

A young girl with her hair in a bun is sitting in a black chair, reading a book. She is wearing a light pink long-sleeved shirt and blue jeans. The book she is reading has the title "Rocks, Fossils and Arrowheads" visible. The background shows a classroom with a whiteboard, a bookshelf with various items, and a window. A semi-transparent dark blue circle is overlaid on the image, containing the school's logo and title text.

CREEKSIDE  
CREATIVE ACADEMY

# ANNUAL EDUCATION RESULTS REPORT (AERR)

Reporting on the 2023-2024 School Year

# LOCAL & SOCIETAL CONTEXT

The 2023-2024 school year was our third year in operation. We had a total of 67 children and students enrolled in ECS - Grade 6 and home education programming.

Creekside Creative Academy (A.0374) is an accredited funded independent school located in the south-east quadrant of Red Deer. The academy serves families that are located in Central Alberta and aims to meet the individual strengths and needs of each student through the unique programming that is offered.

We offer:

- small class sizes with a maximum of 18 students/children per class
- learning that is individualized and differentiated to meet the unique learning needs of each student
- a forest school program where a portion of learning is done outdoors
- inquiry driven learning through authentic application of Provincial Learning Objectives
- enriched programming for gifted students
- on-site speech and language intervention for those students that qualify



# ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Creekside Creative Academy for the 2023/2024 school year was prepared under the direction of the 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.

The documents can be found on our school website under our policies and handbooks page at:  
[www.creeksidecreativeacademy.ca/copy-of-about-us](http://www.creeksidecreativeacademy.ca/copy-of-about-us)

*R.P. Lewchuk*

*Ray P. Lewchuk Board Chair*

*November 26, 2024*

*Board approved November 26, 2024*

*Next review date November 2025*

WHISTLEBLOWER STATEMENT

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.

*School Authority A.0374: Creekside Creative Academy*

# COLLABORATIVE INVOLVEMENT

## Engagement of Parents/Stakeholders

The Academy believes in a team approach in everything that we do. Every person has the potential to influence a student's life and we strive to surround each of our students with intentional experiences and relationships that make a positive difference in their life.

Parents are a key dynamic in the success of the school. Parents are expected to be active participants in their child's learning. Reporting to parents with daily reports that include video, pictures, and documentation as to what their child has learned during their day with us is an element that is crucial to parents being able to support their own child's growth and development. Another way in which parents are involved is through the ability to attend Parent Advisory Council (PAC) meetings on a regular basis. In addition, Celebrations of Learning are hosted by each classroom every 4-6 weeks to allow parents to come and see what their child has been learning and the growth that they have experienced.

Staff members have the ability to collaborate with each other during scheduled Professional Development days, monthly staff meetings, and other various times throughout the week.



# COLLABORATIVE INVOLVEMENT

## Engagement of Parents/Stakeholders

Creekside Creative Academy has been developing and changing rapidly during its initial stages as an Independent School. Many changes and decisions have been made to respond to student, parent, teacher, and budgetary requests and parameters.

All parents are considered stakeholders at Creekside Creative Academy. While provincial surveys are sent to identified parents/stakeholders, other measures to collect feedback and input for the 23-24 year included:

- sit down meetings in January/February with existing families, one on one, with the admissions team to discuss programming, feedback, and collaboration moving forward
- Parent Advisory Council meeting multiple times during the year to gain insight and feedback from parents and teachers that attend. PAC meetings are open and announced to all parents and staff, but are optional to attend
- informal meetings and communication throughout the year with on-site administration available to all parents and members of the community when needed

As Creekside moves into a more stable and settled population as a school, a plan moving forward to start to develop a Strategic Plan outlining the long term goals with measurable outcomes, timelines, and responsible parties will be developed beginning in the 25-26 year. Parents, staff members, and other interested representatives will be invited to be a part of this planning and implementation with the goal of growth and sustainability at the core.





WHAT  
DRIVES US

# OUR MISSION & VISION



## OUR MISSION AND VISION

Creekside Creative Academy strives to develop capable, confident learners in a safe environment. Developing these assets will be accomplished through utilizing academically rigorous, developmentally appropriate programming.

Meeting the parents' desire to provide their children with a strong start to their education journey, Creekside Creative Academy is focused on low teacher to student ratios, focused curriculum delivery, unique outdoor learning experiences, and inclusiveness for all. The education focus is to provide an environment where each child is encouraged to learn and be creative in their own way.

## OUR VALUES

Creekside Creative Academy believes in the value of providing authentic learning experiences for all students. The Academy is a Reggio-Emilia inspired program that incorporates many of the ideas and beliefs into the everyday learning that occurs. We recognize that children come with their own set of strengths and potential; it is the educator's job to recognize each child's potential and move them forward on their continuum of growth and development.

Creekside Creative Academy passionately believes in authentic learning experiences and there is nothing more authentic than the outside world and nature. Elements of forest school are a large focus at Creekside Creative Academy. All students visit the outdoors for learning opportunities and exploration at the forested area on and adjacent to the property daily with considerable portions of the day spent outside.





ASSURANCE  
FRAMEWORK



# PREFACE



*Due to 2023-2024 being the third year of operation, there are minimal provincial results to pull data from. All goals outlined are the provincial outcomes and the measures listed have been based on the limited provincial survey results and an internal survey of parents attending Creekside Creative Academy during the 2023-2024 school year. To review these specific survey results, please visit our Education Plan at <https://www.creeksidecreativeacademy.ca/copy-of-about-us>.*

# REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES

OVERALL SUMMARY | FALL 2024

Authority: 0374 Creekside Creative Academy

Assurance Domain	Measure	Creekside Creative Academy			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	<a href="#">Student Learning Engagement</a>	66.7	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	<a href="#">Citizenship</a>	100.0	n/a	n/a	79.4	80.3	80.9	Very High	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	*	n/a	n/a	68.5	66.2	66.2	*	n/a	n/a
	<a href="#">PAT6: Excellence</a>	*	n/a	n/a	19.8	18.0	18.0	*	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	100.0	n/a	n/a	87.6	88.1	88.6	Very High	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	98.1	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	94.4	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	79.5	79.1	78.9	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and 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.
7. 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.
8. 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.
9. 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.

# MEASURE EVALUATION REFERENCE (REQUIRES AEAMS)

## Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

### Notes:

1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

# MEASURE EVALUATION REFERENCE (REQUIRES AEAMS)

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

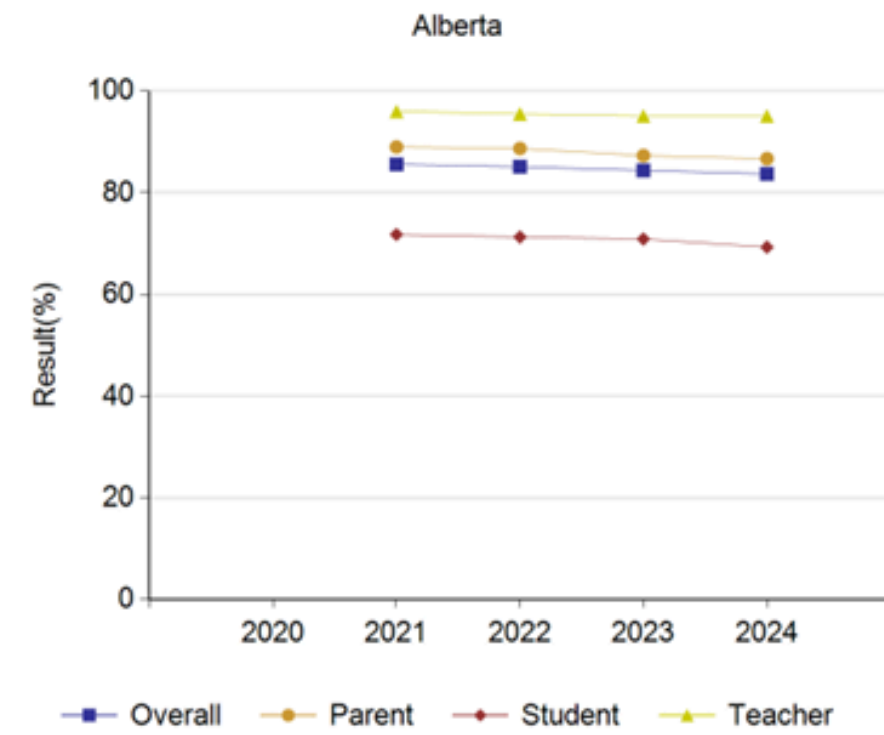
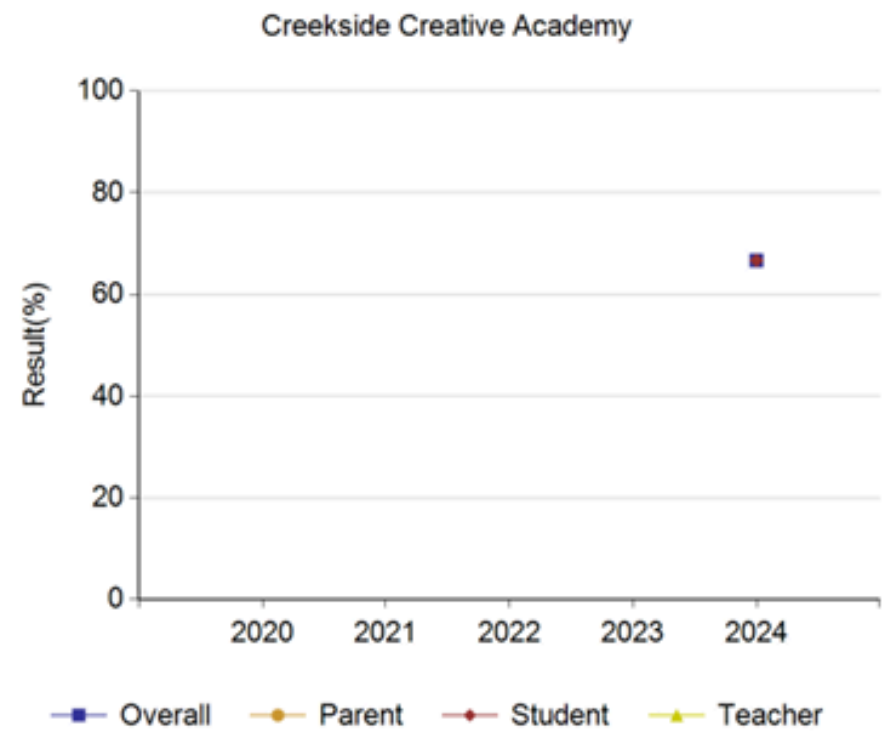
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

