



**Evangelical
Free Church
Champion/Hope
Christian
School**

**3-Year Education Plan
2010-2013 and Annual
Education Results Report
(AERR)2009-2010**

Message from Board Chair

Hope Christian School (H.C.S.) is a private, independent school operating as a mission arm of the Champion Evangelical Free Church. It is our goal at H.C.S. to offer a high quality; Jesus Christ centered education to the attending students. To achieve this goal it is our mandate to use approved Biblical based curriculum and Alberta Distance Learning materials and follow the rules and guidelines set by the Alberta Department of Education, thus enabling our students to obtain an Alberta High School Diploma.

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

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

Accountability Statement

Please refer to Appendix C of the appropriate policy and requirements for planning and results reporting document for the Accountability Statement wording to be used (see page 1).

The Annual Education Results Report for the **2009-2010** school year and the Education Plan for the three years commencing September 1, **2010** for **the Evangelical Free Church Champion**, was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2009/2010 school year and the three-year Education Plan for 2010 – 2013 on November 29 (month and day), 2010.

Board Chair Signature: _____

Foundation Statements (optional)

Vision:

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

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

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

Mission:

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

Principles:

Divine Mandate:

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

Parental mandate:

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

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

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

Government mandate:

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

Beliefs:

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

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

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

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

A Profile of the School Authority (optional)

School Authority Profile:

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 25 students from grades 1 to 10
- uses the A.C.E. program for elementary and junior high school; a unique, individualized, self-instructional, mastery-based system; emphasizing discipline, back to the basics, individual responsibility, parental involvement, and Biblical truth. In addition
 - we maintain an ongoing process which adapts this curriculum to meet Alberta Education requirements and outcomes for each course
 - we use supplemental materials and instruction (Enrichment Classes) as well as Alberta Distance Learning Centre (ADLC) materials, in order to meet outcomes that may be lacking in the ACE materials
 - we provide our students with an education meeting the requirements laid down by Alberta Education and which is transferable to other schools
- uses approved distance education for some school courses.
- provides individual programs for the gifted as well as those with moderate learning disabilities.
- uses parents as volunteers extensively in the classroom

Hope at Home:

- is the home education division of Hope Christian School
- serves a widely distributed population of 618 students from across the province of Alberta
 - the majority of our home education students are from a low German speaking Mennonite population
- has two main “congregated sites” where home education parents have chosen to work collaboratively to collectively provide support for their children
 - these sites are “Circle Hill” and “Grassy Lake” and with 130 and 181 students respectively
- most parents choose to use either the ACE or the CLE curriculum to support their home education program
- supports parents to use whatever curriculum they may choose

Hope Online:

- is the online/distributed learning division of Hope Christian School
- offers complete elementary, junior high school and senior high school programs for students all across the province of Alberta
- uses primarily ADLC developed lessons through a synchronous online or a print format
 - high school courses in English, Social Studies and Science have been modified to reflect a Christian world view while still meeting Alberta Education outcomes
- serves a school population of about 52 students (35 senior high school and 17 elementary/junior high school students)

Trends and Issues (optional)

Our school consists of approximately 25 regular day school students, 52 online/distributed learning students and over 600 home education students. Surveys of parents of home educated students are not conducted by the province so the survey results reflect only those of our regular school parents. These survey statistics thus are derived from surveys totaling about 12, from relatively few parents. Therefore a difference of opinion by one parent can have a major impact on the results. The other measures use statistics gathered from regular and home educated students. This results in a large imbalance which greatly influences the statistics gathered through the Alberta Education Accountability pillar in the following ways:

- Our 600 home education student population is made up largely of the low German speaking Mennonites
 - It is part of their culture and tradition to have their children attend school only as long as they are legally obligated to do so
 - This has a drastic affect upon a number of the accountability pillar measures including:
 - Annual dropout rate of students aged 14 to 18.
 - High school completion rate of students within three years of entering Grade 10.
 - Percentage of students writing four or more diploma exams within three years of entering Grade 10.
 - High school to post-secondary transition rate of students within six years of entering Grade 10.
 - Rutherford Scholarship eligibility rate

Our Home education program and our online/distributed learning programs continue to grow at a significant rate each year. There are many challenges that need to be addressed in the future to accommodate and enhance student opportunity.

For the Hope Online program some important considerations include: how can we provide a greater variety of courses to our students and how can we make our courses more interactive as there will always be some disadvantages when students cannot interact on a personal level with each other and their teachers. To facilitate this we also need to be constantly surveying the available and newly available technologies that can be used to improve delivery, variety of opportunities and student success. There are also some major advantages to an online program, where internet access and it associated readily available information and interactive tools can greatly enhance the interactive experience of the presentation. For example students can do online experiments where that can easily manipulate variables to quickly draw their own conclusions as to the effect of these variables on experimental hypotheses and outcomes.

For Hope at home the challenge becomes, how to help provide an improved learning experience to our students while still considering and working within the cultural norms for our mostly low German speaking Mennonite student population.

Summary of Accomplishments (optional)

We are conducting yearly CAT 3 tests for most of our home education students in order to provide some standards and to provide some assessment for learning tools and to determine the success of these students. This tool is also being enhanced through the experimental introduction of Provincial Achievement tests for grade 3 language arts. The statistics are collected, analyzed and compared with the previous statistics to identify strengths, weaknesses and areas for improvement. We are also continuing with our AISI reading project for another year with some modifications such as selecting additional resources to facilitate the program. The program is being conducted at the two congregated sites and we are very pleased that it has garnered the support of the parents and the local governing board for those sites.

We are currently in our second year of establishing a distributed learning division for our school, focusing on senior high students but also including elementary and junior high school students. We have hired subject area specialist teachers to be responsible and accountable for overseeing each online student and course. In consort with five other ACE schools, and ADLC we have developed a number of courses which reflect a Christian world view. These are being offered to current and future students who will be registering with us. In addition to this, teachers have the option of team teaching perspective students, additional ADLC developed courses or those of their own development. The teacher/school will thus be responsible for all presentations and marking for these students. This service will also be offered to other ACE schools for a fee. We are also pursuing an aggressive marketing campaign to make parents and students across the province aware of the services offered by our online school. Our high school population has risen from approximately 15 students last year to over 35 students this school year. For senior high school students, classes are conducted on a regular basis (at least once a week) using the online program called Elluminate. Students are provided with an increased level of interaction and support through this program. The teacher is responsible for delivering all aspects of the course work including all of the grading and marking. We are also making use of the technology with the introduction of regular online staff meetings, report cards that can be filled out online by the teachers, and online parent/teacher interviews.

