



**Evangelical Free Church Champion/  
Hope Christian School  
3-Year Education Plan 2018-2021  
and Annual Education Results Report  
(AERR) 2017-2018**

**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.

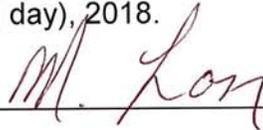
With much prayer, time and energy devoted to daily and future planning, H.C.S. will continue to be accountable to God and thus our government.

**Accountability Statement**

The Annual Education Results Report for the **2017-2018** school year and the Three-Year Education Plan commencing September 1, **2018**) 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018/ 2021 on  
November, 29 \_\_\_\_\_ (month and day), 2018.

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.

**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 our part to carry out this Biblical responsibility. There are basically two groups of parents/students who would choose to register their children with Hope Christian School.

1. Those parents and students who recognize that the Hope Christian School program is an evangelical Christian program and see its online/home school as a convenient alternative for their education. Although they may not hold the same belief system they recognize, are informed of, and appreciate the values imparted by the program.
2. Those who have a Christian background and want their children or themselves exposed to Christian values and a Christian Biblical world view as made available in our online and home education programs. These parents 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.
15. 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. We believe that the term *marriage* has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18–25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Corinthians 6:18, 7:2–5; Hebrews 13:4). We believe that God commands that there be no sexual intimacy outside of, or apart from, marriage between a man and a woman.
16. We believe that God wonderfully foreordained and immutably created each person as either male or female in conformity with his or her biological sex. These two

distinct yet complementary genders together reflect the image and nature of God (Genesis 1:26–27).

17. Life is a sacred gift from God, for us to respect and protect in all its conditions and through all its stages, from conception to natural death (Psalm 139). Every person is created by God, in his image, and loved by him. (Gen. 1:26-27; John 3:16, 1 Cor. 6:19-20)

**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 learning division of Hope Christian School
- offers complete Alberta Education aligned grades 4-6, 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 35 elementary/junior high school students)

**Trends and Issues** (optional)

Our online program continues to be maintained with approximately the same number of students as in the previous year, 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 students registered in grades 6 & 9 in our online program. Because these are online students, they were not required to write Achievement tests in June 2018. 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, these parents are not surveyed. Therefore, results may be very misleading as all survey statistics are derived solely from teachers who took the surveys.

**Combined 2018 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	87.3	79.9	87.8	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	85.2	85.0	86.4	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	100.0	76.8	88.0	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	13.2	26.3	25.3	2.3	3.0	3.3	Very Low	Improved Significantly	Acceptable
	High School Completion Rate (3 yr)	28.1	14.4	32.0	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	0.0	0.0	4.2	73.6	73.4	73.3	Very Low	Declined	Concern
	PAT: Excellence	0.0	0.0	0.8	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	58.1	49.0	68.5	83.7	83.0	83.0	Very Low	Declined	Concern
	Diploma: Excellence	7.3	5.8	14.8	24.2	22.2	21.7	Very Low	Declined Significantly	Concern
	Diploma Exam Participation Rate (4+ Exams)	10.2	2.9	7.9	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	65.5	61.1	56.3	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	9.2	0.0	3.2	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	90.9	92.3	89.9	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	90.9	71.1	82.8	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.2	89.1	90.5	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	81.8	61.1	76.1	80.3	81.4	80.7	Very High	Maintained	Excellent

