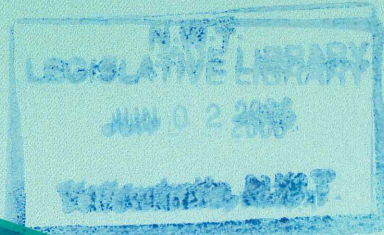
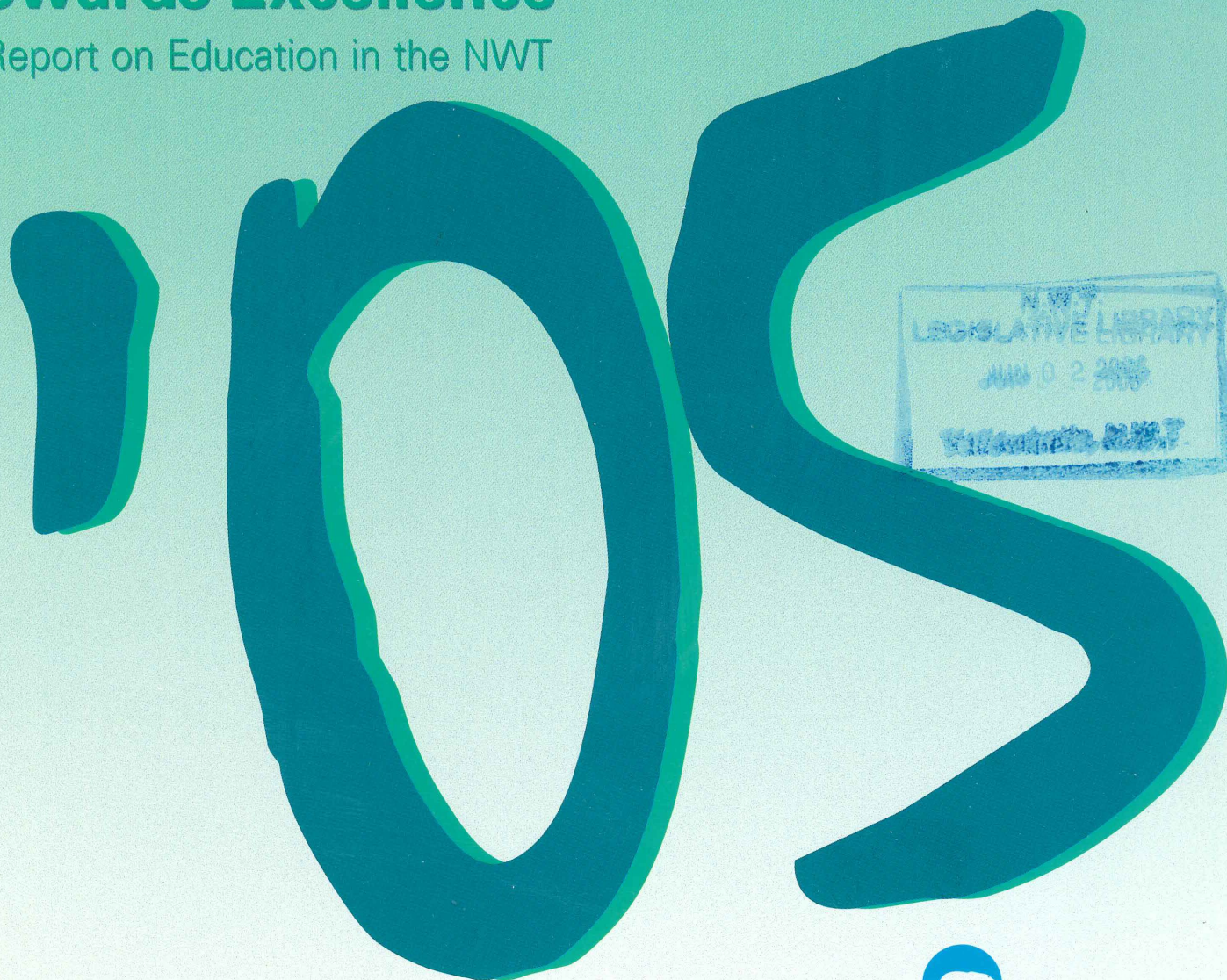


# Towards Excellence

A Report on Education in the NWT



Northwest Territories Education, Culture and Employment

November 2005



# A Message from the Minister

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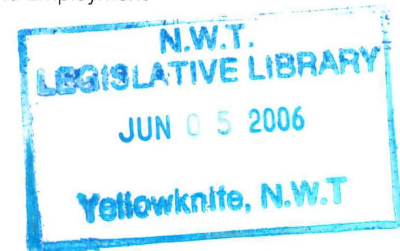
The Department of Education, Culture and Employment is pleased to present the sixth edition of *Towards Excellence: A Report on Education in the NWT*. *Towards Excellence* is a biannual collection of education indicators. Since the first edition of the document, ten years ago, the NWT has experienced rapid and dramatic changes. We have seen the formation of two new territories, incredible growth in economic activities, increased employment, expanded government programs and services and the emergence of new Aboriginal governance structures. In the not too distant future, there are even more opportunities that appear to be within reach.

Education is one of the key elements that will allow northern residents to take advantage of the increased opportunities, to live fulfilled lives and contribute to a strong, healthy and vibrant society. However, it takes more than teachers and a school to help students to become self-sufficient adults. Our education system relies on individuals, families, communities, and community leaders to make healthy lifestyle choices so children are born

healthy and grow and learn in safe and supportive homes, schools and communities.

The indicators in this report 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. By publishing this information and evaluating our education programs openly, we can celebrate our successes as well as identify areas that need to be improved. We are pleased to publish this information and hope that the data is interesting and useful.

Hon. Charles Dent  
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.*

# Department Strategic Objectives

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"> <li>1. Preservation and knowledge of our heritage</li> <li>2. Promotion of the arts</li> <li>3. Support and promote our official languages</li> </ol>	<ol style="list-style-type: none"> <li>1. A strong foundation for learning</li> <li>2. Students achieving their potential</li> <li>3. A results-based education system</li> </ol>	<ol style="list-style-type: none"> <li>1. Access and choice for adult learners</li> <li>2. A responsive college</li> <li>3. An integrated adult learning network</li> </ol>	<ol style="list-style-type: none"> <li>1. Northerners making informed career choices</li> <li>2. A skilled workforce</li> <li>3. A productive work environment</li> </ol>	<ol style="list-style-type: none"> <li>1. An integrated system of program supports</li> <li>2. A comprehensive system of financial supports</li> <li>3. A responsive income security system</li> </ol>
Cross-Goal Strategies	<b>1. Strong and Effective Partnerships</b> ECE is committed to strengthening local, territorial and federal partnerships, and working collaboratively to address problems and achieve results.				
	<b>2. High Quality Human Resources</b> ECE is committed to developing a skilled, productive civil service that represents the people it serves.				
	<b>3. Responsive Information Systems</b> 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.				
	<b>4. Facilities that Match Program Delivery Requirements</b> ECE is committed to defining and addressing additional facility requirements.				
	<b>5. Effective Performance Planning, Monitoring and Measurement</b> 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.				

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# Introduction – About Indicators

This sixth edition of *Towards Excellence: A Report on Education in the NWT* provides a profile of education from kindergarten to grade 1 for the 2003/04 and 2004/05 school years. The information presented in this document is not intended as a complete statistical report on education. Rather, it provides education staff and the public an overview of the school system.

