



**Evangelical Free Church Champion/
Hope Christian School
3-Year Education Plan 2016-2019
and Annual Education Results Report
(AERR) 2015-2016**

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 high quality; Jesus Christ centered education to the attending students. To achieve this goal it is our mandate to use approved Biblical based curriculum and Alberta Distance Learning materials and follow the rules and guidelines set by the Alberta Department of Education, thus enabling our students to obtain an Alberta High School Diploma.

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

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

Accountability Statement

The Annual Education Results Report for the **2015-2016** school year and the Education Plan for the three years commencing September 1, **2016** for **Evangelical Free Church Champion 9146**, were 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 2015/2016 school year and the three-year Education Plan for 2016/ 2019 on Nov 28, 2016 (month and day), 2016.

Signature of Board Chair: _____



Date of Approval: _____

Nov. 28, 2016

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, in our day school, 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 Judeo-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 27 students from grades 1 to 12
- follows the Alberta Program of Studies
- uses primarily 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.

Hope at Home:

- is the home education division of Hope Christian School
- serves a widely distributed population of 1300 students from across the province of Alberta
 - the majority of our home education students are from a low German speaking Mennonite population
- has several “congregated sites” where home education parents have chosen to work collaboratively and collectively to provide support for their children
- parents mainly choose to use either the CLE or the ACE curriculum to support their home education program
- supports parents to use other 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 and junior high school courses in English, Social Studies, Science and CALM have been developed to reflect a Christian world view while still meeting Alberta Education outcomes
- serves a school population of over 450 students (180 FTE senior high school and 55 elementary/junior high school students)

Trends and Issues (optional)

There was a significant increase in the number of students in our Home Education program and in our Online program for the 2016-2017 school year.

An ongoing 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 6 and 9 levels are to write these tests. We however have the vast majority of our students in these grade levels, in our online/distributed learning program. For these it is impractical to have them write these tests as they need to be proctored by an approved supervisor. This does not work for the online environment where students live at various remote locations. This thus results in some very dismal statistics which are not indicative of our student achievement. We continue to request, and especially with the adoption of the Student Learning Assessments vs. the Provincial Achievement tests, that parents be allowed to administer these tests for their children at home. This would then make it possible for our online students to take these assessments and could then result in some meaningful data for us to assess when planning for our students’ future. We had only 2 students write provincial achievement tests in the 2015-2016 school year out of a total of 33 students registered in those two grades. This means that 31/33 students would automatically be assigned a below acceptable status because they did not write.

Now that we have much larger numbers of students in our senior high school online program we can begin to gather meaningful statistics. There seems to be a trend established where we are finding, on average, a relatively large discrepancy between the teacher mark and the diploma exam mark. This seems to be related to the online environment and the relative ease with which students can share information regarding assignments and tests.

Combined 2016 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	94.5	88.9	91.2	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Acceptable	Program of Studies	97.6	76.4	89.2	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	95.2	92.0	94.9	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	24.6	25.1	23.7	3.2	3.5	3.5	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	39.2	42.5	28.9	76.5	76.5	75.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	3.6	9.1	6.4	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	0.0	2.3	1.5	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	80.0	86.7	78.4	85.0	85.2	85.1	Low	Maintained	Issue
		Diploma: Excellence	17.5	26.7	15.3	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	16.2	4.7	1.6	54.6	54.4	53.5	Very Low	Improved	Issue
		Rutherford Scholarship Eligibility Rate	51.5	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	0.0	9.7	9.7	59.4	59.7	59.3	Very Low	Declined	Concern
		Work Preparation	100.0	77.4	92.5	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	95.3	81.9	87.5	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	100.0	82.5	92.8	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	81.8	85.4	87.7	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer 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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 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
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)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	9.6	6.3	3.9	9.1	3.6	15	Very Low	Maintained	Concern	16	17	18
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.9	2.1	0.0	2.3	0.0	4	Very Low	Maintained	Concern	5	6	7
Overall grade level equivalent change/year of schooling in CAT3 tests for reading and language (Tested Home Education Students)	0.95	0.96	0.98	0.98 4	1.06	1.0				1.1	1.15	1.2

