

# Independent Baptist Christian Education Society

Annual Education Results Report (AERR) November 2025



### **Accountability Statement:**

The Annual Education Results Report for Harvest Baptist Academy for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The operator and/or governing body 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 2024/2025 was approved by the operator and/or governing body on November 27, 2025.

Board Chair, Pastor Brian Coldwell - Original signed in the Office

### **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. 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 97 students. IBCES also operates a Traditional Home Education, Distance Learning and Blended Program for 299 students.

## Trends and Issues

HBA experienced a slight increase in enrolment, from 93 students last year to 97 students currently. Our biggest challenge currently is that several of our class sizes are at capacity, and we do not currently have permitted and renovated buildings with which to grow. 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/fait 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.

### Stakeholder Engagement

HBA engages all stakeholders in the following ways:

- Parents are encouraged to attend the AGM, fundraising meetings & events, volunteer within the school, and join the board
- Students are encouraged to voice their opinions and concerns at the school, they make suggestions for schoolwide activities, they are encouraged to participate in field trips and extra curricular activities
- Teachers are encouraged to voice any concerns or make suggestions for the betterment of the school, teachers actively participate in the creation of the Ed plan, and are encouraged to participate in schoolwide events and activities

All stakeholders are encouraged to fill out the Assurance Measure Survey with the understanding that it will be used to make both the Ed Plan and AERR.

### Summary of Accomplishments

#### HBA/HCH

Last year, we had two students obtain their Green Certificate. We have several students enrolled in the RAP program this year. We offer dual credit programming with Athabasca University. Harvest Baptist Academy and Harvest Christian Homeschool have six full-time teachers, 3 part-time distance learning teachers/home education facilitators, one full-time educational assistant, one part-time Bible instructor/educational assistant, and two part-time education assistants. We are blessed to have talented teachers who are passionate about their students' success. 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.

## Education Plan Measures

### School Priority #2

**School Priority** - How well students develop the ability to comprehend what they read affects their entire lives. The goal of increasing students' reading comprehension instruction is to help them develop the knowledge, skills, and experiences they must have to become competent and enthusiastic readers.

HBA uses Fountas and Pinnell reading evaluations to see how the students progress throughout the year. This year, all students in elementary have done a fall reading assessment. In the spring, all elementary students will do another reading test to see how much they have improved. Any students who are below grade level at the beginning of the year will do an additional assessment midway throughout the year to see how they are progressing.

### School Priority #3

**School Priority** - At HBA, we want students to have many career paths open to them once they complete high school. We know that to pursue a post-secondary education, trade school or many jobs that require certain skills and courses, completing your Alberta high school diploma or certificate is the best option.

Please refer to the high school completion rate, which can be found on p. 9.

## Early Literacy & Numeracy Results

HBA participated in the government testing for grades K-3 in the 2024/2025 school year. The following tests were used for grades 1-3: Castles & Coltheart 3 (CC3), Letter Name-Sound (LeNS), and Numeracy Screening Assessments. Kindergarten also completed

provincial testing in January with the LeNS, the Phonological Awareness Screening Test (PAST), and the Rapid Automatized Naming (RAN).

	# of students assessed	# of students requiring additional support - initial assessment	# of students requiring additional support - end of year
Kindergarten	4	0	0
Grade 1	9	1	1
Grade 2	7	2	1
Grade 3	4	1	1

Support Strategies:

- one-on-one tutorial time with teachers and EAs
- additional support during class time with related manipulatives for mathematics
- posters & reference materials posted around the classroom
- Reading Eggs & Mathseeds/Mathletics

### Professional Learning, Supervision, and Evaluation

Teachers are required to meet regularly as a staff team to review strategies and tools that help assist one another in ensuring we meet the requirements of the Ed Plan. Teachers review what is working in the classroom and what isn't, and work together to make improvements.

## Inclusive Education & FNMI

HBA uses several strategies for students who require extra support. Several of these strategies are used universally in the classroom to see success for all students. This includes but is not limited to alternative seating, visual supports, manipulatives, one-on-one support, EAs in the classroom, and differentiated work.

There are only 3 FNMI students at HBA. 2 of these students are in division 1, while the other student is in division 3. At HBA, we expect that our students will work hard we support them in making sure they are overall successful. We bring in our indigenous liaison to speak about the indigenous culture and its importance. The students engage in conversations and lessons with her regularly learning about FNMI traditions and history.

## Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	92	87.6	47	90.1	70	91.2	79	87.5	122	88.5	Very High	Maintained	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	21	96.8	10	100.0	13	100.0	15	95.6	40	98.3	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	61	66.1	31	70.3	48	73.5	58	67.0	72	67.3	Low	Maintained	Issue	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	10	100.0	6	100.0	9	100.0	6	100.0	10	100.0	n/a	Maintained	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 0.3%. This is a place of continued focus, as we want our students to understand that school is relevant and that they need to be engaged and invested 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.
3. Focus on the strategies outlined in our Education Plan around teaching and engaging students in critical thinking and reading comprehension strategies.
4. Work with teachers and students on self-assessment and reflection practices of their work.

