



ANNUAL EDUCATION RESULTS REPORT (AERR)

Reporting on the 2024-2025 School Year

LOCAL & SOCIETAL CONTEXT

The 2024-2025 school year was our fourth year in operation. We had a total of 90 children and students enrolled in ECS - Grade 7 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 2024/2025 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

R.P.Lewchuk

Ray P. Lewchuk Board Chair

November 28, 2025

Board approved November 28, 2025

Next review date November 2026

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 is committed to a team approach in all we do. We believe every person can shape a student's life, and we work to surround each student with purposeful experiences and relationships that create a positive, lasting impact.

Parents are essential to the success of our school community. They are expected to be active partners in their child's learning. To support this partnership, we provide daily reports that include videos, photos, and documentation of what each child has learned throughout the day. This consistent communication helps parents reinforce and extend learning at home. Families are also encouraged to participate by attending regular Parent Advisory Council (PAC) meetings. In addition, each classroom hosts Celebrations of Learning every 4–6 weeks, giving parents the opportunity to see their child's progress firsthand and celebrate their growth.

Staff members collaborate regularly through scheduled Professional Development days, monthly staff meetings, and other opportunities throughout the week. In addition, staff are encouraged to attend ongoing Professional Development outside of the school's scope to bring back new knowledge to share and apply to their teaching and leading at the Academy.



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 24-25 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 growth cycle in expansion, a plan moving forward to adapt and develop a program scope and sequence, updated mission and vision, and strategic plan will begin to be formulated in the 25-26 year and solidified in the 26-27 year. This process will involve multiple stakeholders including administration, the board, staff, parents, and students.





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 2024-2025 being the fourth year of operation and a limited student base included in surveys, 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 2024-2025 school year.

To review these specific survey results, please visit our Education Plan at
[*https://www.creeksidecreativeacademy.ca/copy-of-about-us.*](https://www.creeksidecreativeacademy.ca/copy-of-about-us)

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES

OVERALL SUMMARY | FALL 2025

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	Student Learning Engagement	100.0	66.7	66.7	83.9	83.7	84.4	n/a	Improved Significantly	n/a
	Citizenship	100.0	100.0	100.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	100.0	100.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	100.0	98.1	98.1	84.4	84.0	84.9	n/a	Maintained	n/a
	Access to Supports and Services	100.0	94.4	94.4	80.1	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	100.0	n/a	n/a	80.0	79.5	79.1	Very High	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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

MEASURE EVALUATION REFERENCE (REQUIRES AEAMS)

Fall 2025

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
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
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
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
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

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.

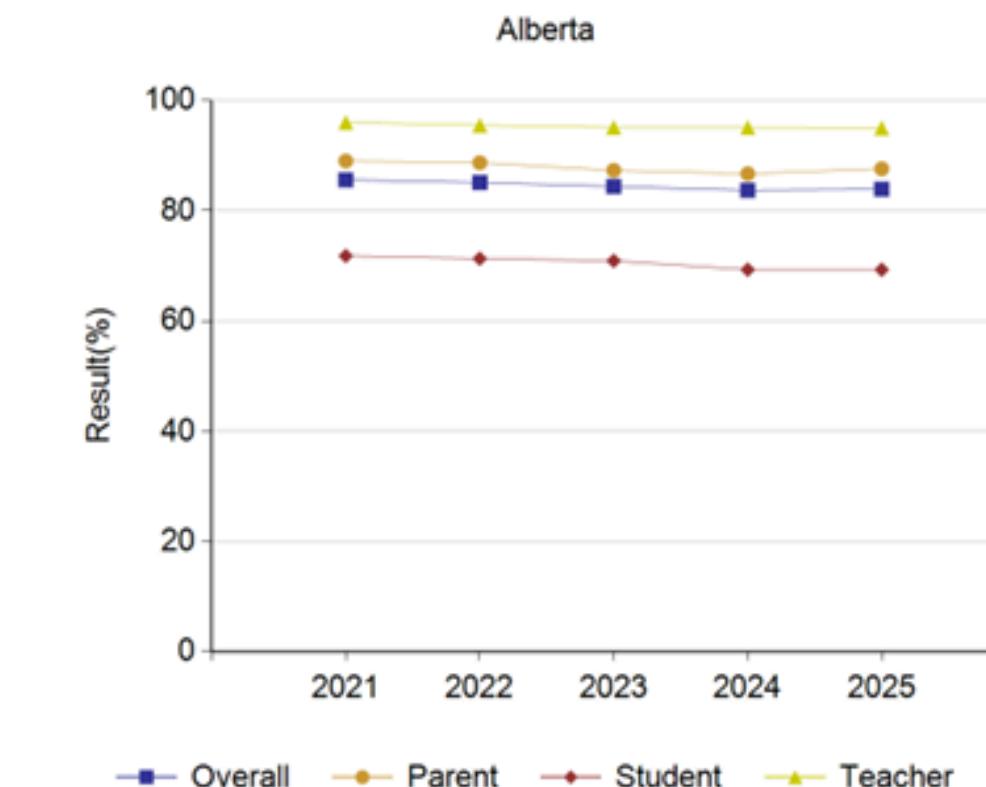
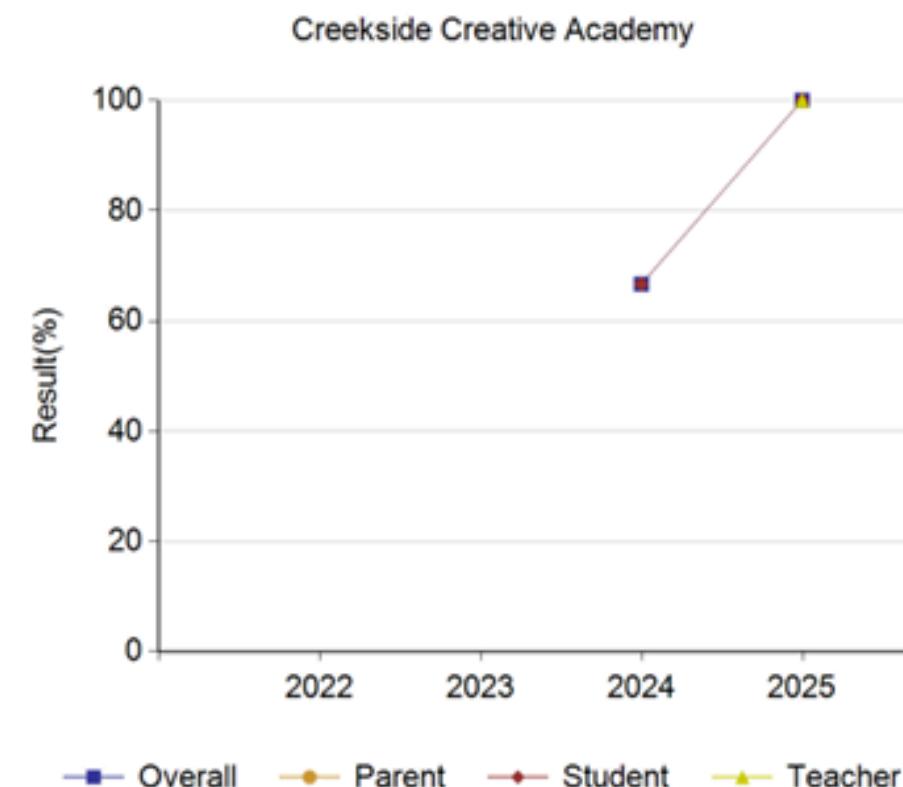
		Achievement				
		Very High	High	Intermediate	Low	Very Low
Improvement	Very High	Excellent	Good	Good	Good	Acceptable
Improved Significantly	Excellent	Good	Good	Acceptable	Issue	
Improved	Excellent	Good	Good	Acceptable	Issue	
Maintained	Excellent	Good	Acceptable	Issue	Concern	
Declined	Good	Acceptable	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								Alberta													
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	6	66.7	18	100.0	n/a	Improved Significantly	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	
Parent	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	
Student	n/a	n/a	n/a	n/a	6	66.7	11	100.0	n/a	Improved Significantly	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	
Teacher	2	*	4	*	3	*	7	100.0	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	



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								Alberta													
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	6	100.0	18	100.0	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8	
Parent	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6	
Student	n/a	n/a	n/a	n/a	6	100.0	11	100.0	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3	
Teacher	2	*	4	*	3	*	7	100.0	Very High	n/a	n/a	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5	



