

AERR for Hillcrest Christian School November 2023

Accountability Statement

The Annual Education Results Report for Hillcrest Christian School for the 2022/2023 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 2022/2023 was approved by the Board on November 28, 2023.



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 (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.

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 to through Alberta Education in a positive manner.

Fall 2023 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	84.5	87.7	87.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	91.1	93.0	93.6	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	*	*	n/a	80.7	83.2	82.3	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.6	87.1	86.2	*	n/a	n/a
	PAT: Acceptable	81.5	*	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	18.5	*	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	*	*	n/a	80.3	75.2	n/a	*	n/a	n/a
Teaching & Leading	Diploma: Excellence	*	*	n/a	21.2	18.2	n/a	*	n/a	n/a
	Education Quality	89.6	95.1	96.4	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.1	92.9	92.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.3	94.7	94.7	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	87.7	97.1	97.9	79.1	78.8	80.3	Very High	Declined	Good

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 2A - 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 in-house results have dropped while the PAT's and survey results have remained strong.

Measurement Tool: MIPI'S

It would be nice to blame the drop in our elementary results from 2022 to 2023 on COVID after the gain we had the previous year, but it appears that along with the lingering effects of schooling lost over this period there are other factors that affect our outcomes. There are positive and negative aspects of being a small school. The negative aspect is that if there's a change in one student's outcome it can affect our outcomes. With the number of elementary students writing MIPI's one student can change the results by 6%. We don't have the numbers to absorb small discrepancies. The positive aspect of having small numbers is we can look at these discrepancies individually and decipher the reason for changes. They may be due to staff changes which would involve a change in teaching styles, curriculum changes or the introduction of a new program could also skew the results. However, in this instance it was a simple case of having several students on the cusp of the benchmark. That is, there was a drop from 75 or 76% to a number just under this benchmark. Several students' marks dropped into the lower 70's when moving to a higher grade level. This is the same for the 10% drop we experienced from 88% to 78% for students who did not meet the 50% grade level. Another positive aspect of small numbers is that on an individual level, several of our students who struggled in 2022 with poor results did improve their mark within the 50-74% range in 2023.

Results and Targets for Mathematics Intervention/Programming Instrument (MIPI)

Elementary	Results %			Target %			
	2021	2022	2023	2023	2024	2025	2026
Percentage at grade level. Grade level is equal to or greater than 75%.	66	84	51	85	60	65	70
Percentage below grade level. Grade level is less than 75%.	34	16	49	14	40	35	30
Students who achieved 50% or higher.	97	88	82	93	85	87	89
Jr High	Results %			Target %			
Percentage at grade level. Grade level is equal to or greater than 75%.	33	44	54	60	59	65	67
Percentage below grade level. Grade level is less than 75%.	67	56	46	40	41	35	33
Students who achieved 50% or higher.	92	92	70	93	75	80	85
Overall percent at grade level, 75% or higher.	50	65	53	72	59	65	69
Overall percent at 50% or higher.	97	88	78	92	80	84	87

Measurement Tool: Logic of English

The Logic of English (LOE) has a built-in ongoing assessment tool. The results reflect a year's work of work and data and 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 that period.

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.

The 2023 results are a little bit surprising as there was a significant drop in our Logic of English results. Our Logic of English focuses on measuring grammatical and vocabulary proficiency. This along with the rest of the province was severely affected by the COVID disruption especially amongst lower elementary students.

Results and Targets for Elementary English

	Results %				Target %				
	2020	2021	2022	2023	2023	2024	2025	2026	
Lower Elementary									
Percentage of students at Grade level - 75% or greater	44.0	40.0	42.3	33	45	37	39	41	
Percentage Developing Grade level - 50% to 74%	56.0	60.0	42.3	56	45	57	57	55	
Percentage below - 50%	NA	NA	15.4	11	10	6	4	4	
Upper Elementary									
Percentage of students at Grade level - 75% or greater	40.0	39.0	61.1	34	60	36	38	40	
Percentage Developing Grade level - 50% to 74%	60.0	61.0	38.9	58	38	58	56	56	
Percentage below - 50%	NA	NA	0.0	8	2	6	6	4	

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, and our 2022 data was suppressed 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. After more data is received it will be added and targets will be implemented. Given the 2023 PAT outcome, we did surpass our goal.

This also shows that while our in-house measurement (LOE) dropped as a whole, our approach to language learning is successful.

PAT Results By Number Enrolled Measure History

	Hillcrest Christian Sch Soc					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	10	n/a	n/a	5	9	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	72.0	n/a	n/a	*	81.5	High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	28.0	n/a	n/a	*	18.5	High	n/a	n/a	20.8	n/a	n/a	17.7	16.0

The Castles & Coltheart 3 (CC3) Assessment and Letter Name-Sound (LeNS) Assessments were assessed this fall, but the data is suppressed due to numbers. The information from these assessments will be taken into account for our Three Year Plan.

