

Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for School Authorities

The following pages contain a sample format for School Authority Combined 3-Year Education Plan and AERR, populated with the latest Accountability Pillar results. School Authorities may use this format or a format of their own design to prepare their Combined 3-Year Education Plan and AERR.

Please note that the components and requirements for Combined 3-Year Education Plan and AERR are different for Public/Separate/Francophone Authorities, Charter School Authorities and Accredited Private School Authorities.

- The specific components and requirements for the various authorities are specified in Section 2 and Section 3 of Policy and Requirements for Planning and Results Reporting documents (see links below).
- In using this sample format, authorities must modify it to fully meet the components and requirements for Combined 3-Year Education Plan and AERR of each type of school authority (e.g. Charter Schools need to add the Charter Goals, Outcomes and Performance Measures; authorities with only K-9 schools need to include the performance measure *Overall teacher and parent satisfaction that high school graduates demonstrate the knowledge and skills for lifelong learning*).

Policy and Requirements for Planning and Results Reporting – Components and Requirements for combined 3-year Education Plan and AERR, November 2010

Public/Separate/Francophone Authorities:

Components and requirements of Combined 3-year Education Plan and AERR for Public, Separate and Francophone School Authorities are available in Sections 2 and 3 of *Policy and Requirements for School Board Planning and Results Reporting*
<http://education.alberta.ca/media/1216763/feb2010schoolboardplanningguide.pdf>

Charter School Authorities:

Components and requirements of Combined 3-year Education Plan and AERR for Charter School Authorities are available in Sections 2 and 3 of *Policy and Requirements for Charter School Planning and Results Reporting*
<http://education.alberta.ca/media/1220345/2010charterschoolplanningguide.pdf>

Accredited Private School Authorities:

Components and Requirements of Combined 3-year Education Plan and AERR for Accredited Private School Authorities are available in Sections 2 and 3 of *Policy and Requirements for Accredited Private School Authority Planning and Results Reporting*
<http://education.alberta.ca/media/1228159/2010privateschoolplanningguide.pdf>

Note: This template uses the measure statements as they appear in the Accountability Pillar reports, not in the planning and reporting guides. School authorities may use either wording in their Combined 3-Year Education Plan and AERR.

Accountability Statement

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

The Board approved this combined Annual Education Results Report for the 2009/2010 school year and the three-year Education Plan for 2010-2013 on ___November 24___, 2010.

Foundation Statements

Provide Early Childhood Services to Grade / Level 12 **education** based on the Alberta Program of Studies and Provincial Achievement Testing following their procedures, as closely as possible, within the context of Eastside City Church (ECC).

- Establish a **learning** centre and not a teaching establishment where staff becomes adept at assisting pupils in digging out answers and gaining insights into learning how to learn. Hence, help is given and not the answers thus building self-confidence in independent learning.
- Develop the **spiritual, intellectual, personal & social, and physical attributes** of the student in accordance with the Christian faith and under the approval and input of the student's parents.
- Assist each student in finding God's **purpose** for his or her life based on the saving knowledge of Jesus Christ, growing in Christian maturity, being an effective witness for the Lord and influencing the world.
- Enhance **self-discipline, obedience, responsibility, accountability and moral values** of students.
- Appreciate God's **diversity** as shown by the broad scope of economic levels, educational and ethnic backgrounds of all students.
- Experience the **role of the believer** as messenger of Jesus Christ and a member in God's Kingdom, which not only includes themselves, but also other believers ("unity"), the local church, the Church universal and world at large.
- Emphasis on **patriotism** to Canada to build responsible citizens, since the Bible teaches us to obey those in authority and to live peaceably as possible with all men.

MISSION (Overall purpose and role of Eastside Christian Academy)

Provide a quality, local-church based, Christian school working with the parents to train up the children in the Kingdom by building a Godly personal foundation in the student of character, Christian growth, practical and academic studies.

BELIEFS and PRINCIPLES (Values that guide decisions.)

