

AERR
for
Hillcrest Christian School
November 2025

Accountability Statement

The Annual Education Results Report for Hillcrest Christian School for the 2024/2025 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 2024/2025 was approved by the Board on November 21, 2025.

Sharon Ambros
Board Chair
(Original Signed)

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 sheds light on how the school is responding to our Three-Year Education Plan and the guidelines given to it through Alberta Education in a positive manner.

One of the benefits of being such a small school is that results don't surprise us. As a staff we have a very clear knowledge of the students, their abilities and how they can perform academically. Teachers also teach across grade levels. The ability to teach children in grade one, upper elementary, as well as Jr. and Sr. high is a valuable skill set that many of the staff have. This also gives them knowledge of the children, their growth and their academic capabilities. Thus, when our inhouse or even our PAT numbers move up or down it does not come as a surprise. Hillcrest teaches to the child, and our staff does its best to help each child achieve their best, whatever that looks like.

Fall 2025 Required Alberta Education and Childcare 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	88.6	89.4	87.2	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	94.4	95.8	93.3	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	*	*	n/a	81.4	80.4	81.4	*	n/a	n/a
	5-year High School Completion	*	*	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT9: Acceptable	*	*	79.2	62.5	62.5	62.6	*	*	*
	PAT9: Excellence	*	*	16.7	15.6	15.4	15.5	*	*	*
	Diploma: Acceptable	100.0	*	n/a	82.0	81.5	80.9	Very High	n/a	n/a
	Diploma: Excellence	37.5	*	n/a	23.0	22.6	21.9	Very High	n/a	n/a
Teaching & Leading	Education Quality	98.2	96.0	93.6	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.5	95.4	93.1	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	96.4	90.8	91.3	80.1	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	95.7	98.4	94.4	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- 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 Exam 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.
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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 SLAT's, Standardized Literacy Assessment Tools 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 our Standardized Literacy Assessment Tools SLAT'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

It's difficult to write the AERR without alluding to the long-term effects of the mental and emotional effects and educational loss resulting from the shutdown of normal life during the pandemic.

As reported by CBC News, 5 years after COVID-19 started, parents and experts say the impact on kids remains. Lags in math and literacy are reported worldwide, while parents note problems with social, emotional health.

CBC News · Posted: Mar 24, 2025 2:00 AM MDT

<https://www.cbc.ca/news/canada/five-years-after-covid19-impact-students-1.7488943>

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

Our in-house measurement tools in both Math and LA move. While we can interpret some of this on the lingering effects of the pandemic, 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 greatly affect our overall averages.

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.

The MIPI's test basic math skills at grade level and are engineered in such a way to determine if the student is ready for the next grade level. Students write MIPI's in the spring. It would appear that staff are fairly efficient at teaching basic math skills as the results over 4 years show that we have not had a student under 50%.

**Results for Mathematics Intervention/
Programming Instrument (MIPI) 2025**

Elementary	Results %				
	2022	2023	2024	2025	4 yr average
Percentage at Grade level. Grade level is equal to or greater than 75%.	85	51	79	75	72
Percentage Below Grade level. Grade level is less than 75%.	15	49	21	13	25
Students who achieved 50% or higher.	94	82	94	87	89

Jr High

Percentage at Grade level. Grade level is equal to or greater than 75%.	44	54	80	33	53
Percentage Below Grade level. Grade level is less than 75%.	55	46	20	22	36
Students who achieved 50% or higher.	82	70	100	78	83
Overall percent at grade level, 75% or higher.	65	53	80	54	63
Overall percent at 50% or higher.	88	78	97	83	86

Measurement Tool: Standardized Literacy Assessment Tools SLAT's

The Elementary staff use several different standardized assessment tools (SLAT's) that have built-in ongoing assessment tools. The results reflect a year's worth of work and data and not the reflection of a single assessment given at the end of the year.

To say our results for 2025 should raise alarm bells could be an understatement. However, as stated earlier as a small school several struggling children can make a significant difference. Again, due to the small numbers an explanation isn't really possible as it can become easy to identify individual students. Suffice it to say that we know why the drop happened and are working with staff and students so that students can achieve their best.

