

AERR for Hillcrest Christian School November 2020

Accountability Statement

The Annual Education Results Report for Hillcrest Christian School for the 2019/2020 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2019/2020 was approved by the Board on November 17, 2020.

Sharon Ambros
Board Chair

Preamble

It is the hope of every educational institution to grant the opportunity to every child to succeed. The difficulty in making this a viable reality in today's context is the fast pace of education, society's demand for results, fiscal and physical restraints, all coupled with the incredible uniqueness of every child.

This uniqueness in each child is represented via the context of a blend of familial world views, financial situations, the place the family holds in society, the child's experiences, as well as the child's mental, intellectual and physical abilities. All of this has been processed by the child to create an individual that comes to the world of education with hopes, dreams and potential unique to themselves.

It is the goal of Hillcrest Christian School to give each child the opportunity, encouragement and resources needed to help them on this road to discover their God given gifts, abilities, and potential in an environment of flexibility in schedule, pace, and programing. Hillcrest is committed to the whole child. This encompasses the academic, physical, emotional and spiritual aspects of each child.

Foundation Statements

Vision

- To increase the quality and diversity of our program using a Biblical worldview as a framework in order to help prepare students for society's demands.
- To foster interest and provide training in the arts.
- To develop peer leadership training opportunities so that students are prepared to participate positively in their communities.
- To give our teachers opportunities and support for further training through seminars, etc.
- To develop in the students a keen interest and joy in learning.
- To continue to develop an atmosphere, in the school in general and in the individual classrooms, conducive to learning.
- To ensure open communication between parents/guardians and school administration/teachers regarding all aspects concerning students (course progress, discipline, goals).
- To ensure that parents and society members have access to school information.

Mission

To set and maintain the highest level of professional, ethical, and educational standards for the students while granting them the opportunity to better understand the Christian faith and learn to live it out in their daily lives.

Principles

- Students are responsible for participating in the achievement of their educational success.
- Teachers provide opportunities for all students to acquire strong reading, writing, and math skills with which to develop critical thinking and self-directed learning.
- Teachers must endeavor to be exemplary role models in lifestyle, attitude, conduct, and life-long learning.
- Students are entitled to a safe, secure, and caring learning environment where each individual is respected and valued.
- Education, incorporating a Biblical worldview, is an important building block in a student's development.
- The education process involves providing our society with creative critical thinkers and problem solvers, who are prepared with a strong moral base to participate in the world of

- work, postsecondary studies, life-long learning, and citizenship.
- In striving for quality educational programs, six dimensions of student development are considered: social, physical, intellectual, cultural, emotional, and spiritual.
 - All students are challenged to learn and achieve through high learning expectations.
 - The success of students is the shared responsibility of students, parents, school, church, community, and government.
 - Parents have opportunities for involvement in important decisions about their children's education.
 - All those responsible for decisions about education, including the expenditure of government education funds, school fees, fund raising monies, and donations are accountable to HCS society members and Alberta Education.

A Profile of the School Authority

Hillcrest Christian School had its beginnings as an outgrowth of an intentional Christian community. Since those early days of serving its own community, the school has become a center of education for a number of families. This includes both parents and children who do not necessarily adhere to the Christian faith but believe that the values held within the school system provide a healthy environment for their children. Parental feedback over the years indicates that we have a niche in our community as a school that provides support for students struggling emotionally and/or academically, by ensuring a low student to teacher ratio and a strong emphasis on Biblically based character development. The staff also attempts to address student issues on an individual basis by providing extra support when needed in conjunction with the students' parents. Some of these students, when ready, move back into the public system, while others prefer to remain in the school. We are glad to be able to offer this support to the families in the Grande Prairie area.

Our enrolment fluctuates between 55 and 70 students, from kindergarten to grade twelve. We offer the Alberta Education Program of Studies, including Physical Education, Music, Art, Drama, and Dance, as well as CTS courses and Work Experience.

Our student body consists of a wide range of academic, emotional, and social abilities. Our focus on student leadership and character development helps the students learn how to reach out to individuals first within the school community and then beyond. For those students who struggle, the staff attempts to address these problems and provide support where possible on an on-going basis.

We encourage our staff and students to attempt to live by the teachings of the Scriptures. This allows us to work towards fulfilling one of the most important aspects of our mission; that of offering Christ's love to students through the way that teachers teach and deal with conflicts that arise with the students. To be patient, accepting, encouraging, and giving of unconditional love while remaining firm in our expectations of the students and fellow colleagues, is an ongoing challenge that we work diligently to meet.

**Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 1194 Hillcrest Christian School**



Measure Category	Measure	Hillcrest Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	97.3	n/a	n/a	89.4	89.0	89.2	Very High	n/a	n/a
Student Learning Opportunities	Program of Studies	89.0	n/a	n/a	82.4	82.2	82.0	Very High	n/a	n/a
	Education Quality	97.7	n/a	n/a	90.3	90.2	90.1	Very High	n/a	n/a
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	*	*	n/a	79.7	79.1	78.4	*	*	*
	PAT: Acceptable	82.5	57.1	62.9	73.8	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	25.0	0.0	9.4	20.6	19.9	19.6	High	Maintained	Good
	Diploma: Acceptable	*	*	n/a	83.6	83.7	83.1	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	*	*	n/a	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	66.6	64.8	63.5	*	*	*
	Transition Rate (6 yr)	*	n/a	n/a	60.1	59.0	58.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	100.0	n/a	n/a	84.1	83.0	82.7	Very High	n/a	n/a
	Citizenship	94.2	n/a	n/a	83.3	82.9	83.2	Very High	n/a	n/a
	Parental Involvement	98.8	n/a	n/a	81.8	81.3	81.2	Very High	n/a	n/a
Continuous Improvement	School Improvement	92.4	n/a	n/a	81.5	81.0	80.9	Very High	n/a	n/a

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
 4. 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).
 5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. 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.
 7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, 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.

Accountability Pillar Summary Including Hillcrest Christian School 2018 -2019 Survey Results

Measure Categories	Measure	Hillcrest Christian School		
		Current results	*Prev year Results	3 year Average
Safe and Caring Schools	Safe and Caring Schools	97.3	93	91.8
Student Learning opportunities	Program of Studies	89	71	76.7
	Education Quality	97.7	86	84.9
Student Learning Achievement	PAT: Acceptable	82.5	57.1	62.9
	PAT: Excellence	25	0	9.4
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	100	99	91.3
	Citizenship	94.2	79	81.1
Parental Involvement	Parental Involvement	98.8	86	88.3
Continuous Improvement	School Improvement	92.4	na	92.4
Years of Attendance	4 Years or More	81	71.4	74.13
	2-4 Years	14	21.4	18.47

*Previous year results are taken from Hillcrest Christian School stake holder surveys as we were a level one school until 2019.

Student Growth and Achievement

Student growth and achievement can be analyzed both subjectively as well as analytically. Analytical evaluation is fairly easily determined as it can be verified by numbers. Subjective growth is more difficult to measure as it reflects changes in a student or student body that reflect in increasing scale of maturation of intellect and character. Both growth and achievement are an important part of the education of the child, but it must not be assumed that academic achievement necessarily reflects growth, nor is the opposite true.

Summative Assessment is measured using a variety of tools such as PAT’s, diploma examinations, MIPI’s, an ELA evaluation tool, and regular in-class assignments. Students and parents use feedback from these ongoing assessments to reflect on progress, identify strengths and areas of need, and set learning goals. Additionally, literacy and numeracy skills are reported to stakeholders at the school’s biannual society meeting in which parents, students and community members are welcome. Regularly communicating summative assessment results with stakeholders is an important aspect of school accountability and assurance.

Student Achievement

Due to the small numbers of student’s, discrepancies in the student’s achievement is difficult to measure and set targets on a yearly basis with only one measuring tool. Hillcrest utilizes the Mathematics Intervention/ Programming Instrument (MIPI) for grades 1-9, and our own English Language Arts (ELA) evaluation tool for the elementary. The ELA evaluation tool is based on several different standard evaluation tools that track phonemic awareness, spelling and vocabulary, grammar, and reading and comprehension. These tools along with the PAT’s and Diploma results give a better and more rounded picture of learning at Hillcrest.

Due to the COVID impact on learning, PAT & Diploma results are not available for the current year.

Math

2019 was the first year we implemented the Math Intervention Programming Instrument (MIPI) examinations for grades one to nine. This grade level math exam is administered at the end of the school year to determine the students mathematical understanding for the next grade level. The MIPI has given us the baseline for developing targets for the next 3 years. The Math Intervention Programming Instrument (MIPI) chart shows how the grade one to grade nines fared on the MIPI.

