

Independent Baptist Christian Education Society

Annual Education Results Report (AERR) November 2023



Accountability Statement:

The Annual Education Results Report for the 2021-2022 school year for the Independent Baptist Christian Education Society was prepared under the direction of the Board following its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. On **November 23, 2023** the board approved the combined Annual Education Results Report for 2022-2023.

Board Chair, Pastor Brian Coldwell

Foundation Statements

Vision

The Independent Baptist Christian Society (IBCES) has the vision to succeed in providing affordable quality Christian programs for parents and students who desire an authentically Christian education. In the future, IBCES plans to work with Independent Baptist churches to establish several independent schools and home education programs. IBCES will work toward the goal of promoting education reforms that emphasize the paramount importance of parental and student choice within the public, separate (Catholic) and private/religious schools. IBCES will also work toward advocating that individual student instruction and transportation costs be equally and fairly funded from education taxes.

Mission

As an Independent Christian School Board, IBCES will operate accredited private Christian schools and Home Education programs offering complete instruction in ECS through 12. It is our mission to make sure that students receive an education that attends to the mental, physical, emotional, and spiritual needs of the whole person using the Bible, the Alberta Program of Studies and Christian education resource material, to form the basis of instruction. Graduating students will be awarded both a Christian School Diploma and an Alberta Provincial Grade 12 Diploma with a course transcript. Our purpose and goals are to prepare students to follow the will of God for their lives. We want to see them develop into responsible Christian citizens who contribute toward the practical and spiritual needs of society for the glory of God.

Principles

- 1) Provide Bible-based spiritual teaching.
- 2) Provide enhanced academic learning programs accredited by Alberta Education.
- 3) Provide a sound, practical teaching environment to produce responsible Christian citizens.
- 4) All teaching staff, students, and parents associated with IBCES voluntarily agree to practice Christian character and moral values, including respect and support for the traditional, biblical definition of marriage and family.
- 5) IBCES operates as a private religious institution and not as a secular, public institution.
- 6) The membership of the IBCES board includes parents and teaching staff. Parents who enroll their students in the IBCES Home Ed, Distance Learning or Day School programs agree with the IBCES By-Laws and Independent Baptist Statement of Faith.

Beliefs

IBCES provides an academic learning experience within a Biblically sound setting. The Biblical teachings shall be an extension of the Statement of Faith, beliefs, and practices of our partnering independent, fundamental Baptist Churches. This purpose shall be implemented by the school's administration through suitable protocols for both the academic and spiritual components. As stated in the IBCES By-laws and Baptist statement of faith, we believe the Lord God is the Creator of the heavens, earth and mankind and that He is the source of all truth, wisdom and knowledge. On that basis, Creation and Biblical truth, including the gospel of Jesus Christ, will be presented to our students in conjunction with academic studies within the context of a Christian worldview.

A Profile of the School Authority

The Independent Baptist Christian Education Society (IBCES) was established in 1997 as a non-profit parent organization and registered charity, operating religious institutions to provide a strong Bible-based education for school-aged children. IBCES is an Accredited Funded Private School Authority as referenced in the Alberta School Act. IBCES operates one school, Harvest Baptist Academy (HBA) located on a 15-acre campus near Spruce Grove, Alberta. HBA offers instruction for grades K through 12 to 76 students. IBCES also operates a Traditional Home Education, Distance Learning and Blended Program for 124 students.

Trends and Issues

HBA experienced an increase in enrollment, from 79 students last year to 100 students currently. It continues to be observed that there is a significant interest in homeschooling, distance learning and independent Christian schools. Many parents desire to be more directly involved with the education of their children to ensure both a high academic standard and that the education their children receive reinforces their Christian faith. As with the previous cycle, our school/faith community continues to have serious concerns about the protection of parental choice and religious freedom in schools. It is the hope and prayer of our school community, that our parental rights and religious freedom be protected with clear legislation. Furthermore, we continue to have concerns that the current education funding model disproportionately impacts growing

schools. We hope that changes can be made to help bring additional funding to growing schools. We are very thankful for the inclusion of some transportation funding in the last budget for independent schools.

Summary of Accomplishments

HBA

Student enrollment has increased for the 2022/23 school year. Our number as of September 29 was 100 students. We have six full-time teachers and one full-time and one part-time educational assistant. We are blessed to have teachers who are talented at what they do and are passionate about seeing their students achieve. HBA continues to be committed to providing a safe and caring environment and challenging our students academically. Parents, as a result, are experiencing a high rate of satisfaction, and continue to provide excellent feedback to teachers.

Spring 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Ind. Baptist Christ. Ed. Soc			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	91.2	90.1	90.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	91.2	90.2	91.9	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	5.2	12.5	11.3	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	14.6	15.7	19.8	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	85.7	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	10.7	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	71.4	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	14.3	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.7	90.5	93.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.7	92.4	92.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.8	87.4	87.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	97.8	66.7	81.5	79.1	78.8	80.3	Very High	Improved	Excellent

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, the achievement level of diploma courses was determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and 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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). 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 Examination 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.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
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
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

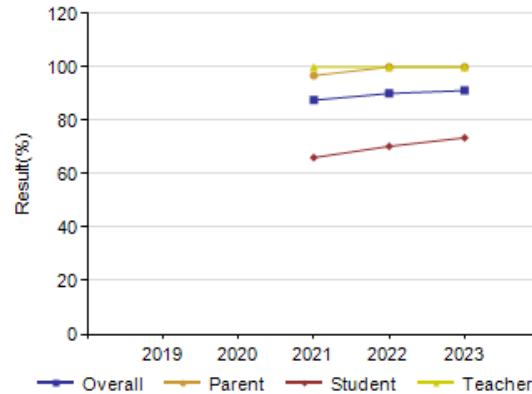
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	92	87.6	47	90.1	70	91.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	21	96.8	10	100.0	13	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	61	66.1	31	70.3	48	73.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	10	100.0	6	100.0	9	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Graph of Authority Results



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21 when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results: We are pleased to see that our parents and teachers continue to be confident that we are engaging our students in their learning. Our student percentage is very close to the provincial average and has gone up a bit, but this is a place of focus, as we'd like our students to feel that school is relevant and that they are 100% engaged in their learning. We are moving out of our data that includes Meadows Baptist as part of our results (2021 they were still included.) We are pleased that our parents and teachers all believe that our students are engaged in their learning.

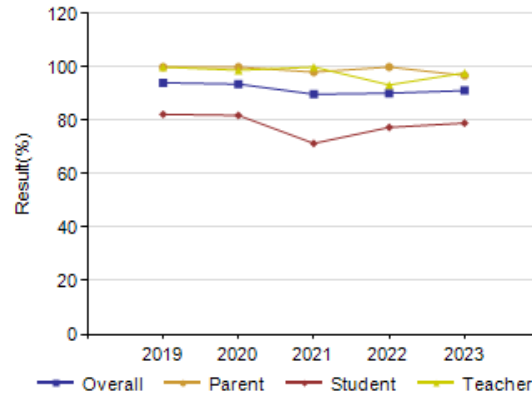
Strategies for Continued Growth

1. Continue supporting our teachers with resources and professional development to support their teaching, particularly around the implementation of the new curriculum..
2. Continue to make curricular links to the real world for students, and involve them in critical thinking and reflection around their learning.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	87	94.1	112	93.6	92	89.8	47	90.2	70	91.2	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	25	100.0	26	100.0	21	98.1	10	100.0	13	96.8	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	51	82.3	70	81.9	61	71.4	31	77.4	48	79.0	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	11	100.0	16	98.8	10	100.0	6	93.3	9	97.8	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Graph of Authority Results



Notes:

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 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Comment on Results: It is pleasing to see that all our results continue to be above the provincial average. It is disappointing that some of our parents are not completely satisfied that our students are modelling active citizenship, but this continues to be an area of focus in our school. We continue to foster Christian citizenship principles in our students that will encourage them to be active citizens, lifelong learners and be equipped for life. We are pleased that our parents and teachers show confidence in what we are doing. We'd like to see our student average be higher showing that they have confidence that they are modelling the characteristics of active citizenship.

