

BETHEL CHRISTIAN ACADEMY

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CALGARY ALBERTA
T2E 6P7

3 YEAR EDUCATION PLAN
2009-2012

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Accountability Statement

The **(Bethel Christian Academy)** education plan for the three years commencing September 1, **(2009-2010)** 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.

Foundation Statements

• ***Mission***

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

• ***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.

Jurisdiction Profile (optional)

BETHEL CHRISTIAN ACADEMY

General information

Bethel Christian Academy is registered and approved by the Department of Education in Alberta for ECS and Grades 1-12.

Funding is provided in part by government grants and tuition fees paid on behalf of students and fundraising activities.

BCA employs certified teachers. 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."

2009 May Accountability and Pillar Overall Summary

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	0	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)	Issue	PAT: Acceptable	80.0	60.9	63.1	75.8	75.9	76.7	Intermediate	Maintained	Acceptable
			PAT: Excellence	10.0	0.0	3.3	19.6	19.4	19.3	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	n/a	85.0	85.4	85.2	*	*	*
			Diploma: Excellence	*	*	n/a	22.3	23.3	23.1	*	*	*
			Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	53.0	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), Social Studies (Grades 6, 9), Science (Grades 6 only), 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 enrolled in 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 (*).
- 5) The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

Goal One: High Quality Learning Opportunities for All
Outcome: Schools provide a safe and caring environment.

Measure History
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.
<p>Bethel Church and School continually endeavor to create a setting where the emphasis is on building Christian character and high morals and values. We have a zero tolerance for bullying, thus creating a caring and safe environment for students to learn in.</p> <p>A system of merits and demerits is used at BCA which deals immediately with any issues that might arise.</p> <p>Our Plan to Protect POLICY is in place</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>



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

Please Note

TARGETS

- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

STRATEGIES

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

Strategies

- Employ highly qualified teachers.
- Continue use of individualized materials and mastery learning approach.
- Bring in expertise in, technology, career, health and physical education.
- Students have daily access to computers, and computer courses

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	0.00	0.0	Low	Maintained	Issue			
<p>Strategies (see note)</p> <p>TO ENSURE A PLACE OF STUDIES WHERE STUDENTS, PARENTS AND TEACHERS ENJOY COMING</p> <p>PROVIDE COUNSELLING FOR STUDENTS</p> <p>PROVIDE TESTING FOR STUDENTS TO IDENTIFY AREAS OF NEED AND STUDENT INTEREST</p> <p>CONTINUE TO IMPROVE OPEN COMMUNICATION BETWEEN STAFF, PARENTS AND STUDENTS.</p> <p>Note changes in student's attitude and behaviours and the reasons behind the changes, then set appropriate plan in action.</p>								

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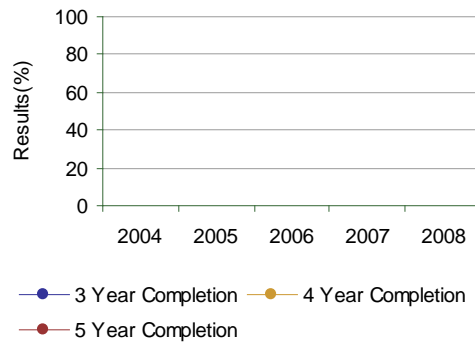
Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	*	n/a	*	*	*			
Strategies (see note)								

Measure History (OPTIONAL)

High school completion rate of students within three years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	3	*	1	*	4	*	1	*
4 Year Completion	n/a	n/a	n/a	n/a	3	*	1	*	4	*
5 Year Completion	1	*	n/a	n/a	n/a	n/a	3	*	1	*



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

Goal Two: Excellence in Student Learning Outcomes
Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	80.0	63.1	Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	10.0	3.3	Very Low	Maintained	Concern	30	40	50
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	*	n/a	*	*	*			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	*	n/a	*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	n/a	*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	n/a	*	n/a	n/a			
<p>Strategies (see note)</p> <p>Administer Diagnostic placement testing for new students.</p> <ul style="list-style-type: none"> • Conduct quarterly joint student/teacher conference. • Conduct quarterly parent/teacher conferences (after report cards go out) to discuss results • Enrichment classes and group work to encourage interest and learning. • Do practice Achievement Tests through out the year to prepare and familiarize the student with the content and style of tests. • Tutors made available 								

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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), Social Studies (Grades 6, 9), Science (Grades 6 only), 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 enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.



Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation (OPTIONAL)

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Low	n/a	n/a	8	75.0	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	8	25.0	n/a	n/a
Mathematics 3	Acceptable Standard	Low	n/a	n/a	8	75.0	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a
English Language Arts 6	Acceptable Standard	*	*	*	1	*	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	*	*	*	1	*	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a
Science 6	Acceptable Standard	*	*	*	1	*	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a
Social Studies 6	Acceptable Standard	*	*	*	1	*	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

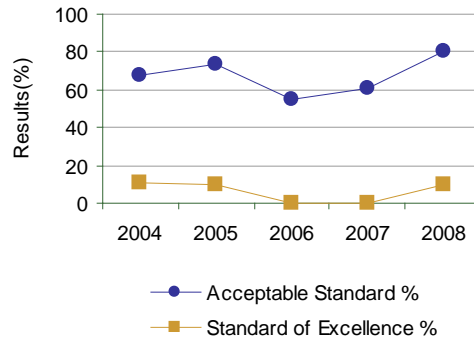
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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.

Measure History (OPTIONAL)

Provincial Achievement Tests Results based on Students Enrolled. (OPTIONAL)

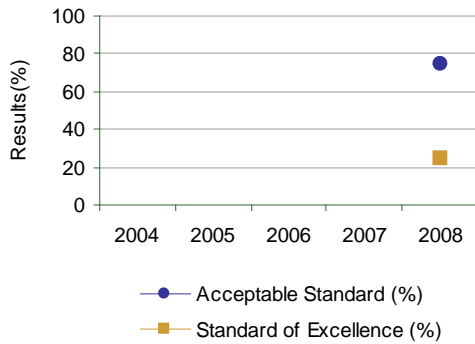
	2004	2005	2006	2007	2008
N	15	10	6	9	9
Acceptable Standard %	68.1	73.3	55.0	60.9	80.0
Standard of Excellence %	10.6	10.0	0.0	0.0	10.0



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). 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), Social Studies (Grades 6, 9), Science (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

Provincial Achievement Tests Course Results Based on Students Enrolled (OPTIONAL)

English Language Arts 3



Mathematics 3



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)

English Language Arts 6

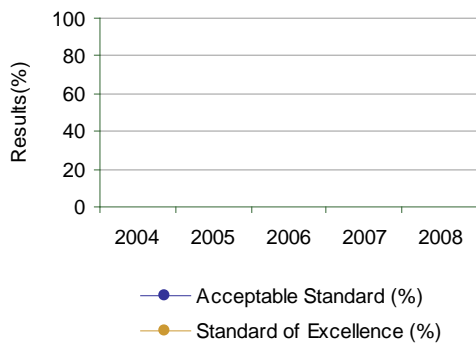


Mathematics 6

[No Data for Français 6]



Science 6



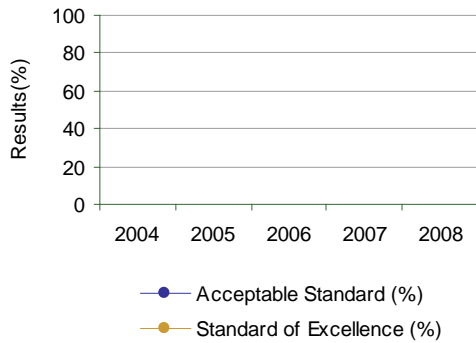
Social Studies 6



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)

English Language Arts 9



Mathematics 9

[No Data for Français 9]



Science 9



Social Studies 9



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled (OPTIONAL)