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

PAT Results Course Summary - By Number Writing

Authority: 0374 Creekside Creative Academy

Province: Alberta

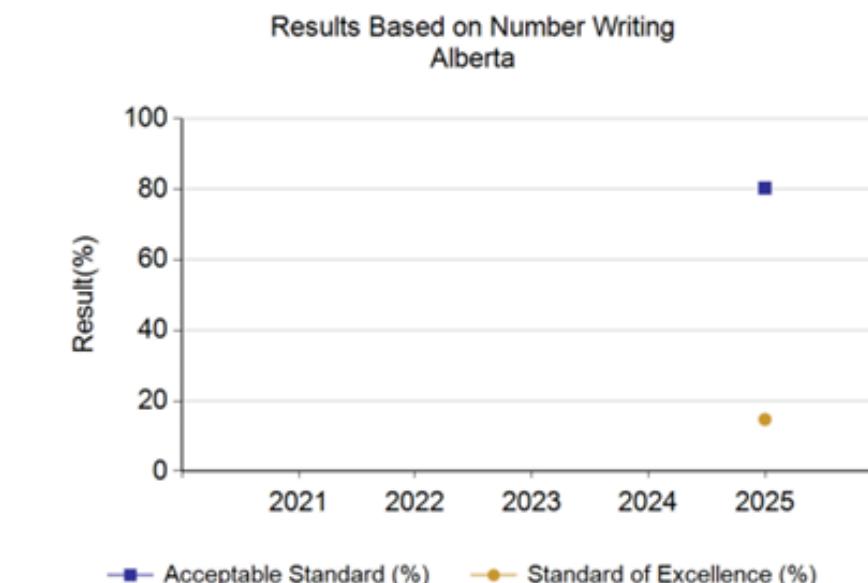
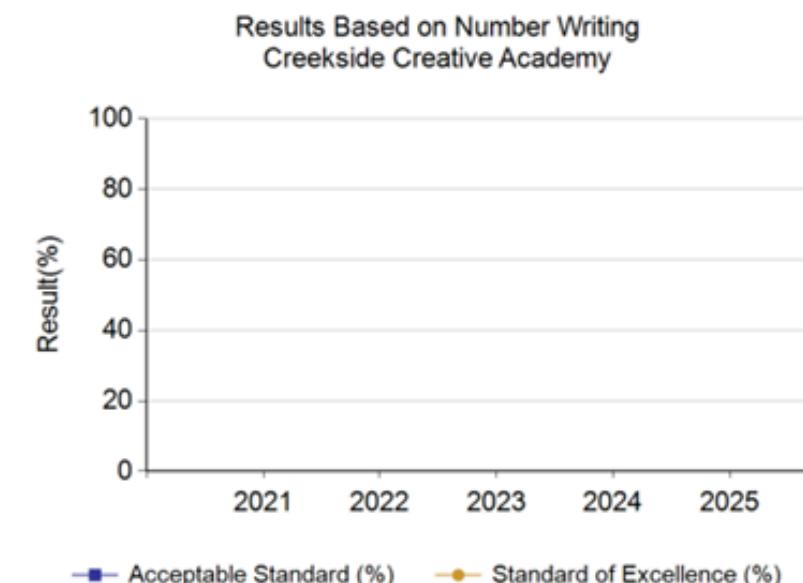
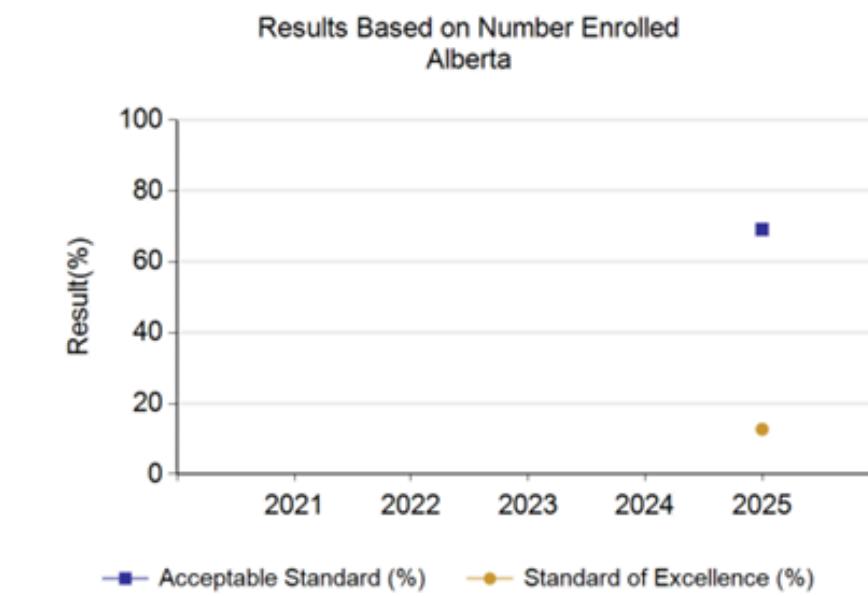
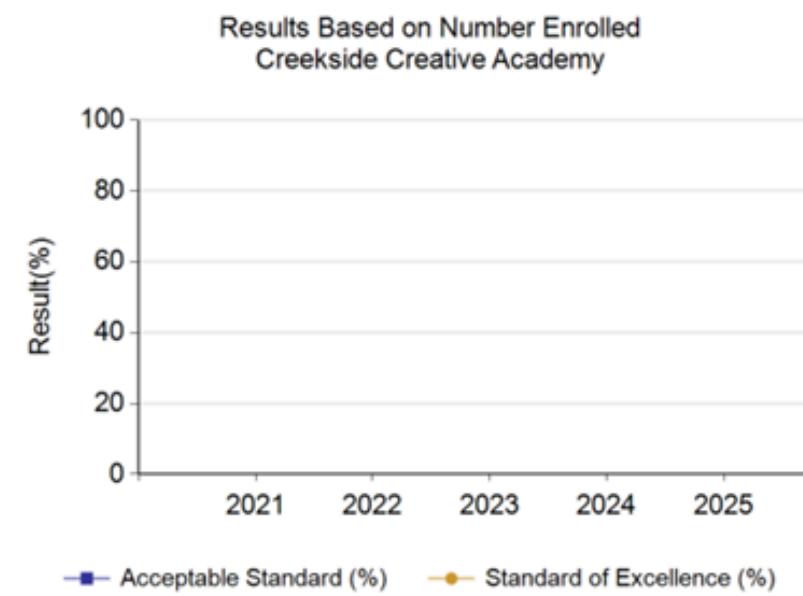
		Creekside Creative Academy		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
Social Studies 9	Number Writing	n/a	n/a	50,686	48,925
	Acceptable Standard %	n/a	n/a	71.0	70.1
	Standard of Excellence %	n/a	n/a	20.1	18.7
K&E Social Studies 9	Number Writing	n/a	n/a	1,136	998
	Acceptable Standard %	n/a	n/a	63.6	62.4
	Standard of Excellence %	n/a	n/a	13.4	13.6

STUDENT GROWTH & ACHIEVEMENT

GRADE 6 PAT RESULTS - ENGLISH LANGUAGE ARTS

English Language Arts & Lit 6

		Creekside Creative Academy					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	61,670	
	Students Writing	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	53,045	
	Students Writing (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	86.0	
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	69.1	
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	12.7	
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	16.9	
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	80.3	
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	14.7	
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	19.7	

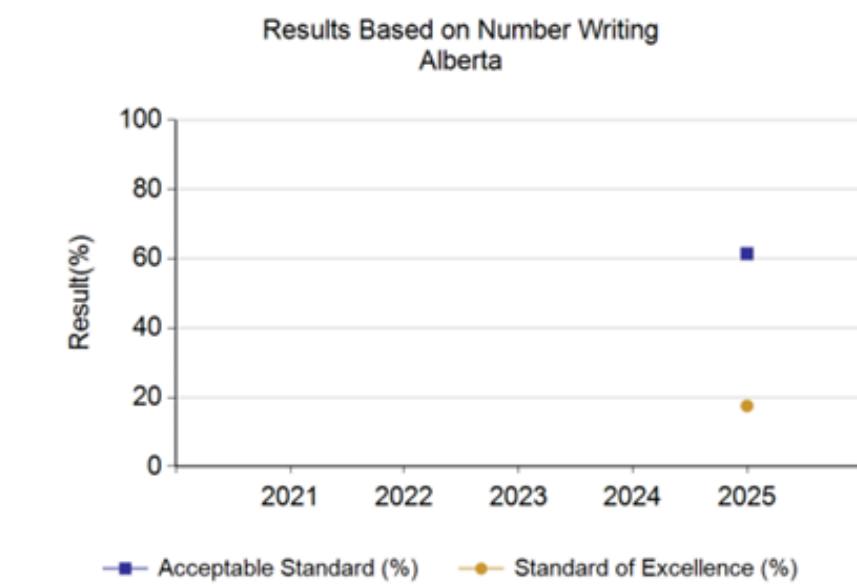
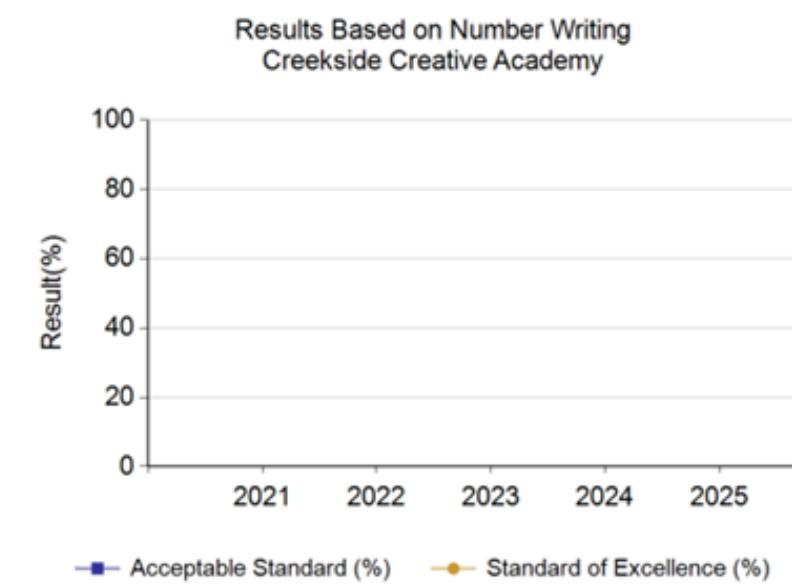
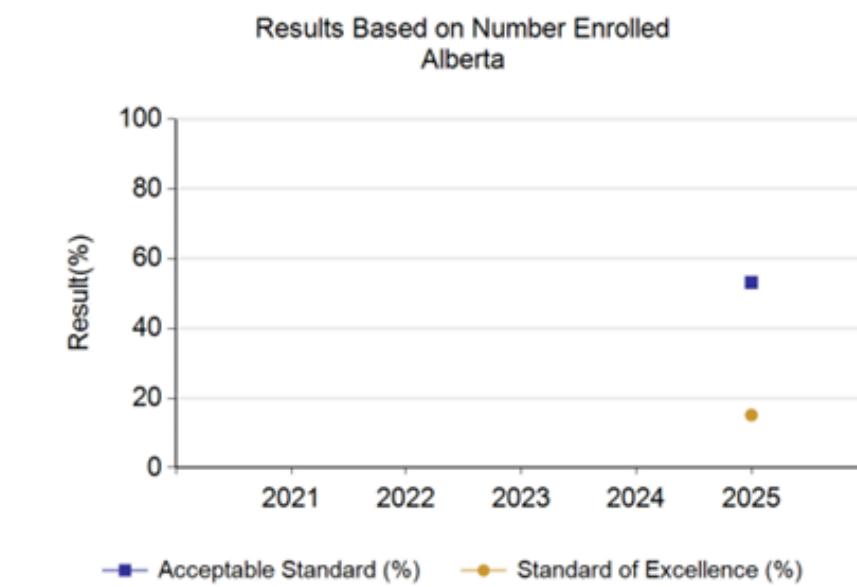
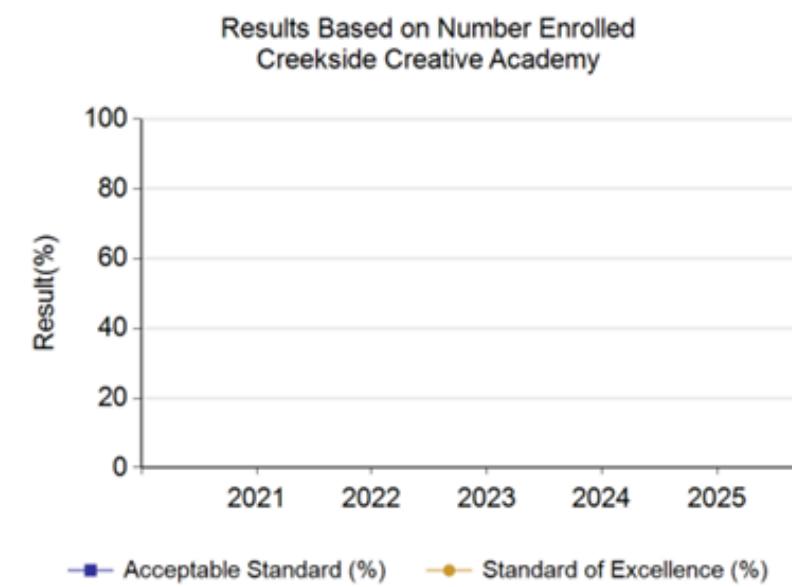


STUDENT GROWTH & ACHIEVEMENT

GRADE 6 PAT RESULTS - MATHEMATICS

Mathematics 6

		Creekside Creative Academy					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	61,656
	Students Writing	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	53,321
	Students Writing (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	86.5
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	53.1
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	15.1
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	33.3
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	61.4
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	17.5
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	38.6

