

Towards Excellence

A Report on Education in the NWT



Northwest
Territories Education, Culture and Employment

November 2007

A Message from the Minister

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Since the inception of the publication *Towards Excellence* twelve years ago, the Northwest Territories has and will continue to undergo many changes. We are a land rich in culture and natural resources. Going hand in hand with these riches is a responsibility to protect and maintain our diverse land and cultures while proceeding carefully and responsibly in the development of our natural resources. Through land claim, self-government and devolution negotiations, we have seen and will continue to see the emergence of new governance structures. In this new milieu, education and training take on increasing importance for our residents. Education and training enables northerners to assume leadership roles and take advantage of the increased opportunities that are available.

The education of a child is a shared responsibility involving individuals, families, communities, community leaders, employers and the NWT school system. For our children to be able to obtain full benefits from what is available to them, it is important that they be born healthy, be well nurtured and be able to grow and learn in a safe and supportive environment.

The Department of Education, Culture and Employment is committed to regularly assessing and evaluating the effectiveness of our school programs. This includes the

collection and publication of indicators related to our kindergarten to grade 12 school system and student success. Through the publication of our education indicators, we foster open and transparent governance.

This edition of *Towards Excellence* is the seventh edition of the Department's collection of education indicators. The indicators are not comprehensive but are intended to give parents, students, educators, departmental staff, industry representatives and community and territorial leaders valuable information as to what is working and what needs to be improved in our education system. Through this publication, we can evaluate our education programs openly and celebrate our successes as well as identify areas that need to be improved. I hope you find the information contained in this document to be interesting and useful.

Hon. Jackson Lafferty
Minister, Education, Culture and
Employment

Mission Statement

The Mission of the Department is to invest in and provide for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society.

The Department's Strategic Plan

The Department of Education, Culture and Employment released *Building on Our Success*, its Strategic Plan for 2005-2015 in November 2005. The Department has undergone many changes since the release of its first strategic plan in 1984. The new strategic plan has five broad results-based goals and outlines priorities and the actions that will be taken in the next decade. The purpose and goals outlined in this plan are designed to give Northerners increased opportunity to live fulfilled lives and contribute to a strong, healthy and vibrant society.

Goals	Pride in Our Culture	Education of Children and Youth	Education of Adults	A Skilled and Productive Work Environment	People Participating Fully in Society
Objectives	<ol style="list-style-type: none"> 1. Preservation and knowledge of our heritage 2. Promotion of the arts 3. Support and promote our official languages 	<ol style="list-style-type: none"> 1. A strong foundation for learning 2. Students achieving their potential 3. A results-based education system 	<ol style="list-style-type: none"> 1. Access and choice for adult learners 2. A responsive college 3. An integrated adult learning network 	<ol style="list-style-type: none"> 1. Northerners making informed career choices 2. A skilled workforce 3. A productive work environment 	<ol style="list-style-type: none"> 1. An integrated system of program supports 2. A comprehensive system of financial supports 3. A responsive income security system
Cross-Goal Strategies	1. Strong and Effective Partnerships				
	ECE is committed to strengthening local, territorial and federal partnerships, and working collaboratively to address problems and achieve results.				
	2. High Quality Human Resources				
	ECE is committed to developing a skilled, productive civil service that represents the people it serves.				
	3. Responsive Information Systems				
ECE is committed to the collection, analysis and provision of information about its programs and services through systems that are responsive, reliable, available, and serviceable.					
4. Facilities that Match Program Delivery Requirements					
ECE is committed to defining and addressing additional facility requirements.					
5. Effective Performance Planning, Monitoring and Measurement					
ECE is committed to managing itself effectively, ensuring that it spends responsibly, develops transparent decision-making processes, monitors and reports on its progress, and is accountable for results.					

Table of Contents

A Message from the Minister	1
Department Mission Statement	2
The Department's Strategic Plan	3
INTRODUCTION	
About Indicators	6
Who We Are - Language and Cultural Groups	8
How We Are Organized - Education Governance	10
CONTEXT	
1. Population – Actual and Projected Growth	12
2. Population – Distribution by Ethnicity and Age Groups	14
3. Highest Level of Education – Population 15 Years of Age and Over	16
4. Official Language Use – First Language and Home Language	18
INPUT	
5. Student Enrolment – Actual and Projected	20
6. Student Enrolment – Distribution by Grade	22
7. Student Enrolment – Distribution by Ethnicity	24
8. Educators – Years of Experience	26
9. Educators – Highest Level of Qualifications	28
10. Educators – Aboriginal Educators as a Percent of Total Teaching Staff	30
11. Educators – Retention of TEP Graduates	32
12. Educators – Retention of Teachers	34
13. Educators – Certification of Principals	36
14. Funding for Teachers – Pupil Teacher Ratio	38
15. Expenditures on Education – Total Operating Contributions	40
16. Expenditures on Education – K to 12 Facilities	42
17. Expenditures on Education – Per Student	44
18. Expenditures on Education – Designated Funding	46

PROCESS

- 19. Aboriginal Language and Culture Programs – Participation 48
- 20. French Language Programs – Participation 50
- 21. Senior Secondary Schooling – Participation in Online Learning 52
- 22. Senior Secondary Schooling – Participation in Grades 10 to 12 54
- 23. School Attendance - Impact on Education 56
- 24. Student Support – Early Childhood Programs and Services 58
- 25. Education Programs and Supports – Students in Grades 1 through 9 60

OUTPUT

- 26. Functional Grade Level – Grades 1 through 9 62
- 27. Alberta Achievement Test Results – Grades 3, 6 & 9 64
- 28. Course Enrolment – Senior Secondary English 66
- 29. Course Completion – 20 or More Credits a Year 68
- 30. Diploma Examinations – Mandatory in Grade 12 70
- 31. School Completion – Graduates and Graduation Rates 72
- 32. High School Graduates – Age at Graduation 74
- 33. High School Graduates – Graduates Returning to High School 76
- 34. General Educational Development – High School Equivalency 78

OUTCOMES

- 35. Postsecondary Education – Students Accessing Financial Assistance 80
- 36. Postsecondary Education – By Type of Institution 82
- 37. Employment Opportunities and Earnings – By Level of Education 84

OTHER DATA

- 38. Children in Families – Issues Students Bring to the Classroom 86
- 39. Children in Families – Parental Support for Education 88
- 40. Student Support – Students Needing Supports and Students Receiving
the Supports Required 90
- 41. Student Support – Adequacy and Effectiveness of Supports Provided 92

APPENDICES

- Glossary of Terms 94
- Acronyms 99
- Names and Locations 100
- Population Estimates 104
- List of References 105

Introduction – About Indicators

This seventh edition of *Towards Excellence: A Report on Education in the NWT '07* provides a profile of education from kindergarten to grade twelve with a focus on the 2006/07 school year. The information presented in this document is not intended as a complete statistical report on education. Rather, it provides both education staff and the public with an overview of the school system, kindergarten through grade 12.

In 1994, the Department of Education, Culture and Employment (hereafter referred to as the Department) established a strategic plan, *People: Our Focus for the Future*. This document provided a comprehensive guide to achieving “a new vision for learning.” Changes resulting from the plan led to the transfer of ownership for education to the community level, the implementation of grade extensions, and an increase in support for culture and aboriginal language programming in schools.

A Strategic Plan Update (2000 – 2005) was published in 2000. The update was a five-year plan that built on the Department’s original strategic plan *People: Our Focus for the Future*. The intent of the update was to reflect the changes that have taken place in NWT communities,

schools and territory over that time, and to clarify the revised priorities of Northerners. The Department released its most recent strategic plan, *Building on Our Success (2005-2015)* in fall 2005.

Rapid technological change has made it possible to generate a wide range of statistics and contextual data. This has led to the expectation that all the information we want and need is readily available. As global competition for jobs grows, so does the demand for results. This means that we are constantly challenged to provide the information necessary to meet the increasing demands for accountability.

The existing set of indicators have and will be refined over time, so that they reflect the emerging values and interests of the people of the Northwest Territories in a changing social, political and economic environment. Concurrently, our information systems and programs will be enhanced and monitored to ensure that the data we need are accessible and reliable. Data in indicators at the end of this document, under the heading of “Other Data,” are not collected on a biyearly basis. However, this information provides valuable insight into aspects of our education system and serves as a valuable source of information for program

planning. Our continuing efforts to refine the information gathering and reporting processes may reveal areas where data from the past is less accurate than we would like. These areas will be marked clearly in the document. Future editions will continue to shift in focus from access and participation in education to standards and achievement.

Department staff, drawing on regional, territorial and national data, provided information on specific indicators. Our education partners were integral in the provision of data for this report. These partners include Aurora College, Divisional Education Councils, the two District Education Authorities in Yellowknife, the Community Services Agency in the Tłı̄chǫ (Dogrib) region, and the Commission scolaire francophone de division, in addition to the NWT Bureau of Statistics. It is hoped that the information provided will improve accountability and guide further policy development and planning.

How the Indicators are Organized

The indicators are organized into six sections. Each section describes a part of the territorial school system – the context, inputs, process, output and outcomes of education. These provide a comprehensive description of the system itself and facilitate understanding of the relationships among various indicators.

- **Context** indicators describe the economic and social forces that affect the education system, but are beyond the direct influence of that system; for example, population distribution by ethnicity and age groups.
- **Input** indicators describe what resources, such as funding and human resources, go in to the system.
- **Process** indicators describe the activities resulting from the use and management of those resources, i.e. what goes on in schools. Participation in senior secondary schooling is an example of a process indicator.
- **Output** and **outcome** indicators provide information about what is accomplished or achieved as a result of the inputs and processes of the education system.

- **Other data** includes information that is not collected or updated on a biyearly basis. This information supplies valuable information about the territorial school system.

How Each Indicator is Presented

This report is intended as a resource for those who wish to examine and report on aspects of the NWT school system. The indicators have been presented in as neutral and objective a manner as possible.

Each indicator contains a table and/or a graph illustrating the data. A brief commentary explains the importance of the indicator and provides any additional information the reader may need to understand and interpret the data.

Who We Are – Language and Cultural Groups

The Languages and Cultures of the People of the Northwest Territories

Fifty percent of the people living in the Northwest Territories are Aboriginal; the second largest proportion of Aboriginal people reported for all provinces and territories in the 2006 Census. Nationally, over one million people reported having at least some Aboriginal identity in 2006, representing 3.8% of the total population.

Of the 20,635 Aboriginal persons in the Northwest Territories, 61% reported North American Indian, 17% reported Métis and 20% reported Inuit as their respective Aboriginal identity. Overall, the Aboriginal population in the NWT represents close to 2% of the total Aboriginal population in Canada. For specific groups, territorial Aboriginal people comprise 2% of the North American Indians, 1% of the Métis and 8% of the Inuit population of Canada.

The Official Languages of the NWT are Chipewyan, Cree, Tłı̨chǫ, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey and South Slavey. English is the most common language spoken in the NWT, with 78% of the population reporting English as their first language (mother tongue). Another 3% of the population reported that French

is their first language. The proportion of people speaking English or French is higher in larger centres than in the communities.

Thirty-seven percent of Aboriginal people of all ages speak an Aboriginal language. More people reported using an Aboriginal language as their first language than using it at home. The proportion of people speaking an Aboriginal language at home is higher in smaller communities than in Yellowknife or the Regional Centres. Given the rich oral tradition of Aboriginal languages, more people speak an Aboriginal language than read and write it.

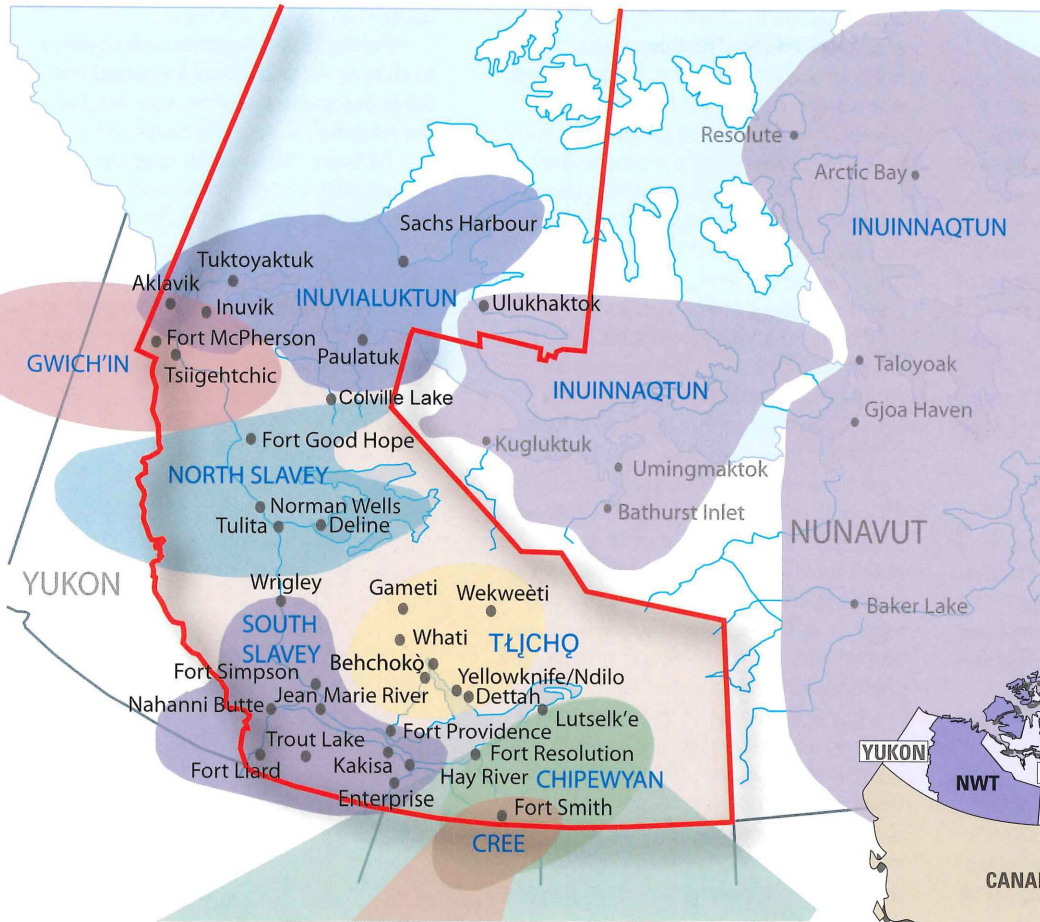
The 2006 Census identified 20,635 individuals in the Northwest Territories as Aboriginal people. The Dene language family consists of Tłı̨chǫ, Chipewyan, North Slavey, South Slavey and Gwich'in. Of the Northwest Territories' Aboriginal population, approximately 2,545 (12.3%) people have the ability to speak Tłı̨chǫ, 1,830 (8.9%) speak South Slavey and 1,015 (4.9%) speak North Slavey. There are fewer Aboriginal people who speak Chipewyan and Gwich'in at 570 (2.8%) and 275 (1.3%) respectively. About 315 (1.5%) Aboriginal people speak Cree, which belongs to the Algonquian language family. An additional 950 (4.6%) people

speak an Inuit language (Inuktitut, Inuvialuktun, or Inuinnaqtun). The Inuit language family extends into much of the Circumpolar World, including Northern Quebec, Labrador, Alaska, Greenland and the Siberian Peninsula. The Aboriginal language most commonly spoken by Inuit throughout the Beaufort-Delta region is Inuvialuktun with Inuinnaqtun being spoken in the community of Holman.

A people's culture and language are bases for learning and identity. Even though cultural groups have different languages, traditions and histories, there is a similar perspective among Aboriginal people – a perspective that describes their place, knowledge, and skills of the world.

In the 2006 Census, 975 (2.4%) of the population stated that their first language was French; 350 (1.1%) of the population stated that French was the language most frequently spoken in the home. The Francophone community also seeks to be rooted firmly in its own unique history. Language is a fundamental requirement if people are to maintain or enhance their cultural diversity. Education programs and services, therefore, must be culturally appropriate.

The Languages and Cultures of the People of the Northwest Territories



Official Languages of the NWT:

- Chipewyan
- Cree
- Tłı̨chǫ
- English
- French
- Gwich'in
- Inuinnaqtun
- Inuktitut
- Inuvialuktun
- North Slavey
- South Slavey

Source:

Census of Canada



How we are Organized – *Education Governance*

Changing governance structures and enhancing responsibilities.

Traditionally, in the Northwest Territories, education was the responsibility of the family, but over the years this control was shifted away from families. Missionaries and later the federal and territorial governments, made decisions about schooling and advised parents of the particular jurisdiction's goals and objectives. Now, through the creation of District Education Authorities (DEAs) and Divisional Education Councils (DECs), parents and other community members serve as elected representatives, formulate policy and make decisions that guide and direct schools across the NWT.

The Government of the Northwest Territories amended the Education Act in 1983 to permit the formation of Divisional Boards of Education, replacing a centralized system of governance. In 1996, a new Education Act came into force that renamed existing governance structures and enhanced their responsibilities. Thirty-three DEAs currently govern schools in the NWT. A DEA is comprised of elected representatives responsible for the school(s) in their community. Education Authorities outside Yellowknife are organized under four DEC's and one Community Services Agency in the Tłı̨chɔ Region. The councils are made up of

one representative from each DEA in the education division. The Commission scolaire francophone des territoires du Nord-Ouest was established November 6, 2000 and governs two French First Language schools, one in Yellowknife and the other in Hay River. For the purposes of this document, reference to education boards will include DEC's, DEAs, the Commission scolaire francophone des territoires du Nord-Ouest and the Tłı̨chɔ Community Services Board.

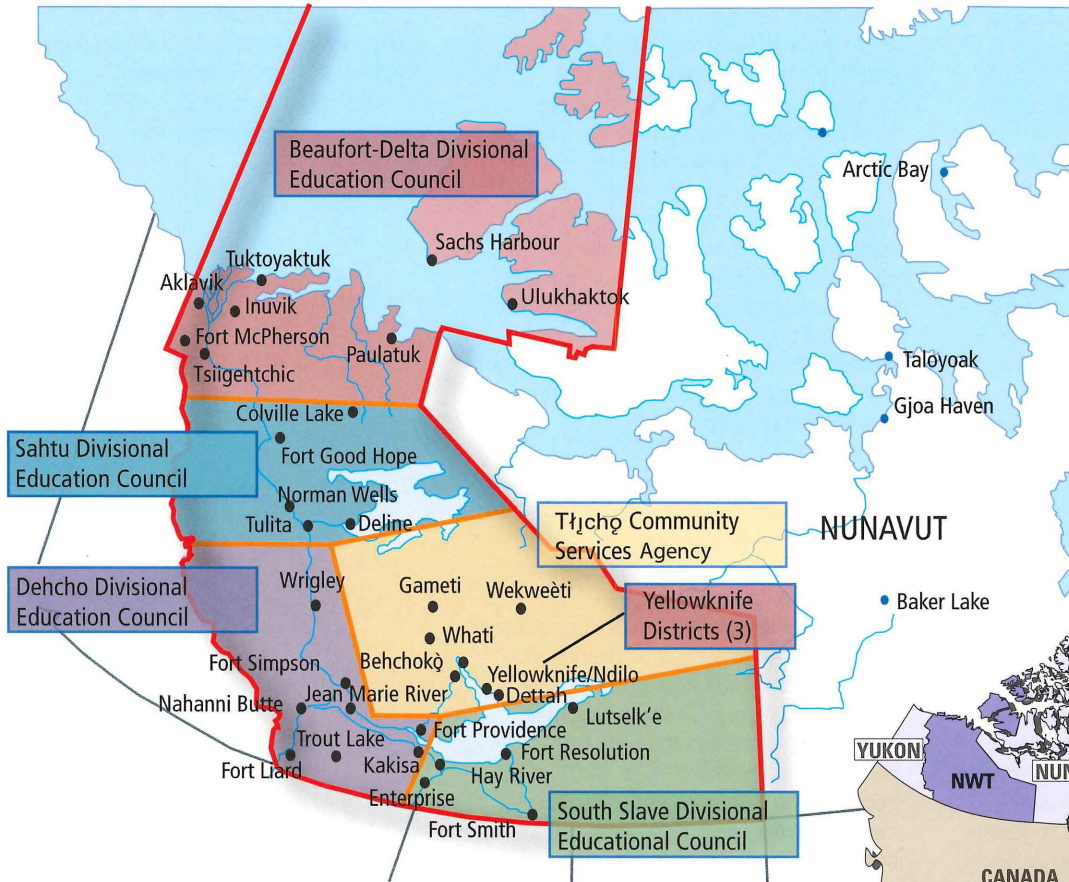
There are a total of 49 public schools in the NWT. Of these, 23 deliver programs for kindergarten through senior secondary grades. Nine are small schools with fewer than 60 students enrolled. Eight schools have between 60 and 90 students enrolled, 16 schools have between 90 and 200 students enrolled, while another 8 schools have enrolments between 200 and 350. Eight schools have student enrolments of more than 350 students; four of these are in Yellowknife, two in the Beaufort Delta, and one each in the Tłı̨chɔ and South Slave.

The Government of the NWT certifies teachers and determines the curricula that guide teaching in the schools. DEC's and DEAs are responsible for coordinating and supporting education programs and services in 32 communities. Their responsibilities range from establishing policies to preparing

budgets and hiring teachers.

The Northwest Territories will continue to change. As land claims are settled and self-government agreements are reached, the education system will evolve. DEC's and DEAs will change their roles and responsibilities as the governance of education changes. The Department is committed to maintaining excellence in education by consulting and working with self-governing bodies on their opinions and opportunities as they fulfill their mandates and responsibilities.

District Education Authorities and Divisional Education Councils



Education Jurisdictions in the NWT:

- Beaufort-Delta Divisional Education Council
- Dehcho Divisional Education Council
- Tłı̨chǫ Community Services Agency
- Sahtu Divisional Education Council
- South Slave Divisional Education Council
- Yellowknife District #1 Education Authority
- Yellowknife Public Denominational District Education Authority
- Commission scolaire francophone des territoires du Nord-Ouest

1 Population – Actual and Projected Growth

The population of the NWT is expected to increase moderately over the next five years.

In 2007, approximately 42,637 people lived in the Northwest Territories, compared to 40,499 in 2000.

Around a third of the overall population currently lives in one of 29 smaller communities. Typically, these communities have a population of less than 1,000, and the majority of residents are Aboriginal. The higher birth rate among Aboriginal people contributes to a young and growing communities' population. This creates a demand for higher education and employment as the population matures. However, opportunities for postsecondary education and for employment are greater in the regional centres and Yellowknife. The movement of youth and adults from the communities to larger centres, in order to complete their education or seek employment, moderates population growth. Generally, the population for communities is stable compared to Yellowknife or the regional centres.

Almost a quarter of the overall population lives in the regional centres of Fort Smith, Hay River and Inuvik. Young people often move from the smaller communities to regional centres to further their education; either at the high schools or Aurora College campuses. Upon completion of education or training,

many youth remain in the regional centres as there is a greater opportunity for employment in regional centres as compared to the smaller communities.

As residents of regional centres achieve higher levels of education and work experience, more employment opportunities become available, often leading to relocation. In-migration from communities is balanced by out-migration from the regional centres to Yellowknife and other parts of Canada. While the individuals living in regional centres change, the total population has remained stable and this trend is expected to continue.

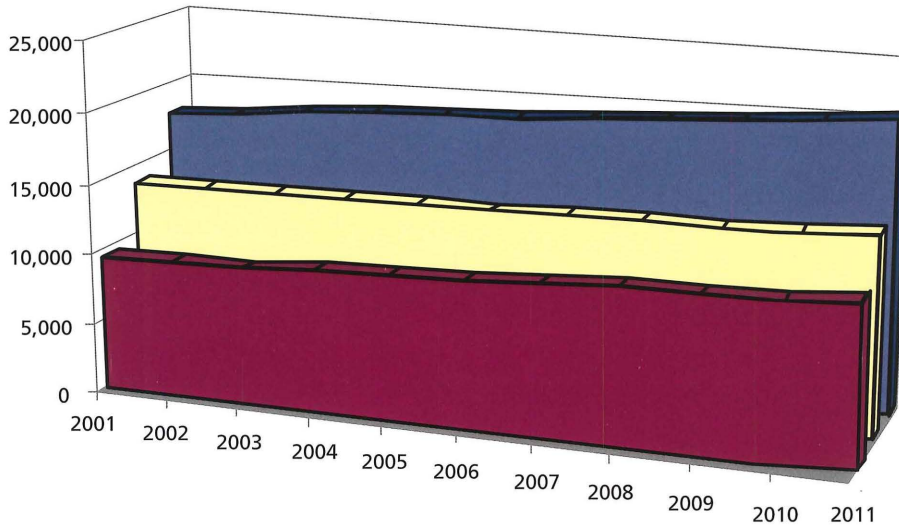
With 45% of the overall population, Yellowknife has a significant impact on the economy of the NWT. Yellowknife also has the most transient population, with families moving in or out depending on employment opportunities.

The population of the NWT is expected to increase moderately over the next five to ten years. Some factors, such as the aging population, are fairly predictable. Additionally, although the birth rate declined in the years 1995 to 2001, it has begun to increase in recent years. Many factors make it difficult to accurately project changes in the NWT population.

Economic changes such as an increase or decrease in the Yellowknife mining

sector or the development of a gas pipeline in the Mackenzie Valley can result in either increased or decreased employment opportunities, which in turn will impact on population size.

Actual and Projected Growth



Source:

Statistics Canada Census 2006
NWT Bureau of Statistics

Notes:

1. Community population projections and estimates are always as at July 1.
2. Projections estimated from the Bureau of Statistics projection model.

■ Regional Centres
■ Communities
■ Yellowknife

Population – Actual and Projected Growth

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Yellowknife	17,758	18,273	18,958	19,264	19,152	18,922	19,155	19,402	19,781	20,035	20,479
	44%	44%	45%	45%	45%	45%	45%	45%	45%	46%	46%
Regional Centres	9,451	9,558	9,614	9,855	9,809	9,635	9,501	9,771	9,756	9,699	10,002
	23%	23%	23%	23%	23%	23%	22%	23%	22%	22%	22%
Communities	13,613	13,658	13,659	13,703	13,763	13,844	13,981	14,130	14,051	13,970	14,007
	33%	33%	32%	32%	32%	33%	33%	33%	32%	32%	31%
NWT Total	40,822	41,489	42,231	42,822	42,724	42,401	42,637	43,303	43,588	43,704	44,488

Population – Distribution by Ethnicity and Age Groups

The NWT has a young population, 40% of the people under the age of 25.

