



Unlimited Potential
community services

**Annual Education Results
Report (AERR)**

For

Unlimited Potential Community Services School

Jurisdiction #9272

2024-2025

The Annual Education Results Report for **Unlimited Potential Community Services** for the 2024/2025 **school year** was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the Board on November 25, 2025.

Created by:

Kelly Milliken
Principal

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CEO

Signed by:

Mr. John Watson

President
Unlimited Potential Community Services Board of Directors

What's In A Name

The name Unlimited Potential Community Services conveys our mission of helping people, whether they are coping with mental health illnesses, abuse, overcoming addictions, developing life skills, or furthering their education or employment.

We foster the potential in each one of our clients/students so that the only way to go is UP!

Our Mission

We empower individuals and families to reach their full potential and enhance community well-being.

Our Values

Integrity

We provide our services with the highest standards of honesty, trust, professionalism, transparency, and ethical behaviour.

Respect

We believe that all persons have an innate worth and value, thus, we consistently maintain respect for the dignity of our clients and our colleagues.

Excellence

As a client centered learning organization, we ensure that innovation, evaluation, and revision are integral in our process of continual improvement in everything we do.

Humility

We readily acknowledge and accept that there is always more to be learned.

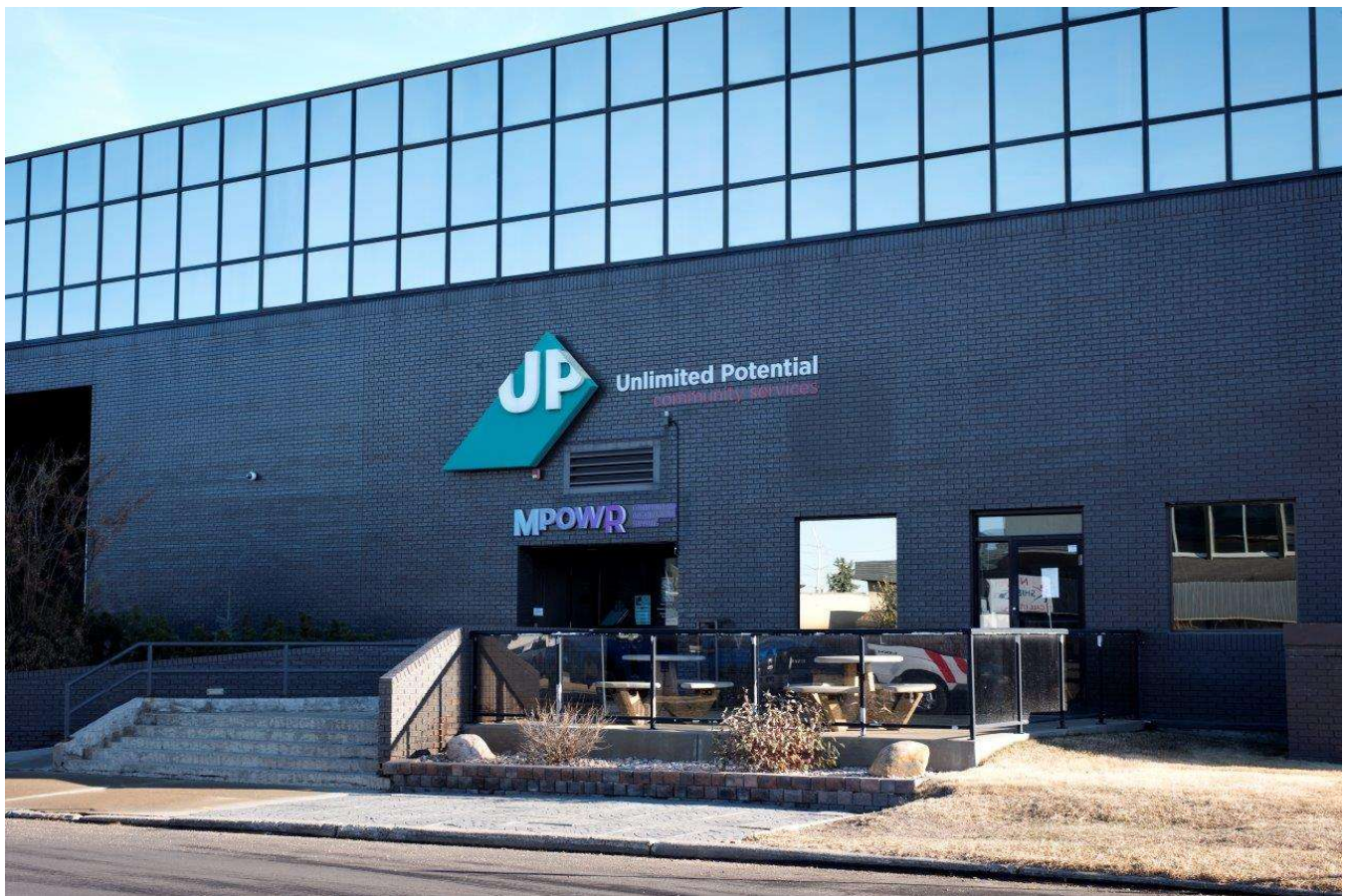
Relationships

Our genuine care and concern for our clients ensures authenticity and empathy in our interactions, and places an emphasis on consultation and collaboration in our provision of services.



Education Program Profile

Unlimited Potential Community Services educational programs are designated by Alberta Education as an accredited funded private school authority. All of our schools adhere to the mandate and policies of Alberta Education and follow the Program of Studies Curriculum. Our school year calendar includes 200 operational days and 188 instructional days. Students who attend our schools may come to us from our group homes, treatment homes, or by tuition agreements from a school district. We have worked with the following school boards: Alexander First Nation, Black Gold, Conseil Scolaire Centre-Nord, Edmonton Catholic, Edmonton Public, Elk Island Catholic and Public, Evergreen Catholic, Greater St. Albert Catholic, Parkland, St. Albert Public, Sturgeon, Pembina Hills, Northern Gateway, Wild Rose and Wetaskiwin Public. We have had private tuition agreements as well. There are four schools: Columbus Academy and Bright Bank Academy located in Stony Plain, Phoenix Academy and Thomas More Academy which are located in Edmonton.



We offer a highly structured and supportive special education program that includes supervision throughout the day. Individual Program Plans are developed for all students in consultation with the treatment team (which may include: clinicians, psychologists, house staff, education staff, parent/guardian, psychiatrist, etc.). We also provide the students with the opportunity to acquire skills to prepare them for re-entry to community schools and to be positive and productive contributors to society. The small schools and small class sizes with a 3:1 student to staff ratio provide support to meet the needs of the students.

Many of the students have been diagnosed with severe emotional/behavioural disorders and struggle with finding success in a community school setting. For a variety of reasons many of our children come to our school

functioning significantly below grade level. We have worked successfully with students who have learning disabilities, FASD, Autism, Tourette's, Obsessive Compulsive Disorder; Oppositional Defiant Disorder; Conduct Disorder; Disruptive Mood Dysregulation Disorder, Generalized Anxiety Disorder, Reactive Attachment Disorder and/or Post-Traumatic Stress Disorder.

In addition to the core curriculum subjects, we offer a number of option courses. Some of these programs that have been offered include: Off-Campus Education (Work Experience), Outdoor Education, Art, CTS (Career and Technology Studies), Agricultural Studies, Workplace Safety, Aboriginal Studies, Military Studies, World Geography, Food Studies, and Recreation Leadership. We also have a Physical Education program that includes: basketball, volleyball, floor hockey, indoor & outdoor soccer, skittles, hiking, tchoukball, football, badminton, tennis, skiing, snowshoeing, skating/hockey, rock climbing, etc. It should be noted that there is a focus on life skills and social skills within all program areas. Our staff members have extensive professional development training and we have a number of specialized programs to address the needs of our student population.

Indigenous culture and ways of knowing are very important to us at Unlimited Potential Community Services and we provide opportunities for teaching and learning throughout the year. Our Indigenous Services provide all new staff with Traditional Indigenous Resolutions Training and ongoing yearly Indigenous Studies. As part of our Sanctuary Model we have added an Eighth Commitment which is as follows: The Commitment to Steward an Embodied Cultural Connection through authenticity and practice; to Nurture the "Spirit First" approach and to honor a respectful understanding of Indigenous Peoples ways of knowing, doing and being.



With the support of our Director of Indigenous Resources and Cultural Advisors, staff and students have the opportunity to learn many teachings throughout the year. Our Cultural Advisor will visit each school once a month to provide teaching and learning opportunities.

Our Sanctuary Model Journey

UP Community Services is committed to implementing The Sanctuary Model into our Organization which is a trauma informed, trauma responsive approach to care.

The Sanctuary Model is an evidence-supported intervention (Rivard, Bloom, McCorkle, & Abramovitz, 2005) and the only organizational and clinical intervention recognized as a Promising Practice by the National Child Traumatic Stress Network (National Child Traumatic Stress Network, 2008). At its core, the

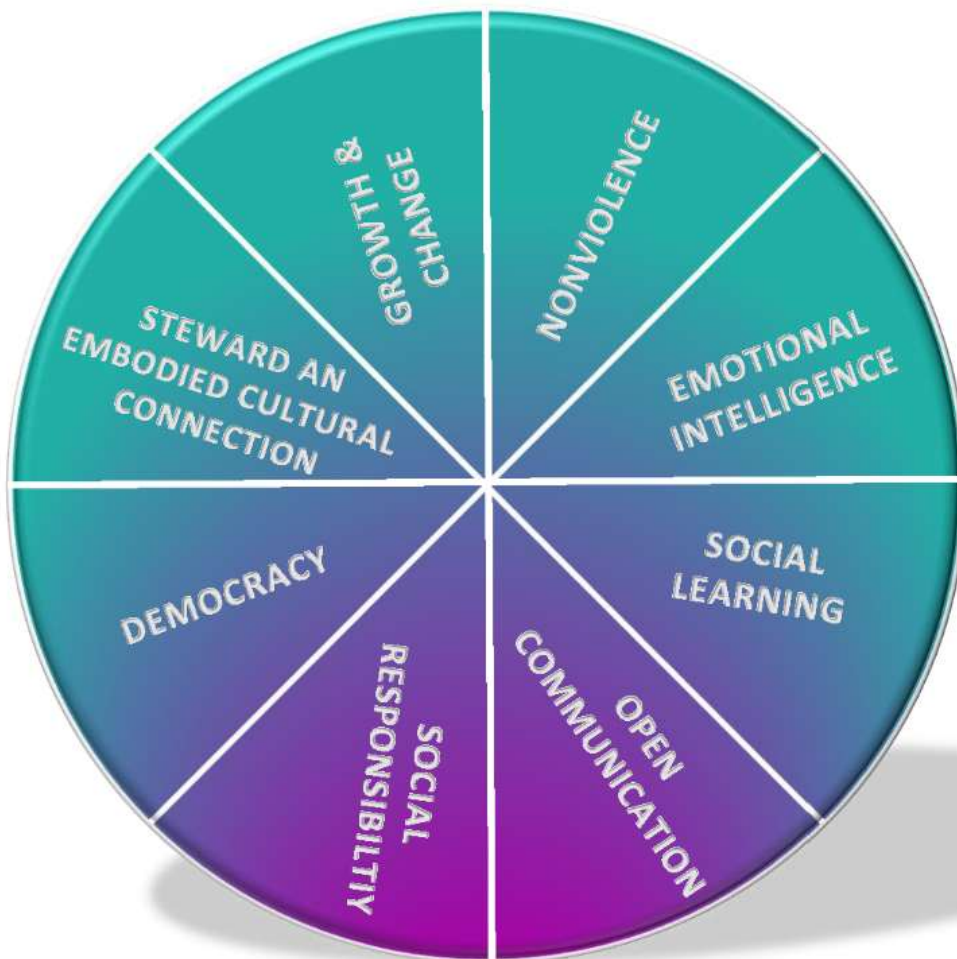
model promotes safety and recovery from adversity through the creation of a trauma informed community within an organization.

We are using the Sanctuary model which is rooted in attachment theory and focuses on changing behavior by understanding adversity, trauma and violence. The Sanctuary Model is built on four pillars (1) Trauma Theory (2) The Sanctuary Commitments (3) S.E.L.F (Safety, Emotions, Loss and Future) and (4) the Sanctuary toolkit.

Each pillar provides an area of understanding and addresses complex behaviors to create positive changes in our environments, reducing violent behaviors, increasing the level of safety while building healthy attachments, relationships and social cohesion.

The Sanctuary Model places emphasis on the need to understand the impact of psychological trauma on attitudes, emotional states, cognitive functioning, social adjustment and behaviours. The Model integrates this understanding into the standard operating procedures of the treatment setting.

The model is based on a set of values called **The Eight Sanctuary Commitments:**



Fall 2025 Required Alberta Education Assurance Measures - Overall Summary

| Assurance Domain | Measure | Unlimited Potential Community | | | 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 | 86.1 | 86.8 | 86.0 | 83.9 | 83.7 | 84.4 | High | Maintained | Good |
| | Citizenship | 72.9 | 77.9 | 72.3 | 79.8 | 79.4 | 80.4 | Intermediate | Maintained | Acceptable |
| | 3-year High School Completion | 0.0 | 15.0 | 16.6 | 81.4 | 80.4 | 81.4 | Very Low | Declined | Concern |
| | 5-year High School Completion | 14.3 | 53.8 | 65.1 | 87.1 | 88.1 | 87.9 | Very Low | Declined Significantly | Concern |
| | PAT9: Acceptable | 10.7 | 22.9 | 11.5 | 62.5 | 62.5 | 62.6 | Very Low | Maintained | Concern |
| | PAT9: Excellence | 0.0 | 0.0 | 0.0 | 15.6 | 15.4 | 15.5 | Very Low | Maintained | Concern |
| | Diploma: Acceptable | * | * | 44.4 | 82.0 | 81.5 | 80.9 | * | * | * |
| | Diploma: Excellence | * | * | 0.0 | 23.0 | 22.6 | 21.9 | * | * | * |
| Teaching & Leading | Education Quality | 87.7 | 90.6 | 87.9 | 87.7 | 87.6 | 88.2 | High | Maintained | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 82.8 | 83.3 | 80.6 | 84.4 | 84.0 | 84.9 | Intermediate | Maintained | Acceptable |
| | Access to Supports and Services | 89.3 | 90.7 | 90.0 | 80.1 | 79.9 | 80.7 | Very High | Maintained | Excellent |
| Governance | Parental Involvement | 85.9 | 78.3 | 82.2 | 80.0 | 79.5 | 79.1 | Very High | Maintained | Excellent |

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.

Fall 2025 Supplemental Alberta Education Assurance Measures - Overall Summary

| Measure | Unlimited Potential Community | | | Alberta | | | Measure Evaluation | | |
|--|-------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Diploma Exam Participation Rate (4+ Exams) | 0.0 | 0.0 | 0.0 | 54.5 | 52.7 | 52.7 | Very Low | Maintained | Concern |
| Drop Out Rate | 16.9 | 6.6 | 6.1 | 2.4 | 2.5 | 2.4 | Very Low | Declined | Concern |
| In-Service Jurisdiction Needs | 100.0 | 91.7 | 93.6 | 81.7 | 81.1 | 82.3 | Very High | Maintained | Excellent |
| Lifelong Learning | 84.6 | 100.0 | 93.0 | 80.8 | 79.9 | 80.4 | Very High | Maintained | Excellent |
| Program of Studies | 75.4 | 79.7 | 75.1 | 83.0 | 82.8 | 82.9 | Intermediate | Maintained | Acceptable |
| Program of Studies - At Risk Students | 87.9 | 90.7 | 90.3 | 80.5 | 80.6 | 81.2 | High | Maintained | Good |
| Rutherford Scholarship Eligibility Rate | 33.3 | 18.2 | 17.4 | 69.4 | 70.7 | 70.9 | Very Low | Maintained | Concern |
| Safe and Caring | 90.1 | 88.5 | 86.9 | 87.3 | 87.1 | 87.8 | Very High | Maintained | Excellent |
| Satisfaction with Program Access | 81.8 | 85.5 | 78.9 | 72.1 | 71.9 | 72.5 | High | Maintained | Good |
| School Improvement | 89.8 | 82.2 | 77.6 | 76.6 | 75.8 | 75.1 | Very High | Improved | Excellent |
| Transition Rate (6 yr) | 26.4 | 16.7 | 9.0 | 59.9 | 60.1 | 60.0 | Very Low | Maintained | Concern |
| Work Preparation | 95.0 | 100.0 | 94.6 | 83.7 | 82.8 | 83.6 | Very High | Maintained | Excellent |

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 Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 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 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 this event.

The accountability surveys due to the suppression of data or small sample sizes, are not a true measure of the caring and compassionate work being done at Unlimited Potential Community Services Schools. The support for UPCS Schools from parents, students, school jurisdictions and community agencies clearly reinforce the message about the good work being done with ‘at risk’ children and their families. The accountability data does not adequately reflect to the unique nature of UPCS Schools and we are excited to have the opportunity to incorporate local measures to help us continue to reflect on our work and to improve.