Results and Targets for Mathematics Intervention/ Programming Instrument (MIPI)							
Elementary		Results	Target	Target	Target	Target	
		2019	*2020	2020	2021	2022	2023
	Percentage at Grade level Grade level is equal to or greater than 75%	80.2%	86.6%	82.0%	82%	84%	85%
	Percentage Below Grade level. Grade level is less than 75%	19.8%	13.4%	18.0%	18%	16%	15%
Students who achieved 50% or higher	91.5%	93.5%	92.0%	92%	92%	93%	
Jr High							
	2019	*2020	2020	2021	2022	2023	
Percentage at Grade level Grade level is equal to or greater than 75%	50.0%	43.3%	55.0%	55%	60%	63%	
Percentage Below Grade level. Grade level is less than 75%	50.0%	56.7%	55.0%	55%	60%	65%	
Students who achieved 50% or higher	91.7%	76.7%	92.0%	80%	82%	84%	
Overall MIPI Results							
2019	2020						
65.1%	65.0%	Overall percentage of students at grade level, 75% or higher					
91.6%	85.1%	Overall percentage of students who achieved 50% or higher					

**The results for the 2020 MIPI were taken in the fall of the 2020 school year and reflect the absence of 3 months of in-school education due to the COVID interruption of the school year.*

While the percentage of students who passed was very high we set an acceptable standard of 75%. This is due to our understanding that strong math skills at the lower grade levels translate to strong math skills at the higher level. Thus, by setting a high standard it is our hope to accurately track the mathematical abilities of our students.

ELA

Our English program was standardized and implemented several years ago. Student literacy is evaluated throughout the year at the elementary level. The ELA evaluation tool is based on several different standard evaluations that track phonemic awareness, spelling and vocabulary, grammar, reading and comprehension. This program has taken some time to develop and implement with consistency throughout the elementary grades. 2020 would have been the first year we would have been able to produce an accurate baseline for ELA. However due to the COVID-19 situation we were unable to accomplish this. The 3-year targets are based on what the teachers were experiencing within the classrooms as viable goals for the upcoming years.

English Results Fall 2020																							
Lower Elementary	Results	Target	Target	Target	Target	<table border="1"> <thead> <tr> <th colspan="3">Overall LOE Results</th> </tr> <tr> <th>2019</th> <th>*2020</th> <th></th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>65.0%</td> <td>Overall number of lower elementary students at developing grade level or higher.</td> </tr> </tbody> </table>	Overall LOE Results			2019	*2020		NA	65.0%	Overall number of lower elementary students at developing grade level or higher.								
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*2020	2020	2021	2022	2023																			
Percentage of students who Master Grade level - 100% or greater	44.0%	40.0%	42.0%	43.0%	47.0%																		
Percentage Developing Grade level - 75 - 100%.	22.0%	40.0%	38.0%	41.0%	45.0%																		
Emerging Students who achieved 0 -75%.	35.0%	20.0%	20.0%	16.0%	8.0%																		
Upper Elementary	Results	Target	Target	Target	Target	<table border="1"> <tbody> <tr> <td>NA</td> <td>60.0%</td> <td>Overall number of upper elementary students at developing grade level or higher.</td> </tr> </tbody> </table>	NA	60.0%	Overall number of upper elementary students at developing grade level or higher.														
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**The results for the 2020 English Results were taken from work completed up to March 2020 and reflect the absence of 3 months of in-school education due to the COVID interruption of the school year.*

Unlike math, ELA is a little more complicated to standardize due to different teachers interpreting the material and standardized tests in different ways. We are working on this, but it does take time for training and “buy-in” by all the staff. While we have outcomes and targets in the table they are still in a “fluid” state and apt to change over the next few years as we work through the process.

Provincial Achievement Test Results

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.1	68.8	*	57.1	82.5	70	High	Maintained	Good	58.3	69.2	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.6	18.8	*	0.0	25.0	16	High	Maintained	Good	33.3	15.4	25

Provincial Achievement Test Results for Hillcrest Christian School’s 3-year average

PAT Results	2016	2017	2018	2019	3 yr average
Acceptable	68.8	*	57.1	82.5	69.5
Excellence	18.8	*	0	25	14.6

Student Growth and Achievement Comments

Recognizing that in-school education for all our core subjects was interrupted by COVID, it’s difficult to quantify the impact that it has had on individual learners. The online learning experience was new to all the students and each would have experienced it differently due to environment. The government has recognized this by setting aside PAT’s for last spring and making them optional for the 2020/2021 school year. The only real “hard” data that we have for last year is the Math Intervention Programing Instrument (MIPI). Results are fairly good considering circumstances. However, there was an overall drop of 6% for students who scored over 50% on the exams.

