



Junior Kindergarten- Grade 12 Education System Performance Measures Technical Report 2024-25

Education, Culture and Employment

JULY | 2026

Government of
Northwest Territories

K'áhshó got'jne xadā k'é hederı ʔedjhtl'é yerınıwē nı dé dúle.
Dene Kādá

ʔerıhtl'ıs Dēne Sıłıné yatı t'a huts'elkēr xa beyáyatı theʔą ʔat'e, nuwe ts'ēn yółtı.
Dēne Sıłıné

Edı gondı dehǵáh got'je zhaté k'éé edatf'éh enahddhē nıde naxets'é edahlı.
Dene Zhaté

Jii gwandak izhii ginjik vat'atr'ijǵhch'uu zhit yinothan jı', diits'at ginohkhii.
Dinjii Zhu' Ginjik

Uvanittuaq ilitchurisukupku Inuvialuktun, ququaqluta.
Inuvialuktun

ᑕᑦᑯᑦ ᑎᑎᑦᑲᑯᑦ ᐱᑦᐱᐱᑦ ᐃᑯᑦᑎᑯᑦᑲᑦᐱᑦ, ᐅᑦᑦᑎᑦᑯᑦ ᐅᑦᑲᑦᑲᑦᑯᑦ.
Inuktitut

Hapkua titiqqat pijumagupkit Inuinnaqtun, uvaptinnut hivajarlutit.
Inuinnaqtun

kīspin ki nitawihtīn ē nīhīyawihk ōma ācimōwin, tipwāsinān.
nēhīyawēwin

Tłjchq yatı k'èè. Dı wegodı newq dè, gots'o gonede.
Tłjchq

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Une version française de ce document est disponible

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Introduction

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

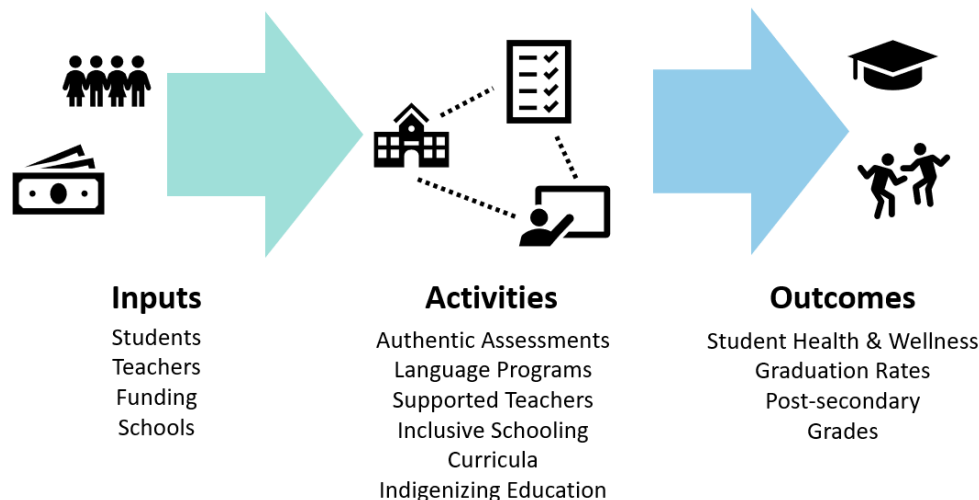
Previous versions of this report are feeding into an evaluation of the Education Renewal and Innovation Framework. The Education Renewal and Innovation Framework is a 10-year initiative that was first implemented in 2013. It is aimed at improving the NWT Junior Kindergarten to Grade 12 education system, 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 affect 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 recognize and 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 2024-25 school year. This makes it easier to see the areas where the system is improving and identify areas that need support. Here is a high-level summary of the findings of the 2024-25 report:

- A higher percentage of Grade 7 students in regional centres and small communities are “thriving”, as per the Middle Years Development Instrument.
- A higher percentage of students scored “acceptable” or higher on language and social studies diploma exams than on math and science diploma exams.
- A higher percentage of Grade 4 and Grade 7 students across all community types reported “high quality” relationships with adults at school, as per the Middle Years Development Instrument.
- NWT students continue to have challenges transitioning out of Grade 10. Over half of the students enrolled in Grade 10 in 2024-25 were re-enrolments.
- The Six-Year Graduation Rate in Yellowknife declined between 2024 and 2025.
- The percentage of high school graduates pursuing post-secondary education has remained relatively stable.

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
- 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., 2022-24, 2023-25).

Overall, the combined percentage of children in the NWT who are "on track" or "in flux" over the last three years is 60 percent (Figure 1). Results have remained consistent across the categories over time.

Looking at the community types, regional centres historically had a higher percentage of children who are "on track" compared to Yellowknife and small communities (Figure 2). However, the most

recent three-year cluster shows Yellowknife and regional centres have equalized with 39 percent of children being developmentally “on track”.

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 2018-2025, as three-year clusters.

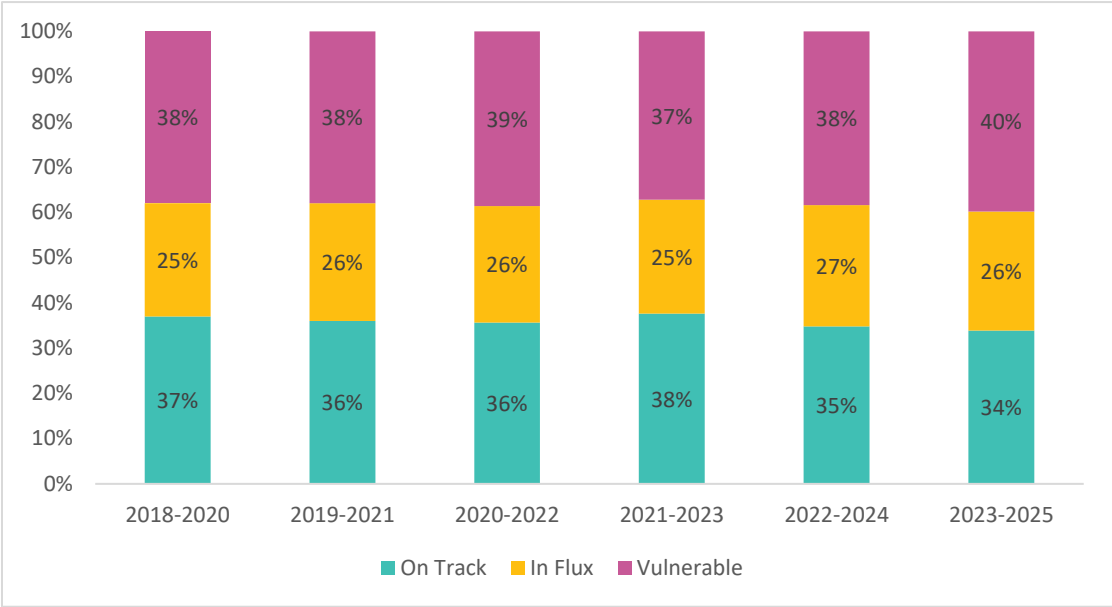
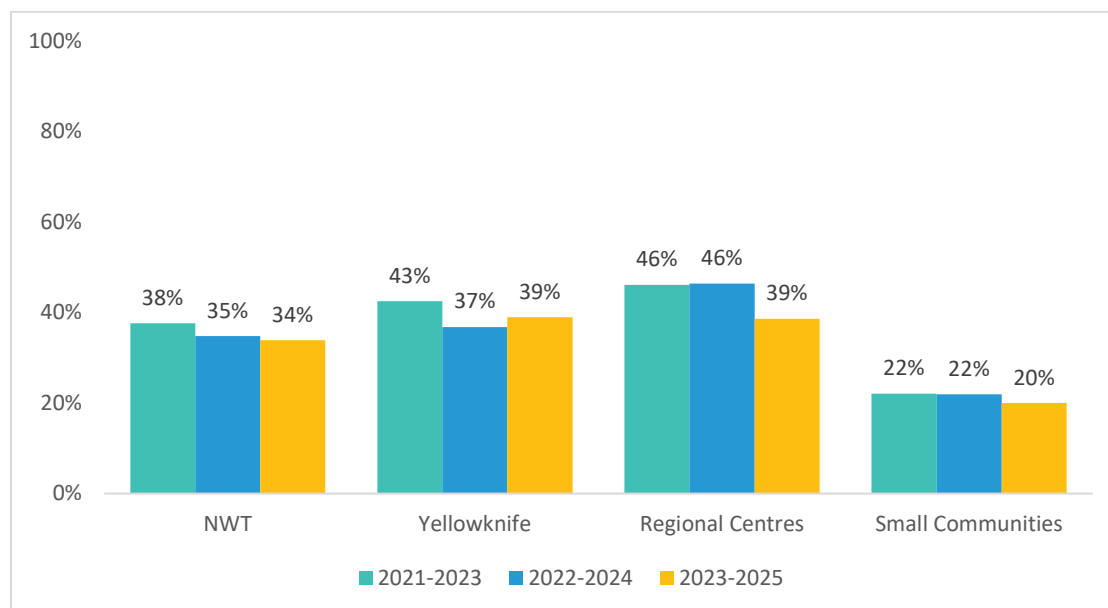


Figure 2: Percent of children who are developmentally "on track" by community type, from 2021-2025, as three-year clusters.²**Table 1: Number of, and percent of, children who are developmentally "on track" by community type, 2023-24 and 2024-25.³**

		NWT	Yellowknife	Regional Centres	Small Communities
2023-24	Count	135	67	46	22
	%	31%	29%	54%	19%
2024-25	Count	140	92	27	21
	%	32%	42%	27%	18%

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 regional centres and small communities between 2023-24 and 2024-25 (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.

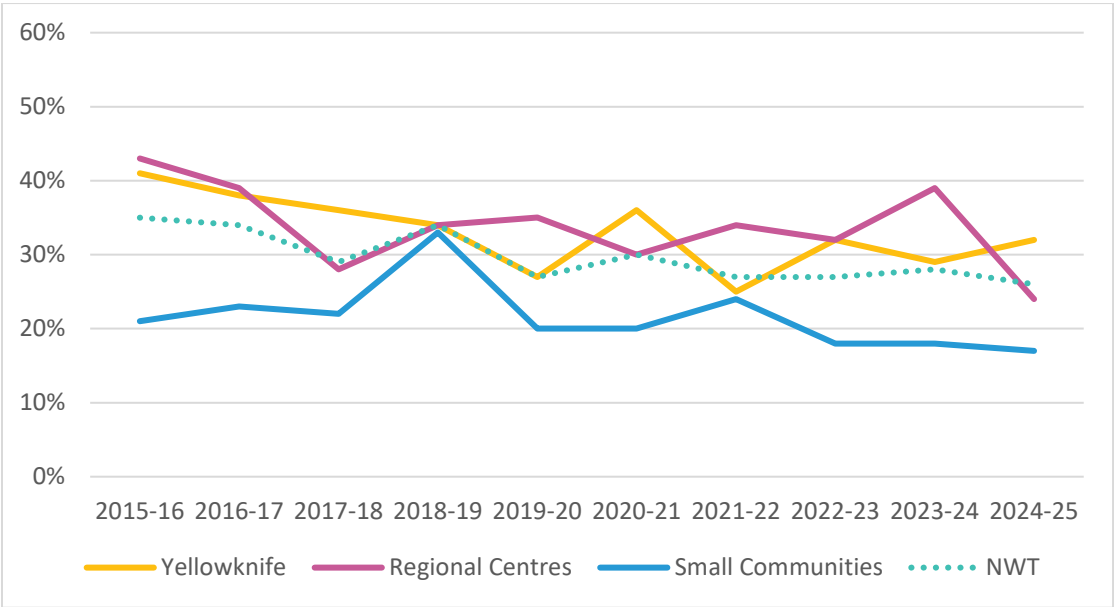


Figure 4: Percent of Grade 7 students who are “thriving” by community type, over time.

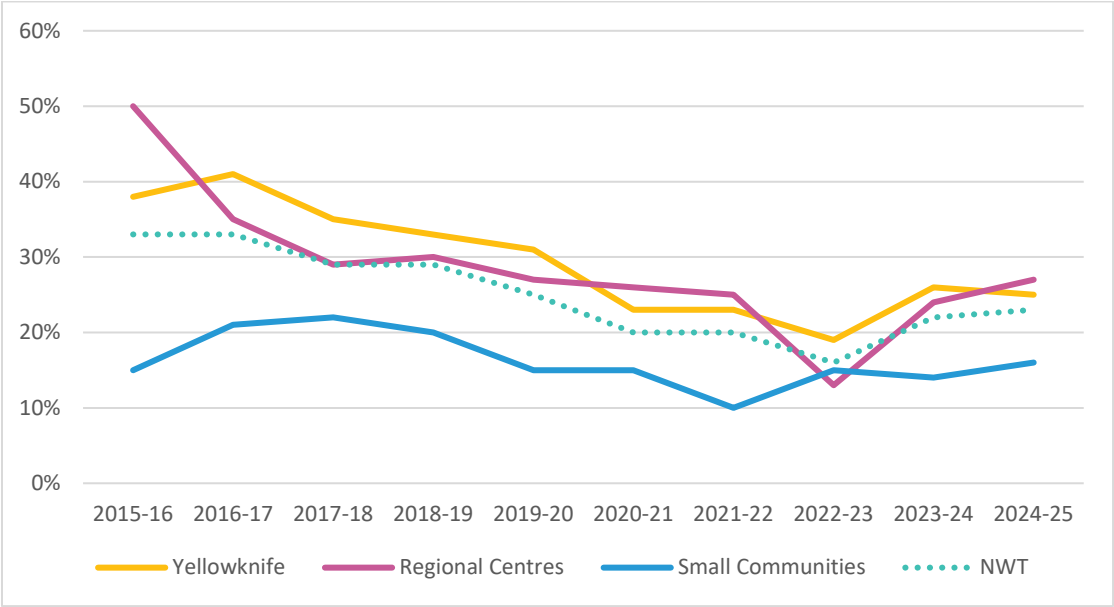


Table 2: Percent of Grade 4 and Grade 7 students who are “thriving,” according to the Middle Years Development Instrument by community type, 2023-24 and 2024-25.

