

BETHEL CHRISTIAN ACADEMY

November 2009 AERR

AC COUNTABILITY STATEMENT:

The annual education results report for Bethel Christian Academy for the 2008-2009 school year was prepared under the direction of the board in accordance with the responsibilities under the School Act and the Government Accountability Act. The board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for the students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Highlights for 2008/09

Accredited Private School Authorities:

Highlights for the previous school year of the private school authority's **accomplishments** (impact of major activities/strategies), including programs and results of specific populations of students, such as special needs, ESL, FNMI, home education, as applicable.

- new playground equipment installed
- began working on having an ESL program
- built up our school library
- taken on home ed students

October 2009 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Bethel Christian Academy Soc			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 for All	Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	86.9	85.1	84.6	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	80.3	79.4	78.7	n/a	n/a	n/a
			Education Quality	n/a	n/a	n/a	89.3	88.2	87.8	n/a	n/a	n/a
			Drop Out Rate	9.2	0.0	0.0	4.8	5.0	4.9	Low	Maintained	Issue
			High School Completion Rate (3 yr)	*	*	n/a	70.7	71.0	70.6	*	*	*
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	43.2	78.9	65.5	76.8	75.3	75.6	Very Low	Declined	Concern
			PAT: Excellence	5.4	10.5	3.5	19.2	18.3	18.3	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	*	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	*	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	53.3	53.6	53.6	*	*	*
			Rutherford Scholarship Eligibility Rate (Revised)	*	n/a	n/a	57.3	56.8	55.8	*	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	60.7	60.3	59.1	*	*	*
			Work Preparation	n/a	n/a	n/a	79.6	80.1	78.1	n/a	n/a	n/a
Citizenship			n/a	n/a	n/a	80.3	77.9	77.1	n/a	n/a	n/a	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	80.1	78.2	77.9	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	79.4	77.0	76.7	n/a	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" 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).

Charter Goal: (FOR CHARTER SCHOOLS ONLY)

Charter Outcome:

Charter Goals Outcomes and Performance Measures (as per Section 35 of the School Act reflecting the charter school's purpose/mandate).	Results (in percentages)					Target*
	2005	2006	2007	2008	2009	2009
Locally Determined Performance Measures(s)						

<p>Comment on Results <i>(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.</i> Not applicable</p>	<p>Graph of Overall Charter School Results (optional)</p>
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* Target set for 2008/09 in the three year education plan 2008/09 – 2010/11.

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

[No Data for Safe and Caring]

<p>Comment on Results <i>(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.</i></p> <p>Bethel Christian Academy provided a safe and caring school, and continues to do so. Our 0 tolerance policy, makes us a safe place for our students, and our staff go the extra mile to see that students grow in character thru biblical instruction and academics.</p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for Safe and Caring]</p> <p>[No Data for Safe and Caring]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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** If authority had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.

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

[No Data for Program of Studies]

Comment on Results

(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.

Bethel Christian Academy endeavored to meet the needs of K-12 students, by provided quality education, using both the Alberta Curriculum and ACE curriculum.

Extra attention has been paid to the preparation of students for writing PAT and CAT tests.

Courses are upcoming to give even more attention to those students who struggle with reading comprehension.

Graph of Overall Authority Results (optional)

[No Data for Program of Studies]

[No Data for Program of Studies]

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

Outcome: *The education system meets the needs of all K – 12 students, society and the economy. (continued)*

[No Data for Education Quality]

Comment on Results

(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.

