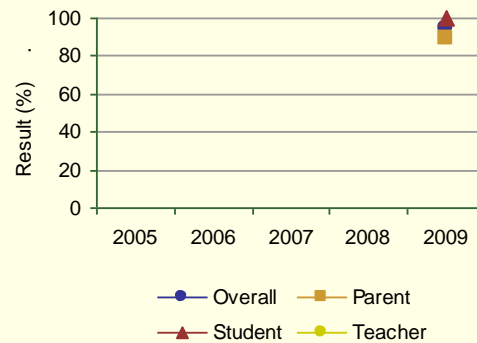
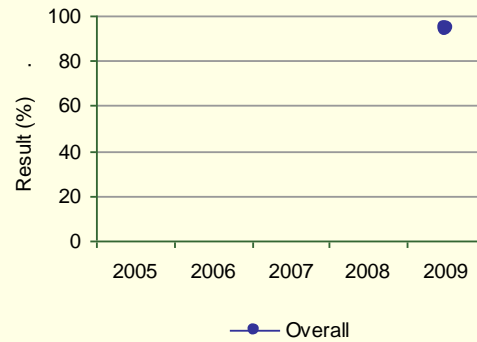
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	94.4	95
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	88.9	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	100.0	
		Province	85.6	86.6	86.4	86.6	88.3	

**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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

The target for this measure was met. Parents students and teachers of Hope Christian School are very satisfied with the quality of the education which the student is experiencing. Hope Christian School continues to use new modified curriculum to improve the quality of basic education.

**Graph of Overall Authority Results (optional)**



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)

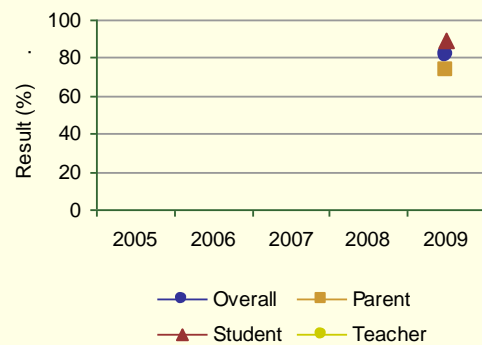
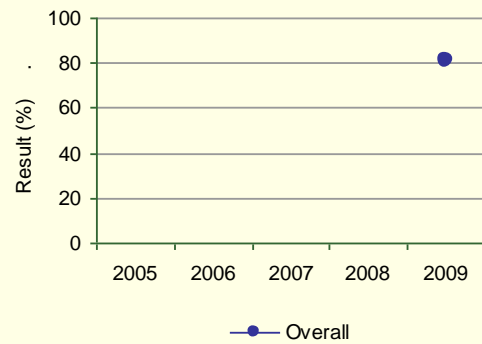
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	n/a	n/a	n/a	n/a	81.2	100
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	73.6	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	88.9	
		Province	76.7	77.1	76.8	77.7	78.4	

**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.

The set target was not met in this case although there was a much greater satisfaction with our school as compared to provincial statistics. Hope Christian School will continue to access available programs and services within the community as th need arises.

**Graph of Overall Authority Results (optional)**



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.

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	24.1	23.9	14.0	20.6	38.2	37
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	0.0	0.0	7.2	0.0	25.3	
	Province	23.0	21.3	21.2	21.3	19.8	

**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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

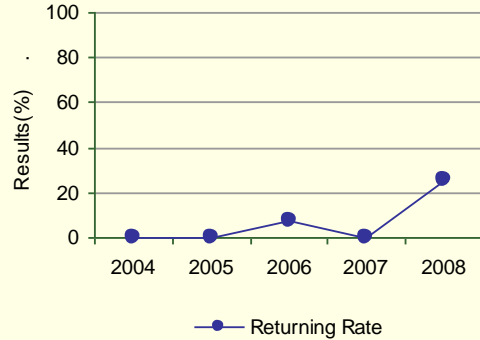
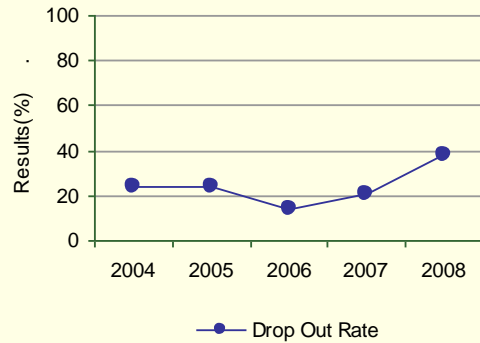
These results are very poor and are labeled as a concern in the accountability pillar. The poor results for this measure are due to a number of factors:

- It is based upon statistics derived solely from our Home Education Population as we had no senior high students enrolled for the 2008-2009 school year
- the vast majority of our home education students are from the old colony low German speaking Mennonite population where the cultural expectation is to withdraw students from school as soon as possible

In spite of these factors we are implementing several strategies in an attempt to convince students to remain in school.

