



**Evangelical Free Church Champion/
Hope Christian School
3-Year Education Plan 2017-2020
and Annual Education Results Report
(AERR) 2016-2017**

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.

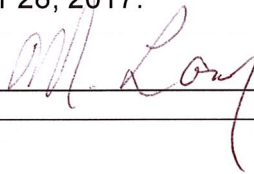
With much prayer, time and energy devoted to daily and future planning, H.C.S. will continue to be accountable to God and thus our government.

Accountability Statement

The Annual Education Results Report for the **2016-2017** school year and the Education Plan for the three years commencing September 1, **2017** for **Evangelical Free Church Champion** 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 2016/2017 school year and the three-year Education Plan for 2017/ 2020 on _____ November 28, 2017.

Signature of Board Chair: _____



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 at Home:

- is the home education division of Hope Christian School
- serves a widely distributed population of approximately 450 students from across the province of Alberta
 - the majority of our home education students are from a low German speaking Mennonite population
- 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 grades 3-6, junior high school and senior high school programs for students across the province of Alberta
- uses primarily, developed lessons presented through a synchronous or an asynchronous online format
 - All of our core courses have been developed to reflect a Christian world view
 - Serves a school population of about approximately 450 students(180 FTE senior high school and 55 elementary/junior high school students)

Trends and Issues (optional)

There was a significant decrease in the number of students in our Home Education program for the 2017-2018 school year. This was primarily due to the fact that our home education coordinator signed up with a different school board and many of our students then registered with that board.

Our online program continues to grow and it continues to be a challenge to hold students accountable for their marks. The online program provides increased opportunities for students to be dishonest and cheat on tests, so we continue, as a staff, to work on this as we look for ways to reduce this.

The results in this report for Provincial Achievement Tests continue to be derived from the few Day School students that we had on site so should not be taken as being indicative of the overall performance of our students in grades 6-9. We had no students write Achievement tests in June 2017. Another factor which has major implications for these results is that our online students, which were in much greater numbers than our day school students, do not write the Provincial Achievement Tests. These students are mostly located at remote sites and would therefore find it very inconvenient to travel to supervised places of writing for each of these tests. Unfortunately any student who is registered in these grades but does not write these tests is included with the "below acceptable" statistics.

Another factor which greatly influences our results is that even though we have several hundred parents in our online and home education programs, only those parents with children in our Day School program are surveyed. That program last year consisted of only 27 students at maximum and had declined to 11 students prior to the time the surveys were sent out. Therefore these survey results are not reflective of our school.

Also our day school program shut down effective in the 2017-2018 school year due to lack of enrollment. It also appears that our school Authority, Evangelical Free Church Champion may cease to operate after this current school year. As a result Hope Christian School Online and its associated Home Education program is seeking to amalgamate with a different school authority. We are currently in the process of negotiating with another private school board.

Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	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	Safe and Caring	79.9	94.5	90.7	89.5	89.5	89.3	Low	Declined	Issue
Student Learning Opportunities	Program of Studies	85.0	97.6	90.5	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	76.8	95.2	94.5	90.1	90.1	89.6	Very Low	Declined	Concern
	Drop Out Rate	26.3	24.6	23.7	3.0	3.2	3.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	14.4	39.2	37.8	77.9	76.5	76.1	Very Low	Declined Significantly	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	0.0	3.6	5.5	73.4	73.6	73.2	Very Low	Declined	Concern
	PAT: Excellence	0.0	0.0	0.8	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	49.0	71.9	73.3	83.0	82.7	83.1	Very Low	Declined Significantly	Concern
	Diploma: Excellence	5.8	15.0	13.5	22.2	21.2	21.5	Very Low	Declined Significantly	Concern
	Diploma Exam Participation Rate (4+ Exams)	2.9	16.2	7.0	54.9	54.6	53.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	61.1	51.5	51.5	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	0.0	4.9	57.9	59.4	59.3	Very Low	Maintained	Concern
	Work Preparation	92.3	100.0	92.5	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	71.1	95.3	89.3	83.7	83.9	83.6	Low	Declined	Issue
Parental Involvement	Parental Involvement	89.1	100.0	94.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	61.1	81.8	84.1	81.4	81.2	80.2	Very Low	Declined	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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); and Social Studies (Grades 6, 9, 9 KAE).
6. 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.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	6.3	3.9	9.1	3.6	0.0	10	Very Low	Declined	Concern	11	12	13
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.1	0.0	2.3	0.0	0.0	4	Very Low	Maintained	Concern	5	6	7