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary  
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Evang. Free Church of Champion (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	4.8	5.8	6.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	53.3	53.7	50.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	51.7	51.7	52.0	*	*	*
	PAT: Excellence	*	*	n/a	6.6	6.7	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	*	n/a	77.1	77.1	76.6	*	*	*
	Diploma: Excellence	*	*	n/a	11.0	10.7	10.3	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.4	21.8	21.2	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	35.9	34.2	33.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	33.0	31.8	32.8	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted 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 this event.
8. 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.
9. 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.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## 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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	3.9	9.1	3.6	0.0	0.0	2	Very Low	Declined	Concern	4	5	6
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	2.3	0.0	0.0	0.0	1	Very Low	Maintained	Concern	2	3	3
**Overall percentage of students in Grades 6 who achieved the acceptable standard on Teacher supervised Provincial Achievement <i>Practice</i> Tests				94	60							
**Overall percentage of students in Grades 6 who achieved the standard of excellence on Teacher supervised Provincial Achievement <i>Practice</i> Tests				65	40							
<b>Overall grade level equivalent change/year of schooling in CAT3 tests for reading and language (Tested Home Education Students)</b>	0.98	0.98	1.06	1.07	1.30							

### 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 in 2017-2018. All of the students in grades 6 & 9 were online learning students and there were 20 students, in total, registered at these grade levels in our online program. 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 results are solely from the registered 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. It should be noted that there are greatly reduced numbers of home education students in congregated sites so consequently reduced numbers of students doing the CAT3 tests. The results for the previous years may, therefore hold little validity in relation to this year's results.

\*\*Our grade 6 teacher conducted 10 online supervised tests using Quest A+ practice tests to obtain the above grade 6 PAT 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	63.3	84.7	71.9	49.0	58.1	60	Very Low	Declined	Concern	65	70	75
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	2.0	23.5	15.0	5.8	7.3	10	Very Low	Declined Significantly	Concern	11	12	13

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	31.8	42.5	39.2	14.4	28.1	30	Very Low	Maintained	Concern	31	32	33
Drop Out Rate - annual dropout rate of students aged 14 to 18	21.5	25.1	24.6	26.3	13.2	12	Very Low	Improved Significantly	Acceptable	11	10	9
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	9.7	0.0	0.0	9.2	10	Very Low	Maintained	Concern	15	20	25
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	51.5	61.1	65.5	66	n/a	Improved	n/a	67	68	69
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	4.7	16.2	2.9	10.2	15	Very Low	Maintained	Concern	16	17	18

**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 number 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, 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 the 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 Dropout 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 scholarships 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 Motivis relationship management system and 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
  - o 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 dishonesty in the online environment
- Implement a new Learning Management system (Motivis) that will better enable us to track students work and progress

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.7	81.9	95.3	71.1	90.9		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	77.4	100.0	92.3	90.9		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	100							
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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.

**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 and teachers aware of and encourage students to take the newly developed Aboriginal Studies course
- Arrange for a Learning Clicks presentation to investigate options regarding post-secondary institutions and scholarship opportunities
  - Make this presentation available to all senior high school students and make this it mandatory for all students taking CALM20

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	n/a	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	n/a	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	*	*		*	*	*			

### Comment on Results (OPTIONAL)

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

### Strategies

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

- Make online students and teachers aware of and encourage students to take the newly developed Aboriginal Studies course

Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

### 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted 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 this event.
8. 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.

*Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<p><b>Comment on Results (OPTIONAL)</b>  <i>Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.</i></p>
<p><b>Strategies</b>  <i>For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.</i></p> <ul style="list-style-type: none"> <li>• Make online students and teachers aware of and encourage students to take the newly developed Aboriginal Studies course</li> </ul> <p><i>Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.</i></p>

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. 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.
5. 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.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	88.6	88.9	94.5	79.9	87.3		High	Maintained	Good			

**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)	92	95	93	95	97							
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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.*

**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.*

- Use our new Learning Relationship Management System (Motivis) to provide a more social environment for students and staff
- Update course information on website.
- 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**

*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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	97.3	76.4	97.6	85.0	85.2	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	100							
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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.

