

AERR
for
Hillcrest Christian School
November 2024

Accountability Statement

The Annual Education Results Report for Hillcrest Christian School for the 2023/2024 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 2023/2024 was approved by the Board on November 25, 2024.



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 many of our results are suppressed due to lack of sufficient numbers to produce 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.

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

Assurance Domain	Measure	Hillcrest Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.4	84.5	86.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	95.8	91.1	92.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	*	*	n/a	80.4	80.7	82.4	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.1	88.6	87.3	*	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	79.2	79.2	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	16.7	16.7	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	89.6	92.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.4	91.1	92.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.8	88.3	91.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	98.4	87.7	92.4	79.5	79.1	78.9	Very High	Maintained	Excellent

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

Outcome 1 – Numeracy/literacy growth 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 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 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 satisfactory 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.

As a small school results fluctuate. There are many reasons for this as stated later. One reason that may be overlooked is that as a small independent faith-based school our student base is limited to a small number of families. Therefore, the intellectual base of our clientele comes from a small demographic. Essentially this results in students from the same families “competing” for standardized results. There can be a lot of divergence in family/sibling dynamics that has the potential to cause varying results in the same family unit from one year to the next. Along with this there’s also the different approach to education that families take. For some, education is a priority while for others the small classes and family atmosphere is a drawing card with education as a positive by-product for their children. These different approaches to education became magnified during COVID and the effort, or lack thereof, that was put into at-home-learning.

Some of the drop in our elementary results is due to the lingering effects of COVID. However, 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%. Introducing one new student at a grade six, nine or high school level can also dramatically change our official government results depending on the child’s academic abilities. We simply 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. Any of these changes could skew the results.

Local Measurement Tool: Mathematics Intervention Programming Instrument (MIPI)

While we have a little less fluctuation in our in-house evaluations with our math results, the positive change from 2023 to 2024 may be explained by consistent staff and only the grade 6 math curriculum changing.

Results for Mathematics Intervention Programming Instrument (MIPI)					
	Results %				4 yr average
	2021	2022	2023	2024	
Elementary					
Number of Writers	NA	18	20	15	
Percentage at Grade level. Grade level is equal to or greater than 75%.	66	85	51	79	70
Percentage Below Grade level. Grade level is less than 75%.	32	15	49	21	29
Students who achieved 50% or higher.	97	94	82	94	92
Jr High					
Number of Writers	NA	15	15	10	
Percentage at Grade level. Grade level is equal to or greater than 75%.	33	44	54	80	53
Percentage Below Grade level. Grade level is less than 75%.	37	55	46	20	40
Students who achieved 50% or higher.	100	82	70	100	88
Overall percent at grade level, 75% or higher.	50	65	53	80	62
Overall percent at 50% or higher.	97	88	78	97	90

Local Measurement Tool: Standardized Literacy Assessment Tools (SLAT's)

The Elementary staff use several different Standardized Assessment Tools (SLAT's) that have a built-in ongoing assessment. 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 2021 result does not reflect an entire year of work due to the disruption of in-class-learning over that period.

In 2021 we did not record any percentages below 50. The two reasons for this were that this was only the second year that we were using an in-house standardized testing system. 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 and 2024 results could be a bit alarming if you look at our interpretation of "at grade level", 75% or higher. Both lower and upper elementary dropped significantly in the last 2 years. On the positive side the results for the developing grade level have been increasing at both the lower and upper elementary for the last three years.

It's also important to recognize that during COVID and at-home-learning, parents found it easier to focus on math than LA which could help explain the positive MIPI results as opposed to the SLAT's results.

ELA Results					
Lower Elementary	Results %				4 yr average
	2021	2022	2023	2024	
Percentage of students at Grade level - 75% or greater	40.0	42.3	33	25	35
Percentage Developing Grade level - 50% to 74%	60.0	42.3	56	68	57
Percentage below - 50%	NA	15.4	11	7	11
Upper Elementary					
Percentage of students at Grade level - 75% or greater	39.0	61.1	34	14	37
Percentage Developing Grade level - 50% to 74%	61.0	38.9	58	75	58
Percentage below - 50%	NA	0.0	8	11	6