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 2 students who actually wrote their achievement tests, one in grade 6 and one in grade 9. The remainder of the students in grades 6 & 9 were online/distributed learning students. There were 33 students, in total, registered at these grade levels in our online and day school program this year. The online 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. The indicated very poor result are then due to the high percentage 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 CAT3 tests for the congregated home education sites has increased steadily over the past three school years. This year was the first year that we have reached our overall goal of the average of 1 year of academic growth per year of schooling.

Strategies

- 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 6 & 9 continue to do practice tests on Exambank.com to become more familiar with the interpretation of achievement style questioning techniques.
- Have all online students in grades 6 and 9 do a practice test on Quest A+ in each subject area Provincial Achievement Test from their home computers
 - Compile these results and compare with Alberta PAT data
- 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
- Have Home Education Facilitators share CAT3 tests results with parents and with supervisors at congregated sites

*Specific Online/Day School strategies for improvement

*Specific Home Education School strategies for improvement

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	77.8	70.7	86.7	80.0	81.0	Low	Maintained	Issue	82.0	83.0	84.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	16.7	2.4	26.7	17.5	20	Intermediate	Maintained	Acceptable	20.05	21.0	21.5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2016	Achievement	Improvement	Overall	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	12.0	12.5	31.8	42.5	39.2	40.0	Very Low	Maintained	Concern	41	42	43
Drop Out Rate - annual dropout rate of students aged 14 to 18	20.8	24.7	21.5	25.1	24.6	20	Very Low	Maintained	Concern	19	18	17
High school to post-secondary transition rate of students within six years of entering Grade 10.	22.1	*	*	9.7	0.0	20	Very Low	Declined	Concern	22	24	26
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	51.5	60	n/a	n/a	n/a	61	62	63
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	4.7	16.2	25	Very Low	Improved	Issue	27	29	31

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 performance measures including High School Completion Rate, Drop Out Rate, High School Transition rates and Percentage of students writing four or more diploma exams are influenced because of our transient population in the online school. These statistics are also impacted by our home education students who take high school courses as these students are mainly from the Low German speaking Mennonite population. They do not take aligned curriculum but use a non-aligned curriculum so do not write diploma examinations. The drop-out rate is affected because these students do not do not generally complete a high school diploma or go on to post-secondary programs. For example we have about 61 students in grades 10-12 in our home ed program and almost none of these will get an Alberta Diploma or go on to post-secondary. None of them will write diploma exams. The measure "Percentage of students writing four or more diploma exams within three years of entering Grade 10, will also be influenced.

Another factor that greatly impacts whether students write four or more diploma exams is that we have the majority of our grade 12 online students sign up to take only one or two courses with us to improve their marks or to meet entrance requirements for post-secondary. We had unusually large influx of these students during the 15-16 school year.

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 and post the information to our website
- Inform students of the availability of the scholarship awarded for writing more than 3 diploma exams through Hope Christian School and post the information to our website
- Encourage and help students access information regarding post-secondary institutions and provide students with the link to ALIS website <http://alis.alberta.ca/index.html>
- Arrange for a Learning Clicks presentation to investigate options regarding post-secondary institutions and scholarship opportunities
 - Make this presentation available to all senior high school students
 - Make this presentation mandatory for all students taking CALM20
- Require teachers to prepare and submit a report on Diploma exams, looking for areas for improvement and plans for improvement
 - In these reports have teachers specifically look at ways to bring their teacher marks and diploma exams marks into closer alignment
- Explore the use of diploma exam preparation materials and make these available to our students

- Support and organize the seventh annual graduation ceremonies for online students of Hope Christian School

*Specific Online/Day School strategies for improvement

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.0	89.8	90.7	81.9	95.3	95	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.	100.0	100.0	100.0	77.4	100.0	95	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 active citizenship and are taught attitudes and behaviors to 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
- Make students and especially online students aware of and encourage them to take the newly developed Aboriginal Studies course.
- Arrange for a Learning Clicks presentation to investigate options regarding post-secondary institutions and scholarship opportunities
 - Make this presentation available to all senior high school students
 - Make this presentation mandatory for all students taking CALM20

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)

[No Data for Overall FNMI Results]

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.

