



**Evangelical Free Church Champion/
Hope Christian School
3-Year Education Plan 2013-2016
and Annual Education Results Report
(AERR) 2012-2013**

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

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://www.education.alberta.ca/admin/resources/planning/reporting2013.aspx>

The Annual Education Results Report for the **2012** school year and the Education Plan for the three years commencing September 1, **2013** for **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 2012/2013 school year and the three-year Education Plan for 2013/ 2016 on November 27, 2013.

Foundation Statements (optional)

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 prepare 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 (optional)

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 34 students from grades 1 to 12
- 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.
- extensively uses parents as volunteers in the classroom

Hope at Home:

- is the home education division of Hope Christian School
- serves a widely distributed population of 808 students from across the province of Alberta
 - the majority of our home education students are from a low German speaking Mennonite population
- has three main “congregated sites” where home education parents have chosen to work collaboratively to collectively provide support for their children
 - these sites are “Circle Hill” , “Grassy Lake” and “Seven Persons” with 180, 154 and 83 students respectively
- most parents choose to use either the CLE or the ACE 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 Alberta Education aligned elementary, junior high school and senior high school programs for students across the province of Alberta
- uses primarily developed lessons presented through a synchronous online or a print format
 - high school courses in English, Social Studies, CALM and Science have been modified to reflect a Christian world view while still meeting Alberta Education outcomes
- serves a school population of approximately 132 FTE students (63 senior high school and 69 elementary/junior high school students)

Trends and Issues (optional)

Surveys of parents of home educated students are not conducted by the province using accountability pillar surveys, so the results reflect only the opinions our regular school and online school parents. Some of the other measures in this plan 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 and results in a large imbalance which influences their meaning and the way they should be interpreted.

- Our 754 home education student population for the 2012-2013 school year was 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 low German Mennonite 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 all of those statistics gathered above

We are now in our fifth year of operating an online 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. We are also in the process of transitioning to a new Learning Management System called Loud Cloud. This system will eventually be used to run all of our courses for the online/distributed learning division of our school. It has the ability to directly support all of our courses in an interactive environment and all of our online classes. This system also has an integrated marks program and a virtual classroom which will be used extensively.

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 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 registered 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, in order to obtain proper supervision, the online/distributed learning students who are distributed across the province, would need to travel to an approved site to write each of the four or five different tests at different times, or the school would need to arrange for an approved proctor to visit each students home for each test. The other alternative would be to arrange for an approved proctor 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. This creates problem in 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 them. Our results thus show a very low level of achievement (number of student achieving acceptable standard/number of students registered to write = **5.8% acceptable**) which is a further drop from the previous year of 14.7 % acceptable. This further decrease is a reflection of the increased numbers of students in our online/distributed leaning classes. We had 29 students officially registered in our school in grades 3, 6 & 9 and only 4 of those students wrote the tests, all of whom were in our regular on site school. This is definitely an ongoing issue for which the school will continue to try to find a solution. Provincial Achievement tests are now being phased out in favor Student Learning Assessments (SLA') but I anticipate that the same problems will be experienced with this form of assessment.

We have in the past offered most of our senior high school courses including the 30 level diploma exam courses through Alberta Distance Learning Centre's (ADLC) Teaching Services 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. This issue will now disappear for the upcoming school year as all of our senior high school diploma examinations will be offered directly by our school so all of the statistics from these exams will now appear on our accountability pillar report.

Summary of Accomplishments (optional)

Hope Online Christian School began the transition to our own learning management system (Loud Cloud) in the 2012 – 2013 school year. This system will allow us to upload and run most of our online classes through the Loud Cloud system site. Included in this site is a virtual classroom through which teachers can offer interactive online classes to students at remote locations across the province. We have transitioned to the point where for the 2013-2014 we can now offer a majority of our online courses through this site.

Combined 2013 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 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	96.1	94.4	91.9	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	Acceptable	Program of Studies	93.8	93.8	82.2	81.5	80.7	80.7	Very High	Improved	Excellent
		Education Quality	96.6	90.3	93.7	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	21.9	16.5	22.1	3.5	3.2	3.9	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	0.0	13.5	13.5	74.8	74.1	72.7	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	5.8	14.7	28.5	79.0	79.1	79.2	Very Low	Declined Significantly	Concern
		PAT: Excellence	0.0	2.9	3.6	18.9	20.8	19.9	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.3	*	n/a	84.6	83.1	82.5	Intermediate	n/a	n/a
		Diploma: Excellence	16.7	*	n/a	21.7	20.7	20.1	Intermediate	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.6	56.2	54.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	50.0	20.0	20.0	61.3	61.5	59.4	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	22.0	35.8	59.5	58.4	59.2	*	*	*
		Work Preparation	100.0	100.0	100.0	80.3	79.7	79.9	Very High	Maintained	Excellent
		Citizenship	89.8	83.0	85.2	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	95.7	98.9	94.9	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	92.6	85.9	84.0	80.6	80.0	80.0	Very High	Maintained	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

Comment on Results (OPTIONAL)

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

Hope Christian School does not offer an ECS program.

