



**Evangelical Free Church Champion/  
Hope Christian School  
3-Year Education Plan 2011-2014  
and  
Annual Education Results Report  
(AERR)2010-2011**

**Message from the Board Chair**

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**

**Accredited Private School Authorities:**

Please refer to Appendix C of *Policy and Requirements for Accredited Private School Authority Planning and Results Reporting* for the wording of accountability statement

<http://education.alberta.ca/media/6470813/march%202011%20private%20school%20board%20planning%20guide%20v6.pdf>

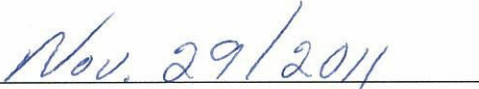
The Annual Education Results Report for the **2010-2011** school year and the Education Plan for the three years commencing September 1, **2011** for **the Evangelical Free Church Champion** was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2009/2010 school year and the three-year Education Plan for 2011 – 2014 on Tuesday November 29, 2011

Board Chair Signature:

 Alvin Vaage

Date:

 Nov. 29/2011

## Foundation Statements

### ***Vision:***

The major objective of Hope Christian School is to TRAIN CHRISTIAN LEADERS. Thus it is our vision:

1. To insure that all students come to a saving knowledge of Jesus Christ, achieve a higher level of Christian maturity, attain a deeper commitment to, and become a more effective witness for the Lord.
2. To emphasize the individuality of each student and to assist them in properly responding to themselves and to others
3. To develop in students self-confidence by nurturing individual God-given talents and abilities in creativity, goal setting, analysis, communications, academics, and the principles of success.
4. To promote self-discipline by training students to be relevant, consistent, appreciative, responsible and thorough in attitude, character and actions.
5. To assist students in seeking their life purpose in service to God and mankind and their necessary preparation for eternity through emphasis upon Biblical relevance.
6. To help students learn how to live to honor the Lord and become responsible citizens by meeting their daily responsibilities which God has entrusted to them.
7. To ensure that each student attains the strongest foundational education possible and which also meets the Alberta Education requirements. This includes the pursuit of an Alberta Education diploma.
8. To minimize grade level failure and repetition by utilizing A.C.E. a self-instructional, mastery based, individualized, back-to-basics program at the elementary-junior high school level. This program is modified to meet the Alberta Education Curriculum requirements.

**Note:** It is our conviction that if we focus first of all on developing character, discipline, individual responsibility and Godly purpose, strong academics will be a by-product.

### ***Mission:***

The mission of Hope Christian School is to train Christian leaders, inspiring them to become followers of Jesus Christ and to go on to lead meaningful lives, committed to Godly families, Godly churches and Godly governments; which is vital to a well-ordered society. This, we believe, will prepare our students for life in the real world because God's perspective of all things is the real world.

## ***Principles:***

### **Divine Mandate:**

Philosophically and historically our mandate flows, first of all, from our response to the Holy Scriptures, the Bible, and the Judaeo-Christian values contained therein. As we believe that God made the world and all it contains, we believe we must obey His mandates above all else. The selfless creed or Great Commandment found in Deuteronomy 6 and Jesus' words: "Thou shalt love the Lord thy God with all thy heart and soul and mind and thy neighbor as thyself," is the key to peace and prosperity for families, communities and cultures. The Scriptures command us to teach these principles diligently to our children and we see these as the answer to Canada's economic, social and political problems.

### **Parental mandate:**

Secondly, our mandate stems from a desire on the part of our parents to carry out this Biblical responsibility. The parents of Hope Christian School recognize that:

- the Bible commands parents to teach the Great Commandment "diligently to their children and to raise them up in the nurture and admonition of the Lord".
- by judicial review, public schools are forced to prevent exposure of children to the greatest realities known to man; the existence and purposes of God, and the life and work of Jesus Christ.
- the Canadian Bill of Rights and the Alberta School Act recognize the right of parents to choose an education for their children consistent with their religious and conscientiously held beliefs.

For these reasons, Hope Christian School attempts to teach life skills, manners, discipline, values and all else from the perspective of the Scriptures.

### **Government mandate:**

Thirdly, the Scriptures establish that government is of God, that citizens are to be obedient to every God-given authority, and that government is to reward good and punish evil (Romans 13). We therefore acknowledge that government has the responsibility for holding us accountable for the provision of a quality education to each child in our school. We willingly submit to this authority as long as it does not interfere with our Divine mandate.

### **Beliefs:**

The educational philosophy of Hope Christian School is dependent upon the Bible for providing the viewpoint for interpreting any subject or any school activity. The entire process of education is seen as a means used by God to bring the student to Himself through personal faith in Christ, and to develop a Christian mind in Him so he can fulfill God's will for his life vocationally and

personally. The mandate for Christian education comes from God's command that children are to be taught to love God and to give Him pre-eminence in their lives, and from Biblical teaching that parents are responsible for the total education of their children (Deuteronomy 6).

The following beliefs are foundational in our Christian philosophy of education:

1. God is the creator and sustainer of all things, and is the source of all truth.
2. God is sovereign, maintaining control over His entire universe and man.
3. God has revealed Himself in a general way in creation and in a special way through Jesus Christ and the Bible. The Bible is authoritative and inerrant.
4. God created man in His own image in a special act of creation, and consequently man is responsible to God for his action.
5. Man is born a sinner and omits God, failing to relate his life and his knowledge to God, the source of all wisdom.
6. Regeneration, the new birth, is by faith in Jesus Christ.
7. Knowledge of Jesus Christ and the Bible is essential to proper spiritual, mental, social and physical growth.
8. The Holy Spirit indwells each Christian and is significant in his education by bringing conviction of sin, revealing Christ's glory, and guiding each believer into all truth.
9. Prayer by parents, teachers, and students is a significant factor in affecting the lives of the students.
10. The family, the school, and the church are to be complementary in educating the student for a life of fellowship with God and of service to man.
11. The teacher represents the parents during the school day, but does not relieve parents of their responsibilities to their children in their home.
12. God has created each student uniquely the person that he is. It is the teacher's responsibility to teach the student according to his abilities and achievement level.
13. Moral standards and a value system consistent with the Bible best prepares a student for fulfilling his responsibilities as a member of our democratic society.
14. Man's purpose in life is to render glory to God in all things for he was created to have dominion over the creation, to care for it, to replenish it, and to subdue it.



### **A Profile of the School Authority**

The Evangelical Free Church Champion assumes responsibility for the operation of Hope Christian School, its associated home education program (Hope at Home), and online school program (Hope Online).

#### **Hope Christian School:**

- is a ministry of the Evangelical Free Church of Champion.
- is operated by the Board of the Evangelical Free Church Champion
- serves the village of Champion and surrounding areas
- has a student population consisting of 32 students from grades 1 to 11
- uses the A.C.E. program for elementary and junior high school; a unique, individualized, self-instructional, mastery-based system; emphasizing discipline, back to the basics, individual responsibility, parental involvement, and Biblical truth. In addition
  - we maintain an ongoing process which adapts this curriculum to meet Alberta Education requirements and outcomes for each course
  - we use supplemental materials and instruction (Enrichment Classes) as well as Alberta Distance Learning Centre (ADLC) materials, in order to meet outcomes that may be lacking in the ACE materials
  - we provide our students with an education meeting the requirements laid down by Alberta Education and which is transferable to other schools
- uses approved distance education for some school courses.
- provides individual programs for the gifted as well as those with moderate learning disabilities.
- uses parents as volunteers extensively in the classroom