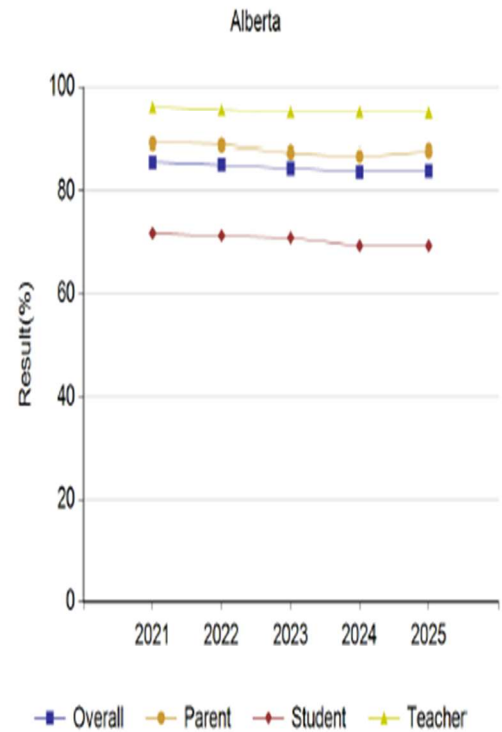
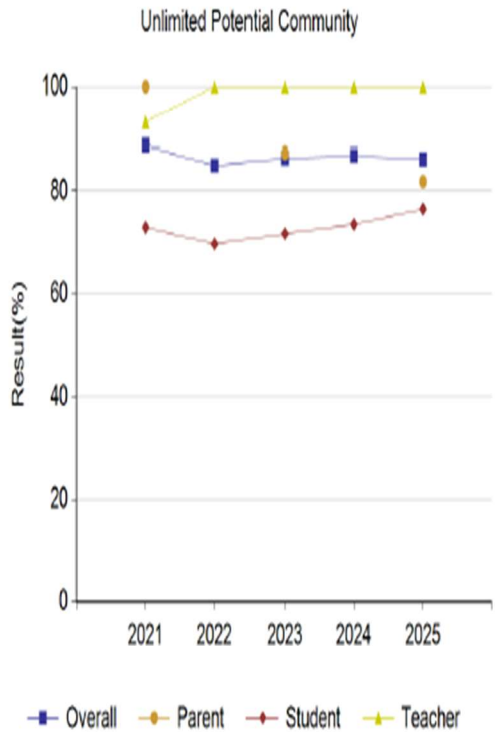
The following tables are the results of the survey provided by Alberta Education to parents, students and teachers within the Unlimited Potential Community Services Schools during the 2024-2025 school year. This Annual Education Results Report will comment on the results gathered from our stakeholders.

Domain: Student Growth and Achievement

Student Learning Engagement-Measure Details

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

| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---------|-------------------------------|-------|------|-------|------|-------|------|-------|------|-------|--------------------|-------------|---------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Achievement | Improvement | Overall | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 59 | 88.7 | 46 | 84.9 | 72 | 86.3 | 55 | 88.8 | 73 | 88.1 | High | Maintained | Good | 230,958 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 | 265,079 | 83.7 | 269,076 | 83.9 |
| Parent | 8 | 100.0 | 5 | * | 13 | 87.2 | 5 | * | 11 | 81.8 | Low | Maintained | Issue | 30,994 | 89.0 | 31,694 | 88.7 | 31,882 | 87.3 | 33,209 | 86.7 | 34,444 | 87.6 |
| Student | 41 | 72.9 | 34 | 69.7 | 46 | 71.7 | 43 | 73.5 | 49 | 76.5 | High | Maintained | Good | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 | 199,823 | 69.3 | 201,089 | 69.3 |
| Teacher | 10 | 93.1 | 12 | 100.0 | 13 | 100.0 | 12 | 100.0 | 13 | 100.0 | n/a | Maintained | n/a | 30,173 | 98.0 | 30,944 | 95.5 | 32,323 | 95.1 | 32,047 | 95.1 | 33,543 | 95.0 |



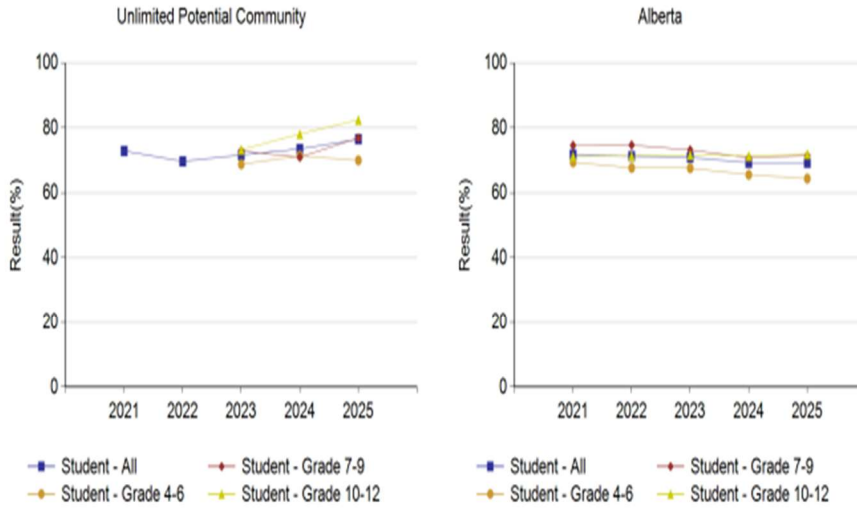
Notes:

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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.

Measure History by Group - Students

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

| | Unlimited Potential Community | | | | | | | | | | Alberta | | | | | | | | | |
|-----------------------|-------------------------------|------|------|------|------|------|------|------|------|------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Student - All | 41 | 72.9 | 34 | 69.7 | 46 | 71.7 | 43 | 73.5 | 49 | 76.5 | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 | 199,823 | 69.3 | 201,089 | 69.3 |
| Student - Grade 4-6 | 4 | * | 5 | * | 8 | 68.8 | 7 | 71.4 | 15 | 70.0 | 72,572 | 69.4 | 76,983 | 67.7 | 77,144 | 67.6 | 79,945 | 65.6 | 78,321 | 64.4 |
| Student - Grade 7-9 | 23 | * | 15 | * | 22 | 72.9 | 22 | 71.0 | 16 | 76.9 | 57,018 | 74.6 | 62,744 | 74.7 | 63,659 | 73.2 | 66,098 | 70.8 | 66,791 | 71.5 |
| Student - Grade 10-12 | 18 | * | 19 | * | 16 | 73.3 | 14 | 78.1 | 18 | 82.5 | 40,199 | 71.3 | 47,375 | 71.4 | 52,226 | 71.7 | 53,780 | 71.4 | 55,977 | 72.0 |



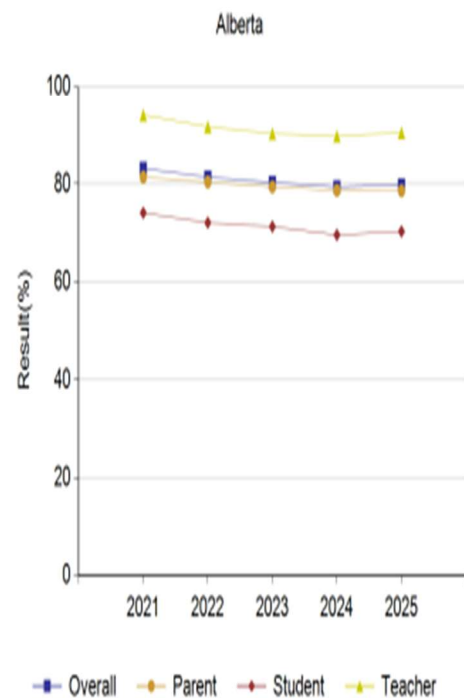
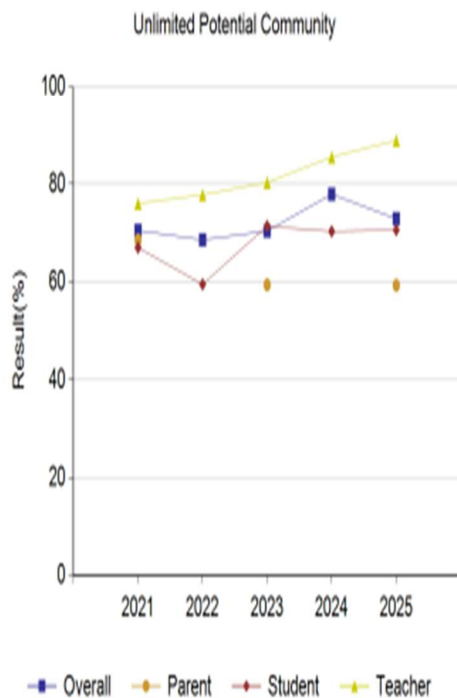
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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

We are proud of our overall student learning engagement numbers and that we continue to be slightly above provincial average in this area. We are particularly proud when we examine this measure by our students’ responses. Many of our students have a history of low engagement in school so we see this as a testament that our 3:1 student to staff ratio allows for the support and encouragement our students need to actively engage. The staff are able to meet the needs of each individual student and provide programming that supports their learning. We are actively working to increase the number of option courses offered at our schools. In the 2024-2025 school year, we added Science Fiction and Fantasy as an option course. This proved to be very popular with our students and had high engagement. We believe that the increased variety of option classes is helping our students to be more engaged in their studies. We have added even more option classes for the 2025-2026 school year. For the 2025-2026 school year, we are also adding a recreation program to all our schools where each month students are able to try a new activity. So far this school year, students have tried Golf and Frisbee Golf. This program is off to a great start and appears to have high engagement from our students. One interesting trend we are noticing is the percentage of students saying they are engaged has steadily improved over the last four years; however, parent percentage has shown a decrease in the 2 out of four years we receive parent results. Going forward we will try to communicate more with parents on the area of student engagement so that they can have a better understanding what is taking place and how their child is engaging with our programming.

Citizenship – Measure Details

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

| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---------|-------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 59 | 70.5 | 46 | 68.6 | 72 | 70.4 | 55 | 77.9 | 73 | 72.9 | Intermediate | Maintained | Acceptable | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 | 265,100 | 79.4 | 269,117 | 79.8 |
| Parent | 8 | 68.6 | 5 | * | 13 | 59.4 | 5 | * | 11 | 59.3 | Low | Maintained | Issue | 30,905 | 81.4 | 31,689 | 80.4 | 31,869 | 79.4 | 33,217 | 78.7 | 34,441 | 78.6 |
| Student | 41 | 67.0 | 34 | 59.5 | 46 | 71.4 | 43 | 70.3 | 49 | 70.6 | High | Maintained | Good | 169,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 | 199,816 | 69.6 | 201,119 | 70.3 |
| Teacher | 10 | 76.0 | 12 | 77.8 | 13 | 80.3 | 12 | 85.5 | 13 | 88.9 | Intermediate | Maintained | Acceptable | 30,197 | 94.1 | 30,961 | 91.7 | 32,347 | 90.3 | 32,067 | 89.8 | 33,557 | 90.5 |



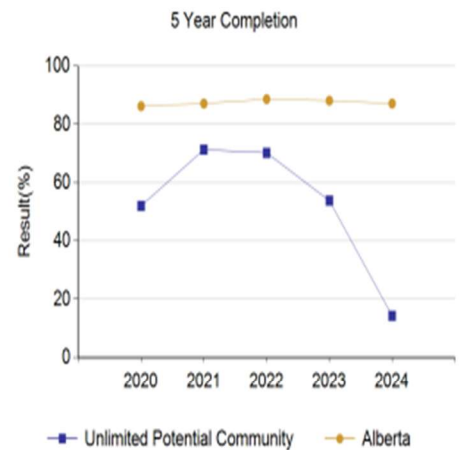
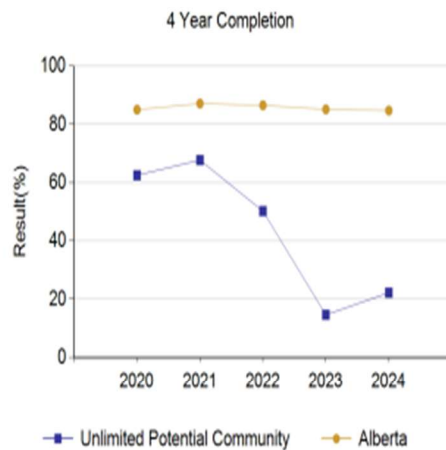
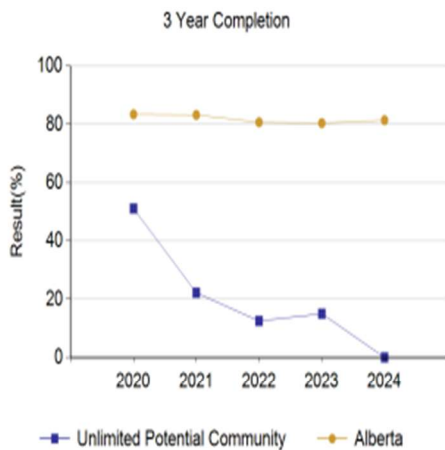
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Overall, we saw a decrease in this area. When we analyze this result, this decrease can be attributed to our parent responses as student and teacher responses maintained or increased. We can speak to the actions we are taking in the school environment; however, some of our students are not translating this to the home/community environment. During the 2024-2025 school year, we worked to bring our students together in order to provide increased opportunity to build upon citizenship skills. Students continued to help out seniors in the neighborhood of our Columbus Academy school by shoveling snow and completing yard work. Students volunteered to collect litter in the community for Earth Day.

High School Completion Rate – Measure Details

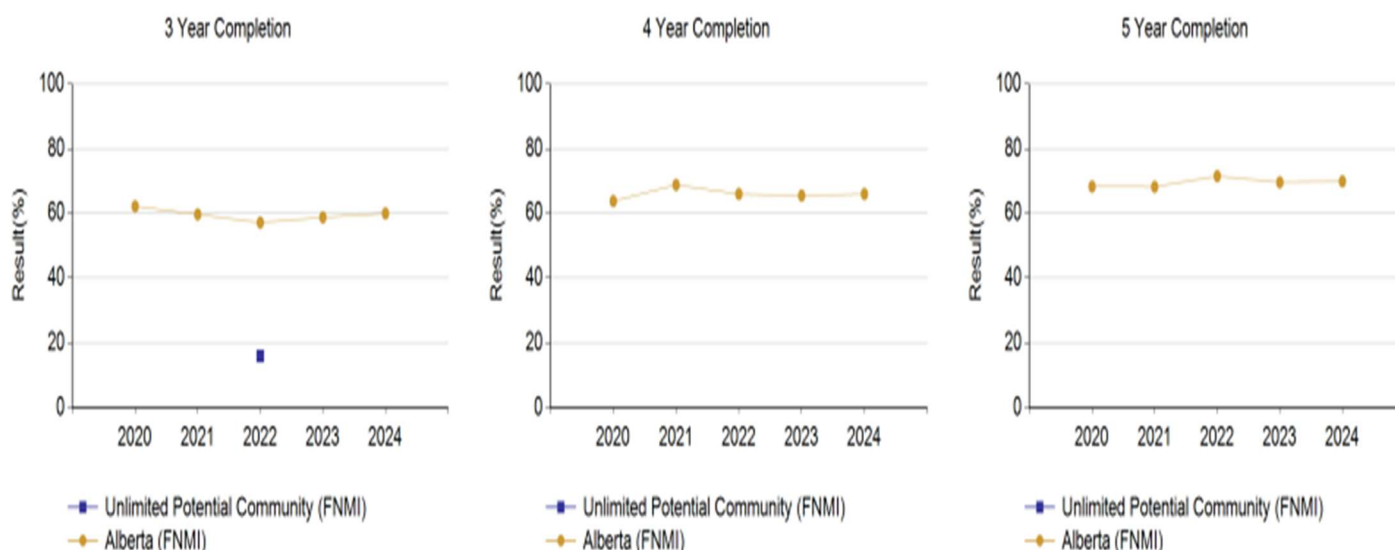
| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|--------------------------|-------------------------------|------|------|------|------|------|------|------|------|------|--------------------|------------------------|---------|---------|------|--------|------|--------|------|--------|------|--------|------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Achievement | Improvement | Overall | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| 3 Year Completion | 6 | 51.1 | 9 | 22.2 | 9 | 12.5 | 15 | 15.0 | 10 | 0.0 | Very Low | Declined | Concern | 46,245 | 83.4 | 47,675 | 83.2 | 48,340 | 80.7 | 49,297 | 80.4 | 51,148 | 81.4 |
| 4 Year Completion | 10 | 62.5 | 6 | 67.7 | 8 | 50.2 | 8 | 14.6 | 15 | 22.2 | Very Low | Declined | Concern | 45,351 | 85.0 | 46,242 | 87.1 | 47,660 | 86.5 | 48,296 | 85.1 | 49,293 | 84.7 |
| 5 Year Completion | 10 | 52.0 | 10 | 71.3 | 6 | 70.2 | 8 | 53.8 | 8 | 14.3 | Very Low | Declined Significantly | Concern | 44,972 | 86.2 | 45,344 | 87.1 | 46,238 | 88.6 | 47,659 | 88.1 | 48,295 | 87.1 |



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

High School Completion Rate (FNMI) – Measure Details

| | Unlimited Potential Community (FNMI) | | | | | | | | | | Alberta (FNMI) | | | | | | | | | | | | |
|--------------------------|--------------------------------------|-----|------|-----|------|------|------|---|------|---|--------------------|-------------|---------|-------|------|-------|------|-------|------|-------|------|-------|------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Measure Evaluation | | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| 3 Year Completion | 1 | * | 3 | * | 7 | 15.9 | 5 | * | 4 | * | * | * | * | 3,814 | 62.0 | 3,972 | 59.5 | 3,943 | 57.0 | 4,222 | 58.6 | 4,397 | 59.8 |
| 4 Year Completion | n/a | n/a | 2 | * | 5 | * | 5 | * | 5 | * | * | * | * | 3,670 | 63.6 | 3,729 | 68.6 | 3,936 | 65.8 | 3,902 | 65.3 | 4,157 | 65.8 |
| 5 Year Completion | 1 | * | n/a | n/a | 1 | * | 5 | * | 5 | * | * | * | * | 3,469 | 68.1 | 3,593 | 68.0 | 3,719 | 71.3 | 3,909 | 69.4 | 3,848 | 69.7 |