Graph of Overall Authority Results (optional)

[No Data for Education Quality]

[No Data for Education Quality]

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

Outcome: The education system meets the needs of all K – 12 students, society and the economy. (continued)

[No Data for Satisfaction with Program Access]

<p>Comment on Results <i>(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.</i></p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for Satisfaction with Program Access]</p> <p>[No Data for Satisfaction with Program Access]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	3.6	0.0	0.0	0.0	9.2	if set
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	*	100.0	n/a	n/a	n/a	
	Province	23.0	21.3	21.2	21.3	19.8	

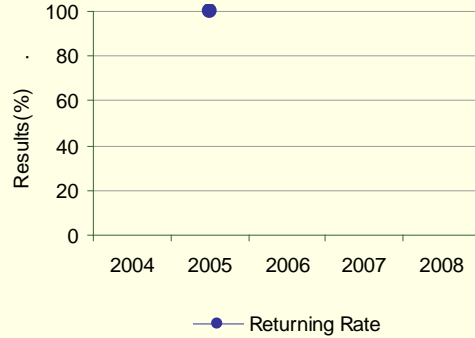
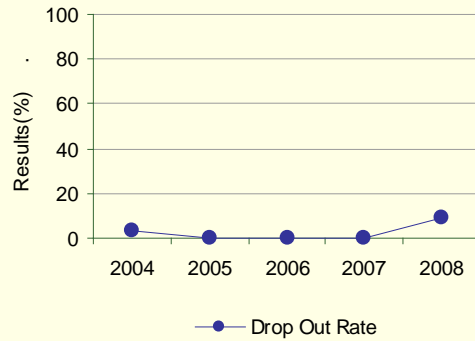
Comment on results

(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.

Bethel Christian Academy did not see any students drop out of school.

A good learning environment with loving and caring staff who encourage students in their studies is important to us and we endeavor to continue and improve in this.

Graph of Overall Authority Results (optional)



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

Outcome: *Children and youth at risk have their needs addressed through effective programs and supports. (continued)*

[No Data for Program of Studies - At Risk Students]

Comment on results

(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.

Graph of Overall Authority Results (optional)

[No Data for Program of Studies - At Risk Students]

[No Data for Program of Studies - At Risk Students]

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

Outcome: Students complete programs.

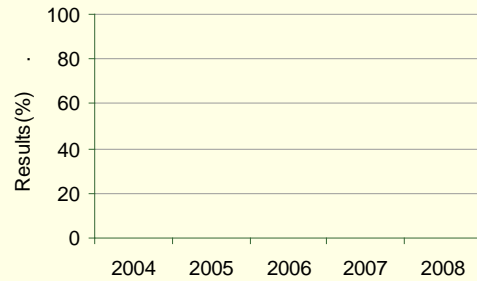
Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	n/a	*	*	*	*	if set
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	n/a	n/a	*	*	*	if set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	*	n/a	n/a	*	*	if set
		Province	75.5	77.4	78.6	79.5	79.2	

Comment on Results

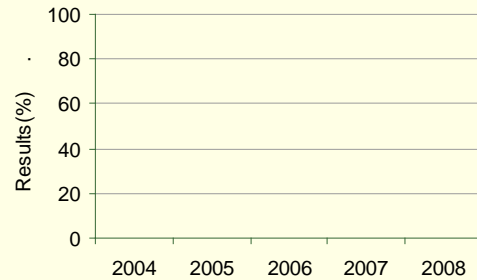
(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on the Accountability Pillar measure (i.e., the three year rate) have an 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 encourage students and their parents/guardians, to put their studies first.

Graph of Overall Authority Results (optional)



● 3 Year Completion



● 4 Year Completion



● 5 Year Completion

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

Include a note indicating that the 3-year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary. Also report results on all local authority Goal One measures from the Authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 1, Goal 1 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**										Target		
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009		2009		
		A	E	A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	Authority	*	*	n/a	n/a	*	*	75.0	25.0	54.5	0.0	if set	if set
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2		
	Mathematics 3	Authority	*	*	n/a	n/a	*	*	75.0	0.0	36.4	0.0	if set	if set
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8		
Grade 6	English Language Arts 6	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9		
	French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9		
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7		
	Mathematics 6	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8		
	Science 6	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8		
	Social Studies 6	Authority	*	*	*	*	*	*	*	*	*	*	if set	if set
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6		
Grade 9	English Language Arts 9	Authority	*	*	*	*	*	*	n/a	n/a	*	*	if set	if set
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7		
	French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3		
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9		
	Mathematics 9	Authority	*	*	*	*	*	*	n/a	n/a	*	*	if set	if set
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6		
	Science 9	Authority	*	*	*	*	*	*	n/a	n/a	*	*	if set	if set
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8		
	Social Studies 9	Authority	*	*	*	*	*	*	n/a	n/a	n/a	n/a	if set	if set
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4		

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	71.4	7.1	55.6	0.0	61.9	0.0	78.9	10.5	43.2	5.4	if set	if set
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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.

