

**AERR**  
**for**  
**Hillcrest Christian School**  
**November 2021**

**Accountability Statement**

The Annual Education Results Report for Hillcrest Christian School for the 2020/2021 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 22, 2021.

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 programming. 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 (lyrical, contemporary, jazz), 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.

### Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Hillcrest Christian Sch Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	94.2	94.2	94.2	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	83.4	80.3	79.6	*	n/a	n/a
	5-year High School Completion	*	*	n/a	86.2	85.3	84.8	*	n/a	n/a
	PAT: Acceptable	n/a	n/a	69.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	12.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.7	97.7	97.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	95.7	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	98.7	98.8	98.8	79.5	81.8	81.4	n/a	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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.

## 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 achievements are 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 when they are written, give a better and more rounded picture of learning at Hillcrest. Historically we have always evaluated our in-school marks to PAT or Diplomas to ensure that our teaching and grading is on par with the students’ abilities on Government exams. When formal government exams are unable to be written as in the last few years, the comparative evaluation we usually use for the Jr/Sr. highs’ is a little more difficult. However, as our marking criteria hasn’t changed, we expect that the marks would again be comparable to exam results, considering the loss of in-class-learning.

The 2019, and 2020-school years have been challenging for assessment due to the interruption of the traditional learning process. The school transitioned between in-class and online learning throughout the year due to on-again off-again conditions created by COVID. This increased stress in all parties involved made for a very challenging school year. It’s also significant to note that teaching staff reported a lack of “buy-in” from students and parents that increased as the pandemic continued. While there are numerous reasons for this, the outcome has been a significant loss in learning among many students. Staff noted that even the usual high achiever’s “buy-in” dropped significantly due to the disruption of their normal life.

Due to the COVID impact on learning, and the option of writing Alberta’s government exams, PAT & Diploma results are not available.

## Math

2019 was the first year we implemented the Math Intervention Programing 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 Programing Instrument (MIPI) chart shows how the grade one to grade nines fared on the MIPI.

Results for Mathematics Intervention/Programing Instrument (MIPI)						
Elementary	Results*			Target		
	2019	2020	2021	2022	2023	2024
Percentage at grade level, 75% or higher.	80%	87%	66%	70%	75%	80%
Percentage below Grade level, less than 75%.	20%	13%	32%	25%	23%	17%
Students who achieved 50% or higher.	92%	94%	97%	92%	92%	93%
Jr High						
Percentage at grade level, 75% or higher.	50%	43%	33%	40%	45%	50%
Percentage below Grade level, less than 75%.	50%	57%	67%	50%	45%	40%
Students who achieved 50% or higher.	92%	77%	100%	92%	93%	93%
	2019	2020	2021			
Overall percent at grade level, 75% or higher.	65%	65%	50%			
Overall percent at 50% or higher.	92%	85%	97%			

*\*The results for the MIPI’s are taken in the spring of the current school year. 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.*

The 2021 results of the MIPI are a reflection of the culmination of the loss of in-class-learning during the school shutdown of 2019 as well as the on-again-off-again in-class-learning for the 2020 school year. The overall 15% drop is a representation of only 39% participation. Instead of the 100% participation that we have in a normal year, when the MIPI is administered at school. The low participation may have affected the outcome, but it does point out the reality of the last two years. Math is probably one of the easiest subjects to teach online. If the drop in math reflects loss of learning how much have other subjects suffered?

While 97% of students achieved 50% or higher one can assume that this does not reflect a real picture of student achievement. Of the 39% that wrote the MIPI, many of them were students that were highly invested in their learning or had parents that were able to encourage at-home-learning. This highlights the struggles of all the students over this last year and causes concern for those students who were struggling with academics before the pandemic effectively derailed normalized education.

## 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.

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.