Strategies

- all students and parents of students starting grade 1 with Hope Christian School will be orientated on the routines of the school
- all students entering grade 1 will be taken through our Learning to Read program prior to entering our Learning Centre
- information found in the ECS cume file for students will be reviewed when that child enters grade 1

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	*	83.3		Intermediate	n/a	n/a	85		
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	*	16.7		Intermediate	n/a	n/a	20		

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	33.0	*	*	13.5	0.0	15	Very Low	Declined	Concern	20	25	30
Drop Out Rate - annual dropout rate of students aged 14 to 18	38.2	27.6	22.3	16.5	21.9	15	Very Low	Maintained	Concern	15	12	10
High school to post-secondary transition rate of students within six years of entering Grade 10.	15.2	49.6	*	22.0	*	25	*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	20.0	50.0	20	Intermediate	Improved	Good	55		
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	10.9	*	*	0.0	0.0	10	Very Low	Maintained	Concern	5	10	15
Number of Home Education students writing their GED diploma					10	12						

Locally Developed Measures

Comment on Results (OPTIONAL)

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

The majority of students taking diploma examinations in our program did their courses through ADLC. Those statistics are not reflected in the data provided. The majority of our senior high school students take courses through our online program which is increasing in numbers each year. In previous years, including this year's data, only the data for students writing non-ADLC courses was placed on our Accountability Pillar Reports. This will change for the 2013-2014 school year as we will now receive all of the data for our students.

For the Rutherford Scholarship eligibility we had set a target of 20% but 50% of our grade 12 students were eligible for this scholarship in the 2012 school year. This greatly exceeded our target.

Performance measures for; high school completion rates, drop-out rates and post-secondary transition rates are impacted because the statistics include data from our Home Education students, most of whom, do not complete a senior high school diploma or go on to post-secondary education.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Inform students of the availability of the \$500.00 scholarship available through Hope Christian School and the Rutherford Scholarship
- Inform students of the availability of the scholarship awarded for writing more than 3 diploma exams through Hope Christian School
- Encourage and help students access information regarding post-secondary institutions
- Set-up a Learning Clicks presentation for our senior high online students
- Require teachers to prepare and submit a report on Diploma exam looking for areas for improvement and plans for improvement
- Support and organize the second annual graduation ceremonies for online students of Hope Christian School
- Encourage and provide information and support for Home Education students wishing to write their GED examinations

Strategies designed to specifically address "issues" or "concerns" are highlighted in yellow. Specific Home Education Strategies are in brown text.

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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (*).
 5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	38.9	44.0	26.9	14.7	5.8	Very Low	Declined Significantly	Concern	15	20	25
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.1	8.0	0.0	2.9	0.0	Very Low	Declined	Concern	3	4	5
									Targets		
Performance Measures	Baseline from spring 2008	2010	2011	2012	Current Result (2013)				2012/2013	2013/2014	2014/2015
Overall grade level equivalent change/year of schooling in CAT3 tests for reading and language (Home Education congregated sites)	0.923	0.98	0.80	0.91	0.95				1.0	1.0	

Locally Developed Measures

Comment on Results (OPTIONAL)

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

As previously mentioned under "Trends and Issues" we had only 4 students who actually wrote their achievement tests. The remainder of the students in these grades were online/distributed leaning students. There were 25 students in total registered at these grade levels in our online school program this year and these students do not write their achievement tests because of the difficulty of travelling to approved sites to write each of the achievement tests. The statistics for the students who did not write these tests are included in the below acceptable category. This drastic decline is attributable to the increased number of online students who will then be placed in the below acceptable category because they do not write their achievement tests.