*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course. Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA(Grades 3, 6, 9), Math(Grades 3, 6, 9), Science(Grades 6, 9), French Language Arts(Grades 6, 9), Français (Grades 6, 9).

Comment on Results

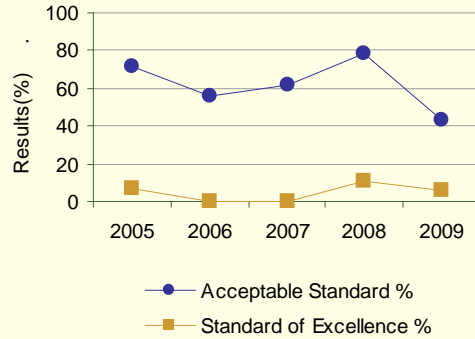
(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved"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

We have a new teacher on staff who is working with our students, and giving special attention to those students that will write the PAT tests so that they will be able to achieve higher.

Other staff continue to work with students as well to see that CAT results are improved.

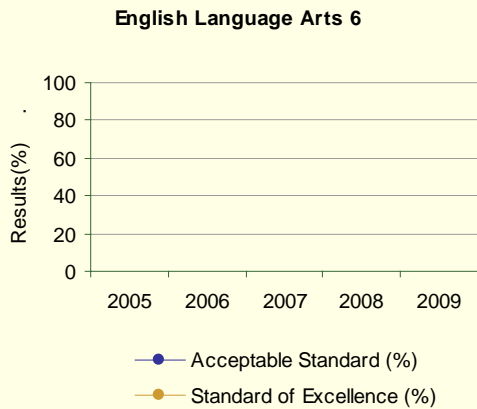
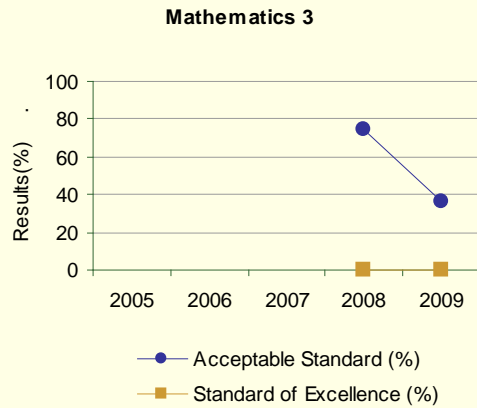
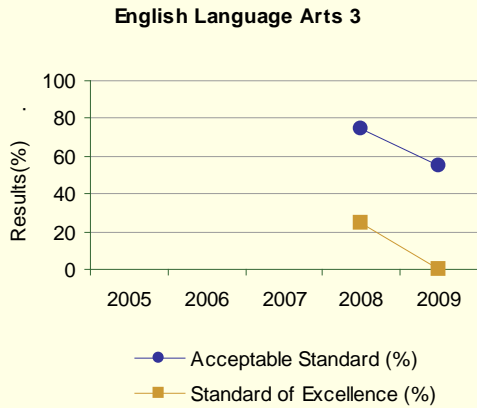
Enrichment classes are being improved upon as teachers attend courses.

