AERR
for
Hillcrest Christian School
January 2023

Accountability Statement

The Annual Education Results Report for Hillcrest Christian School for the 2021/2022 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 2021/2022 was approved by the Board on January 23, 2023.

Sharon Ambros
Board Chair

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.

Overview

Looking at the summary of the required assurance measures in the chart below, Hillcrest is doing well. While results are suppressed for some of the data, the report will shed light on how the school is responding to our Three-Year Education Plan and the guidelines given through Alberta Education in a positive manner

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Hillcrest Christian Sch Soc			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	87.7	88.1	n/a	85.1	85.6	n/a
	Citizenship	93.0	94.2	94.2	81.4	83.2	83.1
	3-year High School Completion	*	*	n/a	83.2	83.4	81.1
	5-year High School Completion	*	*	n/a	87.1	86.2	85.6
	PAT: Acceptable	87.5	n/a	82.5	67.3	n/a	73.8
	PAT: Excellence	33.3	n/a	25.0	18.0	n/a	20.6
	Diploma: Acceptable	*	n/a	n/a	75.2	n/a	83.6
	Diploma: Excellence	*	n/a	n/a	18.2	n/a	24.0
Teaching & Leading	Education Quality	95.1	97.7	97.7	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.9	95.4	n/a	86.1	87.8	n/a
	Access to Supports and Services	94.7	95.7	n/a	81.6	82.6	n/a
Governance	Parental Involvement	97.1	98.7	98.8	78.8	79.5	81.5

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

Outcome 1 – Post-Covid numeracy/literacy recovery for grades 1-9

➤ Outcome 1A - Increase math proficiency so 50% of students will score 75% or higher on the Math Intervention Programming Instrument (MIPI) and our 3-year average of students who pass the grade 6 & 9 math PAT's will be 75% or higher.

➤ Outcome 1B - Develop cross curricula support to increase English Language Arts (ELA) levels to attain 75% grade level expectations with our in-house ELA tool, Logic of English (LOE) program and a 75% 3-year average of students passing grade 6 & 9 ELA PAT's

Measurements

➤ Evaluate student success periodically using in-house tools, such as LOE's and MIPI's, as well as PAT's, diploma exams, and high school completion rates.

➤ Responses from survey questions will provide satisfaction feedback from stakeholders on the school's work to address the gap in learning.

➤ Anecdotal feedback from parents and other stakeholders will be drawn from parent-teacher interviews and semi-annual society meetings.

Results

Our first outcome labeled "post-Covid" may be a bit misleading. The return to in-class learning was almost complete during the 2021-2022 school year. However, the mental and emotional affects combined with the cumulative educational loss and the "new-normal" resulted in a different educational climate than pre-Covid. Staff have reported the need to change teaching strategies to combat the effects of the previous years.

The information in the tables below indicates that our results are a mixed bag.

Measurement Tool: MIPI'S

There was a big drop on our MIPI results in both the elementary and Jr. Highs in 2021 which reflects the loss of in-class learning from the 2020 and 2021 school year. Both the grade levels pulled their

results back up to pre-COVID results after a year back in class. It is still a little early to tell exactly what future results will look like if you consider that this is the first year that the present 2022 grade 3 class is in school for a full year.

Results and Targets for Mathematics Intervention/Programming Instrument (MIPI)							
	Actual Results %			**Target %**			
Elementary	2020	2021	2022	2022	2023	2024	2025
Percentage at grade level. Grade level is equal to or greater than 75%.	87.0	66.0	84.7	84.0	85.0	86.0	87.0
Percentage below grade level. Grade level is less than 75%.	13.0	32.0	15.2	16.0	14.0	14.0	13.0
Students who achieved 50% or higher.	94.0	97.0	94.3	92.0	93.0	94.0	94.0
Jr High							
Percentage at grade level. Grade level is equal to or greater than 75%.	43.0	33.0	44.4	60.0	63.0	65.0	67.0
Percentage below grade level. Grade level is less than 75%.	57.0	37.0	55.3	40.0	37.0	35.0	33.0
Students who achieved 50% or higher.	77.0	100	82.3	93.0	85.0	87.0	90.0
Combined Results							
Overall percent at grade level, 75% or higher.	65	65	64.6	72.0	74.0	75.5	77.0
Overall percent at 50% or higher.	92	83	88.3	92.5	89.0	90.5	92.0

Measurement Tool: LOE

The Logic of English (LOE) has a built-in ongoing assessment tool. The results reflect a year's worth of work and data and are not the reflection of a single assessment given at the end of the year. The 2020 and 2021 results do not reflect an entire year of work due to the disruption of in-class-learning over those periods. We also consider a passing grade to be 75%. Looking at the results below from 2022 we did manage to achieve 7% higher than our projected 2022 target for students over 75%, which is encouraging.