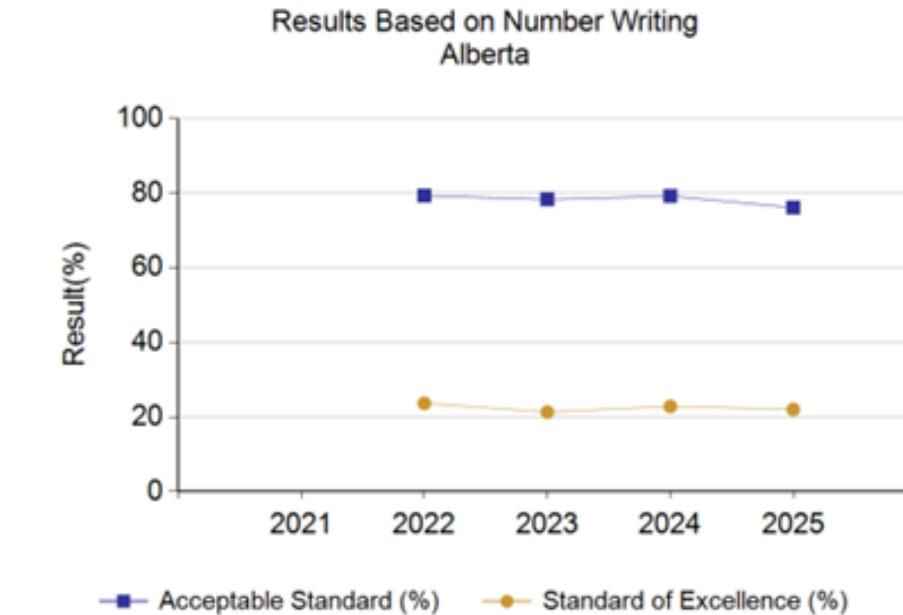
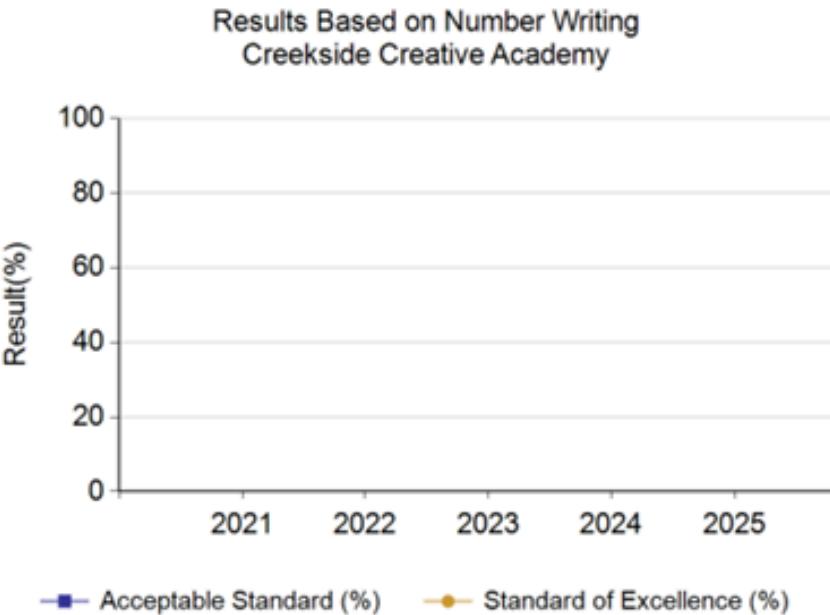
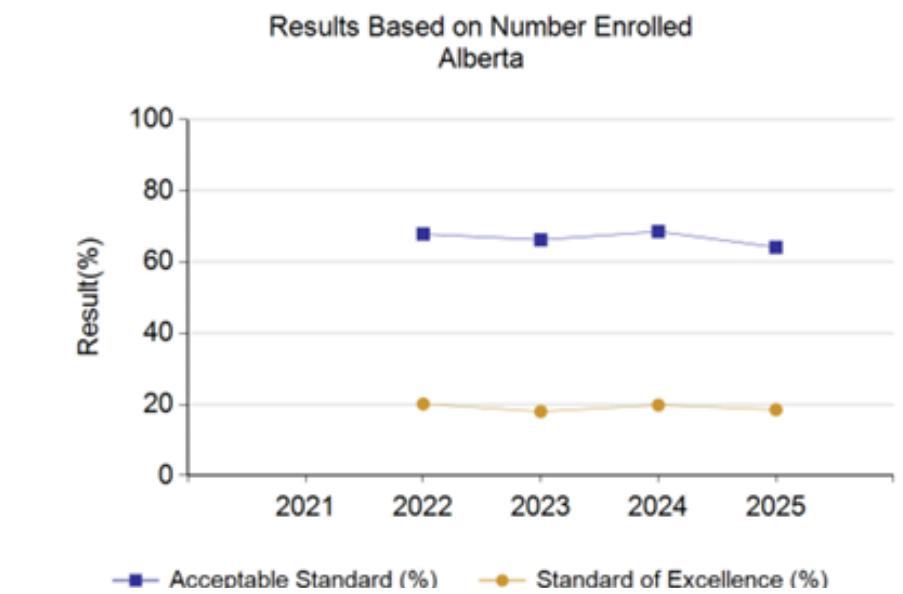
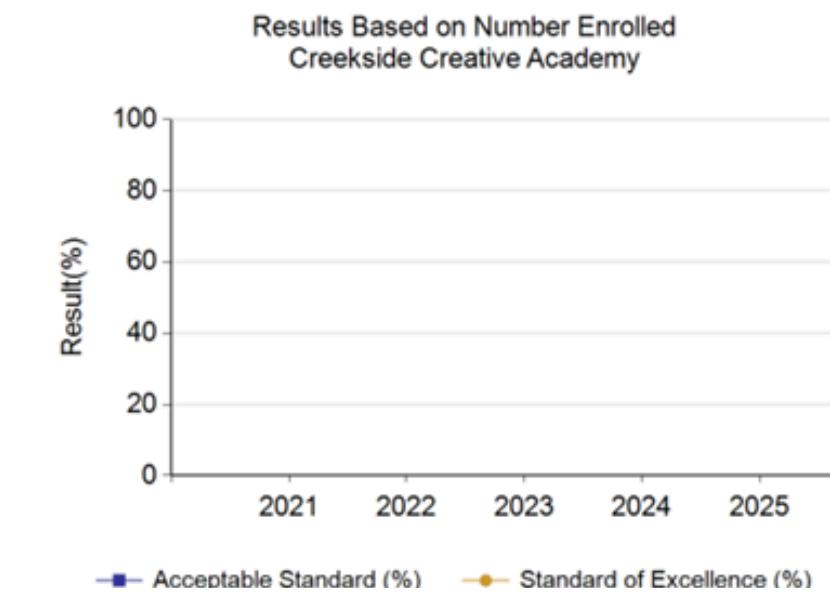


STUDENT GROWTH & ACHIEVEMENT

GRADE 6 PAT RESULTS - SOCIAL STUDIES

Social Studies 6

		Creekside Creative Academy					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	2	2	n/a	56,483	57,655	60,804	50,053
	Students Writing	n/a	n/a	n/a	0	2	n/a	48,283	48,742	52,610	42,116
	Students Writing (%)	n/a	n/a	n/a	*	*	n/a	85.5	84.5	86.5	84.1
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	*	*	n/a	67.8	66.2	68.5	64.1
	Standard of Excellence (%)	n/a	n/a	n/a	*	*	n/a	20.1	18.0	19.8	18.5
	Below Acceptable Standard (%)	n/a	n/a	n/a	*	*	n/a	17.7	18.4	18.0	20.1
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	*	*	n/a	79.3	78.3	79.2	76.1
	Standard of Excellence (%)	n/a	n/a	n/a	*	*	n/a	23.6	21.3	22.8	22.0
	Below Acceptable Standard (%)	n/a	n/a	n/a	*	*	n/a	20.7	21.7	20.8	23.9



STUDENT GROWTH & ACHIEVEMENT

GRADE 6 PAT RESULTS

- While the school had 3 students registered in Grade 6 for the 2024-2025 year, 2 of the students wrote the Provincial Achievement exams and one did not due to moving to the province just a month prior. Due to these low numbers, no data was shown in any of the results publicly.
- 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 3 students were in was a blend with other students. The total class size was 16 students and 2.0 FTE teachers were named to this class
 - targeted instruction - all curricular objectives were 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

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

- “I think I've grown a lot as a learner because of how we were taught. Having time in small groups and one-on-one with the teacher helped me go back and understand things better.” - Grade 6 Student
- During last school year we saw our son flourish at Creekside Creative Academy, both academically and socially. The environment was encouraging, structured and supportive in all the right ways. His teachers pushed him gently outside his comfort zone and stayed present with him through the discomfort as he tried new things. The amount he learned, and actually retained during the year is remarkable. We also saw him grow in confidence, responsibility and accountability which has made him take his learning much more seriously. His teachers took the time to really know him, meet him where he was at and support his growth. The expertise and the care they show each child is very evident. It is such a gift as a parent to know that my son is seen, heard and cared for every day.”
- Grade 6 Parent

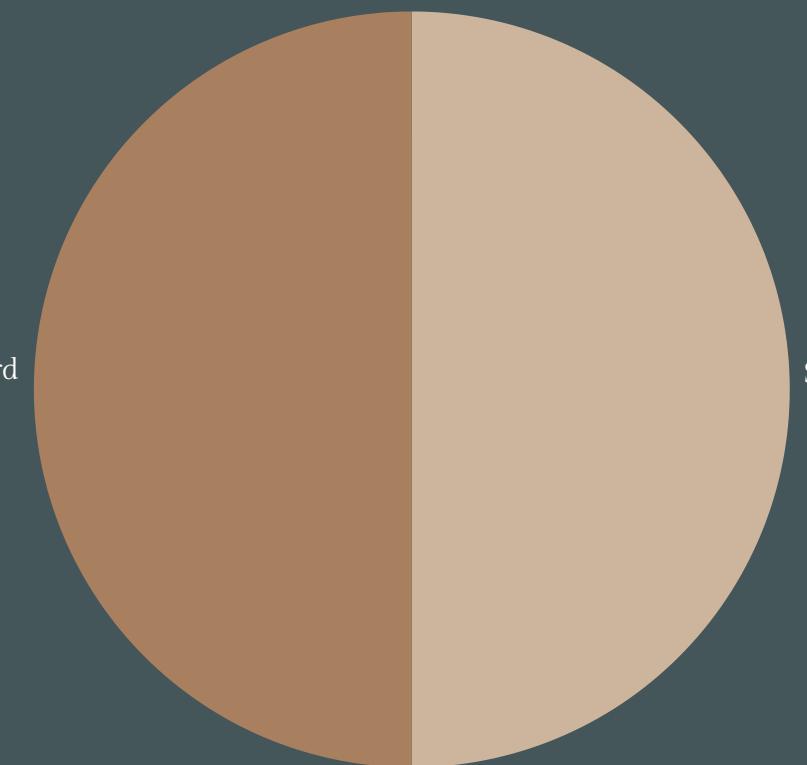


STUDENT GROWTH & ACHIEVEMENT

GRADE 6 PAT RESULTS

While there were no publicly released data on the Grade 6 PAT results due to the limited size of students writing; a summary of results can be found as below that were released to the school.