God is dynamically involved in Christian lives by the power of the Holy Spirit and the finished work of Jesus Christ on the cross. Students in **Eastside Christian Academy** (ECA), as young Christians, will be surrounded with Love, Learning the Truth in a spirit of excellence while Laboring as servants and Living life more abundantly. The school is a natural extension (ministry) of Eastside City Church that helps parents to prepare their children for life in His Kingdom. Parents, ultimately before God, have the responsibility to 'train up a child in the way he should go'. The local church is an excellent aid to the parents in achieving this education. Besides the church helping in the spiritual life of the children and religious instruction, the local church setting can bring elements of a student's education to real life by providing an excellent avenue for servanthood and leadership.

Quality academic and Christian education is vital not only to become a productive member of our ever-changing, high-tech society, but to be able learn life skills that will prepare students for life while expressing their faith. The style of education offered by the Academy is individually based and traditional where the emphasis is on learning rather than teaching. Biblical values including loyalty to the Christian faith and Nation are taught. Life principles, wisdom and skills will be learned in a safe, non-threatening or intimidating environment where respect of yourself and others will be fostered.

Jurisdiction Profile

PROFILE (Brief description & characteristics of Eastside Christian Academy)

Eastside Christian Academy offers Kindergarten (K), Grades 1 to 12 employing as much as possible curriculum, which is based on individualized, mastery and self-motivated learning within the Alberta Program of Studies.

The school is located and occurs within the context of Eastside City Church. ECC is an independent, spirit-filled, Bible-believing, Christian church serving a multi-ethnic, socially-diverse community and the city at large.

Our program and Academy standards are designed and implemented to develop strong personal character and Christian values.

Besides the Alberta Education (AE) accredited education c/w High School (HS) Credits, ECA has a physical education program with an on-campus gym, extra-curricular city-wide leagues for both junior & senior high male & female teams & a unique music program, which includes strings, vocal, choral & band from K to 12.

Trends and Issues (optional)

Our school has been operating for over ten years. We have been part of the School of Tomorrow all that time. Much of what we were doing was seen as fringe, as far as traditional education bureaucrat were concerned.

Today, there is a great stir among front line educational philosophers declaring that the educational format that grew out of the industrial revolution is not working and will not work in the information age. They know that school is no longer the place to find information.

Many of the innovations that they are suggesting, we are doing already. Character is a key in guarding students from life's disasters and developing them into leaders and is paramount in our school practice. Instead of killing learning and creativity, we are infusing a passion for both within our students. We are challenging students to "think different" by thinking like God, rejecting the debt based economics and realizing that joy in God is much greater than financial success. We no longer tell students that they all have to go to university, but rather it is more important to discover God's calling for each unique individual. We have moved away from the "broken" classroom model to the personalized curriculum within teacher monitored learning centers.

Summary of Accomplishments (optional)

- The school authority's accomplishments – impact of major activities/strategies

We live in a digital world and the Information Age. In light of the fact that information is at our finger tips, we have introduced a Mac Lab to the senior high students. Not only has this made the libraries of the world available, it has also made the latest research in every field at their disposal at the click of a mouse. A spin off of this is that students are concentrating more, are more productive and have a quicker turn around time in their teacher to student response. Students are also expanding their ability to use digital technology and so this development is part of the creating of the conditions for success in the 21st Century.

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

Goal	Measure Category	Measure Category Evaluation	Measure	Eastside City Church			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	90.3	90.4	90.4	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	56.8	56.7	56.7	80.5	80.3	79.4	Very Low	Maintained	Concern
			Education Quality	83.0	85.6	85.6	89.2	89.3	88.4	Low	Maintained	Issue
			Drop Out Rate	3.5	0.0	1.4	4.3	4.8	4.8	High	Maintained	Good
			High School Completion Rate (3 yr)	*	20.0	20.0	71.5	70.8	70.9	*	*	*
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	87.0	71.1	56.4	79.1	78.3	77.2	High	Improved Significantly	Good
			PAT: Excellence	8.7	0.0	1.7	19.4	18.3	18.2	Very Low	Improved	Issue
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	*	0.0	0.0	53.5	53.3	53.6	*	*	*
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	56.9	57.3	56.7	*	n/a	n/a
			Transition Rate (6 yr)	*	*	n/a	59.8	59.2	58.7	*	*	*
			Work Preparation	84.6	78.9	78.9	79.9	79.6	78.9	High	Maintained	Good
			Citizenship	79.7	78.2	78.2	81.4	80.3	78.3	High	Maintained	Good
Goal 4: Highly responsive and responsible education system	Parental Involvement	Issue	Parental involvement	70.8	78.9	78.9	80.0	80.1	78.6	Low	Maintained	Issue
	Continuous Improvement	Excellent	School Improvement	85.6	78.2	78.2	79.9	79.4	77.6	Very High	Improved	Excellent

