



ANNUAL EDUCATION RESULTS REPORT



RESULTS FOR THE
2023-2024 SCHOOL YEAR

The Annual Education Results Report or AERR for Bearspaw Christian School

Each year BCS engages in a 3 year planning process and reports results of that plan to our stakeholders through the Annual Education Results Report or AERR. We are pleased to share these results with you through this document.

Profile of Bearspaw Christian School

Bearspaw Christian School (BCS) has had the great privilege of partnering with families since 1998 to help students reach their full potential, academically, spiritually, and in character development. BCS families and staff work together to live out our mission and vision philosophy. We are thankful to have the opportunity to impact the lives of students and watch our graduates make a difference in the world!

The Bearspaw Christian School Society operates two independent schools in Alberta. BCS@Home offers home education in both parent directed and teacher directed programs from grades 1-12. Bearspaw Christian School (the campus school) is situated on 39 acres of land in North West Calgary and offers programs from Kindergarten to Grade 12. In total the BCS Society provides instruction to more than 2000 students and employs over 140 staff.

BCS follows Alberta Education Programs of Studies, teaches from a Christian worldview and offers Biblical instruction at each grade level. All teachers hold Teaching Certificates from Alberta Education.

Summary of BCS Results and Accomplishments in 2023-2024

Academic excellence is realized at BCS. Academic results are based on student achievement on Diploma Exams written by Grade 12 students and Provincial Achievement Tests (PAT's) written by students in Grades 6 and 9. BCS results have remained consistent with pre pandemic results while Provincial averages have been lower.

On Provincial Achievement Tests in Grades 6, **100% of BCS students achieved an Acceptable Standard and 65.3% of students reached a Standard of Excellence.** This is ahead of the provincial student average where 68.5% of students achieved an Acceptable Standard and 19.8% reached the Standard of Excellence.

On Provincial Achievement Tests in Grades 9, **95.4% of BCS students achieved an Acceptable Standard and 55.6% of students reached a Standard of Excellence.** This is ahead of the provincial student average where 62.5% of students achieved an Acceptable Standard and 15.4% reached the Standard of Excellence.

When writing their Grade 12 Diploma Exams, **94.4% of BCS students achieved an Acceptable Standard and an amazing 35.9% of students achieved a Standard of Excellence.** This exceeds the average for Diploma Exams in the rest of the Province where 81.5% of students received the Acceptable Standard and 22.6% of students received the Standard of Excellence. Our Senior High students are well prepared for postsecondary education. Students consistently report back that they are much better prepared for the rigours of University Education than the majority of their university cohorts.

The Fraser Report is an external tool that provides an indication of student success by assessing and then comparing schools across Alberta in their Fraser Report School Ranking List. The report compares 729 Elementary Schools and 292 Senior High Schools across Alberta.

The Fraser Institute's most recent report for Elementary was released on September 4, 2024. BCS (grade 6 results) is ranked 17/729 placing BCS in the 98th percentile of all Elementary Schools in Alberta.

The Fraser Institute's most recent report for Senior High was released on October 8, 2024. BCS (Grade 12 Diploma Results) is ranked 15/292, placing BCS in the 95th percentile of all Senior High Schools in Alberta.

BCS@Home. On the BCS@Home side of our organization we continue to see growth in student numbers, increasing by 359 students in the last 2 years. With the growth in student numbers BCS@Home has needed to achieve a degree of independence from the campus school and we celebrated the accomplishments of students with the first BCS@home graduations in 2023 and 2024. Growth in the staff and leadership teams in BCS@Home has also supported the increase in student numbers.

In BCS@Home we encourage full participation in Provincial Achievement Tests for our students when it is not uncommon for homeschooling parents and boards to opt out of the writing of these exams. When examining data from the Fraser Report it is helpful to make a comparison of our results and rankings with other homeschooling boards in the Province. BCS@Home results place us 50% higher in the rankings than other homeschooling specific schools in the province. BCS@Home is ranked 245/729 for Elementary Schools in Alberta and 136/292 for Senior High Schools.

For more information go to Fraser Institute's Report Card on Schools at www.compareschoolrankings.org.

BCS Desired Outcomes for the 2023-2024 School Year

In the 2023-2024 School Year, BCS worked to achieve the following outcomes in our school community. For detailed information on the specific actions used by BCS to achieve the outcomes listed below please refer to 2023-2026 BCS Education Plan [HERE](#).

BCS Outcome 1 Elementary - Effective implementation of the new Alberta Education curriculum in order to provide opportunities for students' personal academic excellence

Provincial Assurance Domain - Student Growth and Achievement

Context - Our desire is to help our students achieve academic excellence as we implement the new Alberta Education curriculum. "Alberta Education's Four Key Learning Themes" are literacy, numeracy, citizenship, and practical skills. Our elementary team will be focusing on:

1. **Literacy** - to help lay a foundation for our students whereby they can build mastery in reading and writing.
2. **Numeracy** - as we support our students in building math skills and becoming fluent and confident when working with numbers.

Source: <https://www.alberta.ca/curriculum-key-themes.aspx>

BCS Outcome 2 Middle School - To intentionally develop the culture and hallmarks of the new BCS Middle School

Provincial Assurance Domain - Teaching and Leading

Context - This is our first school year after restructuring the divisions within the school, so this has been our first year of having a Middle School (grades 5-9) at BCS. With this restructuring and the upcoming facility expansion, it is an excellent opportunity for us to intentionally develop the culture and hallmarks of our new Middle School model. In the AMLE article “Food for Thought: Four Essential Attributes”, it states that the four essential attributes that an amazing middle grades program needs to include are:

1. **Responsive** - understand who our students are and where they are at developmentally
2. **Challenging** - belief that every student can learn and be held to high expectations
3. **Equitable** - advocating for every student’s right to learn with relevant learning opportunities
4. **Empowering** - provide all students the knowledge and skills they need to confidently take on life’s challenges

(Source: <https://www.amle.org/food-for-thought-four-essential-attributes>)

As we develop the Middle School at BCS, the goal will be to incorporate these attributes in our planning and programming. To meet this goal, we will be guided by **three foundational principles**:

1. Consider all aspects of the learner (spiritual, emotional, social, physical)
2. Active and experiential learning experiences (ie: projects, simulations, hands-on, authentic problem solving, etc.)
3. Collaborative learning (shared decision making, group work, respectful and caring)

(Source: <https://files.eric.ed.gov/fulltext/EJ1087684.pdf>)

BCS Outcome 3 High School - Students and Faculty will actively examine the impacts of artificial intelligence and will seek out specific ways to enhance academic integrity while more deeply understanding the influence of technology for learning and for community building.