### 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.

- Use our new Learning Relationship Management System (Motivis) to provide a more social environment for students and staff
- Update course information on website.
- Emphasize availability of CTS courses and CISCO courses for various computer certifications.
- 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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.2	85.4	81.8	61.1	81.8		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	82.5	100.0	89.1	78.2		Intermediate	Maintained	Acceptable			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.3	92.0	95.2	76.8	100.0		Very High	Improved	Excellent			

**Percentage of Home Education parents, at congregated sites, indicating that their sites have improved or stayed the same the last three years. (Survey Questions 30)	79	83	88	90	92							
**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	90							
**Percentage of Home Education parents, at congregated sites, satisfied with the overall quality of basic education. (Survey Questions 1&2)		96	95	95	100							

Locally Developed Measures

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

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

- Develop surveys patterned after the provincial survey and send it out to parents of online students
- Investigate the possibility of doing a farm safety presentation for the online grades 4-6 students
- Continue to conduct locally developed parent surveys for all parents in congregated sites
  - These surveys will be patterned after Alberta Education parent surveys but adapted to suit the home education congregated setting
- Present locally conducted survey results to the congregated home education sites board and on site tutors
- Home Education teacher facilitators will go over CAT results with parents and with instructors at the congregated sites
  - Particular emphasis will be placed on having instructors look for irregularities and areas for improvement
  - Teacher facilitators will ask congregated site instructors to come up with strategies to address areas for improvement
- Arrange for a Farm Safety presentation to be held at each of the congregated sites.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Note:

**Future Challenges (Optional)**

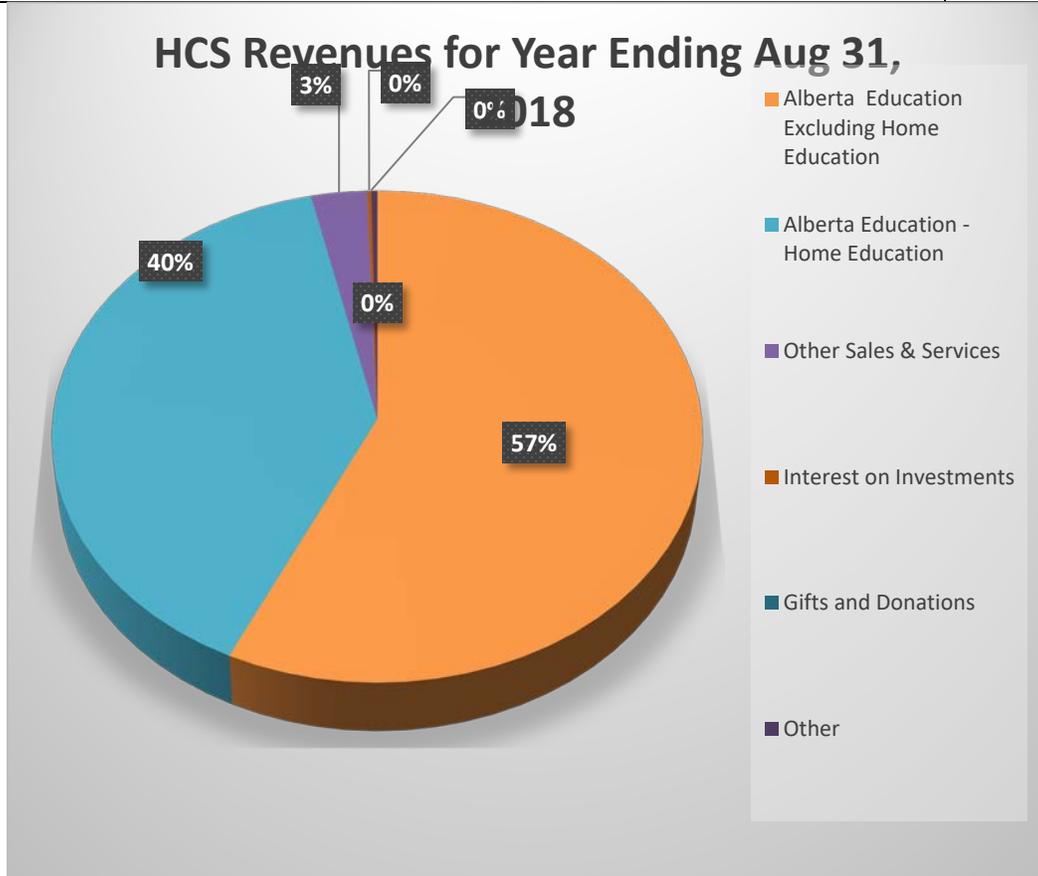
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.  
 In this 2018-2019 school year we have contracted a new Learning Relationship Management System called Motivis. There have been many growing pains and challenges in getting this system operational to meet our needs as an online school. It, however has many advantages for us, over the previous Learning Management System that we used. They seem very willing to make whatever modifications are necessary in order to make it work better for us. Because it is a new system it has had a steep learning curve for both our existing students and our teacher.