October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Evang. Free Church of Champion			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	88.2	94.4	94.4	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	73.3	75.8	75.8	80.5	80.3	79.4	Intermediate	Maintained	Acceptable
			Education Quality	93.9	94.4	94.4	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	27.6	38.2	24.3	4.3	4.8	4.8	Very Low	Maintained	Concern
			High School Completion Rate (3 yr)	*	33.0	34.1	71.5	70.8	70.9	*	*	*
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	44.0	38.9	38.2	79.1	78.3	77.2	Very Low	Maintained	Concern
			PAT: Excellence	8.0	11.1	8.7	19.4	18.3	18.2	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	*	10.9	14.6	53.5	53.3	53.6	*	*	*
			Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	56.9	57.3	56.7	*	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	49.6	15.2	15.2	59.8	59.2	58.7	Intermediate	Improved	Good
			Work Preparation	100.0	91.7	91.7	79.9	79.6	78.9	Very High	Maintained	Excellent
Citizenship			86.0	78.6	78.6	81.4	80.3	78.3	Very High	Maintained	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	100.0	90.0	90.0	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Good	School Improvement	77.9	72.2	72.2	79.9	79.4	77.6	High	Maintained	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	94.4	88.2		Very High	Maintained	Excellent	90		
**Percentage home education parents from congregated sites in agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Survey Questions 12,13,14, 15	n/a	n/a	n/a	n/a	96					96		

Comment on Results (OPTIONAL)

☐ = Locally developed performance measure.

Parents students, parents and staff are satisfied that students are safe and cared for. (**School Conducted Surveys)

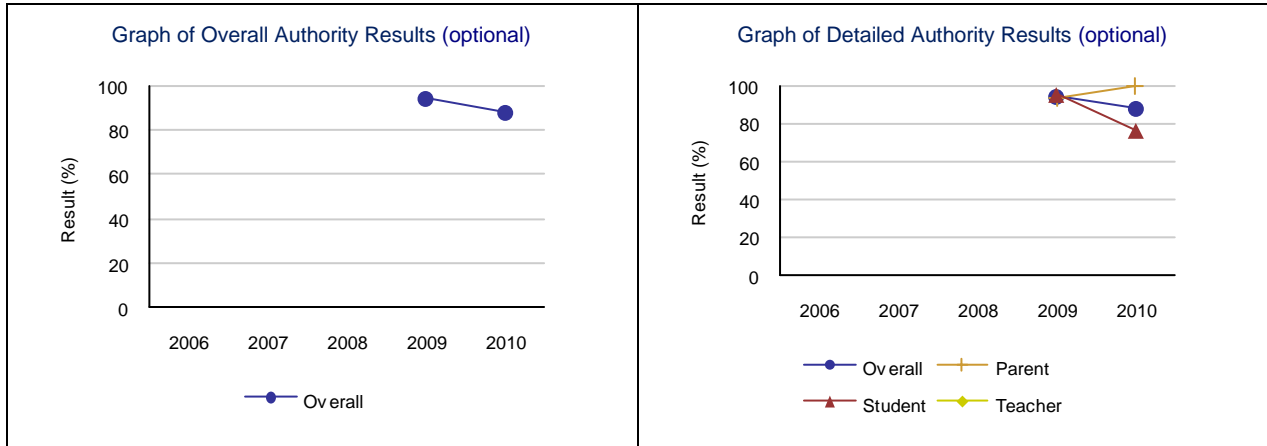
Strategies

- Conduct a bullying presentation for the students of Hope Christian School
- Emphasize and reinforce, during devotions, the concept of caring for and respecting one other
- Record a baseline for home education families by conducting our own surveys of parents. (Note these parents are not surveyed under the accountability pillar)
- Encourage facilitators and staff at the congregated home education sites to emphasize to students the components of the ACE and CLE curriculum which discuss the development of positive relations with one another and with authorities.
- Hold fire drills and help set up a fire drill routine at each of the two congregated home education sites

¹ If authority had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12., include it in the space provided for each required measure.

² Annual targets for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	94.4	88.2	84.4	84.2	85.1	86.9	87.6
Teacher	n/a	n/a	n/a	*	*	92.8	92.6	93.1	93.8	94.4
Parent	n/a	n/a	n/a	93.3	100.0	82.1	81.7	83.2	85.3	86.1
Student	n/a	n/a	n/a	95.6	76.4	78.4	78.5	79.1	81.7	82.2



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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	75.8	73.3		Intermediate	Maintained	Acceptable	75		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	94.4	93.9		Very High	Maintained	Excellent	95		
**Percentage of Home Education parents satisfied with the variety of subjects available to their child. (Ques #3.)	n/a	n/a	n/a	n/a	100							
**Percentage of Home Education parents satisfied with the overall quality of basic education. (Ques 1&2)	n/a	n/a	n/a	n/a	100							

Comment on Results (OPTIONAL)

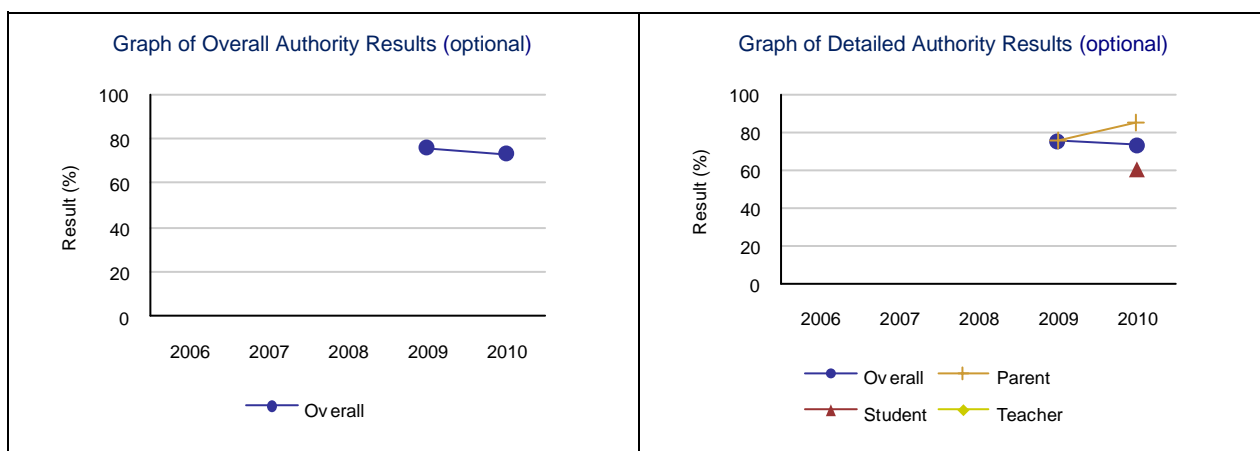
Our school is a very small school with limited resources and therefore we are limited on the variety of courses that can be offered. I am sure that all students, parents and teachers would like to be able to provide a much more varied curriculum but recognize that there is a cost for our small size.