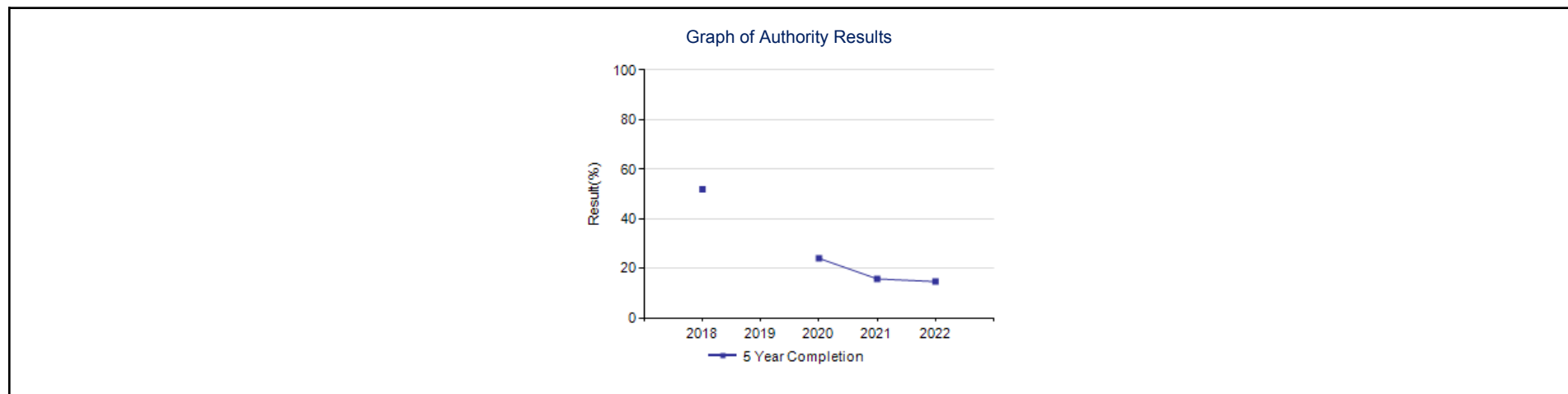
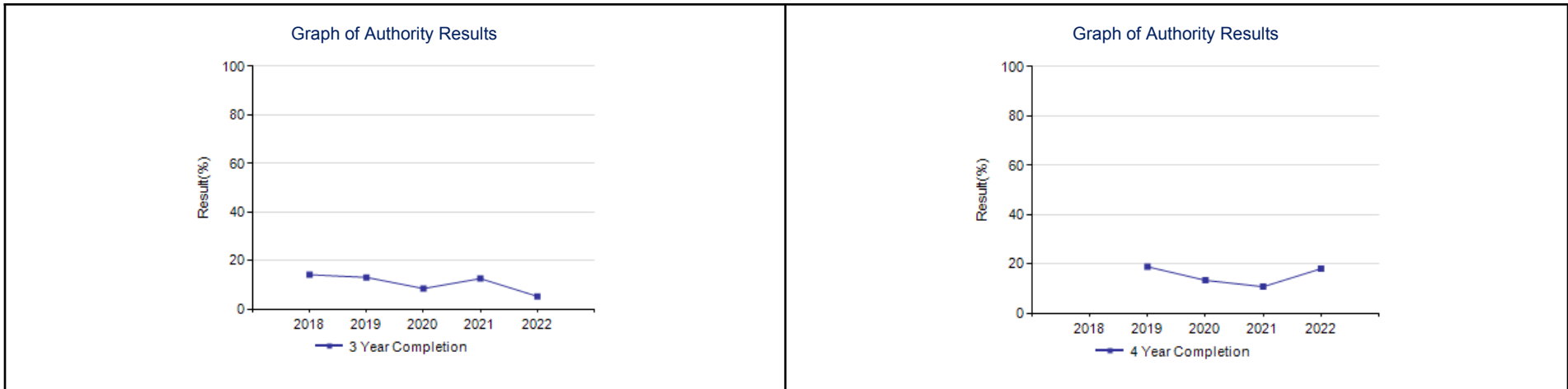
Strategies For Continued Growth

- 1) Provide real-world examples, scenarios, and experiences in our school that foster active citizenship. A Leadership class was added to the Gr. 7-12 timetable, allowing students to engage in active leadership and citizenship. We will continue to build this curriculum, linking curricular outcomes to life experiences.
- 2) Continue to provide excellent real-world learning opportunities to our students. Work experience and meaningful community engagement are two areas IBCES will continue to pursue.

High School Completion Rate – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	79	14.1	86	13.0	84	8.4	71	12.5	93	5.2	Very Low	Declined	Concern	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	3	*	77	18.8	86	13.3	84	10.7	70	18.0	Very Low	Maintained	Concern	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	8	51.9	3	*	77	24.0	86	15.7	84	14.6	Very Low	Maintained	Concern	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



Notes:

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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

Caution should be used when interpreting high school completion rate results over time.

Comment on Results: The statistics for this portion of the report, include all of the students under our authority, including our traditional home school students and our distance learning students. This year we have 5 Grade 12 students registered. 3 of them are on track to graduate at the end of the year, and 1, who is an EAL student, is on track to graduate 1 year from now. We have 7 students who are Alberta-aligned distance learning students registered in grade 12. Most are on track to graduate this year, and the rest by the following year. The four-year completion model is popular with our distance learning students. Many of them work outside of school, either on the family farm or in a part-time job. As well we have 3 more students listed as Gr. 12 in traditional home education. The statistics do not reflect the complete picture. It should be acknowledged that the data displayed for this metric is not an accurate picture of the educational program at HBA. The data is calculated in such a way as to be conducive to large high schools. All three of our Harvest Baptist Academy grade 12 students, onsite, graduated. Several of our Distance Learning students also completed their grade 12, earning both an Alberta Ed diploma and a Harvest Baptist diploma. Homeschoolers electing to not finish school traditionally, student transfer, and students opting to not write diploma exams, all skew the data for this metric. That being said, we recognize that there is always room for growth as it pertains to high school completion rates and diploma examination scores. This year the IBCES home education team has determined criteria for our high school students to achieve a Harvest Christian Home School diploma. It assures our students graduate with a complement of Core HS courses, and would be able to write an entrance exam to their chosen institution for further education.

Harvest Baptist Academy (day school) has thirteen High School students this year, 5 of whom are in Grade 12 and will be graduating. All of them will graduate with 100+ credits and are set to apply to their chosen colleges and/or universities. We continue to make adjustments to the program to provide quality academic programming. Last year we received Dual Credit start-up funding and have signed a memorandum of understanding with Athabasca University. As well, we have several students enrolled in the RAP program as well as the Green Certificate program. Work is well under way to provide a Moodle platform to our distance learning students which will add yet another way to provide quality programming. There are plans to add additional classroom and lab space to our school, as well and we continue to research and plan for CTS options.

Strategies For Continued Growth

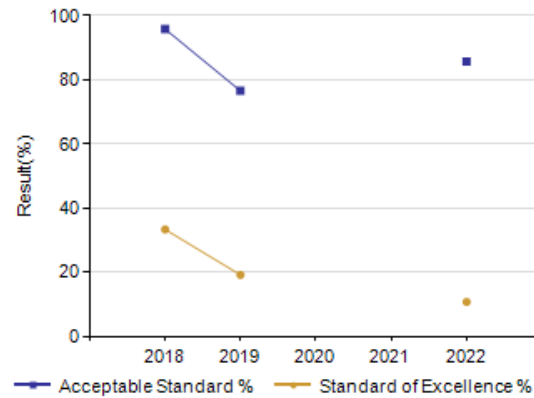
1. Promote and encourage students to take dual credit programming through Athabasca University.
2. Continue to develop CTS courses so students have more choices in programming.
3. Complete work on our Moodle platform.
4. Continue to work with all of our high school students in the authority to complete High School.
5. Continue to provide an excellent program in our elementary and middle school programs so our high school program will grow, as a result, in the coming years.

Our school board offers excellent programming. Our parents recognize the many qualities we have, but one defining characteristic is we provide a solid Christian education. We teach sound morals and encourage Christian citizenship qualities. Parents want their children to be in this environment as it supports what they are teaching at home. We will continue to make this a focus.

PAT Results By Number Enrolled Measure History

	Ind. Baptist Christ. Ed. Soc					Measure Evaluation			Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
N	6	17	n/a	n/a	7	n/a	n/a	n/a	100,210	104,264	n/a	n/a	109,833
Acceptable Standard %	95.8	76.5	n/a	n/a	85.7	n/a	n/a	n/a	73.6	73.8	n/a	n/a	67.3
Standard of Excellence %	33.3	19.1	n/a	n/a	10.7	n/a	n/a	n/a	19.9	20.6	n/a	n/a	18.0

Graph of Overall Provincial Achievement Test Results



Notes:

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

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

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.