Graph of Overall Authority Results (optional)



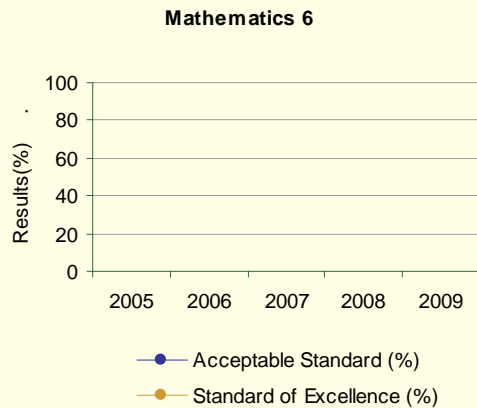
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



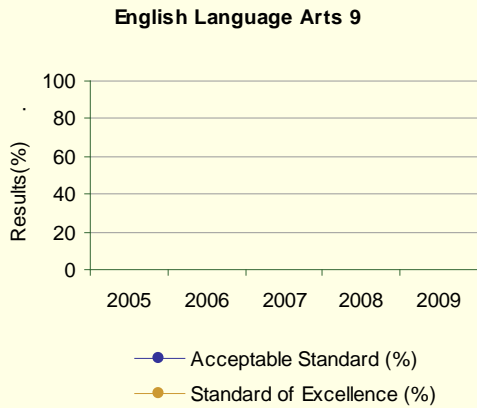
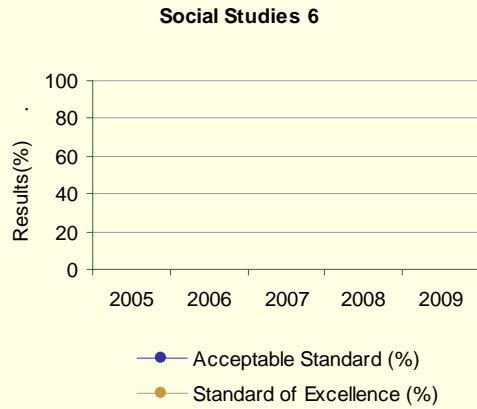
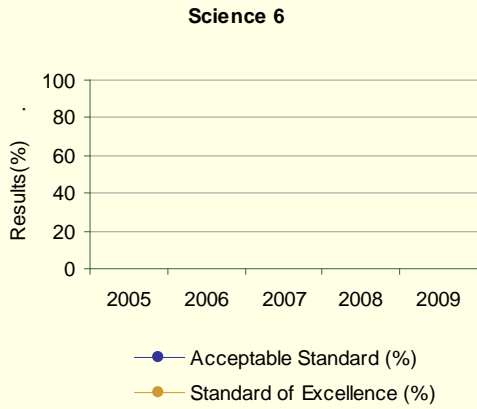
[No Data for French Language Arts 6]

[No Data for Français 6]



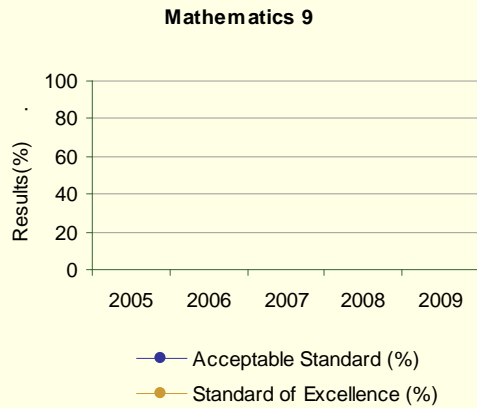
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



[No Data for French Language Arts 9]

[No Data for Français 9]



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)



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)

Course	Measure	Bethel Christian Academy Soc						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very Low	Maintained	Concern	11	54.5	8	75.0	41,722	81.3	42,041	80.6
	Standard of Excellence	Very Low	Declined	Concern	11	0.0	8	25.0	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Very Low	Declined	Concern	11	36.4	8	75.0	41,720	79.7	42,053	80.2
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	8	0.0	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	*	*	*	3	*	n/a	n/a	43,327	81.8	44,326	80.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	*	*	*	3	*	n/a	n/a	43,328	76.6	44,327	74.6
	Standard of Excellence	*	*	*	3	*	n/a	n/a	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	*	*	*	3	*	n/a	n/a	43,216	76.5	44,209	76.0
	Standard of Excellence	*	*	*	3	*	n/a	n/a	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,675	78.7	44,685	77.1
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,118	67.0	44,317	66.5
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,560	72.2	44,505	68.8
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,560	15.8	44,505	13.7

