



Junior Kindergarten- Grade 12 Education System Performance Measures Technical Report 2023-24

Education, Culture and Employment

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Introduction

The purpose of this document is to report on the current state of the Northwest Territories (NWT) education system.

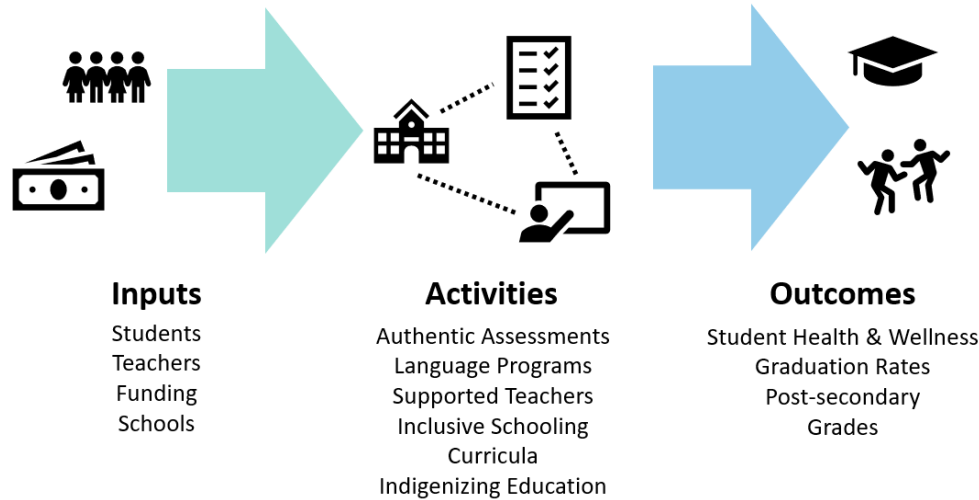
Previous versions of this report are feeding into an evaluation of the Education Renewal and Innovation Framework. The Education Renewal and Innovation Framework is a 10-year initiative that was first implemented in 2013. It is aimed at improving the NWT Junior Kindergarten to Grade 12 education system, so it is more relevant to northern students and can better foster their growth into whole and capable people.

With the conclusion of the Education Renewal and Innovation Framework's 10-year timeline in 2023, this report will continue to serve as a snapshot of the NWT education system. The information generated in this report may inform the development of a new framework or strategic plan and monitoring approach to guide the Department of Education, Culture and Employment (ECE) in future work and commitments to the NWT education system. ECE is dedicated to building a strong foundation for learning and students achieving their potential in a results-based education system.

While reading this document, it is also important to consider that the goals of the NWT education system are complicated, multi-sided, and will take time. Persistent gaps in student outcomes are a result of numerous factors that require the efforts of the Government of the Northwest Territories (GNWT), Indigenous governments, communities, and families to effect change.

Executive Summary

This document reports on the current state of the Northwest Territories education system and shows how the system has been changing in recent years. The education system has many connected parts. It is made up of organizations, people, programs, resources, materials, and actions. To show how the education system functions as a system, this report is organized into the following categories: inputs, activities, and outcomes.



An education system’s **inputs** are things that go into the system, like money, teachers, and students. They are what the education system must work with.

An education system’s **activities** are those things that the system does, like programs, courses, and assessment practices, such as tests. They include the different ways the education system is mobilized to teach and support students.

An education system’s **outcomes** are the results of the system, like grades, graduation rates, and the well-being of students. Ideally, the outcomes of a good education system will be students who are happy, capable, and ready to start the next phase of their lives.

The NWT education system began the phased implementation of the BC curriculum in the 2023-24 school year¹. Events such as the COVID-19 pandemic, major flooding, and wildfires have also impacted the education system recently. Where relevant, it is noted in this report whether and how the data may be influenced by these events. Some impacts on the education system may take longer to understand.

¹ For more information about the JK-12 Curriculum Renewal, please see the [ECE website](#).

Summary of Results

“Performance measures” refer to the various pieces of data that the Department of Education, Culture and Employment (ECE) uses to assess how the education system is doing, such as survey results, graduation and attendance rates, test results, etc. Many of the performance measures in this report show historical data side-by-side with the newest data from the 2023-24 school year. This makes it easier to see the areas where the system is improving, and to identify areas that need support. Here is a high-level summary of the findings of the 2023-24 report:

- The number of educators in the NWT has steadily increased over the last two years.
- A higher percentage of students scored “acceptable” or higher on language and social studies diploma exams than on math and science diploma exams.
- The percentage of NWT students in grades 9-10 who feel accepted by their teachers has increased over time.
- NWT attendance rates have continued to trend downwards.
- The Six-Year Graduation Rate has remained relatively steady over the last decade.
- The percentage of high school graduates pursuing post-secondary education is trending upwards.

Previous annual Junior Kindergarten to Grade 12 Education System Performance Measures Technical Reports can be found on the [ECE website](#).

Part 1 – Input Performance Measures

This first part of the document outlines **inputs** into the NWT education system. For instance, the health and well-being of students entering the school system is important information for knowing what kinds of supports students may need. Information about the number of students and teachers and how much funding each education body receives is also provided in this section.

Measures reported on in this section are the following:

- Student development upon entry into Grade 1
- Health and well-being of students in Grades 4 and 7
- Number of NWT schools
- Unplanned school closures
- Number of NWT students
- Number of NWT educators
- Education budgets from ECE

Student Development upon entry into Grade 1

Why report on this measure?

The Early Development Instrument (EDI) is a questionnaire that Kindergarten teachers across Canada and many other countries complete to provide information about their students' learning and development. The Early Development Instrument looks at how children are doing in five areas (called "developmental domains"):

- Physical health and well-being;
- Social competence;
- Emotional maturity;
- Language and thinking; and
- General communication abilities and knowledge.

Depending on how children are doing in these areas, their results will be: "on track," "vulnerable," or "in flux."

- If a child is "on track" it means they are doing well in all five of the developmental domains. These children are considered ready for the experiences and learning opportunities in Grade 1.
- If a child is "vulnerable," then they are having challenges in one or more of the five developmental domains. These children are at an increased risk of difficulties and, without additional support, may continue to experience challenges.
- "In flux" describes the children who fall between "vulnerable" and "on track." They are not vulnerable in any area, and not on track in all areas. These children may or may not catch up to their "on track" peers and may benefit from additional support.

Monitoring Early Development Instrument results in the NWT helps keep families, communities, schools, and decision-makers informed about how young children in different NWT regions are doing. By looking at the results in all three categories over time, and across community types, we are better able to see where additional supports are most needed.

What do the results of this measure tell us?

Because of the small student population in the NWT, a small change in the results of the Early Development Instrument can appear as a large change overall, skewing the results (Table 1). For this reason, Early Development Instrument results are grouped into three-year clusters (i.e., 2021-23, 2022-24).

Overall, the combined percentage of children in the NWT who are “on track” or “in flux” over the last three years is 62 percent (Figure 1). Results have remained consistent across the categories over time.

Looking at the community types, regional centres continue to have a higher percentage of children who are “on track” compared to Yellowknife and small communities (Figure 2). However, as shown later in the report, the introduction of Junior Kindergarten in 2017 has had a positive impact on children in the NWT (Figure 16).

There continues to be no indication in the clustered results that there were any obvious impacts of the COVID-19 pandemic on the development of students in Kindergarten. However, any potential impacts of the pandemic may take longer to see in this data, as children who were younger during the pandemic enroll in Kindergarten and are assessed through the Early Development Instrument.

Figure 1: Percent of children who are developmentally "on track," in flux" and "vulnerable" in the NWT, from 2016-2024, as three-year clusters.

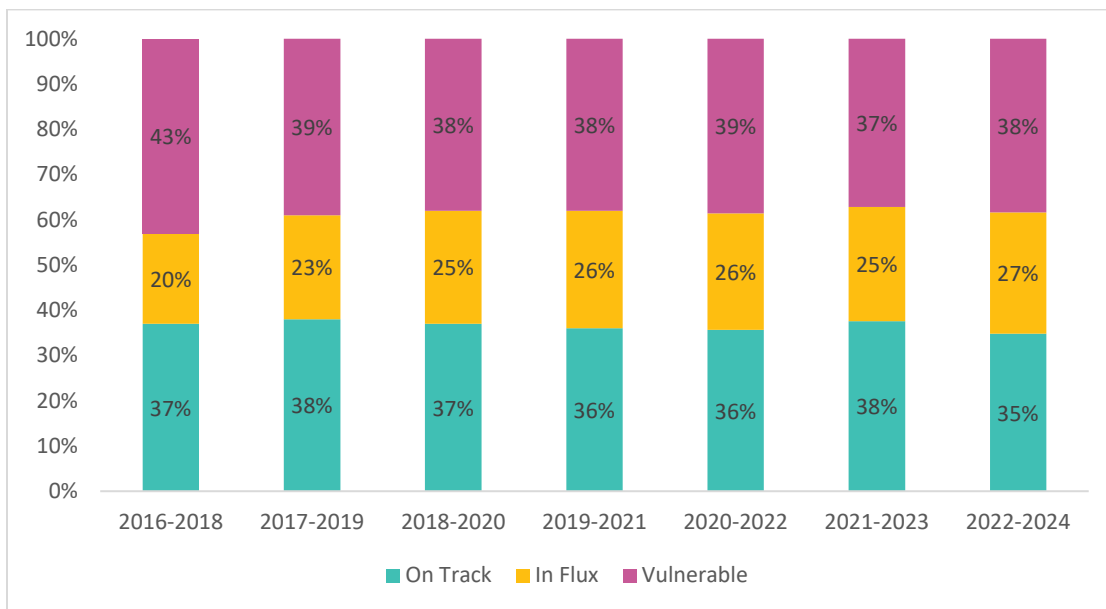


Figure 2: Percent of children who are developmentally "on track" by community type, from 2020-2024, as three-year clusters.²

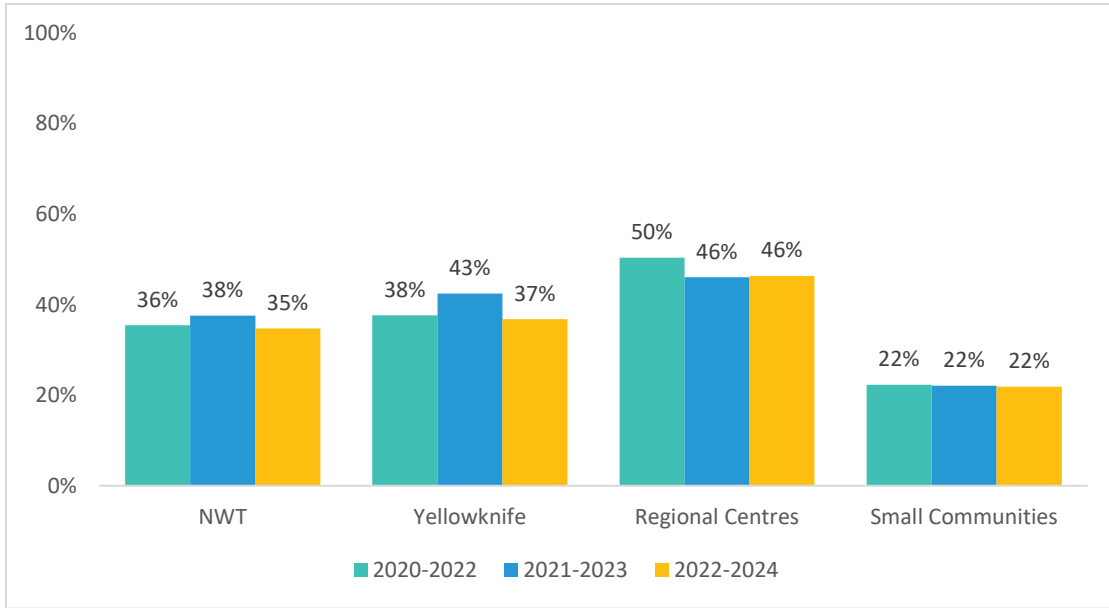


Table 1: Number of, and percent of, children who are developmentally "on track" by community type, 2022-23 and 2023-24.³

		NWT	Yellowknife	Regional Centres	Small Communities
2022-23	Count	169	105	37	27
	%	38%	47%	37%	23%
2023-24	Count	140	69	48	23
	%	31%	29%	54%	19%

² Regional centres include Hay River, Inuvik, and Fort Smith. Small communities are communities outside the regional centres and Yellowknife.

³ Data is subject to future revisions and is not necessarily comparable to numbers in past tabulations and reports.

Health and well-being of students in Grades 4 and 7

Why report on this measure?

The Middle Years Development Instrument (MDI) is a questionnaire that is completed by elementary students in Grade 4 and Grade 7. It measures five areas of development (physical health and well-being, connectedness, social-emotional development, school experiences and use of after-school time) that are strongly connected to well-being, health, and academic achievement. As part of the Middle Years Development Instrument, the Well-Being Index provides a summary of children’s social, emotional and physical health. It combines five measures from the Instrument:

- Optimism;
- Self-esteem;
- Happiness;
- Absence of sadness;
- General health.

Depending on how children respond in the five areas of well-being, they are assigned an overall result that is either “thriving,” “medium to high well-being,” or “low well-being.”

The expectation is that, as the NWT Junior Kindergarten to Grade 12 school system becomes better able to reflect the cultures of the NWT and support students to flourish as capable and healthy persons, Middle Years Development Instrument “thriving” scores should increase.

It is important to note that Middle Years Development Instrument “thriving” scores are affected by more than just students’ school experiences. Students’ lives and experiences outside of school also affect their sense of well-being and influence how students feel when they arrive at school.

Specifically, data from this Instrument has shown that children’s self-reported well-being is significantly and positively related to the number of “assets” they perceive as being present in their lives. Assets include adult relationships, peer relationships, after-school activities, nutrition and sleep, and school experiences.

What do the results of this measure tell us?

Middle Years Development Instrument results should be interpreted with some caution. There has been lower Middle Years Development Instrument student participation in the NWT in recent years, which aligns with trends in other jurisdictions. Results are therefore not necessarily representative of the student population.

Over time, trends for Grade 4 students across community types are less defined and show more fluctuations from year to year (Figure 3).

The percentage of Grade 7 students who participated in the Middle Years Development Instrument who are “thriving” increased in Yellowknife and regional centres between 2022-23 and 2023-24 (Figure 4). ECE will continue to monitor trends in students’ well-being.

Figure 3: Percent of Grade 4 students who are “thriving” by community type, over time.

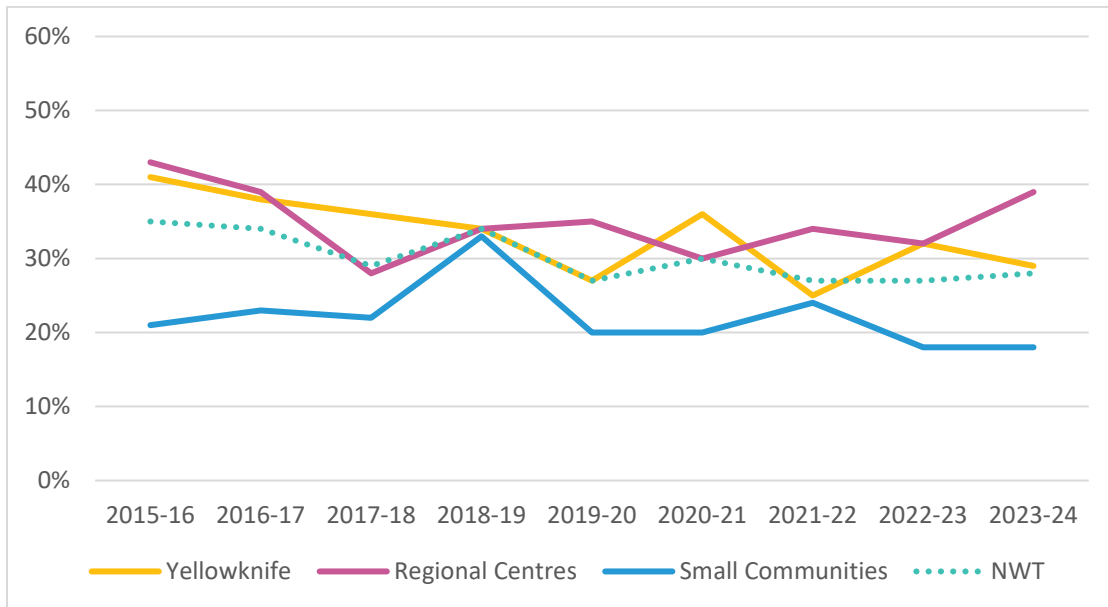


Figure 4: Percent of Grade 7 students who are “thriving” by community type, over time.

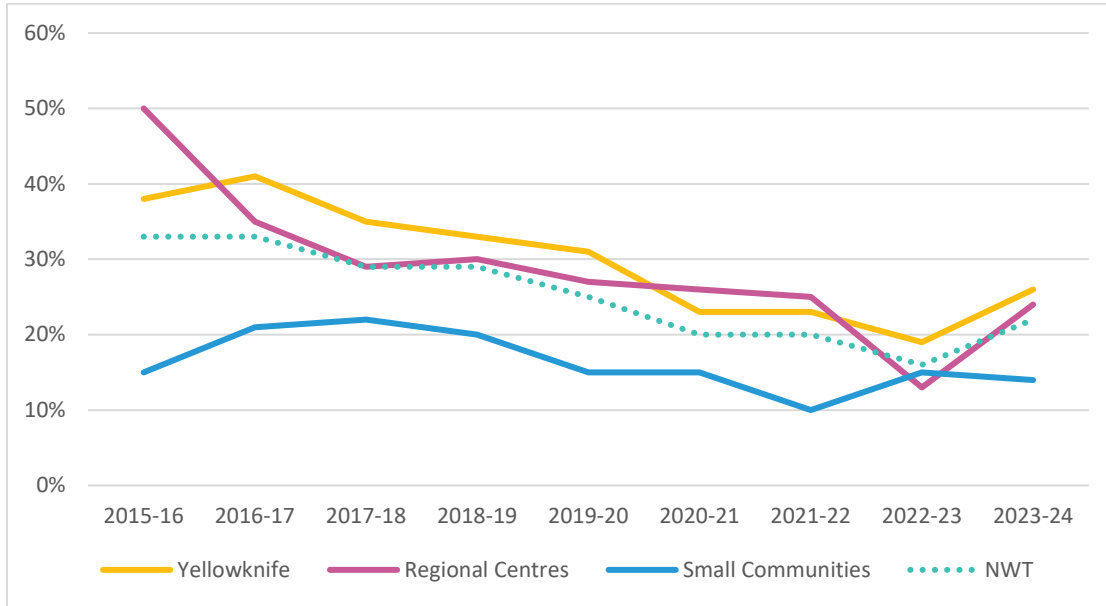


Table 2: Percent of Grade 4 and Grade 7 students who are “thriving,” according to the Middle Years Development Instrument by community type, 2022-23 and 2023-24.

		NWT	Yellowknife	Regional Centres	Small Communities
2022-23	Grade 4	27%	32%	32%	18%
	Grade 7	16%	19%	13%	15%
2023-24	Grade 4	28%	29%	39%	18%
	Grade 7	22%	26%	24%	14%

Number of NWT schools

Why report on this measure?

The number of schools in the NWT, by community, and by education body reflects the size of the NWT and the size of the student body by region, as well as how education services are distributed across the territory.

What do the results of this measure tell us?

The results show us that Junior Kindergarten to Grade 12 is available in all NWT communities. However, students in Enterprise, Sachs Harbour, Tsiigehtchic, Dettah, Kakisa, Nahanni Butte, Sambaa K'e, Wrigley, and Wekweètì must travel to other communities or use the [Northern Distance Learning](#) program to complete their high school education.