# STUDENT GROWTH & ACHIEVEMENT

## STUDENT LEARNING ENGAGEMENT

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

	Creekside Creative Academy										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	n/a	n/a	n/a	n/a	n/a	n/a	6	66.7	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	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	n/a	n/a	n/a	n/a	n/a	n/a	6	66.7	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	n/a	n/a	2	*	4	*	3	*	*	*	*	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1



Notes:

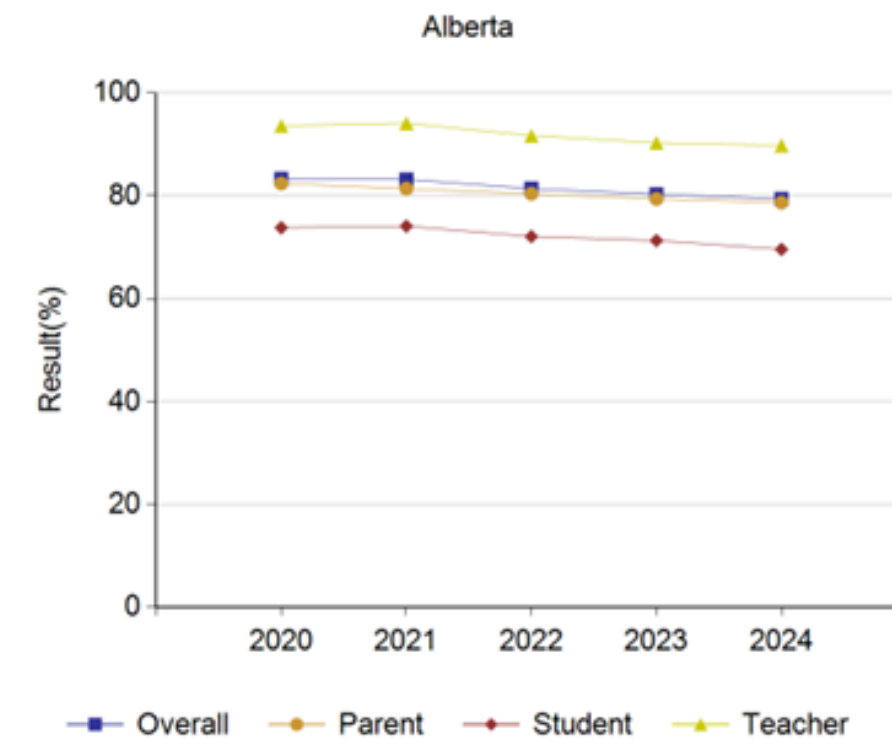
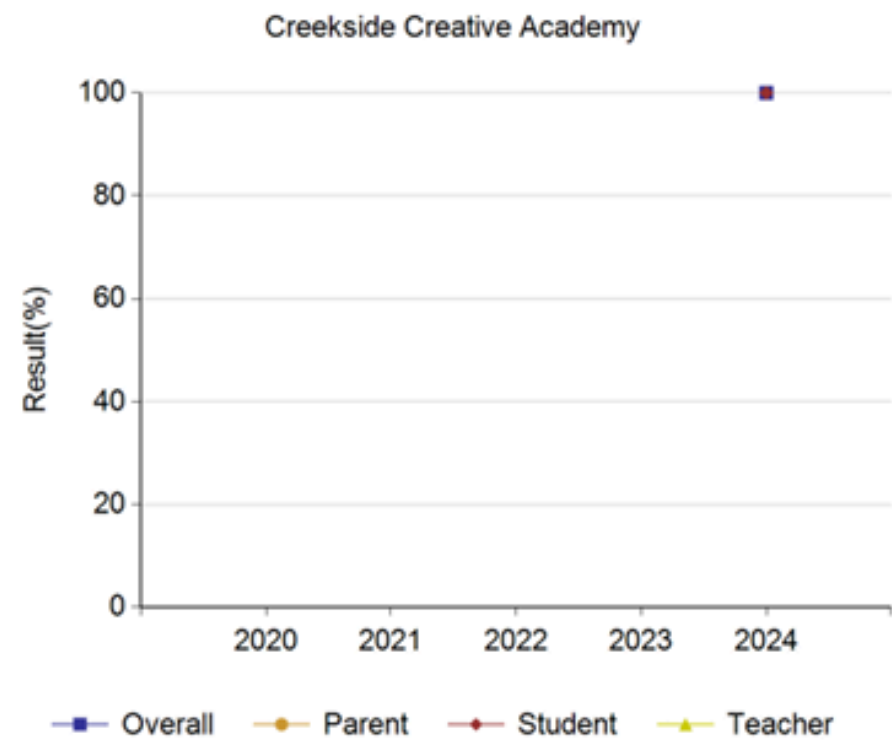
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

# STUDENT GROWTH & ACHIEVEMENT

## CITIZENSHIP

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

	Creekside Creative Academy										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	n/a	n/a	n/a	n/a	n/a	n/a	6	100.0	Very High	n/a	n/a	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	100.0	Very High	n/a	n/a	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	n/a	n/a	n/a	n/a	2	*	4	*	3	*	*	*	*	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8



**Notes:**

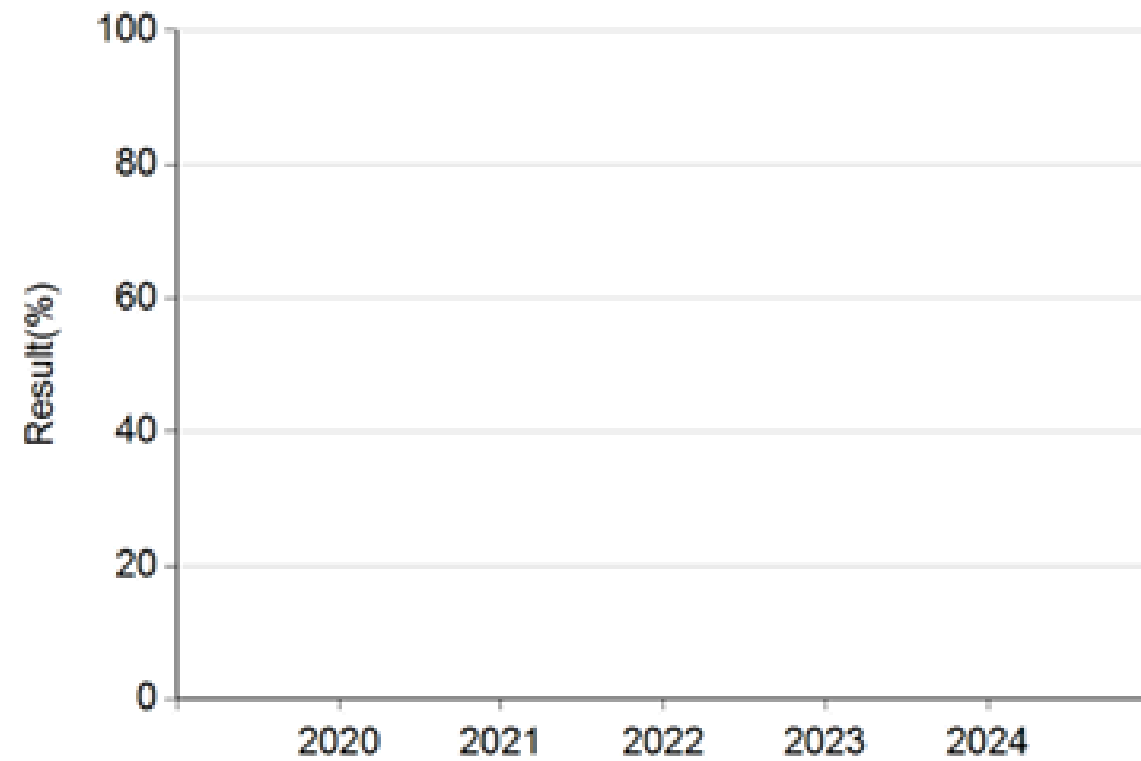
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