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 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
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 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
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)**												Target	
		2005		2006		2007		2008		2009		2009			
		A	E	A	E	A	E	A	E	A	E	A	E		
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3				
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	if set	if set		
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5				
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5				
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9				
Français 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1				
Pure Mathematics 30	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a	if set	if set		
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3				
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5				
Social Studies 30	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a	if set	if set		
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4				
Social Studies 33	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	if set	if set		
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2				
Biology 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	if set	if set		
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6				
Chemistry 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5				
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7				
Physics 30 Old	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6				
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1				
Science 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9				

		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	*	*	*	*	*	*	*	*	n/a	n/a	if set	if set
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

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

*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course. Courses included: English

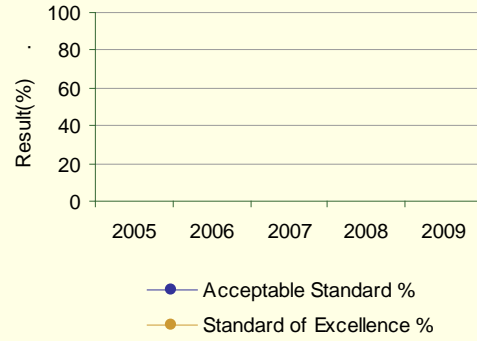
Lang Arts 30-1, English Lang Arts 30-2, French Lang Arts 30, Français 30, Pure Mathematics 30, Applied Mathematics 30, Social Studies 30, Social Studies 33, Biology 30, Science 30.

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

Comment on Results

(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.

Graph of Overall Authority Results (optional)



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

Diploma Exam Results By Course (Optional)

[No Data for English Lang Arts 30-1]

[No Data for English Lang Arts 30-2]

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

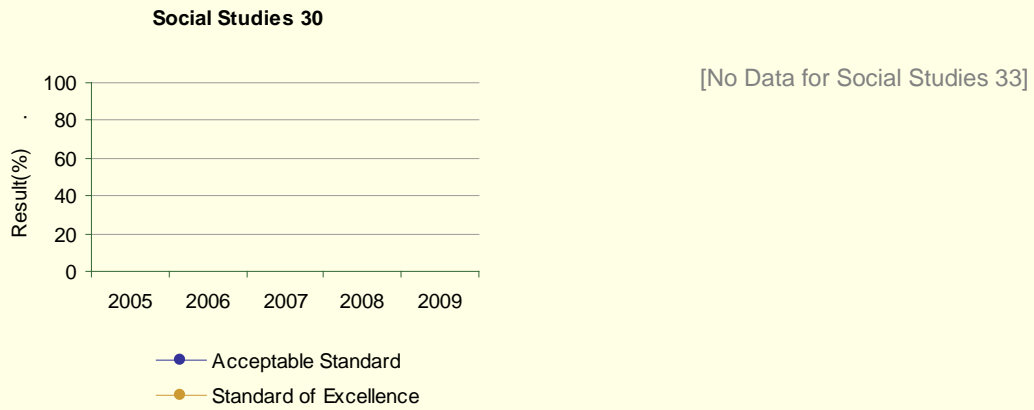
Pure Mathematics 30



[No Data for Applied Mathematics 30]

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

Diploma Exam Results By Course (Optional)



[No Data for Biology 30]

[No Data for Chemistry 30 Old]

[No Data for Chemistry 30]

[No Data for Physics 30 Old]

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

Diploma Exam Results By Course (Optional)

[No Data for Physics 30]

[No Data for Science 30]

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

Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Bethel Christian Academy Soc							Alberta			
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,330	86.1	28,021	87.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,473	88.2	12,858	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	95.1	1,206	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	18.9	1,206	23.1
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,197	82.1	22,435	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	79.4	9,994	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,845	84.2	23,756	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,101	85.6	15,045	84.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,088	83.0	20,835	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	86.0	3,721	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	20.9	3,721	19.0

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

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

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

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

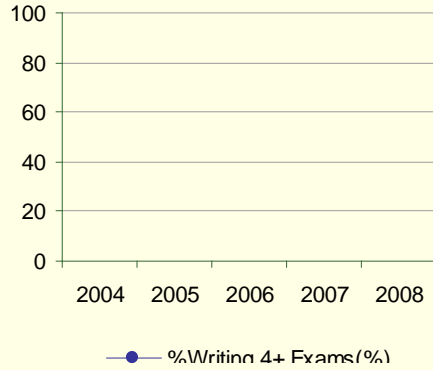
Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	n/a	*	*	*	*	if set
	Province	52.4	53.5	53.7	53.6	53.3	

Comment on Results

(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.