The overall average grade level change per year for Reading and Language arts for the congregated sites has increased steadily over the past three school years.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Continue to seek ways to enable our online students to write their Provincial Achievement Tests and Students Learning Assessments.
- Conduct special classes to reinforce curriculum outcomes in preparation for achievement tests
- Have students in grades 3, 6, & 9 continue to do practice tests on Exambank.com to become more familiar with the interpretation of achievement style questioning techniques.
- Have grade 3 students write their first Student Learning Assessment(SLA) in September 2014
- Require teachers to prepare and submit a report on PAT and SLA exams looking for areas for improvement and plans for improvement.
- Encourage a greater number of Home Education students to consent to writing the CAT tests.
- Share CAT results with instructors and board members of the Home Education congregated sites

Strategies designed to specifically address "issues" or "concerns" are highlighted in yellow. Specific Home Education Strategies are in brown text.

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 3, 6, 9), Français (Grades 3, 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 or respondents is less than 6. Suppression is marked with an asterisk (*).
 3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.6	86.0	86.7	83.0	89.8		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	91.7	100.0	100.0	100.0	100.0		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)

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

Parents, teachers & students are very satisfied that students model characteristics of active citizenship and that students are taught attitudes and behaviors that will make them successful at work.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Continue with the annual drive to collect and pack items for Operation Christmas child
- Continue to have students raise funds to provide support for a "foster" child from Ethiopia
- Have students do musical performances for senior citizen homes in the area
- Require all senior high school Hope Christian School Social Studies students to write a commentary on a current event on First Nations government or Indian act status or other relevant issue such as self-government or residential schooling. Sources may include www.firstnationsdrum.com
 - This will be done annually in all senior high school Social Studies Courses

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

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	75.8	73.3	79.6	93.8	93.8		Very High	Improved	Excellent			

<p>Comment on Results (OPTIONAL) <i>Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.</i> Teachers and parents are very satisfied that students receive a broad program of studies</p>
<p>Strategies <i>For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.</i></p> <ul style="list-style-type: none"> • Provide support and encouragement to teachers offering fine arts, career, technology, and health and physical education. • Set aside funding to support course development and upload of courses to our new Learning Management System (Loud Cloud) • Encourage teachers to familiarize themselves with the Loud Cloud system and to develop an understanding of its use and functions • have grades 10-12 students participate in a "Learning Clicks" presentation

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

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.0	100.0	85.8	98.9	95.7		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.4	93.9	97.0	90.3	96.6		Very High	Maintained	Excellent			
**Percentage of Home Education parents satisfied with the overall quality of basic education. (Survey Questions 1&2)		100	96	99	99							

Locally Developed Measures

Comment on Results (OPTIONAL)

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

Our School has a very good working relationship with parents and students. A significant portion of stakeholders agree that our school continues to improve.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- 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
- initiate a facebook page linked to the Hope Christian School Website to allow for parental, student and teacher interaction
- invite parental participation into all field trips hosted by Hope Christian School
- Require all senior high school Hope Christian School Social Studies students to write a commentary on a current event in First Nations government, Indian act status or other relevant issue including self-government, residential schooling. Sources may include www.firstnationsdrum.com
 - This will be done annually in all senior high school Social Studies Courses
- Present locally conducted survey results to the congregated home education sites board
- Home Education teacher facilitators will go over CAT results with parents and with instructors at the congregated sites
 - Particular emphasis will be placed on having instructors look for irregularities and areas for improvement
 - Teacher facilitators will ask congregated site instructors to come up with strategies to address areas for improvement

Specific Home Education Strategies are in brown text.

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

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	94.4	88.2	93.0	94.4	96.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	72.2	77.9	88.1	85.9	92.6		Very High	Maintained	Excellent			
**Percentage of Home education 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	98	99						

Locally Developed Measures

<p>Comment on Results (OPTIONAL) <i>Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.</i> Parents, students and teachers are very satisfied that our school is a safe and caring learning environment. There is also a high percentage of parents, teachers and students who feel that our jurisdiction has improved or stayed the same in the last three years.</p>
<p>Strategies <i>For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.</i></p> <ul style="list-style-type: none"> Continue to increase the number and variety of courses offered by Hope Christian School in our Loud Cloud learning management system. Continue to offer the CAT tests to our home education students with particular emphasis on the congregated sites and attempt to get increased participation. 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 CLE curriculum which discuss the development of positive relations with one another and with authorities. Suggest that fire drills be held at each of the three congregated home education sites <p>Specific Home Education Strategies are in brown text.</p>

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

Note:

Future Challenges (Optional)

For details please refer to the appropriate policy and requirements for planning and results reporting guide (links included below).