### Citizenship – Measure Detail

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

	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	92	89.8	47	90.2	70	91.2	79	87.7	119	88.5	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	21	98.1	10	100.0	13	96.8	15	97.3	39	95.8	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	61	71.4	31	77.4	48	79.0	58	69.2	70	69.7	High	Maintained	Good	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	10	100.0	6	93.3	9	97.8	6	96.7	10	100.0	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. 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 a positive reflection of our school to see that the overall reflection of citizenship in our school is well above the provincial average. The student and teacher percentages have both increased. It is acknowledged that the parent satisfaction in this area has decreased slightly, but is well above the provincial average.

### Strategies For Continued Growth

- 1) Provide real-world examples, scenarios, and experiences in our school that foster active citizenship.
- 2) Provide opportunities for students to develop citizenship skills in the school community.
- 3) 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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	84	8.4	71	12.5	93	5.2	97	14.1	11	49.2	Very Low	Improved Significantly	Acceptable	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	86	13.3	84	10.7	70	18.0	93	6.0	95	21.6	Very Low	Improved	Issue	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	77	24.0	86	15.7	84	14.6	70	19.1	93	11.8	Very Low	Maintained	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends 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 education students and our distance learning students. Last year, all 4 of our on-campus Grade 12 students graduated. As well, 4 of our distance education students received HBA diplomas for completing the required grade 12 courses. This year, we have 5 distance education students set to graduate and 4 in-person grade 12 students. 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 farms or in a part-time job. As well, we have 4 students listed as Gr. 12 in traditional home education. Harvest Christian Homeschool has a requirement that in order to receive an HCH diploma, they must complete 3 years of high school-level courses, in their chosen curriculum, in the core subjects: Math, English, Social Studies, and Science. This criterion 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. The statistics do not reflect this 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. Homeschoolers electing not to finish school traditionally, student transfer, and students opting not to write diploma exams, all skew the data for this metric. It is important to note that with a significant increase in the 3-year completion rate, it would make sense that the 4-year and 5-year completion rates would decrease. With a small population, we no longer have students who need that many years to graduate. That being said, we recognize that completion of high school is important, and an area in which we will continue to focus and support our students.

### 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 their high school education, by either earning a 100-credit Alberta diploma, or an 80-credit Alberta certificate of completion.
5. Continue to provide excellent programming in our elementary and middle school grades 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 Course By Course Summary By Enrolled With Measure Evaluation

		Harvest Baptist Academy								Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	18	55.6	11	80.9	50,053	64.1	59,230	67.4	
	Standard of Excellence	Low	Declined	Issue	18	11.1	11	29.1	50,053	18.5	59,230	18.9	
English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	59,391	69.8	57,676	70.4	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	59,391	11.1	57,676	12.6	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0	
Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	58,911	51.7	57,012	53.5	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	58,911	14.0	57,012	13.7	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6	
Science 9	Acceptable Standard	*	*	*	2	*	7	71.4	59,453	68.6	57,692	66.9	
	Standard of Excellence	*	*	*	2	*	7	42.9	59,453	21.1	57,692	20.5	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9	
Social Studies 9	Acceptable Standard	*	*	*	2	*	7	71.4	59,472	60.5	57,717	59.4	
	Standard of Excellence	*	*	*	2	*	7	28.6	59,472	17.1	57,717	15.8	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9	

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. 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:** The results above do not show the true data for the grade 6 students who wrote PATs at HBA. Our in-person population is mixed with shared responsibility students who do not end up writing the PAT. If you look at the Grade 6 PAT results found in the appendix, you will see that of the 12 in-person students who wrote the PAT exams we have an 83.3% acceptable rating which is well above the provincial average. Additionally, our students below average are lower than the provincial average by 7.2%. There were not enough students in Grade 9 who wrote the PATs. Therefore, their scores have been suppressed. The grade 9 student had finished their grade 9 year with marks in the 80s and 90s range.

We can encourage the shared responsibility students to join in writing the PATs. However, as most of them are from the La Crete area, there is a low chance that they will make the journey to write these tests.

### 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 share the exam results with our teaching staff so they can plan accordingly.
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.