***(School conducted surveys)* ☐ = Locally developed performance measure.

Strategies

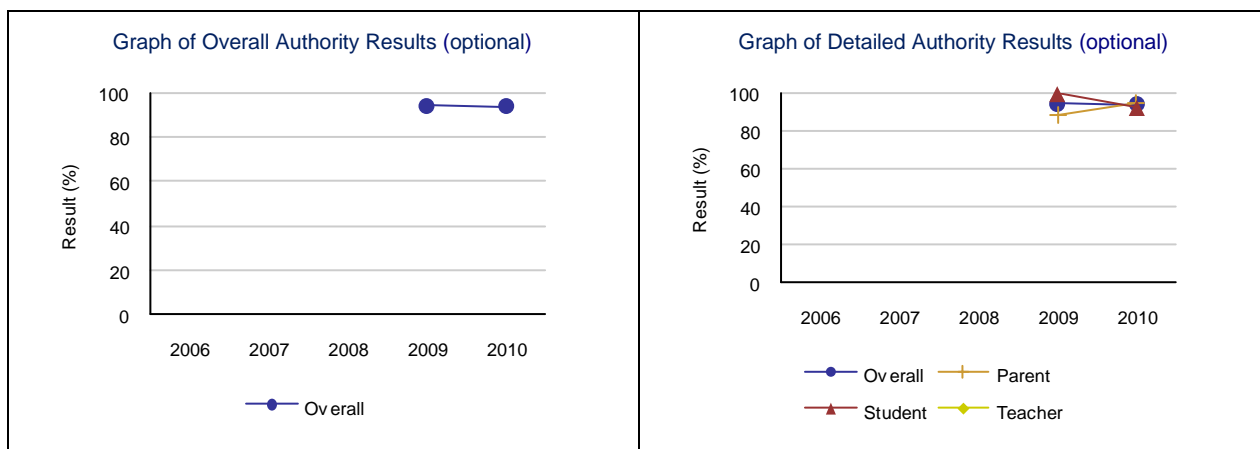
- Make available an increased number of ADLC options at the junior high level including: Art A, B, C; Bible A, B, C; Environmental & Outdoor Ed; Ag 1010, Com Tech 1020, Comm Health 1050 (Grade 9 only), Design studies 1010 & 1060, Electro-Tech 1010, Forestry 1010, Word Processing 1030, Tourism 1010(Grade 9 only).
- Continue to grow the online distributed learning strategy within the authority and accessed through ADLC
- Investigate the possibility of setting up a cooperative program to teach options, such as drama, to online and day school students possibly including other ACE schools as well
- Record a baseline for **home education** families by conducting our own surveys of parents. (Note these parents are not surveyed under the accountability pillar)

Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	75.8	73.3	78.1	78.5	79.4	80.3	80.5
Teacher	n/a	n/a	n/a	*	*	85.2	85.7	86.4	86.8	87.7
Parent	n/a	n/a	n/a	75.8	85.7	76.6	76.9	77.6	78.7	78.0
Student	n/a	n/a	n/a	n/a	60.9	72.6	72.9	74.1	75.3	75.9



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

Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	94.4	93.9	87.7	87.6	88.2	89.3	89.2
Teacher	n/a	n/a	n/a	*	*	94.8	94.7	94.9	95.3	95.6
Parent	n/a	n/a	n/a	88.9	95.1	81.6	81.8	83.0	84.4	83.9
Student	n/a	n/a	n/a	100.0	92.7	86.6	86.4	86.6	88.3	88.2



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

Outcome: *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	23.9	14.0	20.6	38.2	27.6	30	Very Low	Maintained	Concern			

Comment on Results (OPTIONAL)

The drop-out rate for our authority is greatly influenced by the relative size and culture of our home education population. The great majority of our home education students are from a low German speaking population with a tradition of withdrawing their children from school as soon as it is legally acceptable to do so. We will however continue to make every effort to set up viable strategies to reduce the drop-out rate for our authority. Our target for the 2009 school year for this measure was 37% but the actual statistics decreased quite drastically when compared to the 2008 results. The great fluctuation is most likely attributable to the ratio of home education student as compared to regular "day school" students. As we increase our enrolment in the online school we hope that these statistics will be impacted positively.

Strategies

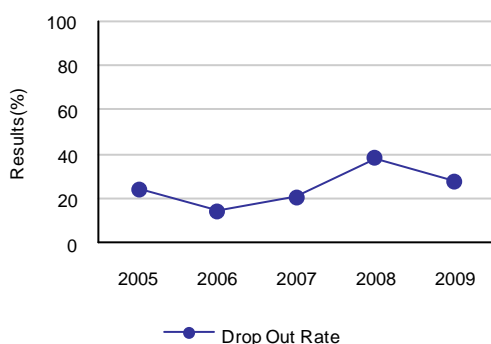
- Continue using our marketing strategy to increase the number of registered senior high school students
- Emphasize the availability of a variety of courses available through Hope Christian School and ADLC
- Ensure the students are aware of the scholarship programs available through Hope Christian School
 - \$500.00 scholarship payable upon completion of the senior high program at Hope Christian School and upon successful registration in an approved post-secondary program
 - place details of the scholarships available through Hope Christian School on our website
- Continue to have the coordinator and facilitators encourage home education students to complete a senior high program

Measure Details (OPTIONAL)

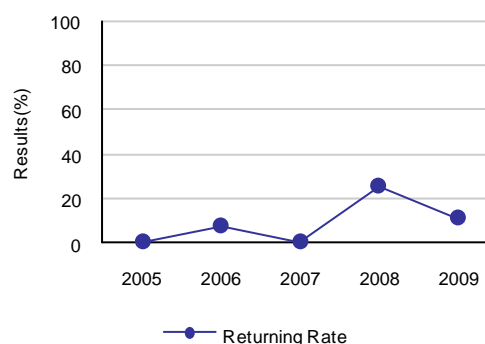
Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	23.9	14.0	20.6	38.2	27.6	5.0	4.7	5.0	4.8	4.3
Returning Rate	0.0	7.2	0.0	25.3	10.8	21.3	21.2	21.3	19.8	23.5

Graph of Authority Results (optional)



Graph of Authority Results (optional)



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

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	0.0	35.2	*	33.0	*	35	*	*	*			

Comment on Results (OPTIONAL)

These results are not revealed because the number of students is less than the minimum (<6) permitted before results can be made public. . When looking at the overall results using previous statistics it can be seen that the completion rates are slowly increasing overall even though they are still much below the rates for the province as a whole. If the current year's numbers could be revealed I am confident that the percentages would again be very low as compared to the provincial standard which would be classified as a issue or a concern. This would be expected again because of the same factors that impact the high school drop-out rate in the previous performance measure. The great majority of our home educated students use the Accelerated Christian Education (ACE) or Christian Light Education (CLE) materials. Even if a student should complete their senior high school program using these curricula they would still not be consider to have "completed high school within three years of entering Grade 10" as these curricula are not recognized because they do not meet Albert Education outcomes for a regular program.

