Black Gold School Division

Annual Education Results Report 2024-25

Black Gold School Division
Our Schools - Your Children - The Future
www.blackgold.ca

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Accountability Statement

The Annual Education Results Report for Black Gold School Division for the 2024-25 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The Annual Education Results Report 2024-25 was approved by the Board of Trustees.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and Black Gold Administrative Procedure 404, no disclosures were received during the 2024-25 school year.

Board Chair Greetings

As a school division, Black Gold emphasizes learning and continuous improvement at all levels. The 2024–2025 school year brought profound learning for students and staff alike. The Annual Education Results Report highlights our progress, celebrates successes, and identifies areas for growth — all in pursuit of our mission to *Inspire Success.*

The year was both challenging and transformative. The CUPE job action mid-year required schools and communities to demonstrate remarkable adaptability and resilience. We sincerely appreciate the patience, understanding, and commitment to learning shown during that time.

Amid these challenges, there were significant steps forward. Our funding distribution model was refined to reflect not only enrollment but also equity-based factors such as socio-economic indicators, school demographics, and identified student needs, with the intent to provide access to the highest quality educational opportunities possible with available resources. We also prioritized instructional leadership among school administrators, recognizing its vital role in student achievement, teacher growth, retention, and positive school culture.

Black Gold was proud to welcome our first full-time Indigenous Lead Teacher, strengthening our ongoing commitment to advancing reconciliation through education. This role supports schools in embedding Indigenous perspectives and pedagogies, deepening understanding and fostering meaningful relationships across the Division. Earlier in the year, we held a flag raising ceremony to officially raise the Treaty 6 and Métis flags at the Division Office — a visible and lasting symbol of respect. We also completed an extensive renaming process for École Coloniale Estates School, now École Horizon Heights School. The new name reflects the school's values and the community's aspirations for the future, highlighting inclusivity, potential, and the strength of its learners, with input from students, staff, and community.

Guided by our strategic priorities of success, wellness, and engagement & partnerships, the Board continued to advocate for the resources and supports needed for students and staff to thrive, gathered community insight to inform a comprehensive review of Policy 19, and established a strong foundation to welcome a new Board for the 2025–2029 term.

We extend our gratitude to all members of the Black Gold community — students, staff, families, and partners — for their dedication and collaboration. These accomplishments are the result of the determination and hard work of everyone involved — thank you for going above and beyond. While we may not know exactly what the coming year will bring, we are confident that, whatever it is, we will face it with determination and optimism. Together, as the Black Gold Family, we strengthen our collective capacity to ensure success for all and continue to provide the highest quality education that supports the whole child.

Devonna Klaassen,
Chair, Board of Trustees
Black Gold School Division

Trustees

The Board of Trustees provides governance and creates organizational structures that support students. The Board strives to create safe school environments where every student can reach their full potential. Additionally, the Board oversees the effective management of the jurisdiction's financial and capital resources, ensuring that all business is conducted legally and ethically. The Board monitors performance in various areas such as learning environment, instructional programming, employee management, financial planning and management, asset protection, facilities, and public communication.

The Black Gold School Division Board of Trustees represents the following wards:

Town of Thorsby and Village of Warburg (Ward 1), Town of Devon, Town of Calmar (Ward 2), City of Leduc (Ward 3) and City of Beaumont and Hamlet of New Sarepta (Ward 4).

Esther Eckert
Chair
Ward 4

Angie Charpentier
Vice-Chair
Ward 3

Michelle Martin
Trustee
Ward 1

Devonna Klaassen
Trustee
Ward 2

Barb Martinson
Trustee
Ward 3

Robyn Steed
Trustee
Ward 4

Gary Hansen
Trustee
Ward 3

Division Office

The BGSD senior administrative team is responsible for the daily operations and collaborates with the administrative staff to ensure all 32 school sites offer the best possible learning experience for students. The Division office provides the following services:

Human Resources, Learning Services, Student Services, Technology, Transportation, Business and Financial Services, Maintenance and Facility Services.

Senior Administrative Team

Michael Borgfjord
Superintendent of Schools/CEO

Chelsey Volkman
Associate Superintendent, Business & Finance

Ray Cable
Associate Superintendent, Human Resources

Norm Dargis
Associate Superintendent, Learning Services

Introduction

The Black Gold School Division's Annual Education Results Report (AERR) summarizes the results for the 2024-25 school year. The 2024-2027 Education Plan defines our goals and sets out how we plan to move forward in realizing both our Division goals and those of the province.

Each school creates and posts a School Assurance Plan annually that speaks to the achievement goals specified in their school and the targeted area(s) of improvement for the coming years.

Publication

The following Annual Education Results Report is posted on our website at:
https://www.blackgold.ca/about-bgsd/results-plans-results/

Also, copies of the report are available to schools, school advisory councils and stakeholder agencies within the community. Highlights of the plan are shared with BGSD staff through our internal communication and Professional Development (PD) activities.

Profile

Since 1995, the Black Gold School Division (BGSD) has been providing quality education within safe and caring environments in the municipalites of Beaumont, Calmar, Devon, Leduc, Leduc County, New Sarepta, Thorsby and Warburg.

Approximately 13,500 students from Early Childhood Services (ECS) to Grade 12 are educated in the 32 schools within the system. Approximately 788 teachers deliver instruction with assistance from 618 support staff. An extensive range of programs, including French Immersion, Christian, Off-Campus Education, Dual Credit, extensive Career and Technology Studies (CTS) and Career and Technology Foundation courses (CTF), are offered to students in inclusive learning environments.

Students also have access to a continuum of classroom supports and services, including specialized learning environments, early intervention and counselling services, and consultative services such as speech-language, hearing, vision, occupational therapy, and physical therapy. The Division provides many extracurricular opportunities in all its schools—music, drama, special interest clubs, athletics, active citizenship, and more. Collectively, these offer an educational experience that supports the development of the skills and knowledge our students require as they move forward beyond our school system.

Our Core Values

Our Vision
To inspire success.

Our Mission
We provide the highest possible standard of educational opportunities for students within the Division through the use of available resources.

Student-Centred Learning

At Black Gold, learning starts and focuses on the student. Though it doesn't end there. Every member of the school division engages in active learning, with the purpose of creating the best experience for our students and staff and the healthiest school communities possible. We celebrate the light bulb moments with students and staff alike. We work hard and we have fun too.

Relationships

At Black Gold, we foster positive relationships based on mutual respect and trust. We make meaningful connections with each other that strengthen over time. We don't give up on students or each other. We are proud of the relationships that we build in our schools and in the communities that we call home.

Safe, Supportive Environment

At Black Gold, we strive to create an inclusive environment that embraces diversity and is supportive and safe for all. We value the health and wellness of every member of our school community and commit ourselves to sustaining this welcoming and positive culture every day.

Passion

We love what we do. We inspire wonder and curiosity in our students to become engaged learners. We seek to light a spark in our students and in our colleagues to achieve their goals and dreams. We dedicate our time and creativity to help each other succeed along our journey through life. And we go the extra mile to create memorable moments.

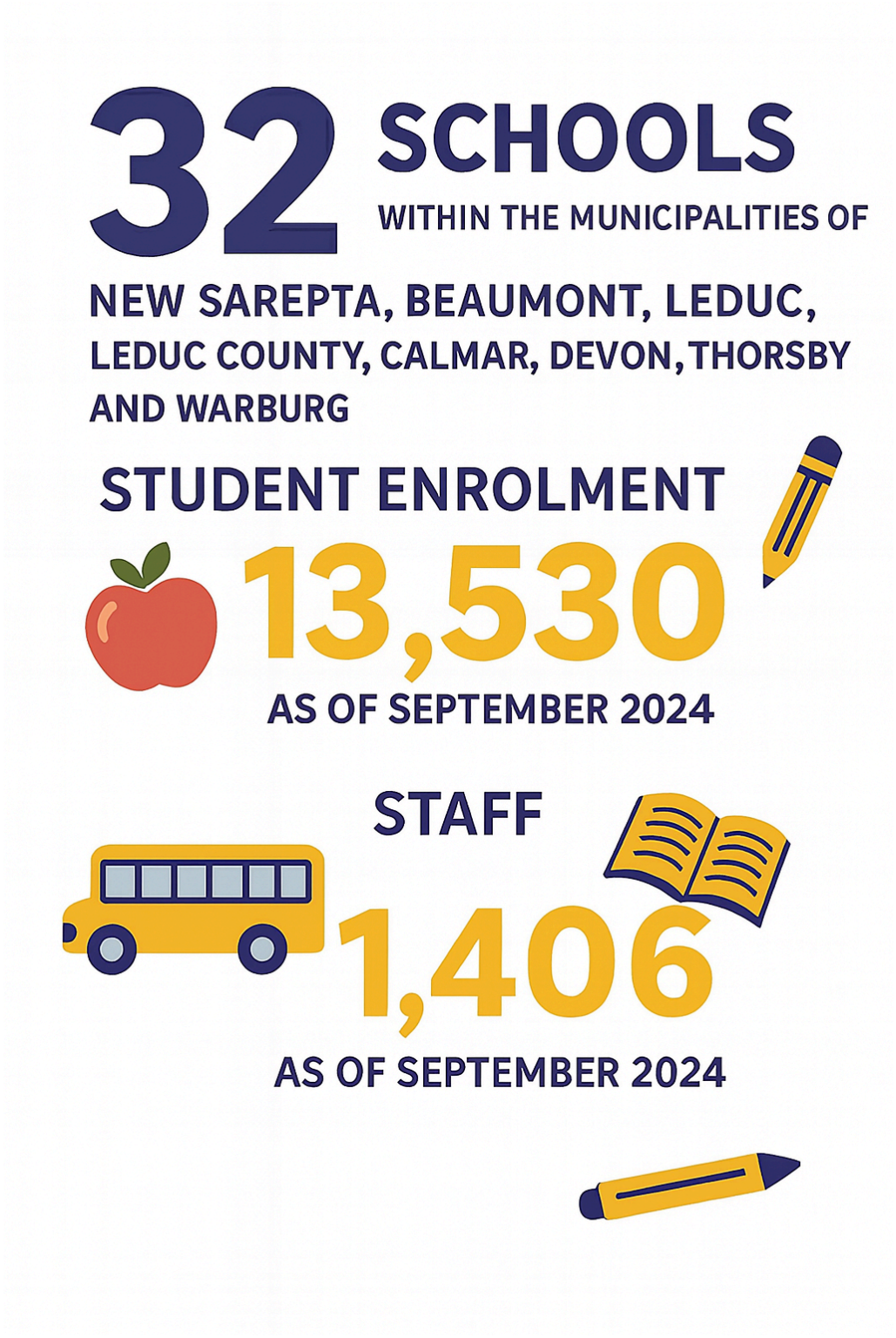
Responsible Resource Management

At Black Gold, we honour and acknowledge that we are active and welcome members of a larger community. We do our best to ensure that students and staff have the tools they need to succeed. We manage our financial resources responsibly. We have developed a reputation for being innovative and for applying technology wisely to the process of learning. We value each person who chooses to work with us and commit to helping them to develop their skills and talents. We understand that time is a precious resource and we use it wisely.

The Black Gold School Division - Authority 2245

Our Schools	Location	Principal
Black Gold Home-Based School Grades 1 - 12	Beaumont, AB	David Holbrow
Black Gold Outreach School (Leduc) & Black Gold Outreach (Beaumont) Grades 7 - 12	Leduc & Beaumont, AB	David Holbrow
Caledonia Park School Grades K - 7	Leduc, AB	Werner Fisher
Calmar Elementary School Pre-K, Grades K - 6	Calmar, AB	Stan Travnik
Calmar Secondary School Grades 7 - 12	Calmar, AB	Justin Klaassen
Covenant Christian School Grades K - 9	Leduc, AB	Donavin Simmons
East Elementary School Grades K - 6	Leduc, AB	Carla Fisher
École Beau Meadow School Grades K - 6 English & French Immersion Program	Beaumont, AB	Shelly McCubbing
École Bellevue School Pre-K (English only) Grades K - 6, English & French Immersion Program	Beaumont, AB	Jennifer El-Khatib
École Champs Vallée School Grades K - 9 English & French Immersion Program	Beaumont, AB	Patrick Gamache Hutchison
École Corinthia Park School Pre-K, Grades K - 6 English & French Immersion Program	Leduc, AB	Rachel Djordjevic
École Dansereau Meadows School Grades K - 9 English Program, K-6 French Immersion Program	Beaumont, AB	Janine Woronuk
École Horizon Heights School Grades K - 6 English & French Immersion Program	Beaumont, AB	Christine Ivanc
École J. E. Lapointe School Grades 7 - 9 English & French Immersion Program	Beaumont, AB	Kerri-Lynn Hickman
École Leduc Estates School Grades K - 6 English & French Immersion Program	Leduc , AB	Erin Keca
École Leduc Junior High School Grades 7 - 9 English & French Immersion Program	Leduc, AB	Zane Chomlak
École Secondaire Beaumont Composite High School Grades 10 - 12 English & French Immersion Program	Beaumont, AB	Sean Flanagan
John Maland High School Grades 10 - 12	Devon, AB	Jon Ganton
Leduc Composite High School Grades 8 - 12 English / Grades 10 - 12 French Immersion Program	Leduc, AB	Brad Clarke
Linsford Park School Pre-K, Grades K - 6 Regular & Non-Denominational Christian Program	Leduc, AB	Katherine Kloschinsky
New Sarepta Community High School Grades 7 - 12	New Sarepta, AB	Lorelei Steffler
New Sarepta Elementary School Grades K - 6	New Sarepta, AB	Robert Froland
Ohpaho Secondary School Grades 8 - 12	Leduc, AB	Dan Lake
Riverview Middle School Grades 5 - 9	Devon, AB	Brian Pedersen
Robina Baker Elementary School Pre-K, Grades K - 4	Devon, AB	Jared Coffin
Thorsby Elementary School Pre-K, Grades K - 6	Thorsby, AB	Nicole Russett
Thorsby Junior/Senior High School Grades 7 - 12	Thorsby, AB	Daniel Hodges
Warburg School & Warburg Hutterite Colony School (Grades 1 – 9) Grades K - 12	Warburg, AB	Luke Stevenson
West Haven Public School Grades K - 7	Leduc, AB	Jennifer O'Brien
Willow Park School Grades K – 6	Leduc, AB	Greg Luchak

Division Overview



Enrolment Trends

School Name	2020-21 As at Sept. 30	2021-22 As at Sept. 30	2022-23 As at Sept. 30	2023-24 As at Sept. 30	2024-25 As at Sept. 30
New Sarepta Elem	260	262	266	242	236
New Sarepta High	221	218	208	224	244
École Beau Meadow	452	471	467	469	493
École Bellevue	488	492	492	496	512
École Horizon Heights	527	517	548	525	510
École J.E. Lapointe	434	460	521	561	594
École Beaumont Comp	902	954	999	1083	1192
École Dansereau Meadows	592	603	636	664	675
École Champs Vallée	756	849	853	837	827
East Elementary	316	352	347	261	256
École Leduc Estates	361	327	320	324	346
Linsford Park	202	225	215	228	210
Willow Park	317	306	297	279	312
École Corinthia Park	401	377	364	472	403
Caledonia Park	697	767	788	761	583
École Leduc Junior High	553	602	592	590	525
Leduc Composite High	1147	1177	1208	1250	930
Covenant Christian	319	358	351	370	405
West Haven Public	690	734	794	815	675
Robina Baker	292	299	286	274	261
Riverview Middle	350	348	338	329	366
John Maland	298	291	316	347	384
Ohpaho Secondary	-	-	-	-	871
Calmar Elementary	286	239	247	242	247
Calmar Secondary	218	233	256	267	256
Thorsby Elementary	238	261	261	274	243
Thorsby Jr/Sr High	186	190	195	212	209
Warburg	245	242	249	231	232
Warburg Colony	19	20	20	20	17
Outreach Beaumont/Leduc	360	357	394	421	442
Division Home Based	30	28	30	23	33
Shared Responsibility	28	5	5	2	1
Home Education	64	26	28	35	40
Black Gold Total	**12249**	**12590**	**12891**	**13128**	**13530**
Growth % from Prior Year	**0.16%**	**2.78%**	**2.39%**	**1.84%**	**3.06%**

Context

“Change is the end result of all true learning,” as author Leo Buscaglia observed, and the 2024–2025 school year in the Black Gold School Division embodied this truth. Amid leadership transitions, organizational change, and evolving educational priorities, the Division remained focused on strengthening instructional practice, enhancing equity, supporting staff wellness, and deepening engagement with students, families, and communities.

