



**Evangelical Free Church Champion/  
Hope Christian School  
3-Year Education Plan 2019-2022  
and Annual Education Results Report  
(AERR) 2018-2019**

**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.

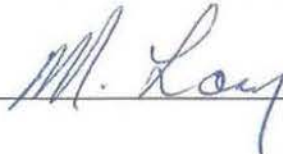
With much prayer, time and energy devoted to daily and future planning, H.C.S. will continue to be accountable to God and thus our government.

**Accountability Statement**

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 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 2018/2019 school year and the Three Year Education Plan for 2019/2022 on Jan 6 (month and day), 2019.

Signature of Board Chair: \_\_\_\_\_



**Foundation Statements** (optional)

***Vision:***

The major objective of Hope Christian School is to provide an excellent, accessible education program for all students that focuses on making students aware of the Gospel of Jesus Christ. 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 expose students to the good news found in the Gospel of Jesus Christ, 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~~ are vital to a well-ordered society. This 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).

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
  - these 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 accredited 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 400 students(180 FTE senior high school and 53 elementary/junior high school students) spread across the Province of Alberta

**Trends and Issues** (optional)

Our online program supports 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, only a few students were able to write Achievement tests in June 2019. Part of the reason is that these students are mostly located at remote sites and would therefore find it very inconvenient to travel to supervised locations of writing for each of these tests. Our students are spaced across the province so it is impractical for them to visit our school in one location to write as many as 5 tests. Unfortunately any student who is registered in these grades, but does not write these tests, is included with the "below acceptable" statistics so this has a major impact on the Accountability Pillar Summary seen below. We are working on a possible solution, which we hope will reduce this impact on our results. Parents of students in grades 6 & 9 were sent information that their child is expected to write these tests. In order to facilitate this, we have requested that these parents identify a local school in their area. We then explored the possibility of our students writing these tests at that location by contacting that school. We have, so far received a positive response. An issue that is still a problem for us is that our students are on a semester system but most of these schools are not. This makes it necessary for our students to write all of their tests in June when they may have completed a course at the end of January.

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.

**Summary of Accomplishments** (optional)

The work we have been doing regarding the differential between school marks and diploma marks has resulted in a reduction of this differential. We now have a active and involved Parent Advisory Council for Hope Christian School.



**Combined 2019 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	98.3	87.3	87.2	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	96.8	85.2	89.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	100.0	100.0	90.7	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	19.1	13.2	21.3	2.6	2.3	2.9	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	28.7	28.1	27.3	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	0.0	0.0	1.2	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	0.0	0.0	0.0	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	66.2	58.1	59.7	83.6	83.7	83.1	Very Low	Improved	Issue
	Diploma: Excellence	14.7	7.3	9.4	24.0	24.2	22.5	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	6.0	10.2	9.8	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	58.6	65.5	59.4	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	24.3	9.2	3.1	59.0	58.7	58.7	Very Low	Improved	Issue
	Work Preparation	100.0	90.9	94.4	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	100.0	90.9	85.8	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	93.3	78.2	89.1	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	100.0	81.8	74.9	81.0	80.3	81.0	Very High	Improved	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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 that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	9.1	3.6	0.0	0.0	0.0	65.0	Very Low	Maintained	Concern	70.0		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.3	0.0	0.0	0.0	0.0	15.0	Very Low	Maintained	Concern	20.0		

**Overall percentage of students in Grades 6 who achieved the acceptable standard on Teacher supervised Provincial Achievement <b>Practice</b> Tests			94	60	73							
**Overall percentage of students in Grades 6 who achieved the standard of excellence on Teacher supervised Provincial Achievement <b>Practice</b> Tests			65	40	35							

<b>Overall grade level equivalent change/year of schooling in CAT3 tests for reading and language (Tested Home Education Students)</b>	0.98	1.06	1.07	1.30	<b>1.26</b>							
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Locally Developed Measures