### Diploma Exam Results Course By Course Summary With Measure Evaluation

		Harvest Baptist Academy								Alberta			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	5	*	6	83.3	35,845	85.3	32,247	83.9	
	Diploma Examination Standard of Excellence	*	*	*	5	*	6	16.7	35,845	10.9	32,247	10.3	
English Language Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	21,398	85.6	18,166	85.9	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	21,398	11.3	18,166	12.8	
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	6.0	1,218	7.4	
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5	
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	22,680	77.8	20,399	73.1	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	22,680	37.1	20,399	32.0	
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	17,430	73.6	15,047	71.0	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	17,430	17.3	15,047	15.3	
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	26,238	84.6	24,595	84.4	
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	26,238	16.8	24,595	17.3	
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	27,021	77.5	22,515	77.8	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	27,021	12.3	22,515	12.5	
Biology 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	25,916	82.7	23,842	82.9	
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	25,916	34.8	23,842	33.2	
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	21,438	83.8	19,160	81.7	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	21,438	40.6	19,160	37.5	
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	11,366	85.6	9,598	83.7	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	11,366	43.6	9,598	41.5	
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	79.6	8,223	80.3	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	26.2	8,223	23.9	

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3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Comment on Results:** As can be seen in the table, due to the low number of students that we have in these grades, all data has been suppressed in all courses. In the appendix, you will see a breakdown of all Diploma exams from the previous year. There you can see that of the 6 students who wrote the English Language Arts 30-1 exam, 100% of the students were at the acceptable standard or standard of excellence, meaning that there were no students from HBA who did not do well in this exam. We will continue to work towards all of our students achieving an acceptable standard or standard of excellence in high school courses. 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.

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	92	95.3	47	90.5	70	93.7	79	93.1	121	93.2	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	21	97.6	10	91.5	13	89.7	15	94.4	40	95.4	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	61	88.3	31	91.2	48	91.4	58	84.8	71	84.1	Intermediate	Maintained	Acceptable	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	10	100.0	6	88.9	9	100.0	6	100.0	10	100.0	Very High	Maintained	Excellent	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 note that most of our numbers are above the provincial average. We would like to see our student average improve.

#### 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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	92	91.3	47	92.4	70	93.7	79	89.8	120	91.4	Very High	Maintained	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	21	97.6	10	97.3	13	98.0	15	98.3	39	97.4	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	61	76.3	31	82.3	48	83.3	58	71.0	71	76.8	Intermediate	Maintained	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	10	100.0	6	97.6	9	100.0	6	100.0	10	100.0	n/a	Maintained	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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. It is good to note that the students' feelings of being welcome, cared for, respected, and safe has increased by 6% from last report to this report. This will be an area we want to see continue increasing.

#### 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.
3. Give students the chance to voice concerns and speak out in a safe and caring environment.

### 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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	92	94.6	47	87.4	70	89.8	79	87.5	120	86.3	High	Maintained	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	21	98.0	10	93.9	13	96.8	15	94.5	39	95.3	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	61	87.8	31	82.2	48	74.9	58	74.6	71	65.8	Very Low	Declined	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	10	98.0	6	86.2	9	97.7	6	93.3	10	97.9	Very High	Maintained	Excellent	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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:** As a whole, we are happy with these results as most stay above the provincial average, however, we are concerned with the student response. This could be due to the size of our student body. This will continue to be an area of focus. As a school we will look into different services that the students may need and make sure that they are in place if someone needs it.

**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 EAL 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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	31	98.0	16	66.7	23	97.8	21	93.3	50	94.4	Very High	Improved	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	21	98.0	10	100.0	14	100.0	15	100.0	40	95.1	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	10	98.0	6	33.3	9	95.6	6	86.7	10	93.6	Very High	Improved	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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. It's nice to see a significant jump in parent responses from the last reporting period to now, and maintaining a very high level of excellence.

**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. Continue with monthly newsletters highlighting current activities and projects at the school
5. Continue to use the remind app which allows us to send live updates at all parents during school/class activities.

### Spring 2025 Supplemental 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)	29.5	1.2	1.2	54.5	52.7	52.7	Very Low	Improved Significantly	Acceptable
Drop Out Rate	10.5	8.1	14.3	2.4	2.5	2.4	Very Low	Maintained	Concern
In-Service Jurisdiction Needs	92.6	88.9	68.5	81.7	81.1	82.3	Very High	Improved	Excellent
Lifelong Learning	93.6	98.1	95.9	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	80.7	84.3	83.7	83.0	82.8	82.9	High	Maintained	Good
Program of Studies - At Risk Students	85.4	87.3	90.0	80.5	80.6	81.2	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	90.0	*	66.7	69.4	70.7	70.9	Very High	Improved	Excellent
Safe and Caring	93.4	91.5	92.8	87.3	87.1	87.8	Very High	Maintained	Excellent
Satisfaction with Program Access	78.7	67.8	70.8	72.1	71.9	72.5	High	Improved	Good
School Improvement	86.8	84.3	86.5	76.6	75.8	75.1	Very High	Maintained	Excellent
Transition Rate (6 yr)	21.1	16.9	18.1	59.9	60.1	60.0	Very Low	Maintained	Concern
Work Preparation	97.3	100.0	98.6	83.7	82.8	83.6	Very High	Maintained	Excellent