English Language Arts (ELA) Results					
	Results*		Target		
	2020	2021	2022	2023	2024
<b>Lower Elementary</b>					
Percentage of students at grade level - 75% or greater.	44.0%	40.0%	35.0%	40.0%	45.0%
Percentage of students at developing grade level.	56.0%	60.0%	65.0%	60.0%	55.0%
<b>Upper Elementary</b>					
Percentage of students at grade level - 75% or greater.	40.0%	39.0%	35.0%	40.0%	45.0%
Percentage of students at developing grade level.	60.0%	61.0%	65.0%	60.0%	55.0%

*\*The English Results were taken from work completed and reflect the absence of in-school education due to the COVID interruption of the past two school years.*

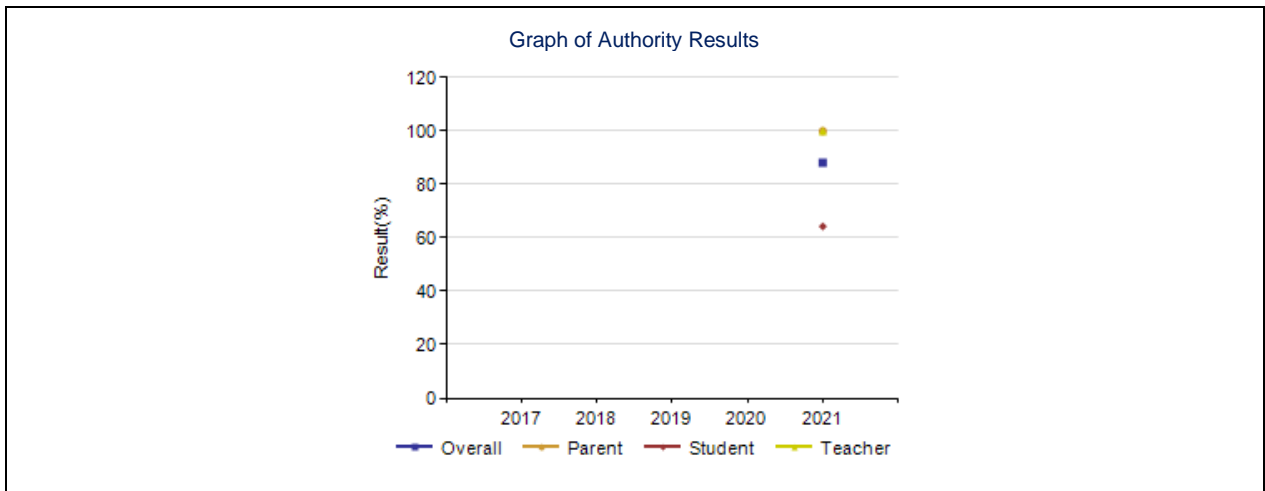
While the ELA drop doesn’t appear too significant it is worth noting that students were only assessed on work completed in school. Staff did their best to deliver the learning that the curriculum required but once the lessons are put online, they have no control over the outcomes. Although staff worked hard at supplying and delivering an at-home-education during the disruption due to

COVID, it was impossible to deliver the same ELA program online and keep students moving forward at the same pace. Thus, the program had to be adapted to suit the “new normal”. This disruption in learning over the last two years has impacted the amount of in-school-delivery and a consistency in the program. It is a concern that the situation over the last two years is going to have ongoing repercussions in subsequent years.

**Student Learning Engagement – Measure Details**

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52	88.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34	64.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0



**Student Growth and Achievement Comments**

Recognizing that in-school education for all our core subjects was interrupted by COVID over the last two years, 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.

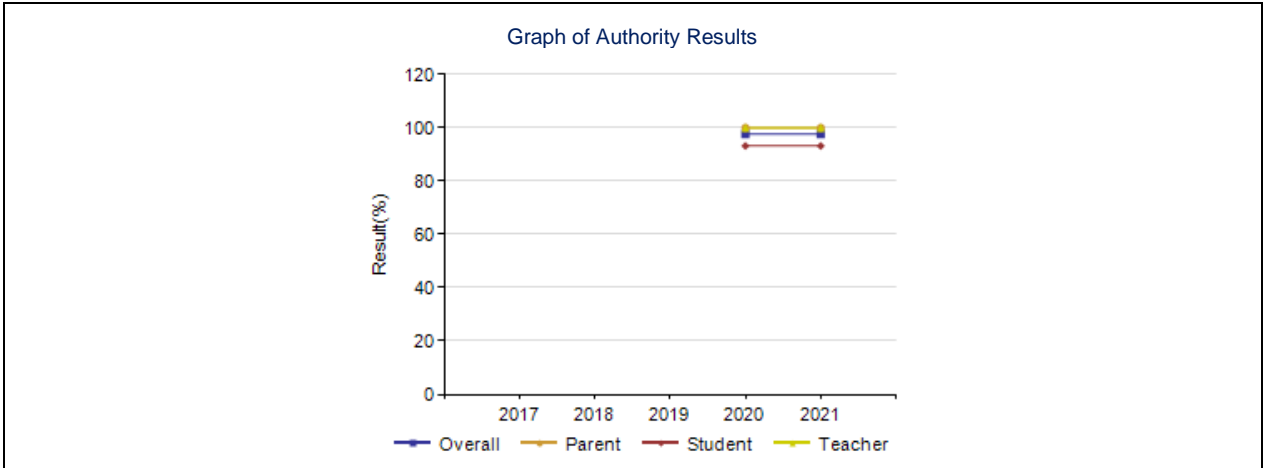
The English Language Arts (ELA) and MIPI results are not the results of staff completing the curriculum but getting as far as they were able through the combination of the online platform and in-class-learning. This type of education places students all over the map in outcomes they’ve achieved thus causing teachers to constantly adapt programing. This is also the second 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 drop in both results this year while understandable show us that we have a lot of work ahead of us.