# STUDENT GROWTH & ACHIEVEMENT

## GRADE 6 PAT RESULTS

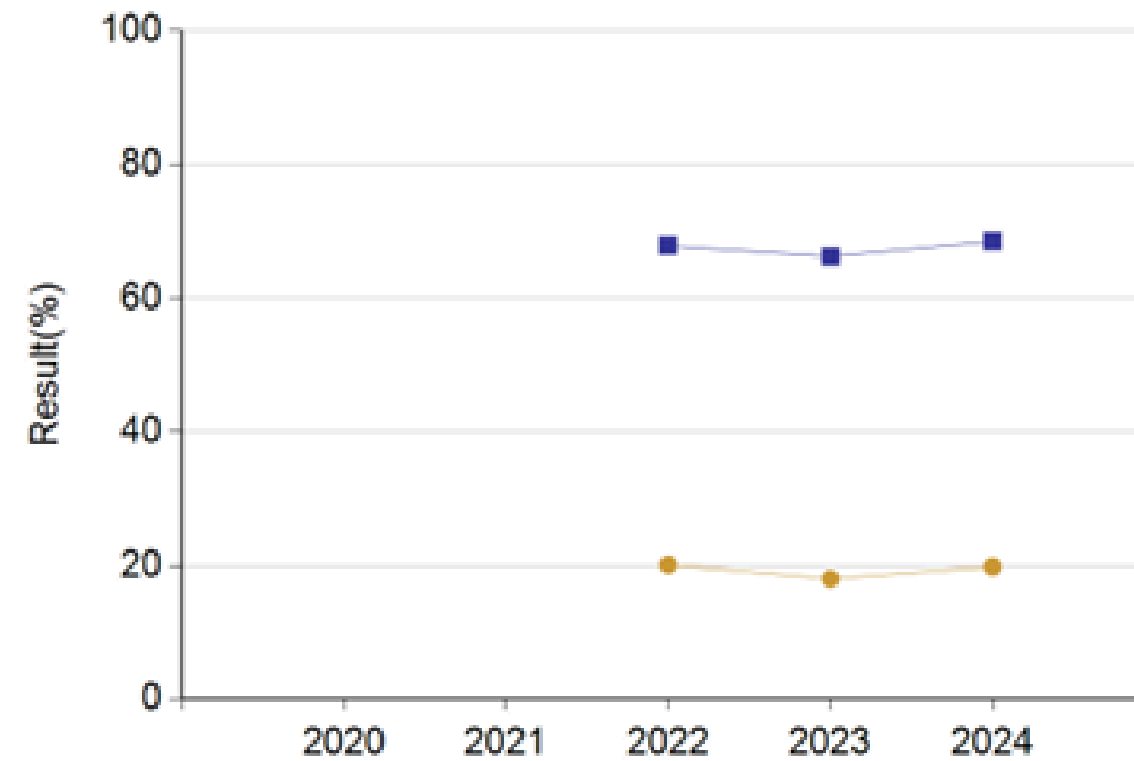
	Creekside Creative Academy					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a	20.1	18.0	19.8

Creekside Creative Academy



—■ Acceptable Standard % —● Standard of Excellence %

Alberta



—■ Acceptable Standard % —● Standard of Excellence %

# STUDENT GROWTH & ACHIEVEMENT

## GRADE 6 PAT RESULTS

- While the school had 2 students registered in Grade 6 for the 2023-2024 year, neither of the students wrote the Provincial Achievement exams.
- To measure growth and impact of programming offered, ongoing assessment throughout the year and progress was completed within the classroom and communicated through formal assessment reporting and qualitative communication. Some ways in which student's learning was targeted and successful included:
  - small class sizes - the class that these 2 students were in was a blend with other students. The total class size was 10 students and 1.7 FTE teachers were named to this class
  - targeted instruction - all curricular objectives was taught in small groups and thus allowed the teacher to respond to the learners' interests and needs in an effective manner
  - increased reporting - a decision was made in an effort to ensure parents were aware of how their child was doing, to add in an additional mid-term report summary and individualized parent teacher meeting above and beyond the 3 report cards and 2 formal parent teacher interviews. This allowed increased awareness and partnership between the school and home to maximize student success.
- All students at Creekside are treated and programmed for as individual learners. At this time, there were no identified First Nations, Metis and Inuit students or students identified as English Language Learners requiring supports.





# STUDENT GROWTH & ACHIEVEMENT

## STAFF & PARENT TESTIMONIALS ON STUDENT GROWTH & ACHIEVEMENT (FOCUS OF GRADE 6)

- “Students showed tremendous growth in the area of critical thinking skills. They started the year by requiring a significant level of gradual release of responsibility. By the end of the year, they were able to problem solve and critically work through information and planning towards their own learning journey. Students grew in the areas of collaboration and self-awareness when working in partnership with others. Drawing upon strengths versus quantity of work became part of the collaborative conversations as well as being able to manage critical feedback from others.” - Gayle Currie, Grade 6 Teacher
- “I feel that I was able to grow as a learner because of the way we were taught. We were given time in small groups and time with the teacher to relearn things.” “I like how the teacher gives us feedback and chances to fix our mistakes and not just fail.” - Grade 6 Student
- “I am pleased to provide that my experience with Creekside has been a positive improvement academically and socially to my daughter. What has made the difference between her earlier years in the public school system and Creekside is the small classroom size, one on one teachings, and individualizing her work to accommodate her learning style and environment. She can learn new concepts with confidence that her teacher can spend one on one time to help her understand to her fullest potential. I have personally seen a huge improvement in her grades, confidence at school, and ability to learn with a range of style of teachings. The brief time that my daughter has been apart of Creekside will have an impact on her education and future academics. I have full confidence in the curriculum and the teachers that are providing my daughter with an outstanding, and effective classroom for learning.” - Grade 6 Parent



# STUDENT GROWTH & ACHIEVEMENT

## GRADE 6 PAT RESULTS

Due to there being no data from PATs for the 23-24 year, the following summary of strategies, supports, and assessments was created to capture the learning and assessment done within the classroom.

Results		
Universal	<p>-Formative and Summative assessments</p> <p>-Students were provided with interim assessments and ongoing assessments that indicated progress. This was a range and in the form of formative data through student conferencing and feedback as well as summative assessment using provincial scoring guides such as writing rubrics and previous PAT testing questions embedded into interim assessments. Students were also assessed by performance based assessment whereby they produced products based on the culmination of learning outcomes which were cross curricular based.</p>	<p>Final report card marks were cumulative for the four core subjects (Math, Literacy, Science and Social).</p>
Targeted	<p>Through the use of formative assessments, students were supported by RTI measures in the form of reteaching, pre teaching and mini lessons. Targeted intervention for specific outcomes were addressed based on student needs.</p>	<p>Students received comments based on personal growth and achievements.</p>
Specific	<p>Students were accommodated based on learning style. Without the support of a Level C diagnosis, students were provided with accommodations and strategies to support difficulties in the area of reading and mathematics. Tools such as assistive technology, low-tech tools for math and targeted teaching strategies such as chunking and scaffolding were implemented for specific learning needs.</p>	<p>Students were provided with report cards during designated reporting periods as well as weekly updates to parents. They were also given progress summaries to provide information regarding growth and areas of need.</p>



# STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL ACHIEVEMENT TEST RESULTS - MEASURE DETAILS

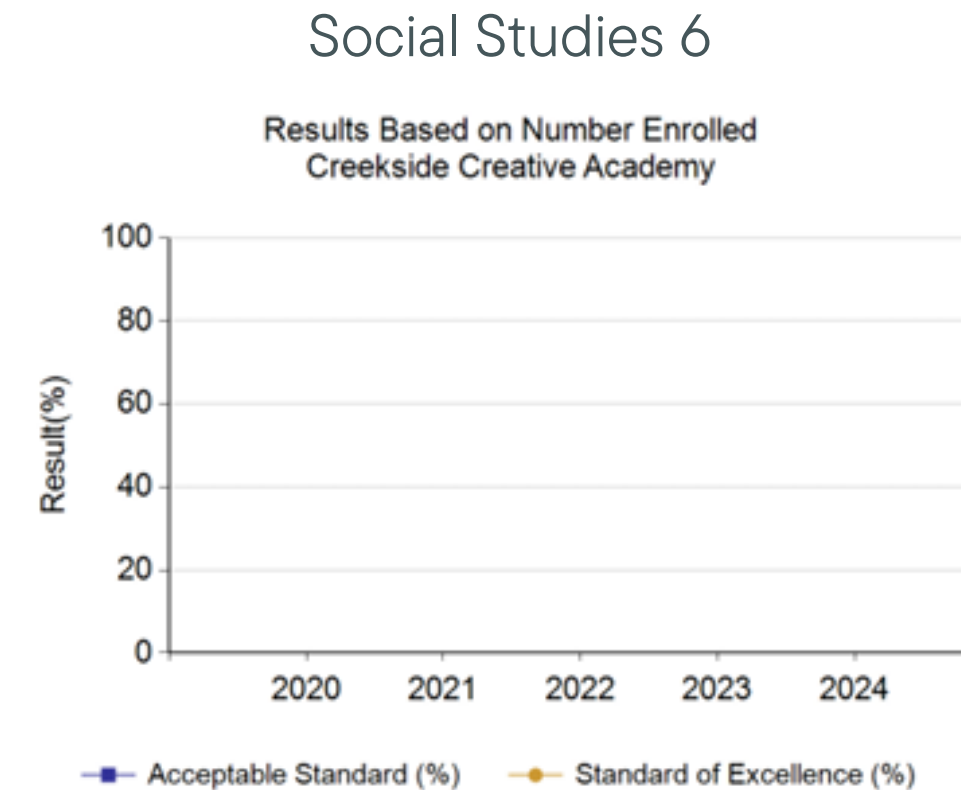
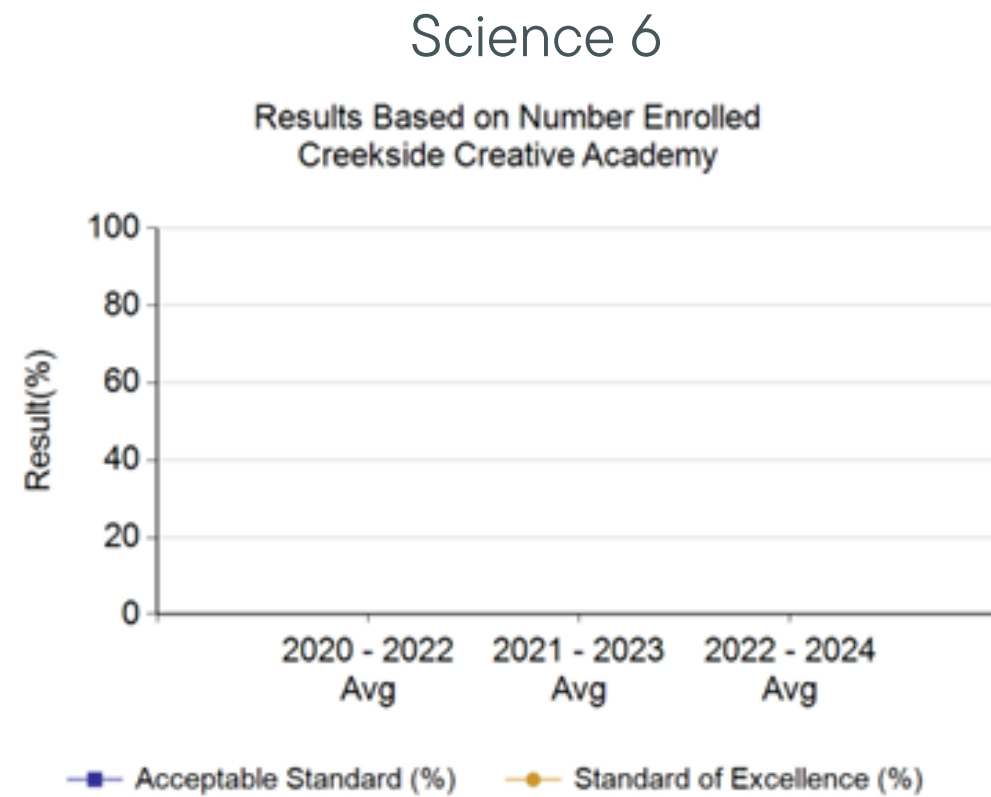
Course		Measure		Creekside Creative Academy						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
<a href="#">French Language Arts 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5		
<a href="#">Français 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4		
<a href="#">Science 6</a>	Acceptable Standard	*	*	*	2	*	n/a	n/a	53,806	68.8	54,859	66.7		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	53,806	24.8	54,859	21.8		
<a href="#">Social Studies 6</a>	Acceptable Standard	*	*	*	2	*	n/a	n/a	60,804	68.5	57,655	66.2		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	60,804	19.8	57,655	18.0		
<a href="#">English Language Arts 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4		
<a href="#">K&amp;E English Language Arts 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7		
<a href="#">French Language Arts 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9		
<a href="#">Français 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3		
<a href="#">Mathematics 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5		
<a href="#">K&amp;E Mathematics 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3		
<a href="#">Science 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	67.6	56,311	66.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	20.8	56,311	20.1		
<a href="#">K&amp;E Science 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9		
<a href="#">Social Studies 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	60.5	56,309	58.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	15.8	56,309	15.9		
<a href="#">K&amp;E Social Studies 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. 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.
6. 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.

# STUDENT GROWTH & ACHIEVEMENT

## GRAPH OF PROVINCIAL ACHIEVEMENT TEST BY COURSE



#### Notes:

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 Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. 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.
4. 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.

# STUDENT GROWTH & ACHIEVEMENT

## MEASURE EVALUATION REFERENCE - ACHIEVEMENT EVALUATION

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

### Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

# STUDENT GROWTH & ACHIEVEMENT

## MEASURE EVALUATION REFERENCE - ACHIEVEMENT EVALUATION

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

# STUDENT SUCCESS

ALBERTA EDUCATION OUTCOME ONE:  
Alberta students are successful

What we have implemented and next steps...

- Followed a common assessment and documentation system to capture a student/child's learning and utilize data in a responsive manner for both assessment for learning and assessment of learning.
- Continued using a daily reporting method in which parents are given a snapshot of what their child was learning each day at school so that they can continue to be an active partner in their child's learning.
- Expanded our report cards to transition our older students over to percentages to more accurately capture the student's current standing.
- Expanding up to grade 7 for the 2024-2025 school year to continue to serve the population of students and families we have.
- Revised the application and registration process to streamline information, conduct interviews with families, and complete the registration process.
- Implemented Mathology in grades 1-6 to assist with meeting provincial outcomes in an appropriate manner. In addition, we implemented the UFLI program for literacy intervention within our grade 1-4 classrooms. Provincial literacy and numeracy screens to identify at-risk students and provide intervention were utilized.
- Provided speech language therapy to identified eligible students and maximized the quality and quantity of intervention by having an on-site Speech Language Pathologist Assistant on staff.



# STUDENT SUCCESS

## HIGHLIGHTS FROM 2023-2024

- Our school classrooms maintained an average of 16 children/students.
- While many students were students from within the Academy continuing on, continuity was maintained with many of these students continuing with their teacher from the previous year. Any new students to the Academy were able to experience a trial day prior to attending full-time and teachers worked quickly to assess their current level of understanding and begin programming for them.
- Celebrations of Learning were hosted every 6 weeks to allow the parents time to engage with their child and what they had been learning. These frequent celebrations of learning allowed the teacher(s) and parents to respond in a timely manner to address the students strengths and needs for them to be successful moving forward.
- Parent-teacher interviews were scheduled twice during the year to give the parents and teacher an opportunity to sit together and discuss their child's learning. In addition, parent-teacher mid-term sit down meetings were scheduled for those identified students.





# LEARNING SUPPORTS

ALBERTA EDUCATION OUTCOME TWO:  
Alberta's education system supports First Nations, Metis, and Inuit students' success

What we have implemented and next steps...

- Recognized the importance of September 30th within the school community on September 29th by planning meaningful presentations and learning surrounding culture and teachings of First Nations, Metis, and Inuit people.
- Expanded the number of books and materials for students to access to expose them to First Nations, Metis, and Inuit culture. The goal of adding more curricular resources to this collection is in place moving forward. There is now a dedicated section of our library shelf for First Nations, Metis, and Inuit books and resources.
- Collaborated about the teachings in nature that link to our forest school programming.
- We have and will continue to expand on our teams' knowledge of how to incorporate cultural teachings into the natural world and forest programming element.