Strategies

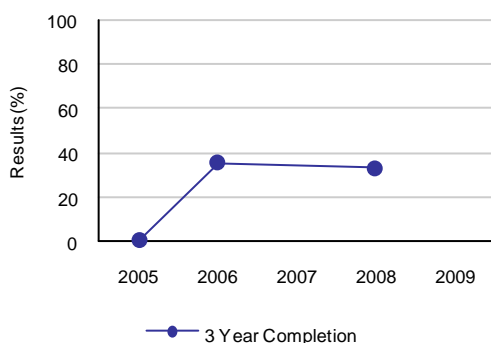
- Continue using our marketing strategy to increase the number of registered senior high school students
- Emphasize the availability of a variety of courses available through Hope Christian School and ADLC
- Ensure the students are aware of the scholarship programs available through Hope Christian School
 - \$500.00 scholarship payable upon completion of the senior high program at Hope Christian School and upon successful registration in an approved post-secondary program
 - place information regarding available scholarships on the Hope Christian School website
- Continue to have the coordinator and facilitators encourage home education students to complete a senior high program
- Have the coordinator and facilitators of the home education program encourage their students to switch to a regular Alberta Education senior high program.

Measure Details (OPTIONAL)

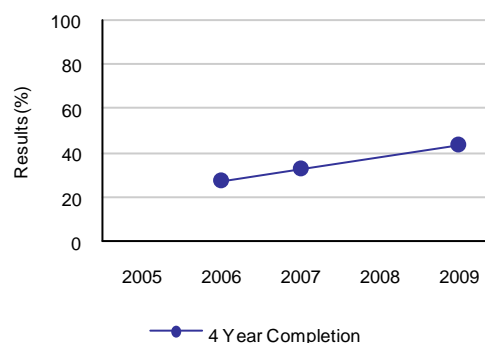
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

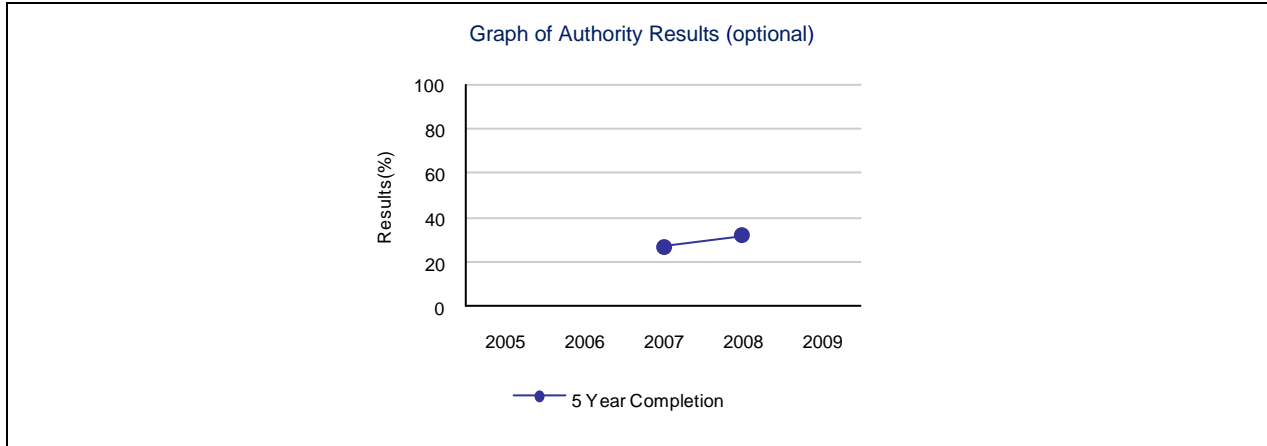
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	0.0	35.2	*	33.0	*	70.7	70.6	71.1	70.8	71.5
4 Year Completion	*	27.1	32.6	*	43.3	75.0	76.1	76.1	76.3	76.1
5 Year Completion	*	*	26.7	31.9	*	77.0	78.1	78.9	78.7	79.0

Graph of Authority Results (optional)



Graph of Authority Results (optional)





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

Also report targets and results for all local authority measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	61.5	37.5	*	38.9	44.0		Very Low	Maintained	Concern	50		
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	15.4	6.3	*	11.1	8.0		Very Low	Maintained	Concern	15		
Overall percentage of students in Grades 3 English Language Arts, at the congregated home education sites, who achieved the acceptable standard on provincial achievement tests. (23 students writing)					17.4					20		
Overall percentage of students who achieved the acceptable standard on diploma examinations.	*	*	*	n/a	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	*	*	*	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	18.3	*	10.9	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*		*	n/a	n/a			

			Jan 2010 Evaluation			Targets		
Performance Measures	Current Result	Baseline from spring 2008	Achievement	Improvement	Overall	2009/ 2010	2010/ 2011	2011/ 2012
Overall grade level equivalent change/year of schooling in CAT3 tests for reading and language (Home Education congregated sites)	1.00	0.923				1.0		

Comment on Results (OPTIONAL)

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

□ = locally developed performance measure.

There was no target set for the June 2010 achievement tests so I cannot comment on whether or not targets were met for last year. Because our numbers are consistently low it is difficult to derive meaningful statistics from the available data particularly on a yearly basis. I have taken and compiled overall results for all students writing achievement test data over the past 6 years using the "Multi-year reports" available through Alberta Education extranet. I have calculated an average for students getting acceptable and excellence for all tests written from the 2004-2010 Achievement test writings. For the total of 122 student testswritten I have calculated that 75.4% achieved acceptable and 18% achieved the standard of excellence.

By examining the data from past achievement tests there seems to be a trend for our students to score lower on the grade 3 & 6 tests for mathematics.

There are no results for measures involving the writing of diploma examinations or Rutherford Scholarships because the numbers were insufficient to allow the related statistics to be posted. We are making an effort to derive meaningful and acceptable statistics through support for our online and home education programs. Because all of our online and regular students take their courses in conjunction with ADLC we are also ensuring that we register our grade 12 students writing diploma exams through our school. This will allow us to obtain the statistics for the students writing these tests. If ADLC registers these students Hope Christian School does not see any of the statistics.