## Teaching & Leading

### Education Quality – Measure Details

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

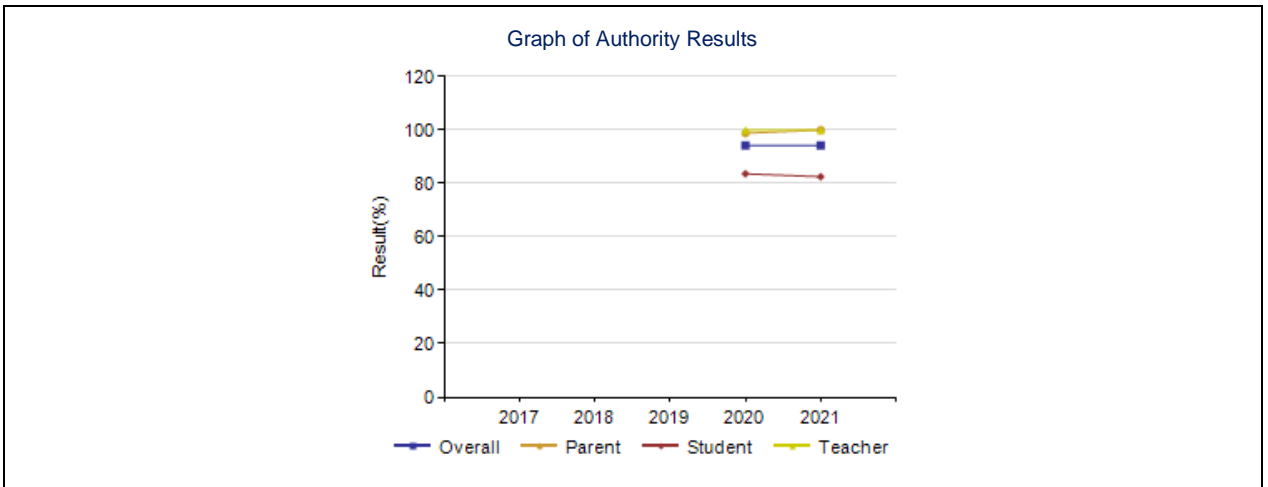
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	67	97.7	52	97.7	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	17	100.0	10	100.0	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	42	93.2	34	93.2	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	8	100.0	8	100.0	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7



### Citizenship – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	67	94.2	52	94.2	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	17	98.8	10	100.0	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	42	83.6	34	82.5	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	8	100.0	8	100.0	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1





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.