#### **Hope at Home:**

- is the home education division of Hope Christian School
- serves a widely distributed population of 662 students from across the province of Alberta
  - the majority of our home education students are from a low German speaking Mennonite population
- has two main “congregated sites” where home education parents have chosen to work collaboratively to collectively provide support for their children
  - these sites are “Circle Hill” and “Grassy Lake” and with 137 and 167 students respectively
- most parents choose to use either the ACE or the CLE curriculum to support their home education program
- supports parents to use the curriculum materials of their choice

### **Hope Online:**

- is the online/distributed learning division of Hope Christian School
- offers complete elementary, junior high school and senior high school programs for students across the province of Alberta
- uses primarily ADLC developed lessons through a synchronous online or a print format
  - high school courses in English, Social Studies and Science have been modified to reflect a Christian world view while still meeting Alberta Education outcomes
- serves a school population of about 104 students (57 senior high school and 49 elementary/junior high school students)

## Trends and Issues

Surveys of parents of home educated students are not conducted by the province using accountability pillar surveys so the results reflect only the opinions of our regular school parents. These survey statistics thus are derived from surveys from about 12 parents which is a very small number to be used to obtain significant statistics. Therefore a difference of opinion by one parent can have a major impact on the results. Some of the other measures use statistics gathered from all of our students. The statistics gathered through these measures are identified below. This inconsistency in what is used as the source of these various statistics, results in a large imbalance which influences their meaning and the way they should be interpreted.

- Our 600 home education student population is made up largely of the low German speaking Mennonites
  - The accountability pillar measures use the following statistics gathered from all of our student body (home school, online school and day school) This has a drastic affect upon a number of measures including:
    - Annual dropout rate of students aged 14 to 18.
    - High school completion rate of students within three years of entering Grade 10.
    - Percentage of students writing four or more diploma exams within three years of entering Grade 10.
    - High school to post-secondary transition rate of students within six years of entering Grade 10.
    - Rutherford Scholarship eligibility rate
  - Because it is part of their culture and tradition to have their children attend school only as long as they are legally obligated to do so it has a major impact on the statistics gathered above

We are now in our third year of establishing a distributed learning division for our school, focusing on senior high students as well as elementary and junior high school online students and personalized learning students. There are many challenges that need to be addressed in the future in order to enhance this program. These challenges include: how can we provide a greater variety of courses to our students; how can we make our courses more interactive as there will always be some disadvantages when students cannot interact on a personal level with each other and their teachers; and new and enhanced delivery methods and methodology of course presentation.

Another issue for us is the representation of the Provincial Achievement Test (PAT) data as determined and revealed through the Accountability Pillar and presented below. The statistics used below for the acceptable standard are derived by taking the number of students passing their achievement tests divided by the number of students registered to write these tests. All students at the grade 3, 6, and 9 grade levels are registered to write these tests. We however have a number of students in our online/distributed learning program for which it is impractical to have them write these tests. These tests need to be proctored by an approved individual who is not a parent of the student. Thus the online/distributed learning students, which we have, are distributed across the province and would need to come to some site to write each of the four different tests at four different times in order to obtain proper supervision. The other alternative would be to arrange for an approved supervisor to visit each of the student homes for each of the



tests. Both of these alternatives are impractical if not impossible to expect or arrange. The problem is that the gathered statistics include the numbers of students not writing the test with those achieving an unacceptable level for these tests even though they never wrote the tests. Our results thus show a very low level of achievement (number of student achieving acceptable standard/number of students registered to write = **26.9% acceptable**), whereas if I just use the number of students reaching acceptable standard divided by the number of students who **actually wrote** the tests(number of students reaching acceptable/the number of students writing the tests = **92% acceptable**). Similar methods are used to calculate the percentage for excellence.

We offer most of our senior high school courses including the 30 level diploma exam courses through ADLC's team teaching program. Because of this, all of the data and compiled statistics from the diploma exams for these courses is passed on to ADLC and not the school registering the student in the diploma exam subject. These statistics are also not placed on the registering school's accountability pillar report. I have done some preliminary investigation into the possibility of changing the way these statistics are presented but have had little success. This is something that I feel is very important especially if we are to determine areas of weakness and suggest ways to improve our student achievement in the diploma exam subjects.

**October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

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
Safe and Caring Schools	Excellent	Safe and Caring	93.0	88.2	91.3	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	79.6	73.3	74.6	80.9	80.5	80.1	High	Maintained	Good
		Education Quality	97.0	93.9	94.2	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	22.3	27.6	28.8	4.2	4.3	4.7	Very Low	Improved	Issue
		High School	*	*	33.0	72.6	71.5	71.1	*	*	*

		Completion Rate (3 yr)									
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	26.9	44.0	41.4	79.3	79.1	78.0	Very Low	Maintained	Concern
		PAT: Excellence	0.0	8.0	9.6	19.6	19.4	18.5	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	n/a	n/a	82.6	83.4	84.0	*	*	*
		Diploma: Excellence	*	n/a	n/a	18.7	19.0	18.9	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	*	10.9	54.9	53.5	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	59.6	56.9	57.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	49.6	32.4	59.3	59.8	59.3	*	*	*
		Work Preparation	100.0	100.0	95.8	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	86.7	86.0	82.3	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.8	100.0	95.0	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	88.1	77.9	75.1	80.1	79.9	78.8	Very High	Improved	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. 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 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 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 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 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 lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower 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 lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher 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: Success for Every Student

*Outcome: Students demonstrate proficiency in literacy and numeracy*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	37.5	*	38.9	44.0	26.9	50	Very Low	Maintained	Concern	55	60	65
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.3	*	11.1	8.0	0.0	15	Very Low	Declined	Concern	16	17	18
Overall percentage of students in <b>Grades 3 English Language Arts, at the congregated home education sites</b> , who achieved the acceptable standard on provincial achievement tests. (44 students writing)				17.4	14.3	20				17		

Performance Measures	Current Result	Baseline from spring 2008	Jan 2011 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall grade level equivalent change/year of schooling in CAT3 tests for reading and language (Home Education congregated sites)	0.80	0.923				1.0		1.0

 = locally developed performance measure.

### Comment on Results

As stated in the "Issues and Concerns" section of this report, the achievement test results are based upon the number of students registered to write these tests and not on the actual numbers of students who wrote the tests. Because a high percentage of our students are online students and didn't write these tests it has a dramatic impact on the results. Using just our school results this year for 18 tests written overall 50% of the students achieved acceptable standard. For Home Education students doing the CAT3 tests the results changed from 1.0 on the 2010 test to 0.8 on the Jan 2011 test indicating an overall decline.

### Strategies

- Implement the use of "Success Maker" for struggling students in grades 1-6; an ADLC software program designed to enhance math skills and improve reading skills
- Introduce the use of the program Brainware Safari for at risk students; a software program designed to develop 41 cognitive skills critical for learning
- using our AISI project offer grades 9-12 students a study skills course
- discuss with Alberta Education staff, the possibility of using only data for students who actually write the achievement tests
- discuss with Alberta Education staff, possible secure ways to administer achievement tests to our online student population
- conduct special classes to reinforce curriculum outcomes in preparation for achievement tests
- Select and use alternate resources to supplement an understanding of the required outcomes for grades 3, 6 & 9

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

<sup>1</sup> If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

**Outcome:** *Students achieve educational outcomes*

*Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:*

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	n/a	n/a	*		*	*	*			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	n/a	n/a	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	35.2	*	33.0	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	14.0	20.6	38.2	27.6	22.3	20	Very Low	Improved	Issue	19	18	17
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	15.2	49.6	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	18.3	*	10.9	*	*		*	*	*			

**Comment on Results**

*Commentary on results, such as contextual information, analysis of results, factors affecting performance including, actions taken by the authority (or schools) that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.*

Dropout rates are determined using statistics for all registered senior high school students including Home Education students. As mentioned in the "Trends and Issues" section most of our Home Education students are from a low-German Mennonite population most of which will leave school at the earliest age legally possible. The has a major impact on "Drop Out Rates". As we begin to get senior high school students graduating from our online school we hope to see significant changes in these numbers.