		NWT	Yellowknife	Regional Centres	Small Communities
2023-24	Grade 4	28%	29%	39%	18%
	Grade 7	22%	26%	24%	14%
2024-25	Grade 4	26%	32%	24%	17%
	Grade 7	23%	25%	27%	16%

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 Itł'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, Délı̨ne, Dettah, Fort Good Hope, Fort Liard, Fort McPherson, Fort Providence, Fort Resolution, Fort Simpson, Gamèti, Jean Marie River, Kakisa, Kátł'odeeche, Łutselk'e,	31	Alexis Arrowmaker School (JK to 10) Angik School (JK to 12) Charles Tetcho School (JK to 9) Charles Yohin School (JK to 10) Chief Albert Wright School (JK to 12)

	Ndilo, Nahanni Butte, Norman Wells, Paulatuk, Sachs Harbour, Sambaa K'e, Tsiigehtchic, Tuktoyaktuk, Tulita, Ulukhaktok, Wekweètì, Whatì, Wrigley	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 12) 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 Elihaktuk (JK to 12) Inualthuyak School (JK to 12) Jean Wettrade Gamètì School (JK to 12) Louie Norwegian School (JK to 9) Kakisa Lake School (JK to 9) K'álemì Dene School (JK to 12) Kaw Tay Whee School (JK to 9) Łíídlı́ Kúé Elementary School (JK to 6) Łíídlı́ 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) ᑭᑭᑭᑭ Ayha School (JK to 12)
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Unplanned school closures

Why report on this measure?

Under 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 5 breaks down the list of unplanned school closures in the 2024-25 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.

Of the 10 education bodies, four experienced unplanned closures across 19 schools in the 2024-25 school year. The overall average amount of instructional time missed due to unplanned school closures in the NWT was 1 percent in the 2024-25 school year (Table 4). This is a decrease compared to the average of 4.5 percent in the 2023-24 school year where many communities were evacuated due to (Table 4). The biggest contributors to the closures in the 2024-25 school year were infrastructure and health and safety issues.

Table 4: NWT Overall Amount of Unplanned School Closures, over time.

School Year	Number of NWT Schools with Unplanned School Closures (out of 49)	Average percentage of instructional time missed across all NWT Schools (%)
2022-23	24	1.6%
2023-24	47	4.4%
2024-25	19	1.0%

Table 5: Breakdown of Unplanned School Closures, 2024-25.⁴

Education Body	Community	School	Instructional Time Missed (%)	Reasons
Beaufort Delta Divisional Education Council	Aklavik	Moose Kerr School	1.3%	Infrastructure issues Weather Health and safety
	Fort McPherson	Chief Julius School	0.8%	Health and safety Civic holiday
	Paulatuk	Angik School	6.3%	Weather Infrastructure issues Health and safety Staff shortages Community event

⁴ Blank cells stand for no record.

	Sachs Harbour	Inualthuyak School	12.9%	Health and safety Weather Infrastructure issues
	Tsiigehtchic	Chief Paul Niditchie School	3.2%	Health and safety Staff shortages
	Tuktoyaktuk	Mangilaluk School	3.7%	Infrastructure issues Health and safety Weather
	Ulukhaktok	Helen Kalvak Elihakvik	5.0%	Weather Staff shortages Infrastructure issues
Dehcho Divisional Education Council	Fort Liard	Echo-Dene School	2.3%	Infrastructure issues
	Fort Providence	Deh Gáh Elem. & Second. School	2.1%	Community event Health and safety Infrastructure issues
	Jean Marie River	Louie Norwegian School	2.9%	Health and safety Staff shortages Infrastructure issues
	Kakisa	Kakisa Lake School	0.6%	Infrastructure issues
	Nahanni Butte	Charles Yohin School	2.8%	Infrastructure issues Community event
	Wrigley	Chief Julian Tendo School	2.5%	Community event Weather
Sahtu Divisional Education Council	Colville Lake	Colville Lake School	0.8%	Health and safety Infrastructure issues Weather
	Fort Good Hope	Chief T'Selehye School	0.8%	Community event
	Norman Wells	Mackenzie Mountain School	0.6%	Community event
	Tulita	Chief Albert Wright School	0.3%	Community event
Tłįchǫ Community Services Agency	Behchokǫ	Elizabeth Mackenzie Elementary School	0.6%	Health and safety Infrastructure issues
		Chief Jimmy Bruneau School	0.6%	Health and safety Infrastructure issues

Number of NWT Students

Why report on this measure?

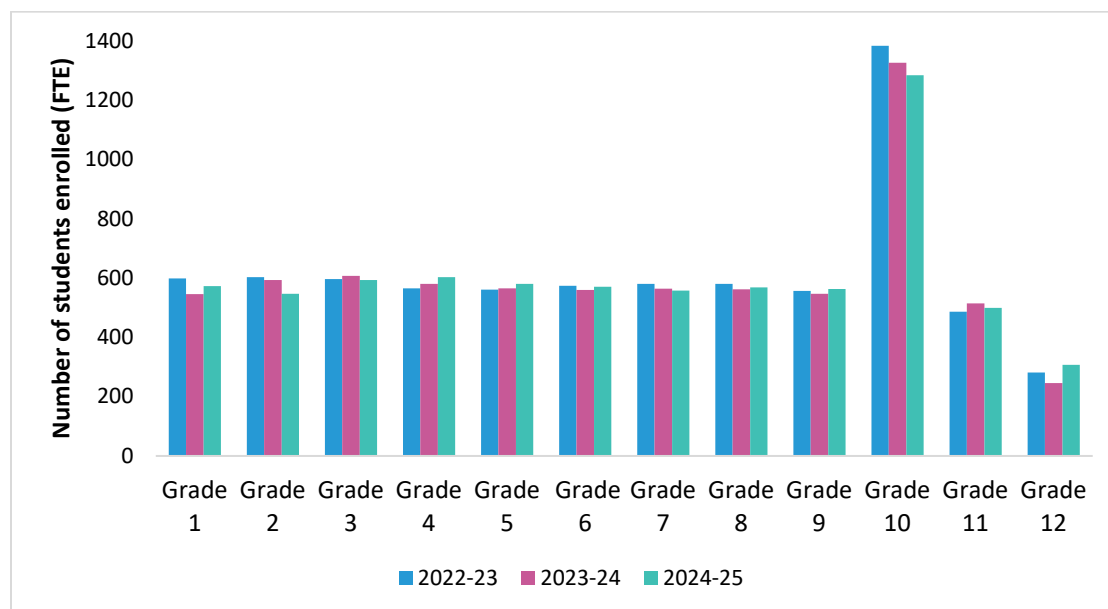
Knowing how many students are supported by the NWT school system helps decision-makers direct services to students. Student enrolments are also used to determine how much funding schools receive from ECE.

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 25](#) for more information). For information on school attendance, please see [page 54](#).

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 57](#).

Figure 5: Number of Full-Time Equivalent⁵ students enrolled in the NWT in Grades 1-12, over time.



⁵ Full-Time Equivalent includes students who attended school at least 60 percent of the time, as of September 30 in the school year reported.

Table 6: Enrolment (Full-Time Equivalent) Grades 1-12, 2024-25.⁶

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
NWT													
Overall	573.5	547	593	603.5	580.5	570.5	557.5	569	563.5	1284.5	499.5	307.25	7249.25
Indigenous	332.5	330.5	358	348.5	355	348.5	350.5	355.5	355	1017	290.5	138.75	4580.25
Non-Indigenous	241	216.5	235	255	225.5	222	207	213.5	208.5	267.5	209	168.5	2669
Education Body													
Beaufort Delta Divisional Education Council													
Overall	104.5	100	107.5	111	102.5	89	107.5	102.5	89.5	238.5	77.5	32.25	1262.25
Indigenous	87	87	92	99	88.5	80	98.5	92	--	226.5	65.5	--	1125.75
Non-Indigenous	17.5	13	15.5	12	14	9	9	10.5	--	12	12	--	136.5
Commission scolaire francophone Territoires du Nord-Ouest													
Overall	30	19	28	37	18	17	17	13	10	8	--	--	205.5
Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	16
Non-Indigenous	--	--	--	--	--	--	--	13	--	8	--	--	189.5
Dehcho Divisional Education Council													
Overall	21	30.5	28	24	28.5	29	29.5	29	29	88.5	21.25	11.5	369.75
Indigenous	--	--	--	--	--	--	--	29	--	--	--	11.5	344.25
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	25.5
Dettah District Education Authority													
Overall	--	--	--	--	--	--	--	--	--	--	--	--	23
Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	23
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	--
Ndilo District Education Authority													
Overall	15	14	14	11	8	11	9	10	9.5	27	--	--	139.5
Indigenous	--	14	--	11	8	11	--	10	--	--	--	--	131.5
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	8
Sahtu Divisional Education Council													
Overall	38	25.5	30.5	31	31	45	24	34	29	96	24.5	15	423.5
Indigenous	--	--	--	--	--	--	--	--	29	--	--	15	388.5
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	35
South Slave Divisional Education Council													
Overall	62.5	78	93	68	80.5	85	86.5	89	98.5	214	80.5	50	1085.5
Indigenous	45	51	67	48	52	65	67	61.5	73	181.5	59.5	31.5	802
Non-Indigenous	17.5	27	26	20	28.5	20	19.5	27.5	25.5	32.5	21	18.5	283.5
Tłı̨ch̨ Community Services Agency													
Overall	49	49	56	51	54	53	42	58	57	236.5	39.25	14	758.75
Indigenous	--	--	56	51	--	--	--	58	--	--	39.25	14	748.75
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	10

⁶ 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.

Yellowknife Education District No. 1													
Overall	153.5	153	132	156.5	169.5	144.5	149.5	150.5	145	254.5	143	95	1846.5
Indigenous	54.5	55	42.5	48.5	66.5	36.5	50.5	41	51	119	31.5	18	614.5
Non-Indigenous	99	98	89.5	108	103	108	99	109.5	94	135.5	111.5	77	1232
Yellowknife Catholic Schools													
Overall	98	78	103	111	87.5	97	91.5	83	93	116.5	95	81.5	1135
Indigenous	28	27	30	38	30.5	36	33.5	34	24	48.5	40	16.5	386
Non-Indigenous	70	51	73	73	57	61	58	49	69	68	55	65	749
Community Type													
Small Communities													
Overall	188	190	205.5	209	182.5	206	180.5	199	188.5	652	144.5	58.5	2604
Indigenous	178	173.5	197.5	196	172.5	197	170	--	--	638.5	--	58.5	2498.5
Non-Indigenous	10	16.5	8	13	10	9	10.5	--	--	13.5	--		105.5
Regional Centres													
Overall	109	111	127.5	96	130	106	122	124.5	130	255.5	115	70.25	1496.75
Indigenous	71	75	86	64	85.5	78	94.5	85.5	96.5	211	79.5	45.75	1072.25
Non-Indigenous	38	36	41.5	32	44.5	28	27.5	39	33.5	44.5	35.5	24.5	424.5
Yellowknife													
Overall	276.5	246	260	298.5	268	258.5	255	245.5	245	377	240	178.5	3148.5
Indigenous	83.5	82	74.5	88.5	97	73.5	86	75	76	167.5	71.5	34.5	1009.5
Non-Indigenous	193	164	185.5	210	171	185	169	170.5	169	209.5	168.5	144	2139

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).⁷

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 7 and Table 8 tell us how many educators there are in the NWT across community types and education bodies. The number of educators in the NWT declined between 2023-24 and 2024-25. Regional centres and small communities both saw a decrease in the number of educators. Changes in educator numbers may be related to changes in third-party funding, such as [Jordan’s Principle](#) and the [Inuit Child First Initiative](#).

Table 7: Number of educators by community type, 2023-24 and 2024-25.

		Yellowknife	Regional Centres	Small Communities	NWT
2023-24	Number of educators	542	295	591	1,428
	% of total NWT educator population	38.0%	20.7%	41.4%	
2024-25	Number of educators	550	266	548	1,364
	% of total NWT educator population	40.3%	19.5%	40.2%	

⁷ Further details on the definition of “educator” can be found [here](#).

Table 8: Number of educators by education body, 2023-24 and 2024-25.

Education body	2023-24		2024-25	
	Number of educators	% total educators	Number of educators	% total educators
Beaufort Delta Divisional Education Council	243	17.0%	242	17.7%
Commission scolaire francophone Territoires du Nord-Ouest	44	3.1%	44	3.2%
Dettah District Education Authority	4	0.3%	4	0.3%
Dehcho Divisional Education Council	82	5.7%	74	5.4%
Ndilq District Education Authority	27	1.9%	13	1.0%
Sahtu Divisional Education Council	114	8.0%	100	7.3%
South Slave Divisional Education Council	220	15.4%	188	13.8%
Tłįchq Community Services Agency	183	12.8%	180	13.2%
Yellowknife Catholic Schools	207	14.5%	230	16.9%
Yellowknife Education District No. 1	304	21.3%	289	21.2%

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 Tłıchq Community Services Agency received 10.2 percent of ECE's total education body budget in 2024-25 and served 10.1 percent of NWT students.
- Likewise, the Dettah District Education Authority received 1.3 percent of ECE's education body budget and serves 0.3 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 instance, 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 (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 9.⁸

⁸ Data for this performance measure is collected from the [Annual Reports for Education Bodies](#), tabled in the NWT Legislative Assembly.

Figure 6: Percent of ECE education budget that education bodies receive compared to the number of students served, 2024-25.

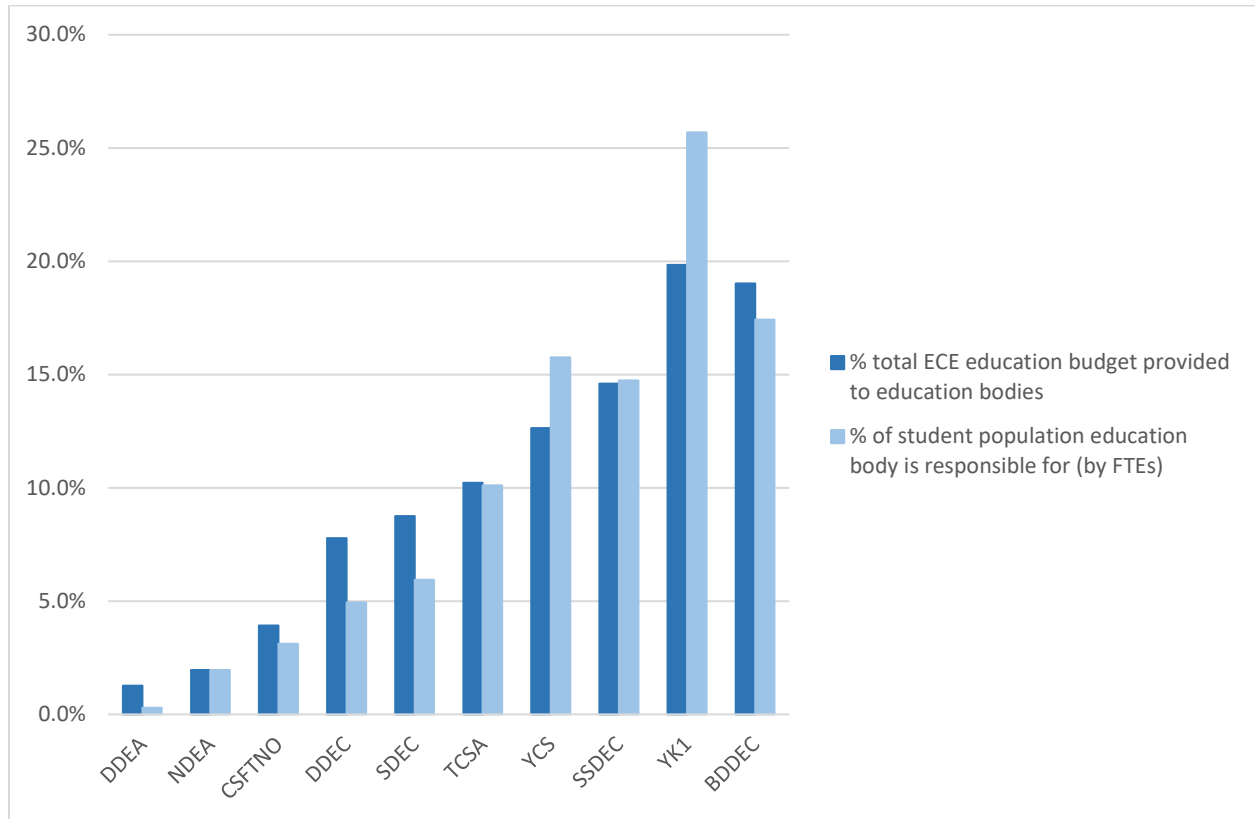


Table 9: Budget by education body, 2023-24 and 2024-25.