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 is accessible and reliable. Six indicators reported in the 2003 edition of *Towards Excellence* have been moved to the end of this document, under the heading of “Other Data”. This data is not collected on a regular basis and has not been updated from earlier editions of *Towards Excellence*. New indicators addressing Alberta Achievement Tests,

Functional Grade Levels, General Education Development Diplomas, and Attendance have been added. 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. Education partners including Aurora College, Divisional Education Councils, the two District Education Authorities in Yellowknife, the Community Services Agency in the Tłı̨chǫ (Dogrib) region, and the Commission scolaire francophone de division, in addition to the NWT Bureau of Statistics provided data. 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 into 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 intellectual development, social and human development and career development.

- **Other data** includes information that is not updated on a biannual basis. Although dated, the information does supply valuable insights into 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 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. This is the second largest percentage Aboriginal population of all provinces and territories reported in the 2001 Census. Nationally, just under one million people reported having at least some Aboriginal identity in 2001, representing 3.3% of the total population. This is a rise in the Aboriginal population in Canada from 2.8% in 1996.

Of the Aboriginal people in the Northwest Territories, 57% reported North American Indian, 19% reported Métis and 21% reported Inuit as their respective Aboriginal identity. Overall, the Aboriginal population in the NWT represents 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 9% of the Inuit population of Canada.

The Official Languages of the NWT are Chipewyan, Cree, Tłı̨chǫ (Dogrib), English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey and South Slavey. English is the most common language spoken in the NWT, with 77% 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.

Almost half (44%) of Aboriginal people aged 15 years or older 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 2004 NWT Community Survey, indicates that for the Population 15 & Older, 14,440 are Aboriginal people. The Dene language family consists of Tłı̨chǫ, Chipewyan, North Slavey, South Slavey and Gwich'in. Approximately 2,134 (14.8%) people have the ability to speak Tłı̨chǫ, 1,326 (9.2%) speak South Slavey and 1,017 (7%) speak North Slavey. There are fewer Aboriginal people who speak Chipewyan and Gwich'in at 716 (5%) and 264 (1.8%) respectively. About 371 (2.6%) Aboriginal people speak Cree, which belongs to the Algonquian language family. Of the 4,332 Inuit or Inuvialuit

persons in the Northwest Territories, 20.2% speak an Inuit language (Inuktitut, Inuvialuktun, or Innuuaqtun). 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 spoken in the community of Holman.

A people's culture and language are the basis 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.

The Francophone community also seeks to be rooted firmly in its own unique history. In the 2001 Census, 950 (2%) of the population stated that French was the language most frequently spoken in the home.

Language is an important element in people, maintaining or enhancing their cultural diversity. Education programs and services, therefore, must be culturally appropriate.

## The Languages and Cultures of the Aboriginal People of the Northwest Territories



### Official Languages of the NWT:

- Chipewyan
- Cree
- Tłı̨chǫ (Dogrib)
- English
- French
- Gwich'in
- Inuvialuktun
- Inuktitut
- Inuvialuktun
- North Slavey
- South Slavey

### Source:

- Census of Canada, 1996 and 2001
- 2004 NWT Community Survey



# 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 DECs and one Community Services Board in the Tłı̨chǫ Region. The councils are made up of one representative from each DEA in the education division. The Commission scolaire francophone de division 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 DECs, DEAs, the Commission scolaire francophone de division and the Tłı̨chǫ Community Services Board.

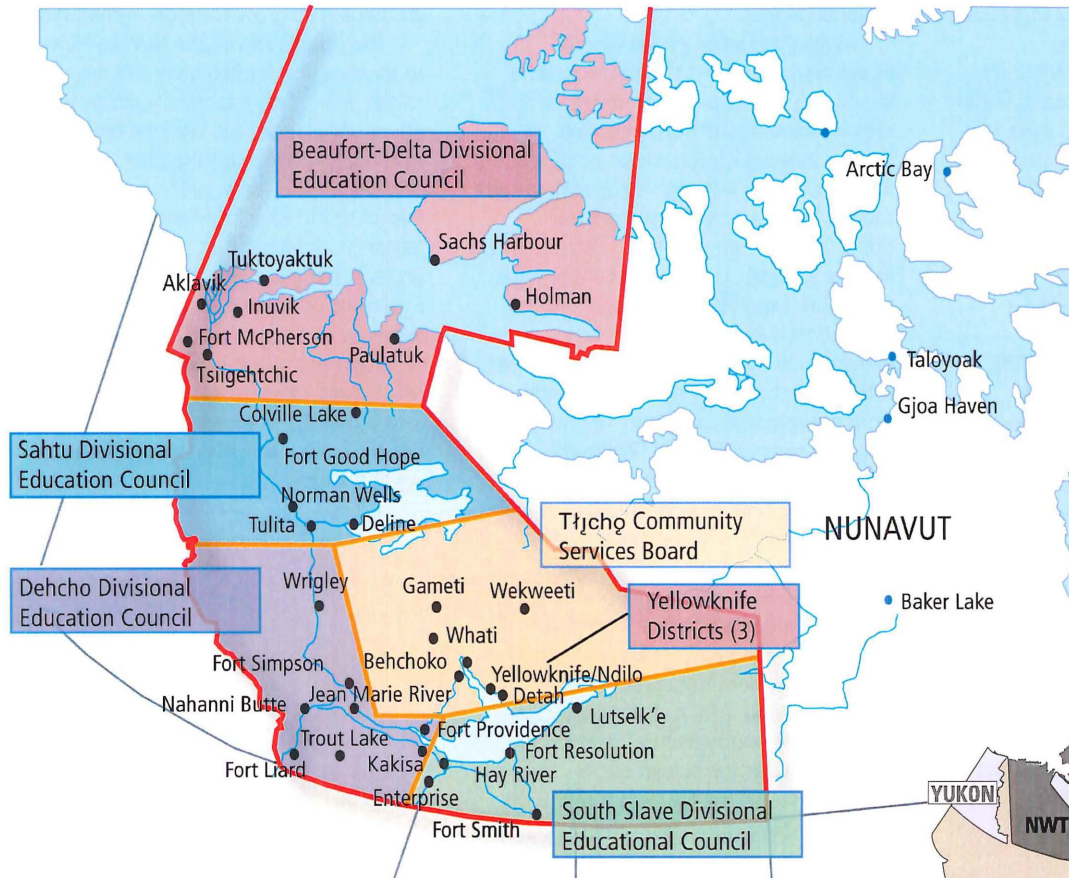
There are a total of 49 public schools in the NWT. Of these, 23 deliver programs for kindergarten through senior secondary grades. Eleven are small schools with fewer than 60 students enrolled. Six schools have between 60 and 90 students enrolled, 14 schools have between 90 and 200 students enrolled, while another 10 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 Tłı̨chǫ and South Slave.

The Government of the NWT certifies teachers and determines the curricula that guide teaching in the schools. DECs 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. DECs 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
- Tłı̄chǫ Community Services Board
- Sahtu Divisional Education Council
- South Slave Divisional Education Council
- Yellowknife District #1 Education Authority
- Yellowknife Public Denominational District Education Authority
- Commission scolaire francophone de division



# 1 Population – Actual and Projected Growth

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

In 2005, approximately 43,245 people lived in the Northwest Territories, compared to 40,499 in 2000. While the number of births per 1,000 females within the Inuit and Dene population, aged 15 through 44, has stabilized, the rate is still approximately 1.5 times that of other ethnic groups in the NWT. The movement of non-Aboriginal people into the NWT is augmenting this natural growth, as employment opportunities increase.

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 population in communities. That in turn creates a demand for higher education and employment as the population matures. However, opportunities for postsecondary education and for employment are limited in communities as compared to the regional centres or Yellowknife. The movement of youth and adults 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.