# LEARNING SUPPORTS

ALBERTA EDUCATION OUTCOME THREE:  
Alberta's education system respects diversity and promotes inclusion.

What we have implemented and next steps...

- We will continue to offer a service model with a private Speech Language Pathologist to provide programming to identified and eligible children. We continued on with our own internal Speech Language Pathologist Assistant with the team that can work to service both needs within the school moving forward.
- We accessed the paraprofessional services through AISCA's grant program to bring in Occupational Therapists and Speech Language Pathologists for our students in Grade 1 and up requiring services.
- We established a relationship with a private Occupational Therapist to consult and program for our identified children in early childhood programs.
- We will continue to screen children/students that are thought to be gifted utilizing the Peabody Picture Vocabulary Test (PPVT) to identify potential students and how to program for them in an enriched program that challenges them.
- We will continue to approach all students learning from a developmental and interest based manner in mixed age groupings and classrooms.
- We continued to offer an enrichment program with an on-site Artist in Residence that specializes in dance, music, and design. We enhanced enrichment programming by adding in a Spanish Language program for students in grade 1 and up.
- We enhanced our older grade groupings learning by adding in an additional teacher 3 times per week to the classroom in order to intervene and provide enhanced support to those identified learners at-risk.



# LEARNING SUPPORTS

## HIGHLIGHTS FROM 2023-2024

- Recognized September 30th (on Sept. 29th) within the school community by having the students participate in First Nations, Metis, and Inuit literacy activities, games, and teachings.
- Our administrator continued to provide additional support within classrooms to allow for further differentiation within our classrooms available to students.
- We revised and created grade 3 and up report cards to more accurately reflect the objectives being covered in a user-friendly and meaningful manner.
- Pre-screening of current students was completed for the 24-25 school year and follow-up was done at year end to assess the children/students' growth and plan appropriately for success in the next school year. For new students incoming for the 24-25 year, parent feedback in an interview allowed the admissions team to decide whether pre-screening would be of benefit for the child/student.
- All children and students that were in Junior Kindergarten programming and up, had access to Music and Movement with our Artist in Residence twice per week. In addition, students in grades 1 and up participated in design class with our Artist in Residence once per week. All students in grade 1 and up received Spanish Language Programming once every two weeks.
- Community supports including the Red Deer Museum were used to enhance programming for students and reinforce objectives taught in class in unique and authentic ways.

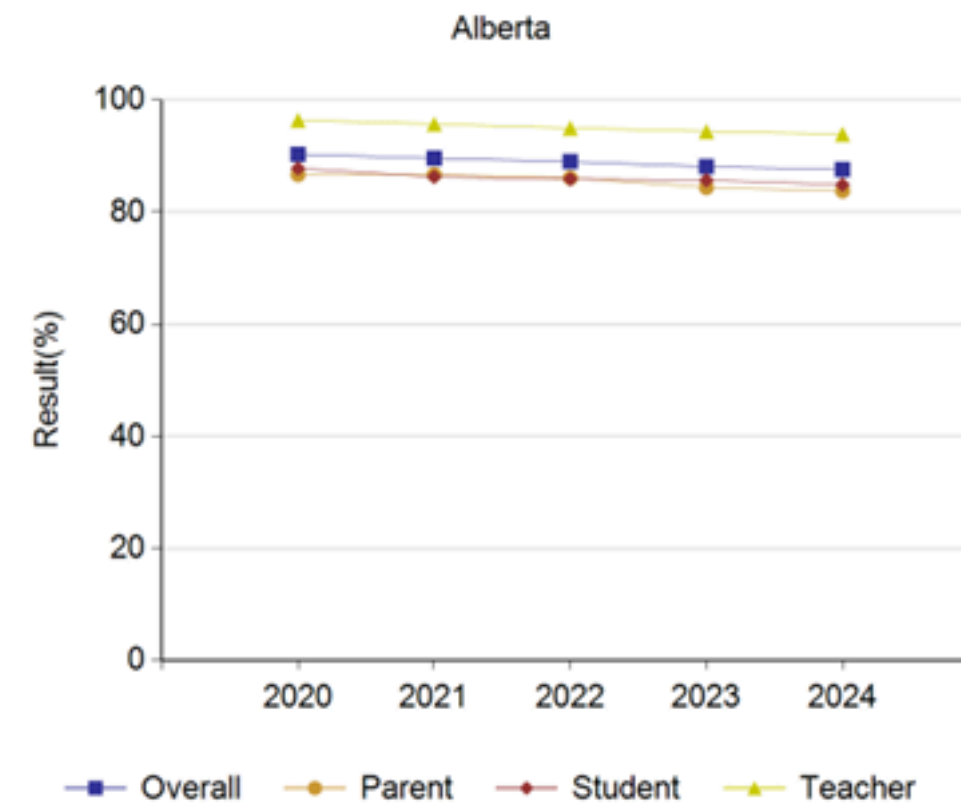
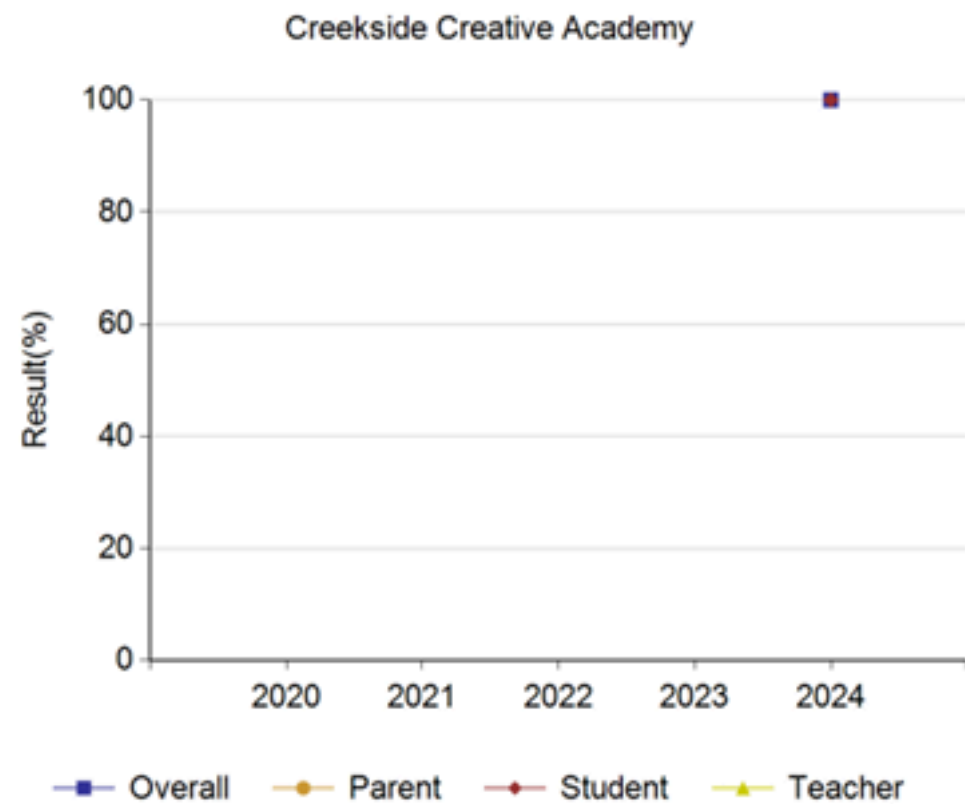


# TEACHING & LEADING

## EDUCATION QUALITY

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

	Creekside Creative Academy										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	n/a	n/a	n/a	n/a	n/a	n/a	6	100.0	Very High	n/a	n/a	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	100.0	Very High	n/a	n/a	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	n/a	n/a	n/a	n/a	2	*	4	*	3	*	*	*	*	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



Notes:

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

# TEACHING & LEADING

## IN-SERVICE JURISDICTION NEEDS

### Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	1	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	2	*	*	*	*	*	*
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	2	*	*	*	*	*	*
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Significantly contributed to your on-going professional growth	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	2	*	*	*	*	*	*