In 2020 and 2021 we did not record any percentages below 50. Two reasons for this were that we had just started working with the LOE program as an in-house assessment tool and staff were adjusting to the new system. Also, students had only completed a part of the program. Students who were struggling did not have the opportunity for supplemental work to increase their understanding. The 2022 results are a better reflection of work completed.

Results and Targets for Elementary Logic of English							
	Results %			**Target %**			
Lower Elementary	2020	2021	2022	2022	2023	2024	2025
Percentage of students at Grade level - 75% or greater	44.0	40.0	42.3	35	45	52	55
Percentage Developing Grade level - 50% to 74%	56.0	60.0	42.3	65	45	41	40
Percentage below - 50%	NA	NA	15.4	0	10	7	5
Upper Elementary							
Percentage of students at Grade level - 75% or greater	40.0	39.0	61.1	35	60	63	65
Percentage Developing Grade level - 50% to 74%	60.0	61.0	38.9	65	38	35	33
Percentage below - 50%	NA	NA	0.0	0	2	2	2

One of our outcomes was a 75% acceptable standard for PAT's over a 3 year average. Given that there were no PAT's written in 2020 and 2021, this is a hard outcome to access. There is also the issue of the small number of PAT's written by our school, thus we have years where data may be suppressed at the grades 6 or 9 level. Therefore, HCS has taken the aggregate value of all the PAT's written in 2022 and compared it to the aggregate value of all the Provincial PAT values. Only the 2022 year has results that we are able to compare with for the last three years so they are the only ones listed here. After more data is received it will be added and targets will be implemented.

The 2022 snapshot of PAT results paints a positive picture for Hillcrest. As to whether this is sustainable will need to be seen.

Aggregate Achievement Test Results	**Hillcrest**		**Province**	
	2021	2022	2021	2022
Acceptable Standard	na	88.0	na	67.0
Standard of Excellence	na	33.0	na	26.0
Below Acceptable Standard	na	13.0	na	18.0

Measurements
  ➤ Responses from survey questions will provide satisfaction feedback from stakeholders on the school's work to address the gap in learning.
  ➤ Anecdotal feedback from parents and other stakeholders will be drawn from parent-teacher interviews and semi-annual society meetings.

Measurement Tool: Stakeholder Survey Feedback
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority				Province			
	2021		2022		2021		2022	
	N	%	N	%	N	%	N	%
Overall	52	88.1	35	87.7	230,956	85.6	249,740	85.1
Parent	10	100.0	4	*	30,994	89.0	31,694	88.7
Student	34	64.3	28	75.3	169,789	71.8	187,102	71.3
Teacher	8	100.0	7	100.0	30,173	96.0	30,944	95.5

Percentage of teachers, parents and students satisfied with the overall quality of basic education.												
	Authority						Province					
	2020		2021		2022		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	97.7	52	97.7	35	95.1	264,623	90.3	230,814	89.6	249,532	89.0
Parent	17	100.0	10	100.0	4	*	36,907	86.7	31,024	86.7	31,728	86.1
Student	42	93.2	34	93.2	28	90.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	8	100.0	8	100.0	7	100.0	33,953	96.4	30,201	95.7	30,970	95.0

The results of the PAT's, MIPI's, and the LOE outcomes together with the Student Learner engagement indicates that all participants, parents, teachers, and students agree that there is an active engagement of students learning at school. As an independent school with small numbers, it's comforting to know that the last 2 years of data are consistent and are closely aligned with provincial outcomes.

Measurement Tool: High School Completion Rate

While the data is suppressed for measurement, our records indicate that all our students entering grade 12 over the last 5 years have completed the requirements for a high school diploma.