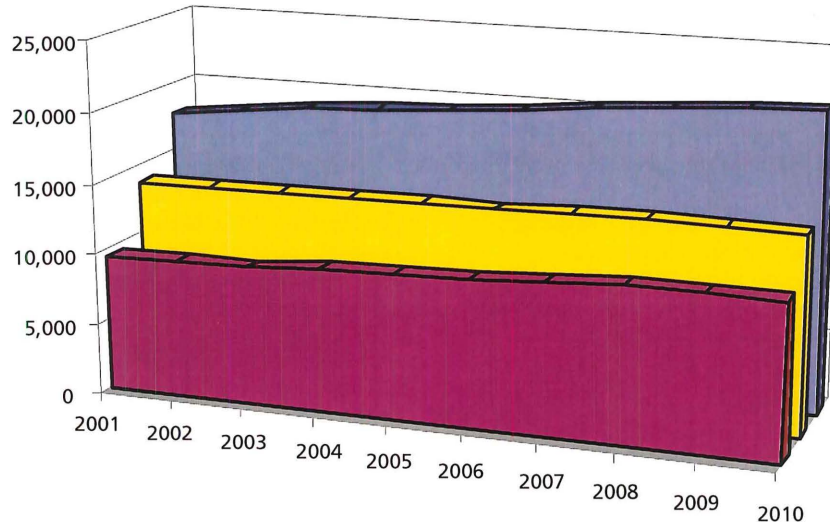
Almost a quarter of the overall population lives in Fort Smith, Hay River or Inuvik. Young people often move to these regional centres from communities, to further their education. Upon completion of education or training, many stay to raise their families where there is greater opportunity for employment. As residents achieve a higher level of education, and gain work experience, they qualify for promotion, which often leads to relocation. In-migration from communities is therefore balanced by out-migration from the regional centres to Yellowknife or to 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. In 1998 and 1999, decreasing employment opportunities in the NWT, together with increasing opportunities in other parts of Canada, resulted in a short-term decrease in population. By 2001, the population of Yellowknife had revitalized and is

continuing to grow through in-migration.

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 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 2001  
NWT Bureau of Statistics  
Department of Health & Social Services

### 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
Yellowknife	17,758	18,204	18,808	19,056	19,342	19,643	20,285	20,541	20,939	21,208
	44%	44%	45%	45%	45%	45%	45%	45%	46%	46%
Regional Centres	9,451	9,596	9,657	9,976	10,111	10,270	10,642	10,942	10,924	10,859
	23%	23%	23%	23%	23%	23%	24%	24%	24%	24%
Communities	13,613	13,689	13,741	13,778	13,792	13,830	13,975	14,120	14,040	13,958
	33%	33%	33%	32%	32%	32%	31%	31%	31%	30%
NWT Total	40,822	41,489	42,206	42,810	43,245	43,743	44,902	45,603	45,903	46,025

## 2 Population – *Distribution by Ethnicity and Age Groups*

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

The total population of the Northwest Territories is equally distributed between Aboriginal (50%) and non-Aboriginal (50%) people. The greatest proportion of non-Aboriginal people is working-age, with 65% between the ages of 25 and 54. The Aboriginal population is very young by comparison, with children and youth under the age of 25 comprising 49% of the total.

In communities, 85% of the population is Aboriginal. Overall, 45% of people living in communities are under the age of 25 and 91% of this age group are Aboriginal children and youth. While nearly half of Aboriginal people in communities are under the age of 25, most non-Aboriginals (59%) are between ages 25 and 54. This 59% 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 has increased by 3% from 2003.

The overall population of Fort Smith, Hay River and Inuvik is more evenly distributed between Aboriginal (53%) and non-Aboriginal people (47%). For specific age groups, however, this distribution shows greater variation. For the total population, 39% are children and youth

under the age of 25. The majority (63%) of children and youth are Aboriginal. The proportion of working-age adults (25-54 years) is greater for non-Aboriginal people (54%). About 5% 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, 82% are non-Aboriginal. Another 40% of the population is children and youth under the age of 25. The majority (70%) of children and youth are non-Aboriginal. About 2% 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 graduation rates are increasing.

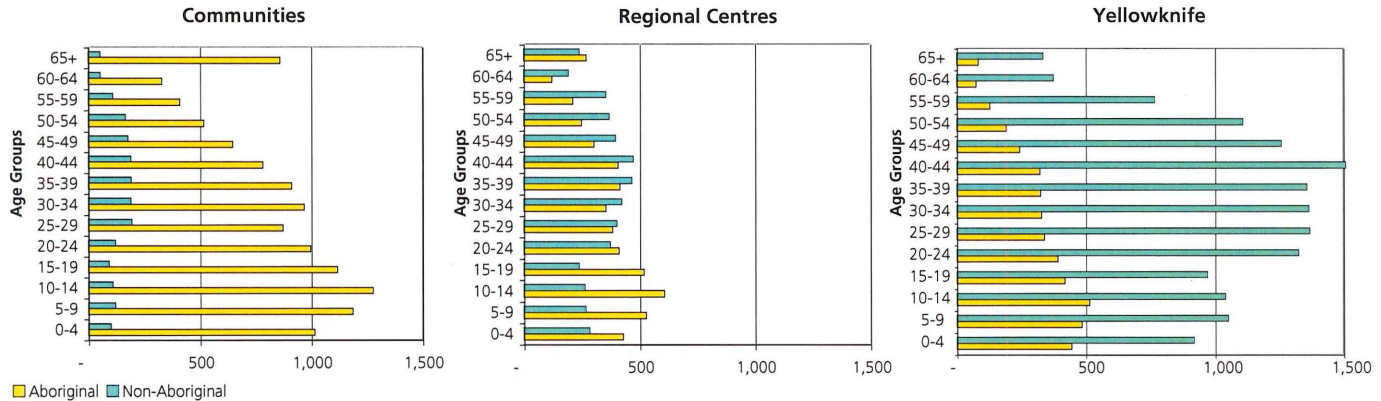
There will be an even greater need to increase possibilities for employment, as the population matures and becomes more educated. An aging GNWT work force, together with increased employment opportunities in southern Canada, will likely result in openings at senior levels for Northerners holding university 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 2001  
NWT Bureau of Statistics



## Distribution by Ethnicity and Age Groups



### Population of Communities – July 1, 2004

	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	1,017	1,187	1,277	1,118	998	875	969	913	784	648	517	409	330	861	11,903
Non-Aboriginal	101	121	110	93	120	195	191	193	191	176	166	110	55	53	1,875
<b>Total</b>	<b>1,118</b>	<b>1,308</b>	<b>1,387</b>	<b>1,211</b>	<b>1,118</b>	<b>1,070</b>	<b>1,160</b>	<b>1,106</b>	<b>975</b>	<b>824</b>	<b>683</b>	<b>519</b>	<b>385</b>	<b>914</b>	<b>13,778</b>

### Population of Regional Centres – July 1, 2004

	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	431	530	609	519	411	384	355	415	407	304	250	212	122	270	5,219
Non-Aboriginal	285	269	264	239	373	403	423	468	474	397	370	356	194	242	4,757
<b>Total</b>	<b>716</b>	<b>799</b>	<b>873</b>	<b>758</b>	<b>784</b>	<b>787</b>	<b>778</b>	<b>883</b>	<b>881</b>	<b>701</b>	<b>620</b>	<b>568</b>	<b>316</b>	<b>512</b>	<b>9,976</b>