- Encouragement by facilitators and staff to have students remain in school
- Making scholarships available for those completing senior high and registering in a post secondary program

**Graph of Overall Authority Results (optional)**



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)

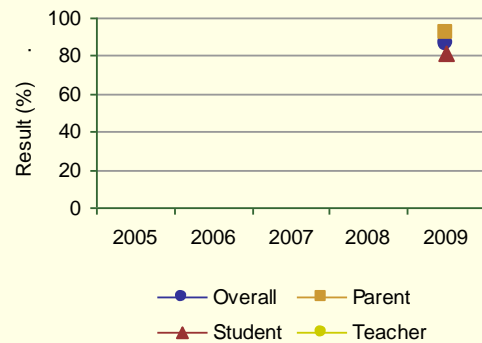
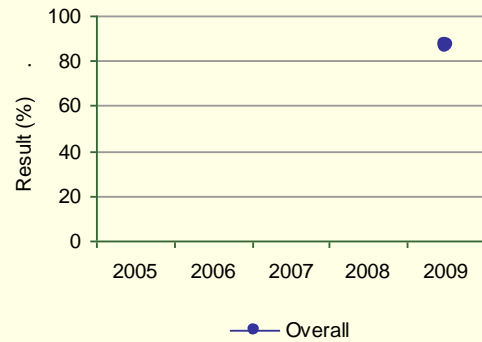
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	n/a	n/a	n/a	n/a	86.6	if set
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	91.7	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	81.5	
		Province	76.1	77.1	77.0	78.0	80.3	

**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.

Because we are a very small school we do not have the availability of counselors to provide immediate assessment guidance and intervention strategies for children at risk. We have however utilized external agents such as Child and Family Services counselors. We will continue to do so as the need arises.

**Graph of Overall Authority Results (optional)**



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.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	*	0.0	36.6	*	32.8	34
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	*	*	28.6	32.9	*	if set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	15.4	*	*	28.0	32.0	if set
		Province	75.5	77.4	78.6	79.5	79.2	

**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. If results on the Accountability Pillar measure (i.e., the three year rate) have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

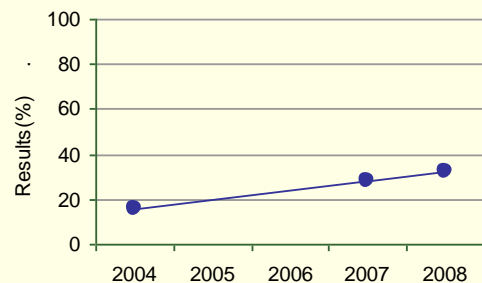
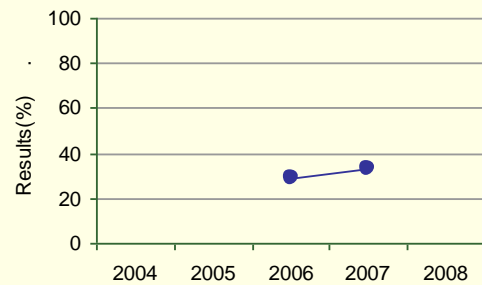
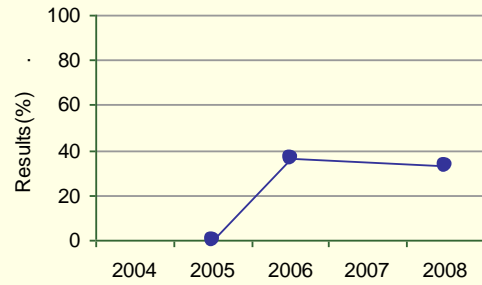
The results for this measure are again extremely low but are due to the same factors contributing to the high annual dropout rate.

- Results are based upon statistics derived solely from our Home Education Population as we had no senior high students enrolled in our regular program for the 2008-2009 school year
- the vast majority of our home education students are from the old colony low German speaking Mennonite population where the cultural expectation is to withdraw students from school as soon as possible

In spite of these factors we are implementing several strategies in an attempt to convince students to remain in school.

- Encouragement by facilitators and staff to have students remain in school
- Making scholarships available for those completing senior high and registering in a post secondary program

Graph of Overall Authority Results (optional)



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

Include a note indicating that the 3-year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary. Also report results on all local authority Goal One measures from the Authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 1, Goal 1 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.

## Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**										Target		
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		2009		
		A	E	A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2		
	Mathematics 3	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		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	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9		
	French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9		
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7		
	Mathematics 6	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8		
	Science 6	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8		
	Social Studies 6	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		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	Authority	*	*	*	*	n/a	n/a	*	*	*	*	if set	if set
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7		
	French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3		
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9		
	Mathematics 9	Authority	*	*	*	*	n/a	n/a	*	*	*	*	if set	if set
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6		
	Science 9	Authority	*	*	*	*	n/a	n/a	*	*	*	*	if set	if set
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8		
	Social Studies 9	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a	if set	if set
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4		

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	60.0	16.0	57.1	19.0	34.6	3.8	*	*	39.3	7.1	if set	if set
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		
My Overall Calculated Statistics****	Hope Christian School	63	13	83	28	65	10	100	0	70	25		

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

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

\*\*\* Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. 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).