The estimated population of the Northwest Territories is equally distributed between Aboriginal (51%) and non-Aboriginal (49%) people. The Aboriginal population is very young, with children and youth under the age of 25 comprising 50% of the total. The non-Aboriginal population under the age of 25 makes up 33% of their total.

In communities, 86% of the population is Aboriginal. Overall, 44% of people living in communities are under the age of 25 and 90% of this age group are Aboriginal children and youth. While 44% of Aboriginal people in communities are under the age of 25, most non-Aboriginals (56%) are between ages 25 and 54. This generally reflects the professional workforce made up of people employed as nurses, teachers and the RCMP. The proportion of the population over the age of 65 in the communities is 7%.

The overall population of the regional centres, consisting of Fort Smith, Hay River and Inuvik, is more evenly distributed between Aboriginal (55%) and non-Aboriginal people (45%). For specific age groups, however, this distribution shows greater variation. For the total population, 38% are children and youth under the age of 25. The majority (66%) of children and

youth are Aboriginal. The proportion of working-age adults (25-54 years) is 52% non-Aboriginal people and 48% Aboriginal people. About 6% of the population is 65 years of age or more.

In Yellowknife, 77% of the total population is non-Aboriginal. The overall population represents a diversity of Aboriginal and non-Aboriginal languages and cultures. Yellowknife has a proportionately larger workforce and more employment opportunities than either the regional centres or the rest of the communities. This is reflected in the population's age distribution. About half (51%) of the people living in Yellowknife are working-aged adults between the ages of 25 and 54. For this age group, 81% are non-Aboriginal. Another 38% of the population is children and youth under the age of 25. The majority (70%) of children and youth are non-Aboriginal. About 3% of the population are 65 years or older.

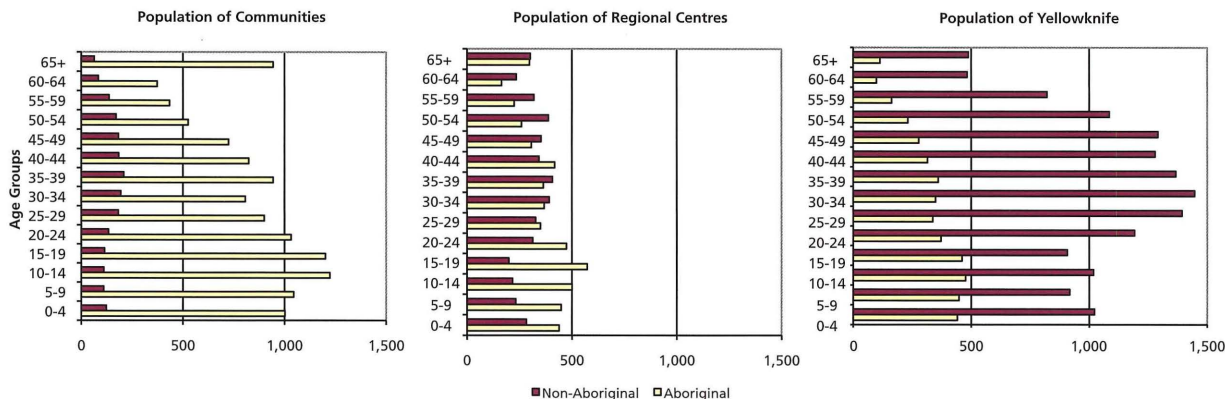
Although the population of the NWT is still young in comparison to other parts of Canada, it is aging. Over the next few years there will be a need to expand opportunities for postsecondary education, especially in communities where high school graduation rates are increasing. There will be an even greater need to

increase possibilities for employment, as the population matures and becomes more educated. An aging GNWT work force, together with increased employment opportunities in southern Canada, will likely result in openings at senior levels for Northerners holding university degrees. At the same time, the number of seniors residing in the NWT is expected to increase, having implications for the health care system and other facets of the economy.

Source:

Statistics Canada Census 2006
NWT Bureau of Statistics

Distribution by Ethnicity and Age Groups



Population of Communities – July 1, 2007

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total
Aboriginal	1,002	1,045	1,223	1,201	1,032	900	807	944	824	725	526	434	374	944	11,981
Non-Aboriginal	123	110	111	114	134	182	194	209	184	183	171	137	84	64	2,000
Total	1,125	1,155	1,334	1,315	1,166	1,082	1,001	1,153	1,008	908	697	571	458	1,008	13,981

Population of Regional Centres – July 1, 2007

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total
Aboriginal	439	449	501	573	474	350	368	364	418	307	260	225	165	298	5,191
Non-Aboriginal	283	232	217	199	313	327	392	407	343	353	388	319	235	302	4,310
Total	722	681	718	772	787	677	760	771	761	660	648	544	400	600	9,501

Population of Yellowknife – July 1, 2007

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total
Aboriginal	441	448	476	461	372	337	349	360	315	278	232	163	99	114	4,445
Non-Aboriginal	1,022	917	1,018	907	1,192	1,393	1,447	1,367	1,279	1,291	1,085	821	483	488	14,710
Total	1,463	1,365	1,494	1,368	1,564	1,730	1,796	1,727	1,594	1,569	1,317	984	582	602	19,155

NWT Total Population – July 1, 2007

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total
Aboriginal	1,882	1,942	2,200	2,235	1,878	1,587	1,524	1,668	1,557	1,310	1,018	822	638	1,356	21,617
Non-Aboriginal	1,428	1,259	1,346	1,220	1,639	1,902	2,033	1,983	1,806	1,827	1,644	1,277	802	854	21,020
Total	3,310	3,201	3,546	3,455	3,517	3,489	3,557	3,651	3,363	3,137	2,662	2,099	1,440	2,210	42,637

Education levels are increasing for Northern residents.

The 2006 Census found 67% of the NWT population aged 15 years of age and older had a high school diploma, held a certificate or diploma, or held a university degree. The data published from the 2006 Census does not use the same categories from previous Census years, causing a break in the series. The 2004 Community Survey results can be used to complete the data.

The proportion of the NWT population aged 15 years of age and older holding a certificate, degree or diploma decreased from 69% in 2004 to 67% in 2006. In 2006, University degrees were held by 18% of the youth and adult population, compared to 17% in 2004. The proportion of the population with less than a grade 12 diploma was maintained at 33%.

In 2006, communities had the highest proportion (57%) of the population, aged 15 years and older, which had not attained a grade 12 diploma. With the implementation of grade extensions in recent years, it is now possible for most residents to complete secondary school in their home community. Increased access to secondary grades is reflected by an increase in high school graduation rates. Higher high school graduation rates are expected to lead to higher participation in postsecondary education. However, opportunities for postsecondary education and employment

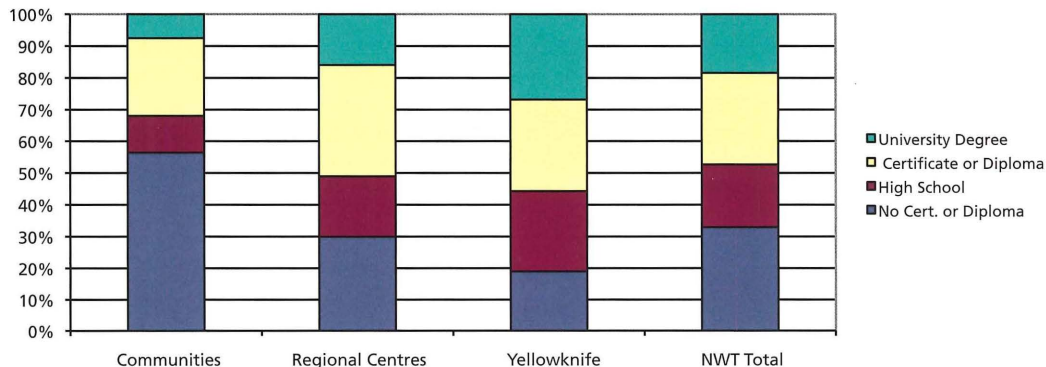
are limited in communities compared to the regional centres and Yellowknife. The 8% holding university degrees in the communities generally reflect individuals employed in the community as nurses, teachers and the RCMP.

In the regional centres, the 2006 Census found 70% of the population aged 15 years and older had completed grade 12 or had attained other adult or postsecondary education. This included 35% who held a certificate or diploma, and 16% with a university degree. There are college campuses in Fort Smith and Inuvik, providing access to a range of postsecondary programs, including some university courses. Residents who have completed secondary or postsecondary education also have a better chance of finding employment in one of the regional centres than in a smaller community.

Eighty-one percent of youth and adults in Yellowknife reported in the 2006 Census that they had completed high school or had other adult or postsecondary education. This included 27% with university degrees. The relatively high percentage of population with a university degree reflects the nature of the workforce, including a higher proportion of senior government positions, as well as the presence of a college campus.

Overall in the NWT, 33% of youth and adults reported that they did not have a certificate or grade 12 diploma. Participation in grades 10 to 12 has increased with the development of community high schools. Some youth and young adults are still in school, or have recently returned to pursue further education. Others choose General Educational Development (GED) or Adult Literacy and Basic Education (ALBE) routes. When educators, libraries, employers and the College work together, they are able to increase supports and expand opportunities for all residents to increase levels of education attainment.

Level of Education



Source:

2004 Community Survey
2006 Census

Notes:

1. Levels of education are self-reported.
2. Trades Certificate or Diploma does not necessarily imply having a high school education.

Highest Certificate, Degree or Diploma: Population 15 Years of Age and Over

	Total Pop 15 & Older	No Certificate or Diploma	High School	Certificate or Diploma	University Degree
Communities	9,525	5,385	1,115	2,330	720
		57%	12%	24%	8%
Regional Centres	7,130	2,130	1,350	2,495	1,135
		30%	19%	35%	16%
Yellowknife	14,485	2,750	3,665	4,180	3,880
		19%	25%	29%	27%
NWT Total	31,140	10,265	6,130	9,005	5,735
		33%	20%	29%	18%

Language retention varies by language and by community type.

The *Official Languages Act* recognizes eleven official languages in the Northwest Territories: Chipewyan, Cree, Tłı̄chǫ, English, French, Gwich'in, Inuktitut, Inuinnaqtun, Inuvialuktun and South Slavey. North Slavey is also an official language but was included as part of the "Other" category of languages in the 2006 Census. English is the most common mother tongue in the NWT, with 78% of the population reporting English as the first language they learned and understand. Twelve percent of the population reported an Aboriginal first language, the most common being Tłı̄chǫ at 5% and South Slavey at 3%. Three percent reported that French was their first language and 5% reported that their mother tongue was another language, such as German or Chinese.

Language retention is a measure of the strength or revitalization of a language within a particular culture. One approach to examining language retention is to compare the number of people who speak each language in their home, to the number of people reporting that language as their first language. In the NWT, only English was spoken more often as a home language than as a first language. For the other official languages, fewer people

reported using these languages as their home language than as their first language. For Tłı̄chǫ, retention was 73%. For the remaining official languages this value was less than 50%, with the lowest value being for Gwich'in at 11%.

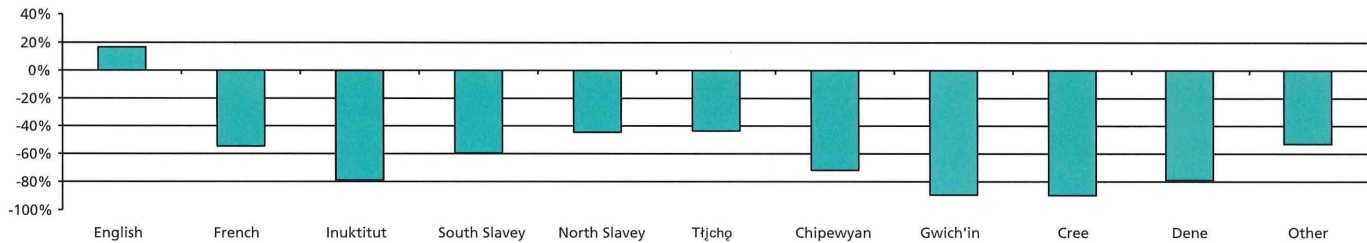
There are many factors involved in maintaining the language of the home. Language begins in the family and is influenced by the community and the school. Influences such as media, technology, and reading materials have a great impact on language usage. These factors need to be taken into account by the communities and education authorities when developing effective language plans. Community language plans will guide everyday language activities in the community as a whole as well as within the school system.

While schools can support languages by responding to community language needs, they are only one part of the solution. Parents and community have an important role to play in fostering and promoting languages. With home, school and community working together, the use of languages, other than English, can be encouraged, supported and promoted within the NWT. Culture-based schooling continues to be a critical factor in the

support of culturally enriched language programs. Aboriginal Language Specialists offer another means of support in the development of language and culture. Early childhood programs that involve elders and community leaders can support schools and help students experience a living language.

First Language and Home Language

Change Index - Difference Between First Language and Language Used in the Home



Use of Official Languages in the Northwest Territories – 2006

	English	French	Inuktitut	South Slavery	North Slavery	Tłıchǫ	Chipewyan	Gwich'in	Cree	Dene	Other
First Language	31,545	970	750	1,285	830	1,945	390	190	195	50	2,525
Home Language	36,795	440	155	520	460	1,095	110	20	20	20	1,170
Change Index	17%	-55%	-79%	-60%	-45%	-44%	-72%	-89%	-90%	-60%	-54%

Source:

Census 2006

Notes:

1. The Census defines mother tongue as the first language learned and still understood. In this report, the term first language is used to mean mother tongue. Home language refers to the language most frequently spoken in the home.
2. Inuktitut includes Inuinnaqtun and Inuvialuktun.

Student enrolment in the NWT is decreasing.

The NWT reports its student enrolment as the number of full-time equivalents (FTE) students with 60% attendance, as of September 30th of the school year. A FTE student is one who attends school for a full day program. In the fall of 2007 there were 8,928 FTE students with 60% or more attendance enrolled in kindergarten through grade 12 in the NWT. This figure represents 21% of the overall population of the NWT. Of the 8,928 students, 36% were enrolled in community schools, 24% in regional centres and 40% in Yellowknife schools. Student enrolment in 2007/08 was the lowest in the past decade. The NWT population of youth aged five to nine has been declining since 2001. Also, there has been a change in how enrolment numbers were calculated, beginning in the fall of 2006. Prior to 2006/07, student enrolment numbers were defined as the number of full-time students with 40% attendance. As of the 2006/07 school year and afterwards, full-time students must have had 60% attendance as of September 30th to be included in the enrolment numbers.

In 2007/08, in the small communities, 23% of the population was enrolled in school. Over the past four years, from 2003/04 to 2007/08, there has been a 2%

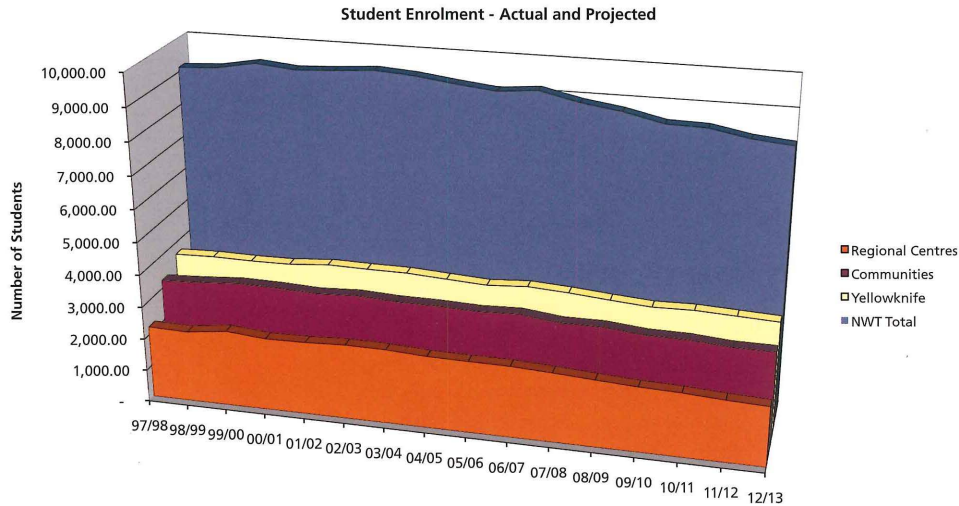
decrease in school enrolment. For the most part, the decrease has been in student population at the primary level. However, enrolments in grades eight through 12 compensated. With access to senior secondary grades in their home community, more students are remaining in school longer, and some students who had left school returned to further their education. In 2007/08, 22% of the population in regional centres was enrolled in school. School enrolment decreased by 7% in the period between 2003/04 and 2007/08. As was the case with the communities, enrolment in primary and elementary grades has declined while enrolment in senior secondary schools increased marginally.

In the 2007/08 school year, Yellowknife's total student enrolment is marginally above its all time low in 2005/06. Eighteen percent of the city's population was enrolled in school. Over the four-year period from 2003/04 through 2007/08, the city has experienced a 6% decrease in enrolment while experiencing a 3% increase in population.

Historically, schools in the NWT were driven by population growth, but this is no longer the case. Overall, there is sufficient space in most of the existing facilities to

accommodate the school-aged population and there is a shift away from expanding school facilities to renovating or replacing present facilities. This includes redesigning existing space in order to make it appropriate for its new use, as well as repairing and upgrading older facilities. At the same time, unexpected changes to the NWT resource-based economy could affect population size and result in an unforeseen need for larger or new schools.





Total Number of Full-time Equivalent Students Enrolled in NWT Schools by Year, Actual and Projected

	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Communities	3,248	3,313	3,393	3,374	3,319	3,377	3,317	3,310	3,268	3,311	3,173	3,176	3,061	3,049	2,955	2,949
Regional Centres	2,238	2,208	2,359	2,254	2,272	2,325	2,308	2,232	2,212	2,201	2,142	2,064	1,992	1,952	1,877	1,825
Yellowknife	3,648	3,681	3,663	3,673	3,773	3,751	3,748	3,678	3,610	3,687	3,614	3,512	3,427	3,453	3,401	3,350
NWT Total	9,133	9,201	9,415	9,301	9,364	9,452	9,372	9,220	9,090	9,198	8,928	8,752	8,481	8,454	8,233	8,124

← Actual → ← Projected →

Source:

Education Operations & Development; Department of Education, Culture & Employment
 Strategic & Business Services; Department of Education, Culture & Employment
 NWT Bureau of Statistics

Notes:

1. Enrolment figures are based on Full-Time Equivalent (FTE) students with 60% or more attendance as of September 30th.
2. Enrolment Projections are based on 15 to 19-year old population projections.

School enrolments for grades one through nine correspond to student age.

Schooling is mandatory in the NWT for children aged six to 15, and enrolments for grades one through nine closely approximate overall populations for the corresponding age groups. In accordance with the Departmental Directive on Inclusive Schooling (1996), students are placed in classrooms with their age peers. Through the collection of Functional Grade Levels (see indicator 25), teachers are reporting a significant proportion of students to be performing one or more grades below the expected level for their age.

The total school population of the NWT decreased by 9% in the period from 2002/03 to 2007/08. Part of the decrease can be attributed to a change in the attendance requirement for the calculation of student enrolment, from 40% to 60%. The decrease in enrolments is most noticeable in the early grades. In the five years from 2002/03 to 2007/08, there was a 22% decrease in the number of students enrolled in grades one through three in the NWT; a 21% decrease in the number of students in grades four through six and a 1% decrease in the number of students in grades seven through nine. Over that same five-year period, NWT senior secondary school enrolment increased by 13%. Previous trends in senior secondary

enrolment had a disproportionately high number of grade 10 students however, over the past three years this proportion has been decreasing. In 2007/08, 41% of the senior secondary students were enrolled in grade 10, 32% in grade 11 and 27% in grade 12. In the 2004/05 school year, 52% of the senior secondary students were enrolled in grade 10, 27% in grade 11 and 20% in grade 12.

Census figures show that, between 2004 and 2006, there has been a slight increase in the number of individuals zero to four years of age. During that same period, there has been a decrease in the population of five to nine year olds and 10 to 14 year olds. There was an increase in the number of 15 to 19 year olds over the same time frame. With the changing population demographics, there most likely will be a demand for expanded postsecondary education opportunities, especially in the communities where senior secondary programs are offered and graduation rates are increasing.

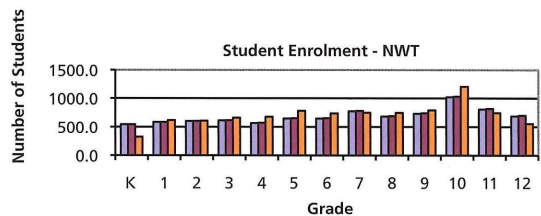
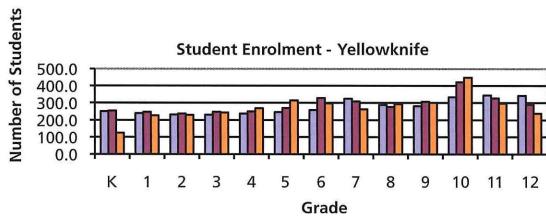
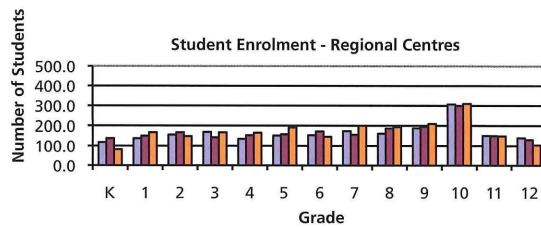
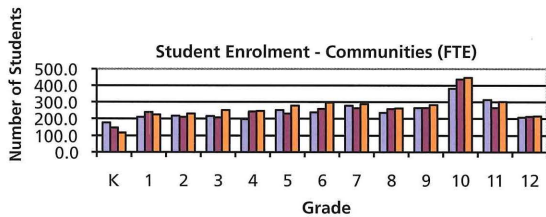
Source

Education Operations & Development;
Department of Education, Culture
and Employment
NWT Bureau of Statistics

Notes

1. For the period prior to 2006, enrolment figures are based on Full-Time Equivalent (FTE) students with 40% attendance.
2. In 2006 and afterwards, enrolment figures are based on Full-Time Equivalent (FTE) students with 60% or more attendance as of September 30th.
3. The numbers for 2000/01 reflect adjustments to enrolment since the publication of the '01 *Towards Excellence*.

Distribution by Grade



■ 2007/08 ■ 2006/07 ■ 2005/06

Enrolment – Distribution by Grade 2007/08

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Communities	175.5	209.5	217.0	215.0	196.0	251.5	237.5	277.5	235.5	264.0	381.0	313.0	207.5	3180.5
Regional Centres	118.0	137.5	155.5	169.0	135.5	151.5	153.5	173.5	161.5	188.0	307.0	151.0	140.0	2141.5
Yellowknife	250.5	239.5	231.5	231.0	237.5	246.0	258.0	324.0	288.0	281.0	333.0	344.0	342.0	3606.0
NWT Total	544.0	586.5	604.0	615.0	569.0	649.0	649.0	775.0	685.0	733.0	1,021.0	808.0	689.5	8,928.0

Enrolment – Distribution by Grade 2006/07

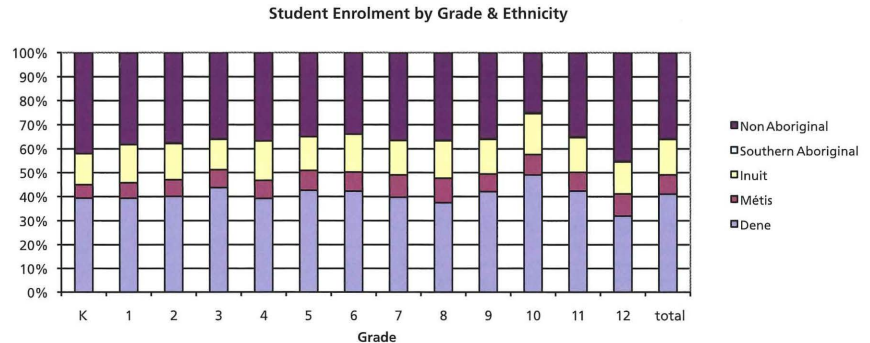
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Communities	146.0	239.0	210.0	207.0	242.5	230.5	258.5	263.0	258.0	264.5	437.0	265.0	212.5	3,233.5
Regional Centres	138.0	150.0	167.0	143.0	153.0	158.0	172.0	156.0	187.5	195.5	299.0	150.5	131.0	2,200.5
Yellowknife	254.0	247.0	237.5	247.5	250.0	269.5	328.0	308.0	276.5	307.0	422.0	326.5	290.5	3,764.0
NWT Total	538.0	636.0	614.5	597.5	645.5	658.0	758.5	727.0	722.0	767.0	1,158.0	742.0	634.0	9,198.0

Student Enrolment – Distribution by Ethnicity

64% of the students in NWT schools are of Aboriginal descent.

In the 2006 Census of Canada's provinces and territories, the NWT, with 51% of its population being Aboriginal, had the second highest proportion of Aboriginal individuals. In that census, 1,172,790 individuals across Canada indicated that they were of Aboriginal descent and Ontario had the greatest population of Aboriginal persons. Recently, the Council of Ministers of Education, Canada (CMEC) decided the education of Canada's Aboriginal people should be one of their foci in the upcoming years and an effort is being made across Canada to collect and report indicators. Student enrolment by ethnicity is being reported for the first time in this edition of *Towards Excellence*.

The NWT population is 51% Aboriginal, however, 2007/08 school enrolment figures indicate that 64% of the students in NWT schools are of Aboriginal descent. Dene students compose 41% of the student population; Inuit, 15%; and Métis, 8%. Non-Aboriginal students account for the remaining 36% of NWT students. The proportion of 64% Aboriginal students to 36% non-Aboriginal students is fairly consistent across the grades with the exceptions of kindergarten, grade 10 and grade 12.