**Overall percentage of students in Grades 6 who achieved the acceptable standard on Teacher supervised Provincial Achievement Practice Tests					94							
**Overall percentage of students in Grades 6 who achieved the standard of excellence on Teacher supervised Provincial Achievement Practice Tests					65							

Overall grade level equivalent change/year of schooling in CAT3 tests for reading and language (Tested Home Education Students)	0.96	0.98	0.98	1.06	1.07							
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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 no students who actually wrote their achievement tests. The remainder of the students in grades 6 & 9 were online/distributed learning students. There were 27 students, in total, registered at these grade levels in our online. 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 results 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 five school years.

**Our grade 6 teacher conducted 17 online supervised tests using Quest A+ practice tests to obtain the above results.

Strategies

- Continue to seek ways to enable our online students to write their Provincial Achievement Tests and Students Learning Assessments.
- 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
- When conducted, 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

*Specific Online School strategies for improvement

*Specific Home Education School strategies for improvement

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.0	63.3	84.7	71.9	49.0	60	Very Low	Declined Significantly	Concern	65	70	75
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	28.0	2.0	23.5	15.0	5.8	15	Very Low	Declined Significantly	Concern	16	17	18

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	12.5	31.8	42.5	39.2	14.4	20	Very Low	Declined Significantly	Concern	25	35	40
Drop Out Rate - annual dropout rate of students aged 14 to 18	24.7	21.5	25.1	24.6	26.3	25	Very Low	Maintained	Concern	24	23	22
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	9.7	0.0	0.0	10	Very Low	Maintained	Concern	15	20	25
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	51.5	61.1	62	n/a	Maintained	n/a	63	64	65
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	4.7	16.2	2.9	20	Very Low	Maintained	Concern	21	22	23

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.

We had a large influx of students, especially in grade 12, who are taking only a few courses with us in our online school. The large majority of our students writing diploma exams are students who are taking these courses for the second time to upgrade their marks and many of these are ELL learners. This represents probably over half of our grade 12 students who write diploma exams. While they generally do well on the teacher portion of the courses, they tend to do much more poorly on their diploma examinations. Most of these students will write only one or two diploma examinations. A related factor that influences these statistics is the fact that all of our senior high school students are online students and we are finding that dishonesty and cheating seems to be a major factor when it comes to students writing tests and submitting online assignments. These same conditions also impact the other measures such as High School Completion Rate & Drop Out Rates.

We also have a number of home education students in grade 10-12 and they do not write diploma exam but are still used in compilation of these statistics. Few if any of these students will actually graduate and go on to post secondary. This then also negatively influences results such as Drop out rates, Transition rates, Diploma exam writing numbers and High School completion rates.

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 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
 - Also collect statistics on differential between school and diploma exam marks and then have teacher include strategies to reduce this differential
- Explore the use of diploma exam preparation materials and make these available to our students
- Research and experiment with various online testing programs designed to reduce the opportunity of cheating in the online environment

- o Require all teachers to make this one of their goals on the Teacher Professional Growth Plans

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are 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. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. 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.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.8	90.7	81.9	95.3	71.1	75	Low	Declined	Issue	78	80	83
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	77.4	100.0	92.3		Very High	Maintained	Excellent			
Percentage of parents of home education congregated sites who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.					97							

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 student portion of these statistics were drawn only from the 11 students that we had in our "Day School" in the 2017-2018 school year at the time the surveys were conducted. There was generally a pervasive negative attitude among a few of these students at this time so I am convinced that they had a drastic effect on the student surveys. For questions directed only towards parents and teachers the survey results are much more favorable. Therefore the reliability of these statistics as good indicators for this year should be questioned, and especially because of the low numbers of students surveyed.