Table 3: Number of schools by community type.

Community Type	Communities included	Number of Schools	Schools included
NWT	All	49	All NWT schools
Yellowknife	Yellowknife	10	École Allain St-Cyr (JK to 12) École St. Joseph School (JK to 7) École St. Patrick High School (Grade 8 to 12) École It'ò (JK to 5) École Sir John Franklin High School (Grade 9 to 12) École William McDonald School (Grade 6 to 8) Mildred Hall Elementary School (JK to 8) N.J. Macpherson School (JK to 5) Range Lake North School (JK to 8) Weledeh Catholic School (JK to 7)
Regional Centres	Hay River, Fort Smith, Inuvik	8	Diamond Jenness Secondary School (Grade 8 to 12) East Three Elementary School (JK to 6) East Three Secondary School (Grade 7 to 12) École Boréale (JK to 12) Harry Camsell School (JK to 3) Joseph Burr Tyrrell School (JK to 6) P.W. Kaeser High School (Grade 7 to 12) Princess Alexandra School (Grade 4 to 7)
Small Communities	Aklavik, Behchokò, Colville Lake, Déljng, Dettah, Fort Good Hope, Fort Liard, Fort McPherson, Fort Providence, Fort Resolution, Fort Simpson,	31	Alexis Arrowmaker School (JK to 10) Angik School (JK to 12) Charles Tetcho School (JK to 9)

	<p>Gamèti, Jean Marie River, Kakisa, Kát'odeeche, Łutsek'e, Ndiłq, Nahanni Butte, Norman Wells, Paulatuk, Sachs Harbour, Sambaa K'e, Tsiigehtchic, Tuktoyaktuk, Tulita, Ulukhaktok, Wekweèti, Whati, Wrigley</p>	<p>Charles Yohin School (JK to 10) Chief Albert Wright School (JK to 12) Chief Jimmy Bruneau School (JK to 12) Chief Julian Yendo School (JK to 9) Chief Julius School (JK to 12) Chief Paul Niditchie School (JK to 9) Chief Sunrise Education Centre (JK to 12) Chief T'Selehye School (JK to 12) Colville Lake School (JK to 12) Deh Gáh Elementary & Secondary School (JK to 12) Deninu School (JK to 12) Echo-Dene School (JK to 12) Elizabeth Mackenzie Elementary School (JK to 6) Helen Kalvak Elihakvik (JK to 12) Inualthuyak School (JK to 9) Jean Wetrade Gamèti School (JK to 12) Louie Norwegian School (JK to 9) Kakisa Lake School (JK to 9) K'álemi Dene School (JK to 12) Kaw Tay Whee School (JK to 9) Łíídlıı Kúé Elementary School (JK to 6) Łíídlıı Kúé Regional High School (Grade 7 to 12) Lutsel K'e Dene School (JK to 12) Mackenzie Mountain School (JK to 12) Mangilaluk School (JK to 12) Mezi Community School (JK to 12) Moose Kerr School (JK to 12) ʔehtseo Ayha School (JK to 12)</p>
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Unplanned school closures

Why report on this measure?

As per the Education Act, students in the NWT must receive a certain amount of instructional time in a school year. In recent years, unplanned school closures have greatly impacted the NWT education system. Such closures impact how much instructional time a student receives in a school year. Understanding when and why schools were unexpectedly closed helps us understand and assess the results we're seeing in education data.

What do the results of this measure tell us?

Table 4 breaks down the list of unplanned school closures in the 2023-24 school year by school. The table also presents the percentage of instructional time missed in the school year due to the closures, as well as the reasons for the closures.

Every education body and almost every school experienced unplanned school closures in 2023-24.⁴ The overall average amount of instructional time missed due to unplanned school closures in the NWT was 4.5 percent in the 2023-24 school year. This is an increase compared to the average of 3.1 percent in the 2022-23 school year. The biggest contributor to the closures was wildfire evacuations.

⁴ The only NWT schools that did not experience unplanned school closures in the 2023-24 school year were Colville Lake School and ?ehtseo Ayha School.

Table 4: Breakdown of Unplanned School Closures, 2023-24.⁵

Education Body	Community	School	Instructional Time Missed (%)	Reasons
Beaufort Delta Divisional Education Council	Aklavik	Moose Kerr School	3.2%	Infrastructure issues
	Fort McPherson	Chief Julius School	2.2%	Infrastructure issues
	Inuvik	East Three Elementary School	0.3%	Student safety
		East Three Secondary School	0.3%	Student safety
	Paulatuk	Angik School	3.9%	Infrastructure issues Weather
	Sachs Harbour	Inualthuyak School	2.8%	Infrastructure issues Staff shortages Weather
	Tsiigehtchic	Chief Paul Niditchie School	1.7%	Infrastructure issues Student safety
	Tuktoyaktuk	Mangilaluk School	0.8%	Infrastructure issues Weather
Ulukhaktok	Helen Kalvak Elihavik	1.7%	Weather	
Commission scolaire francophone Territoires du Nord-Ouest	Hay River	École Boréale	10.4%	Wildfire evacuation
	Yellowknife	École Allain St-Cyr	6.4%	Wildfire evacuation
Dettah District Education Authority	Dettah	Kaw Tay Whee School	8.0%	Wildfire evacuation
Dehcho Divisional Education Council	Fort Liard	Echo-Dene School	5.0%	Wildfire evacuation
	Fort Providence	Deh Gáh Elem. & Second. School	5.2%	Wildfire evacuation
	Fort Simpson	Łíí dlı́ ı́ Kú ę́ Elementary School	2.3%	Wildfire evacuation
		Łíí dlı́ ı́ Kú ę́ Regional High School	2.3%	Wildfire evacuation
	Jean Marie River	Louie Norwegian School	2.3%	Wildfire evacuation
	Kakisa	Kakisa Lake School	2.3%	Wildfire evacuation
	Nahanni Butte	Charles Yohin School	3.8%	Weather Wildfire evacuation
	Sambaa K'e	Charles Tetcho School	2.3%	Wildfire evacuation
Wrigley	Chief Julian Tendo School	6.1%	Community event Infrastructure issues Staff shortages Wildfire evacuation	
Ndilq District Education Authority	Ndilq	K'álemı́ Dene School	8.0%	Wildfire evacuation
Sahtu Divisional Education Council	Fort Good Hope	Chief T'Selehye School	0.9%	
	Norman Wells	Mackenzie Mountain School	0.3%	
	Tulita	Chief Albert Wright School	0.8%	
	Fort Resolution	Deninu School	5.7%	Staff shortages Wildfire evacuation
	Fort Smith	Joseph Burr Tyrell School	8.1%	Wildfire evacuation

⁵ Blank cells stand for no record.

South Slave Divisional Education Council		P.W. Kaeser High School	7.9%	Wildfire evacuation
	Hay River	Diamond Jenness Secondary School	9.1%	Wildfire evacuation
		Harry Camsell School	8.1%	Wildfire evacuation
		Princess Alexandra School	8.1%	Wildfire evacuation
	K'atlodeeche First Nation Reserve	Chief Sunrise Education Centre	8.0%	Wildfire evacuation
łutselk'e	Lutsel K'e Dene School	5.1%	Wildfire evacuation	
Tłjchq Community Services Agency	Behchokq	Elizabeth Mackenzie Elementary School	2.5%	Infrastructure issues Wildfire evacuation
		Chief Jimmy Bruneau School	2.3%	Wildfire evacuation
	Gamètì	Jean Wetrade Gamètì School	1.3%	Infrastructure issues Wildfire evacuation
	Wekweètì	Alexis Arrowmaker School	1.2%	Wildfire evacuation
	Whatì	Mezi Community School	1.2%	Wildfire evacuation
Yellowknife Catholic Schools	Yellowknife	École St. Joseph School	6.9%	Wildfire evacuation
		École St. Patrick High School	6.9%	Wildfire evacuation
		Weledeh Catholic School	6.9%	Wildfire evacuation
Yellowknife Education District No. 1	Yellowknife	École It'q	6.8%	Wildfire evacuation
		École Sir John Franklin High School	6.7%	Wildfire evacuation
		École William McDonald School	6.8%	Wildfire evacuation
		Mildred Hall Elementary School	6.8%	Wildfire evacuation
		N.J. Macpherson School	6.8%	Wildfire evacuation
		Range Lake North School	6.8%	Wildfire evacuation
NWT OVERALL AVERAGE			4.5%	

Number of NWT Students

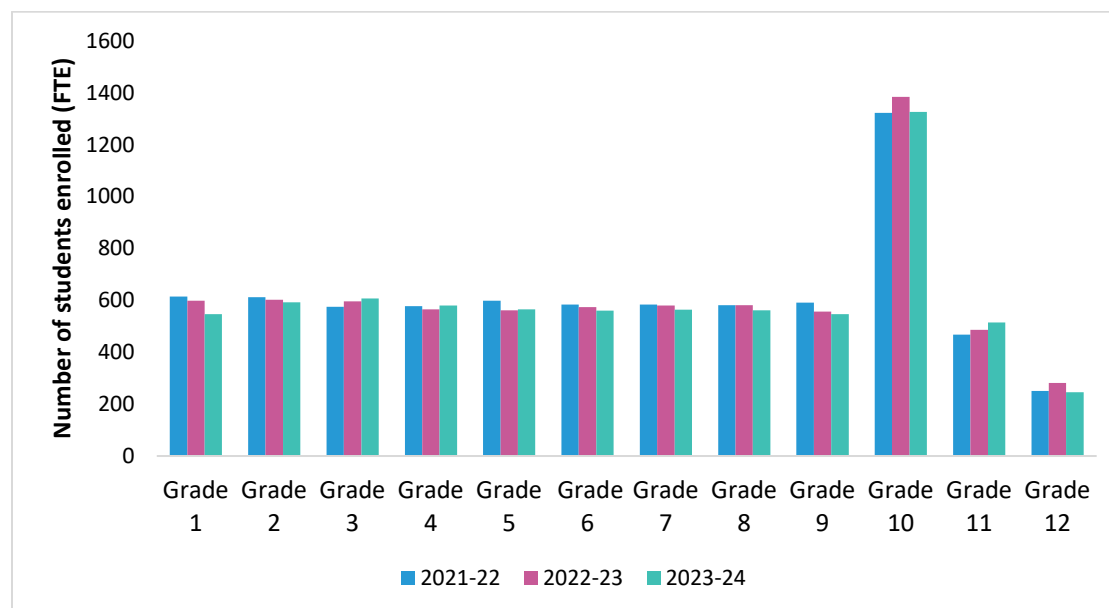
Why report on this measure?

Knowing how many students are supported by the NWT school system helps decision-makers direct services to students. Student enrolments are also used to determine how much funding schools receive from ECE.

What do the results of this measure tell us?

This measure reports enrolments based on a “Full-Time Equivalent” calculation. Full-Time Equivalent includes students who attended school at least 60 percent of the time, as of September 30 in the school year reported. Students who do not attend school at least 60 percent of the time, such as home-schooled students, part-time students, adult students and students enrolled in alternative high school programs, count as less than 1.0 Full-Time Equivalent. For example, two part-time students enrolled as 0.5 would equal 1.0 Full-Time Equivalent. We report on Full-Time Equivalent enrolments because they are tied to the funding that ECE provides schools (see page 24 for more information). For information on school attendance, please see page 56.

The number of students enrolled in Grades 1-12 in the NWT has continued to be relatively stable over the last three school years (Figure 5). For more information on the Grade 10 spike, please see the transition and re-enrolment indicator on page 59.

Figure 5: Number of Full-Time Equivalent⁶ students enrolled in the NWT in Grades 1-12, over time.**Table 5: Enrolment (Full-Time Equivalent) Grades 1-12, 2023-24.⁷**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
NWT													
Overall	546.5	593	607	580	565.5	560.5	564.5	562	547.5	1327	514.5	246.25	7214.25
Indigenous	330	348.5	338	354.5	338	353.5	349.5	362.5	341	1044.5	295.5	97.75	4553.25
Non-Indigenous	216.5	244.5	269	225.5	227.5	207	215	199.5	206.5	282.5	219	148.5	2661
Education Body													
Beaufort Delta Divisional Education Council													
Overall	103	106	107.5	99.5	89.5	105.5	92.5	93	109	219.5	84.75	15.75	1225.5
Indigenous	86	91	94	84.5	78.5	96	80	--	--	202	73.75	--	1089.5
Non-Indigenous	17	15	13.5	15	11	9.5	12.5	--	--	17.5	11	--	136
Commission scolaire francophone Territoires du Nord-Ouest													
Overall	17	25	32	20	16	20	12	12	13	--	--	9	184.5
Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	17
Non-Indigenous	--	--	--	--	--	--	12	--	--	--	--	--	167.5
Dehcho Divisional Education Council													
Overall	31.5	30	22	34	26	31	28	29	32	86.25	21.75	10.25	381.75
Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	352.75
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	29

⁶ Full-Time Equivalent includes students who attended school at least 60 percent of the time, as of September 30 in the school year reported.

⁷ Table note: "--" stands for suppressed data. Small numbers and percentages derived from small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

Dettah District Education Authority													
Overall	--	--	--	--	--	--	--	--	--	11	--	--	42
Indigenous	--	--	--	--	--	--	--	--	--	11	--	--	42
Non-Indigenous													
Ndiloq District Education Authority													
Overall	11	13	10	--	11	11	11	10	--	26	--	--	117
Indigenous	--	--	10	--	11	--	11	--	--	--	--	--	--
Non-Indigenous	--	--				--		--		--	--		--
Sahtu Divisional Education Council													
Overall	25	31	33	33	46	29	37	29	31	86.5	39	7.5	427
Indigenous	--	--	--	--	--	--	--	--	--	--	--	7.5	384
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--		43
South Slave Divisional Education Council													
Overall	74	94.5	66.5	79.5	83.5	85.5	87.5	100.5	57	229.5	82.5	42	1082.5
Indigenous	50	65.5	42.5	51	62	67	60.5	73.5	42	196	59.5	24.5	794
Non-Indigenous	24	29	24	28.5	21.5	18.5	27	27	15	33.5	23	17.5	288.5
Tłı̄chq Community Services Agency													
Overall	44	47	51	49	51	41	56	57	58	224.75	50	8.25	737
Indigenous	--	--	51	--	--	--	56	--	--	224.75	50	--	728
Non-Indigenous	--	--		--	--	--		--	--			--	9
Yellowknife Education District No. 1													
Overall	154	136.5	163	168	128.5	140.5	149.5	124.5	140	282	128.5	99	1814
Indigenous	57	43	47.5	66	32.5	50.5	45	45	39.5	134.5	36.5	24.5	621.5
Non-Indigenous	97	93.5	115.5	102	96	90	104.5	79.5	100.5	147.5	92	74.5	1192.5
Yellowknife Catholic Schools													
Overall	85	106	118	88	114	94	90	102	99	160	94.5	52.5	1203
Indigenous	33	32	40	34	38	30	36	30	33	84.5	15	8	413.5
Non-Indigenous	52	74	78	54	76	64	54	72	66	75.5	79.5	44.5	789.5
Community Type													
Small Communities													
Overall	186.5	203	202.5	187	198	185.5	196	191	196.5	616	178.25	34.5	2574.75
Indigenous	167	190	189	174	188	173	--	--	--	607.5	169.75	--	2456.25
Non-Indigenous	19.5	13	13.5	13	10	12.5	--	--	--	8.5	8.5	--	118.5
Regional Centres													
Overall	109	126.5	97.5	124	110	123.5	119	135.5	103	268.5	112.25	54.25	1483
Indigenous	73	81.5	59.5	80.5	78.5	97	77.5	101.5	78	218	74.25	33.75	1053
Non-Indigenous	36	45	38	43.5	31.5	26.5	41.5	34	25	50.5	38	20.5	430
Yellowknife													
Overall	251	263.5	307	269	257.5	251.5	249.5	235.5	248	442.5	224	157.5	3156.5
Indigenous	90	77	89.5	100	71.5	83.5	81	76	72.5	219	51.5	32.5	1044
Non-Indigenous	161	186.5	217.5	169	186	168	168.5	159.5	175.5	223.5	172.5	125	2112.5

Number of NWT educators

Why report on this measure?

Knowing the number of educators is useful for understanding the supports available to students across the NWT. ‘Educator’ is a broad category that includes teachers, school administrators (such as principals and vice-principals), and support staff (such as classroom or support assistants).⁸

The method for calculating the number of educators changed in 2021. Vice-principals, principals and educational assistants are now included in the educator count. Educators who work with children in the classroom but do not necessarily lead the class – such as support assistants and program support teachers – are now included so that this performance measure better reflects the number of adults in classrooms and schools.

What do the results of this measure tell us?

Table 6 and Table 7 tell us how many educators there are in the NWT across community types and education bodies. The number of educators in the NWT has continued to increase over time. The increase in numbers can likely be attributed to third-party funding, such as [Jordan’s Principle](#) and the [Inuit Child First Initiative](#).

Table 6: Number of educators by community type, 2022-23 and 2023-24.

		Yellowknife	Regional Centres	Small Communities	NWT
2022-23	Number of educators	470	302	514	1,286
	% of total NWT educator population	36.5%	23.5%	40.0%	
2023-24	Number of educators	542	295	591	1,428
	% of total NWT educator population	38.0%	20.7%	41.4%	

⁸ Further details on the definition of “educator” can be found [here](#).

Table 7: Number of educators by education body, 2022-23 and 2023-24.

Education body	2022-23		2023-24	
	Number of educators	% total educators	Number of educators	% total educators
Beaufort Delta Divisional Education Council	269	20.9%	243	17.0%
Commission scolaire francophone Territoires du Nord-Ouest	40	3.1%	44	3.1%
Dettah District Education Authority	5	0.4%	4	0.3%
Dehcho Divisional Education Council	77	6.0%	82	5.7%
Ndilq District Education Authority	12	0.9%	27	1.9%
Sahtu Divisional Education Council	82	6.4%	114	8.0%
South Slave Divisional Education Council	213	16.6%	220	15.4%
Tłjchq Community Services Agency	147	11.4%	183	12.8%
Yellowknife Catholic Schools	203	15.8%	207	14.5%
Yellowknife Education District No. 1	238	18.5%	304	21.3%

Education Budgets from ECE

Why report on this measure?

The amount of funding available to the NWT education system is an important measure for understanding school budgets and school spending.

The most important factor in determining how much funding a school or education body receives from ECE is the number of students enrolled in the school or served by the education body. The cost of salaries and benefits is another major factor that is taken into consideration. Educators in small communities often require higher salaries, as the cost of living is much higher.

What do the results of this measure tell us?

The amount of funding an education body receives is proportional to how many students it serves.

- For instance, Figure 6 shows that the Tłıchǫ Community Services Agency received 10.4 percent of ECE's total education body budget in 2023-24 and served 9.9 percent of NWT students.
- Likewise, the Dettah District Education Authority received 1.1 percent of ECE's education body budget and serves 0.6 percent of NWT students.

Notice, however, that the difference between how much funding an education body receives and how many students it serves is a bit bigger for the education bodies that serve mostly small communities.

- For instances, the Sahtu Divisional Education Council serves exclusively small communities, so its teacher salaries and benefits are higher. Therefore, it receives proportionally higher funding as shown by the Council's relatively high dark blue bar (Figure 6).

Yellowknife Catholic Schools and Yellowknife Education District No. 1 are funded by the City of Yellowknife taxpayers as well as ECE, so they receive proportionally less funding from ECE than other education bodies. ECE covers approximately 81 percent of their costs and City of Yellowknife taxpayers cover the remaining 19 percent. Therefore, the dark blue bars for these education bodies in Figure 6 are much lower than their corresponding light blue bars since they are funded at a lower rate.