Measurement Tool: Stakeholder Anecdotal Feedback

During the semi-annual School Society meetings, parents noted the challenges their children have faced with returning to "normal" levels of school workloads, deadlines, and social expectations. Parents expressed gratitude for the care and individual support their students received from school staff. Discussion included how to use new administration/communication tools such as School Cues to strengthen the cooperation between teachers and parents. This improved coordination can have continued positive effects on student academic and social outcomes.

Outcome 2 - Cultivate an Arts Focus within grades 7-9

Hillcrest Christian School recognizes the value of the arts education in the lives of our students. Going beyond enrichment, to creativity and innovation, the arts unlock potential in students that no other subject can. Students, alumni, and parents have given feedback indicating the positive, formative impact exposure to the arts has had on their lives. They want to see the arts made a focus within the current school culture and curriculum.

Measurements

- ➢ Survey results from teachers indicating they feel sufficiently supported through PD opportunities related to the arts.
- ➢ Jr high students participate in publicly displayed arts-based activities at least once during the school year.
- ➢ Increased percentage of Jr high students enrolled in arts-related courses.
- ➢ A gradual improvement in baseline educational outcomes as measured by Provincial and school-based assessments.

Results
Measurement Tool: Stakeholder Survey Feedback

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					
	2020		2021		2022		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	8	100.0	8	100.0	7	100.0	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	8	100.0	8	100.0	7	100.0	33,766	85.0	29,619	84.9	30,280	83.7

The results for the first measurement are very positive. It is obvious that the teachers feel supported in their professional development. As a small school it's important for our staff to stay updated in their levels of expertise and interests. We are also able to implement new ideas and trends in a timely manner if we feel that it is necessary.

Measurement Tool: Engagement with the Community Stakeholders

The Jr/Sr. High Drama class hosted two performances last year; the Jr. High Music class performed pieces during school assemblies and school community gatherings; and the Art class was able to display their work within the school throughout the year and for the public at our annual celebration.

Measurement Tool: Student Enrollment in Subjects Related to the Arts

The third measurement is somewhat moot as we've implemented a very strong expectation that students attending Hillcrest will be involved in at least one of the arts. With the inclusion of a Jr. High music program last year, it was possible for all students to participate in an art class of their choice.

One of the struggles for students in the arts program is the concept that creating art is a slow/ongoing process of revision and learning, (examples included writing a song, and/or working on a short story).

Some students have expressed the challenge of choosing *which* arts courses to sign up for, (not being able to take them ALL).

Clubs are another route of access to the arts that we have implemented. They are safe spaces to pursue creative interests without undue focus on public performance or an end-product. Some of these are student driven while others are implemented by staff. Community members are encouraged to volunteer their skills during this time.

Outcome 3 – Restore student sense of community/belonging through the reinstatement of school-wide activities

➤ Cultivate a faith-based, family-based school environment where students feel they belong, that they have a place where they are respected and supported within the school community.
➤ To increase the sense of community and belonging by having school-wide activities.

It's amazing how much we take the seemingly little things for granted until they're gone. Two years of trying to "do education" in an atmosphere of uncertainty, school closures, social distancing, at-home-learning, and limits on gatherings, has caused a fracture in the school community. Restoring a sense of community must be intentional and we realized over the last two years that it's the little things that help to build community.

Measurements
➤ Weekly school-wide assemblies reinstated.
➤ Variety of school-wide celebrations and events reimplemented.
➤ Student, parent, and staff surveys that measure satisfaction with:
o Student sense of community.
o Student ability to identify safe staff when they need support.
o Students feeling safe and cared for at school.
➤ Feedback solicited from stakeholders at semi-annual meeting.

Results

Measurement Tool: Reinstating School-wide Events and Assemblies

With the return to "normal" in-school learning, the establishment of weekly school assemblies has really improved communication with students regarding activities and information that enables the school to run with an understanding of the important or pertinent issues for the upcoming week.

Being able to celebrate our graduates and the end of the year as a community really helped begin the process of rebuilding the school community.

Last year we implemented the formation of multi-grade lunch time clubs. These diverse clubs allow students to pursue specialized interests. Some clubs were established because of student-driven proposals, providing positive student experiences of civic engagement. The clubs have also been an opportunity for community members to volunteer their unique skills and talents to engage with and mentor the students.