Provincial Assurance Domain - Student Growth and Achievement

Context - Successful students will be focused on all aspects of their learning as they pursue career, post secondary and future opportunities. Essential within this focus is a recognition of the influence of technology on research, assignment completion and project design. Artificial intelligence is currently growing at an unprecedented rate and will continue to do so as we strive to coordinate school based activities and standards. Our campus of teaching professionals and students are committed to examine and explore the impacts of AI on academic integrity. At the core of this process will be a need for consistent and clear instructional planning and design combined with healthy boundaries as the investigative process unfolds throughout the year.

BCS Outcome 4 - To equip all students and teaching staff with the necessary knowledge, resources, and support to enhance mental health and well-being.

Provincial Assurance Domain - Learning Supports

Context - A goal at BCS is to promote students' mental health and well-being through a three-tiered support system in conjunction with the Alberta Mental Health Grant. The first tier includes universal support, prioritizing educating and engaging the entire student body in mental health awareness, eliminating stigma, and creating welcoming, caring, and respectful learning environments. The second tier includes targeted support, providing professional in-school support, intervention strategies, and safe spaces for students during times of crisis. The third tier

includes specialized individualized support, ensuring that all school staff have the knowledge and understanding needed to respond effectively to students' mental health needs, creating a safe and caring environment across the school setting. By embracing diversity and fostering positive self-perception, we recognize the crucial role of mental health in learning, social-emotional development, and overall well-being. Our efforts will empower students to adapt, thrive, excel academically, and cultivate healthier relationships.

BCS Outcome 5 - Students will acquire foundational knowledge about First Nations, Métis and Inuit people and look for meaningful ways to engage through creative expression and relationships.

Provincial Assurance Domain - Teaching and Leading

Context - Knowledge is fundamental and building awareness that cultivates value and respect for all people is foundational for holistic learning. History and culture are important factors in students' lives and will directly influence their views, values, hopes, and aspirations. Indigenous people have helped shape our land into the country we know today and we believe having a broader foundational knowledge about FNMI [First Nations, Métis, and Inuit] people will support student development and build stronger communities. Essential to this outcome is a willingness to provide more opportunities for students to expand their understanding through diverse experiences that enhance their appreciation of the amazing and wonderful cultural diversity Canada has to offer all citizens.

BCS Outcome 6 - To develop diverse programming in BCS@Home that supports students and families through educational choices that promote engagement in learning and missional opportunities.

Provincial Assurance Domain - Local and Societal Context

Context -BCS@Home is an approved independent school in Alberta. BCS@Home offers home education to families in a parent-directed program, distance education, and shared responsibility in teacher-directed programs that are online, print-based and blended. We have demonstrated throughout the 2022-2023 school year that shared responsibility and blended learning is an increasingly important and desirable program for families seeking to meet the unique learning needs of their students. Likewise, for those students transitioning from home education to distance education. We recognize that families are seeking unique learning models that will balance the benefits of home-based learning with the benefits of teacher-directed and face-to-face/blended learning instruction. In this regard, we are evaluating local and societal needs and seeking to respond with flexibility and creativity. Our response is to expand our shared responsibility and blended learning model that allows students to combine face-to-face learning in conjunction with distance education and home-based learning, as well as investigate additional programming to meet the needs of our families.

BCS Results of Our Desired Outcomes

Each year BCS is required to report progress on our school outcomes to stakeholders and Alberta Education. The following section provides information about our progress and efforts to achieve those outcomes.

Results for Outcome 1 - Elementary (Kindergarten to Grade 4) Effective implementation of the new Alberta Education curriculum in order to provide opportunities for students' personal academic excellence

In 2023-2024 our Elementary Team worked to further deepen our understanding of the Science of Reading as we continued to develop our use of UFLI to support the literacy curriculum. UFLI is a reading

program based on the Science of Reading created by the University of Florida Literacy Institute. We also began to explore a new math program that would enable us to present the math curriculum more effectively and in a richer way.

Measures

- Consistent grade-alike collaboration allowed teachers to grow in their skill and practice of delivering the literacy and math curriculum
- Implementation of a support program for at-risk students in Grades 3 and 4 using strong practices that support the Science of Reading gave struggling students confidence and skills in Literacy.
- We continued to use a shared Google drive for literacy and math resources and teachers have found much value in being able to access and share their resources. We are also working to build a common language around math and literacy to create more consistency as we support our students in their learning.
- Professional development and discussion about assessment and how it can help shape our instruction was begun. We just scratched the surface on this important topic and hope to continue to dive into assessment philosophy, methods and practices.
- We used the mandated assessments as well as other standard assessment measures to help identify at risk students, to really dig into where there are learning gaps and to strategize ways to close the gap for our students where needed.

Highlights:

- Continued development of our use of UFLI in Grades Kindergarten-Grade 2 as well as using Morphology to guide our reading and spelling programs in Grades 3-4
- Literacy and math PD through the Calgary Regional Consortium allowed our teachers to explore some new ideas and strategies.
- Math support was provided to at risk Grade 3 and 4 students through the addition of a part-time teacher dedicated to math support.
- Teachers explored a new math program from Mathology, Research was invested and staff investigated the findings. The program has engaging lessons with support ideas for struggling students as well as enrichment ideas for those who need to go further with the concepts. All of this results in a decision to pilot Mathology in Kindergarten and Grade 1 for the 2024-2025 school year.