Notes:

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

October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

Notes:

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

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	90.4	90.3		Very High	Maintained	Excellent			

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

This is a key attribute of our school and efforts by all staff, students and parents have been made in these regards. An initiative started 3 years ago to address the potential for bullying and to provide effective means to handle such situations has been well received. ECA uses resources from the Community Health Region and school Nurse as well as local Police Authorities to speak to a broad range of safety issues. eg. Think & Drive, Food Handling and Safety, hand washing techniques, St. John's First Aide training, etc.

Students are also taught to "Love one another as Christ also loved the church" and many other characteristics of Christ that reinforce the importance of caring for others and respecting one another. The results of this accountability pillar are clear that 90.3% of our constituents feel that we have been successful in providing a safe, caring and loving learning environment.

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

Strategies
Continue to emphasize the importance of Christian character and high morals within the setting and environment of Eastside City Church, and the program at Eastside Christian Academy

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	56.7	56.8		Very Low	Maintained	Concern	60%	60%	65%
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	85.6	83.0		Low	Maintained	Issue	85%	85%	87%

Comment on Results (OPTIONAL)

Because of the size of our school it has been a challenge to accommodate a broad range of programs that all students will find appealing. We have made every effort to work with the talents and abilities that are made available to us through our current staff. We have also used our mission statement and purpose as a guide to determine where limited funds are used. An increased emphasis has been made in our music program with the addition of Mark Cole, a world renown musician and arranger, to our staff. He has brought an element of excellence and skill to the contemporary band program, chorale class and acoustic guitar class that he offers. We are also using AISI funds again this year to increase our violin classes, taught by former Calgary Philharmonic violinist Kathryn Lapp. We are also implementing a computer assisted music program over the next three years. In addition to that we have hired an elite athlete and teacher Holly Pedersen. Holly has enlarged our Physical Education program to include team sports once again. Her coaching abilities have allowed our Sr. Girls Volleyball team to win the ISAA League Championship. We have also acquired a mobile MAC Lab to help students access the most up to date information and research available on the web and to maintain student interest and develop their computer skills.

83% of everyone surveyed is happy with the curriculum offered here at Eastside. The mastery based instruction provided by the individualized curriculum and the individual help that is given to each student meets the needs of the student where they are at. Parents are pleased with the student's ability to set short-term and long range goals and that they feel a great sense of accomplishment when they achieve the goals they set.

We did offer, in our first professional development day, new resources for the Social Studies program as well as coming resources for English. We also purchase more new textbooks and teachers' resources to assist teachers to meet the education standards as outlined in the program of studies.

Strategies

Gain input from Parent Advisory Council and parents to assess programs and identify possible additions or enhancements. Use AISI funding to implement 2nd year strategies for delivery of the full range of curriculum as required by the program of studies including the digital music program.

Continue to provide Teachers with access to professional development activities as they relate to new and existing curriculum and instructional strategies. Maintain student interests and keep them on the cutting edge of computer assisted learning with a Mac Lab (20 Mac laptops with a roving station) which enables Jr and Sr High students to have increased access to the most up-to-date encyclopedic information and research available on the web.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	10.1	0.0	4.3	0.0	3.5		High	Maintained	Good			

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

We are encouraged that our students have remained in school and continue to work towards their High School Diploma and continuing education. It is unfortunate that the results for each student are still counted against ECA after the student has moved onto a different school as we believe that our drop-out rate would be even lower if this were not the case.