Education body	Budget (\$)	% total ECE education budget	Budget (\$)	% total ECE education budget
	2023-24		2024-25	
Beaufort Delta Divisional Education Council (BDDEC)	34,911,157	20.0	33,339,425	19.0
Commission scolaire francophone Territoires du Nord-Ouest (CSFTNO)	7,342,043	4.2	6,877,799	3.9
Dettah District Education Authority (DDEA)	1,978,000	1.1	2,228,092	1.3
Dehcho Divisional Education Council (DDEC)	14,364,521	8.2	13,628,410	7.8
Ndilq District Education Authority (NDEA)	3,415,400	2.0	3,435,706	2.0
Sahtu Divisional Education Council (SDEC)	14,591,667	8.4	15,328,916	8.7
South Slave Divisional Education Council (SSDEC)	28,508,576	16.3	25,588,181	14.6
Tłı̨chq Community Services Agency (TCSA)	18,148,752	10.4	17,905,939	10.2
Yellowknife Catholic Schools (YCS)	20,224,334	11.6	22,149,648	12.6
Yellowknife Education District No. 1 (YK1)	31,161,543	17.8	34,760,408	19.8

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 2024-25, enrolment in both programs reached around 85 percent of the NWT's 4- to 5-year-old population (Table 10).

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

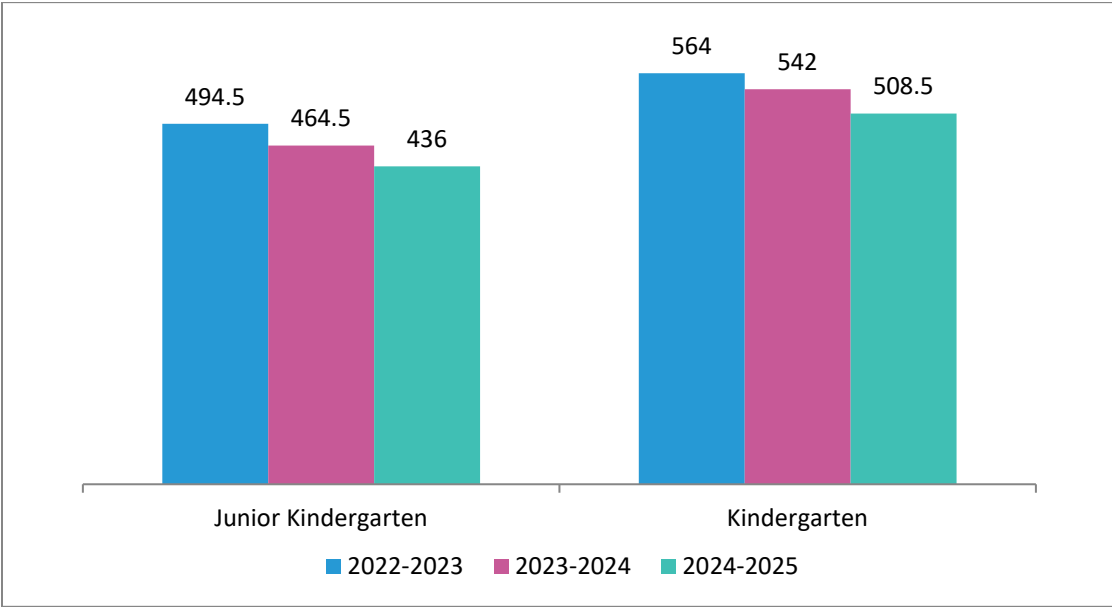


Table 10: Percent (%) of 4-5-year-olds in Junior Kindergarten/Kindergarten in the NWT, over time.⁹

	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	1,243	85%
2023-24	1,006.5	1,203	84%
2024-25	944.5	1,113	85%

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 are 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.

Țehtseo Ayha Alternative Education Program (Sahtu Divisional Education Council): The Țehtseo 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 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 11). There was a net decrease in the number of students enrolled in alternative education programs in 2024-25. Additionally, the number of students being homeschooled continued to decrease in 2024-25.

Table 11: Number of students enrolled in alternative education programs by program, over time.¹⁰

	2020-21	2021-22	2022-23	2023-24	2024-25
Route 51 Learning Institute (Yellowknife Education District No. 1)	89	72	31	59	41
École St. Patrick High School Learning Centre (Yellowknife Catholic Schools)	155	149	8	133	Sem. 1 = 105 Sem. 2 = 112
Phoenix School (South Slave Divisional Education Council) ¹¹	50	20	45	162	171
ᑭᑭᑭᑭᑭᑭ Alternative Education Program (Sahtu Divisional Education Council, Déljñę)		10	--	--	--
Chief Albert Wright True North Program (Sahtu Divisional Education Council, Tulit'a)	11	--	11	9	12
K'àlemi Dene Alternative High School Program (Ndilq District Education Authority)	--	--	--	--	--
Birchbark Discovery Centre (Yellowknife Education District No. 1)		38	40	82	63
Homeschooling (NWT-wide) ¹²	138	138	170	140	130

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 Enrolment numbers for Phoenix School in 2023-24 and 2024- 25 reflect both Exclusive and Blended enrolments.

¹² Homeschooling enrolment numbers reflect both Exclusive and Blended enrolments.

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?

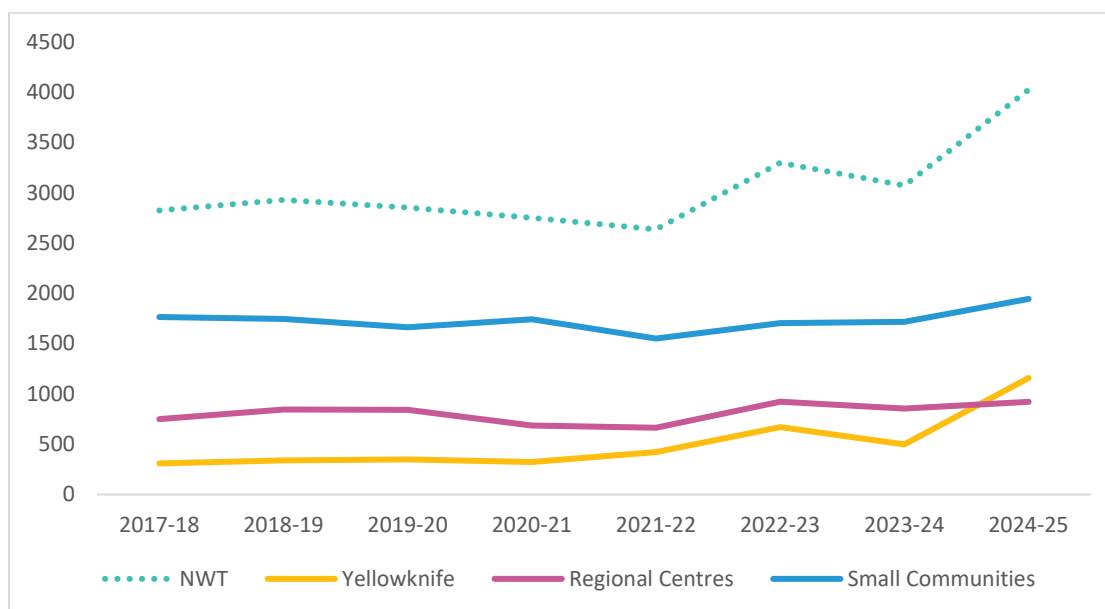
Over 4,000 students in the NWT were enrolled in Indigenous language courses in the 2024-25 school year (Table 12). Across community types, small communities have the highest number of enrolments in Indigenous language courses.

Table 12 shows a large increase in enrolment compared to previous years in Yellowknife. Based on discussion with the Yellowknife education bodies, this increase is likely due to changes in enrolment reporting and does not necessarily represent an increase in enrolments.

When looking at the percentage of students enrolled by grade level, 64 percent of NWT Grades 1-9 students and 13 percent of NWT Grade 10-12 students were enrolled in Indigenous language courses (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.

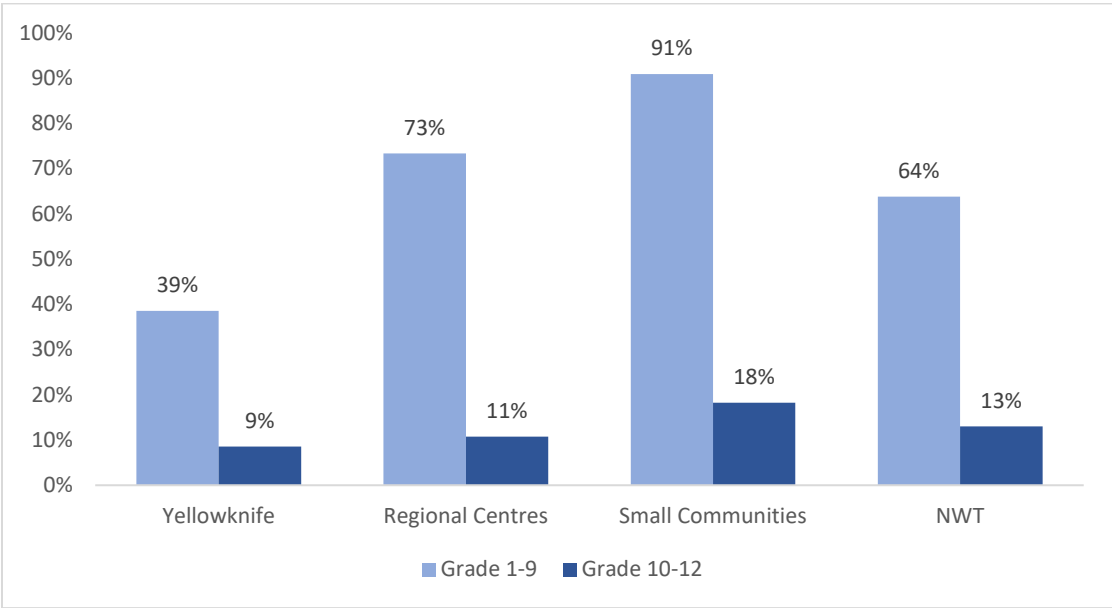
Table 12: Total number of students enrolled in Indigenous language courses by community type, over time.¹³

	NWT	Yellowknife	Regional Centres	Small Communities
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
2024-25	4,026	1,159	922	1,945

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

¹³ 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.

Figure 9: Percent of students enrolled in Indigenous language courses by grade level and community type, 2024-25.



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, which is 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 2024-25. Table 13 and Table 14 show how many students were enrolled in French language courses across community types and education bodies in the 2023-24 and 2024-25 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.

¹⁴ The only small community with enrolments in French language programs in 2024-25 was Norman Wells.

The total enrolment in French language courses in the NWT has increased slightly in the 2024-25 school year (Table 13 and Table 14). Enrolment in Core French has increased across community types apart from small communities. Enrolment in Core French and French Immersion increased significantly at YK1 schools. 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, 2024-25.

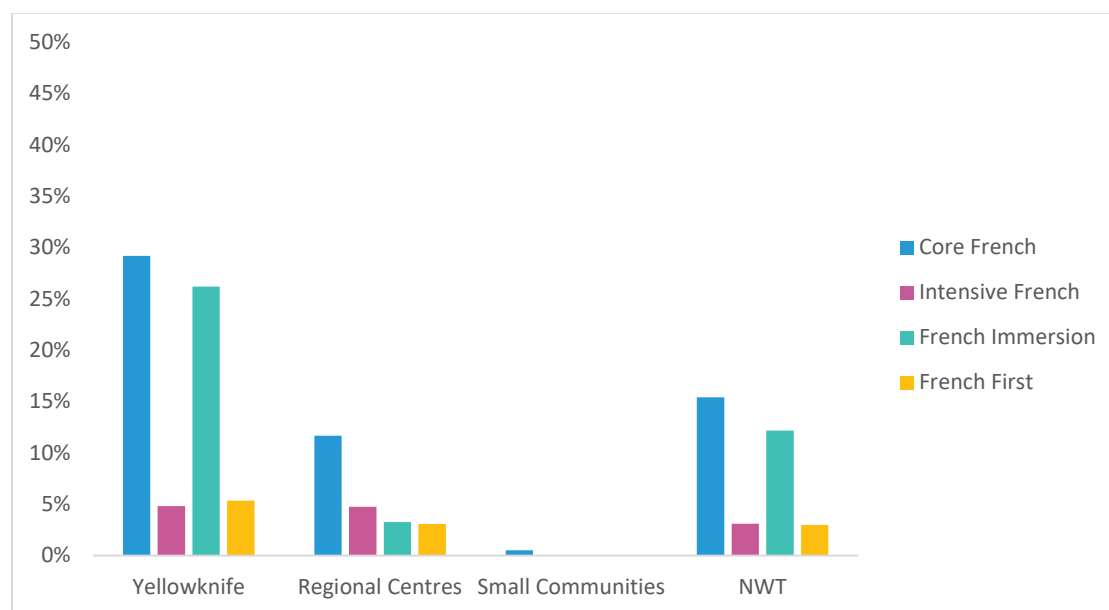


Table 13: Number of students enrolled in French language courses by community type and course type, 2023-24 and 2024-25.¹⁵

		Core French	Intensive French	French Immersion	French First
2023-24	Yellowknife	1,058	183	957	180
	Regional Centres	206	78	68	59
	Small Communities	26			
	NWT	1,290	261	1,025	239
2024-25	Yellowknife	1,102	182	989	202
	Regional Centres	208	85	58	55
	Small Communities	16			
	NWT	1,326	267	1,047	257

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

Table 14: Number of students enrolled in French language courses by education body and course type, 2023-24 and 2024-25.