One of our outcomes was a 75% acceptable standard for PAT's over a 3 year average. Given that our official PAT data is often suppressed due to lack of numbers of outcomes and goals can be difficult to access and verify. Some grade 6 PAT's were not written because new curriculum was being implemented. this past year. Looking at the results that have been published our PAT 3-year average below shows that overall, we did do very well and were able to surpass our goals. The 3-year average results also verify the suppressed data that we can look at but not publish. That is, our students are doing well.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1194 Hillcrest Christian School

		Hillcrest Christian School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	*	*	*	4	*	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	*	*	*	5	*	6	100.0	59,096	69.5	56,255	71.4
	Standard of Excellence	*	*	*	5	*	6	16.7	59,096	11.8	56,255	13.4
Mathematics 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	*	*	*	5	*	n/a	n/a	58,577	14.0	55,447	13.5
Science 9	Acceptable Standard	*	*	*	5	*	6	100.0	59,072	67.6	56,311	66.3
	Standard of Excellence	*	*	*	5	*	6	33.3	59,072	20.8	56,311	20.1
Social Studies 9	Acceptable Standard	*	*	*	5	*	6	83.3	59,125	60.5	56,309	58.4
	Standard of Excellence	*	*	*	5	*	6	16.7	59,125	15.8	56,309	15.9

The Castles & Colheart 3 (CC3) Assessment and Letter Name-Sound (LeNS) Assessments were assessed for the last 2 years, but the data is suppressed due to numbers. While the information from these assessments is taken into account for our Three Year Plan, reporting on them isn't possible. Again, this is due to our small numbers. However, the information is reflected in our SLAT's and our MIPI results. ELA has a drop in "at grade level", but a rise in the "developing grade level". The MIPI shows that the students are doing well in math.

Measurement Tool: Stakeholder Survey Feedback

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

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

	Hillcrest Christian Sch Soc										Alberta												
	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	%
Overall	n/a	n/a	52	88.1	35	87.7	55	84.5	55	89.4	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	10	100.0	4	*	14	88.1	19	98.2	n/a	Improved	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	34	84.3	28	75.3	34	85.4	29	70.1	n/a	Maintained	n/a	n/a	n/a	166,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	8	100.0	7	100.0	7	100.0	7	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

S.1 Student Learning Engagement - 3 Year Rolling Average

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

	Hillcrest Christian Sch Soc						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	35	87.7	45	86.1	48	87.2	249,740	85.1	253,477	84.8	257,344	84.4
Parent	n/a	n/a	14	88.1	17	93.2	31,694	88.7	31,778	88.0	32,255	87.6
Student	28	75.3	31	70.3	30	70.3	187,102	71.3	190,066	71.1	193,318	70.5
Teacher	7	100.0	7	100.0	7	100.0	30,944	95.5	31,634	95.3	31,771	95.2

Measurement Tool: High School Completion Rate

As noted in the Fall 2024 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.

Work amongst all the educators involved continues as language evaluation encompasses many variables. Producing 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 vary, our PAT scores, high school completion rate and parent feed-back all speak to a positive program that is working for all those involved.

Teaching & Leading

A.4 Education Quality - Measure History

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

	Hillcrest Christian Sch Soc										Alberta												
	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	%
Overall	67	97.7	52	97.7	35	95.1	55	89.6	55	96.0	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	17	100.0	10	100.0	4	-	14	86.9	19	98.2	Very High	Improved	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	42	93.2	34	93.2	28	90.1	34	81.9	29	92.2	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	8	100.0	8	100.0	7	100.0	7	100.0	7	97.6	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

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.
- 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.

Results

Measurement Tool: Stakeholder Survey Feedback

D.6 In-Service Jurisdiction Needs

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.

	Hillcrest Christian Sch Soc										Alberta												
	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	%
Overall	8	100.0	8	100.0	7	100.0	7	100.0	7	90.5	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	8	100.0	8	100.0	7	100.0	7	100.0	7	90.5	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

D.6 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-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Hillcrest Christian Sch Soc						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	8	100.0	7	100.0	7	96.8	32,023	84.3	30,964	83.0	31,075	82.3
Teacher	8	100.0	7	100.0	7	96.8	32,023	84.3	30,964	83.0	31,075	82.3

A.1b Program of Studies

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												
	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	%
Overall	46	89.0	38	90.5	26	85.0	46	89.9	46	92.0	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	17	97.7	10	100.0	4	*	14	91.0	19	97.3	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	21	74.1	20	81.2	19	74.0	24	80.8	20	82.3	Very High	Maintained	Excellent	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	8	95.2	8	90.2	7	96.0	7	98.0	7	96.3	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

The results for the above 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 newsflash. 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 3 years. The latest performance was performed in the local theater and open to the public. It was very well received by the community. 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, it was possible for most students to participate in an art class of their choice. As always there are exceptions and we deal with these on an individual basis with parents, the student, and staff to make the best emotional and educational decision possible.