The Division continued to strengthen professional learning, instructional leadership, and staff culture through a coordinated and evidence-informed approach. All certificated staff engaged in professional learning grounded in the principles of Visible Learning, emphasizing teacher clarity, feedback, and collective efficacy, as key drivers of student achievement. School and Division leaders further deepened their instructional leadership through training in the Principles of Learning Walks facilitated by Dr. Beverley Freedman, enhancing their capacity to observe classroom practice, support teacher growth, and foster continuous improvement across schools. Recognizing the critical role of leadership in student learning, teacher retention, and school culture, Black Gold provided intentional support for principals and assistant principals through leadership development programs such as the Pathway to the Principalship, while emerging leaders participated in mentorship, professional learning, and other succession-planning initiatives that support continuity of excellence across the Division. To improve consistency and accessibility of professional learning, full-day professional learning sessions were designated as either Division-based or School-based, reducing travel, increasing collaboration, and enabling deeper engagement with both instructional and operational priorities. Employee Resource Groups also continued to expand, creating supportive spaces for connection, dialogue, and professional learning, and contributing to a positive and inclusive workplace culture for all staff.

The 2024–25 school year also marked the implementation of Alberta’s new restrictions on personal mobile devices. Effective September 1, Ministerial Order 014/2024 required students to keep phones, smartwatches, and tablets turned off and out of sight during instructional time. Schools across Black Gold adjusted routines and expectations to support the shift, reinforcing learning environments that minimize distraction and promote engagement.

Black Gold also took meaningful steps forward in advancing reconciliation through education. The Division welcomed its first full-time Indigenous Lead Teacher, an important milestone that strengthens schools' capacity to embed Indigenous perspectives, histories, and pedagogies into teaching and learning. This role supports relationship-building with Indigenous students, families, and communities while enhancing staff understanding of historical and contemporary contexts. Earlier in the year, the Division held a flag-raising ceremony to officially raise the Treaty 6 and Métis flags at the Division Office, creating a visible and lasting symbol of respect, acknowledgment, and commitment. The Division completed a comprehensive renaming process for École Coloniale Estates School, now École

Horizon Heights School. The new name, chosen with input from students, staff, and the broader community, reflects values of inclusivity, potential, and possibility, and represents a meaningful step toward fostering a more welcoming and affirming learning environment for all.

Operationally, the year presented significant challenges. From February 24 to March 19, 2025, Black Gold experienced a support staff strike involving Educational Assistants, Librarians, School Secretaries, Transliterators, and Trade and Beauty Culture Technicians. The work stoppage created considerable operational and instructional pressures, particularly for students reliant on specialized support for learning and well-being. Schools adapted by prioritizing supervision, safety, and continuity of instruction, demonstrating resilience and professionalism throughout the disruption. Amid these challenges, the Division made progress on key operational improvements, including refining its funding distribution model. The updated model incorporated equity-based factors such as socio-economic indicators, school demographics, and identified student needs, rather than relying solely on enrollment, to ensure resources were allocated in a way that maximized access to high-quality educational opportunities across school communities.

The Division remained committed to meaningful student engagement and authentic learning experiences. Throughout the year, Black Gold hosted major student events that emphasized voice, leadership, well-being, and inspiration, including a Youth Leadership Conference focused on mental health and student voice, and a Females in STEM Day that encouraged young women to explore pathways in Science, Technology, Engineering, and Mathematics. Teachers continued to implement new provincial curriculum, refining instruction and assessment practices across subject areas, while expanding access to digital learning tools in preparation for Alberta Education's transition to online Provincial Achievement Tests and Diploma Exams.

The 2024–2025 school year was also defined by growth and renewal. Construction began on the Calmar Secondary Collegiate School addition, strengthening opportunities in trades, dual credit, and career-focused programming. Planning continued for the first full year of operation at Ohpaho Secondary School, supporting grade reconfiguration and optimal use of learning spaces in Leduc.

Despite a year shaped by transition, complexity, and operational pressures, the Black Gold School Division demonstrated adaptability, resilience, and an unwavering focus on student learning. Through strengthened instructional practice, enhanced equity-driven funding, deepened support for Indigenous education, and renewed opportunities for students and staff, the Division continued to embody its mission of Inspiring Success. As Black Gold looks ahead, it is grounded in the understanding that "change is the end result of all true learning," a belief that defined the work of 2024–2025 and will continue to guide the Division as it prepares all learners and leaders for a future shaped by growth, reflection, and possibility.

Overview

Informed decision-making is at the centre of goal and strategy development. As a system, we generate a significant amount of data annually, and in analyzing this data, areas that require further exploration are identified. Once we determine our focus areas, reviewing additional relevant data generates insights and predictions to optimize performance and helps guide further development of our Division's Strategic Plan. BGSD's Annual Education Results Report (AERR) presents the Division's accomplishments and results for the 2024-2025 school year as defined in the BGSD 2024-2027 Education Plan. The AERR provides an overview of how the Division has advanced its priorities and those of the Province over the previous year.

The table below identifies the Division Priorities with the Core outcomes described within the Ministry of Education Business Plan 2024-2027 and the Assurance Domains described in Alberta Education Funding Manual Section L.

Our strategies to achieve Division priorities are outlined in the Education Plan. The outcomes of these efforts are reported in the AERR through the lens of the four business plan outcomes and the measures within the Assurance Domains.

<table>
<tr><th>Division Priorities</th><th>Alberta Education Core Outcomes</th><th>Assurance Domains</th></tr>
<tr><td rowspan="2">Success</td><td>Alberta students are successful</td><td>Student Growth and Achievement</td></tr>
<tr><td rowspan="2">First Nations, Métis, and Inuit students in Alberta are successful</td><td rowspan="2">Learning Supports</td></tr>
<tr><td rowspan="2">Wellness</td></tr>
<tr><td rowspan="2">Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy</td><td rowspan="2">Teaching and Leading</td></tr>
<tr><td rowspan="2">Engagement and Partnerships</td></tr>
<tr><td>Alberta's K-12 education system and workforce are well-managed</td><td>Governance</td></tr>
</table>

This report is organized around Alberta Education's four outcome areas:

- Alberta students are successful
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
- Alberta's K-12 education system and workforce are well managed

The following information is included for each of the four outcome areas:

Measures

- Data from Provincial and Local measures
- Comments on results from Provincial and/or Local measures
- Strategies

Data collected for the purposes of this AERR report includes the following provincial measures: the Alberta Education Assurance Measures (AEAM), administered directly to grades 4, 7, and 10 parents and students, Provincial Achievement Exam Results, Diploma Exam Results, Literacy and Numeracy Screeners. Local data collected in the Black Gold School Division for this AERR report, is found in Power School, Financial Reports, and qualitative reports from around the division.

Alberta Education Assurance Measures - AEAM (May 2025 Results)

Universal, Targeted and Individualized supports are provided by BGSD for all students, including First Nations, Métis and Inuit (FNMI) students, and students who require and receive English as an Additional Language (EAL) supports (see page 25 - Pyramid of Intervention). We support schools and students as appropriate, and that support may differ from school to school or individual to individual as circumstances may require. Table 1 provides information related to all students, Table 2 provides information pertaining specifically to FNMI students, and Table 3 to EAL students.

Results for All Students

Table 1. (All Students) Assurance Domain	Required Measures	Black Gold School Division Results (in percentages)				Alberta			
		2022-23	2023-24	2024-25	Prev 3 Year Average	2022-23	2023-24	2024-25	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	82.5	81.3	82.1	82.1	84.4	83.7	83.9	84.4
	Citizenship	77.8	75.5	76.4	76.3	80.3	79.4	79.8	80.4
	3-year High School Completion	79.9	79.8	80.1	79.7	80.7	80.4	81.4	81.4
	5-year High School Completion	87.8	88.0	87.6	88.1	88.6	88.1	87.1	87.9
	PAT6: Acceptable	72.5	70.5	*n/a	71.5	66.2	68.5	n/a	67.4
	PAT6: Excellence	15.6	16.8	*n/a	16.2	18.0	19.8	n/a	18.9
	PAT9: Acceptable	67.2	66.4	67.5	66.8	62.6	62.5	62.5	62.6
	PAT9: Excellence	11.8	11.3	12.6	11.5	15.5	15.4	15.6	15.5
	Diploma: Acceptable	82.6	83.6	86.8	83.1	80.3	81.5	82.0	80.9
	Diploma: Excellence	18.7	16.9	19.5	17.8	21.2	22.6	23.0	21.9
Teaching & Leading	Education Quality	86.4	85.8	86.8	86.4	88.1	87.6	87.7	88.2
Learning Supports	Welcoming, Caring, Respectful & Safe Learning Environments	83.7	82.5	83.3	83.0	84.7	84.0	84.4	85.9
	Access to Supports & Services	79.2	79.6	78.2	79.4	80.6	79.9	80.1	80.7
Governance	Parental Involvement	77.3	75.8	76.8	75.5	79.1	79.5	80.0	79.1
Supplemental Measures	Drop Out Rate	2.5	2.3	1.7	2.3	2.5	2.5	2.4	2.4
	Rutherford Scholarship Eligibility Rate	62.6	61.8	61.8	61.3	71.9	70.7	69.4	70.9

Red when local results are more than 4% lower than the provincial results.
Green when local results are more than 4% higher than the provincial results.
Yellow when the results were statistically similar (within 4% either way).
*Due to the new curriculum in Grade 6 there are no aggregate results, please see Appendix A for specific subjects.

Results for First Nations, Métis & Inuit Students

Table 2. (FNMI) Assurance Domain	Required Measures	Black Gold School Division (FNMI)				Alberta (FNMI)			
		2022-23	2023-24	2024-25	Prev 3 Year Average	2022-23	2023-24	2024-25	Prev 3 Year Average
Student Growth and Achievement	3-year High School Completion	67.6	65.9	64.2	69.8	57.0	58.6	59.8	58.4
	5-year High School Completion	80.6	82.0	81.4	82.2	71.3	69.4	69.7	69.6
	PAT6: Acceptable	71.4	61.9	*n/a	66.7	45.3	48.7	n/a	47.0
	PAT6: Excellence	14.3	14.3	*n/a	14.3	6.5	7.3	n/a	6.9
	PAT9: Acceptable	57.5	58.8	61.6	58.2	39.4	41.4	41.6	40.4
	PAT9: Excellence	7.8	9.3	7.7	8.6	5.3	6.1	6.3	5.7
	Diploma: Acceptable	80.5	83.0	84.8	81.8	74.8	76.9	77.5	75.9
	Diploma: Excellence	14.3	13.2	14.6	13.7	11.3	11.8	11.9	11.6
Supplemental Measures	Drop Out Rate	2.6	3.3	2.1	2.5	5.1	5.2	5.2	5.1
	Rutherford Scholarship Eligibility Rate	50.0	47.0	43.4	48.3	43.9	43.7	44.0	42.9

Red when local results are more than 4% lower than the provincial results.
Green when local results are more than 4% higher than the provincial results.
Yellow when the results were statistically similar (within 4% either way).
*Due to the new curriculum in Grade 6 there are no aggregate results, please see Appendix A for specific subjects.

Results for English as an Additional Language (EAL) Students

Table 3. (EAL) Assurance Domain	Required Measures	Black Gold School Division (EAL)				Alberta (EAL)			
		2022-23	2023-24	2024-25	Prev 3 Year Average	2022-23	2023-24	2024-25	Prev 3 Year Average
Student Growth and Achievement	3-year High School Completion	60.7	70.8	67.8	66.1	72.8	72.0	73.5	74.4
	5-year High School Completion	71.0	74.9	79.4	76.1	88.7	88.1	85.3	87.6
	PAT6: Acceptable	73.5	73.9	*n/a	73.7	65.4	64.6	n/a	65.0
	PAT6: Excellence	18.4	20.3	*n/a	19.3	15.7	16.5	n/a	16.1
	PAT9: Acceptable	66.1	60.0	61.2	63.0	55.3	52.7	51.2	54.0
	PAT9: Excellence	7.3	9.0	13.1	8.2	11.0	10.1	10.0	10.5
	Diploma: Acceptable	45.8	80.0	77.1	62.9	67.1	66.3	67.4	66.7
	Diploma: Excellence	0.0	11.4	15.7	5.7	13.8	14.0	14.8	13.9
Supplemental Measures	Drop Out Rate	4.9	3.8	7.1	3.4	2.5	2.6	3.1	2.4
	Rutherford Scholarship Eligibility Rate	31.6	18.2	57.1	28.1	60.3	56.8	52.0	59.5

Red when local results are more than 4% lower than the provincial results.
Green when local results are more than 4% higher than the provincial results.
Yellow when the results were statistically similar (within 4% either way).
*Due to the new curriculum in Grade 6 there are no aggregate results, please see Appendix A for specific subjects.

Outcome 1: Alberta Students are Successful

To ensure BGSD students are successful, the division prioritized building capacity within our educational teams and aligning our practices with provincial standards. Division-based Curriculum Lead Teachers provided targeted support for educators in Literacy, Numeracy, French Immersion, Social Studies, Science, Physical Education and Wellness, and Indigenous Education. A key priority this year was establishing sustainable, long-term resources and support systems to ensure ongoing success for all students.

In direct response to Alberta Education's Early Years Assessment Strategy, BGSD implemented newly approved screening tools to better support our youngest learners. These included the Rapid Automized Naming (RAN), Letter Name-Sound (LeNS), and Castles and Coltheart (CC3) word-reading screeners for Grade 1 students, as well as the Early Years Evaluation - Pre-Reading Assessment (EYE-PR) and provincial numeracy screeners for Kindergarten students. To prepare both staff and students for evolving provincial assessment methods, the majority of our schools participated in pilots using the new Vretta digital platform. All grade 6 and 9 students used Vretta for their Provincial Achievement Tests (PATs) and some high school students used Vretta for their Diploma (DIPs) exams.

Curriculum Implementation and Supports

The Division recognizes curriculum implementation as a multi-year process, typically spanning three to five years, which necessitates sustained support for teachers as they develop and refine lessons and assessments aligned with new standards. During this reporting period, BGSD achieved full implementation of the K-6 curriculum for English Language Arts and Literature, French Immersion Language Arts and Literature, Mathematics, Physical Education and Wellness, and Science, alongside an optional pilot of the K-6 Social Studies curriculum. This included the provincial mandate for new grades 4-6 Science, French First Language and Literature, and French Immersion Language Arts and Literature curriculum in September 2024.

To support staff, numerous professional learning initiatives and collaborative workshops were established. All K-6 teachers engaged in curriculum implementation were afforded opportunities to participate in grade-level cohorts, fostering collaboration on planning, instructional resources, and assessments. Furthermore, teachers seeking development in Literacy, Numeracy, French Immersion, and Wellness collaborated regularly with Division-based Curriculum Lead Teachers. This model proved effective for sharing insights into staff needs and disseminating best practices. The Division also participated in the Official Languages in Education Program (OLEP) HUB Project, collaborating with Edmonton Public School Board and six other school divisions to pilot cross-curricular French Immersion resources for Grades 1-6.