		Core French	Intensive French	French Immersion	French First
2023-24	BDDEC			47	
	CSFTNO				239
	SDEC	26			
	SSDEC	206	78	21	
	YCS	502		419	
	YK1	556	183	538	
2024-25	BDDEC			43	
	CSFTNO				202
	SDEC	16			
	SSDEC	208	85	15	55
	YCS	465		364	
	YK1	637	182	625	

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.

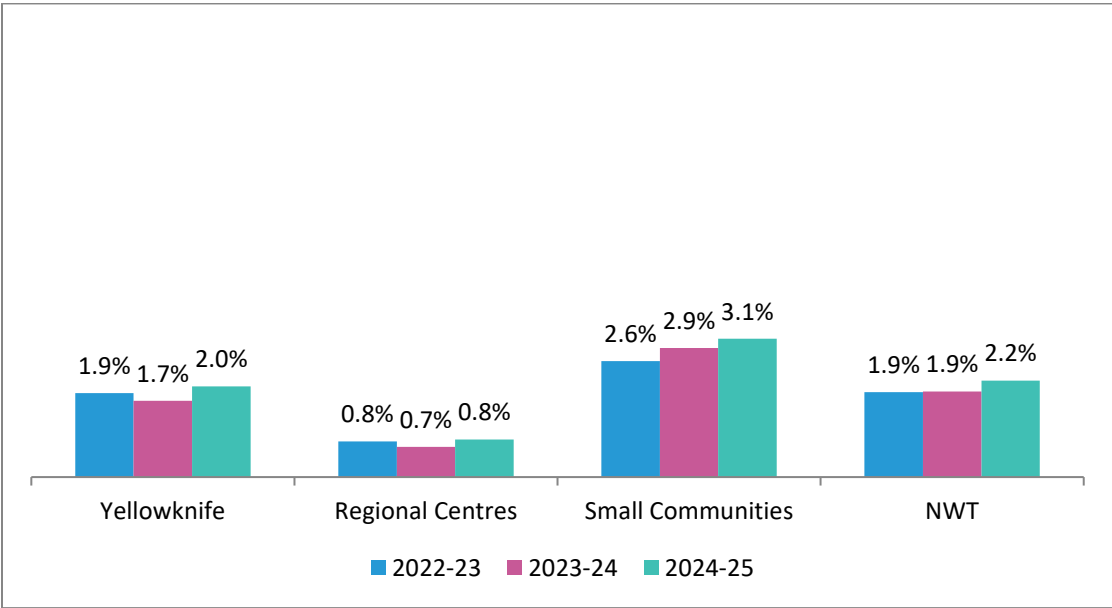


Table 15: Number and percent of students on Individual Education Plans by community type, 2024-25.

		Yellowknife	Regional Centres	Small Communities	NWT
2024-25	Number of students on Individual Education Plans	77	15	95	187
	% of student body on Individual Education Plans	2.0%	0.8%	3.1%	2.2%

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 2024-25 school year (Table 16).

Figure 12 shows the percentage of the student body that is on a Regular Education Program with Accommodations by community type for 2022-23 to 2024-25. This includes both Accommodations for Difficulty and Accommodations for Enrichment. The percentage of students on Regular

Education Programs with Accommodations has stayed the same or decreased across all community types.

Figure 13 shows the percentage of the student body on a Modified Education Program by community type for 2022-2023 to 2024-25. This includes Modified Education Program for working above grade level and working below grade level.

- The overall percentage of NWT students with Modified Education Programs continues to decrease. The same trend is visible in Yellowknife and small communities.
- 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.

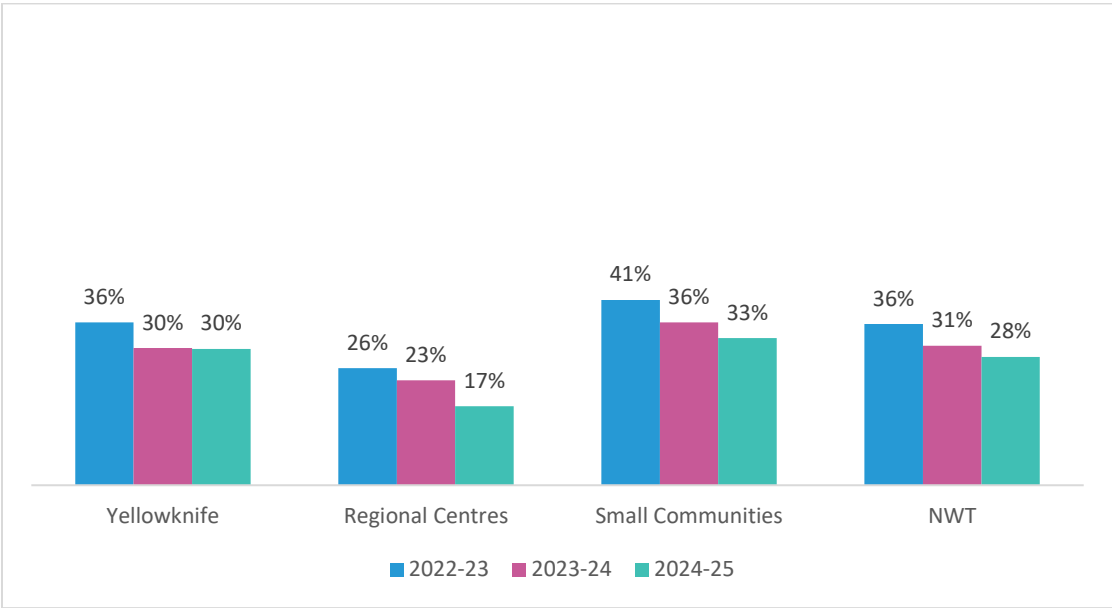


Figure 13: Percent of student body on a Modified Education Program by community type, over time.

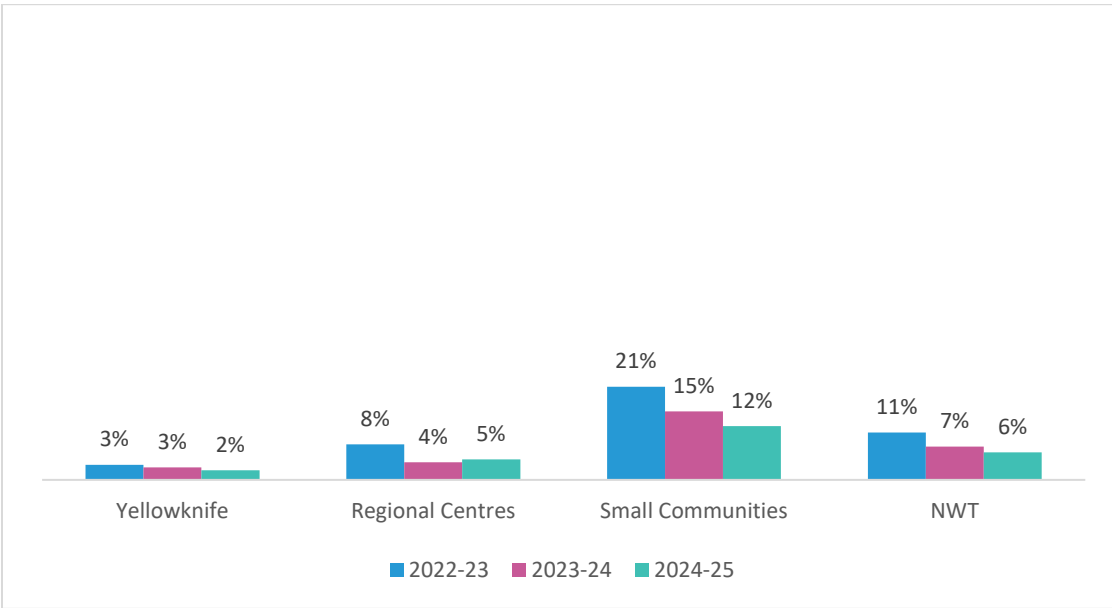


Table 16: Number and percent of students on Student Support Plans by community type, 2023-24 and 2024-25.¹⁶

			Yellowknife	Regional Centres	Small communities	NWT
2023-24	Regular Program with Accommodations for Difficulty	Count	1,141	407	1,079	2,627
		% 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	1,273	479	1,555	3,307
		% of region enrolment	33.1%	27.2%	51.4%	38.3%
2024-25	Regular Program with Accommodations for Difficulty	Count	1,117	310	986	2,413
		% of region enrolment	29.6%	17.4%	32.3%	28.0%
	Modified Program Working Below Grade Level	Count	81	82	368	531
		% of region enrolment	2.1%	4.6%	12.1%	6.2%
	Regular Program with Accommodations for Enrichment	Count	--	--	--	--
		% of region enrolment	0.5%	0.1%	0.2%	0.3%
	Modified Program Working Above Grade Level	Count				
		% of region enrolment				
	Total	Count	1,218	393	1,360	2,971
		% of region enrolment	32.3%	22.1%	44.6%	34.5%

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 2024-25, 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 2024-25 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 2024-25 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 72 percent) than on the math and science exams (NWT average 54 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 17 provides a more detailed breakdown of the 2024-25 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, 2024-25.

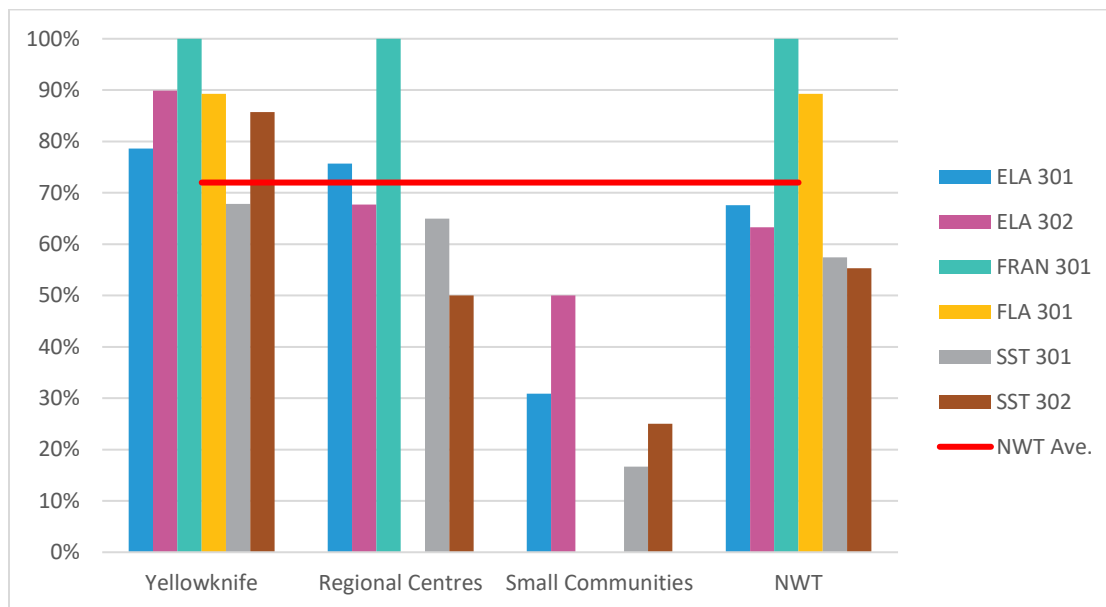


Figure 15: Percent of students who scored "Acceptable" or higher on math and science diploma exams by community type, 2024-25.

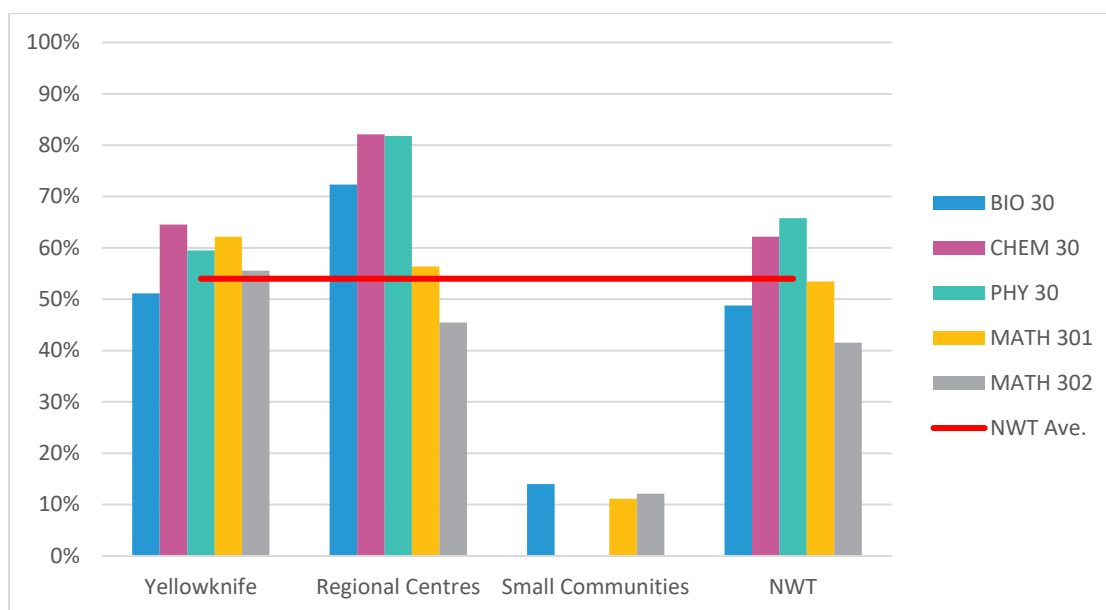


Table 17: Number and percentage of students who scored "Below Acceptable" (below 50 percent), "Acceptable" (50 percent or higher), or "Excellent" (80 percent or higher) on diploma exams by community type, 2024-25.¹⁷