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.

- Require students in grades 10 & 11 Social Studies to examine some aspect of the history and impact of European influx on the First Nations people in Canada.
- Make students and especially online students aware of and encourage them to take the newly developed Aboriginal Studies 30 course.

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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	96.1	88.6	88.9	94.5	95	Very High	Maintained	Excellent			
**Percentage of Home Education parents, at congregated sites, are 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 13-15)				96	92	95						

Locally Developed Measures

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.

- Host a Farm Safety presentation at Hope Christian School
- Continue to participate in Samaritan’s Purse Operation Christmas child.
- 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.
- Arrange for a Farm Safety presentation to be held at each of the three congregated sites.

Specific Home Education School strategies

Notes:
 1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	93.8	93.8	97.3	76.4	97.6	98	Very High	Maintained	Excellent			
**Percentage of Home Education 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.(Survey Question 3)					92	94						

Locally Developed Measures

Strategies
<p><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 <p>Specific Home Education School strategies</p>

Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	85.9	92.6	85.2	85.4	81.8		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	98.9	95.7	100.0	82.5	100.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.3	96.6	96.3	92.0	95.2		Very High	Maintained	Excellent			
**Percentage of Home Education parents, at congregated sites, indicating that their sites have improved or stayed the same the last three years. (Survey Questions 30)				79	83							
**Percentage of Home Education parents, at congregated sites, satisfied with parental involvement in decisions about their child's education. (Survey Questions 25-28)				81	87							
**Percentage of Home Education parents, at congregated sites, satisfied with the overall quality of basic education. (Survey Questions 1&2)	99	99		96	95							

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.

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.

- Work on modifying some aspects of the ACE curriculum to directly meet Alberta Education outcomes without requiring enrichment exercises
- continue to send home regular newsletters
- hold two regular parent meetings, one in fall and one in spring
- request a parent in particular from the LGSM community to be a parent advisory council chair
- Continue to conduct locally developed parent surveys for all parents in congregated sites
 - These surveys will be patterned after Alberta Education parent surveys but adapted to suit the home education congregated setting
- Present locally conducted survey results to the congregated home education sites board and on site tutors
- 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
- Arrange for a Farm Safety presentation to be held at each of the congregated sites.