			2004	2005	2006	2007	2008
Grade 3	English Language Arts 3	Students Enrolled	5	2	n/a	6	8
		Acceptable Standard (%)	*	*	n/a	*	75.0
		Standard of Excellence (%)	*	*	n/a	*	25.0
	Mathematics 3	Students Enrolled	5	2	n/a	6	8
		Acceptable Standard (%)	*	*	n/a	*	75.0
		Standard of Excellence (%)	*	*	n/a	*	0.0
Grade 6	English Language Arts 6	Students Enrolled	7	2	2	2	1
		Acceptable Standard (%)	*	*	*	*	*
		Standard of Excellence (%)	*	*	*	*	*
	French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 6	Students Enrolled	7	2	2	2	1
		Acceptable Standard (%)	*	*	*	*	*
		Standard of Excellence (%)	*	*	*	*	*
	Science 6	Students Enrolled	7	2	2	2	1
		Acceptable Standard (%)	*	*	*	*	*
		Standard of Excellence (%)	*	*	*	*	*
	Social Studies 6	Students Enrolled	7	2	2	2	1
		Acceptable Standard (%)	*	*	*	*	*
		Standard of Excellence (%)	*	*	*	*	*
Grade 9	English Language Arts 9	Students Enrolled	3	6	4	1	n/a
		Acceptable Standard (%)	*	*	*	*	n/a
		Standard of Excellence (%)	*	*	*	*	n/a
	French Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 9	Students Enrolled	3	6	4	1	n/a
		Acceptable Standard (%)	*	*	*	*	n/a
		Standard of Excellence (%)	*	*	*	*	n/a
	Science 9	Students Enrolled	3	6	4	1	n/a
		Acceptable Standard (%)	*	*	*	*	n/a
		Standard of Excellence (%)	*	*	*	*	n/a
	Social Studies 9	Students Enrolled	3	6	4	1	n/a
		Acceptable Standard (%)	*	*	*	*	n/a
		Standard of Excellence (%)	*	*	*	*	n/a

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
 Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

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

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Lang Arts 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	*	*	*	3	*	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 30	Acceptable Standard	*	*	*	3	*	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a
Social Studies 33	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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.

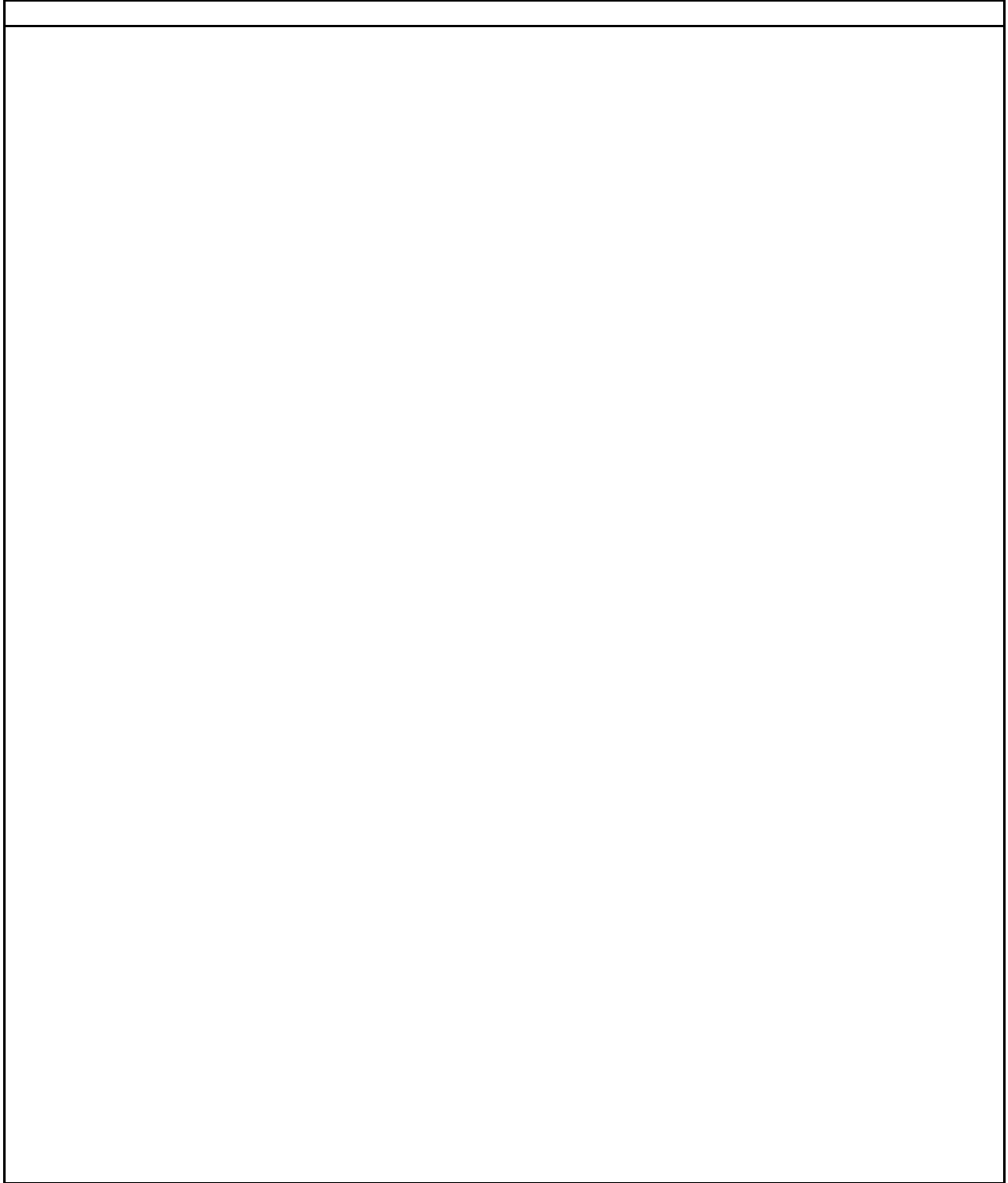
Measure History (OPTIONAL)