Source

Student Records; Education Operations & Development; Department of Education, Culture and Employment

Student Enrolment by Ethnicity

Student Enrolment by Grade, 2007-08

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Dene	214.0	230.5	242.0	269.0	223.0	276.5	274.0	307.5	256.5	308.5	500.5	342.0	220.0	3,664.0
Métis	30.5	38.0	42.0	46.0	43.0	54.0	52.0	72.5	70.0	54.0	88.0	63.0	63.5	716.5
Inuit	71.0	94.0	92.0	78.5	94.0	91.5	103.0	112.0	108.0	107.0	173.0	117.5	92.5	1,334.0
Southern Aboriginal	0.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	4.5	2.0	2.0	12.5
Non Aboriginal	228.5	224.0	227.0	220.5	209.0	227.0	220.0	283.0	249.5	262.5	255.0	283.5	311.5	3,201.0

Student Enrolment by Grade, 2007-08

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aboriginal	315.5	362.5	377.0	394.5	360.0	422.0	429.0	492.0	435.5	470.5	766.0	524.5	378.0	5,727.0
%	58.0	61.8	62.4	64.1	63.3	65.0	66.1	63.5	63.6	64.2	75.0	64.9	54.7	64.1
Non-Aboriginal	228.5	224	227	220.5	209	227	220	283	249.5	262.5	255	283.5	312.5	3,201.00
%	42.0	38.2	37.6	35.9	36.7	35.0	33.9	36.5	36.4	35.8	25.0	35.1	45.3	35.9

Student Enrolment by Grade, 2006-07

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Dene	179.0	266.0	264.0	243.0	272.0	283.0	289.5	282.5	296.5	326.0	533.0	279.0	223.5	3,737.0
Métis	33.5	42.0	52.0	46.0	55.5	48.0	73.0	76.5	57.5	74.0	89.0	62.5	47.0	756.5
Inuit	92.0	90.0	78.0	91.0	86.5	101.0	112.0	113.5	106.5	105.5	192.0	106.0	79.5	1,353.5
Southern Aboriginal	0.0	3.0	2.0	2.0	2.0	2.0	1.0	0.0	0.0	3.0	5.0	3.0	3.0	26.0
Non Aboriginal	233.5	235.0	218.5	215.5	229.5	224.0	283.0	254.5	261.5	258.5	339.0	291.5	281.0	3,325.0

Student Enrolment by Grade 2006-07

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aboriginal	304.5	401.0	396.0	382.0	416.0	434.0	475.5	472.5	460.5	508.5	819.0	450.5	353.0	5,873.0
%	56.6	63.1	64.4	63.9	64.4	66.0	62.7	65.0	63.8	66.3	70.7	60.7	55.7	63.9
Non-Aboriginal	233.5	235.0	218.5	215.5	229.5	224.0	283.0	254.5	261.5	258.5	339.0	291.5	281.0	3,325.0
%	43.4	36.9	35.6	36.1	35.6	34.0	37.3	35.0	36.2	33.7	29.3	39.3	44.3	36.1

8 Educators – Years of Experience

69% of teachers in the NWT have five or more years of teaching experience.

In 2006/07, 10% of NWT teachers had less than two years experience and 69% of the teachers had five or more years of experience. The proportion of teachers with 10 or more years of experience is 47%, up 1% from what was reported in 2005. Teachers with 15 or more years of experience may be under-represented since years of experience are calculated by pay step. The maximum pay step is 12, which represents 12 or more years of experience. For teachers at step 12, the start date of employment in the NWT is verified. However, the years of experience outside the NWT for those teachers may not be included.

There are demographic differences in the distribution of teachers by years of experience between communities, regional centres and Yellowknife. With 44% of their teachers with less than five years of service, communities continue to have the highest proportion of less experienced teachers. This is consistent with what is found in rural settings in southern Canada. The proportion of teachers in the communities with less than five years of experience increased from 35% in 2004/05 to 44% in 2006/07; including 16% with less than two years of service.

In 2004/05, regional centres

experienced a marked decrease in the proportion of teachers with 15 or more years of service as many of the long-term teachers reached retirement age. In the period between 2004/05 and 2006/07 the proportion of teachers with 15 and more years of experience increased from 7% to 15%. At 8%, the proportion of teachers with less than 2 years has been consistent from 2002/03 to 2004/05 to 2006/07. Seventy-six percent of the teachers have five or more years of experience.

Seventy-nine percent of the teachers in Yellowknife had five or more years of experience. At 16%, the city has the highest proportion of teachers with more than 20 years of service. Also, 14% of Yellowknife teachers have 15 to 19 years of service, resulting in the city having 30% of its teachers with 15 or more years of experience. Although the city may have the highest proportion of teachers with five and more years of experience, its teacher retention rate (77%) is below that of regional centres (86%); further information on this is provided in Indicator 12.

In 2000, the NWT Teacher Induction Program for beginning teachers was introduced across the NWT. This program

provides mentor support to beginning teachers in becoming confident, competent and effective professionals in the classroom. Also, all NWT jurisdictions provide orientation programs for new and beginning teachers. Long-term projections are for a more experienced teaching force as TEP graduates and other northern teachers remain in the system longer and gain more experience. At the same time new and beginning teachers are entering the system each year.

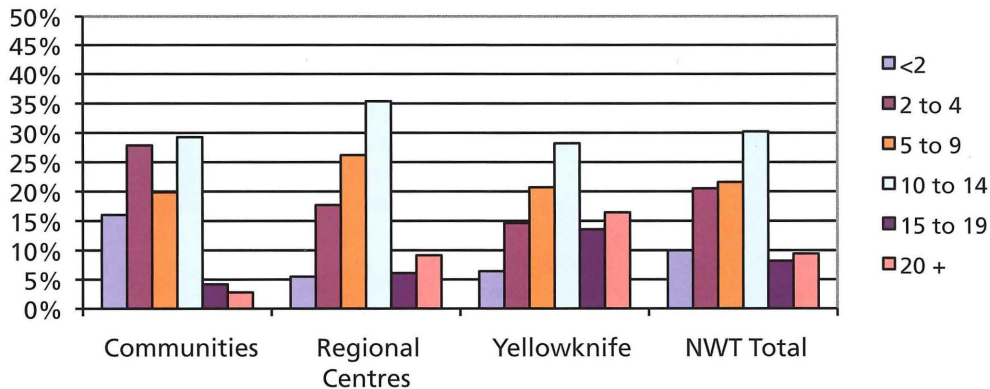
Source

Education Operations & Development;
Department of Education, Culture and
Employment

Notes:

1. Information is based on teaching positions, and not funded PYs, as of September 30th of each year.

Educators by Years of Experience - 2006/07



Educators by Years of Experience, 2006/07

	<2	2 to 4	5 to 9	10 to 14	15 to 19	20+	Total
Communities	46	80	57	84	12	8	287
	16%	28%	20%	29%	4%	3%	39%
Regional Centres	9	29	43	58	10	15	164
	5%	18%	26%	35%	6%	9%	22%
Yellowknife	18	41	58	79	38	46	280
	6%	15%	21%	28%	14%	16%	38%
NWT Total	73	150	158	221	60	69	731
	10%	21%	22%	30%	8%	9%	

94% of teachers in the NWT have one or more university degrees.

In 2006/07, the majority of educators in the NWT had one or more university degrees. In addition to holding a Bachelor of Education Degree, a significant number of teachers held degrees in specialties such as Mathematics, Science, Technology, Art, Music, Special Education and Physical Education. Others may have held degrees in related professions. Twelve percent of teachers in the system had a graduate degree, up from 7% in 2003, and 10% in 2005. The proportion of teachers holding a certificate or diploma decreased from 11% in 2003 and 10% in 2005 to 7% in 2007.

Ten percent of teachers in communities held a certificate or diploma. The certificate and diploma group includes certified Aboriginal Language Specialists, diploma graduates of Teacher Education Programs (TEP), and long-term Northern teachers who graduated from Teacher Colleges outside the NWT. This group also reflects the priority many communities place on Aboriginal second language programs and culture-based schooling for a population that is 85% Aboriginal. The other 90% of educators in communities held one or more degrees, including 14% who have a graduate degree. There is an increasing need in communities with grade extensions for teachers with degrees to

deliver a range of program choices at the secondary level.

The proportion of teachers holding degrees in Yellowknife (97%) was higher than in regional centres (92%) and communities (90%). This included 13% of teachers in Yellowknife who had graduate degrees. At the same time, the group holding a certificate or diploma was smaller. Schools in Yellowknife and the regional centres are generally larger than community schools and they have more flexibility in allocating staff assignments. Where communities often hire generalist teachers who are able to deliver a range of subjects in multi-grade classes, schools in Yellowknife and regional centres often hire degree teachers with specialty areas. This is particularly true at the senior secondary level, where students have different teachers for each course. Conversely, schools in the larger centres have fewer staff who can deliver second language programs and culture-based schooling. This challenge is magnified given the diversity of Aboriginal and non-Aboriginal languages and cultures in Yellowknife and the regional centres.

The Education Act (1996) requires that all NWT teachers renew their teaching certificates every five years. As of July

1997, all Northern teachers with less than ten years teaching experience are expected to complete a Bachelor of Education Degree. Teachers who hold a degree are required to complete 120 hours of professional development over each five-year period in order to have their teaching certificate re-issued. Re-certification will help to ensure the NWT has qualified teachers working in the educational system.

Source

Education Operations & Development;
Department of Education, Culture
and Employment

Notes

1. Information is based on actual teaching positions, and not funded PYS, as at August 1st. Included are Aboriginal Language Specialists. Excluded are certified teachers employed at Aurora College, Learning Centres, and consultants at Divisional Education Councils and Authorities.

Highest Level of Qualifications

Educators by Highest Level of Qualifications

2006-2007	Certificate Diploma	University Degree	Graduate Degree	Total Teachers
Communities	29	219	39	287
	10%	76%	14%	39%
Regional Centres	14	134	16	164
	9%	82%	10%	22%
Yellowknife	7	236	37	280
	3%	84%	13%	38%
NWT Total	50	589	92	731
	7%	81%	13%	101%

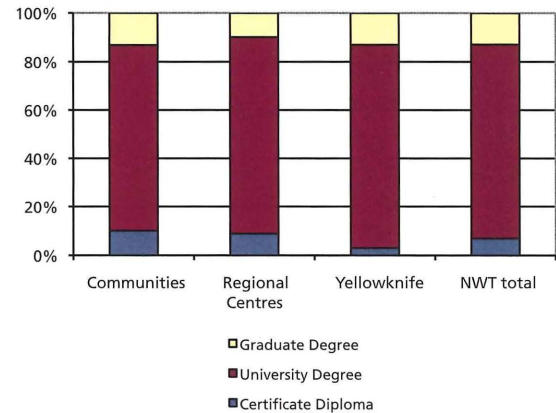
Percentages are rounded to the nearest whole number.

Educators by Highest Level of Qualifications

2005-2006	Certificate Diploma	University Degree	Graduate Degree	Total Teachers
Communities	32	211	35	278
	12%	76%	13%	39%
Regional Centres	17	128	14	159
	11%	81%	9%	22%
Yellowknife	9	236	32	277
	3%	85%	12%	39%
NWT Total	58	575	81	714
	8%	81%	11%	100%

Percentages are rounded to the nearest whole number.

Educators - Highest Level of Qualifications 2006/07



Aboriginal Educators form 15% of the teaching staff in the NWT.

In 2006/07, there were 109 Aboriginal teachers in the NWT representing 15% of the 731 total teaching staff.

The Department would like to have a teaching force representative of the overall population of the NWT, comprised of about 51% Aboriginal people. As for the school-aged population (10,334 children and youth between the ages of five and 19 years), 63% are of Aboriginal origin. The highest percentage of Aboriginal teachers is needed in communities where Aboriginal students comprise 92% of the five to 19 year-old population compared to 70% in regional centres and 33% in Yellowknife. In 2006/07 the proportion of Aboriginal teachers in the teaching force was 26% in communities, 18% in regional centres and 3% in Yellowknife.

The NWT needs a teaching force that is representative of its diverse linguistic and cultural groups in order to realize educational goals for language, culture and heritage. Culture-based schools need people from the community, from the same culture and language as the students, working in the school system at all levels. The majority of Aboriginal educators with a diploma or degree are currently teaching in elementary classrooms. Aboriginal Language Specialists

often teach an Aboriginal second language program throughout the school. The challenge is to increase the number of Aboriginal teachers in all communities and in particular at the junior and senior secondary levels.

In order to achieve a representative teaching force, more Aboriginal teachers need to be trained, recruited and retained. Aurora College continues to play a critical role in providing teacher education programs to qualify new teachers and to support certified teachers to attain higher levels of education. In communities, the challenge is to provide more programs and courses closer to home, while regional centres and Yellowknife need to find ways to support Aboriginal teachers working in a culturally diverse community.

Source:

Education Operations & Development;
Department of Education, Culture and
Employment
Case Management Administration
System (CMAS)
2006 Census

Notes:

1. Information is based on actual teaching positions, and not funded PYs, as of September 30th. Included are Aboriginal Language Specialists, and Southern Aboriginals. Excluded are certified teachers employed at Aurora College, Learning Centres, and consultants at Divisional Education Councils and Authorities.

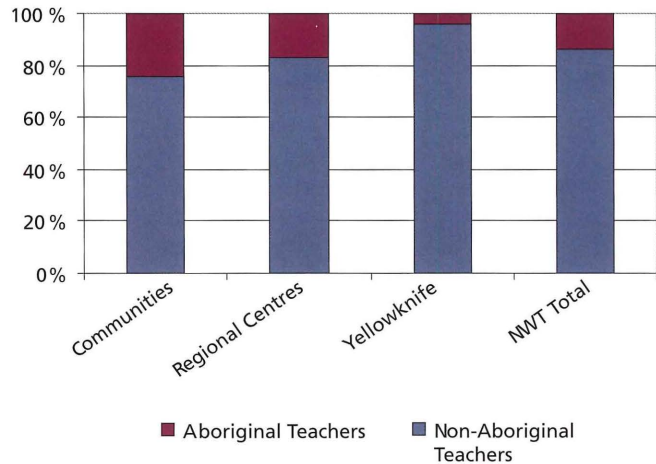
Aboriginal Educators as a Percentage of Total Teaching Staff

Aboriginal Teachers as a Percentage of Total Teaching Staff

2006-2007	Non-Aboriginal Teachers	Aboriginal Teachers	Total Teachers
Communities	216	71	287
	75%	25%	39%
Regional Centres	134	30	164
	82%	18%	22%
Yellowknife	272	8	280
	97%	3%	38%
NWT Total	622	109	731
	85%	15%	100%

Aboriginal Teachers as a Percentage of Total Teaching Staff

2005-2006	Non-Aboriginal Teachers	Aboriginal Teachers	Total Teachers
Communities	209	69	278
	75%	25%	39%
Regional Centres	133	26	159
	84%	16%	22%
Yellowknife	268	9	277
	97%	3%	39%
NWT Total	610	104	714
	85%	15%	100%



54% of recent TEP graduates (1990 – 2007) retained in education in the NWT.

The Aurora College Teacher Education Program (TEP) began in 1968 and, after an initial year in Yellowknife, moved to Fort Smith. A successful partnership was formed with the University of Saskatchewan in 1977 allowing Diploma graduates to transfer from Aurora College TEP to the University of Saskatchewan to complete their Bachelor of Education degree. In 2004, Aurora College introduced a full Bachelor of Education program, as a pilot, to students entering their first year of the program. Students entering the program after 2004 may graduate with a three-year Diploma or continue for one more year to complete a Bachelor of Education. In April 2008, through an agreement with the University of Saskatchewan, the first cohort group will graduate with their Bachelor of Education Degree from Thebacha Campus in Fort Smith, NWT.

From 1969 to 1989, a total of 97 NWT teachers graduated from TEP, 35 (36%) of whom are presently (2007) employed in the education field. This proportion includes 60% currently teaching or working at the Divisional Education Councils (DECs), 37% in other education-related roles, and 3% full-time university students. Others (22%) have gained employment outside education. The remaining 42% include teachers who reached retirement age or whose current status is unknown. Of

the 97 graduates between 1969 and 1989, there were 54 Dene, 11 Métis, 15 Inuvialuit and 17 non-Aboriginal or unidentified.

Between 1990 and 1999 a Community-Based Teacher Education Program (CTEP) model was introduced in order to increase the accessibility of the program. CTEPs were delivered through a partnership between the DEC's and Aurora College. CTEP students generally teach in their home community following graduation. From 1990 to 2000, there were a total of 46 CTEP graduates. In 2007, retention for these CTEP graduates was 67%, including 90% teachers and DEC staff, 6% in other education-related employment, and 3% attending university full-time. Of the CTEP graduates, there were 23 Dene, 8 Métis, 12 Inuvialuit and 3 non-Aboriginal or unidentified.

Between 1990 and 1999, there was a campus-based program in Fort Smith running concurrently with the CTEPs. Over the same period, of the 50 campus based graduates, 62% were retained in education, including 71% teachers and DEC staff, 26% in other education-related employment, and 3% attending university full-time. Others (18%) have chosen careers unrelated to education and the remaining 20% include teachers who reached retirement age or whose current status is unknown. Of the 50 campus based

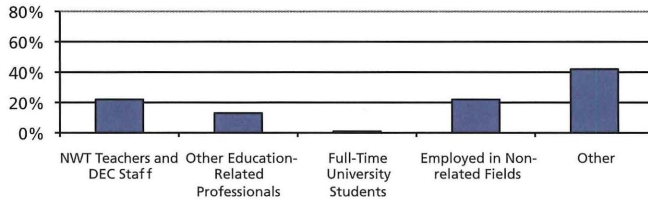
graduates, 23 were Dene, 6 Métis, 5 Inuvialuit and 16 were non-Aboriginal or unidentified. In total, including both single campus and community-based graduates, the retention rate from 1990 to 2000 is 65%.

In 1999, after each DEC had hosted at least one CTEP, the program went to a campus based model at three Aurora College campuses: Inuvik, Yellowknife and Fort Smith. The three campus delivery model had its first graduates in 2001. From 2001 to 2007 the three campuses produced 49 graduates. In 2007, retention for these graduates was 54%, including 35% employed as teachers or DEC staff, 16% employed in other education-related employment and 18% full-time university students. Of the 49 graduates, 12 were Dene, 7 Métis, 3 Inuvialuit and 27 were non-Aboriginal or unidentified.

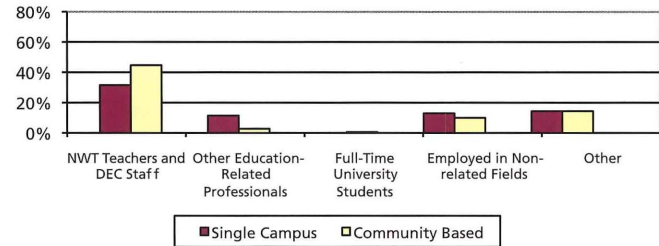
In 2006/07, in partnership with the Tłı̨chǫ Community Services Agency (TCSA), Aurora College offered a four-month Community Educator Preparation Program (CEPP) and a TEP Access year. In 2007/08, the first year of the Teacher Education Program Diploma and the Aboriginal Language and Cultural Instructor Program are being delivered in Behchokǫ. This is a return to community-based programming to ultimately provide increased accessibility to students in all regions.

Retention of Teacher Education Program (TEP) Graduates

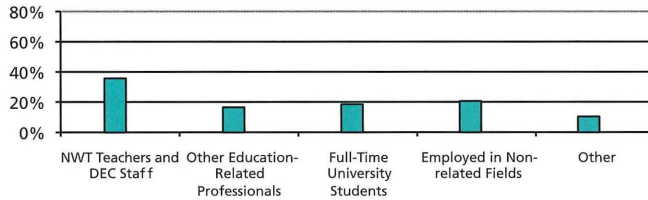
Retention Rate for Graduates 1969 to 1989
Single Campus



Retention Rate for Graduates 1990-2000
Single Campus and Community Based Delivery



Retention Rate for Graduates 2000-2007
Three Campuses



Source:

College Services; Department of Education, Culture and Employment
Aurora College Data base

Notes:

- Information is based on a small, independent database, updated annually by ECE Coordinator, Teacher Education Program.
- In 69-89, 'Campus' refers to Fort Smith campus only; for 1990-2007 'Campus' refers to the 3 Aurora College Campuses (Ft. Smith, Inuvik, Yellowknife)

Year of Graduation Category	1969 to 1989		1990 to 2000				2001 to 2007	
	Single Campus Actual	Percent	Single Campus Actual	Percent	Community Based Actual	Percent	Three Campuses Actual	Percent
NWT Teachers and DEC Staff	21	22%	22	44%	28	61%	17	35%
Other Education-Related Professionals	13	13%	8	16%	2	4%	8	16%
Full-Time University Students	1	1%	1	2%	1	2%	9	18%
Total Retained	35	36%	31	62%	31	67%	34	69%
Employed in Non-related Fields	21	22%	9	18%	6	13%	10	20%
Other	41	42%	10	20%	9	20%	5	10%
Total Graduates (242)	97		50		46		49	

77% of teachers teaching in the NWT in 2006/07 also taught in the NWT the previous year

This edition of *Towards Excellence* presents data on the retention of teachers for the first time. The recruitment and retention of teachers in rural schools is a problem throughout Canada. Rural schools have to compete with larger urban schools to attract teachers, often filling vacancies with younger, less experienced teachers. After beginning teachers have gained experience, they tend to move to larger centres or out of the profession resulting in a higher turnover rate in the smaller communities.

In the reporting of this indicator, a teacher must have NWT certification and have returned to teach in the same school. On September 30th of the 2005/06 school year there were 714 certified teachers in classrooms in the NWT. Of these teachers, 547 returned to teach in the same school in 2006/07, giving a retention rate of 77%. As was the case with our southern counterparts, the retention rate was lowest in the communities or rural areas for both the 2006/07 and 2005/06 school years. It is interesting to note the retention rate in regional centres was above that of Yellowknife in 2006/07 and on par with that for Yellowknife in 2005/06.

Educators in the communities, regional centres and the Commission scolaire are employees of the Government of the NWT while educators in Yellowknife District #1 Education Authority and Yellowknife Public Denominational District Education Authority are employees of the authority and have different collective agreements.

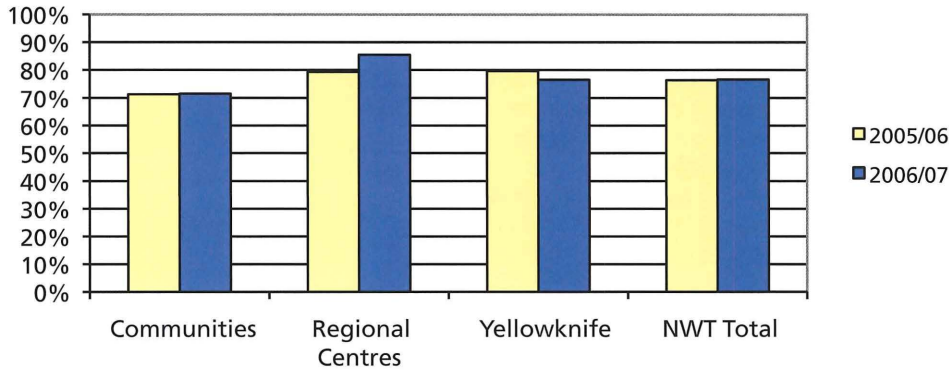
Source

Education Operations & Development; Department of Education, Culture and Employment

Notes

1. Retention rate is calculated by firstly determining the number of teachers with NWT teaching certificates, who are teaching in a classroom as of September 30, and who were also teaching in the same jurisdiction (school/board/NWT) the previous year. This number is then divided by the number of teachers teaching in the school in the previous year.
2. The numbers of teachers are based on actual teaching positions and not funded positions.
3. Aboriginal Language Specialists are included in the counts.
4. Certified teachers employed at Aurora College, Learning Centres and at Divisional Education Councils and Authorities are not included in the count.
5. Teachers on leave are not included in the count.

Teacher Retention



2006/2007

Region	Total # Teachers	# Teachers Retained from Previous Year	% Teachers Retained
Communities	287	199	72%
Regional Centres	164	136	86%
Yellowknife	280	212	77%
NWT Total	731	547	77%

2005/2006

Region	Total # Teachers	# Teachers Retained from Previous Year	% Teachers Retained
Communities	278	199	71%
Regional Centres	159	130	79%
Yellowknife	277	230	80%
NWT Total	714	559	76%

13 Educators – Certification of Principals

70% of current NWT Principals have completed The NWT Educational Leadership Program.

The *Education Act* (1996) requires all principals to be certified within two years of their appointment. To receive certification, a principal must complete the Educational Leadership Program which consists of two parts offered in alternating years.

This program has evolved from the Principal Certification Program, first introduced to NWT principals in 1988. The Ontario Institute for Studies in Education (OISE) designed and delivered the first NWT Principal Certification Program in Toronto. Beginning in 1990, the program moved to the Northwest Territories and has since been delivered each summer in different locations in the NWT. The program was revised in 1996 with more emphasis on skills for 'Northern' principals. In 1999 it was renamed the Educational Leadership Program (ELP) in recognition that school leadership involves more than just the principal position. Interested educators are encouraged to take the program to develop essential leadership skills. Since 1988, 500 people have taken part in the program.

Although participation in the program continues to increase, a high rate of principal turnover means that there is a continuing need to offer ELP. Currently,

70% of principals in the NWT have completed the program. Another 10% have completed part of the program and are working towards attaining certification and 20% have not yet begun the program.

Generally speaking, the rate of principal turnover is higher in communities. This is reflected in a lower percentage of certified principals (63%) in communities than in regional centres (75%) or in Yellowknife schools (82%). One way of moderating the effect of principal turnover is to encourage Aboriginal teachers to complete the Educational Leadership Program and better support their attainment of leadership positions.