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 2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

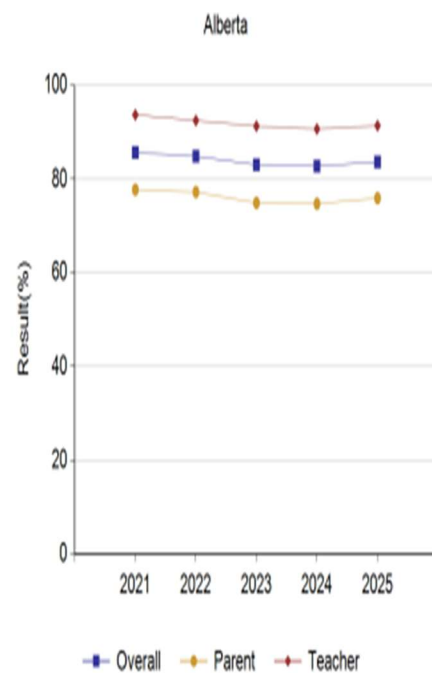
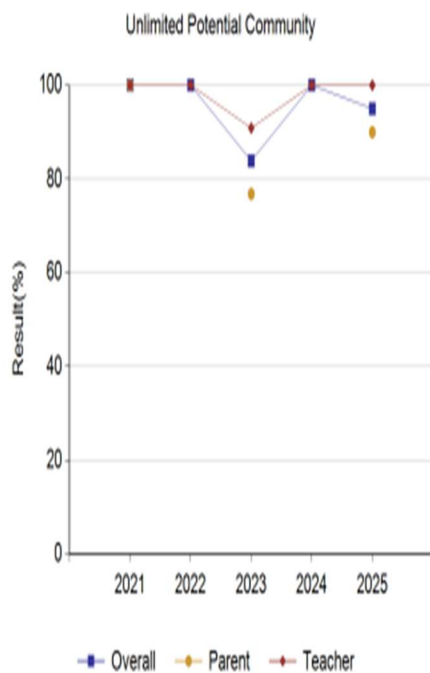
These results continue to be frustrating and should not overshadow the accomplishments our high school students have achieved. We did have five graduates in the 2024-2025 school year (4 with diplomas and 1 in a life skills program). Two of our graduates received pre-acceptance into post-secondary programs. We continue to see an increase in students leaving school before completion to enter into the world of work due to facing financial struggles. Also, students who turn 18 before the end of the school year are having to move out of their group homes. We also continue to see students coming into our schools with fewer high school credits than we would typically see. For example, multiple Grade 12 students with under 10 high school credits. We recognize that our students often need extra time to meet high school completion requirements.

For our FNMI students, we continue to receive suppressed results in this area. Two of our five graduates in the 2024-2025 school year, are of Indigenous heritage; both graduating in 3 years with high school diplomas. We had one ESL student in the 2024-2025 school year. This student graduated with a diploma.

Work Preparation – Measure Details

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

| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---------|-------------------------------|-------|------|-------|------|------|------|-------|------|-------|--------------------|-------------|-----------|---------|------|--------|------|--------|------|--------|------|--------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Achievement | Improvement | Overall | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 16 | 100.0 | 12 | 100.0 | 24 | 83.9 | 12 | 100.0 | 23 | 95.0 | Very High | Maintained | Excellent | 58,109 | 85.7 | 59,488 | 84.9 | 60,705 | 83.1 | 61,407 | 82.8 | 63,905 | 83.7 |
| Parent | 7 | 100.0 | 5 | * | 13 | 76.9 | 5 | * | 10 | 90.0 | Very High | Maintained | Excellent | 28,862 | 77.8 | 29,553 | 77.3 | 29,674 | 75.0 | 30,731 | 74.8 | 31,770 | 76.0 |
| Teacher | 9 | 100.0 | 12 | 100.0 | 11 | 90.9 | 12 | 100.0 | 13 | 100.0 | Very High | Maintained | Excellent | 29,247 | 93.7 | 29,935 | 92.5 | 31,031 | 91.3 | 30,676 | 90.7 | 32,135 | 91.4 |



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.

We will remain focused on teaching and encouraging attitudes and behaviours that will help students be successful in the world of work when they finish school. This is something that we hope for all of our students, that they will be prepared to move forward into adulthood with the skills they need to enjoy a healthy and productive life. Our school program does focus on providing a solid basic education to ensure our students have the foundational building blocks to continue to develop their skills and abilities to pursue their educational journey, enter the world of work or transition to adult support services.

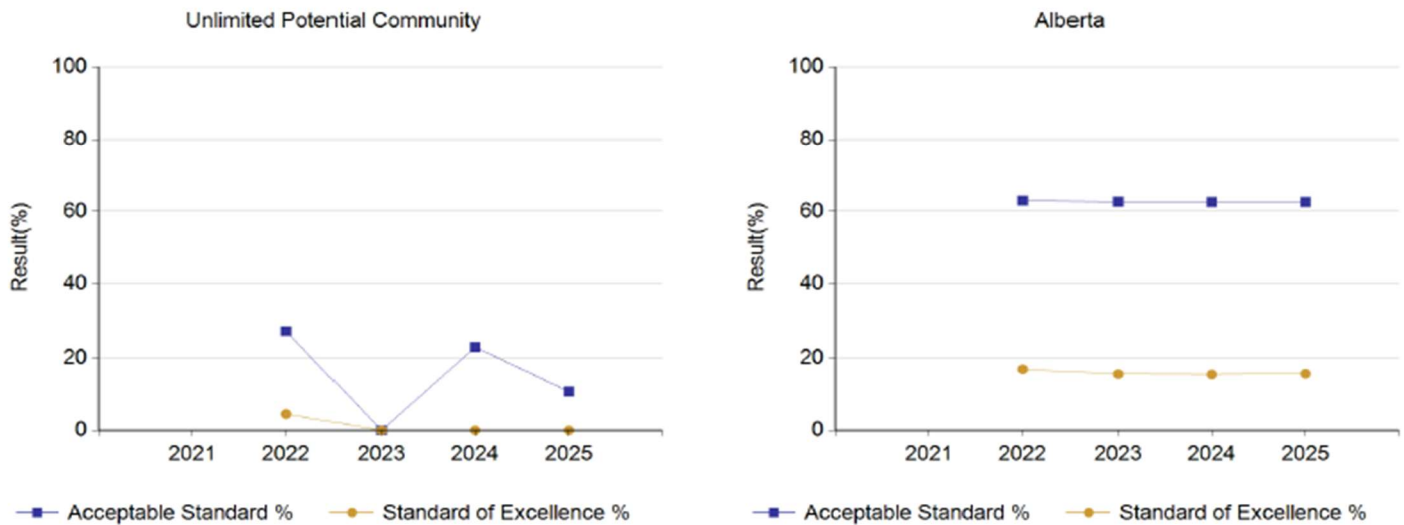
Provincial Achievement Test Results – Measure Details

Grade 9 PAT Results By Number Enrolled Measure History

Authority: 9272 Unlimited Potential Community Services Society

Province: Alberta

| | Unlimited Potential Community | | | | | Measure Evaluation | | | Alberta | | | | |
|--------------------------|-------------------------------|------|------|------|------|--------------------|-------------|---------|---------|--------|--------|--------|--------|
| | 2021 | 2022 | 2023 | 2024 | 2025 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 | 2024 | 2025 |
| N | n/a | 11 | 8 | 12 | 14 | n/a | n/a | n/a | n/a | 53,039 | 57,925 | 60,682 | 61,071 |
| Acceptable Standard % | n/a | 27.3 | 0.0 | 22.9 | 10.7 | Very Low | Maintained | Concern | n/a | 62.9 | 62.6 | 62.5 | 62.5 |
| Standard of Excellence % | n/a | 4.5 | 0.0 | 0.0 | 0.0 | Very Low | Maintained | Concern | n/a | 16.8 | 15.5 | 15.4 | 15.6 |



Notes:

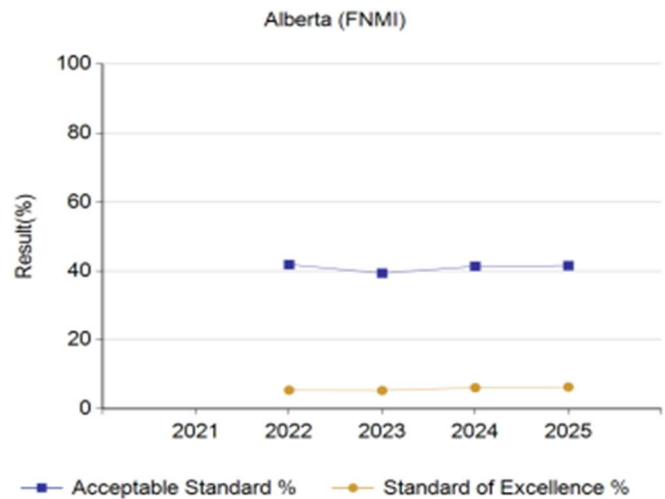
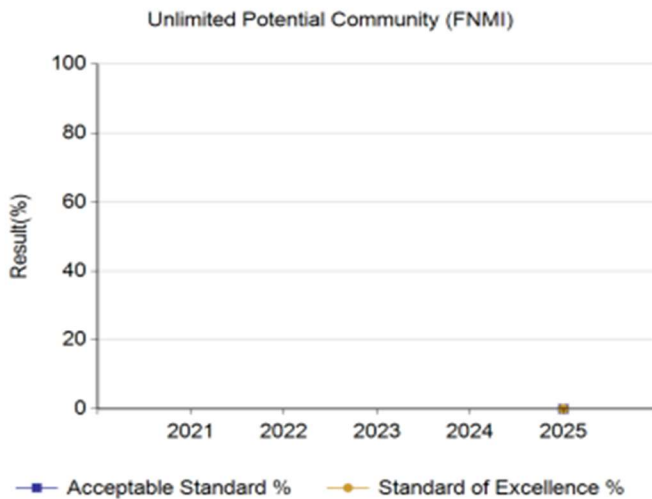
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: 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).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires 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. 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.

Grade 9 PAT Results By Number Enrolled Measure History

Authority: 9272 Unlimited Potential Community Services Society (FNMI)

Province: Alberta (FNMI)

| | Unlimited Potential Community (FNMI) | | | | | Measure Evaluation | | | Alberta (FNMI) | | | | |
|--------------------------|--------------------------------------|------|------|------|------|--------------------|-------------|---------|----------------|-------|-------|-------|-------|
| | 2021 | 2022 | 2023 | 2024 | 2025 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 | 2024 | 2025 |
| N | n/a | 3 | 3 | 3 | 7 | n/a | n/a | n/a | n/a | 4,188 | 4,717 | 4,868 | 4,924 |
| Acceptable Standard % | n/a | * | * | * | 0.0 | Very Low | n/a | n/a | n/a | 41.9 | 39.4 | 41.4 | 41.6 |
| Standard of Excellence % | n/a | * | * | * | 0.0 | Very Low | n/a | n/a | n/a | 5.4 | 5.3 | 6.1 | 6.3 |



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: 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).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires 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. 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.

When we analyze this result it is based on students **enrolled** in the courses which was 14 students in 2025; however, this result does not accurately reflect how our students did on the PATs as many students did not write due to exemption or absences which would bring the number 14 down. The same can be said for our FNMI results. This result is based on **enrolled** students which was 7; however, depending on the course anywhere from 0-2 FNMI students actually wrote. Because we had under 6 students write PATs in all areas, we received suppressed results. Please see appendix A for suppressed results tables. Writing provincial exams can be stressful for many of our students and for some the focus is having them learn strategies to stay regulated enough to attempt the exam, and to try their best. We were pleased that we had several students attempt to write last year. This was an accomplishment for them. We work with each individual to plan and prepare their program to address their strengths and skills. Celebrating the achievements and growth in our students is of great importance to our staff, the parents/guardians and our agency.

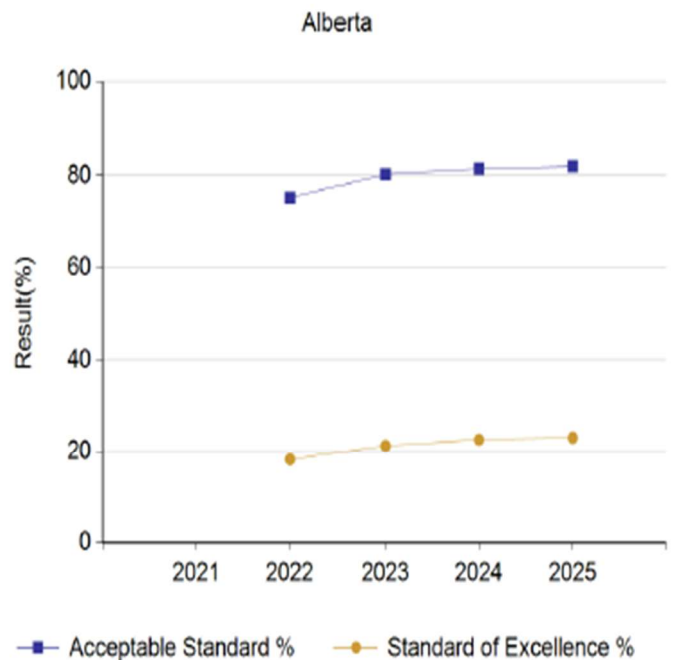
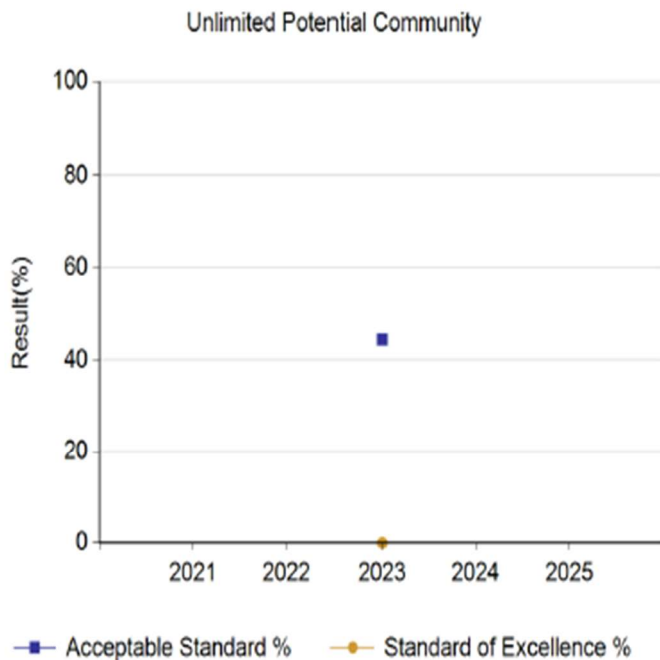
Diploma Examination Results – Measure Details

Diploma Exam Results By Students Writing Measure History

Authority: 9272 Unlimited Potential Community Services Society

Province: Alberta

| | Unlimited Potential Community | | | | | Measure Evaluation | | | Alberta | | | | |
|--------------------------|-------------------------------|------|------|------|------|--------------------|-------------|---------|---------|--------|--------|--------|--------|
| | 2021 | 2022 | 2023 | 2024 | 2025 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 | 2024 | 2025 |
| N | n/a | 1 | 6 | 2 | 5 | n/a | n/a | n/a | n/a | 58,444 | 67,294 | 72,444 | 78,236 |
| Acceptable Standard % | n/a | * | 44.4 | * | * | * | * | * | n/a | 75.2 | 80.3 | 81.5 | 82.0 |
| Standard of Excellence % | n/a | * | 0.0 | * | * | * | * | * | n/a | 18.2 | 21.2 | 22.6 | 23.0 |



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the 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.

Our work within the schools is to support all students where they are at and help them to achieve their potential in their educational journey. For some that may be a diploma, for some it may be a certificate of achievement and for others it is high school completion. At least six participants writing diploma exams (which Knowledge and Employability students do not write) are needed to generate results of which we have not had those numbers of students writing diploma exams. In the 2024-2025 school year, we had four student writing diploma exams; therefore, we did not have enough to generate results. We want to celebrate that these students were successful in all diploma exams they wrote and graduated with their high school diploma. We work with each individual to plan and prepare their program to address their strengths and skills. We had one English as a Second Language students in our school for the 2024-2025 school year; therefore, received suppressed results. This student graduated with a high school diploma in June 2025. In the 2024-2025 school year, we received suppressed results for our FMNI students (see appendix B).