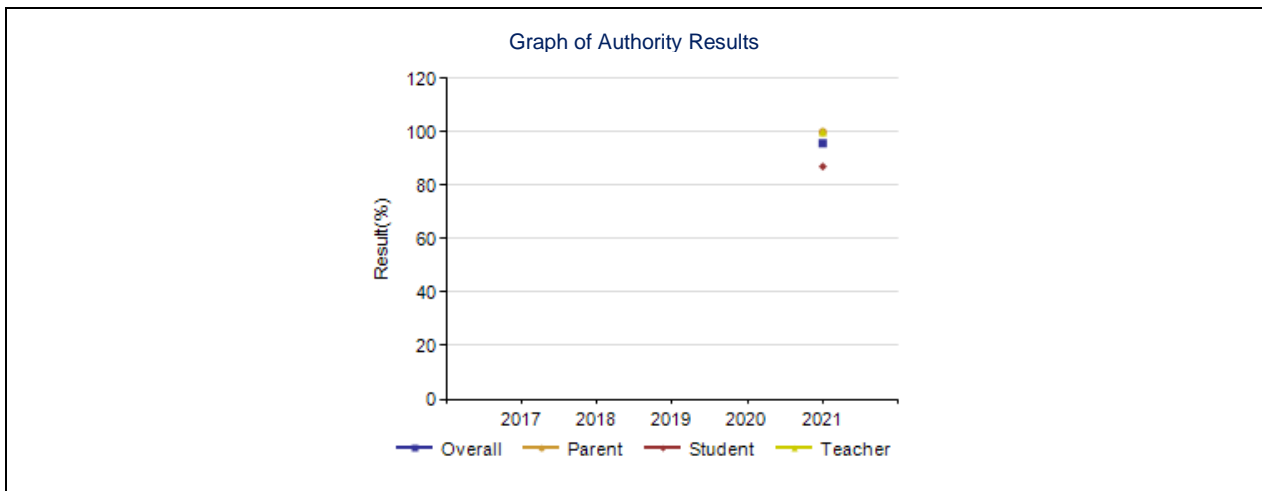
The survey numbers reflect support that the teaching and leading component of the school is working well.

## Learning Supports

### 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										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7



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.

Students have a variety of learning styles as well as more opportunity to be computer literate in today's educational setting. We differentiate instruction based on our student's needs and abilities. This is done through an intentional observation and applicable assessment of students' abilities and learning styles.

Methods used to differentiate include;

- evaluation of students learning style for core subjects and allow for an increase in computer-based learning for core subjects where applicable.
- tailoring of courses to individual students so they can achieve success and meet Alberta Education's requirements for being granted a diploma or certificate of achievement.
- differentiate instruction so that each student can understand their learning style and apply and increase their skills while at school.
- give high school students the option of computer-based learning for core subjects when available and applicable.
- ensure students understand the different routes that high school offers so they can make informed course choices.
- the Leadership Program encourages students to look at life beyond high school and what necessitates continual growth as an individual.
- Offer work experience and the RAP program at the high school 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.

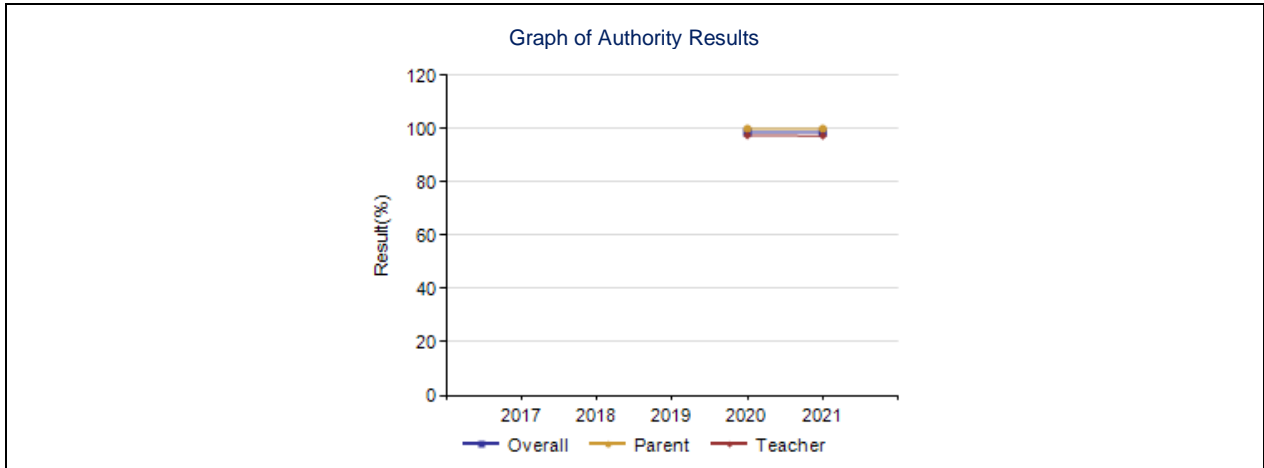
The school is continuing to prioritize First Nations Metis and Inuit studies via professional development, intentional teaching practices, and curriculum implementation.