Provincial Measures

Student Growth and Achievement

Table 4. ABED Assurance Measures: High School Completion		BGSD Results (in percentages)					Alberta
		2020	2021	2022	2023	2024	2024
Percentage of students who completed high school within three, four and five years of entering grade 10	3 year	81.9	79.5	79.9	79.8	80.1	81.4
	4 year	86.1	86.4	85.6	84.8	84.7	84.7
	5 year	87.0	88.7	87.8	88.0	87.6	87.1
Percentage of grade 12 students eligible for Rutherford Scholarship		61.4	59.5	62.6	61.8	61.8	69.4
Annual dropout rate of students aged 14-18		2.0	2.1	2.5	2.3	1.7	2.4
Transitions/ Career Planning							
Percent of high school students who transition to post-secondary (including apprenticeship) within six years of entering grade 10		53.0	51.0	54.9	51.8	55.4	59.9

Comments on Results

Overall, the results demonstrate consistent performance in high school completion among students. High school completion rates have remained stable and encouraging over the past five years. Eligibility for Rutherford Scholarships has remained consistent, maintaining an approximate 62% rate. Dropout rates for 14-18-year-olds have greatly improved to 1.7 & in 2024 (the lowest drop out rate in the past five years). Additionally, high school transition rates to post-secondary institutions have increased by 3.6% in 2024, which is significant growth.

Strategies

BGSD continues to expand its focus on career planning and student transitions for students in grades 7-12. myBlueprint (mBP), an online tool designed to facilitate career exploration. All Division III and Division IV schools have an identified mBP teacher lead to support effective implementation of high quality career related programming through this tool. Instructional time is allocated across multiple subjects for students to establish connections between their current learning and potential career pathways. BGSD parents can also access and monitor their child's planning progress, particularly by accessing tutorial videos that were created for parent use in 2024.

Through the Dual Credit program, students can enroll in post-secondary courses, such as Health Care Aide, Veterinary Technology, and Business programs. These programs allow students to simultaneously earn credits recognized at both the high school and post-secondary levels. A dedicated Dual Credit Lead Teacher provides comprehensive support to students, including orientation, time management strategies, and communication with professors, easing their transition into the post-secondary environment.

This year, we broke ground on the Calmar Secondary Collegiate School. Prospective students from across the division, who are interested in pursuing first-period apprenticeship training through the Collegiate will have the opportunity to engage in hands-on learning experiences, working alongside certified Red Seal Journeypersons. The Career and Technology Studies (CTS) courses provided through the Collegiate will ensure a smooth transition into their chosen apprenticeship programs. The program is available to students through all three years of their high school experience.

High school students had the opportunity to attend a highly successful Careers Fair held at École Secondaire Beaumont Composite High School in November. There was a huge parent turnout to this event, seeing parents and their children engaged in post-secondary planning. Through a partnership with CAREERS Next Gen, our Careers Fair is bigger than ever and provides a diverse range of opportunities for our students. This event showcases a diverse range of career options and facilitates connections with potential employers for off-campus learning or apprenticeship placements.

BGSD recognizes the importance of flexible learning in supporting successful student transitions. A variety of learning options are available, including outreach, in-reach, asynchronous online courses, synchronous video conferencing courses, dual credit, summer school, and distance learning, catering to diverse student needs and learning styles.

Provincial Achievement Test and Diploma Exam Results Analysis

A complete analysis of the PAT and DIP results is available in Appendix A

Comments on Results

The 2024-2025 PAT results indicate that BGSD students generally perform strongly in meeting the Acceptable Standard, often exceeding provincial averages, but tend to trail the province in the Standard of Excellence. In Grade 6, students surpassed the provincial average in the Acceptable Standard for English Language Arts (+4.5%), Social Studies (+1.3%), and Mathematics (+2.2%), though they scored below the province in the Standard of Excellence across these subjects. Grade 9 results demonstrated encouraging year-over-year growth in the Acceptable Standard for Social Studies (+4.6%), Mathematics (+2.2%), and Science (+4.0%). While Grade 9 students outperformed the province in the Acceptable Standard for English Language Arts and Mathematics, they scored lower than the provincial average in the Standard of Excellence across all four core subjects.

Diploma exam results for the 2024-2025 school year showed robust year-over-year improvements and strong performance relative to the province. BGSD achieved increases in the Acceptable Standard across nearly all major subjects, with notable year-over-year gains in Mathematics 30-1 (+14.2%), Science 30 (+9.2%), and Mathematics 30-2 (+6.4%). When compared to provincial results, BGSD students exceeded the provincial Acceptable Standard in English, Social Studies, Mathematics, and most Science courses. While BGSD saw growth in the Standard of Excellence for subjects like English 30-1, Math 30-1, and Chemistry 30, it continued to trail the provincial average in Excellence for Mathematics, most Science courses, and French Language Arts 30-1.

Strategies

Black Gold School Division (BGSD) is continuing its division-wide Visible Learning initiative, with a core focus this year on enhancing teacher clarity. This is being achieved as teachers meticulously review and refine learning intentions and success criteria. To ensure successful implementation, BGSD has established a multi-layered support system for both administrators and teachers. School and Division administrators are strengthening their instructional leadership capacity by participating in professional learning focused on Learning Walks and talks, equipping them to support high-impact instructional strategies effectively. Concurrently, the redesigned Lead Learner meetings prioritize professional learning and data analysis to establish a foundation for future collaborative inquiry. Direct educator support is provided by four Curriculum Instructional Coaches, who collaborate with teachers on lesson planning, instructional practices, and assessment development, in addition to facilitating collaborative professional development sessions for various grade cohorts.

A key priority is the refinement of assessment practices to ensure deep alignment with curriculum standards and cognitive demands. Schools are conducting in-depth analyses of Provincial Achievement Test (PAT) and Diploma Exam (DIP) results, specifically evaluating the depth of knowledge required by both the curriculum and the assessments. Following this analysis, teachers are collaborating to develop carefully blueprinted common assessments designed to measure a range of cognitive levels.

BGSD has also successfully navigated a significant transition to digital assessment. This year, all Grade 6 and 9 Provincial Achievement Tests were completed digitally. To support this transition, targeted professional development was provided, including Assessment Workshops for teachers in Grades 6, 9, and 12 focused on developing questions aligned with the VRETTA digital assessment platform. Further support was offered through Curriculum Collaborative Sessions from April to June, which provided educators with dedicated time to master the new digital platform.

Learning Supports

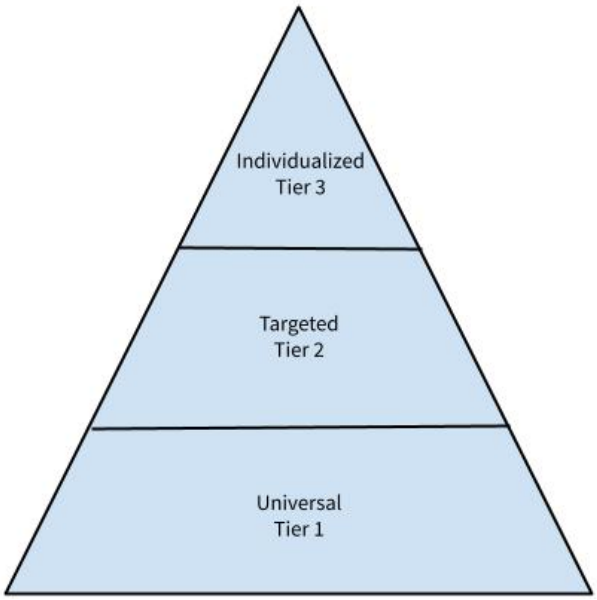
Black Gold School Division is an inclusive division and strives to meet the unique needs of every student in their neighbourhood school by offering a variety of services and supports. Special education programming is available in all schools and can take on a variety of forms depending on the unique needs of the student.

All schools have a Learning Support Teacher who helps coordinate services for students with unique learning needs and provides targeted interventions to help address learning delays and/or enrichment. An identified guidance counselor/staff member in every school helps support the development of a *Schoolwide Comprehensive Guidance and Counseling Program*; short-term individual and group counselling is also available in most schools. All schools have designated mental health professionals in the form of Family School Liaisons (FSLs) and Success Coaches who provide solution-focused counselling services for students (groups, individuals), resources for school staff and families, and support the development of Success in School Plans for children/youth in care. Student Services Coordinators and Instructional/Curriculum Coaches help support student learning and development. Psychology, Instruction, Behaviour, Communication, Mobility, Motor Development, Deaf and Hard of Hearing, Low Vision/Blindness, and Assistive Tools for Learning consultants are also available to support all schools in meeting the special education needs of their students.

The Leduc and Area Community Violence Threat Risk Assessment and Intervention Protocol (LAVTRA) allows Schools, Communities, Parents and Protective Services to work together to protect our children and keep our community safe. The Division’s approach to the provision of specialized support and services aligns with the pyramid of Intervention Framework.

Pyramid of Intervention

The majority of Division students thrive with universal-level programming within general classroom education, conforming to the basic principles of Differentiated Instruction and Universal Design for Learning. Ongoing monitoring for growth and school-wide screening informs the use of a variety of accommodations.



Students in Tier 2 benefit from the strategies at the Universal level and are identified as needing some additional support at the small group level. Targeted supports might include additional assessment, instructional accommodations, or additional differentiated support.

Students in Tier 3 benefit from the strategies at the Universal and Targeted Level and are identified as needing additional support at the individual level. Individual supports are often documented in an Individual Support Plan (ISP) or a Behaviour Support Plan (BSP).

Table 5. AEAM Survey	BGSD Results (in percentages)				
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school					
	2021	**2022**	**2023**	**2024**	**2025**
Overall	81.9	79.4	79.2	79.6	78.2
Parent	74.7	69.2	68.1	69.5	66.0
Student	81.4	80.7	81.4	80.1	80.6
Teacher	89.5	88.2	88.1	89.2	87.9

Table 6. AEAM Survey	BGSD Results				
Percentage of teachers, parents and students 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 in school.					
	2021	**2022**	**2023**	**2024**	**2025**
Overall	89.4	86.8	87.2	86.3	86.9
Parent	88.3	85.6	85.6	84.3	84.6
Student	83.8	80.9	81.6	80.7	81.0
Teacher	96.1	93.9	94.2	93.7	95.1

Comments on Results

The AEAM survey results reported in Table 5 indicate ongoing high levels of satisfaction from teachers and students regarding the appropriateness of supports and services at school. These results are encouraging as teachers are well positioned to understand the available supports within the Division and are often the initiators of requesting support for students. Teacher satisfaction is a good indicator of the right support at the right time, as they are on the front line with students. This speaks to the continued collaborative nature of the specialized learning service providers and school staff and the strong relationships that can form between the school-based team and the school-linked team members. The student satisfaction rate aligns with teacher response. The parent response rate of satisfaction has decreased marginally; the question that this generates is what impact did the media attention to growing classroom complexity, class sizes, and the CUPE job action have on parent perception?

The survey results reported in Table 6 indicate that the overall indicator for satisfaction has remained relatively static post-pandemic. Further information is needed to better understand what aspects of safety are people considering when reflecting on this question: physical safety (weapons, violence), social-emotional safety (bullying, relationships, acceptance), or systemic/societal safety (health, racism, economic, ideological, gender/sexual orientation). Societal divisiveness has been increasing post-pandemic, and may be contributing to perceptions of safety in schools.

Strategies

Students learn English while also learning about Canadian cultural values, customs and social expectations. BGSD provided an English as an Additional Language (EAL) Lead Teacher to better support teachers and students in EAL programs. For the 2024-2025 school year, two communities were identified as having a high level of need in the area of EAL. Targeted EAL ECS programs for four year olds were created and served 37 students. The remainder of EAL four year olds are able to be served in designated Pre-K programs.

When considering managing the increase of classroom complexity and class size with the funding provided, the Division continues to refine, review, and reflect upon ways to maximize funding dollars. Examples of this include classroom cohorts, funding of Educational Assistants and allocation of mental health workers. Using a variety of data sets to identify and prioritize the highest needs in order to deploy resources most effectively remains the ongoing goal.

The Division recognizes that to truly promote the health and well-being of students, it cannot work in isolation from community partners; ongoing relationships with community partners (Alberta Health Services, Children's Services, Community and Social Services) through both formal structures such as Leduc and Area Violence and Threat Risk Assessment Committee (LAVTRA), as well as more informal means by leveraging each other's communication tools to support the sharing relevant information to targeted parties, and inviting each other to events. BGSD provides VTRA Level 1 training for all partners willing to attend, and chairs the LAVTRA committee to ensure ongoing engagement and collaboration.

In response to Table 6 data, strategies to support the three identified areas of safety have been put into place. The Division works with the LAVTRA group as well as Kevin Cameron, the director of the Center for Trauma-Informed Practice (CTIP), to examine local data and trends to draft evidence-based responses for schools to increase student safety, both perceived and actual. The successful installation of cameras at all school front doors to allow administration to be able to keep all doors locked and office staff to be able to remotely monitor all visitors to the buildings when school is in session was an outcome of this partnership. The Division also renewed all school administration training in Traumatic Event Systems (TES) with Kevin Cameron which provides staff with a framework for responding to traumatic events in schools and communities. Schools initiate the VTRA Protocol when an incident is reported that there may be a threat to the safety of an individual or group, a multi-disciplinary group comes together to review the data and come up with interventions to support the individual(s) of concern.

Local Measures

The Early Years Evaluation - Teacher Assessment

The Early Years Evaluation - Teacher Assessment (EYE-TA) is a proficiency-based evaluation instrument employed by kindergarten educators for children aged four to six to provide information to meet the objectives of enhancing children's developmental outcomes, mitigating vulnerabilities, and allocating resources to accomplish these goals. At the start of each academic year, kindergarten teachers collectively gather information through observations and play-based activities to assess each child's individual developmental readiness to inform their programming.

Table 7. EYE-TA	BGSD Results in Percentages									
	2020-21		2021-22		2022-23		2023-24		2024-2025	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Improvement		*Improvement*		*Improvement*		*Improvement*		*Improvement*	
Awareness of Self and Environment	n/a	n/a	87.0	96.0	89	96	88	95	81	94
	n/a		***9.0***		***7.0***		***7.0***		***13***	
Social Skills and Approaches to Learning	n/a	n/a	75.0	90.0	77	89	78	89	74	90
	n/a		***15.0***		***12.0***		***11***		***16***	
Cognitive Skills	n/a	n/a	54.0	87.0	59	91	58	90	58	87
	n/a		***33.0***		***32.0***		***32.0***		***29***	
Language and Communication	n/a	n/a	75.0	93.0	77	92	78	90	74	90
	n/a		***18.0***		***15.0***		***12.0***		***16***	
Physical Development - Fine Motor	n/a	n/a	67.0	92.0	68	93	66	92	66	92
	n/a		***25.0***		***25.0***		***26.0***		***26***	
Physical Development - Gross Motor	n/a	n/a	72.0	93.0	80	94	84	95	81	95
	n/a		***21.0***		***14.0***		***11.0***		***14***	
Overall	n/a	n/a	52.0	82.0	57	84	54	83	51	80
	n/a		***30.0***		***27.0***		***29.0***		***29***	

Table 7 lists the components assessed in the EYE-TA. ”*Awareness of Self Environment*” measures a child’s ability to make connections with their home and community experiences. "*Social Skills and Approaches to Learning*" assesses a child's attentiveness during classroom activities and their ability to interact with peers while respecting classroom rules. "*Cognitive Skills*" evaluate a child's basic mathematics and pre-reading skills and their problem-solving abilities. "*Language and Communication*" examines a child's understanding of spoken language and their capacity to express thoughts and feelings. "*Physical Development Fine Motor*" assesses a child's ability to perform small movements requiring hand-eye coordination, while "*Physical Development Gross Motor*" evaluates their ability to perform larger movements involving arms, legs, and the body.

The Early Years Tool for Assessment (EYE-TA) serves as a vital assessment tool administered at the onset of the kindergarten academic year. Its purpose is to enable prompt reporting and targeted interventions in crucial areas of concern within key domains of child development. This comprehensive assessment encompasses five key domains, providing educators and consultants with access to critical data about the whole child that informs their decision-making. As a result, swift action can be taken to implement appropriate support and interventions tailored to each child's unique needs. The EYE-TA assessment process involves the collaborative efforts of classroom educators, learning support educators, and the Student Services Early Years team of professionals.