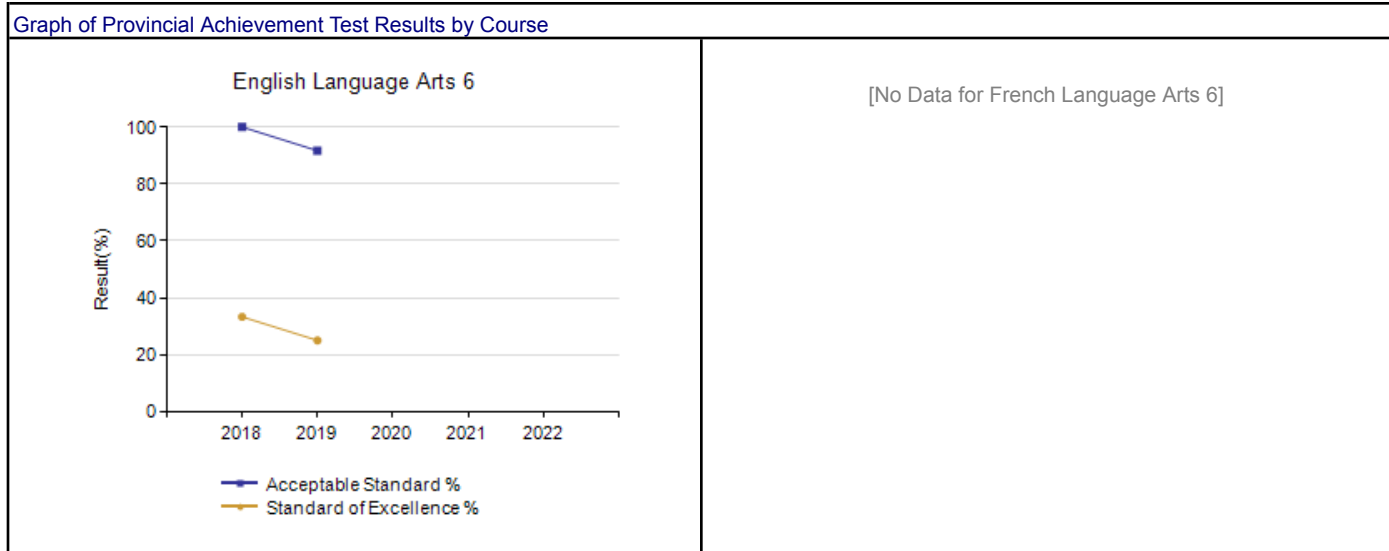
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	33.3	91.7	25.0	n/a	n/a	n/a	n/a	*	*		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	Authority	83.3	33.3	83.3	16.7	n/a	n/a	n/a	n/a	*	*		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	Authority	100.0	50.0	91.7	50.0	n/a	n/a	n/a	n/a	*	*		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	Authority	100.0	16.7	91.7	16.7	n/a	n/a	n/a	n/a	*	*		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
English Language Arts 9	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		

K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

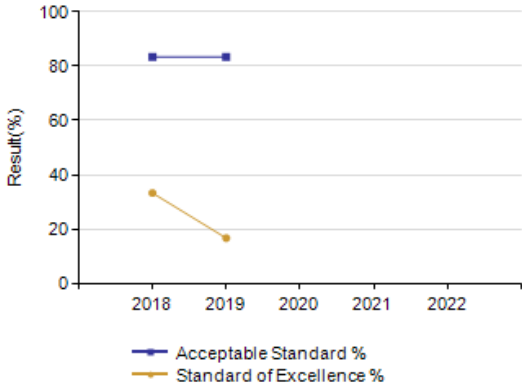
Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, and 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.
 Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
 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.

Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



[No Data for Français 6]

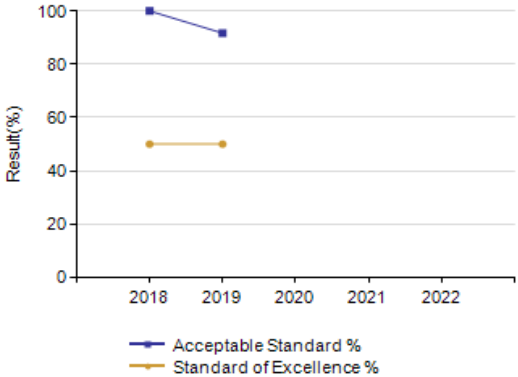
Mathematics 6



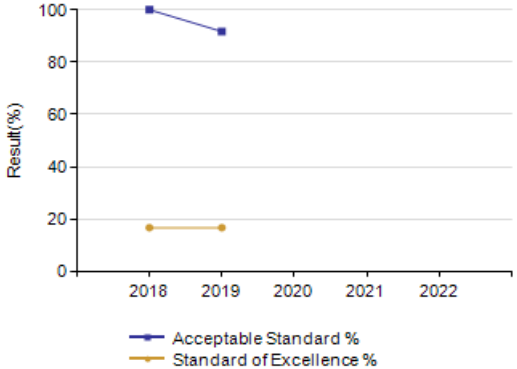
Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

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.

Science 6



Social Studies 6



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Ind. Baptist Christ. Ed. Soc							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	3	*	12	91.7	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	3	*	12	25.0	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	3	*	12	83.3	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	3	*	12	16.7	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	3	*	12	91.7	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	3	*	12	50.0	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	3	*	12	91.7	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	3	*	12	16.7	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0

Mathematics 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

Notes:

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

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

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as 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

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

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.

Comment on Results: As can be seen in the tables, due to the low numbers of students that we have in these grades, our results are not listed. As well, we noticed that the May/June 2023 results are not listed. Our students in both grades achieved acceptable or above, with several meeting the standard of excellence. Our staff continue to monitor this area and are always looking at where we need to focus in our instruction to help us perform at our best.

Strategies For Continued Growth

1. Continue to provide professional development and cooperative learning opportunities for all teaching staff and educational assistants to improve curriculum delivery.
2. Continue to develop year plans and unit plans from a Christian perspective that stay with the school to help new teachers teach the curriculum both comprehensively and effectively.
3. Ensure that all staff have access to the most effective teaching resources possible.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Improvement Table

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

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

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

Overall Evaluation Table

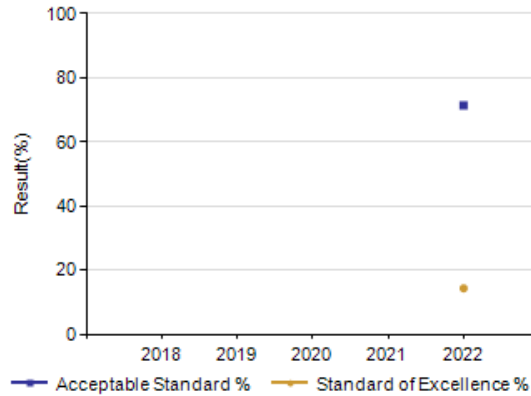
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	Ind. Baptist Christ. Ed. Soc					Measure Evaluation			Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
N	1	n/a	n/a	n/a	6	n/a	n/a	n/a	65,736	65,117	n/a	n/a	58,444
Acceptable Standard %	*	n/a	n/a	n/a	71.4	n/a	n/a	n/a	83.7	83.6	n/a	n/a	75.2
Standard of Excellence %	*	n/a	n/a	n/a	14.3	n/a	n/a	n/a	24.2	24.0	n/a	n/a	18.2

Graph of Diploma Examination Results - Overall



Notes:

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

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
 Participation in the Diploma Exams was impacted by the fires in 2018/19, and 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.
 A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Ind. Baptist Christ. Ed. Soc							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	8,903	12.3	16,640	12.1
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	91.9	1,215	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	6.8	1,215	10.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	98.8	139	98.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	44.2	139	29.5
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	75.7	9,676	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	17.2	9,676	31.2

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Participation in the Diploma Exams was impacted by the fires in 2018/19, the COVID-19 pandemic from 2019/20 to 2021/22, and cancellation of the January 2022 Diploma Exam administration. 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.
A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comment on Results: As can be seen in the tables, due to the low numbers of students that we have in these grades, our results are not listed. As well, we noticed that the May/June 2023 results are not listed. In the 2022/23 year we had 4 students writing diploma exams, and all came in at the acceptable or excellence standard. We continue to monitor student achievement and implement strategies for improvement.