Measurement Tool: Stakeholder Survey Feedback

Student Learning Engagement – Measure Details

Education Quality - 3 Year Rolling Average

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

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	97.7	51	96.4	45	92.3	265,232	90.3	257,078	89.7	253,558	88.6
Parent	17	100.0	17	100.0	14	86.9	36,085	86.6	34,318	86.4	31,809	85.2
Student	42	93.2	35	91.6	31	86.0	195,523	88.0	190,299	86.9	190,089	85.8
Teacher	8	100.0	8	100.0	7	100.0	33,625	96.2	32,462	95.7	31,661	94.7

Measurement Tool: High School Completion Rate

As noted in the Fall 2023 Required Alberta Education Assurance Measures - Overall Summary our high school completion rate is suppressed. However, we have held graduation ceremonies every year and our students are completing the targets they have set for completing high school.

This is the fourth year that the implemented ELA program has progressed far enough for an all-elementary evaluation that can be reported. Work amongst all the educators involved continues as language evaluation encompasses many variables. To produce a clear, concise, and consistent data analysis and evaluation is an evolving process as students can excel in some aspects of language learning while still having some difficulties in other areas of the language program.

Measurement Tool: Stakeholder Anecdotal Feedback

We have two School Society meetings throughout the year. At these meetings parents have expressed their appreciation of the work the school is putting into helping their children meet the challenges and expectations of academics with “normal” levels of school workloads, deadlines, and social expectations. The school has used this stakeholder feedback to strike a mutually acceptable balance between provincial academic requirements and student wellbeing. Parents expressed gratitude for the care and individual support their students received from school staff.

While our in-house outcomes dropped, our PAT scores, high school completion rate and parent feedback all speak to a positive program that is working for all those involved.

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

In-Service Jurisdiction Needs 3 Year Rolling Average

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

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	8	100.0	8	100.0	7	100.0	33,420	85.1	32,023	84.3	30,964	83.0
Teacher	8	100.0	8	100.0	7	100.0	33,420	85.1	32,023	84.3	30,964	83.0

Program of Studies 3 Year Rolling Average

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.

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	46	89.0	36	87.0	36	87.5	183,120	82.3	178,366	82.6	175,964	82.9
Parent	17	97.7	17	97.7	14	91.0	36,077	80.1	34,263	81.3	31,703	82.3
Student	21	74.1	20	74.1	22	77.4	113,423	77.6	111,659	77.3	112,632	77.1
Teacher	8	95.2	8	95.6	7	97.0	33,621	89.2	32,445	89.3	31,630	89.3

The results for the first two measurements are very positive. Teachers feel supported in their professional development. As a small school it's important for our staff to stay updated on 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.

Overall responses to these survey questions 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.

The result of the above surveys indicates that there is a very positive response that our professional development and forward movement with all our subjects is in line with what our demographic is looking for. This would include our focus on the arts and improving the presence of the Arts, in school and to the

public. Art displays and performances are celebrated in ongoing ways through photo displays within the school and mention within the school's emailed newflash. The art displays, drama presentations, and music performances are consistently brought up as highlights from the year by all stakeholders (staff, students, and parents) during the school's society meetings.

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.

Measurement Tool: Student Enrollment in Subjects Related to the Arts

The Jr/Sr. High Drama class hosted two performances over the last 2 years; 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.

Our elementary drama and music have also been performed in school and publicly on a limited basis. Elementary art is regularly displayed within the school.

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.

As we completed the first full year of trying to rebuild community back into the school, we realized how intentional we needed to be and how much little things help rebuild what we lost. There is still a way to go but that sense of all of us, staff included, being a part of the school community is starting to return.

Measurements

- Weekly school-wide assemblies reinstated.
- Variety of school-wide celebrations and events reimplemented.
- Student, parent, and staff surveys that measure satisfaction with:
 - Student sense of community.
 - Student ability to identify safe staff when they need support.
 - 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

After two years of almost “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.

- Celebrating our graduates and having an end of the year program as a community has really helped the process of rebuilding the school community.
- Implementing multi-grade lunch time clubs has helped the sense of community. 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.

Governance Parental Involvement - 3 Year Rolling Average

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

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	98.8	16	97.9	14	92.4	69,247	81.5	66,395	80.3	63,174	78.9
Parent	17	100.0	17	100.0	14	75.4	35,750	73.8	34,077	73.1	31,659	72.4
Teacher	8	97.5	8	97.3	7	98.5	33,497	89.3	32,318	87.4	31,515	85.5

Learning Supports 3 Year Rolling Average

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

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	35	92.9	45	92.0	n/a	n/a	249,941	86.1	253,666	85.4
Parent	n/a	n/a	n/a	n/a	14	89.7	n/a	n/a	31,715	86.9	31,800	86.2
Student	n/a	n/a	28	89.8	31	87.7	n/a	n/a	187,258	77.7	190,207	77.2
Teacher	n/a	n/a	7	95.9	7	96.9	n/a	n/a	30,968	93.6	31,659	92.8

Safe and Caring 3 Year Rolling Average

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.