**Strategies**

- Discuss with Alberta Education and ADLC the possibility of making available diploma exam reports to schools who utilize ADLC for team teaching their diploma exam subjects
    - Discuss the possibility of having those statistics included with the school's APORI
  - Continue our marketing strategy to increase the number of registered students in senior high school
  - Conduct a Learning Clicks presentation about careers available to graduates
  - Offer senior high school students a Study Skills course
  - Emphasize the availability of a variety of courses available through Hope Christian School and ADLC
  - Ensure the students are aware of the scholarship programs available through Hope Christian School
    - \$500.00 scholarship payable upon completion of the senior high program at Hope Christian School and upon successful registration in an approved post-secondary program
    - place details of the scholarships available through Hope Christian School on our website
- Continue to have the coordinator and facilitators encourage home education students to complete a senior high program*

**Notes:**

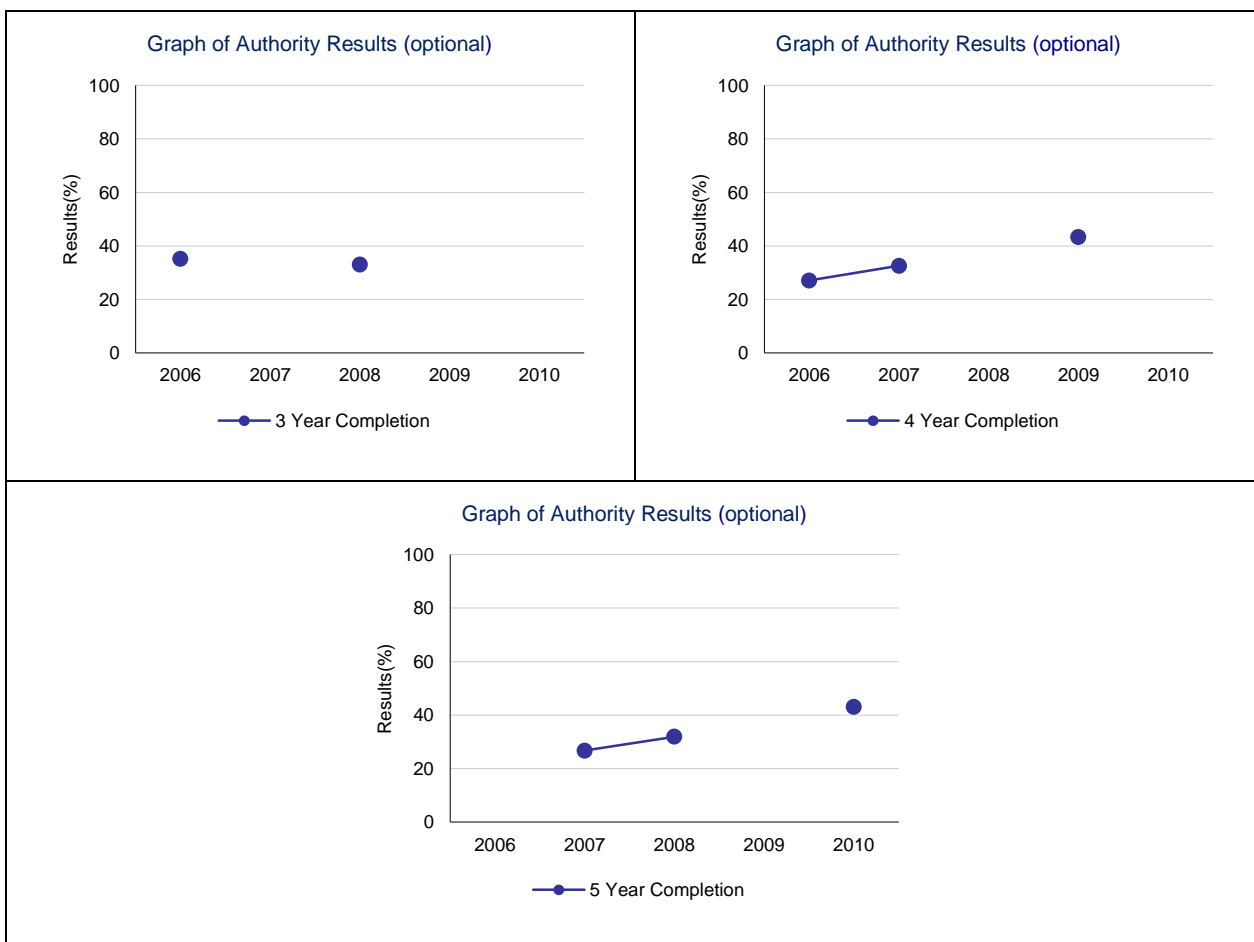
1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts

- 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

### High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	35.2	*	33.0	*	*	70.6	71.1	70.8	71.5	72.6
4 Year Completion	27.1	32.6	*	43.3	*	76.1	76.1	76.3	76.1	76.9
5 Year Completion	*	26.7	31.9	*	43.1	78.1	78.9	78.7	79.0	79.0



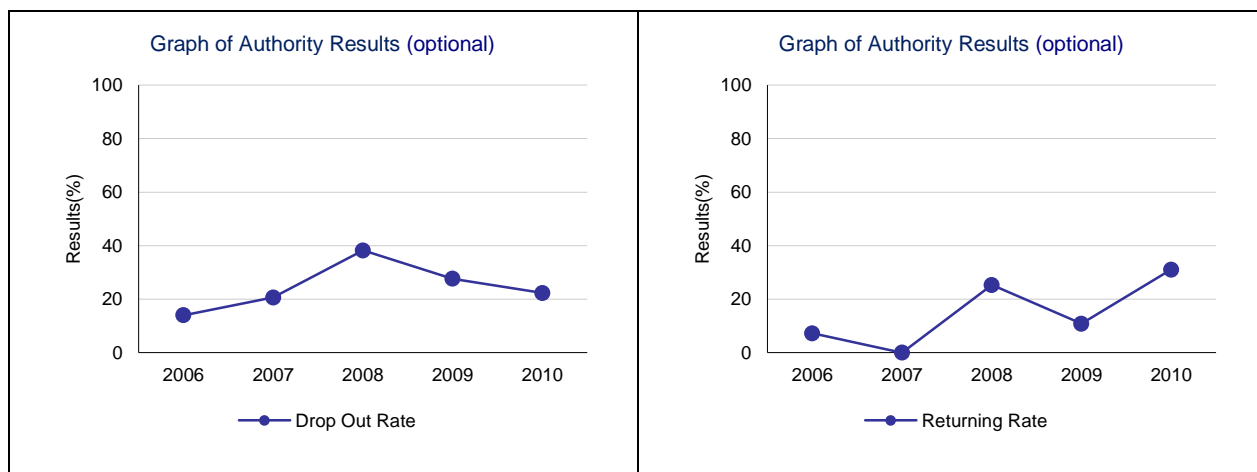
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).



### Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	14.0	20.6	38.2	27.6	22.3	4.7	5.0	4.8	4.3	4.2
Returning Rate	7.2	0.0	25.3	10.8	31.0	21.2	21.3	19.8	23.5	27.9

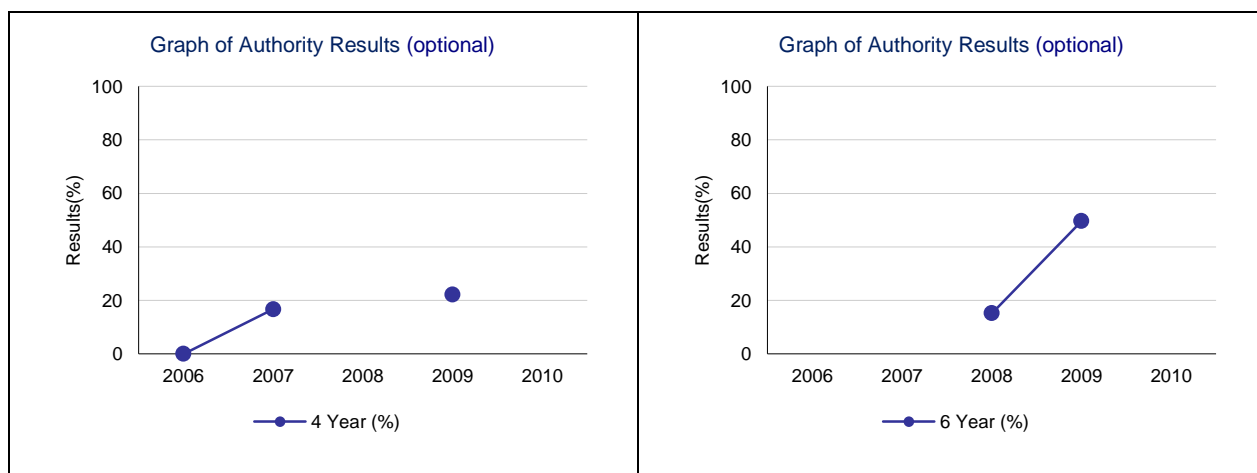


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	0.0	16.7	*	22.2	*	37.7	38.7	38.9	37.5	37.8
6 Year Rate	*	*	15.2	49.6	*	58.1	58.8	59.2	59.8	59.3



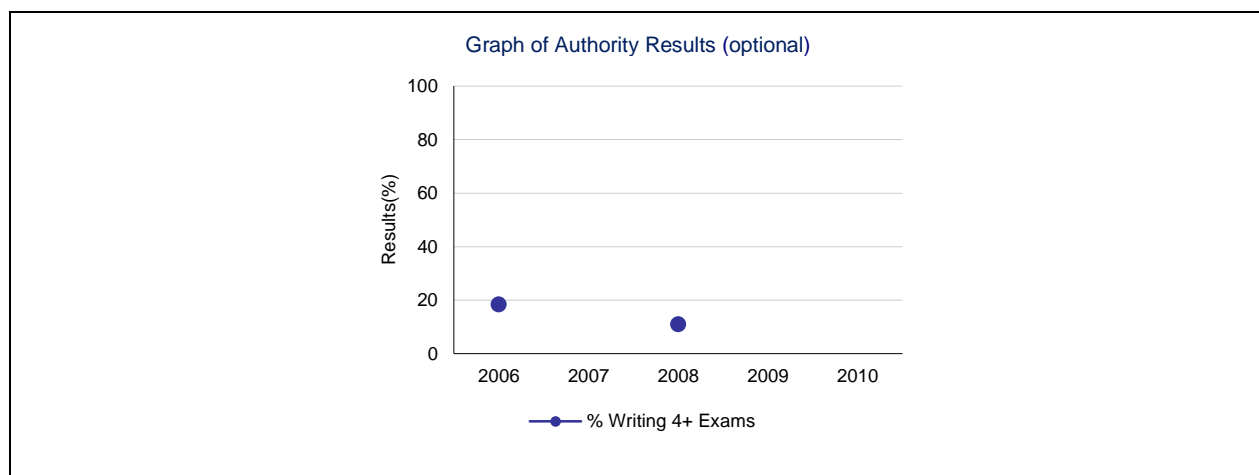
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end their 3rd year of high school.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	63.4	*	67.2	*	*	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	36.6	*	32.8	*	*	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	36.6	*	32.8	*	*	78.5	78.6	78.0	78.7	79.6

% Writing 3+ Exams	36.6	*	32.8	*	*	65.6	65.6	64.9	65.2	66.0
<b>% Writing 4+ Exams</b>	<b>18.3</b>	<b>*</b>	<b>10.9</b>	<b>*</b>	<b>*</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>
% Writing 5+ Exams	0.0	*	10.9	*	*	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	0.0	*	0.0	*	*	13.0	13.2	12.7	12.9	13.4



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	14.3	*	27.3	*	*	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	14.3	*	0.0	*	*	23.5	23.6	24.0	24.5	25.1
<b>Total of 1 or more English Diploma Exams</b>	<b>28.6</b>	<b>*</b>	<b>27.3</b>	<b>*</b>	<b>*</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>
Social Studies 30	14.3	*	27.3	*	*	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	0.0	*	*	n/a	n/a	0.0	0.0	45.7
Social Studies 33	14.3	*	9.1	*	*	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	0.0	*	*	n/a	n/a	0.0	0.0	27.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>28.6</b>	<b>*</b>	<b>27.3</b>	<b>*</b>	<b>*</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>
Mathematics 30 / Pure Mathematics 30	14.3	*	9.1	*	*	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	14.3	*	0.0	*	*	19.5	19.5	19.1	19.7	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>28.6</b>	<b>*</b>	<b>9.1</b>	<b>*</b>	<b>*</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>
Biology 30	0.0	*	27.3	*	*	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	*	*	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	*	*	n/a	n/a	n/a	17.5	20.0
Science 30	0.0	*	0.0	*	*	7.0	7.0	7.4	8.2	9.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>14.3</b>	<b>*</b>	<b>27.3</b>	<b>*</b>	<b>*</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>
Français 30-1	0.0	*	0.0	*	*	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	*	0.0	*	*	2.7	2.7	2.7	2.7	2.9
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>*</b>	<b>0.0</b>	<b>*</b>	<b>*</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>

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

**Outcome: Students are prepared for the 21<sup>st</sup> century**

*Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:*

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	78.6	86.0	86.7		Very High	Maintained	Excellent			
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.	n/a	n/a	91.7	100.0	100.0		Very High	Maintained	Excellent			

**Comment on Results**

Parents students and teachers are very satisfied with the help their children receive to become good citizens and exhibit attitudes and behaviours that will help to make them successful when they leave school.