Results for BCS Outcome 2 Middle School (Grades 5-9) - To intentionally develop the culture and hallmarks of the new BCS Middle School

2023-2024 was our second year since restructuring from a “Junior High School” (grades 7-9) to a “Middle School” (Grades 5-9). In developing this new Middle School model, the Middle School team has been focusing on the goal “to intentionally develop the culture and hallmarks of the new BCS Middle School”. To meet this goal, we have been guided by **three foundational principles** of what our Middle School should include:

1. Consider all aspects of the learner (spiritual, emotional, social, and physical)
 2. Active and experiential learning experiences (ie: projects, simulations, hands-on, authentic problem solving, etc.)
 3. Collaborative learning (shared decision making, group work, respectful and caring environment)
- (Source: <https://files.eric.ed.gov/fulltext/EJ1087684.pdf>)

To develop the culture and hallmarks of the BCS Middle School, teachers worked together in grade-level teams to develop a cohesive plan for each grade that includes a theme, a signature experience, and a service project. This year, each grade-level team implemented the ideas that were developed in the 2022-2023 school year, which include:

	Theme	Signature Experience	Service Project
Grade 5	Choosing the Right Path - <i>Psalms 25:4</i>	Corn Maze and Orienteering	School clean-up
Grade 6	Risk Taking - <i>Proverbs 3:5-6</i>	Overnight campout	Caring for seniors
Grade 7	My Role and Responsibility - <i>Titus 2:7-8</i>	Flying Squirrel	Making sandwiches
Grade 8	Be Compassionate Servants (BCS) - <i>Colossians 3:12</i>	Camp Evergreen	School supply packets for an elementary school
Grade 9	Serving Others - <i>Matthew 25:40</i>	Zoovivor	Operation Christmas Child

One of the parameters we are using to measure progress on this goal are the Alberta Education Assurance Measure (AEAM) results for Grade 5-9 parents and students, with a target of 80% or higher in the top 2 boxes that “agree” or “strongly agree” with the statement. Below are excerpts from the spring 2024 AEAM surveys which speak towards building the Middle School culture:

AEAM Results (Spring 2024)	Gr 4-6 Parents	Gr 7-9 Parents	Grade 4-6 Students	Gr 7-9 Students
Welcoming, caring, respectful and safe learning environments	96.1%	97.1%	79.8%	85.9%
Your child is safe at school / I feel safe at school	98%	100%	88%	96%
Teachers care about your child / My teachers care about me	97%	98%	90%	83%
Students at your child’s school care about each other / Other students treat me well	94%	98%	75%	90%
I am proud of my school	NA	NA	85%	90%

In developing the new Middle School culture, another area of focus is revising the Middle School report card to align with the type of culture we are hoping to build. This year a “Report Card Committee” met together to work on what these changes should be. The committee reviewed report cards from other public and independent schools, with the goal of deciding what key character attributes should be reported on, and what the grading scale should be. After much discussion, the committee decided to report on 3 “Character and Conduct Behaviours”:

- **Respect:** Models citizenship by respecting self, others, and surroundings.
- **Organization:** Demonstrates readiness for learning by coming to class prepared, managing course materials responsibly, using time wisely, and submitting assigned work on time.
- **Engagement:** Shows initiative for learning by being attentive, actively participating, and advocating for their own learning.

The scale that we will be using to report on these 3 character and conduct behaviours is a 3-point scale:

- 3: Consistently demonstrates behaviours
- 2: Often demonstrates behaviours
- 1: Inconsistently demonstrates behaviours

As we look forward to next year, another big change will be moving grade 9 to Senior High School, so Middle School will be comprised of grades 5-8, and Senior High will be grades 9-12. With this change, we will reposition teacher assignments to only be teaching in either Elementary, Middle school, or Senior High. This will allow each division to creatively develop their schedule without having to be dependent on the schedules of other divisions.

Results for BCS Outcome 3 Senior School - Students and Faculty will actively examine the impacts of artificial intelligence and will seek out specific ways to enhance academic integrity while more deeply understanding the influence of technology and learning.

Reflecting on the High School experience at BCS for the 2023 - 2024 school year shows a community of educators grounded in research, professional learning and discovery in the area of artificial intelligence and future impacts for education.

Our desire and strategy at the beginning of the year was to identify the essential elements of artificial intelligence that would get our team started. We did this by engaging a local resource in the form of an artificial intelligence officer from one of Alberta's large banks. This critical piece allowed us to fully examine how best to support teachers who want to know what is happening in the marketplace, how can classroom learning be further activated to prepare students for future opportunities and how can we possibly keep up with the pace of AI as a form of technology. We planned on six learning sessions connected to professional development for staff and aligned our content for these sessions with the course that was also being designed for the Southern Alberta Institute of Technology by the very same AI Officer that offered to help our school community. Needless to say, the resources were current, helpful and created interest amongst staff. We did cut our sessions down to four but we finished the year with a strong sense of AI's capabilities in learning environments and our High School Staff were able to implement several test lessons and unit plans that incorporated the various elements of AI that we tested. From Biology classes to crafting Shakespeare questions for English we tested the accuracy, creativity and insightfulness of AI.

As we continue to process where AI can take learning and student engagement we are pursuing a plan to further develop staff experiences with AI in the classroom. As the year wound down we set in motion a more robust review process and made adjustments to exam writing protocols. We noticed the need to move back to paper and pencil writing in some instances and in order to eliminate various forms of academic fraud. Along with the shortened assignments came the recognition that teachers needed to revisit learning outcomes with renewed focus and a more precise targeting design for learning. Put simply, we cleaned up some of our student product work, incorporated verbal and discussion based assessment on shorter assignments and increased student feedback for learning. We are positive that looking ahead we will continue to evolve our approach and inclusion of AI and continue to test out models and concepts to better serve the mission of BCS; academic excellence for our students.

Our results indicate:

- 94% of parents/students/teachers believe we have a high quality of education at BCS
- 87% of parents/students/teachers believe we have a high degree of student engagement
- 93% of parents/students/teachers believe we have a welcoming, caring and respectful school

Results for BCS Outcome 4 - To equip all students and teaching staff with the necessary knowledge, resources, and support to enhance mental health and well-being.