**Comment on Results**

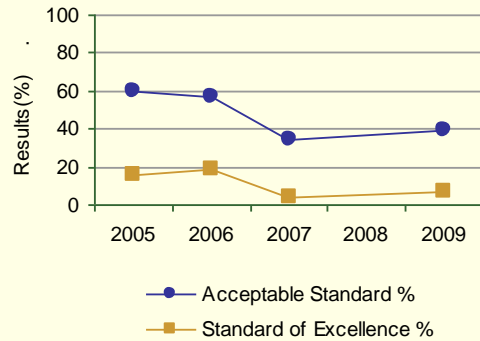
*(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

Because our numbers in all individual courses are consistently too small to report I am focusing on the overall statistics to use as a measure of our success.

\*\*\*\*The above statistics in red were calculated by myself using the Multiyear Report for 2005-2009. Even when I use the total # of enrolled students and count those who did not write as "Below Acceptable Standard" I still get numbers much higher than indicated on the Overall\*\*\* data from the accountability pillar presented above. The statistics I have calculated would put our results overall slightly below those of the province. We are implementing several strategies to help improve our results for the provincial achievement tests within our school. These strategies include:

- Using ADLC curriculum to enhance or program
- Using Exam Bank to reinforce and familiarize our students with they type of questioning they may find on the achievement tests
- Modifying our existing curriculum to better fit Alberta Education outcomes.
- Introduction of a reading comprehension program using AISI funding.

**Graph of Overall Authority Results (optional)**



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

For Grade three Home Education students at our congregated sites we administered the grade 3 language arts provincial achievement test (PAT). We are using this to provide an additional assessment tool. The June 2009 test will serve as a baseline for future achievement test administrations at this level and in this subject.

We are also tracking our own self administered measuring device (CAT3) and are currently measuring the average overall grade equivalent change per year as an assessment of success and progress. The CAT3 statistics seem to indicate progress but we will continue to monitor our success by comparing subsequent statistics.

Statistics Gathered by the School from Home Education Congregated sites for PATs and CATs.

**Grade 3 English Language Arts PAT Results for Congregated sites(36 students)**

Acceptable Standard =  $14/36 = 39\%$   
Excellence Standard =  $\sim 1/36 = 3\%$

**CAT3 Overall Statistics:  
Average Grade Change Per Year**

Grassy Lake Group:  
2007-2008 = 0.89 grade equivalent change/year  
2008-2009 = 0.91 grade equivalent change/year

Circle Hill Group:  
2007-2008 = 0.98 grade equivalent change/year  
2008-2009 = 1.05 grade equivalent change/year

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Evang. Free Church of Champion						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	2	*	n/a	n/a	41,722	81.3	42,041	80.6
	Standard of Excellence	*	*	*	2	*	n/a	n/a	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	*	*	*	2	*	n/a	n/a	41,720	79.7	42,053	80.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	43,327	81.8	44,326	80.1
	Standard of Excellence	*	*	*	5	*	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	*	*	*	5	*	n/a	n/a	43,328	76.6	44,327	74.6
	Standard of Excellence	*	*	*	5	*	n/a	n/a	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	43,216	76.5	44,209	76.0
	Standard of Excellence	*	*	*	5	*	n/a	n/a	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	43,675	78.7	44,685	77.1
	Standard of Excellence	*	*	*	3	*	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	*	*	*	3	*	n/a	n/a	43,118	67.0	44,317	66.5
	Standard of Excellence	*	*	*	3	*	n/a	n/a	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	43,560	72.2	44,505	68.8
	Standard of Excellence	*	*	*	3	*	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 tests.

### 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)**										Target	
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a	if set	if set
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
English Lang Arts 30-2	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9		
Français 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5		
Social Studies 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4		
Social Studies 33	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2		
Biology 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	if set	if set
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6		
Chemistry 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7		
Physics 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9		

		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>Overall***</b>	Authority	*	*	*	*	*	*	*	*	n/a	n/a	if set	if set
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

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

\*\*\* Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. 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. Courses included: English

Lang Arts 30-1, English Lang Arts 30-2, French Lang Arts 30, Français 30, Pure Mathematics 30, Applied Mathematics 30, Social Studies 30, Social Studies 33, Biology 30, Science 30.

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

**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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

We had no students writing diploma exams for the 2008-2009 school year. We do however have senior high students registered with our online school for the 2009-2010 school year. We are utilizing ADLC courses and Christian courses that we have developed in consort with ADLC. Subject area specialist teachers have been contracted to provide instruction for these courses. These teachers will provide an instructional component for all of the courses that will provide more support for our students and result in an increased level of success.

Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)

		Evang. Free Church of Champion						Alberta				
Course	Measure	Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,330	86.1	28,021	87.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,473	88.2	12,858	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	95.1	1,206	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	18.9	1,206	23.1
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,197	82.1	22,435	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	79.4	9,994	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,845	84.2	23,756	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,101	85.6	15,045	84.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,088	83.0	20,835	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	86.0	3,721	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	20.9	3,721	19.0

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 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses. Achievement Evaluations for Physics 30 and Chemistry 30 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 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)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	*	0.0	18.3	*	10.9	12
	Province	52.4	53.5	53.7	53.6	53.3	

**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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

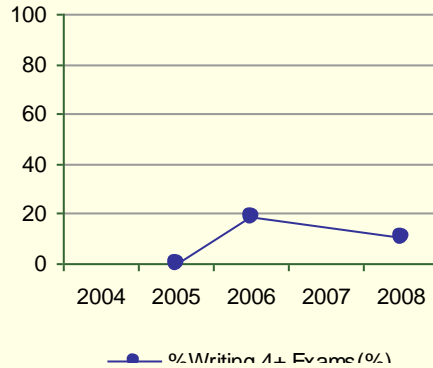
The poor results displayed for diploma exam participation rates are also greatly influenced because the statistics used also include Home Education students. Hope Christian School had no senior high school students for the 2008-2009 school year, so any change in statistics are determined solely by Home Education students. As indicated above in the other measures involving senior high students our Home Education population will be expected to yield these poor statistics for the following reason:

- the vast majority of our home education students are from the old colony low German speaking Mennonite population where the cultural expectation is to withdraw students from school as soon as possible
- the home education outcomes do not require students to take diploma examination subjects or to write diploma examinations
- most home education students do not take diploma examination courses and would therefore not be qualified to write the diploma exams

In spite of these factors we are implementing several strategies in an attempt to convince students to remain in school and possibly even consider taking some approved senior high school courses. These factors will also hopefully provide incentives for our future high school students to complete their courses. These factors include:

- Encouragement by facilitators and staff to have students remain in school
- Making scholarships available for those completing senior high and registering in a post secondary program
- A scholarship based upon the number of credits obtained upon graduation
  - \$25 for each credit obtained from 100 to 110 credits and \$50 for each credit earned above 110 credits

**Graph of Overall Authority Results (optional)**



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

**Authority: 9146 Evangelical Free Church of Champion, Alberta**

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	Evang. Free Church of Champion					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
% Writing 0 Exams	*	82.2	63.4	*	67.2	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	*	17.8	36.6	*	32.8	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	*	17.8	36.6	*	32.8	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	*	0.0	36.6	*	32.8	64.1	65.6	65.6	65.6	64.9
<b>% Writing 4+ Exams</b>	<b>*</b>	<b>0.0</b>	<b>18.3</b>	<b>*</b>	<b>10.9</b>	<b>52.4</b>	<b>53.5</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>
% Writing 5+ Exams	*	0.0	0.0	*	10.9	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	*	0.0	0.0	*	0.0	12.8	12.8	13.0	13.2	12.7

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject. (optional)

	Evang. Free Church of Champion					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
English 30/30-1	*	0.0	14.3	*	27.3	53.4	54.4	54.7	54.5	53.8
English 33/30-2	*	0.0	14.3	*	0.0	24.4	23.7	23.5	23.6	24.0
<b>Total of 1 or more English Diploma Exams</b>	<b>*</b>	<b>0.0</b>	<b>28.6</b>	<b>*</b>	<b>27.3</b>	<b>76.6</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>
Social 30	*	12.5	14.3	*	27.3	47.8	49.1	49.5	49.3	48.1
Social 33	*	0.0	14.3	*	9.1	30.3	29.1	28.8	28.8	29.5
<b>Total of 1 or more Social Diploma Exams</b>	<b>*</b>	<b>12.5</b>	<b>28.6</b>	<b>*</b>	<b>27.3</b>	<b>76.9</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>
Math 30/Pure	*	0.0	14.3	*	9.1	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	*	0.0	14.3	*	0.0	20.0	19.9	19.5	19.5	19.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>*</b>	<b>0.0</b>	<b>28.6</b>	<b>*</b>	<b>9.1</b>	<b>58.9</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>
Biology 30	*	0.0	0.0	*	27.3	38.7	39.4	39.6	39.8	39.1
Chemistry 30	*	0.0	0.0	*	9.1	33.9	34.4	34.2	34.3	34.5
Physics 30	*	12.5	14.3	*	0.0	21.5	21.6	21.6	21.5	20.4
Science 30	*	0.0	0.0	*	0.0	6.7	7.0	7.0	7.0	7.4
<b>Total of 1 or more Science Diploma Exams</b>	<b>*</b>	<b>12.5</b>	<b>14.3</b>	<b>*</b>	<b>27.3</b>	<b>55.5</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>
Français 30	*	0.0	0.0	*	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	*	0.0	0.0	*	0.0	2.3	2.4	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>*</b>	<b>0.0</b>	<b>0.0</b>	<b>*</b>	<b>0.0</b>	<b>2.5</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>

**Note:**

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

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

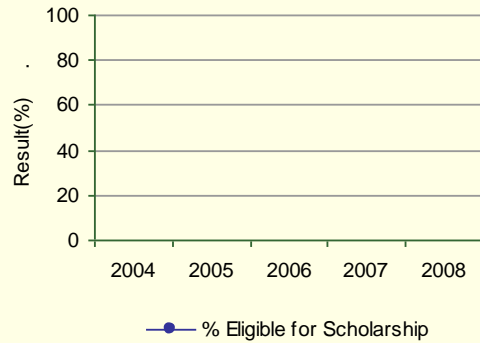
Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	n/a	*	*	*	*	if set
	Province	52.9	54.6	56.1	56.8	57.3	

**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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

Although the statistics are too few to be shown we did have a fairly high percentage of our students in our regular day school program from the years prior to the 2008-2009 school year that were eligible for the Rutherford Scholarship.