### Population of Yellowknife – July 1, 2004

	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	445	485	515	419	391	339	328	325	323	245	191	129	74	83	4,292
Non-Aboriginal	921	1,053	1,042	972	1,327	1,369	1,366	1,358	1,510	1,259	1,110	767	374	336	14,764
<b>Total</b>	<b>1,366</b>	<b>1,538</b>	<b>1,557</b>	<b>1,391</b>	<b>1,718</b>	<b>1,708</b>	<b>1,694</b>	<b>1,683</b>	<b>1,833</b>	<b>1,504</b>	<b>1,301</b>	<b>896</b>	<b>448</b>	<b>419</b>	<b>19,056</b>

### NWT Total Population – July 1, 2004

	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	1,893	2,202	2,401	2,056	1,800	1,598	1,652	1,653	1,514	1,197	958	750	526	1,214	21,414
Non-Aboriginal	1,307	1,443	1,416	1,304	1,820	1,967	1,980	2,019	2,175	1,832	1,646	1,233	623	631	21,396
<b>Total</b>	<b>3,200</b>	<b>3,645</b>	<b>3,817</b>	<b>3,360</b>	<b>3,620</b>	<b>3,565</b>	<b>3,632</b>	<b>3,672</b>	<b>3,689</b>	<b>3,029</b>	<b>2,604</b>	<b>1,983</b>	<b>1,149</b>	<b>1,845</b>	<b>42,810</b>

### 3 Level of Education - Population 15 Years of Age and Over

#### *Education levels are increasing for Northern residents.*

The 2004 Community Survey found 68% of the NWT population aged 15 years and older had completed secondary school, held a certificate or diploma, had some college or university training, or held a university degree. This is an increase from 66% reported in the 1999 NWT Labour Force Survey. University degrees are held by 17% of the youth and adult population, compared to 14% in 1999. At the same time there has been a decrease from 13% to 12% in the population with less than a Grade 9 education.

Communities have the highest proportion (55%) of the population, ages 15 years and older, who have not yet attained a grade 12 diploma. With the implementation of grade extensions in recent years, it is expected that this will change in the future, as it is now possible for most residents to complete secondary school in their home community. Increased access to secondary grades in the communities is expected to result in increasing graduation rates, and consequently higher participation in postsecondary education. However, opportunities for postsecondary education and employment are limited in communities compared to the regional centres and Yellowknife. The 7% of the

population in the communities holding university degrees generally reflects individuals employed in the community as nurses, teachers and the RCMP.

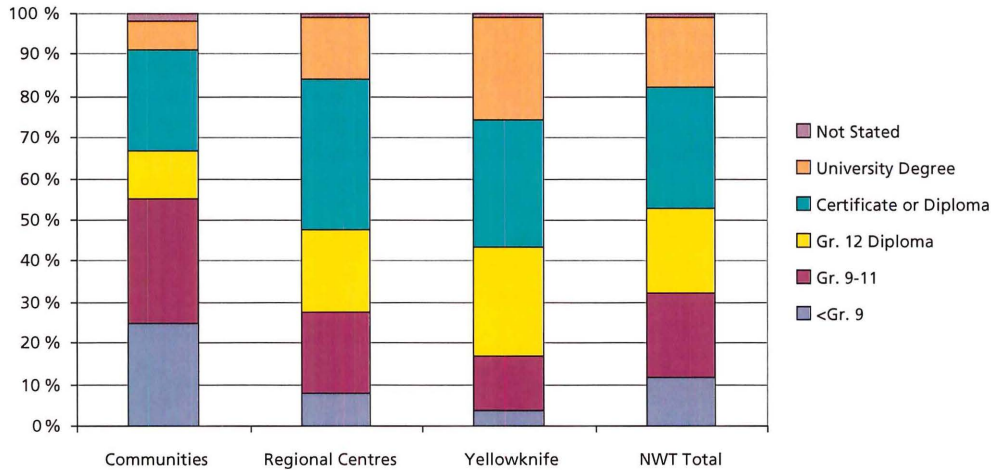
In the regional centers, 72% of the population aged 15 years and older has completed grade 12 or attained other adult or postsecondary education. This includes 37% who hold a certificate or diploma, and 15% having a university degree. There are college campuses in Fort Smith and Inuvik, providing access 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-three percent of youth and adults in Yellowknife have completed high school or have other adult or postsecondary education, including 25% 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, 21% of youth and adults reported grades 9, 10 or 11 as their highest level of education. 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

### Notes:

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

### Level of Education – Population 15 Years of Age and Over

	Total Pop 15 & older	<Gr. 9	Gr. 9-11	Gr. 12 Diploma	Trades Cert. or Diploma	University Degree	Not Stated
Communities	9,796	2,466	2,912	1,171	2,339	672	236
		25%	30%	12%	24%	7%	2%
Regional Centres	7,161	534	1,395	1,452	2,624	1,102	55
		8%	20%	20%	37%	15%	1%
Yellowknife	14,383	623	1,892	3,837	4,417	3,559	55
		4%	13%	27%	31%	25%	1%
NWT Total	31,340	3,623	6,198	6,461	9,380	5,332	347
		12%	21%	21%	30%	17%	1%

## *Language retention varies by language and by community type.*

The Official Languages Act recognizes eleven official languages in the Northwest Territories: Chipewyan, Cree, Tłı̨chǫ, 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 2001 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. Fourteen percent of the population reported an Aboriginal first language, the most common being Tłı̨chǫ 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 vitality 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

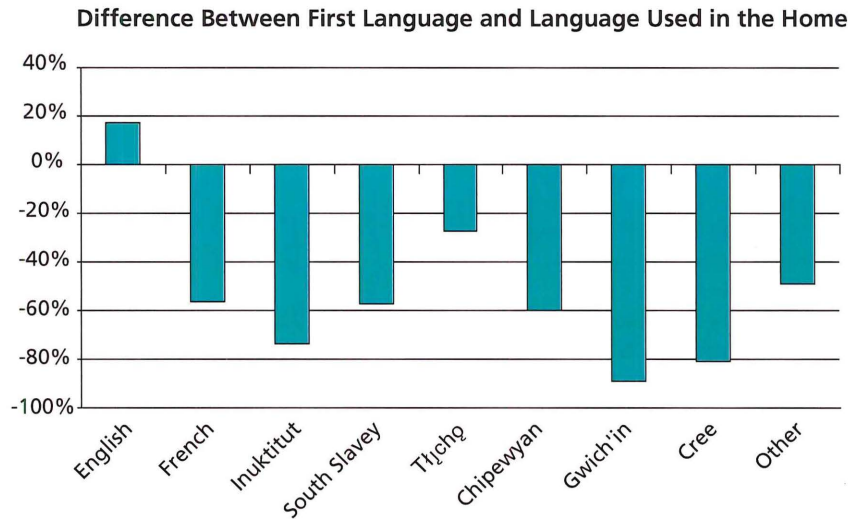
reported using these languages as their home language than as their first language. For Tłı̨chǫ, retention was more than 50%. For the remaining official languages this value was less than 50%, with the lowest value for Gwich'in at 11%.

There are many factors involved in maintaining the language of the home. Language begins in the family and is influenced by the community, leaders 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 guide everyday language activities in the community.