Strategies For Continued Growth

1. Continue to provide professional development and cooperative learning opportunities for all teaching staff and educational assistants to improve curriculum delivery.
2. Continue to develop year plans and unit plans from a Christian perspective that stay with the school to help new teachers teach the curriculum both comprehensively and effectively.
3. Ensure that all staff have access to the most effective teaching resources possible.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Language Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

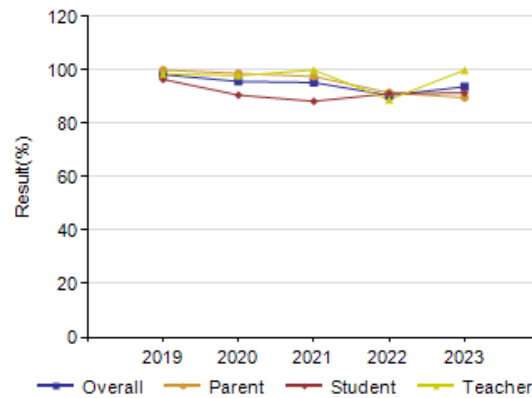
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	87	98.3	112	95.7	92	95.3	47	90.5	70	93.7	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	25	100.0	26	98.7	21	97.6	10	91.5	13	89.7	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	51	96.5	70	90.6	61	88.3	31	91.2	48	91.4	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	11	98.5	16	97.9	10	100.0	6	88.9	9	100.0	Very High	Maintained	Excellent	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Graph of Authority Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results: We are happy to see that our teacher percentage is back up, but we are concerned by the trend of our parents and students. We would like to see those percentages go back up to the levels in the 2019/20 school year. The graph of these results continues to be somewhat skewed, as Meadows Baptist Academy was reporting with us up to and including 2021.

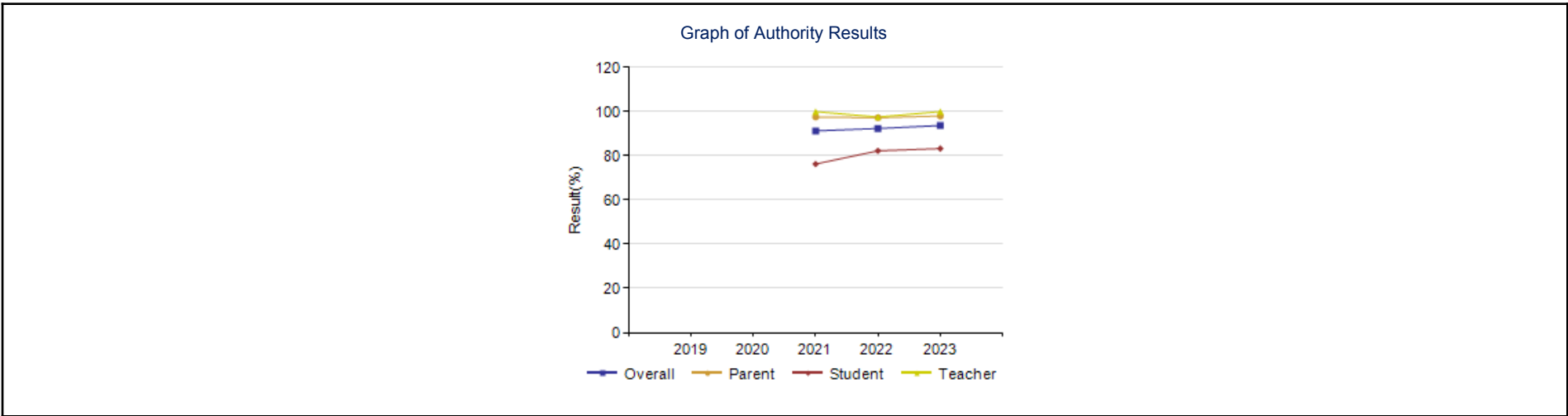
Strategies for Continued Growth

1. Continue to provide professional development and cooperative learning opportunities for all teaching staff and educational assistants on the continued development and implementation of best teaching practices.
2. Continue to seek out high-quality Christian curricula that can be aligned with the Alberta Program of Studies.
3. Ensure that all staff have access to effective teaching technologies.
4. Increase communication between the school and parents, particularly about academic programming, dual credit offerings, RAP and other options.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority											Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	92	91.3	47	92.4	70	93.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7		
Parent	n/a	n/a	n/a	n/a	21	97.6	10	97.3	13	98.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6		
Student	n/a	n/a	n/a	n/a	61	76.3	31	82.3	48	83.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6		
Teacher	n/a	n/a	n/a	n/a	10	100.0	6	97.6	9	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0		



Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results: We are happy with these results as they continue to trend above the provincial average, however, it is an area of concern that students don't feel 100% safe, respected and cared for at school.

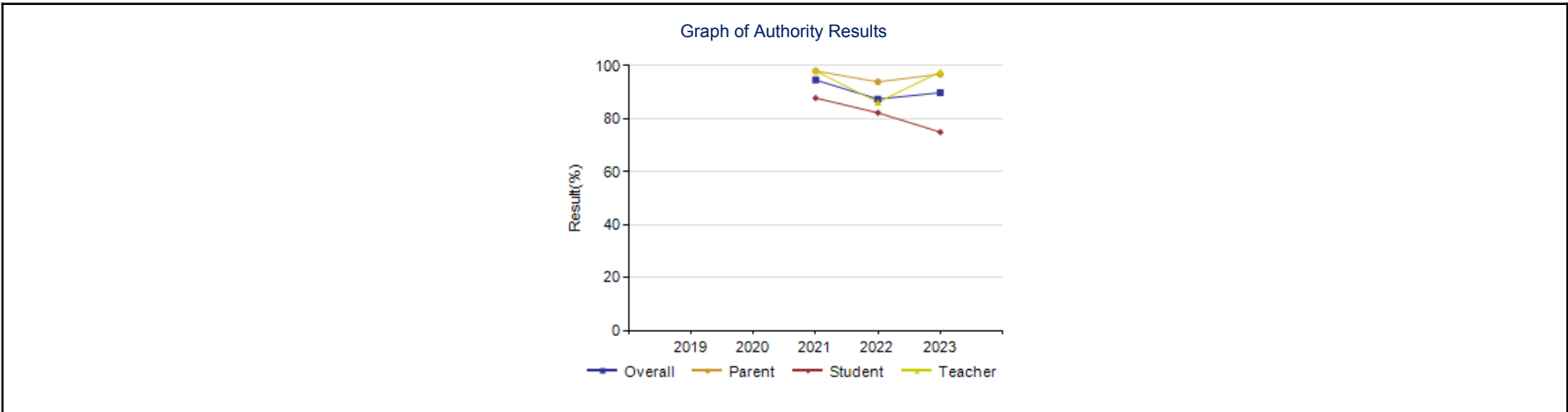
Strategies for Continued Growth

1. Continue to have a zero policy for bullying.
2. Continue to educate students and engage them in Christian, citizenship and leadership practices.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	92	94.6	47	87.4	70	89.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	21	98.0	10	93.9	13	96.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	61	87.8	31	82.2	48	74.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	10	98.0	6	86.2	9	97.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

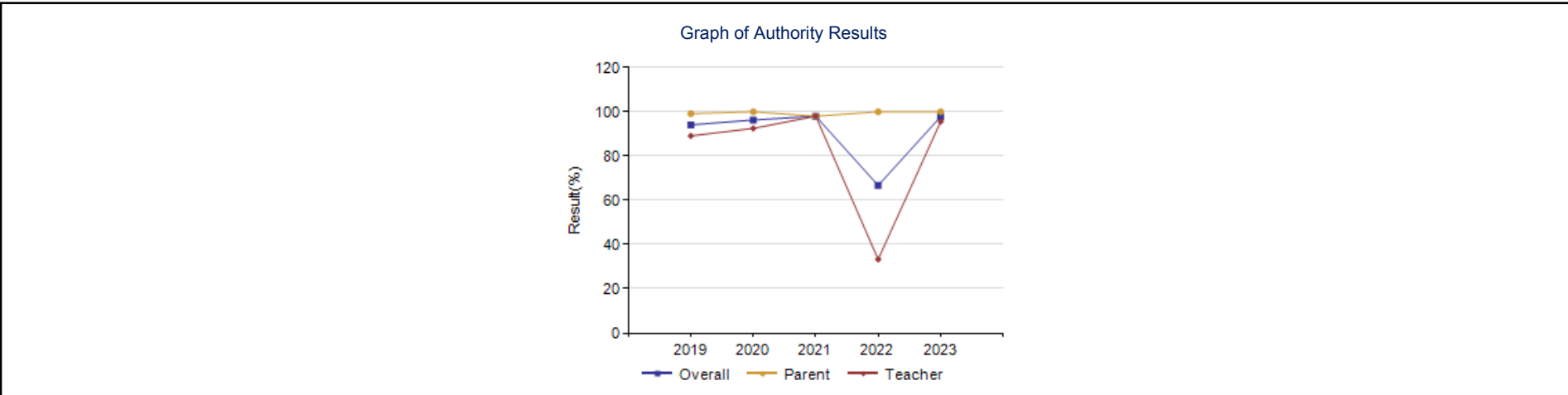
Comment on Results: On the whole, We are happy with these results as most stay above the provincial average, however, we are concerned with the student response. This will need to be an area of focus.