N/A

Graph of Overall Authority Results (optional)



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

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	Bethel Christian Academy Soc					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	n/a	3	1	4	1	43,221	43,032	43,930	44,661	45,432
% Writing 0 Exams	n/a	*	*	*	*	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	n/a	*	*	*	*	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	n/a	*	*	*	*	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	n/a	*	*	*	*	64.1	65.6	65.6	65.6	64.9
% Writing 4+ Exams	n/a	*	*	*	*	52.4	53.5	53.7	53.6	53.3
% Writing 5+ Exams	n/a	*	*	*	*	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	n/a	*	*	*	*	12.8	12.8	13.0	13.2	12.7

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject. (optional)

	Bethel Christian Academy Soc					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	n/a	3	1	4	1	43,221	43,032	43,930	44,661	45,432
English 30/30-1	n/a	*	*	*	*	53.4	54.4	54.7	54.5	53.8
English 33/30-2	n/a	*	*	*	*	24.4	23.7	23.5	23.6	24.0
Total of 1 or more English Diploma Exams	n/a	*	*	*	*	76.6	76.9	77.1	77.0	76.7
Social 30	n/a	*	*	*	*	47.8	49.1	49.5	49.3	48.1
Social 33	n/a	*	*	*	*	30.3	29.1	28.8	28.8	29.5
Total of 1 or more Social Diploma Exams	n/a	*	*	*	*	76.9	77.0	77.2	77.2	76.7
Math 30/Pure	n/a	*	*	*	*	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	n/a	*	*	*	*	20.0	19.9	19.5	19.5	19.1
Total of 1 or more Math Diploma Exams	n/a	*	*	*	*	58.9	60.4	60.7	60.7	59.7
Biology 30	n/a	*	*	*	*	38.7	39.4	39.6	39.8	39.1
Chemistry 30	n/a	*	*	*	*	33.9	34.4	34.2	34.3	34.5
Physics 30	n/a	*	*	*	*	21.5	21.6	21.6	21.5	20.4
Science 30	n/a	*	*	*	*	6.7	7.0	7.0	7.0	7.4
Total of 1 or more Science Diploma Exams	n/a	*	*	*	*	55.5	56.6	56.7	56.5	56.1
Français 30	n/a	*	*	*	*	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	n/a	*	*	*	*	2.3	2.4	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	n/a	*	*	*	*	2.5	2.6	2.9	2.9	2.9

Note:

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	n/a	*	*	n/a	*	if set
	Province	52.9	54.6	56.1	56.8	57.3	

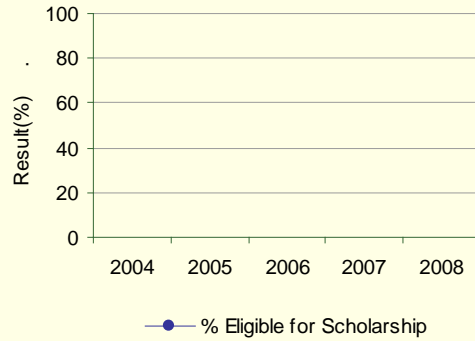
Comment on Results

(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.

Bethel Christian Academy communicates often with parents to encourage their children to study hard in preparation for post secondary studies.

Field trips to visit Universities and Colleges are ongoing so that students can make informed decisions.