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 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.
3. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

**Comment:** Overall, we are very happy with our results. We will continue to support students in completing high school, thus decreasing the dropout rate. It is an area of focus in our education plan. As stated earlier, all our students on campus graduate in 3 years, however, we have had issues with our distance education students. We are pleased to see an improvement in the satisfaction with program access. We do not have a gymnasium on site, as well we have a small number of junior high and high school students, so the number of options that we can offer is limited. It is good to see that the students feel that even with these adversities, they are still happy with the program access. We recognize that our transition rate to post-secondary is low, but a large number of our distance learning students go to work in the community or on the family farm, and do not pursue a post-secondary education. As noted previously, we will continue to mark areas of concern and implement strategies that will result in improvement.



### 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													Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	10	100.0	6	37.5	9	79.2	6	88.9	9	92.6	Very High	Improved	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	10	100.0	6	37.5	9	79.2	6	88.9	9	92.6	Very High	Improved	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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:** We are pleased to see that the 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.

### 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													Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	52	81.9	28	78.8	40	88.1	50	84.3	92	80.7	High	Maintained	Good	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	21	98.6	10	91.9	13	97.7	15	95.7	39	91.4	Very High	Maintained	Excellent	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	21	58.7	12	73.3	18	72.3	29	63.6	43	57.0	Very Low	Maintained	Concern	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	10	88.2	6	71.1	9	94.3	6	93.6	10	93.5	Very High	Maintained	Excellent	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

Notes:

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

### Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	6	33.3	6	66.7	2	*	5	*	10	90.0	Very High	Improved	Excellent	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4

Notes:

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

### 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													Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	92	93.5	47	92.5	70	94.4	79	91.5	120	93.4	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	21	98.1	10	97.8	13	98.4	15	97.3	39	97.9	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	61	82.5	31	83.0	48	84.8	58	77.2	71	82.2	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	10	100.0	6	96.7	9	100.0	6	100.0	10	100.0	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 on the above tables and graphs

In the tables and graphs above, the trend for HBA is to score above the provincial average. Many of our students graduate with GPA above 70% and qualify to access the Rutherford Scholarships.

### Strategies for Growth

HBA 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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	92	77.5	47	63.4	69	81.1	77	67.8	114	78.7	High	Improved	Good	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	21	98.2	10	92.9	12	97.4	13	86.7	35	88.8	Very High	Maintained	Excellent	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	61	50.4	31	51.8	48	65.8	58	50.1	70	55.9	Very Low	Maintained	Concern	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	10	84.0	6	45.5	9	80.0	6	66.7	9	91.3	Very High	Improved	Excellent	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

#### Comments:

It is good to see an overall improvement in all aspects of program satisfaction. The students still felt a lack in course options. This is due to there only being 2 teachers available to teach all junior high and high school courses. As we gain more teachers, we will be able to offer more courses.

#### Strategies for Growth

As a small, private school, it is difficult to access programs and services to which the public schools or larger independent schools might have access. We continue to focus on providing an excellent academic education, building on our options and CTS courses, and accessing as many outside resources as possible to broaden our programming. Also, we know that the lack of an on-site gymnasium limits our PE courses.

### Timelines and Communication

As per AB Ed requirements, the AERR will be posted 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](mailto:bdcoldwell@gmail.com) (IBCES), or [admin@harvestbaptist.academy](mailto:admin@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](http://www.yourvoiceprotected.ca)
3. PDF copies of IBCES' whistleblower policy.

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

**STATEMENT OF OPERATIONS**  
**for the Year Ended August 31**  
(in dollars)

	AFS 2025	Budget 2025 (NOTE *) x	AFS 2024 (NOTE *) x
<b>REVENUES</b>			
Alberta Education and Childcare (excluding Home Education)	\$868,101	\$818,884	\$818,698
Alberta Education and Childcare - Home Education	\$343,149	\$309,061	\$281,613
<b>Total Alberta Education and Childcare Revenues</b>	\$1,211,250	\$1,127,945	\$1,100,311
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$0	\$7,000	\$0
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$118,846	\$100,000	\$123,515
Other sales and services	\$37,655	\$40,000	\$23,348
Interest on investments	\$6,135	\$3,000	\$10,290
Gifts and donations	\$32,261	\$15,000	\$25,644
Amortization of capital allocations	\$4,325	\$0	\$861
Other	\$17,139	\$0	\$1
<b>Total Revenues</b>	\$1,427,611	\$1,292,945	\$1,283,970
<b>EXPENSES</b>			
Home Education	\$319,983	\$292,229	\$309,013
Instruction - ECS	\$20,897	\$26,200	\$40,820
Instruction - Grades 1 to 12	\$745,872	\$662,300	\$681,897
Operations and maintenance	\$60,281	\$68,000	\$60,000
Transportation	\$262,535	\$196,600	\$250,694
Board and System Administration	\$59,912	\$41,800	\$45,744
External services	\$0	\$0	\$0
<b>Total Expenses</b>	\$1,469,479	\$1,287,129	\$1,388,168
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>(\$41,868)</b>	<b>\$5,816</b>	<b>(\$104,198)</b>

## Appendix

### 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
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
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
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 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.