Strategies for Continued Growth

1. Continue to work with AISCA for support around special ed assessments.
2. Continue with our work providing support to our ESL students.
3. Continue to provide support in school and guidance to outside agencies if needed, so students' and families' needs are being met promptly.
4. Continue to support and provide resources to teachers and staff in their work to support the variety of needs of their students.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	35	94.1	42	96.3	31	98.0	16	66.7	23	97.8	Very High	Improved	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	
Parent	24	99.2	26	100.0	21	98.0	10	100.0	14	100.0	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	
Teacher	11	89.1	16	92.5	10	98.0	6	33.3	9	95.6	Very High	Improved	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	



Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results
 We aim to keep the results in the above metrics as close to 100% as possible. We desire that parents feel heard and welcome at our school and are assured that their children are getting the best education possible.

Strategies For Continued Growth

1. Continue to allow for and encourage parental involvement in all aspects of our learning community.
2. Offer frequent service opportunities that allow for the coming together of the school community, the parents, staff and students, to encourage active Christian citizenship and outreach to others.
3. A parent fund-raiser group has been formed and continues to grow.
4. At the AGM of the IBCE society, the motion for a separate parent council group to be formed, outside of the society but reporting to the society, was approved.
5. Continue with monthly newsletters highlighting current activities and projects at the school.

Spring 2023 Required Alberta Education Assurance Measures – Overall Summary

Measure	Ind. Baptist Christ. Ed. Soc			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	0.0	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	15.1	19.7	20.3	2.5	2.3	2.5	Very Low	Improved	Issue
In-Service Jurisdiction Needs	79.2	37.5	53.9	82.2	83.7	84.3	Low	Improved	Acceptable
Lifelong Learning	97.8	91.7	87.0	80.4	81.0	76.8	Very High	Improved	Excellent
Program of Studies	88.1	78.8	78.8	82.9	82.9	82.6	Very High	Improved	Excellent
Program of Studies - At Risk Students	90.7	91.8	92.9	81.2	81.9	83.4	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	*	66.7	50.0	71.9	70.2	68.3	*	*	*
Safe and Caring	94.4	92.5	94.9	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	81.1	63.4	66.2	72.9	72.6	73.9	High	Improved Significantly	Good
School Improvement	91.3	83.9	85.1	75.2	74.2	77.9	Very High	Improved	Excellent
Transition Rate (6 yr)	14.5	23.0	24.6	59.7	60.3	60.2	Very Low	Declined	Concern
Work Preparation	95.8	100.0	98.4	83.1	84.9	84.5	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 (*).
 Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Comment: Overall, we are very happy with our results. As noted previously, we will continue to mark areas of concern and implement strategies that will result in improvement.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

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

Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

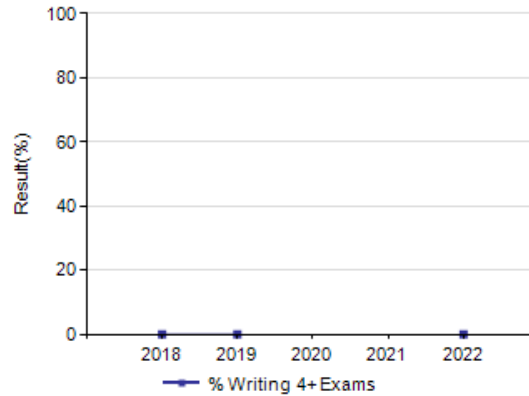
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.													
	Authority					Measure Evaluation			Province				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
N	79	86	84	71	93	n/a	n/a	n/a	44,978	45,354	46,245	47,675	48,340
% Writing 0 Exams	98.4	100.0	n/a	n/a	98.7	n/a	n/a	n/a	13.9	13.9	n/a	n/a	20.9
% Writing 1+ Exams	1.6	0.0	n/a	n/a	1.3	n/a	n/a	n/a	86.1	86.1	n/a	n/a	79.1
% Writing 2+ Exams	1.6	0.0	n/a	n/a	1.3	n/a	n/a	n/a	83.3	83.3	n/a	n/a	54.4
% Writing 3+ Exams	0.0	0.0	n/a	n/a	0.0	n/a	n/a	n/a	67.1	67.1	n/a	n/a	20.0
% Writing 4+ Exams	0.0	0.0	n/a	n/a	0.0	n/a	n/a	n/a	56.6	56.6	n/a	n/a	3.5
% Writing 5+ Exams	0.0	0.0	n/a	n/a	0.0	n/a	n/a	n/a	38.8	38.3	n/a	n/a	0.5
% Writing 6+ Exams	0.0	0.0	n/a	n/a	0.0	n/a	n/a	n/a	14.3	13.7	n/a	n/a	0.0

Graph of Authority Results



Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 Participation in the Diploma Examinations was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	79	86	84	71	93	44,978	45,354	46,245	47,675	48,340
English Language Arts 30-1	0.0	0.0	n/a	n/a	0.0	56.6	55.9	n/a	n/a	27.7
English Language Arts 30-2	1.3	0.0	n/a	n/a	1.1	27.9	29.0	n/a	n/a	13.3
Total of 1 or more English Diploma Exams	1.3	0.0	n/a	n/a	1.1	81.5	81.7	n/a	n/a	40.5
Social Studies 30-1	0.0	0.0	n/a	n/a	0.0	45.2	44.3	n/a	n/a	22.5
Social Studies 30-2	1.3	0.0	n/a	n/a	1.1	37.3	38.0	n/a	n/a	17.4
Total of 1 or more Social Diploma Exams	1.3	0.0	n/a	n/a	1.1	81.8	81.7	n/a	n/a	39.8
Mathematics 30-1	0.0	0.0	n/a	n/a	0.0	36.7	35.4	n/a	n/a	10.9
Mathematics 30-2	0.0	0.0	n/a	n/a	0.0	25.0	26.1	n/a	n/a	12.1
Total of 1 or more Math Diploma Exams	0.0	0.0	n/a	n/a	0.0	59.6	59.3	n/a	n/a	22.9
Biology 30	0.0	0.0	n/a	n/a	0.0	42.9	42.4	n/a	n/a	18.0
Chemistry 30	0.0	0.0	n/a	n/a	0.0	36.0	35.2	n/a	n/a	15.6
Physics 30	0.0	0.0	n/a	n/a	0.0	18.8	17.7	n/a	n/a	9.0
Science 30	0.0	0.0	n/a	n/a	0.0	17.1	18.2	n/a	n/a	7.9
Total of 1 or more Science Diploma Exams	0.0	0.0	n/a	n/a	0.0	62.1	62.1	n/a	n/a	41.4
Français 30-1	0.0	0.0	n/a	n/a	0.0	0.3	0.3	n/a	n/a	0.1
French Language Arts 30	0.0	0.0	n/a	n/a	0.0	2.7	2.6	n/a	n/a	1.3
Total of 1 or more French Diploma Exams	0.0	0.0	n/a	n/a	0.0	3.0	2.9	n/a	n/a	1.5

Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 Participation in the Diploma Examinations was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievem ent	Improvem ent	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	333	26.3	303	18.5	320	22.6	340	19.7	416	15.1	Very Low	Improved	Issue	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	50	13.5	97	4.7	63	7.3	80	1.4	76	10.8	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