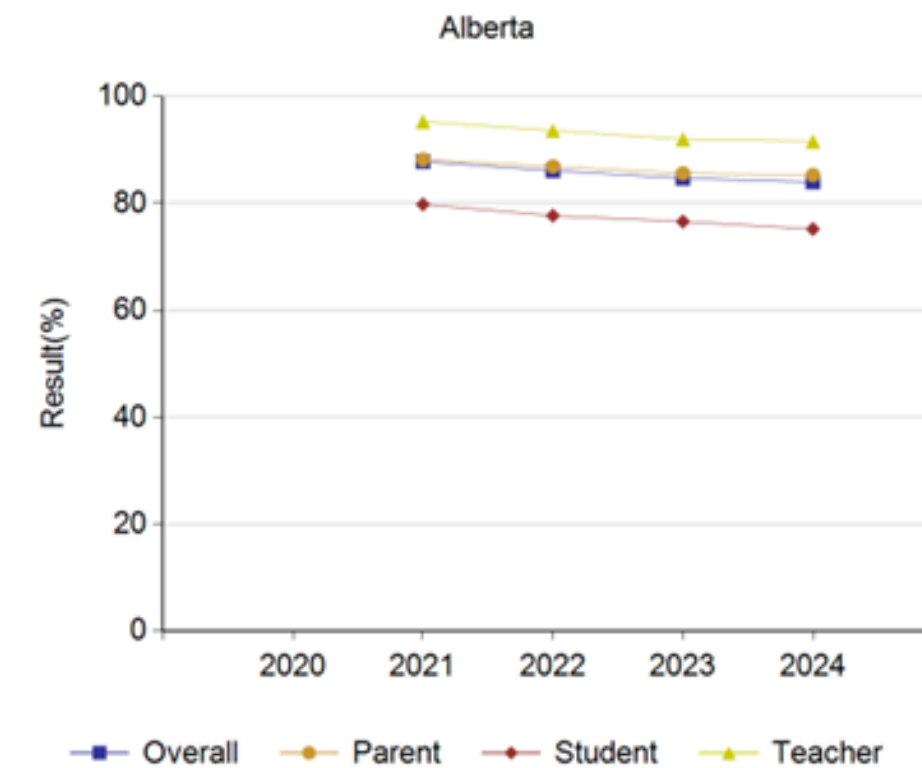
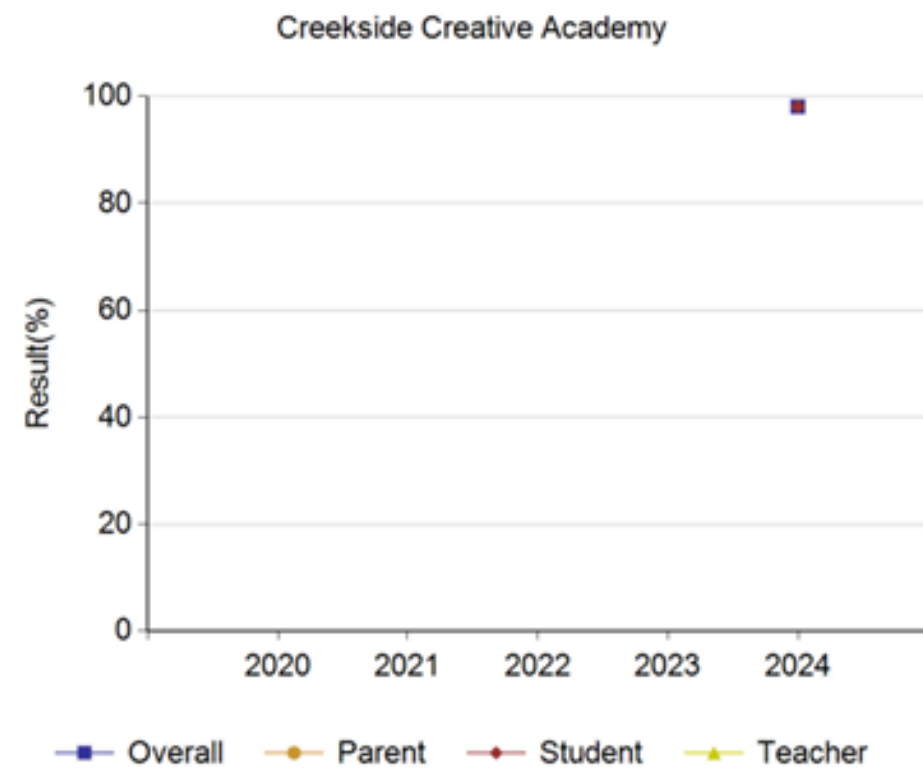


# TEACHING & LEADING

## WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

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

	Creekside Creative Academy										Measure Evaluation			Alberta										
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	98.1	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	98.1	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	n/a	n/a	2	*	4	*	3	*	*	*	*	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	



Notes:

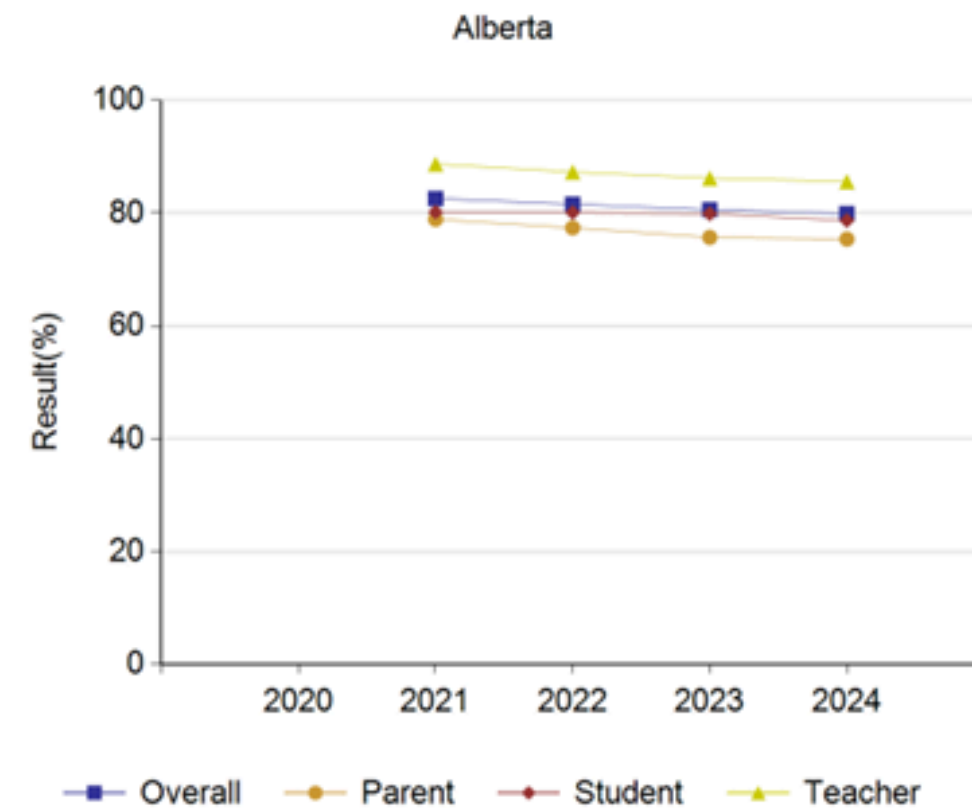
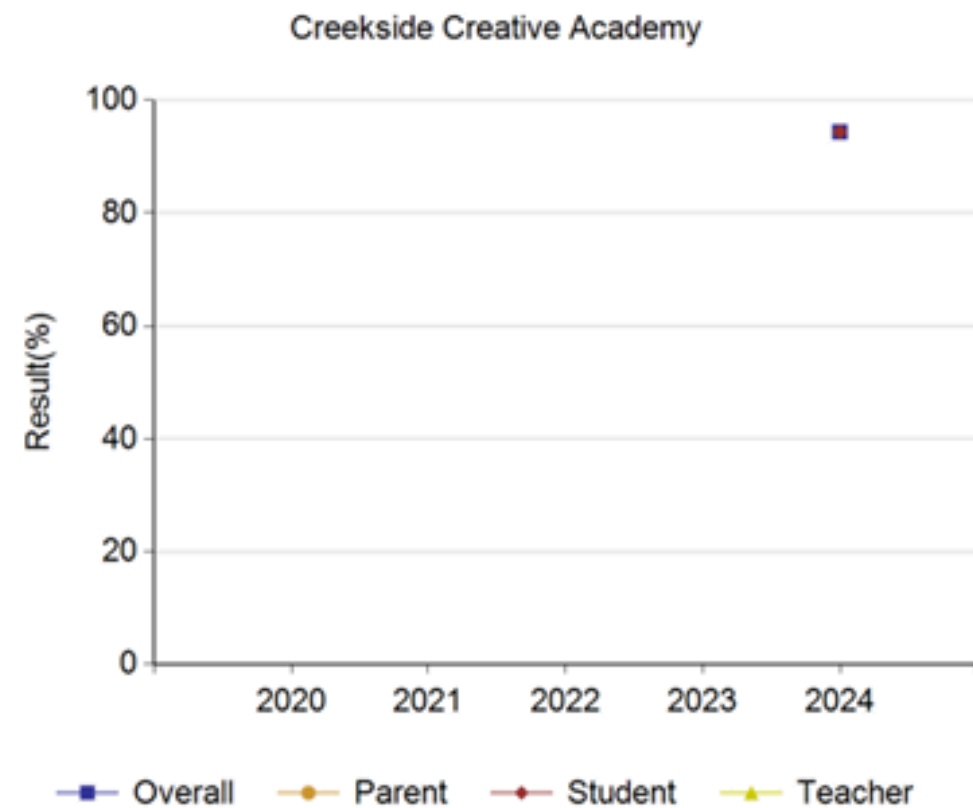
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