Throughout the 2023-2024 school year, all students at BCS had access to a continuum of support throughout the school year.

BCS strengthened early identification processes, with teachers using discussions, partnerships with families and students, and assessments to identify students at risk. The Resource/Support Services Team and the Discipleship Team provided additional emotional and spiritual support, enhancing the overall mental health framework. The Mental Health Grant, in its second year, continued to provide essential

resources and was closely monitored to ensure its effectiveness, furthering BCS' commitment to student well-being.

Students were provided support through the BCS counsellor's office. The counsellor was fully utilised and provided a broad range of support to students. Students were able to access the support through a variety of creative means. One of these that proved to be very successful was a text number that students could use to reach out if they needed support. This number was shared with students who it was determined needed specialized support.

To provide more direct support, in addition to the counsellor's office, several staff were trained across the school to recognize signs where students may be struggling with mental health and then given tools to provide direct support. This Go to Mental Health training was facilitated by the Mental Health Literacy Organization.

BCS continued to equip students to support their peers by sending twenty Grade 9 students to the Community Helpers Program, a mental health equipping initiative developed by Alberta Health Services and delivered by the Canadian Mental Health Association. In this program, students learned helpful tools and practices to establish a safe and caring environment at school for themselves and others who may experience mental health challenges.

BCS@Home made significant strides in supporting mental health and well-being for students and staff. All teachers participated in professional development centred on Blended Learning and Universal Design for Learning (UDL), incorporating Tier One universal supports like trauma-informed practices and social-emotional learning into daily teaching. Weekly mental health strategies and thematic challenges were integrated into courses, promoting resilience, emotional regulation, and a positive learning environment.

Through the Mental Health Grant, BCS@Home implemented a three-tiered support system. Tier One provided whole-school mental health strategies benefiting the majority of students, Tier Two focused on teaching mental health skills, and Tier Three offered specialized interventions for those needing more intensive support. Psychologist Dr. Jeff Bechtold supported several families with Tier Three interventions and worked with teachers to integrate tools and resources for students.

Access to Support and Services

Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school								
	Bears paw Christian School				Alberta			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	91.3	90.4	93.1	90.4	82.6	81.6	80.6	79.9
Parent	92.6	95.5	97.6	91.3	78.9	77.4	75.7	75.4
Student	83.6	83.5	85.7	82.6	80.2	80.1	79.9	78.7
Teacher	97.7	92.3	96.1	82.6	88.7	87.3	86.2	78.7

The overall Rating of access to supports and services at BCS Is Higher at 90.4% than the provincial average of 79.9% overall. A breakdown of some of the details that make up the overall rating are included in the bullets below:

Elementary

- Percentage of **parents** who either strongly agree or agree that:
 - There are appropriate services available to help with learning (95%)
 - Teachers are available to help when needed (94%)

- Support is available to help your child be successful in their learning (91%)
- Percentage of **students** who either strongly agree or agree that:
 - When you need it, are teachers at your school available to help you? (89%)

Middle School

- Percentage of **parents** who either strongly agree or agree that:
 - There are appropriate services available to help with learning (95%)
 - Teachers are available to help when needed (98%)
 - Support is available to help your child be successful in their learning (95%)
- Percentage of **students** who either strongly agree or agree that:
 - When you need it, are teachers at your school available to help you? (85%)

Senior High

- Percentage of **parents** who either strongly agree or agree that:
 - There are appropriate services available to help with learning (95%)
 - Teachers are available to help when needed (97%)
 - Support is available to help your child be successful in their learning 89%)
- Percentage of **students** who either strongly agree or agree that:
 - When you need it, are teachers at your school available to help you? (92%)

Results for BCS Outcome 5 - Students will acquire foundational knowledge about First Nations, Métis and Inuit people and look for meaningful ways to engage through creative expression and relationships.

At BCS, we have been working on continuing to grow our collection of FNMI resources and network of people that could come share their story to our students. Teachers have been incorporating literature, online resources, and a variety of activities to help students better develop a knowledge and understanding of, and respect for the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Metis, and Inuit.

In Elementary, some examples of this include:

- In grade 1, students went on a field trip to Ford Calgary where they learned about different types of housing used by First Nations, and participated in a variety of First Nations games. In class, they also explored the life of different people from First Nations and Metis backgrounds, and compared and contrasted those experiences to the students' own experiences.
- In grade 4, students researched and learned about Indigenous groups that lived in the land that the school is in and in the province of Alberta. In this learning activity, students learned about the natural resources the indigenous people depended on, and students also practiced writing their own land acknowledgement. Grade 4 also read a variety of articles and books from indigenous authors, with the goal of better understanding indigenous culture and perspectives.
- The entire elementary school observed Orange Shirt Day, where different grades listened to age-appropriate books from indigenous authors, and created a mural with a feather craft where students reflected on Truth and Reconciliation, and the resiliency indigenous people showed despite the struggles they faced.

In Middle School. Some examples of helping students develop a knowledge, understanding, and respect for indigenous cultures and perspectives include:

- In grade 5, indigenous ways of learning and knowing were incorporated through group discussions and a drama circle. Students also studied different First Nations in Canada, and created games and presentations to demonstrate their knowledge.
- In grade 6, students learned about the Iroquois Confederacy, and were given the opportunity to create Wampum belts with designs to tell the story and message of themselves.
- In grade 7, students studied the novel "Sees Behind Trees", and participated in a variety of activities including "dispelling myths about indigenous cultures". In Social Studies, students also did multiple research projects learning about the residential school system, treaties, and social justice.

- In grade 8, students studied an oral traditional story, “Two Old Women”, and learned about how indigenous people establish their culture and transmit values. Students also participated in a narrative storytelling unit and studied a variety of indigenous literature.