We are confident that our ELA program for elementary is a solid program, that does teach to the child and works at helping every child succeed.

ELA Results 2025					
	Results %				4 yr average
	2022	2023	2024	2025	
Lower Elementary					
Percentage of students at Grade level - 75% or greater	42.3	33	25	50	38
Percentage Developing Grade level - 50% to 74%	42.3	56	68	33	50
Percentage below - 50%	15.4	11	7	17	13
Upper Elementary					
Percentage of students at Grade level - 75% or greater	61.1	34	14	28	34
Percentage Developing Grade level - 50% to 74%	38.9	58	75	30	50
Percentage below - 50%	0.0	8	11	42	15

Measurements regarding our Student Learning Engagement Table 1A and our Education Quality Measurements Table 1B are very high and have stayed that way for several years.

Reported PAT 3 year average in Alberta Educations Overall Summery (Table 1G), shows that we are doing well at a 79.2% acceptable standard and 16.7% for the excellence standard.

We have very few years when we are able to report diploma exam results. However, this year our acceptable standard was 100% and excellence standard 37.5%.

Our Measurement tools are available following the written report.

Measurement Tool: Castles & Colheart

The Castles & Colheart 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.

Numeracy/Literacy Assessment Summary					
Grade	# of students in 2024-25	Name of Standardized Assessment	# of EAL students by grade level	# of students identified at-risk (initial assessment)	# of students identified at-risk (year-end assessment)
KG	3	LeNS/PAST/RAN/Numeracy(Overall)	0	*	*
Grade 1	4	LeNS/CC3/Numeracy(Overall)	0	*	*
Grade 2	2	CC3/Numeracy(Overall)	0	*	*
Grade 3	1	CC3/Numeracy(Overall)	0	*	*

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

Although data is suppressed on individual tests due to low numbers, overall our students did very well. We do take the information from the assessment to identify and work with struggling students. The staff use individual pullouts to work with students who score low in specific areas. For the students that appear to have extenuating circumstances that may contribute to their educational struggles, our special needs coordinator will spend time with

them. There's an evaluation process that involves the teacher and the parents. This is then followed up by constructing a "living" plan for success for the child.

Measurement Tool: High School Completion Rate Table 1D – 1E

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.

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.

We believe that increasing student exposure to the arts will have a wide array of possible benefits. Arts education fosters critical thinking, problem-solving, collaboration and innovation. It provides opportunities for students to develop empathy, kindness, and cross-cultural understanding. We want to provide instruction that will promote lifelong appreciation, understanding, creative expression, and active participation in the arts for our students. Additionally, student involvement in the arts is linked to higher academic performance, increased standardized test scores, greater involvement in community service and lower dropout rates.

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.
- Maintain high 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.

The results for the first two measurements are very positive, Table 2A, 2B, and 2C. 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 hosts public performances every year. They are well received and even garnered positive reviews from the city's local theater. Jr. High Music class performed pieces during school assemblies and at school community gatherings. The Art class was able to display their work within the school throughout the year and for the public at our annual celebration as well as an in-house art show for our community.

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 public and community exposure that the students get in all three of the arts encourages them and builds a solid foundation that younger students want to participate in as they grow into the programs.

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 in the last few years, it was possible for most 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 – Foster student’s sense of community/belonging through ongoing implementation of school-wide activities.

- Cultivate a faith-based school environment where students feel they belong; that they have a place where they are respected and supported within the school community. To specifically increase the sense of community and belonging through school-wide activities.

Hillcrest is committed to the whole child. This encompasses the academic, physical, emotional, and spiritual aspects of each child.

Measurements

- Ongoing school-wide assemblies.
- Implement a variety of school-wide celebrations and events across the school calendar.
- Establish rotational schedule for larger school-wide events.
- 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

Weekly school assemblies have 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.
- Doing in school performances and Art displays has given students a sense of pride and ownership of their abilities as they are given opportunities to display their talents. Parents and staff have commented on the excitement their child/students have felt when others have noticed their work.
- Parents and students have given positive verbal reviews and look forward to these events.

Measurement Tool: Stakeholder Survey Feedback

The tables 3A – 3I 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.

Outcome 4 – Explore the effects of Digital Dementia.