**Graph of Overall Authority Results (optional)**



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

Outcome: Students are well prepared for lifelong learning.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	34.2	18.2	*	*	16.4	18
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	*	*	0.0	20.2	0.0	if set
		Province	34.0	37.0	39.5	40.7	40.3	

**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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

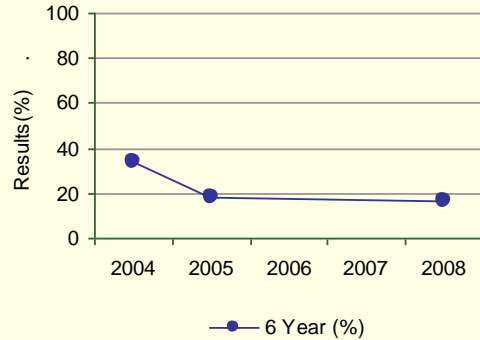
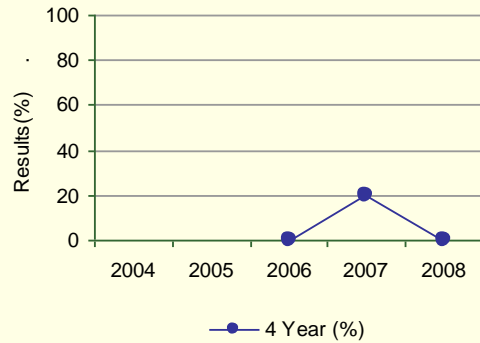
High school to post-secondary transition rates are also greatly impacted by the number of Home Education students for the same reasons as the other senior high measures.

- this data is based mainly upon statistics derived from our Home Education Population which greatly outnumbers our regular school students
- the vast majority of our home education students are from the old colony low German speaking Mennonite population where the cultural expectation is to withdraw students from school as soon as possible
  - if a home education student should start grade 10 they will not likely finish senior high school but will withdraw as soon as they reach the age of 16

We are implementing several strategies in an attempt to convince students to complete their high school and then enroll in post secondary institutions. These factors will also hopefully provide incentives for our future high school students to complete their courses. These factors include:

- encouragement by facilitators and staff to have students remain in school
- making scholarships available for those completing senior high and registering in a post secondary program
- a scholarship based upon the number of credits obtained upon graduation
  - \$25 for each credit obtained from 100 to 110 credits and \$50 for each credit earned above 110 credits

Graph of Overall Authority Results (optional)



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

Include a note indicating that the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

Outcome: Students are well prepared for lifelong learning. (continued)

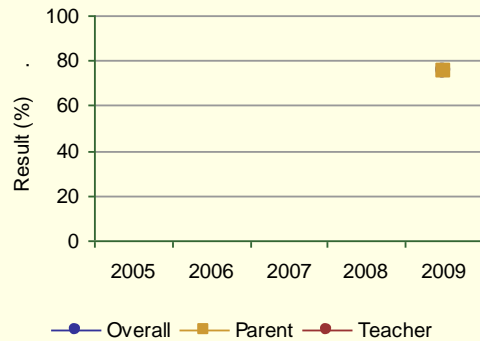
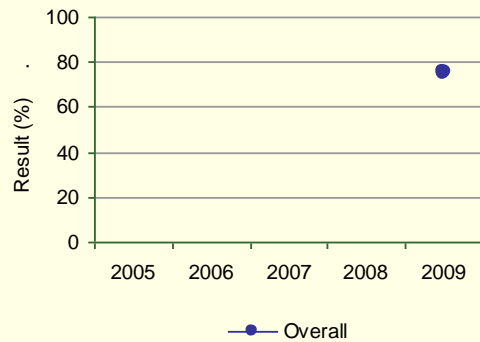
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	n/a	n/a	n/a	n/a	75.0	if set
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	75.0	
		Province	55.1	57.9	57.1	59.5	60.8	

**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.

Being a very small school can be a disadvantage because we cannot offer all of the options offered in larger schools but there are also advantages as well. This disadvantage may cause concern on the part of some of the parents. Hope Christian School is introducing a number of strategies that we hope will provide an increased opportunity, variety and support for students in our regular school and in our distributed learning programs. Subject area teacher specialists have been contracted at the senior high level to deliver and support online and print courses. Part of this initiative also includes synchronous online instruction to provide help for students in various subjects. These opportunities will also be made available to on-site senior high school students at Hope Christian School. This will hopefully result in greater success for our students and an accompanying increased level of satisfaction.

**Graph of Overall Authority Results (optional)**



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

Outcome: Students are well prepared for employment.