Measurement Tool: Stakeholder Survey Feedback

The tables below definitely reflect a positive view of the school providing appropriate support services and engaged parents. They also depict a school that has a safe and caring atmosphere that helps foster positive characteristics of active citizenship. All of this helps build a positive sense of community that still needs time to rebuild and is an ongoing process involving discourse with all the parties involved.

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

	Authority						Province					
	2020		2021		2022		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	52	95.7	35	94.7	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	10	100.0	4	*	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	34	87.1	28	89.4	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	8	100.0	7	100.0	n/a	n/a	30,194	88.7	30,951	87.3

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority						Province					
	2020		2021		2022		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	98.8	18	98.7	7	97.1	70,377	81.8	60,919	79.5	62,412	78.8
Parent	17	100.0	10	100.0	4	*	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	8	97.5	8	97.4	7	97.1	33,821	89.6	30,033	86.8	30,814	85.2

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

	Authority						Province					
	2020		2021		2022		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	35	95.4	35	92.9	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	4	100.0	4	*	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	28	89.8	28	89.8	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	7	96.4	7	95.9	n/a	n/a	30,211	95.3	30,968	93.6

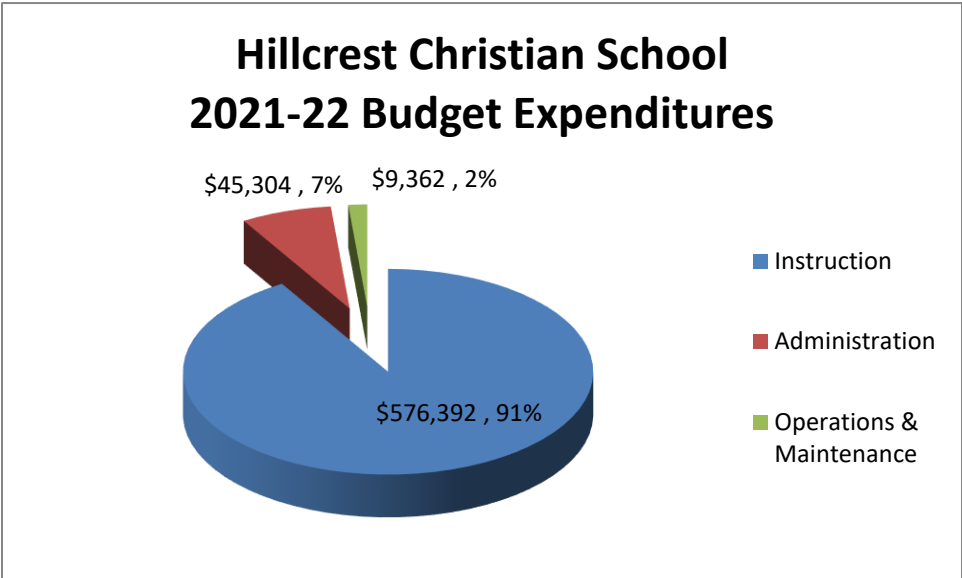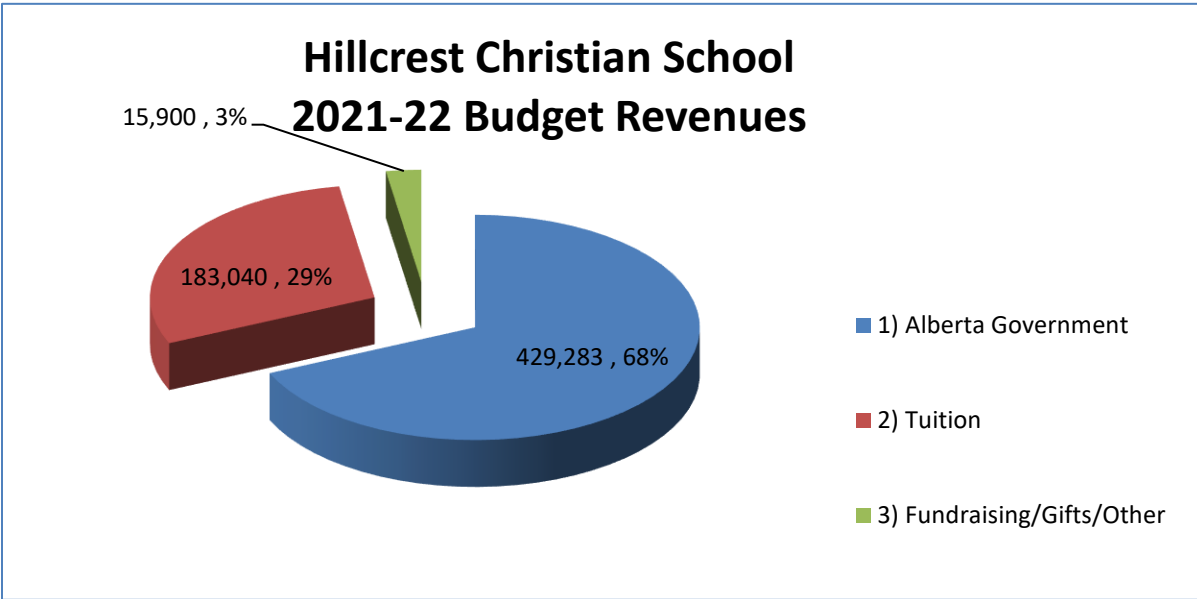| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Authority | | | | | | Province | | | | | |
| | 2020 | | 2021 | | 2022 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Overall | 67 | 94.2 | 52 | 94.2 | 35 | 93.0 | 264,413 | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 |
| Parent | 17 | 98.8 | 10 | 100.0 | 4 | * | 36,891 | 82.4 | 30,905 | 81.4 | 31,689 | 80.4 |
| Student | 42 | 83.6 | 34 | 82.5 | 28 | 86.0 | 193,577 | 73.8 | 169,741 | 74.1 | 187,120 | 72.1 |
| Teacher | 8 | 100.0 | 8 | 100.0 | 7 | 100.0 | 33,945 | 93.6 | 30,197 | 94.1 | 30,961 | 91.7 |