Funding provided to education bodies has not changed considerably over the last two years, as shown in Table 8.

Figure 6: Percent of ECE education budget that education bodies receive compared to the number of students served, 2023-24.

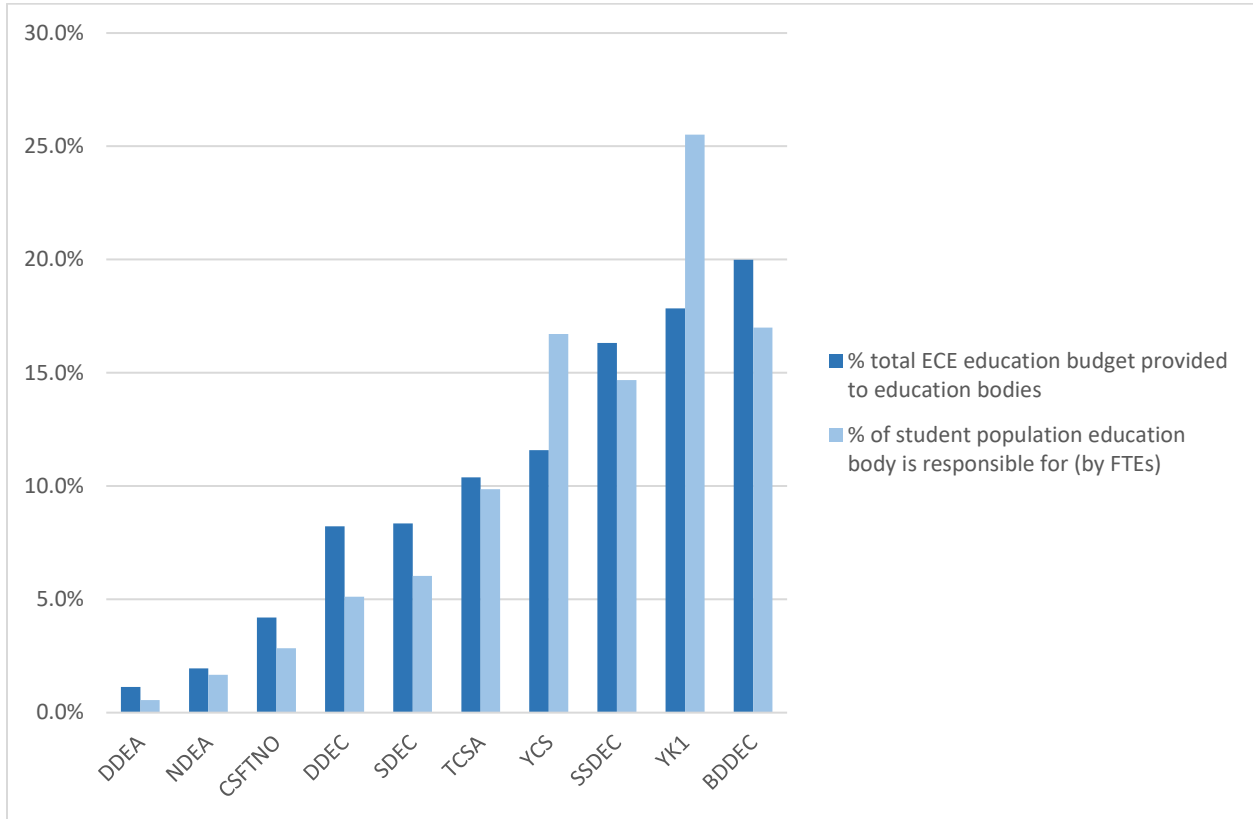


Table 8: Budget by education body, 2022-23 and 2023-24.

Education body	Budget (\$)	% total ECE education budget	Budget (\$)	% total ECE education budget
	2022-23		2023-24	
Beaufort Delta Divisional Education Council (BDDEC)	33,320,574	19.7	34,911,157	20.0
Commission scolaire francophone Territoires du Nord-Ouest (CSFTNO)	6,833,095	4.0	7,342,043	4.2
Dettah District Education Authority (DDEA)	1,816,200	1.1	1,978,000	1.1
Dehcho Divisional Education Council (DDEC)	13,993,383	8.3	14,364,521	8.2
Ndilq District Education Authority (NDEA)	3,235,000	1.9	3,415,400	2.0
Sahtu Divisional Education Council (SDEC)	15,053,672	8.9	14,591,667	8.4
South Slave Divisional Education Council (SSDEC)	24,851,292	14.7	28,508,576	16.3
Tłı̄chq Community Services Agency (TCSA)	18,148,761	10.7	18,148,752	10.4
Yellowknife Catholic Schools (YCS)	21,273,011	12.6	20,224,334	11.6
Yellowknife Education District No. 1 (YK1)	30,618,867	18.1	31,161,543	17.8

Part 2 – Activity Performance Measures

Part 2 of this report looks at data around education system activities. For instance, courses offered and assessment practices (i.e., exams) are both considered “activities” within an education system because they play a role in shaping how successful students can be. To succeed, students must be taught the appropriate courses and graded effectively.

Measures reported on in this section are the following:

- Student enrolment in Junior Kindergarten/Kindergarten
- Student enrolment in alternative education options
- Student enrolment in Indigenous language programs
- Student enrolment in French language programs
- Number of students with Individual Education Plans
- Number of students with Student Support Plans
- Senior secondary (high school) Diploma Exam results

Student enrolment in Junior Kindergarten/Kindergarten

Why report on this measure?

Research shows that play is very important for early childhood development. In the 2017-18 school year, the NWT made Junior Kindergarten available to all communities in the territory. Junior Kindergarten programming is play-based and designed to support child development through social interaction, play, and structured learning environments.

What do the results of this measure tell us?

Both Junior Kindergarten and Kindergarten are optional programs that are available to NWT families. In 2023-24, enrolment in both programs reached around 84 percent of the NWT's 4- to 5-year-old population (Table 9).

Figure 7: Number of students enrolled (Full-Time Equivalent) in Junior Kindergarten and Kindergarten, over time.

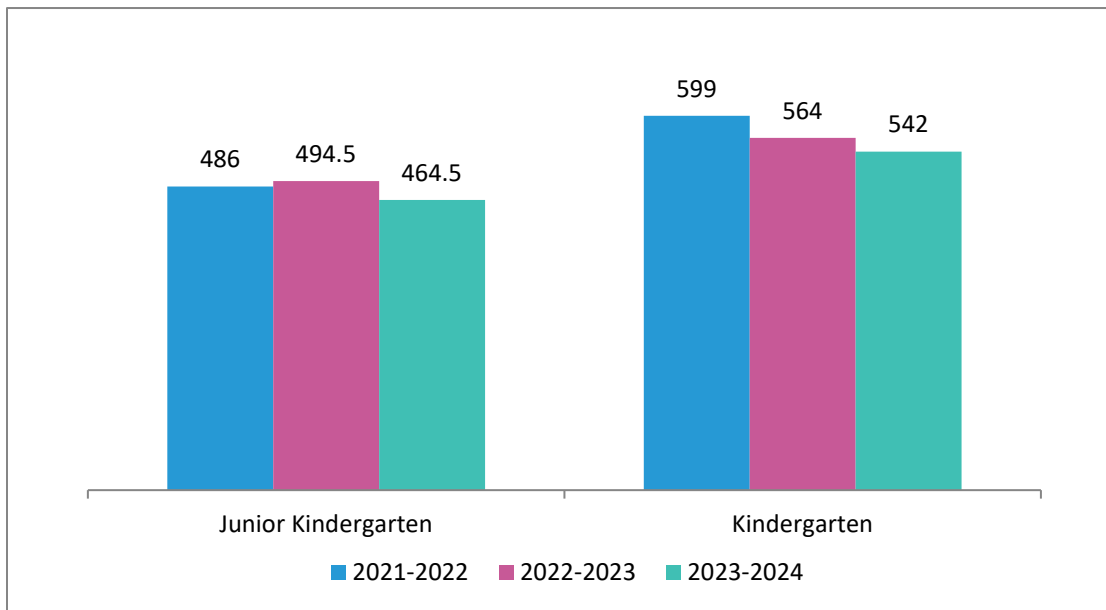


Table 9: Percent (%) of 4-5-year-olds in Junior Kindergarten/Kindergarten in the NWT, over time.⁹

	Junior Kindergarten/Kindergarten Enrolment (Full-Time Equivalent)	Number of 4–5-year-olds in the NWT	Percent (%) of 4–5-year-olds in Junior Kindergarten/Kindergarten in the NWT
2017-18	1,034	1,257	82%
2018-19	1,106	1,220	91%
2019-20	1,142	1,228	93%
2020-21	1,106	1,276	87%
2021-22	1,085	1,265	86%
2022-23	1,058.5	1,244	85%
2023-24	1,006.5	1,204	84%

⁹ The number of 4–5-year-olds is pulled from July 1 population estimates, provided by the [NWT Bureau of Statistics](#). Data is subject to future revisions and is not necessarily comparable to numbers in past tabulations and reports.

Student enrolment in alternative education options

Why report on this measure?

The traditional classroom setting does not suit all students. Alternative schooling options offer students learning opportunities that cater their schooling to better fit their learning needs or lifestyles, such as part-time jobs or being on the land.

For instance, a program like Route 51 is designed to better accommodate students who might need flexible scheduling or more one-on-one instruction. Enrolments in alternative education option programs over time demonstrate that alternative schooling is a real need in the NWT, one that the Junior Kindergarten - Grade 12 system is rightfully working to fulfill.

Below is a list and descriptions of many of the NWT's alternative education options, and which education body offers them:

Route 51 Learning Institute (Yellowknife Education District No. 1): Route 51 Learning Institute is an outreach centre offered through École Sir John Franklin High School designed to accommodate students over 19 years old. This outreach centre is an alternative to attending 'regular' daily high school. It is a centre where students can complete high school credit courses. Route 51's setting offers a relaxed atmosphere, a smaller student-teacher ratio, a smaller space, fewer people, flexible attendance, and the option to focus on one course at a time.

Birchbark Discovery Centre (Yellowknife Education District No. 1): The Birchbark Discovery Centre is a community-based alternative education program for students in grades 1 to 4. The program fosters five learning principles:

- Children are at the centre of their own learning
- Learners are encouraged to be creative, innovative and take risks
- Diverse and flexible learning pathways are supported
- Learning is a partnership
- Everyone is a learner, and everyone is a teacher

Students are encouraged to select learning opportunities that meet their needs and interests, while "Learning Advisors" support them in meeting NWT curriculum benchmarks. The centre aims to maximize community involvement and integration to complement the curiosity and learning drives of the students.

K'àlemì Dene Alternative High School Program (Ndilo District Education Authority): The K'àlemì Dene Alternative High School Program provides an alternative learning environment that focuses on individualized attention, smaller

groups, and allowing students to progress at their own pace with customized learning plans. The program can also be paused if there are unforeseen absences. As well, there is a focus on wellness and ensuring students have the tools they need to be successful.

École St. Patrick High School Learning Centre (Yellowknife Catholic Schools): The École St. Patrick High School Learning Centre is designed to accommodate students with academic, psychological, or medical needs that cannot be met within the traditional school setting. The program provides tutorials and mentorship support from a teacher and classroom assistant in a small group or 1:1 environment. The program provides an opportunity for students to finish high school courses at their own pace using a module system. It allows students to start courses outside the semester system and work at their own pace without the constraints of the regular school year. It is particularly valuable for those students requiring credit recovery or additional time to complete high school credits.

Phoenix School (South Slave Divisional Education Council): The Phoenix School is an alternative program that helps students achieve their high school education while meeting other obligations such as family or work. Students in the Phoenix program have the option of taking a variety of courses ranging from skill-building programs designed to help them meet the prerequisites of other courses, to locally supported distance education courses, to courses offered in regular high school. Regular conferences occur between the student and teacher to review progress and re-assess goals if necessary.

Chief Albert Wright True North Program (Sahtu Divisional Education Council): The True North Program allows students to study at their own pace and outside of regular school hours. True North offers evening courses Monday to Thursday for students who do not attend during the regular school day. These courses are determined based on the needs of the students, which may or may not include core subjects.

ʔehtseo Ayha Alternative Education Program (Sahtu Divisional Education Council): The ʔehtseo Ayha Alternative Education Program allows students to study at their own pace and outside of regular school hours.

Homeschooling (NWT-wide): Parents/guardians in the NWT have the option to educate their children at home. Homeschooled students must be registered in an NWT school. A principal or superintendent of the school where the homeschooled children are registered is the designated person responsible for ensuring the children are progressing through their education programs and have the support they need. Homeschooling is often a suitable option for families who move around a

lot due to parent/guardian’s work demands. It is also helpful to students who wish to learn at their own pace or learn extra material not covered by the NWT curriculum.

What do the results of this measure tell us?

Enrolments in each alternative education program vary by region year to year (Table 10). There was a decrease in the number of students being homeschooled in 2023-24.

Table 10: Number of students enrolled in alternative education programs by program, over time.¹⁰

	2019-20	2020-21	2021-22	2022-23	2023-24
Route 51 Learning Institute (Yellowknife Education District No. 1)	114	89	72	31	59
École St. Patrick High School Learning Centre (Yellowknife Catholic Schools)	129	155	149	8	133
Phoenix School (South Slave Divisional Education Council)	0 ¹¹	50	20	45	94
ʔehtseo Ayha Alternative Education Program (Sahtu Divisional Education Council, Déljñę)			10	--	--
Chief Albert Wright True North Program (Sahtu Divisional Education Council, Tulít’a)	8	11	--	11	9
K’àlemi Dene Alternative High School Program (Ndilq District Education Authority)	--	--	--	--	--
Birchbark Discovery Centre (Yellowknife Education District No. 1)	18		38	40	82
Homeschooling (NWT-wide)	123	138	138	170	140

¹⁰ Table note: “--” stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

¹¹ The Phoenix School uses the standard enrolment funding model and did not have any alternative high school funding in the 2019-20 school year.

Student enrolment in Indigenous language programs

Why report on this measure?

The Education Renewal and Innovation Framework makes the important connection between colonization, residential schooling, and the loss of Indigenous languages. Education Renewal and Innovation aimed to support reconciliation, and language revitalization in particular, by recognizing that part of being a capable northern student is being able to learn about and communicate in the language(s) of their region and community.

The NWT has nine official Indigenous languages, and it is important that they are supported, respected, and thriving. In the 2020-21 school year, the Junior Kindergarten - Grade 12 Our Languages Curriculum was implemented in all schools in the NWT. It aims to ensure that Indigenous languages are heard and spoken throughout school, at assemblies, and in NWT classrooms.

There are a few things to note regarding the method for calculating this indicator:

- This indicator focuses on core Indigenous language courses.
- Junior Kindergarten/Kindergarten have been excluded because enrolment numbers for these grades are reported differently than for grades 1-12.
- Enrolments for schools that offer immersion in an Indigenous language and/or do not offer Indigenous language courses are excluded.
- Schools in small communities that offer Indigenous language courses but do not have records of student enrolment in the database used for this report are excluded.

What do the results of this measure tell us?

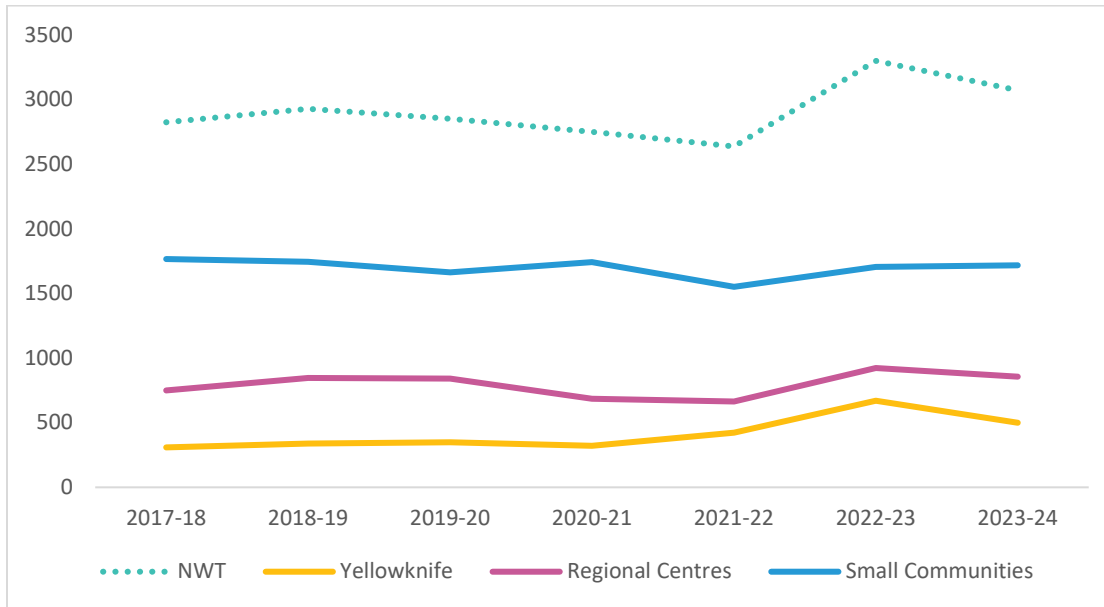
Total enrolments in Indigenous language courses for the NWT and community types has decreased in the last year (Table 11). Looking over time, however, results remain high compared to the COVID-19 years, which suggests a return to pre-pandemic levels of enrolment.

When looking at the percentage of students enrolled in core Indigenous language courses in the NWT over time, enrolments have remained relatively steady at around 50 percent for grades 1-9 and 10 percent for grades 10-12 (Figure 9). Taking a second language course is not mandatory in high school, which is likely why there is a gap in enrolment between the lower grades and high school grades. Additionally, instructor availability may also impact the ability of high school students to take an Indigenous language course.

Table 11: Total number of students enrolled in Indigenous language courses by community type, over time.^{12, 13}

	NWT	Yellowknife	Regional Centres	Small Communities
2013-14	2,903			
2014-15	3,009			
2015-16	3,065			
2016-17	2,900			
2017-18	2,825	309	750	1,766
2018-19	2,929	338	846	1,745
2019-20	2,852	349	841	1,662
2020-21	2,750	322	686	1,742
2021-22	2,637	422	664	1,551
2022-23	3,299	670	923	1,706
2023-24	3,072	499	856	1,717

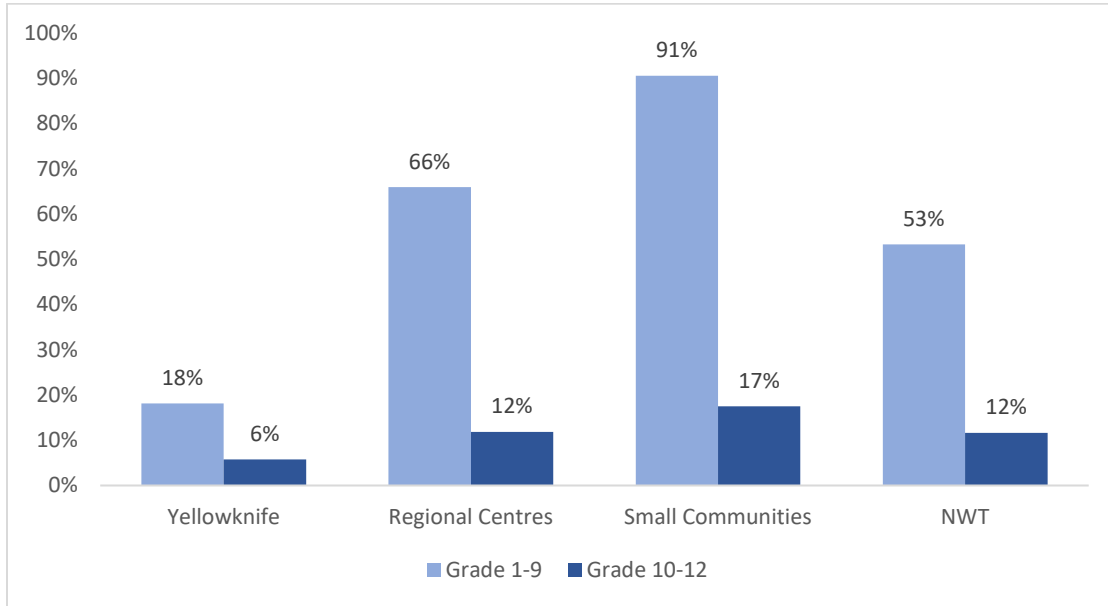
Figure 8: Number of students enrolled in Indigenous language courses by community type, over time.