The English Language Arts (ELA) results are not the results of an entire year of learning but only measure student learning till the beginning of March. This is also the first year that the implemented ELA program has progressed far enough for an all elementary evaluation that can be reported. This is new and uncharted territory and still requires work amongst all the educators involved to produce a clear, concise, and consistent data analysis and evaluation. Considering that we set grade level standards at 75% or higher, that is, we consider a student to be at grade level if their mark is 75% or higher, the result this year of 62.5 % is reasonable.

Teaching & Leading

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Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	100	99	91.3
	Citizenship	94.2	79	81.1
Parental Involvement	Parental Involvement	98.8	86	88.3
Continuous Improvement	School Improvement	92.4	na	92.4
Years of Attendance	4 Years or More	81	71.4	74.13
	2-4 Years	14	21.4	18.47

The parent responses to this survey question aren't surprising as we are an independent school that charges tuition. In a landscape of educational choice where parents are consumers, the fact that they continue to choose our 'product' is a testament as to how they view the school, teachers, and school authority leaders.

Because we do not advertise, many of our new families come from parent referrals which would indicate that the school parents are pleased with teacher, school leaders, and school authority leaders.

Professional development occurs through a school wide professional development seminar which focuses on different aspects of a child's physical, emotional, and psychological development. Teachers are also given the opportunity to pursue their own interests within the educational realm to further pursue enhancement of the different subjects they teach. An elder from the First Nations has also done a series of professional development sessions to keep us current with FNMI outcomes and understanding.

The survey numbers reflect support that the teaching and leading component of the school is working well.

Learning Supports

The data collected can be subjective in the sense that the questions relating to citizenship and work preparation can be interpreted by the responder through their worldview lens. Analysis of our parent and student results show that while the numbers have moved a little, the response is still very positive. With 70% of the parents enrolling their child/ren in the school for 4 or more years, the implication is that there is a strong sense that they approve of the programming.

Aside from the subjective nature of the questions which allow for a wide range of interpretation, the strategies we've put in place to address these concerns are there to help students learn how to be respectful to others in the school community. However, education is competing with an increasingly connected world that allows students to disconnect on a personal level.

While we have no data due to small numbers, Hillcrest Christian School has taken steps to integrate FNMI education into the school.

Administration as well as a Board member and staff have taken part in the Commitment to Action seminars provided by AISCA in conjunction with the National Centre for Truth and Reconciliation from the University of Manitoba.

The school is continuing to prioritize First Nations Metis and Inuit studies via professional development, intentional teaching practices, and curriculum implementation.

Teachers use local resources like the Grande Prairie Museum to teach about the Grande Prairie and area First Nations' past.

Governance

Accountability Pillar Summary Including Hillcrest Christian School 2018 -2019 Survey Results

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	2-4 Years	14	21.4	18.47

The survey numbers speak for themselves. People vote with their feet and their money. We are an independent school that charges tuition. In a landscape of educational choice where parents are consumers, the fact that they continue to choose our 'product' is a testament that there is a strong sense that this education system is well governed and managed.

The school is a member of AISCA, which is an important source of consultation and collaboration, informing leadership (school administration and board members) of best practices, networking, and professional development. AISCA continues to be an essential source of assurance. Through accountability and training, AISCA expands the school's capacity for professionalism within our governance.

Stakeholders involvements include our biannual society meetings and a monthly Newsflash sent to parents and supporters. Parents also had high interaction with the teachers before COVID as there is no bussing at Hillcrest. Teacher collaboration with colleagues from different districts and professional development opportunities help keep staff current. The relationship with Alberta Education through our education manager as well as support and discourse with AISCA help with the positive numbers represented here.

Local and Societal Context

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The numbers reflect a strong parental base as well as positive support from students. For a small school, our stakeholder and parent demographics are quite varied. They reflect a variety of different economic status', faith bases, and ethnic origins. While numbers are too small to report, the survey results definitely show strong support for the school.

There have been no incidents of any of the stakeholders making use of our Whistle Blowing policy.

Financials