# TEACHING & LEADING

## ACCESS TO SUPPORTS & SERVICES

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

	Creekside Creative Academy										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	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	94.4	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	94.4	n/a	n/a	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	n/a	n/a	2	*	4	*	3	*	*	*	*	*	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6



Notes:

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

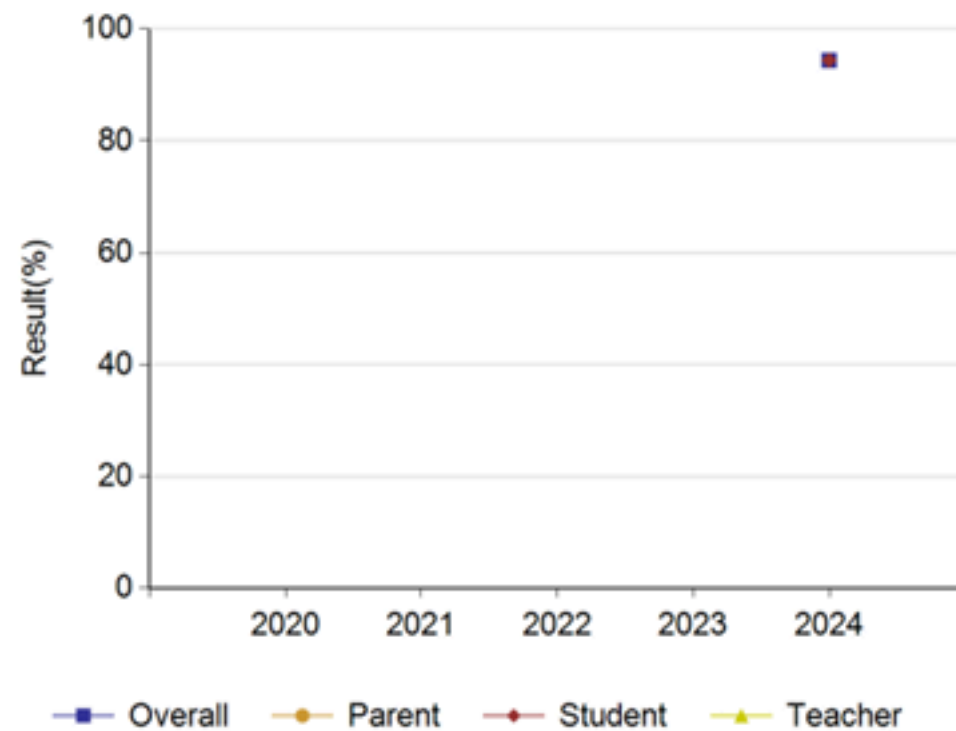
# TEACHING & LEADING

## PROGRAM OF STUDIES & AT-RISK STUDENTS

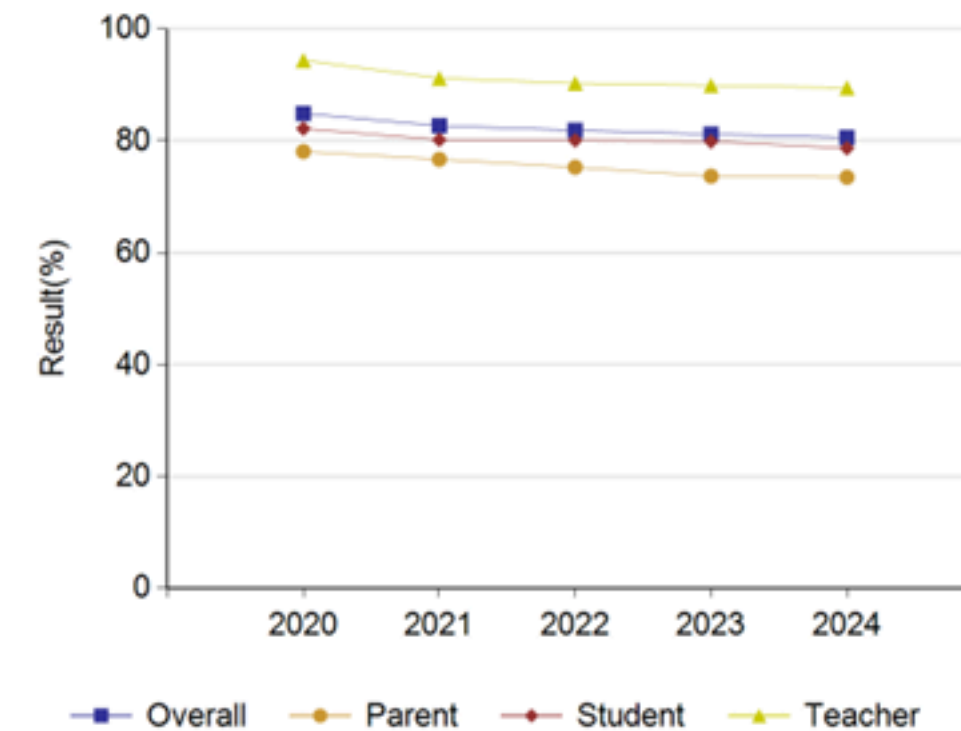
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Creekside Creative Academy										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	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	94.4	Very High	n/a	n/a	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	94.4	Very High	n/a	n/a	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	n/a	n/a	2	*	4	*	3	*	*	*	*	*	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

Creekside Creative Academy



Alberta



Notes:

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



# TEACHING & LEADING

## ALBERTA EDUCATION OUTCOME FOUR:

Alberta has excellent teachers, schools, and school authority leaders.

### What we have implemented and next steps...

- In order to attract and retain quality certified teachers and administration, teachers were offered a comprehensive benefit plan that is better than what public school teachers receive and are paid equivalent to the salary grid.
- 100% of our professional teaching staff and educational assistants have shared that they intend to stay with the Academy moving forward into the 24-25 school year. In addition additional teaching staff will need to be hired for the 24-25 school year.
- Teacher Growth, Supervision, and Evaluation was continued with a similar process to previous years. Creekside continued to provide fall and spring performance reviews with follow up meetings between the teacher and administration team to ensure TQS and LQS standards are being achieved. This was done at 2 different levels, depending on the teacher's individual experience and current certification needs outlined below:
  - All teachers qualifying to move to a Permanent Teaching Certificate were evaluated by the Principal and member from AISCA Teacher Certification Branch during the school year to successfully obtain their Permanent Teaching Certification. During the 2023-2024 year, 2 teachers completed this process successfully.
  - All other teachers receive a mid-year evaluation that allowed for the teacher and administration team to highlight any commendations, recommendations, and further professional goals moving forward. This written evaluation is completed by the Principal of the school and a follow up in person meeting is held between the teacher and administrator.
- Continue to provide Professional Development days for teaching staff to access quality PD along with additional collaboration time. In addition, 2 days during the 24-25 year have been planned for site-wide Professional Development to take place.
- Continue to host 1 hour staff meetings once a month to ensure connection and collaboration occurs with all staff at the table in a consistent manner. In addition, hosted an additional evening PD for all staff to attend focused on pedagogy and best practice.
- Tapped into mentorship of more experienced staff to mentor those teachers new to teaching and to the Academy.



# TEACHING & LEADING

## HIGHLIGHTS FROM 2023-2024

- We focused professional development on implementing Mathology and Literacy Place across grades along with reporting practices.
- All teachers attended Teachers Convention put on by AISCA in February 2024. This allowed teachers to hear experts in areas that they had identified within their own Professional Growth Plan and their evaluations as next steps for growth.
- Attracted highly qualified staff for the transition into the 24-25 school year (teachers and educational assistants).
- The school shifted classroom spaces to adapt and ensure classrooms were set up appropriately for the growing students and student population.
- Creekside Creative Academy once again joined AISCA in the interest of being associated and connected to other independent schools in the province, access to professional development, and access to enhanced services and supports. Through this membership and opportunity, a network to connecting to other schools to brainstorm and hear ways to better serve our population was fostered. A focus of individual partnerships and relationships with other Independent Schools in the province will be prioritized for the year ahead.
- Being an Independent School, offering high quality programming within the budget parameters has to be carefully planned and built. A focus in the latter part of the year was put on forming and establishing relationships with the City of Red Deer, The Cooking Room, and other community businesses to expand the offering of programs available within the parameters of the budget for years going forward. It was found to be these partnerships not only offer access to experts in the community for high quality experiences, but are also more cost effective than installing, staffing, and paying rent on these niche set ups such as home economic labs and gymnasiums on site. Successful partnerships have been named and put in place for the beginning of the 24-25 school year.