Graph of Overall Authority Results (optional)



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

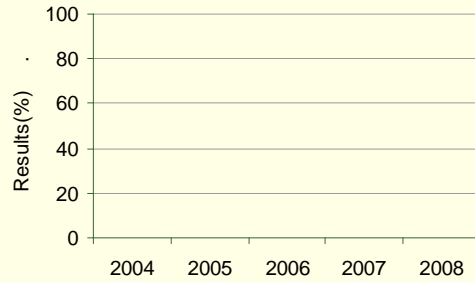
Outcome: *Students are well prepared for lifelong learning.*

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	n/a	n/a	n/a	*	*	if set
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	n/a	*	*	*	*	if set
		Province	34.0	37.0	39.5	40.7	40.3	

Comment on Results

(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.

Graph of Overall Authority Results (optional)



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

Include a note indicating that the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

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

[No Data for Lifelong Learning]

<p>Comment on Results <i>(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.</i></p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for Lifelong Learning]</p> <p>[No Data for Lifelong Learning]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: Students are well prepared for employment.

[No Data for Work Preparation]

<p>Comment on Results <i>(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.</i></p> <p>"In school" work experience is offered in the school Bistro.</p> <p>Career Days with DeVry University help students prepare for employment choices in the future.</p> <p>Communication with students about careers is ongoing through out the year</p> <p>Strong Christian character taught – that will produce hard working employees with honesty and integrity.</p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for Work Preparation]</p> <p>[No Data for Work Preparation]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: *Students model the characteristics of active citizenship.*

[No Data for Citizenship]

<p>Comment on Results <i>(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.</i></p> <p>Volunteer activities in the community promoted</p> <p>Pledges to the Canadian Flag and singing of our national anthem are a daily occurrence at Bethel Christian Academy.</p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for Citizenship]</p> <p>[No Data for Citizenship]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Also report results on all local authority Goal Two measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 2, Goal 2 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: *The authority demonstrates effective working relationships.*

[No Data for Parental Involvement]

<p>Comment on Results <i>(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.</i></p> <p>Regular communication with parents and extended families .</p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for Parental Involvement]</p> <p>[No Data for Parental Involvement]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: The authority demonstrates leadership and continuous improvement.

[No Data for School Improvement]

<p>Comment on Results <i>(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.</i></p> <p>Leadership involved in courses that improve their skills. Regular staff meetings Available to parents</p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for School Improvement]</p> <p>[No Data for School Improvement]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: *The authority demonstrates leadership and continuous improvement. (continued)*

[No Data for In-service Jurisdiction Needs]

<p>Comment on Results <i>(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.</i></p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for In-service Jurisdiction Needs]</p> <p>[No Data for In-service Jurisdiction Needs]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Also report:

- results on all local authority Goal Three measures from the authority 's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 3, Goal 3 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.
- 2008/09 results for measures and targets for local goals and outcomes in the Authority's Three-Year Education Plan for 2008/09 – 2010/11. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.

Level 2 Private Schools

- For Level 2 private schools, this section must contain information on how the private school plans to improve results that have an "Issue" or "Concern" evaluation in May 2009 (October 2009 for achievement test and diploma exams).

Bethel Christian Academy has hired an excellent teacher to help students with their studies
 Our teachers have taken a course, on "reading Comprehension" and have no targeted students with those needs.
 Much more time is being spent in preparing students to write PAT and CAT tests.

Summary of Financial Results

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Revenues 2008	
Alberta Learning – government grants	174429.00
Tuition Fees	71306.00
Donations	28541.00
Fund raising and Sundry	12192.00
TOTAL	286468.00

Expenses 2009

Salaries and benefits	112849.00
Rent and Occupancy Costs	82806.00
Office, school supplies and materials	33649.00
Bad debts	11166.00
Repairs and Maintenance	5219.00
Professional Fees	5200.00
Insurance	3600.00
Interest and Bank Charges	882.00
TOTAL	255371.00

Further information can be accessed by calling our office on 403-735-3335

Accredited Private School Authorities:

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Publication and Communication

Accredited Private School Authorities:

All Private Schools

- Private schools must post their AERR for 2008/09 on their website by November 30, 2009 in a publicly accessible format and notify the Provincial Coordinator, Private Schools.

www.encountergod.org