Early Years Literacy and Numeracy Assessments Results

Literacy Screening- CC3

| Grade | Total number of students assessed September 2024 | Total number of students requiring additional supports based on September 2024 assessment | Total number of students assessed January 2025 | Total number of students requiring additional supports based on January 2025 assessment | Total number of students assessed June 2025 | Total number of students requiring additional supports based on June 2025 assessment |
|-------|--|---|--|---|---|--|
| K | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | 1 | 1 | 1 | 0 |
| 2 | 0 | 0 | 1 | 1 | 1 | 1 |
| 3 | 3 | 3 | 4 | 3 | 3 | 3 |

Literacy Screening- LeNS

| Grade | Total number of students assessed September 2024 | Total number of students requiring additional supports based on September 2024 assessment | Total number of students assessed January 2025 | Total number of students requiring additional supports based on January 2025 assessment | Total number of students assessed June 2025 | Total number of students requiring additional supports based on June 2025 assessment |
|-------|--|---|--|---|---|--|
| K | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | 1 | 1 | 1 | 1 |
| 2 | 0 | 0 | 1 | 0 | 1 | 1 |

Numeracy Screening- Numeracy Screening Assessment

| Grade | Total number of students assessed September 2024 | Total number of students requiring additional supports based on September 2024 assessment | Total number of students assessed January 2025 | Total number of students requiring additional supports based on January 2025 assessment | Total number of students assessed June 2025 | Total number of students requiring additional supports based on June 2025 assessment |
|-------|--|---|--|---|---|--|
| K | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | 1 | 1 | 1 | 0 |
| 2 | 0 | 0 | 1 | 1 | 1 | 1 |
| 3 | 3 | 2 | 4 | 2 | 3 | 2 |

Literacy and numeracy screening take place at Bright Bank Academy in September, January and June each year. The following screenings are used:

| | |
|---------|--|
| K | *We do not have Kindergarten students |
| Grade 1 | LeNS, CC3, Numeracy Screening Assessment |
| Grade 2 | LeNS, CC3, Numeracy Screening Assessment |
| Grade 3 | CC3, Numeracy Screening Assessment |

Because of the nature of our program, children move in and out of Bright Bank Academy throughout the year so a student assessed in September may not be with us for the January and/or June assessments. We may also have students screened in January and/or June that are new to us and not previously screened. For all our students identified as needing additional supports, daily pull out reading intervention took place. This was support with Jolly Phonics programming, Precision Reading programming and Alberta Education’s Reading Intervention Lessons: A Guide to Systematic Phonics Instruction. All students identified as needing additional supports in numeracy were pulled out daily for 1:1 numeracy support. All students had daily push-in supports through numeracy and literacy centres that rotated each day.

Local Measures for Student Growth and Achievement:

During the 2024- 2025 school year, teachers submitted results regarding academic improvement for their students. In December 2024, teaching staff reported that 73% of students had shown academic improvement for the reporting term. In March 2025, teaching staff reported that 70% of students had shown academic improvement for the reporting term. In June 2025, teaching staff reported that 73% of students had shown academic improvement during the final reporting term. These results show consistent learning and improvement throughout the school year. We would like to see these numbers increase for the 2025-2026 school year. We actively put academic supports and interventions (both universal and individualized) in place when we recognized that our students were struggling. We also know that when students start our program, the first priority is to help them feel safe, supported and regulated. This is the springboard to academic learning.

In the June 2025 student survey, 88% of students who reside in group care, stated that they are learning more in school than compared to before they came to UP Community Services. Additionally, we analyzed our student's Individual Program Plans (IPPs) for goal achievement. For students that regularly attended our schools for the 2024-2025 school year, 67% of all IPP goals were achieved. Our IPP's focus on behavioural/social-emotional goals as well as academic goals.

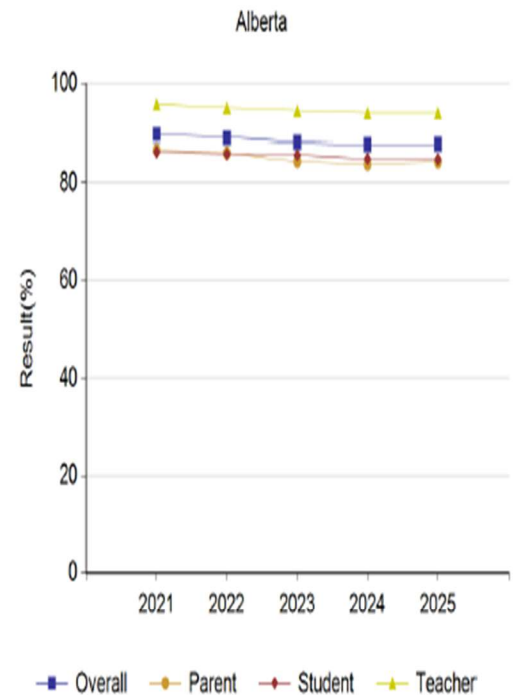
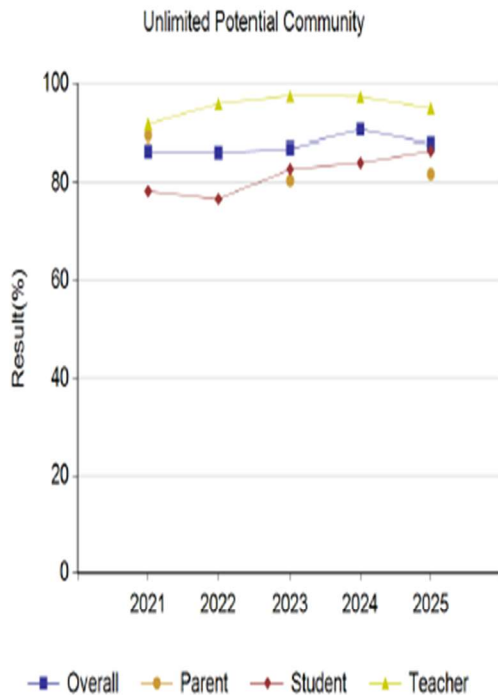
Strategies going forward to improve these results are to implement the strategies in our education plan, to focus not only on literacy improvement but on social- emotional wellbeing. Our students find the most success when they feel safe and supported to learn. Another key strategy in this area is for our students to feel like partners in their education. To do this, regular communication between the student and their education team is required and successes need to be celebrated.

Domain: Teaching and Leading

Education Quality – Measure Details

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

| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---------|-------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Achievement | Improvement | Overall | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 59 | 88.4 | 48 | 88.2 | 72 | 88.9 | 55 | 90.8 | 73 | 87.7 | High | Maintained | Good | 230,814 | 88.6 | 249,532 | 89.0 | 257,584 | 88.1 | 265,643 | 87.8 | 269,550 | 87.7 |
| Parent | 8 | 89.4 | 5 | * | 13 | 80.5 | 5 | * | 11 | 81.8 | Intermediate | Maintained | Acceptable | 31,024 | 86.7 | 31,728 | 86.1 | 31,890 | 84.4 | 33,250 | 83.8 | 34,486 | 84.3 |
| Student | 41 | 78.3 | 34 | 78.7 | 48 | 82.8 | 43 | 84.1 | 49 | 88.5 | High | Maintained | Good | 189,589 | 86.3 | 188,834 | 85.9 | 193,343 | 85.7 | 200,322 | 84.9 | 201,514 | 84.8 |
| Teacher | 10 | 91.7 | 12 | 95.8 | 13 | 97.4 | 12 | 97.2 | 13 | 94.9 | Intermediate | Maintained | Acceptable | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 | 32,071 | 93.9 | 33,570 | 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.

Student - Grade 4-6

| | | N | Very Good % | Good % | Poor % | Very Poor % | Don't Know % | Top 2 Box % |
|---------------------------------|------|----|-------------|--------|--------|-------------|--------------|-------------|
| Are the teachers in your school | 2021 | 4 | * | * | * | * | * | * |
| | 2022 | 5 | * | * | * | * | * | * |
| | 2023 | 8 | 25 | 75 | 0 | 0 | 0 | 100 |
| | 2024 | 7 | 29 | 71 | 0 | 0 | 0 | 100 |
| | 2025 | 15 | 47 | 53 | 0 | 0 | 0 | 100 |

Student- grade 7-9

| | | N | Very Good % | Good % | Poor % | Very Poor % | Don't Know % | Top 2 Box % |
|---|------|----|-------------|--------|--------|-------------|--------------|-------------|
| Is the quality of teaching at your school | 2021 | 22 | 45 | 36 | 9 | 0 | 9 | 82 |
| | 2022 | 14 | 29 | 64 | 0 | 0 | 7 | 93 |
| | 2023 | 22 | 41 | 45 | 9 | 0 | 5 | 86 |
| | 2024 | 22 | 55 | 32 | 9 | 0 | 5 | 86 |
| | 2025 | 15 | 40 | 47 | 13 | 0 | 0 | 87 |

Student- Grade 10-12

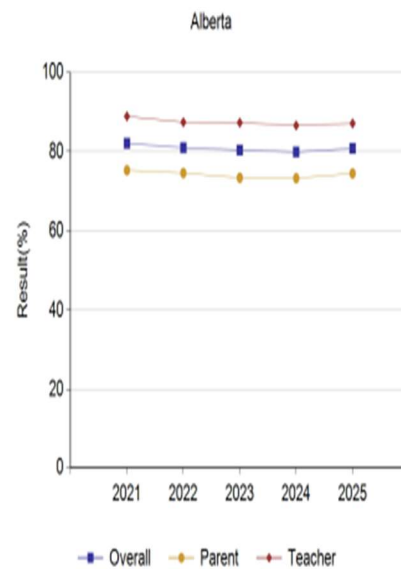
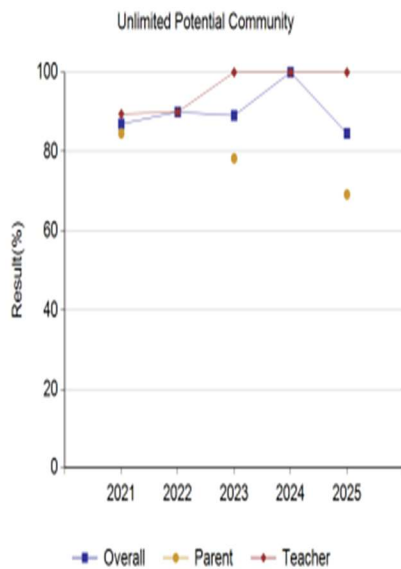
| | | N | Very Good % | Good % | Poor % | Very Poor % | Don't Know % | Top 2 Box % |
|---|------|----|-------------|--------|--------|-------------|--------------|-------------|
| Is the quality of teaching at your school | 2021 | 17 | 59 | 35 | 0 | 0 | 6 | 94 |
| | 2022 | 19 | 53 | 42 | 0 | 0 | 5 | 95 |
| | 2023 | 16 | 50 | 44 | 6 | 0 | 0 | 94 |
| | 2024 | 14 | 43 | 43 | 0 | 0 | 14 | 86 |
| | 2025 | 18 | 33 | 67 | 0 | 0 | 0 | 100 |

We are incredibly proud of our results in this area. We are maintaining our overall results at provincial average, with our student results being slightly above. Our staff continue to look for creative ways to support our students in their learning. Our priority is to focus on core curriculum courses and building a foundation for success in learning. We do our best to ensure students have the tools to move forward in their learning. We are encouraged to see that our students, at all grade levels, recognize their teachers' efforts in providing students with a solid education. Over the last year, we continued to development in the area of literacy intervention, which will serve to assist our students long term.

Lifelong Learning – Measure Details

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

| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---------|-------------------------------|------|------|------|------|-------|------|-------|------|-------|--------------------|-------------|-----------|---------|------|--------|------|--------|------|--------|------|--------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Achievement | Improvement | Overall | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 17 | 87.0 | 11 | 90.0 | 25 | 89.1 | 12 | 100.0 | 22 | 84.6 | Very High | Maintained | Excellent | 59,478 | 82.1 | 60,822 | 81.0 | 62,032 | 80.4 | 62,712 | 79.9 | 65,274 | 80.8 |
| Parent | 7 | 84.6 | 5 | * | 13 | 78.3 | 5 | * | 9 | 69.2 | High | Maintained | Good | 29,693 | 75.3 | 30,314 | 74.6 | 30,381 | 73.4 | 31,458 | 73.3 | 32,542 | 74.5 |
| Teacher | 10 | 89.5 | 11 | 90.0 | 12 | 100.0 | 12 | 100.0 | 13 | 100.0 | Very High | Maintained | Excellent | 29,785 | 88.9 | 30,508 | 87.4 | 31,651 | 87.3 | 31,254 | 86.6 | 32,732 | 87.1 |



Notes:

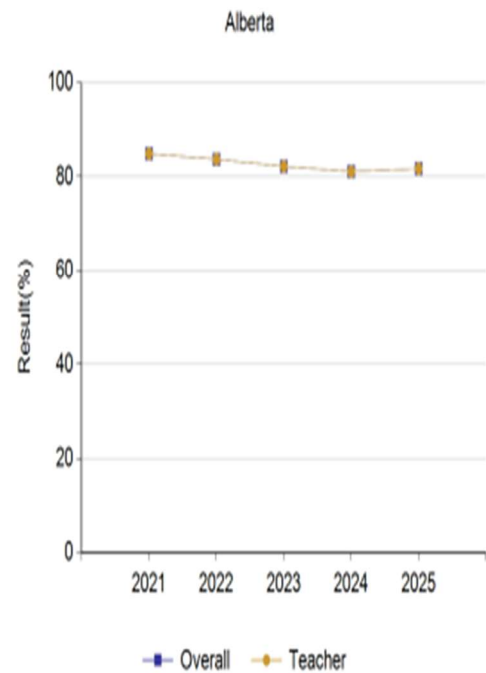
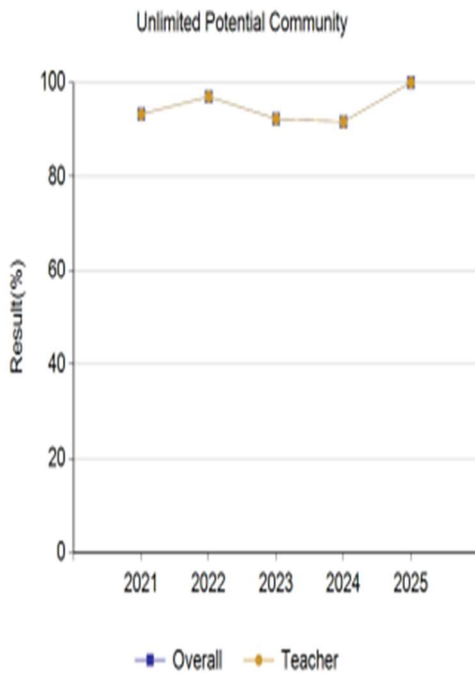
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

One of the key goals of our school programs is to help our students build the knowledge, skills and attitude to allow them to move forward into wherever their life takes them, whether it is returning to their community school, attending post-secondary or entering into the world of work. One of our core values is ***Humility***- We readily acknowledge and accept that there is always more to be learned. A key strategy in this area is to model lifelong learning to our students and to show that there is always more to be learned. When our Elder engages our students in teachings, all school staff join in so that we can learn alongside our students. Our staff members create Take 5 self-regulation strategies alongside our students so they see that everyone needs strategies that they know help them throughout the day. Staff participate in PE class with the students to show that skill development and learning is lifelong.

In-Service Jurisdiction Needs– Measure Details

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

| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---------|-------------------------------|------|------|------|------|------|------|------|------|-------|--------------------|-------------|-----------|---------|------|--------|------|--------|------|--------|------|--------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Achievement | Improvement | Overall | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 10 | 93.3 | 11 | 97.0 | 13 | 92.3 | 12 | 91.7 | 13 | 100.0 | Very High | Maintained | Excellent | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 | 31,298 | 81.1 | 32,856 | 81.7 |
| Teacher | 10 | 93.3 | 11 | 97.0 | 13 | 92.3 | 12 | 91.7 | 13 | 100.0 | Very High | Maintained | Excellent | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 | 31,298 | 81.1 | 32,856 | 81.7 |



Notes:

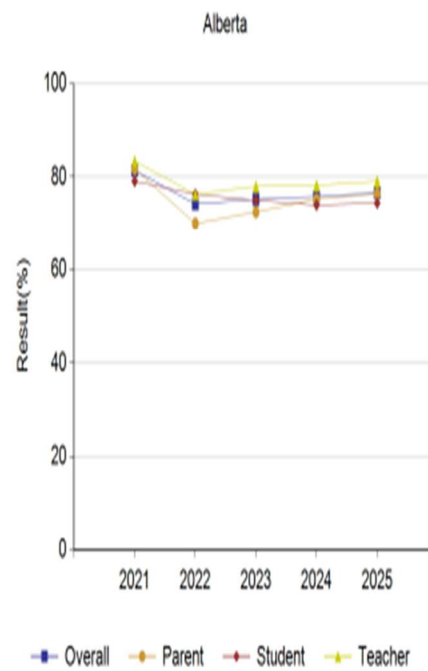
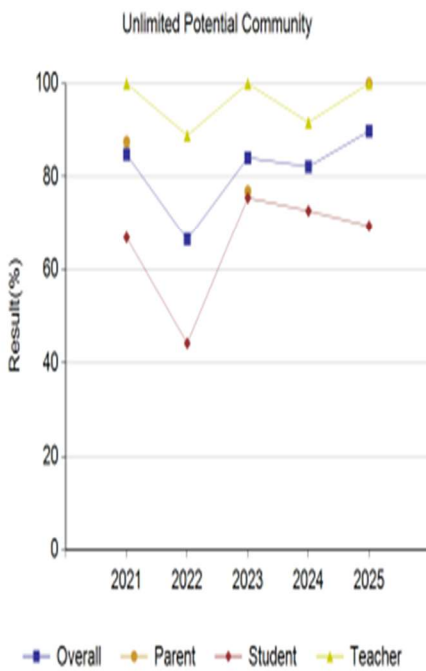
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Profession growth is part of upholding our value of *Humility*. We know that to meet our students’ needs, we need to be open to ongoing learning and improvement. Engagement sessions with our education team has been key to our excellent results in this area. School staff have opportunities to voice their professional needs and to have input into our school wide goals. Professional development is built around this input as well as examining what the current needs of our student population are. Ongoing professional development also serves to role model for our students the importance of lifelong learning. In the 2024-2025 school year, our school staff received professional development in the areas of IPP creation, Physical Education (Pickle ball), Educator Wellbeing, trauma-informed practices for schools, Suicide and Self Harm Intervention, and ongoing Indigenous teachings and diversity training. Teaching staff attended the North Central Alberta Teachers’ Convention. We had several more staff members trained in the Right to Read Program. We had six staff members take a course on ADHD and five staff members take a course on Learning Disabilities. All school staff completed additional professional development in connection to their professional growth plans.