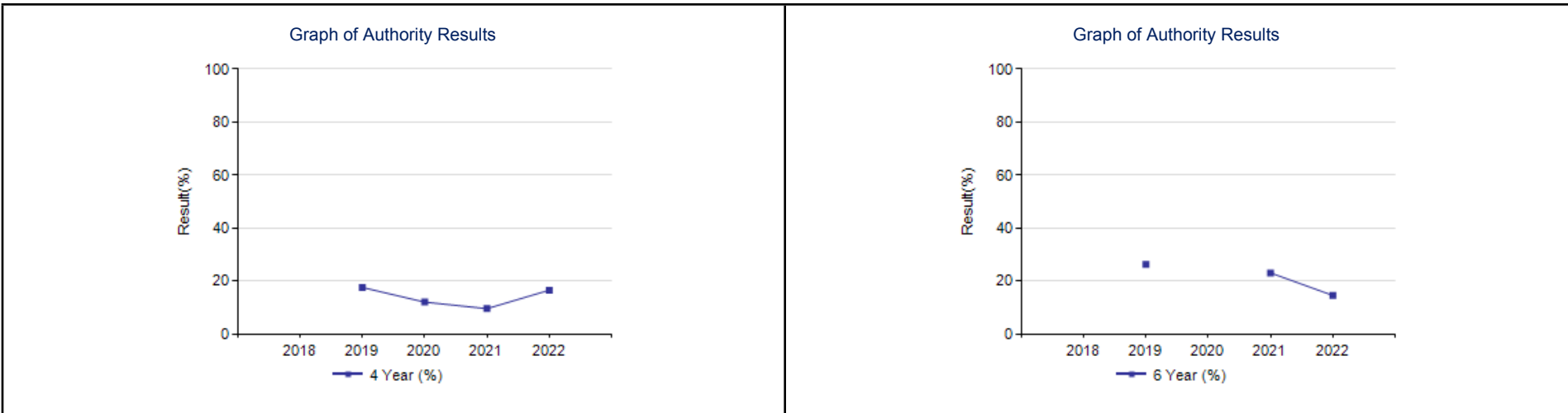


Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Comment: As stated earlier, these results are skewed by our traditional home education and our distance-learning students. Students who have graduated Gr. 12 at Harvest Baptist Academy have all carried on to College/University, Trade School or into the workforce. They have all received a full Alberta High School Diploma. Many of our traditional home education students carry on to higher education either to a bible college or other secondary institutions, gaining admittance via the writing of an entrance exam. We're not sure how this number is calculated, and whether those types of situations are taken into account. Last year we only under 200 students registered in Grades K-12 in our school authority, so we are not sure where the numbers over 300 come from.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	3	*	77	17.5	86	12.0	84	9.5	70	16.5	Very Low	Maintained	Concern	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	5	*	8	26.2	3	*	77	23.0	86	14.5	Very Low	Declined	Concern	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7



Notes:
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

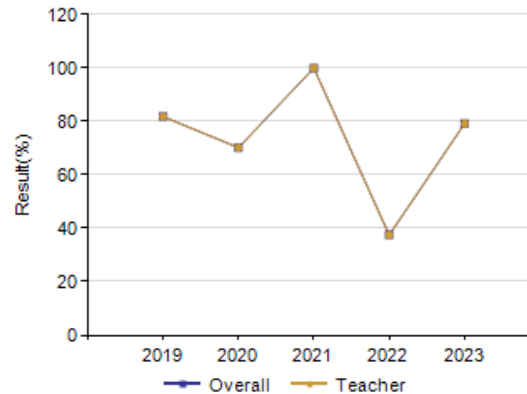
Comments: These results are skewed by our traditional home education distance learning students, who may take non-traditional routes to transition into post-secondary education. As well, many of our rural students transition into working in the family farm or business. To date, students who have graduated Gr. 12 at Harvest Baptist Academy have all carried on to College/University, Trade School or into the workforce. They have all received a full Alberta High School Diploma. All of our High School, traditional and shared responsibility home education students are encouraged to complete a Gr. 12 level program plan, with a focus on the core subjects of Math, ELA, Science and Social Studies/History. Many of our students enter further education by challenging their diploma exams or writing entrance exams for the institution to which they are applying.

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	11	81.8	16	70.2	10	100.0	6	37.5	9	79.2	Low	Improved	Acceptable	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	11	81.8	16	70.2	10	100.0	6	37.5	9	79.2	Low	Improved	Acceptable	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Graph of Authority Results



Notes:

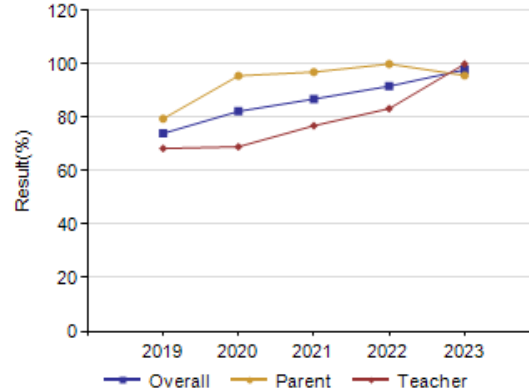
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment: This has been an area of concern. We are pleased to see that our strategies implemented in the last few years have translated into improvement. We are hopeful that this number will continue to go up as we work on our school Education Plan and personal professional growth plans. The school leadership continues to seek out relevant and timely support and resources to encourage and engage our teachers in professional development.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	34	74.0	42	82.3	31	86.9	16	91.7	22	97.8	Very High	Improved	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	24	79.5	26	95.6	21	97.0	10	100.0	13	95.7	Very High	Maintained	Excellent	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	10	68.4	16	69.0	10	76.9	6	83.3	9	100.0	Very High	Improved	Excellent	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Graph of Authority Results



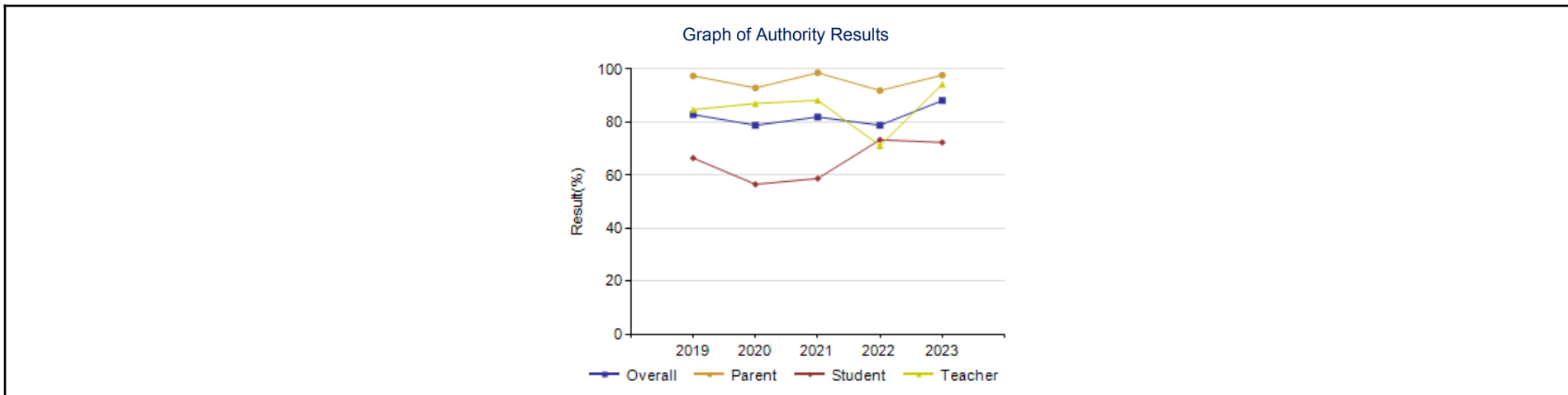
Notes:
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 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Comment: It is good to see that our trend in this area continues to be maintained or improved and that it continues to be above the provincial average.

Program of Studies – Measure Details

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	51	82.8	65	78.8	52	81.9	28	78.8	40	88.1	Very High	Improved	Excellent	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	25	97.4	26	92.9	21	98.6	10	91.9	13	97.7	Very High	Maintained	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	15	66.4	23	56.5	21	58.7	12	73.3	18	72.3	High	Maintained	Good	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	11	84.7	16	87.0	10	88.2	6	71.1	9	94.3	Very High	Maintained	Excellent	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3



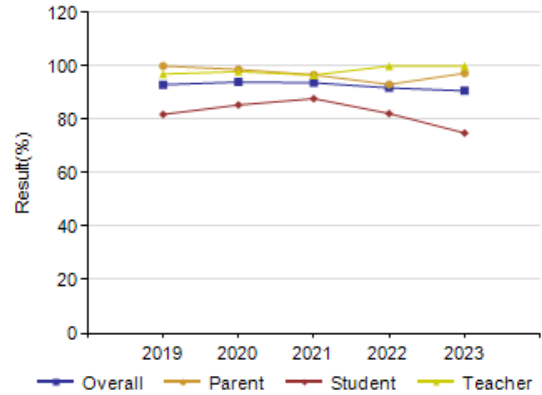
Notes:
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 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment: Overall, we are happy that our stakeholders are happy with the program of studies that we offer. Being a small school, it is not surprising that our student number is not higher. We do not have an onsite gym facility, so we must bus off-site for PE. Our PE 20 and 30 students fulfill much of their programming on their own time. Also, with a smaller staff, the number of CT courses we can offer to our grades 7-12 students is somewhat limited. However, we continue to work hard to offer our students as many opportunities as we can, for them to explore and experience many different areas of study.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	87	93.0	112	94.0	92	93.7	47	91.8	70	90.7	Very High	Maintained	Excellent	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	25	100.0	26	98.7	21	96.7	10	93.1	13	97.3	Very High	Maintained	Excellent	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	51	81.9	70	85.4	61	87.8	31	82.2	48	74.9	Very Low	Declined	Concern	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	11	97.0	16	97.9	10	96.6	6	100.0	9	100.0	Very High	Maintained	Excellent	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Graph of Authority Results