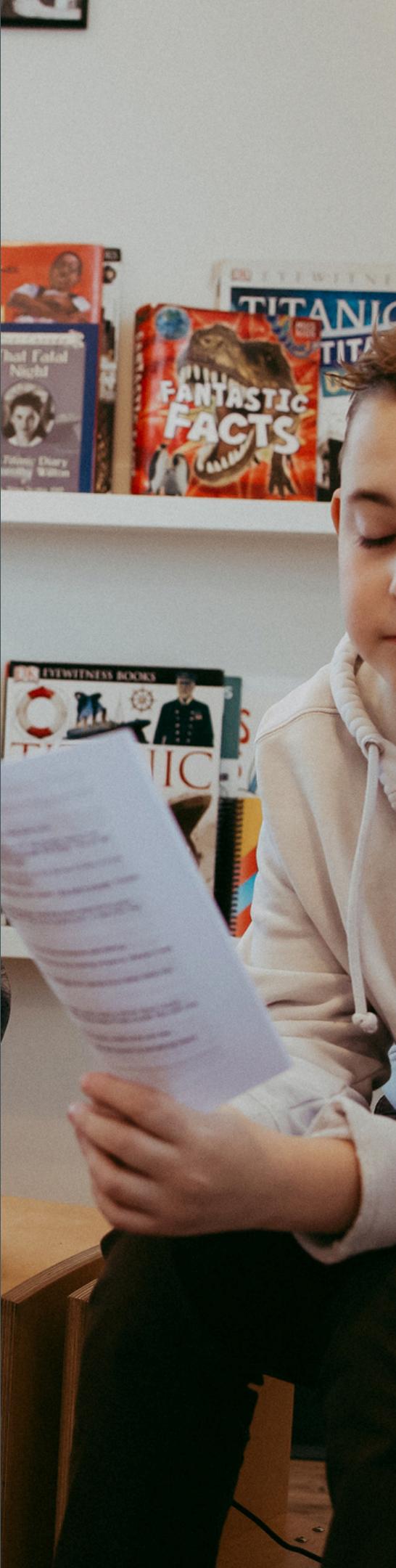
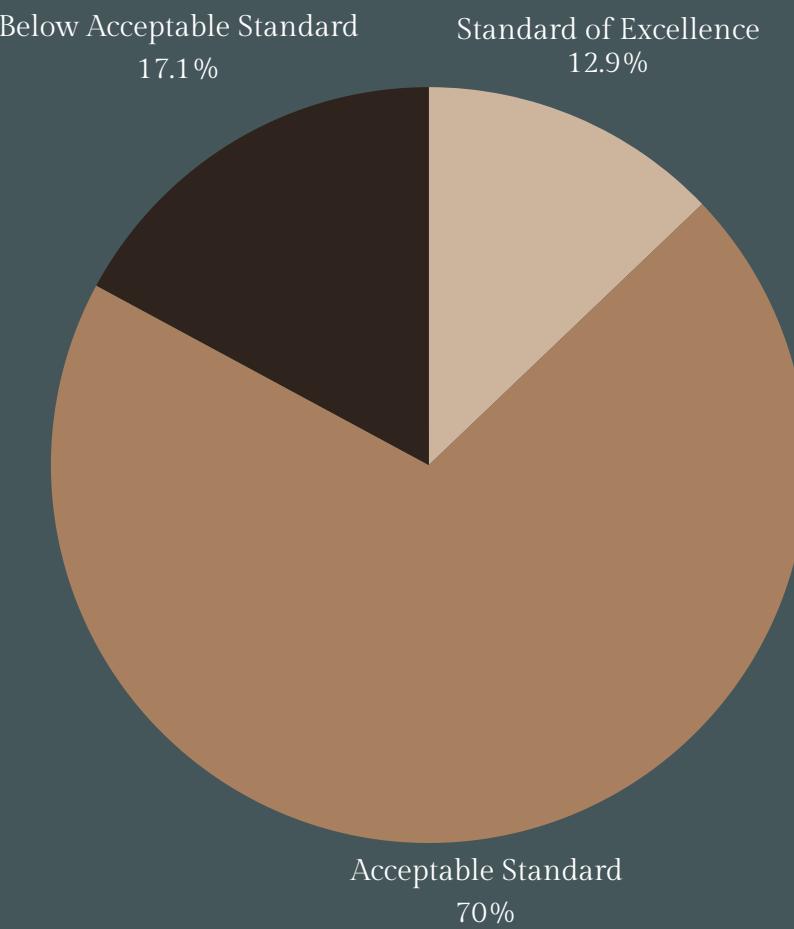
Grade 6 Language Arts PAT
Creekside Creative Academy



Standard of Excellence
50%

Acceptable Standard
50%

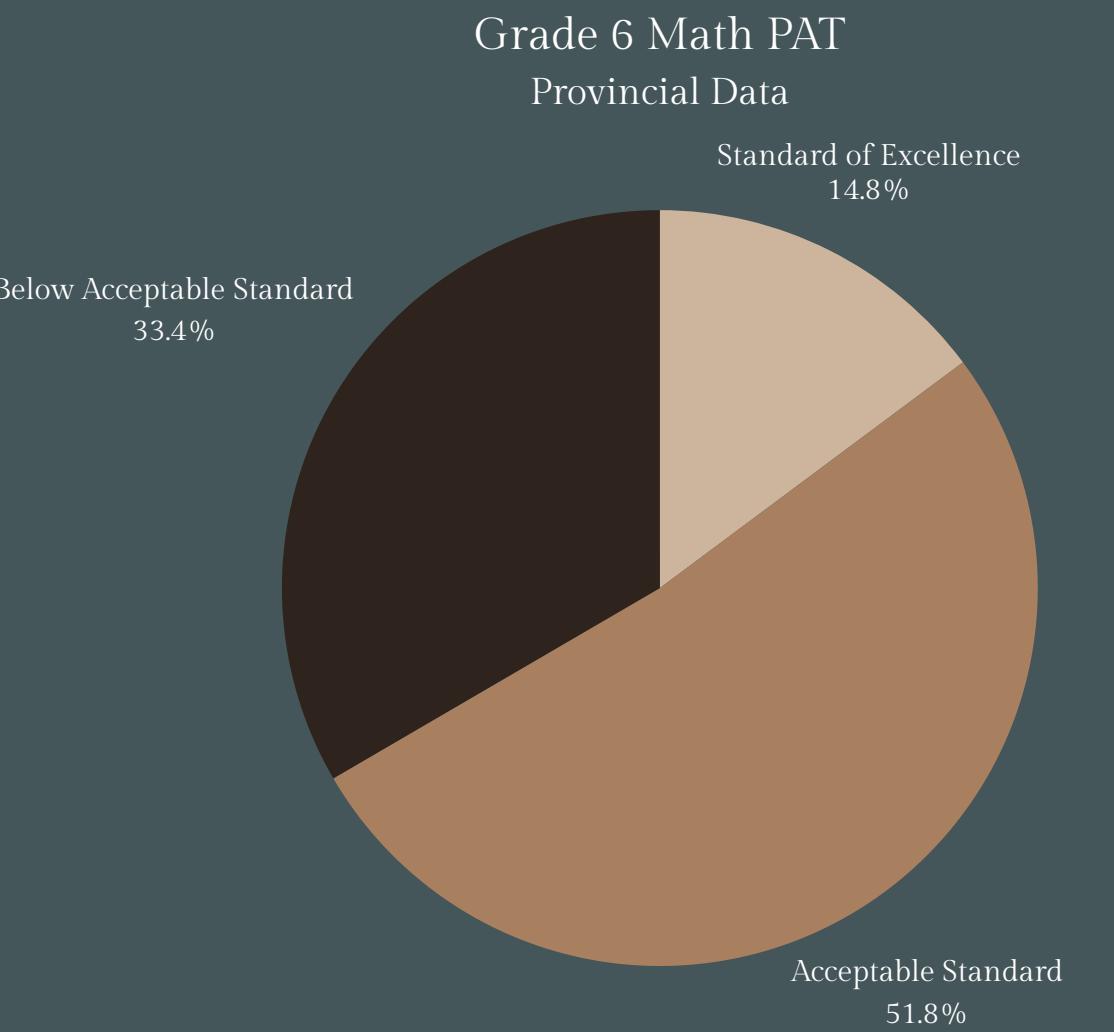
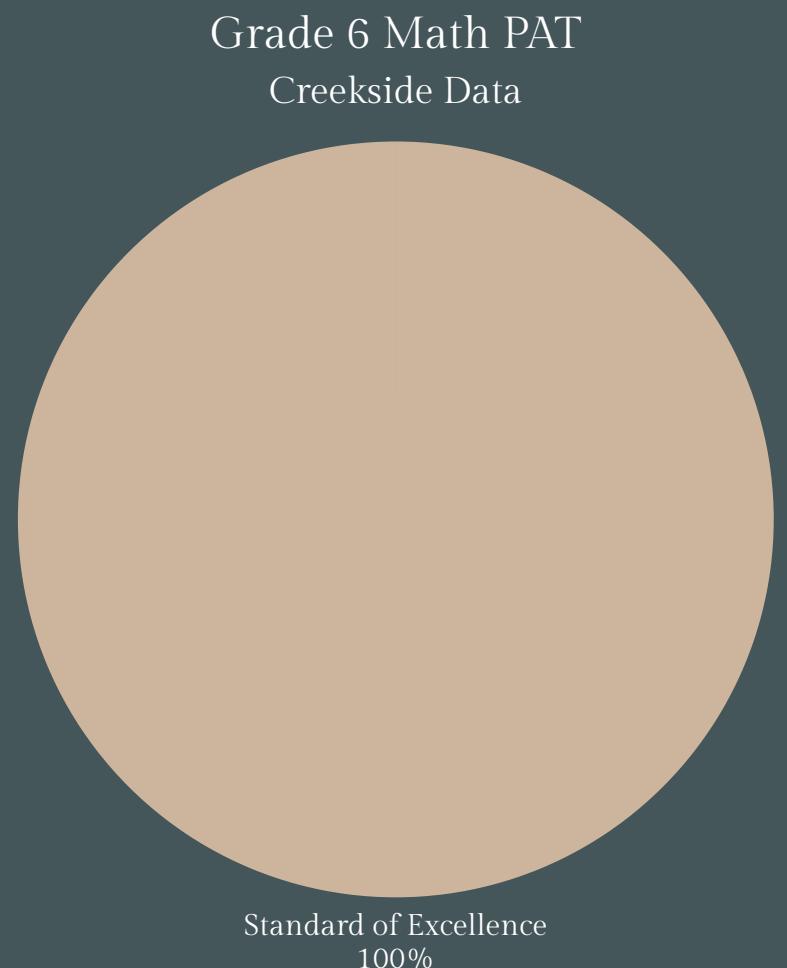
Grade 6 Language Arts PAT
Provincial Data



STUDENT GROWTH & ACHIEVEMENT

GRADE 6 PAT RESULTS

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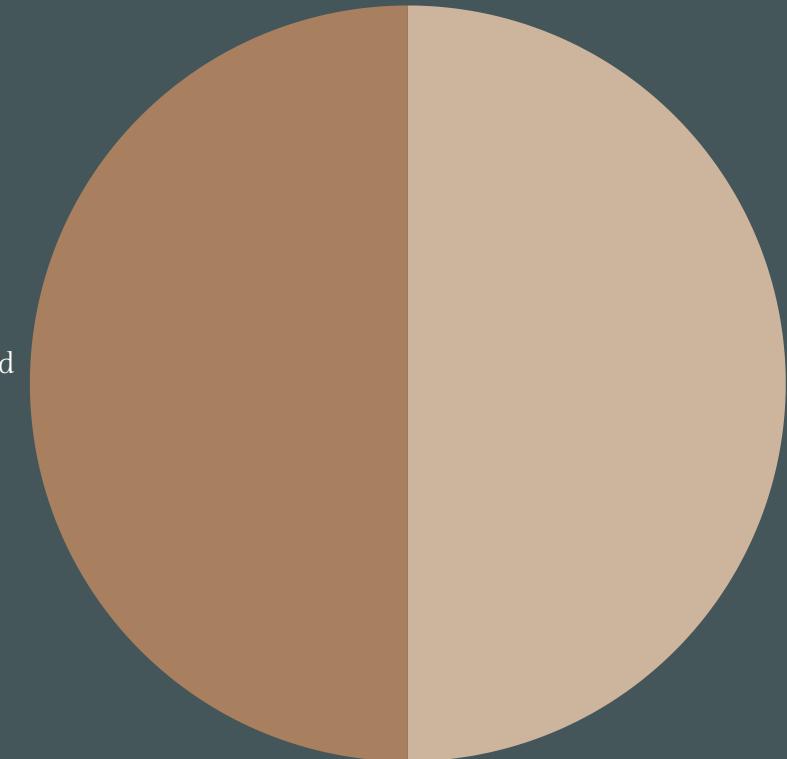