Home Education parents on congregated home education sites are very satisfied that their children are being prepared for the world of 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.

- Make 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
 - o Make this presentation available to all senior high school students and make this it mandatory for all students taking CALM20

*Specific Online School strategies for improvement

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation 6.876			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	96.1	88.6	88.9	94.5	79.9	85	Low	Declined	Issue	86	87	88
**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	93	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.

The student portion of these statistics were drawn only from the 11 students that we had in our “Day School” in the 2017-2018 school year at the time the surveys were conducted. There was generally a pervasive negative attitude among a few of these students at this time so I am convinced that they had a drastic effect on the student surveys. For questions directed only towards parents and teachers the survey results are much more favorable. Therefore the reliability of these statistics as good indicators for this year should be questioned, and especially because of the low numbers of students surveyed. The previous years statistic for this measure for students was 90.7 and for the 2016-2017 school year was 46.9.

For the 2017-2018 school year we no longer have a day school so there is little point with trying to identify strategies to address these statistics. I can only propose some things we might have done if our day school had continued

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.

- Explore the possibility of having online parents surveyed
- Host a meeting with parents and students to discuss issues that they are having with the school and to brainstorm solutions
- 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 congregated sites.

*Specific Online School strategies for improvement
 *Specific Home Education School strategies for improvement

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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	97.3	76.4	97.6	85.0	90.0	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	97	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.
Teachers and parents are satisfied that our students are receiving a broad and varied spectrum of courses.

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 increase the number and variety of courses offered by Hope Christian School in our Loud Cloud learning management system.
- Add additional information to our website to direct students to new courses available
- 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

Specific Home Education School strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	92.6	85.2	85.4	81.8	61.1	82	Very Low	Declined	Concern	83	84	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	95.7	100.0	82.5	100.0	89.1	90	Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.6	96.3	92.0	95.2	76.8	80	Very Low	Declined	Concern	81	82	83
**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	88	90						
**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	89	90						
**Percentage of Home Education parents, at congregated sites, satisfied with the overall quality of basic education. (Survey Questions 1&2)	99		96	95	95	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.

The student portion of these statistics were drawn only from the 11 students that we had in our "Day School" in the 2017-2018 school year at the time the surveys were conducted. There was generally a pervasive negative attitude among a few of these students at this time so I am convinced that they had a drastic effect on the student surveys. For questions directed only towards parents and teachers the survey results are much more favorable. Therefore, the reliability of these statistics as good indicators for this year should be questioned, and especially because of the low numbers of students surveyed. The previous year's statistic for these measure for students was 89.1 and 81.8 and for the 2016-2017 school year was 46.9. See more detailed s

For the 2017-2018 school year we no longer have a day school so there is little point with trying to identify strategies to address these statistics. I can only propose some things we might have done if our day school had continued. See Measure Details below

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.

- Explore the possibility of having online parents surveyed
- Host a meeting with parents and students to discuss issues that they are having with the school and to brainstorm solutions
- Continue to conduct locally developed parent surveys for all parents in congregated sites
 - o 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
 - o Particular emphasis will be placed on having instructors look for irregularities and areas for improvement
 - o 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 Online School strategies for improvement

Specific Home Education School strategies

Notes:

Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	96.1	88.6	88.9	94.5	79.9	89.0	89.1	89.2	89.5	89.5
Teacher	97.1	97.0	94.9	100.0	92.3	95.0	95.3	95.4	95.4	95.3
Parent	100.0	100.0	100.0	*	*	87.8	88.9	89.3	89.8	89.9
Student	91.1	68.9	71.9	89.1	67.5	84.2	83.1	83.0	83.4	83.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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/TFM (Tell Them From Me) survey in 2014.