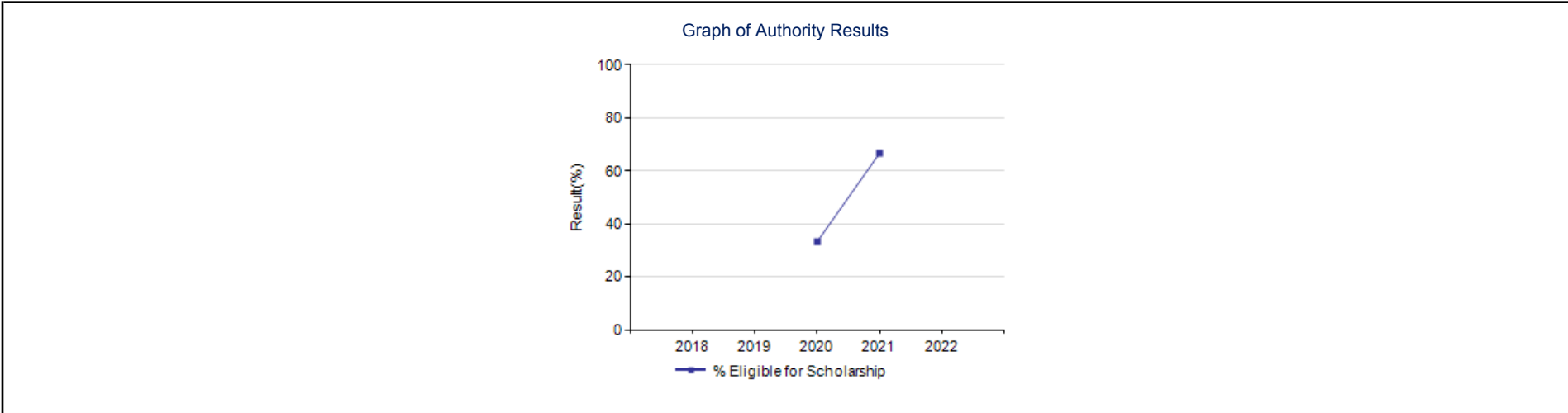
Notes:

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Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority											Province											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	1	*	4	*	6	33.3	6	66.7	2	*	*	*	*	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9

Rutherford eligibility rate details.									
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
2018	1	*	*	*	*	*	*	*	*
2019	4	*	*	*	*	*	*	*	*
2020	6	1	16.7	1	16.7	2	33.3	2	33.3
2021	6	3	50.0	3	50.0	1	16.7	4	66.7
2022	2	*	*	*	*	*	*	*	*

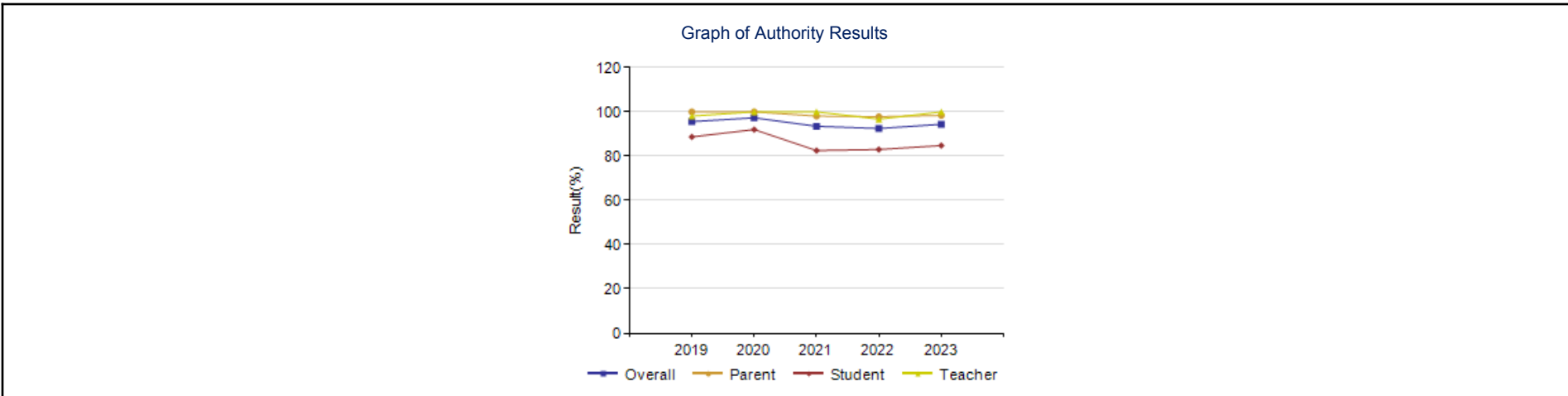


Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
 Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Safe and Caring – Measure Details

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.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	87	95.6	112	97.3	92	93.5	47	92.5	70	94.4	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	25	100.0	26	100.0	21	98.1	10	97.8	13	98.4	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	51	88.7	70	92.0	61	82.5	31	83.0	48	84.8	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	11	98.1	16	100.0	10	100.0	6	96.7	9	100.0	Very High	Maintained	Excellent	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



Notes:
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Comments on the above tables and graphs

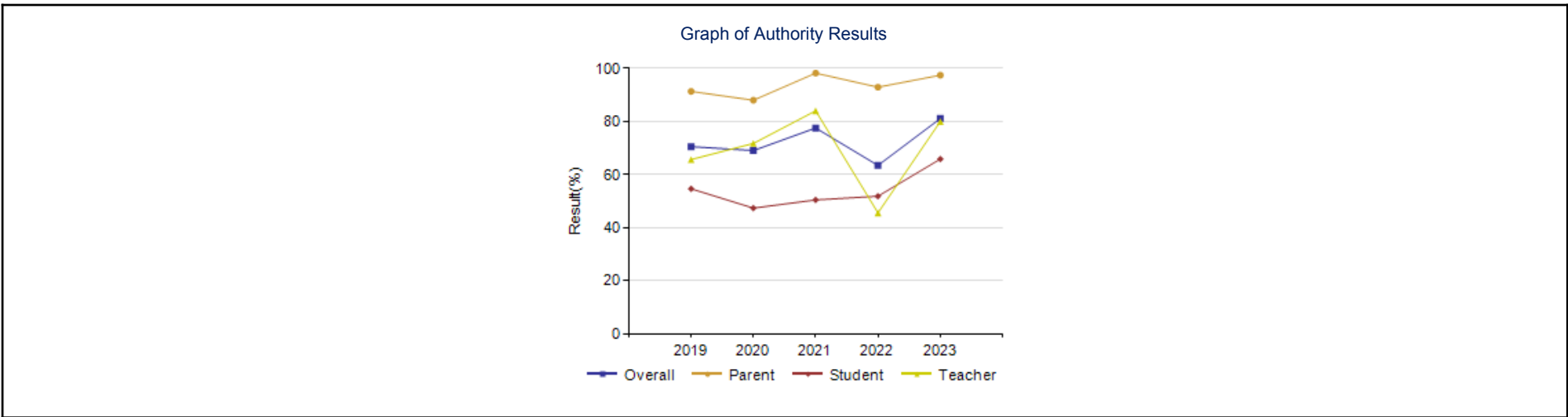
In the tables and graphs above, the trend for IBCES is to score most often, above the provincial average. IBCES parents, students and staff are overall, satisfied with the education that the students receive. Many of our students graduate with GPA above 70% and qualify to access the Rutherford Scholarships.