This goal came out of staff concerns regarding the seemingly increased “checking-out” of students over the last 3 years. While it’s easy to point the finger at COVID, which seems to have sped up the process of digital immersion on all fronts, staff have noticed an increase in the difficulty of teaching since then. They have also reported an increase in casual conversations amongst students regarding screen time which raised concern amongst staff. Screen-time conversations and “checking-out” by students that has not previously been a part of our school culture.

Measurements Tables 2A - 2C

- The amount of digital engagement over a specified period of time.
- Survey feedback from parents
- Survey feedback from students
- Anecdotal feedback from annual society meetings.
- Staff feedback regarding the amount of digital engagement after tracking
- Staff feedback as to the perceived level of reasoning, problem-solving and information processing skills within their classes.

Results

At this point we have no measurable results as the outcome was just introduced at the end of last year. This will be an interesting and difficult goal to track with the encroachment of AI in all areas of life, especially when it comes to education. Sticking our heads in the sand hoping this will pass is not a viable option. It is assumed that this outcome is going to grow and change in the near future. Baseline results should be available the following year.

- Establish Clear Classroom Rules
- Make Sure the Expectations Are Reasonable
- Monitor Screen Use in the Classroom
- Encourage and Foster Balanced Use of Technology
- Cultivate Digital Citizenship

Learning Supports

Access to Supports & Services

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.

The school is in the process of creating a special needs coordinator position to support students and help direct and inform staff. As members of AISCA the staff has access to the learner support resources that it provides.

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.

FNMI

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.

Staff has accessed professional development through the Edmonton Learning Consortium for the new curriculum and Incorporating Indigenous Ways of Knowing into their teaching methodology.

Teachers use local resources like the Grande Prairie Museum to teach about the Grande Prairie and area First Nations' past, as well as information from the Batoche National Historical Site. The dance class has been introduced to the Gathering Drum and Buffalo drums.

Accountability and Assurance

The AERR which has our provincial assessment results as well as our internal assessments are shared on our website, parents and stakeholders are made aware of this. The results are also shared at our bi-annual society meetings in the spring and fall.

Whistle Blower

We have nothing to report.

Table 1A
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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	52	88.1	35	87.7	55	84.5	55	89.4	51	88.6	Very High	Maintained	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	10	100.0	4	*	14	88.1	19	98.2	14	97.6	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	34	64.3	28	75.3	34	65.4	29	70.1	31	68.1	Intermediate	Maintained	Acceptable	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	8	100.0	7	100.0	7	100.0	7	100.0	6	100.0	n/a	Maintained	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Table 1B
Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	52	97.7	35	95.1	55	89.6	55	96.0	51	98.2	Very High	Improved	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	10	100.0	4	*	14	86.9	19	98.2	14	100.0	Very High	Improved	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	34	93.2	28	90.1	34	81.9	29	92.2	31	94.6	Very High	Maintained	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	8	100.0	7	100.0	7	100.0	7	97.6	6	100.0	Very High	Maintained	Excellent	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Table 1C
Program of Studies - At Risk Students – Measure Details

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

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	52	95.7	35	94.7	54	87.6	55	89.3	51	96.1	Very High	Improved	Excellent	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	10	100.0	4	*	14	80.5	19	100.0	14	97.6	Very High	Maintained	Excellent	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	34	87.1	28	89.4	33	82.2	29	82.1	31	90.7	Very High	Maintained	Excellent	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	8	100.0	7	100.0	7	100.0	7	85.7	6	100.0	Very High	Maintained	Excellent	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Table 1D
High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	5	*	4	*	5	*	3	*	3	*	*	*	*	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	3	*	5	*	4	*	5	*	3	*	*	*	*	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	3	*	3	*	5	*	4	*	5	*	*	*	*	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

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

Table 1E
Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History														
	Hillcrest Christian Sch Soc					Measure Evaluation			Alberta					
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025	
N	n/a	3	3	2	6	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236	
Acceptable Standard %	n/a	*	*	*	100.0	Very High	n/a	n/a	n/a	75.2	80.3	81.5	82.0	
Standard of Excellence %	n/a	*	*	*	37.5	Very High	n/a	n/a	n/a	18.2	21.2	22.6	23.0	