School Improvement – Measure Details (OPTIONAL)

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.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.6	85.2	85.4	81.8	61.1	80.6	79.8	79.6	81.2	81.4
Teacher	100.0	100.0	72.7	*	84.6	80.9	81.3	79.8	82.3	82.2
Parent	100.0	100.0	100.0	*	*	77.9	77.0	78.5	79.7	80.8
Student	77.8	55.6	83.3	81.8	37.5	82.9	81.2	80.7	81.5	81.1

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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/TFM (Tell Them From Me) survey in 2014.

Note:

Future Challenges (Optional)

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

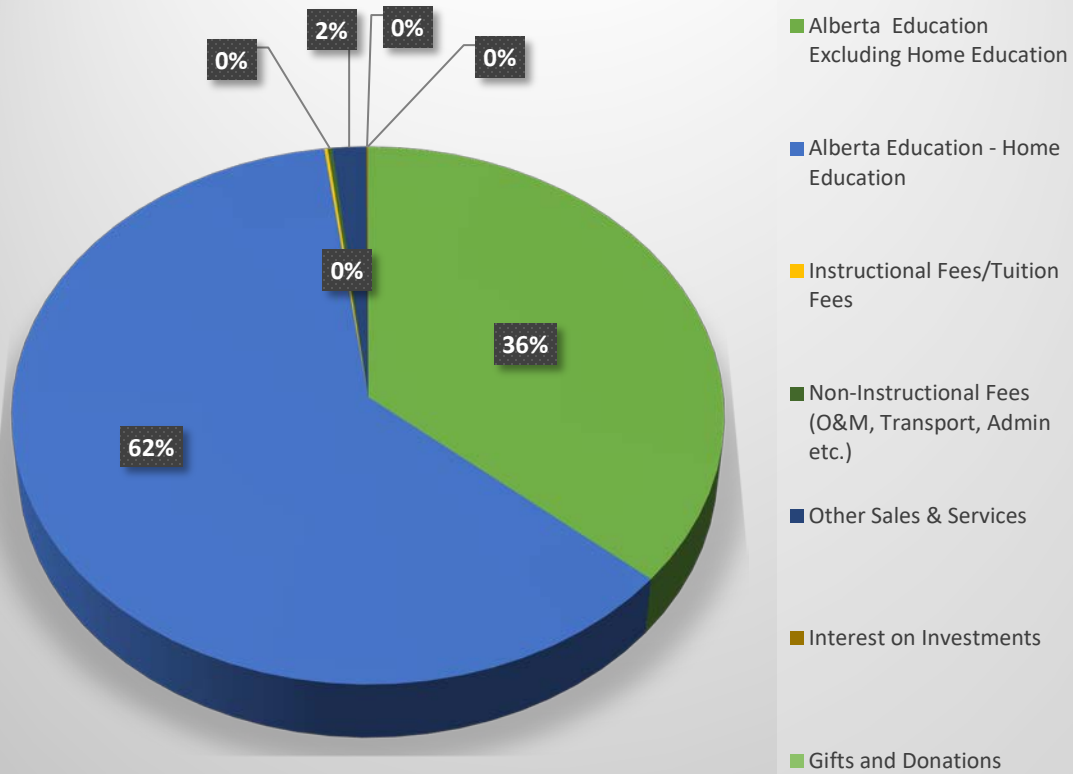
The overall demographics of students registering with Hope Christian School Online has changed dramatically in the last few years. We originally had mostly full-time students enrolling in our online program, as they wanted to take advantage of a Christian program that could be conducted in their own homes. While we still have this same student group we are also experiencing a large influx of students wanting to upgrade their courses or complete their high school. This has had a major effect on our high school results. Another related problem that we are experiencing is that many of these upgrading students are full-time students with another school board. The problem is that if these boards participate in High School Redesign we currently have no way of knowing how many credits we can register these students for and still receive funding from Alberta Education. We are currently trying to work with Alberta Education to find a solution to this problem.