In Senior High we are actively seeking opportunities for our students to explore and experience new perspectives and share in the learning that comes from dynamic cultures that surround the Calgary area. We continued to promote FNMI activities in our area through the use of our in school BCS app and designated a calendar of events portion to monthly connections points with FNMI communities in our area. Our English teachers pursued traditional stories to include in novel, short story and poetry portions of their content delivery. Additionally, we incorporated a distinct component of Remembrance Day for Indigenous service men and women who contributed and continue to contribute to Canada’s successful armed forces. We promoted Mas Wrestling which is a traditional sport shared with FNMI communities from across Canada and reaching into Siberia where it is considered a right of passage for many young people. Our program will focus on connecting more intentionally as we seek to grow this sport in southern Alberta and we hope to make it a celebration of cultural diversity.

Results for BCS Outcome 6 - To develop diverse programming in BCS@Home that supports students and families through educational choices that promote engagement in learning and missional opportunities.

In 2023-2024, BCS@Home proudly continued to enhance and offer a variety of homeschooling options, including Traditional Home Education, Print-Based Distance Education (Grades 1-6), Online Education (Grades 7-12), Shared Responsibility (Grades 1-12), Blended Learning (Hybrid) Programs (Grades 1-9) and Enrichment Programs.

Throughout the 2023-2024 school year, BCS@Home achieved significant milestones in enriching its educational offerings and meeting the diverse needs of its families. A key highlight was the growth of the blended learning (hybrid) program, with enrolment in the south location increasing from 102 students in 2022/23 to 134 in 2023/24, and in the north location rising from 183 to 206 students during the same period. Additionally, the growth of the online teacher-directed program contributed to an overall increase in BCS@Home enrolment, which rose from a total of 792 students in 2022/23 to 979 in 2023/24, demonstrating the growing demand for flexible and tailored learning options.

BCS@Home also introduced dual credit programming for high school students through a partnership with Prairie College (PBC). An initial Outdoor Leadership course in 22/23 was so well-received that it led to the design and dual credit approval of four additional dual credit courses with Prairie, providing students with expanded opportunities for academic and personal growth. This initiative highlights BCS@Home’s commitment to offering innovative and diverse learning pathways.

The shared responsibility program also expanded, providing families with the flexibility to combine parent-directed, teacher-directed, and face-to-face/blended learning options. This wide variety of choices continues to meet the needs of families, who appreciate the ability to customise their children’s education to suit their specific needs. Word-of-mouth referrals played a significant role in growing the school’s enrolment, reflecting the strong community connections BCS@Home has fostered.

Professional development for teachers was another area of accomplishment. All BCS@Home teachers engaged in training focused on Blended Learning and Universal Design for Learning (UDL), led by Catlin Tucker. This professional development helped establish a unified approach to best practices in online learning environments and course design. Emphasis was placed on student choice, learner variability, biblical integration, and student well-being, all contributing to enhanced student achievement.

These accomplishments underscore BCS@Home’s dedication to providing high-quality, flexible educational options that meet the needs of Alberta families.

BCS@Home AEAM Results (Spring 2024)	Parents %	Students %
Students are engaged in their learning at school	98.2	70.7
Students have a welcoming, caring, respectful and safe learning environment	99.6	88.1
Students model active citizenship	98.3	79.4
Teachers care about your child / My teachers care about me	100	96
Students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	100	92.5
Students have access to supports	96.7	81.5
Parents satisfied with parental involvement in decisions about their child's education.	91.9	n/a
Parents and students satisfied with the overall quality of basic education.	97.7	91.0
In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years.	100	n/a

BCS Results on Alberta Education Assurance Measures (AEAMS)

Bearspaw Christian School is proud to report to BCS families, stakeholders and make publicly available our results on several measures that provide an indication to how we are succeeding as a school. Our Alberta Education Assurance Measure Results collected, in the Spring of 2024, through student, parent and staff surveys, indicate that BCS continued to achieve excellent results. Highlights of those results are included below.

The following information was compiled from data that was gathered on behalf of BCS by Alberta Education for parents, students and teachers from BCS in the campus school. Surveys gathered each year in the spring report data on many categories and you will see the results of those surveys represented here. The data is reflective of over 678 individual responses..

Notes:

1. *This data is obtained through parent/student/staff surveys completed in the spring of 2024.*
2. *Where possible data on this report is to include First Nations, Métis and Inuit students as well as students who receive English Language Supports. Data for these groups is not included due to very low or non-existent numbers.*

Academic Excellence is Realized at BCS

As demonstrated in the data below, students at BCS regularly exceed Provincial Standards – BCS students perform far above the provincial average on Provincial Achievement Tests and Diploma Exams. This reflects our desire for students to achieve personal academic excellence.

Overall Summary - 2023 2024 Alberta Education Assurance Measure Results



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 9927 Bears paw Christian School & College

Assurance Domain	Measure	Bears paw Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.2	87.7	88.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.2	91.4	91.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	98.5	94.1	95.4	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	95.9	100.0	98.3	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	100.0	98.0	98.0	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	65.3	63.3	63.3	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	95.4	93.5	93.5	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	55.6	49.0	49.0	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	94.4	93.3	93.3	81.5	80.3	80.3	Very High	Maintained	Excellent
	Diploma: Excellence	35.9	36.8	36.8	22.6	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	93.6	95.2	94.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.6	93.2	92.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.4	93.1	91.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.5	96.1	92.4	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Grade 12 Diploma Exam Results - Campus confirmed										
	Bears paw Christian School					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
% of students receiving an Acceptable Standard	n/a	n/a	92.7	93.3	94.4	n/a	n/a	75.2	80.3	81.5
% of students receiving the Standard of Excellence	n/a	n/a	38.5	36.8	35.9	n/a	n/a	18.2	21.2	22.6