School Improvement-Measure Detail

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

| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---------|-------------------------------|-------|------|------|------|-------|------|------|------|-------|--------------------|-------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Achievement | Improvement | Overall | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 58 | 84.8 | 42 | 66.5 | 69 | 84.1 | 55 | 82.2 | 72 | 89.8 | Very High | Improved | Excellent | 224,041 | 81.4 | 243,980 | 74.2 | 251,355 | 75.2 | 258,502 | 75.8 | 262,745 | 76.6 |
| Parent | 8 | 87.5 | 5 | * | 13 | 76.9 | 5 | * | 10 | 100.0 | Very High | Improved | Excellent | 28,016 | 81.7 | 30,147 | 70.0 | 30,371 | 72.5 | 31,538 | 75.2 | 32,755 | 76.4 |
| Student | 41 | 66.9 | 33 | 44.2 | 45 | 75.5 | 43 | 72.7 | 49 | 69.4 | Low | Maintained | Issue | 167,992 | 79.1 | 185,107 | 76.3 | 191,142 | 75.0 | 197,479 | 74.0 | 198,914 | 74.4 |
| Teacher | 9 | 100.0 | 9 | 88.9 | 11 | 100.0 | 12 | 91.7 | 13 | 100.0 | Very High | Maintained | Excellent | 28,033 | 83.4 | 28,726 | 76.3 | 29,842 | 78.0 | 29,485 | 78.2 | 31,076 | 79.1 |



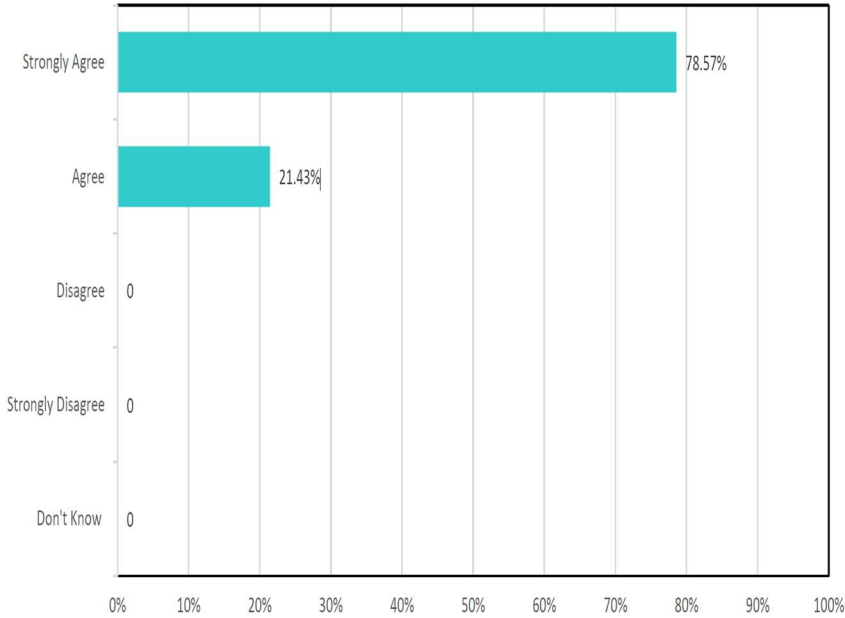
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As an organization we value **Excellence**- As a client centered learning organization, we ensure that innovation, evaluation, and revision are integral in our process of continual improvement in everything we do. As a team, we are always looking for ways that we can improve our schools. We strive to be adaptable in order to offer supports to our ever changing school population. We have increased feedback from stakeholders which can then be used to set goals/create plans to take steps towards improving identifies areas of need. We continue to have conversations with our students to understand their areas of interest and what they would like to see at school. We meet yearly, to review the results of our AERR, set jurisdiction goals and to ensure that we have the resources/supports to pursue our goals.

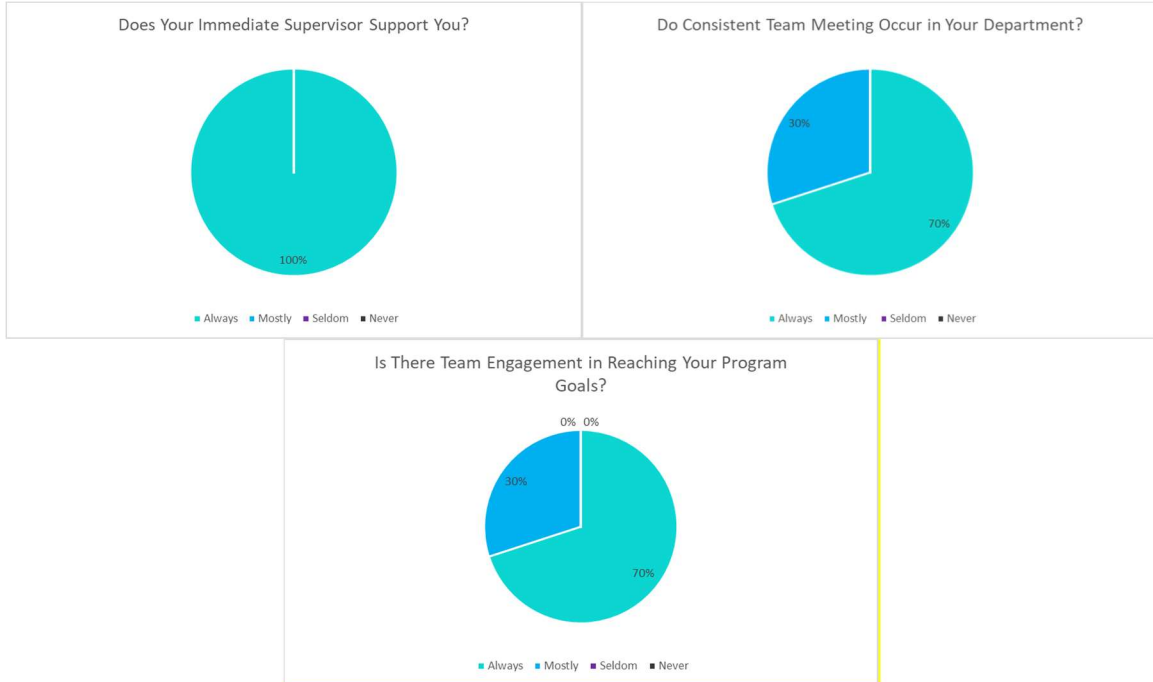
Local Measures for Teaching and Leading:

School Staff Built Positive Relationships With My Child



In our June 2025 parent survey, 100% of parents who responded either agreed or strongly agreed school staff built a positive relationship with their child. We are proud of our school program and the work that we do. We know that having students feeling safe and supported at school is the key to learning. We will continue to be open to feedback from our parent/guardian community as to how we can improve our school environment.

Over the course of the 2023-2024 school year, all education staff had the opportunity to participate in staff surveys. This data is helpful in providing feedback in the areas of teacher growth and supervision.



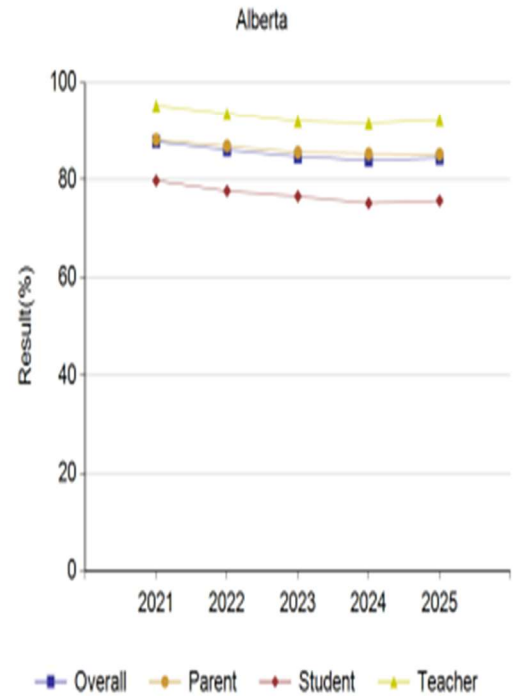
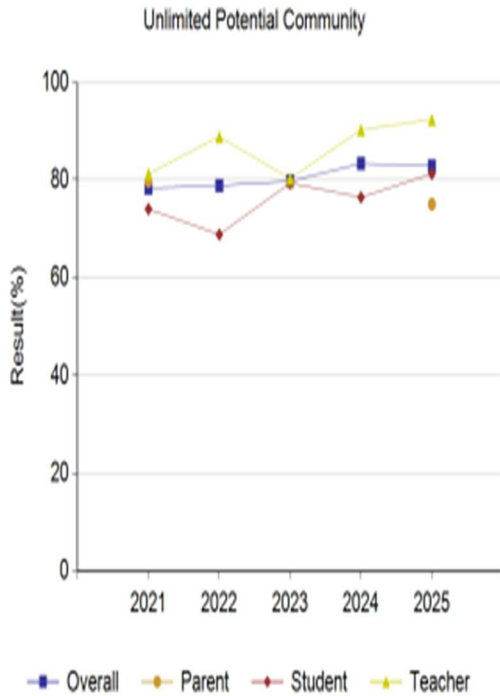
This feedback shows that our education staff recognize that we have consistent team meetings where we share information, support each other and to collaborative solve problems and to set goals. This is key to creating a positive learning environment for our students. We will continue to engage our school staff to receive input as to how we can best support them and how we can improve leadership.

Domain: Learning Supports

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

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

| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---------|-------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Achievement | Improvement | Overall | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 59 | 78.3 | 46 | 78.8 | 72 | 79.7 | 55 | 83.3 | 73 | 82.8 | Intermediate | Maintained | Acceptable | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 | 265,321 | 84.0 | 269,282 | 84.4 |
| Parent | 8 | 79.7 | 5 | * | 13 | 79.4 | 5 | * | 11 | 75.0 | Very Low | Maintained | Concern | 30,980 | 88.2 | 31,715 | 86.9 | 31,885 | 85.6 | 33,232 | 85.3 | 34,452 | 85.2 |
| Student | 41 | 74.0 | 34 | 68.8 | 46 | 79.3 | 43 | 76.4 | 49 | 81.2 | High | Maintained | Good | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 | 200,020 | 75.2 | 201,268 | 75.7 |
| Teacher | 10 | 81.2 | 12 | 88.8 | 13 | 80.2 | 12 | 90.2 | 13 | 92.3 | Intermediate | Maintained | Acceptable | 30,211 | 95.3 | 30,968 | 93.6 | 32,350 | 92.0 | 32,069 | 91.6 | 33,562 | 92.3 |

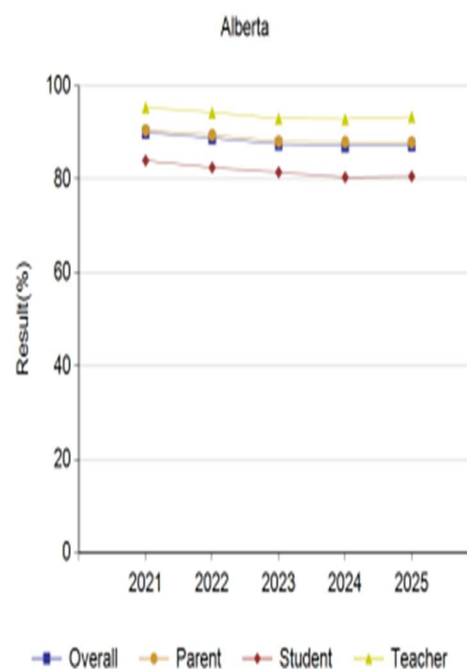
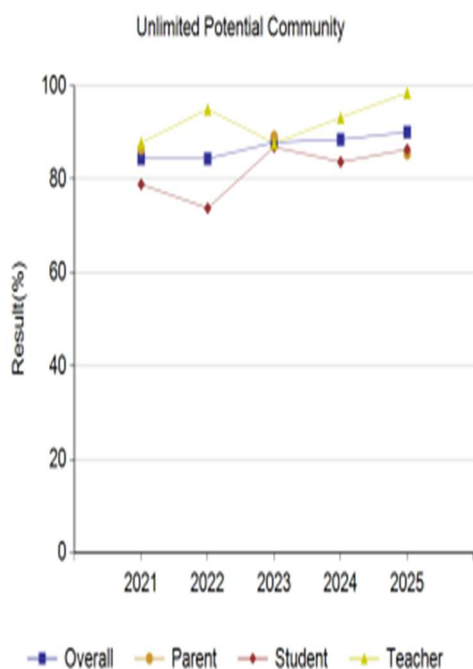


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Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

| | Unlimited Potential Community | | | | | | | | | | Alberta | | | | | | | | | | | | |
|---------|-------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 59 | 84.4 | 46 | 84.4 | 72 | 87.9 | 55 | 88.5 | 73 | 90.1 | Very High | Maintained | Excellent | 230,987 | 90.0 | 249,835 | 88.8 | 257,278 | 87.5 | 265,150 | 87.1 | 269,159 | 87.3 |
| Parent | 8 | 86.5 | 5 | * | 13 | 89.1 | 5 | * | 11 | 85.5 | High | Maintained | Good | 30,969 | 90.5 | 31,707 | 89.5 | 31,879 | 88.1 | 33,225 | 88.0 | 34,446 | 87.9 |
| Student | 41 | 78.9 | 34 | 73.8 | 46 | 86.9 | 43 | 83.7 | 49 | 86.4 | Very High | Maintained | Excellent | 169,813 | 84.0 | 187,165 | 82.5 | 193,049 | 81.5 | 199,865 | 80.4 | 201,157 | 80.6 |
| Teacher | 10 | 87.8 | 12 | 95.0 | 13 | 87.7 | 12 | 93.2 | 13 | 98.5 | Very High | Maintained | Excellent | 30,205 | 95.4 | 30,963 | 94.3 | 32,350 | 93.0 | 32,060 | 92.9 | 33,556 | 93.4 |



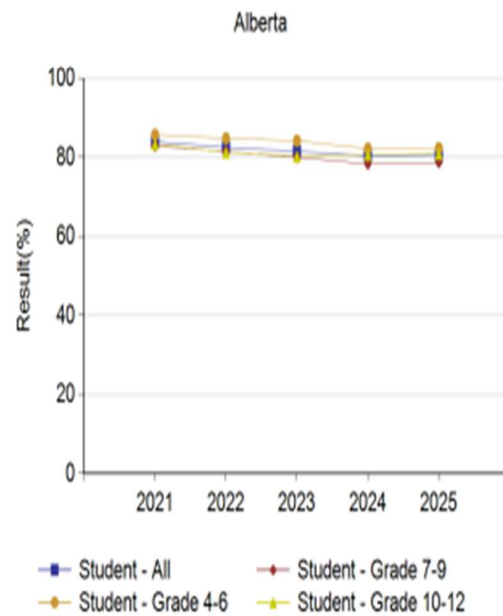
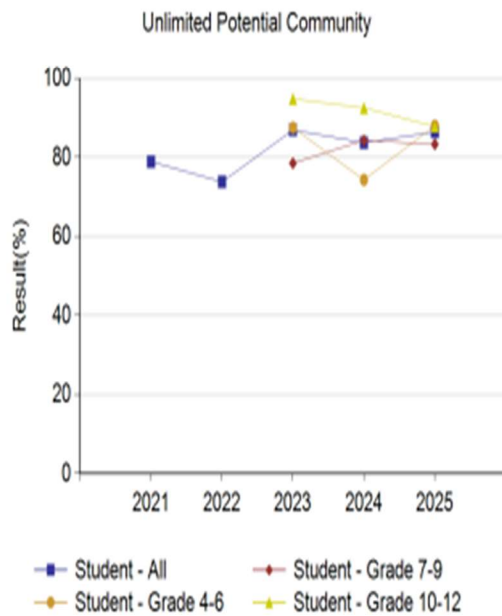
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We are happy to see continued improvement in this area. Safe and caring schools is something we believe is important for all students, staff and visitors. It is the foundation of all we do in teaching and working with our students. Two of our core values are **Respect** and **Relationships**. We know that students learn best when they feel safe and supported. Our schools are small, the student to staff ratio is 3:1 and the supervision is constant from the time students arrive until they leave. This provides an environment that lends itself to everyone feeling safe. We place emphasis on building positive relationships with our students. The small school environment allows us to create a whole school community. Starting our day with a community circle demonstrates to our students that we are here to support each other. Over the last year, we continued to increase our whole school events in order to foster a stronger whole school community. We also increased opportunity for collaboration between all our schools.