Summary of Financial Results

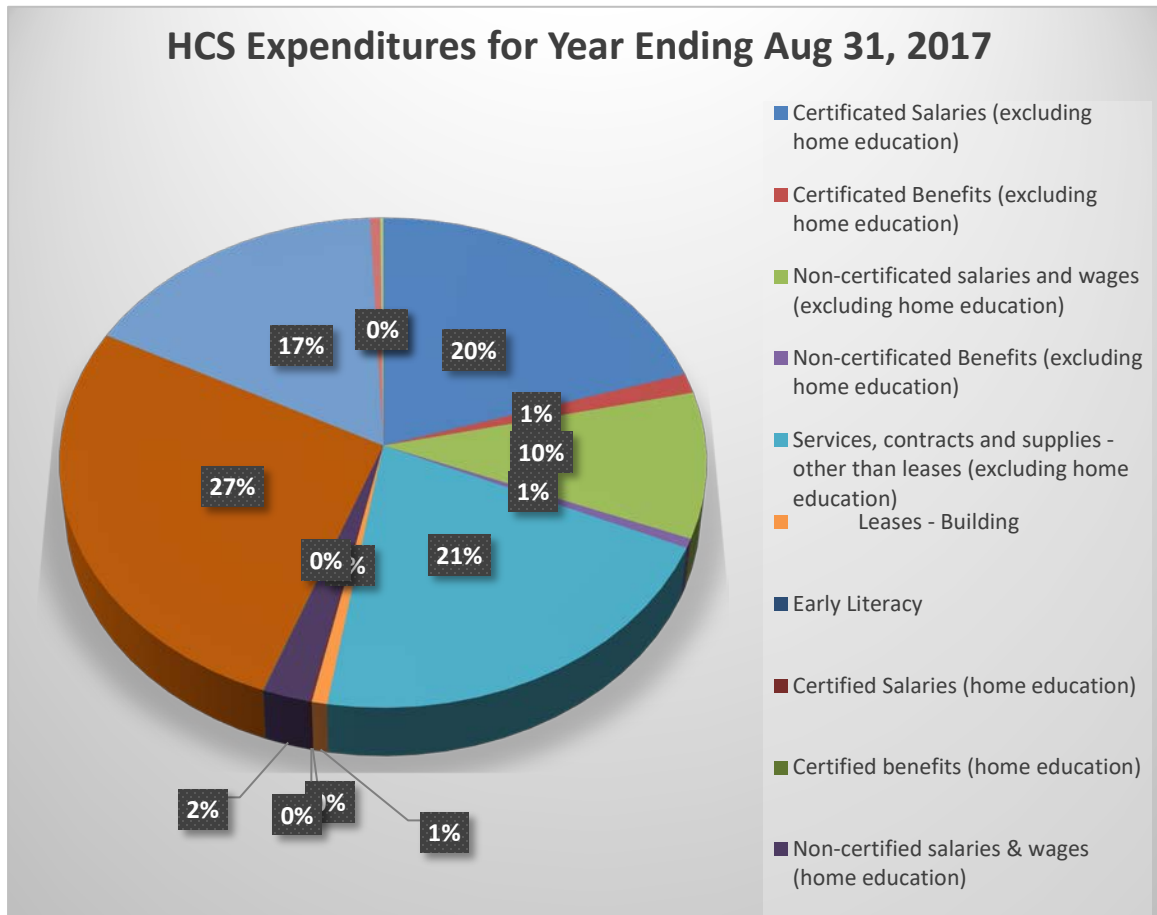
- Additional information and copies of the Evangelical Free Church Champion/Hope Christian School Audited Financial Statement can be viewed/obtained from the office of Hope Christian School, 320-3 Ave N, Champion, Alberta.

Hope Christian School	
Statement of Revenues and Expenditures Year Ended Aug 31, 2017	
Revenues 2015-2016	
Alberta Education Excluding Home Education	1 310 311
Alberta Education – Home Education	2 226 421
Instructional Fees/Tuition Fees	5 724
Non-Instructional Fees (O&M, Transport, Admin etc.)	7 985
Other Sales & Services	59 442
Interest on Investments	2 734
Gifts and Donations	355
Total Revenue	3 612 972