¹² The breakdown by community type became available for the 2017-18 school year and onwards, which aligns with the implementation of the Our Languages Curriculum. Community type breakdown is unavailable before 2017-18.

¹³ Data from Kaw Tay Whee School was unavailable for the 2023-24 school year.

Figure 9: Percent of students enrolled in Indigenous language courses by grade level and community type, 2023-24.



Student enrolment in French language programs

Why report on this measure?

Student wellness and developing a positive sense of identity are supported when the education system matches the diversity of its student body. For French-speaking students, being able to learn French and French culture at school is integral to strengthening their sense of cultural identity.

Below is the list and description of the four French language programs available in the NWT Junior Kindergarten - Grade 12 education system:

Core French: Core French is a French Language Program offered in grades 1-12. It provides students with basic French conversation skills and an openness to and appreciation of Francophone cultures. Students receive up to 120 minutes of French instruction weekly.

Intensive French: Intensive French is a French Language Program involving intensive exposure to French. Subjects are taught 75 percent in French and 25 percent in English for the first half of the first year (usually Grade 6), and then 25 percent French and 75 percent English for the remaining half of the year. The Intensive French program continues with strong French instruction in the following years (Post-Intensive French). It is designed for students with limited or no previous exposure to French.

French Immersion: The French Immersion program provides students with an education equivalent to that available in the English Language Program while providing students with the opportunity to acquire a high proficiency in French. Students typically enter Early Immersion in Junior Kindergarten/Kindergarten (occasionally in Grade 1). Upon graduation from the program in Grade 12, students should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction, and accept employment with French as the language of the workplace.

French First Language: French First Language is an education program provided in accordance with section 23 of the *Canadian Charter of Rights and Freedoms*, where French is the language of instruction. All the subjects are taught in French. The exception is English, taught in English and introduced in Grade 4.

What do the results of this measure tell us?

Figure 10 shows enrolment in French language programs by community type as a percent of overall school enrolment in 2023-24.

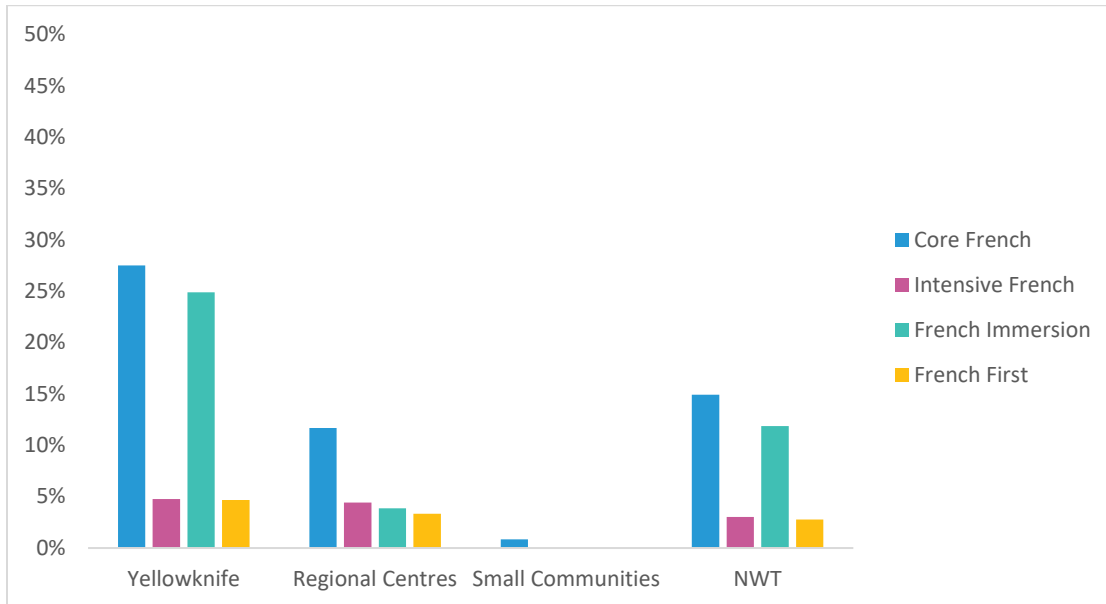
Table 12 and Table 13 show how many students were enrolled in French language courses across community types and education bodies in the 2022-23 and 2023-24 school years.

Looking across community types, a higher percentage of students in Yellowknife take French courses than students in regional centres or small communities.¹⁴ This is largely because much of the NWT’s French-speaking community lives in Yellowknife.

Enrolment in French language courses has remained relatively consistent over the last two school years (Table 12 and Table 13). Enrolment in Core French has declined across community types and education bodies. A possible explanation could be students choosing to enroll in an Indigenous language program instead of a French language program. A shortage of French teachers could be another possible explanation, which can impact an education body’s ability to offer French language courses.

Higher percentages of students continue to take French Immersion and Core French compared to the other course types (Figure 10).

Figure 10: Proportion of students enrolled in French language programs by community type, 2023-24.



¹⁴ The only small community with enrolments in French language programs in 2023-24 was Norman Wells.

Table 12: Number of students enrolled in French language courses by community type and course type, 2022-23 and 2023-24.¹⁵

		Core French	Intensive French	French Immersion	French First
2022-23	Yellowknife	1,194	195	926	182
	Regional Centres	208	88	74	62
	Small Communities	52			
	NWT	1,454	283	1,000	244
2023-24	Yellowknife	1,058	183	957	180
	Regional Centres	206	78	68	59
	Small Communities	26			
	NWT	1,290	261	1,025	239

Table 13: Number of students enrolled in French language courses by education body and course type, 2022-23 and 2023-24.

		Core French	Intensive French	French Immersion	French First
2022-23	BDDEC			47	
	CSFTNO				244
	DDEC	20			
	SDEC	32			
	SSDEC	208	88	27	
	YCS	603		428	
	YK1	591	195	498	
2023-24	BDDEC			47	
	CSFTNO				239
	DDEC				
	SDEC	26			
	SSDEC	206	78	21	
	YCS	502		419	
	YK1	556	183	538	

¹⁵ Table note: Blank cells stand for no record or a record of zero.

Number of students with Individual Education Plans

Why report on this measure?

An Individualized Education Program is a program with annual learning objectives for a specific student. It is documented in an Individual Education Plan (IEP) and the short-term objectives may or may not include the student meeting the expected learning outcomes of the NWT curricula (knowledge or skills students should have by the end of a particular assignment, class, course, or grade). A student with an Individual Education Plan is most successful with supports in place, accommodations, resources and/or equipment beyond those required by their peers.

While the proportion of students on Individual Education Plans is typically small, it is important to recognize that implementing these plans requires a great deal of work and coordination. It may include a variety of education staff, parents/guardians, family members, community support people, and health and social services supports.

What do the results of this measure tell us?

The number of students on Individual Education Plans is small and interpreting results should be done with caution because small changes can appear large when reported as percentages.

The percentage of students on Individual Education Plans has remained relatively stable across the territory and community types over the last three school years (Figure 11).

Figure 11: Percentage of students on Individual Education Plans by community type, over time.

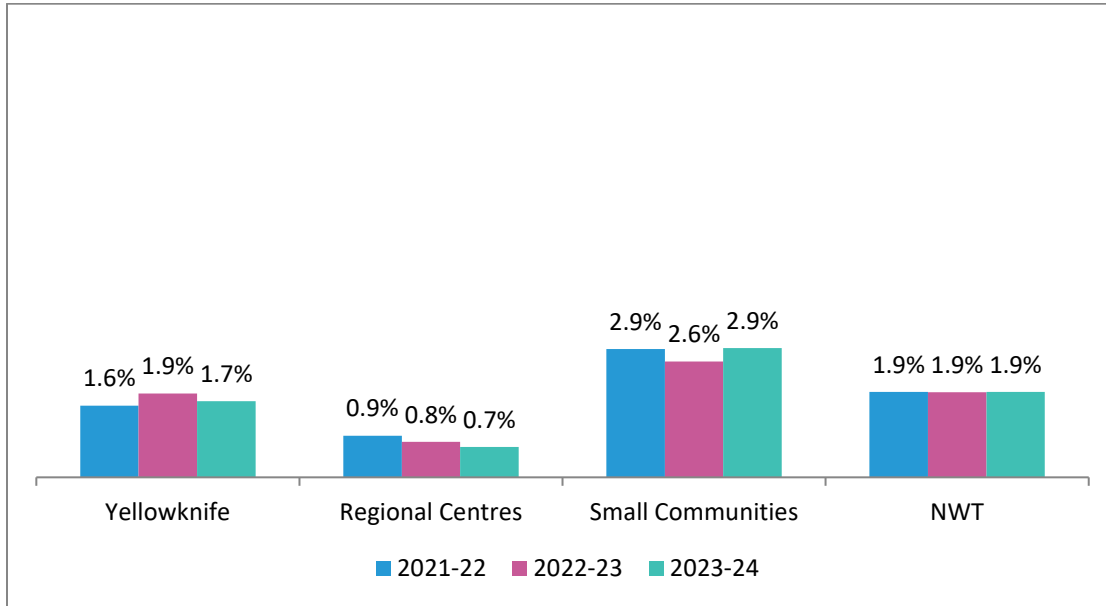


Table 14: Number and percent of students on Individual Education Plans by community type, 2023-24.

		Yellowknife	Regional Centres	Small Communities	NWT
2023-24	Number of students on Individual Education Plans	66	12	88	166
	% of student body on Individual Education Plans	1.7%	0.7%	2.9%	1.9%

Number of students with Student Support Plans

Why report on this measure?

Student Support Plans (SSP) are education supports for students who require accommodations or modifications to the Regular Education Program. There are two main types of support plans: a Student Support Plan for Accommodations and a Student Support Plan for Modifications. Within each type of Student Support Plan there are two subcategories:

Student Support Plan for Accommodations: (grades 1-12)

- Regular Education Program with Accommodations for Difficulty
- Regular Education Program with Accommodations for Enrichment

Student Support Plan for Modifications: (grades 1-9)

- Modified Education Program – Below grade Level
- Modified Education Program – Above grade Level

Accommodations are available for students in grades 1-12. Accommodations for Difficulty assist students who are struggling with the Regular Education Program. It can help them achieve success and be better supported to meet the expected learning outcomes.

Accommodations for Enrichment supports students who may benefit from opportunities to enhance or deepen their learning.

Accommodations may include additional supports, changes to the teaching process, learning environment, time demands/deadlines, the way the student is evaluated and/or how they demonstrate their learning. Accommodations do not change the expectation that students reach most of the grade-level learning outcomes. Students with a Student Support Plan for accommodations must still achieve the Regular Education Program.

Modifications are developed for students who are working at least two or more years above or below the grade level they're in, in one or more subjects. The learning outcomes are selected from the grade level the student is working in and used to guide the Modified Education Program.

The Modified Education Program is based on a student's strengths, needs and interests and includes modified learning goals, teaching methods, and ways to evaluate the student. A Modified Education Program is available for grades 1-9; however, students generally would not be placed on a Modified Education Program until they reach Grade 4.

What do the results of this measure tell us?

The overall percentage of NWT students on Student Support Plans decreased in the 2023-24 school year (Table 15).

Figure 12 shows the percentage of the student body that is on a Regular Education Program with Accommodations by community type for 2021-22 to 2023-24. This includes both Accommodations for Difficulty and Accommodations for Enrichment. The percentage of students on Regular Education Programs with Accommodations has decreased across all community types.

Figure 13 shows the percentage of the student body on a Modified Education Program by community type for 2021-22 to 2023-24. This includes Modified Education Program for working above grade level and working below grade level.

- The percentage of NWT students with Modified Education Programs continues to decrease over time across all community types.
- Small communities had the largest decrease in the percentage of students with Modified Education Programs but continue to be the community type with the highest proportion of students on Modified Education Programs.

The decrease of students on Student Supports Plans may be due to curriculum renewal. The NWT's current programming for Student Support Plans does not align with the BC Curriculum. As the NWT navigates changes to our programming, the data in this indicator may continue to fluctuate.

Figure 12: Percent of student body on a Regular Education Program with Accommodations by community type, over time.

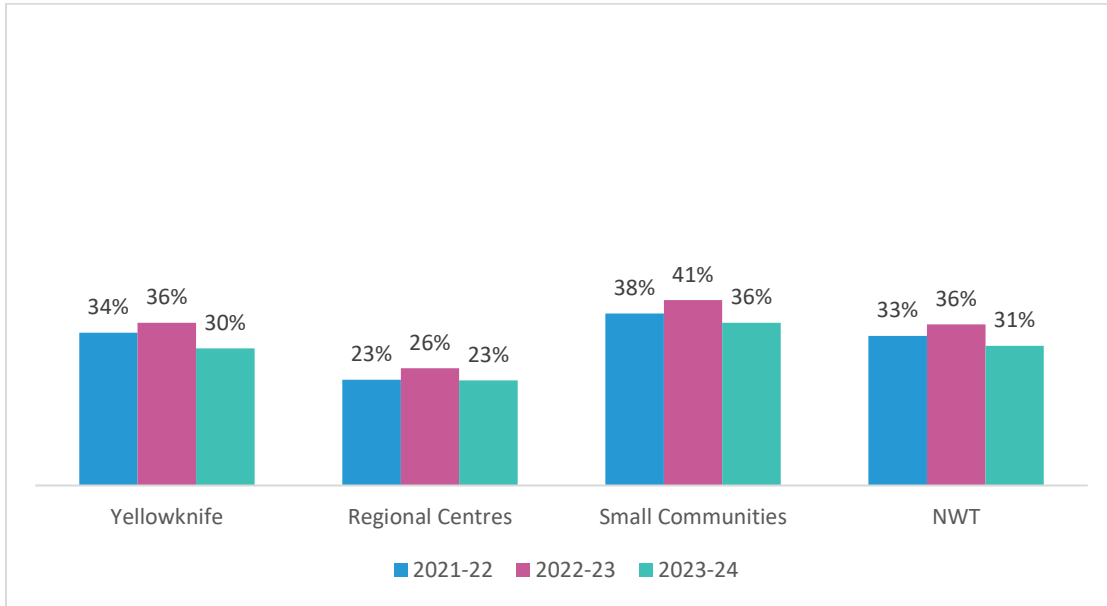


Figure 13: Percent of student body on a Modified Education Program by community type, over time.

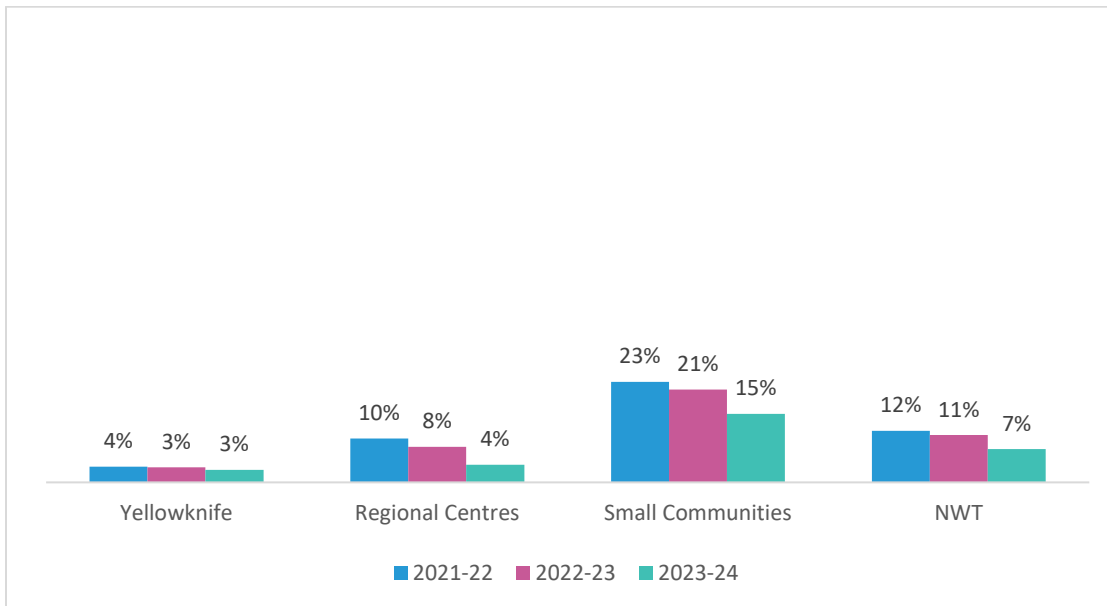


Table 15: Number and percent of students on Student Support Plans by community type, 2022-23 and 2023-24.¹⁶

			Yellowknife	Regional Centres	Small communities	NWT
2022-23	Regular Program with Accommodations for Difficulty	Count	1141	419	1101	2661
		% of region enrolment	34.7%	25.8%	40.4%	34.9%
	Modified Program Working Below Grade Level	Count	111	130	567	808
		% of region enrolment	3.4%	8.0%	20.8%	10.6%
	Regular Program with Accommodations for Enrichment	Count	41	--	--	57
		% of region enrolment	1.2%	0.1%	0.5%	0.7%
	Modified Program Working Above Grade Level	Count	--		--	--
		% of region enrolment	0.0%		0.1%	0.0%
	Total	Count	1294	551	1684	3529
		% of region enrolment	39.4%	33.9%	61.8%	46.2%
2023-24	Regular Program with Accommodations for Difficulty	Count	1141	407	1079	2627
		% of region enrolment	29.7%	23.1%	35.6%	30.4%
	Modified Program Working Below Grade Level	Count	108	70	465	643
		% of region enrolment	2.8%	4.0%	15.4%	7.4%
	Regular Program with Accommodations for Enrichment	Count	--	--	--	--
		% of region enrolment	0.6%	0.1%	0.3%	0.4%
	Modified Program Working Above Grade Level	Count			--	--
		% of region enrolment			0.0%	0.0%
	Total	Count	1273	479	1555	3307
		% of region enrolment	33.1%	27.2%	51.4%	38.3%

¹⁶ Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

Senior secondary (high school) Diploma Exam results

Why report on this measure?

In 2023-24, NWT schools used the Alberta curricula for high school courses. In January and June, NWT students were required to write the standardized Alberta diploma examinations for select courses. This indicator looks at the results for the following diploma exam courses: English Language Arts 301, English Language Arts 302, Français 301, French Language Arts 301, Social Studies 301, Social Studies 302, Biology 30, Chemistry 30, Physics 30, Math 301, and Math 302.

In 2023-24 the overall mark for these courses was split between the mark students received for their work in the class (70 percent) and the mark on their diploma exam (30 percent). The results of the Alberta diploma examinations are important for telling us to what extent NWT high school students are meeting the standards set out in the curriculum.

NWT schools began the phased implementation of the BC curriculum in the 2023-24 school year. Diploma exams will soon be replaced by BC's assessment tools. The 2025-26 school year will be the final year of the Alberta Grade 12 Diploma Exams.