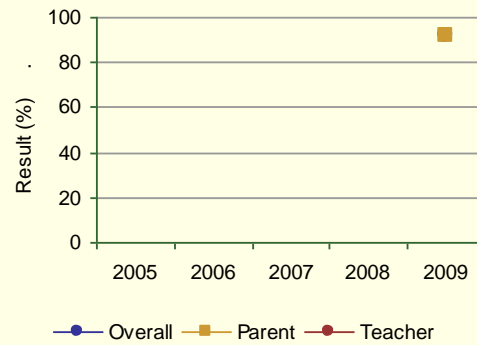
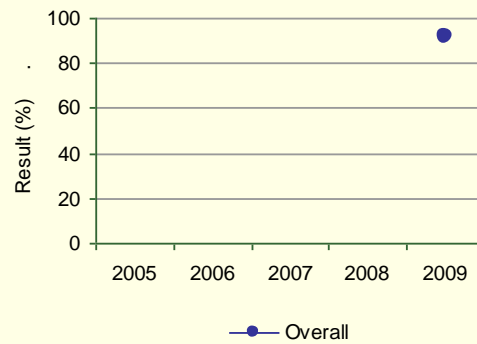
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall (required)	Authority	n/a	n/a	n/a	n/a	91.7	if set
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	91.7	
		Province	60.8	64.6	65.1	70.9	70.2	

**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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

This measure indicates much satisfaction with the attitudes and behaviours that our students are taught. Although we are very pleased with this result we will continue to reinforce the positives that we believe contribute to these results. Our Christian school environment is conducive to the development of positive attitudes and behaviors. These are constantly reinforced by staff and by much of the ACE curriculum materials used by our younger students. A future challenge will be to convey these same attitudes and behaviours to our distributed learning students. This will be accomplished by contracting teachers who set high standards and exhibit exemplary Christian values.

Graph of Overall Authority Results (optional)



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.

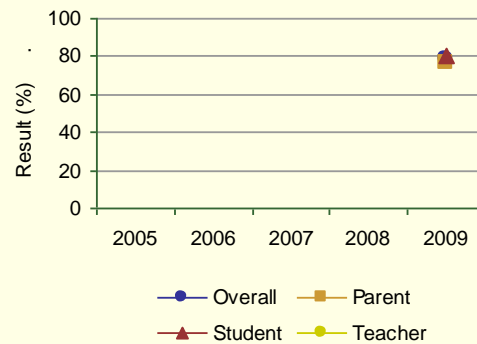
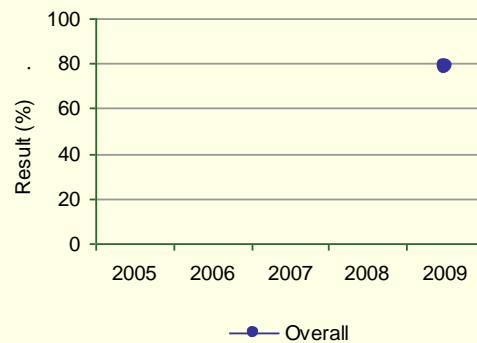
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	n/a	n/a	n/a	n/a	78.6	if set
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	76.7	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	80.6	
		Province	66.1	67.5	67.1	68.5	71.8	

**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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

A great emphasis is and will continue to be placed upon our role as active citizens by involving students in various programs. These programs include for example involvement in Samaritan's Purse Operation Christmas Child. We are having students bring in suitable articles to the school after which we will conduct a group activity where students will pack up the various shoe boxes.

Graph of Overall Authority Results (optional)



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

Also report results on all local authority Goal Two measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 2, Goal 2 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.

### Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	90.0	if set
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	90.0	
		Province	65.2	68.1	67.9	69.0	72.2	

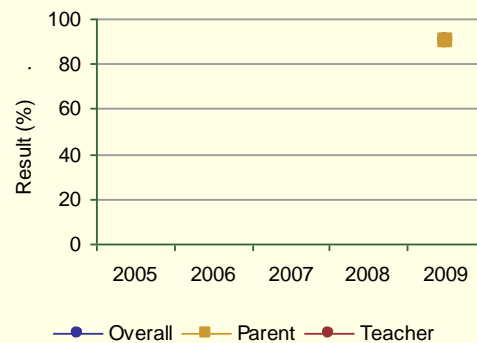
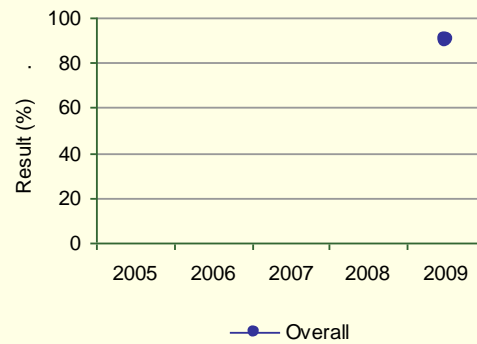
#### Comment on Results

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

The results for this measure are acceptable but we will continue strive to increase them. This is one performance measure for which I feel we should be attaining exceptional results. We will continue to utilize strategies that we feel should impact these results including:

- Using parent volunteers, as monitors, on a regular basis in our learning center
- Establishment of a website that can easily be updated
- Sending home regular newsletters informing parents of events happening in the school
- Placing these newsletters up on our website
- Possibly starting a blog site where it would be possible to receive feedback about the way the school runs and to hear about and address parent concerns

Graph of Overall Authority Results (optional)



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)					Target	
		2005	2006	2007	2008	2009	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 (required)	Authority	n/a	n/a	n/a	n/a	72.2	if set
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	66.7	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	77.8	
		Province	77.9	79.4	79.3	79.5	81.8	

**Comment on Results**

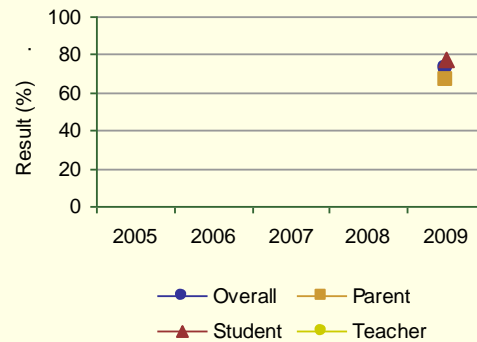
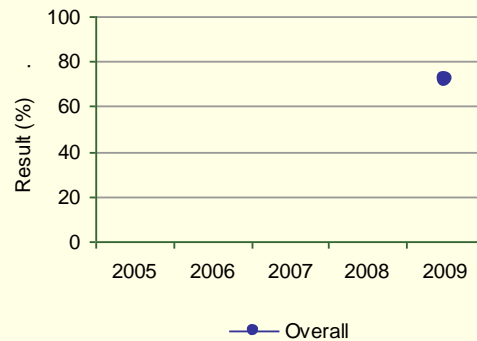
(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

This is one measure in which I am particularly disappointed and I take it somewhat personally as an indication of my administration of the school. I feel that I have carried out a number of innovative changes in our school over my tenure as principal so I am not sure as to the reasons for the relatively poor showing. We will continue to bring new innovations to the school that will hopefully improve these results.

These innovations include:

- a new online school with greater specialist teacher support distributed learning as well as regular day school students
- increased focus and emphasis on support for our home school population
  - beginning an AISI project to provide a remedial reading program
- establishing a functioning school website
- establishing a school blog site
- establishing a marketing strategy for our school
- working collaboratively on an AISI reading comprehension project for a number of ACE schools

Graph of Overall Authority Results (optional)



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

## Future Challenges

### Accredited Private School Authorities:

#### All Private Schools

- Identify future challenges, including areas for improvement arising from the results and how the private school will address these.

#### Level 2 Private Schools

- For Level 2 private schools, this section must contain information on how the private school plans to improve results that have an "Issue" or "Concern" evaluation in May 2009 (October 2009 for achievement test and diploma exams).

### As a private school we face several unique challenges.

- **The information regarding issues and concerns has been discussed and addressed under comments for each of the individual measures**
  - **Student Learning Achievement (Grades K-9) (Page 13, 14 & 15)**
    - PAT: Acceptable
    - PAT: Excellence
  - Drop Out Rate (Page 10)
  - High School Completion Rate (3 yr) (Page 12)
  - Diploma Exam Participation Rate (4+ Exams) (Page 22)
  - Transition Rate (6 yr) (Page 25)
- **Our funding levels are still at 70% of public school funding but we must still provide a learning environment that is equivalent to, or better than that offered by our public school counterparts.**
- **The measures being used to assess our success in achievement tests are still problematic in that our numbers are so small that the results cannot be made public. Even when using combined results from multi-year reports it takes many years to accumulate sufficient statistics to derive meaningful results. The me**

## Summary of Financial Results

### Accredited Private School Authorities:

#### All Private Schools

- provide key financial information about the 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 a table or graph format for the primary audience – parents and other members of the school community
- indicate how additional financial information, including the accredited private school authority's Audited Financial Statement, can be accessed.