Specific Home Education School strategies

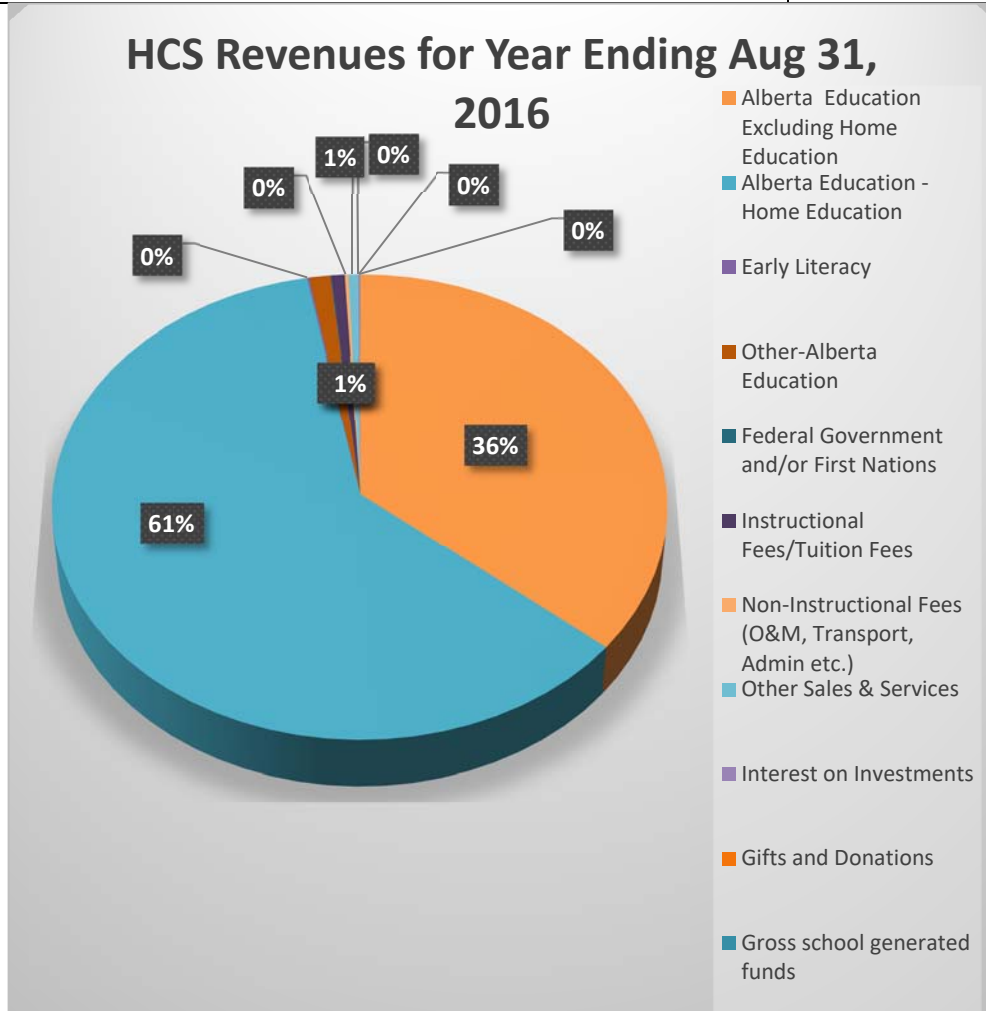
Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