**Summary of Financial Results**

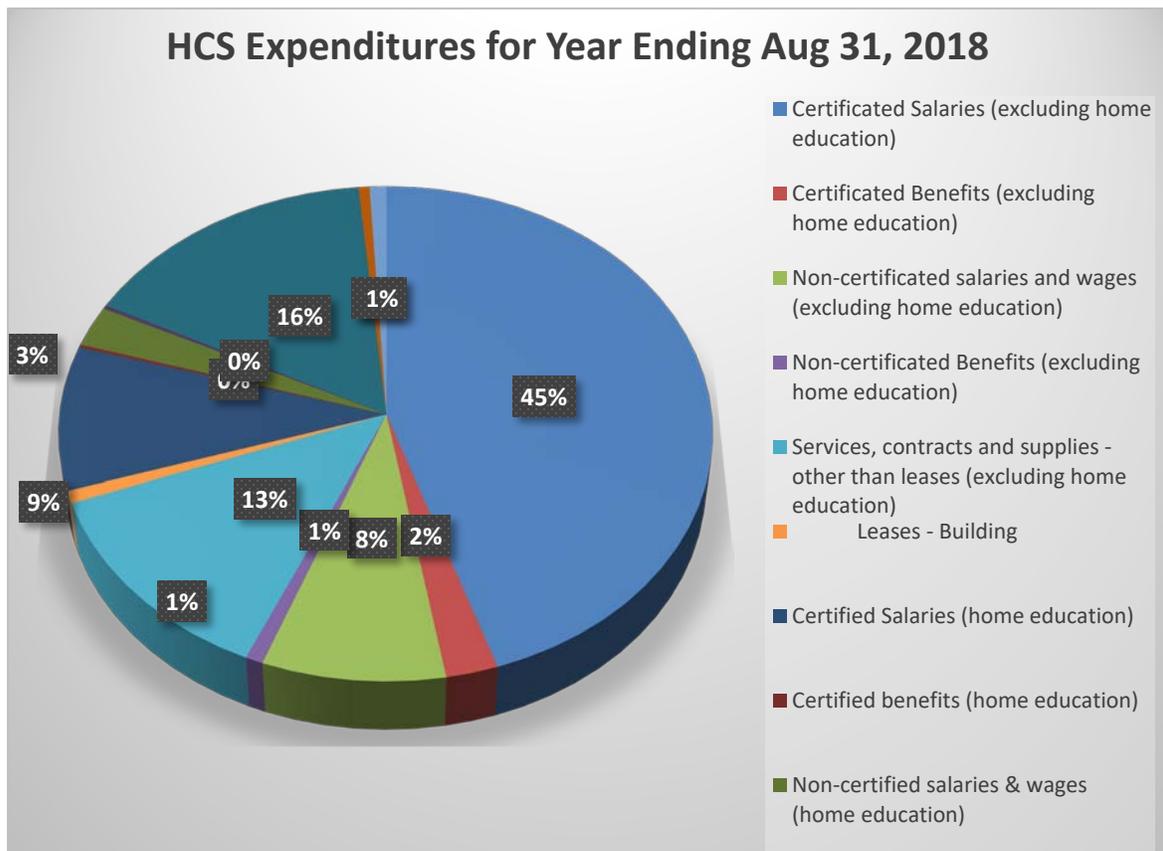
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