Strategies for Growth

IBCES will continue to work with its stakeholders to provide a robust Christian and academic education for all students in their care, allowing them to pursue whatever path God places in front of them for their future.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	85	70.5	110	69.0	92	77.5	47	63.4	69	81.1	High	Improved Significantly	Good	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	23	91.3	24	88.0	21	98.2	10	92.9	12	97.4	Very High	Maintained	Excellent	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	51	54.6	70	47.3	61	50.4	31	51.8	48	65.8	Very Low	Improved	Issue	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	11	65.6	16	71.7	10	84.0	6	45.5	9	80.0	Intermediate	Improved	Good	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0



Notes:
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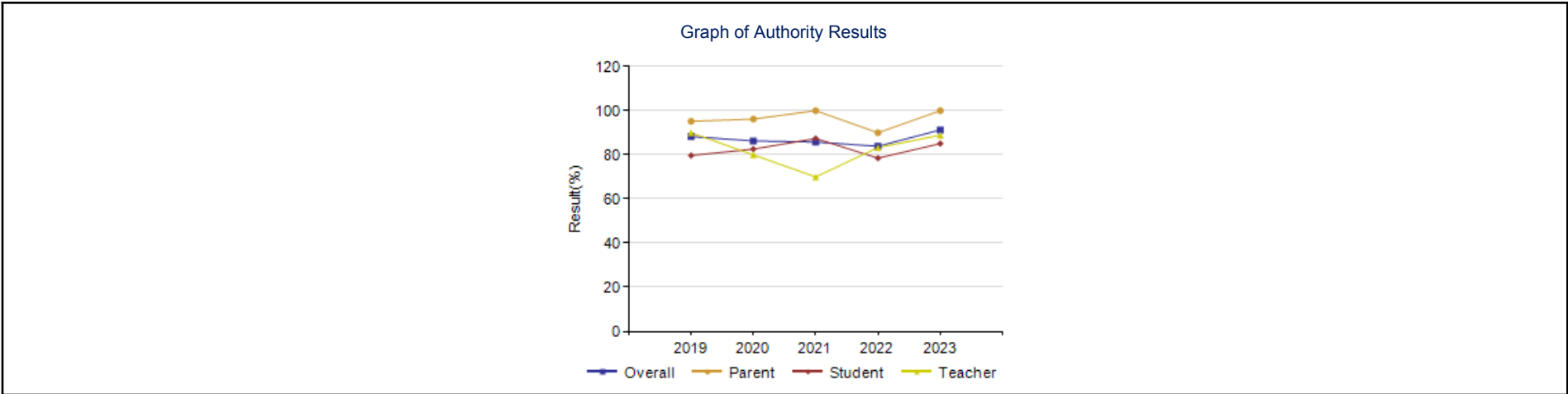
Comments:
 It is good again to see the confidence our parents and teachers have in the education being offered at our school. We are happy to see that the overall trend for students is going up. This will continue to be an area of focus.

Strategies for Growth
 As a small, private school, it is difficult to access programs and services to which the public schools might have access. We continue to focus on providing an excellent academic education, building on our option and CTS course offerings and accessing as many outside resources as possible to broaden our programming.

School Improvement – Measure Details

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.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievem ent	Improvem ent	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	82	88.3	110	86.3	90	85.8	47	83.9	70	91.3	Very High	Improved	Excellent	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	21	95.2	26	96.2	20	100.0	10	90.0	13	100.0	Very High	Maintained	Excellent	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	51	79.7	69	82.6	60	87.4	31	78.5	48	85.1	Very High	Maintained	Excellent	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	10	90.0	15	80.0	10	70.0	6	83.3	9	88.9	Very High	Maintained	Excellent	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

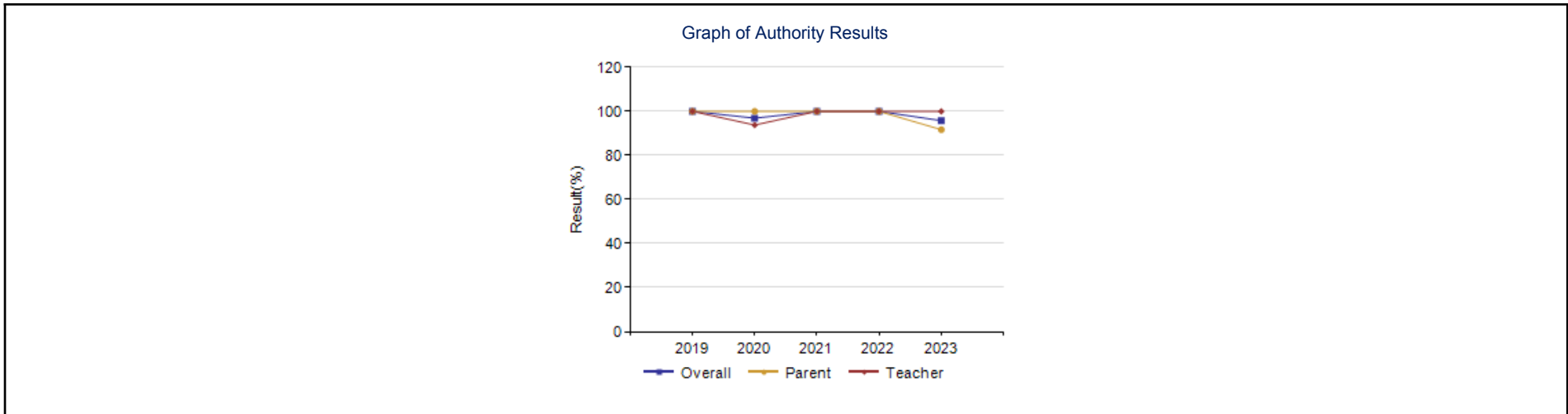


Notes:
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 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment: It is great to see that overall, our stakeholders, including students, feel that the quality of education that we are offering continues to improve.

Work Preparation – Measure Details

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.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	34	100.0	42	96.9	31	100.0	15	100.0	21	95.8	Very High	Maintained	Excellent	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	24	100.0	26	100.0	21	100.0	9	100.0	12	91.7	Very High	Declined	Good	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	10	100.0	16	93.8	10	100.0	6	100.0	9	100.0	Very High	Maintained	Excellent	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3



Notes:
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 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments: Our stakeholders continue to have confidence in the education we offer at our school, and the curricula being offered in Alberta, in that it properly prepares our children to become active workers and citizens in society. We continue to improve what we do at our school so that our students are prepared to be successful in whatever path they choose going forward.

IBCES Audited Financial Statement Highlights 2022/2023

pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2019-2020 school year. This information is also disclosed annually in our audited financial statements.

Revenue Summary	Amount (\$)	Contextual Information
Alberta Education (excluding home education)	584 822	
Alberta Education (home education)	197 249	
Other revenue (including fundraising)	123 908	
Tuition/Instructional Fees	0	
Total Revenue	905 979	
Expense Summary		
Certified / Non-Certified Salaries and Benefits (excluding home education)	604 072	
Services, contracts, and leases (excluding home education)	190 785	
Capital & debt services	14 235	
Other expenses (excluding home education)	61 679	
Certified/Non-Certified Salaries and Benefits (home education)	138 649	
Services, contracts, and leases (home education)	13 949	
Payments to Parents and Other expenses (home education)	76 320	
Total Expense	1 099 689	
Total Revenue Less Expense	-193 710	

IBCES Budget Summary 2022/2023		
Revenue Summary	Amount (\$)	Contextual Information
Alberta Education (excluding home education)	731 232	
Alberta Education (home education)	325 750	
Other revenue (including fundraising)	101 000	
Tuition/Instructional Fees	0	
Total Revenue	1 157 982	
Expense Summary		
Certified / Non-Certified Salaries and Benefits (excluding home education)	511 500	
Services, contracts, and leases (excluding home education)	277 000	
Capital & debt services	0	
Other expenses (excluding home education)	0	
Certified/Non-Certified Salaries and Benefits (home education)	159 500	
Services, contracts, and leases (home education)	100	
Payments to Parents and Other expenses (home education)	162 875	
Total Expense	1 110 975	
Total Revenue Less Expense	47 007	

Timelines and Communication

As per AB Ed requirements, the AERR will be posted to the school portal, Sycamore Education and to our website for public access. The IBCES education manager will be emailed upon the completion of the report. Print copies of the 3YEP/AERR are available upon request by emailing bdcoldwell@gmail.com (IBCES), rwandio@harvestbaptist.academy (Harvest Baptist Academy)

Whistleblower Protection

To best ensure that employees and board members feel safe in reporting any suspicious activity at the school or board level, teachers and board members will be given:

1. PDF copies of the whistleblower protection act
2. The URL for the website explaining the whistleblower act is www.yourvoiceprotected.ca
3. PDF copies of IBCES' whistleblower policy.

At this point, IBCES does not have any disclosures to report.