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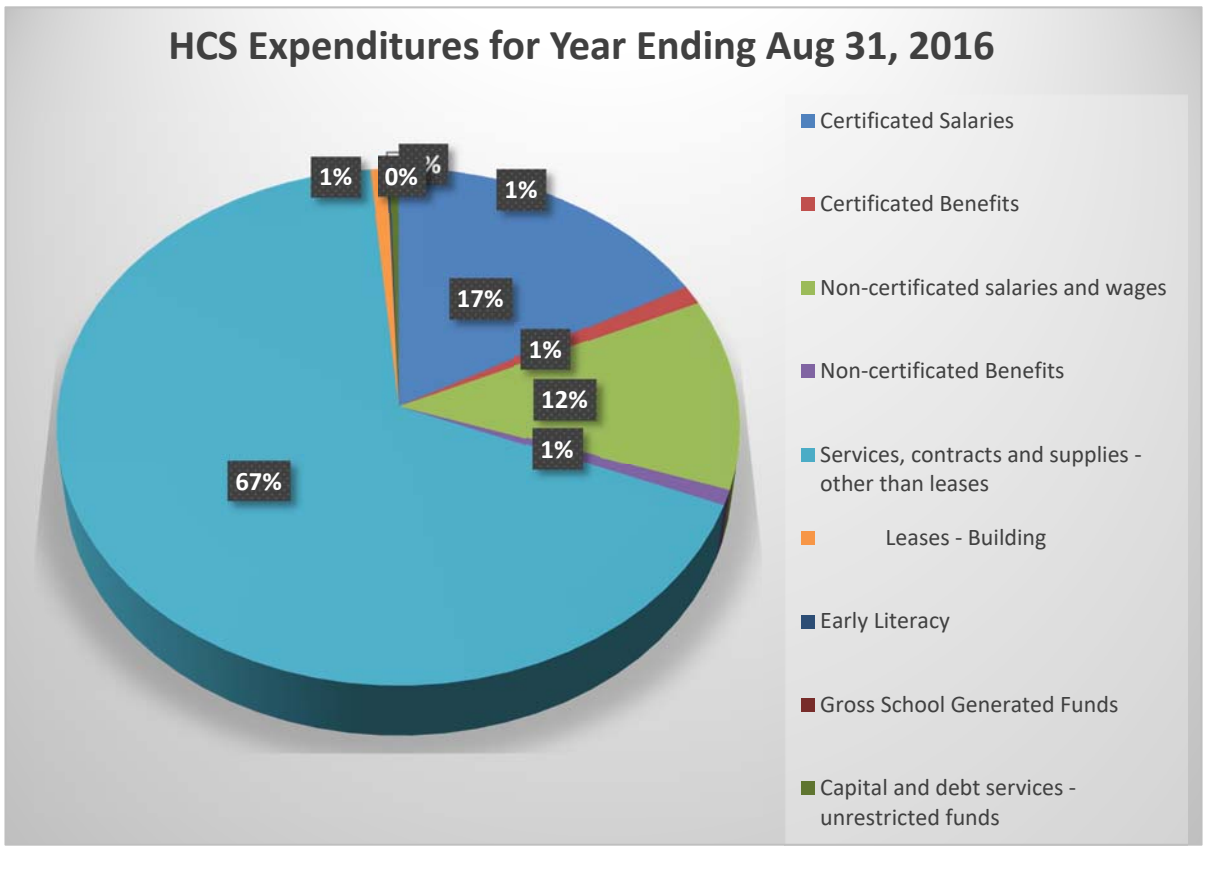
Summary of Financial Results