While schools can support languages by responding to community language needs, they are only one part of the solution. Parents, leaders 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



**Source:**

Census 2001

**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.
3. North Slavey is reported in Other.

**Use of Official Languages in the Northwest Territories**

	English	French	Inuktitut	South Slavey	Tłı̄chq	Chipewyan	Gwich'in	Cree	Other
First Language	28,650	950	765	1,005	1,835	300	230	155	2,830
Home Language	33,610	420	200	435	1,345	120	25	30	1,435
Change Index	17%	-56%	-74%	-57%	-27%	-60%	-89%	-81%	-49%

*The total student enrolment has decreased in the period from 2002/03 to 2004/05.*

In 2005 there were 9,524 students enrolled in kindergarten through Grade 12 in the NWT. This figure represents 22% of the overall population of the NWT. Total student enrolment in 2005 was the lowest in the past decade reflecting the decline in the NWT birth rate from 1995 through 2001. Enrolments numbers are expected to increase in 2006, reflecting the increase in birth rate that has occurred since 2001. There are variances by community type within this trend.

In 2005, in the small communities, 25% of the population was enrolled in school. There was a 1% increase in enrolment over five years, on par with the 1% population growth. Communities have experienced moderate decreases in student population at the primary level, reflecting declining birth rates. However, increased enrolments in grades eight through twelve 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. A slow growth in school enrolment is projected to begin for communities in the year 2006.

Twenty-three percent of the population in regional centres is enrolled in school.

School enrolment decreased by 3% in the period between 2002/03 and 2004/05.

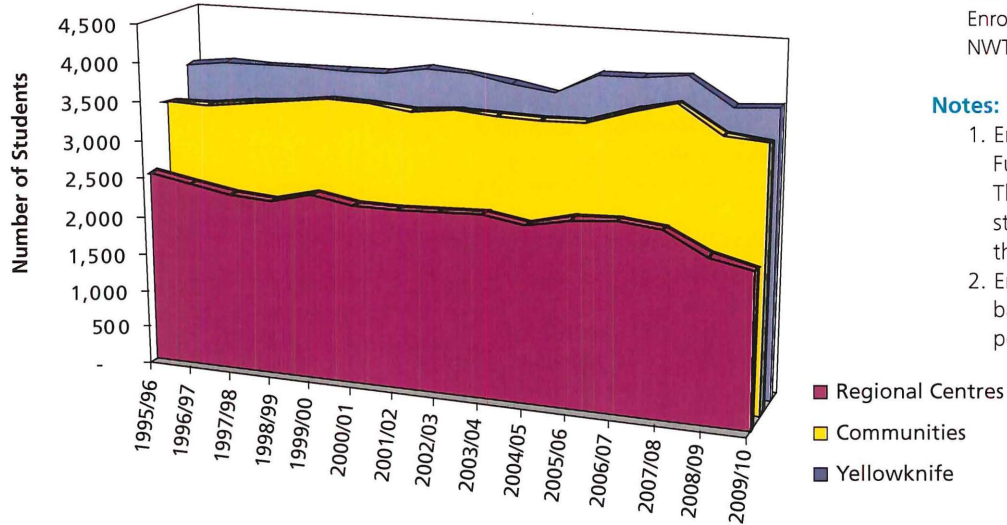
At 3,717 students, Yellowknife's total student enrolment is at its lowest in the last decade. Nineteen percent of the city's population is enrolled in school. Over the five-year period from 2001 through 2005, the city has experienced a 3% decrease in enrolment while experiencing a 9% increase in the overall population.

Historically, schools in the NWT were driven by population growth, but this is no longer the case. Overall, there is sufficient space in existing facilities to accommodate the school-aged population, but the demographics of that population are changing. There will be an opportunity to re-think what programs and services are needed to best meet the changing needs of the school-aged population, and to reconsider how existing space can best be utilized to support those programs and services.

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 retrofitting 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.

## Actual & Projected



### Source:

Department of Education, Culture and Employment, GNWT. Student Enrolment (September 30th)  
NWT Bureau of Statistic

### Notes:

1. Enrolment figures are based on Full-time Equivalent (FTE) students. The number of kindergarten (FTE) students are doubled to estimate the actual number of students.
2. Enrolment projections are based on 15 to 19-year old population projections.

Total Number of Students Enrolled in NWT Schools by Year	← Actual						Projected →								
	95/96	96/97	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
Communities	3,340	3,340	3,410	3,470	3,540	3,524	3,463	3,523	3,497	3,493	3,434	3,683	3,809	3,474	3,422
Regional Centres	2,530	2,420	2,340	2,290	2,440	2,340	2,334	2,375	2,383	2,314	2,292	2,452	2,416	2,126	2,005
Yellowknife	3,750	3,820	3,810	3,810	3,810	3,820	3,913	3,879	3,798	3,717	3,773	3,994	4,055	3,702	3,748
NWT Total	9,620	9,580	9,560	9,570	9,790	9,684	9,710	9,777	9,678	9,524	9,499	9,491	9,333	9,302	9,175

## 6 Student Enrolment – *Distribution by Grade*

*Distribution across grades is increasingly reflective of the overall school-aged population.*

Schooling is mandatory in the NWT for children aged 6 to 15, and enrolments for corresponding grades (grades one through nine) closely approximate overall populations for those age groups. In accordance with the Departmental Directive on Inclusive Schooling (1996), students are placed in classrooms with their age peers. However, teachers report that a significant proportion of students perform at one or more grades below the expected level for their age. With the implementation, in 2005, of Functional Grade Level reporting for students, it will be possible to gain a better understanding of the proportion of students who are not performing at grade level. For more information on Functional Grade Levels refer to indicator number 23.

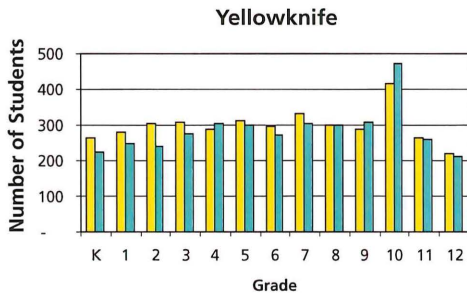
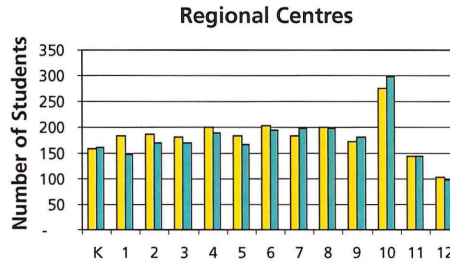
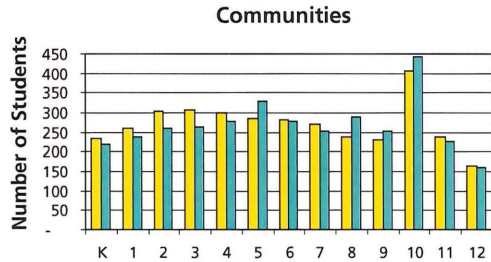
The total school population of the NWT decreased by 2.5% in the period from 2002/03 to 2004/05. This decrease is most noticeable in the early grades. In this two year period, NWT senior secondary school enrolment continued to increase with enrolments in grade 10 being disproportionately high as compared to grades 11 or 12. Grade 10 figures include individuals who gained access through grade extensions in their home community, as well as a number of adults who

returned to high school for upgrading. Grade 10 enrolment figures also include youth who have been placed in high school due to their age and who continue to work towards earning credits at that grade level. In 2004/05, approximately 52% of the senior secondary students in the NWT were enrolled in grade 10 as compared to 27% for grade 11 and 20% for grade 12.

The population of the NWT is young in comparison to other parts of Canada. There was a decline in the NWT birth rate between 1995 and 2001; however, in more recent years, the birth rate has been increasing but it is still not back to that of the pre-1995 years. As the population ages, there will be a demand for expanded postsecondary education opportunities, especially in the communities where senior secondary programs are offered and graduation rates are increasing.