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of "Issue" or "Concern."

Strategies to address results with an evaluation of "Issue" or "Concern" must be highlighted.

- conduct special classes to reinforce curriculum outcomes in preparation for achievement tests
 - Select and use alternate resources to supplement an understanding of the required outcomes for grades 3, 6 & 9
- Continue the use of the SRA program for grades 2 to 5
- Use special pull-outs to reinforce skills for mathematics students in grades 3 & 6
 - Use ADLC "Success Maker for Math" to help build foundational math skills for at risk students
- Have teachers strongly encourage all online/distributed learning students to write their achievement tests at the grade 3, 6, & 9 levels
- Setup alternate writing sites to encourage online/distributed learning students of Hope Christian School to complete their achievement tests
- Continue the use of the grade 3 ELA achievement tests for the two home educated congregated sites
- Continue with the second year of our AISI early intervention reading strategy project at the congregated home education sites
- Using the AISI funding, continue to add more library books to the congregated sites

The following strategies are meant to specifically address the performance measures involving the writing of diploma exams:

- Continue using our marketing strategy to increase the number of registered senior high school students
- Emphasize the availability of a variety of courses available through Hope Christian School and ADLC
- Ensure the students are aware of the scholarship programs available through Hope Christian School
 - \$500.00 scholarship payable upon completion of the senior high program at Hope Christian School and upon successful registration in an approved post-secondary program
 - a scholarship that pays \$100.00 x the number of diploma exams written above 3 exams
 - a scholarship that pays \$25.00 per credit above 100 credits or \$50.00 per credit above 110 credits earned at graduation
 - place information regarding available scholarships on the Hope Christian School website
- Continue to have the coordinator and facilitators encourage home education students to complete a senior high program
- Have the coordinator and facilitators of the home education program encourage their students to switch to a regular Alberta Education senior high program.

Notes:

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

Authority: 9146 Evangelical Free Church of Champion, Alberta

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

		Evang. Free Church of Champion							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	3	*	n/a	n/a	42,061	81.6	42,181	80.6
	Standard of Excellence	*	*	*	3	*	n/a	n/a	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	*	*	*	6	*	n/a	n/a	43,599	83.3	44,064	81.1
	Standard of Excellence	*	*	*	6	*	n/a	n/a	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	*	*	*	6	*	n/a	n/a	43,509	76.8	43,945	75.5
	Standard of Excellence	*	*	*	6	*	n/a	n/a	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	43,651	79.3	44,250	77.6
	Standard of Excellence	*	*	*	5	*	n/a	n/a	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	43,372	73.6	44,075	70.4
	Standard of Excellence	*	*	*	5	*	n/a	n/a	43,372	17.7	44,075	14.5

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

[No Data for Diploma Exam Results]

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

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

Graph of Diploma Examination Results – Overall (optional)

[No Data for Diploma Exam Results]

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High category, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

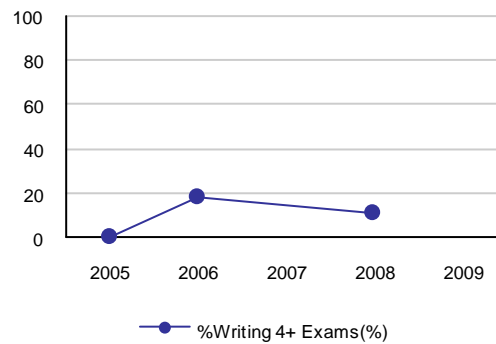
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Measure Details (OPTIONAL)										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	82.2	63.4	*	67.2	*	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	17.8	36.6	*	32.8	*	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	17.8	36.6	*	32.8	*	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	0.0	36.6	*	32.8	*	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	0.0	18.3	*	10.9	*	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	0.0	0.0	*	10.9	*	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	0.0	0.0	*	0.0	*	12.8	13.0	13.2	12.7	12.9

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	0.0	14.3	*	27.3	*	54.4	54.7	54.5	53.8	54.0
English 33/30-2	0.0	14.3	*	0.0	*	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	0.0	28.6	*	27.3	*	76.9	77.1	77.0	76.7	77.1
Social 30	12.5	14.3	*	27.3	*	49.1	49.5	49.3	48.1	48.1
Social 33	0.0	14.3	*	9.1	*	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	12.5	28.6	*	27.3	*	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	0.0	14.3	*	9.1	*	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	0.0	14.3	*	0.0	*	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	0.0	28.6	*	9.1	*	60.4	60.7	60.7	59.7	59.9
Biology 30	0.0	0.0	*	27.3	*	39.4	39.6	39.8	39.1	39.8
Chemistry 30	0.0	0.0	*	9.1	16.7	34.4	34.2	34.3	34.5	17.3
Physics 30	12.5	14.3	*	0.0	16.7	21.6	21.6	21.5	20.4	10.0
Science 30	0.0	0.0	*	0.0	*	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	12.5	14.3	*	27.3	*	56.6	56.7	56.5	56.1	56.1
Français 30	0.0	0.0	*	0.0	*	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	*	0.0	*	2.4	2.7	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	*	0.0	*	2.6	2.9	2.9	2.9	2.9

Measure Details (OPTIONAL)									
Rutherford eligibility rate (optional)									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	2	*	*	*	*	*	*	*	*
2006	3	*	*	*	*	*	*	*	*
2007	1	*	*	*	*	*	*	*	*
2008	5	*	*	*	*	*	*	*	*
2009	2	*	*	*	*	*	*	*	*

Graph of Diploma Examination Participation Rate (optional)



Graph of Rutherford Eligibility Rate (optional)



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

Outcome: Students are well prepared for lifelong learning.

Outcomes: Students are well prepared for lifelong learning.												
Performance Measures	2005	2006	2007	2008	2009	Target	Evaluation			Targets		
						2010	Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	32.3	*	*	15.2	49.6		Intermediate	Improved	Good	50		

Comment on Results (OPTIONAL)

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

The low results in this area is also a reflection of the population distribution of Hope Christian School. We had no grade 12 students in our regular school for the 2009-2010 school year but we did have a few of students in the online school. There were also some students in the home education program who completed their schooling but these were not in a regular Alberta Education senior high school program. These students that have been registered as high school students will have less chance of getting accepted into post-secondary programs. The data indicates and improvement which we will work to continue. At this point I do not think that the improvement is specifically due to the implemented strategies. We just happened to have a greater number of our former students return to post-secondary institutions.