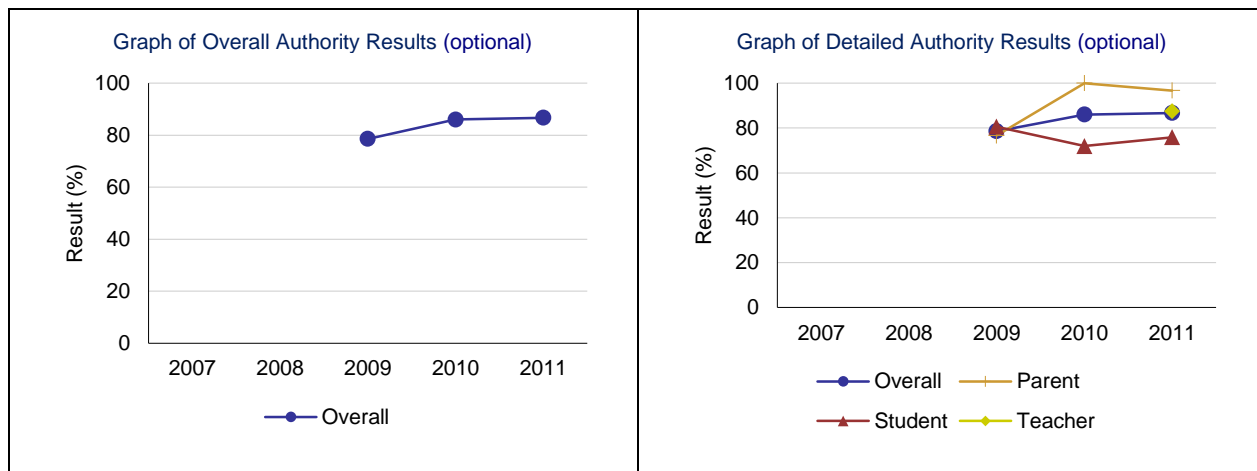
**Strategies**

- emphasize citizenship responsibility components of school modules
- gear some school field trips for students to visit and do presentations at local senior citizen homes
- have all students participate in the Samaritan's purse operation Christmas Child
- encourage all eligible students to attend a "packing session" for packing the Operation Christmas Child boxes
- investigate the possibility of students participating in a missions trip
- as a group sponsor at least one child through a foreign missions group
  - invite online and home education students to contribute the sponsorship of such children
- have grades 9-12 students participate in a "Learning Clicks" presentation
  - investigate the possibility of scheduling an online synchronous "Learning Clicks" presentation for distributed learning students
- encourage enrollment of senior high students in off campus education courses such as work experience and green certificate
- all students enrolled in the off-campus education courses will take the required safety courses preparing for on the job safety and procedures

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

**Citizenship – Measure Details**

Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	78.6	86.0	86.7	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	*	*	87.5	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	76.7	100.0	96.7	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	80.6	72.0	75.9	67.1	68.5	71.8	72.7	74.5

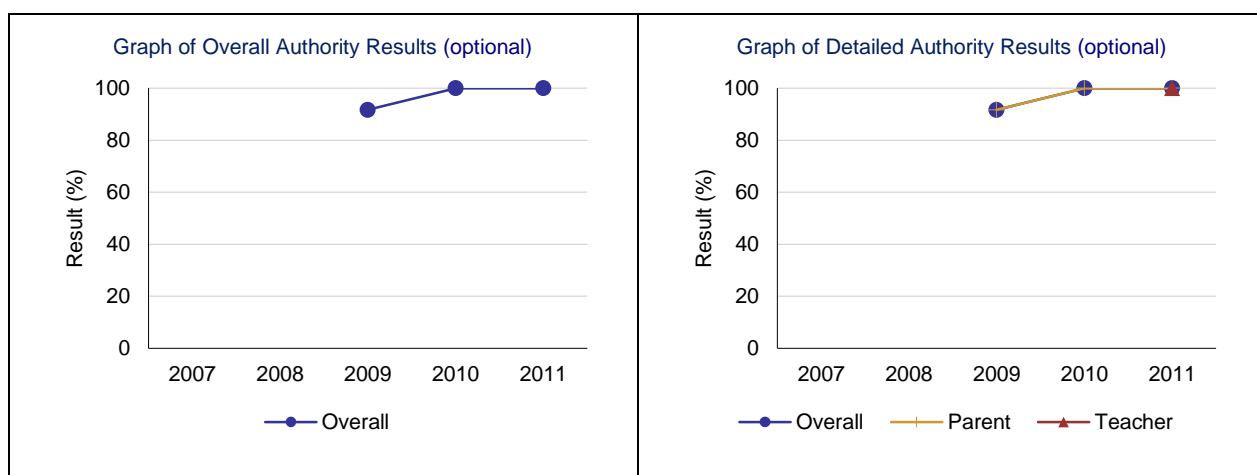


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Work Preparation – Measure Details

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.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	91.7	100.0	100.0	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	*	*	100.0	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	91.7	100.0	100.0	65.1	70.9	70.2	69.8	70.6



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

## Goal Two: Transformed Education Through Collaboration

**Outcome:** *Students have access to programming and supports to enable their learning*

*Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:*

- The education system meets the needs of all K–12 students and supports our society and the economy*
- School environments are safe and caring*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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.	n/a	n/a	75.8	73.3	79.6		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	94.4	93.9	97.0		Very High	Maintained	Excellent			
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.	n/a	n/a	94.4	88.2	93.0		Very High	Maintained	Excellent			
**Percentage of <b>Home Education</b> parents satisfied with the overall quality of basic education. (Survey Questions 1&2)				100	96							
**Percentage of <b>Home education</b> parents from congregated sites in 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. Survey Questions 12,13,14, 15				96	96							

 = \*\* Locally developed performance measure.

### Comment on Results

#### Strategies

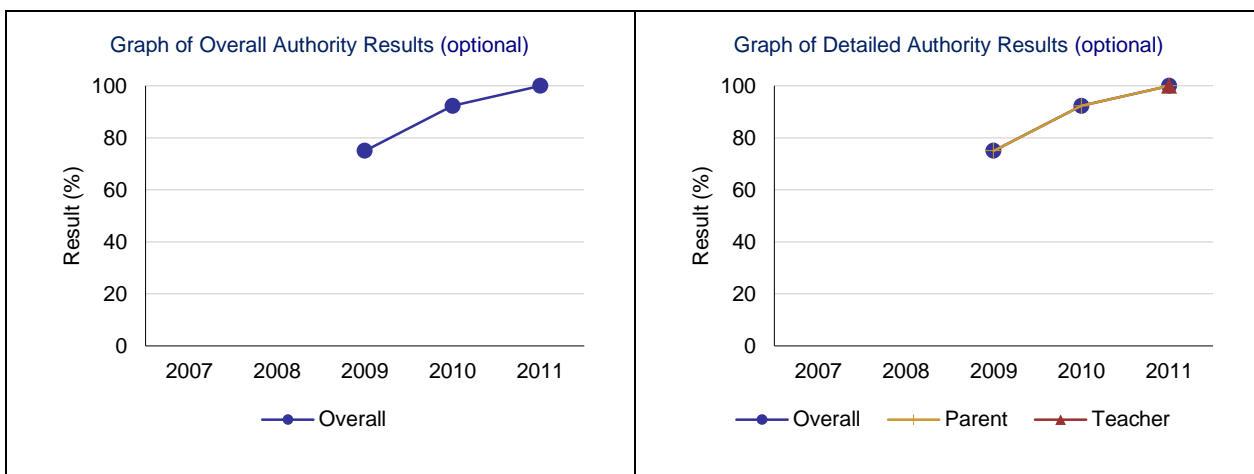
- Make available an increased number of ADLC options at the junior high level including: Art A, B, C; Bible A, B, C; Environmental & Outdoor Ed; Ag 1010, Com Tech 1020, Comm Health 1050 (Grade 9 only), Design studies 1010 & 1060, Electro-Tech 1010, Forestry 1010, Word Processing 1030, Tourism 1010(Grade 9 only).
- Make available a study skills course for grades 9-12 students
- Continue to grow the online distributed learning strategy within the authority and accessed through ADLC
- Investigate the possibility of setting up a cooperative program to teach options, such as drama, to online and day school students possibly including other ACE schools as well
- Continue to schedule a bullying presentation to the students of Hope Christian School
- Require all senior high school Hope Christian School social studies students to read and make one comment on an article in <http://firstnationsdrum.com/>
- **Present locally conducted survey results to the congregated home education sites board**
- **Encourage facilitators and staff at the congregated home education sites to emphasize to students the components of the ACE and CLE curriculum which discuss the development of positive relations with one another and with authorities.**
- **Ensure that the fire drill is held at each of the two congregated home education sites**

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

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	75.0	92.3	100.0	65.6	66.7	67.4	67.6	67.9
Teacher	n/a	n/a	*	*	100.0	74.1	73.8	74.0	75.4	75.3
Parent	n/a	n/a	75.0	92.3	100.0	57.1	59.5	60.8	59.8	60.6