What do the results of this measure tell us?

Figure 14 and Figure 15 show the percentage of students who scored “acceptable” or higher (50 percent or higher) on the 2023-24 diploma exams by community type. Figure 14 shows the results for the language and social studies diploma exams and Figure 15 shows the results for the math and science diploma exams. The red line (“NWT Ave”) indicates the average percentage of NWT students scoring “acceptable” or higher on exams for each grouping of courses.

The results show that more students scored “acceptable” or higher on language and social studies exams (NWT average 76 percent) than on the math and science exams (NWT average 49 percent). This continues the trends seen in this indicator as well as the now-discontinued Alberta Achievement Test results in previous JK-12 Education System Performance Measures Technical Reports. Trends point to the continued need to support students with math and science in NWT schools.

Table 16 provides a more detailed breakdown of the 2023-24 diploma exam results by community type and course.

Figure 14: Percent of students who scored "Acceptable" or higher on language and social studies diploma exams by community type, 2023-24.

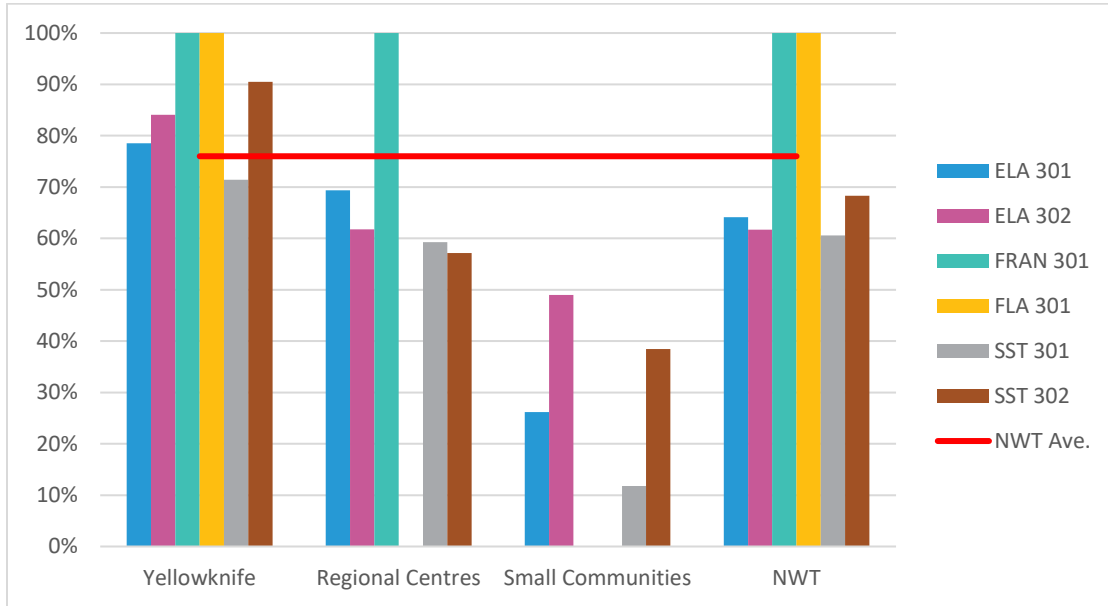


Figure 15: Percent of students who scored "Acceptable" or higher on math and science diploma exams by community type, 2023-24.

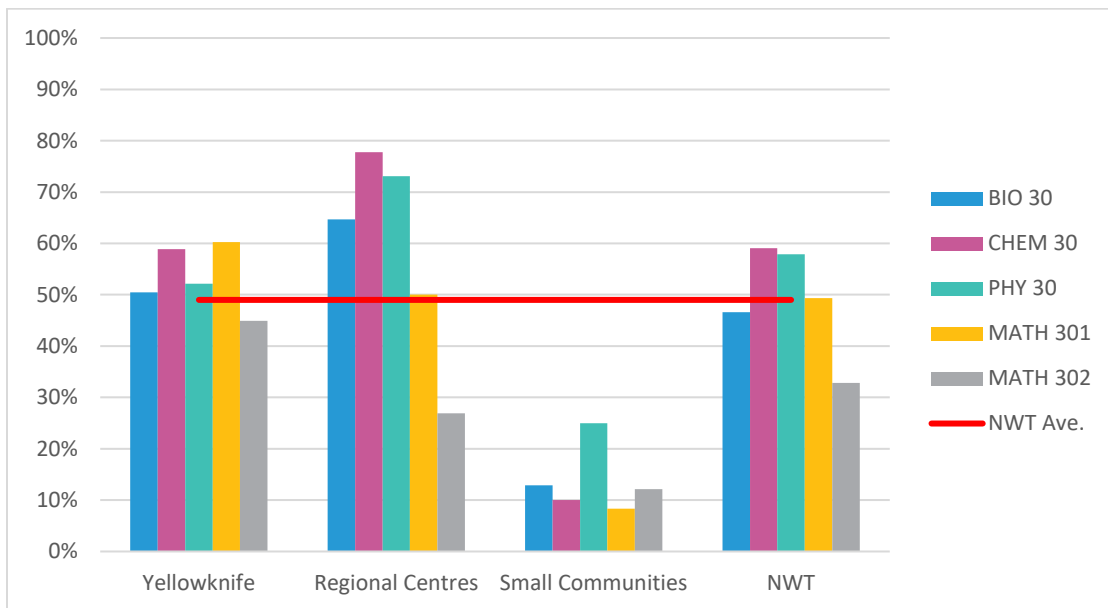


Table 16: Number and percentage of students who scored "Below Acceptable" (below 50 percent), "Acceptable" (50 percent or higher), or "Excellent" (80 percent or higher) on diploma exams by community type, 2023-24.¹⁷

		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
ENGLISH LANGUAGE ARTS 301	Below Acceptable	--	--	--	--	48	73.8%	99	35.9%
	Acceptable	108	72.5%	39	62.9%	17	26.2%	164	59.4%
	Excellent	--	--	--	--			13	4.7%
	Total	149	100.0%	62	100.0%	65	100.0%	276	100.0%
ENGLISH LANGUAGE ARTS 302	Below Acceptable	--	--	--	--	--	--	146	38.3%
	Acceptable	87	77.0%	40	58.8%	94	47.0%	221	58.0%
	Excellent	--	--	--	--	--	--	14	3.7%
	Total	113	100.0%	68	100.0%	200	100.0%	381	100.0%
MATH 301	Below Acceptable	--	--	17	50.0%	--	--	74	50.7%
	Acceptable	41	46.6%	--	--	--	--	55	37.7%
	Excellent	--	--	--	--			17	11.6%
	Total	88	100.0%	34	100.0%	24	100.0%	146	100.0%
MATH 302	Below Acceptable	38	55.1%	--	--	--	--	86	67.2%
	Acceptable	--	--	--	--	--	--	36	28.1%
	Excellent	--	--					--	--
	Total	69	100.0%	26	100.0%	33	100.0%	128	100.0%
FRANCAIS 301	Acceptable			--	85.7%			--	75.0%
	Excellent	--	100.0%	--	14.3%			--	25.0%
	Total	--	100.0%	--	100.0%			--	100.0%
FRENCH LANGUAGE ARTS 301	Below Acceptable								
	Acceptable	--	75.0%					--	75.0%
	Excellent	--	25.0%					--	25.0%
	Total	--	100.0%					--	100.0%
SOCIAL STUDIES 301	Below Acceptable	--	--	--	--	--	--	--	--
	Acceptable	37	58.7%	--	--	--	--	54	51.9%
	Excellent	--	--	--	--			--	--
	Total	63	100.0%	27	100.0%	17	100.0%	104	100.0%
SOCIAL STUDIES 302	Below Acceptable	--	--	--	--	--	--	--	--
	Acceptable	17	81.0%	15	55.6%	--	--	54	51.9%
	Excellent	--	--	--	--			--	--
	Total	21	100.0%	27	100.0%	17	100.0%	104	100.0%
BIOLOGY 30	Below Acceptable	55	49.5%	--	--	--	--	94	53.4%
	Acceptable	--	--	--	--	--	--	71	40.3%
	Excellent	--	--	--	--			11	6.3%
	Total	111	100.0%	34	100.0%	31	100.0%	176	100.0%
CHEMISTRY 30	Below Acceptable	37	41.1%	--	--	--	--	52	40.9%
	Acceptable	--	--	--	--	--	--	52	40.9%
	Excellent	--	--	--	--			23	18.1%
	Total	90	100.0%	27	100.0%	10	100.0%	127	100.0%
PHYSICS 30	Below Acceptable	22	47.8%	--	--	--	--	--	--
	Acceptable	20	43.5%	--	--	--	--	38	50.0%
	Excellent	--	--	--	--			--	--
	Total	46	100.0%	--	--	--	--	76	100.0%

¹⁷ Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

Part 3 – Outcome Performance Measures

Part 3 of this document focuses on performance measures related to outcomes of the Junior Kindergarten - Grade 12 system, like grades, graduation rates, and the well-being of students. Many of the outcomes in this section are measures of students' and educators' success and well-being. For instance, they address questions such as: Are NWT high school students completing their courses? What is the NWT graduation rate? Are NWT high school students transitioning successfully after they graduate?

The results presented in this section are about more than just the education system; all NWT residents and organizations have a role in supporting positive outcomes in the NWT education system.

Measures reported on in this section are the following:

- Early Development Instrument 'on track' rates by Junior Kindergarten participation
- Grade 4 and 7 students' sense of connectedness to adults at school
- Healthy Behaviour in School-Aged Children Results
- Attendance rates by grade for Junior Kindergarten - Grade 12
- Transition and re-enrollment rates in senior secondary (high school)
- Course completion rates for core senior secondary (high school) subjects
- Difference between diploma exam and course marks for senior secondary (high school) students
- High school graduation rate
- Percent of high school graduates going onto post-secondary programs
- Percent of high school graduates returning to the NWT education system

Early Development Instrument ‘on track’ rates by Junior Kindergarten participation

Why report on this measure?

In Part 1 of this document, the Early Development Instrument (EDI) data showed there is work to do to support children developmentally. There are, however, some promising findings about the benefits that Junior Kindergarten might have on children’s development.

The Early Development Instrument is a snapshot of children’s experiences in their first five years of development. This Instrument reflects all the experiences and influences that contribute to a child’s developmental health, including nutrition, housing, prenatal care, and early learning opportunities.

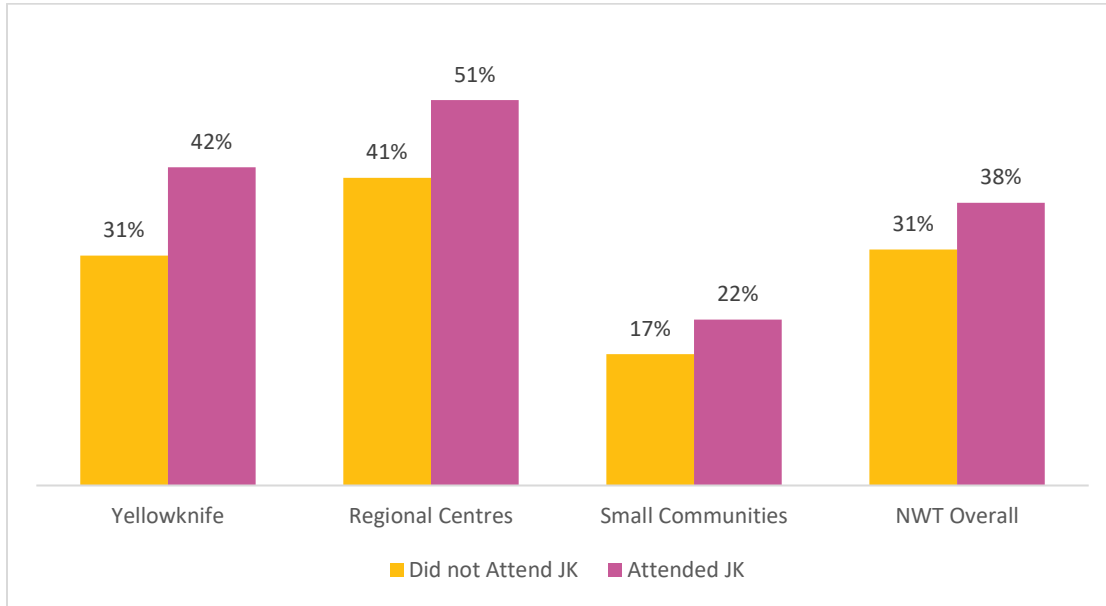
While ECE recognizes the value of all early learning opportunities before children enter Junior Kindergarten, including at-home and/or licensed-based programs (like daycares), in this report, the Early Development Instrument results are used to report on the Junior Kindergarten – Grade 12 education system as well as children’s experiences prior to attending school.

What do the results of this measure tell us?

The Junior Kindergarten program rolled out across the NWT in the 2017-18 school year. Since this time, ECE has been able to compare the Early Development Instrument rates of children who attended Junior Kindergarten with the Early Development Instrument rates of children who did **not** attend Junior Kindergarten.

Thirty-eight percent of NWT children who attended Junior Kindergarten are developmentally “on track” by Kindergarten, while 31 percent of children who did not attend Junior Kindergarten are developmentally “on track” (Figure 16). While this difference is not large, it has been consistent over time and aligns with research suggesting that participation in early learning programs is beneficial to children. This difference is most pronounced in Yellowknife and regional centres.

Figure 16: Percent of Kindergarten students who are developmentally "on track" by participation in Junior Kindergarten and community type (2017-18 to 2023-24).



Grades 4 and 7 students' sense of connectedness to adults at school

Why report on this measure?

As discussed in the 'Health and well-being of students in Grades 4 and 7' section (page 11), the Middle Years Development Instrument (MDI) provides insight into the overall well-being of NWT students in Grades 4 and 7. It also provides insight into the sense of connectedness students have with adults at school.

Adults at school, such as teachers, principals and other school staff, are in a unique position to form meaningful bonds with students. Research shows that good relationships with adults at school promote mental health and overall well-being.¹⁸ A sense of connectedness in a student-adult relationship means there are one or more adults at school who the student feels believes, listens, and cares about them.

What do the results of this measure tell us?¹⁹

In the NWT overall in the 2023-24 school year, 60 percent of Grade 4 students and 50 percent of Grade 7 students who participated in the Middle Years Development Instrument reported their relationships with adults at school as "high quality" (Figure 17 and Figure 18).

The results of this indicator continue to fluctuate year-to-year. Some of the fluctuation is likely explained by the impacts of the COVID-19 pandemic and other disruptions to the NWT education system. These disruptions impact students' ability to build meaningful relationships with adults at school. NWT schools continue to work to adapt to these circumstances.

¹⁸ Werner, E.E. (2013). What can we learn about resilience from large-scale longitudinal studies? In S. Goldstein & R.B. Brooks (Eds.), *Handbook of resilience in children* (pp. 87-102). Springer US. https://doi.org/10.1007/978-1-4614-3661-4_6

¹⁹ Data provided by Human Early Learning Partnership, University of British Columbia. All rights reserved.

Figure 17: Percent of Grade 4 students who reported their relationships with adults at school as "High Quality" by community type, over time.

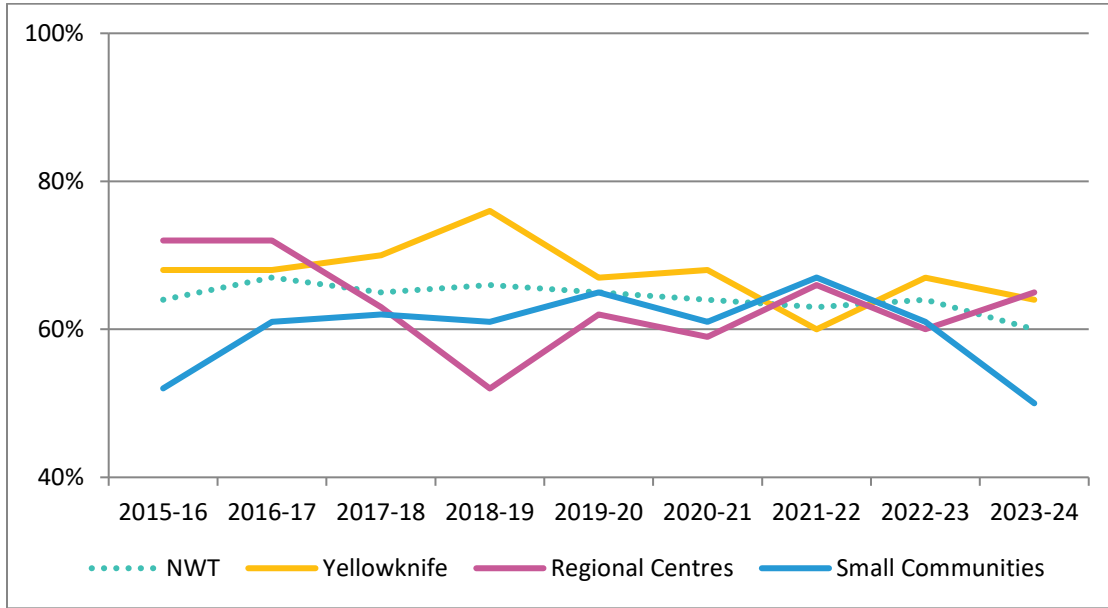
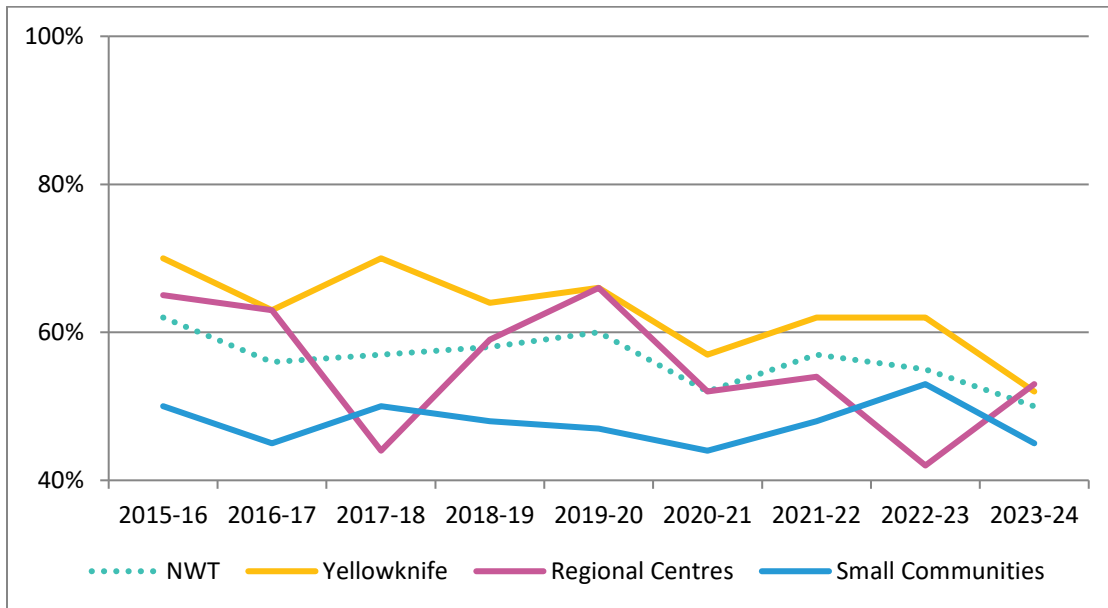


Figure 18: Percent of Grade 7 students who reported their relationships with adults at school as "High Quality" by community type, over time.



Healthy Behaviour in School-Aged Children Results

Why report on this measure?