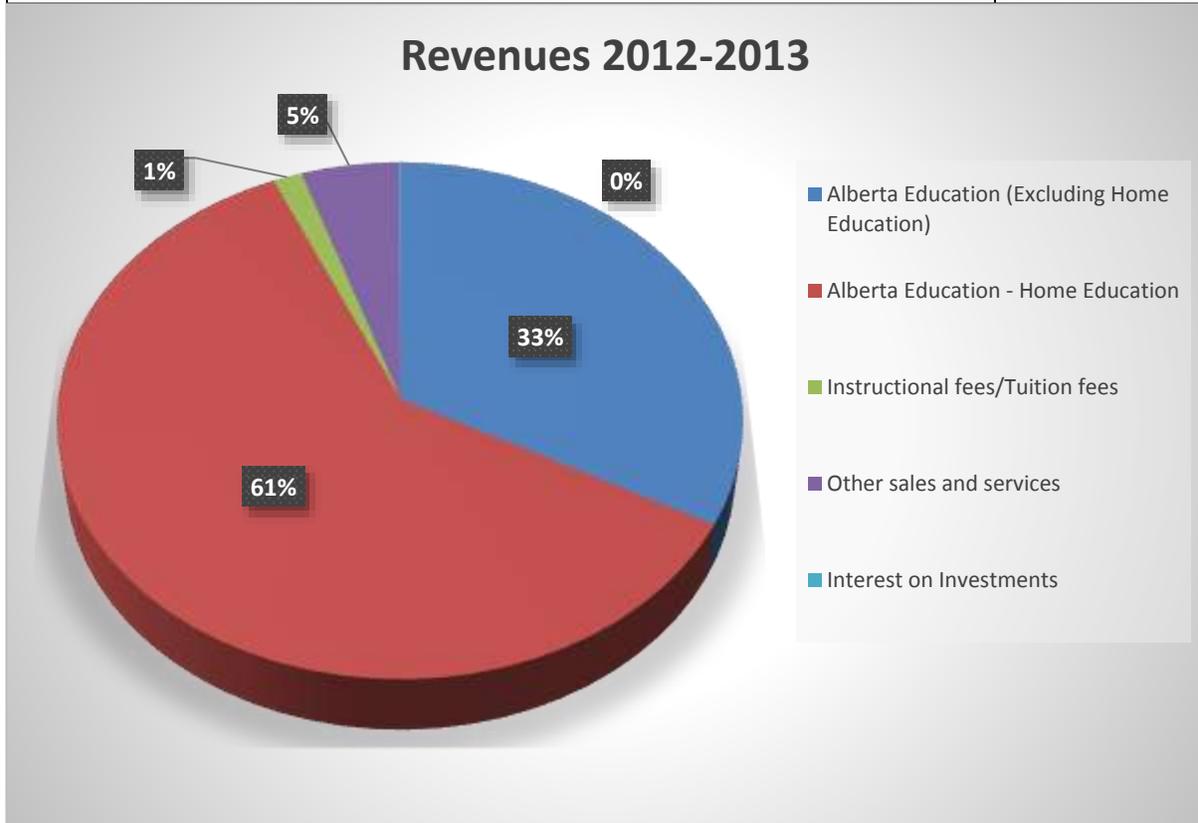
The Board of the Evangelical Free Church Champion/Hope Christian School continues to be faced with the challenge of an expanding Home Education Program and Online school program. For the online school in particular we need to expand our future capabilities through our learning management of our program. We need to explore our options so that we are not being limited in our ability to be as interactive as possible with our parents, students and teachers, none of whom will be on site at our school. This also includes keeping all options open and constantly investigating new possibilities for student interaction and course delivery.

Our Home Education population continues to expand significantly. We need to be looking for ways to aid parents to be prepared for the future. This is especially true for our Low German speaking Mennonite population which makes up a large portion of our Home Education students. We are challenged to expand their knowledge, in a non-threatening way, about the job and career opportunities available for their children.