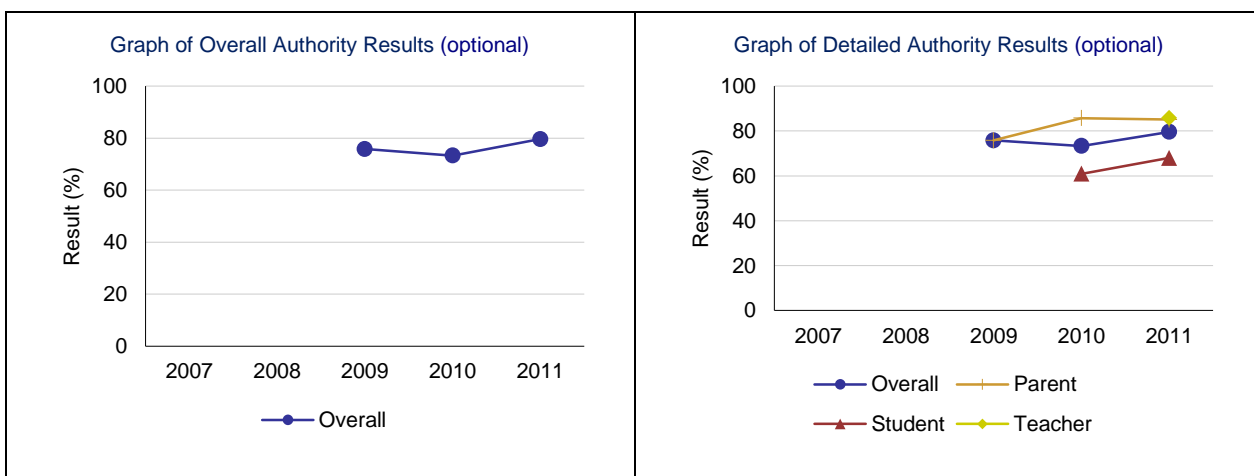


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Program of Studies – Measure Details

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.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	75.8	73.3	79.6	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	*	*	85.7	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	75.8	85.7	85.1	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	60.9	68.0	72.9	74.1	75.3	75.9	76.9

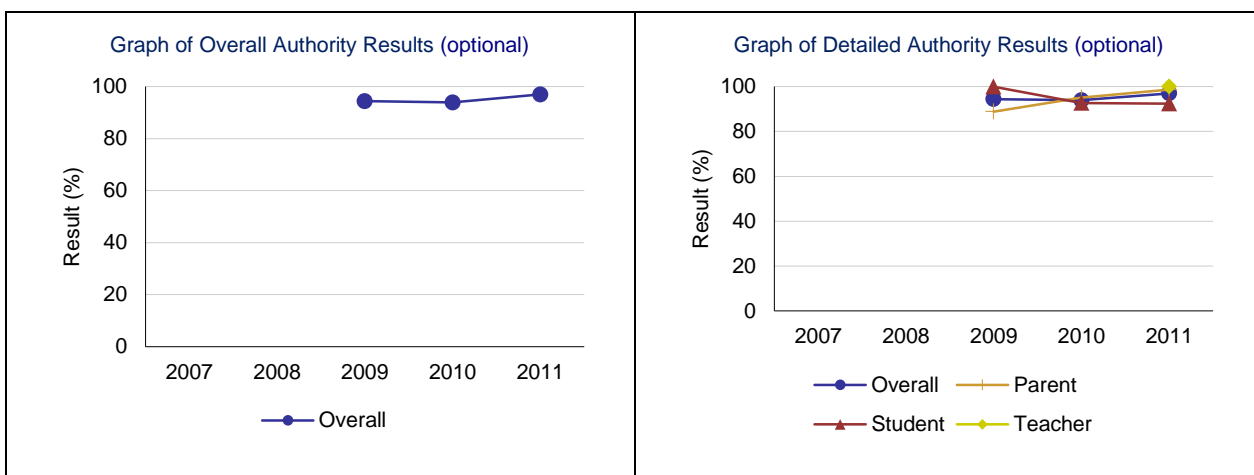


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).



### Education Quality – Measure Details

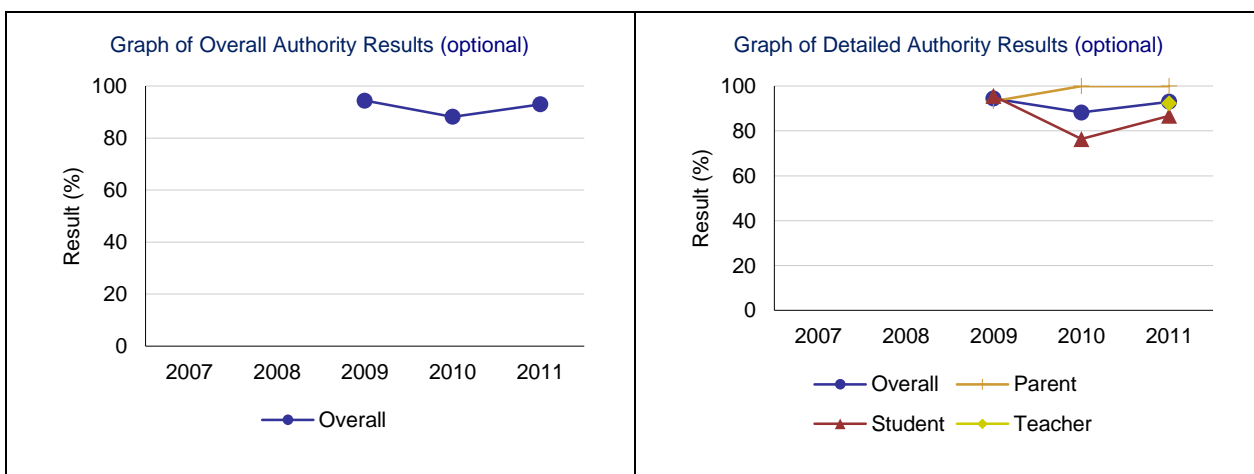
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	94.4	93.9	97.0	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	*	*	100.0	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	88.9	95.1	98.6	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	100.0	92.7	92.4	86.4	86.6	88.3	88.2	88.5



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

### Safe and Caring – Measure Details

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.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	94.4	88.2	93.0	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	*	*	92.3	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	93.3	100.0	100.0	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	95.6	76.4	86.7	78.5	79.1	81.7	82.2	83.3



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 demonstrates openness to new and innovative ideas, leadership and collaboration*

*Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:*

- The jurisdiction demonstrates effective working relationships*
- The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	90.0	100.0	85.8		Very High	Maintained	Excellent			
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.	n/a	n/a	72.2	77.9	88.1		Very High	Improved	Excellent			

**Comment on Results (OPTIONAL)**

Our School has a very good working relationship with parents and students.