STUDENT GROWTH & ACHIEVEMENT

GRADE 6 PAT RESULTS

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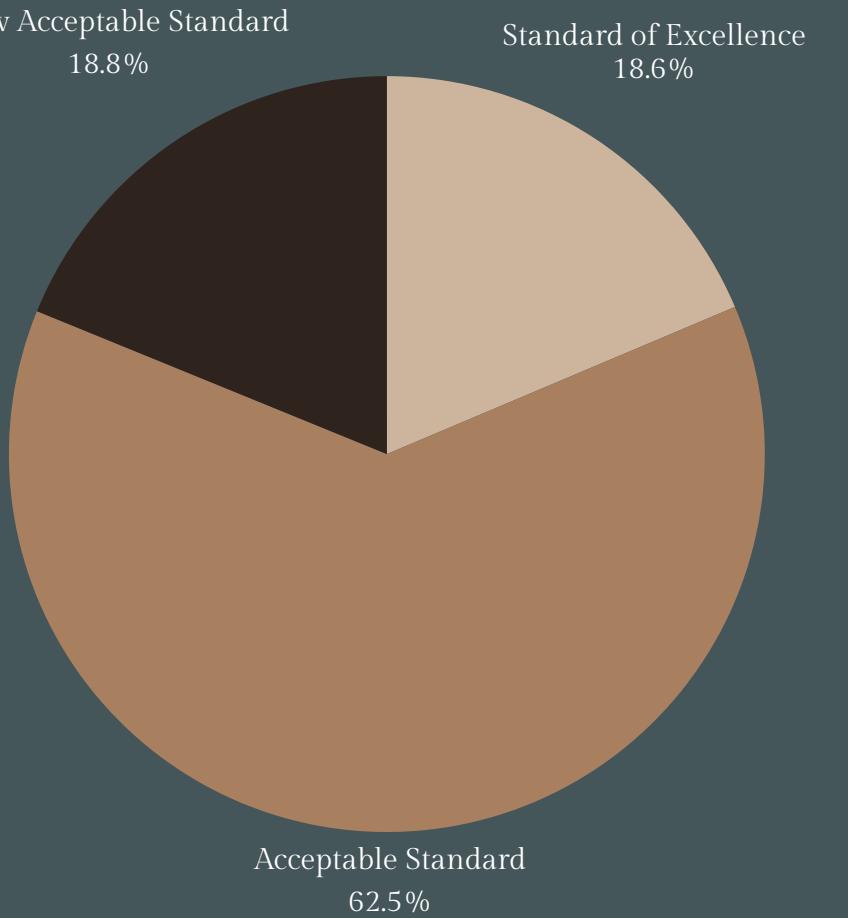
Grade 6 Social Studies PAT
Creekside Data



Standard of Excellence
50%

Acceptable Standard
50%

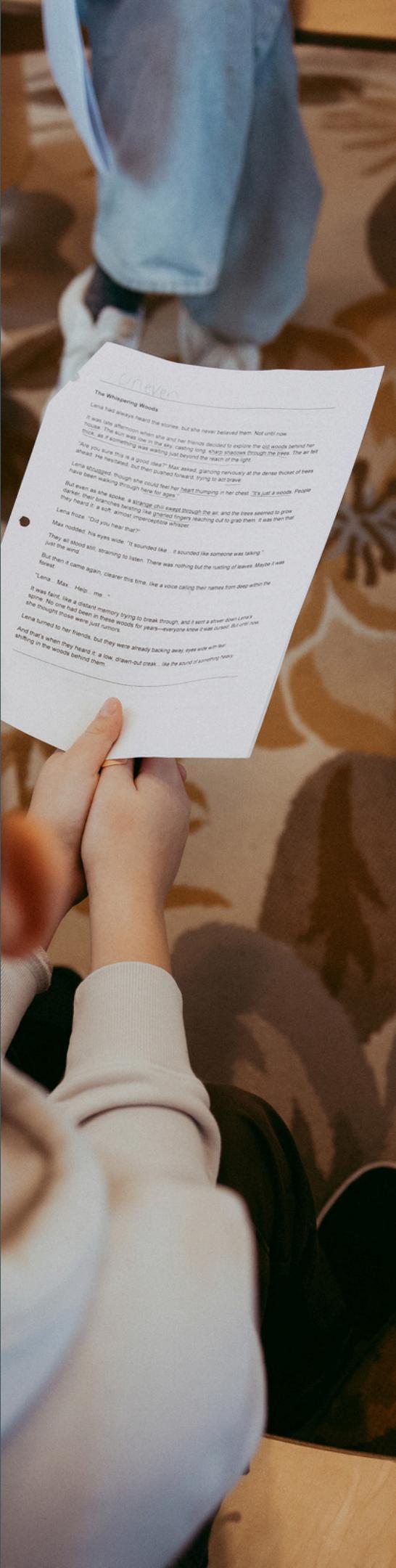
Grade 6 Social Studies PAT
Provincial Data



Acceptable Standard
62.5%

Standard of Excellence
18.6%

Below Acceptable Standard
18.8%



STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL ACHIEVEMENT TEST RESULTS - MEASURE DETAILS

Authority: 0374 Creekside Creative Academy
Province: Alberta

		Creekside Creative Academy		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	2	n/a	53,045	n/a
	Acceptable Standard %	*	n/a	80.3	n/a
	Standard of Excellence %	*	n/a	14.7	n/a
Mathematics 6	Number Writing	2	n/a	53,321	n/a
	Acceptable Standard %	*	n/a	61.4	n/a
	Standard of Excellence %	*	n/a	17.5	n/a
Social Studies 6	Number Writing	2	n/a	42,116	50,676
	Acceptable Standard %	*	n/a	76.1	78.8
	Standard of Excellence %	*	n/a	22.0	22.1
English Language Arts 9	Number Writing	n/a	n/a	50,327	48,093
	Acceptable Standard %	n/a	n/a	82.4	84.5
	Standard of Excellence %	n/a	n/a	13.1	15.1
K&E English Language Arts 9	Number Writing	n/a	n/a	1,104	968
	Acceptable Standard %	n/a	n/a	63.1	70.1
	Standard of Excellence %	n/a	n/a	6.9	7.9
French Language Arts 9 année	Number Writing	n/a	n/a	2,992	3,069
	Acceptable Standard %	n/a	n/a	78.7	81.2
	Standard of Excellence %	n/a	n/a	9.7	11.4
Français 9 année	Number Writing	n/a	n/a	561	560
	Acceptable Standard %	n/a	n/a	87.3	87.5
	Standard of Excellence %	n/a	n/a	16.9	22.3
Mathematics 9	Number Writing	n/a	n/a	50,311	48,192
	Acceptable Standard %	n/a	n/a	60.6	63.3
	Standard of Excellence %	n/a	n/a	16.4	16.2
K&E Mathematics 9	Number Writing	n/a	n/a	1,582	1,532
	Acceptable Standard %	n/a	n/a	60.9	64.7
	Standard of Excellence %	n/a	n/a	13.5	13.1
Science 9	Number Writing	n/a	n/a	50,678	48,896
	Acceptable Standard %	n/a	n/a	80.4	79.0
	Standard of Excellence %	n/a	n/a	24.8	24.2
K&E Science 9	Number Writing	n/a	n/a	1,150	1,030
	Acceptable Standard %	n/a	n/a	63.7	66.7
	Standard of Excellence %	n/a	n/a	10.0	12.5

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 11 for the 2025-2026 school year to continue to serve the population of students and families we have.
- Building a new Academy building to open in 2025-2026 school year that is set up for our students to learn within a setting that promotes effective collaboration and work.
- Sourcing a new learning management system to implement in the 2025-2026 year that allows for more streamlined coursework and grade management.
- 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. Accessed other paraprofessionals through the AISCA grant to provide access to identified students including Occupational Therapy and Deaf and Hard of Hearing Consultants.



STUDENT SUCCESS

HIGHLIGHTS FROM 2024-2025

- Our school classrooms maintained an average of 16 children/students.
- While many students were continuing on with the Academy, new students were added, especially in the upper elementary grades. New students and families were able to go through an intake interview and trial day so that they could be orientated to the program philosophy successfully before entering.
- 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.
- Children that were at risk, either identified through Provincial screening or internally, received daily intervention in reading, writing, and/or math.
- 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.
- To increase exposure to authentic learning and outdoor education, students in Kindergarten - Grade 7 went on numerous off-site field trips and Forest Days were implemented in Grade 4 and up on a monthly basis.



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...

- Honoured the significance of September 30 within our school community by recognizing it on September 29 through thoughtfully planned presentations and learning experiences focused on the cultures and teachings of First Nations, Métis, and Inuit peoples.
- Increased the range of books and learning materials available to students to deepen their exposure to First Nations, Métis, and Inuit cultures. Expanding these curricular resources will remain an ongoing priority. A dedicated section of our library is now reserved for First Nations, Métis, and Inuit texts and resources.
- Worked collaboratively to connect land-based and nature teachings with our forest school program.
- Continued to build—and will keep strengthening—our team's understanding of how to respectfully and meaningfully weave cultural teachings into outdoor learning and forest programming.
- Invited a guest speaker to work with Grades 4–7 students on multiple occasions throughout the year, sharing cultural activities, teachings, and stories drawn from her lived experience and upbringing.



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 use a service model that includes a private Speech-Language Pathologist to provide programming for children who are identified and eligible for support. Alongside this, we will maintain our in-house Speech-Language Pathologist Assistant, who works with the team to help meet student needs across the school moving forward.
- Through AISCA's grant-funded paraprofessional services, we accessed additional supports for students in Grade 1 and above who require them, including Occupational Therapists, Deaf and Hard of Hearing Consultants, and Speech-Language Pathologists.
- We will continue to screen students who may be gifted using the Peabody Picture Vocabulary Test (PPVT). This screening helps us identify potential gifted learners and design enriched programming that appropriately challenges and supports them.
- We will remain committed to a developmental, interest-based approach to learning for all students, supported through mixed-age groupings and classrooms.
- We continued to offer an enrichment program supported by an on-site Artist in Residence specializing in dance, music, and design. This year, we expanded enrichment opportunities by introducing a Spanish Language program for students in Grade 1 and up. We also strengthened music programming by adding a second Music specialist two times per week for students from Kindergarten through Grade 7.
- To ensure we have a clear and accurate understanding of incoming students' learning needs, we will implement a screening assessment for new applicants in Grades 3 and up for the 2025–2026 school year. This assessment will provide insight into reading, writing, numeracy, and critical thinking skills.



LEARNING SUPPORTS

HIGHLIGHTS FROM 2024-2025

- We honoured the significance of September 30 within our school community (recognized on September 29) by engaging students in First Nations, Métis, and Inuit literacy activities, games, and teachings.
- Our administrator continued to provide enhanced classroom support and targeted pull-out interventions, allowing for increased differentiation and more individualized learning opportunities for students.
- We updated our assessment practices by moving students in Grade 6 and above to a percentage-based grading system to more accurately reflect achievement levels.
- Pre-screening for returning students was completed for the 2025–2026 school year, with follow-up assessments at year-end to measure growth and guide planning for continued success. For new applicants for 2025–2026, parent feedback gathered through interviews helped the admissions team determine whether pre-screening would be beneficial for each child.
- Enrichment programming remained a strong focus. All students in Junior Kindergarten and above participated in Music and Movement with our Artist in Residence twice per week. Students in Grade 1 and up also attended a weekly design class with the Artist in Residence. Spanish Language programming was provided to all students in Grade 1 and above once every two weeks. Students in Kindergarten and up received music instruction with our Music Specialist twice per week. In addition, students in Grades 4–7 had a dedicated weekly Growth Mindset class to support mental health and well-being.
- Community resources were used to extend classroom learning in meaningful ways. Partnerships such as visits to the Red Deer Museum enriched student experiences and reinforced learning objectives through authentic, hands-on opportunities.
- Students in Kindergarten through Grade 7 accessed the Field House at the Collicutt Rec Centre to broaden and enhance physical education experiences.
- Students in Grades 6–7 participated in a 10-week Culinary Arts experience through The Cooking Room, a community kitchen that provided practical, real-world learning.