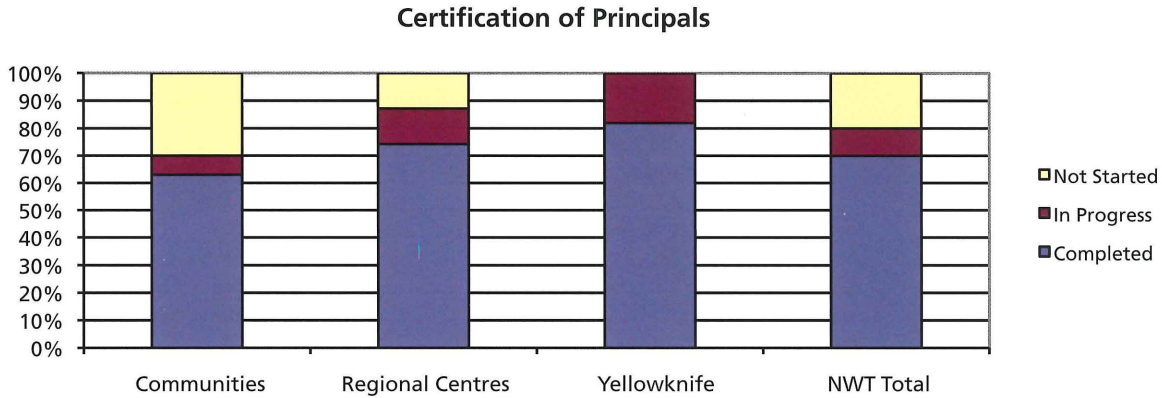
The NWT Educational Leadership Program continues to evolve. Aboriginal and other Northern educators have become part of the development team, and play an integral role in program development and delivery. The opportunity for Northern educators to connect and share ideas about unique Northern issues is possibly the most valuable aspect of this training. The program will continue to prepare individuals for leadership roles in the Northwest Territories.

Source

Education Operations & Development;
Department of Education, Culture and
Employment
Case Management Administration
System (CMAS)

Notes

1. Ratio is based on the number of certified principals as a proportion of all NWT principals.
2. "Completed" includes principals who have successfully completed two classroom components (Phase I & II) as well as both practicums.
3. "In progress" includes principals who have started the program but have yet to complete one or more of the required components.



Certification Status of NWT Principals, 2006-07

	Completed	In Progress	Not Started	Total
Communities	19	2	9	30
	63%	7%	30%	
Regional Centres	6	1	1	8
	75%	13%	13%	
Yellowknife	9	2	0	11
	82%	18%	0%	
NWT Total	34	5	10	49
	70%	10%	20%	

The Department has achieved its goal of providing funding to allow for a 15:1 PTR.

The Pupil Teacher Ratio (PTR) is a consistent measure used by all provinces and territories in Canada to measure and compare resource allocations for kindergarten to grade 12 school programs. In the NWT, the PTR is determined by dividing the total number of Full Time Equivalent (FTE) students by the total number of teachers funded by the Department in all schools. Regular classroom teachers, principals, assistant principals and program support teachers are counted in the PTR. Aboriginal Language Specialists, education assistants and school-community counsellors are not counted in the PTR.

In 1999/2000, a national study determined that the average pupil teacher ratio in the NWT was 18.1 to 1. The Canadian average was 16 to 1. On January 22, 2000, in a Memorandum of Agreement with the NWT Teachers' Association, the GNWT agreed to table legislation that would achieve an average NWT PTR of 16 to 1 by 2003/04. On March 31, 2000, the Legislative Assembly amended the *Education Act*, calling for an incremental reduction in the overall territorial PTR over four years. In 2004-05, the Department funded authorities to achieve an average PTR of 15.2 to 1 which

brought the NWT below the 1999/2000 Canadian average.

A funding allocation formula is used to determine the amount the Department contributes to each board. Schools are funded on the principle that all students should have equitable access to education. Schools of the same size are funded for the same number of teachers. Small schools require proportionately more funding for teachers and may have a lower PTR than larger schools delivering the same school program. For example, offering senior high programs in small communities requires a minimum number of qualified teachers. Because of the small number of students, this can result in smaller class sizes. This effect is most apparent in the Sahtu and Dehcho where the PTR is 13.3.

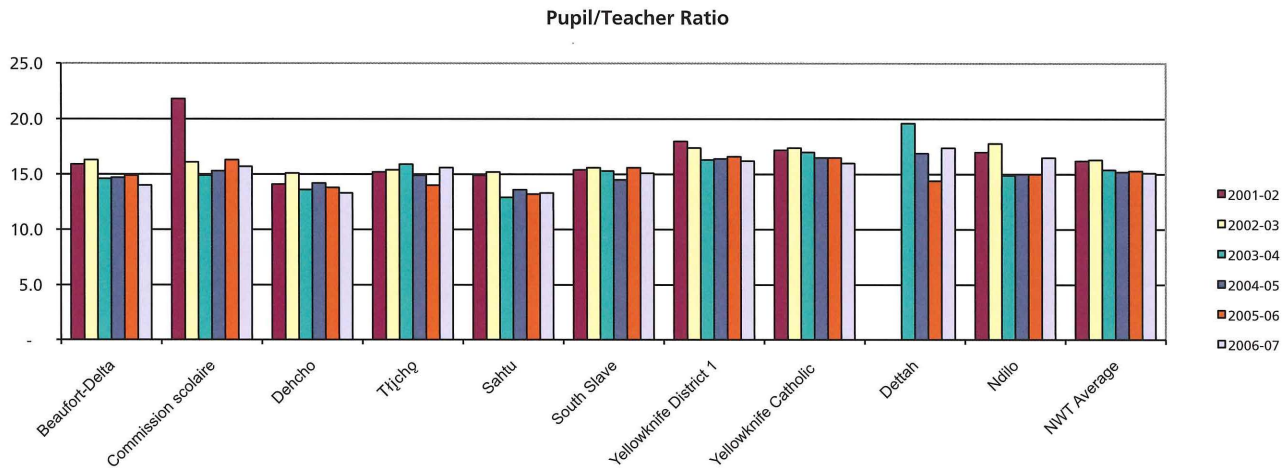
Source

School Contributions and Enrolment Data – Strategic and Business Services, Department of Education, Culture & Employment
Report of the Pan-Canadian Education Indicators Program 2007 – Council of Ministers of Education, Canada

Notes

1. FTE as defined in the School Funding Formula.
2. Teachers include regular classroom teachers, principals, assistant principals and program support teachers. Aboriginal Language/Cultural Specialists, teaching assistants and school community counselors are not counted as part of the PTR.
3. The amount for the Commission scolaire excludes Federal Funding contributions.
4. Prior to 2003-04, Dettah was included in the Tłı̨chǫ.

Pupil Teacher Ratio (PTR)



Full-time Equivalent Students Per Funded Teacher

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Beaufort-Delta	15.9	16.3	14.6	14.7	14.9	14.0
Commission scolaire	21.8	16.1	14.9	15.3	16.3	15.7
Dehcho	14.1	15.1	13.6	14.2	13.8	13.3
Tłı̄chǫ	15.2	15.4	15.9	14.9	14.0	15.6
Sahtu	14.9	15.2	12.9	13.6	13.2	13.3
South Slave	15.4	15.6	15.3	14.5	15.6	15.1
Yellowknife District 1	18.0	17.4	16.3	16.4	16.6	16.2
Yellowknife Catholic	17.2	17.4	17.0	16.5	16.5	16.0
Dettah			19.6	16.9	14.4	17.4
Ndilo	17.0	17.8	14.9	15.0	15.0	16.5
NWT Average	16.2	16.3	15.4	15.2	15.3	15.1
Canadian Average	16.3	16.3	16.1	15.9	N/A	N/A

Funding for total operating contributions increased by \$10.5 Million over the last 2 years.

In 2006/07, the total operations and maintenance (O&M) contributions to jurisdictions, including GNWT and local taxes, were an estimated \$131.2 million. Total contributions were distributed as follows: \$101.2 million (77%) for salaries and benefits, \$10.2 million (8%) for utilities and leases, \$2.4 million (2%) for administration O&M and \$17.4 million (13%) for schools O&M. Administration O&M includes DEC/DEA trustee costs such as travel, but does not include the Department's expenses. School O&M includes items such as materials, resources, grade extensions, and student transportation.

While the distribution of funds remains similar, total contributions in 2006/07, have increased from the 2004/05 year by \$10.5 million; \$10.4 million of which was in salaries and benefits and \$0.1 million in utilities and leases. There were no changes in school O&M and administration O&M.

Source

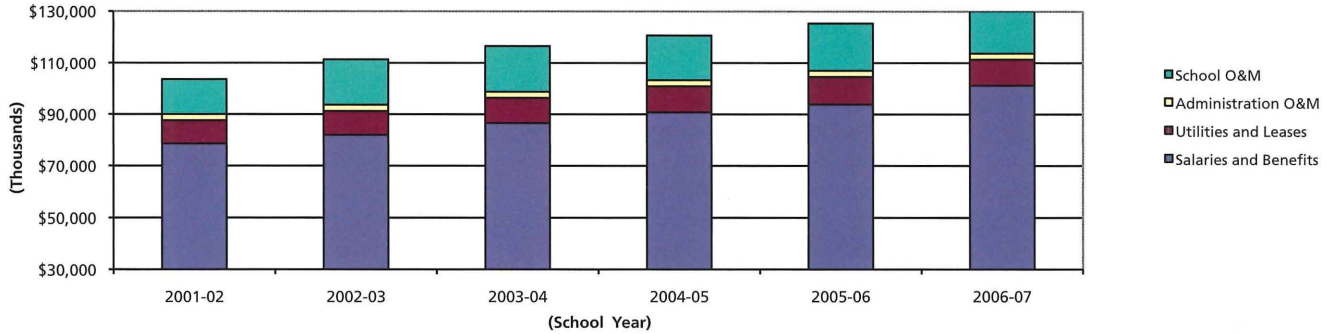
School Contributions – Strategic and Business Services, Department of Education, Culture and Employment

Notes

1. School year, July – June contributions to education authorities.
2. The Department uses a funding formula to determine operating contributions for each education authority. The Department provides approximately 80% of the school funding formula, to Yellowknife School Districts. The remaining proportion of funding is raised locally through taxation. For comparative purposes, the amounts shown for Yellowknife are 100% of the funding formula.

Total Operating Contributions

Expenditures on Education - Total Operating Contributions



Total Operating Contributions \$(000)

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Salaries and Benefits	78,600	82,000	86,600	90,800	93,800	101,200
%	76	74	74	75	75	77
Utilities and Leases	9,000	9,200	9,700	10,100	10,800	10,200
%	9	8	8	8	9	8
Administration O&M	2,400	2,400	2,400	2,400	2,400	2,400
%	2	2	2	2	2	2
School O&M	13,600	17,800	17,900	17,400	18,400	17,400
%	13	16	15	14	15	13
Total	103,600	111,400	116,600	120,700	125,400	131,200

Since 1999, the emphasis in project planning has been on renovating or replacing existing school space.

This indicator represents a “snapshot” of capital expenditures over a five-year period. Capital projects take an average of five years to complete, from the initial planning stage through designing and final construction. As costs increase significantly at each successive phase of a project, money spent over a short period of time does not adequately reflect trends in capital expenditures. The Department will continue to track data in order to formulate a comprehensive analysis of capital spending.

Historically, the school-aged population in the NWT grew steadily, and additional space was required to accommodate an increasing number of students. Most available capital was needed for expanding existing schools and for constructing new facilities to keep up with this forced growth. This is no longer the case. By 1999, school enrolments had levelled off. Since then, the emphasis in project planning has been on renovating or replacing existing space.

From 2002 to 2007, the GNWT spent \$43.6 million in capital expenditures, an average of over \$8.7 million each year. During this five-year period, 36% of total expenditures were spent on schools in communities, 31% in regional centres and 32% in Yellowknife.

Communities received \$20 million to meet capital needs over the past 5 years, including a new Chief Albert Wright school in Tulita and renovations to Chief Sunrise Education Centre on the Hay River Reserve and Colville Lake Territorial School. Work was also done on the piles supporting school structures in a variety of communities. Population growth in communities was moderate during this period, and in general no new space was required for elementary classrooms. However, the implementation of grade extensions in small communities resulted in significant increases in student enrolments at the senior secondary level. Not only were additional classrooms needed to accommodate growing numbers of students in grades 10 to 12, but specialized facilities such as science labs, career and technology suites, and gymnasiums were also required for program delivery. The majority of grade extensions were implemented prior to 1999, and capital expenditures for communities have correspondingly decreased.

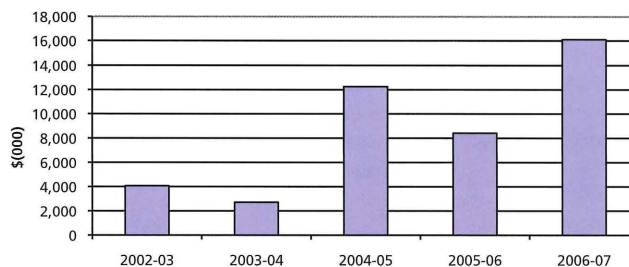
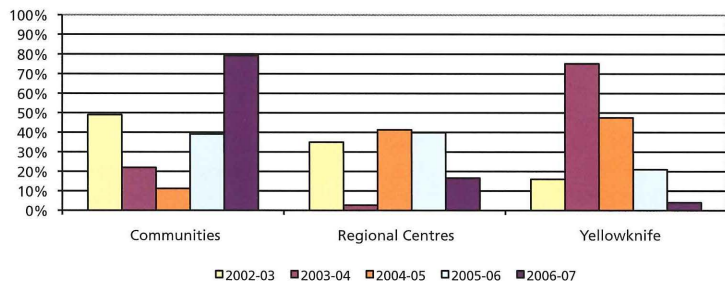
Capital expenditures for schools in 2006/07 included renovation work for Joseph Burr Tyrell School in Fort Smith and Mangilaluk School in Tuktoyaktuk, and a renovation and addition project for

Gene Wettrade School in Gameti. Schools that were identified for replacement included Sir Alexander Mackenzie School and Samuel Hearne Secondary School in Inuvik and Chief Albert Wright School in Tulita; and a new French First Language School, Ecole Boreale, was constructed in Hay River.

Expenditures in Yellowknife included renovations to Mildred Hall School and the Kimberlite Career and Technical Centre; a sewer upgrade for William McDonald Middle School, an addition and renovation to Ecole Allain St-Cyr, and replacement of K’alemi Dene School located in N’dilo.

The primary focus will continue to be the replacement or renovation of existing facilities.

Capital Expenditures: K to 12 Facilities



Capital Expenditures: K to 12 Facilities \$(000)

	Communities	Regional Centres	Yellowknife	NWT Total
2002-03	1,993	1,433	648	4,074
	49%	35%	16%	
2003-04	597	74	2,043	2,714
	22%	3%	75%	
2004-05	1,376	5,057	5,820	12,253
	11%	41%	48%	
2005-06	3,293	3,353	1,768	8,414
	39%	40%	21%	
2006-07	12,769	2,677	661	16,107
	79%	17%	4%	

Source

Strategic and Business Services,
Department of Education,
Culture and Employment
Financial Information System (FIS)
Statistics Canada

Notes

1. Actual expenditures (includes post-closing adjustments)

The NWT expenditure is 60% higher than the Canadian average cost of education per student.

In 2007, the average cost of educating a student in the NWT was approximately \$14,100. While annual fluctuations reflect the relatively small student population in the north, calculated over a five-year period (2003 to 2007) the average cost is \$12,960 per student. Some factors contributing to the high costs in the NWT are vast distances and the isolation of communities, high costs of living for staff, high freight costs for supplies, and the costs associated with travel.

Dettah and Ndilo are communities close to the city of Yellowknife and the administration of the authorities is provided by Yellowknife District #1. Expenditures per student for the Sahtu, Dehcho, Beaufort-Delta, Tłı̄chǫ and Commission scolaire have remained consistently higher than the NWT average. Higher costs are reflected in the four DEC's with the lowest enrolment, the Commission scolaire, Dehcho, Tłı̄chǫ and Sahtu. Changes in enrolments in the smaller Boards result in greater variations in contribution figures and greater fluctuations in expenditure per student from year to year. The average cost for the four smallest authorities, calculated over a five-year period (2003-2007) was approximately \$15,665 per student per

year. At \$14,780, the average expenditure per student over the five-year period in the Beaufort-Delta was also higher than the NWT average; the high cost of education in the Beaufort-Delta is attributed more to location than to the size of its schools.

In the South Slave, Yellowknife District No.1 Education Authority, and the Yellowknife Public Denominational District Education Authority (Yellowknife Catholic Schools), expenditures per student have remained consistently lower than the NWT average. Although higher in comparison to the two Yellowknife Districts, the South Slave also benefits from lower expenditures, averaging \$12,320 per student over the last five years. Each of these three jurisdictions incurs lower per student expenditures due more to geographic location than to size.

In the years 1999 through 2003, expenditures increased annually across Canada by approximately \$200 per student. By comparison, over the same period, per student expenditures across the NWT increased an average of \$600. Changes made to the *Education Act* in 1999 required the Department to reduce the average Pupil Teacher Ratio to 16:1. In 2007, the average PTR for the NWT

was 15:1 and the funding for student support increased to 17% of total school contributions.

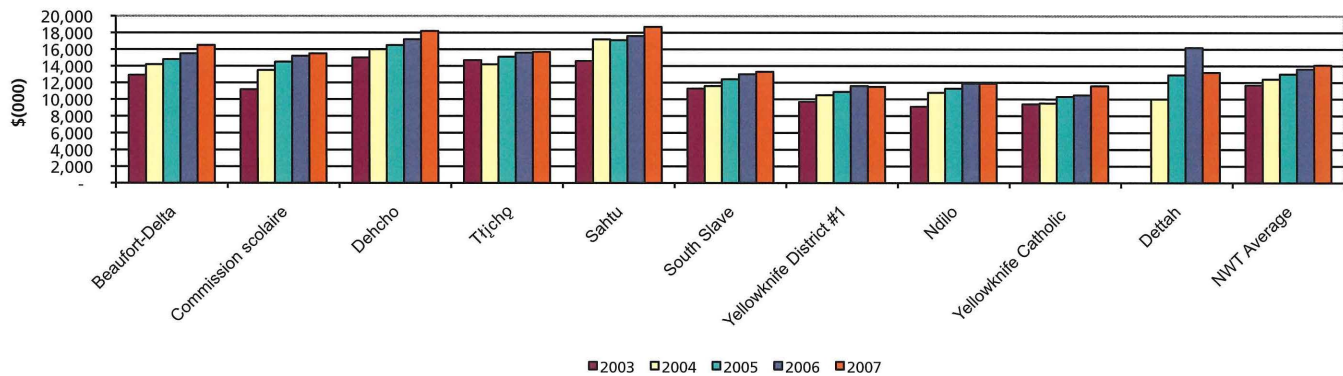
Source

School Contributions – Strategic and Business Services, Department of Education, Culture and Employment
 Statistics Canada – Summary Public School Indicators for the Provinces and Territories – Catalogue no. 81-595-MIE2007050

Notes

1. School year, July – June contributions to education authorities.
2. The Department uses a funding formula to determine operating contributions for each education authority. The Department provides approximately 80% of the school funding formula, to Yellowknife School Districts. The remaining proportion of funding is raised locally through taxation. For comparative purposes, the amounts shown for Yellowknife are 100% of the funding formula.
3. Prior to 2003-04, Dettah was included in the Tłı̄chǫ.

Cost Per Student



Cost Per Student

	2003	2004	2005	2006	2007
Beaufort-Delta	12,900	14,200	14,800	15,500	16,500
Commission scolaire	11,200	13,500	14,500	15,200	15,500
Dehcho	15,000	16,000	16,500	17,200	18,200
Tłı̄chǫ	14,700	14,200	15,100	15,600	15,700
Sahtu	14,600	17,200	17,100	17,600	18,700
South Slave	11,300	11,600	12,400	13,000	13,300
Yellowknife District #1	9,700	10,500	10,900	11,600	11,500
Ndilo	9,100	10,800	11,300	11,900	11,900
Yellowknife Catholic	9,400	9,500	10,300	10,500	11,600
Dettah		10,000	12,900	16,200	13,200
NWT Average	11,700	12,400	13,000	13,600	14,100
Canadian Average	8,125	8,536	9,040		

GNWT contributions for inclusive schooling has more than doubled from 2000/01 to 2006/07.

The yearly Operating and Maintenance contributions received by Divisional Education Councils and District Education Authorities include contributions for Inclusive Schooling and Aboriginal Languages. In 2007, these totalled \$20.3 million for inclusive schooling and \$7.4 million for Aboriginal languages. Additionally, jurisdictions received Canadian Heritage Funding from the Government of Canada, including \$2.2 million for French language.

Contributions for Inclusive Schooling more than doubled between 2000/01 and 2006/07. These additional funds resulted from a change in the *Education Act* requiring the Department to increase funding for student support services from 8.2% to 15% of total school contributions by April 1st, 2004. Inclusive schooling funding is designated to provide programs, resources and services to support the attendance, participation and learning of all students in regular classrooms and other school activities. In the Departmental Directive of the same name, inclusive schooling is viewed as a philosophical and practical educational approach, which strives to respond to individual student needs, and is intended to ensure equal access for all students to educational

programs offered in regular settings.

Total contributions for Aboriginal languages in 2007 were \$7.8 million, \$7.3 million of which came from territorial funding. In 2000/01, funding for Aboriginal Language Specialists and Education Assistants was moved from the category “Territorial Schools” to “Aboriginal Languages.” Canadian Heritage funding for Aboriginal languages has been \$475,000 for the past four years. Formula funding for Aboriginal languages is calculated based on the number of Aboriginal students enrolled in a jurisdiction and allocated in addition to a fixed base sum. These funds enable jurisdictions to offer Aboriginal language and cultural programs.

Under the Official Languages in Education Protocol (OLEP), the *Agreement between Canada and the Northwest Territories Governments on Minority Language Education and Second Official Language Instruction 2005-06 to 2008-09* was signed in 2006. This agreement included a four-year action plan. The agreement states that Canada will contribute \$9,604,798 over the four years for additional costs incurred by the GNWT to offer its residents French First Language education and French

second-language instruction. The Official Languages Education Protocol 2005/06 to 2008/09 ends in 2009 and negotiations for a new protocol are underway.

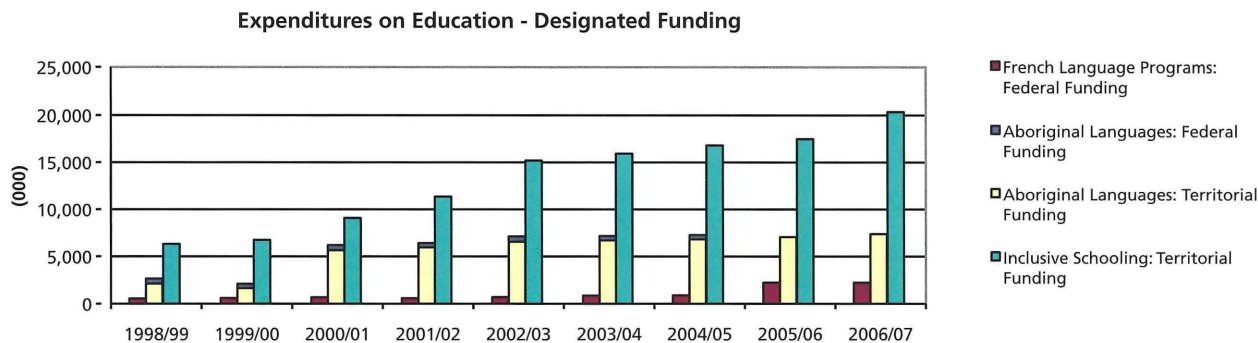
Source

Territorial Funding: School Contributions – Strategic and Business Services, Department of Education, Culture and Employment
ECE Contribution Agreements

Notes

1. Territorial Funding: School year, July – June contributions to education authorities.
2. Includes contributions to French First Language and French Immersion Programs but excludes Governance.
3. Beginning in 2000, Aboriginal Language Specialists and Educational Assistants were counted in Aboriginal Language Category.

Designated Funding



Expenditures on Education – Designated Funding

Territorial Funding (Vote 1)

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Aboriginal Languages	2,110	1,642	5,635	5,944	6,538	6,696	6,806	7,048	7,371
Inclusive Schooling	6,305	6,739	9,079	11,355	15,197	15,937	16,818	17,479	20,349

Federal Funding (Vote 4)

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Aboriginal Languages	500	475	525	475	565	475	475	475	475
French Language Programs*	550	596	676	581	695	868	868	2,218	2,218

* Includes Contributions to French Minority-Language Education and French Second-Language Instruction (Regular and Additional Funds)

53% of NWT students enrolled in kindergarten to grade 9 participate in Aboriginal language and culture programs.

NWT parents have an expectation that schools will celebrate and support the cultural heritage of Aboriginal children and young adults as well as enhance and maintain Aboriginal languages. They appreciate that this helps students develop greater pride in themselves and their heritage. The Department places a strong emphasis on supporting communities to achieve their language, culture and heritage goals. The Department has developed curricula (Dene Kede and Inuuqatigiit) and the Aboriginal Language and Culture-based Education directive to broaden the understanding of the Aboriginal cultures of the NWT.

In the 2006/07 year, children in the NWT were able to participate in Aboriginal language immersion programs for the first time. Fort Providence and Wrigley, in the Dehcho, offered South Slavey immersion and Deline, in the Sahtu, initiated a North Slavey Immersion program. Students in the NWT were able to take Aboriginal Language classes in Chipewyan, Cree Gwich'in Inuinnaqtun, Inuvialuktun, North Slavey, South Slavey and Tłı̨chǫ. The Aboriginal language classes offered are those spoken in a given community. A few schools are offering classes in more than one Aboriginal Language.

The emphasis in language instruction is on oral languages in the primary grades, with reading and writing often being introduced in grade 4 to 6. In the NWT, 53% of students enrolled in kindergarten to grade nine, participated in Aboriginal language and culture programs in 2006/07. Enrolment in Aboriginal language classes decreased in high school with 17% of high school students enrolled in an Aboriginal language credit course that year.

In the 2006/07 school year, in the communities, 92% of students from Kindergarten through grade 9 participated in Aboriginal language and culture programs and 43% of high school students were enrolled in an Aboriginal language course.

Fifty-seven percent of students enrolled in grades kindergarten to 9 in a regional centre participated in Aboriginal language and culture programs in 2006/07. Students have the option of enrolling in either an Aboriginal or French second language program, and a few are given the additional choice of taking English as a second language (ESL).