# GOVERNANCE

## PARENTAL INVOLVEMENT

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

### Parent - All

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's overall education	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*
To what extent are you involved in decisions about your child's school	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's overall education	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's school	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*

#### Notes:

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# GOVERNANCE

ALBERTA EDUCATION OUTCOME FIVE:  
Alberta's education system is well governed and managed.

What we have implemented and next steps...

- Our board remained with the existing board members which allowed for deeper understanding and more robust conversations/decisions due to the continuity.
- The Academy began to recognize that space was becoming an issue for future growth and development and began discussions and plans for a second building to be added for the 2025-2026 year.
- The need for spaces such as gymnasiums, home economics labs, and other unique spaces that offer various learning opportunities were identified and community partnerships and contracts were established to maximize cost efficiency and program quality moving forward.



# GOVERNANCE

AN OVERVIEW 2023-2024

In the Academy's current state of growth, the year continued to focus on settling without implementing a lot of changes. The move into the building and increased student population, additional staff, and infancy in operation all signaled a need to be present in the now with an eye on the future. To adjust and adapt, the Academy staffed responsibly to be financially responsible and feasible while being able to offer a robust and appealing program that puts the student first. While the focus remained on growing the school population up from ECS, additional students entered into the Academy at various grade levels. Blended learning and classes were required to program for all students while growing the Academy. Looking ahead, the steep increase of student enrollment and demand for programming looks to continue with an expansion of school population and grades offered. It will be the focus of the board to maintain a level of programming excellence, while expanding the Academy's offerings. With this increase, a focus on attracting qualified middle and high school teachers will become a priority, along with planning programming for these upper grades to attract new students while maintaining the culture that has been created.





FINANCIAL  
INFORMATION

# FINANCIAL INFORMATION

## Financial Summary Results

Year Ended August 31, 2024

The 2023-2024 school year was Creekside Creative Academy's third year of school operations.

*For additional 2023-2024 financial information including the Audited Financial Statements, please contact Ray Lewchuk, Director of Finance.*

*A link for the audited statements from the 2023-2024 year is provided on the webpage under the about section.*

### Revenues

Tuition & Fees	\$315,450
Alberta Education Government Grant	\$469,870
Other Alberta Government Grants	\$352,244
Gifts & Donations	\$328,652
Other Income	\$137,388
Total Revenue	\$1,288,154

### Expenses

Instructional	\$797,673
Operations & Maintenance	\$236,041
Lease	\$177,707
Amortization	\$6,312
Other Expenses	\$36,000
Total Expenses	\$1,253,733
Surplus (deficit) of revenues over expenses	\$34,421





CONTINUOUS  
IMPROVEMENT  
CYCLE



# CONTINUOUS IMPROVEMENT

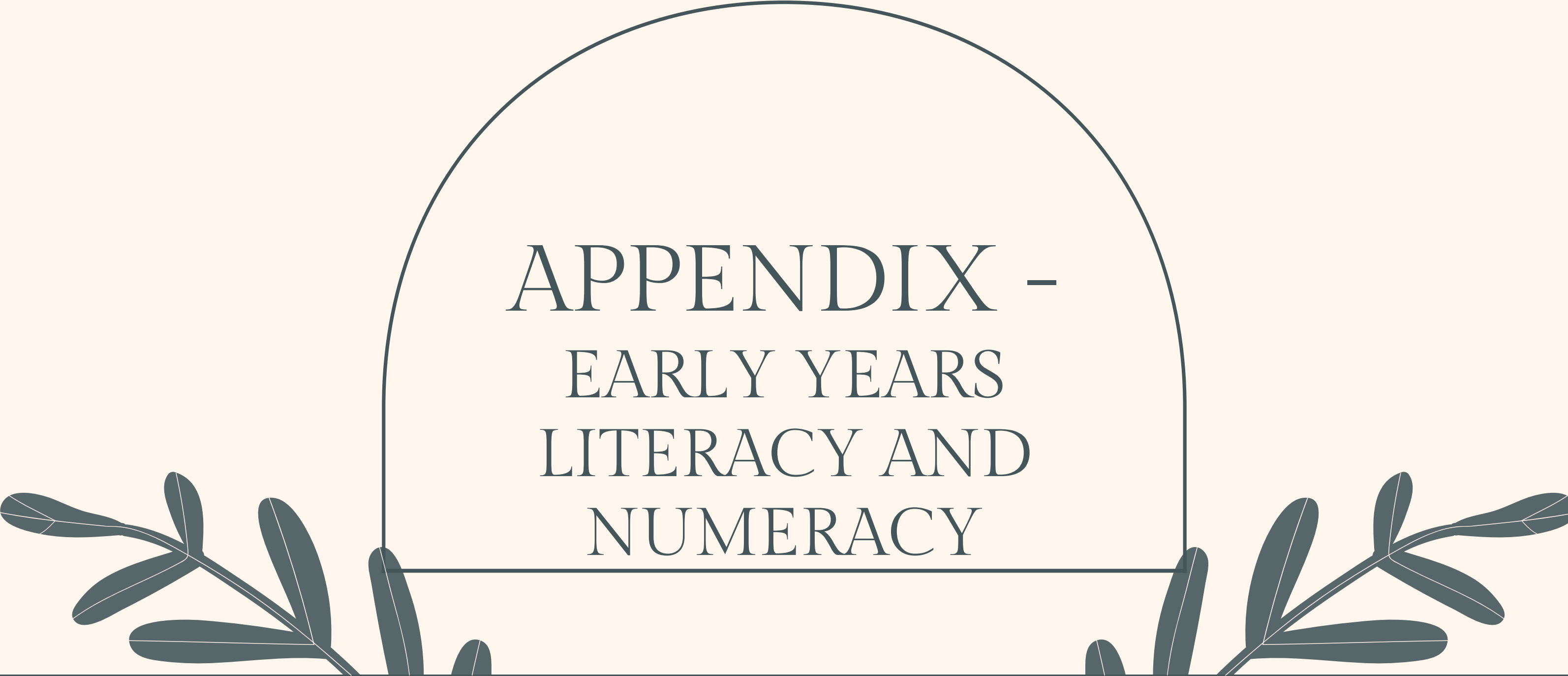


Creekside Creative Academy is committed to continuous growth and improvement that is aligned with the provincial key priorities. The Annual Education Results Report (AERR) is released each fall which encompasses all of our successes, challenges, and commitments to growth utilizing data from the previous school year. The AERR assists the administration team and board make decisions as to the key priorities for the following school year. In addition, the AERR is intended to provide assurance to stakeholders that Creekside Creative Academy is meeting and exceeding the requirements of Alberta Education's Assurance Framework.

*This Educational Plan will be reviewed annually, posted to the policy and procedures section of the webpage, and available by request in print form.*

*Board Approval: November 28, 2024*

*Next Review Date: November 2025*



APPENDIX -  
EARLY YEARS  
LITERACY AND  
NUMERACY

# ASSESSMENTS

As per Alberta Learning's mandate and focus on early identification and intervention in the areas of literacy and numeracy, Creekside Creative Academy utilizes assessments that help develop data and inform instruction.

## Literacy Assessments

- Letter Name-Sound Test (LeNS) - Kindergarten - Grade 2
- Castles and Colheart 3 Test (CC3) - Grade 1 - 4
- Next Step Guided Reading Assessment - Scholastic
  - Kits for Levelled Readers A-N and K-Z both in use
  - Kindergarten - Grade 6

## Numeracy Assessments

- Provincial Numeracy Screening Assessment - Kindergarten - Grade 3

*\*in addition Provincial Achievement Tests will be written when appropriate; however in the 2023-2024 school year, both students qualifying to take the exams did not write.*





# SUPPORTS

In recognition that all students enter into the classroom at a variety of levels and that some students were identified at-risk utilizing provincial assessment tools, Creekside Creative Academy pivoted to ensure these students were offered additional support and intervention in an attempt to catch them up to at or close to grade level. While the school population was still fairly small, utilizing the available resources was crucial to meet these needs. The various supports put in place included:

- purchasing additional Literacy Place/Moving Up guided reading programs to assist in planning and implementing guided reading into the daily classroom schedule and routine
- students that were identified as at-risk in literacy, received at least 3-5 small group or individual guided reading lessons each week with a teacher
- an additional teacher was brought in 3 days per week to offer intervention to students identified as at-risk
  - staff identified at-risk or behind students to identify who needed targeted intervention with this additional support teacher
  - the program utilized for intervention groups for Grade 1-3 was the University of Florida Literacy Institute (UFLI) Foundations that provides a systematic and explicitly laid out program
- intervention in small groups targeted phonemic skills, whole language skills, and reading
- frequent check ins and teaching to visit and revisit skills and goals several times throughout the year made a difference to the students' ability to learn and retain information
- paraprofessional goals and support were sought out to ensure appropriate supports were available to help students succeed