Table 8

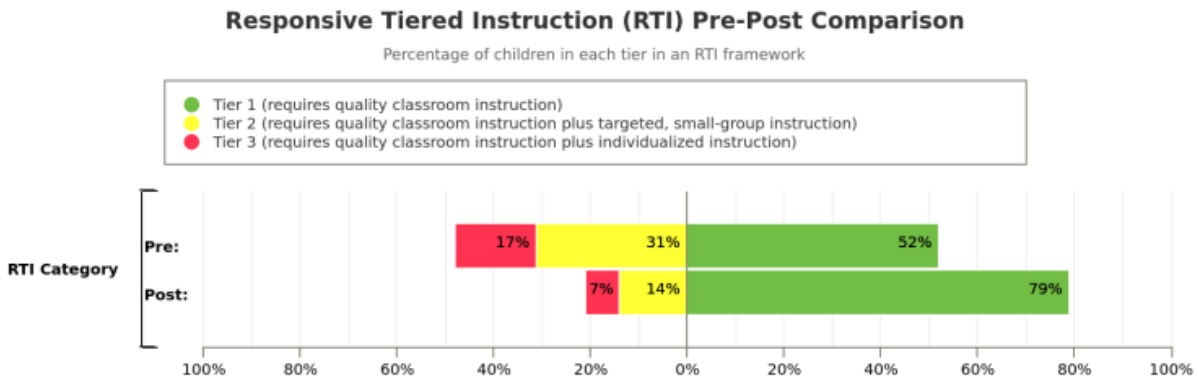


Table 8 demonstrates the impact of successful interventions within BGSD Kindergarten programs captured by EYE-TA assessment evidenced between the pre and post assessments for the 2023-24 school year. 45 children with Tier 3 learning needs transitioned into Tier 2; 198 children with Tier 2 learning needs transitioned into Tier 1; 32 children with Tier 3 learning needs transitioned into Tier 1. In summary, that is a 29 % increase from 54 to 83 percent of children that can demonstrate success at each level in each domain of the Black Gold School Division Kindergarten programs. This remarkable achievement demonstrates that children are meeting the developmental milestones outlined in the

EYE-TA and are well-prepared for the transition to Grade 1. The EYE-TA assessment also serves as a valuable tool for transition to grade 1 as it reassesses children who had lagging skills at the beginning of kindergarten to measure their year-end skills.

Kindergarten Strategies

The team of professionals, which includes Administrators, classroom teachers, Learning Support teachers, Speech Language Pathologist, Occupational Therapists, Physical Therapists, and Psychologists, use their combined expertise to support the development of classroom programming unique to each classroom, community, and school. The team reviews program data, EYE-TA data and research to map out the Response To Invention (RTI) programming. Additionally, our assessment clinic during the 2024-2025 school year offered Kindergarten student screening to all 799 students through our registration package. Of those students registered, 49 families expressed interest in the screening process, 27 engaged in screening, and 14 were found to have enough of a need to be provided a full standardized diagnostic assessment in our clinic prior to the start of the academic year. By identifying early needs presenting as struggles with following directions, communication, separation anxiety, temper, changes in routines, or any other developmental concerns, school staff and clinical consulting staff are better able to prepare and plan programming within the class and community and support families.

Early-Intervention Pre-Kindergarten and Junior Kindergarten Strategies

During the 2024-2025 school year, our assessment clinic virtually screened 359 age-appropriate student applicants for Early Intervention Pre-Kindergarten or Junior Kindergarten who were identified as having a delay or concern. Of these applicants, 238 children received a phone conference screening by a Speech Language Pathologist for intake entry, 33 children were assessed by an Occupational Therapist, and 199 children underwent full standardized diagnostic assessments in person with our registered Speech Language Pathologist. These assessments helped determine the appropriate educational and therapeutic services needed for each child.

In 2024-2025 the Division offered six Early Intervention Pre-Kindergarten sites and two Junior Kindergarten sites serving 291 students. A junior Kindergarten program in Beaumont served 18 students who were four years of age and whose main language at home was not English, and a newly established junior Kindergarten program in Leduc served 19 students who qualified for EAL funding. The Early Intervention Programs are comprised of 17 half-day cohorts with an average enrollment of 15 children per program serving both 3 and 4 year olds. Our Early Childhood programs are social, play-based, targeted learning programs to allow children to grow, interact, imagine, experiment, and explore while gaining developmentally. During the 2024-25 school year, we provided Early Intervention Pre-Kindergarten programming to 254 children.

In addition to the Division's Early Intervention Pre-Kindergarten and Junior Kindergarten strategies, four of our elementary schools have entered into a private/public partnership to provide full-time and part-time care and preschool programming for children aged 3–5 years. These partnerships further enhance our commitment to early childhood education by offering flexible care options that align with developmental needs and family requirements. These programs complement the Division's efforts to ensure children have access to foundational learning experiences that support their growth and readiness for formal education.

Citizenship

Table 9. AEAM Survey	BGSD Results (in percentages)				
a. Percentage of teachers, parents and students who are satisfied that the students model the characteristics of active citizenship					
	2021	**2022**	**2023**	**2024**	**2025**
Overall	80.1	75.8	77.8	75.5	76.4
Parent	75.6	70.7	73.5	68.4	68.6
Student	71.2	67.9	70.0	67.9	69.0
Teacher	93.4	88.7	90.0	90.1	91.6
b. 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.					
Overall	81.3	81.7	79.9	78.7	80.2
Parent	69.0	70.6	68.4	64.0	67.2
Teacher	93.7	92.7	91.4	93.4	93.3
c. Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Overall	76.8	75.0	74.7	74.4	76.6
Parent	65.7	64.1	64.9	61.4	65.8
Teacher	87.8	86.0	84.5	87.4	87.5

Comments on Results

Teacher satisfaction with students modeling active citizenship has remained high, at 91.6% in 2025 (a marked increase of 1.5%), and parent satisfaction has remained stable. Workplace readiness indicators saw an increase across both parent and teacher groups. Regarding lifelong learning skills, our parent group responded as favourably as they have done so in 5 years with a 4.4% increase from the previous year.

Strategies

BGSD schools are committed to fostering responsible, kind, and active citizens. This commitment is realized through regular character education, integrated into both school assemblies and daily coursework, as well as student leadership programs that emphasize responsibility, empathy, and service. These initiatives are comprehensively supported by a range of resources for student learning, counseling, and mental health.

Career exploration and workplace readiness are also key focuses, with all students in grades 7-12 provided access to MyBlueprint, an online career planning tool that parents can also monitor. Our Off-campus student programs (Work Experience, Registered Apprenticeship Program, Green Certificate) continue to grow alongside the needs of our flourishing economy. This year, we are excited to have broken ground on the Calmar Collegiate school as an avenue to support student learning in the Trades (via in-school and Dual credit opportunities). By integrating career-relevant skills and knowledge across disciplines, students can see how their learning in subjects like math, science, or language arts connects to different career paths.

BGSD schools foster lifelong learning skills, reinforced by student engagement in community service including projects supporting local, provincial, and national causes, such as food banks, the Terry Fox Foundation, and partnerships with senior citizens' organizations.

BGSD schools continue to support active Gay-Straight Alliance (GSA) student groups, social emotional learning programs across grade levels, student mentorship groups, study-buddy cohorts, and student-led cultural days where students are able to celebrate their culture, dress, and cuisine.

Employees actively participate in Employee Resource Groups (ERGs) such as DREAM in Colour (Diversity, Respect, Equity, Advocacy, Mentorship), 2SLGBTQIA+ Team, and Trades People. The purpose of People Like Us is to bring together employers and job seekers to make a better and safer workplace.

Early Years Literacy & Numeracy

To monitor student progress and guide instruction, data was generated through the administration of screener assessments throughout the year.

- In Kindergarten - Grade 3 literacy, assessments included the EYE-PR, RAN, LENS, CC3, Test of Word Reading Efficiency (TOWRE), and the Test of Silent Reading Efficiency and Comprehension (TOSREC).
- To assess writing, the Highest Level of Achievement Test in English and French (HLAT/FHLAT) was administered to Grades 2-3 students.
- For mathematics, the Elk Island Catholic School Division (EICS) Mathematics Assessment Tool was used in Grades 1-3, while Kindergarten students completed the provincial numeracy assessment.

The data from these assessments directly informed intervention strategies. Complementing the Division's initiatives in Literacy, Numeracy, and Wellness, BGSD received funding from Alberta Education's K-3 Literacy and Numeracy grant. This funding was used to hire additional certificated and non-certificated staff, enabling schools to deliver targeted interventions to small, large, or full-class groupings. Students identified for support received interventions 2-4 times per week, accumulating a total of at least 30 hours, with the explicit goal of improving their foundational skills in Literacy and Numeracy.

Table 10.	**Literacy Screening Assessments 2024-2025**		
Enrollment Grade and Screening Assessment	Number of students assessed on initial assessment(s)	Number of students requiring additional supports on initial assessment(s)	Number of students requiring additional supports on final assessment(s)
Kindergarten EYE-PR January	790	*209	n/a
1 Provincial Literacy Screener September TOSREC/TOWRE June	813	**175 (pre-reading) 444 (reading comprehension)	344
2 TOSREC/TOWRE September, June	902	580	408
3 TOSREC/TOWRE September, June	976	383	253

*Kindergarten only write in January

**The initial assessment is the Provincial Numeracy Screener, while the final assessment is the EICS Math Assessment.

Table 11.	**Highest Level of Achievement Test (English and French combined)** Percentage of Students At or Above Grade Level in Writing			
Enrollment Grade	**2021-22**	**2022-23**	**2023-24**	**2024-25**
2	55.3	62.2	69.9	57.9
3	66	66.7	65.5	67.8

Table 12.	**Numeracy Screening Assessments 2024-2025**		
Enrollment Grade and Screening Assessment	Number of students assessed on initial assessment	Number of students requiring additional supports on initial assessment	Number of students requiring additional supports on final assessment
K	763	*242	n/a
**1	814	135	15
2	812	171	39
3	939	256	46

*Kindergarten only write in January

**The initial assessment is the Provincial Numeracy Screener, while the final assessment is the EICS Math Assessment.

Comments

The 2024-2025 screening data indicates that while a significant number of students in Grades 1-3 were identified as requiring additional support at the beginning of the year, targeted interventions led to substantial growth, particularly in numeracy.

In **literacy** (Table 10), the number of students requiring support saw a clear reduction across all measured grades. By the final assessment, 100 fewer students in Grade 1, 172 fewer in Grade 2, and 130 fewer in Grade 3 required additional support compared to the initial screening.

The **numeracy** results (Table 12) were even more pronounced. The cohort of students requiring support shrank dramatically in all three grades: from 135 to 15 in Grade 1, from 171 to 39 in Grade 2, and from 256 to 46 in Grade 3. This demonstrates a very high rate of success for the numeracy interventions provided.

The **writing** data (Table 11), which reflects year-over-year achievement rather than in-year growth, presents a mixed picture. Grade 3 achievement at or above grade level improved slightly to 67.8%, while Grade 2 saw a decline to 57.9% from the previous year.

Strategies

To support instructional growth, Division Curriculum lead teachers were assigned to specific schools based on their specializations (including Social Studies, PE&W, Literacy, Mathematics, and French Immersion). These Coaches served as "thinking partners" for administrators and teachers, fostering a culture of collaboration and reflection that inspired and empowered educators to grow in their practice. Additionally, an Educational Technology Consultant co-created resources directly with teachers, which were then posted to the "Engaging Teachers" website for all staff to access.

This hands-on support was critical for implementing interventions for students at risk in Literacy and/or Numeracy. These efforts were significantly bolstered by Literacy and Numeracy grant funding, which facilitated the hiring of additional certificated and non-certificated staff. This additional staffing allowed for the creation of smaller intervention groups and the delivery of more frequent, targeted support.

Specifically, in Kindergarten to Grade 3, teachers and educational assistants (under teacher guidance) provided focused small-group, individual, or push-in support to students identified through screeners. Groupings remained flexible to meet varying classroom needs. Furthermore, teachers participated in ongoing professional learning focused on the foundations of literacy and numeracy, recognizing the high alignment between this knowledge and the new curriculum. To support numeracy, targeted resources, including balance scales and classroom sets of manipulatives, were purchased for all Kindergarten classrooms.

Grades 4 - 10 Literacy & Numeracy

The following data was generated from the administering of screener assessments throughout the year. The screening assessments that were administered to Grades 4-10 students for literacy included: Test of Word Reading Efficiency (TOWRE, Grade 4-6), Test of Silent Reading Efficiency and Comprehension (TOSREC). To assess writing, the Highest Level of Achievement Test in English and French (HLAT/FHLAT) was administered to Grades 4-9 students. The mathematics screening assessment tool BGSD used in Grades 4-7 was the EICS Math Assessment Tool, and for Grades 8-10, it was the Math Intervention Programming Instrument (MIPI).

Table 13.	**TOSREC and TOWRE** Percentage of Students At or Above Grade Level in Reading in English					
Enrollment Grade	**Sept 2022**	**June 2023**	**Sept 2023**	**June 2024**	**Sept 2024**	**June 2025**
4	59.8	71	48.0	62.5	51.4	69.8
5	68.1	82	59.6	70.1	59.9	85.5
6	76.3	87.4	70.5	77.5	71.7	79.6
7	64.7	89.8	73.9	89.0	75.8	88
8	57.3	83.7	65.4	82.4	66	79.7
9	69.6	89.2	77.1	89.1	81	87.7
10	66.6	81	67.4	88.0	76.6	73

Table 14.	**Highest Level of Achievement Test (English and French combined)** Percentage of Students At or Above Grade Level in **Writing**			
Enrollment Grade	**2022**	**2023**	**2024**	**2025**
4	74.9	71.5	75.7	75.2
5	83.1	76.3	80.2	80.8
6	79.7	83.4	81.5	81.5
7	80.6	76.5	85.0	85.3
8	82.1	77.2	80.4	85.9
9	85.8	83.8	82.0	84.4

Table 15.	**Mathematics Screening Assessment** Percentage of Students At or Above Grade Level				
Enrollment Grade	**2021**	**2022**	**2023**	**2024*** **	**2025**
4	72.1	70.1	*69.1	78.0	94.6
5	70.3	73.5	78.8	**78.4	91.4
6	67.9	70.4	81.8	**84.9	93.1
7	61.6	66.6	68.9	67.9	88.8
8	65.9	68.2	63.8	67.5	91.8
9	68.5	68.3	65.3	65.3	93.8
10	57.9	65.9	57.1	64.6	74.8

*Grade 4 students wrote the EICS Mathematical Assessment Tool beginning in 2022-2023 to align with new Curriculum.
**Grade 5 and 6 students wrote the EICS Mathematical Assessment Tool beginning in 2023-2024 to assess their readiness to engage with the new Curriculum.
*** Combined French and English data beginning in 2023-24 and continued in 2024-25.

Comments

The 2024-2025 assessment data for Grades 4-10 reveals several key trends in student achievement. The most notable results are in **Mathematics** (Table 15), which shows outstanding and significant improvement across all grade levels compared to the previous year. Grades 7, 8, and 9 saw remarkable gains, with the percentage of students at or above grade level increasing by 20.9, 24.3, and 28.5 points, respectively. This brings overall mathematics achievement to exceptionally high levels, with six of the seven grades measured (Grades 4-9) demonstrating proficiency rates above 88%.

In **English Reading** (Table 13), the data consistently demonstrates strong in-year growth from September to June for Grades 4-9. This trend indicates that divisional instruction and interventions are effective in moving students toward grade-level standards throughout the school year. The Grade 10 cohort, however, presents an area for review, as it was the only grade to show a decrease in proficiency (from 76.6% to 73.0%) between the fall and spring assessments.