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

Strategies
Continue to enhance college and career counseling by introducing it to Junior High students so that students have goals and vision for their future, and encourage parents to become more involved with their child's college and career planning. Provide diagnostic testing to each student at time of acceptance to ensure that individual needs and learning abilities are assessed. Essentially, every student has access to an individual learning program designed for them. Working with SHIP (Student Health Initiative Partnership) to gain early diagnosis of learning problems and suggestions for remediation for students with learning difficulties.

Outcome: *High school completion rates are showing continual improvement.*

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	*	*	*	20.0	*		*	*	*			

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

Because of our smaller school size the data has been suppressed to protect the privacy of each student.

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

Strategies
Ensure students are ready to move into High School and have developed good learning skills along with self-motivation & looking at life goals. Refine our service to counsel students in their post-secondary choices. This service includes student self examination, goal setting, and a library of Canadian colleges and universities and scholarships. It's main purpose is to give students assistance in goal setting and career planning in order to help them overcome academic hurdles and ensure completion of their high school program.

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	66.7	59.7	38.5	71.1	87.0		High	Improved Significantly	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	3.7	0.0	5.1	0.0	8.7		Very Low	Improved	Issue	10%	10%	13%
Overall percentage of students who achieved the acceptable standard on diploma examinations.	*	*	*	n/a	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	*	*	*	n/a	n/a		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

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

Data values have been suppressed where the number of students is less than six, and therefore the student's privacy is protected under PIPA's privacy laws.

Primary Results

Current results for previous three-year average show a significant increase in the acceptable standard result

1. Grade 3 students did very well and were above the provincial average for both the acceptable standard and standard of excellence in Math and were even with the province in English.
2. 100% of Grade 6 students achieved acceptable standard in English and were rated above the province in Math, Social Studies and Science.
3. Of Grade 9 students 100% passed English and Math, which is better than the provincial average. In Science they were close to the provincial average.

Strategies

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

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

Strategies

Increase the percentage of students in Grades 3, 6, and 9 who achieved the acceptable standard and the percentages who achieved the standard of excellence on provincial achievement tests. Improve "Enrichment Classes" to achieve Alberta Education curriculum equivalency using programs developed over the past number of years through funding from previous AISI projects.

Work with parents to ensure the student's desire for post-secondary and to ensure the student's knowledge of other life goals is sufficient. Improve individualized career planning and assistance, making sure that students know the value of scholarships and the criteria for a successful application. Continue to work with parents to ensure the student's desire is to rank well for post-secondary acceptance.

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

Course	Measure	Eastside City Church						Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	5	*	8	87.1	42,061	81.6	42,181	80.6
	Standard of Excellence	*	*	*	5	*	8	4.8	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	6	100.0	10	79.5	43,599	83.3	44,064	81.1
	Standard of Excellence	Intermediate	Improved	Good	6	16.7	10	0.0	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Intermediate	Improved Significantly	Good	6	83.3	13	30.8	43,509	76.8	43,945	75.5
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	13	0.0	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	*	*	*	3	*	12	64.2	43,651	79.3	44,250	77.6
	Standard of Excellence	*	*	*	3	*	12	0.0	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	*	*	*	3	*	12	54.6	43,372	73.6	44,075	70.4
	Standard of Excellence	*	*	*	3	*	12	0.0	43,372	17.7	44,075	14.5

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
 Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

Outcome: *Students are well prepared for lifelong learning.*

Performance Measures	2005	2006	2007	2008	2009	Target	Evaluation			Targets		
						2010	Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	*	*	*	*	*		*	*	*			

Comment on Results (OPTIONAL)

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

Data values have been suppressed where the number of students is less than 6 and therefore are protected under PIPA's privacy laws.

Strategies

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

Strategies

Encourage adults within our community to take opportunities for continual learning and self-development. This will have a significant impact on students over time. Take advantage of the myriad of programs outside of school that will enhance life long learning, such as extra-curricular sports, arts and music programs.

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

Performance Measure	Results (in percentages)					Target	Targets		
	2006	2007	2008	2009	2010	2010	2011	2012	2013
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	76.3	80.8				

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

Eastside Christian Academy has focused on educating students in important life skills that will make them successful in post-secondary education as well as job performance. It is our belief that a person can be well educated but not a good worker and that there are many skills that they can learn even at a very young grade level that will help them to be superior citizens later in life.