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events

Table 1F
High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	5	*	4	*	5	*	3	*	3	*	*	*	*	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	3	*	5	*	4	*	5	*	3	*	*	*	*	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	3	*	3	*	5	*	4	*	5	*	*	*	*	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

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

Table 1G
Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	Hillcrest Christian Sch Soc					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	5	6	5	2	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	*	79.2	*	*	*	*	*	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	*	16.7	*	*	*	*	*	n/a	16.8	15.5	15.4	15.6

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

Table 2A
In-Service Jurisdiction Needs– Measure Details

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

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	8	100.0	7	100.0	7	100.0	7	90.5	6	100.0	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	8	100.0	7	100.0	7	100.0	7	90.5	6	100.0	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

Table 2B
Satisfaction with Program Access – Measure Details

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

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	52	77.3	35	79.2	54	82.0	54	84.6	51	85.7	Very High	Maintained	Excellent	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	10	81.3	4	*	14	78.6	19	89.7	14	95.7	Very High	Improved	Excellent	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	34	72.2	28	69.3	33	70.1	28	74.6	31	67.4	Very Low	Maintained	Concern	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	8	78.6	7	89.2	7	97.2	7	89.5	6	93.9	Very High	Maintained	Excellent	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

Table 2C

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																							
	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	38	90.5	26	85.0	45	89.9	46	92.0	41	90.6	Very High	Maintained	Excellent	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	10	100.0	4	*	14	91.0	19	97.3	14	95.3	Very High	Maintained	Excellent	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

**Table 3B
Parental Involvement – Measure Details**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	18	98.7	7	97.1	21	87.7	26	98.4	20	95.7	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	10	100.0	4	*	14	75.4	19	96.8	14	91.4	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	8	97.4	7	97.1	7	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

**Table 3C
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										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	52	95.7	35	94.7	54	88.3	55	90.8	51	96.4	Very High	Improved	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	10	100.0	4	*	14	82.6	19	98.9	14	98.6	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	34	87.1	28	89.4	33	82.2	29	82.1	31	90.7	Very High	Maintained	Excellent	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	8	100.0	7	100.0	7	100.0	7	91.4	6	100.0	n/a	Maintained	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

Table 3D
Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	52	95.4	35	92.9	55	91.1	55	95.4	51	95.5	Very High	Maintained	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	10	100.0	4	*	14	89.7	19	100.0	14	100.0	n/a	Maintained	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	34	89.8	28	89.8	34	85.7	29	88.1	31	88.9	Very High	Maintained	Excellent	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	8	96.4	7	95.9	7	97.9	7	98.0	6	97.6	Very High	Maintained	Excellent	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Table 3E
Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	52	97.2	35	92.1	55	91.4	55	96.4	51	96.1	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	10	100.0	4	*	14	90.8	19	100.0	14	100.0	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	34	96.6	28	89.9	34	86.3	29	92.1	31	91.6	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	8	94.9	7	94.3	7	97.1	7	97.1	6	96.7	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Table 3F
Lifelong Learning – Measure Details

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

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	96.9	7	92.9	21	84.4	26	96.4	20	100.0	Very High	Improved	Excellent	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	10	100.0	4	*	14	76.0	19	100.0	14	100.0	Very High	Improved	Excellent	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	8	93.8	7	92.9	7	92.9	7	92.9	6	100.0	Very High	Maintained	Excellent	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

**Table 3G
Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	52	94.2	35	93.0	55	91.1	55	95.8	51	94.4	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	10	100.0	4	*	14	88.6	19	100.0	14	100.0	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	34	82.5	28	86.0	34	84.6	29	87.4	31	83.2	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	8	100.0	7	100.0	7	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

**Table 3H
School Improvement – Measure Details**

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	51	85.6	34	73.2	51	93.3	55	91.7	51	95.8	Very High	Improved	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	10	100.0	4	*	11	100.0	19	100.0	14	100.0	Very High	Maintained	Excellent	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	33	81.8	27	75.0	33	80.0	29	89.3	31	87.3	Very High	Maintained	Excellent	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	8	75.0	7	71.4	7	100.0	7	85.7	6	100.0	Very High	Maintained	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