Bears paw Christian School - Diploma Exam Results by Course* <small>Note: If a course is not listed a diploma exam was not written</small>						
Year		2020	2021	2022	2023	2024
English Lang Arts 30-1	Diploma Acceptable Standard	n/a	n/a	n/a	100.0	98.0
	Diploma Standard of Excellence	n/a	n/a	n/a	18.8	28.6
English Lang Arts 30-2	Diploma Acceptable Standard	n/a	n/a	n/a	n/a	N/A
	Diploma Standard of Excellence	n/a	n/a	n/a	n/a	N/A
Mathematics 30-1	Diploma Acceptable Standard	n/a	n/a	n/a	100.0	87.9
	Diploma Standard of Excellence	n/a	n/a	n/a	73.7	48.5
Mathematics 30-2	Diploma Acceptable Standard	n/a	n/a	93.3	90.9	88.9
	Diploma Standard of Excellence	n/a	n/a	46.7	36.4	16.7
Social Studies 30-1	Diploma Acceptable Standard	n/a	n/a	83.3	100.0	96.7
	Diploma Standard of Excellence	n/a	n/a	16.7	17.6	23.3
Social Studies 30-2	Diploma Acceptable Standard	n/a	n/a	100.0	100.0	45.0
	Diploma Standard of Excellence	n/a	n/a	57.1	41.2	97.1
Biology 30	Diploma Acceptable Standard	n/a	n/a	100.0	82.8	97.1
	Diploma Standard of Excellence	n/a	n/a	47.6	34.5	37.1
Chemistry 30	Diploma Acceptable Standard	n/a	n/a	87.5	78.3	90.0
	Diploma Standard of Excellence	n/a	n/a	31.3	34.8	46.7
Physics 30	Diploma Acceptable Standard	n/a	n/a	n/a	100.0	95.5
	Diploma Standard of Excellence	n/a	n/a	n/a	61.5	45.5
Science 30	Diploma Acceptable Standard	n/a	n/a	n/a	N/A	100
	Diploma Standard of Excellence	n/a	n/a	n/a	N/A	27.3

Overall Grade 6 and 9 Provincial Achievement Test Results										
	Bears paw Christian School					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
% of students receiving an Acceptable Standard	n/a	n/a	93.8	94.4	100	n/a	n/a	67.3	63.3	68.5
% of students receiving the Standard of Excellence	n/a	n/a	45.9	51.8	65.3	n/a	n/a	18.0	16.0	19.8

(Bears paw Christian School - Provincial Achievement Test Results (by Students Writing))

In 2024 Grade 6 PATS in Alberta were only written in Science and Social Studies due to new curriculum implementation)

Year		2020	2021	2022	2023	2024
English Language Arts 6	Acceptable Standard	n/a	n/a	100.0	97.9	N/A
	Standard of Excellence	n/a	n/a	70.3	70.2	N/A
Mathematics 6	Acceptable Standard	n/a	n/a	95.9	100.0	N/A
	Standard of Excellence	n/a	n/a	33.8	46.8	N/A
Science 6	Acceptable Standard	n/a	n/a	98.6	100.0	100
	Standard of Excellence	n/a	n/a	50.7	56.3	65.3
Social Studies 6	Acceptable Standard	n/a	n/a	98.6	100.0	100
	Standard of Excellence	n/a	n/a	52.1	64.6	65.3
English Language Arts 9	Acceptable Standard	n/a	n/a	95.2	98.0	100
	Standard of Excellence	n/a	n/a	25.4	53.1	56.3
Mathematics 9	Acceptable Standard	n/a	n/a	84.1	93.9	93.6
	Standard of Excellence	n/a	n/a	34.9	42.9	59.6
Science 9	Acceptable Standard	n/a	n/a	98.4	95.9	100
	Standard of Excellence	n/a	n/a	61.9	55.1	58.3
Social Studies 9	Acceptable Standard	n/a	n/a	96.8	93.9	97.9
	Standard of Excellence	n/a	n/a	44.4	49.0	54.2

Early Years Literacy Assessment

September 2023				June 2024		
Results	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk%
Kindergarten	44	1	2.3	44	0	0
Grade 1	48	0	0	48	0	0
Grade 2	73	1	1.4	73	0	0
Grade 3	26	1	3.8	26	1	3.8

Screening Assessments:

- LeNS
- Dibels
- CC3

Supporting Strategies:

- Targeted small group support using UFLI strategies
- Home practice
- UFLI games and activities

	Kindergarten	Grade 1	Grade 2	Grade 3
Average number of months behind grade level before intervention	6	0	6	4
Average number of months behind grade level after intervention	6	0	0	9

Early Years Numeracy Assessment						
September 2023				June 2024		
Results	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %
Kindergarten	42	8	19	42	1	2.3
Grade 1	48	5	10.4	48	4	8.3
Grade 2	73	4	5.5	73	1	21.3
Grade 3	50	9	18	50	8	16

Screening Assessments:

- LeNS
- Acadience

Supporting Strategies:

- Targeted small group support
- Use of manipulatives

	Kindergarten	Grade 1	Grade 2	Grade 3
Average number of months behind grade level before intervention	4	3	3	8
Average number of months behind grade level after intervention	3	7	4	8

High School Completion

High school completion rate of students within three and five years of entering Grade 10.											
	Bears paw Christian School (campus)				Measure Evaluation			Alberta			
	2020	2021	2022	2023	Achievement	Improvement	Overall	2020	2021	2022	2023
3 Year Completion	96.6	95.7	94.1	98.5	Very High	Maintained	Excellent	83.4	83.2	80.6	80.4
4 Year Completion	94.9	100.0	94.8	94.6	Very High	Maintained	Excellent	85.0	87.1	86.5	85.1
5 Year Completion	100.0	94.8	100.0	95.9	Very High	Maintained	Excellent	86.2	87.1	88.6	88.1

Citizenship

Percentage of Parents, Students and Teachers who agree that students model the characteristics of active citizenship											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
Overall	91.4	91.2	91.4	90.2	Very High	Maintained	Excellent	83.2	81.4	80.3	79.4
Parent	96.8	95.8	97.2	94.9	Very High	Maintained	Excellent	81.4	80.4	79.4	78.7
Student	80.0	82.3	78.9	80.2	Very High	Maintained	Excellent	74.1	72.1	71.3	69.6
Teacher	97.3	95.3	98.1	95.5	Very High	Maintained	Excellent	94.1	91.7	90.3	89.8