HCS Revenues for Year Ending Aug 31, 2017



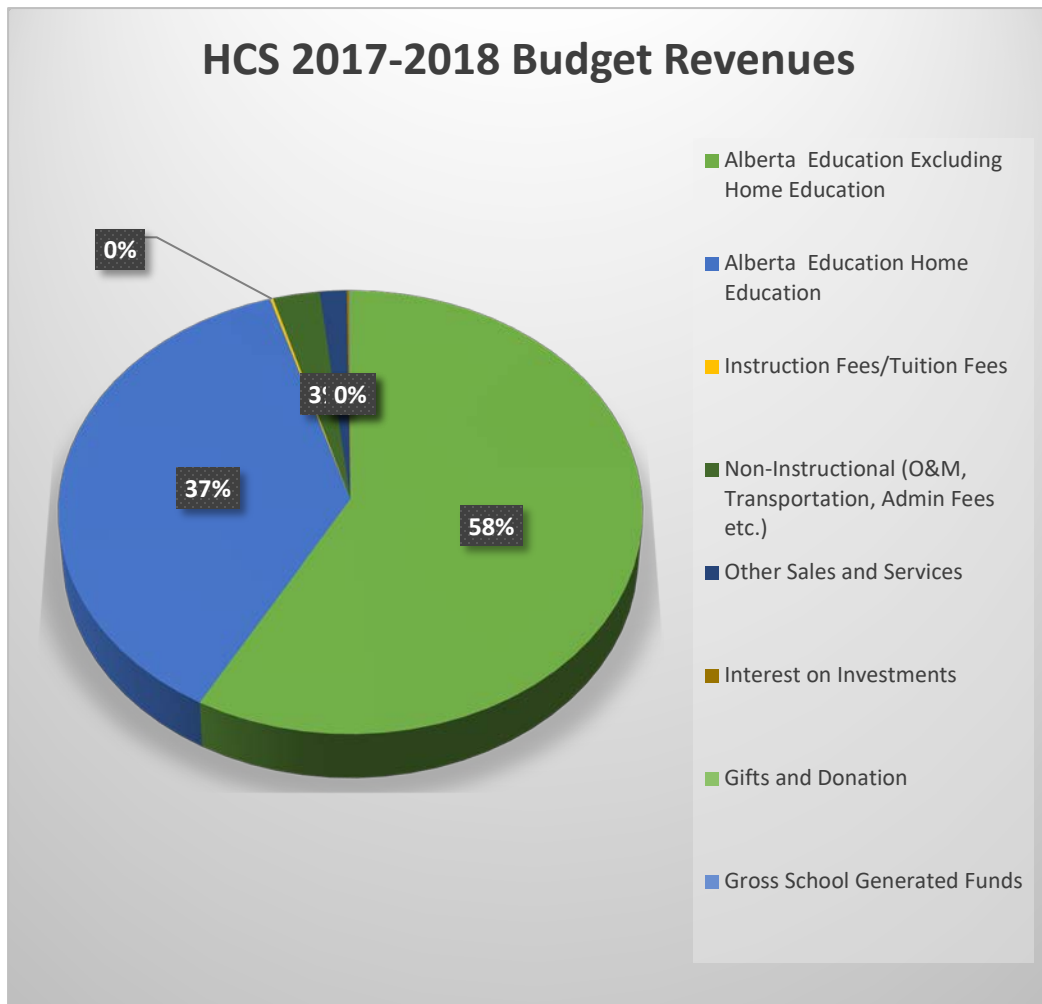
Expenditures 2016-2017	
Certificated salaries (excluding home education)	649 753
Certificated benefits (excluding home education)	41 856
Non-certified salaries and wages (excluding home education)	310 254
Non-certificated benefits (excluding home education)	19 456
Services, contracts and supplies – other than leases (excluding home education)	674 124
Leases - Building	23 100
Early Literacy	958
Certified Salaries (home education)	3300
Certified Benefits (home education)	13 732
Non-certified salaries and wages (home education)	70 166
Non-certificated benefits (home education)	1 066
Payments to home education parents	873 139
Contracts (home education)	533 997
Services and supplies (home education)	17 514
Capital and debt services	5 161
Totals	3 223 892