Writing achievement (Table 14), which combines English and French data, remains a stable area of strength, with most grades performing at or above 80% proficiency. Grades 8 and 9, in particular, showed continued positive improvement in 2025, reaching 85.9% and 84.4%, respectively.

Strategies

BGSD continued its practice of administering screening assessments to students in Grades 4-10. These assessments gauge student readiness for their current grade level. Administrators and teachers have made progress in utilizing the data from these assessments to inform and guide instructional and assessment strategies.

Division-based Curriculum Lead Teachers (CLTs) continued to work collaboratively with K-12 teachers at school sites to deepen their understanding of effective research-based instructional strategies and intervention strategies that support literacy and numeracy in English and French. Teachers developed greater confidence and skill to use results from literacy and numeracy screening tools to adjust their instruction in response to student needs that will support increased student outcomes.

BGSD focused on supporting all students through targeted, data-informed instruction and the seamless integration of educational technology. With over 10,000 Chromebooks and 395 iPads in active use, students have consistent access to powerful digital tools. Accessibility is a priority, evidenced by the 3.5 million annual interactions with Read&Write for Google Chrome, which supports students with text-to-speech and predictive text. Furthermore, we foster digital creativity and engagement through widespread use of applications like Adobe Creative Cloud, Canva, and interactive learning platforms such as Gizmos and Engaging Students, ensuring learners have dynamic resources to enhance their educational experience.

Division Wellness

In the spirit of BGSD's value of creating safe, supportive environments and nurturing relationships, as well as the Board priority of Wellness, our School Division places huge importance on the wellbeing of all of the people inside of our buildings. Promoting wellness is an enormous task that requires the focus of many levels of our organization, from school staffs, and Student Services wraparound resources, to site-based initiatives.

The wellness of a learning organization is essential, as it impacts many different measures of the Student Assurance domain, specifically: how students and staff respond to questions of "citizenship", and how "welcoming, caring, respectful, and safe" our learning environments are.

Student-Centered Wellness Focus

As listed in the strategies (on page 27), there are multiple avenues of support that are purposefully layered to support student wellness (physical, mental, spiritual, and academic). Some examples are the access to Family School Liaisons, Mental Health Capacity Building Project, school counselors, and our Learning Support Teachers. There are many site-specific initiatives that focus on growing a culture of student wellness, such as celebrating multiculturalism, promoting kindness, focusing on character education, and modeling healthy relationships. These enriching activities happen on a daily basis in our schools. A proud highlight of the 2024-2025 school year was the Division organization of a highly successful Youth Leadership Summit in partnership with Maskwasis Education Schools Commission (MESC). The focus of the day was promoting empathy, kindness, and leadership skills amongst a student representation of all BGSD schools. We also held a Girls in STEM Conference event at Ohpaho Secondary School, bringing together girls and gender-diverse students in Grades 8-12 for a day filled with exploration and inspiration in the fields of science, technology, engineering, and math. Finally, a proactive communication and celebration strategy surrounding Pride month in June created safety for members of the 2SLGBTQIA+ community. Our Indigenous Lead, Michael Swampy, created a sense of safety and belonging for our Indigenous population through his numerous initiatives and teachings (see page 41). This support network is bolstered by a psychiatric nurse and grants that enable schools to implement Collaborative for Academic, Social, and Emotional Learning (CASEL) approved social-emotional learning programing targeted at our junior high schools, where the most need has been identified. Together, these integrated resources underscore Black Gold's commitment to social-emotional health, systemic safety, and holistic student support.

Staff-Centered Wellness Focus

A culture of wellness cannot be fully developed without having the wellness of the adults in our building at the forefront of our work. To further support systemic well-being, Black Gold has implemented the Guarding Minds survey to assess and respond to staff needs. The results were shared with leaders and members of each data group, and discussions were held to examine and positively respond to the feedback of staff. This information has led to improvements and efficiencies that impact students and staff alike. The Division has also enhanced mental health resources for students, parents, and staff by increasing Family School Liaison access, expanding funding to complement the Mental Health Capacity Building grant, and maintaining a Division Wellness Lead Teacher. The formation of Employee Resource Groups (ERGs), which are a staff group of employees who share something common in their identities (and are traditionally underrepresented), has fostered advocacy, education, and support for staff and students alike. The Employee Recognition Program has given students, parents, and staff a method to acknowledge and express gratitude for Black Gold employees and highlight the positive impact they have had on their lives. We focus on the importance of the Wellness priority through our onboarding New Teachers Workshop, held at the start of each school year. Our goal of the workshop is to ensure our new teachers feel welcomed and know of the multiple layers of support they have available to them.

Outcome 2: First Nations, Métis, and Inuit Students in Alberta are Successful

Approximately 10% of BGSD students have self-identified as Indigenous learners. In the 2024-2025 academic year, BGSD demonstrated its dedication to enhancing Indigenous learner success through the creation of a First Nations, Metis, and Inuit Lead Teacher role. This new position helped to foster a sense of belonging and connection for Indigenous students, while simultaneously deepening cultural and foundational understanding among all students and staff throughout BGSD. This strategy is designed to promote individual student development and contribute to systemic progress in Truth and Reconciliation.

Provincial Measures

Table 16. ABED Assurance Measures: FNMI High School Completion		Self-Identified First Nations, Métis and Inuit Students (FNMI)					
		BGSD (in percentages)					Alberta
		2020	2021	2022	2023	2024	2024
Percentage of students who completed high school within three, four and five years of entering grade 10	3 year	64.9	76.0	67.6	65.9	64.2	59.8
	4 year	81.8	79.8	78.9	74.4	75.9	65.8
	5 year	74.5	83.9	80.6	82	81.4	69.7
Percentage of grade 12 students eligible for Rutherford Scholarship		45.1	47.8	50.0	47.0	43.4	44.0
Annual dropout rate of students aged 14-18		1.6	1.6	2.6	3.3	2.1	5.2
Transitions/ Career Planning							
Percent of high school students who transition to post-secondary (including apprenticeship) within six years of entering grade 10		34.4	40.3	49.2	52.5	43.6	37.1

Comments on Results

Data from Table 16 of the ABED Assurance Measures indicates positive trends in the academic success and progression of self-identified First Nations, Métis, and Inuit (FNMI) students within BGSD. The percentage of FNMI students completing high school within three, four, and five years continues to be higher than the Alberta averages in those same categories. The annual dropout rate for students aged 14-18 has also remained low, with a 2.1% rate in 2024. There was a decrease in the percentage of FNMI students transitioning to post-secondary education (including apprenticeships) for 2024 to 43.6% (from 52.5% in 2023). Our self-identified Indigenous students in BGSD continue to achieve high levels of academic success in the identified measures, and in most cases at rates that are higher than the provincial average.

Strategies

Black Gold School Division (BGSD) is dedicated to truth and reconciliation support, student self-identified support, and school and community support across the system.

In the first year of the First Nations, Métis and Inuit Lead Teacher role, 236 classes were taught (both virtually and in person), which included cultural teachings (smudging, four directions), the Blanket Exercise, traditional games, and other classroom connections as needed. Connections with a Cree Elder have honoured the cultural protocols and ways of knowing both for this role and for the BGSD school community. This FNMI Lead Teacher role supports building a sense of belonging and cultural engagement for our self-identified FNMI students, and supports building understanding through reconciliation for students, staff, and community.

This year, we held a flag raising ceremony for the Treaty Six Flag at the Black Gold School Division office. Our collective commitment to what it means to be a part of treaty six, and to honour treaty six land is honoured by the flag that flies in front of our office. Additionally, honouring the National Day for Truth and Reconciliation Day and National Indigenous Peoples Day continue as ways that we actualize reconciliation actions and mindsets in BGSD.

Changes to Jordan's Principle funding for provincially funded students significantly impacted the support that we were able to provide First Nations and Inuit students in BGSD for 2024-2025. Jordan's Principle made the decision to no longer fund provincially funded students - this resulted in the loss of Educational Assistant positions for identified First Nations and Inuit students during the 2024-2025 school year.

Ensuring that First Nations, Métis and Inuit Students are successful in the Black Gold School Division is reflected in our commitments and actions. This past year, our commitment to treaty, to building relationships, and to amplifying indigenous voices, built success for our self-identified students and supported the reconciliation understanding for all students. We continue to grow, to listen, and to learn.

Outcome 3: Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy

BGSD strives to build a future where teachers, school leaders, and school authority leaders thrive. Grounded in our shared belief that all individuals can succeed, regardless of background, we work collaboratively within a cycle of continuous improvement to achieve this goal. The Division prioritizes the development and growth of its employees through quality, timely opportunities for staff and leadership development, such as the Aspiring Leadership Program (ALT), New-Administrator

Mentorship programs, Beginning Teacher Workshops, engaging Lead Learner meetings for administrators across the Division, and regularly scheduled professional development sessions.

BGSD continues to support the implementation of Visible Learning in our classrooms (clear learning intentions and success criteria). Our administrators and teacher leaders were in-serviced by Dr. Beverley Freedman, an internationally recognized expert on Visible Learning. Dr. Freedman led staff through Learning Walks to bolster a culture of reflection and learning that is meaningful and supportive.

High-quality teaching and learning are supported by structured processes and resources, including formal evaluations of division support staff, review of certificated staff Professional Growth Plans, and adherence to Alberta Professional Quality Standards for all certificated staff. Additionally, staff have access to approximately 650 Microsoft Windows and 100 Apple desktop computers, equipped with licensed software such as Google Workspace for Education, Read&Write for Google Chrome, and Canva Education.

Provincial Measures

Teaching and Leading

Table 17. AEAM Survey	BGSD Results (in percentages)				
a. 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.					
Teachers	**2021**	**2022**	**2023**	**2024**	**2025**
	84.9	82.7	82.6	78.2	72.6
b. Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have:					
Been focused on the priorities of the jurisdiction	89.0	88.0	88.0	87.0	83.0
Effectively addressed your professional growth needs	84.0	80.0	80.0	75.0	67.0
Significantly contributed to your ongoing professional growth	82.0	80.0	79.0	72.0	68.0

Table 18. AEAM Survey	BGSD Results (in percentages				
a. Percentage of teachers, parents and students satisfied with the overall quality of basic education					
	2021	**2022**	**2023**	**2024**	**2025**
Overall	88.4	86.9	86.4	85.8	86.8
Parent	85.1	82.1	81.8	79.9	81.1
Student	84.4	84.0	84.0	83.1	84.0
Teacher	95.7	94.7	93.3	94.3	95.1
b. Percentage of teachers, parents and students who agree that students are engaged in their learning at school					
Overall	83.5	82.4	82.5	81.3	82.1
Parent	86.1	84.6	85.5	81.5	83.5
Student	67.7	67.3	67.1	66.1	66.6
Teacher	96.7	95.2	95.0	96.1	96.2
c. Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.					
Overall	81.4	81.2	83.0	82.8	82.6
Parent	80.4	78.7	80.3	81.1	80.6
Student	72.4	73.9	77.7	76.4	76.2
Teacher	91.5	91.0	91.0	91.0	90.9

Comments on Results

Table 17 is a measure of teacher perceptions of the effectiveness of Division-organized professional learning and its alignment with their professional growth needs. There was an 8% decrease in the 2024-25 school year with respect to how effectively BGSD addresses professional growth needs for its teachers.

In Table 18, overall satisfaction with the quality of basic education has remained strong, with 86.8% expressing satisfaction in 2025. Teachers' agreement on student engagement has remained strong, reaching 96.2% in 2025. Finally, satisfaction with the breadth of program offerings, including fine arts, career and technology, and physical education, has remained steady, with 82.6% overall satisfaction in 2025. Student engagement satisfaction has gradually declined over the years, however we are noting a small increase for 2025 to 66.6%.

Strategies

BGSD strives to be responsive to professional development (PD) needs, in offering topics in wellness, improved pedagogy, and the implementation of new curriculum (K-6), alongside Division PD priorities. The Division effectively utilized Curriculum Lead Teachers to strengthen literacy and numeracy strategies while delivering PD on new curriculum requirements and wellness best practices.

BGSD's calendar provides staff with one non-student day per month, ensuring frequent, timely, and targeted PD. BGSD's Division PD structure aims to provide impactful and focused support through full-day sessions that allow for deeper engagement. Teachers are also allocated self-directed PD time to support individual professional growth goals, and BGSD maintains a balanced mix of Division-led, school-based, and collaborative PD opportunities.

Impacts on teaching and learning measures for 2024-25 include new curriculum implementation (K-6, discontinuation of school-based instructional lead teachers (ISTs), and the CUPE support staff strike.

In addition to professional development (PD) funding allocated to each school for individual staff growth needs, teachers also benefit from an Enhanced Professional Development Program. This program provides up to $1,500 per school year for post-secondary courses and up to $750 per school year for non-credit professional learning opportunities, significantly supporting their continuous growth and expertise in the evolving PD landscape.

The Visible Learning initiative at BGSD is designed to deepen student engagement by clearly articulating both the learning objectives and the process of learning. This approach encourages students to take ownership of their educational journey, fostering a stronger sense of purpose. By enabling students to understand their goals and set more ambitious expectations, Visible Learning serves to boost motivation, drive them toward higher standards, and facilitate significant progress.

In regards to the data presented in Table 18 (overall increase in the quality of basic education) it is noted that the role of educational technology increased significantly in the 24/25 school year. Over 500 teachers leveraged Brisk Teaching (an artificial intelligence educational tool for teachers), which saved an estimated 13,000 hours of teacher time. As a direct result, teachers had more time available to focus on higher order critical thinking instructional strategies. Additionally, over 1,600 active Google classrooms were active with teachers posting approximately 1000 posts per day across our 32 school sites.

Outcome 4: Alberta's K-12 education system and workforce are well-managed

BGSD commitment to continuous improvement is guided by our foundational values: Student-Centred Learning, Relationships, Safe and Supportive Learning Environments, Passion, and Responsible Resource Management. These values form the lens for our Assurance Framework, ensuring that stakeholder engagement is central to achieving transparency and public accountability. By incorporating diverse perspectives from students, staff, parents, and community partners, we clarify priorities and develop solutions that are responsive to our school communities.

BGSD celebrates the active involvement of school advisory councils. Their voice shapes each school's foundational statements, policies, and annual education plans. Annual School Assurance Plans, developed by principals in consultation with staff, school councils, and, when appropriate, students, are a central part of this collaborative commitment, as outlined in Division Administrative Procedure 101 – School Three-Year Assurance Plans.

Provincial Measures

Table 19. AEAM Survey	BGSD Results (in percentages)				
a. Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education					
	2021	**2022**	**2023**	**2024**	**2025**
Overall	76.3	73.4	77.3	75.8	76.8
Parent	65.3	63.1	65.1	64.5	67.8
Teacher	87.3	83.6	89.5	87.1	85.9
b. 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					
Overall	78.7	68.7	74.6	74.2	74.4
Parent	73.4	56.5	68.5	70.3	69.4
Student	77.9	73.4	73.7	70.0	72.8
Teacher	84.8	76.2	81.5	82.3	81.1
c. Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community					
Overall	70.7	72.2	74.9	72.2	72.9
Parent	58.5	61.0	63.3	58.6	61.6
Student	72.5	75.0	78.8	76.3	78.2
Teacher	80.9	80.7	82.5	81.7	78.9

Comments on Results

The data presented in Table 19, demonstrates overall sustained positive perception within all stakeholder groups. There was an increase in parent satisfaction regarding their involvement in their child's education, to its highest score in the past five years (67.8%). Students satisfaction with accessibility, effectiveness, and efficiency of programs has bounced back to 78.2% in 2025. In 2025 the percentages of teachers indicating that their school or school division improved or stayed the same in the last three years, moderated to 81.1%, following a high of 85.5% in 2020.