		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
ENGLISH LANGUAGE ARTS 301	Below Acceptable	--	--	--	--	38	69.1%	83	32.4%
	Acceptable	96	73.3%	46	65.7%	17	30.9%	159	62.1%
	Excellent	--	--	--	--			14	5.5%
	Total	131	100.0%	70	100.0%	55	100.0%	256	100.0%
ENGLISH LANGUAGE ARTS 302	Below Acceptable	--	--	--	--	--	--	119	36.7%
	Acceptable	68	86.1%	41	63.1%	85	47.2%	194	59.9%
	Excellent	--	--	--	--	--	--	11	3.4%
	Total	79	100.0%	65	100.0%	180	100.0%	324	100.0%
MATH 301	Below Acceptable	28	37.8%	--	--	--	--	61	46.6%
	Acceptable	35	47.3%	--	--	--	--	54	41.2%
	Excellent	11	14.9%	--	--			16	12.2%
	Total	74	100.0%	39	100.0%	18	100.0%	131	100.0%
MATH 302	Below Acceptable	--	--	12	54.5%	--	--	69	58.5%
	Acceptable	--	--	10	45.5%	--	--	--	--
	Excellent	--	--					--	--
	Total	63	100.0%	22	100.0%	33	100.0%	118	100.0%
FRANCAIS 301	Acceptable			--	75.0%			--	60.00%
	Excellent	--	100.00%	--	25.0%			--	40.00%
	Total	--	100.00%	--	100.0%			--	100.00%
FRENCH LANGUAGE ARTS 301	Below Acceptable	--	--					--	--
	Acceptable	20	71.4%					20	71.4%
	Excellent	--	--					--	--
	Total	28	100.0%					28	100.0%
SOCIAL STUDIES 301	Below Acceptable	--	--	--	--	--	--	40	42.6%
	Acceptable	35	62.5%	--	55.0%	--	--	49	52.1%
	Excellent	--	--	--	--			--	--
	Total	56	100.0%	20	100.0%	18	100.0%	94	100.0%
SOCIAL STUDIES 302	Below Acceptable	--	--	--	50.0%	--	75.0%	--	--
	Acceptable	16	76.2%	--	50.0%	--	25.0%	24	51.1%
	Excellent	--	--					--	--
	Total	21	100.0%	--	100.0%	--	100.0%	47	100.0%
BIOLOGY 30	Below Acceptable	42	48.8%	--	--	--	--	103	51.2%
	Acceptable	--	--	40	61.5%	--	--	81	40.3%
	Excellent	--	--	--	--			17	8.5%
	Total	86	100.0%	65	100.0%	50	100.0%	201	100.0%
CHEMISTRY 30	Below Acceptable	--	--	--	--	12	100.0%	45	37.8%
	Acceptable	37	46.8%	19	67.9%			56	47.1%
	Excellent	--	--	--	--			18	15.1%
	Total	79	100.0%	28	100.0%	12	100.0%	119	100.0%
PHYSICS 30	Below Acceptable	--	--	--	--	--	100.0%	27	34.2%
	Acceptable	20	47.6%	20	60.6%			40	50.6%
	Excellent	--	--	--	--			12	15.2%
	Total	42	100.0%	--	100.0%	--	100.0%	79	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.

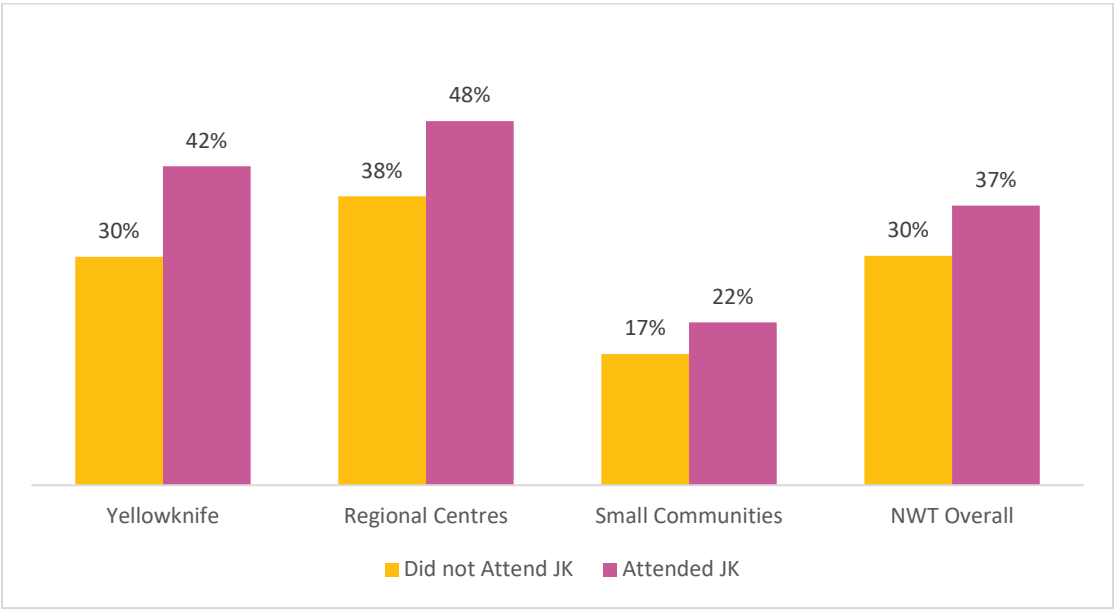
While ECE recognizes the value of all early learning opportunities before children enter Junior Kindergarten, including at-home and/or licensed-based programs (like daycares), in this report, the Early Development Instrument results are used to report on the Junior Kindergarten – Grade 12 education system 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-seven percent of NWT children who attended Junior Kindergarten are developmentally “on track” by Kindergarten, while 30 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 2024-25).



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 2024-25 school year, 70 percent of Grade 4 students and 53 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 for both grade levels show an increase from the previous year, of 10 percentage points and 3 percentage points respectively.

The percentage of students reporting "high quality" relationships with adults at school increased across both grade levels and across all community types between 2023-24 and 2024-25. A possible explanation for these results is the lower amount of unplanned school closures. As noted in the section for that indicator ([page 16](#)), only 19 schools across four of the ten education bodies in the NWT experienced unplanned school closures in 2024-25. Fewer disruptions allow students more time to build meaningful relationships with adults at school.

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.

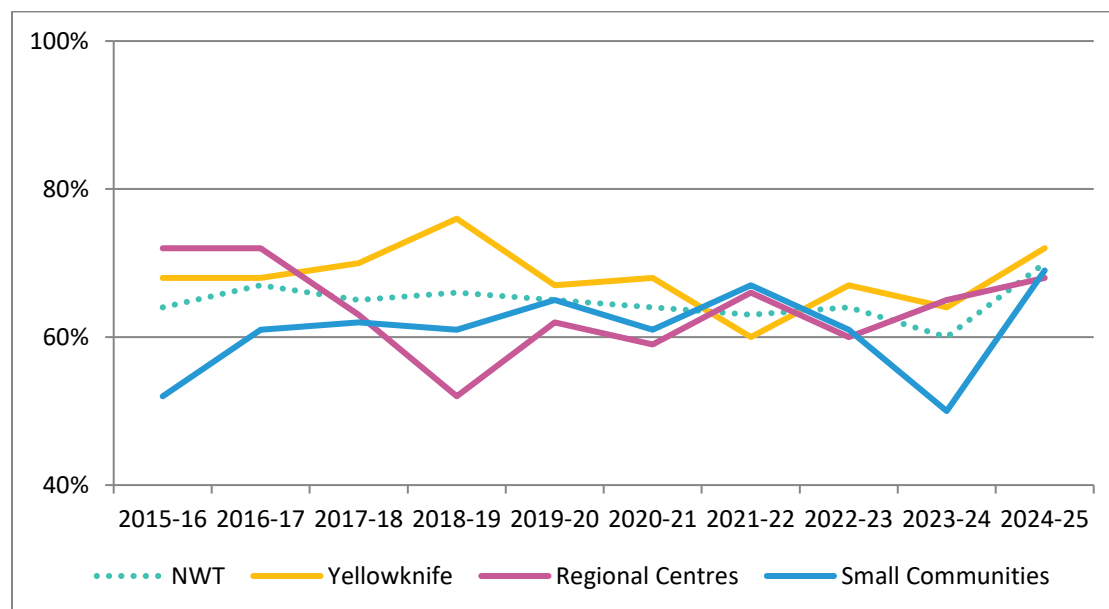
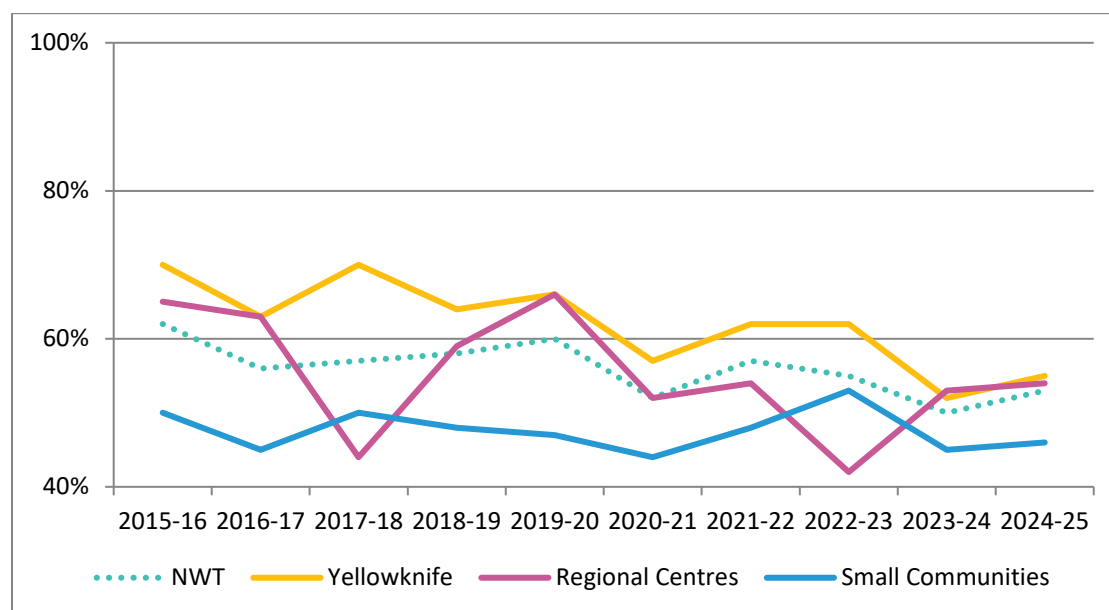


Figure 18: Percent of Grade 7 students who reported their relationships with adults at school as "High Quality" by community type, over time.



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” in 2022 (77 percent) than 2010 (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.

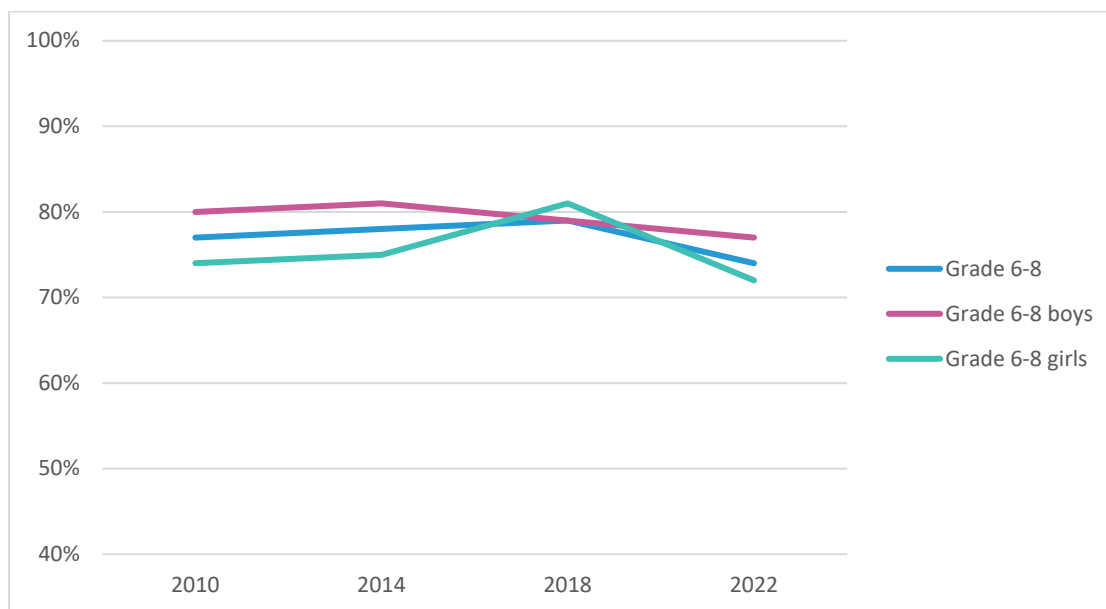


Figure 20: Percent of Grade 9-10 students who agree with the statement "I feel that my teachers accept me as I am," over time.

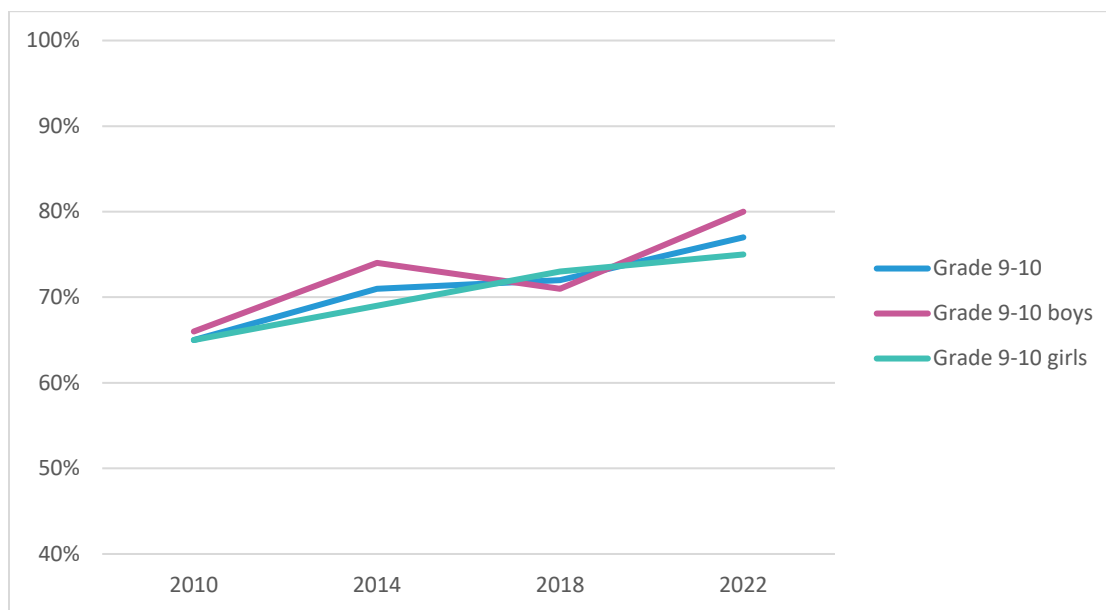


Figure 21: Percent of Grade 6-8 students who agree with the statement "I feel I belong at this school," over time.