The NWT participates in the Health Behavior in School-Aged Children (HBSC) survey. This is part of an ongoing international study that collects data every four years on the health, well-being, and health behaviours of youth aged 11-15. The most recent collection of data occurred in the 2022-23 school year.

Results from two of the items on this questionnaire are reported here to help us understand to what extent NWT youth feel accepted by their teachers and feel that they belong at their school. Results from these indicators and the study overall can help inform education and health policy programs.

What do the results of this measure tell us?

Figure 19 and Figure 20 show the percentage of NWT students over time by gender and grade category who agree with the statement, “I feel that my teachers accept me as I am.” In 2022, 74 percent of grades 6-8 students and 77 percent of grades 9-10 students felt that their teachers accepted them as they are.

Results for students in grades 6-8 have been consistent over time, staying in the 70 to 80 percent range (Figure 19). For students in grades 9-10, results have steadily increased over time (Figure 20). More grades 9-10 students have agreed with the statement “I feel that my teachers accept me as I am” recently (77 percent) than twelve years ago (65 percent).

Figure 21 and Figure 22 show the percentage of NWT students over time by gender and grade category who agree with the statement, “I feel I belong at this school.” In 2022, only 49 percent of grades 6-8 students and 49 percent of grades 9-10 students felt that they belonged at their school. For students in grade 6-8, results have declined over time, with a sharp decline between 2018 and 2022. Results for students in grades 9-10 have less defined trends. Additionally, a higher percentage of boys than girls feel that they belong at school across grade categories and over time.

Declines in the results between the 2018 and 2022 data collections may be due to recent education system impacts. The COVID-19 pandemic and other disruptions to the NWT education system may have impacted students’ abilities to make meaningful connections with their teachers and their schools overall.

Figure 19: Percent of grade 6-8 students who agree with the statement "I feel that my teachers accept me as I am," over time.

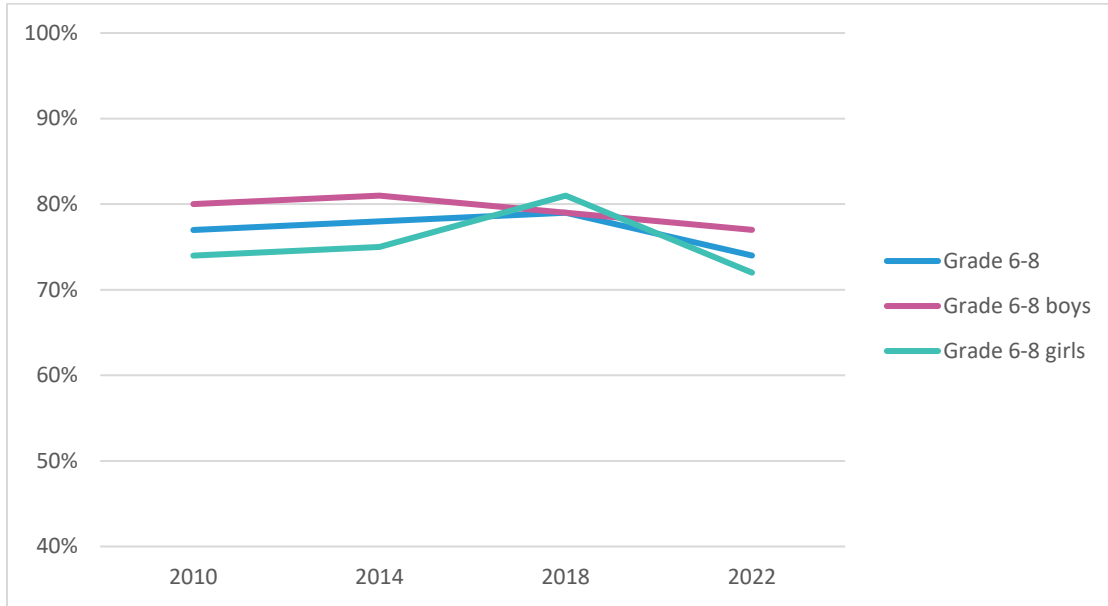


Figure 20: Percent of grade 9-10 students who agree with the statement "I feel that my teachers accept me as I am," over time.

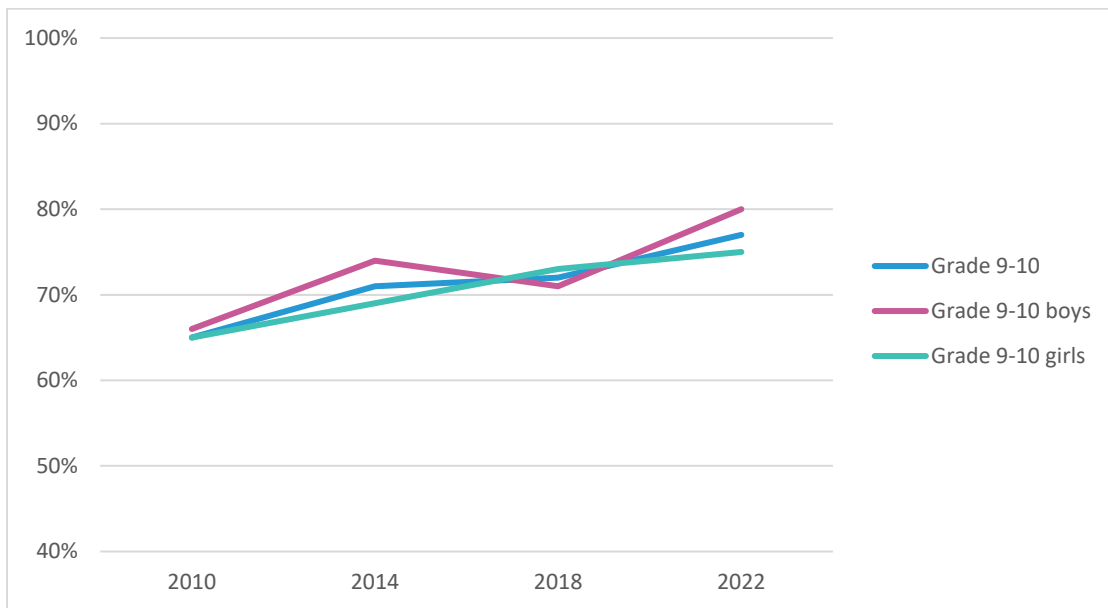
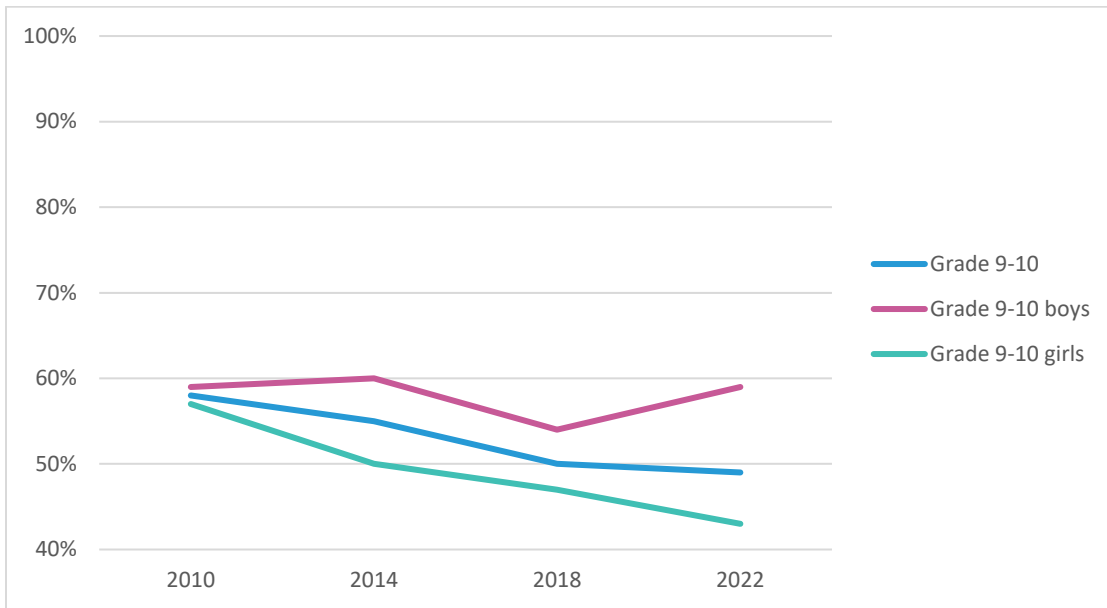


Figure 21: Percent of grade 6-8 students who agree with the statement "I feel I belong at this school," over time.



Figure 22: Percent of grade 9-10 students who agree with the statement "I feel I belong at this school," over time.



Attendance rates by grade for Junior Kindergarten – Grade 12

Why report on this measure?

Attending school is essential to student learning and academic success. Regular attendance results in a strong school-community relationship. Attendance improves when students are engaged, have their specific needs and interests met, believe the curriculum is relevant, and feel they belong and that teachers care for them.

The Education Renewal and Innovation Framework, through the development of new curricula, aims to improve these measures. The expectation is that, as the NWT Junior Kindergarten – Grade 12 school system becomes better at reflecting the cultures of the NWT and supports students to flourish as capable and healthy persons, attendance rates are likely to increase.

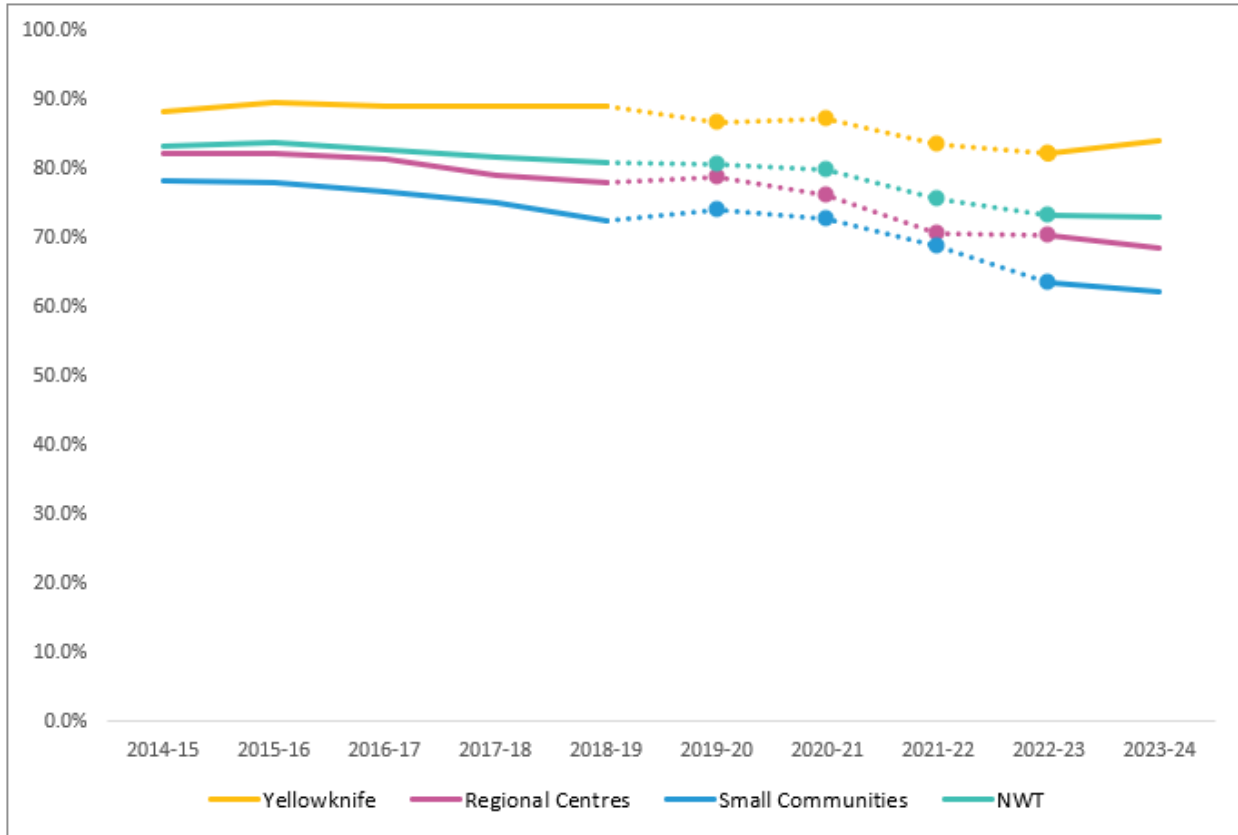
What do the results of this measure tell us?

The overall attendance rate in the NWT for the 2023-24 school year was 73.2 percent (Table 17). This means, on average, students in the NWT missed more than one day of school each week. Students who miss one day of school per week will, on average, have missed three years of school by the time they finish Grade 12.

Attendance rates in the NWT and for all community types have been on the decline since the 2018-19 school year (Figure 23). Yellowknife, however, did have an increase in the attendance rate between 2022-23 and 2023-24.

Overall, attendance rates have been impacted for several years due to the COVID-19 pandemic and other disruptions to the NWT education system. Impacted years are represented with a dotted line in Figure 23. Drawing conclusions about attendance rate trends in these years should be done with caution.

Figure 23: Average rate of attendance by community type, from 2013-14 to 2018-19 and 2019-20 to 2022-23 and 2023-24.²⁰



²⁰ The attendance rates for the 2019-20 school year only reflect the portion of the year that included in-person learning (September 2, 2019 to March 13, 2020). As a result, attendance rates are not directly comparable to previous years because the 2019-20 does not reflect the entire school year. -The attendance rates for 2020-21, 2021-22, and 2022-23 are also not comparable due to the continued impacts of the COVID-19 pandemic, flooding, and wildfire evacuations. The dashed line connecting those data points is a reminder that trends between them cannot be interpreted.

Table 17: Average rate of attendance by grade and community type, 2023-24.

	Overall	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
NWT	73.2%	70.2%	71.9%	76.7%	74.6%	77.1%	78.7%	76.8%	76.7%	74.8%	73.2%	71.2%	62.6%	74.5%	81.1%
Yellowknife	84.2%	83.4%	82.8%	86.2%	86.3%	87.0%	87.7%	86.8%	87.0%	84.3%	84.3%	83.3%	77.5%	80.4%	84.7%
Regional Centres	68.7%	58.9%	68.4%	74.8%	71.3%	72.1%	76.1%	75.7%	74.7%	70.6%	66.0%	60.5%	60.9%	72.7%	70.9%
Small Communities	62.2%	56.8%	56.8%	65.4%	62.1%	64.7%	68.0%	66.5%	64.5%	65.8%	63.6%	59.8%	55.9%	66.4%	77.2%

Table 18: Average rate of attendance by grade and education body, 2023-24.²¹

	Overall	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
Beaufort Delta Divisional Education Council	55.4%	44.9%	55.7%	61.2%	56.2%	62.0%	64.3%	68.8%	64.4%	60.0%	52.2%	52.1%	38.9%	59.2%	59.7%
Commission scolaire francophone Territoires du Nord-Ouest	93.4%	86.0%	94.7%	93.7%	95.4%	94.0%	94.3%	95.7%	93.9%	93.9%	92.4%	91.0%		94.1%	94.3%
Dehcho Divisional Education Council	71.7%	77.0%	68.8%	75.8%	74.1%	74.9%	73.7%	73.6%	68.3%	78.2%	87.4%	61.2%	63.8%	76.3%	74.3%
Dettah District Education Authority	81.5%	63.1%	76.4%	73.5%	83.6%	94.3%	93.6%		91.0%	73.6%	58.2%	89.8%			87.9%
N'dilo District Education Authority	73.2%	75.1%	68.7%	87.0%	80.4%	80.6%	80.9%	86.6%	63.6%	64.4%	80.8%	86.2%	51.0%	67.7%	82.3%
Sahtu Divisional Education Council	63.2%	58.6%	62.6%	70.1%	74.6%	69.4%	74.2%	73.1%	61.7%	67.7%	62.1%	62.8%	47.3%	58.0%	71.2%
South Slave Divisional Education Council	72.4%	63.5%	64.7%	74.5%	71.6%	70.0%	78.2%	71.0%	75.8%	73.8%	67.6%	61.9%	76.0%	76.3%	76.7%
Tłjchq Community Services Agency	61.3%	53.4%	54.4%	63.5%	55.1%	60.3%	64.5%	59.9%	66.7%	65.9%	64.5%	64.6%	57.7%	72.0%	72.1%
Yellowknife Catholic Schools	82.5%	79.9%	78.9%	83.6%	85.5%	84.4%	86.7%	84.9%	86.1%	80.4%	84.3%	82.5%	80.4%	78.0%	81.5%
Yellowknife Education District No. 1	84.7%	85.0%	83.6%	87.0%	85.6%	87.8%	87.7%	87.5%	86.8%	86.1%	83.7%	83.3%	76.2%	83.3%	86.7%

²¹ Table note: Blank cells stand for no record or a record of zero.

Transition and re-enrolment rates in secondary school (high school)

Why report on this measure?

Research suggests that students do better at school when they stay with their peers. This insight informs the NWT's inclusive schooling policy that allows students in grades 1-9 to stay with their peers even if the work they do in class is at a lower level than their classmates. Because of this policy, grades 1-9 students in the NWT transition between grades at relatively high rates. This is not the case in high school, however. Grade progression in high school is much lower because high school courses have prerequisites and minimum requirements. This means that students are re-enrolling in the same grade in high school multiple times. It is important that the NWT monitors grade progression and re-enrolment in high school because taking multiple years to complete a grade can be hard on students and is connected to not finishing high school.

What do the results of this measure tell us?

This indicator looks at students enrolled in high school (grades 10, 11, and 12) in the 2023-24 school year, and whether they were enrolled in the same grade in either of the two school years prior (2021-22 or 2022-23).

In 2023-24, fifty-nine percent of students enrolled in Grade 10 were re-enrollments (Figure 24). In other words, over half of the students in Grade 10 in the 2023-24 school year were previously enrolled in Grade 10 in either the 2021-22 or 2022-23 school years. The proportion of students re-enrolling decreased in the higher grades. These results suggest that overall, NWT students have the most challenges transitioning out of Grade 10 than the other high school grades.

Figure 24: Proportion of NWT students enrolled in high school by grade and enrolment type, 2023-24.

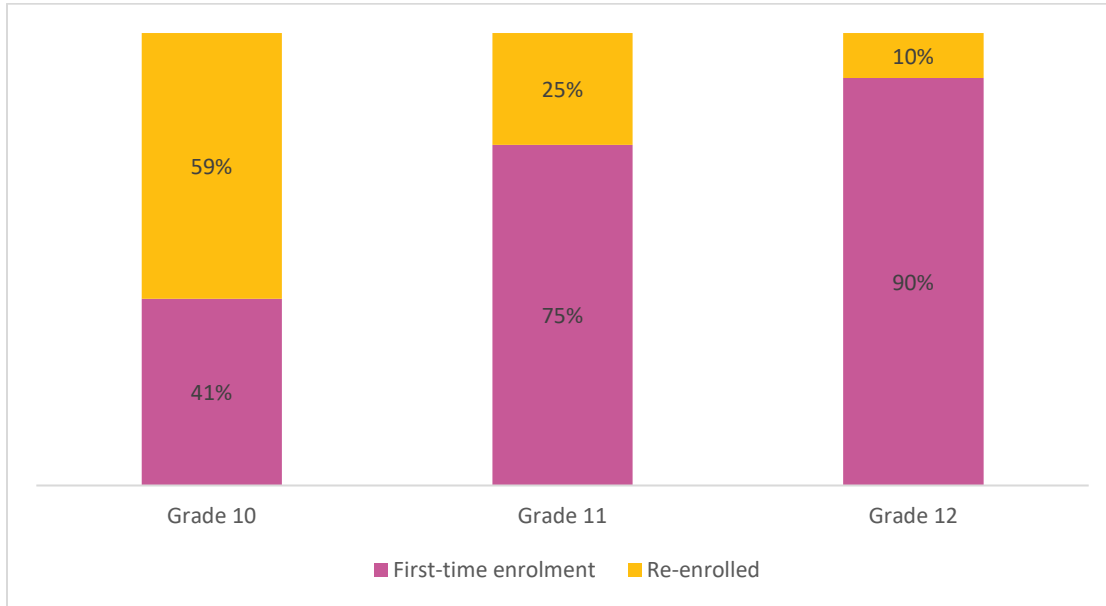


Table 19: Number and percentage of NWT students enrolled in high school by grade and enrolment type, 2023-24.