TEACHING & LEADING

EDUCATION QUALITY

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

	Creekside Creative Academy								Alberta													
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	6	100.0	18	100.0	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	
Parent	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	
Student	n/a	n/a	n/a	n/a	6	100.0	11	100.0	Very High	Maintained	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	
Teacher	2	*	4	*	3	*	7	100.0	Very High	n/a	n/a	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	



Notes:

TEACHING & LEADING

IN-SERVICE JURISDICTION NEEDS

Teacher - All

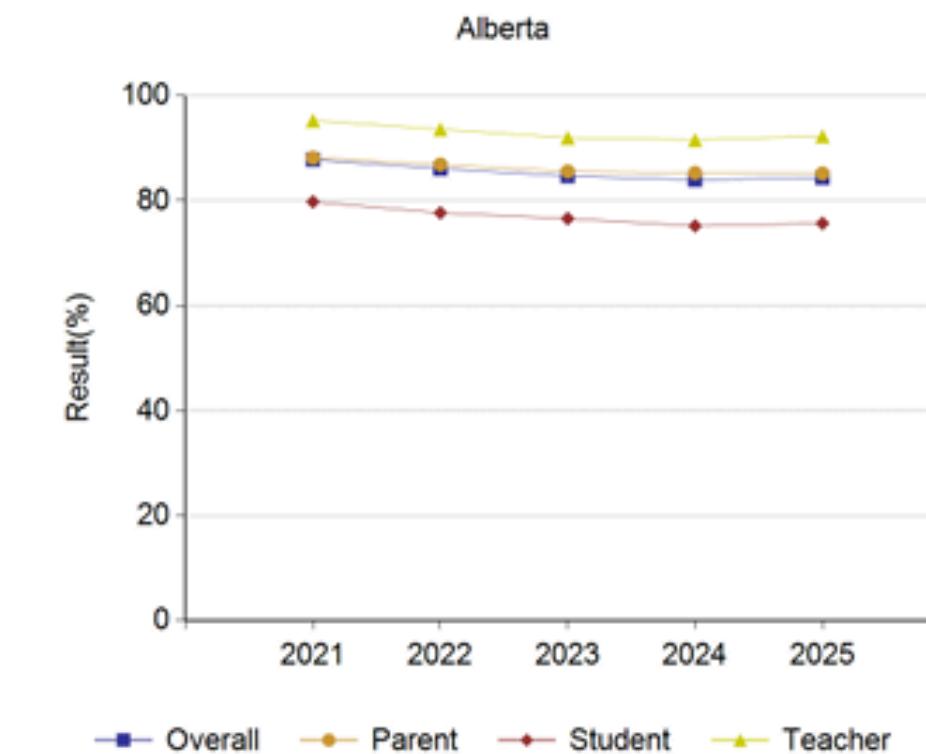
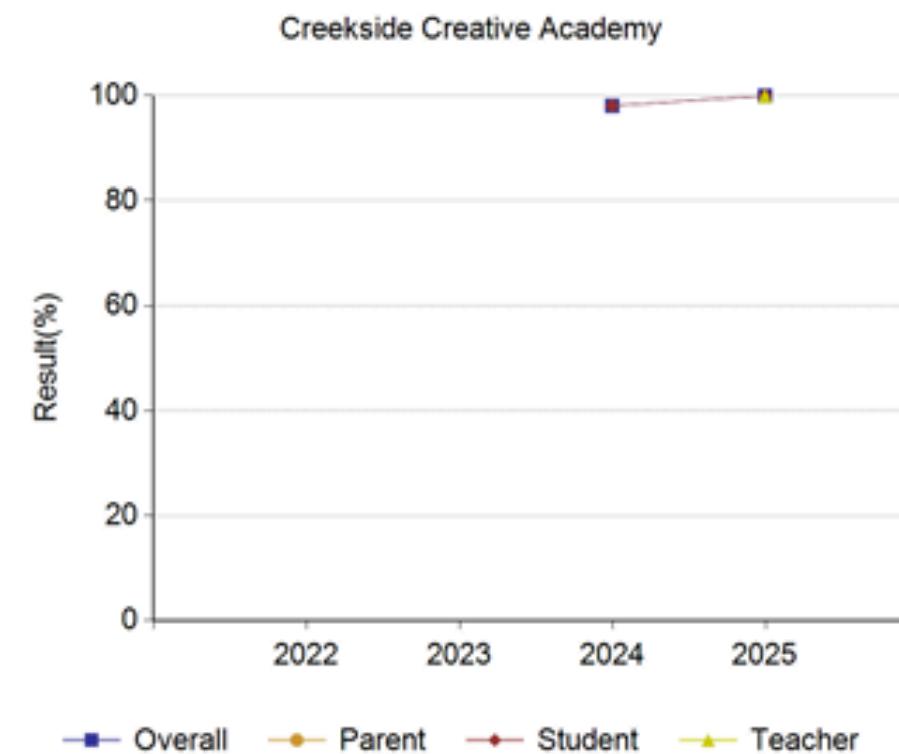
	N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2022	1	*	*	*	*	*
	2023	3	*	*	*	*	*
	2024	2	*	*	*	*	*
	2025	7	57	14	14	0	14
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	2022	2	*	*	*	*	*
	2023	3	*	*	*	*	*
	2024	2	*	*	*	*	*
	2025	7	100	0	0	0	100
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	2022	2	*	*	*	*	*
	2023	3	*	*	*	*	*
	2024	2	*	*	*	*	*
	2025	7	100	0	0	0	100

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										Alberta										
	2022		2023		2024		2025		Measure Evaluation				2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	6	98.1	18	100.0	n/a	Maintained	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	n/a	n/a	n/a	n/a	6	98.1	11	100.0	n/a	Maintained	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	2	*	4	*	3	*	7	100.0	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



Notes:

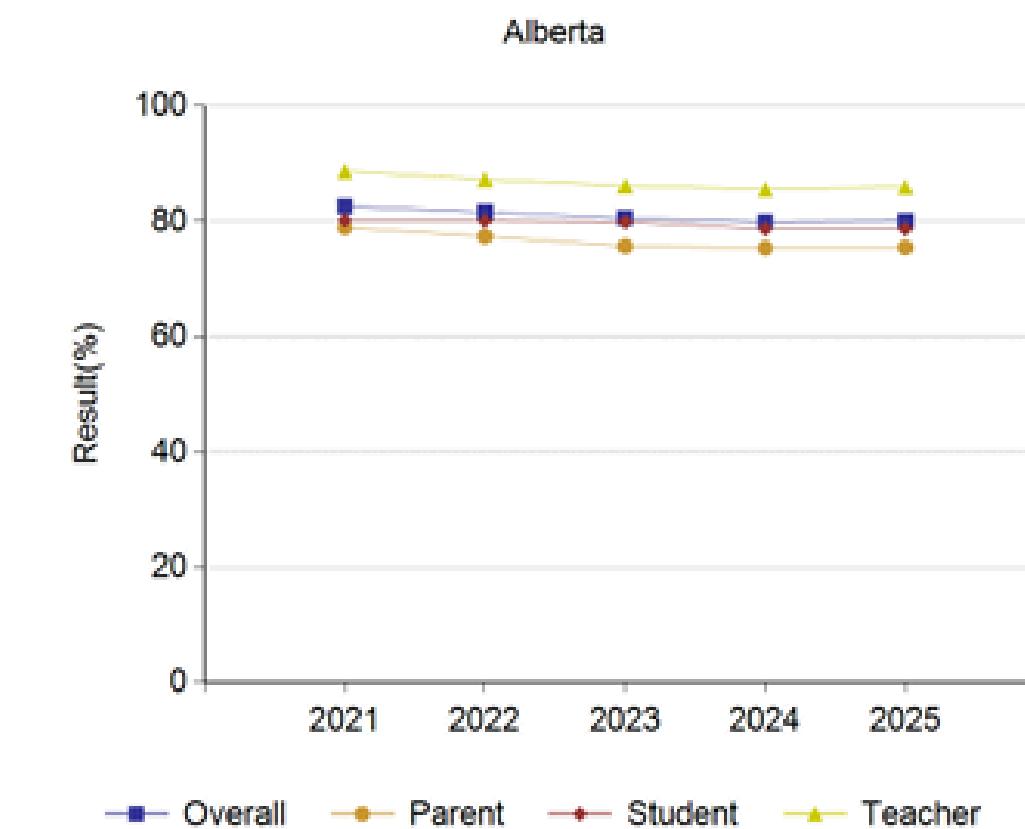
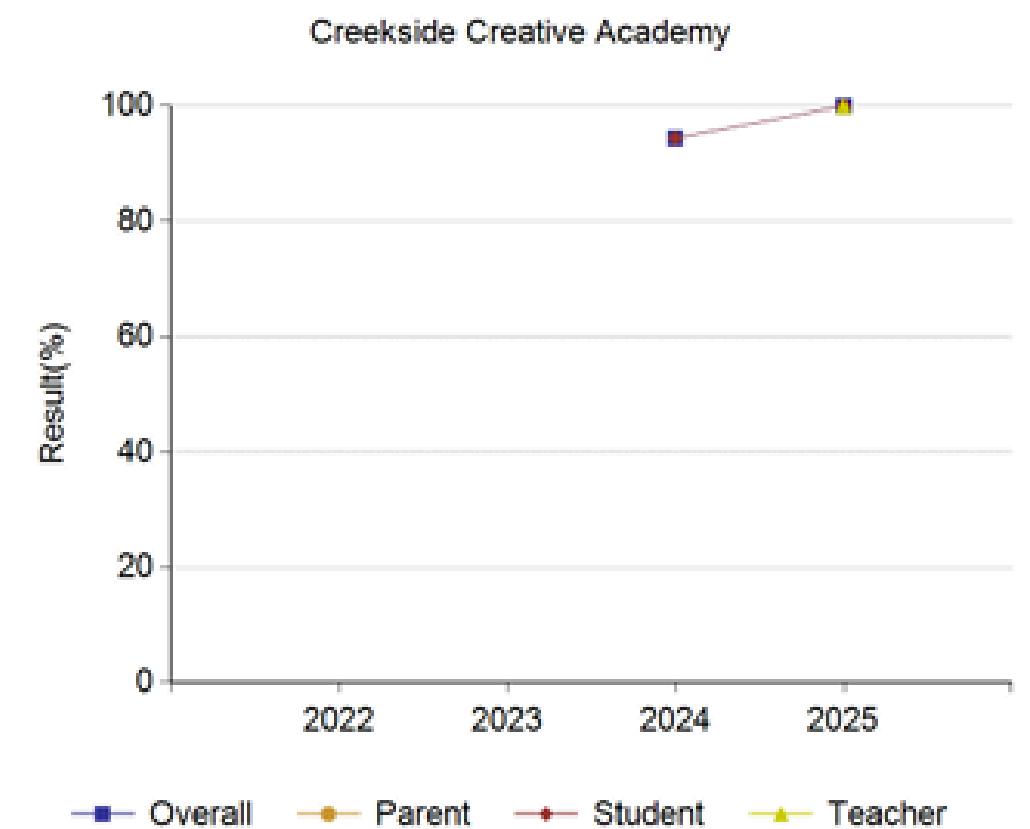
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