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

| | Unlimited Potential Community | | | | | | | | | | Alberta | | | | | | | | | |
|-----------------------|-------------------------------|------|------|------|------|------|------|------|------|------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Student - All | 41 | 78.9 | 34 | 73.8 | 46 | 86.9 | 43 | 83.7 | 49 | 86.4 | 169,813 | 84.0 | 187,165 | 82.5 | 193,049 | 81.5 | 199,865 | 80.4 | 201,157 | 80.6 |
| Student - Grade 4-6 | 4 | * | 5 | * | 8 | 87.5 | 7 | 74.3 | 15 | 88.0 | 72,710 | 85.7 | 77,138 | 84.8 | 77,297 | 84.2 | 80,148 | 82.2 | 78,503 | 82.3 |
| Student - Grade 7-9 | 23 | * | 15 | * | 22 | 78.5 | 22 | 84.3 | 16 | 83.3 | 56,955 | 82.9 | 62,684 | 81.5 | 63,588 | 80.0 | 66,029 | 78.3 | 66,721 | 78.7 |
| Student - Grade 10-12 | 18 | * | 19 | * | 16 | 94.8 | 14 | 92.5 | 18 | 87.8 | 40,148 | 83.4 | 47,343 | 81.3 | 52,164 | 80.3 | 53,688 | 80.7 | 55,933 | 80.9 |



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Not only did we make gains in our student responses for this area but we are now above provincial average in all age groups of our students. This is encouraging to see.

Access to Supports & Services – Measure Details

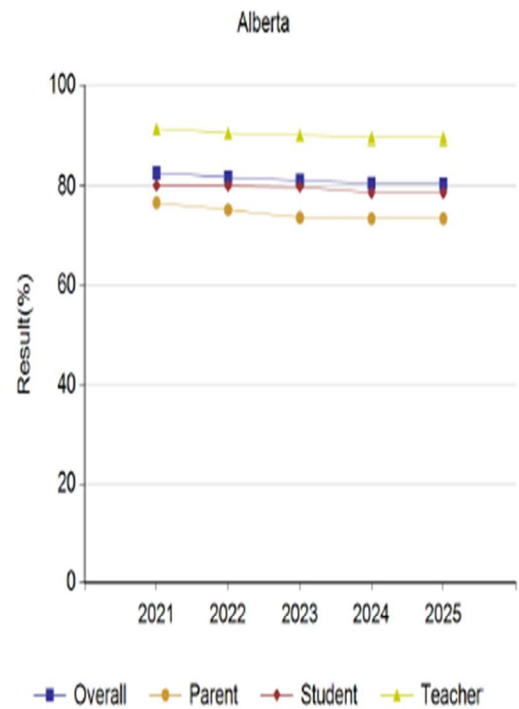
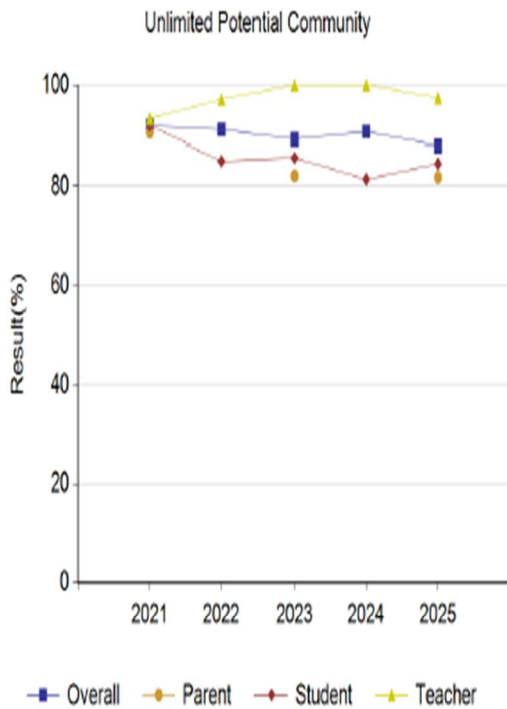
We continue to be well above the provincial average in this area. This speaks to our emphasis of supporting our students in working towards their individual goals. During the 2024-2025 school year, we continued to increase the amount of students that received psychological services for therapy as well as psychological-educational assessments at our school. Expanding Capacity and Learning Supports through AISCA has been a benefit to our students as we have been able to access SLP and OT services. Our students at Bright Bank Academy were fortunate to have the opportunity to have a canine assisted therapy dog at school for bi-weekly visits.



Program of Studies - At Risk Students – Measure Details

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

| | Unlimited Potential Community | | | | | | | | | | Alberta | | | | | | | | | | | | |
|---------|-------------------------------|------|------|------|------|-------|------|-------|------|------|--------------------|-------------|------------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 58 | 91.9 | 46 | 91.1 | 72 | 89.2 | 55 | 90.7 | 73 | 87.9 | High | Maintained | Good | 230,688 | 82.7 | 249,524 | 81.9 | 256,932 | 81.2 | 264,851 | 80.6 | 268,717 | 80.5 |
| Parent | 7 | 90.5 | 5 | * | 13 | 82.1 | 5 | * | 11 | 81.8 | High | Maintained | Good | 30,874 | 76.7 | 31,643 | 75.3 | 31,805 | 73.7 | 33,110 | 73.5 | 34,352 | 73.5 |
| Student | 41 | 91.9 | 34 | 85.0 | 48 | 85.7 | 43 | 81.4 | 49 | 84.5 | Intermediate | Maintained | Acceptable | 169,831 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 | 199,518 | 78.7 | 200,841 | 78.7 |
| Teacher | 10 | 93.3 | 12 | 97.1 | 13 | 100.0 | 12 | 100.0 | 13 | 97.4 | Very High | Maintained | Excellent | 30,181 | 91.2 | 30,946 | 90.3 | 32,322 | 89.9 | 32,025 | 89.5 | 33,524 | 89.4 |



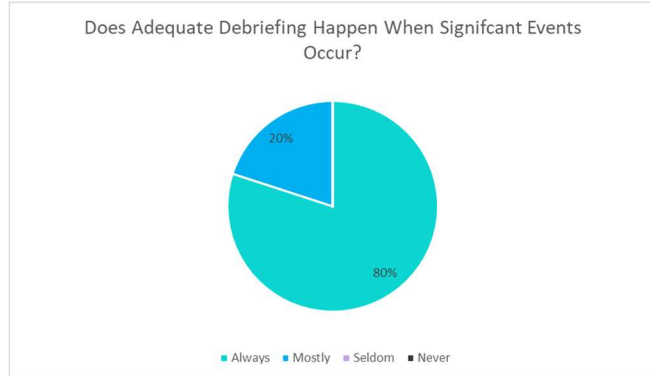
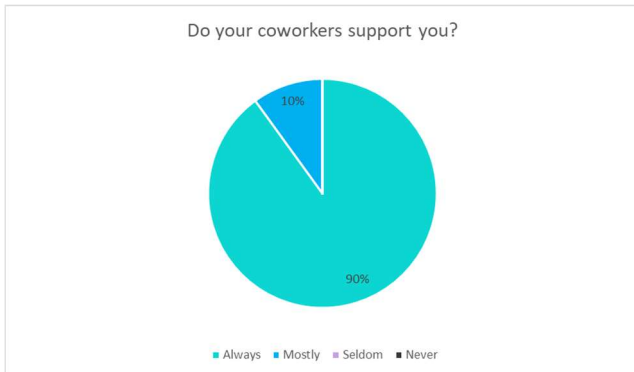
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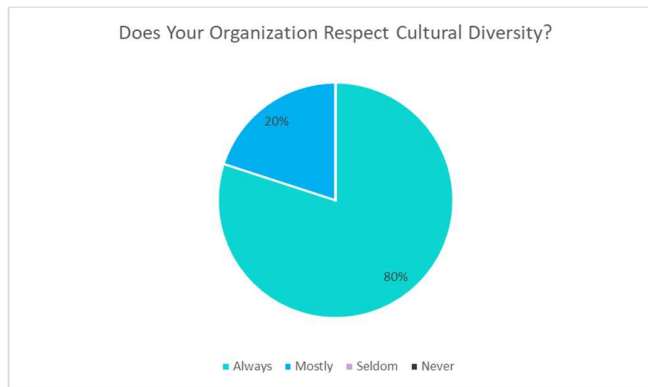
We continue to be well above provincial average in this area. We strive to meet our students where they are at and to put supports in place to help them achieve their individual goals. Our teachers and administrators also make themselves available to participate in collaborative meetings with our students’ larger support teams. This approach helps us better support our students and to ensure that there is consistency in support strategies.

Local Measures for Learning Supports:

In the June 2025 staff survey, 100% of our staff members identified feeling supported by their co-workers. We know that having staff who feel supported is key to our students feeling supported. A strong, supportive whole school team has increased capacity to create a supportive whole school environment. We also ensure that we debrief significant events when they happen so that they feel supported, that they can work through their emotions towards an event with others, and that we can learn from situations to better our environment.



In regards to respecting cultural diversity, this was the response:



Overall, 100% of responses to this survey indicated that UPCS mostly or always respects cultural diversity. We are fortunate to have an Indigenous resource team to support us in this journey. All education staff participate in Traditional Indigenous Resolution Training upon hire. Following this, our education staff engage in a minimum of 6 hours of professional development per school year in the area of Indigenous teachings. UPCS schools have monthly teachings lead by our Elder. This allows students and staff members to learn alongside each other. School staff also complete yearly diversity training. This goes a long way to helping all members of our school community, students and staff, feel welcome.

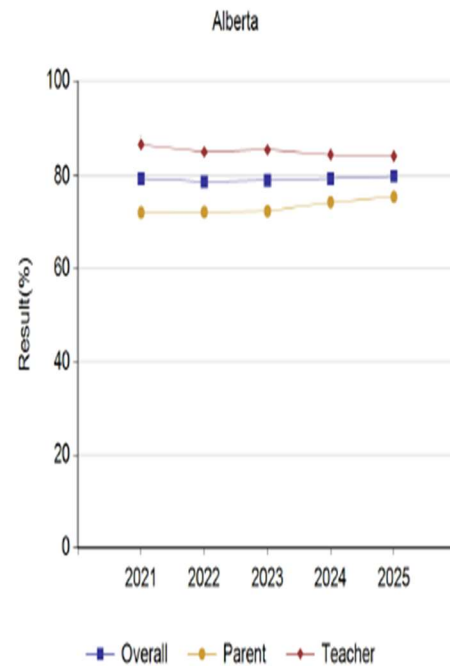
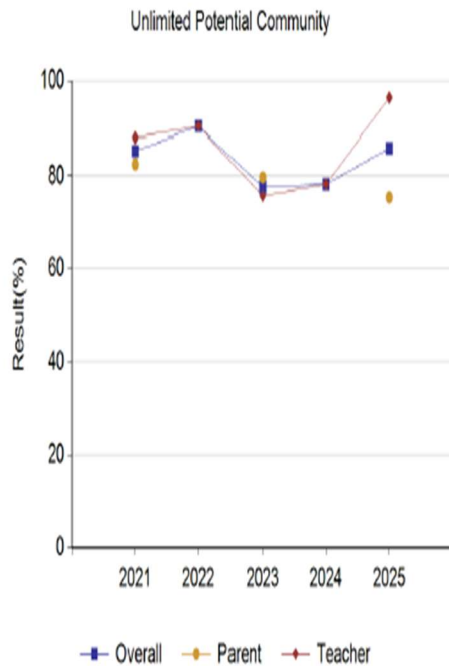
Our students recognize that our school staff are there to support them. In our June 2025 student survey, 96% of students responded “yes” to the question, If you need help with your school work, is there someone at the school that can help you? and 100% of students responded that they have an adult at school who they feel comfortable talking to if they need support.

Domain: Governance

Parental Involvement – Measure Details

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

| | Unlimited Potential Community | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---------|-------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|---------|------|--------|------|--------|------|--------|------|--------|------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Achievement | Improvement | Overall | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 18 | 85.3 | 11 | 90.4 | 26 | 77.7 | 12 | 78.3 | 22 | 85.9 | Very High | Maintained | Excellent | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 | 64,949 | 79.5 | 67,669 | 80.0 |
| Parent | 8 | 82.5 | 5 | * | 13 | 79.7 | 5 | * | 11 | 75.5 | Very High | Maintained | Excellent | 30,888 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 | 33,070 | 74.4 | 34,318 | 75.6 |
| Teacher | 10 | 88.0 | 11 | 90.4 | 13 | 75.8 | 12 | 78.3 | 11 | 98.4 | Very High | Improved | Excellent | 30,033 | 88.8 | 30,814 | 85.2 | 32,215 | 85.7 | 31,879 | 84.6 | 33,353 | 84.3 |



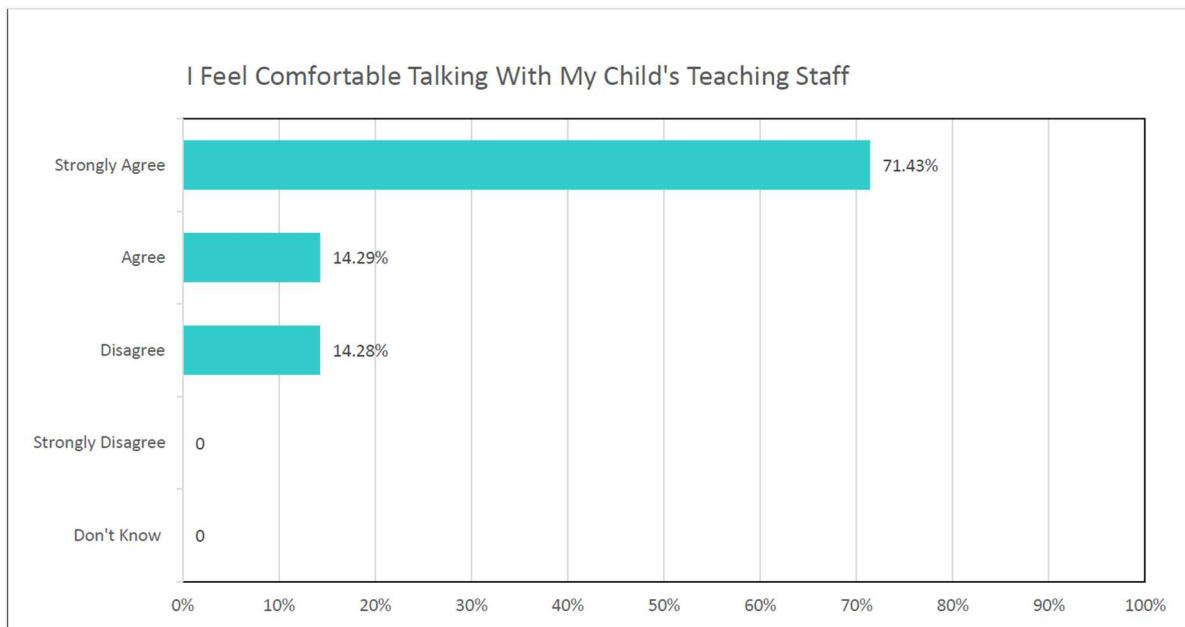
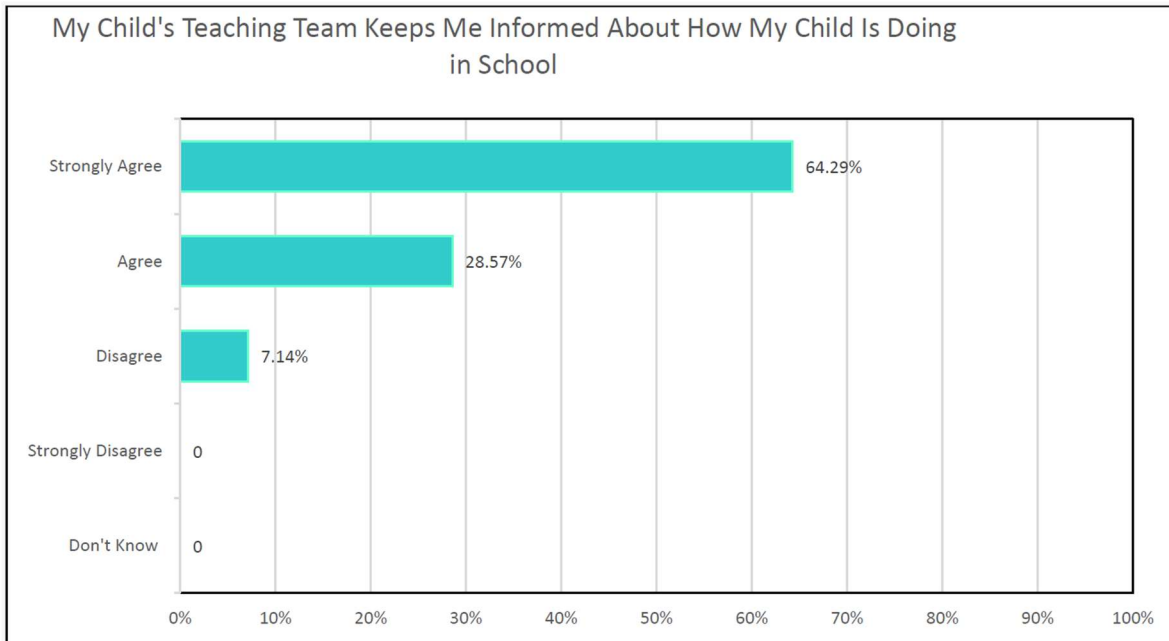
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We are pleased to see improvement in this area. Based on the spring 2024 survey results, this was an area we had flagged for improvement so for the 2024-2025 school year, we created more opportunity for parents/guardians to come into the school to meet with entire teaching teams. We know that the key to student success is connection between home and school. Our teaching teams communicate with our parents/guardians regularly so that we can all work consistently with our students in helping them achieve their goals. We will continue to encourage parents/guardians to come into the school more often and have open conversations with their child's teaching team.

Local Measures for Governance:

We received the following feedback from our parents/guardians on our local survey in June 2025:



With 93% and 86% of parents who responded identifying that they agree and strongly agree with these questions, speaks to our emphasis of regular, ongoing communication with our parent community. We value input from our parent/guardian community. We know that when there is a strong relationship between the school and home, we are better able to support our students.