## Distribution by Grade



### Student Enrolment by Grade, 2002/03

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Communities	234	260	305	309	300	286	281	271	239	231	407	237	163	3,523
Regional Centres	159	184	186	181	200	183	203	184	199	173	274	145	104	2,375
Yellowknife	263	280	305	308	288	312	298	332	302	290	415	266	220	3,879
NWT Total	656	724	796	798	788	781	782	787	740	694	1,096	648	487	9,777

### Student Enrolment by Grade, 2004/05

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Communities	221	236	261	265	279	330	278	252	289	253	444	228	161	3,493
Regional Centres	162	149	169	169	188	166	195	198	198	181	299	145	98	2,314
Yellowknife	224	250	239	277	303	299	272	305	299	309	472	260	211	3,717
NWT Total	607	634	668	710	770	794	744	755	785	743	1,214	633	470	9,524

### Source

Department of Education, Culture and Employment, GNWT. Student Enrolment (September 30th) NWT Bureau of Statistics

### Notes

- Enrolment figures are based on Full-time Equivalent (FTE) students. The number of kindergarten (FTE) students is doubled to estimate the actual number of students. The numbers for 2000/01 reflect adjustments to enrollment since the publication of the '01 *Towards Excellence*.

# 7 Educators – Years of Experience

*71% of teachers in the NWT have 5 or more years of teaching experience.*

Graduates of the Teacher Education Program (TEP) are staying in the education system and gaining experience. Other experienced northern teachers are also staying in the system longer, shifting the proportions of teachers with 10 or more years of experience up from 24% in 1997 to 46% in 2005. In 2004/05, 10% of NWT teachers had less than two years experience. 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 checked 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. The proportion of teachers in the communities with less than 5 years of experience has decreased from 53% in 2002/03 to 31% in 2004/05. Communities still have the highest proportion of teachers with less than 5 years of teaching service. This includes 11% with less than 2 years of service.

For regional centres, the proportion of teachers with 15 or more years of service has decreased noticeably from 29% in 2002/03 to 7% in 2004/05 as many of the long-term teachers reached retirement age. The proportion of teachers with less than 2 years of experience remained the same (8%) while the proportion of teachers with 2 to 4 years of experience dropped by 2% to 16% in 2004/05. The proportion of teachers with 5 to 14 years of service is high, increasing from 46% in 2002/03 to 68% in 2004/05. The greater proportion (42%) of the teachers in the regional centres has 10 to 14 years of experience.

At 13%, Yellowknife has the highest proportion of teachers with more than 20 years of service. Also, 10% of Yellowknife teachers have 15 to 19 years of service. Many of these individuals will be approaching retirement age necessitating new staff to be hired.

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 teachers are entering the system each year.

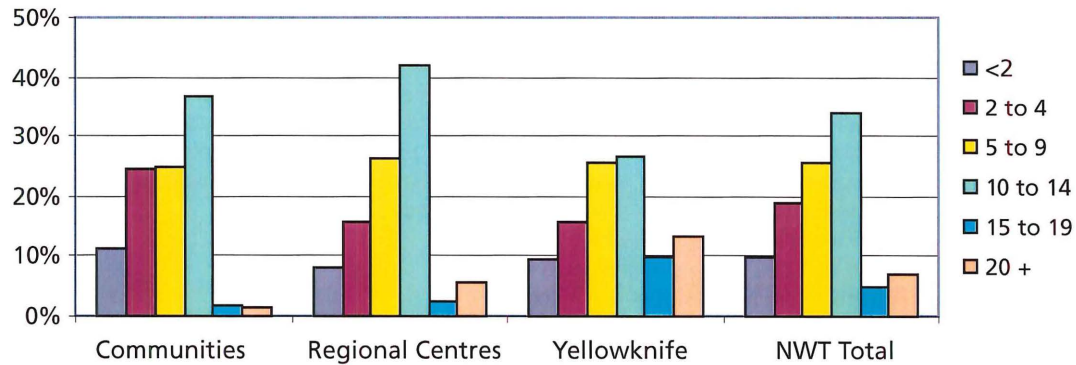
## Source

Case Management Administration System (CMAS)  
PeopleSoft

## Notes

1. Information is based on actual teaching positions, including Aboriginal Language Specialists, as at August 1st. Excluded are educators employed at Aurora College, Learning Centres, and administration staff at Divisional Education Councils and Authorities.
2. The GNWT Salary Grid differs from those used by Yellowknife School Districts. First year GNWT teachers are placed at STEP level 1, compared to STEP level 0 for Yellowknife.

## Years of Experience



**Educators by Years of Experience, 2004/05**

	<2	2 to 4	5 to 9	10 to 14	15 to 19	20+	Total
Communities	31	68	69	102	5	4	279
	11%	24%	25%	37%	2%	1%	38%
Regional Centres	13	26	43	69	4	9	164
	8%	16%	26%	42%	2%	5%	22%
Yellowknife	27	45	74	77	28	38	289
	9%	16%	26%	27%	10%	13%	39%
NWT Total	71	139	186	248	37	51	732
	10%	19%	25%	34%	5%	7%	

## 8 Educators – *Highest Level of Qualifications*

*90% of teachers in the NWT have one or more university degrees.*

In 2005, the majority of educators in the NWT have one or more university degrees. In addition to holding a Bachelor of Education Degree, a significant number of teachers hold degrees in specialties such as Mathematics, Science, Technology, Art, Music, Special Education and Physical Education. Others may hold degrees in related professions. Ten percent of teachers in the system have a graduate degree, up from 7% in 2003, while the proportion of teachers holding a certificate or diploma increased by 1% to 10% over the same period.

Fourteen percent of teachers in communities hold 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 Teachers' 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 86% of educators in communities hold one or more degrees, including 11% who have a graduate degree. There is an increasing need in communities with grade extensions for teachers with degrees to

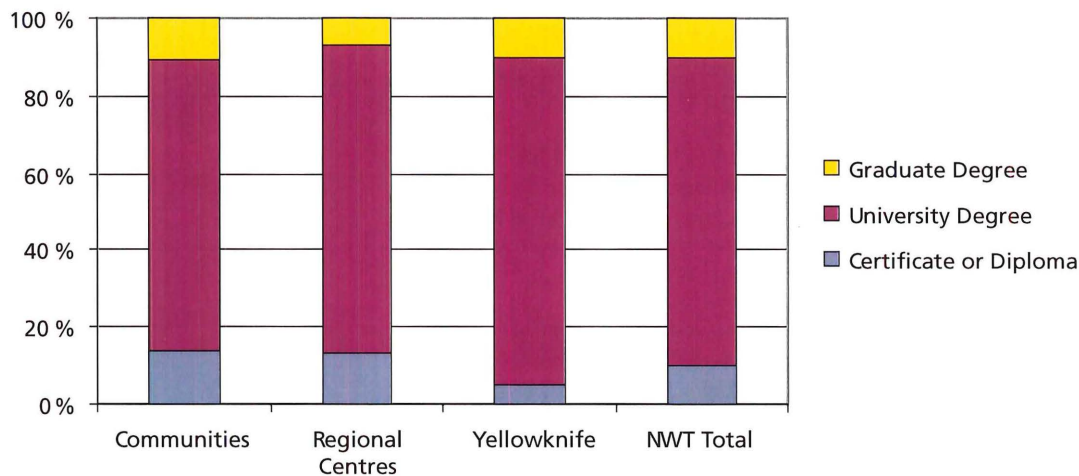
deliver a range of program choices at the secondary level.