	Achievement				
Improvement	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

## Provincial Achievement Test Results

### Grade 6 PAT Results

			Harvest Baptist Academy							Alberta						
			2022	2023	2024	2025	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2022	2023	2024	2025	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
English Language Arts & Lit 6	Participation	Students Enrolled	n/a	n/a	n/a	18	n/a	n/a	18	n/a	n/a	n/a	61,670	n/a	n/a	61,670
		Students Writing	n/a	n/a	n/a	12	n/a	n/a	12	n/a	n/a	n/a	53,045	n/a	n/a	53,045
		Students Writing %	n/a	n/a	n/a	66.7	n/a	n/a	66.7	n/a	n/a	n/a	86.0	n/a	n/a	86.0
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	61.1	n/a	n/a	61.1	n/a	n/a	n/a	69.1	n/a	n/a	69.1
		Standard of Excellence %	n/a	n/a	n/a	16.7	n/a	n/a	16.7	n/a	n/a	n/a	12.7	n/a	n/a	12.7
		Below Acceptable Standard %	n/a	n/a	n/a	5.6	n/a	n/a	5.6	n/a	n/a	n/a	16.9	n/a	n/a	16.9
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	91.7	n/a	n/a	91.7	n/a	n/a	n/a	80.3	n/a	n/a	80.3
		Standard of Excellence %	n/a	n/a	n/a	25.0	n/a	n/a	25.0	n/a	n/a	n/a	14.7	n/a	n/a	14.7
		Below Acceptable Standard %	n/a	n/a	n/a	8.3	n/a	n/a	8.3	n/a	n/a	n/a	19.7	n/a	n/a	19.7
Mathematics 6	Participation	Students Enrolled	n/a	n/a	n/a	18	n/a	n/a	18	n/a	n/a	n/a	61,656	n/a	n/a	61,656
		Students Writing	n/a	n/a	n/a	12	n/a	n/a	12	n/a	n/a	n/a	53,321	n/a	n/a	53,321
		Students Writing %	n/a	n/a	n/a	66.7	n/a	n/a	66.7	n/a	n/a	n/a	86.5	n/a	n/a	86.5
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	27.8	n/a	n/a	27.8	n/a	n/a	n/a	53.1	n/a	n/a	53.1
		Standard of Excellence %	n/a	n/a	n/a	0.0	n/a	n/a	0.0	n/a	n/a	n/a	15.1	n/a	n/a	15.1
		Below Acceptable Standard %	n/a	n/a	n/a	38.9	n/a	n/a	38.9	n/a	n/a	n/a	33.3	n/a	n/a	33.3
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	41.7	n/a	n/a	41.7	n/a	n/a	n/a	61.4	n/a	n/a	61.4
		Standard of Excellence %	n/a	n/a	n/a	0.0	n/a	n/a	0.0	n/a	n/a	n/a	17.5	n/a	n/a	17.5
		Below Acceptable Standard %	n/a	n/a	n/a	58.3	n/a	n/a	58.3	n/a	n/a	n/a	38.6	n/a	n/a	38.6
Social Studies 6	Participation	Students Enrolled	3	10	11	18	10	11	13	56,483	57,655	60,804	50,053	57,655	59,230	56,171
		Students Writing	3	8	9	12	8	9	10	48,283	48,742	52,610	42,116	48,742	50,676	47,823
		Students Writing %	*	80.0	81.8	66.7	80.0	80.9	76.2	85.5	84.5	86.5	84.1	84.5	85.5	85.1
	Results Based on Number Enrolled	Acceptable Standard %	*	80.0	81.8	55.6	80.0	80.9	72.5	67.8	66.2	68.5	64.1	66.2	67.4	66.3
		Standard of Excellence %	*	40.0	18.2	11.1	40.0	29.1	23.1	20.1	18.0	19.8	18.5	18.0	18.9	18.8
		Below Acceptable Standard %	*	0.0	0.0	11.1	0.0	0.0	3.7	17.7	18.4	18.0	20.1	18.4	18.2	18.8
	Results based on Number Writing	Acceptable Standard %	*	100.0	100.0	83.3	100.0	100.0	94.4	79.3	78.3	79.2	76.1	78.3	78.8	77.9
		Standard of Excellence %	*	50.0	22.2	16.7	50.0	36.1	29.6	23.6	21.3	22.8	22.0	21.3	22.1	22.1
		Below Acceptable Standard %	*	0.0	0.0	16.7	0.0	0.0	5.6	20.7	21.7	20.8	23.9	21.7	21.2	22.1