<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>                      As previously mentioned under "Trends and Issues" we had no students who actually wrote their achievement tests in 2018-2019. All of the students in grades 6 &amp; 9 were online learning students with 23 students, in total, registered at these grade levels. The online students did 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 based upon the registered online students who will then be placed in the below acceptable category because they do not write their achievement tests. According to CAT3 tests, students in the home education program are advancing at more than one grade level for each year of schooling they take in Reading and Language Arts.</p> <p>**Our grade 6 teacher conducted 10 online supervised tests using Quest A+ practice tests to obtain the above grade 6 PAT results.</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>• All grade 6 &amp; 9 parents in the online program have been contacted and arrangements have been made for their children to write their Provincial Achievement tests at a school in their locality.</li> <li>• Encourage a greater number of Home Education students to consent to writing the CAT tests</li> <li>• Share CAT results with instructors and board members of the Home Education congregated sites</li> <li>• Have Home Education Facilitators share CAT3 tests results with parents during interviews</li> </ul> <p>*Specific Online School strategies for improvement                      *Specific Home Education School strategies for improvement</p>
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**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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.7	71.9	49.0	58.1	66.2	65	Very Low	Improved	Issue	70	75	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	23.5	15.0	5.8	7.3	14.7	11	Intermediate	Improved	Good	16		

**Comment on Results (OPTIONAL)**

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

**Strategies**

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

- Require 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 teachers include strategies to reduce this differential
  - Teachers will collaborate on methods of assessment that will bring student school marks more in line with provincial diploma exam marks

**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 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2019	Achievement	Improvement	Overall	2020	2021
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	42.5	39.2	14.4	28.1	28.7		Very Low	Maintained	Concern			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	4.7	16.2	2.9	10.2	6.0		Very Low	Maintained	Concern			
Drop Out Rate - annual dropout rate of students aged 14 to 18	25.1	24.6	26.3	13.2	19.1		Very Low	Maintained	Concern			
High school to post-secondary transition rate of students within six years of entering Grade 10.	9.7	0.0	0.0	9.2	24.3		Very Low	Improved	Issue			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	51.5	61.1	65.5	58.6		Intermediate	Maintained	Acceptable			

**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. 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 factors also impact the other measures such as High School Completion Rate & Drop Out Rates..

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

**Strategies**

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

- Inform students of the availability of the \$500.00 scholarship available through Hope Christian School and the Rutherford Scholarship and post the information to our website
- Utilize test taking supervisory procedures in order to reduce the opportunity for student cheating
- Information regarding the availability of a scholarship awarded for writing more than 3 diploma exams through Hope Christian School will be posted on our website.
- Encourage and help students access information regarding post-secondary institutions and provide students with the link to ALIS website <http://alis.alberta.ca/index.html>

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.9	95.3	71.1	90.9	100.0		Very High	Improved	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	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.*  
 Parents of children in home education congregated sites believe their children are being taught the necessary attitudes and behaviours for success when they finish school.

**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.*

- Request that provincial surveys be conducted for online learning parents

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - 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 Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	76.4	97.6	85.0	85.2	96.8		Very High	Maintained	Excellent			

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

**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.*

- Consult with the Parent Advisory Council to seek advice on additional courses that they may like to see developed

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - 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 Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	88.9	94.5	79.9	87.3	98.3		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.0	95.2	76.8	100.0	100.0		Very High	Improved	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.	77.4	100.0	92.3	90.9	100.0		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.5	100.0	89.1	78.2	93.3		Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.4	81.8	61.1	81.8	100.0		Very High	Improved	Excellent			

**Percentage of Home Education parents, at congregated sites, are in agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (Survey Questions 13-15)	95	93	95	97	98							
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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.

- Discuss these measures with the Parent Advisory Council and actively seek input from them on additional ways to enhance these measures.
- 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 site boards

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/TTFM (Tell Them From Me) survey tool.



Note:

**Future Challenges (Optional)**

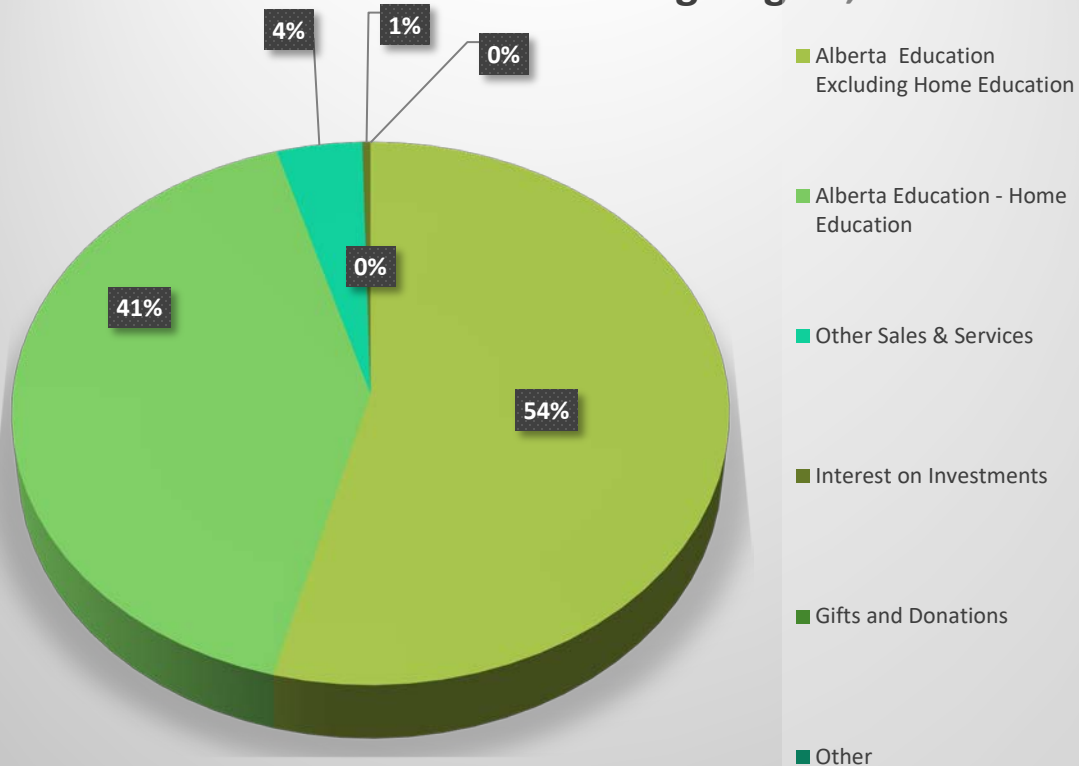
- Hope Christian School is now using PowerSchool as its PASI integration provider. This presents many challenges as we learn to navigate the system and make it useful for students, parents and staff.

**Summary of Financial Results**

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

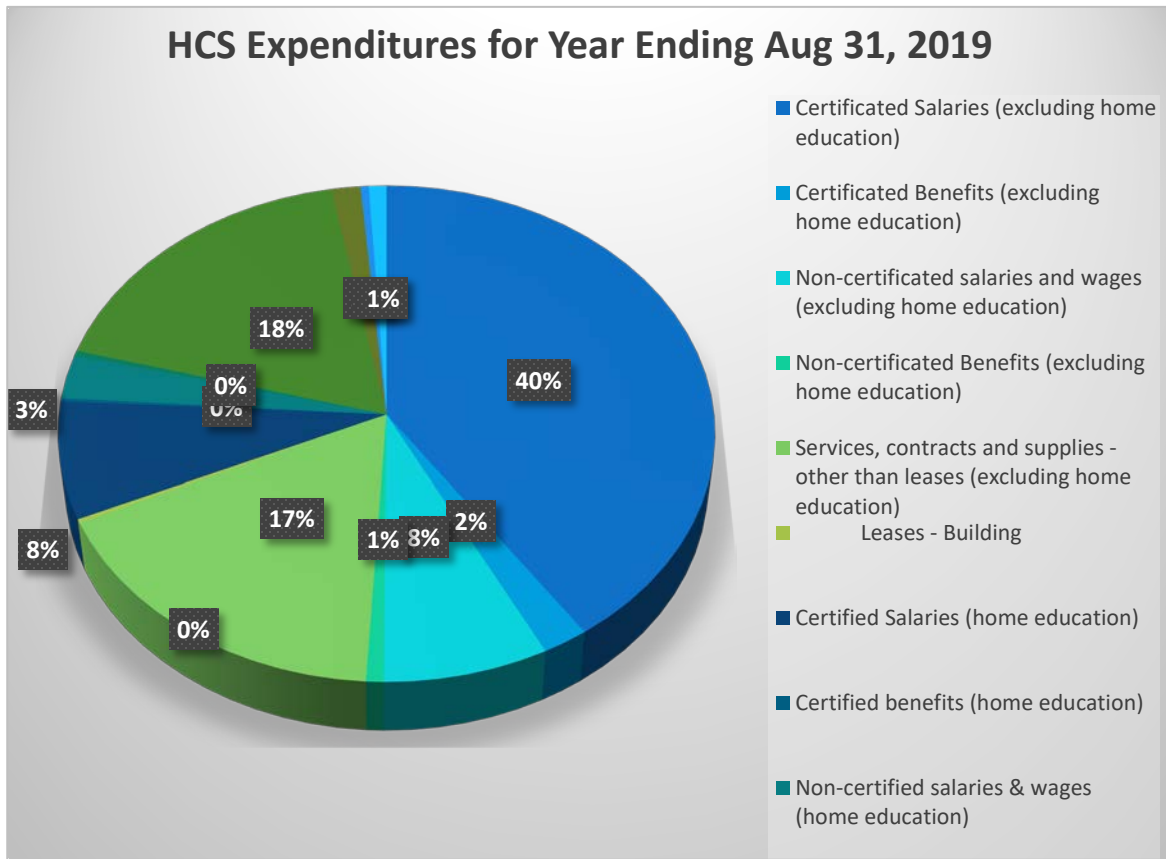
<b>Hope Christian School Statement of Revenues and Expenditures For Year ended Aug 31, 2019</b>	
<b>Revenues 2018-2019</b>	
Alberta Education Excluding Home Education	953893
Alberta Education - Home Education	729994
Other Sales & Services	72625
Interest on Investments	6994
Gifts and Donations	0
Other	0
<b>Total Revenue</b>	<b>1763506</b>