TEACHING & LEADING

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									
	2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	6	94.4	18	100.0	Very High	Improved	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	n/a	n/a	n/a	n/a	6	94.4	11	100.0	n/a	Maintained	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	2	*	4	*	3	*	7	100.0	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0



Notes:

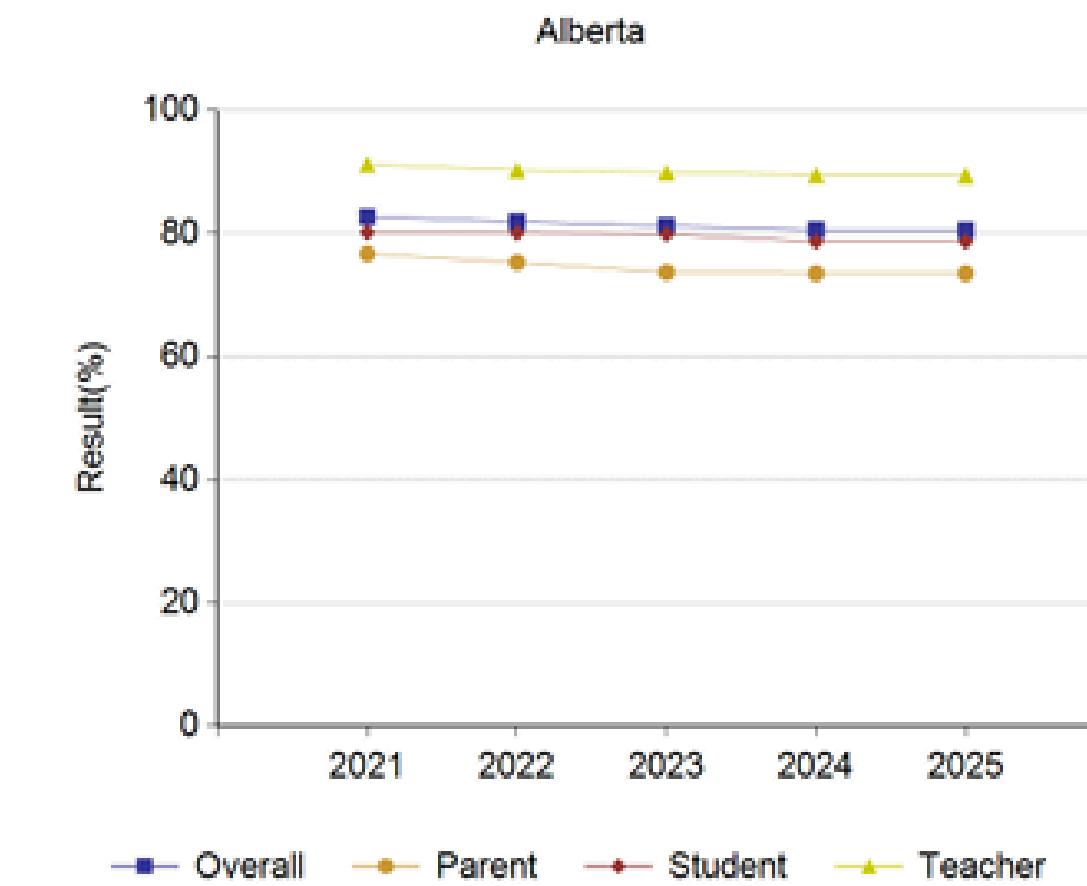
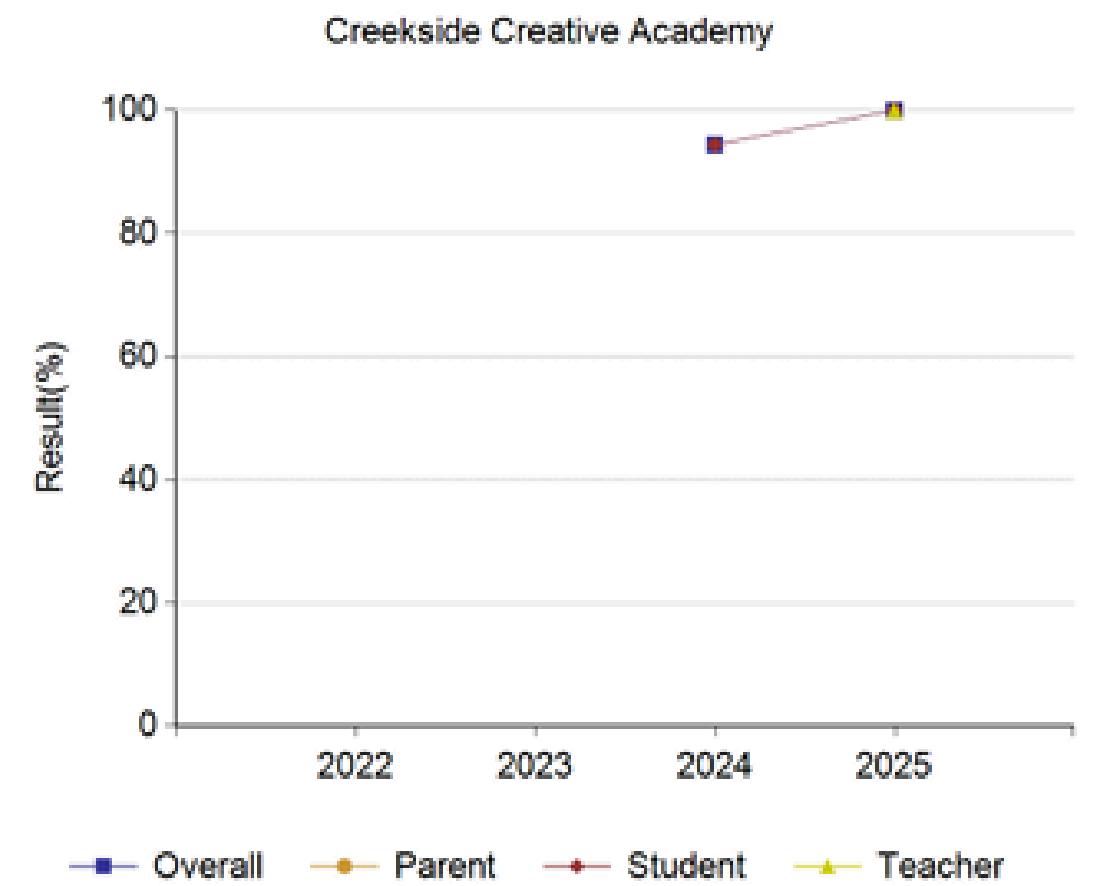
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends 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								Alberta													
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	6	94.4	18	100.0	Very High	Improved	Excellent	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5	
Parent	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5	
Student	n/a	n/a	n/a	n/a	6	94.4	11	100.0	Very High	Maintained	Excellent	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	
Teacher	2	*	4	*	3	*	7	100.0	Very High	n/a	n/a	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4	



TEACHING & LEADING

ALBERTA EDUCATION OUTCOME FOUR:

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

What we have implemented and next steps...

- To attract and retain highly qualified certified teachers and administrators, we offered a comprehensive benefits package comparable to those in the public system and aligned salaries as closely as possible with the provincial salary grid.
- All professional teaching staff and educational assistants (100%) have indicated their intent to return to the Academy for the 2025–2026 school year. As enrollment and programming grow, we will also be hiring additional teaching staff for 2025–2026. Recruitment for high school specialist positions will be supported through outreach and promotion in partnership with Red Deer Polytechnic.
- Teacher Growth, Supervision, and Evaluation continued using a process consistent with previous years. Creekside maintained fall and spring performance reviews, followed by meetings between teachers and the administrative team to ensure alignment with TQS and LQS standards. Teachers not included in the formal review cycle received a mid-year evaluation, providing a structured opportunity to recognize strengths, identify recommendations, and set professional goals. These written evaluations were completed by the Principal and accompanied by a follow-up in-person meeting.
- Professional Development remained a priority. We continued to provide PD days for staff to access high-quality learning and dedicated collaboration time. Two site-wide Professional Development days were scheduled during the 2024–2025 school year and will be offered again in 2025–2026. Teachers also participated in the AISCA Teachers' Convention in Calgary in February 2025.
- We will continue to hold monthly one-hour staff meetings to support consistent communication, connection, and collaboration across the team. In addition, an evening PD session was hosted for all staff, focused on pedagogy and best practices.
- Finally, we strengthened mentorship within the staff by pairing experienced educators with teachers who are new to the profession or new to the Academy, supporting professional growth and successful integration into our school community.



TEACHING & LEADING

HIGHLIGHTS FROM 2024-2025

- All teachers participated in the AISCA Teachers' Convention in February 2025. This provided valuable opportunities to learn from experts in areas aligned with each teacher's Professional Growth Plan and evaluation goals, supporting targeted next steps in their professional development.
- We successfully recruited highly qualified teachers and educational assistants to support the transition into the 2025–2026 school year, including the hiring of subject-area specialists to strengthen our high school programming.
- To accommodate a growing student population, classroom spaces were reorganized to ensure learning environments remained appropriate and functional. These adjustments helped us meet expansion needs throughout the year, with no additional infrastructure available until September 2025.
- Creekside Creative Academy renewed its membership with AISCA to remain connected with other independent schools across the province and to maintain access to professional development opportunities, services, and supports. This membership also encouraged stronger networking and collaboration with other schools, creating spaces to share ideas and explore improved ways to serve our students. In the year ahead, we will prioritize building individual partnerships and relationships with independent schools throughout Alberta.
- As an independent school, delivering high-quality programming within budget limitations requires thoughtful planning. During the latter part of the year, we focused on developing partnerships with the City of Red Deer, The Cooking Room, and other local businesses to broaden program offerings in sustainable, cost-effective ways. These collaborations not only provide students with access to community experts and authentic learning experiences, but also reduce costs compared to building and staffing specialized on-site facilities such as home economics labs or gyms. Key partnerships have already been established and will be in place for the start of the 2024–2025 school year, with continued growth planned as we expand community connections moving forward.



GOVERNANCE

PARENTAL INVOLVEMENT

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

Teacher - All

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's overall education	2022	2	*	*	*	*	*	*
	2023	4	*	*	*	*	*	*
	2024	3	*	*	*	*	*	*
	2025	7	100	0	0	0	0	100
To what extent are parents or guardians involved in decisions about your school	2022	2	*	*	*	*	*	*
	2023	4	*	*	*	*	*	*
	2024	3	*	*	*	*	*	*
	2025	7	71	29	0	0	0	100

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered	2022	2	*	*	*	*	*	*
	2023	4	*	*	*	*	*	*
	2024	2	*	*	*	*	*	*
	2025	7	71	29	0	0	0	100
How satisfied or dissatisfied are you with the opportunities for parents or guardians to be involved in decisions about their children's overall education	2022	2	*	*	*	*	*	*
	2023	4	*	*	*	*	*	*
	2024	3	*	*	*	*	*	*
	2025	7	100	0	0	0	0	100
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about your school	2022	2	*	*	*	*	*	*
	2023	4	*	*	*	*	*	*
	2024	3	*	*	*	*	*	*
	2025	7	100	0	0	0	0	100

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 construction began and will be completed to open in 2025-2026 which will add an additional 10 classrooms of space.
- 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 2024-2025

In the Academy's current stage of growth, this year focused on settling in and strengthening our foundation rather than introducing significant changes, beyond those needed to support continued expansion. The transition into our building, combined with increased enrollment, added staffing, and our early years of operation, highlighted the importance of being grounded in the present while planning thoughtfully for the future.