**Hope Christian School  
 Statement of Revenues and Expenditures  
 For Year ended Aug 31, 2018**

<b>Revenues 2016-2017</b>	
Alberta Education Excluding Home Education	1043621
Alberta Education - Home Education	722425
Other Sales & Services	54692
Interest on Investments	3733
Gifts and Donations	0
Other	-6013
<b>Total Revenue</b>	<b>1818458</b>



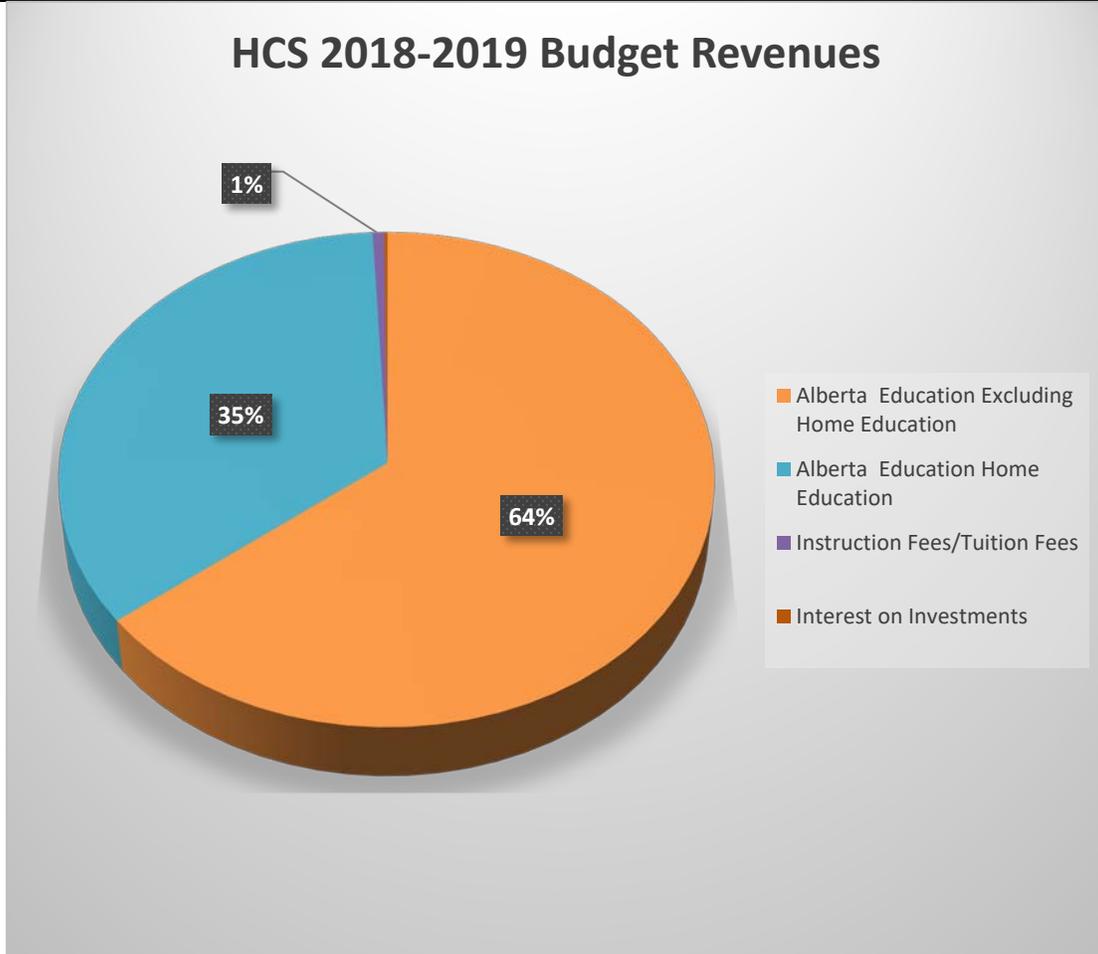
<b>Expenditures</b>	
Certificated Salaries (excluding home education)	819628
Certificated Benefits (excluding home education)	43888
Non-certificated salaries and wages (excluding home education)	154036
Non-certificated Benefits (excluding home education)	14835
Services, contracts and supplies - other than leases (excluding home education)	223463
Leases - Building	14500
Certified Salaries (home education)	171112
Certified benefits (home education)	3950
Non-certified salaries & wages (home education)	48445
Non-certified benefits (home education)	4534
Payments to home education parents	290767
Services and supplies (home education)	10584
Capital and debt services	16298
	1826040