- 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, 2016	
Revenues 2015-2016	
Alberta Education Excluding Home Education	1 089 541
Alberta Education – Home Education	1 845 644
Early Literacy	3 171
Other-Alberta Education	35 123
Federal Government and/or First Nations	1 794
Instructional Fees/Tuition Fees	22 297
Non-Instructional Fees (O&M, Transport, Admin etc.)	6 052
Other Sales & Services	16 303
Interest on Investments	3108
Gifts and Donations	77
Gross School Generated Funds	387
Total Revenue	3 023 997



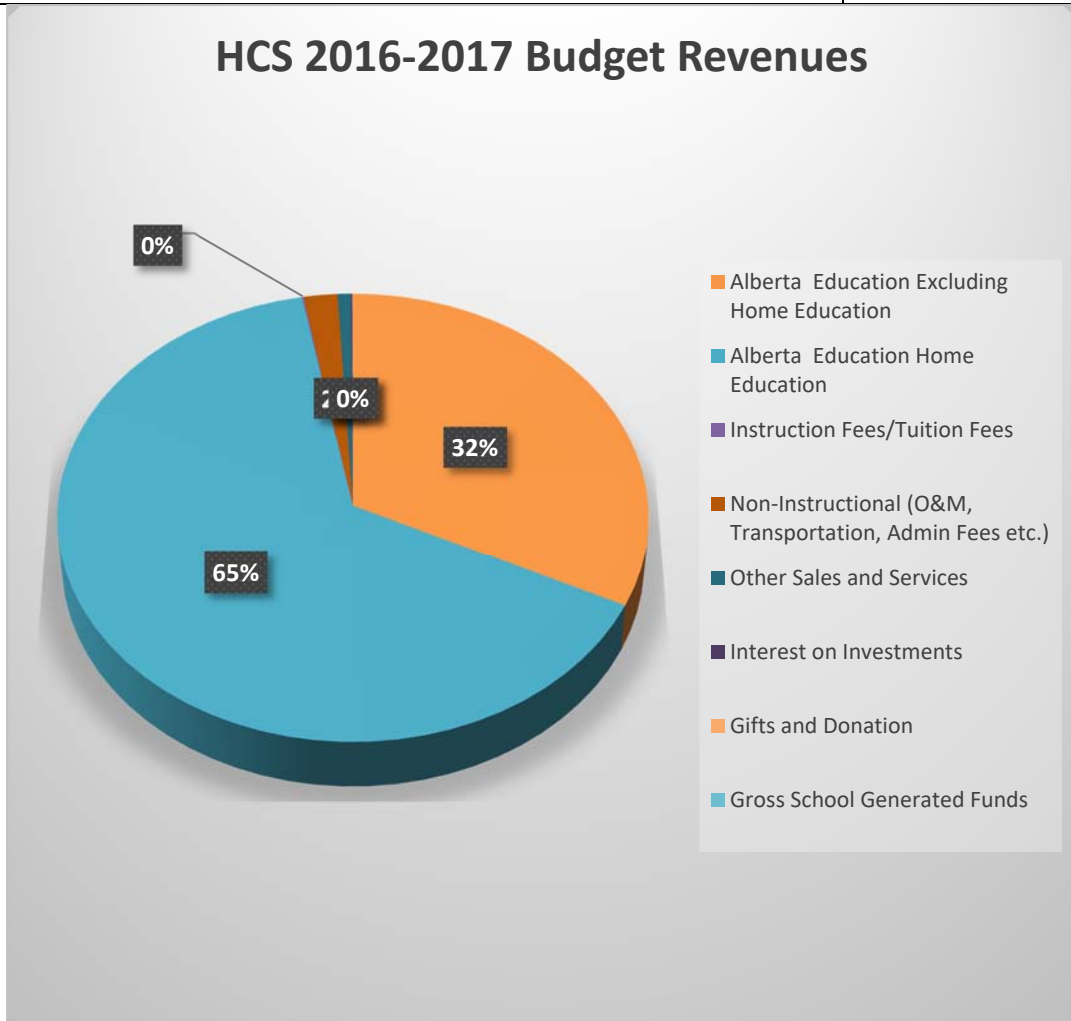
Expenditures 2015-2016	
Certificated salaries	508 344
Certificated benefits	35 988
Non-certificated salaries and wages	359 461
Non-certificated benefits	28 362
Services, contracts and supplies – other than leases	2 017 318
Leases - Building	26 050
Early Literacy	3671
Gross School Generated Funds	387
Capital and debt services – unrestricted funds	13 732
Other interest charges	38
Totals	2 993 351