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 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.

Rebuilding community back into the school has not come quickly and the realization of how intentional we need to be to support this growth as well as how much little things help rebuild what we lost during COVID take time and consistency. There is still progress to be made but that sense of being a part of the school community is starting to return.

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

After three years of “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, the Christmas celebration, and having an end of the year picnic 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

C.1 Parental Involvement - Measure History

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

	Hillcrest Christian Sch Soc										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	25	98.8	18	98.7	7	97.1	21	87.7	26	98.4	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	17	100.0	10	100.0	4	*	14	75.4	19	96.8	Very High	Improved	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	8	97.5	8	97.4	7	97.1	7	100.0	7	100.0	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

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					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	97.9	14	92.4	18	94.4	66,395	80.3	63,174	78.9	63,765	79.1
Parent	17	100.0	14	75.4	17	86.1	34,077	73.1	31,659	72.4	32,129	73.1
Teacher	8	97.3	7	98.5	7	99.0	32,318	87.4	31,515	85.5	31,836	85.2

Learning Supports

H.1 Access to Supports and Services - Measure History

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										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	52	95.7	35	94.7	54	88.3	55	90.8	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	10	100.0	4	*	14	82.6	19	98.9	n/a	Improved	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	34	87.1	28	89.4	33	82.2	29	82.1	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	8	100.0	7	100.0	7	100.0	7	91.4	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - 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					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	35	92.9	45	92.0	48	93.1	249,941	86.1	253,666	85.4	257,551	84.9
Parent	n/a	n/a	14	89.7	17	94.9	31,715	86.9	31,800	86.2	32,277	85.9
Student	28	89.8	31	87.7	30	87.9	187,258	77.7	190,207	77.2	193,478	76.5
Teacher	7	95.9	7	96.9	7	97.3	30,968	93.6	31,659	92.8	31,796	92.4

A.7 Lifelong Learning

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

	Hillcrest Christian Sch Soc										Alberta												
	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	%
Overall	25	96.9	18	96.9	7	92.9	21	84.4	26	96.4	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	17	100.0	10	100.0	4	*	14	76.0	19	100.0	Very High	Improved Significantly	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	8	93.8	8	93.8	7	92.9	7	92.9	7	92.9	Very High	Maintained	Excellent	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

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 the amount of returning students the implication is that there is a strong sense that they approve of the programming.

The school hired an inclusive education coordinator 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.

Several staff have taken courses through the First Nations University of Canada to have a better understanding of the past and a clearer perspective when teaching about Canada’s history.

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.

B.2 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					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	51	77.2	45	80.6	48	81.9	255,203	73.9	251,671	72.7	255,477	72.5
Parent	17	84.2	14	78.6	17	84.1	33,314	67.9	30,891	67.9	31,362	67.9
Student	35	64.6	31	69.7	30	71.3	189,549	76.3	189,253	73.9	192,471	73.6
Teacher	8	85.2	7	93.2	7	92.0	32,341	77.5	31,527	76.5	31,644	75.9

B.3 Program of Studies - At Risk Students

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

	Hillcrest Christian Sch Soc										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	67	96.0	52	95.7	35	94.7	54	97.6	55	89.3	High	Maintained	Good	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	17	100.0	10	100.0	4	-	14	80.5	19	100.0	Very High	Improved Significantly	Excellent	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	42	88.1	34	87.1	28	89.4	33	82.2	29	82.1	Intermediate	Maintained	Acceptable	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	8	100.0	8	100.0	7	100.0	7	100.0	7	85.7	Very Low	Declined	Concern	33,910	84.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