Strategies

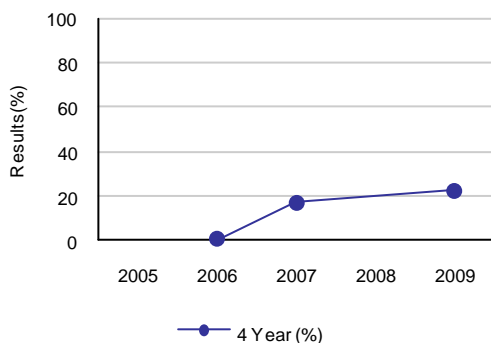
- Continue using our marketing strategy to increase the number of registered senior high school students
- Emphasize the availability of a variety of courses through Hope Christian School and ADLC
- Ensure the students are aware of the scholarship programs available through Hope Christian School
 - \$500.00 scholarship payable upon completion of the senior high program at Hope Christian School and upon successful registration in an approved post-secondary program
 - place information regarding available scholarships on the Hope Christian School website
- Continue to have the coordinator and facilitators encourage home education students to complete a senior high program
- Have the coordinator and facilitators of the home education program encourage their students to switch to a regular Alberta Education senior high program.

Measure Details (OPTIONAL)

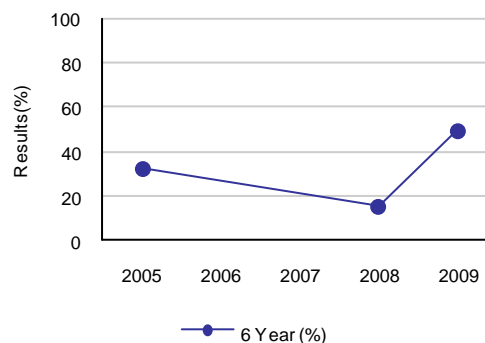
High school to post-secondary transition rate

	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	32.3	*	*	15.2	49.6	56.6	58.1	58.8	59.2	59.8
4 year rate	*	0.0	16.7	*	22.2	35.6	37.7	38.7	38.9	37.5

Graph of Authority Results (optional)



Graph of Authority Results (optional)



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

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

Performance Measure	Results (in percentages)					Target	Targets		
	2006	2007	2008	2009	2010	2010	2011	2012	2013
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	75.0	92.3				

Comment on Results (OPTIONAL)

(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.

Teachers and parents are very satisfied that students that will graduate from our school will possess the knowledge, skills and attitudes necessary to keep on learning.

Strategies

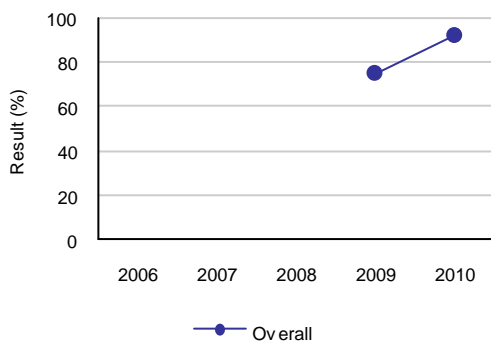
- have grades 9-12 students participate in a "Learning Clicks" presentation
 - investigate the possibility of scheduling an online synchronous "Learning Clicks" presentation for distributed learning students
- encourage enrolment of senior high students in off campus education courses such as work experience and green certificate.

Measure Details (OPTIONAL)

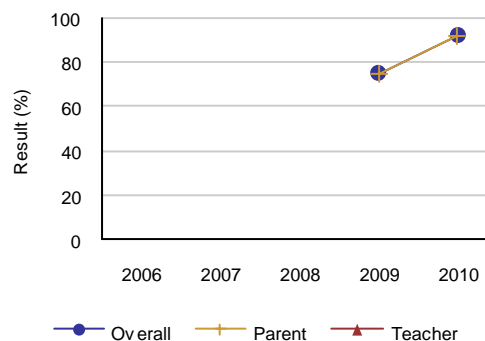
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	75.0	92.3	66.1	65.6	66.7	67.4	67.6
Teacher	n/a	n/a	n/a	*	*	74.2	74.1	73.8	74.0	75.4
Parent	n/a	n/a	n/a	75.0	92.3	57.9	57.1	59.5	60.8	59.8

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	91.7	100.0		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)

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

Our teachers and parents are completely satisfied that our students are taught the attitudes and behaviours that will make them successful at work when they finish school. We cannot afford to be complacent regarding these results as percentage can change drastically when statistics are dependent upon such a few parent and teachers.

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of "Issue" or "Concern."

Strategies to address results with an evaluation of "Issue" or "Concern" must be highlighted.

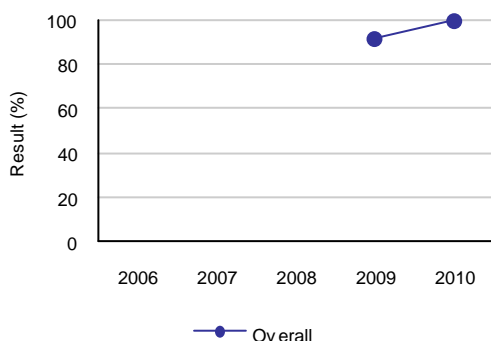
- have grades 9-12 students participate in a "Learning Clicks" presentation
 - investigate the possibility of scheduling an online synchronous "Learning Clicks" presentation for distributed learning students
- encourage enrollment of senior high students in off campus education courses such as work experience and green certificate
- all students enrolled in the off-campus education courses will take the required safety courses preparing for on the job safety and procedures

Measure Details (OPTIONAL)

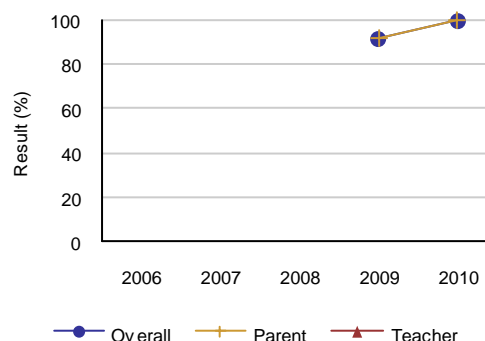
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	91.7	100.0	77.0	77.1	80.1	79.6	79.9
Teacher	n/a	n/a	n/a	*	*	89.4	89.2	89.3	88.9	90.0
Parent	n/a	n/a	n/a	91.7	100.0	64.6	65.1	70.9	70.2	69.8

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	78.6	86.0		Very High	Maintained	Excellent	90		

Comment on Results (OPTIONAL)

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

There is a high satisfaction from parents and teachers regarding the demonstration of citizenship by our students.

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of "Issue" or "Concern."