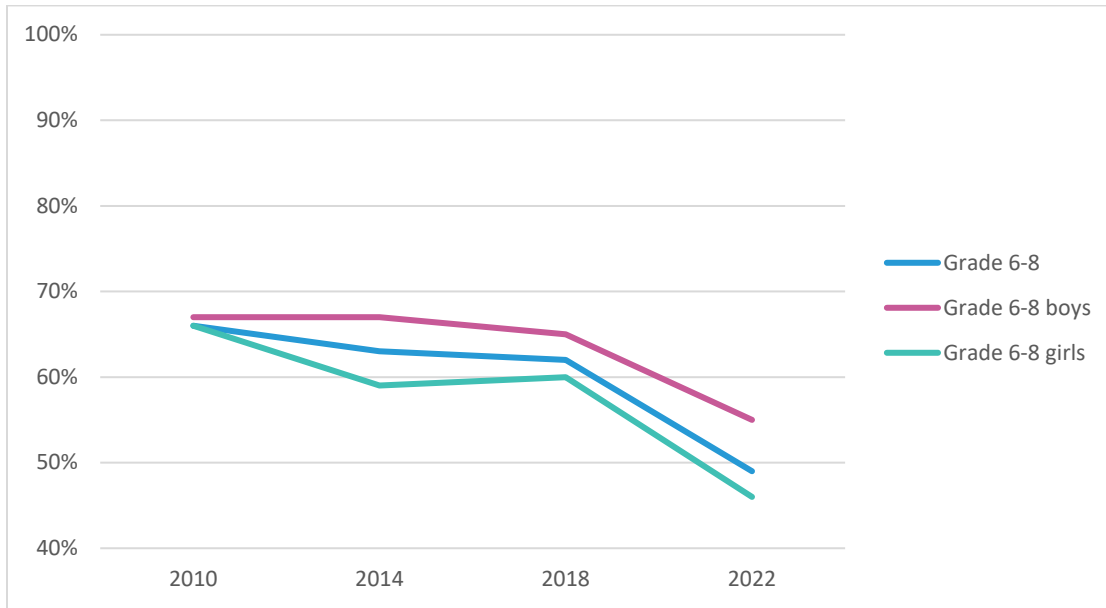
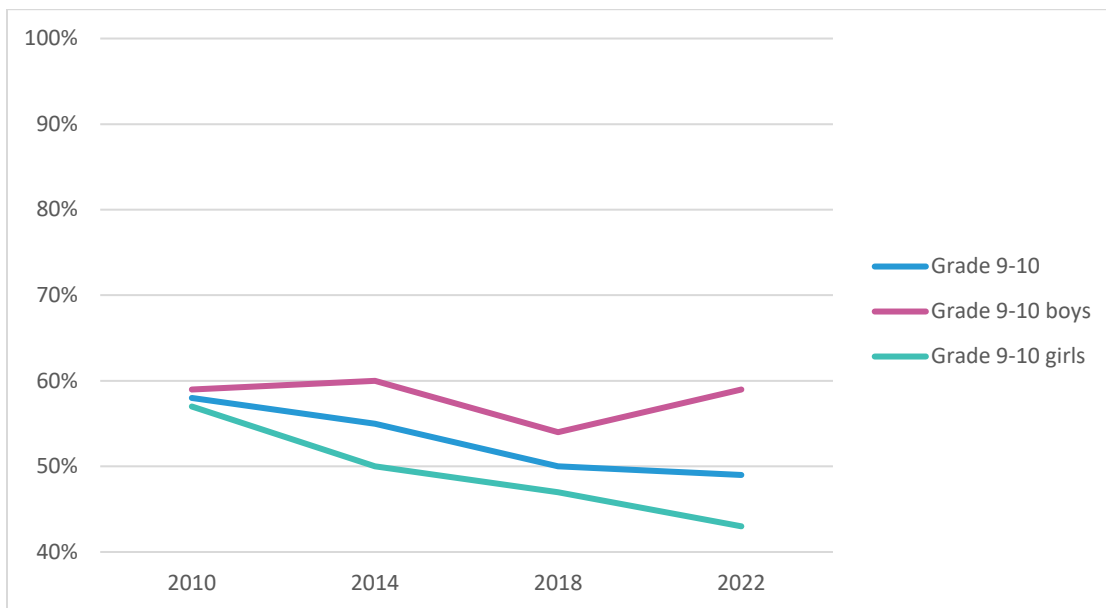


Figure 22: Percent of Grade 9-10 students who agree with the statement "I feel I belong at this school," over time.



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.

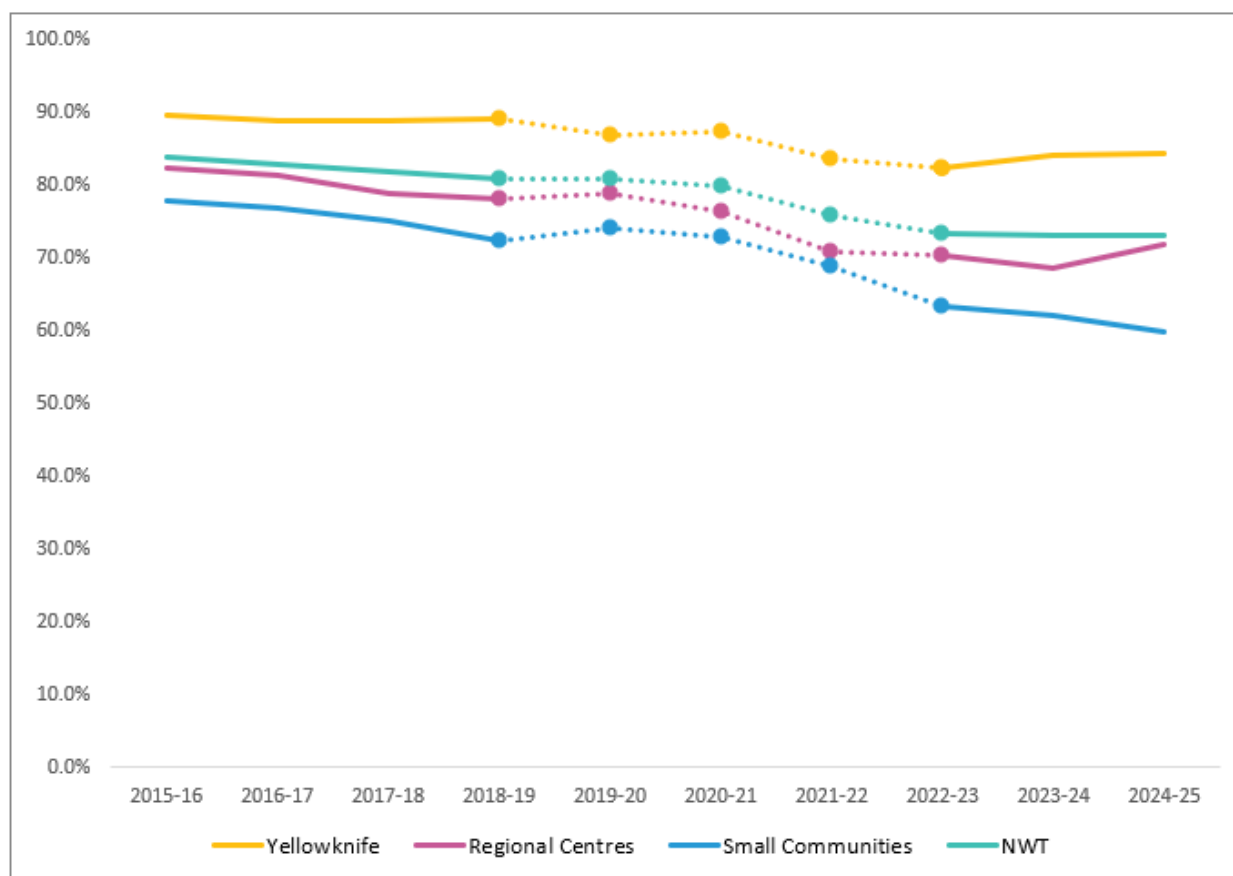
The Education Renewal and Innovation Framework, through the development of new curricula, aims to improve these measures. The expectation is that, as the NWT Junior Kindergarten – Grade 12 school system becomes better at reflecting the cultures of the NWT and supports students to flourish as capable 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 2024-25 school year was 73.1 percent (Table 18). 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.

Over time, attendance rates in the NWT and for all community types have been on the decline since the 2018-19 school year (Figure 23). However, between the 2023-24 and 2024-25 school year, the overall attendance rate in the NWT did stabilize, with Yellowknife following the same trend. Additionally, regional centres saw an increase in the attendance rate between 2023-24 and 2024-25. ECE will continue to monitor this indicator for emerging trends.

Attendance rates were 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 2015-16 to 2024-25.²⁰

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 18: Average rate of attendance by grade and community type, 2024-25.

	Overall	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
NWT	73.1%	71.3%	75.1%	77.1%	77.7%	79.7%	79.0%	78.0%	77.2%	75.0%	72.7%	70.8%	59.0%	72.5%	78.6%
Yellowknife	84.3%	85.1%	86.1%	86.5%	85.8%	88.7%	88.5%	86.5%	86.0%	83.7%	83.8%	76.8%	76.7%	83.2%	86.7%
Regional Centres	72.0%	65.0%	66.5%	75.8%	76.8%	81.4%	77.0%	76.0%	76.5%	71.7%	64.4%	70.6%	65.7%	72.8%	75.7%
Small Communities	59.9%	55.3%	65.8%	64.0%	67.7%	67.6%	66.4%	67.1%	66.4%	65.0%	62.9%	62.1%	46.5%	54.2%	60.5%

Table 19: Average rate of attendance by grade and education body, 2024-25.²¹

	Overall	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
Beaufort Delta Divisional Education Council	57.5%	50.9%	53.8%	60.8%	65.7%	63.1%	65.9%	64.6%	67.9%	62.8%	56.4%	57.1%	38.1%	55.7%	68.2%
Commission scolaire francophone Territoires du Nord-Ouest	92.5%	90.1%	91.7%	94.9%	93.8%	93.8%	95.2%	93.8%	94.5%	92.3%	89.5%	87.1%	87.1%	87.5%	84.6%
Dehcho Divisional Education Council	71.7%	71.8%	84.2%	79.2%	67.1%	76.9%	76.2%	77.5%	77.1%	73.3%	74.6%	77.6%	59.9%	68.8%	73.1%
Dettah District Education Authority	87.7%	81.5%		79.0%		86.6%	84.5%	84.6%			100%		100%	100%	
N'dilo District Education Authority	72.5%	69.5%	89.5%	94.9%	89.7%	86.5%	77.3%	72.6%	75.5%	56.5%	70.2%	74.9%	42.3%	53.0%	70.7%
Sahtu Divisional Education Council	65.7%	60.3%	67.7%	68.3%	76.3%	82.8%	77.1%	80.1%	75.8%	69.2%	65.6%	58.9%	47.2%	60.5%	67.2%
South Slave Divisional Education Council	77.2%	65.6%	71.8%	79.4%	79.0%	84.6%	73.1%	78.4%	72.4%	75.0%	71.2%	74.2%	82.0%	81.8%	79.0%
Tłı̨chǫ Community Services Agency	49.1%	49.7%	55.3%	55.1%	61.7%	58.4%	60.1%	58.6%	59.2%	60.8%	54.5%	59.1%	35.0%	36.6%	35.4%
Yellowknife Catholic Schools	82.0%	83.7%	83.6%	81.3%	79.2%	88.9%	86.8%	85.4%	83.3%	82.3%	78.6%	76.4%	75.1%	83.1%	84.6%
Yellowknife Education District No. 1	84.8%	84.6%	86.8%	88.5%	88.1%	87.7%	88.5%	86.4%	86.8%	83.3%	86.5%	76.7%	77.5%	83.3%	88.3%

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 or higher level than their classmates.²² 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.

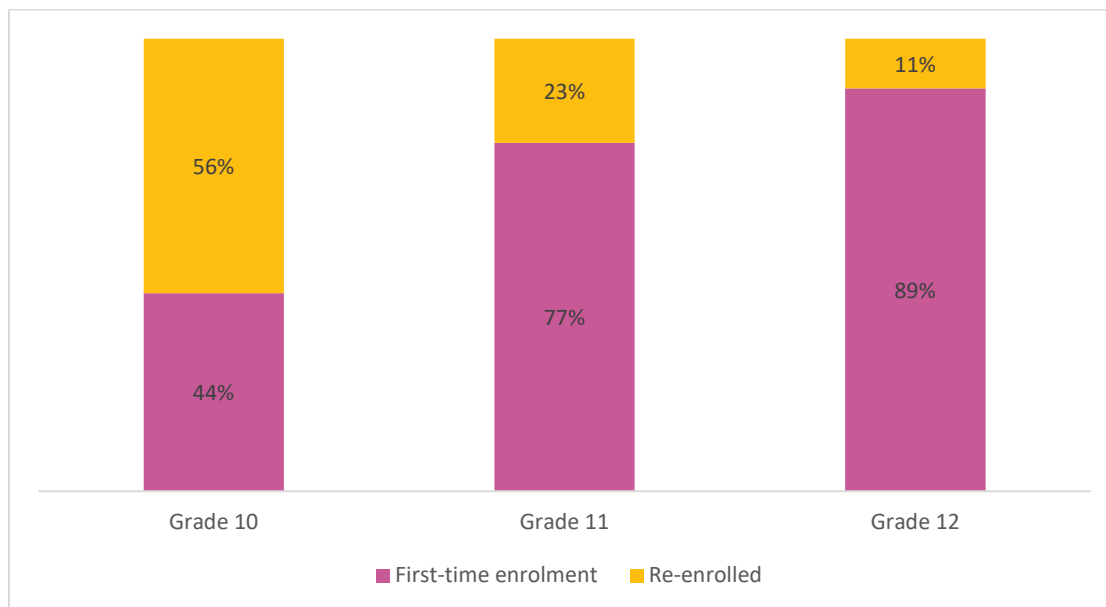
What do the results of this measure tell us?

This indicator looks at students enrolled in high school (Grades 10, 11, and 12) in the 2024-25 school year, and whether they were enrolled in the same grade in either of the two school years prior (2022-23 or 2023-24).

In 2024-25, 56 percent of students enrolled in Grade 10 were re-enrolments (Figure 24). In other words, over half of the students in Grade 10 in the 2024-25 school year were previously enrolled in Grade 10 in either the 2022-23 or 2023-24 school years. The proportion of students re-enrolling decreased in the higher grades. These trends are consistent with the previous year of reporting (Table 20).

These results suggest that overall, NWT students have the most challenges transitioning out of Grade 10 than the other high school grades.

²² For more information, please see the [ECE website](#).

Figure 24: Proportion of NWT students enrolled in high school by grade and enrolment type, 2024-25.**Table 20: Number and percentage of NWT students enrolled in high school by grade and enrolment type, over time.**

		2023-24		2024-25	
		#	%	#	%
Grade 10	Total enrolment	1,503		1,491	
	Students in grade for first time	620	41.3%	653	43.8%
	Students re-enrolling in grade	883	58.7%	838	56.2%
Grade 11	Total enrolment	559		561	
	Students in grade for first time	421	75.3%	432	77.0%
	Students re-enrolling in grade	138	24.7%	129	23.0%
Grade 12	Total enrolment	272		346	
	Students in grade for first time	245	90.1%	308	89.0%
	Students re-enrolling in grade	27	9.9%	38	11.0%

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

Why report on this measure?