3 Year Rolling Average

	Hillcrest Christian Sch Soc						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	51	95.4	45	91.1	48	90.5	258,845	83.4	253,228	81.5	257,038	81.2
Parent	17	100.0	14	80.5	17	90.2	34,245	76.7	31,724	74.5	32,186	74.2
Student	35	88.8	31	85.8	30	84.6	190,172	81.1	189,870	80.0	193,085	79.6
Teacher	8	100.0	7	100.0	7	95.2	32,428	92.4	31,634	90.1	31,764	89.9

B.4 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					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	51	94.7	45	91.7	48	93.3	257,020	89.1	253,557	88.1	257,421	87.8
Parent	17	98.8	14	90.8	17	95.4	34,303	89.9	31,793	88.8	32,270	88.5
Student	35	92.7	31	88.1	30	89.4	190,265	82.6	190,107	82.0	193,360	81.5
Teacher	8	95.9	7	95.7	7	96.2	32,452	94.8	31,657	93.6	31,791	93.4

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 have high interaction with the teachers 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.

E.2 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					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	50	82.8	43	83.3	47	86.1	253,030	77.9	247,668	74.7	251,279	75.1
Parent	16	100.0	11	100.0	15	100.0	33,022	75.0	30,259	71.3	30,685	72.6
Student	35	76.2	30	77.5	30	81.4	189,012	77.9	188,125	75.6	191,243	75.1
Teacher	8	85.7	7	85.7	7	85.7	30,996	80.7	29,284	77.2	29,351	77.5

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					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	97.9	14	92.4	18	94.4	66,395	80.3	63,174	78.9	63,765	79.1
Parent	17	100.0	14	75.4	17	86.1	34,077	73.1	31,659	72.4	32,129	73.1
Teacher	8	97.3	7	98.5	7	99.0	32,318	87.4	31,515	85.5	31,636	85.2

Local and Societal Context

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

Student Growth and Achievement

A.6 Citizenship - 3 Year Rolling Average

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

	Hillcrest Christian Sch Soc						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	51	93.6	45	92.0	48	93.3	257,092	82.3	253,501	80.9	257,367	80.4
Parent	17	98.8	14	88.6	17	94.3	34,290	81.4	31,779	79.9	32,258	79.5
Student	35	84.8	31	85.3	30	86.0	190,349	73.0	190,068	71.7	193,317	71.0
Teacher	8	100.0	7	100.0	7	100.0	32,453	92.6	31,654	91.0	31,792	90.6

A.7 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					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	94.9	14	88.6	18	91.2	65,002	76.8	61,427	80.7	61,855	80.4
Parent	17	100.0	14	76.0	17	88.0	32,884	69.6	30,348	74.0	30,718	73.8
Teacher	8	93.3	7	92.9	7	92.9	32,118	84.0	31,080	87.4	31,138	87.1

B.2 Satisfaction with Program Access

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										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	67	75.1	52	77.3	35	79.2	54	82.0	54	84.6	Very High	Maintained	Excellent	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	17	84.2	10	81.3	4	*	14	78.6	19	89.7	Very High	Maintained	Excellent	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	42	59.9	34	72.2	28	69.3	33	70.1	28	74.6	Low	Maintained	Issue	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	8	81.3	8	78.6	7	89.2	7	87.2	7	89.5	Very High	Maintained	Excellent	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

B.2 Satisfaction with Program Access - 3 Year Rolling Average

	Hillcrest Christian Sch Soc						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	51	77.2	45	80.6	48	81.9	255,203	73.9	251,671	72.7	255,477	72.5
Parent	17	84.2	14	78.6	17	84.1	33,314	67.9	30,891	67.9	31,362	67.9
Student	35	64.6	31	69.7	30	71.3	189,549	76.3	189,253	73.9	192,471	73.6
Teacher	8	85.2	7	93.2	7	92.0	32,341	77.5	31,527	76.5	31,644	75.9

A.8 Work Preparation

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										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	25	100.0	18	93.8	7	100.0	21	89.3	26	100.0	Very High	Improved	Excellent	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	17	100.0	10	100.0	4	*	14	78.6	19	100.0	Very High	Improved Significantly	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	8	100.0	8	87.5	7	100.0	7	100.0	7	100.0	Very High	Maintained	Excellent	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

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.

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.