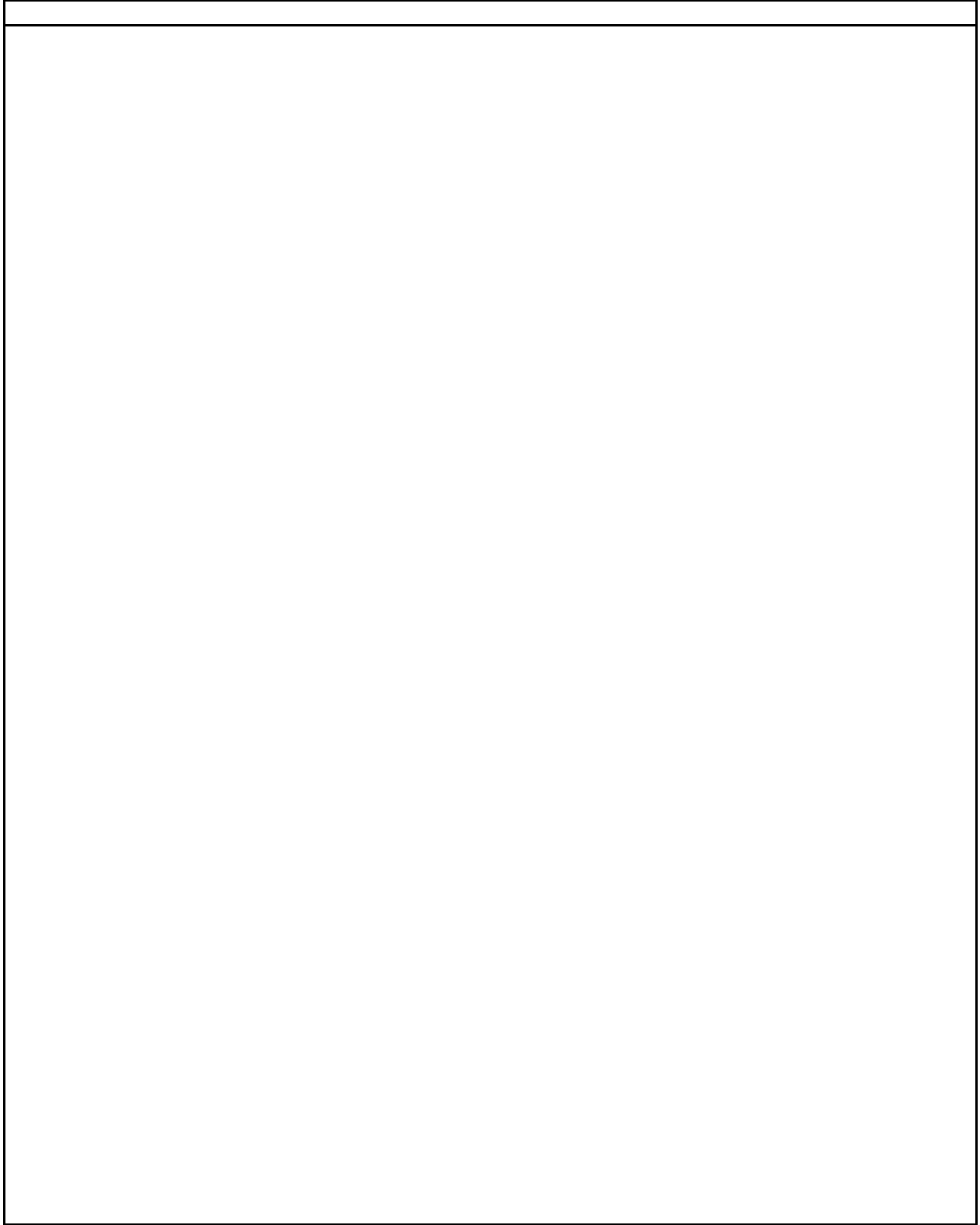
Diploma Exam Results By Students Writing (OPTIONAL)