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

## Governance

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	98.8	18	98.7	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	17	100.0	10	100.0	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	8	97.5	8	97.4	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8



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.

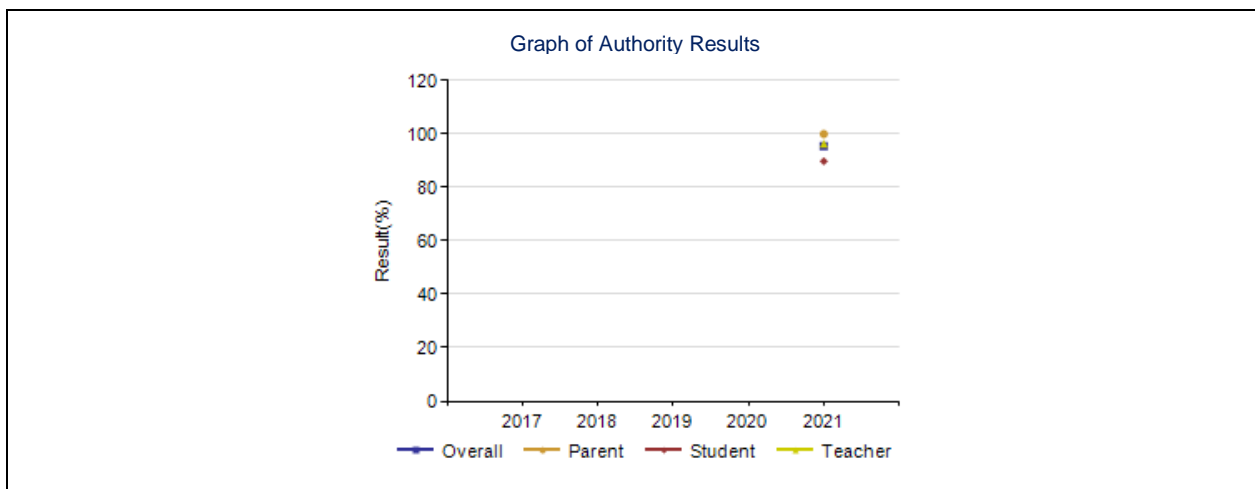
Stakeholders’ involvements include our biannual society meetings and a monthly Newsflash sent to parents and supporters. Parents also had high interaction with the teachers before COVID as there is no bussing at Hillcrest. Teacher collaboration with colleagues from different districts and professional 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. Information from the stakeholders is also collected via Alberta Education’s Accountability Pillar annual surveys which measures various aspects of the schools functioning. This is collected and shared in the various graphs imbedded in this report. Unfortunately, due to the small numbers of participants data is usually displayed as a cohort.

## Local and Societal Context

### 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										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52	95.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34	89.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	96.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



### Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Hillcrest Christian Sch 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)	n/a	*	n/a	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	0.0	0.0	0.0	2.6	2.7	2.6	Very High	Maintained	Excellent
Program of Studies	90.5	89.0	89.0	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	50.0	*	n/a	68.0	66.6	64.9	Low	n/a	n/a
Safe and Caring	97.2	97.3	97.3	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	85.6	92.4	92.4	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	*	*	n/a	60.0	60.3	59.5	*	n/a	n/a
Work Preparation	93.8	100.0	100.0	85.7	84.1	83.2	n/a	n/a	n/a

