

BETHEL CHRISTIAN ACADEMY

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COMBINED 3-Year Education Plan

and

Annual Education Results Report (AERR) for

NOVEMBER 2011

BETHEL CHRISTIAN ACADEMY
2011-2014

BETHEL CHRISTIAN ACADEMY -Accountability Statement

The **(Bethel Christian Academy)** Education plan for the three years commencing September 1, **(2011-2014)** was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

Mission

*Helping families to prepare their children academically, spiritually, socially, morally: guided by the word of God.

Learning Principles

To establish a learning program crafted to the individual, based on the fact that each student is a unique gift from God with individual gifts, talents ,creativity and ability.

To ensure mastery of basics and to develop life-long learning and study skills

To model the character traits of Christ through the staff and curriculum

To enrich the academic environment by providing computer related enhancement material

To utilize community resources to enhance the education and physical education programs.

Beliefs

- We believe in the absolute truth of the Holy Bible, or Word of God, and we use it to guide all of our actions.
- We believe that Children need to be disciplined in the ways of God, and we partner with the home to do this.
- We believe that The Lord Jesus Christ is actual Head of this organization, and we seek to do His will.

BETHEL CHRISTIAN ACADEMY - A Profile of the School Authority

Bethel Christian Academy is registered and approved by the Department of Education in Alberta for ECS and Grades 1-12. Grades K-9 implement the ACE (Accelerated Christian Education curriculum), and the Senior High uses an Alberta Curriculum. All divisions of the school; however, are under the Christian principles and standards of ACE in terms of moral and character development.

Funding is provided in part by government grants and tuition fees paid on behalf of students and fundraising activities. BCA employs certified teachers. Currently, there are approx 2 FTE certified staff who work with all students, and supervise paraprofessional staff. All staff members are trained in the program, fully qualified and are expected to exemplify Christian morals and values.

The main objective in building up a Private Christian School is to obey the scriptural imperatives of Deuteronomy 6:5-7 "love the Lord thy God with all thy heart and with all thy soul and with all thy might. And these words, which I command thee this day, shall be in thine heart, and thou shalt teach them diligently to thy children"

And Proverbs 22:6 "train up a child in the way he should go..."

We are committed to assist parents by providing academically, and morally sound education in a Christian environment guided and enhanced by the word of God."

The current school population is approximately 45 students. Most of these students come from the NE corner of Calgary or the near NW. Bethel prides itself in having a multi-ethnic and multi-cultural student population.

BETHEL CHRISTIAN ACADMEY - Trends and Issues

Bethel in recent years is experiencing a growth trend. The administration is endeavoring to bring in more students at the primary/elementary years, as the school has found it is much easier to train children in both academics and character education when they are younger. Recruiting older students at the high school years has been a mixed blessing. For example, compliance with some rules, e.g. uniform, etc ahs been a challenge.

The biggest issue the school has right now is facilities. As we try to expand, we are limited by our space.

Trying to offer a full range of programming is difficult without extra classroom space. One of our goals is to find facilities that allow us to increase enrollment, but at the same time, offer more space.

With more space, and student enrollment, it is hoped to hire extra staff to enhance program offerings in the future. In recent years, we have seen some mediocre results on the PATs. We plan to spend more time with students, preparing them for the PATs this year. We plan to have a better outcome at the end of 2012.

BETHEL CHRISTIAN ACADEMY -Summary of Accomplishments

- Hired two certified teachers over last two years. This has been a great help in delivering a solid curriculum to Alberta Standards.
- This year, a principal that is Alberta certified, and has an M. Ed in Admin, has been a welcome addition to assist senior admin in running the daily affairs of the school.
- Have used reading strategies such as “Verbal Visualization” to enhance reading skills. For one student, in particular, it has been a great success.
- Using a registered SL specialist has also helped in the area of Reading.
- Using the services of a certified ELA teacher to assist in reading has been a notable improvement.
- This year, we are teaching an Alberta approved Religious Studies program to senior students. The principal and a pastor take responsibility for this.
- This year, we have grade 12s students doing level 30 courses, and preparing for Diplomas. It is an exciting time at Bethel.