Education Plan Assurance Framework Reporting of Local Goals/Priorities:

| Priority | To Increase Students' Literacy Skills | |
|---|---|---|
| Outcome | Increase in students' grade based reading level | |
| Domain(s) | Student Growth and Achievement, Learning Supports and Teaching and Leading | |
| Context/ Rationale/ Data Analysis | <ul style="list-style-type: none"> ➤ During engagement sessions with education staff, literacy was identified as the area in greatest need of support for our students. ➤ During IPP collaborative planning (parents/guardians, students and education team) for the 2023/2024 school year, IPP goals related to literacy skills were created for 80% of our students. ➤ Results Analysis: Survey results from 2024 Alberta Education survey, indicated that 90.6% of parents, students and teachers indicating satisfaction with the overall quality of education. 100% of our Bright Bank Academy students who participated in reading intervention programming increased their grade based reading level. ➤ *These results indicate that we are on the right track with this goal and there is a real benefit to our students in continuing to focus on reading. Given this, we are looking to continue incorporating further intervention strategies (Precision Reading, Jolly Phonics, R2R) and assessment strategies (R2R, Wechsler). | |
| Strategies | <ul style="list-style-type: none"> ➤ All education staff will receive training in the Precision Reading Program. ➤ The school will continue to update our library with high interest reading material for our students. ➤ DEAR (Drop Everything and Read) time where all staff and students participate. ➤ School wide reading games/activities. ➤ Utilize the Jolly Phonics program for our students with pre-K to Grade 1 reading levels. ➤ Pull-out intervention for our elementary students identified as needing additional literacy support during screenings. ➤ Precision Reading programming for our Junior High and High School students requiring reading intervention. ➤ Staff will read aloud books and articles of interest to their class to develop | <p>ACTIONS TAKEN:</p> <ul style="list-style-type: none"> ➤ During the 2024-2025, all students who were registered with us for September 2025 were assessed for word reading and reading comprehension skills. ➤ All staff members who were with us to start the 2021-2022 school year were trained in the Precision Reading Program. Review of training held on January 2025 PD Day. ➤ The school continues to update our school libraries. Student input is gathered monthly from teaching teams and books are ordered based on this input. ➤ Pull out intervention took place for our elementary students identified as needing additional literacy support during screenings. ➤ Every classroom has scheduled in DEAR time. ➤ Staff continue to try to present articles of interest through our Monthly News subscription. ➤ The Director of Indigenous Resources was consulted prior to ordering of new books, emphasis on high interest graphic novels, written by Indigenous authors. |

| | | |
|-----------------------------------|---|---|
| | <p>interest, vocabulary and comprehension skills.</p> <ul style="list-style-type: none"> ➤ Student feedback on the types of reading material they would like to see in the school library. ➤ In consultation with our Director of Indigenous Resources, the school library will increase the amount of books that are written by Indigenous authors. ➤ Multi class/school novel study, with opportunity for shared experiences. ➤ Reader' Theatre with combined classrooms. ➤ Subscription to Raz Kids and Monthly News ➤ Professional Development: Right To Read training for teachers, Precision Reading review and Literacy Essentials Certificate for Educational Assistants. | <ul style="list-style-type: none"> ➤ Several Educational Assistants were trained in the Right to Read Program. ➤ All Schools participated in a novel study shared experience. ➤ Elementary and Junior High classes participated in reader's theatre. |
| <p>Local Measures</p> | <ul style="list-style-type: none"> ➤ Increase in students' grade based reading level on standardized tests (Wechsler Fundamental Skills test or equivalent assessment tool) ➤ Classroom observation and documentation that students are engaging in reading activities. ➤ Student Surveys (administered at the start and end of the school year) ➤ IPP goal achievement on literacy related goals. | <p>RESULTS:</p> <ul style="list-style-type: none"> ➤ In our June 2025 student survey, 93% of our students stated that their reading skills had improved since the start of the school year. This is a large increase over the previous year's results. Student were immersed in literacy throughout the year and it seems to have paid off! ➤ 100% of our Bright Bank Academy students who participated in reading intervention programming increased their grade based reading level. |
| <p>Provincial Measures</p> | <ul style="list-style-type: none"> ➤ Growth in the percentage of parents indicating satisfaction with the overall quality of education as measured by the Alberta Education survey. | <p>RESULTS:</p> <ul style="list-style-type: none"> ➤ We did see a 1.3% growth (81.8% from 80.5%) in our results from parents saying they were satisfied with the overall quality of basic education at our schools (comparing 2025 results to 2023 since the parent results were suppressed in 2024). |

| Priority | Safe and Caring Schools | |
|---|---|--|
| Outcome | To maintain a school environment where all students experience a sense of belonging and feel supported. | |
| Domain(s) | Student Growth and Achievement, Learning Supports and Teaching and Leading | |
| Context/ Rationale/ Data Analysis | <ul style="list-style-type: none"> ➤ We believe it is important for everyone to be safe from physical and emotional harm. When evaluating how students learn through a trauma-informed lens, it shows that students learn best when they feel safe and supported. This is why relationship building is one of our core values. ➤ During engagement sessions with education staff, when we reflected on the key factors that have allowed our students to find success over the years, the focus on relationship building and creating a sense of community was at the forefront. ➤ Results Analysis: 75% of students who responded to our June 2024 survey indicated that they feel safe in the school. For our percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school, we increased our results from 84.4% in 2022 to 88.5% in 2024. *This shows the strategies in place are starting to have an impact. We continue to be well above the provincial average in the percentage of parents, teachers and students who agree that students have access to the appropriate supports and services at school. This goal will continue to be a focus for us as it aligns with our values and beliefs as a school jurisdiction. It is key that our students feel safe and supported in order for them to find success. | |
| Strategies | <ul style="list-style-type: none"> ➤ All staff members will be trained in the Sanctuary model of Trauma-informed care. Yearly trauma-informed studies will be completed following initial training. ➤ Each school day will begin with a Community Circle which includes identifying feelings, goal setting and knowing who to ask for help when needed. ➤ School staff members will greet students at the door upon student arrival at school. ➤ All school staff will complete yearly training in Indigenous Teachings and Diversity Training. ➤ A team teaching model will be used in all classrooms so that students have multiple adults they can develop a positive relationship with. This also allows students to stay with one teaching team throughout the day so that trust and understanding can be built. ➤ Implementation of a Social Emotional Learning Program for Grades 1-9 ➤ Increase stakeholder feedback so that we get a well-rounded perspective on ways to improve the support of our students. ➤ Engage our Indigenous Resource Department in finding ways for | <p>ACTIONS TAKEN:</p> <ul style="list-style-type: none"> ➤ All staff members are trained in the Sanctuary model of Trauma-Informed care. New staff begin this process upon hire. ➤ Implementation of ongoing Trauma-Informed Care professional development, two hours per school year. ➤ Set up of supervision schedule at Phoenix Academy and Thomas More Academy to greet students at the door. ➤ All staff members completed 6 hours of Indigenous Teachings professional development and 3 hours of diversity training. ➤ Use of the Open-Parachute Program (Social Emotional Learning Programming) for students in Grades 1-9. ➤ Increased stakeholder feedback through the use of locally developed surveys. Also, increased efforts to encourage parents/guardian to respond to Alberta Education survey. ➤ Increase of Cree language signs in our schools and “talking” buttons to help us all learn how to pronounce the Cree word. |

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| | Indigenous culture to be represented in our educational program and physical spaces. | |
| Local Measures | <ul style="list-style-type: none"> ➤ Student, parent and staff surveys. ➤ All students will be able to identify an adult in the school they feel safe to go to for support (data collected through student survey). ➤ Classroom observations regarding students feeling comfortable sharing during the Community Circle. | <p>RESULTS:</p> <ul style="list-style-type: none"> ➤ In the June 2025 survey, 100% of our students stated they have an adult at school who they felt comfortable talking to when they need support and 96 % of our students stated that when they need help with their school work, they have an adult at school they can ask for support. We are incredibly encouraged by these results. Our goal is that all students feel safe and supported in our schools. ➤ Classroom observations show that the majority of our students are comfortable participating in daily community circles. |
| Provincial Measures | <ul style="list-style-type: none"> ➤ Growth in the percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. As measured by the Alberta Education survey. | <p>RESULTS:</p> <p>For our percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school, we increased our results again this year from 88.5% to 90.1%.</p> |

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| Priority | Social Emotional Wellbeing | |
| Outcome | Increase in students using self-regulation strategies | |
| Domain(s) | Student Growth and Achievement, Learning Supports and Teaching and Leading | |
| Context/ Rationale/ Data Analysis | <ul style="list-style-type: none"> ➤ The use of self-regulation strategies is a key component to three of our eight Sanctuary Commitments: Nonviolence, Emotional Intelligence and Social Learning. ➤ Based on staff feedback and reviewing intake data (collected from information provided by our students and parents/guardians), we see a great need for our students to increase their self-regulation strategies. ➤ Upon reviewing Critical Incident Reports, over the last year, a frequent recommendation is for students to increase their use of self-regulation strategies. | |
| Strategies | <ul style="list-style-type: none"> ➤ School staff will work with each student to develop a personalized Take 5 (list of 5 self-regulation strategies). ➤ School staff will work on developing non-verbal cues for students in order to support them in implementing their Take 5 strategies. | <p>ACTIONS TAKEN:</p> <ul style="list-style-type: none"> ➤ All students and staff members have a personalized list of Take 5 strategies. ➤ Developing non-verbal cues to support students in implementing their regulation strategies were incorporated into IPP strategies. |

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| | <ul style="list-style-type: none"> ➤ Sharing of examples when a staff or student has used one of their Take 5 strategies successfully. ➤ School staff will role model appropriate self-regulation techniques. ➤ Regular communication between home and school to share what is working. ➤ Teaching Team participation in communication and meetings with our students' entire support team. ➤ Increase access to support services (SLP, Behaviour Consultant, Psychologist). ➤ Implementation of a Social Emotional Learning program for Grades 1-9 ➤ Canine assisted therapy at Bright Bank Academy for bi-weekly visits. ➤ Visuals for breathing exercise on walls at the school. Example Rainbow Breathing ➤ All students will have access to smudging and will be taught the traditional practice by our Indigenous cultural advisor. | <ul style="list-style-type: none"> ➤ Continued to have regular, ongoing communication between school and home through phone calls, texts, emails and in person meetings. ➤ Year-end meetings took place in May and June of 2025 where students, guardians, the school team and school divisions got together to celebrate successes and set goals for the following school year. ➤ Our Indigenous Cultural Advisor met with students monthly where he always started by demonstrating smudging. ➤ Continuation of SEL programming for Grades 1-9 ➤ Doug, Canine assisted therapy at Bright Bank Academy continued to come for regular visits. ➤ SLP and Psychological services were offered to student through whole class visits as well as some pull out services. |
| <p>Local Measures</p> | <ul style="list-style-type: none"> ➤ IPP goal achievement related to behavioral goals. ➤ Student and staff survey results ➤ Parent/guardian feedback on observations of self-regulation techniques being used in the home environment. ➤ Decrease in instances of students becoming dysregulated during the school day. ➤ Observation and documentation of students employing their Take 5 strategies on their own. | <p>RESULTS:</p> <ul style="list-style-type: none"> ➤ 96% of our students could identify a Take 5 personalized self-regulation strategy that they now utilized when they were feeling overwhelmed or frustrated. ➤ 57% of parents/guardians who had a response to this question agreed or strongly agreed that their child had learned some self-regulation strategies that they are able to use when they are feeling frustrated or overwhelmed at home. This is a decreased from 2024. ➤ We know that self-regulation is key in supporting our students reach their goals, both in the short and long term. We are seeing growth in their ability to utilize self-regulation strategies at school; however, they are still struggling to translate this outside of school. We will continue to work on this goal and meeting with our |

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| | | <p>students’ entire care team to see how we can support translation of skills learned.</p> |
| <p>Provincial Measures</p> | <ul style="list-style-type: none"> ➤ Growth in the percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. As measured by the Alberta Education survey. ➤ Growth in the percentage of students, parents and teachers who are satisfied that students model the characteristics of active citizenship. | <p>RESULTS:</p> <ul style="list-style-type: none"> ➤ For our percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school, we slightly increased our results from 88.5% to 90.1% ➤ For our percentage of students, parents and teachers who are satisfied that students model the characteristics of active citizenship, we decreased our results from 77.9% to 72.9. An interesting observation from this result is that our students and teachers’ results stayed consistent or improved; however, the parent response showed a decreased result. This may be related to our local measure showing that some of the skills they are learning in school aren’t carrying over into the home environment. ➤ We will continue to implement our current strategies including weekly Open Parachute lessons for our K-9 students. |

Stakeholder Engagement:

The AERR was presented to the board at the November 2025 board meeting. It was then posted to our website for all stakeholders to read. Results were discussed with the education team over a series of staff meetings in October and November 2025 as part of a staff engagement sessions to obtain feedback/ input from all education staff as well as to set goals for improvement for this school year.

We continue to have regular, ongoing communication with our students’ parents/guardians through phone calls, text messages, email as well as in person and virtual meetings. Students’ individual goals are reported on every 12 weeks. In May and June of 2025, we held our year end meetings for all our students in order to bring everyone together (student, parents/guardians, teaching team, sending school divisions, members of the student’s greater support team) to celebrate each student’s successes and to set goals for the following school year.

Budget Information:

Our Audited financial statements are posted on our website. <https://upcs.org/wp-content/uploads/2025/12/24-25AuditedFinancialStatements.pdf>

Please look at the above financial statement variance and percentage of revenue and expenses for 2024/2025.

For more financial information, you can contact the CEO Darcy Petrovic, at 780-440-0708 ext 253 or dpetrovic@upcs.org

Whistleblower Protection

A just workplace culture is fundamental to the success of independent schools in Alberta. To ensure UPCS schools maintains high standards of legal, ethical and fiscal behavior, UPCS schools endorses a culture where employees and management work collaboratively to detect and remedy wrongdoing, and employees who come forward to report wrongdoing are protected and appreciated. During the 2024-2025 school year there were no incidents to report or were addressed.

Unlimited Potential Community Services Society
Statement Of Financial Position
As of August 31, 2025

| School Revenue | Actual Amount | Budget | Actual Vs Budget Variance | Actual Amount Percentage |
|---|--------------------------|---------------------|--|---|
| Alberta Education | 2,352,314.14 | 2,321,029.00 | 31,285.14 | 72.73% |
| Other Alberta school Authorities | 881,847.74 | 407,446.00 | 474,401.74 | 27.27% |
| Federal Government and/or First Nations | - | - | - | 0.00% |
| Total Education Revenue | 3,234,161.88 | 2,728,475.00 | 505,686.88 | 100.00% |
| School Expenses | | | | |
| Salary and Benefits | | | | |
| Certificated Salaries & Benefits | 1,821,912.57 | 1,722,498.00 | 99,414.57 | 56.12% |
| Uncertificated Salaries & benefits | 1,004,245.13 | 716,048.00 | 288,197.13 | 30.93% |
| Substitute Teacher (s) | - | - | - | - |
| Total Salary and Benefits | 2,826,157.70 | 2,438,546.00 | 387,611.70 | 87.06% |
| Supply and Service Expenses | | | | |
| Service, Contracts & supplies - Other. Than Management Fees | 330,348.45 | 284,324.00 | 46,024.45 | 10.18% |
| Lease - Building | 82,159.26 | - | 82,159.26 | 2.53% |
| Lease - Other | 7,724.00 | 5,605.00 | 2,119.00 | 0.24% |
| Severe Disabilities / DSEPS | - | - | - | 0.00% |
| Gross School Generated Funds | - | - | - | 0.00% |
| Capital and Debt Services | - | - | - | 0.00% |
| Amortization of capital assets from restricted Funds | - | - | - | 0.00% |
| Amortization of capital assets from unrestricted Funds | - | - | - | 0.00% |
| Interest on Capital Debt | - | - | - | 0.00% |
| Other Interest Charges | - | - | - | 0.00% |
| Losses (gains) on disposal of capital assets | - | - | - | 0.00% |
| Other (Specify) | - | - | - | 0.00% |

| | | | | |
|---|--------------|--------------|-------------|---------|
| Total Supply and Service Costs | 420,231.71 | 289,929.00 | 130,302.71 | 12.94% |
| Total School Expenses | 3,246,389.41 | 2,728,475.00 | 517,914.41 | 100.00% |
| Surplus (Deficit) of Revenues over Expenses | (12,227.53) | - | (12,227.53) | - |

Cost Per Student

Number of students in the school program 77.80

Cost Per Student 41,727.37

Expenses by Categories

| | | | | |
|--|---------------------|---------------------|-------------------|----------------|
| Total Instruction Costs | 2,866,084.45 | 2,459,078.00 | 407,006.45 | 88.29% |
| Total Operations and Maintenance of the School | 137,448.61 | 74,515.00 | 62,933.61 | 4.23% |
| Total School System Administration Costs | 242,856.35 | 194,882.00 | 47,974.35 | 7.48% |
| Total School Expenses | 3,246,389.41 | 2,728,475.00 | 517,914.41 | 100.00% |

For the 2024-2025 school year, Unlimited Potential Community Services Society's actual revenue exceeded the projected budget, and corresponding expenses exceeded the projected budget. We also had a greater need from other school boards and took on more tuition students, which is why there is a variance in revenue and expenses.

School Authorities are responsible for effectively managing their resources.

Working with other School Boards, we discovered a great need for our school services. To meet the community's needs, we expanded the number of students we can accept into our program.