Strategy

Continue to work with students to develop academics, job related skills and long lasting attitudes towards excellence.

Outcome: *Students are well prepared for employment.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	78.9	84.6		High	Maintained	Good			

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

Using a Character focus, our desire is to develop strong Christian character traits and self-motivation. This focus is also imbedded in the curriculum to help students learn life skills that make them successful and well-rounded citizens with leadership qualities.

We also offer in-school and external work experience opportunities that help students to learn about finances and economics.

Strategies

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

Strategies

Continue to improve academic and career counseling services.

Outcome: *Students model the characteristics of active citizenship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	78.2	79.7		High	Maintained	Good			

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

We strive to offer opportunities for students to excel in academic, as well as non-academic areas by encouraging participation in government sponsored activities. For instance, students were involved with Speak Out leadership.

We will continue to provide extra curricular activities that have life-long relevance, such as band, performance productions, different music skills development and sports. This year, one group of students won the civic Battle of the Bands competition and a recording contract in the Chestermere Battle of the Bands. The High School Girls' Volleyball Team won the ISAA League Championship. The above mentioned accomplishments have helped to ensure a general satisfaction with the characteristics of active citizenship in our school and the students.

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

Strategies
Provide opportunity for students to exceed in academic/non-academic areas by participating in regional conventions and to encourage participation in government sponsored activities.
Support diverse ethnic population of ECC and Missionary(s) in various nations. Students learn to be aware of the needs of others and care deeply about them. Continue to make students aware of those in need and to do something concrete to help solve such problems and to challenge other students and schools to do the same.

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

Outcome: *Key learning outcomes for FNMI students improve.*

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authorities)

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

No data is available for this measure.

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

Strategies
Eastside will ensure that its registration forms provide the opportunity for all FNMI students to self-declare so that we as an institution can respond to the outcomes relating to FNMI students.

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: *The jurisdiction demonstrates effective working relationships.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	78.9	70.8		Low	Maintained	Issue	72%	74%	76%

Comment on Results (OPTIONAL)

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

We will continue to seek advice from the Board of Eastside City Church, as well as from the Parental Advisory Council. Helping parents to be informed of ways to be involved in the school and with each student. We have also tried to increase the communication within our community by monthly newsletters.

Strategies

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

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

Seek advice from Parents Advisory Council and inform parents, extended family and the school community (including businesses) of ways to be involved in the school.

Advocate for Christian education and maintain membership and involvement in the Association of Independent Schools & Colleges of Alberta, the Alberta Provincial A.C.E. Association and National Christian School Association for national transcripts and access to legal services.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	78.2	85.6		Very High	Improved	Excellent			

Comment on Results (OPTIONAL)

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

We are continuing to work with staff to improve their overall involvement and attitude of excellence in all areas of the school. We have broadened and increased the amount of professional development for staff. Over the next few years, our goal is to increase enrollment to meet the needs of parents seeking alternative Christian education, to provide a strong and broader base for their children.

Strategies

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

Increase enrollments for parents seeking alternative Christian education to provide a stronger, broader base for their children. Obtain directional input from Parents, administration, Parent's Advisory Council and Elders. Increase staff's overall involvement & attitude of excellence in all areas and to fund and encourage professional development.

FINANCIAL SUMMARY

ECA's combined 3 year plan/AERR does not reflect any major changes from the previous plan as projects are wrapping up. Our AISI project is now in the second year and will hopefully address some of the concern's with not having many option classes available to our students because of our small school size and limited budget.

The guiding principles used in the school's financial planning include GAAP-based budget planning; historical procedures; and measured variables during planning.