October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Bethel Christian Academy Soc			Alberta			Achievement	Improvement	Overall
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average			
Safe and Caring Schools	n/a	Safe and Caring	n/a	73.0	73.0	88.1	87.6	86.6	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	49.1	49.1	80.9	80.5	80.1	n/a	n/a	n/a
		Education Quality	n/a	76.6	76.6	89.4	89.2	88.9	n/a	n/a	n/a
		Drop Out Rate	0.0	14.4	7.9	4.2	4.3	4.7	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	46.2	61.9	63.2	79.3	79.1	78.0	Very Low	Maintained	Concern
		PAT: Excellence	0.0	9.5	13.0	19.6	19.4	18.5	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	59.3	59.8	59.3	*	*	*
		Work Preparation	n/a	n/a	n/a	80.1	79.9	79.8	n/a	n/a	n/a
		Citizenship	n/a	77.5	77.5	81.9	81.4	79.9	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	79.9	80.0	79.4	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	n/a	66.1	66.1	80.1	79.9	78.8	n/a	n/a	n/a

October 2011 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 (*).

Measure Evaluation Reference (Optional)	Results (in percentages)	Target ¹	Evaluation	Targets ²
<p>Achievement Evaluation Achievement evaluation is based upon a comparison of Current Year data to Standards. Standards are calculated by taking the 3 year average of baseline data for the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain constant for the next 5 years. The table below shows the range of values defining the 5 achievement evaluation.</p>				

Measure	Chi-Square Range	Achievement					
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Safe and Caring						
Program of Studies						
Education Quality						
Drop Out Rate						
High School Completion Rate (3 yr)						
PAT: Acceptable						
PAT: Excellence						
Diploma: Acceptable						
Diploma: Excellence						
Diploma Exam Participation Rate (4+ Exa						
Rutherford Scholarship Eligibility Rate (R						
Transition Rate (6 yr)						
Work Preparation						
Citizenship						
Parental Involvement						
School Improvement						
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						

<p>calculation to make improvement evaluation fair across jurisdictions of different sizes.</p> <p>The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.</p> <p>Evaluation Category</p> <table border="1"> <tr> <td>Declined Significantly</td> <td>3.84 + (current < prev average)</td> </tr> <tr> <td>Declined</td> <td>1.00 - 3.83 (current < p year average)</td> </tr> <tr> <td>Maintained</td> <td>less than 1.00</td> </tr> <tr> <td>Improved</td> <td>1.00 - 3.83 (current > p year average)</td> </tr> <tr> <td>Improved Significantly</td> <td>3.84 + (current > prev average)</td> </tr> </table>		Declined Significantly	3.84 + (current < prev average)	Declined	1.00 - 3.83 (current < p year average)	Maintained	less than 1.00	Improved	1.00 - 3.83 (current > p year average)	Improved Significantly	3.84 + (current > prev average)							
Declined Significantly	3.84 + (current < prev average)																	
Declined	1.00 - 3.83 (current < p year average)																	
Maintained	less than 1.00																	
Improved	1.00 - 3.83 (current > p year average)																	
Improved Significantly	3.84 + (current > prev average)																	
<p>Overall Evaluation Table</p> <p>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.</p>																		
Improvement	Very High																	

Improved Significantly	Excellent				
Improved	Excellent				
Maintained	Excellent				
Declined	Good				
Declined Significantly	Acceptable				
<p>Category Evaluation The category evaluation is an average of the Overall Evaluation of the meas calculation, consider an Overall Evaluation of Excellent to be 2, Good to be simple average (mean) of these values rounded to the nearest integer produ colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermedia</p>					

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure

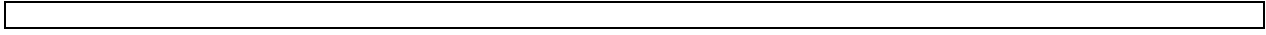
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.0	80.0	47.6	61.9	46.2		Very Low	Maintained	Concern			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	20.0	9.5	9.5	0.0		Very Low	Declined	Concern			