## Grade 9 PAT Results

			Harvest Baptist Academy									Alberta								
			2022	2023	2024	2025	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2022	2023	2024	2025	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg				
English Language Arts 9	Participation	Students Enrolled	4	6	7	2	n/a	n/a	n/a	35,521	56,255	59,096	59,391	56,255	57,676	58,247				
		Students Writing	3	2	5	1	n/a	n/a	n/a	28,956	47,191	48,994	50,327	47,191	48,093	48,837				
		Students Writing %	*	*	*	*	n/a	n/a	n/a	81.5	83.9	82.9	84.7	83.9	83.4	83.8				
	Results Based on Number Enrolled	Acceptable Standard %	*	*	*	*	n/a	n/a	n/a	69.6	71.4	69.5	69.8	71.4	70.4	70.2				
		Standard of Excellence %	*	*	*	*	n/a	n/a	n/a	12.9	13.4	11.8	11.1	13.4	12.6	12.1				
		Below Acceptable Standard %	*	*	*	*	n/a	n/a	n/a	11.9	12.5	13.4	15.0	12.5	13.0	13.6				
	Results based on Number Writing	Acceptable Standard %	*	*	*	*	n/a	n/a	n/a	85.4	85.1	83.8	82.4	85.1	84.5	83.8				
		Standard of Excellence %	*	*	*	*	n/a	n/a	n/a	15.8	15.9	14.2	13.1	15.9	15.1	14.4				
		Below Acceptable Standard %	*	*	*	*	n/a	n/a	n/a	14.6	14.9	16.2	17.6	14.9	15.5	16.2				
Mathematics 9	Participation	Students Enrolled	3	6	6	2	n/a	n/a	n/a	32,890	55,447	58,577	58,911	55,447	57,012	57,645				
		Students Writing	3	2	5	1	n/a	n/a	n/a	27,331	46,587	49,797	50,311	46,587	48,192	48,898				
		Students Writing %	*	*	*	*	n/a	n/a	n/a	83.1	84.0	85.0	85.4	84.0	84.5	84.8				
	Results Based on Number Enrolled	Acceptable Standard %	*	*	*	*	n/a	n/a	n/a	53.0	54.4	52.7	51.7	54.4	53.5	52.9				
		Standard of Excellence %	*	*	*	*	n/a	n/a	n/a	16.7	13.5	14.0	14.0	13.5	13.7	13.8				
		Below Acceptable Standard %	*	*	*	*	n/a	n/a	n/a	30.1	29.6	32.3	33.7	29.6	31.0	31.9				
	Results based on Number Writing	Acceptable Standard %	*	*	*	*	n/a	n/a	n/a	63.7	64.7	62.0	60.6	64.7	63.3	62.4				
		Standard of Excellence %	*	*	*	*	n/a	n/a	n/a	20.1	16.0	16.5	16.4	16.0	16.2	16.3				
		Below Acceptable Standard %	*	*	*	*	n/a	n/a	n/a	36.3	35.3	38.0	39.4	35.3	36.7	37.6				
Science 9	Participation	Students Enrolled	4	6	7	2	n/a	7	7	31,215	56,311	59,072	59,453	56,311	57,692	58,279				
		Students Writing	4	2	6	1	n/a	6	6	25,840	47,397	50,395	50,678	47,397	48,896	49,490				
		Students Writing %	*	*	85.7	*	n/a	85.7	85.7	82.8	84.2	85.3	85.2	84.2	84.7	84.9				
	Results Based on Number Enrolled	Acceptable Standard %	*	*	71.4	*	n/a	71.4	71.4	68.0	66.3	67.6	68.6	66.3	66.9	67.5				
		Standard of Excellence %	*	*	42.9	*	n/a	42.9	42.9	22.6	20.1	20.8	21.1	20.1	20.5	20.7				
		Below Acceptable Standard %	*	*	14.3	*	n/a	14.3	14.3	14.8	17.8	17.7	16.7	17.8	17.8	17.4				
	Results based on Number Writing	Acceptable Standard %	*	*	83.3	*	n/a	83.3	83.3	82.1	78.8	79.2	80.4	78.8	79.0	79.5				
		Standard of Excellence %	*	*	50.0	*	n/a	50.0	50.0	27.3	23.9	24.4	24.8	23.9	24.2	24.4				
		Below Acceptable Standard %	*	*	16.7	*	n/a	16.7	16.7	17.9	21.2	20.8	19.6	21.2	21.0	20.5				
Social Studies 9	Participation	Students Enrolled	4	6	7	2	n/a	7	7	30,108	56,309	59,125	59,472	56,309	57,717	58,302				
		Students Writing	4	2	6	1	n/a	6	6	25,130	47,410	50,440	50,686	47,410	48,925	49,512				
		Students Writing %	*	*	85.7	*	n/a	85.7	85.7	83.5	84.2	85.3	85.2	84.2	84.8	84.9				
	Results Based on Number Enrolled	Acceptable Standard %	*	*	71.4	*	n/a	71.4	71.4	60.8	58.4	60.5	60.5	58.4	59.4	59.8				
		Standard of Excellence %	*	*	28.6	*	n/a	28.6	28.6	17.2	15.9	15.8	17.1	15.9	15.8	16.3				
		Below Acceptable Standard %	*	*	14.3	*	n/a	14.3	14.3	22.7	25.8	24.8	24.7	25.8	25.3	25.1				
	Results based on Number Writing	Acceptable Standard %	*	*	83.3	*	n/a	83.3	83.3	72.8	69.3	70.9	71.0	69.3	70.1	70.4				
		Standard of Excellence %	*	*	33.3	*	n/a	33.3	33.3	20.6	18.9	18.5	20.1	18.9	18.7	19.2				
		Below Acceptable Standard %	*	*	16.7	*	n/a	16.7	16.7	27.2	30.7	29.1	29.0	30.7	29.9	29.6				