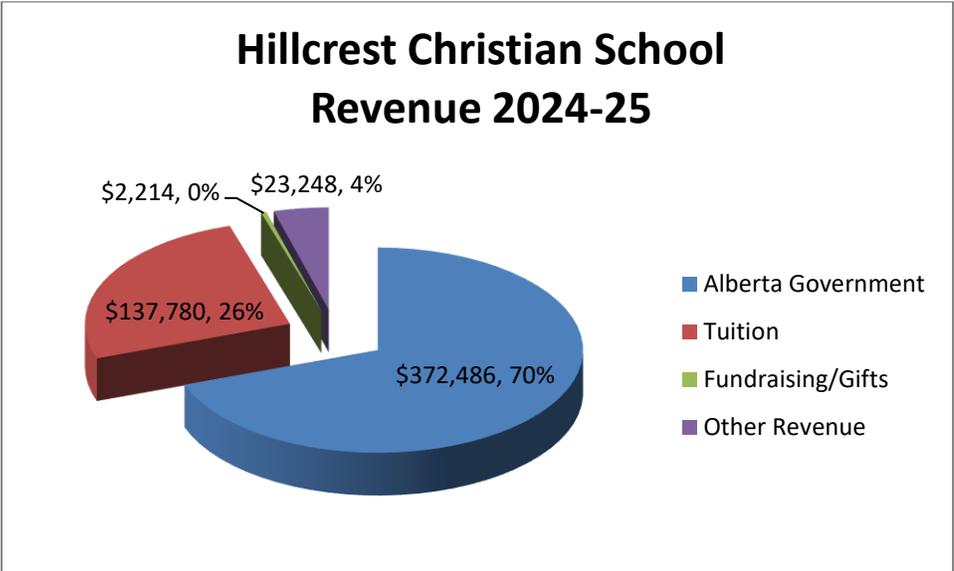
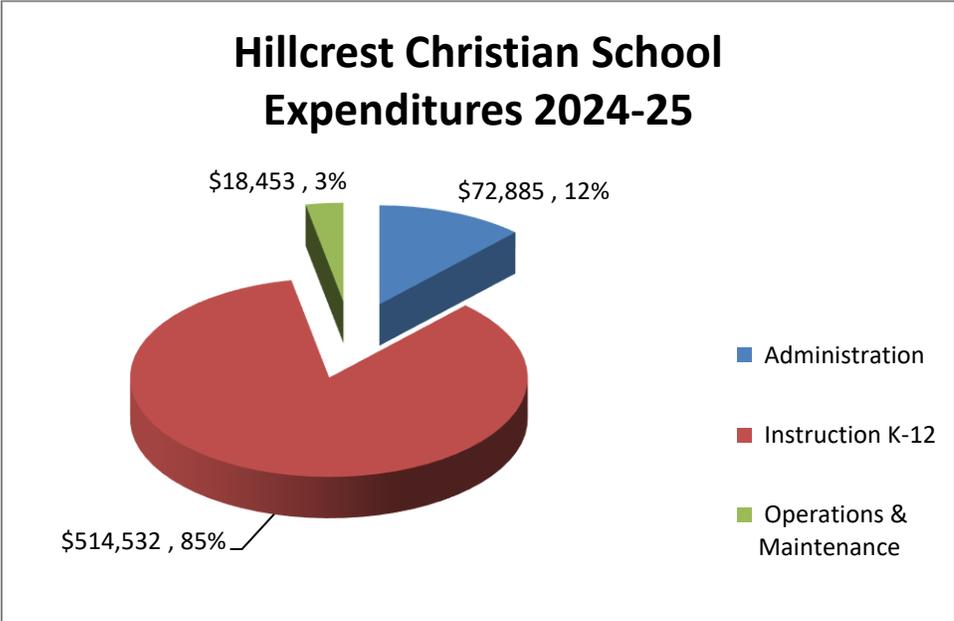
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

**Table 3I
Work Preparation – Measure Details**

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	93.8	7	100.0	21	89.3	26	100.0	20	100.0	Very High	Maintained	Excellent	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	10	100.0	4	*	14	78.6	19	100.0	14	100.0	Very High	Improved	Excellent	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	8	87.5	7	100.0	7	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Financials



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

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