Comment on Results (OPTIONAL)

Overall, staff and admin of Bethel are not satisfied with the results on the PATs. One issue that may affect outcomes is the reality that the ACE curriculum is not 1-1 matched up with the curriculum of Alberta Education. In grades 3, 6, and 9 there are differences in the content and level of questioning between the two curricula, and this may impact results. The emphasis of the ACE curriculum is rote learning, and levels of questioning rarely exceed knowledge and comprehension levels. Typically, the PATs cover this and other higher orders of thought and problem-solving.

Strategies

The administration (principal) will ensure that in Sem 2, or starting third quarter, students will get direct instruction in the PATS. The principal will take grade 3, 6, and 9 students and go over test taking strategies. He will go over types of questions and how to approach them. It is hoped that when students take the PATS this Spring, there will be a marked improvement. He plans to spend an hour per week (min) on PAT preparation per grade level (3, 6, 9). This will be especially important in the areas of Math and Science.



Outcome: *Students achieve educational outcomes*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

[No Data for Diploma Exam Results]

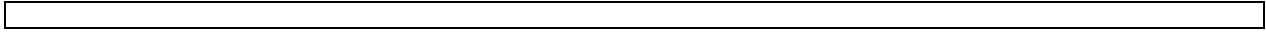
Performance Measure	Results (in percentages)					Target	Evaluation					
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	*	*	*	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	9.2	14.4	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	n/a	*	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	n/a	n/a		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

Most students at Bethel finish school and we have not had a problem with drop-outs. However, we communicate to parents and students regularly on the importance of attending school, and working hard to achieve goals. As St. Paul wrote, we encourage them to “Run the Race.....”

Strategies

We continue to drive home the biblical principal of hard work and perseverance.



outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

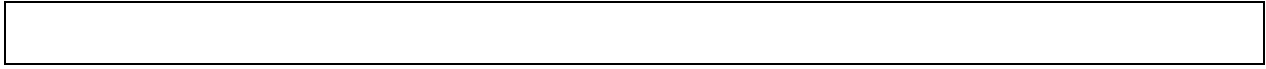
Performance Measure	Results (in percentages)					Target	Evaluation					
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	77.5	n/a		n/a	n/a	n/a			
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	n/a	n/a		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

The introduction to laptops for most students and a new emphasis on technology has emphasized the importance of being current. Most students in the senior grades have been exposed to DE courses and computer assisted learning.

Strategies

We encourage students to use computers to research and investigate topics of academic interest.



Outcome: Students are prepared for the 21st century (continued)

Performance Measure	Results (in percentages)					Target	Evaluation					
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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	n/a	n/a		n/a	n/a	n/a			

Comment on Results (OPTIONAL)
n/a

Strategies
n/a

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

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

Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target	Evaluation					
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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	49.1	n/a		n/a	n/a	n/a			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	76.6	n/a		n/a	n/a	n/a			
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	73.0	n/a		n/a	n/a	n/a			

Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation					
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
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	66.1	n/a		n/a	n/a	n/a			

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

Outcome: *FNMI students are engaged in learning*

Comment on Results

Aboriginal culture gets recognition at Bethel. The culture and people are covered in the curriculum.
Two staff have aboriginal ancestry, and/or family ties; therefore, we are sensitive to aboriginal issues.

Strategies

Continue as usual, following curriculum objectives. We hope to do a field trip to Balckfoot Crossing this Spring; providing we get support from parents and adequate transportation.