	Grade 10		Grade 11		Grade 12	
	#	%	#	%	#	%
Total enrolment	1503		559		272	
Students in grade for first time	620	41.3%	421	75.3%	245	90.1%
Students re-enrolling in grade	883	58.7%	138	24.7%	27	9.9%

Course completion rates for core senior secondary (high school) subjects

Why report on this measure?

For high school students to move from one grade to the next, they must successfully complete a set of required courses at the Grade 10, 11, and 12 levels.

Core subjects are those subjects that all high school students must take to complete a grade and/or meet high school requirements (these are math, English, French, social studies, science, and northern studies).²²

The charts and tables in this section offer a snapshot of the percentage of high school students who earned 50 percent or higher in grades 10, 11 and 12 core subjects, and show how that has changed over time in different communities.

What do the results of this measure tell us?

The NWT education system has been affected by several events in recent years. Some schools have experienced closures due to events such as the COVID-19 pandemic, major flooding and wildfires. For more information on unplanned school closures, please see page 16. It is important to note these impacts when considering the results presented in this section.

In Yellowknife, 91 percent to 95 percent of students completed their core courses in high school in 2023-24. In regional centres, 86 percent to 94 percent of students completed their core courses. In small communities, 75 percent to 84 percent of students completed their core courses.

Looking at course completion rates over time, results in Yellowknife have remained relatively stable (Figure 25). Regional centres (Figure 26) and small communities (Figure 27) have both experienced more fluctuations than Yellowknife in course completion rates over time. Fluctuations are likely an impact of the various events that have affected the NWT in recent years. Some of the fluctuations can also be explained by the total number of students taking these courses (i.e., a decline in course enrolment can contribute to a higher passing rate).

²² [A complete list of core subject courses](#) included in the analyses in this section are Science 10 and Northern Studies 10 and the following dash 1 and dash 2 courses: MATH 10C; MATH 103; MATH 202; MATH 201; MATH 302; MATH 301; ELA 102; ELA 101; ELA 202; ELA 201; ELA 302; ELA 301; FRA 102; FRA 101; FRA 202; FRA 201; FRA 302; FRA 301; FLA 102; FLA 101; FLA 202; FLA 201; FLA 302; FLA 301; SST 102; SST 101; SST 202; SST 201; SST 302; SST 301.

Figure 25: Percent of students who completed core subject courses by grade in Yellowknife, over time.

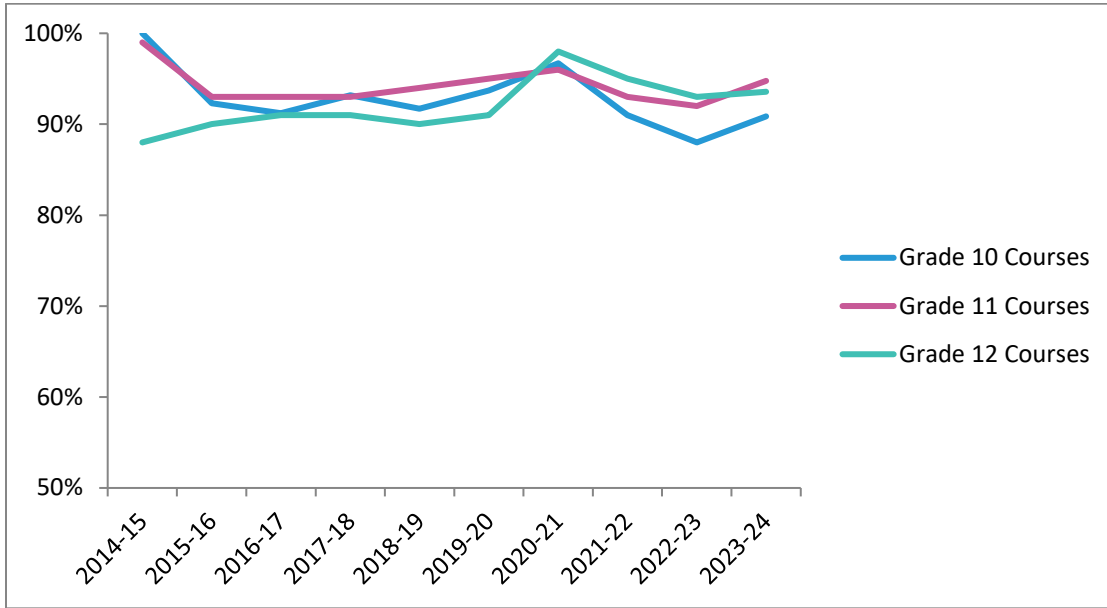


Figure 26: Percent of students who completed core subject courses by grade in regional centres, over time.



Figure 27: Percent of students who completed core subject courses by grade in small communities, over time.

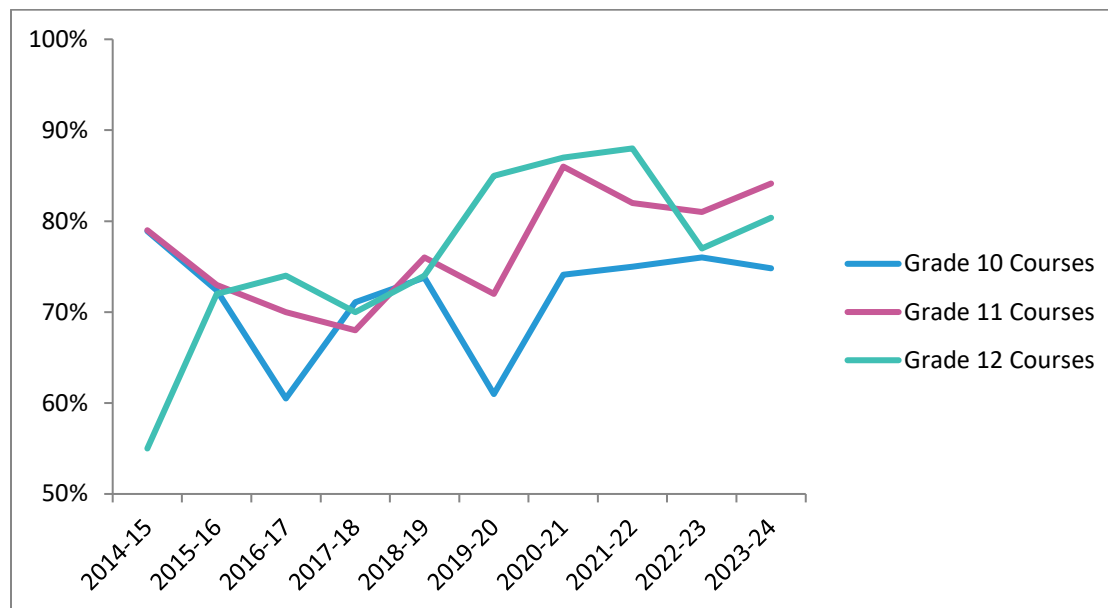


Table 20: Number of students who passed/did not pass high school core subject courses by course and community type, 2023-24.²³

2023-24		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
Grade 10									
MATH 10	Did not pass	22	12.3%	11	16.2%	16	20.5%	49	15.1%
	Passed	157	87.7%	57	83.8%	62	79.5%	276	84.9%
MATH 103	Did not pass	--	19.6%	--	12.5%	28	21.4%	51	19.4%
	Passed	--	80.4%	--	87.5%	103	78.6%	212	80.6%
ENGLISH LANGUAGE ARTS 102	Did not pass	18	17.8%	11	23.9%	55	31.1%	84	25.9%
	Passed	83	82.2%	35	76.1%	122	68.9%	240	74.1%
ENGLISH LANGUAGE ARTS 101	Did not pass	--	0.7%	--	14.9%	--	4.8%	9	4.2%
	Passed	--	99.3%	--	85.1%	--	95.2%	203	95.8%
FRANCAIS 101	Did not pass								
	Passed	--	100.0%					--	100.0%
FRANCAIS 102	Did not pass								
	Passed								
FRENCH LANGUAGE ARTS 102	Did not pass								
	Passed	--	100.0%					--	100.0%

²³ Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

2023-24		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
FRENCH LANGUAGE ARTS 101	Did not pass								
	Passed	--	100.0%	--	100.0%			51	100.0%
SOCIAL STUDIES 102	Did not pass	--	19.4%	--	14.6%	40	28.2%	67	23.0%
	Passed	--	80.6%	--	85.4%	102	71.8%	224	77.0%
SOCIAL STUDIES 101	Did not pass	--	3.6%	--	2.3%	--	6.3%	--	3.5%
	Passed	--	96.4%	--	97.7%	--	93.8%	--	96.5%
NORTHERN STUDIES 10	Did not pass	12	5.2%	14	13.0%	45	24.7%	71	13.7%
	Passed	217	94.8%	94	87.0%	137	75.3%	448	86.3%
SCIENCE 10	Did not pass	14	8.2%	10	15.9%	25	27.5%	49	15.1%
	Passed	156	91.8%	53	84.1%	66	72.5%	275	84.9%
Total		1215		460		838		2513	
Total Pass		1104	90.9%	395	85.9%	627	74.8%	2126	84.6%
Grade 11									
MATH 202	Did not pass	--	5.1%	--	14.8%	--	10.4%	12	9.0%
	Passed	--	94.9%	--	85.2%	--	89.6%	122	91.0%
MATH 201	Did not pass	--	5.1%	--	2.4%	--	21.7%	11	6.8%
	Passed	--	94.9%	--	97.6%	--	78.3%	151	93.2%
ENGLISH LANGUAGE ARTS 202	Did not pass	--	9.9%	--	6.5%	23	18.0%	34	13.3%
	Passed	--	90.1%	--	93.5%	105	82.0%	221	86.7%
ENGLISH LANGUAGE ARTS 201	Did not pass	--	1.5%	--	3.8%	--	10.0%	--	3.2%
	Passed	--	98.5%	--	96.2%	--	90.0%	--	96.8%
FRANCAIS 202	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRANCAIS 201	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRENCH LANGUAGE ARTS 202	Did not pass								
	Passed								
FRENCH LANGUAGE ARTS 201	Did not pass	--	5.4%					--	5.4%
	Passed	--	94.6%					--	94.6%
SOCIAL STUDIES 202	Did not pass	--	8.9%	--	7.1%	23	18.0%	34	13.1%
	Passed	--	91.1%	--	92.9%	105	82.0%	226	86.9%
SOCIAL STUDIES 201	Did not pass	--	4.0%	--	7.5%	--	8.8%	12	5.6%
	Passed	--	96.0%	--	92.5%	--	91.2%	201	94.4%
Total		629		268		391		1288	
Total Pass		596	94.8%	251	93.7%	329	84.1%	1176	91.3%
Grade 12									
MATH 302	Did not pass	--	7.9%	--	20.0%	--	12.0%	13	11.5%
	Passed	--	92.1%	--	80.0%	--	88.0%	100	88.5%
MATH 301	Did not pass	--	4.3%	--	4.3%	--	57.1%	13	9.9%

2023-24		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
	Passed	--	95.7%	--	95.7%	--	42.9%	118	90.1%
ENGLISH LANGUAGE ARTS 302	Did not pass	9	9.3%	8	17.8%	19	16.5%	36	14.0%
	Passed	88	90.7%	37	82.2%	96	83.5%	221	86.0%
ENGLISH LANGUAGE ARTS 301	Did not pass	9	6.4%	--	11.9%	--	15.4%	20	9.0%
	Passed	131	93.6%	--	88.1%	--	84.6%	201	91.0%
FRANCAIS 302	Did not pass								
	Passed	--	100.0%					--	100.0%
FRANCAIS 301	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRENCH LANGUAGE ARTS 302	Did not pass								
	Passed								
FRENCH LANGUAGE ARTS 301	Did not pass								
	Passed	25	100.0%					25	100.0%
SOCIAL STUDIES 302	Did not pass	--	5.3%			--	23.1%	--	11.1%
	Passed	--	94.7%	--	100.0%	--	76.9%	--	88.9%
SOCIAL STUDIES 301	Did not pass	--	7.1%			--	37.5%	--	8.6%
	Passed	--	92.9%	17	100.0%	--	62.5%	74	91.4%
Total		499		159		214		872	
Total Pass		467	93.6%	140	88.1%	172	80.4%	779	89.3%

Difference between Diploma Exam and course marks for senior secondary (high school) students

Why report on this measure?

Keeping track of the difference between marks that NWT students get on their diploma exams and marks that they get for their course work allows us to measure success and fairness.

- Success: because a student's *overall* mark in a course that has a diploma examination is a blend of their school-based mark and the diploma exam mark. Schools that can successfully prepare their students for these exams will help their students achieve higher overall marks.
- Fairness: students could achieve different overall marks if some schools grade differently than others. This is why standardized exams help keep marks consistent across NWT schools.

According to research, throughout Alberta, students' class marks tend to be higher than their exam marks by about 7-10 percent in diploma courses.²⁴ However, this difference will vary by schools and regions as they might have different standards for the difference between diploma course marks and exam marks.

The results for this section offer a look over time at how students in the different community types perform in their diploma courses versus on their exams. Schools and education decision-makers can use this information to develop NWT standards between course and exam marks, where an acceptable difference would be set.

NWT schools began the phased implementation of the BC curriculum in the 2023-24 school year. Diploma exams will soon be replaced by BC's assessment tools. The 2025-26 school year will be the final year of the Alberta Grade 12 Diploma Exams.

What do the results tell us?

Figure 28 shows the average difference between diploma exam and course marks by subject and community type for 2023-24. In many cases, NWT differences between course mark and exam mark are higher than what is typically seen in Alberta (**the dashed red**

²⁴ Eight Leaves. Diploma Exam Marks vs. School Marks (2017).

line). English Language Arts 301, Math 301, Math 302, Biology 30, Chemistry 30, and Physics 30 were the courses where the difference between course and exam mark was higher than the Alberta average across all community types.

Table 21 and Table 22 break down the differences between course and exam marks for the 2023-24 school year by subject, community type and education body.

Figure 29 and Figure 30 show the difference between course and exam marks over time across the community types for English Language Arts 302 and Math 302, respectively. For English Language Arts 302, the three community types have historically followed similar trends (Figure 29). In the 2023-24, however, the difference between course and exam marks declined in regional centres but increased in the other community types.

For Math 302, trends across the community types are less defined and show sharper changes from year to year (Figure 30). Most notably, small communities have seen a sharp increase in these results in recent years. In the 2019-20 school year, the average difference between Math 302 course and exam marks in small communities was 10.63 percent. That is to say: on average, students did 10.63 percent better on course marks than exam marks for Math 302. In the 2023-24 school year, the average difference between Math 302 course and exam marks was 38.5 percent (Table 21).

Figure 28: Average difference (%) between diploma exam and course marks by subject and community type, 2023-24.²⁵

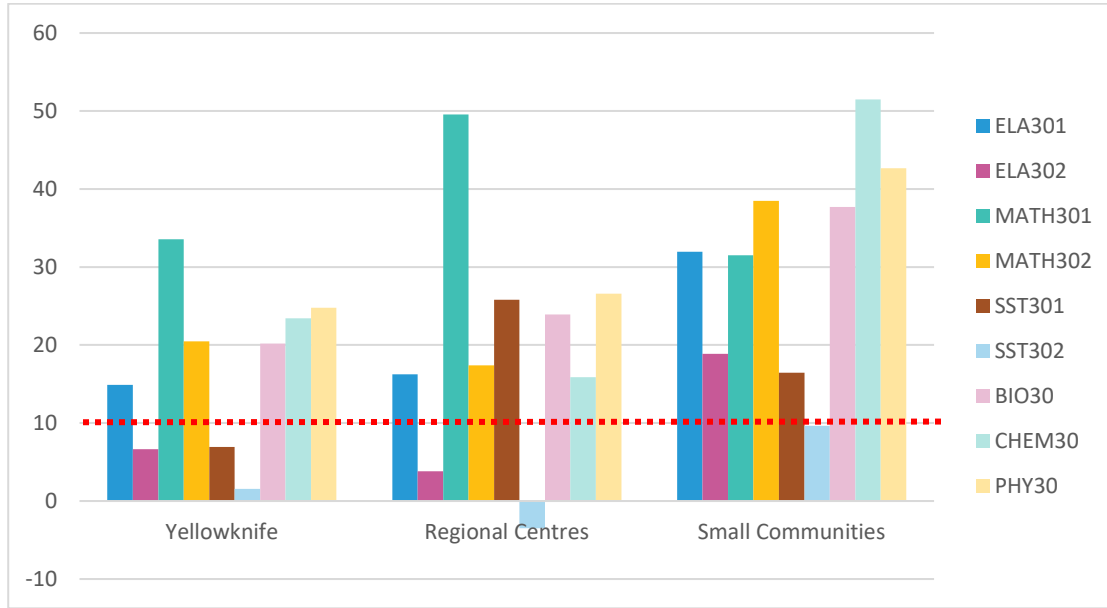


Table 21: Average difference (%) between diploma exam and course marks by subject and community type, 2023-24.

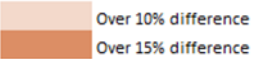
	Yellowknife	Regional Centres	Small Communities	NWT
ENGLISH LANGUAGE ARTS 301	14.9	16.25	31.97	20.05
ENGLISH LANGUAGE ARTS 302	6.63	3.83	18.88	13.7
MATH 301	33.55	49.56	31.5	36.56
MATH 302	20.47	17.38	38.5	24.42
SOCIAL STUDIES 301	6.92	25.8	16.43	11.39
SOCIAL STUDIES 302	1.56	-3.50	9.63	4.42
BIOLOGY 30	20.18	23.93	37.7	23.36
CHEMISTRY 30	23.41	15.88	51.50	24.26
PHYSICS 30	24.79	26.58	42.67	26.55
Total Average Difference	16.93	19.24	30.98	20.14

Legend:

- Over 10% difference (Light Orange)
- Over 15% difference (Dark Orange)

²⁵ Courses abbreviated in this figure are as follows: English Language Arts 30-1, English Language Arts 30-2, Math 30-1, Math 30-2, Social Studies 30-1, Social Studies 30-2, Biology 30, Chemistry 30, and Physics 30.