Student Learning Engagement

Percentage of Parents, Students and Teachers who agree that students are engaged in their learning at school								
	Bears paw Christian School				Alberta			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	89.3	89.4	87.7	87.2	85.6	85.1	84.4	83.7
Parent	97	97.6	97.9	97.7	89.0	88.7	87.3	86.7
Student	71.6	70.7	68.4	67.2	71.8	71.3	70.9	69.3
Teacher	99.2	100	96.8	96.7	96.0	95.5	95.1	95.1

Highlights of Parent Satisfaction with measures related to student engagement:

- 95.4% of parents are satisfied with the quality of education their child is receiving at school
- 92% of parents agree that their child finds school work interesting
- 99% of parents are satisfied with the quality of teaching at school

Rutherford Scholarship Eligibility

Rutherford Scholarship Eligibility Rate											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2020	2021	2022	2023	Achievement	Improvement	Overall	2020	2021	2022	2023
% Eligible for scholarship	96.7	100	100	100	Very High	Maintained	Excellent	68.0	70.2	71.9	70.7

This scholarship was named in honour of Alexander Rutherford, who had the distinction of being Alberta's first Premier and Minister of Education. He was known for his strong support of public education, particularly the University of Alberta and his active involvement in community affairs. Its purpose is to recognize and reward academic achievement of senior high school students and encourage them to pursue post-secondary studies. Students may receive up to \$2500 in recognition of their achievements throughout Senior High.

Teaching and Leading at BCS

The quality of the education offered at BCS is an important metric of value to our community and is supported by strong teachers and leaders. As a community of students, parents and staff at BCS we are very proud of the quality program that we offer to families.

Education Quality

Percentage of Parents, Students and Teachers who are satisfied with the overall quality of basic education											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
Overall	94.2	94.4	95.2	93.6	Very High	Maintained	Excellent	89.6	89.0	88.1	87.6
Parent	94.9	95.1	96.6	94.4	Very High	Maintained	Excellent	86.7	86.1	84.4	83.8
Student	88.1	89.2	89.0	89.4	Excellent	Maintained	Excellent	86.3	85.9	85.7	84.9
Teacher	99.6	98.9	100.0	97.1	High	Maintained	Good	95.7	95.0	94.4	93.9

In these outcomes, we continue to see high rates of parents, students and staff who are satisfied with the quality of education at BCS. We strive to continue to make improvements that positively impact our staff and influence student learning. **We note that BCS has an incredible community of parents that work very hard to support their children and the school overall.**

Professional Learning - Supporting Teaching and Leadership Quality

Teachers and principals at BCS are required to hold valid teacher certification through Alberta Education. BCS follows the expectations outlined in Alberta Teacher Quality Standard and the Alberta Leadership Quality Standard documents.

Beginning teachers in Alberta hold temporary certification and are eligible for permanent certification after teaching successfully for 2 years. The granting of permanent certification of beginning teachers in Alberta independent schools is granted through the Association of Independent Schools and Colleges of Alberta (AISCA). Additionally, principals in Alberta are required to hold a Leadership Certification through Alberta Education. Leaders and aspiring leaders at BCS are involved in attaining their leadership certification.

Professional growth for the faculty at BCS is supported through individual professional growth plans as well as internal and external professional development opportunities. BCS has an internal Teacher Growth, Supervision and Evaluation Procedure that outlines expectations for teachers. Please contact one of our BCS Principals if you would like more information.

Supportive Learning Environment at BCS

Welcoming, Caring and Respectful Learning Environment-combined

This is the fourth year that Alberta Education surveys have reported on the performance measure of Welcoming, Caring, Respectful and Safe Learning Environments. We are grateful that our school is known for the welcoming atmosphere that we aim for and that students feel safe at school.

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
Overall	93.1	92.3	93.2	92.6	n/a	Maintained	n/a	87.8	86.1	99.1	84.0
Parent	98.7	95.9	96.6	96.5	n/a	Maintained	n/a	88.2	86.9	85.6	85.3
Student	83.2	83.8	83.9	83.5	n/a	Maintained	n/a	79.8	77.7	76.6	75.2
Teacher	97.4	97.3	99.1	97.8	n/a	Maintained	n/a	96.3	93.6	92.0	91.6

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											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
Overall	94.7	93.8	95.3	94.6	Very High	Maintained	Excellent	90.0	88.8	87.5	87.1
Parent	98.8	96.8	97.7	97.6	Very High	Maintained	Excellent	90.5	89.5	88.1	88.0
Student	87.7	86.7	88.8	87.7	Very High	Maintained	Excellent	84.0	82.5	81.5	80.4
Teacher	97.7	97.9	99.4	98.5	Very High	Maintained	Excellent	95.4	94.3	93.0	92.9

Another metric that demonstrates the supportive learning environment that exists at BCS is the parent perception of care that is provided by our educational team for students.

- 98% of parents agree that teachers care about their child
- 92% of parents agree that students treat each other well
- 99 % of parents agree that their child is treated fairly by adults in the school.

Governance at BCS

Parental and Stakeholder Involvement

Bears paw Christian School highly values the various stakeholders in our community. Our primary stakeholders are the members of the Bears paw Christian School Society. The BCS Society is made up of parents, staff and board members who share a common vision and purpose for faith based education.

Stakeholder involvement comes through several points of engagement. A primary point of engagement is through the BCS Board of Trustees. As representatives of BCS families, they meet regularly with the BCS Leadership team, to both provide and receive input. The BCS Board of Trustees follows an annual work plan to ensure that each of the items they are responsible for are met. As well, the Board Annual Work Plan provides accountability for the Head of School and Leadership Team pertaining to all outcomes in our BCS Education Plans.

The Board of Trustees at BCS is primarily made up of parents. The Board ensures that a majority of their members are current parents to meet requirements for a parent council from the Private School Regulation. Parents, as a key stakeholder, are welcome in the school and regularly support activities, classroom learning, athletics, etc. and are integral to the opportunities and successes that students enjoy at BCS. Stakeholder groups at BCS are a key to our success.

The BCS Society receives results and information from the school through our Annual General Meeting in the fall and then through an information session in the spring, where parents are encouraged to ask questions to gain a clear understanding of how our school is operating. Input is also received through various opportunities for parents to provide feedback through internal surveys. Formal reporting of results is primarily done through the AERR, 3 Year Education Plan and through an Annual Report to the BCS Society.