The proportion of teachers holding degrees is higher in Yellowknife (95%) than it is in regional centres (87%) and communities (86%). This includes 10% of teachers in Yellowknife who have graduate degrees. At the same time, the group holding a certificate or diploma is smaller. Schools in Yellowknife and the regional centres are generally larger than community schools and they have more flexibility in allocating staff assignments. Whereas 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 rotate to 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.

## Highest Level of Qualifications



### Educators by Qualifications, 2004-05

	Certificate or Diploma	University Degree	Graduate Degree	Total Teachers
Communities	38	209	32	279
	14%	75%	11%	38%
Regional Centres	21	132	11	164
	13%	80%	7%	22%
Yellowknife	15	246	28	289
	5%	85%	10%	39%
NWT Total	74	587	71	732
	10%	80%	10%	

#### Source

Case Management Administration System (CMAS)

#### Notes

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

### *Aboriginal Educators form 14% of the teaching staff in the NWT.*

In 2004/05, there were 106 Aboriginal teachers in the NWT representing 14% of the 732 total teaching staff. Aboriginal educators in the school system include 22 certified Aboriginal Language Specialists and 84 teachers who hold a Teacher Education Program Diploma or a Bachelor of Education Degree.

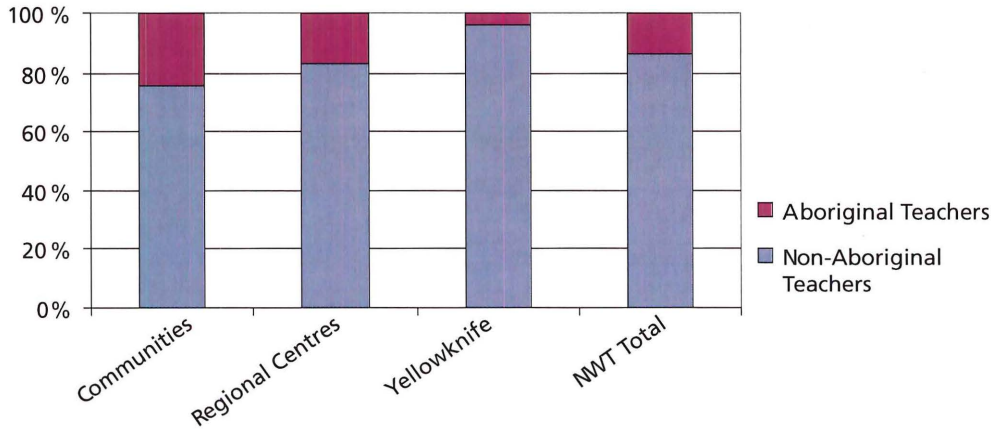
A goal of the Department is to have a teaching force representative of the overall population of the NWT, comprising about 50% Aboriginal people. For the school-aged population (10,822 children and youth between the ages of 5 and 19 years), 61% are of Aboriginal origin. The highest percentage of Aboriginal teachers is needed in communities. Aboriginal students comprise 92% of the 5 to 19 year-olds in communities, 68% in regional centres and 32% in Yellowknife. This compares with the proportion of the teaching force represented by Aboriginal teachers at 24% in communities, 17% in regional centres and 4% in Yellowknife.

The NWT needs a teaching force that is representative of its diverse linguistic and cultural groups in order for all types of communities to realize their 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, we need to train and recruit more Aboriginal teachers as well as retain the teachers currently in the NWT. Aurora College will continue 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. Additionally, professional development opportunities are required to meet the re-certification needs of Aboriginal teachers, and especially of Aboriginal Language Specialists. 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.

## Aboriginal Educators as Percent of Total Teaching Staff



### Aboriginal Teachers as Percent of Total Teaching Staff

	Non-Aboriginal Teachers	Aboriginal Teachers	Total Teachers
Communities	212	67	279
	76%	24%	38%
Regional Centres	136	28	164
	83%	17%	22%
Yellowknife	278	11	289
	96%	4%	39%
NWT Total	626	106	732
	86%	14%	

#### Source:

Case Management Administration System (CMAS)

#### Notes:

- Information is based on actual teaching positions, and not funded PYs, as at August 1st. Included are Aboriginal Language Specialists, and Southern Aboriginals. Excluded are Educators employed at Aurora College, Learning Centres, and administration staff at Divisional Education Councils and Authorities.

## 75% of TEP graduates (1990 – 2004) work 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 3-year diploma or continue for one more year to complete a Bachelor of Education.

From 1969 to 1989, a total of 100 NWT teachers graduated from TEP, 42 of whom are presently (2004) employed in the education field. This proportion includes 23% currently teaching or working at the Divisional Education Councils, 15% in other education-related roles, and 4% full-time university students. Others (24%) have used the skills and experience they developed through TEP to gain employment outside education. The remaining 34% include teachers who reached retirement age or whose current status is unknown. Of the 100 graduates

between 1969 and 1989, there were 55 Dene, 11 Metis, 15 Inuvialuit and 19 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 Divisional Education Councils and the College, at locations where there was a large enough cohort of students. This delivery model made it possible for people to complete their teacher education closer to home. The campus-based program in Fort Smith continued to run concurrently with the CTEPs.

From 1990 to 2000, there were 98 TEP graduates, 48 of these graduated from a CTEP. In 2003/04, retention for these CTEP graduates was 73%, including 58% teachers and DEC staff, 8% in other education-related employment, and 6% attending university full-time. CTEP proved particularly effective for impacting education in a single community, or region, over a relatively short period of time. CTEP students generally teach in their home community following graduation. Of the 48 CTEP graduates, there were 24 Dene, 9 Metis, 13 Inuvialuit and 2 non-Aboriginal

or unidentified. Over the same period, of the 50 campus based graduates, 22 were Dene, 6 Metis, 6 Inuvialuit and 16 were non-Aboriginal or unidentified.

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 2004 the three-campus produced 26 graduates. In 2004, retention for these graduates was 88%, 31% of the graduates were employed as teachers or DEC staff, 27% were employed in other education-related employment and 31% were full-time university graduates. Of the 26 graduates, 4 were Dene, 3 Metis, 2 Inuvialuit and 17 were non-Aboriginal or unidentified.

### Source:

Aurora College TEP Graduate Database

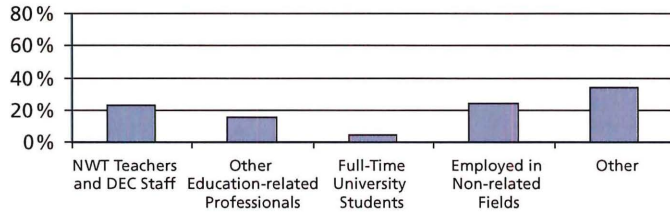
### Notes:

1. Information is based on a small, independent database, updated annually by ECE Consultant, Teacher Training.
2. In 69-00, 'Campus' refers to Fort Smith campus only; for 2001-2004 'Campus' refers to the 3 Aurora College Campuses (Ft. Smith, Inuvik, Yellowknife)

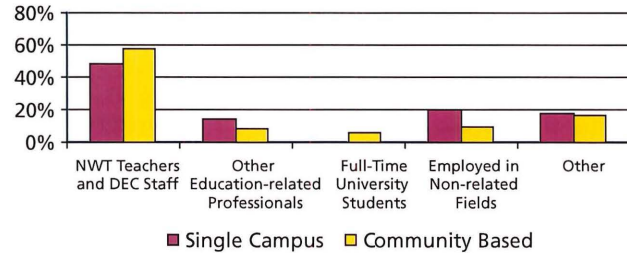


## Retention of Teacher Education Program (TEP) Graduates

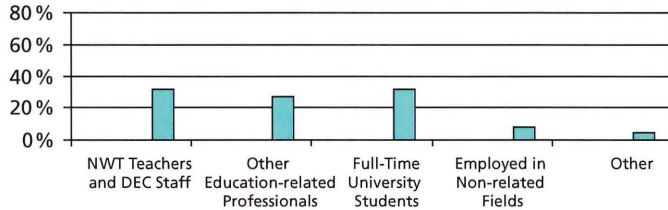
### Retention Rate for Graduates 1969 to 1989