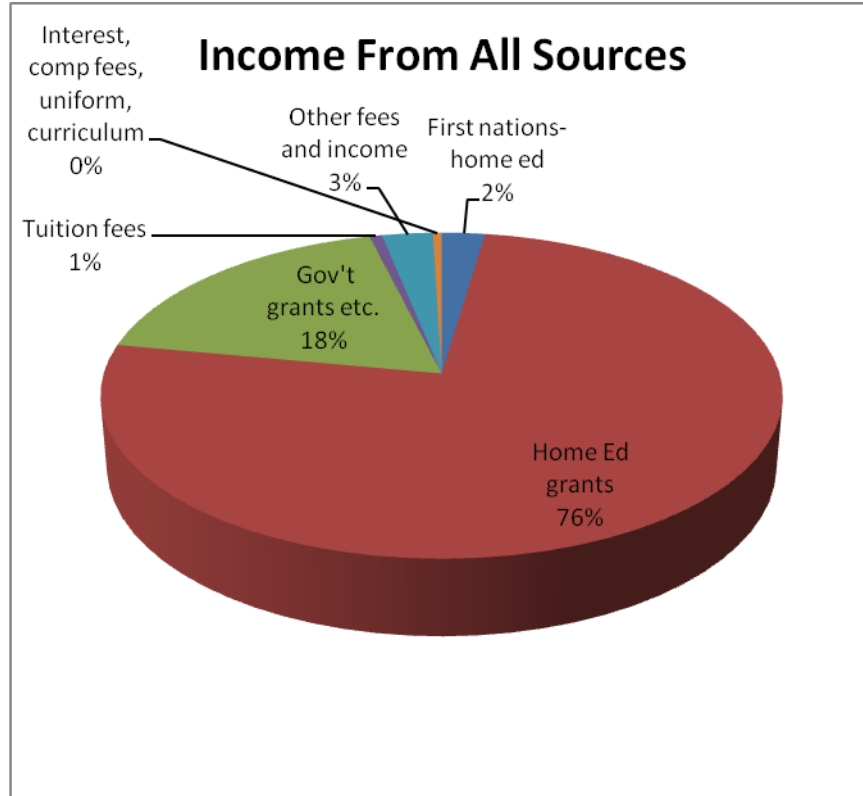
#### Level 2 Private Schools

- for Level 2 private schools, provide the total revenue received from Alberta Education in 2008/2009.

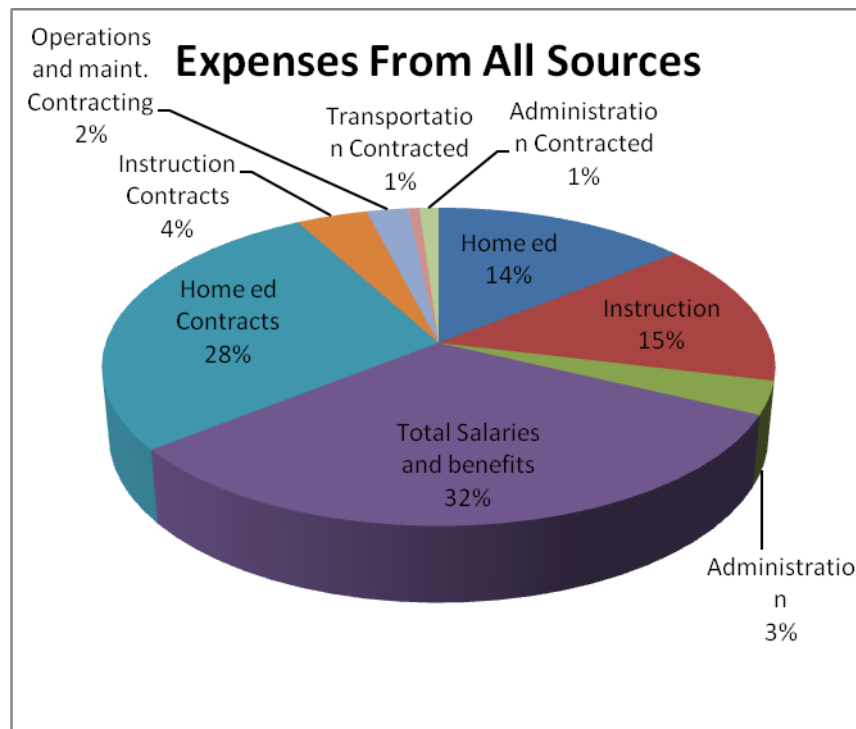
- **One of the most significant changes that has occurred from the 2006-2007 compared to 2007-2008 is that we had no senior high school students which resulted in a decrease in income for our regular school program**
  - **This was offset by continued growth in our Home Education student population**

**HOPE CHRISTIAN SCHOOL FINANCIAL SUMMARY 2008-2009**

<b>INCOME FROM ALL SOURCES</b>		
	<b>Income</b>	<b>% of Total</b>
First nations-home ed	23100	2.423
Home Ed grants	746700	78.327
Gov't grants etc.	179685	15.227
Tuition fees	6643	.696
Other fees and income	27133	2.85
Interest, comp fees, uniform, curriculum	31707	3.325
<b>Total Income</b>	<b>953313</b>	



EXPENSES FROM ALL SOURCES		
	Expenses	% of Total
<b>Salaries &amp; Benefits</b>		
Home ed	195523	25.714
Instruction	201276	21.518
Operations and maint.	0	0
Transportation		0.000
Administration	46240	0.132
<b>Total Salaries and benefits</b>	<b>443039</b>	<b>0.90</b>
<b>Other contracts and supplies</b>		
Home ed	382675	40.912
Instruction	54473	5.823
Operations and maint.	31910	3.411
Transportation	8487	.907
Administration	14777	1.580
<b>Total Contracts</b>	<b>492322</b>	
<b>Total Expenses</b>	<b>935360</b>	



**Publication and Communication**

All Private Schools

- Private schools must post their AERR for 2008/09 on their website by November 30, 2009 in a publicly accessible format and notify the Provincial Coordinator, Private Schools.
- 
- Evangelical Free Church Champion (Hope Christian School) AERR for the 2008-2009 school year will be posted to our website (<http://hopechristianschool.ca/>).
  - A notice will also be sent out in our regular Newsletter informing parents of its URL location and availability.