Yellowknife is a multilingual community that historically has placed greater emphasis on providing French language

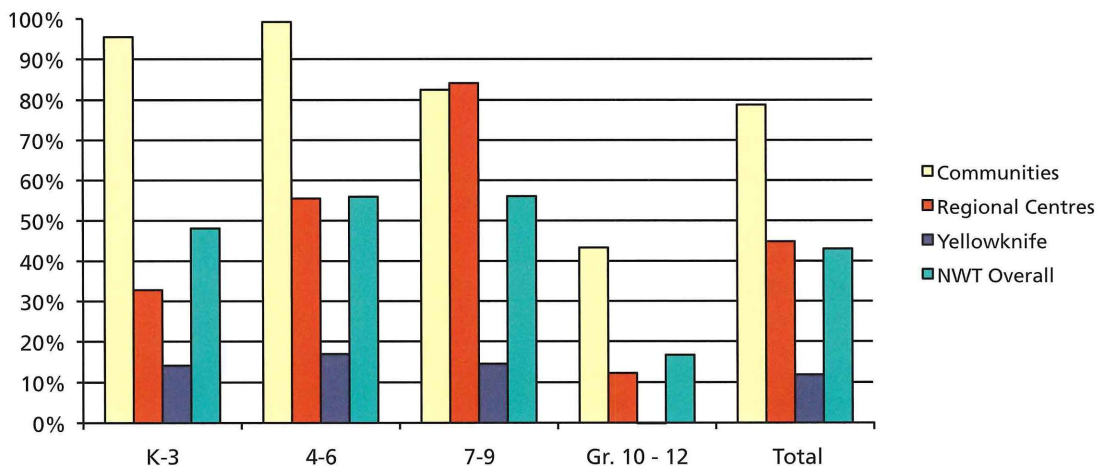
programs in its schools. Aboriginal cultures are integrated into school programs through use of Dene Kede and Inuuqatigiit in elementary grades, and through components of Outdoor Education, Northern Studies, and Career and Technology Studies at grades 10 to 12. In 2006/07, 15% of the students enrolled in kindergarten through nine participated in an Aboriginal language and culture class.

Training and retention of staff plays a critical role in the delivery of Aboriginal language and cultural programs. The staff at the Department are looking at ways to encourage NWT residents to become Aboriginal language instructors.

Source

Survey of NWT School Boards & Authorities 2007, Early Childhood & School Services, Department of Education, Culture & Employment

Percentage of Students Participating In Aboriginal Language and Culture Programs 2006/07



Students Participating in Aboriginal Language and Culture Programs, 2006/07

	K-3	4-6	7-9	Gr. 10 - 12	Total
Communities	848	750	662	405	2,665
Regional Centres	196	268	460	73	997
Yellowknife	137	141	128	5	411
NWT Overall	1,181	1,159	1,250	429	4,019

Aboriginal Languages Classes

- Chipewyan
- Cree
- Gwich'in
- Inuinnaqtun
- Inuvialuktun
- North Slavey
- South Slavey
- Tłı̨chǫ

In the 2006/07 school year, five communities in the NWT offered a range of programs and courses in French.

French is one of the eleven official languages of the NWT. In the 2006/07 school year, a total of 3,052 NWT students participated in French programs, representing 33% of all students enrolled in kindergarten through grade 12. The federal government, through Heritage Canada, provides funds to supplement French language programs in the NWT. There are two areas of funding, one for French as a second language and the other for French as a first language.

Students may learn French as a second language in two ways: participation in core French classes and secondly, participation in an immersion program. In the 2006/07 school year, the majority (74%) of NWT French language students took part in core French courses. Core French was available in Yellowknife, Fort Smith, Hay River, Norman Wells and Inuvik. In April 2007, approximately 2,250 students were participating in core French courses with the majority of those students being in grades one through nine.

In 2006/07, 21% of all students taking French language instruction in the NWT were enrolled in one of two types of immersion programs. Early immersion, which is offered in Yellowknife and Inuvik, starts in kindergarten or grade one and continues through grade 12. Middle Immersion, which

is only offered in Yellowknife, begins in grade 4 and ends in grade 12. In April 2007, 630 students were enrolled in French immersion programs. On average, these students spend about 60% (600 hours) of their time in classes where French is the language of instruction, but this varies widely from as much as 100% in kindergarten or grade one, to about 50% in grades 10 to 12.

The remaining 5% (163) of NWT French language students were enrolled in French First Language (FFL) schools in Hay River and Yellowknife. In these schools, the language of instruction for all subjects is French, except for English Language Arts which is taught to students in grade 4 and above. Eligibility for enrolment in these schools is based on the right of French first language instruction as outlined in Section 23 of the Canadian Charter of Rights and Freedoms. French First Language education has been offered in Yellowknife since 1989, and in Hay River since 1998.

Teacher recruitment and retention plays a critical role in the delivery of French language and cultural programs. There is a high demand for French First and Second Language teachers throughout Canada making it harder to find suitable teachers for the NWT.

Source

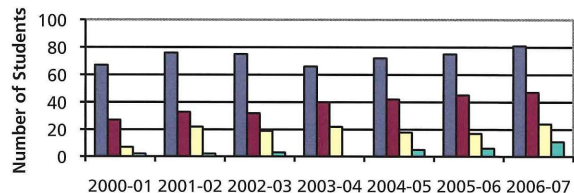
Department of Education, Culture and Employment, GNWT

Notes

1. Participation is based on the actual number of students registered in a French second language course, or enrolled in a French First Language or immersion program.
2. Based on programs offered in the 2006-07 academic year.

Participation by Program Type

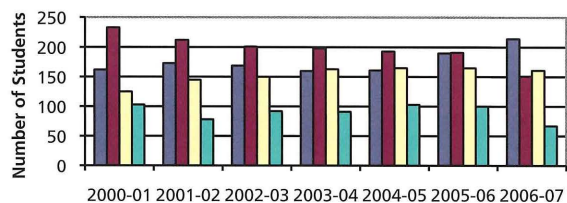
French First Language



French Language First

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
K to Gr.3	67	76	75	66	72	75	81
Gr. 4 to 6	27	33	32	40	42	45	47
Gr. 7 to 9	7	22	19	22	18	17	24
Gr. 10 to 12	2	2	3	0	5	6	11
Total	103	133	129	128	137	143	163

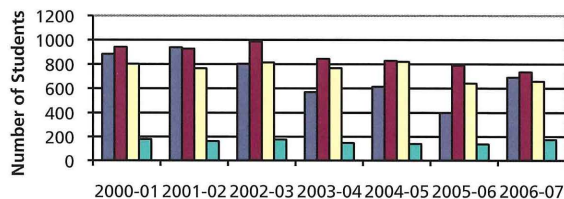
French Immersion



French Immersion

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
K to Gr.3	162	173	169	160	161	190	214
Gr. 4 to 6	233	212	201	198	193	191	151
Gr. 7 to 9	125	145	150	163	165	165	161
Gr. 10 to 12	103	78	92	91	103	100	67
Total	623	608	612	612	622	646	593

French Second Language



French Second Language

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
K to Gr.3	884	939	803	569	614	400	691
Gr. 4 to 6	942	928	987	844	828	789	735
Gr. 7 to 9	803	766	814	768	820	641	658
Gr. 10 to 12	180	163	178	149	141	138	175
Total	2,809	2,796	2,782	2,420	2,403	1,968	2,259

■ K to Gr.3 ■ Gr. 7 to 9
■ Gr. 4 to 6 ■ Gr. 10 to 12

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

Online courses are one way for students to access required courses for graduation.

High school students in the NWT have been able to access courses online since the 2000/01 school year. The availability of online courses means that all students are able to access a complete range of academic courses while they attend high school, regardless of the size of school, number of teaching staff and remote location of community. NWT students have access to 29 academic online courses in Mathematics, Science, Social Studies and English Language Arts to satisfy the requirements for a NWT high school diploma. Northern Studies is hosted through the Aurora College server in Fort Smith and taught by an online instructor in the NWT.

For community schools with smaller staff complements, online learning increases the number of course options. In some cases, online course delivery may be the only way a student can access certain academic courses. Larger schools have the resources to offer most courses in-house. However, online learning does offer solutions for students who have timetabling conflicts regardless of the size of the school or the number of staff.

Participation in online learning requires a different skill set than those required of students and staff in a traditional classroom. A high level of self-discipline and motivation is required by students to make steady progress

on assignments and learning units. Further to this, there is a high reliance on written materials as the primary source of instruction. Rather than being responsible for the delivery of the course in its entirety, school staff are responsible for monitoring student progress and providing assistance to students with assignments that are marked by an online teacher. After registering for online courses, the biggest hurdle for students is to begin the course work. From 2002/03 to 2006/07, NWT students registered to take 593 online courses. For 260 (44%) of the courses, students did not begin the course work and were subsequently withdrawn. Of the remaining 333 courses where students started the course work, 174 (52%) were completed and passed while 159 (48%) were not completed.

From 2002/03 through 2006/07, students in the small communities registered to take 208 core courses online; 100 of the courses were not started and the students were subsequently withdrawn. Of the 108 courses that were started, students successfully completed and passed 65 (60%). Some of the most remote communities continue to experience unstable connections to the Internet, which makes traditional in-class instruction and print correspondence courses more desirable methods of learning.

Over those same five years, students in the regional centres registered to take 101 core courses on line. Of the 74 cases where course work was started, 32 (43%) of the courses were completed and passed. In Yellowknife, over the time frame, students registered for 120 online core courses. Of the 59 courses that were started, 26 (44%) courses were completed and passed.

Although the success rates for students participating in online learning are not as high as those for students in a conventional classroom, as schools become more familiar with successful delivery methods for online learning, it is expected that successful completion rates of online courses will improve.

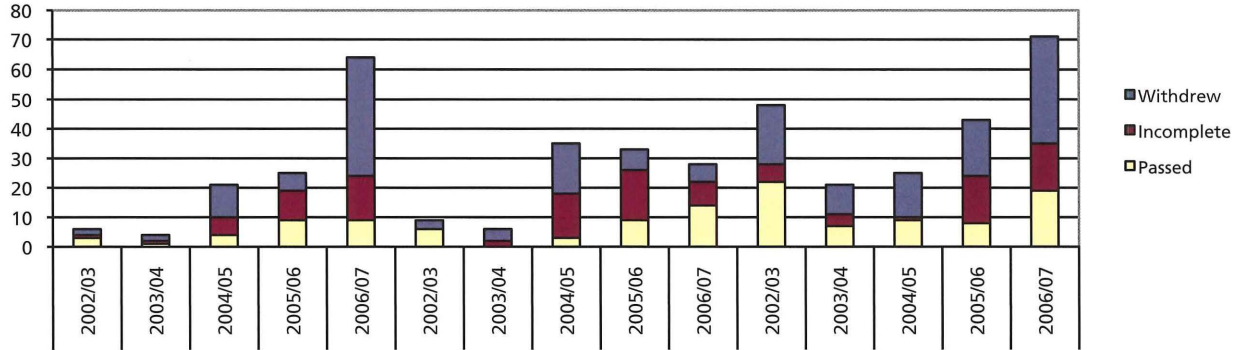
Source

Department of Education, Culture and Employment, GNWT
Alberta Distance Education

Notes

1. Completion rate is based on the number of students who successfully completed the introductory course, as a proportion of the total students registered in that course.

Participation in Core Courses



Participation in Core Course

	Yellowknife					Regional Centres					Communities				
	2002/03	2003/04	2004/05	2005/06	2006/07	2002/03	2003/04	2004/05	2005/06	2006/07	2002/03	2003/04	2004/05	2005/06	2006/07
Passed	3	1	4	9	9	6	0	3	9	14	22	7	9	8	19
Incomplete	1	1	6	10	15	0	2	15	17	8	6	4	1	16	16
Withdrew	2	2	11	6	40	3	4	17	7	6	20	10	15	19	36

73% of the overall population aged 15 to 19 years participated in high school programs.

In 1993, Cabinet approved the Senior Secondary Policy providing small communities access to funding for grade extensions. By 1999, this change in legislation resulted in over 90% of the students in the NWT having access to kindergarten through grade 12 in their home community. Participation rate is calculated by dividing the number of students in grades 10 through 12 by the number of 15 to 19 year olds in the population.

The proportion of 15 to 19-year-olds registered in courses in small community high schools increased from 61% in 2002/03 to 74% in 2005/06; but experienced a decrease in 2006/07 to 69%. When young people can access relevant and appropriate programs in their home community, they are more likely to stay in school longer, or to return to school if they left before completion. These students have the opportunity to attain higher levels of education and an increased likelihood of achieving their grade 12 Graduation Diploma. Not all communities in the NWT offer high school programs. Some smaller communities and education boards have arranged for their students to attend high school in larger centres. High school programming in the small communities may vary from year to

year as in some years, there may not be any students enrolled in some or all of the high school grades.

In 2006/07, the participation rate in regional centres (77%) continued to be higher than that of the communities (69%) and Yellowknife (74%). However, the difference between the three groups has decreased markedly since 2002/03. Over the past 5 years, participation rates in Yellowknife have ranged from 66% in 2002/03 to a high of 74% in 2006/07. Over that same period, participation rates in regional centres ranged from a low of 74% to a high of 82%.

Education authorities encourage and support students to stay in school until they graduate, or complete their career and program plans. New partnerships continue to be formed with outside agencies to support youth and adults in the community to access a range of programs and to develop knowledge and skills in specialty areas. Computer technology and online learning have tremendous potential to support senior secondary programs.

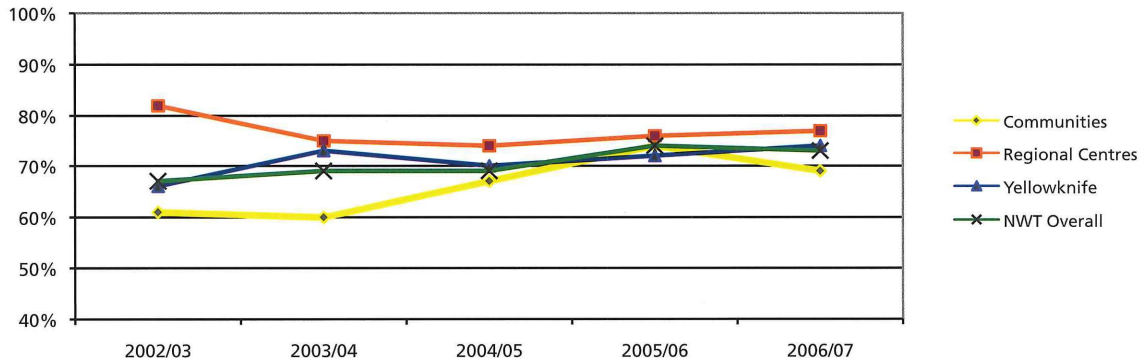
Source

Student Records; Education Operation & Development, Department of Education, Culture and Employment
NWT Bureau of Statistics

Notes

1. Participation rate is based on the total number of students 15 years of age and over, registered in one or more high school courses, as a percent of the overall population aged 15 to 19 years.
2. Excluded are students in grades 8 or 9 taking CTS courses and "banking" the credits. Excluded also are students enrolled at Aurora College or Private Studies, but not in an NWT high school.

Participation in Grades 10 to 12



Participation in Grades 10 to 12

	2002/03	2003/04	2004/05	2005/06	2006/07
Communities	739	727	776	964	901.5
	61%	60%	67%	74%	69%
Regional Centres	582	570	583	567	598
	82%	75%	74%	76%	77%
Yellowknife	929	1,011	979	998	1,016
	66%	73%	70%	72%	74%
NWT Overall	2,250	2,308	2,338	2,529	2,515
	67%	69%	69%	74%	73%

Students with poor attendance miss learning opportunities.

The Department collects attendance for each student registered in a school in the NWT. This information was presented in the 2005 edition of *Towards Excellence* for the first time.

In the 2006/07 school year, the average attendance for all NWT students in kindergarten through grade 12 was 85.0%. Using the 185-day school year, a student in the NWT, on average, missed 28 days of school in the year or a day-and-a-half out of every two weeks.

At 78.9%, student attendance in the communities was below the NWT average. Attendance in the communities was also below that that for the regional centres and Yellowknife for every grade level. This converts to a community student being absent, on average, one day out of each week of school or a total of 39 school days over the 2006/07 year. Of particular concern is the attendance of students in grades nine through 12 which is below 76% for all four grades.

The average attendance for all students in kindergarten through grade 12 in the regional centres, at 84.8%, was close to the territorial average of 85.0% for 2006/07. Over the course of a 185-day school year, the average student in the regional centres missed around 28 days

of school or a day-and-a-half out of every two weeks. The average attendance for students in the regional centres in grades one through six was above the NWT average for the grade level. However, this tendency changed for grades seven through twelve where attendance levels were consistently below the territorial average for each grade.

In the 2006/07 school year, Yellowknife students, in kindergarten through grade 12, had an average attendance of 90.8%, close to 6% above the territorial average. For each grade, the attendance of Yellowknife students was above the territorial average and the attendance of their counterparts in the communities and regional centres.

Research indicates there is a strong correlation between attendance and academic achievement. Students who attend school regularly and punctually tend to perform better at school. Students who have a history of poor attendance or who regularly are late miss important learning opportunities and learning becomes fragmented.

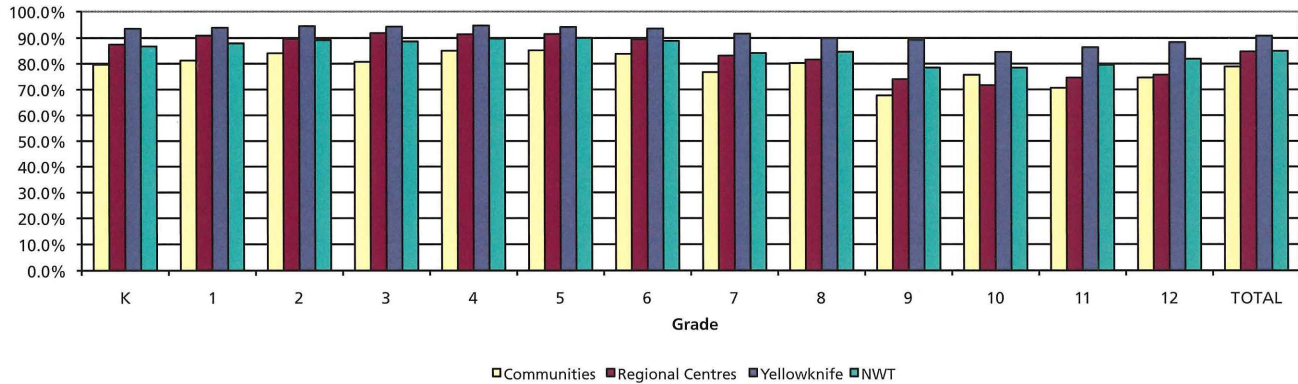
Source

Educational School Information System (eSIS)
Education Operations and Development, Department of Education, Culture and Employment

Notes

1. Average attendance is calculated by dividing the total number of days attended by the student population by the total possible days for that student population.

NWT School Attendance - 2006/07



Average Attendance – 2006/07

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Communities	79.7%	81.2%	84.1%	80.7%	85.1%	85.3%	83.8%	76.8%	80.2%	67.7%	75.7%	70.7%	74.7%	78.9%
Regional Centres	87.6%	90.8%	89.7%	91.8%	91.3%	91.4%	89.5%	83.2%	81.6%	74.0%	71.7%	74.6%	75.8%	84.8%
Yellowknife	93.4%	93.8%	94.4%	94.2%	94.6%	94.0%	93.5%	91.5%	90.0%	89.3%	84.6%	86.5%	88.4%	90.8%
NWT	86.9%	88.1%	89.3%	88.7%	89.8%	90.1%	89.0%	84.2%	84.7%	78.5%	78.5%	79.6%	81.9%	85.0%

Schools provide different programs to respond to students' strengths and challenges.

In the NWT, children are seen as unique and capable with a fundamental right to participate in education programs in the regular classroom. All students are not only physically included in regular instructional settings but, more importantly, provided with an education program, and required supports, that are responsive to the students' strengths and challenges.

NWT education bodies must offer and all students must follow a Regular Education Program, Modified Education Program or an Individual Education Program. This edition of *Towards Excellence* is the first one to report the proportion of students in the different education programs. A Regular Education Program is determined by the learning outcomes stated in the NWT curricula at a grade level equivalent to the grade the student is enrolled in. A Modified Education Program retains the learning outcomes articulated in the NWT curricula but at a grade level other than the grade of enrolment. An Individual Education Program is student specific and is outlined in an Individual Education Plan (IEP). Students with IEPs may or may not have NWT curricular outcomes in their plans. Students following Regular, Modified of Individual programs may have a range of

accommodations or adaptations to help them meet the learning outcomes of their program. Accommodations/adaptations do not alter the learning outcomes.

For students that are identified as being on the following programs:

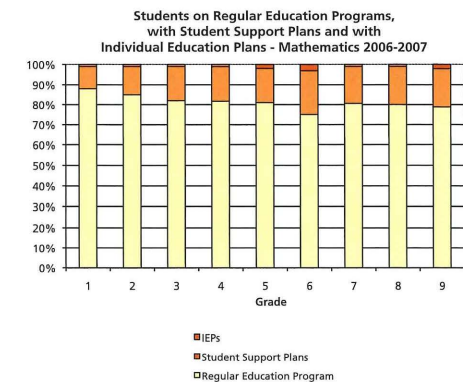
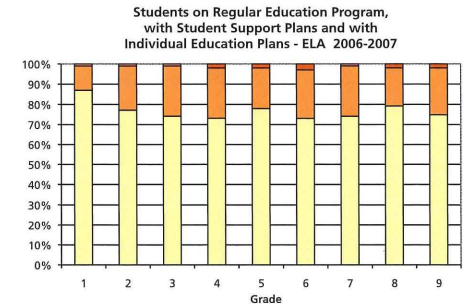
- Regular Education Program with Accommodations/Adaptations for Learning Difficulty;
- Regular Education Program with Accommodations/Extensions for Enrichment;
- Modified Education Program – Student Working Below Grade Level; or
- Modified Education Program – Student Working Above Grade Level,

there must be a documented Student Support Plan in the student record.

In the 2006/07 school year, for English Language Arts, 79% of NWT students were following regular programs, 2% of which had Student Support Plans identifying accommodations. Twenty percent of the students were on Modified Education Plans for students working below grade level and 2% of the students were working on Individual Education Plans.

For Mathematics, 81% of the students in grades one through nine were on regular

programs. Of the students in a regular program, 2% had Student Support Plans where accommodations were used. In addition, 18% of the students had Modified Education Plans and were working below grade level, while 1% of the students had Individual Education Plans.



Students in grades 1 through 9

English Language Arts 2006-2007	Students on Regular Education Program	Student Support Plans			Individual Education Plans		
		Students on Regular Education Program with Accommodations	Modified Education Plan - Below Grade Level	Modified Education Plan - Above Grade Level	At Grade Level	Below Grade Level	Above
Grade							
1	87%	3%	9%	0%	0%	1%	0%
2	78%	2%	20%	0%	0%	1%	0%
3	75%	2%	23%	0%	0%	1%	0%
4	73%	2%	23%	0%	0%	2%	0%
5	78%	1%	19%	0%	0%	2%	0%
6	73%	2%	22%	0%	0%	3%	0%
7	74%	1%	24%	0%	0%	1%	0%
8	80%	1%	18%	0%	0%	2%	0%
9	74%	1%	22%	0%	0%	2%	0%
NWT All Grades	77%	2%	20%	0%	0%	2%	0%

Mathematics 2006-2007	Students on Regular Education Program	Student Support Plans			Individual Education Plans		
		Students on Regular Education Program with Accommodations	Modified Education Plan - Below Grade Level	Modified Education Plan - Above Grade Level	At Grade Level	Below Grade Level	Above
Grade							
1	88%	5%	6%	0%	0%	1%	0%
2	85%	3%	11%	0%	0%	1%	0%
3	82%	4%	13%	0%	0%	1%	0%
4	76%	4%	12%	0%	0%	1%	0%
5	81%	1%	16%	0%	0%	2%	0%
6	72%	3%	18%	0%	0%	3%	0%
7	79%	0%	18%	0%	0%	1%	0%
8	80%	1%	18%	0%	0%	1%	0%
9	74%	0%	23%	0%	0%	2%	0%
NWT All Grades	79%	2%	18%	0%	0%	1%	0%

Source:

Education Operations and Development; Department of Education, Culture and Employment

Notes

1. Education Programs for students are reported by school staff and collected on an annual basis by the Department.

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

Classroom assessments are used to determine Functional Grade Level (FGL).

The Department mandated the reporting of Functional Grade Levels (FGL) in the 2004/05 school year as a way of collecting information on student progress in grades one through nine. A teacher determines the FGL of a student by ascertaining the grade level of curricular learning outcomes the student worked on for most of the school year for the subject areas of Language Arts and Mathematics. A FGL is based on a variety of classroom assessment practices throughout the school year balancing the limitations of standardized achievement tests that can only provide a snapshot of a student's learning at a point in time.

The implementation of FGL reporting was done over a three-year period. In the 2004/05 school year, FGLs were collected for students in grades one through three; in 2005/06 for students in grades one through six; and in 2006/07 for students in grades one through nine. FGL information can be used in a variety of ways, including the monitoring of individual student progress, the identification of students requiring supports, progress of student cohorts, and variance in student levels in a classroom. Schools, boards and the Department are beginning to use this

information as a base for policy development, resource planning and decision-making.

In 2006/07, teachers reported 62% of the students in grades one through nine to be working on English Language Arts curriculum and 69% of students to be working on Mathematics curriculum at the same level as their grade of enrolment. Collection of FGLs is still in the early stages with only one year of data having been collected on students in grades seven through nine. However, some trends are becoming apparent. For the past three years, across the NWT, one out of five students in grade one were working on curriculum outcomes below a grade one level and many students are taking more than one year to complete the grade one outcomes.