Strategies

Black Gold School Division (BGSD) employs a comprehensive engagement strategy, gathering input from the community, government, and internal stakeholders through consultations, public board meetings, and events like the Annual Community Engagement (ACE). This collaborative approach extends to students, with specific initiatives for leadership, career development, and Science, Technology, Engineering and Math (STEM). Internally, the Division fosters inclusivity through Employee Resource Groups (ERGs) and administrative collaboration. These engagement efforts have culminated in significant milestones, such as the opening of Ohpaho Secondary School and the community-led renaming of École Horizon Heights School. All of this work is supported by a robust technology and cybersecurity framework, which ensures network reliability, defends against digital threats, and provides timely IT support to maintain a secure and effective learning environment.

Broad Stakeholder & Community Engagement

Through a range of community and school-based opportunities, the Division actively gathers input from stakeholders to help with the decision-making processes. Community consultations, supported by data, focus on important matters such as school boundaries, enrollment challenges, and the division calendar. The Annual Community Engagement (ACE) event brings together community members to discuss key topics like curriculum, strategic direction, and areas for improvement. The Council of School Councils (COSC) serves as a platform for school council members, Trustees, and Division administration to share best practices, exchange ideas, and collaborate on strategies to support student achievement. To strengthen relationships with government officials, the Division hosts MLA and Municipal meets & greets, where trustees and elected representatives discuss mutual interests and explore opportunities for partnership. Board of Trustee meetings are held monthly and open to the public for in-person attendance or live streaming, ensuring transparency and fostering community involvement in the division's decision-making processes.

Student-Focused Engagement & Initiatives

Black Gold School Division organized a Youth Leadership Conference hosted a youth engagement event in April to better understand the challenges students face. Representative Grade 7-12 students shared their perspectives on respect, relationships, inclusivity, and kindness. We were honoured to have students from the Maskwacis Education Schools Commission (MESC) join us for the 2025 Youth Leadership Conference. The Division also hosted two student engagement events connected to trades and career initiatives. A Trades and Career Fair was held in November, giving high school students the opportunity to engage with trade vendors to better understand the academic requirements and skills

needed in the workforce. Additionally, in March, BGSD was pleased to offer a Girls in Science Technology Engineering and Math (STEM) day for students from grades 8-12. The day focussed on the many career opportunities available for girls in these prospective fields.

Internal Staff & Leadership Engagement

Looking inward, BGSD continues to support PLUS (People Like Us), Employee Resource Groups (ERGs), dedicated to enhancing the work environment for employees and job seekers. PLUS endeavours to increase the visibility, value, and voice of underrepresented people in leadership and staff, creating a more inclusive and safer workplace. The three ERGs, 2SLGBTQIA+ members, tradespeople, and people of colour, continued in 2025 fostering connection and inclusivity among employees. Superintendent and board-level engagement opportunities are also critical to the Division's success. Monthly Lead Learner meetings with school and Division office administrators provide a platform for discussing topics that align with the Division's strategic direction. These meetings facilitate feedback on processes and initiatives that support student achievement.

Engagement in Action: Key Projects & Milestones

The Grand Opening of Ohpaho Secondary School in Leduc, and the renaming of École Coloniale Estates to École Horizon Heights School in Beaumont provided both active involvement and engagement in the process. The grand opening of Ohpaho Secondary School was led in a ceremony by Indigenous Elders, and representatives of municipal, provincial, and federal governments. The opening of the school provided a much-needed increase in high school student capacity in the thriving community of Leduc. To reflect BGSD's commitment to our collective journey in Truth and Reconciliation, École Coloniale Estates in Beaumont was renamed as École Horizon Heights School in 2025. The creative process of re-naming involved multiple meetings that amplified parent, community, and student voices. Indigenous Elder and community consultation were an important part of this creative process.

Foundational Support: Technology & Operations

Black Gold School Division continues to be a leader in cybersecurity practices within K–12 education. This year, the division implemented a Security Information and Event Management (SIEM) system to detect, analyze, and respond to digital threats in real time. A partnership with a Security Operations Centre (SOC) ensures 24/7 monitoring, enabling timely response to emerging risks. To date, 421 security events have been identified and mitigated before any compromise occurred. The division also

prevents devices from being exploited by malware and botnets. Network filters block an average of 11,400 malicious attempts per week. Of the approximately 118,000 emails processed daily, around 5,300 spam messages and 162 phishing attempts are intercepted before reaching users. Managed Detection and Response (MDR) software provides additional protection at the device level, identifying and quarantining an average of 30 threats each month.

To address increasing demand for bandwidth while maintaining cost efficiency, Black Gold has continued to expand its use of Software-Defined Wide Area Network (SD-WAN) technology. Working with local internet service providers, the division has been able to provide reliable, high-capacity network access that supports instruction—without requiring additional funding increases.

The Technology Services Helpdesk resolved 5,470 support requests during the school year. On average, six front-line IT technicians responded to approximately 28 requests per day division-wide, ensuring minimal instructional disruption.

Summary

The 2024-2025 Annual Education Results Report (AERR) for the Black Gold School Division reflects a year characterized by substantial progress in fostering student and staff achievement. The division placed a high priority on student and staff wellness, learning recovery, and the effective implementation of new curriculum, supported by dedicated professional development for educators. At its core, the division operates on values that champion student-centered learning, strong relationship building, and responsible resource stewardship, ensuring a safe, supportive, and inclusive environment across all its schools. This commitment to educational excellence is underpinned by a proactive, data-driven methodology, utilizing various assessments and feedback mechanisms to consistently identify and address the evolving needs of its students and staff.

Furthermore, the report emphasizes the division's dedication to career readiness and community engagement. Programs like Dual Credit and Off Campus support students in grades 10-12 with career exploration and planning, while initiatives such as the Trades and Career Fair, and the 5th annual Girls in STEM event provide exciting and practical insights into potential career paths. Black Gold has demonstrated its commitment to Truth and Reconciliation through the creation of a First Nations, Métis, and Inuit Lead Teacher, the opening of Ohpaho Secondary School, the renaming of École Horizon Heights school, and the raising of the Treaty Six flag at our Black Gold School Division Office. Overall, the AERR showcases BGSD's focus on preparing students for success in a supportive learning environment.

Summary of Financial Results 2024-25

Black Gold School Division (BGSD) ended the 2024-2025 school year with a surplus of $1.9 million. Total revenues were $164.5 million, exceeding the spring approved budget by $3.7 million (2%). This increase is primarily attributable to increased operational funding from Alberta Education, resulting from the grant rate adjustments announced in July 2024, as well as higher than projected enrollment as of September 29, 2024.

Total expenses for BGSD were $162.6 million, which was $253 thousand more than budgeted. Although expenditures were initially expected to rise in alignment with the increase in revenues, this was offset by the CUPE 3484 job action, during which salaries and benefits were not paid to school support staff for 17 days and regular school operations were affected.

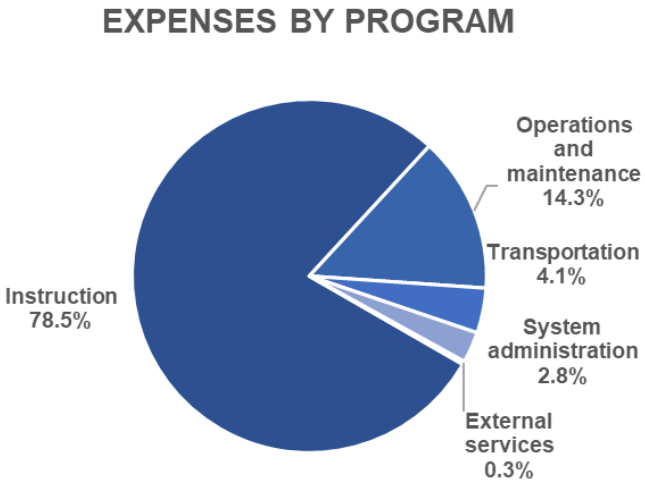
Using the September 29, 2024 FTE student enrolment count (ECS=0.50) of 12,924, the total cost of educating a student in Black Gold School Division in 2024-25 was $12,585.

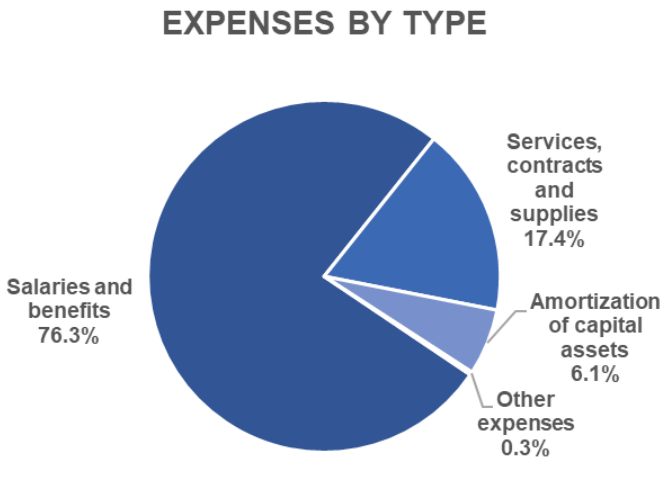
Expenses by Program

Instruction	$127,695,066
Operations and maintenance	$23,179,558
Transportation	$6,696,160
System administration	$4,610,697
External Services	$469,739
Total 2024-25 Expenses	**$162,651,220**

Expenses by Type

Certificated salaries and benefits	$92,615,224
Non-certificated salaries and benefits	$31,423,137
Services, contracts and supplies	$28,256,214
Amortization of capital assets	$9,911,911
Other expenses	$444,734
Total 2024-25 Expenses	**$162,651,220**





School Generated Funds

As of August 31, 2025, the unexpended School Generated Funds (SGF) were $1.23 million, a decrease of $44 thousand from the end of the previous year. SGF revenues were $4.64 million and are comprised of:

- Fees - $2.53 million (includes activity, student travel, extra-curricular and optional course fees)
- Sales and services - $887 thousand (includes commissions, yearbooks, ticket sales and sales of other products and services)
- Fundraising - $729 thousand
- Donations and grants - $492 thousand

SGF expenses were $4.71 million and are comprised of:

- Expenses related to fees - $2.63 million
- Expenses related to sales and services, fundraising and donations - $2.08 million

Capital and Facilities Projects

New Schools & Modernizations

- The construction of the École Corinthia Park School modernization started in January 2025 and is expected to be completed by November 2026.
- The construction of the Calmar Secondary Collegiate School continued during the 2024-25 school year with an expected completion date of December 2025.
- BGSD received approval for Planning Funding for a new high school in the City of Beaumont in March 2025. Alberta Infrastructure awarded a contract for site investigation work on the identified school site in August 2025. It is expected that Design Funding will be approved during the 2025-26 school year.

Facilities Projects

- Infrastructure Maintenance and Renewal (IMR) projects totalling $1.8 million were completed during the year.
- Capital Maintenance and Renewal (CMR) projects totalling $1.94 million were completed during the year.

Additional Information

The School Division's Audited Financial Statements can be obtained on the Division website at: https://www.blackgold.ca/about-bgsd/results-plans-results/

The provincial roll-up of jurisdiction Audited Financial Statements information can be viewed at: https://www.alberta.ca/k-12-education-financial-statements.aspx

For further details on the 2024-25 financial results, please contact Chelsey Volkman, Associate Superintendent – Business & Finance at 780-955-6049.

Appendix A: 2024-25 Detailed PAT & Diploma Exam Analysis

2025 Grade 6 Provincial Achievement Test Results Analysis

Table 20.	All Student Grade 6 PAT Results (in percentages)										
Subject		2020-21		2021-22		2022-23		2023-24		2024-25	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6	Acceptable	n/a	n/a	91.7	89.8	93.8	90.4	n/a	n/a	84.8	80.3
	Excellence	n/a	n/a	18.5	22.3	16.4	18.4	n/a	n/a	11.5	14.7
French Language Arts 6	Acceptable	n/a	n/a	81.3	81.1	86.3	83.1	69.2	79.8	n/a	n/a
	Excellence	n/a	n/a	7.8	11.1	8.1	13.3	5.1	10.6	n/a	n/a
Social Studies 6	Acceptable	n/a	n/a	79.4	79.3	78.9	78.3	76.4	79.2	77.4	76.1
	Excellence	n/a	n/a	23.9	23.6	17.0	21.3	18.2	22.8	18.4	22.0
Mathematics 6	Acceptable	n/a	n/a	75.2	75.0	81.0	77.4	n/a	n/a	63.6	61.4
	Excellence	n/a	n/a	11.8	14.8	12.2	15.9	n/a	n/a	16.1	17.5
Science 6	Acceptable	n/a	n/a	86.2	83.4	81.1	79.3	77.6	81.2	n/a	n/a
	Excellence	n/a	n/a	25.9	27.7	22.3	25.9	22.8	29.3	n/a	n/a

Table 21.	FNMI Student Grade 6 PAT Results (in percentages)										
Subject		2020-21		2021-22		2022-23		2023-24		2024-25	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6	Acceptable	n/a	n/a	81.3	76.0	78.9	60.6	n/a	n/a	75.6	65.6
	Excellence	n/a	n/a	9.4	9.6	15.5	7.1	n/a	n/a	8.5	6.7
French Language Arts 6	Acceptable	n/a	n/a	*	68.6	100.0	65.9	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	*	6.9	16.7	5.3	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable	n/a	n/a	79.0	60.3	71.4	45.3	61.9	45.3	71.8	56.3
	Excellence	n/a	n/a	12.9	9.4	14.3	6.5	14.3	6.5	10.3	10.2
Mathematics 6	Acceptable	n/a	n/a	74.2	51.6	64.4	42.0	n/a	n/a	56.8	38.3
	Excellence	n/a	n/a	4.5	4.7	11.0	5.6	n/a	n/a	6.2	6.0
Science 6	Acceptable	n/a	n/a	75.8	65.0	68.8	46.0	66.3	46.0	n/a	n/a
	Excellence	n/a	n/a	18.2	12.4	23.4	9.0	15.3	9.0	n/a	n/a

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Table 22.	EAL Student Grade 6 PAT Results (in percentages)										
Subject		2020-21		2021-22		2022-23		2023-24		2024-25	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6	Acceptable	n/a	n/a	90.6	86.3	84.6	73.9	n/a	n/a	84.5	70.4
	Excellence	n/a	n/a	11.3	17.9	15.4	13.9	n/a	n/a	10.7	9.0
French Language Arts 6	Acceptable	n/a	n/a	*	78.7	50.0	75.5	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	*	12.4	0.0	13.8	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable	n/a	n/a	79.6	76.1	73.5	65.4	73.9	64.6	69.6	69.0
	Excellence	n/a	n/a	10.2	19.9	18.4	15.7	20.3	16.5	0.0	17.2
Mathematics 6	Acceptable	n/a	n/a	73.6	72.9	75.0	64.9	n/a	n/a	75.3	58.1
	Excellence	n/a	n/a	7.5	14.6	11.5	15.2	n/a	n/a	21.2	16.6
Science 6	Acceptable	n/a	n/a	80.0	79.8	67.3	64.7	70.5	63.8	n/a	n/a
	Excellence	n/a	n/a	16.0	23.2	12.2	17.2	18.0	18.4	n/a	n/a

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

Overall

Missing data in Science and French Language Arts this year, as well as in English Language Arts and Mathematics last year, limits a full analysis of trends.

Division results in 2024-25 show slight increases in achievement at both the acceptable and excellence standards in Social Studies. Across the available Grade 6 PAT data, overall student achievement generally exceeded provincial results at the acceptable standard—particularly in English Language Arts—while achievement at the excellence level remained below provincial results.

FNMI students showed significant gains in Social Studies at the acceptable standard, alongside a slight decline at the excellence standard. Their results consistently exceeded provincial percentages at the acceptable level with excellence levels showing modest gains that were slightly above provincial results.

EAL students showed a decline in achievement at the acceptable standard and a marked decline at the excellence standard, with no students reaching the excellence standard in Social Studies this year. In all other available subjects, their results consistently exceeded provincial percentages at both the acceptable and excellence levels.