Table 22: Average difference (%) between diploma exam and course marks by subject and education body, 2023-24.^{26 27}

	BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL	COMMISSION SCOLAIRE FRANCOPHONE TERRITOIRES DU NORD-OUEST	DEHCHO DIVISIONAL EDUCATION COUNCIL	NDILQ DISTRICT EDUCATION AUTHORITY	SAHTU DIVISIONAL EDUCATION COUNCIL	SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL	TLICHO COMMUNITY SERVICES AGENCY	YELLOWKNIFE CATHOLIC SCHOOLS	YELLOWKNIFE EDUCATION DISTRICT NO. 1
ENGLISH LANGUAGE ARTS 301	23.27	14.00	37.83	37.33	41.29	18.43	17.80	13.26	16.88
ENGLISH LANGUAGE ARTS 302	17.85	13.40	11.79	23.00	17.00	28.00	12.67	7.24	4.79
MATH 301	43.64		25.00		46.00	34.00	55.00	31.29	41.20
MATH 302	22.00		39.33		49.75	12.30	40.60	35.24	11.86
SOCIAL STUDIES 301	26.75		18.00		5.00	22.00	21.75	9.22	5.53
SOCIAL STUDIES 302	-3.50						9.63	-6.50	3.86
BIOLOGY 30	31.64	20.70	-5.00	25.00		28.08	66.00	21.71	19.89
CHEMISTRY 30	44.33				37.00	14.14	64.00	30.29	19.75
PHYSICS 30	25.60	29.88	45.50			25.40		29.50	21.67
									

²⁶ Negative figures (Table 24 and Figure 30, Social Studies 302 Regional Centres; Table 25, Social Studies 302 BDDEC and YCS results and Biology 30 DDEC results) are due to how this indicator is calculated. Each student's exam mark is subtracted from their course mark, and then an average is taken of those figures. For example, in Figure 30, students in regional centres on average had a -3.50% difference between their Social Studies 302 course marks and exam marks in the 2023-24 school year, meaning on average students did 3.50% better on their exam marks than their class marks.

²⁷ Table note: Blank cells stand for no record.

Figure 29: Average difference (%) between English Language Arts 302 course and exam marks by community type, over time.

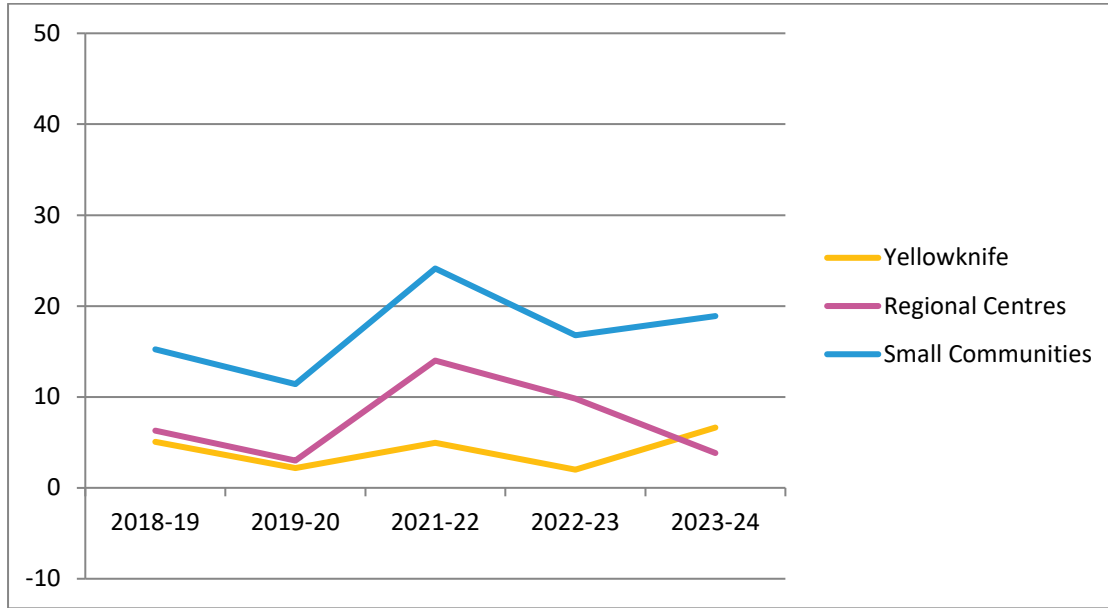
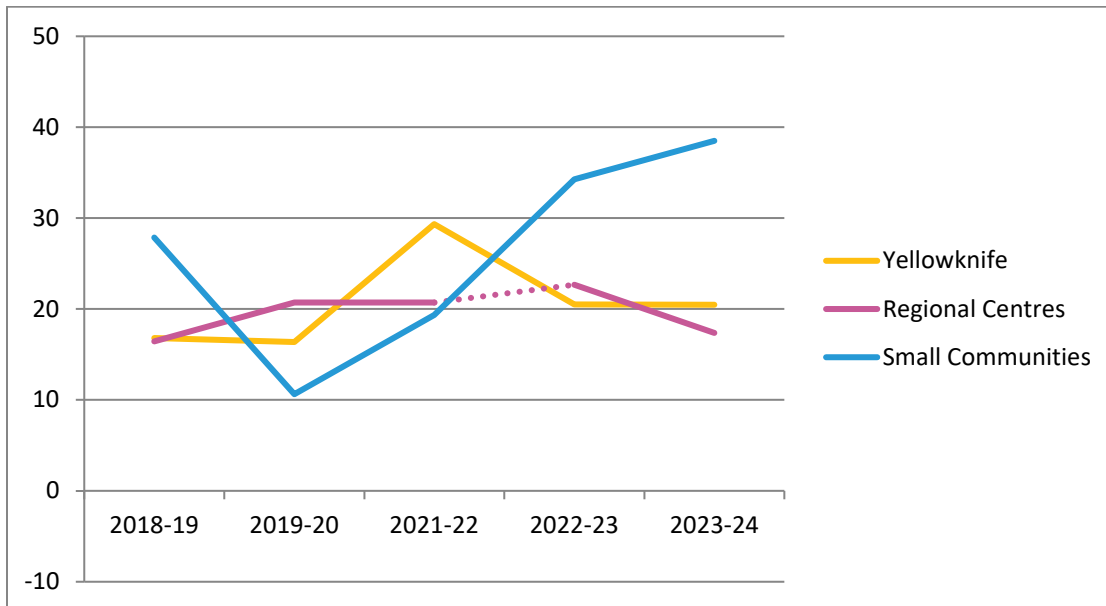


Figure 30: Average difference (%) between Math 302 course and exam marks by community type, over time.²⁸



²⁸ The dashed line for regional centres represents no data available in the 2021-22 school year.

High school graduation rate

Why report on this measure?

Graduating high school is more critical today than it was even a generation ago. More and more employers are looking for job candidates who have finished high school. Statistics across Canada indicate that not having a high school diploma and having a low income are strongly related. Helping students achieve their high school diploma is therefore a key priority of the NWT Junior Kindergarten – Grade 12 education system.

ECE developed a new graduation rate method in 2021 that considers the unique circumstances of students in the NWT. [The new method – called the Six-Year Graduation Rate](#) – starts by grouping students into a cohort. A student's cohort is the school year that they first enrolled in Grade 10. To get the graduation rate, the number of students who graduate within six years of starting Grade 10 is divided by the total number of students in the cohort. The new method ensures that students who leave the NWT before finishing high school do not get counted as not graduating and make the graduation rate appear lower than it actually is.²⁹

What do the results tell us?

In 2024, the Six-Year Graduation Rate for the NWT showed that 59 percent of students graduated high school (Table 23). Graduation rates across community type and ethnicity were consistent between 2023 and 2024.

Overall, graduation rates have remained relatively stable over the last decade (Figure 31). The gap between Indigenous student and non-Indigenous student graduation rates has remained around 30-40 percent (Figure 32 and Table 24).

Since the graduation rate allows students up to six years to complete high school, the group of students (cohort) represented in the 2024 rate started high school in the 2018-19 school year. This means the COVID-19 pandemic and other unplanned events (see page 16) would have impacted years two through six of this cohort's six-year completion window. Since the graduation rates have remained relatively stable, this could suggest that the pandemic and other events did not greatly impact graduation rates in the NWT. ECE will continue to monitor this indicator for emerging trends.

²⁹ For more information on the new graduation rate method, see the Grad Rate fact sheet on the [Department of Education, Culture and Employment website](#).

Figure 31: Six-Year Graduation Rate by community type, over time.

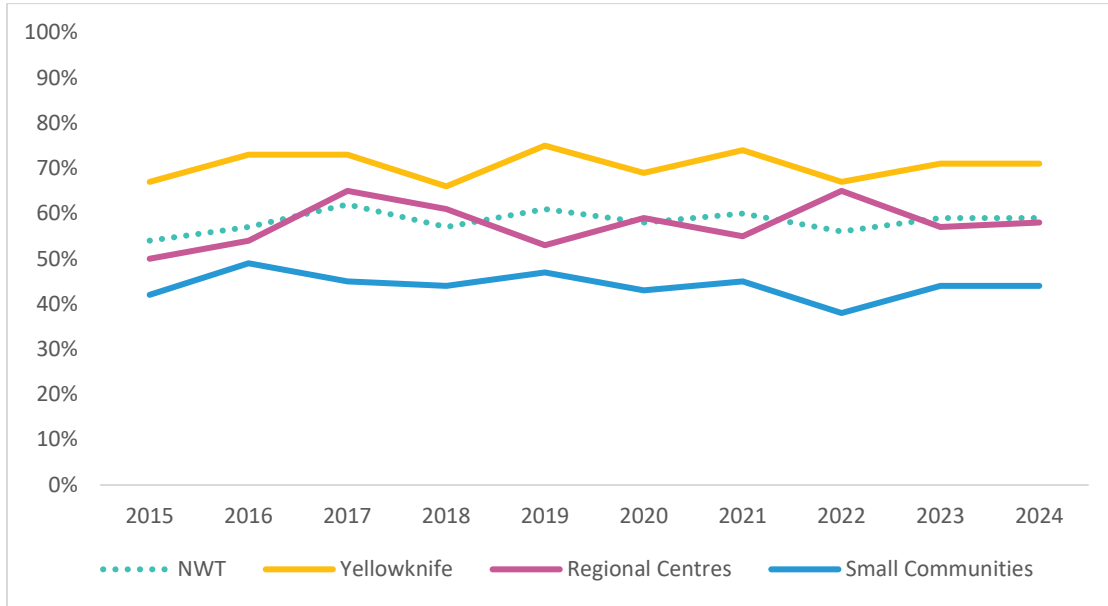


Figure 32: Six-Year Graduation Rate by ethnicity, over time.

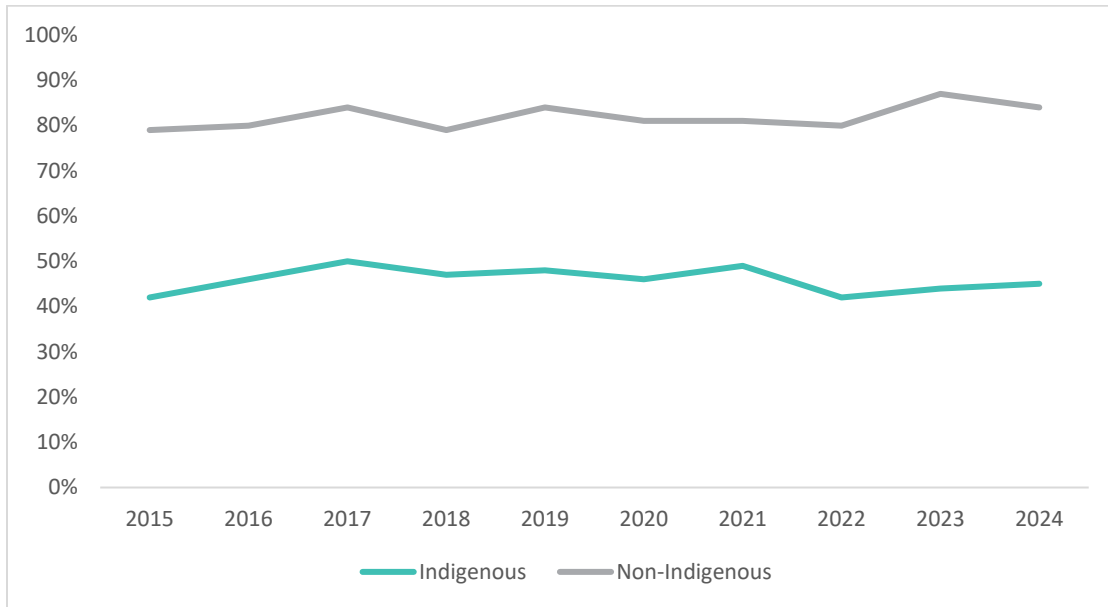


Table 23: Six-Year Graduation Rate by community type, over time.

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Yellowknife	67%	73%	73%	66%	75%	69%	74%	67%	71%	71%
Regional Centres	50%	54%	65%	61%	53%	59%	55%	65%	57%	58%
Small Communities	42%	40%	45%	44%	47%	43%	45%	38%	44%	44%
NWT	54%	57%	62%	57%	61%	58%	60%	56%	59%	59%

Table 24: Six-Year Graduation Rate by ethnicity, over time.

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Indigenous	42%	46%	50%	47%	48%	46%	49%	42%	44%	45%
Non-Indigenous	79%	80%	84%	79%	84%	81%	81%	80%	87%	84%

Percent of high school graduates going onto post-secondary programs

Why report on this measure?

The Junior Kindergarten – Grade 12 education system is designed to help students transition from high school into the next stage of their lives. The next stage may include post-secondary education/training, getting a job, or pursuing a trade or apprenticeship.

The charts and tables in this section show how many students pursue post-secondary programs within three years of graduating high school. The post-secondary programs include certificate, diploma, and degree programs, as well as Aurora College's University/Occupation & College Access Program, which provides prerequisite and college preparation courses to enable students to enter the school's post-secondary programs.

What do the results tell us?

The newest data for this indicator looks at students who graduated in the 2020-21 school year and went on to post-secondary between 2021 and 2024. Sixty-two percent of NWT high school graduates in 2020-21 pursued post-secondary education within three years of graduation (Table 25). Trends in regional centres and small communities continue to increase (Figure 33).

Between 2014 and 2021, less than 10 percent of students who went on to a post-secondary program enrolled in Aurora College's Access program. This indicates that most high school graduates who pursue further education are pursuing a certificate, diploma, or degree.

It would be valuable to know what percentage of high school graduates move into the workforce after high school. Post-secondary education and training are not everyone's first choice for life after high school, so it would be meaningful to have a more representative picture of the different options students pursue after high school. ECE continues to explore developing such a measure.

Figure 33: Percent of high school graduates who successfully pursued post-secondary education within three years of graduation by community type, over time.

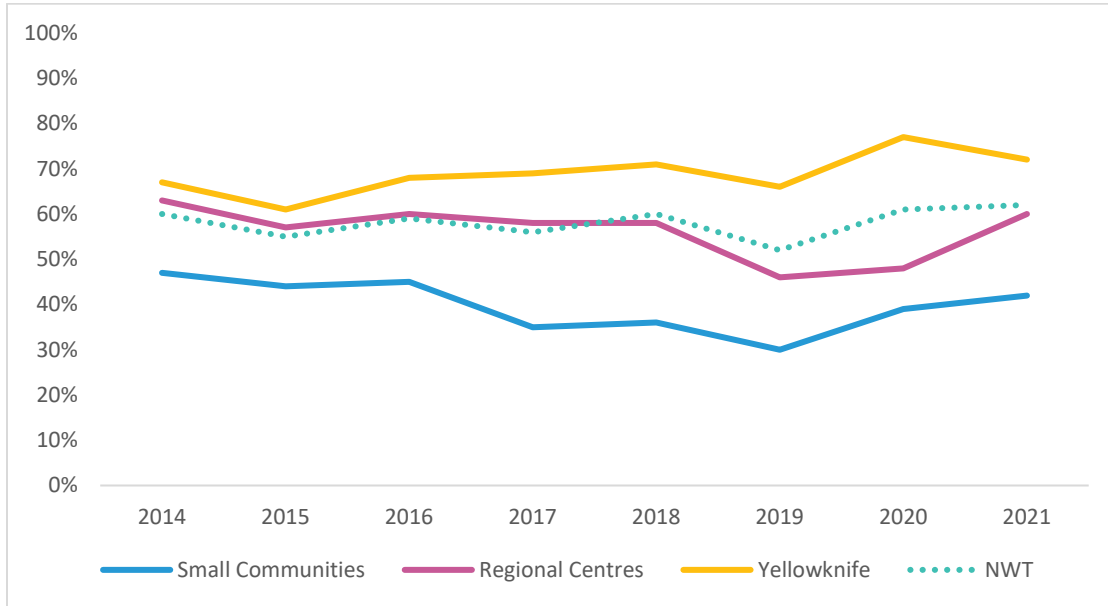


Table 25: High school graduates who successfully pursued post-secondary education within three years of graduation, by community type³⁰, over time.

		High school graduating class count	Number of successful post-secondary applicants from graduating class (within three years)	Percent of successful post-secondary applicants from graduating class (within three years)
2014	Yellowknife	225	150	67%
	Regional Centres	99	62	63%
	Small Communities	147	69	47%
	NWT	471	281	60%
2015	Yellowknife	209	127	61%
	Regional Centres	100	57	57%
	Small Communities	113	50	44%
	NWT	422	234	55%
2016	Yellowknife	179	121	68%
	Regional Centres	75	45	60%
	Small Communities	112	50	45%
	NWT	366	216	59%
2017	Yellowknife	176	121	69%
	Regional Centres	88	51	58%
	Small Communities	110	39	35%
	NWT	374	211	56%
2018	Yellowknife	189	134	71%
	Regional Centres	80	46	58%
	Small Communities	85	31	36%
	NWT	354	211	60%
2019	Yellowknife	171	113	66%
	Regional Centres	79	36	46%
	Small Communities	92	28	30%
	NWT	342	177	52%
2020	Yellowknife	186	143	77%
	Regional Centres	69	33	48%
	Small Communities	85	33	39%
	NWT	340	209	61%
2021	Yellowknife	170	123	72%
	Regional Centres	81	49	60%
	Small Communities	92	39	42%
	NWT	343	211	62%

³⁰ The number of high school graduates for each school year was tracked over three years to examine how many were approved for NWT Student Financial Assistance. While almost all NWT high school graduates who go on to post-secondary education apply for Student Financial Assistance, there may be a small number who do not. The numbers reported here, therefore, may be slightly lower than the actual number of students who pursue post-secondary education.

Percent of high school graduates returning to the NWT education system

Why report on this measure?

Some students may need or want to upgrade their high school education after they've graduated by retaking some courses to get higher grades or taking different courses altogether. This is an indication that these students graduated without the necessary grades or courses to support the next stage of their lives, whether that be applying to post-secondary schools, pursuing a trade, or getting a job.

The tables in this section show how many students returned to the NWT education system within three years of graduating high school. Schools and education decision-makers can use this information to adjust their programs and services and ensure that students are supported with the learning and skills required for a successful post-high school life.

What do the results tell us?

Table 26 shows the percentage of 2020-21 high school graduates who returned to the NWT education system within three years after completing high school, referred to as "Total Individual Returners." Over three years, 9 percent of 2020-21 graduates returned to high school. Most of them returned in the first school year after graduating, the 2021-22 school year.

Table 27 shows us the percentage of individuals who returned to high school within three years of their graduating year, over time. The percentage of graduates who returned to high school decreased compared to the previous two graduating years. A possible explanation is the COVID-19 pandemic: with schools facing unplanned closures, graduates may have chosen not to return to the education system.

Table 26: Number and percent of 2020-21 high school graduates who returned to the NWT education system within three years.³¹

	Count	% of 2020-21 high school graduating class
High school graduates in 2020-21	346	
Total Individual Returners ³²	31	9.0%
Returned 1 year later	27	7.8%
Returned 2 years later	--	--
Returned 3 years later	--	--

Table 27: Percentage of individual high school graduates who returned to the NWT education system within three years, over time.

	% of individuals from a high school graduating class that returned
2018-19	16.4%
2019-20	21.2%
2020-21	9.0%

³¹ Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred.

³² The "Total Individual Returners" (31) **does not** equal the sum of the breakdown by year (33) because students may have returned for more than one year. Therefore, the breakdown by year totals the number of *times* graduates returned, not the number of graduates.