**Strategies**

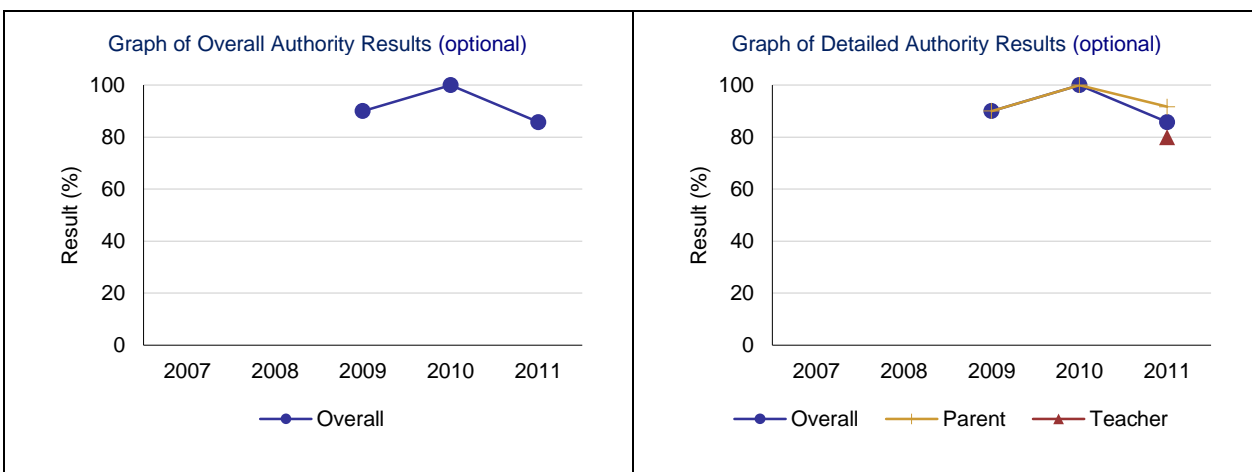
- continue to send home regular newsletters
- continue to ask for and make use of parent volunteers in the learning centre
- require all online teachers to make available online parent-teacher conferences for all online distributed learning students
- hold parent advisory council meetings two times per year
- Require all senior high school Hope Christian School social studies students to read and make one comment on an article in <http://firstnationsdrum.com/>

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

Also report targets and results for all local measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

**Parental Involvement – Measure Details**

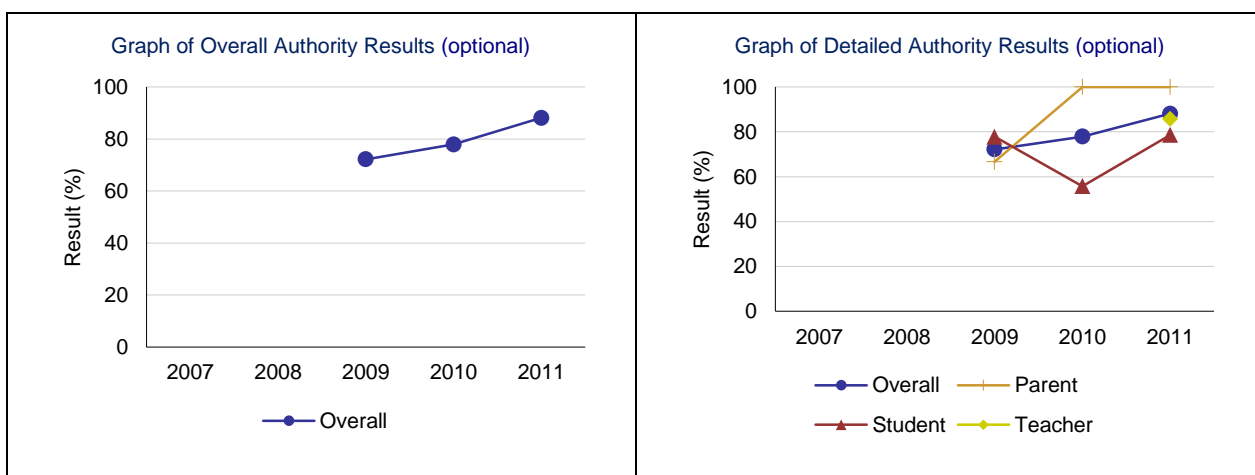
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	90.0	100.0	85.8	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	*	*	80.0	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	90.0	100.0	91.7	67.9	69.0	72.2	71.3	71.7



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

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.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	72.2	77.9	88.1	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	*	*	85.7	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	66.7	100.0	100.0	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	77.8	55.8	78.6	79.3	79.5	81.8	81.8	82.9



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

## Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

*Outcome: FNMI students are engaged in learning*

*Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:*

- *Key learning outcomes for FNMI students improve*

### Strategies

- Require all senior high school Hope Christian School Social Studies students to read and make one comment to the paper and to their "course discussion posts", on at least one article in <http://firstnationsdrum.com/>
  - This will be done annually in all Social Studies Courses

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local authority measures related to Goal 3 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis). *Note:*

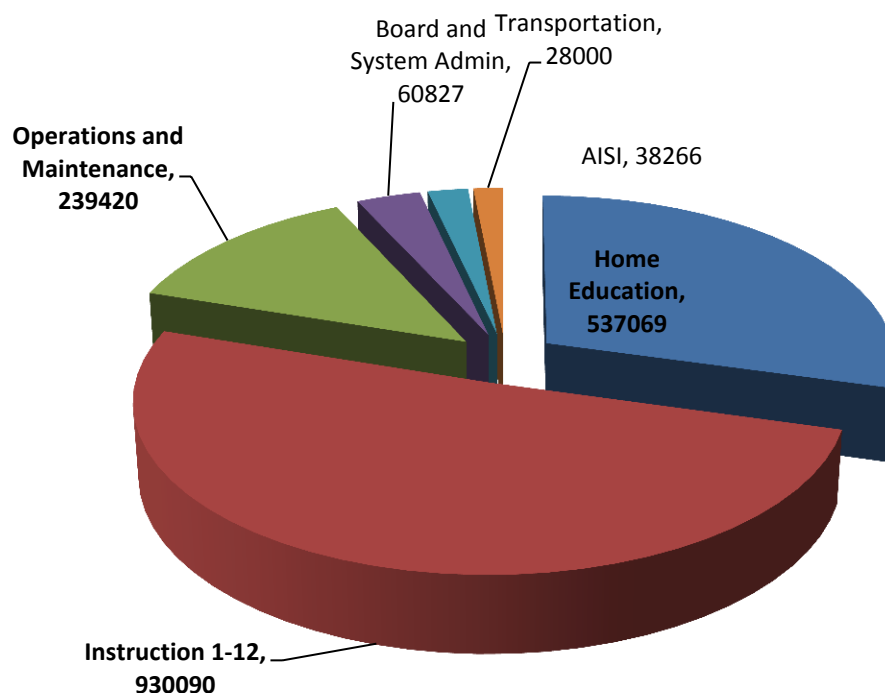
- Including strategies for students with special needs satisfies the planning component of 14.a of the *Standards for Special Education* (amended June 2004) [http://www.education.gov.ab.ca/k\\_12/specialneeds](http://www.education.gov.ab.ca/k_12/specialneeds)
- Reporting on programs, services and results for students with special needs satisfies the non-financial reporting component of Section 14.a and c of the *Standards for Special Education* (June 2004) [http://www.education.gov.ab.ca/k\\_12/specialneeds](http://www.education.gov.ab.ca/k_12/specialneeds)

**Summary of Financial Results**

- For details please refer to Section 3 of the appropriate policy and requirements for planning and results reporting guide.