Appendix A

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course | | Measure | | Unlimited Potential Community | | | | | | Alberta | | | | |
|---|------------------------|---------|-----|-------------------------------|-------------|---------|------|------|---------------------|---------|--------|------|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2025 | | Prev 3 Year Average | | 2025 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| Social Studies 6 | Acceptable Standard | * | * | * | 7 | * | n/a | n/a | 50,053 | 64.1 | 59,230 | 67.4 | | |
| | Standard of Excellence | * | * | * | 7 | * | n/a | n/a | 50,053 | 18.5 | 59,230 | 18.9 | | |
| English Language Arts 9 | Acceptable Standard | * | * | * | 14 | * | n/a | n/a | 59,391 | 69.8 | 57,676 | 70.4 | | |
| | Standard of Excellence | * | * | * | 14 | * | n/a | n/a | 59,391 | 11.1 | 57,676 | 12.6 | | |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,469 | 47.4 | 1,360 | 49.9 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,469 | 5.2 | 1,360 | 5.6 | | |
| French Language Arts 9, année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,134 | 75.2 | 3,262 | 76.4 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,134 | 9.3 | 3,262 | 10.7 | | |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 84.8 | 595 | 82.3 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 16.4 | 595 | 21.0 | | |
| Mathematics 9 | Acceptable Standard | * | * | * | 13 | * | n/a | n/a | 58,911 | 51.7 | 57,012 | 53.5 | | |
| | Standard of Excellence | * | * | * | 13 | * | n/a | n/a | 58,911 | 14.0 | 57,012 | 13.7 | | |
| K&E Mathematics 9 | Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 1,940 | 49.7 | 1,891 | 52.4 | | |
| | Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 1,940 | 11.0 | 1,891 | 10.6 | | |
| Science 9 | Acceptable Standard | * | * | * | 14 | * | n/a | n/a | 59,453 | 68.6 | 57,692 | 66.9 | | |
| | Standard of Excellence | * | * | * | 14 | * | n/a | n/a | 59,453 | 21.1 | 57,692 | 20.5 | | |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,454 | 50.3 | 1,304 | 52.6 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,454 | 7.9 | 1,304 | 9.9 | | |
| Social Studies 9 | Acceptable Standard | * | * | * | 14 | * | 12 | 25.0 | 59,472 | 60.5 | 57,717 | 59.4 | | |
| | Standard of Excellence | * | * | * | 14 | * | 12 | 0.0 | 59,472 | 17.1 | 57,717 | 15.8 | | |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,434 | 50.3 | 1,246 | 50.0 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,434 | 10.6 | 1,246 | 10.9 | | |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 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.
4. Participation in the Provincial Achievement Tests was impacted by wildfires 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.

PAT Results Course Summary - By Number Writing

Authority: 9272 Unlimited Potential Community Services Society
Province: Alberta

| | | Unlimited Potential Community | | Alberta | |
|-------------------------------|--------------------------|-------------------------------|-----------------|---------|-----------------|
| | | 2025 | 2022 - 2024 Avg | 2025 | 2022 - 2024 Avg |
| English Language Arts & Lit 6 | Number Writing | 1 | 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 | 1 | 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 | 2 | n/a | 50,327 | 48,093 |
| | Acceptable Standard % | * | n/a | 82.4 | 84.5 |
| | Standard of Excellence % | * | 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 | 4 | n/a | 50,311 | 48,192 |
| | Acceptable Standard % | * | n/a | 60.6 | 63.3 |
| | Standard of Excellence % | * | n/a | 16.4 | 16.2 |
| K&E Mathematics 9 | Number Writing | 1 | n/a | 1,582 | 1,532 |
| | Acceptable Standard % | * | n/a | 60.9 | 64.7 |
| | Standard of Excellence % | * | n/a | 13.5 | 13.1 |
| Science 9 | Number Writing | 5 | n/a | 50,678 | 48,896 |
| | Acceptable Standard % | * | n/a | 80.4 | 79.0 |
| | Standard of Excellence % | * | 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 |

- 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 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.
 3. Participation in the Provincial Achievement Tests was impacted by wildfires 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.
 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.
 5. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (FNMI)

| Course | | Measure | | Unlimited Potential Community (FNMI) | | | | | | Alberta (FNMI) | | | | |
|---|------------------------|---------|-----|--------------------------------------|-------------|---------|------|-----|---------------------|----------------|-------|------|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2025 | | Prev 3 Year Average | | 2025 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| Social Studies 6 | Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 3,434 | 43.7 | 4,444 | 47.0 | | |
| | Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 3,434 | 7.9 | 4,444 | 6.9 | | |
| English Language Arts 9 | Acceptable Standard | * | * | * | 7 | * | n/a | n/a | 4,495 | 50.7 | 4,420 | 49.3 | | |
| | Standard of Excellence | * | * | * | 7 | * | n/a | n/a | 4,495 | 4.7 | 4,420 | 4.5 | | |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 400 | 43.5 | 343 | 43.3 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 400 | 5.3 | 343 | 4.3 | | |
| French Language Arts 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 165 | 63.0 | 148 | 64.6 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 165 | 5.5 | 148 | 5.0 | | |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 19 | 84.2 | 22 | 77.1 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 19 | 5.3 | 22 | 11.3 | | |
| Mathematics 9 | Acceptable Standard | * | * | * | 6 | * | n/a | n/a | 4,390 | 27.4 | 4,279 | 28.7 | | |
| | Standard of Excellence | * | * | * | 6 | * | n/a | n/a | 4,390 | 4.7 | 4,279 | 4.3 | | |
| K&E Mathematics 9 | Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 508 | 41.5 | 463 | 46.3 | | |
| | Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 508 | 8.5 | 463 | 8.7 | | |
| Science 9 | Acceptable Standard | * | * | * | 7 | * | n/a | n/a | 4,512 | 47.7 | 4,429 | 44.1 | | |
| | Standard of Excellence | * | * | * | 7 | * | n/a | n/a | 4,512 | 8.9 | 4,429 | 7.8 | | |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 381 | 44.9 | 327 | 47.5 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 381 | 6.6 | 327 | 7.7 | | |
| Social Studies 9 | Acceptable Standard | * | * | * | 7 | * | n/a | n/a | 4,528 | 38.6 | 4,446 | 36.6 | | |
| | Standard of Excellence | * | * | * | 7 | * | n/a | n/a | 4,528 | 6.4 | 4,446 | 5.6 | | |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 367 | 43.1 | 307 | 45.8 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 367 | 9.3 | 307 | 8.3 | | |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 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.
4. Participation in the Provincial Achievement Tests was impacted by wildfires 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.

PAT Results Course Summary - By Number Writing

Authority: 9272 Unlimited Potential Community Services Society (FNMI)
Province: Alberta (FNMI)

| | | Unlimited Potential Community (FNMI) | | Alberta (FNMI) | |
|-------------------------------|--------------------------|--------------------------------------|-----------------|----------------|-----------------|
| | | 2025 | 2022 - 2024 Avg | 2025 | 2022 - 2024 Avg |
| English Language Arts & Lit 6 | Number Writing | 0 | n/a | 3,589 | n/a |
| | Acceptable Standard % | * | n/a | 65.6 | n/a |
| | Standard of Excellence % | * | n/a | 6.7 | n/a |
| Mathematics 6 | Number Writing | 0 | n/a | 3,601 | n/a |
| | Acceptable Standard % | * | n/a | 38.3 | n/a |
| | Standard of Excellence % | * | n/a | 6.0 | n/a |
| Social Studies 6 | Number Writing | 0 | n/a | 2,662 | 3,463 |
| | Acceptable Standard % | * | n/a | 56.3 | 60.3 |
| | Standard of Excellence % | * | n/a | 10.2 | 8.9 |
| English Language Arts 9 | Number Writing | 1 | n/a | 3,314 | 3,092 |
| | Acceptable Standard % | * | n/a | 68.8 | 70.5 |
| | Standard of Excellence % | * | n/a | 6.4 | 6.5 |
| K&E English Language Arts 9 | Number Writing | n/a | n/a | 274 | 220 |
| | Acceptable Standard % | n/a | n/a | 63.5 | 67.4 |
| | Standard of Excellence % | n/a | n/a | 7.7 | 6.7 |
| French Language Arts 9 année | Number Writing | n/a | n/a | 157 | 134 |
| | Acceptable Standard % | n/a | n/a | 66.2 | 71.5 |
| | Standard of Excellence % | n/a | n/a | 5.7 | 5.6 |
| Français 9 année | Number Writing | n/a | n/a | 19 | 22 |
| | Acceptable Standard % | n/a | n/a | 84.2 | 78.8 |
| | Standard of Excellence % | n/a | n/a | 5.3 | 11.5 |
| Mathematics 9 | Number Writing | 0 | n/a | 3,240 | 3,053 |
| | Acceptable Standard % | * | n/a | 37.2 | 40.3 |
| | Standard of Excellence % | * | n/a | 6.4 | 6.0 |
| K&E Mathematics 9 | Number Writing | 1 | n/a | 382 | 350 |
| | Acceptable Standard % | * | n/a | 55.2 | 61.1 |
| | Standard of Excellence % | * | n/a | 11.3 | 11.4 |
| Science 9 | Number Writing | 2 | n/a | 3,392 | 3,198 |
| | Acceptable Standard % | * | n/a | 63.4 | 61.0 |
| | Standard of Excellence % | * | n/a | 11.8 | 10.8 |
| K&E Science 9 | Number Writing | n/a | n/a | 275 | 243 |
| | Acceptable Standard % | n/a | n/a | 62.2 | 64.0 |
| | Standard of Excellence % | n/a | n/a | 9.1 | 10.4 |

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 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.
3. Participation in the Provincial Achievement Tests was impacted by wildfires 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.
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.
5. 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.

Appendix B

Diploma Exam Results Course By Course Summary With Measure Evaluation

| Course | | Measure | | Unlimited Potential Community | | | | | | Alberta | | | | |
|--|--|---------|-----|-------------------------------|-------------|---------|------|-----|---------------------|---------|--------|------|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2025 | | Prev 3 Year Average | | 2025 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 30-1 | Diploma Examination Acceptable Standard | * | * | * | 2 | * | n/a | n/a | 35,845 | 85.3 | 32,247 | 83.9 | | |
| | Diploma Examination Standard of Excellence | * | * | * | 2 | * | n/a | n/a | 35,845 | 10.9 | 32,247 | 10.3 | | |
| English Language Arts 30-2 | Diploma Examination Acceptable Standard | * | * | * | 2 | * | n/a | n/a | 21,398 | 85.6 | 18,166 | 85.9 | | |
| | Diploma Examination Standard of Excellence | * | * | * | 2 | * | n/a | n/a | 21,398 | 11.3 | 18,166 | 12.8 | | |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,234 | 94.7 | 1,218 | 94.2 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,234 | 6.0 | 1,218 | 7.4 | | |
| Français 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 174 | 99.4 | 144 | 99.3 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 174 | 23.0 | 144 | 28.5 | | |
| Mathematics 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 22,680 | 77.8 | 20,399 | 73.1 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 22,680 | 37.1 | 20,399 | 32.0 | | |
| Mathematics 30-2 | Diploma Examination Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 17,430 | 73.6 | 15,047 | 71.0 | | |
| | Diploma Examination Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 17,430 | 17.3 | 15,047 | 15.3 | | |
| Social Studies 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 26,238 | 84.6 | 24,595 | 84.4 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 26,238 | 16.8 | 24,595 | 17.3 | | |
| Social Studies 30-2 | Diploma Examination Acceptable Standard | * | * | * | 2 | * | n/a | n/a | 27,021 | 77.5 | 22,515 | 77.8 | | |
| | Diploma Examination Standard of Excellence | * | * | * | 2 | * | n/a | n/a | 27,021 | 12.3 | 22,515 | 12.5 | | |
| Biology 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 25,916 | 82.7 | 23,842 | 82.9 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 25,916 | 34.8 | 23,842 | 33.2 | | |
| Chemistry 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 21,438 | 83.8 | 19,160 | 81.7 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 21,438 | 40.6 | 19,160 | 37.5 | | |
| Physics 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 11,366 | 85.6 | 9,598 | 83.7 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 11,366 | 43.6 | 9,598 | 41.5 | | |
| Science 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,027 | 79.6 | 8,223 | 80.3 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,027 | 26.2 | 8,223 | 23.9 | | |

Notes:

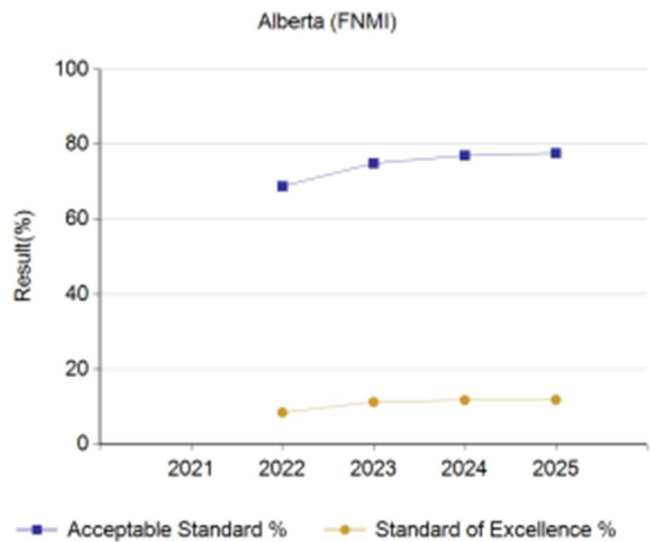
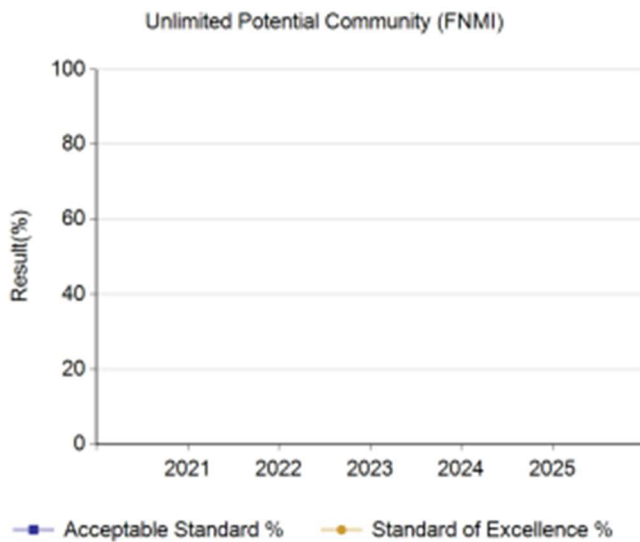
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the 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.
4. Participation in the 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.

Diploma Exam Results By Students Writing Measure History

Authority: 9272 Unlimited Potential Community Services Society (FNMI)

Province: Alberta (FNMI)

| | Unlimited Potential Community (FNMI) | | | | | Measure Evaluation | | | Alberta (FNMI) | | | | |
|--------------------------|--------------------------------------|------|------|------|------|--------------------|-------------|---------|----------------|-------|-------|-------|-------|
| | 2021 | 2022 | 2023 | 2024 | 2025 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 | 2024 | 2025 |
| N | n/a | 1 | n/a | n/a | 2 | n/a | n/a | n/a | n/a | 3,107 | 3,949 | 4,258 | 4,726 |
| Acceptable Standard % | n/a | * | n/a | n/a | * | * | * | * | n/a | 68.7 | 74.8 | 76.9 | 77.5 |
| Standard of Excellence % | n/a | * | n/a | n/a | * | * | * | * | n/a | 8.5 | 11.3 | 11.8 | 11.9 |



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the 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.

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 9272 Unlimited Potential Community Services Society (FNMI)

| Course | Measure | Unlimited Potential Community (FNMI) | | | | | | Alberta (FNMI) | | | | |
|--|--|--------------------------------------|-------------|---------|------|-----|---------------------|----------------|-------|-------|---------------------|------|
| | | Achievement | Improvement | Overall | 2025 | | Prev 3 Year Average | | 2025 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 30-1 | Diploma Examination Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 1,632 | 80.6 | 1,344 | 80.0 |
| | Diploma Examination Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 1,632 | 5.3 | 1,344 | 6.5 |
| English Language Arts 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,182 | 88.6 | 1,922 | 86.2 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,182 | 9.3 | 1,922 | 10.4 |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43 | 86.0 | 37 | 86.3 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43 | 2.3 | 37 | 1.4 |
| Français 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 8 | 100.0 | n/a | n/a |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 8 | 25.0 | n/a | n/a |
| Mathematics 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 690 | 67.8 | 600 | 62.5 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 690 | 23.2 | 600 | 16.0 |
| Mathematics 30-2 | Diploma Examination Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 932 | 71.6 | 764 | 65.3 |
| | Diploma Examination Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 932 | 11.5 | 764 | 11.1 |
| Social Studies 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,264 | 77.5 | 1,029 | 76.1 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,264 | 9.1 | 1,029 | 9.6 |
| Social Studies 30-2 | Diploma Examination Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 2,325 | 72.1 | 2,012 | 72.6 |
| | Diploma Examination Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 2,325 | 5.7 | 2,012 | 6.0 |
| Biology 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,112 | 74.0 | 972 | 72.7 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,112 | 20.3 | 972 | 18.0 |
| Chemistry 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 700 | 75.6 | 582 | 74.1 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 700 | 22.9 | 582 | 23.7 |
| Physics 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 353 | 76.5 | 265 | 76.2 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 353 | 30.3 | 265 | 25.0 |
| Science 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 507 | 77.9 | 475 | 76.7 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 507 | 18.5 | 475 | 18.6 |

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 examinations.
3. Participation in the 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.
4. Participation in the 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.