Strategies to address results with an evaluation of "Issue" or "Concern" must be highlighted.

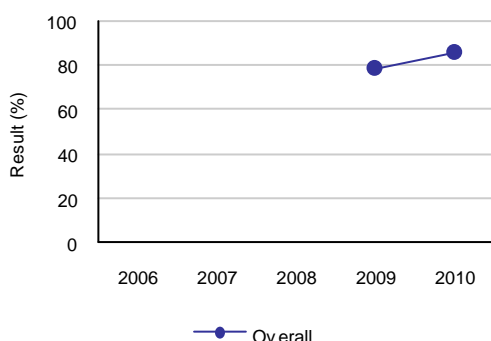
- emphasize citizenship responsibility components of school modules
- have all students participate in the Samaritan's purse operation Christmas Child
- encourage all eligible students to attend a "packing session" for packing the Operation Christmas Child boxes
- investigate the possibility of students participating in a missions trip
- as a group sponsor at least one child through a foreign missions group
 - invite online and home education students to contribute the sponsorship of such children

Measure Details (OPTIONAL)

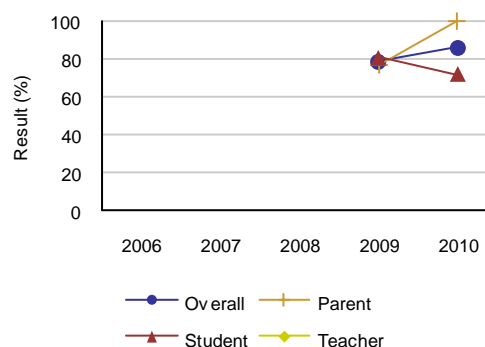
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	78.6	86.0	76.8	76.6	77.9	80.3	81.4
Teacher	n/a	n/a	n/a	*	*	90.3	89.9	90.6	91.8	93.0
Parent	n/a	n/a	n/a	76.7	100.0	72.4	72.6	74.7	77.4	78.5
Student	n/a	n/a	n/a	80.6	72.0	67.5	67.1	68.5	71.8	72.7

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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

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

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

Outcome: Key learning outcomes for FNMI students improve.

Comment on Results (OPTIONAL)

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

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of "Issue" or "Concern."

Strategies to address results with an evaluation of "Issue" or "Concern" must be highlighted.

- Invite a person from a first nations band to come and speak to our students about life on a reserve and problems encountered as a result
 - This will help to give a bit of an understanding of first nations culture

Notes:

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

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	90.0	100.0		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)

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

Parents and teachers are satisfied with the opportunity to be involved in the decisions made at our school affecting their child's education.

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of "Issue" or "Concern."

Strategies to address results with an evaluation of "Issue" or "Concern" must be highlighted.

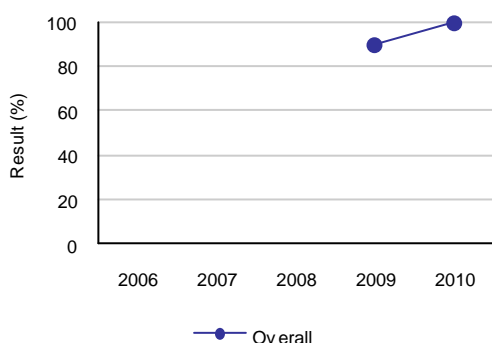
- continue to send home regular newsletters
- continue to ask for and make use of parent volunteers in the learning centre
- place school newsletter up on the website
- send school newsletter to online distributed learning parents
- set up and make available online parent-teacher conferences for all online distributed learning students
- hold parent meetings two time per year
 - set up a parent advisory council.

Measure Details (OPTIONAL)

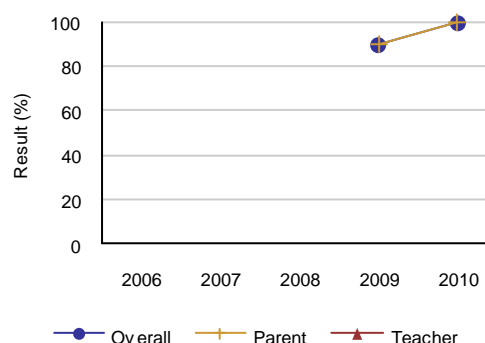
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	90.0	100.0	77.9	77.5	78.2	80.1	80.0
Teacher	n/a	n/a	n/a	*	*	87.6	87.1	87.5	88.0	88.6
Parent	n/a	n/a	n/a	90.0	100.0	68.1	67.9	69.0	72.2	71.3

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	72.2	77.9		High	Maintained	Good	80		

Comment on Results (OPTIONAL)

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

The percentages appear to have increased from the previous year but we must continue work on strategies to bring about an improvement in this area. Again when we are dealing with such low numbers of students, parents and teachers in our school a few people can make a big difference in changing statistics one way or the other.

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of "Issue" or "Concern."

Strategies to address results with an evaluation of "Issue" or "Concern" must be highlighted.

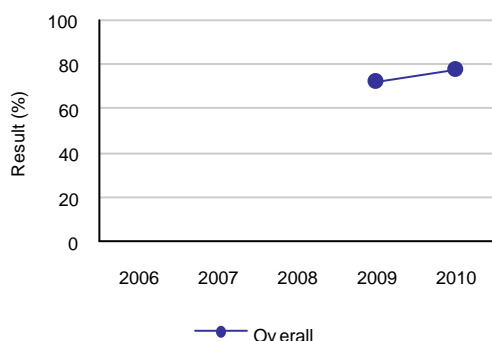
- Set up protocols to Increase contact with online/distributed learning parents
- Set up and make available online parent-teacher conferences for all online distributed learning students
- introduce a request for parent feedback component into the school newsletter
- inform all parents including day school parents of the efforts made to establish our online program
- arrange for and host two parent-school meetings throughout the year
 - probably in September and February

Measure Details (OPTIONAL)

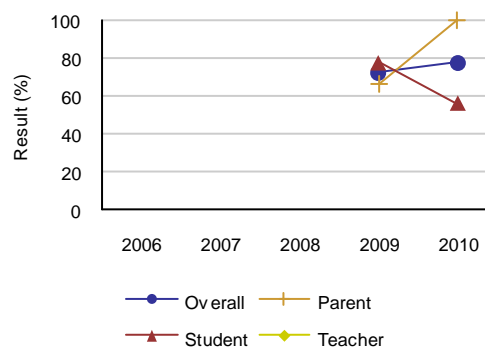
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	72.2	77.9	76.8	76.3	77.0	79.4	79.9
Teacher	n/a	n/a	n/a	*	*	75.5	74.5	75.6	78.2	80.8
Parent	n/a	n/a	n/a	66.7	100.0	75.4	75.1	75.9	78.1	77.0
Student	n/a	n/a	n/a	77.8	55.8	79.4	79.3	79.5	81.8	81.8