**HCS Revenues for Year Ending Aug 31, 2019**





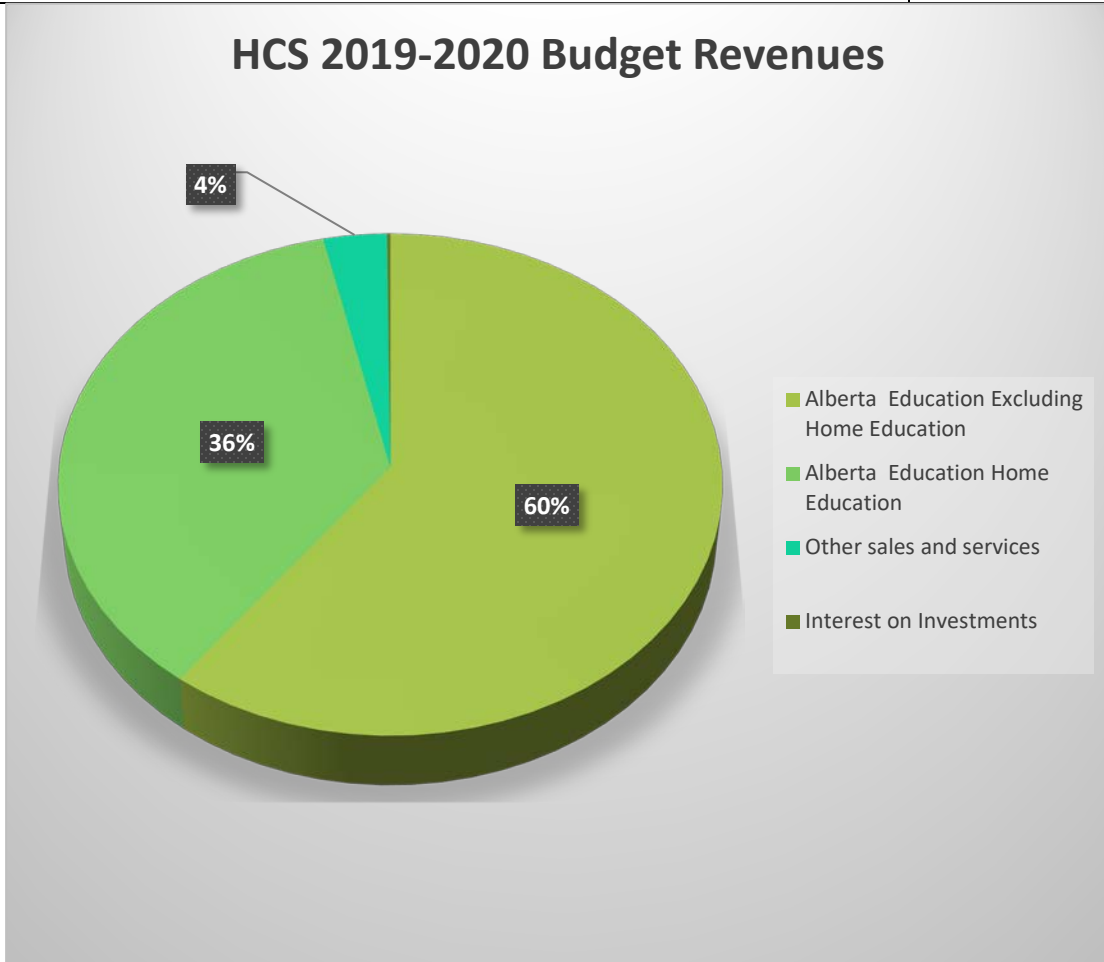
<b>Expenditures</b>	
Certificated Salaries (excluding home education)	706085
Certificated Benefits (excluding home education)	37141
Non-certificated salaries and wages (excluding home education)	132488
Non-certificated Benefits (excluding home education)	14053
Services, contracts and supplies - other than leases (excluding home education)	299264
Leases - Building	4000
Certified Salaries (home education)	132362
Certified benefits (home education)	3631
Non-certified salaries & wages (home education)	49744
Non-certified benefits (home education)	5748
Payments to home education parents	311693
Contracts (home education)	27127
Services and supplies (home education)	7644
Capital and debt services	16298
<b>Total Expenses</b>	<b>1747278</b>