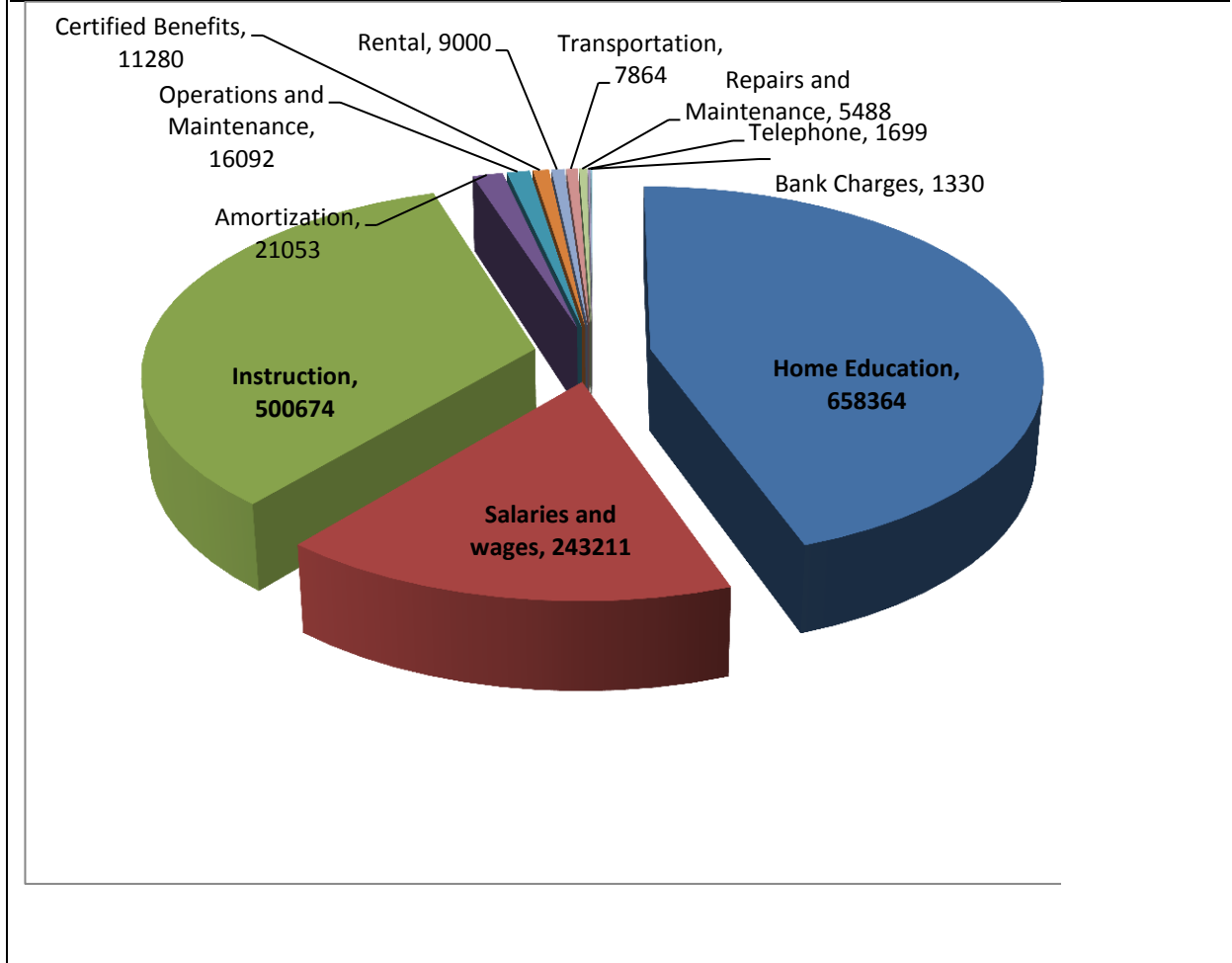
**Hope Christian School**  
**Statement of Revenues and Expenditures Year Ended Aug 31, 2011**

<b>Revenues</b>	
Alberta Education Revenue	1 248 958
AISI	60 988
First Nations	41 200
Non instruction O & M	26 710
Other Income	83 168
<b>Total</b>	<b>1 461 024</b>



<b>Expenditures</b>	
---------------------	--

Home Education	658 364
Salaries and wages	243 211
Instruction	500 674
Amortization	21 053
Operations and Maintenance	16 092
Certified Benefits	11 280
Rental	9 000
Transportation	7 864
Repairs and Maintenance	5 488
Telephone	1 699
Bank charges	1330
<b>Totals</b>	<b>1 476 055</b>





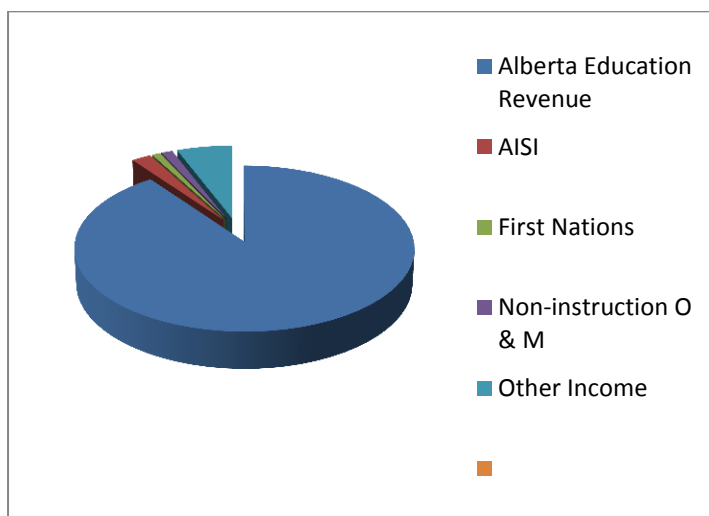
# **Budget Summary**

- For details please refer to Section 2 of the appropriate policy and requirements for planning and results reporting guide.

## **Hope Christian School Statement of Revenues and Expenditures Budget 2011-2012**

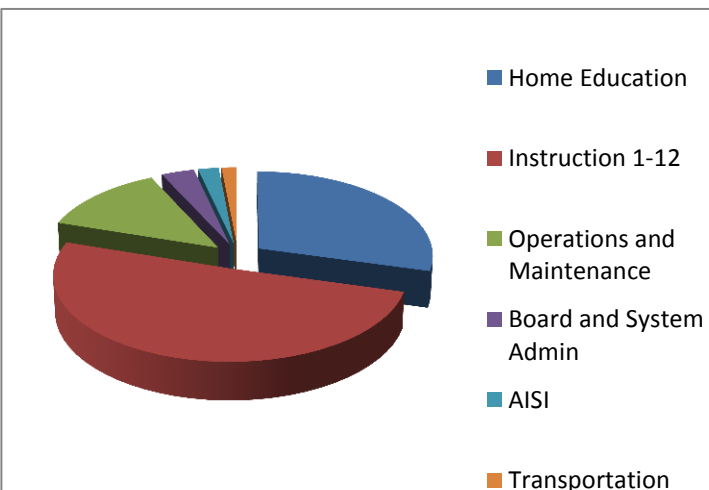
### **Revenues**

Alberta Education Revenue	1 662 750
AISI	38 366
First Nations	16 480
Non instruction O & M	22 200
Other Income	108 215
<b>Total</b>	<b>1 848 010</b>



### **Expenditures**

Home Education	537 069
Instruction 1-12	930 090
Operations and Maintenance	239 420
Board and System Admin	60 827
AISI	38 366
Transportation	28 000
<b>Totals</b>	<b>1 833 772</b>



#### **Capital and Facilities Projects**

Evangelical Free Church Champion has no Capital or Facilities projects at this time.

#### **Summary of Facility and Capital Plans**

Evangelical Free Church Champion has no Capital or Facilities projects at this time.

#### **Parental Involvement**

The Report will be discussed at the second parent meeting to be held in February of 2011. The Report will also be available online and a notice regarding its availability will be sent home in the regular newsletter.

#### **Timelines and Communication**

- For details please refer to Section 2 and Section 3 of the appropriate policy and requirements for planning and results reporting guide.

The combined Three Year Plan (2011-2014) and Annual Educational Results Report (2010-2011) for the Board of the Evangelical Free Church Champion is posted on the Hope Christian School website (<http://hopechristianschool.ca/>). This report will also be available for your perusal at the office of the Hope Christian School in Champion, Alberta. It will also be communicated and briefly reviewed at the Parent Meeting to be held in February 2012.