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. 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.

## Diploma Results

		Harvest Baptist Academy						Alberta						
		2022	2023	2024	2025	2022 - 2024 Avg	2023 - 2025 Avg	2022	2023	2024	2025	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
English Language Arts 30-1	Students Writing	n/a	3	6	5	6	6	17,372	31,493	33,001	35,845	31,493	32,247	33,446
	Diploma Examination Acceptable Standard	n/a	*	83.3	*	83.3	83.3	78.8	83.7	84.2	85.3	83.7	83.9	84.4
	Diploma Examination Standard of Excellence	n/a	*	16.7	*	16.7	16.7	9.4	10.5	10.1	10.9	10.5	10.3	10.5
	School Awarded Acceptable Standard	n/a	*	100.0	*	100.0	100.0	98.2	98.4	98.6	98.8	98.4	98.5	98.6
	School Awarded Standard of Excellence	n/a	*	100.0	*	100.0	100.0	44.6	42.4	42.1	42.4	42.4	42.2	42.3
English Language Arts 30-2	Students Writing	2	1	4	3	n/a	n/a	8,903	17,112	19,219	21,398	17,112	18,166	19,243
	Diploma Examination Acceptable Standard	*	*	*	*	n/a	n/a	80.8	86.2	85.7	85.6	86.2	85.9	85.8
	Diploma Examination Standard of Excellence	*	*	*	*	n/a	n/a	12.3	12.7	12.9	11.3	12.7	12.8	12.3
	School Awarded Acceptable Standard	*	*	*	*	n/a	n/a	96.6	96.7	96.7	97.3	96.7	96.7	96.9
	School Awarded Standard of Excellence	*	*	*	*	n/a	n/a	19.9	18.7	19.1	20.1	18.7	18.9	19.3
Mathematics 30-1	Students Writing	n/a	4	1	2	n/a	n/a	9,102	19,763	21,035	22,680	19,763	20,399	21,159
	Diploma Examination Acceptable Standard	n/a	*	*	*	n/a	n/a	63.6	70.8	75.4	77.8	70.8	73.1	74.7
	Diploma Examination Standard of Excellence	n/a	*	*	*	n/a	n/a	23.0	29.0	34.9	37.1	29.0	32.0	33.7
	School Awarded Acceptable Standard	n/a	*	*	*	n/a	n/a	95.4	96.1	96.4	96.9	96.1	96.2	96.5
	School Awarded Standard of Excellence	n/a	*	*	*	n/a	n/a	51.6	54.1	54.8	56.5	54.1	54.4	55.1
Mathematics 30-2	Students Writing	n/a	n/a	3	1	n/a	n/a	7,872	14,418	15,676	17,430	14,418	15,047	15,841
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	n/a	n/a	61.5	71.1	70.9	73.6	71.1	71.0	71.8
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	n/a	n/a	11.8	15.2	15.4	17.3	15.2	15.3	16.0
	School Awarded Acceptable Standard	n/a	n/a	*	*	n/a	n/a	94.3	94.1	94.3	95.5	94.1	94.2	94.7
	School Awarded Standard of Excellence	n/a	n/a	*	*	n/a	n/a	29.7	29.2	30.9	32.9	29.2	30.1	31.0
Social Studies 30-1	Students Writing	1	1	4	4	n/a	n/a	13,811	24,023	25,167	26,238	24,023	24,595	25,143
	Diploma Examination Acceptable Standard	*	*	*	*	n/a	n/a	81.5	83.5	85.2	84.6	83.5	84.4	84.4
	Diploma Examination Standard of Excellence	*	*	*	*	n/a	n/a	15.8	15.9	18.7	16.8	15.9	17.3	17.1
	School Awarded Acceptable Standard	*	*	*	*	n/a	n/a	99.3	99.3	99.3	99.5	99.3	99.3	99.4
	School Awarded Standard of Excellence	*	*	*	*	n/a	n/a	50.6	50.0	50.1	51.3	50.0	50.0	50.4
Social Studies 30-2	Students Writing	2	2	5	3	n/a	n/a	11,131	21,045	23,985	27,021	21,045	22,515	24,017
	Diploma Examination Acceptable Standard	*	*	*	*	n/a	n/a	72.5	78.1	77.6	77.5	78.1	77.8	77.7
	Diploma Examination Standard of Excellence	*	*	*	*	n/a	n/a	13.2	12.3	12.7	12.3	12.3	12.5	12.4
	School Awarded Acceptable Standard	*	*	*	*	n/a	n/a	97.1	97.0	96.9	97.3	97.0	97.0	97.1
	School Awarded Standard of Excellence	*	*	*	*	n/a	n/a	24.7	22.6	23.9	25.4	22.6	23.3	24.0