Of particular concern are the FGLs reported in the communities as compared to those reported in the regional centres and Yellowknife. 39% of students in grades one through nine in the communities, 69% in the regional centres, and 78% in Yellowknife were reported to be working on ELA curriculum at the same level as their grade of enrolment. For Mathematics, 50% of the community students in grades one through nine were

working on curriculum at the same level as the grade of enrolment compared to regional centres at 77% and Yellowknife, 82%.

The implementation phase of FGL collection for grades one through nine was completed in 2006/07. The continued collection of FGLs will allow the Department and education authorities to compile data and identify problem areas with regard to student progress.

Source

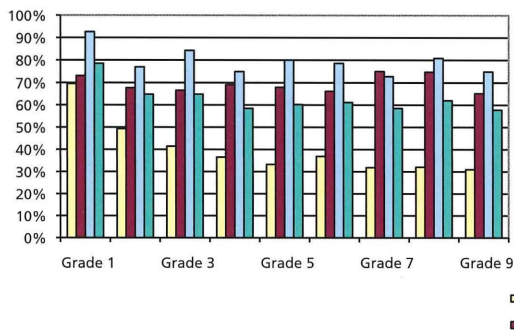
Education Operations and Development, Department of Education, Culture and Employment

Notes

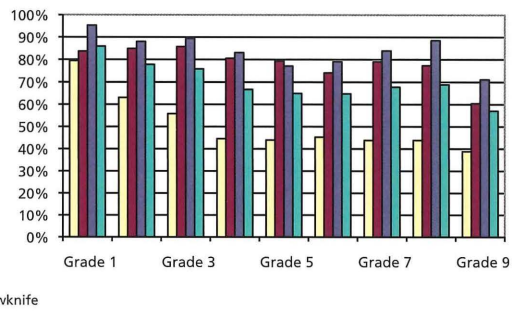
1. Functional Grade Levels are reported for each student in grades one through nine by classroom teachers.

Grades 1 through 9

Students At or Above Grade Level - English Language Arts 2006/07



Mathematics - % Students With FGL At or Above Grade Level 2006/07



English Language Arts – Students at and Above Grade Level 2006-2007

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Communities	70%	49%	41%	37%	33%	37%	32%	32%	31%
Regional Centres	73%	68%	67%	69%	68%	66%	75%	75%	65%
Yellowknife	93%	77%	84%	75%	80%	79%	73%	81%	75%
NWT Total	79%	65%	65%	58%	60%	61%	58%	62%	58%

Mathematics – Students at and Above Grade Level 2006-2007

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Communities	79%	63%	56%	45%	44%	45%	44%	44%	39%
Regional Centres	84%	85%	86%	81%	79%	74%	79%	77%	60%
Yellowknife	95%	88%	89%	83%	77%	79%	84%	89%	71%
NWT Total	86%	78%	76%	67%	65%	67%	68%	69%	57%

NWT Students Write Standardized Achievement Tests in English Language Arts and Mathematics.

The Department mandated the writing of Alberta Achievement Tests (AATs) for students in grades three, six and nine throughout the NWT in the 2004/05 school year. The assessments are in the subject areas of English Language Arts, Français, French Language Arts, Mathématiques and Mathematics. Although Alberta Education develops the assessments, Alberta and the NWT have similar curricula making the tests useful for students in the Northwest Territories.

Initially, the NWT adopted Alberta's exclusion policy for excusing students from writing the tests. After two years of mandatory Alberta Provincial Achievement Tests it became apparent that the NWT school environment was very different from that of Alberta and a new exclusion policy suitable to the NWT environment was required. Starting in 2006/07, superintendents were given the authority to excuse students from Alberta Achievement Testing if the students were on a documented Individual Education Plan (IEP) or had a documented Modified Education Plan (MEP) and were working two or more grade levels below their grade of enrolment. Should a student fulfill the above criteria and the superintendent decide that they should participate in the testing, for NWT reporting purposes,

results for these students have been removed from the NWT-wide results. These students are considered as having been excused and having not written the assessments. The numbers of students excused from the testing are still included in the total enrolment.

In 2006/07, in English Language Arts, 73% of grade three students, 68% of grade six students and 61% of grade nine students writing the tests and not eligible for exclusion from the testing achieved acceptable standards. On the Mathematics tests written in English, 80% of grade three students, 54% of grade six students and 48% of grade nine students writing the tests and not eligible for exclusion achieved an acceptable standard.

Alberta Achievement Tests are a "snapshot" of student achievement at a system-wide level, school level, and an individual level at the time of testing. The tests do not cover all of the curricula outcomes and are not an exact measure of what students are capable of. A variety of factors, such as the lack of sleep, health and family and community events can impact results. Absenteeism also influences NWT results, especially at the grade nine level where one-quarter of the students were absent for one or more parts of the test.

Student results in the AATs are based upon knowledge and skills learned in more than one grade. AATs results are a tool for the school and teacher to identify areas in the curriculum where their students are weak and plan instruction for improvement. Plans for improvement include strengthening instruction in previous grades and remedial work in subsequent grades.

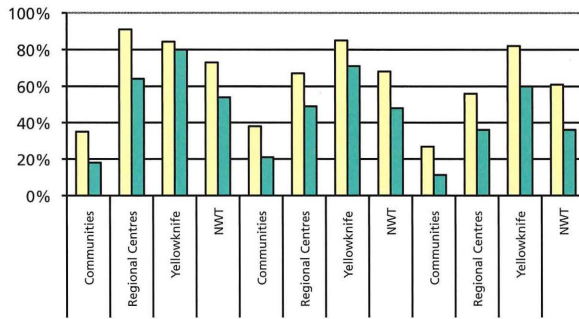
Source

Alberta Achievement Test Reports produced by Alberta Learning Education Operations and Development, Department of Education, Culture and Employment

Notes

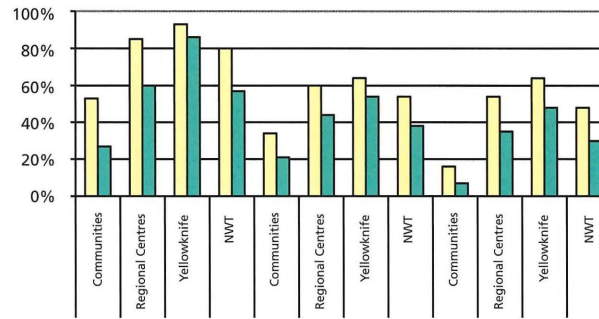
1. Students achieving an Acceptable Standard also include those students achieving a Standard of Excellence.
2. Total Student Enrolment is the total number of students registered in that grade level.
3. Available test results are the number of students that wrote the test.
4. Reportable Results are results where students with Individual Education Plans and with Functional Grade Levels two or more grade levels below the grade of enrolment are not included.

English Language Arts - Alberta Achievement Test Results - 2007



■ Students Achieving Acceptable Standard as a % of Available & Reportable Test Results

Mathematics - Alberta Achievement Test Results - 2007



■ Students Achieving Acceptable Standard as a % of Total Student Enrollment

English Language Arts – 2007

	Students Achieving Acceptable Standard as a % of Available & Reportable Test Results	Students Achieving Acceptable Standard as a % of Total Student Enrolment
Grade 3		
Communities	35%	18%
Regional Centres	91%	64%
Yellowknife	84%	80%
NWT	73%	54%
Grade 6		
Communities	38%	21%
Regional Centres	67%	49%
Yellowknife	85%	71%
NWT	68%	48%
Grade 9		
Communities	27%	11%
Regional Centres	56%	36%
Yellowknife	82%	60%
NWT	61%	36%

Mathematics – 2007

	Students Achieving Acceptable Standard as a % of Available & Reportable Test Results	Students Achieving Acceptable Standard as a % of Total Student Enrolment
Grade 3		
Communities	53%	27%
Regional Centres	85%	60%
Yellowknife	93%	86%
NWT	80%	57%
Grade 6		
Communities	34%	21%
Regional Centres	60%	44%
Yellowknife	64%	54%
NWT	54%	38%
Grade 9		
Communities	16%	7%
Regional Centres	54%	35%
Yellowknife	64%	48%
NWT	48%	30%

Course sequences are designed to meet a variety of student needs and career aspirations.

To meet NWT graduation requirements, students must achieve a minimum of 100 credits, with 15 credits in English Language Arts including English Language Arts 30-1 or 30-2. English Language Arts 30-1 is usually an entrance requirement for universities, and some colleges and technical schools. English Language Arts 30-2 is usually a requirement for students attending colleges, technical schools, and trade schools, or entering directly into employment. The English Language Arts 36 does not meet graduation requirements, but prepares students for entry into 30-2 or the workforce. English Language Arts 10-3 was introduced in 2006/07 and replaced English 16. English Language Arts 20-3 was piloted in 2007/08 and will replace English 26 in 2008/09. English Language Arts 30-3 is scheduled to replace English 36 in the fall of 2009.

In 2006/07, 51% of NWT high school students were enrolled in English Language Arts 10-1, 20-1, and 30-1 courses while 42% enrolled in 10-2, 20-2 and 30-2 courses. The proportion of students taking the 10-1, 20-1, 30-1 courses was the same as what was reported in 2004/05 while the proportion of students taking 10-2, 20-2, 30-2 courses decreased by 3%.

The proportion of students taking 10-3, 26, 36 courses increased from 4% in 2004/05 to 6% in 2006/07.

The majority of students, in 2006/07, in Yellowknife chose English Language Arts 10-1, 20-1, 30-1 while the majority of students in the communities chose 10-2, 20-2, 30-2 courses. Students in regional centres showed slightly higher participation in English Language Arts 10-1, 20-1 and 30-1 courses over that of 10-2, 20-2, and 30-2.

In 2006/07, 69% of students in community schools were enrolled in 10-2, 20-2, 30-2 courses, and 20% in 10-1, 20-1, 30-1 courses. The remaining 11% enrolled in 10-3, 26, 36 courses.

In regional centres, 48% of students enrolled in courses in the 10-1, 20-1, 30-1 sequence and 43% completed 10-2, 20-2, 30-2 courses. Nine percent of the students were enrolled in the 10-3, 26, 36 courses.

In the 2006/07 school year, 69% of Yellowknife high school students taking English Language Arts completed English 10-1, 20-1, 30-1 courses while 28% completed courses in the 10-2, 20-2, 30-2 sequence and 3% took 10-3, 26, 36 courses.

Source

Student Records; Education Operations & Development, Department of Education, Culture and Employment Case Management Administration System (CMAS)

Notes

1. A very small number of students complete more than one English course a year, in different sequences. These students are counted once, in the higher sequence.

Senior Secondary English

Communities

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
10-1, 20-1, 30-1	53	58	85	71	93	85
10-2, 20-2, 30-2	164	151	170	192	260	265
10-3,16, 26, 36	22	20	33	15	7	21
Total	239	229	288	278	360	371

Yellowknife

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
10-1, 20-1, 30-1	404	384	417	438	426	448
10-2, 20-2, 30-2	121	134	147	161	213	215
10-3,16, 26, 36	19	15	27	24	22	29
Total	544	533	591	623	661	692

Regional Centres

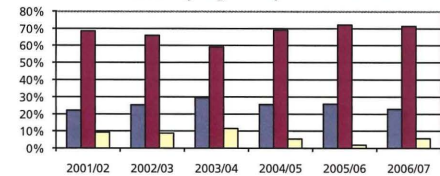
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
10-1, 20-1, 30-1	154	160	161	158	155	157
10-2, 20-2, 30-2	85	103	120	129	126	131
10-3,16, 26, 36	22	19	32	27	26	26
Total	261	282	313	314	307	314

NWT Total

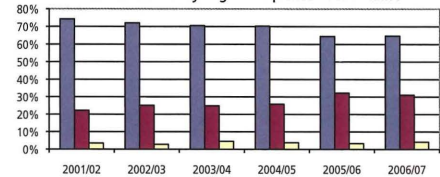
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
10-1, 20-1, 30-1	611	591	663	667	674	690
10-2, 20-2, 30-2	370	388	437	482	599	611
10-3,16, 26, 36	63	54	92	66	55	76
Total	1,044	1,033	1,192	1,215	1,328	1,377

Note: English Language Arts 10-3 was introduced in 2006-2007 and will replace English 16

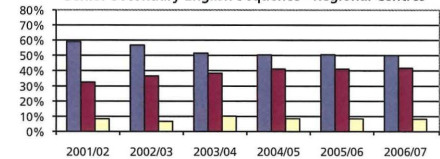
Senior Secondary English Sequence - Communities



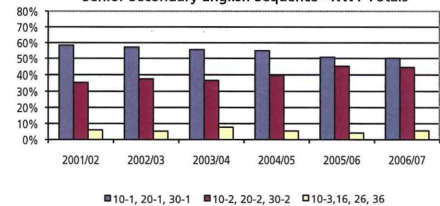
Senior Secondary English Sequence - Yellowknife



Senior Secondary English Sequence - Regional Centres



Senior Secondary English Sequence - NWT Totals



CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

Course Completion – 20 or More Credits a Year

Over half of all full time high school students are achieving 20 or more credits a year.

Students in the NWT require 100 credits to graduate from Grade 12. In order to complete senior secondary school within three years, they need to attain the equivalent of 30 to 35 credits each year. Students who achieve a minimum of 20 credits a year are expected to graduate, although they may take four or five years to accumulate the required 100 credits. Students who attain fewer than 20 credits a year are at increased risk of leaving school before they graduate.

In addition to credits earned through course completion, many students attain credit for courses waived or challenged. Students may be able to receive credit for coursework earned outside the NWT. Other students are able to challenge courses and receive credit for prior learning and experiences gathered outside the classroom. Royal Conservatory music programs, mastery of an Aboriginal language and cadet training permit students to challenge a course and earn credits for the skills they have acquired. Finally, students may apply to have courses waived based upon the grade level at which they entered secondary school in the NWT and/or their status as mature students. This indicator reports on students who have earned 20 or more credits

through actual course completion. It does not report those additional students who have reached the target through courses waived or challenged.

The proportion of NWT students who earned 20 or more senior secondary credits in a year, has dropped by 2% over the last two years, despite a 13% increase in enrolments (FTE) in grades 10, 11 and 12 over the same period. Of particular concern are the communities where the majority of students are achieving fewer than 20 credits a year. Overall, in 2006/07, 55% of all students that attended high school achieved 20 or more credits.

For a variety of reasons, many students take longer than three years to complete grades 10 to 12. A student may register in five courses during a semester, but only attain a passing grade in some of them. Some students move back and forth from school to employment and consequently carry reduced course loads per year. Other students choose a reduced course load to allow more time to achieve the course objectives. Still others choose to repeat specific courses in order to gain higher marks, but they do not earn additional credits for the duplicate courses.

Source

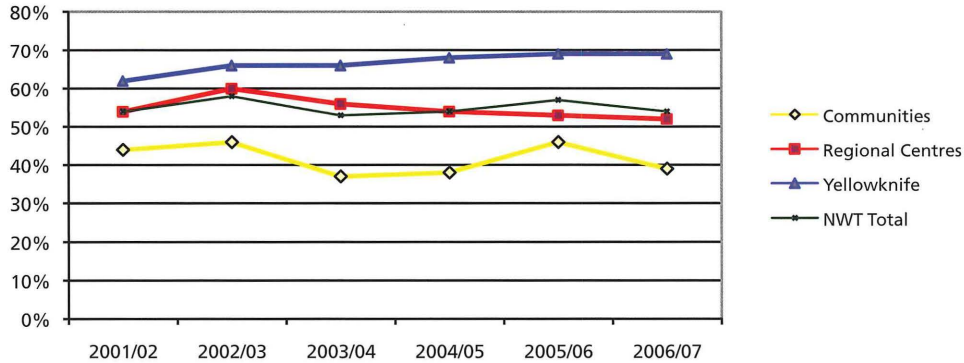
Case Management Administration System

Notes

1. Rate is based on the number of students (irrespective of age) who earned 20 or more credits through actual course work during the academic year, as a proportion of the total number of students enrolled (FTE) in grades 10 to 12.
2. Waived, evaluated, standing granted and retroactive credits are not included.
3. Excluded are students enrolled in Aurora College or Private Studies, but not in an NWT high school.

20 or More Credits a Year

Percentage of Students Achieving 20 or More Credits



Students Awarded 20 or More Credits in the School Year

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Communities	283	223	295	311	380	380
	44%	46%	37%	38%	46%	39%
Regional Centres	300	281	291	277	286	292
	54%	60%	56%	54%	53%	52%
Yellowknife	545	549	591	641	650	677
	62%	66%	66%	68%	69%	69%
NWT Total	1,128	1,053	1,177	1,229	1,316	1,349
	54%	58%	53%	54%	57%	54%

In 2007, NWT students wrote over fourteen hundred Diploma Exams and 67% of those exams were passed.

To qualify for a Secondary School Diploma, NWT students must complete an Alberta examination in English 30-1 or 30-2. Alberta grade 12 Diploma Examinations are also mandatory in the following courses: Pure Math 30 and Applied Math 30, Social Studies 30 and 33, Biology 30, Chemistry 30, Physics 30, Science 30, French Language Arts 30 and Français 30. Students enrolled in an Alberta diploma examination subject must write the Alberta examination in that subject in order to receive credit. The results of the diploma exams are worth 50% of the student's final mark in that subject. The subject teacher, based on the assessment of a student's work in class, provides the remaining 50% of the final mark.

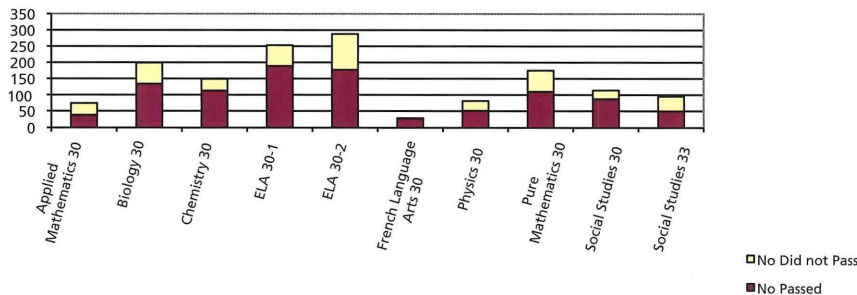
The Alberta diploma examinations are course-specific examinations based on the approved curricula for senior secondary schools. In both 2005/06 and 2006/07, students passed 67% of the diploma exams written. Although the exams are designed to assess the achievement of provincial and territorial standards, many important learning outcomes cannot be measured by timed, paper-and-pencil tests. Also, many factors contribute to student achievement. The school and school authority are in the best position to

accurately interpret, use and communicate diploma examination results. Using the results of diploma examinations for planning and reporting is one of the keys to establishing processes that can lead to continuous academic improvement.

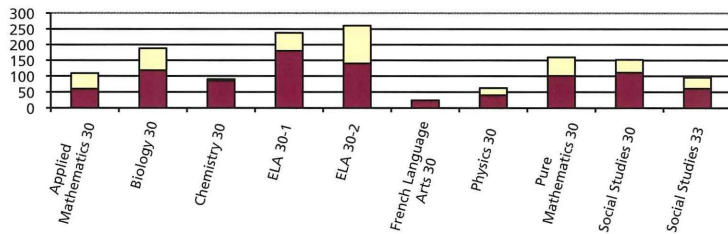
Source

Student Records; Education Operations & Development, Department of Education, Culture and Employment Case Management Administration System (CMAS)

Student Success on Diploma Exams - 2007



Student Success on Diploma Exams - 2006



Diploma Exams Pass Rate 2006/07

	No. Passed	No. Wrote	Passed
Applied Mathematics 30	38	74	51%
Biology 30	134	199	67%
Chemistry 30	113	149	76%
ELA 30-1	189	253	75%
ELA 30-2	177	288	61%
French Language Arts 30	28	29	97%
Physics 30	51	81	63%
Pure Mathematics 30	110	175	63%
Social Studies 30	87	114	76%
Social Studies 33	50	95	53%

Diploma Exams Pass Rate 2005/06

	No. Passed	No. Wrote	Passed
Applied Mathematics 30	60	109	55%
Biology 30	118	188	63%
Chemistry 30	85	90	94%
ELA 30-1	180	238	76%
ELA 30-2	140	261	54%
French Language Arts 30	24	24	100%
Physics 30	40	63	63%
Pure Mathematics 30	101	160	63%
Social Studies 30	111	152	73%
Social Studies 33	61	96	64%

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

The NWT graduation rate is higher than it has ever been before.

The number of students graduating from the NWT school system has continued to rise from 258 in 1999 to 370 in 2007. The NWT graduation rate rose above 50% for the first time in 2005 and has continued to be above 50% since that time. In 2007, the NWT reported a graduation rate of 56%; an all time high. These figures include only students graduating from secondary school programs and do not include those young people who completed their grade 12 through Adult Literacy and Basic Education (ALBE) or grade equivalency.

The graduation rate is calculated by dividing the number of graduates in a given calendar year, by the number of 18 year-olds in the population. This method of calculating graduation rate is used by all jurisdictions in Canada. The graduation rate in the NWT has increased from 42% in 1999 to 56% in 2007. By comparison, the national average is 79% (last available figure, 2006). Due to the small number of graduates, fluctuations in the rate over the years can be expected. Students in the NWT are achieving at higher levels than they have in the past, but there is a need for continued improvement.

In small communities, graduation rates continued to rise from 2001 to 2006. However, in 2007 there was a 7% decrease from the previous year, but graduation rates were still well above the rates during the period of 2001 through 2004. For the first

time in 2005 and continuing into 2006, the graduation rate of small communities surpassed that of regional centres.

Graduation rates for the regional centres have fluctuated ranging from 37% in 2002 and 2005 to 55% in 2001. For 2007, at 54%, the graduation rate was at its second highest rate since beginning the new millennium.

In 2007, at 72%, Yellowknife experienced its highest ever graduation rate. Yellowknife graduation rates have ranged from 53% in 2002 and 2003 to 72% in 2007.

For the NWT overall, it is anticipated that graduation rates will continue to increase with fluctuations year to year because of the small population. As students continue stay in school longer, utilize the opportunities to access senior secondary programs, and receive support from their school, home and community to pursue higher education and training, more students will complete their senior secondary program.

At the same time, there is a growing awareness that there are other indicators of successful school leaving, in addition to grade 12 graduation. Some students leave the NWT and successfully complete grade 12 in another jurisdiction. Other students choose to leave school before graduating, but later complete high school through ALBE or take other training that leads to gainful employment.

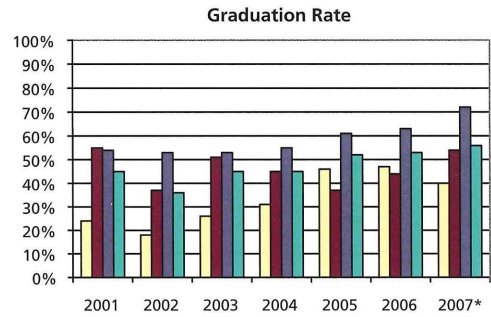
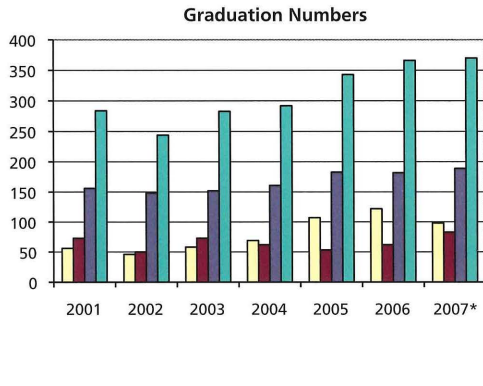
Source

Case Management Administration System (CMAS)
NWT Bureau of Statistics
Statistics Canada, Elementary-Secondary Education Statistics Project (ESES)

Notes

1. Graduates are calculated as the number of students, reported by schools, fulfilling graduation requirements between January 1 and December 31.
2. Secondary school graduates include students registered in one or more courses at a secondary school during their graduating year.
3. Secondary school graduates do not include General Education Diplomas (GED), adult basic education upgrading, and graduation from learning centres outside regular secondary school programs.
4. Graduation rate is calculated as the number of graduates (irrespective of age) as a percentage of the total 18-year-old population.
5. For 2001, graduation rates were adjusted when 2001 population data became available.

Graduates and Graduation Rates



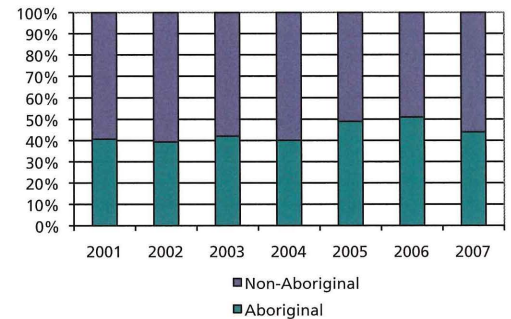
Graduation Rate

	2001	2002	2003	2004	2005	2006	2007
Communities	56	46	58	69	107	122	98
	24%	18%	26%	31%	46%	47%	40%
Regional Centres	73	50	73	62	53	62	83
	55%	37%	51%	45%	37%	44%	54%
Yellowknife	156	148	152	161	183	182	189
	54%	53%	53%	55%	61%	63%	72%
NWT Total	284	244	283	292	343	366	370
	45%	36%	45%	45%	52%	53%	56%

Graduates by Ethnicity

	2001	2002	2003	2004	2005	2006	2007
Aboriginal	41%	39%	42%	40%	49%	51%	44%
Non-Aboriginal	59%	61%	58%	60%	51%	49%	56%

Graduates by Ethnicity



CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

High School Graduates – Age at Graduation

The majority of NWT grade 12 graduates turned 18 years of age during the year of graduation.

This indicator is being presented in *Towards Excellence* for the first time and monitors the age of the high school graduates. Graduation numbers for the NWT are the number of students, as reported by schools, fulfilling graduation requirements from January 1 through December 31. Across Canada, the usual age upon high school graduation is 18 years with the majority of students taking 12 years, excluding kindergarten, to complete a high school diploma.