BETHEL CHRISTIAN ACADEMY – spending for last year

- **Summary of Financial Results**

Revenues

Government Grants	158,055.00
Tuition Fees	61,006.00
Donations	26,440.00
Fundraising and sundry	<u>5,832.00</u>
	\$251,333.00

Expenses

Salaries and benefits	125,882.00
Rent and Occupancy costs	88,615.44
Office, school supplies and materials	34,791.02
Bad Debts	
Repairs and Maintenance	3,221.54
Professional fees	5,460.00
Interest and Bank charges	<u>655.00</u>
	\$258,625.00

Excess of Revenues over Expenses 7,292.00

The audited financial statements for the 2010-2011 are available on our school website or by calling the school admin office on 403-735-3335

BETHEL CHRISTIAN ACADEMY

Budget Summary for 2011-2012

Total Revenue \$328,228.00

Total Expenses \$326,959.00

Certified Teachers Salaries have increased this year

Anticipated Revenue from AB ED is \$208,878.00

BETHEL CHRISTIAN ACADEMY - Parental Involvement

Parents at BCA are involved in all our fundraising activities from bottle drives to our International Dinner night. Our parents are also involved in helping to drive our students on field trips and to our gym facility. One of our parents who is qualified in our ACE curriculum volunteers in our learning centre when the need arises. This year, parents of our grade twelve students are busy helping us with Graduation plans.

- **BETHEL CHRISTIAN ACADEMY - Timelines and Communication**
- **BCA will post the 3 yr Education Plan and AERR on our website at www.encountergod.org**
- **The full budget and Audited Financial Statements for the previous Year End are available from the BCA treasurer.**
- **AISI project web link:
<http://education.alberta.ca/admin/aisi.aspx>**

APPENDIX – Measure Details

Other than the PAT results and the Accountability Pillar, BCA has no statistical or qualitative results. However, as we are a small school, our anecdotal records indicate an overall satisfaction with the program. Parents, staff and students of a small community must work together to achieve goals, and for the most part, we accomplish this aim.

	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

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

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

Graph of Overall Provincial Achievement Test Results (optional)

Graph of Provincial Achievement Test Results by Course (optional)	
	[No Data for French Language Arts 3]
[No Data for Français 3]	
	[No Data for French Language Arts 6]

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

Graph of Provincial Achievement Test Results by Course (optional)	
[No Data for Français 6]	
	[No Data for English Lang Arts 9 KAE]

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

Graph of Provincial Achievement Test Results by Course (optional)	
[No Data for French Language Arts 9]	[No Data for Français 9]
[No Data for Mathematics 9]	[No Data for Mathematics 9 KAE]
	[No Data for Science 9 KAE]

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

Graph of Provincial Achievement Test Results by Course (optional)	
	[No Data for Social Studies 9 KAE]

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

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

		Bethel Christian Academy Soc										
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011			
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	3	*	10	64.8	42,944	81.8	42,052	81.0
	Standard of Excellence	*	*	*	3	*	10	12.5	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	*	*	*	5	*	6	100.0	43,433	83.0	43,646	82.1
	Standard of Excellence	*	*	*	5	*	6	16.7	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	*	*	*	5	*	6	50.0	43,441	76.2	43,534	76.0
	Standard of Excellence	*	*	*	5	*	6	0.0	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	*	*	*	5	*	6	66.7	43,537	71.1	43,601	71.0
	Standard of Excellence	*	*	*	5	*	6	0.0	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,024	79.1	43,763	78.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,932	74.9	43,553	71.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Improvement Table

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

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

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

Overall Evaluation Table

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

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable

Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

BETHEL CHRISTIAN ACADEMY - Diploma Examination Results – Measure Details

NOTE: No Diploma exam results available. However, this year, grade 12s will write Diplomas in Jan and June 2012.

Measure Evaluation Reference - Achievement Evaluation

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

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

[No Data for PAT Achievement Evaluation Reference]

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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.

[No Data for PAT Improvement Reference]

Overall Evaluation Table

[No Data for PAT Overall Evaluation Reference]

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.