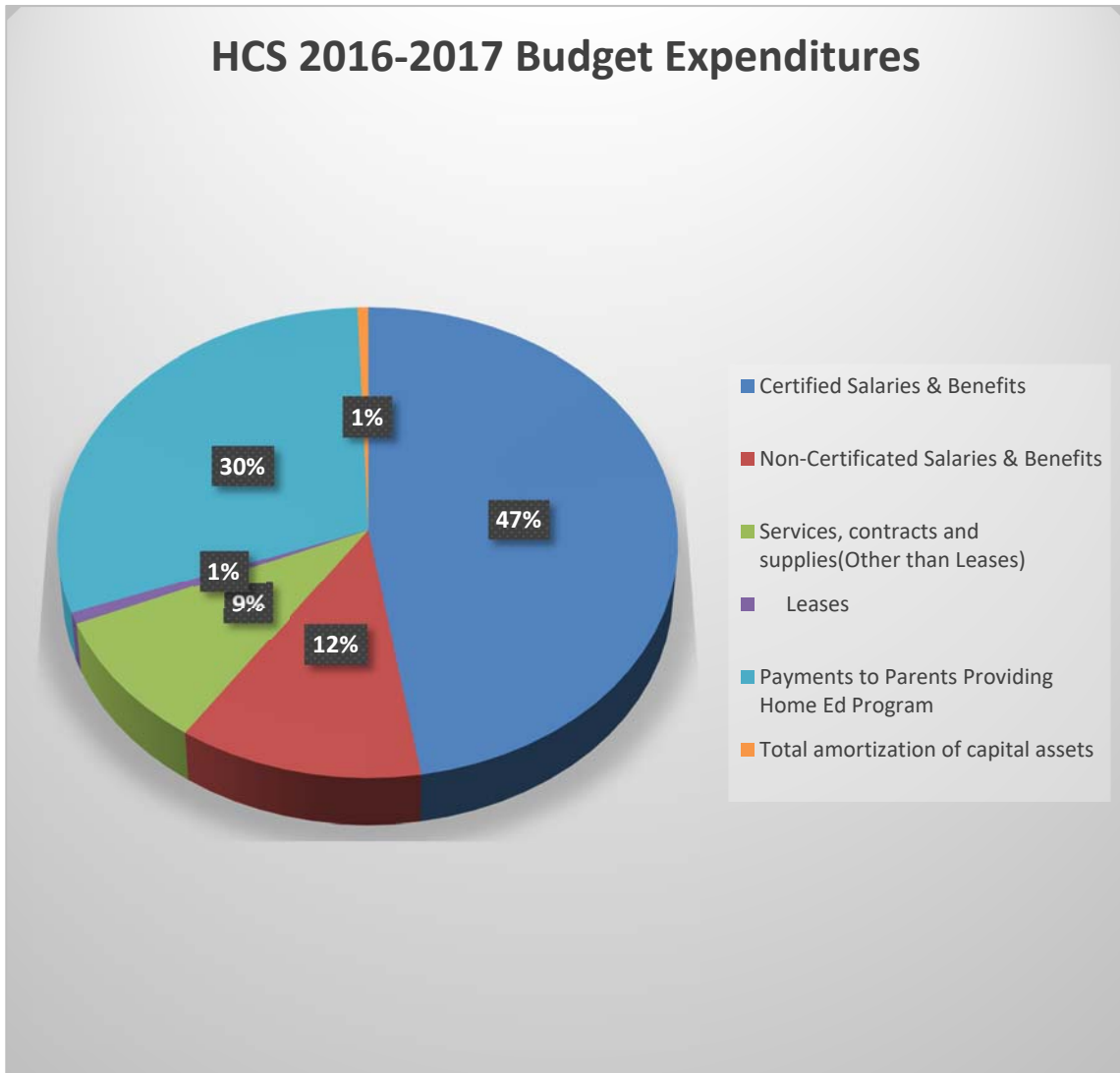
Budget Summary

- 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 Budget 2016-2017	
Revenues 2016-2017	
Alberta Education - Excluding Home Education	1 093 281
Alberta Education – Home Education	2 198 983
Instructional Fees/Tuition Fees	3 160
Non-Instructional Fees (O & M, Transportation, Equity of Opportunity)	66 433
Other Sales & Services	25 544
Interest on Investments	3021
Gifts and Donations	400
Gross School Generated Funds	600
Total Revenue	3 391 422



Budget Expenditures 2016-2017	
Certified Salaries & Benefits	1 594 656
Non-Certified Salaries & Benefits	406 041
Services, Contracts and Supplies (Other than Leases)	304 080
Leases	26 050
Payments to Parents Providing a Home Education Program	1 011 525
Total Amortization of Capital Assets	20 000
Total Expenditures	3 362 352



Capital and Facilities Projects

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

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

Summary of Facility and Capital Plans

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

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

Parental Involvement

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

This Report will be made available through our website (hopechristianschool.ca) and a notice regarding its availability will be sent home in the regular newsletter.

Timelines and Communication

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

The combined Three Year Plan (2016-2019) and Annual Educational Results Report 2015-2016 (EFCCChampion Combined 3 Year Education Plan and AERR16Final.pdf) can be found under "Reports" on the main menu on Hope Christian School's website(<http://hopechristianschool.ca>). This report will also be available for your perusal at the office of the Hope Christian School in Champion, Alberta. A notice will also be sent home to parents to inform them that copies of the report will be made available, upon request, at the Hope Christian School Office in Champion, Alberta.

Whistleblower Protection

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

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. In accordance with this Act and the reporting requirement there were no incidences of wrong doing reported or investigated in the 2015-2016 school year.