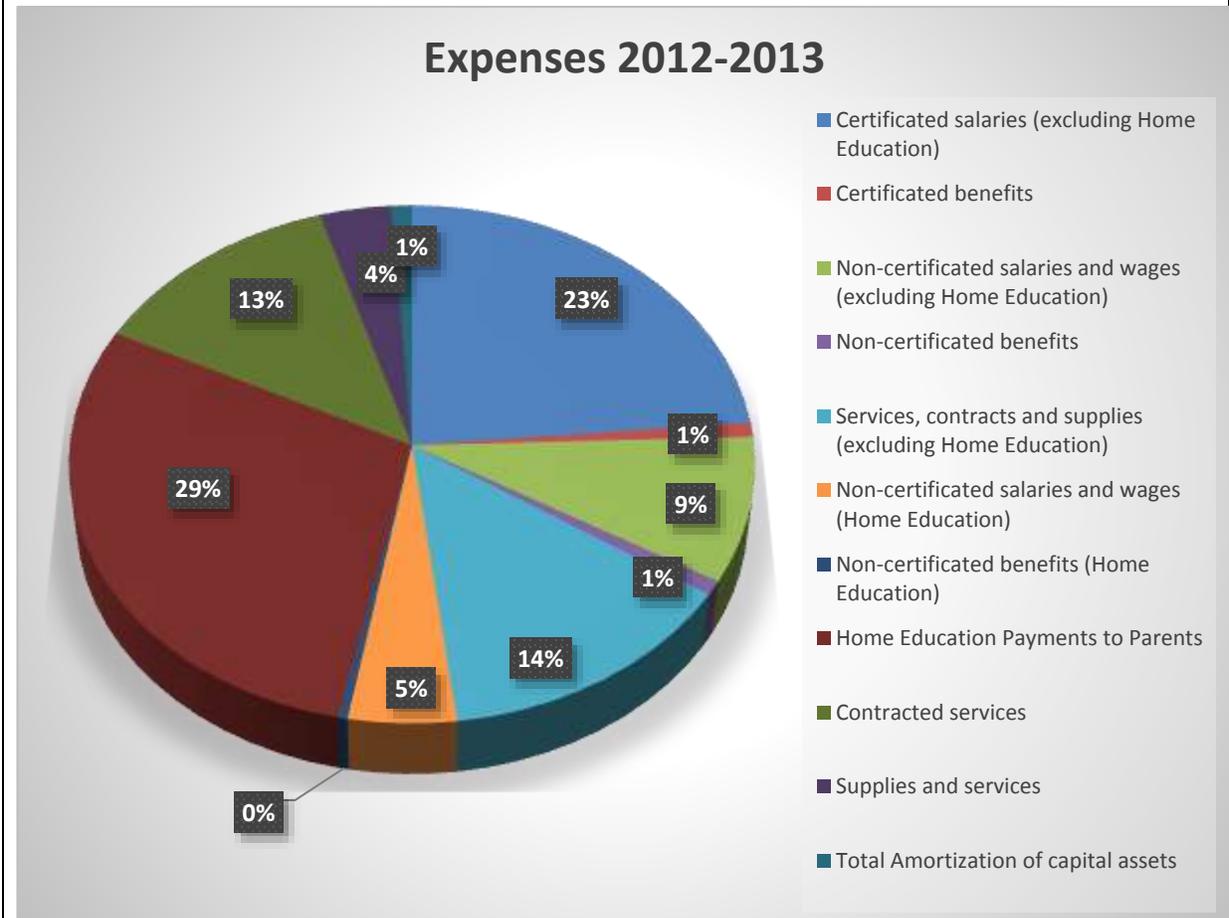
Summary of Financial Results

- Additional information and copies of the Evangelical Free Church Champion/Hope Christian School Audited Financial Statement can be viewed/obtained from the office of Hope Christian School, 320-3 Ave N, Champion, Alberta.

Hope Christian School	
Statement of Revenues and Expenditures Year Ended Aug 31, 2013	
Revenues 2012-2013	
Alberta Education (Excluding Home Education)	670 173
Alberta Education – Home Education	1 239 569
Instructional fees/Tuition fees	30 129
Other sales and services	101 760
Other Income	1886
Total	2 043 517