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	97.3	51	94.7	45	91.7	264,793	89.2	257,020	89.1	253,557	88.1
Parent	17	98.8	17	98.8	14	90.8	36,073	90.0	34,303	89.9	31,793	88.8
Student	42	95.5	35	92.7	31	88.1	195,110	82.5	190,265	82.6	190,107	82.0
Teacher	8	97.4	8	95.9	7	95.7	33,610	95.2	32,452	94.8	31,657	93.6

Hillcrest Christian School Society - 3 Year Rolling Average

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

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	35	94.7	45	91.5	n/a	n/a	249,570	81.6	253,282	81.1
Parent	n/a	n/a	n/a	n/a	14	82.6	n/a	n/a	31,684	77.4	31,766	76.5
Student	n/a	n/a	28	89.4	31	85.8	n/a	n/a	186,935	80.1	189,870	80.0
Teacher	n/a	n/a	7	100.0	7	100.0	n/a	n/a	30,951	87.3	31,647	86.8

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

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 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 allows 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 Impact 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.

In-Service Jurisdiction Needs 3 Year Rolling Average

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

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	8	100.0	8	100.0	7	100.0	33,420	85.1	32,023	84.3	30,964	83.0
Teacher	8	100.0	8	100.0	7	100.0	33,420	85.1	32,023	84.3	30,964	83.0

Lifelong Learning 3 Year Rolling Average

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	96.9	16	94.9	14	88.6	68,063	72.0	65,002	76.8	61,427	80.7
Parent	17	100.0	17	100.0	14	76.0	34,665	64.3	32,884	69.6	30,348	74.0
Teacher	8	93.8	8	93.3	7	92.9	33,398	79.7	32,118	84.0	31,080	87.4

Program of Studies 3 Year Rolling Average

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.

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	46	89.0	36	87.0	36	87.5	183,120	82.3	178,366	82.6	175,964	82.9
Parent	17	97.7	17	97.7	14	91.0	36,077	80.1	34,263	81.3	31,703	82.3
Student	21	74.1	20	74.1	22	77.4	113,423	77.6	111,659	77.3	112,632	77.1
Teacher	8	95.2	8	95.6	7	97.0	33,621	89.2	32,445	89.3	31,630	89.3

At Risk Students 3 Year Rolling Average

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	96.0	51	95.4	45	91.1	264,764	84.8	256,845	83.4	253,228	81.5
Parent	17	100.0	17	100.0	14	80.5	36,015	77.9	34,245	76.7	31,724	74.5
Student	42	88.1	35	88.8	31	85.8	195,171	82.1	190,172	81.1	189,870	80.0
Teacher	8	100.0	8	100.0	7	100.0	33,578	94.4	32,428	92.4	31,634	90.1

Governance

Parental Involvement – Measure Details

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.

School Improvement 3 Year Rolling Average

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	66	92.4	50	82.8	43	83.3	262,722	81.3	253,030	77.9	247,668	74.7
Parent	16	100.0	16	100.0	11	100.0	35,028	80.2	33,022	75.0	30,259	71.3
Student	42	77.3	35	76.2	30	77.5	194,755	79.5	189,012	77.9	188,125	75.6
Teacher	8	100.0	8	85.7	7	85.7	32,940	84.2	30,996	80.7	29,284	77.2

Parental Involvement - 3 Year Rolling Average

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

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	98.8	16	97.9	14	92.4	69,247	81.5	66,395	80.3	63,174	78.9
Parent	17	100.0	17	100.0	14	75.4	35,750	73.8	34,077	73.1	31,659	72.4
Teacher	8	97.5	8	97.3	7	98.5	33,497	89.3	32,318	87.4	31,515	85.5

Local and Societal Context

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

Safe and Caring 3 Year Rolling Average

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.

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	97.3	51	94.7	45	91.7	264,793	89.2	257,020	89.1	253,557	88.1
Parent	17	98.8	17	98.8	14	90.8	36,073	90.0	34,303	89.9	31,793	88.8
Student	42	95.5	35	92.7	31	88.1	195,110	82.5	190,265	82.6	190,107	82.0
Teacher	8	97.4	8	95.9	7	95.7	33,610	95.2	32,452	94.8	31,657	93.6

Supplemental Alberta Education Assurance Measures - Overall Summary

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 statuses, faith bases, and ethnic origins. While the numbers are too small to report, the survey results 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 help them achieve personal success.