## Diploma Results Continued

		Harvest Baptist Academy						Alberta						
		2022	2023	2024	2025	2022 - 2024 Avg	2023 - 2025 Avg	2022	2023	2024	2025	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Biology 30	Students Writing	n/a	n/a	2	5	n/a	n/a	13,449	23,270	24,414	25,916	23,270	23,842	24,533
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	n/a	n/a	74.3	82.7	83.1	82.7	82.7	82.9	82.8
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	n/a	n/a	25.2	32.8	33.7	34.8	32.8	33.2	33.8
	School Awarded Acceptable Standard	n/a	n/a	*	*	n/a	n/a	97.0	97.2	97.3	97.6	97.2	97.2	97.3
	School Awarded Standard of Excellence	n/a	n/a	*	*	n/a	n/a	51.1	51.6	51.3	54.6	51.6	51.4	52.5
Chemistry 30	Students Writing	2	2	3	1	n/a	n/a	10,196	18,364	19,955	21,438	18,364	19,160	19,919
	Diploma Examination Acceptable Standard	*	*	*	*	n/a	n/a	77.1	80.5	82.9	83.8	80.5	81.7	82.4
	Diploma Examination Standard of Excellence	*	*	*	*	n/a	n/a	31.1	37.0	38.0	40.6	37.0	37.5	38.5
	School Awarded Acceptable Standard	*	*	*	*	n/a	n/a	97.4	97.4	97.4	97.8	97.4	97.4	97.5
	School Awarded Standard of Excellence	*	*	*	*	n/a	n/a	56.6	56.3	57.4	57.8	56.3	56.9	57.2
Physics 30	Students Writing	n/a	1	n/a	1	n/a	n/a	5,560	9,241	9,955	11,366	9,241	9,598	10,187
	Diploma Examination Acceptable Standard	n/a	*	n/a	*	n/a	n/a	78.5	82.3	85.1	85.6	82.3	83.7	84.4
	Diploma Examination Standard of Excellence	n/a	*	n/a	*	n/a	n/a	34.6	39.9	43.1	43.6	39.9	41.5	42.2
	School Awarded Acceptable Standard	n/a	*	n/a	*	n/a	n/a	97.9	98.1	97.8	98.0	98.1	97.9	98.0
	School Awarded Standard of Excellence	n/a	*	n/a	*	n/a	n/a	64.0	61.2	60.9	61.6	61.2	61.0	61.2
Science 30	Students Writing	n/a	n/a	1	n/a	n/a	n/a	4,887	8,007	8,439	9,027	8,007	8,223	8,491
	Diploma Examination Acceptable Standard	n/a	n/a	*	n/a	n/a	n/a	75.7	79.4	81.3	79.6	79.4	80.3	80.1
	Diploma Examination Standard of Excellence	n/a	n/a	*	n/a	n/a	n/a	17.2	23.1	24.6	26.2	23.1	23.9	24.6
	School Awarded Acceptable Standard	n/a	n/a	*	n/a	n/a	n/a	96.5	96.2	96.7	97.6	96.2	96.4	96.8
	School Awarded Standard of Excellence	n/a	n/a	*	n/a	n/a	n/a	36.8	35.5	36.0	39.4	35.5	35.8	37.0

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.