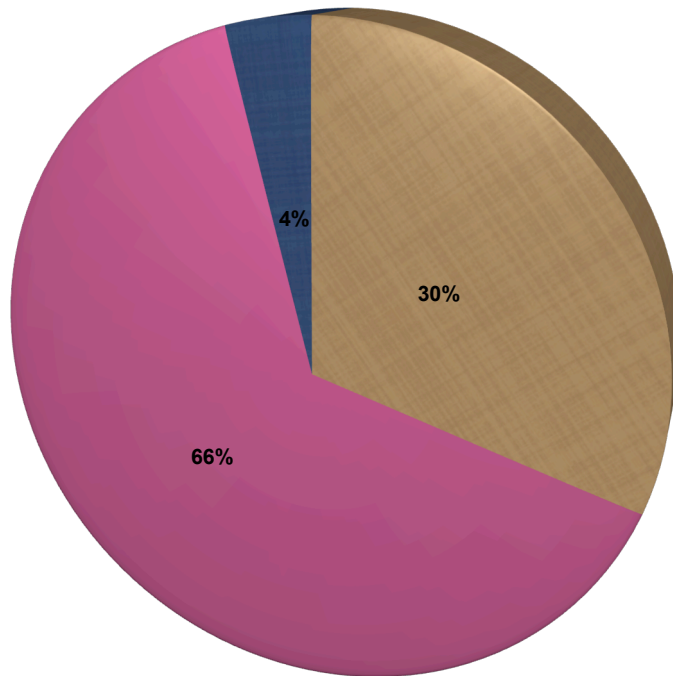
**EASTSIDE CHRISTIAN ACADEMY
2010-2011 Budget**

**REVENUE
(as percentage of total)**

Tuition & Fees 30%

Government Revenue totaling \$476,607.17 - 66%

Gifts, donations and fundraising 4%



EXPENSES

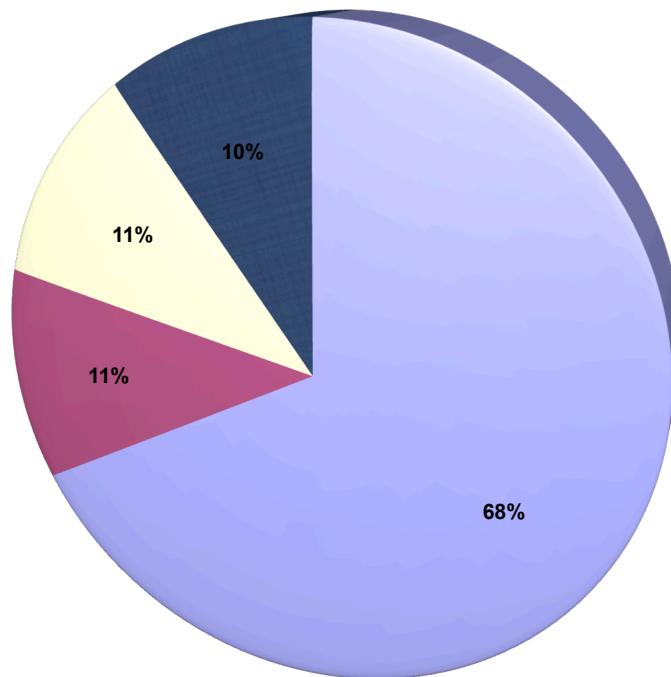
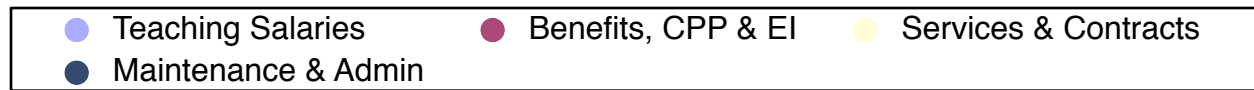
(as percentage of total)

Teaching Salaries 68%

Benefits, CPP & EI 11%

Services, contracts and supplies 11%

Maintenance and Administration 10%



Full budget and Audited Financial Statements (AFS) for the previous Year End are available from the ECA Secretary Treasurer & presented at the ECC Annual Meeting and Parent Orientation night every September. Jurisdiction reports are also available on the website in PDF format at www.ecaab.ca

This combined Three Year Education Report and Annual Education Results Report will be available to our parents at our annual parent orientation in September. In addition, it will be available online at www.ecaab.ca click the link called Three Year Education Plan within the week.

The Three Year Education Report and Annual Education Results Report is discussed and approved by the Pastors and Leadership Advisory Council at Eastside City Church as well as the Board of Eastside Christian Academy.