	2004	2005	2006	2007	2008
N	n/a	2	1	4	4
Acceptable Standard %	n/a	*	*	*	*
Standard of Excellence %	n/a	*	*	*	*



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





Diploma Exam Results Course By Course Summary By Students Writing (cont'd) (OPTIONAL)

		2004	2005	2006	2007	2008
English Lang Arts 30-1	Students Writing	n/a	2	n/a	n/a	n/a
	Acceptable Standard %	n/a	*	n/a	n/a	n/a
	Standard of Excellence %	n/a	*	n/a	n/a	n/a
English Lang Arts 30-2	Students Writing	n/a	n/a	n/a	1	n/a
	Acceptable Standard %	n/a	n/a	n/a	*	n/a
	Standard of Excellence %	n/a	n/a	n/a	*	n/a
French Lang Arts 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Français 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	n/a	1	1	n/a	3
	Acceptable Standard %	n/a	*	*	n/a	*
	Standard of Excellence %	n/a	*	*	n/a	*
Applied Mathematics 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Social Studies 30	Students Writing	n/a	1	n/a	1	3
	Acceptable Standard %	n/a	*	n/a	*	*
	Standard of Excellence %	n/a	*	n/a	*	*
Social Studies 33	Students Writing	n/a	n/a	n/a	1	n/a
	Acceptable Standard %	n/a	n/a	n/a	*	n/a
	Standard of Excellence %	n/a	n/a	n/a	*	n/a
Biology 30	Students Writing	n/a	n/a	n/a	3	n/a
	Acceptable Standard %	n/a	n/a	n/a	*	n/a
	Standard of Excellence %	n/a	n/a	n/a	*	n/a
Chemistry 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Physics 30	Students Writing	n/a	1	n/a	n/a	n/a
	Acceptable Standard %	n/a	*	n/a	n/a	n/a
	Standard of Excellence %	n/a	*	n/a	n/a	n/a
Science 30	Students Writing	n/a	1	n/a	n/a	n/a
	Acceptable Standard %	n/a	*	n/a	n/a	n/a
	Standard of Excellence %	n/a	*	n/a	n/a	n/a

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

Measure History (OPTIONAL)

Diploma Exam Participation Rate

	2004	2005	2006	2007	2008
N	n/a	3	1	4	1
% Writing 0 Exams	n/a	*	*	*	*
% Writing 1+ Exams	n/a	*	*	*	*
% Writing 2+ Exams	n/a	*	*	*	*
% Writing 3+ Exams	n/a	*	*	*	*
% Writing 4+ Exams	n/a	*	*	*	*
% Writing 5+ Exams	n/a	*	*	*	*
% Writing 6+ Exams	n/a	*	*	*	*

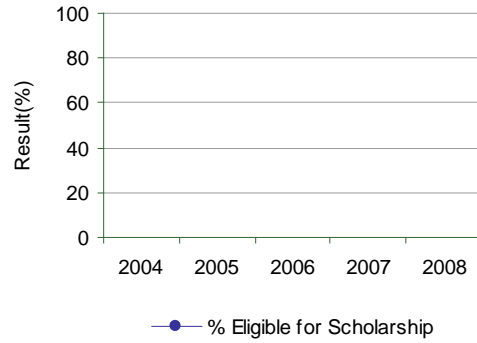
	2004	2005	2006	2007	2008
N	n/a	3	1	4	1
English 30/30-1	n/a	*	*	*	*
English 33/30-2	n/a	*	*	*	*
Total of 1 or more English Diploma Exams	n/a	*	*	*	*
Social 30	n/a	*	*	*	*
Social 33	n/a	*	*	*	*
Total of 1 or more Social Diploma Exams	n/a	*	*	*	*
Math 30/Pure	n/a	*	*	*	*
Math 33/Applied	n/a	*	*	*	*
Total of 1 or more Math Diploma Exams	n/a	*	*	*	*
Biology 30	n/a	*	*	*	*
Chemistry 30	n/a	*	*	*	*
Physics 30	n/a	*	*	*	*
Science 30	n/a	*	*	*	*
Total of 1 or more Science Diploma Exams	n/a	*	*	*	*
Français 30	n/a	*	*	*	*
French Language Arts 30	n/a	*	*	*	*
Total of 1 or more French Diploma Exams	n/a	*	*	*	*