**Budget Summary**

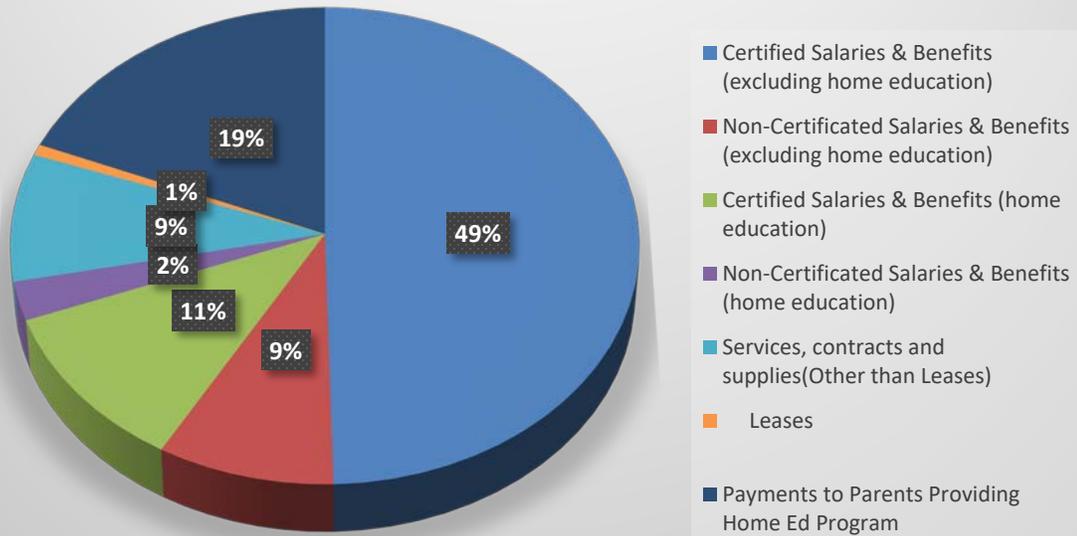
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

<b>Hope Christian School Statement of Revenues and Expenditures Budget 2018-2019</b>	
<b>Budgeted Revenues 2018-2019</b>	
Alberta Education Excluding Home Education	1122622
Alberta Education Home Education	604833
Instruction Fees/Tuition Fees	10500
Interest on Investments	3000
<b>Total Revenue</b>	<b>1740955</b>



<b>Budget Expenditures 2018-2019</b>	
Certified Salaries & Benefits (excluding home education)	799277
Non-Certificated Salaries & Benefits (excluding home education)	140430
Certified Salaries & Benefits (home education)	175533
Non-Certificated Salaries & Benefits (home education)	42230
Services, contracts and supplies(Other than Leases)	140028
Leases	12000
Payments to Parents Providing Home Ed Program	302417
Services and Supplies	69999
Capital and debt Services	10000
<b>Total Expenditures</b>	<b>1691914</b>

### HCS 2018-2019 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](http://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 (2018-2021) and Annual Educational Results Report 2017-2018 (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.

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 2017-2018 school year.

For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)