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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

Future Challenges (Optional)

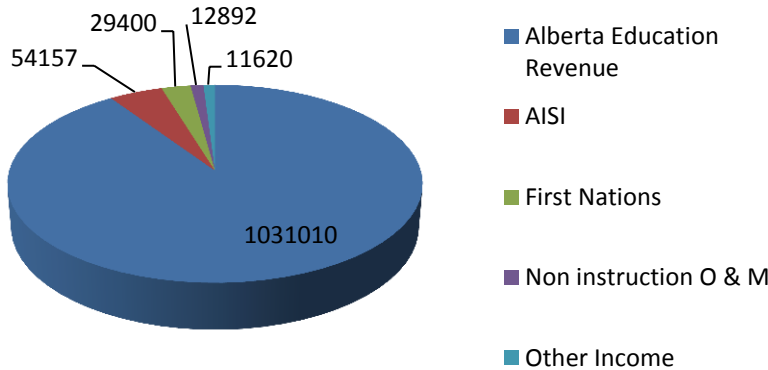
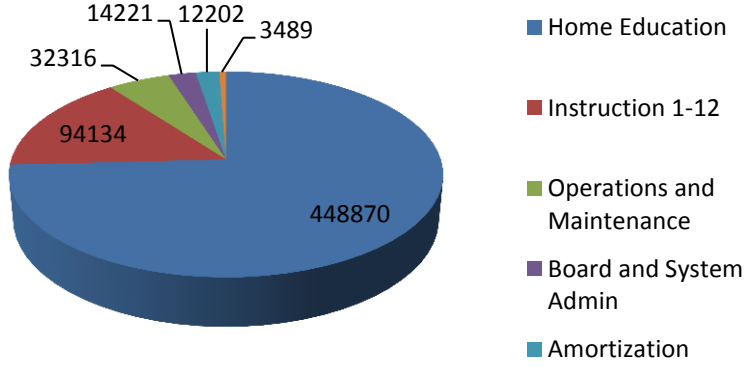
At this time I see the biggest challenge for our school is to address and meet the needs of our online students.

- This means providing the best possible opportunity for our students to be involved with their fellow students and teachers in a way that is as interactive as possible.
- This also means that we have the challenge of offering as increased a variety of course work and seeking new ways of doing that

Another major challenge is to enhance the educational experience of our large home education population

- This must be done collaboratively and with full cooperation of that population and in such a way as to be culturally sensitive to their needs.

Summary of Financial Results

Hope Christian School Statement of Revenues and Expenditures Year Ended Aug 31, 2010	
Revenues	
Alberta Education Revenue	1031010
AISI	54157
First Nations	29400
Non instruction O & M	12892
Other Income	11620
Total	1139079
 <p>A 3D pie chart illustrating the revenue sources for Hope Christian School. The chart is divided into five segments: a large blue segment for Alberta Education Revenue (1,031,010), a red segment for AISI (54,157), a green segment for First Nations (29,400), a purple segment for Non instruction O & M (12,892), and a small cyan segment for Other Income (11,620). A legend to the right of the chart identifies each color with its corresponding revenue category.</p>	
Expenditures	
Home Education	448870
Instruction 1-12	94134
Operations and Maintenance	32316
Board and System Admin	14221
Amortization	12202
Transportation	3489
Totals	605232
 <p>A 3D pie chart illustrating the expenditure categories for Hope Christian School. The chart is divided into six segments: a large blue segment for Home Education (448,870), a red segment for Instruction 1-12 (94,134), a green segment for Operations and Maintenance (32,316), a purple segment for Board and System Admin (14,221), a small cyan segment for Amortization (12,202), and a very small cyan segment for Transportation (3,489). A legend to the right of the chart identifies each color with its corresponding expenditure category.</p>	

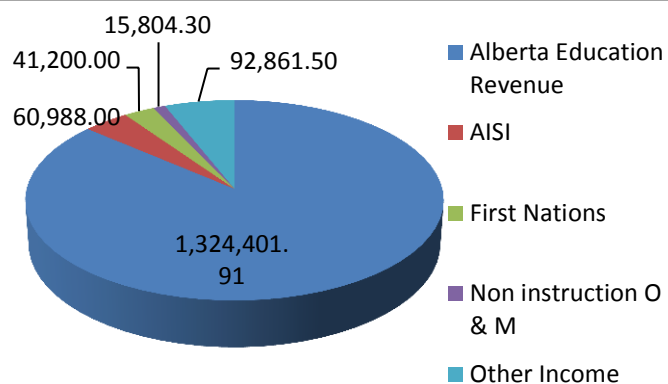
Budget Summary

Additional information regarding this budget summary may be obtained by visiting or contacting Hope Christian School and asking to speak with the treasurer for the Evangelical Free Church Champion.

Hope Christian School Statement of Revenues and Expenditures Budget 2010-2011

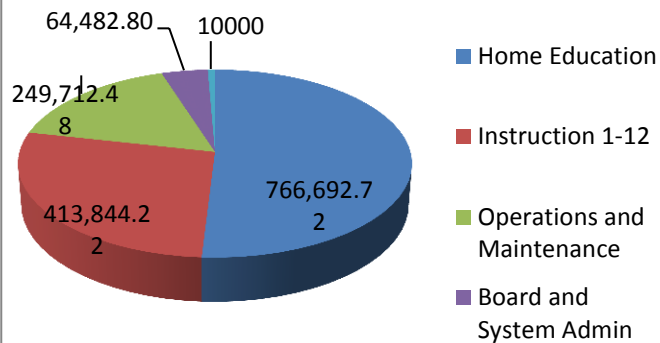
Revenues

Alberta Education Revenue	1,324,401.91
AISI	60,988.00
First Nations	41,200.00
Non instruction O & M	15,804.30
Other Income	92,861.50
Total	1535255.711



Expenditures

Home Education	766,692.72
Instruction 1-12	413,844.22
Operations and Maintenance	249,712.48
Board and System Admin	64,482.80
Transportation	10000
Totals	1504732.215



Capital and Facilities Projects

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

Parental Involvement

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

Deadlines and Communication

The combined Three Year Plan (2010-2013) and Annual Educational Results Report for the Board of the Evangelical Free Church Champion is posted on the Hope Christian School website (<http://hopechristianschool.ca/>). This report will also be available for your perusal at the office of the Hope Christian School in Champion, Alberta. It will also be communicated and briefly reviewed at the Parent Meeting to be held in February 2011.