English Language Arts and Literature 6

In 2024–25, 84.8% of students achieved the acceptable standard, down by 9 percentage points from two years prior in 2022–23. No data from 2023-24 is available for comparison due to new curriculum implementation. This is 4.5% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 11.5%, down by 4.9 percentage points from 2022–23. This is 3.2% lower than the current provincial percentage.

In 2024–25, 75.6% of FNMI students achieved the acceptable standard, down 3.3 points from 2022–23. This is 10% higher than the current provincial percentage. The percentage of FNMI students achieving the standard of excellence was 8.5%, down 7 points from 2022–23. This is 1.8% higher than the provincial percentage.

In 2024–25, 84.5% of EAL students achieved the acceptable standard, down 0.1% points from 2022–23. This is 14.1% higher than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 10.7%, down 4.7 points from 2022–23. This is 1.7% higher than the provincial percentage.

French Immersion Language Arts and Literature 6

No data is available for the FILAL Grade 6 PAT in 2024-25 due to the implementation of the new curriculum.

Social Studies 6

In 2024–25, 77.4% of students achieved the acceptable standard, up by 1 percentage point in 2023–24. This is 1.3% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 18.4%, slightly up from 18.2% in 2023–24. This is 3.6% lower than the provincial percentage.

In 2024-25, 71.8% of FNMI students achieved the acceptable standard, up 9.9 points from 2023–24. This is 15.5% higher than the provincial percentage. The percentage of FNMI students achieving the

standard of excellence was 10.3%, down 4 points from 2023–24. This is 0.1% higher than the provincial percentage.

In 2024-25, 69.6% of EAL students achieved the acceptable standard, down 4.3 points from 2023–24. This is 0.6% higher than the provincial percentage. No EAL students achieved the standard of excellence, down 20.3 points from 2023–24. This is 17.2% lower than the provincial percentage.

Mathematics 6

In 2024–25, 63.6% of students achieved the acceptable standard, down 17.4 percentage points from two years prior in 2022–23. No data from 2023-24 is available for comparison due to new curriculum implementation. This is 2.5% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 16.1%, up 3.9 percentage points from 2022–23. This is 1.4% lower than the current provincial percentage.

In 2024–25, 56.8% of FNMI students achieved the acceptable standard, down 7.6 points from 2022–23. This is 18.5% higher than the current provincial percentage. The percentage of FNMI students achieving the standard of excellence was 6.2%, down 4.8 points from 2022–23. This is 0.2% higher than the provincial percentage.

In 2024–25, 75.3% of EAL students achieved the acceptable standard, up 0.3 points from 2022–23. This is 17.2% higher than the current provincial percentage. The percentage of EAL students achieving the standard of excellence was 21.2%, up 9.7 points from 2022–23. This is 4.6% higher than the provincial percentage.

Science 6

There was no Science Grade 6 PAT in 2024-2025 due to the implementation of the new curriculum.

2025 Grade 9 Provincial Achievement Test Results Analysis

Table 23.	All Student Grade 9 PAT Results (in percentages)										
Subject		2020-21		2021-22		2022-23		2023-24		2024-25	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9	Acceptable	n/a	n/a	86.9	85.4	85.8	85.1	86.4	83.8	86.1	82.4
	Excellence	n/a	n/a	13.9	15.8	12.8	15.9	10.5	14.2	9.0	13.1
K&E English Language Arts 9	Acceptable	n/a	n/a	75.0	67.0	71.1	71.2	74.6	69.0	71.2	63.1
	Excellence	n/a	n/a	7.1	6.6	6.7	8.0	4.8	7.8	16.4	6.9
French Language Arts 9	Acceptable	n/a	n/a	76.4	79.4	83.3	80.8	63.4	81.5	73.3	78.7
	Excellence	n/a	n/a	8.7	10.7	9.1	11.5	5.9	11.3	5.8	9.7
Social Studies 9	Acceptable	n/a	n/a	74.3	72.8	68.0	69.3	64.1	70.9	68.7	71.0
	Excellence	n/a	n/a	21.0	20.6	14.3	18.9	12.9	18.5	16.3	20.1
K&E Social Studies 9	Acceptable	n/a	n/a	70.8	65.9	51.9	61.9	58.7	63.0	67.2	63.6
	Excellence	n/a	n/a	8.3	17.5	15.4	13.2	14.3	14.1	19.7	13.4
Mathematics 9	Acceptable	n/a	n/a	54.4	63.7	63.1	64.7	61.1	62.0	63.3	60.6
	Excellence	n/a	n/a	11.2	9.0	16.0	13.5	12.3	16.5	12.0	16.4
K&E Mathematics 9	Acceptable	n/a	n/a	76.8	67.8	64.2	64.7	73.9	64.8	69.4	60.9
	Excellence	n/a	n/a	16.1	13.6	14.7	13.9	16.2	12.3	18.0	13.5
Science 9	Acceptable	n/a	n/a	81.1	82.1	78.7	78.8	76.3	79.2	80.3	80.4
	Excellence	n/a	n/a	21.6	27.3	16.0	23.9	14.1	24.4	17.8	24.8
K&E Science 9	Acceptable	n/a	n/a	76.9	72.6	62.3	67.6	68.8	65.7	59.4	63.7
	Excellence	n/a	n/a	11.5	13.8	11.3	13.9	9.4	11.1	12.5	10.0

Table 24.	FNMI Student Grade 9 PAT Results (in percentages)										
Subject		2020-21		2021-22		2022-23		2023-24		2024-25	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9	Acceptable	n/a	n/a	84.0	71.9	74.3	49.2	70.6	49.5	84.9	68.8
	Excellence	n/a	n/a	10.7	5.3	9.5	4.4	3.5	4.7	3.5	6.4
K&E English Language Arts 9	Acceptable	n/a	n/a	*	68.7	*	43.8	*	42.8	54.5	63.5
	Excellence	n/a	n/a	*	7.3	*	3.7	*	4.9	0.0	7.7
French Language Arts 9	Acceptable	n/a	n/a	77.8	59.0	62.5	65.4	58.3	63.8	66.7	66.2
	Excellence	n/a	n/a	0.0	5.7	0.0	4.4	0.0	5.6	0.0	5.7
Social Studies 9	Acceptable	n/a	n/a	62.3	48.0	45.9	34.1	49.4	39.0	65.9	51.4
	Excellence	n/a	n/a	18.2	5.7	9.5	4.9	10.8	6.3	5.7	8.5
K&E Social Studies 9	Acceptable	n/a	n/a	*	55.7	42.9	45.4	75.0	46.2	50.0	60.5
	Excellence	n/a	n/a	*	12.2	0.0	7.3	0.0	9.4	0.0	13.0
Mathematics 9	Acceptable	n/a	n/a	38.5	37.8	53.7	28.7	45.9	28.7	58.2	37.2
	Excellence	n/a	n/a	4.6	5.8	3.0	3.8	6.8	4.8	11.4	6.4
K&E Mathematics 9	Acceptable	n/a	n/a	85.7	63.3	50.0	48.9	88.2	43.7	66.7	55.2
	Excellence	n/a	n/a	0.0	7.9	48.9	11.1	23.5	6.2	19.0	11.3
Science 9	Acceptable	n/a	n/a	80.5	65.3	61.1	42.1	60.0	46.0	80.2	63.4
	Excellence	n/a	n/a	16.9	11.3	8.3	7.1	14.1	8.5	16.3	11.8
K&E Science 9	Acceptable	n/a	n/a	66.7	70.1	44.4	48.4	66.7	46.6	54.5	62.2
	Excellence	n/a	n/a	16.7	12.7	11.1	8.2	16.7	7.2	0.0	9.1

Table 25.		EAL Student Grade 9 PAT Results (in percentages)									
Subject		2020-21		2021-22		2022-23		2023-24		2024-25	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9	Acceptable	n/a	n/a	91.7	77.4	66.7	62.2	71.4	56.9	74.4	65.8
	Excellence	n/a	n/a	12.5	8.7	8.3	6.6	0.0	5.4	15.4	5.6
K&E English Language Arts 9	Acceptable	n/a	n/a	*	54.7	n/a	34.9	*	46.7	*	41.9
	Excellence	n/a	n/a	*	2.8	n/a	1.3	*	4.0	*	3.2
French Language Arts 9	Acceptable	n/a	n/a	n/a	69.9	n/a	1.1	*	67.8	*	66.0
	Excellence	n/a	n/a	n/a	11.0	n/a	11.3	*	9.2	*	12.0
Social Studies 9	Acceptable	n/a	n/a	90.9	64.7	70.8	50.4	55.6	49.4	68.4	57.5
	Excellence	n/a	n/a	18.2	15.0	8.3	11.0	16.7	9.6	18.4	12.5
K&E Social Studies 9	Acceptable	n/a	n/a	*	73.3	n/a	39.4	*	44.4	*	56.3
	Excellence	n/a	n/a	*	13.3	n/a	1.5	*	7.4	*	3.7
Mathematics 9	Acceptable	n/a	n/a	54.5	56.7	58.3	50.1	45.5	46.7	62.2	52.7
	Excellence	n/a	n/a	27.3	15.6	8.3	12.0	12.1	11.5	10.8	13.5
K&E Mathematics 9	Acceptable	n/a	n/a	*	61.9	n/a	39.5	*	49.7	*	57.1
	Excellence	n/a	n/a	*	11.1	n/a	5.6	*	12.2	*	15.0
Science 9	Acceptable	n/a	n/a	90.9	73.8	83.3	59.4	66.7	57.7	65.8	68.4
	Excellence	n/a	n/a	27.3	18.1	4.2	15.0	2.8	14.2	18.4	16.4
K&E Science 9	Acceptable	n/a	n/a	*	64.0	n/a	33.1	*	41.1	*	50.8
	Excellence	n/a	n/a	*	3.4	n/a	3.3	*	5.5	*	2.5

Notes:

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

Grade 9 PAT Overall

Division results in 2024–25 show steady performance, with achievement at the acceptable standard increasing across many subjects and often exceeding provincial percentages. Achievement at the standard of excellence was more variable, with some courses showing meaningful gains and others remaining below or close to provincial results. Overall, results indicate stability and progress rather than systemic decline.

FNMI student results present a mixed picture. In several subjects, particularly Science and English Language Arts, achievement at the acceptable standard showed substantial gains and frequently exceeded provincial performance. Achievement at the standard of excellence for FNMI students was less consistent, with some decreases noted while other areas maintained or exceeded provincial benchmarks.

EAL student results are limited due to low enrollment in several courses, which constrains the ability to assess overall trends. Where reported, achievement at the acceptable standard varied by subject, and achievement at the standard of excellence was generally low or unreported, though some areas, such as English Language Arts and Social Studies, demonstrated strong results.

English Language Arts 9

In 2024–25, 86.1% of students achieved the acceptable standard, down 0.3 points from 2023–24. This is 3.7% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 9%, down 1.5 points from 2023–24. This is 4.1% lower than the provincial percentage.

In 2024–25, 84.9% of FNMI students achieved the acceptable standard, up 14.3 points from 2023–24. This is 16.1% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 3.5%, unchanged from 2023–24. This is 2.9% lower than the provincial percentage.

In 2024–25, 74.4% of EAL students achieved the acceptable standard, up 3 points from 2023–24. This is 8.6% higher than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 15.4%, up 15.4 points from 2023–24. This is 9.8% higher than the provincial percentage.

K&E English Language Arts 9

In 2024–25, 71.2% of students achieved the acceptable standard, down 3.4 points from 2023–24. This is 8.1% higher than the provincial percentage. The percentage of students achieving the standard of

excellence was 16.4%, up 11.6 points from 2023–24. This is 9.5% higher than the provincial percentage.

In 2024–25, 54.5% of FNMI students achieved the acceptable standard (no BGSD data from the previous school year is available for comparison). This is 9% lower than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 0% (no BGSD data from the previous school year is available for comparison). This is 7.7% lower than the provincial percentage.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

French Language Arts 9

In 2024–25, 73.3% of students achieved the acceptable standard, up 9.9 points from 2023–24. This is 5.4% lower than the provincial percentage. The percentage of students achieving the standard of excellence was 5.8%, down 0.1 points from 2023–24. This is 3.9% lower than the provincial percentage.

In 2024–25, 66.7% of FNMI students achieved the acceptable standard, up 8.4 points from 2023–24. This is 0.5% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 0%, unchanged from 2023–24. This is 5.7% lower than the provincial percentage.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

Social Studies 9

In 2024–25, 68.7% of students achieved the acceptable standard, up 4.6 points from 2023–24. This is 2.3% lower than the provincial percentage. The percentage of students achieving the standard of excellence was 16.3%, up 3.4 points from 2023–24. This is 3.8% lower than the provincial percentage.

In 2024–25, 65.9% of FNMI students achieved the acceptable standard, up 16.5 points from 2023–24. This is 14.5% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 5.7%, down 5.1 points from 2023–24. This is 2.8% lower than the provincial percentage.

In 2024–25, 68.4% of EAL students achieved the acceptable standard, up 12.8 points from 2023–24. This is 10.9% higher than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 18.4%, up 1.7 points from 2023–24. This is 5.9% higher than the provincial percentage.

K&E Social Studies 9

In 2024–25, 67.2% of students achieved the acceptable standard, up 8.5 points from 2023–24. This is 47.5% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 63.6%, up 49.3 points from 2023–24. This is 50.2% higher than the provincial percentage.

In 2024–25, 50% of FNMI students achieved the acceptable standard, down 25 points from 2023–24. This is 0.5% lower than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 0%, unchanged from 2023–24. This is 13% lower than the provincial percentage.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

Mathematics 9

In 2024–25, 63.3% of students achieved the acceptable standard, up 2.2 points from 2023–24. This is 51.3% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 60.6%, up 48.3 points from 2023–24. This is 44.2% higher than the provincial percentage.

In 2024–25, 58.2% of FNMI students achieved the acceptable standard, up 12.3 points from 2023–24. This is 21% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 11.4%, up 4.6 points from 2023–24. This is 5% higher than the provincial percentage.

In 2024–25, 62.2% of EAL students achieved the acceptable standard, up 16.7 points from 2023–24. This is 9.5% higher than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 10.8%, down 1.3 points from 2023–24. This is 2.7% lower than the provincial percentage.

K&E Mathematics 9

In 2024–25, 69.4% of students achieved the acceptable standard, down 4.5 points from 2023–24. This is 8.5% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 18%, up 1.8 points from 2023–24. This is 4.5% higher than the provincial percentage.

In 2024–25, 66.7% of FNMI students achieved the acceptable standard, down 21.5 points from 2023–24. This is 11.5% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 19%, down 4.5 points from 2023–24. This is 7.7% higher than the provincial percentage.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

Science 9

In 2024–25, 80.3% of students achieved the acceptable standard, up 4 points from 2023–24. This is 0.1% lower than the provincial percentage. The percentage of students achieving the standard of excellence was 17.8%, up 3.7 points from 2023–24. This is 7% lower than the provincial percentage.

In 2024–25, 80.2% of FNMI students achieved the acceptable standard, up 20.2 points from 2023–24. This is 16.8% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 16.3%, up 2.2 points from 2023–24. This is 4.5% higher than the provincial percentage.

In 2024–25, 65.8% of EAL students achieved the acceptable standard, down 0.9 points from 2023–24. This is 2.6% lower than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 18.4%, up 15.6 points from 2023–24. This is 2% higher than the provincial percentage.

K&E Science 9

In 2024–25, 59.4% of students achieved the acceptable standard, down 9.4 points from 2023–24. This is 4.3% lower than the provincial percentage. The percentage of students achieving the standard of excellence was 12.5%, up 3.1 points from 2023–24. This is 2.5% higher than the provincial percentage.