**Budget Summary**

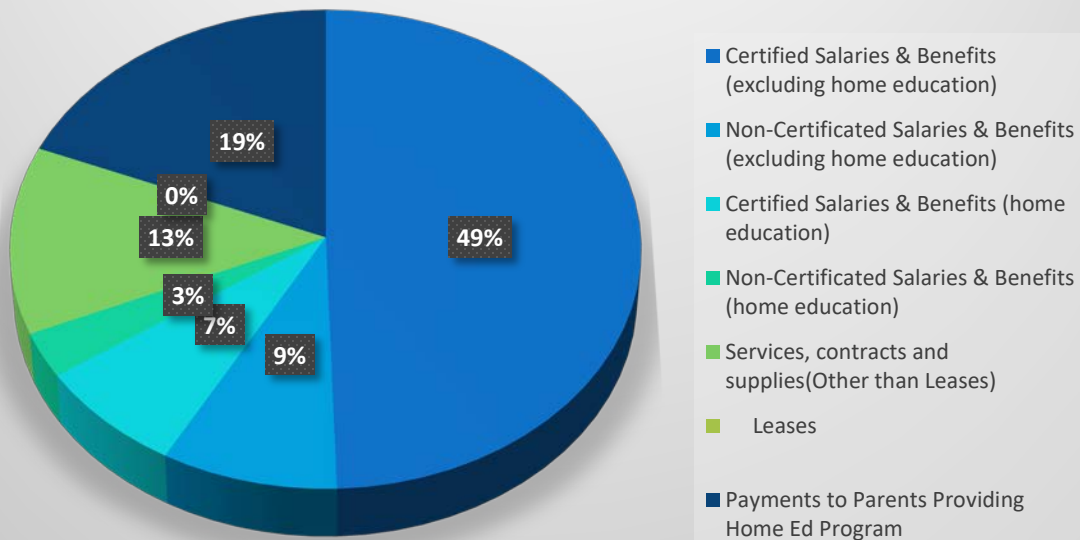
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

<b>Hope Christian School Statement of Revenues and Expenditures Budget 2019-2020</b>	
<b>Budgeted Revenues 2019-2020</b>	
Alberta Education Excluding Home Education	1341567
Alberta Education Home Education	807985
Other sales and services	73500
Interest on Investments	3900
<b>Total Revenue</b>	<b>2226952</b>



<b>Budget Expenditures 2019-2020</b>	
Certified Salaries & Benefits (excluding home education)	1062174
Non-Certificated Salaries & Benefits (excluding home education)	185138
Certified Salaries & Benefits (home education)	159139
Non-Certificated Salaries & Benefits (home education)	64914
Services, contracts and supplies(Other than Leases)	271966
Leases	0
Payments to Parents Providing Home Ed Program	403992
Services and Supplies	39358
Capital and debt Services	5000
<b>Total Expenditures</b>	<b>2191681</b>

### HCS 2019-2020 Budget Expenditures



**Parental Involvement**

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

This report will be available on our website <https://hopechristianschool.ca> for parents to examine. It will also be presented at the next Parent Advisory Council meeting.

**Timelines and Communication**

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

The combined Three Year Plan (2019-2022) and Annual Educational Results Report 2018-2019(EFCChampion 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 2018-2019 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)