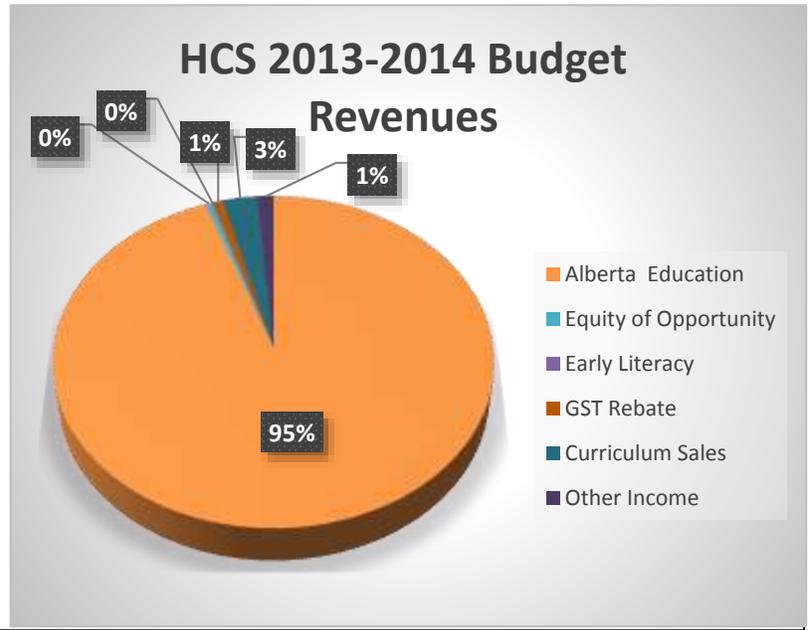
Expenditures 2012-2013	
Certificated salaries (excluding Home Education)	479 087
Certificated benefits	17533
Non-certificated salaries and wages (excluding Home Education)	183 002
Non-certificated benefits	17750
Services, contracts and supplies (excluding Home Education)	277 771
Non-certificated salaries and wages (Home Education)	96 461
Non-certificated benefits (Home Education)	8 875
Home Education Payments to Parents	592 292
Contracted Services	262 442
Supplies and services	73 721
Total Amortization of capital assets	21 045
Totals	2 029 979



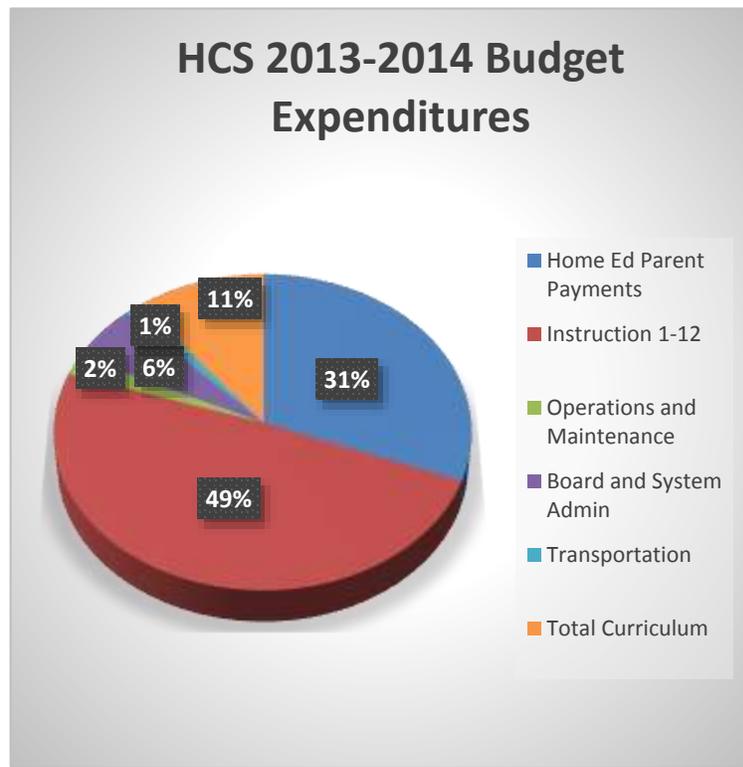
Budget Summary

**Hope Christian School
Statement of Revenues and Expenditures
Budget 2013-2014**

Revenues	
Alberta Education Revenue	2 056 000
Equity of Opportunity	10 300
GST rebate	17 000
Early Literacy	3130
Curriculum Sales	60 000
Other Income	28 000
Total	2 174 430



Expenditures	
Home Education parent payments	661400
Instruction 1-12	1054100
Operations and Maintenance	43200
Board and System Admin	125500
Transportation	30000
Total Curriculum	228100
Totals	2142300



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 2014. The Report will also be available online and a notice regarding its availability will be sent home in the regular newsletter.

Timelines and Communication

The combined Three Year Plan (2013-2016) and Annual Educational Results Report (2012-2013) for the Board of the Evangelical Free Church Champion is posted on the Hope Christian School website (<http://hopechristianschool.ca/wp-content/uploads/2014/02/HCSCombined-3-Year-Education-Plan-and-AERRRevisedFeb-14.pdf>) under "Reports" on the main menu. 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 2013.