To respond effectively, the Academy staffed carefully to remain financially responsible while still offering a strong, engaging program that keeps students at the centre. While our primary focus continued to be growing enrolment from ECS upward, we also welcomed new students across multiple grade levels. This required blended classrooms and flexible programming to meet student needs as the school expanded.

Looking ahead, demand and enrolment are expected to rise sharply, bringing continued growth in both student population and grade levels offered. The Board's priority will be to maintain programming excellence as the Academy expands. With this growth, attracting qualified middle and high school teachers will become increasingly important, along with developing upper-grade programming that draws new students while preserving the strong culture already established.



FINANCIAL INFORMATION



FINANCIAL INFORMATION

Financial Summary Results

Year Ended August 31, 2025

The 2024-2025 school year was Creekside Creative Academy's third year of school operations.

For additional 2024-2025 financial information including the Audited Financial Statements, please contact Ray Lewchuk, Director of Finance.

A link for the audited statements from the 2024-2025 year is provided on the webpage under the about section.

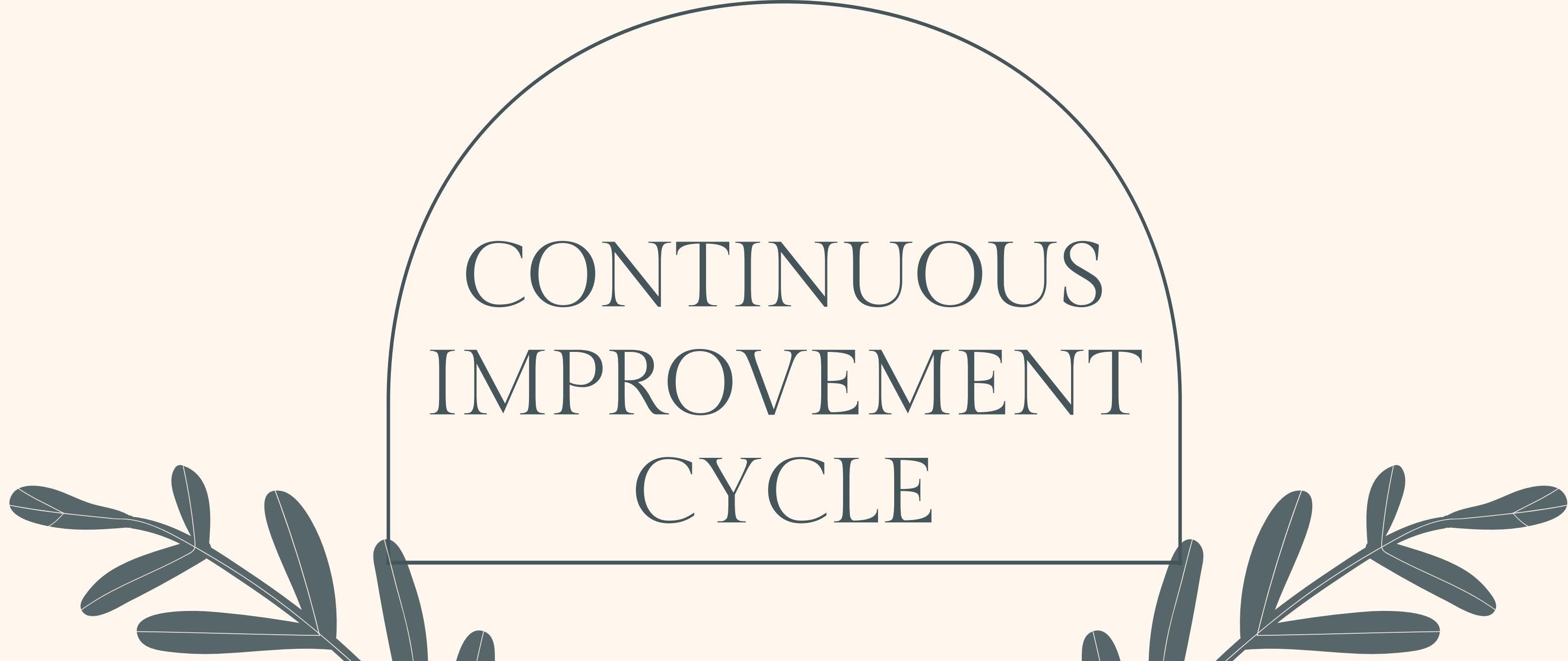


Revenues

Tuition & Fees	\$426,243
Alberta Education Government Grant	\$589,016
Other Alberta Government Grants	\$257,866
Gifts & Donations	\$11,873
Other Income	\$100,149
Total Revenue	\$1,385,147

Expenses

Instructional	\$732,602
Operations & Maintenance	\$286,066
Lease	\$212,626
Amortization	\$13,766
Other Expenses	\$168,172
Total Expenses	\$1,413,232
Surplus (deficit) of revenues over expenses	(\$28,085)



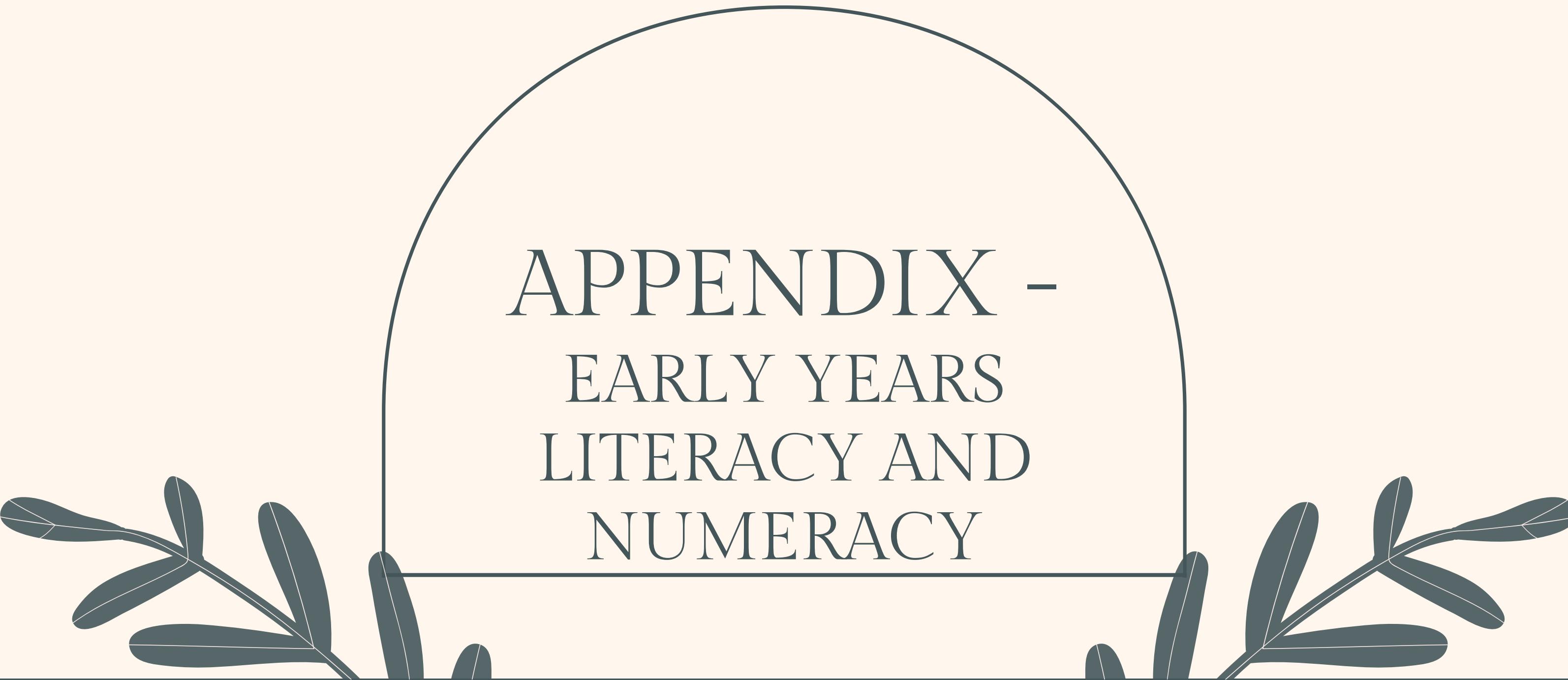
CONTINUOUS IMPROVEMENT CYCLE

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.



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)
- Castles and Coltheart 3 Test (CC3)
- 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 4

**in addition Provincial Achievement Tests were written and reported earlier in this report.*



ASSESSMENTS

BY GRADE KINDERGARTEN - GRADE 3

During the 2024-2025 school year, a mixture of screening assessments were used based on recommendations from Alberta Education, which helped support teachers and learners with up to date data. For the data found in the following page, the assessments used at each grade level included:

Kindergarten

- The Letter Name-Sound Test (LeNS)
- Phonological Awareness Screening Test (PAST)
- The Rapid Automatized Naming Test (RAN)

Grade 1

- The Letter Name-Sound Test (LeNS)
- The Castles and Coltheart 3 Test (CC3)
- Phonological Awareness Screening Test (PAST)

Grade 2

- The Letter Name-Sound Test (LeNS)
- The Castles and Coltheart 3 Test (CC3)

Grade 3

- The Letter Name-Sound Test (LeNS)
- The Castles and Coltheart 3 Test (CC3)



ASSESSMENT DATA

Grade	Total Number of Students Assessed at Beginning of School Year	Total Number of Students Identified as being at-risk in Literacy or Numeracy on initial assessments	Total Number of At Risk Students in Literacy ONLY	Total number of At Risk Students in Numeracy ONLY	Total Number of At Risk Students in both Literacy and Numeracy	Average number of months behind grade level students were at in literacy at time of initial assessment	Average number of months behind grade level students were at in literacy at time of final assessment	Average number of months behind grade level students were at in numeracy at time of initial assessment	Average number of months behind grade level students were at in numeracy at time of final assessment
K	18	2	1	0	1	4 months	2 months	5 months	3 months
Grade 1	14	2	1	1	0	6 months	2 months	3 months	2 months
Grade 2	8	1	1	0	0	3 months	1 month	N/A	N/A
Grade 3	6	1	0	1	0	N/A	N/A	4 months	2 months

For the end of year assessments, the students that were at risk in Grade 1, 2, and 3 were no longer identified as at-risk learners. One out of two of the identified Kindergarten children were still identified as at-risk at the end of the year.

SUPPORTS

Recognizing that students enter the classroom with diverse learning needs, and that some were identified as at-risk through provincial assessment tools, Creekside Creative Academy adjusted its approach to provide these learners with added support and targeted intervention. The aim was to help students close learning gaps and move toward, or reach, grade-level expectations. With a smaller student population, it was especially important to use all available resources effectively. Supports put in place included:

- Purchasing additional Literacy Place/Moving Up guided reading resources to strengthen planning and embed guided reading consistently into daily classroom routines.
- Ensuring students identified as at-risk in literacy received at least 3–5 small-group or one-on-one guided reading sessions each week with a teacher.
- Providing small-group interventions focused on phonemic awareness, whole-language development, and overall reading skills.
- Using regular check-ins and intentional reteaching throughout the year to revisit goals and reinforce key skills, supporting stronger learning and retention.
- Seeking paraprofessional supports and setting clear intervention goals to ensure students had the assistance needed to be successful.
- Introducing a weekly Growth Mindset block to promote student well-being, resilience, and positive personal development.