Whistle Blowing

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

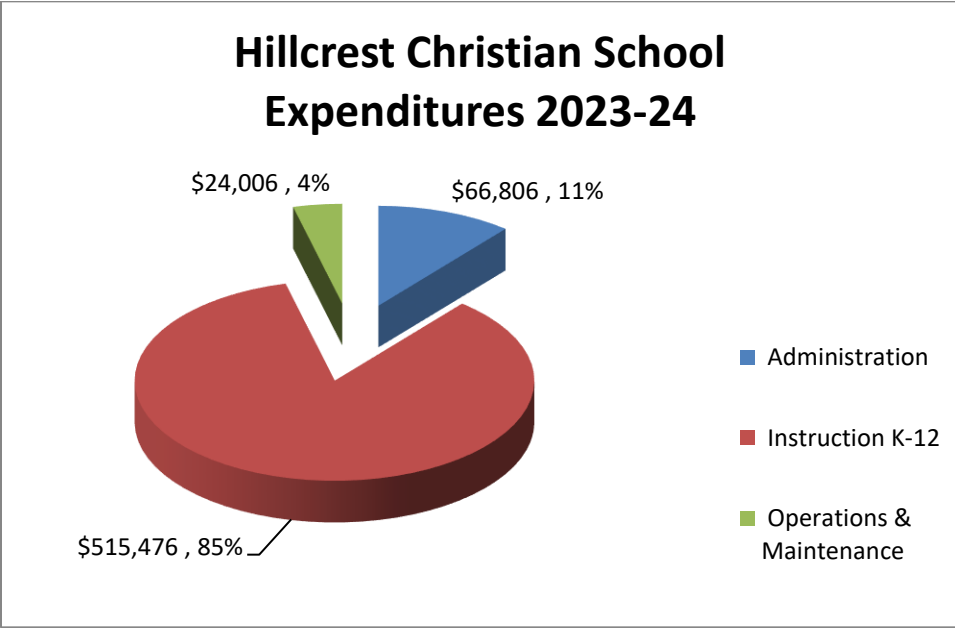
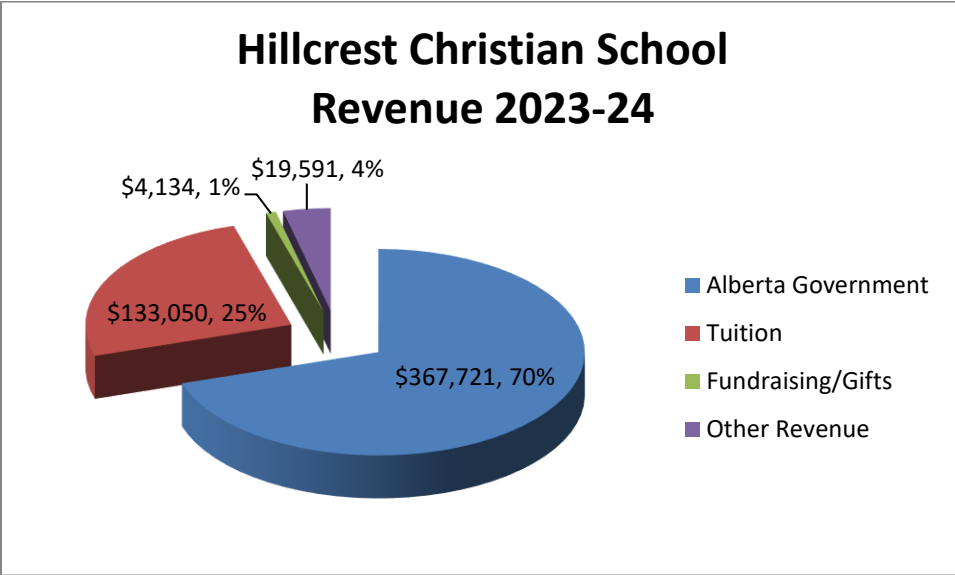
Appendix

As a small school, much of the data we receive from Alberta Education is suppressed due to lack of numbers.

Data such as:

- 3 - 5 year High school completion rates
- 3 - 5 year FNMI completion rates
- 3 - 5 year English as an additional language completion rates
- Government test for all students and student groups
 - PAT’s
 - Diploma’s
- Early Years Literacy and Numeracy assessments

Financials



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

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