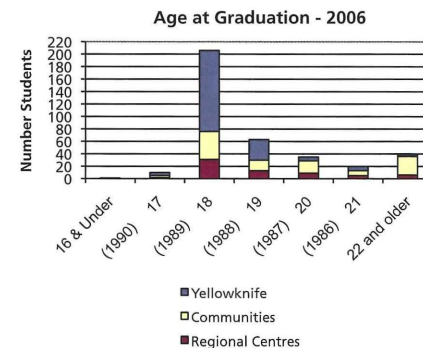
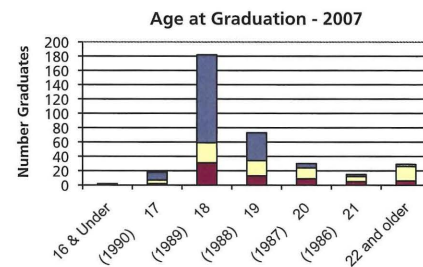
In 2007, across the NWT, 58% of the graduates were 18 years of age and younger. However, there are differences between communities, regional centres and Yellowknife as to ages at graduation. In the communities, 34% of the graduates were 18 years of age and younger while 44% were 20 years of age and older. For regional centres, 52% of the graduates were 18 years of age and younger and 18% of the graduates were 20 years of age and older. In Yellowknife, 73% of the graduates were 18 years of age and younger and 7% of the graduates were 20 years of age and older.

With the offering of grade extensions into the smaller communities, many youth and adults returned to high school for upgrading contributing to increased

graduation rates. However, there are some students that take longer than 12 years to complete a high school diploma. This may be because they require more time to master course content or because their schooling was interrupted. Due to the small numbers of graduates, fluctuations in the proportion of students will occur year to year.

Source

Education Operations & Development;
Department of Education,
Culture & Employment
Educational School Information
System (eSIS)
Case Management Administration
System (CMAS)



Age at Graduation

2006-2007 School Year – Age of Graduates as of December 31, 2007

	16 & Under	17 (1990)	18 (1989)	19 (1988)	20 (1987)	21 (1986)	22 and older
Communities	0	5	28	21	15	7	20
	0%	5%	29%	22%	16%	7%	21%
Regional Centres	0	0	43	25	6	6	3
	0%	0%	52%	30%	7%	7%	4%
Yellowknife	2	11	123	39	6	3	3
	1%	6%	66%	21%	3%	2%	2%
NWT	2	16	194	85	27	16	26
	1%	4%	53%	23%	7%	4%	7%

2005-2006 School Year – Age of Graduates as of December 31, 2006

	16 & Under (1990 and later)	17 (1989)	18 (1988)	19 (1987)	20 (1986)	21 (1985)	22 and older
Communities	1	3	45	17	20	8	30
	0%	1%	12%	5%	5%	2%	8%
Regional Centres	0	2	31	13	9	5	6
	0%	3%	47%	20%	14%	8%	9%
Yellowknife	0	5	130	33	6	7	3
	0%	3%	71%	18%	3%	4%	2%
NWT	1	10	206	63	35	20	39
	0%	3%	55%	17%	9%	5%	10%

10% of high school graduates return to high school for upgrading and additional courses.

The number and proportion of high school graduates returning to high school for upgrading and additional courses is being reported for the first time in an edition of *Towards Excellence*. Some high school graduates decide to return to school to improve marks in courses they have already completed while others return to acquire additional courses. The Department provides full funding to schools for students who are up to 22 years of age. The Department provides 50% funding for students 22 years of age and older. Not all high school graduates that choose to upgrade or take additional courses return to high school to do so. Some choose to take high school courses through Aurora College.

In 2007/08, 10% (68) of NWT grade 12 students had already received a high school diploma. Thirteen percent of Yellowknife grade 12 students, 9% of grade 12 students in regional centres and 6% of community grade 12 students had already met high school graduation requirements. At an average cost of \$14,100 per student (see Indicator #17), the total cost of graduates returning for another year of schooling was around \$950,000. The majority of the graduates that return to high school are in

Yellowknife. However, funding per student in Yellowknife is less than the rest of the NWT, resulting in Yellowknife accounting for approximately \$500,000 or 53% of that \$950,000.

Source

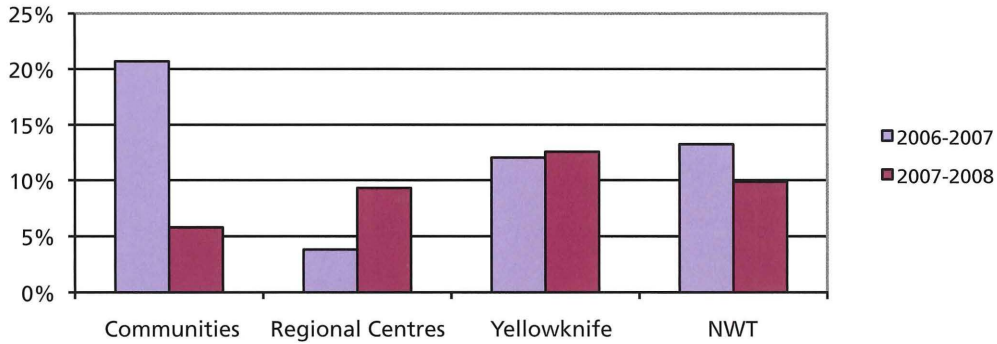
Educational School Information System (eSIS)
Case Management Administration System (CMAS)

Graduates Returning to High School

High School Graduates Returning to High School

	2006-2007	2007-2008
Communities	44 21%	12 6%
Regional Centres	5 4%	13 9%
Yellowknife	35 12%	43 13%
NWT	84 13%	68 10%

Graduates Returning to High School



Students are able to complete their high school diploma equivalencies through GED.

The General Educational Development (GED) Testing Program provides an opportunity for individuals to demonstrate that they have acquired the level of learning required of traditional high school graduates. The five tests in the General Education Delivery battery (writing skills, social studies, science, literature and the arts, and mathematics) are designed to measure the major concepts and lasting outcomes of a high school education.

To be eligible to write the GED tests in the NWT, an individual must be 18 years of age or older, be out of school for one full academic year, and be a resident of the NWT for six months. Diavik and BHP diamond mines provide assistance to employees to prepare them for the exams. Aurora College offers GED adult upgrading courses for prospective GED writers. There is also a GED preparation manual that allows for candidates to prepare at their convenience.

Over the years 2003 through 2007, through the GED Testing Program, 236 NWT residents have been able to acquire their high school equivalency diploma. Each year, the majority of the candidates writing the GEDs have been Aboriginal people and the greater proportion of candidates indicated they wrote the tests for the purpose of achieving a higher education.

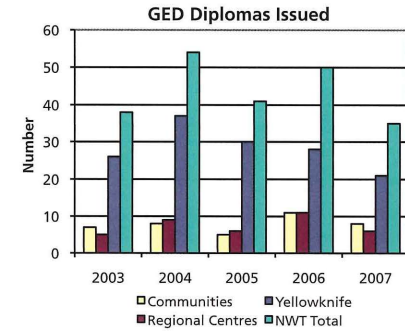
Source

Education Operations and Development;
Department of Education, Culture and
Employment

High School Equivalency

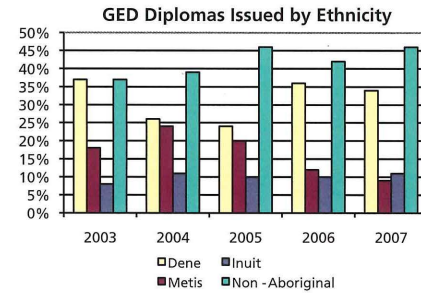
GED Diplomas Issued

	2003	2004	2005	2006	2007
Communities	7	8	5	11	8
Regional Centres	5	9	6	11	6
Yellowknife	26	37	30	28	21
NWT Total	38	54	41	50	35



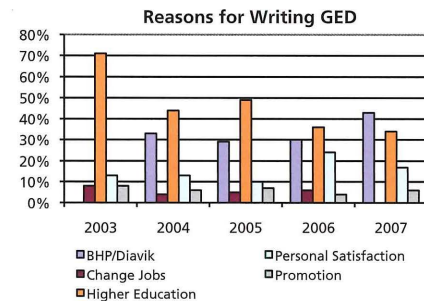
GED Diplomas Issued by Ethnicity

	2003	2004	2005	2006	2007
Dene	37%	26%	24%	36%	34%
Metis	18%	24%	20%	12%	9%
Inuit	8%	11%	10%	10%	11%
Non - Aboriginal	37%	39%	46%	42%	46%



Reasons For Writing GED

	2003	2004	2005	2006	2007
BHP/Diavik	0%	33%	29%	30%	43%
Change Jobs	8%	4%	5%	6%	0%
Higher Education	71%	44%	49%	36%	34%
Personal Satisfaction	13%	13%	10%	24%	17%
Promotion	8%	6%	7%	4%	6%



7.7% of the total population aged 18 to 44 accessed SFA in 2007.

The NWT Student Financial Assistance (SFA) program supports NWT residents to participate in postsecondary education, including college and university programs. In the 2007 academic year, 1,494 applications for SFA were approved. These 1,494 recipients corresponded to 7.7% of the total population aged 18 to 44 in the NWT. The proportion of Dene, Inuit and Métis populations aged 18 to

44 accessing SFA has increased overall from 2002 while the proportion of non-Aboriginal people accessing SFA has decreased.

In 2007, 53% (10,510) of the population aged 18 to 44 in the NWT were non-Aboriginal while 47% (8,976) were Aboriginal. Non-Aboriginal students accounted for 51% of the SFA recipients.

Source

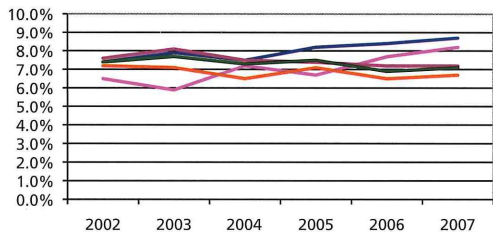
Information Systems; Department of Education, Culture & Employment Case Management Administration System (CMAS)

Notes

1. Ratio is calculated as the number of SFA recipients (irrespective of age) as a percentage of the total population added 18 – 44 years.
2. For 1996-2000, numbers have been adjusted based on new Preliminary Intercensal Estimates.
3. For 2007 calculations, 2006 population estimates were used.

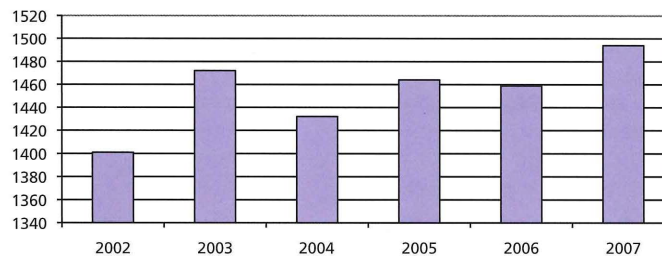
Students Accessing Financial Assistance

Students Accessing Financial Assistance as a Percentage of the Population



— Dene — Inuit — Metis — Non-Aboriginal — NWT Average

Number of SFA Recipients



Students Accessing SFA

	1994	1995	1996*	1997*	1998*	1999*	2000*	2001	2002	2003	2004	2005	2006	2007
Dene	340	390	460	460	470	410	423	366	387	412	391	430	439	455
	7.5%	8.4%	9.4%	9.2%	9.5%	8.2%	8.3%	7.0%	7.4%	7.9%	7.5%	8.2%	8.4%	8.7%
Inuit	140	170	220	150	130	150	128	146	128	115	146	136	156	165
	8.3%	9.8%	12.4%	8.3%	7.2%	8.1%	6.8%	7.6%	6.5%	5.9%	7.2%	6.7%	7.7%	8.2%
Metis	150	180	180	170	180	180	152	116	118	118	112	121	111	115
	8.6%	10.5%	10.8%	10.3%	11.1%	11.3%	9.6%	6.7%	7.2%	7.1%	6.5%	7.1%	6.5%	6.7%
Non-Aboriginal	690	720	770	830	780	780	756	697	768	827	783	777	753	759
	5.7%	6.0%	6.5%	7.3%	7.2%	7.4%	7.4%	6.5%	7.6%	8.1%	7.5%	7.4%	7.2%	7.2%
NWT Total	1,320	1,460	1,630	1,610	1,560	1,520	1,459	1,325	1,401	1,472	1,432	1,464	1,459	1,494
	6.6%	7.2%	8.1%	8.1%	8.1%	8.0%	7.8%	6.8%	7.4%	7.7%	7.3%	7.5%	7.5%	7.7%

* For 1996-2000, numbers have been adjusted based on new Preliminary Intercensal Estimates by Ethnicity

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

58% of students attending colleges and universities attended institutions in southern Canada.

For the 2007/08 academic year, colleges and universities throughout Canada accepted 1,494 SFA recipients (see Indicator 35) from the Northwest Territories. Excluded from this indicator are SFA southern postsecondary institutions that are not classified as a college or university. For more information on postsecondary indicators please refer to the publication *Towards Excellence: A Report on Postsecondary Education in the NWT '05*, that is available from the Department of Education, Culture and Employment.

Overall, 58% of NWT postsecondary students attending colleges and universities were accepted in colleges and universities in southern Canada in 2007, while 42% continued their education in the NWT. Sixty-eight percent of all Aboriginal students enrolled in programs in the North compared to 16% of the non-Aboriginal students. Northern colleges and other Northern institutions had 82% of their enrolment being of Aboriginal descent and 18% being non-Aboriginal.

Female postsecondary students were over-represented in relation to male students by almost 2:1. For females, overall participation rates in SFA were similar for Aboriginal and non-Aboriginal students.

Of the total 1,395 applications accepted by colleges and universities in 2006/07, 51% were from Aboriginal students. There were approximately twice as many Aboriginal females in postsecondary institutions compared to their male counterparts. Around 58% of all the Aboriginal students, regardless of gender, enrolled in programs offered through Aurora College. The ratio of female to male students enrolled in "other" Northern institutions was 7:1.

For non-Aboriginal students, the ratio of females to males in colleges and universities was about 3:2. About 84% of the non-Aboriginal students were accepted in a southern institution, including 56% in university and 28% in college. The remaining 16% continued their education in postsecondary institutions in the North.

In a survey of the 16-year-old student population in the NWT (2004 SAIP Science III Student Questionnaires), 66% of respondents reported that they expect to continue their education after completing high school. Increased access to secondary school, through the implementation of grade extensions, means that more students will complete high school and be eligible to participate in postsecondary education. Additionally, Internet

connections will increase student options, by providing access to a variety of programs and courses in the communities.

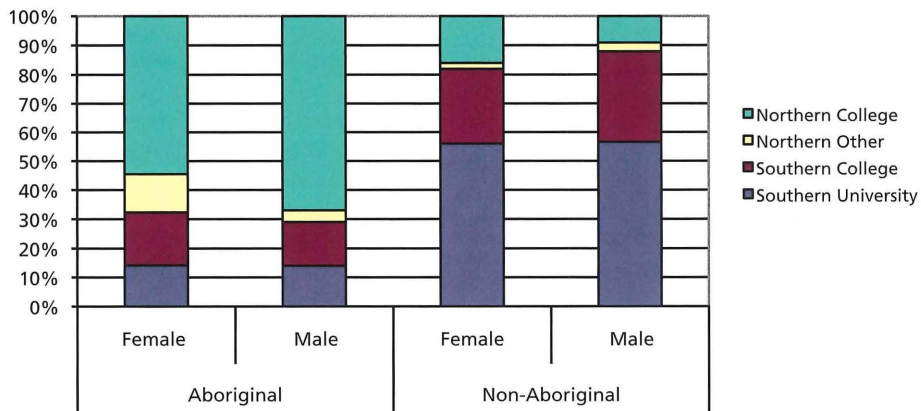
Source

Information Systems; Department of Education, Culture & Employment Case Management Administration System (CMAS)

Notes

1. Ratio is calculated as the number of SFA applicants accepted by a type of institution, as a percent of the total NWT applicants accepted in post-secondary institutions.
2. Individuals accepted by more than one institution may be over-represented.
3. Southern colleges and universities include foreign colleges and universities.

Postsecondary Education - By Type of Institution



Postsecondary Education – By Type of Institution (2007)

	Aboriginal		Non-Aboriginal		Total Female	Total Male	Total
	Female	Male	Female	Male			
Northern College	267	142	63	27	330	169	499
	54%	67%	16%	9%	37%	34%	36%
Northern Other	64	9	10	9	74	18	92
	13%	4%	2%	3%	8%	4%	7%
Southern College	91	32	107	88	198	120	318
	18%	15%	26%	31%	22%	24%	23%
Southern University	71	29	225	161	296	190	486
	14%	14%	56%	56%	33%	38%	35%
Total	493	212	405	285	898	497	1,395

There is a direct relationship between level of education, likelihood of employment and earnings.

Both the likelihood of employment in the NWT and income level are directly related to an individual's level of education. Based on the 2004 Labour Force survey and the 2001 Census, only 39% of NWT residents with less than high school are employed. The proportion rises to 72% for those with a high school diploma and 93% for those with a university degree. New information on employment opportunities and earnings by level of education, based on the 2006 Census, are expected to be released later in 2007.

Where a person lives also impacts his/her likelihood of employment. An individual with less than high school is more likely to find employment in Yellowknife (52%) than someone with the same education level living in a regional centre (44%) and more than one and a half times as likely as someone living in a community (31%). For people with a university degree, the likelihood of finding employment is over 90%, regardless of where they choose to live in the NWT.

Earnings increase substantially with level of education. A person with a university degree earns, on average, almost twice that of someone with less than high school education (\$67,283 compared to \$37,882).

Education provides individuals with choices. People with higher levels of education qualify for a greater number of jobs. They also have greater chances for further education and training since they have the educational prerequisites. People with lower levels of education usually are restricted to jobs in the service sector such as clerks, sales people, labourers, truck drivers or waiters and career advancement is difficult.

Individuals who have some training in addition to a senior secondary school diploma have excellent chances for employment. They have many more career choices and receive higher wages. Jobs possible with such training include managers, administrators, licensed tradesmen, secretaries, RCMP officers, park wardens, firefighters, child care workers, education assistants or community health workers.

A university degree provides the best chance for employment (93%) and the highest wages (average of \$67,283). Career choices include the following sectors: business, education, law, social work, psychology, biology, geology, engineering, architecture and medicine.

Most Northern employers currently expect employees to have a minimum of grade 12 education, and requirements for

many types of jobs are steadily increasing. The move from a service economy to an information economy continues. While the role of government as an employer in the Northern workplace is decreasing, opportunities in the private sector are increasing in areas such as oil and gas and the developing diamond industry. Many of these jobs require a skilled workforce. Education facilities in the North will be challenged to provide training programs for prospective employers and employees with higher levels of education.

New data based on the 2006 Census is scheduled for release in September 2008.

Source

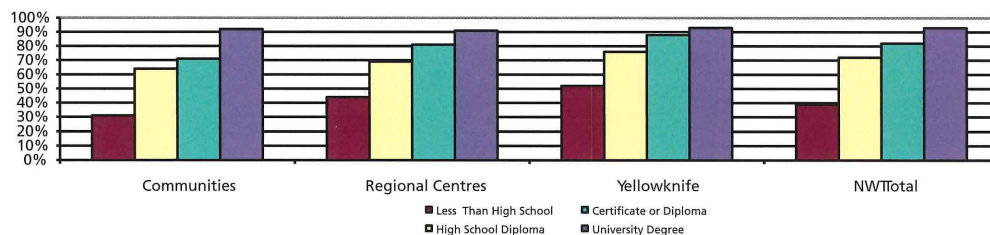
1999 NWT Labour Force Survey
2001 Census

Notes

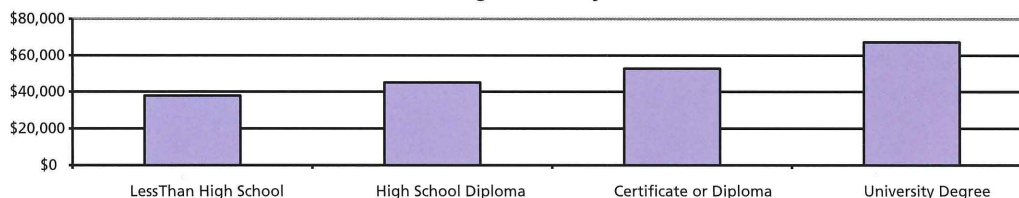
1. Based on population 15 years of age and over.
2. Employment rate is calculated on the total population having a given education level, versus those who want to work.
3. Certificate or Diploma does not necessarily imply having a high school education.

By Level of Education

Employment Rate by Education Level



Average Income by Education Level



Employment Opportunities and Earnings – By Educational Level

		Less than High school	High School Diploma	Certificate or Diploma	University Degree	Not Stated
Communities	Employed	1,665	746	1,659	615	99
	Employment Rate	31%	64%	71%	92%	42%
Regional Centres	Employed	852	1,004	2,118	1,006	7
	Employment Rate	44%	69%	81%	91%	13%
Yellowknife	Employed	1,297	2,925	3,901	3,318	29
	Employment Rate	52%	76%	88%	93%	53%
NWT Total	Employed	3,814	4,676	7,678	4,938	135
	Employment Rate	39%	72%	82%	93%	39%
	Average Income*	37,882	45,058	52,777	67,283	

*Average income is from the 2001 Census & is based on full-year, full-time workers.

Personal concerns students bring to the classroom have a profound influence on their school performance.

A Student Support Needs Assessment (SSNA) was conducted in 1993, 2000 and, most recently, 2007. The purpose of the SSNA is to gather data on the support needs of all students in NWT schools.

In the 2007 SSNA, teachers were asked to identify the three most common issues that your students come to class with. The responses were ranked in the order of the numbers of teachers who indicated each response. The top five ranked responses were:

1. Lack of sleep
2. Low academic skills
3. Poor work ethic and/or motivation
4. Lack of parent support
5. Family stressors

These results are consistent with those from the 2000 SSNA, when responses which were classified as dealing with 'Family Stressors' including family breakdown, illness and death were the most frequently identified. Following closely behind 'Family Stressors' in overall frequency of response was substance abuse in the family, home and community. Concerns that were classified as 'Parenting' included perceived family issues such as expectations, structure, controls and support in the home, as well as hunger and lack of sleep.

Although substance abuse in family, home and community was not represented in the top 5 rankings in 2007, it was represented in the results. Two results that were added to the list in the 2007 installment were responses grouped into the category of 'low academic skills' and responses grouped into the category of 'poor work ethic and/or motivation.' The full SSNA report is planned for release later in the 2008 year.

Source

GNWT, Student Support Needs Assessment: 2000 & 2007
GNWT, Student Support Needs Assessment: Technical Report (March 2001)

Issues Students Bring to the Classroom

	NWT		Yellowknife		Regional Centres		Other Communities	
	Rank		Rank		Rank		Rank	
	2007	2000	2007	2000	2007	2000	2007	2000
Lack of Sleep	1		3		3	5	1	2
Low Academic Skills	2		1		1		2	
Poor Work Ethic and/or Motivation	3		4		2		5	
Lack of Parent Support	4		5		7		4	
Family Stressors	5		2	1	5	1	6	4
Hunger	6		7	2	9	4	3	5
Low Attendance/Late	7		6		4		8	
Lack of Focus in Class/School Routines	8		8		8		9	
Inappropriate Behaviour	9		9		10		7	
Unprepared for Class (including books/supplies/ equipment are missing)	10				6			
Interpersonal Relationships			10					
Addictions/Substance Abuse in Family/Community				3		2	10	1
Peer Pressure/Relationships				4				
Parenting Issues						3		
Parenting								3
Abuse								6

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

Parental involvement contributes to students' successful learning.

Community-based approaches to education are an essential component in building healthy communities. Families play the most important role in supporting learning. Children need to be encouraged by their parents in their daily activities. Children also need to see their parents and school personnel work together in support of learning. Teachers continue to identify parents and communities as important partners in education. This partnership has two components. First, that parents and community leaders demonstrate a commitment by promoting the value and benefits of education. Secondly, to support students to be successful in school through regular attendance, homework support, and participation in school programs. In the 2000 and 2007 installments of the Student Support Needs Assessment (SSNA), the involvement of parents and communities were included in the top five priorities identified by teachers in the community. Parents and communities were also identified as important resources for schools as they provided the foundation for local culture and language resources and programming.

More specifically, the top six ranked priorities in communities identified by teachers in the 2007 installment were:

1. Counsellors
2. Youth programs (including alternative education programs (GED, pre-trades training, etc.) and recreation programs)
3. Parent involvement and support (including valuing and promoting education, and support for attendance and homework)
4. Educational/clinical psychologist
5. Local/Northern cultural resources (including elders, translation of resources, role models)
6. Community support (including support from community leaders and organizations)

In 2007, for all populations except the communities, teachers indicated an increase in the level of 'very appropriate' involvement of parents. In the communities, the level of 'appropriate' involvement remained consistent. Teachers reported that the involvement for 46.6% of parents/guardians was 'very appropriate,' involvement was 'somewhat appropriate' for 26.4%, and 20.1% of parents were identified as being 'under-involved.' In the 2000 SSNA, teachers reported parental involvement to be 'very appropriate' for 41%, 'somewhat appropriate' for 29% and 'under-involved' for 25% of the students.

Source

GNWT, Student Support Needs Assessment: 2000 & 2007
GNWT, Student Support Needs Assessment: Technical Report (March 2001)

Parental Support for Education

	NWT		Yellowknife		Regional Centres		Other Communities	
	2007	2000	2007	2000	2007	2000	2007	2000
Very Appropriate Involvement	46.6%	41.0%	63.7%	55.0%	52.2%	37.0%	27.0%	27.0%
Somewhat Appropriate Involvement	26.4%	29.0%	21.0%	23.0%	26.6%	32.0%	34.4%	33.0%
Over-Involved Involvement	1.0%	2.0%	1.2%	3.0%	1.0%	2.0%	0.7%	2.0%
Under-Involved Involvement	20.1%	25.0%	12.4%	16.0%	19.8%	27.0%	30.5%	32.0%

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

Student Support – *Students Needing Supports and Students Receiving the Supports Required*

Teachers need support to meet the diversity of student needs.

Inclusive schooling is mandatory within the Northwest Territories school system, and ensures equal access for all students to educational programs offered in regular classroom settings. Many factors, some of which come from the community, the school, or the home, impact on the range of student strengths and needs within the classroom. Most students need additional encouragement and support from time to time. Some children have learning challenges, developmental delays or disabilities that require one or more support services, on an ongoing basis, to help them learn.