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.

Measure History (OPTIONAL)

Rutherford Scholarship Eligibility Rate

	2004	2005	2006	2007	2008
Total Gr 12 Students	n/a	2	1	n/a	5
Percent Eligible for Scholarship	n/a	*	*	n/a	*



Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2004	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2005	2	*	*	*	*	*	*	*	*
2006	1	*	*	*	*	*	*	*	*
2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	5	*	*	*	*	*	*	*	*

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

Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	n/a	*	*	*			

Strategies (see note)

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Outcome: Students are well prepared for employment.

[No Data for Work Preparation]

Measure History (OPTIONAL)

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Development of Christian Character traits, and the daily goal setting in the program help students learn life long skills that make them successful at work when they finish school

Personality and Interest testing with DeVry Counsellors

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

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Outcome: Students model the characteristics of active citizenship.

[No Data for Citizenship]

Measure History (OPTIONAL)
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
<p data-bbox="326 464 997 495">Continue to promote volunteering in the community and church</p> <p data-bbox="256 1083 500 1108">Note: Data values have been</p> <p data-bbox="1068 1083 1360 1108">ssion is marked with an asterisk (*).</p>

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

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures [results required to be reported in 2010] – we have no FNMI
<ul style="list-style-type: none"> High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
<p>Strategies</p> <p>Respect diversity of all cultures</p>

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
<p>Strategies</p> <p>We have no FNMI</p>

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The education system at all levels demonstrates effective working relationships.

[No Data for Parental Involvement]

Measure History (OPTIONAL)
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
Parents and senior students operate the school Bistro Parent volunteers in the learning centre Parent and students fundraise for new computers, equipment Parents involved in field trips
[
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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Outcome: The education system at all levels demonstrates leadership and continuous improvement.

[No Data for School Improvement]

Measure History (OPTIONAL)

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

- Parents give input of fresh ideas to better our school
- Teachers have opportunities to attend seminars and courses on education.
- ACE Ministries hold conferences where teachers have the opportunity to receive instruction in a multitude of topics; relationships, methods of teaching, motivation, etc.
- The school pays for any course that will better the teacher, and in turn better the school

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

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Budget Highlights

- *Key financial information about the upcoming school year, focusing on anticipated major changes or shifts in focus from the prior year to address evaluation of Accountability Pillar results.*

BETHEL CHRISTIAN ACADEMY BUDGET HIGHLIGHTS

2009-2010

INCOME

ALBERTA GOVERNMENT	167321
TUITION AND FEES	72662
FUND RAISING AND DONATIONS	36500
OTHER	6008
TOTAL REVENUES	282491

EXPENSES

RENT	92722
ADMIN AND OPERATING	60032
INSTRUCTION	129710
TOTAL EXPENDITURES	282464

- *Guiding principles used in financial planning*

To provide quality education, at the lowest cost possible

- *A web-link to the jurisdiction's Budget Report Form*
- *A complete budget available – 403-735-3335 and on our web page at www.encountergod.org*

www.encountergod.org

Highlights of Facility and Capital Plans

- *Brief description of major school renewal or construction projects and benefits for students.*

CONSTRUCTION OF NEW DESKS FOR STUDENTS

IMPROVED PLAY GROUND EQUIPMENT

- *A web-link to more detailed information.*
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Publication and Communication

- *Include web link to posted document.*
- *Indicate how the three-year plan has been/will be communicated to parents and the public.*
- *Indicate how the school board provided an opportunity for school councils to be involved in updating school three-year education plans.*