High School Completion Rate – Measure Details (OPTIONAL)

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

	Authority									
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	*	*	*	n/a	n/a	70.6	71.1	70.8	71.5	72.6
4 Year Completion	*	*	*	*	*	76.1	76.1	76.3	76.1	76.9
5 Year Completion	n/a	*	*	*	*	78.1	78.9	78.7	79.0	79.0

Graph of Authority Results (optional)	Graph of Authority Results (optional)
Graph of Authority Results (optional)	

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

Drop Out Rate – Measure Details (OPTIONAL)

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

		Authority									
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate		0.0	0.0	9.2	14.4	0.0	4.7	5.0	4.8	4.3	4.2
Returning Rate		n/a	n/a	n/a	*	*	21.2	21.3	19.8	23.5	27.9

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

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority									
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	*	*	*	*	*	37.7	38.7	38.9	37.5	37.8
6 Year Rate	n/a	n/a	*	*	*	58.1	58.8	59.2	59.8	59.3

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

Citizenship – Measure Details (OPTIONAL)

Percentage
s of
teachers,
parents and
students
who are
satisfied
that
students
model the
characterist
ics of active
citizenship.

We expect our students to be good citizens. We have moral and character development infused in the curriculum. Morning Chapel has a Pledge to the Flag of Canada, and we sing the National Anthem every day.

Authority										
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	77.5	n/a	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	*	n/a	n/a	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	*	*	*	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	n/a	77.5	n/a	67.1	68.5	71.8	72.7	74.5

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

BETHEL CHRISTIAN ACADEMY - Work Preparation – Measure Details

This year, students in Grades 10-12 are expected to complete a WE program of some sort. CTS courses, and WE are part of the expectations at Bethel. This gains credits and life experience for the students.

Currently, there are 4 senior students who have P/T jobs and are logging hours towards WE.

[No Data for Work Preparation]

Graph of Overall Authority Results (optional)	Graph of Detailed Authority Results (optional)
[No Data for Work Preparation]	[No Data for Work Preparation]

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

BETHEL CHRISTIAN ACADEMY -Lifelong Learning – Measure Details (OPTIONAL)

Most of our Grade 12s indicate they will be going to post-secondary school.
This proves they are interested in Life-long learning.

[No Data for Lifelong Learning]

Graph of Overall Authority Results (optional) [No Data for Lifelong Learning]	Graph of Detailed Authority Results (optional) [No Data for Lifelong Learning]
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Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

Most people within the BCA community are satisfied with the Program of Studies.

	Authority									
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	49.1	n/a	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	*	n/a	n/a	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	*	*	*	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	49.1	n/a	72.9	74.1	75.3	75.9	76.9

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

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Anecdotally, most people in the BCA community believe we offer a high quality education for students.									
Authority										
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	76.6	n/a	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	*	n/a	n/a	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	*	*	*	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	n/a	76.6	n/a	86.4	86.6	88.3	88.2	88.5

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

BETHEL CHRISTIAN ACADEMY - Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	The reason why many parents send children to BCA is the true belief that we offer a safer and more caring environment than public schools. We pride ourselves in a zero-tolerance policy to bullying. We expect Christian behavior and values from our students. We believe in the Golden Rule which states “Do unto others as you would have them do unto you” Our as our Lord said, “Love they neighbour as thyself”.									
Authority										
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	73.0	n/a	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	*	n/a	n/a	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	*	*	*	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	n/a	73.0	n/a	78.5	79.1	81.7	82.2	83.3

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

BETHEL CHRISTIAN ACADMEY - Parental Involvement – Measure Details (OPTIONAL)

Again, from PTIs and anecdotal evidence, we see parental concern expressed continually. We welcome parents to come in and see staff. We prefer an appointment, but we are open to parental questions and concerns.

[No Data for Parental Involvement]

Graph of Overall Authority Results (optional) [No Data for Parental Involvement]	Graph of Detailed Authority Results (optional) [No Data for Parental Involvement]
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Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (OPTIONAL)

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

Again, based on qualitative data, we believe BCA is headed in the right direction, and we seek continuous improvement in all areas. We are not a perfect organization, and we see our deficiencies, striving to improve.

Authority										
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	66.1	n/a	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	*	n/a	n/a	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	*	*	*	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	n/a	66.1	n/a	79.3	79.5	81.8	81.8	82.9

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