Parent Satisfaction with Involvement in Decisions

Percentage of Parents satisfied with parental involvement in decisions about their child's education											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
Overall	88.0	88.7	96.1	91.5	Very High	Maintained	Excellent	79.5	78.8	79.1	79.5
Parent	84.4	86.3	94.0	90.5	Very High	Maintained	Excellent	72.2	72.3	72.5	79.5
Teacher	91.7	91.0	98.1	92.5	Very High	Maintained	Excellent	86.8	85.2	85.7	84.6

Bears paw Christian School has an active parent community. Parent involvement includes the following:

- Participation in BCS Society meetings and school-wide events
- Volunteering in classrooms, on field trips, and various grade and school-wide activities
- Supporting school-wide events and fundraising activities
- Online communication of student assessment through PowerSchool
- Supporting chapels, extra curricular activities and productions
- Providing donations of materials and time to the school
- Parent surveys
- Opportunity for interviews for families who have chosen to leave BCS
- Sharing in the development of Individual Program Plans (IPP's)
- Involvement through the Board of Directors

School Improvement-combined

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
Overall	90.4	88.9	91.2	89.6	Very High	Maintained	Excellent	81.4	74.2	75.2	75.8
Parent	98.1	91.7	93.7	91.5	Very High	Maintained	Excellent	81.7	70.0	72.5	75.2
Student	75.6	79.4	79.9	82.6	Very High	Improved	Excellent	79.1	76.3	75.0	74.0
Teacher	97.5	95.6	100	94.7	Very High	Maintained	Excellent	83.4	76.3	78.0	78.2

Preparation for Work

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
Parent	95.5	95.8	98.7	94.2	Very High	Declined	Good	77.8	77.3	75.0	74.8
Teacher	93.0	95.6	100.0	97.5	Very High	Maintained	Excellent	93.7	92.5	91.3	90.7

When students leave BCS, it's important to each of our stakeholders that students are prepared for the world of work. We are very pleased that parents feel their graduates are meeting this expectation. We note that parent perception at BCS far exceeds the provincial average.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
Parent	94.8	91.9	95.7	91.4	Very High	Maintained	Excellent	75.3	74.6	73.4	73.3
Teacher	97.4	95.5	100.0	94.8	Very High	Maintained	Excellent	88.9	87.4	87.3	94.8

One of the ultimate goals of education is to develop a community that enjoys the experience of learning and to create a love of learning that will last a lifetime. We are proud that this metric demonstrates that students will be learners for life. We are pleased with the trend of continuous improvement of parent perception in this category.

Summary of Financial Results

BEARSPAW CHRISTIAN SCHOOL

BCS Society’s Statement of Operations for the Year Ending August 31, 2024

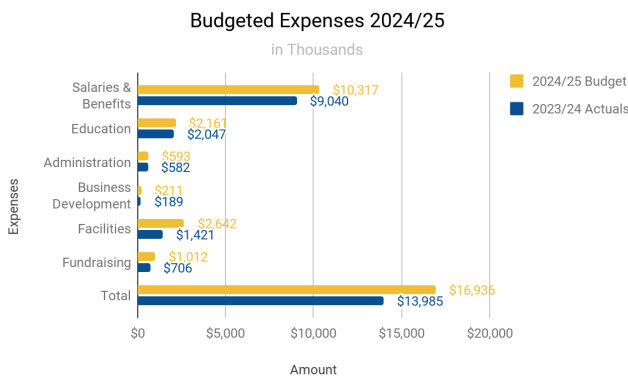
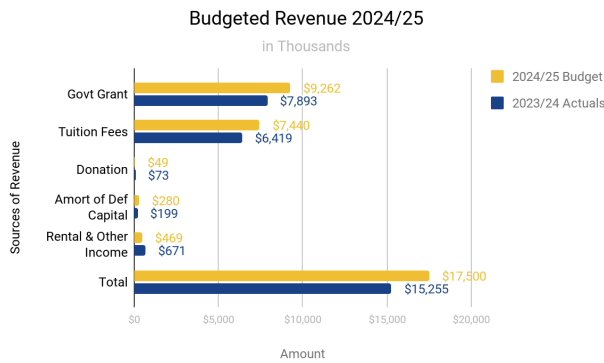
(in thousands)

	2024	2023
Total Revenues	\$15,255	\$13,617
Total Expenses	\$13,985	\$12,696
Excess of revenue over expenses	\$1,270	\$921

BCS Society’s Statement of Financial Position as of August 31, 2024

(in thousands)

	2024	2023
Total Assets	\$29,848	\$16,326
Total Liabilities	\$22,323	\$10,071
Net Assets	\$7,525	\$6,255



Increase in budgeted revenue over previous year’s actual is mainly attributed to higher student enrollment. Similarly, budgeted expenses have also increased due to increase in education salaries and higher facilities and borrowing cost on the newly completed building.

[BCS Society Audited Financial Report 2023-2024 School Year](#)

For more information on finances at BCS please contact **BCS** at info@bearspawschool.com.

Whistleblower Protection

Information Required Annually (Per Section 32 of the Act) for the School Year 2023-2024:

The number of Whistleblower Disclosures received: One

The number acted on: One

The number not acted on: Zero

The number of investigations commenced as a result of Whistleblower Disclosure(s): One

In the case of an investigation that results in a finding or wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken:

The BCS Board of Trustees received a complaint regarding a staff member at BCS through the BCS Whistleblower Policy. A decision was made by the Board and appropriate actions were put into place.

Accountability Statement for Annual Education Results Report for the 2022-2023 School Year

The Annual Education Results Report for the Bearspaw Christian School Society for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023/2024 was approved by the Board on October 24, 2024.

Original Signed

Jason DeBoer, BCS Board Chair

APPENDIX A – Assurance Measures - Achievement Evaluation



Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

School: 9927 Bears paw Christian School & College

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 three-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 five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2024

School: 9927 Bears paw Christian School & College

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 five 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



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