For high school students to graduate, they must successfully earn credits in required subject areas or 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). The complete list of core subjects included in this indicator can be found in Table 21.

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?

As part of [JK-12 Curriculum Renewal](#), the NWT education system has been gradually transitioning to an adapted BC curriculum. In the 2024-25 school year, Grade 10 programming was transitioned to new courses under the new curriculum. Grade 10 data for this indicator, therefore, captures the new courses. Grade 11 and 12 data remain under the previous curriculum. More information on the new courses, course equivalencies, and graduation requirements can be found [here](#).

In Yellowknife, 90 percent to 93 percent of students completed their core courses in high school in 2024-25. In regional centres, 86 percent to 90 percent of students completed their core courses. In small communities, 69 percent to 85 percent of students completed their core courses.

Looking at course completion 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 (see [page 16](#)). 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).

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

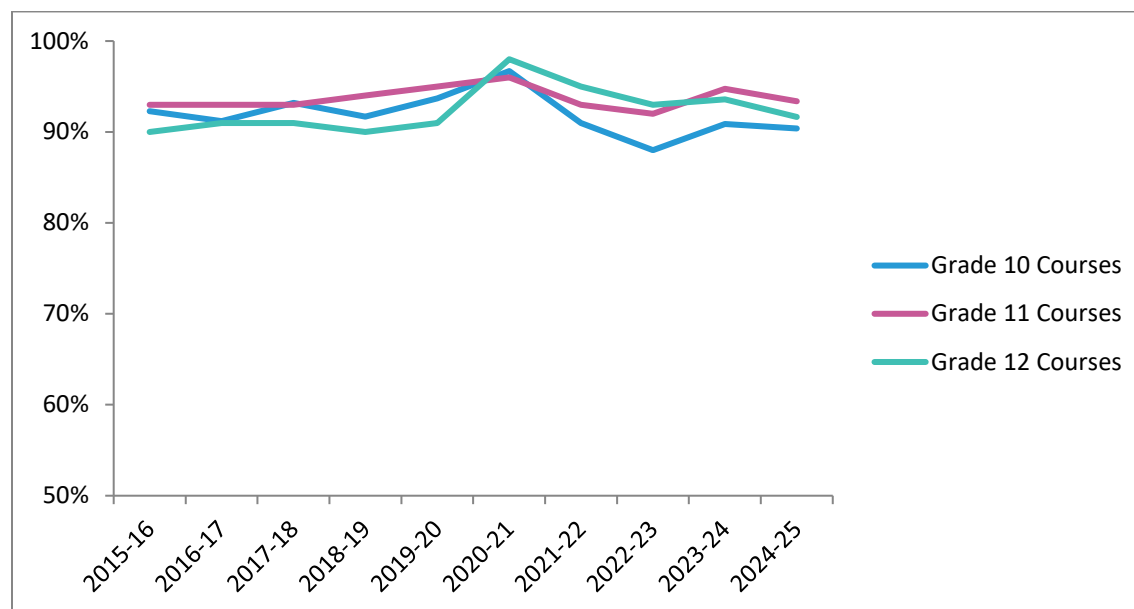


Figure 26: Percent of students who completed core subject courses by grade in regional centres, over time.



Figure 27: Percent of students who completed core subject courses by grade in small communities, over time.**Table 21: Number of students who passed/did not pass high school core subject courses by course and community type, 2024-25.²³**

2024-25		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
Grade 10									
COMPOSITION 10	Did not pass	--	4.0%	--	14.5%	32	26.9%	47	14.2%
	Passed	--	96.0%	--	85.5%	87	73.1%	283	85.8%
CREATIVE WRITING 10	Did not pass					--	12.5%	--	9.1%
	Passed	--	100.0%	--	100.0%	--	87.5%	--	90.9%
NEW MEDIA 10	Did not pass					--	77.8%	--	63.6%
	Passed			--	100.0%	--	22.2%	--	36.4%
SPOKEN LANGUAGE 10	Did not pass								
	Passed					--	100.0%	--	100.0%
ENGLISH INDIGENOUS LITERARY STUDIES 10	Did not pass			--	10.9%	28	24.1%	34	19.8%
	Passed	--	100.0%	--	89.1%	88	75.9%	138	80.2%
ENGLISH INDIGENOUS PEOPLES NEW MEDIA 10	Did not pass			9	21.4%	14	23.7%	23	22.8%
	Passed			33	78.6%	45	76.3%	78	77.2%
	Did not pass					--	9.1%	--	9.1%

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.

2024-25		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
ENGLISH INDIGENOUS SPOKEN LANGUAGE 10	Passed					--	90.9%	--	90.9%
ENGLISH INDIGENOUS PEOPLES WRITING 10	Did not pass	--	1.1%			--	27.6%	22	13.3%
	Passed	--	98.9%			--	72.4%	144	86.7%
FRANÇAIS LANGUE SECONDE - IMMERSION 10	Did not pass								
	Passed	51	100.0%					51	100.0%
ÉTUDES LITTÉRAIRES & EXPRESSION ORALE 10	Did not pass								
	Passed								
ÉTUDES LITTÉRAIRES & NOUVEAUX MÉDIAS 10	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
ÉTUDES LITTÉRAIRES & PRODUCTION ÉCRITE 10	Did not pass								
	Passed	--	100.0%					--	1.1%
SOCIAL STUDIES 10	Did not pass	20	8.3%	13	14.0%	57	23.7%	90	15.6%
	Passed	222	91.7%	80	86.0%	184	76.3%	486	84.4%
FOUNDATIONS OF MATH AND PRE-CALCULUS 10	Did not pass	15	8.0%	--	15.5%	--	7.9%	30	9.3%
	Passed	173	92.0%	--	84.5%	--	92.1%	292	90.7%
WORKPLACE MATHEMATICS 10	Did not pass	--	24.2%	--	10.7%	39	25.2%	61	22.0%
	Passed	--	75.8%	--	89.3%	116	74.8%	216	78.0%
SCIENCE 10	Did not pass	44	16.9%	13	13.4%	64	25.3%	121	19.8%
	Passed	217	83.1%	84	86.6%	189	74.7%	490	80.2%
Total		1059		468		1136		2663	
Total Pass		957	90.4%	403	86.1%	865	76.1%	2225	83.6%
Grade 11									
MATH 202	Did not pass	9	14.8%	--	7.7%	--	11.5%	14	12.4%
	Passed	52	85.2%	--	92.3%	--	88.5%	99	87.6%
MATH 201	Did not pass	--	4.9%	--	6.9%	--	23.8%	12	7.8%
	Passed	--	95.1%	--	93.1%	--	76.2%	141	92.2%
ENGLISH LANGUAGE ARTS 202	Did not pass	--	15.1%	--	5.4%	20	18.5%	36	15.1%
	Passed	--	84.9%	--	94.6%	88	81.5%	202	84.9%
ENGLISH LANGUAGE ARTS 201	Did not pass	--	0.7%	--	2.6%	--	13.6%	--	2.6%
	Passed	--	99.3%	--	97.4%	--	86.4%	--	97.4%
FRANCAIS 202	Did not pass								
	Passed								
FRANCAIS 201	Did not pass								
	Passed	--	100.0%					--	100.0%
FRENCH LANGUAGE ARTS 202	Did not pass	--	11.1%					--	11.1%
	Passed	--	88.9%					--	88.9%
	Did not pass								

2024-25		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
FRENCH LANGUAGE ARTS 201	Passed	36	100.0%					36	100.0%
SOCIAL STUDIES 202	Did not pass	13	14.8%	9	19.6%	8	6.8%	30	11.9%
	Passed	75	85.2%	37	80.4%	110	93.2%	222	88.1%
SOCIAL STUDIES 201	Did not pass			--	2.2%	--	4.5%	--	1.0%
	Passed	126	100.0%	--	97.8%	--	95.5%	191	99.0%
NORTHERN STUDIES 11	Did not pass	--	8.3%	--	36.8%	22	22.9%	30	23.6%
	Passed	--	91.7%	--	63.2%	74	77.1%	97	76.4%
Total		665		241		413		1319	
Total Pass		621	93.4%	217	90.0%	351	85.0%	1189	90.1%
Grade 12									
MATH 302	Did not pass	--	13.8%	--	12.5%	11	45.8%	21	21.4%
	Passed	--	86.2%	--	87.5%	13	54.2%	77	78.6%
MATH 301	Did not pass	--	2.9%	--	14.3%	--	30.8%	11	9.5%
	Passed	--	97.1%	--	85.7%	--	69.2%	105	90.5%
ENGLISH LANGUAGE ARTS 302	Did not pass	11	16.9%	8	17.8%	32	24.4%	51	21.2%
	Passed	54	83.1%	37	82.2%	99	75.6%	190	78.8%
ENGLISH LANGUAGE ARTS 301	Did not pass	--	4.6%	--	7.3%	12	25.0%	22	9.4%
	Passed	--	95.4%	--	92.7%	36	75.0%	212	90.6%
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	--	20.0%					--	20.0%
	Passed	--	80.0%					--	80.0%
FRENCH LANGUAGE ARTS 301	Did not pass								
	Passed	28	100.0%					28	100.0%
SOCIAL STUDIES 302	Did not pass	--	15.0%	--	33.3%	9	50.0%	14	31.8%
	Passed	--	85.0%	--	66.7%	9	50.0%	30	68.2%
SOCIAL STUDIES 301	Did not pass	--	9.3%	--	15.4%	10	47.6%	17	19.3%
	Passed	--	90.7%	--	84.6%	11	52.4%	71	80.7%
Total		431		174		255		860	
Total Pass		395	91.6%	151	86.8%	177	69.4%	723	84.1%

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.

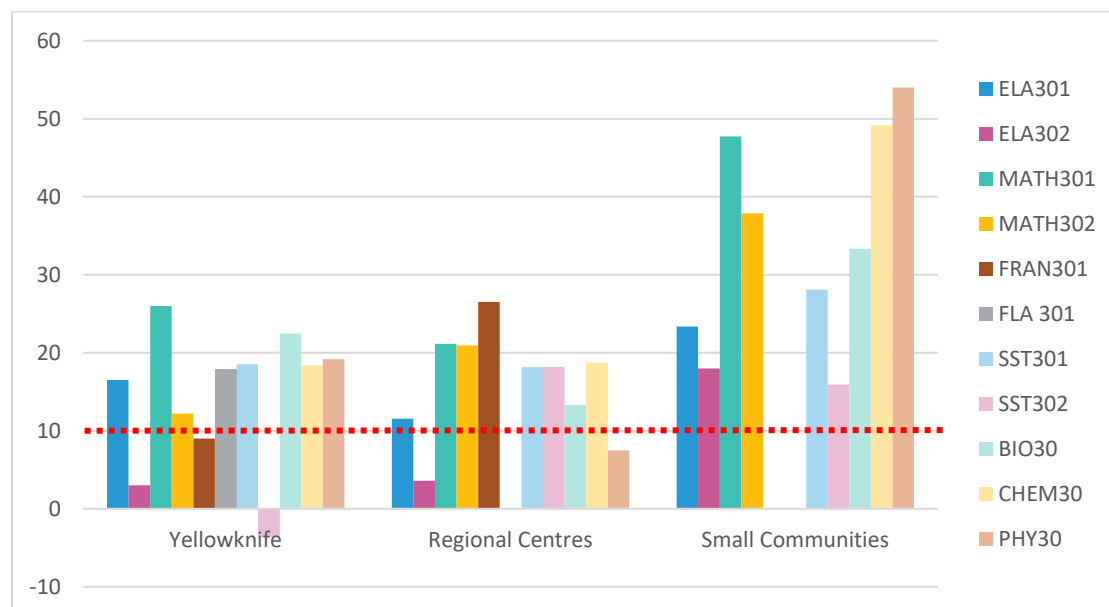
What do the results tell us?

Figure 28 shows the average difference between diploma exam and course marks by subject and community type for 2024-25. In many cases, NWT differences between course mark and exam mark are higher than what is typically seen in Alberta (**the dashed red line**). English Language Arts 301, Math 301, Math 302, Social Studies 301, Biology 30, and Chemistry 30 were the courses where the difference between course and exam mark was higher than the Alberta average across all community types.

²⁴ Government of Alberta. <https://www.alberta.ca/diploma-exams-overview#jumplinks-5>

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.

For Math 302, trends across 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. In the 2024-25 school year, the average difference between Math 302 course and exam marks was 37.9 percent (Table 22). That is to say: on average, students in small communities did 37.9 percent better on course marks than exam marks for Math 302. These trends point to the continued need to support students with math in NWT schools.

Figure 28: Average difference (%) between diploma exam and course marks by subject and community type, 2024-25.²⁵**Table 22: Average difference (%) between diploma exam and course marks by subject and community type, 2024-25.**

	Yellowknife	Regional Centres	Small Communities	NWT
ENGLISH LANGUAGE ARTS 301	16.5	11.53	23.36	16.47
ENGLISH LANGUAGE ARTS 302	3.03	3.58	17.98	10.99
MATH 301	25.98	21.14	47.75	26.81
MATH 302	12.21	20.93	37.9	19.3
FRANCAIS 301	9	26.50		23
FRENCH LANGUAGE ARTS 301	17.86			17.86
SOCIAL STUDIES 301	18.51	18.17	28.07	20.15
SOCIAL STUDIES 302	-3.68	18.20	15.92	5.89
BIOLOGY 30	22.46	13.31	33.33	22.51
CHEMISTRY 30	18.41	18.71	49.17	21.83
PHYSICS 30	19.16	7.47	54	16.86
Total Average Difference	14.49	15.95	34.16	18.33
Over 10% difference Over 15% difference				

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 23: Average difference (%) between diploma exam and course marks by subject and education body, 2024-25.^{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	9.89	26.60	42.00	40.00	13.33	12.55	24.71	15.82	16.94
ENGLISH LANGUAGE ARTS 302	17.84		15.27	8.75	19.79	8.97	9.65	3.74	2.32
MATH 301	37.31	30.75	31.25		57.33	13.43	57.00	34.23	18.03
MATH 302	25.67	34.00			29.75	22.08	38.47	19.07	9.93
FRANCAIS 301		23.00							
FRENCH LANGUAGE ARTS 301								27.25	14.10
SOCIAL STUDIES 301	10.25		46.00		23.25	22.13	27.12	23.71	17.72
SOCIAL STUDIES 302	27.00				32.67	16.00	10.33	-8.57	-0.83
BIOLOGY 30	14.55	17.00	56.00	38.50	26.70	12.35	34.10	23.65	22.00
CHEMISTRY 30	18.00	33.67	64.00		58.67	15.86	43.75	16.95	19.86
PHYSICS 30	18.75	19.00			52.00	-2.56	56.00	20.55	17.33
Over 10% difference Over 15% difference									

²⁶ Negative figures (Table 22 and Figure 28, Social Studies 302 Yellowknife; Table 23, Social Studies 302 YK1 and YCS results and Physics 30 SSDEC 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 28, students in Yellowknife on average had a -3.68% difference between their Social Studies 302 course marks and exam marks in the 2024-25 school year, meaning on average students did 3.68% 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.