In 2024–25, 54.5% of FNMI students achieved the acceptable standard, down 12.2 points from 2023–24. This is 7.7% lower than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 0%, down 16.7 points from 2023–24. This is 9.1% lower than the provincial percentage.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

2025 Diploma Exam Results Analysis

Table 26.	All Student Diploma Exam Results (in percentages)										
Subject		2020-21		2021-22		2022-23		2023-24		2024-25	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1	Acceptable	n/a	n/a	85.9	78.8	88.1	83.7	87.4	84.2	88.2	85.3
	Excellence	n/a	n/a	7.6	9.4	8.6	10.5	6.1	10.1	10.2	10.9
English Language Arts 30-2	Acceptable	n/a	n/a	87.4	80.0	91.3	86.2	93.5	85.7	94.4	85.6
	Excellence	n/a	n/a	12.6	12.3	12.9	12.7	14.7	12.9	12.3	11.3
French Language Arts 30-1	Acceptable	n/a	n/a	87.1	91.9	100.0	93.1	100.0	95.3	89.6	94.7
	Excellence	n/a	n/a	6.5	6.8	9.5	6.1	12.5	8.6	0.0	6.0
Social Studies 30-1	Acceptable	n/a	n/a	85.8	81.5	83.5	83.5	86.2	85.2	88.0	84.6
	Excellence	n/a	n/a	18.9	15.8	16.0	15.9	15.8	18.7	17.4	16.8
Social Studies 30-2	Acceptable	n/a	n/a	75.1	72.5	83.5	78.1	85.2	77.6	86.5	77.5
	Excellence	n/a	n/a	13.3	13.2	8.3	12.3	12.8	12.7	11.2	12.3
Mathematics 30-1	Acceptable	n/a	n/a	59.3	63.6	63.9	70.8	64.8	75.4	79.0	77.8
	Excellence	n/a	n/a	18.5	23.0	21.7	29.0	20.5	34.9	29.6	37.1
Mathematics 30-2	Acceptable	n/a	n/a	58.3	61.5	70.2	71.1	73.3	70.9	79.7	73.6
	Excellence	n/a	n/a	13.7	11.8	14.0	15.2	15.2	15.4	15.6	17.3
Science 30	Acceptable	n/a	n/a	78.7	75.7	84.9	79.4	82.0	81.3	91.2	79.6
	Excellence	n/a	n/a	16.2	17.2	24.8	23.1	27.0	24.6	32.9	26.2
Biology 30	Acceptable	n/a	n/a	83.6	74.3	85.3	82.7	83.0	83.1	84.0	82.7
	Excellence	n/a	n/a	23.0	25.2	33.4	32.8	21.2	33.7	30.3	34.8
Chemistry 30	Acceptable	n/a	n/a	81.8	77.1	79.4	80.5	82.3	82.9	87.0	83.8
	Excellence	n/a	n/a	21.8	31.1	36.0	37.0	26.4	38.0	35.0	40.6
Physics 30	Acceptable	n/a	n/a	93.5	78.5	86.4	82.3	88.0	85.1	89.5	85.6
	Excellence	n/a	n/a	43.5	34.6	40.7	39.9	33.3	43.1	34.9	43.6

Table 27.		FNMI Student Diploma Exam Results (in percentages)									
Subject		2020-21		2021-22		2022-23		2023-24		2024-25	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1	Acceptable	n/a	n/a	94.4	73.5	81.5	78.3	86.7	81.7	91.3	80.6
	Excellence	n/a	n/a	5.6	4.4	3.7	6.1	10.0	6.9	8.7	5.3
English Language Arts 30-2	Acceptable	n/a	n/a	73.7	82.1	85.7	86.5	94.3	86.0	88.2	88.6
	Excellence	n/a	n/a	15.8	9.2	12.2	9.9	9.4	10.8	13.7	9.3
French Language Arts 30-1	Acceptable	n/a	n/a	*	83.3	n/a	83.8	n/a	88.9	*	86.0
	Excellence	n/a	n/a	*	0.0	n/a	2.7	n/a	0.0	*	2.3
Social Studies 30-1	Acceptable	n/a	n/a	83.3	72.5	78.3	73.0	90.0	79.1	83.3	77.5
	Excellence	n/a	n/a	8.3	7.4	8.7	8.6	16.7	10.6	16.7	9.1
Social Studies 30-2	Acceptable	n/a	n/a	40.0	66.0	83.3	72.3	82.2	72.9	85.3	72.1
	Excellence	n/a	n/a	20.0	5.4	6.3	5.4	4.4	6.6	7.4	5.7
Mathematics 30-1	Acceptable	n/a	n/a	*	50.9	53.3	60.6	66.7	64.4	63.6	67.8
	Excellence	n/a	n/a	*	10.5	13.3	15.0	25.0	17.0	13.6	23.2
Mathematics 30-2	Acceptable	n/a	n/a	40.0	55.2	68.8	65.8	75.0	64.8	83.8	71.6
	Excellence	n/a	n/a	10.0	7.3	6.3	12.1	16.7	10.1	16.2	11.5
Science 30	Acceptable	n/a	n/a	66.7	70.0	95.2	75.3	75.0	78.1	87.5	77.9
	Excellence	n/a	n/a	16.7	7.2	33.3	18.7	20.8	18.5	31.3	18.5
Biology 30	Acceptable	n/a	n/a	72.2	58.9	84.0	72.5	73.9	72.8	81.3	74.0
	Excellence	n/a	n/a	11.1	11.5	36.0	19.1	13.0	17.0	15.6	20.3
Chemistry 30	Acceptable	n/a	n/a	83.3	62.5	n/a	70.0	81.3	78.2	88.2	75.6
	Excellence	n/a	n/a	16.7	15.4	n/a	24.0	25.0	23.5	29.4	22.9
Physics 30	Acceptable	n/a	n/a	*	68.6	n/a	72.0	75.0	80.4	93.3	76.5
	Excellence	n/a	n/a	*	25.2	n/a	26.8	12.5	23.2	26.7	30.3

Table 28.		EAL Student Diploma Exam Results (in percentages)									
Subject		2020-21		2021-22		2022-23		2023-24		2024-25	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1	Acceptable	n/a	n/a	*	55.5	n/a	63.3	*	61.3	71.4	64.7
	Excellence	n/a	n/a	*	2.6	n/a	3.7	*	2.7	0.0	3.3
English Language Arts 30-2	Acceptable	n/a	n/a	71.4	63.9	37.5	71.5	100	70.0	92.3	67.4
	Excellence	n/a	n/a	0.0	3.7	0.0	5.5	0.0	5.2	7.7	4.5
French Language Arts 30-1	Acceptable	n/a	n/a	n/a	n/a	n/a	85.2	*	85.7	n/a	96.0
	Excellence	n/a	n/a	n/a	n/a	n/a	0.0	*	19.0	n/a	8.0
Social Studies 30-1	Acceptable	n/a	n/a	*	68.7	n/a	72.7	*	70.5	100.0	72.5
	Excellence	n/a	n/a	*	9.0	n/a	8.8	*	10.7	16.7	8.2
Social Studies 30-2	Acceptable	n/a	n/a	66.7	55.6	42.9	62.5	*	63.2	66.7	63.2
	Excellence	n/a	n/a	0.0	7.1	0.0	7.8	*	8.3	0.0	8.3
Mathematics 30-1	Acceptable	n/a	n/a	*	52.2	*	61.1	*	64.0	*	67.6
	Excellence	n/a	n/a	*	19.2	*	23.1	*	27.6	*	30.8
Mathematics 30-2	Acceptable	n/a	n/a	n/a	n/a	*	58.5	*	57.7	55.6	63.3
	Excellence	n/a	n/a	n/a	n/a	*	9.7	*	9.0	22.2	13.4
Science 30	Acceptable	n/a	n/a	*	59.7	*	67.4	*	69.0	*	66.0
	Excellence	n/a	n/a	*	11.8	*	16.1	*	16.2	*	17.7
Biology 30	Acceptable	n/a	n/a	*	61.0	n/a	72.8	*	69.7	83.3	69.2
	Excellence	n/a	n/a	*	18.0	n/a	24.7	*	23.6	33.3	25.3
Chemistry 30	Acceptable	n/a	n/a	*	67.9	*	73.5	*	73.2	*	74.7
	Excellence	n/a	n/a	*	23.5	*	29.9	*	29.6	*	33.1
Physics 30	Acceptable	n/a	n/a	n/a	n/a	n/a	75.7	*	71.3	*	75.0
	Excellence	n/a	n/a	n/a	n/a	n/a	32.3	*	32.9	*	32.0

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

2. 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.

Grade 12 Diploma Overall

Division results this year show steady improvement in most courses, with achievement at the acceptable standard increasing across a wide range of diploma subjects and overall performance comparing well to provincial results. Achievement at the standard of excellence was more variable. Some subjects posted meaningful gains, while others declined or remained below provincial percentages. Overall, the general pattern shows stability rather than systemic decline. One notable outlier is French Language Arts 30-1, where both acceptable standard and standard of excellence dropped sharply from last year and fell below the provincial average.

FNMI results present a mixed picture but include several strong highlights, particularly in the sciences, where both acceptable standard and standard of excellence rose and exceeded provincial performance. Other subjects show dips, especially in standard of excellence, but many results still remain above provincial comparisons. For both FNMI and EAL groups, multiple subjects were not reported due to low enrollment, which limits the ability to assess division-wide trends. Among the reported EAL results, achievement at the acceptable standard varied by course, while standard of excellence levels were generally low or unreported.

English Language Arts 30-1

In 2024–25, 88.2% of students achieved the acceptable standard, up 0.8 points from 2023–24. This is 2.9% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 10.2%, up 4.1 points from 2023–24. This is 0.7% lower than the provincial percentage.

In 2024–25, 91.3% of FNMI students achieved the acceptable standard, up 4.6 points from 2023–24. This is 10.7% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 8.7%, down 1.3 points from 2023–24. This is 3.4% higher than the provincial percentage.

In 2024–25, 71.4% of EAL students achieved the acceptable standard (no BGSD data from the previous school year is available for comparison). This is 6.7% higher than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 0% (no BGSD data from the previous school year is available for comparison). This is 3.3% lower than the provincial percentage.

English Language Arts 30-2

In 2024–25, 94.4% of students achieved the acceptable standard, up 0.9 points from 2023–24. This is 8.8% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 12.3%, down 2.4 points from 2023–24. This is 1% higher than the provincial percentage.

In 2024–25, 88.2% of FNMI students achieved the acceptable standard, down 6.1 points from 2023–24. This is 0.4% lower than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 13.7%, up 4.3 points from 2023–24. This is 4.4% higher than the provincial percentage.

In 2024–25, 92.3% of EAL students achieved the acceptable standard, down 7.7 points from 2023–24. This is 24.9% higher than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 7.7%, up 7.7 points from 2023–24. This is 3.2% higher than the provincial percentage.

French Language Arts 30-1

In 2024–25, 89.6% of students achieved the acceptable standard, down 10.4 points from 2023–24. This is 5.1% lower than the provincial percentage. The percentage of students achieving the standard of excellence was 0%, down 12.5 points from 2023–24. This is 6% lower than the provincial percentage.

Data for FNMI students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

Social Studies 30-1

In 2024–25, 88% of students achieved the acceptable standard, up 1.8 points from 2023–24. This is 3.4% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 17.4%, up 1.6 points from 2023–24. This is 0.6% higher than the provincial percentage.

In 2024–25, 83.3% of FNMI students achieved the acceptable standard, down 6.7 points from 2023–24. This is 5.8% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 16.7%, unchanged from 2023–24. This is 7.6% higher than the provincial percentage.

In 2024–25, 100% of EAL students achieved the acceptable standard (no BGSD data from the previous school year is available for comparison). This is 27.5% higher than the provincial percentage. The

percentage of EAL students achieving the standard of excellence was 16.7% (no BGSD data from the previous school year is available for comparison). This is 8.5% higher than the provincial percentage.

Social Studies 30-2

In 2024–25, 86.5% of students achieved the acceptable standard, up 1.3 points from 2023–24. This is 9% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 11.2%, down 1.6 points from 2023–24. This is 1.1% lower than the provincial percentage.

In 2024–25, 85.3% of FNMI students achieved the acceptable standard, up 3.1 points from 2023–24. This is 13.2% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 7.4%, up 3 points from 2023–24. This is 1.7% higher than the provincial percentage.

In 2024–25, 66.7% of EAL students achieved the acceptable standard (no BGSD data from the previous school year is available for comparison). This is 3.5% higher than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 0% (no BGSD data from the previous school year is available for comparison). This is 8.3% lower than the provincial percentage.

Mathematics 30-1

In 2024–25, 79% of students achieved the acceptable standard, up 14.2 points from 2023–24. This is 1.2% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 29.6%, up 9.1 points from 2023–24. This is 7.5% lower than the provincial percentage.

In 2024–25, 63.6% of FNMI students achieved the acceptable standard, down 3.1 points from 2023–24. This is 4.2% lower than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 13.6%, down 11.4 points from 2023–24. This is 9.6% lower than the provincial percentage.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

Mathematics 30-2

In 2024–25, 79.7% of students achieved the acceptable standard, up 6.4 points from 2023–24. This is 6.1% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 15.6%, up 0.4 points from 2023–24. This is 1.7% lower than the provincial percentage.

In 2024–25, 83.8% of FNMI students achieved the acceptable standard, up 8.8 points from 2023–24. This is 12.2% higher than the provincial percentage. The percentage of FNMI students achieving the

standard of excellence was 16.2%, down 0.5 points from 2023–24. This is 4.7% higher than the provincial percentage.

In 2024–25, 55.6% of EAL students achieved the acceptable standard (no BGSD data from the previous school year is available for comparison). This is 7.7% lower than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 22.2% (no BGSD data from the previous school year is available for comparison). This is 8.8% higher than the provincial percentage.

Science 30

In 2024–25, 91.2% of students achieved the acceptable standard, up 9.2 points from 2023–24. This is 11.6% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 32.9%, up 5.9 points from 2023–24. This is 6.7% higher than the provincial percentage.

In 2024–25, 87.5% of FNMI students achieved the acceptable standard, up 12.5 points from 2023–24. This is 9.6% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 31.3%, up 10.5 points from 2023–24. This is 12.8% higher than the provincial percentage.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

Biology 30

In 2024–25, 84% of students achieved the acceptable standard, up 1 point from 2023–24. This is 1.3% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 30.3%, up 9.1 points from 2023–24. This is 4.5% lower than the provincial percentage.

In 2024–25, 81.3% of FNMI students achieved the acceptable standard, up 7.4 points from 2023–24. This is 7.3% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 15.6%, up 2.6 points from 2023–24. This is 4.7% lower than the provincial percentage.

In 2024–25, 83.3% of EAL students achieved the acceptable standard (no BGSD data from the previous school year is available for comparison). This is 14.1% higher than the provincial percentage. The percentage of EAL students achieving the standard of excellence was 33.3% (no BGSD data from the previous school year is available for comparison). This is 8% higher than the provincial percentage.

Chemistry 30

In 2024–25, 87% of students achieved the acceptable standard, up 4.7 points from 2023–24. This is 3.2% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 35%, up 8.6 points from 2023–24. This is 5.6% lower than the provincial percentage.

In 2024–25, 88.2% of FNMI students achieved the acceptable standard, up 6.9 points from 2023–24. This is 12.6% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 29.4%, up 4.4 points from 2023–24. This is 6.5% higher than the provincial percentage.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.

Physics 30

In 2024–25, 89.5% of students achieved the acceptable standard, up 1.5 points from 2023–24. This is 3.9% higher than the provincial percentage. The percentage of students achieving the standard of excellence was 34.9%, up 1.6 points from 2023–24. This is 8.7% lower than the provincial percentage.

In 2024–25, 93.3% of FNMI students achieved the acceptable standard, up 18.3 points from 2023–24. This is 16.8% higher than the provincial percentage. The percentage of FNMI students achieving the standard of excellence was 26.7%, up 14.2 points from 2023–24. This is 3.6% lower than the provincial percentage.

Data for EAL students achieving the acceptable standard in 2024–25 is not available. Data for achieving the standard of excellence is not available.