Budget Summary

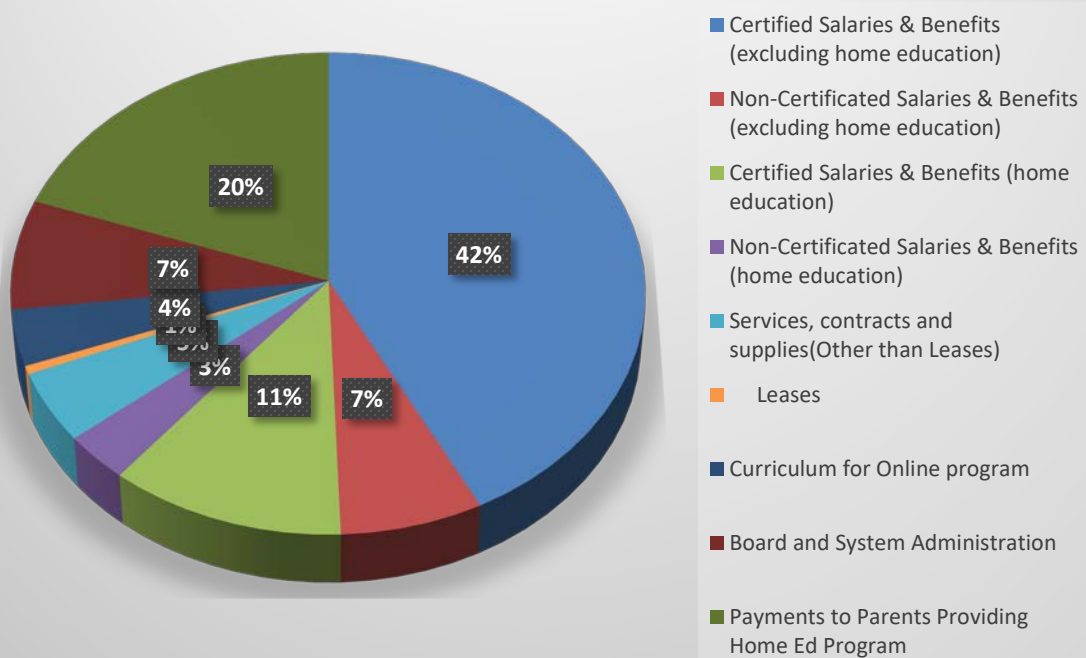
- Additional information and copies of the Evangelical Free Church Champion/Hope Christian School Audited Financial Statement can be viewed/obtained from the office of Hope Christian School, 320-3 Ave N, Champion, Alberta.

Hope Christian School Statement of Revenues and Expenditures Budget 2017-2018	
Revenues 2017-2018	
Alberta Education - Excluding Home Education	1 075 559
Alberta Education – Home Education	687 140
Instructional Fees/Tuition Fees	3 160
Non-Instructional Fees (O & M, Transportation, Equity of Opportunity)	50 700
Other Sales & Services	29 119
Interest on Investments	2734
Gifts and Donations	400
Gross School Generated Funds	600
Total Revenue	1 849 412



Budget Expenditures 2017-2018	
Certified Salaries & Benefits (excluding home education)	780 879
Non-Certified Salaries & Benefits (excluding home education)	406 041
Certified Salaries & Benefits (home education)	210 364
Non-Certificated Salaries & Benefits (home education)	59 161
Services, Contracts and Supplies (Other than Leases)	86 617
Leases	10 000
Curriculum for Online program	68 972
Board and System Administration	135 563
Payments to Parents Providing a Home Education Program Total	359 196
Total Expenditures	1 838 443

HCS 2017-2018 Budget Expenditures



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)

Timelines and Communication

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

The combined Three Year Plan (2017-2020) and Annual Educational Results Report 2016-2017 (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 out 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 2016-2017 school year.

The individual who was designated as the "Designated Officer" is no longer affiliated with Hope Christian School so in the interim all disclosures should be directed to the Chief Officer of the school, Mr. Dale Anger.