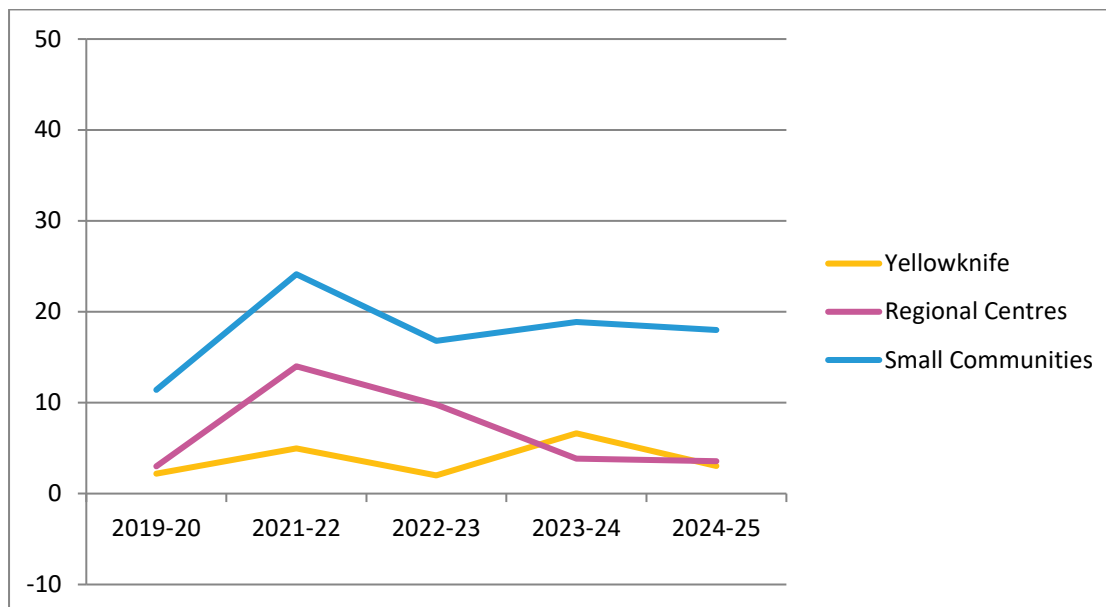
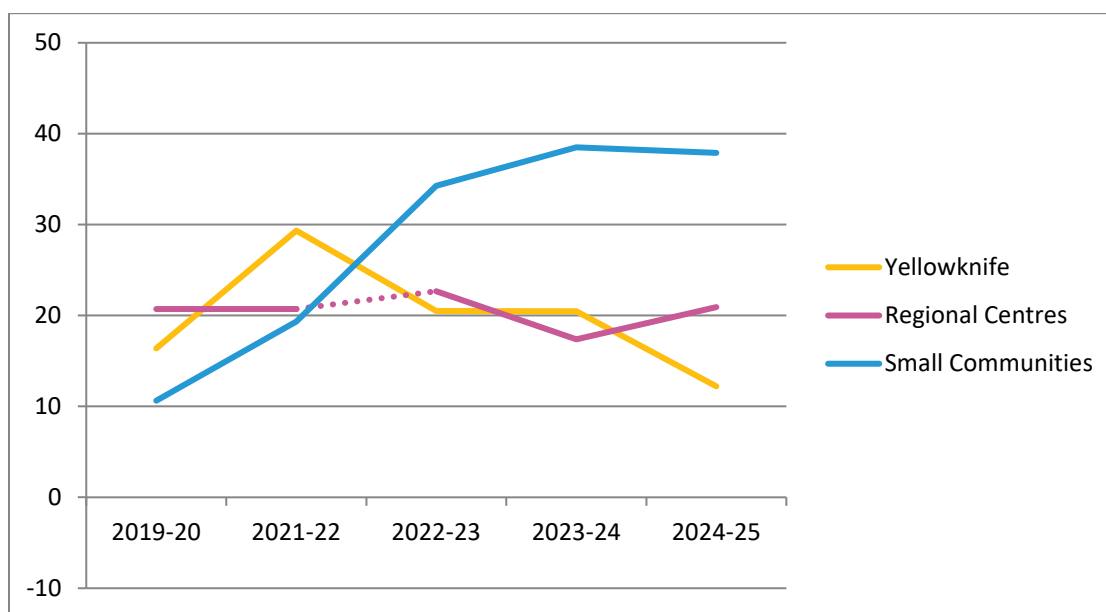


Figure 30: Average difference (%) between Math 302 course and exam marks by community type, over time.²⁸



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 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, which would make the graduation rate appear lower than it actually is.²⁹

What do the results tell us?

In 2025, the Six-Year Graduation Rate for the NWT showed that 54 percent of students graduated high school (Table 24). 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 25).

The graduation rate increased in regional centres but decreased in Yellowknife and small communities between 2024 and 2025. Notably, the graduation rate in Yellowknife decreased by 9 percentage points. Since the graduation rate allows students up to six years to complete high school, the group of students (cohort) represented in the 2025 rate started high school in the 2019-2020 school year. This means the COVID-19 pandemic and other unplanned events (see [page 16](#)) would have impacted years one through five of this cohort's six-year completion window. The decrease in the graduation rate in Yellowknife may be a result of the events that have impacted the NWT in recent years. 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.

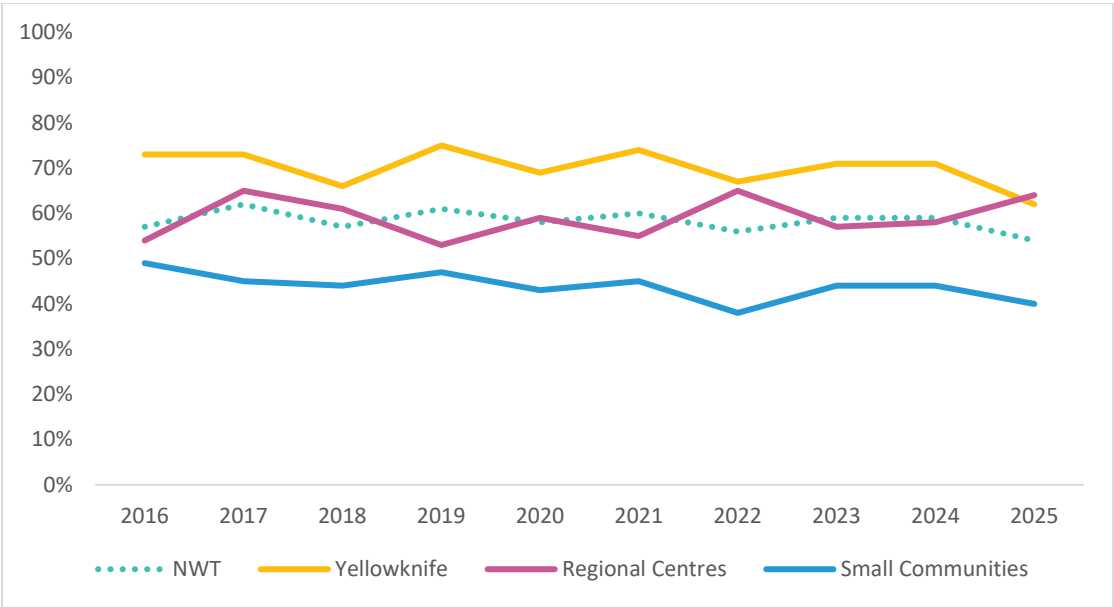


Figure 32: Six-Year Graduation Rate by ethnicity, over time.

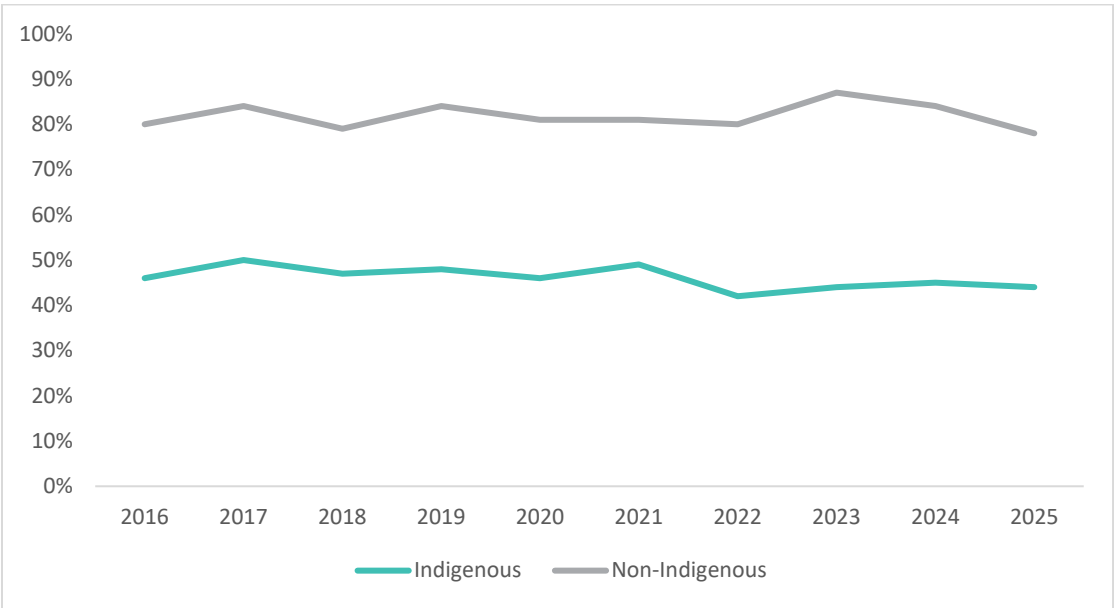


Table 24: Six-Year Graduation Rate by community type, over time.

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Yellowknife	73%	73%	66%	75%	69%	74%	67%	71%	71%	62%
Regional Centres	54%	65%	61%	53%	59%	55%	65%	57%	58%	64%
Small Communities	40%	45%	44%	47%	43%	45%	38%	44%	44%	40%
NWT	57%	62%	57%	61%	58%	60%	56%	59%	59%	54%

Table 25: Six-Year Graduation Rate by ethnicity, over time.

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Indigenous	46%	50%	47%	48%	46%	49%	42%	44%	45%	44%
Non-Indigenous	80%	84%	79%	84%	81%	81%	80%	87%	84%	78%

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.

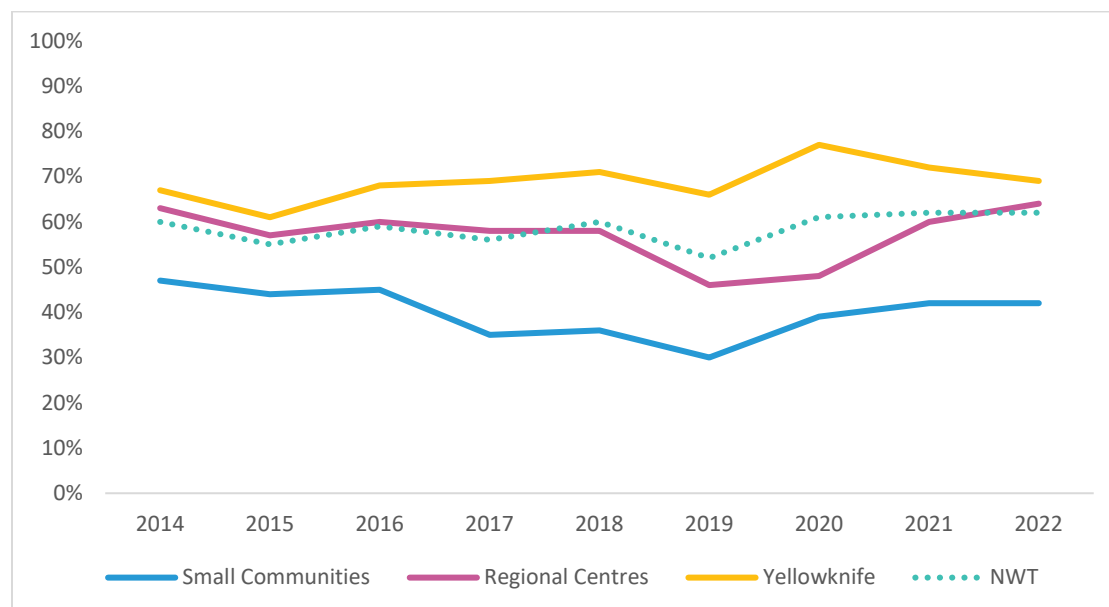
What do the results tell us?

The newest data for this indicator looks at students who graduated in the 2021-22 school year and went on to post-secondary between 2022 and 2025. Sixty-two percent of NWT high school graduates in 2021-22 pursued post-secondary education within three years of graduation (Table 26).

Between 2014 and 2022, 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.

The newest data for this indicator falls within the timeframe the NWT was impacted by unplanned events such as the COVID-19 pandemic, flooding, and wildfire evacuations. The trends shown in the data may be reflective of the impact of these events. ECE will continue to monitor this indicator for emerging trends.

Figure 33: Percent of high school graduates who successfully pursued post-secondary education within three years of graduation by community type³⁰, over time.



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.

Table 26: High school graduates who successfully pursued post-secondary education within three years of graduation, by 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%
2022	Yellowknife	154	106	69%
	Regional Centres	69	44	64%
	Small Communities	64	27	42%
	NWT	287	177	62%

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 27 shows the percentage of 2021-22 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, 13.6 percent of 2021-22 graduates returned to high school. Most of them returned in the first school year after graduating, the 2022-23 school year.

Table 28 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 increased compared to the previous graduation year. A possible explanation is the COVID-19 pandemic: the 2021-22 graduates would have experienced pandemic impacts for most of their time in high school; therefore, an increased number of students may have needed upgrading or additional courses after graduation.

Table 27: Number and percent of 2021-22 high school graduates who returned to the NWT education system within three years.³¹

	Count	% of 2021-22 high school graduating class
High school graduates in 2021-22	287	
Total Individual Returners ³²	39	13.6%
Returned 1 year later	36	12.5%
Returned 2 years later	--	--
Returned 3 years later	--	--

Table 28: 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%
2021-22	13.6%

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" (39) **does not** equal the sum of the breakdown by year (45) 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.