Measurement Tool: Stakeholder Anecdotal Feedback

Feedback from community members at the semi-annual society meetings indicated that parents were grateful to see many school events and "traditions" reinstated. Parents and staff have both appreciated the impact of lunch-hour clubs. They noted that some of the larger "arts" projects, such as the Wind in the Willows play, doubled as a community building event, drawing in participation and interest of the broader student body and school community.

Stakeholders commented that mental health and wellbeing is an ongoing topic to be addressed post-COVID. Both staff and students continue to need support for healthy processing and relationships. Continuing to pursue a sense of schoolwide community and belonging will assist any other mental health initiatives.

Building/rebuilding a sense of community in the wake of the last two years has had to be intentional. The impact upon the school community has been as varied as it is extensive. Very often the results of the changes to society have been subtle but deep. The results of goal 3 show that while we are making headway, we also realize that "normal" is not a word we take for granted any more.

Budget

**Hillcrest Christian School
2021-22 Budget Revenues**

15,900 , 3%

183,040 , 29%

429,283 , 68%

- 1) Alberta Government
- 2) Tuition
- 3) Fundraising/Gifts/Other

**Hillcrest Christian School
2021-22 Budget Expenditures**

$45,304 , 7% $9,362 , 2%

$576,392 , 91%

- Instruction
- Administration
- Operations & Maintenance

Contact the principal at
hcsadmin@hcsgp.ca for more information.

Link to Hillcrest Christian School's audited financial statement:

HCS AERR Appendix

Provincial Achievement Test

Provincial Achievement Test PAT's, reports are normally broken down by courses so we can look at our trend over the years. It also allows schools to see how they are doing compared to the rest of the province. Due to the small number of students at Hillcrest writing these exams, our data is almost always suppressed making reporting and comparing difficult. This is the reason our PAT results are reported in the manner that they appear in the AERR.

 Diploma Exams

Diploma Exams DIP's, has the same issue as the PAT's that the data is suppressed. Our graduating classes are generally 1-4 students. This is also the reason we have no data for high school completion rates.

FNMI

- As with the PAT's we do not have enough numbers to report FNMI results. With our staff, FNMI learning is largely driven through teacher passion and opportunity through events like Teacher Conference and Piloting

Whistle Blower

There was nothing to report for the 2022 2023 school year.