- In the 2007 iteration of the Student Support Needs Assessment, 44.4% of all students were identified as receiving at least one support compared to 61% of all students identified as receiving at least one support in 2000.
- In 2007, 20.4% of all students received one support, 12.4% received two supports and three or more supports were provided to 11.6%. In 2000, 25% of all students received one support, 15% received two supports, while three or more supports were provided to 21% of students.

- In 2007, teachers reported that 55.6% of students were receiving 'no support,' but that 14.3% require at least one 'assessment or support.'
- In 2000, teachers reported that of the 39% of students were currently receiving no extra supports but that 31% require some support.

These results seem to be consistent with the belief that increased knowledge and skills of teachers has resulted in a decrease in the numbers of students needing supports and the level of support needed.

Source

GNWT, Student Support Needs Assessment: 2000 & 2007

GNWT, Student Support Needs Assessment: Technical Report (March 2001)

	Students Not Receiving Support		Students Receiving Support							
	2007	2000	Receiving 1 Support		Receiving 2 Supports		Receiving 3 and More Supports		Total Students Receiving Supports	
	2007	2000	2007	2000	2007	2000	2007	2000	2007	2000
Communities	54%	31%	22%	23%	11%	21%	13%	25%	46%	69%
Regional Centres	59%	42%	17%	27%	15%	14%	9%	17%	41%	58%
Yellowknife	53%	44%	22%	25%	13%	11%	13%	21%	47%	56%
NWT	56%	39%	20%	25%	12%	15%	12%	21%	44%	61%

Of the 56% of NWT Students not receiving support

Students Needing Supports and Students Receiving the Supports Required

Survey 2007	Survey 2000	Communities		Regional Centres		Yellowknife		NWT	
		2007	2000	2007	2000	2007	2000	2007	2000
No Additional Supports Needed	No Supports Needed	80%	59%	84%	65%	91%	78%	86%	69%
Needing 1 Assessment or Support	Needing 1 Support	6%	21%	4%	23%	5%	12%	5%	18%
Needing 2 Assessments or Supports	Needing 2 Supports	5%	10%	4%	5%	2%	3%	4%	6%
Needing 3 or More Supports	Needing 3 or More Supports	9%	10%	8%	7%	3%	6%	6%	7%

	Requires Assessment		Waiting List for Assessment		Waiting List for Service		Receiving Service		Total	
Communities	318	10.1%	80	2.6%	110	3.5%	186	5.9%	3,134	100.0%
Regional Centres	172	8.2%	36	1.0%	16	1.0%	140	6.6%	2,106	100.0%
Yellowknife	159	4.4%	39	1.1%	53	1.5%	372	10.3%	3,615	100.0%
NWT	652	7.1%	155	1.7%	179	2.0%	701	7.7%	9,137	100.0%

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

The adequacy and effectiveness of supports provided to students is improving.

In the Student Needs Assessment Surveys of 2000 and 2007, teachers were asked to indicate whether the supports in place for each student were adequate and effective. Adequate was defined as 'adequate supports for progress in learning': the student is progressing in their learning with the supports/services in place. Alternately, teachers could respond that the student 'needs more of what is in place': the supports in place need to be increased in terms of intensity or frequency in order for progress in learning to take place.

In 2007, for 30% of students, teachers reported that the supports provided were 'adequate,' and 54% of the students 'need more of what is in place.' In 2000, teachers reported that the support was 'adequate' for 31% of students, and 60% of students 'need more of what is in place.'

In the surveys effectiveness was categorized as having:

- Large effect: The supports are having a large effect on the student's progress.
- Some effect: The supports are having some effect on the student's progress.
- Little effect: The supports are having little effect on the student's progress.

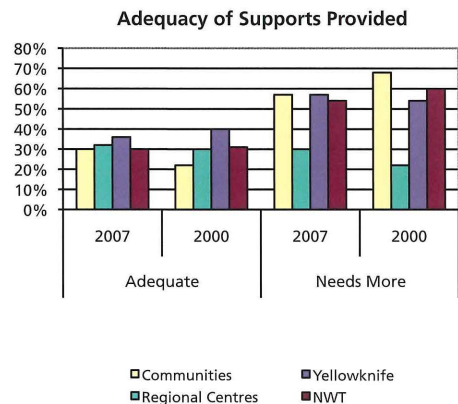
In 2007, teachers reported for 67% of students, the supports currently in place provide at least 'some effect on the student's progress,' compared to 61% in 2000. In 2007, teachers reported for 18% of students the supports that are in place have a 'large effect on progress'; for 49% of students the supports have 'some effect on progress'; and for 18% the supports have 'little effect on progress.' In 2000, teachers reported that in 19% of cases, the supports in place are having a 'large effect on progress'; for 42% the supports have 'some effects on progress'; and for 30% of cases, the interventions have 'little effect' on student progress.

Source

GNWT, Student Support Needs Assessment: 2000 & 2007
GNWT, Student Support Needs Assessment: Technical Report (March 2001)

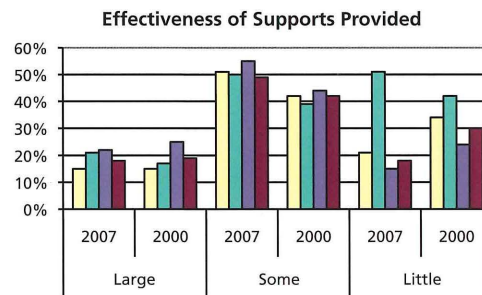
Adequacy

	Adequate Support		Needs More of What is in Place	
	2007	2000	2007	2000
Communities	30%	22%	57%	68%
Regional Centres	32%	30%	30%	22%
Yellowknife	36%	40%	57%	54%
NWT	30%	31%	54%	60%



Effectiveness

	Large Effect on Progress		Some Effect on Progress		Little Effect on Progress	
	2007	2000	2007	2000	2007	2000
Communities	15%	15%	51%	42%	21%	34%
Regional Centres	21%	17%	50%	39%	51%	42%
Yellowknife	22%	25%	55%	44%	15%	24%
NWT	18%	19%	49%	42%	18%	30%



Glossary

Aboriginal

In Canada, of or relating to Indian or First Nations, Métis or Inuit people. In the context of this report, refers to individuals in the NWT claiming Cree, Dene, Métis, or Inuit status.

Adult Literacy and Basic Education

Adult Literacy and Basic Education refers to curricula used by the NWT public colleges. It includes six levels ranging from literacy to course work at the university preparation level. Courses assist participants in learning or reviewing skills needed to meet personal, educational or employment goals.

Career and Technology Studies

Career and Technology Studies is a sequence of modularized course offerings, at the junior and senior secondary school levels, that expose students to basic workplace skills and knowledge.

Challenged Courses

In the NWT, a student may request to demonstrate proficiency at any time in any course including those that require a Grade 12 Diploma examination. In such cases, the principal must ensure that the challenge criteria will be adequate indicators for potential success in the preparation to write the Grade 12 Diploma examination. Principals will determine whether the request is reasonable, and if so, when and how the student will demonstrate proficiency. Upon successful completion, the principal will submit a written request to Student Records, indicating that the student receive credits for that course.

Classroom Assistant

Traditionally this was an individual working in a paraprofessional role in schools. These individuals were responsible to the classroom teacher and assisted the teacher in implementing programs for individual students or groups of students. Under the Education Act (Section 62) any person formally employed as a classroom assistant is now deemed to be an 'Education Assistant.'

Commission scolaire francophone de division

A publicly elected body drawn from Francophone right-holders of Hay River and Yellowknife. The Commission makes decisions on planning, operations and staffing at their community school. The Commission scolaire francophone operates as the Divisional Board of Education for French minority language education in the Northwest Territories.

Communities

In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres, and communities. Communities refer to communities in the NWT other than Yellowknife, Hay River, Fort Smith and Inuvik, but include the education centres of Fort Simpson, Norman Wells and Behchokǫ. Communities have populations less than 2,500 and share demographic characteristics. Communities also include Dettah but not Ndilo. See also **Regional centres**.

Credit

Credits are achieved at the senior secondary school level through satisfactory attainment of specific curricular objectives. Each credit represents approximately 25 hours of instruction. A student requires 100 credits to graduate with a senior secondary school diploma.

Culture-Based Schooling

School programs and learning environments which reflect, validate and promote the values, world views, and languages of the community's cultures.

Department

Refers to the Department of Education, Culture and Employment, Government of the Northwest Territories. Its responsibilities include early childhood programs, in-school programs (K-12), and colleges and continuing education.

District Education Authority

A District Education Authority (DEA) is established for each Education District. The *Education Act* and its regulations confer its duties and powers. Members of each DEA are elected in their Education District. Former Community Education Councils (CECs) are now DEAs.

Divisional Education Council

A Divisional Education Council (DEC) may be established by the Minister of Education, Culture and Employment for each education division to govern the education division. Its duties and powers are conferred by the Education Act and its regulations. A DEC is composed of representatives of each DEA in the education division. Former Divisional Boards of Education are now Divisional Education Councils.

Education Assistant

An individual working in a paraprofessional position in a school and who, under the direction of a teacher, assists in implementing programs for individual students or groups of students. They are also known by a variety of other names such as, Classroom Assistant (CA), Special Needs Assistant (SNA), Student Support Assistant (SSA), and Inclusive Support Assistant (ISA).

Education Board

For the purposes of this document, reference to Education Boards include DEC's, DEAs, the Commission scolaire francophone de division and the Tłı̨chɔ Community Services Agency.

Education District

The NWT is divided into education districts. These districts are established by the Minister of Education, Culture and Employment and in most instances conform to the boundaries of each community in the Territories. Some communities, e.g. Yellowknife, may have more than one education district.

Education Division

Education Divisions in the NWT are established by the Minister of Education, Culture and Employment and cover a geographic area including several communities, e.g. Sahtu, Tłı̨chɔ.

Ethnicity

Refers to an individual's ethnic affiliation, i.e. affiliation with a distinct group of people with a common linguistic and cultural heritage such as Inuit, Dene or Métis.

Federal Funds

Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of Canada.

First Language

For the purpose of this report, first language is synonymous with “mother tongue” in that it refers to the first language learned in childhood and still understood.

French First Language Program

A French language program where all instruction in the classroom is in French. Such programs are offered to students who are Francophone or qualify as Right-Holders for French First Language instruction under Section 23 of the Charter of Rights where they are sufficient in number.

French Immersion Program

A French language program for non-Francophones where more than 50% of instruction is in French. Immersion programs are offered at various grade levels depending on the education jurisdiction.

French Second Language Program/Core French

A French language program in which French is taught as a subject. Such programs are offered for various amounts of time per week depending on the grade level and jurisdiction.

Full-Time Equivalent (FTE)

A term used when referring to student attendance. The funding formula may be based on the number of FTEs. Each student who attends school for a full day program (kindergarten to 12) and who is present 60% or more of the time is counted as a FTE. Students who attend for one-half of the day are counted as 1/2 FTE, as are home-schooled students, students older than 21 years of age, students in Grades 10 to 12 taking fewer than 15 credits a year, and young offenders who spend less than 50% of time in a school.

Functional Grade Level

The grade level of the curriculum that a student is working on for the majority of the school year. Functional Grade Level information is collected in the subject areas of Language Arts and Mathematics. Reporting is based on a variety of classroom assessment methods completed by teachers over the course of the year.

General Educational Development

The General Educational Development (GED) program provides a second chance for adults who left school before completing grade 12. By passing the GED tests, individuals earn recognition for high school equivalency. Holders of a GED may qualify for college entry and jobs requiring a secondary school diploma, and can obtain training and advancement at work. In the NWT, an individual who is 18 years of age or older may, upon successful completion of GED tests, be issued a GED X, XI or XII certificate.

Grade Extensions

The policy and practice begun in 1989 by which smaller communities in the NWT gradually expanded their school programs to offer Grade 10, 11 and 12. It is also referred to as the Community High School Initiative.

Home Language

The language most often used to communicate in the home.

Inclusive Schooling

The policy and practice mandated by the NWT *Education Act*. Inclusive schooling is a philosophical and practical educational approach, which strives to respond to individual student needs, and is intended to ensure equal access for all students to educational programs offered in regular classroom settings.

Junior Secondary

Grades 7, 8, and 9.

K-12

This term is used to refer to all the grade levels (kindergarten, grade 1,2,...12) for which education programs are provided in the NWT school system.

Licensed Afterschool Care

Child care provided outside of the regular school program for any child up to and including eleven years of age who is in regular attendance at a school operated pursuant to the *Education Act*.

Licensed Child Care Centre

Refers to a service that provides care, instruction and supervision to children 0-5 years of age on a full-time basis.

Licensed Early Childhood Program

Care that is provided to children, between 0-6 years of age, in a facility or home that has been inspected and meets the standards set out in the Northwest Territories *Child Day Care Act* and Regulations.

Licensed Family Day Home

A child care service provided for up to eight children in the operator's residence. Family day homes are classified as non-profit operations.

Licensed Nursery School Facility

Refers to a service that provides care, instruction and supervision to children 2-5 years of age on a half-day basis.

Licensed Spaces

The number of spaces available for pre-school children in an Early Childhood Program that has been licensed by the Department of Education, Culture and Employment. Criteria for licensing are specified in the *Child Day Care Act and Standards Regulations*.

Magnet Facility

A designated residential facility that provides services to students from outside the jurisdiction in which the residence is located. Educational services may be provided either within the facility or in a local school. Facilities such as young offender custody and group homes operated by the Department of Justice, or group homes, treatment centres and safe shelters operated under the Department of Health and Social Services may qualify for this designation.

Non-Aboriginal

In this report, refers to individuals in the NWT not claiming Cree, Dene, Métis or Inuit heritage and status.

Person Year

A term used in Human Resources and Finance matters. Staff positions are often referred to in person years (PYs). A full-time employee would represent one PY whereas an individual working half-time would be .5 PY.

Principal Certification

There is a requirement under the Education Act that anyone wishing to be employed as a principal of a school must hold a certificate of eligibility as principal. Such a certificate is obtained by completing the principal certification program approved by the Minister of Education, Culture and Employment.

Regional Centres

In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres, and communities. “Regional centres” refers to the communities of Fort Smith, Hay River and Inuvik. The regional centres have populations greater than 2,500, and share demographic characteristics. See also **Communities** and **Yellowknife**.

School Community Counsellor

School-community counsellors are community residents who are employed in NWT schools as counsellors after having completed a training program at one of the public colleges. They work with students, families and the community. In addition to counselling students and referring students to other agencies, they play an important liaison role in bringing the school and community together in supporting students in their education.

Senior Secondary

Grades 10, 11 and 12. Students earn credits for each successfully completed course at these levels. Upon completing required courses and the minimum graduation requirement of 100 credits, students receive a Secondary School Graduation Diploma.

Student Financial Assistance

A program of financial assistance whereby students who are NWT residents and enrolled in a postsecondary education program may receive grants and/or loans. There are various eligibility criteria based on length of residency, degree of need, ethnicity etc.

Territorial Funds

Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of the NWT.

Waiver of Prerequisites and Credits for Prerequisite Courses

Prerequisites and credits for prerequisite courses may be waived by the principal as long as the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies; judgements are made on an individual basis, not for an entire class of students; and it is in the student’s best interest. Waived courses must be reported in writing by the principal to the Manager, Student Records, together with a recommendation for granting of credits. Credits for a prerequisite may be granted only upon successful completion of the next or higher ranking course in that sequence. The waiver provision does not apply to specific courses that are part of the graduation requirement, except in the case of mature students, and students who enter an NWT senior secondary school in grade 11 or 12.

Yellowknife

In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres and communities. Ndilo is included in the data for Yellowknife. See also **Communities** and **Yellowknife**.

Acronyms

AAT	Alberta Achievement Test	GED	General Educational Development
ALBE	Adult Learning and Basic Education	GNWT	Government of the Northwest Territories
CMEC	Council of Ministers of Education, Canada	NWT	Northwest Territories
CSFD	Commission scolaire francophone de division	ELP	Educational Leadership Program
CTEP	Community-based Teacher Education Program	PCAP	Pan Canadian Assessment Program
CTS	Career and Technology Studies	PST	Program Support Teacher
DEA	District Education Authority	PY	Person Year
DEC	Divisional Education Council	SAIP	School Achievement Indicators Program
EA	Education Assistant	SCC	School-Community Counsellor
ECE	Department of Education, Culture and Employment	SNA	Special Needs Assistant
FFL	French First Language	TEP	Teacher Education Program
FSL	French Second Language		
FGL	Functional Grade Level		
FTE	Full-Time Equivalent		

Names and Locations – *Communities*

There are 32 communities with District Education Authorities in the NWT.

Community	Remarks	Population
Aklavik		597
Behchokò (Rae-Edzo)		1,973
Colville Lake		142
Deline		543
Detah		217
Fort Good Hope		585
Fort Liard		591
Fort McPherson		787
Fort Providence		814
Fort Resolution		505
Fort Simpson	tax-based community	1,211
Fort Smith	Regional Centre / tax-based community	2,396
Gameti	changed from Rae lakes	301
Hay River	Regional Centre / tax-based community	3,680
Hay River Reserve		300
Inuvik	Regional Centre / tax-based community	3,354
Jean Marie River		<100
Kakisa		<100
Lutselk'e		400
Nahanni Butte		125
Norman Wells	tax-based community	849
Paulatuk		321
Sachs Harbour		123
Trout Lake		<100
Tsiigehtchic		185
Tuktoyaktuk		967
Tulita		510
Ulukhaktok (Holman)		416
Wekweti		140
Wha Ti		513
Wrigley		176
Yellowknife	tax-based community	18,695

Note:

Population Estimates are as at July 1, 2006.

Unorganized areas and communities with populations less than 100 as of 2004 are not reported. These figures are included in territorial totals.

Ndilo population numbers are included with Yellowknife.

For educational accountability purposes: Hay River Reserve has its own DEA and is reported separately from Hay River. Enterprise students attend school in Hay River and are included in Hay River statistics. The communities of Rae and Edzo (Behchokò) share one DEA and are statistically combined.

Names and Locations – Schools

Schools

Education Council	Education Authority	School Name	Grades	Total
Beaufort-Delta	Aklavik	Moose Kerr School	K-12	152
Beaufort-Delta	Fort McPherson	Chief Julius School	K-12	180
Beaufort-Delta	Inuvik	Samuel Hearne Secondary School	7-12	387
Beaufort-Delta	Inuvik	Sir Alexander Mackenzie School	K-6	377
Beaufort-Delta	Paulatuk	Angik School	K-11	83
Beaufort-Delta	Sachs Harbour	Inualthuyak School	K-11	32
Beaufort-Delta	Tsiigehtchic	Chief Paul Niditchie School	K-11	37
Beaufort-Delta	Tuktoyaktuk	Mangilaluk School	K-12	190
Beaufort-Delta	Ulukhaktok	Helen Kalvak Elihakvik	K-12	125
Dehcho	Fort Liard	Echo Dene School	K-11	126
Dehcho	Fort Providence	Dehguh School	K-12	161
Dehcho	Fort Simpson	Bompas Elementary School	K-6	132
Dehcho	Fort Simpson	Thomas Simpson School	7-12	149
Dehcho	Jean Marie River	Louie Norwegian School	K-10	21
Dehcho	Kakisa	Kakisa Lake School	K-10	8
Dehcho	Nahanni Butte	Charles Yohin School	K-10	35
Dehcho	Trout Lake	Charles Tetcho School	K-10	10
Dehcho	Wrigley	Chief Julian Yendo School	K-10	35
Dettah	Dettah	Kaw Tay Whee School	K-9	77
Tłı̨chǫ	Behchokǫ	Chief Jimmy Bruneau	K-12	426
Tłı̨chǫ	Behchokǫ	Elizabeth Mackenzie Elementary Sch.	K-6	232
Tłı̨chǫ	Gameti	Jean Wetrade Gameti School	K-9	71
Tłı̨chǫ	Wekwèti	Alexis Arrowmaker School	K-9	28
Tłı̨chǫ	Whati	Mezi Community School	K-12	128
Sahtu	Colville Lake	Colville Lake Territorial School	K-9	39
Sahtu	Deline	?ehtseo Ayah School	K-12	155
Sahtu	Fort Good Hope	Chief T'Selihye School	K-12	146
Sahtu	Norman Wells	MacKenzie Mountain School	K-12	149
Sahtu	Tulita	Chief Albert Wright School	K-12	165
South Slave	Fort Resolution	Deninu School	K-12	122
South Slave	Fort Smith	Joseph Burr Tyrrell School	K-6	285
South Slave	Fort Smith	P.W. Kaeser High School	7-12	329
South Slave	Hay River	Diamond Jenness Secondary School	8-12	367
South Slave	Hay River	Harry Camsell School	K-3	192
South Slave	Hay River	Princess Alexandra School	4-7	217
South Slave	Hay River Reserve	Chief Sunrise Education Centre	K-7	81
South Slave	Lutselk'e	Lutsel K'e Dene School	K-10	81

Note:

There are a total of 47 public schools and 2 francophone schools in the NWT.

33 District Education Authorities (DEA) govern 37 English-language public schools.

DEAs outside Yellowknife are organized under 5 Divisional Education Councils.

Names and Locations – Schools Continued

Two Education Authorities govern 10 English-language schools in Yellowknife.

Education Authority	School Name	Grades	Total
Yellowknife Catholic Schools	École St. Joseph School	K-8	562
Yellowknife Catholic Schools	École St. Patrick High School	9-12	544
Yellowknife Catholic Schools	Weledeh Catholic School	K-8	436
Yellowknife Education District #1	École J.H. Sissons School	K-5	207
Yellowknife Education District #1	École Sir John Franklin High School	9-12	777
Yellowknife Education District #1	École William McDonald Middle School	6-8	274
Yellowknife Education District #1	K'alemi Dene School	K-7	84
Yellowknife Education District #1	Mildred Hall Elementary School	K-8	274
Yellowknife Education District #1	N.J. Macpherson School	K-5	195
Yellowknife Education District #1	Range Lake North School	K-8	281

The Commission scolaire francophone des territoires du Nord-Ouest (est. Nov. 6, 2000) governs 2 French First Language schools.

Community	School Name	Grades	FTE
Hay River	École Boréale	K-6	69
Yellowknife	École Allain St. Cyr	K-10	90

Note:

* École Francophone de Hay River was established on July 1, 2001, and officially named École Boréale, May 27, 2003.

Enrolment figures are based on student headcounts and 60% attendance.

Enrolment Headcount as of September 30, 2007.

Revised 25 Jan 2008.

Names and Locations – College

Aurora College

The Head Office of Aurora College is located in Fort Smith. The College delivers programs at three campuses, 24 community learning centres, and other locations across the NWT.

Aurora Campus

Community Learning Centre	Tsiigehtchic
Community Learning Centre	Aklavik
Community Learning Centre	Deline
Community Learning Centre	Fort Good Hope
Community Learning Centre	Fort McPherson
Community Learning Centre	Tulita
Community Learning Centre	Inuvik
Community Learning Centre	Tuktoyaktuk
Community Learning Centre	Norman Wells
Community Learning Centre	Colville Lake
Community Learning Centre	Ulukhaktok
Community Learning Centre	Paulatuk

Thebacha Campus

Community Learning Centre	Katloodeeche
Community Learning Centre	Fort Providence
Community Learning Centre	Fort Resolution
Community Learning Centre	Fort Simpson
Community Learning Centre	Hay River
Community Learning Centre	Lutsel K'e
Community Learning Centre	Fort Liard

Inuvik

Yellowknife Campus

Community Learning Centre	Yellowknife
Community Learning Centre	Dettah-Yellowknife-Ndilo
Community Learning Centre	Wah Ti
Community Learning Centre	Wekweti
Community Learning Centre	Gameti
Community Learning Centre	Behchokò-Edzo

Yellowknife

Population Estimates – By Selected Age Groups and Community Type Northwest Territories 1996 to 2006

Population Aged 15 – 19 by Community Type

Community Type	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Communities	1,129	1,104	1,099	1,132	1,137	1,173	1,190	1,240	1,206	1,249	1,295
Regional Centres	739	717	718	741	753	748	746	719	756	748	746
Yellowknife	1,378	1,388	1,320	1,319	1,306	1,330	1,364	1,448	1,446	1,445	1,380
NWT Total	3,246	3,209	3,137	3,192	3,196	3,251	3,300	3,407	3,408	3,442	3,421

Population 18 Year Olds by Community Type

Community Group	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Communities	219	210	212	217	228	220	263	221	233	248	262
Regional Centres	149	144	147	136	140	167	137	152	130	157	142
Yellowknife	283	268	255	259	287	250	285	280	314	283	287
NWT Total	651	622	614	612	655	637	685	653	677	688	691

Population Aged 18 – 44 by Community Type

Community Type	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Communities	5,887	5,840	5,815	5,776	5,735	5,795	5,865	5,811	5,814	5,851	5,844
Regional Centres	4,542	4,428	4,347	4,357	4,258	4,194	4,240	4,294	4,351	4,268	4,063
Yellowknife	9,692	9,642	9,128	8,842	8,728	8,776	8,955	9,250	9,365	9,205	8,854
NWT Total	20,121	19,910	19,290	18,975	18,721	18,765	19,060	19,355	19,530	19,324	18,761

Population Aged 18 – 44 by Ethnicity

Group	1996*	1997*	1998*	1999*	2000*	2001	2002	2003	2004	2005	2006
Dene	4,906	4,990	4,968	5,019	5,083	5,228	5,253	5,227	5,224	5,238	5,216
Inuit	1,773	1,814	1,816	1,845	1,879	1,943	1,975	1,993	2,008	2,020	2,051
Metis	1,664	1,658	1,617	1,600	1,587	1,599	1,648	1,697	1,725	1,738	1,723
Non-Aboriginal	11,778	11,448	10,889	10,511	10,172	9,995	10,184	10,438	10,573	10,328	9,771
NWT Total	20,121	19,910	19,290	18,975	18,721	18,765	19,060	19,355	19,530	19,324	18,761

*Preliminary Intercensal Estimates by Ethnicity

Source:

Statistics Canada and NWT Bureau of Statistics
All Data are as on July 1st

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