Satisfaction with Program Access 3 Year Rolling Average

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	75.1	51	77.2	45	80.6	263,320	74.1	255,203	73.9	251,671	72.7
Parent	17	84.2	17	84.2	14	78.6	35,167	64.7	33,314	67.9	30,891	67.9
Student	42	59.9	35	64.6	31	69.7	194,636	78.9	189,549	76.3	189,253	73.9
Teacher	8	81.3	8	85.2	7	93.2	33,517	78.7	32,341	77.5	31,527	76.5

Work Preparation 3 Year Rolling Average

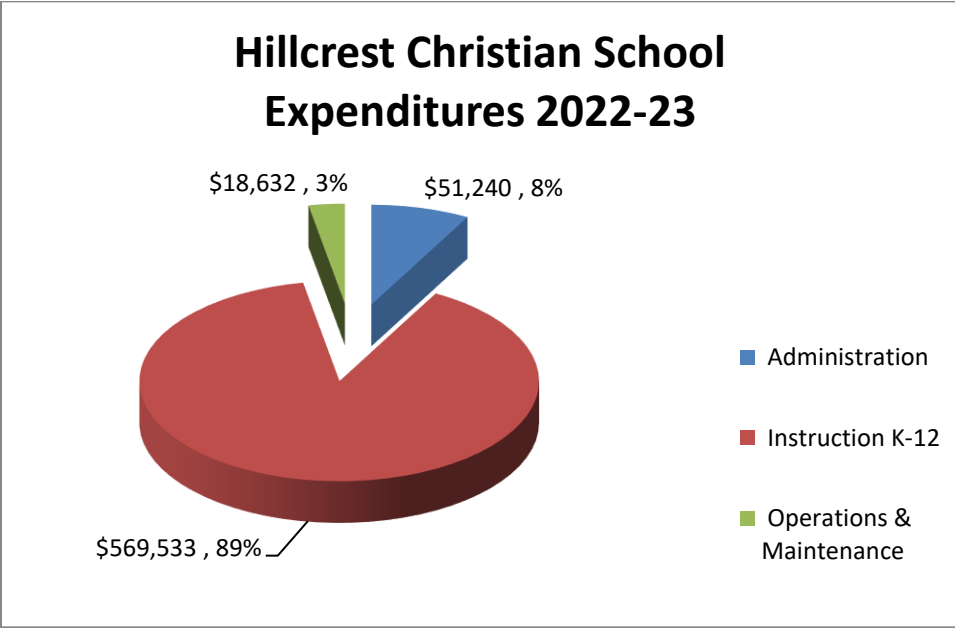
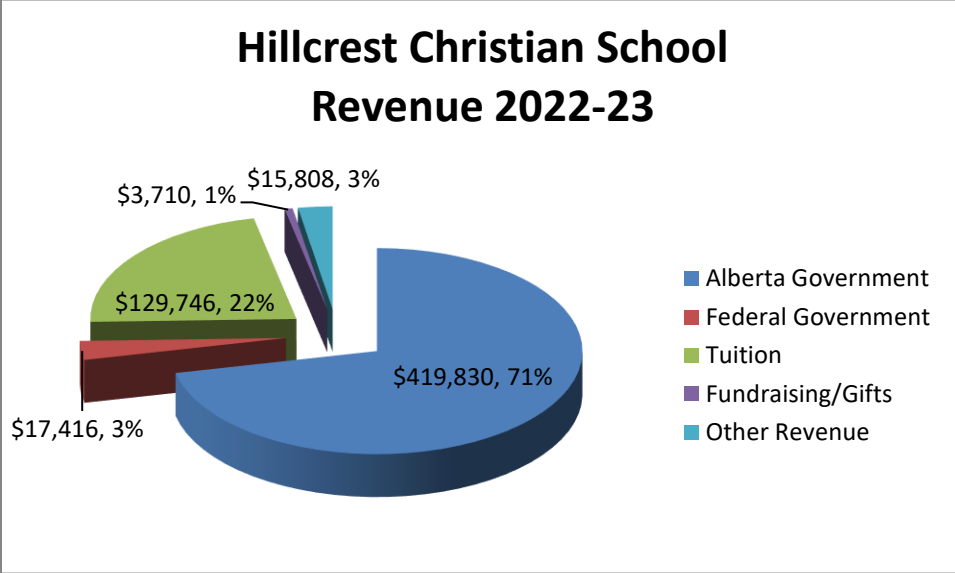
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Hillcrest Christian Sch Soc						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	100.0	16	100.0	14	94.6	67,155	83.5	63,855	84.5	60,097	84.0
Parent	17	100.0	17	100.0	14	78.6	34,184	75.6	32,249	76.6	29,614	76.1
Teacher	8	100.0	8	100.0	7	100.0	32,971	91.5	31,606	92.4	30,483	91.9

Whistle Blowing

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

Financials



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

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