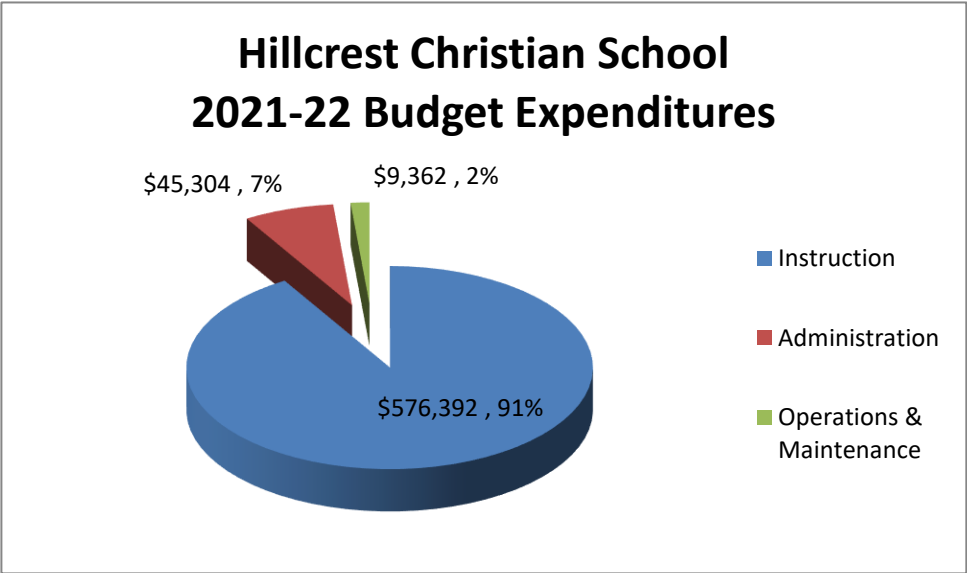
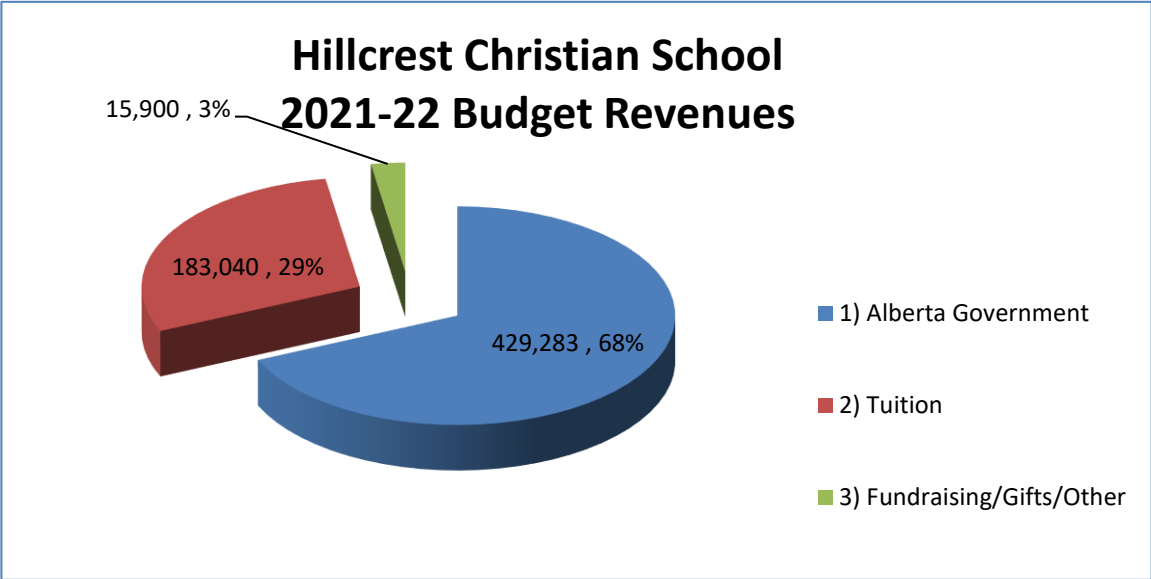
The numbers reflect a strong parental base as well as positive support from students. For a small school, our stakeholder and parent demographics are quite varied. They reflect a variety of different economic status', faith bases, and ethnic origins. While numbers are too small to report, the survey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

Educationally, as our academic numbers suggest, there has been a loss of learning due to the extreme difficulties of at-home-learning, isolation, and the uncertainty of the ever-changing environment as a world wrestled with COVID. There has also been an emotional and mental cost to students and staff that is difficult to validate.

As stated in our preamble “Hillcrest is committed to the whole child. This encompasses the academic, physical, emotional and spiritual aspects of each child.” This is a challenging statement for a school as we look at how to bring academic success back to grade level while incorporating all the other subjective aspects of individuals that helps them achieve personal success.

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

**Financials**



Contact the principal at [hcsadmin@hcsgp.ca](mailto:hcsadmin@hcsgp.ca) for more information.

[Link to Hillcrest Christian School’s audited financial statement:](#)