### Retention Rate for Graduates 1990 to 2000



### Retention Rate for Graduates 2001 to 2004



## Employment Status of TEP Graduates in the School Year 2002

Year of Graduation	1969 to 1989		1990 to 2000				2001 to 2004	
	Actual	Percent	Actual	Percent	Community Based Actual	Community Based Percent	Actual	Percent
NWT Teachers and DEC Staff	23	23%	24	48%	28	58%	8	31%
Other Education-Related Professionals	15	15%	7	14%	4	8%	7	27%
Full-Time University Students	4	4%	0	0%	3	6%	8	31%
<b>Total Retained</b>	<b>42</b>	<b>42%</b>	<b>31</b>	<b>62%</b>	<b>35</b>	<b>73%</b>	<b>23</b>	<b>88%</b>
Employed in Non-related Fields	24	24%	10	20%	5	10%	2	8%
Other	34	34%	9	18%	8	17%	1	4%
Total Graduates (198)	100		50		48		26	

# 11 Educators – Certification of Principals

## *61% 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 continue serving in a principal position. The requirement for certification is the completion of the Educational Leadership Program.

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 re-named 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, 470 people have taken part in the program.

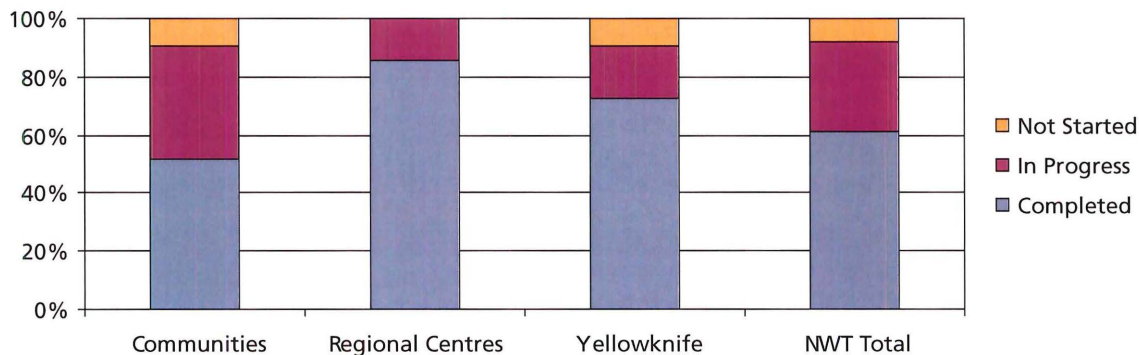
Although participation in the program continues to increase, a high rate of principal turnover means that there is a continuing need to offer ELP. Currently, 61% (30 of 49) of principals in the NWT

have completed the program. Another 31% (15 of 49) have completed part of the program and are working towards attaining certification and 8% (4) 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 (52%) in communities than in regional centres (86%) or in Yellowknife schools (72%). One way of moderating the effect of principal turnover is to encourage Aboriginal teachers to complete the Educational Leadership Program and better support their participation in 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.

## Certification of Principals



### Certification Status of NWT Principals, 2004/05

	Completed	In Progress	Not Started	Total
Communities	16	12	3	31
	52%	39%	10%	
Regional Centres	6	1	0	7
	86%	14%	0%	
Yellowknife	8	2	1	11
	73%	18%	9%	
NWT Total	30	15	4	49
	61%	31%	8%	

#### Source

Case Management Administration System (CMAS)

#### Notes

1. "Completed" includes principals who have successfully completed two classroom components (Phase I & II) as well as both practicums.
2. "In progress" includes principals who have started the program but have yet to complete one or more of the required components.

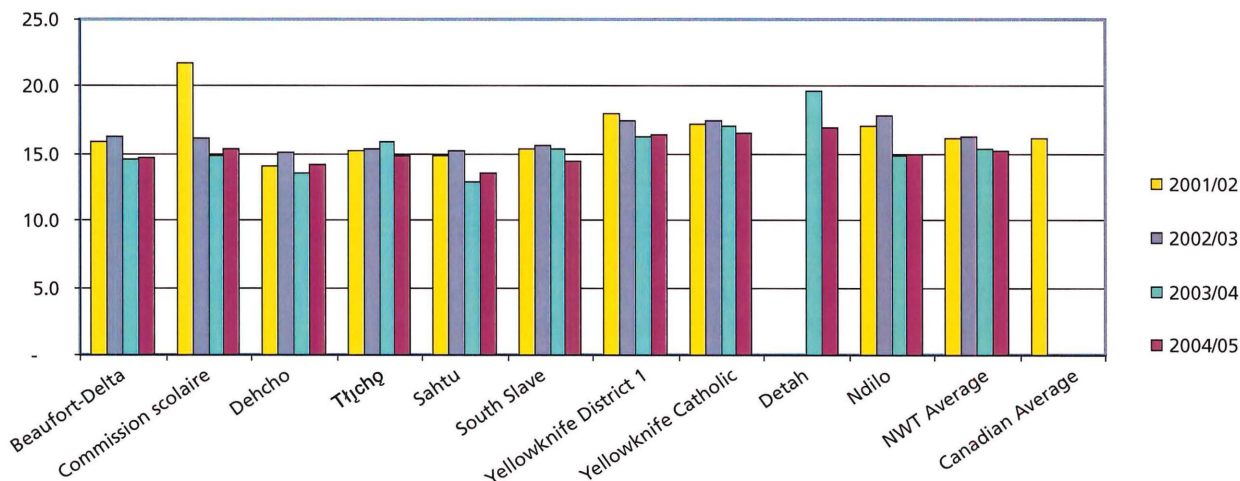
*The Department has achieved its goal of providing funding to allow for a 16:1 PTR.*

The Pupil Teacher Ratio (PTR) is a consistent measure used by all provinces and territories in Canada to measure and compare resource allocations for K to 12 school programs. In the NWT, the PTR is determined by dividing the total number of Full Time Equivalent (FTE) students in the NWT, by the total number of teachers the Department funds 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 counselors are not counted in the PTR.

In 1999/00, 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 4 years. In 2004/05, the Department funded boards to achieve an average PTR of 15.2 to 1 which brought the NWT below the 1999/00 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 lower PTR than larger schools to deliver the same school program. For example, offering senior high programs in small communities requires that they be staffed with 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, where the PTR is 13.6.

## Pupil Teacher Ratio



### Full-time Equivalent Students per Funded Teacher

	2001/02	2002/03	2003/04	2004/05
Beaufort-Delta	15.9	16.3	14.6	14.7
Commission scolaire	21.8	16.1	14.9	15.3
Dehcho	14.1	15.1	13.6	14.2
Tłı̄chǫ	15.2	15.4	15.9	14.9
Sahtu	14.9	15.2	12.9	13.6
South Slave	15.4	15.6	15.3	14.5
Yellowknife District 1	18.0	17.4	16.3	16.4
Yellowknife Catholic	17.2	17.4	17.0	16.5
Detah			19.6	16.9
Ndilo	17.0	17.8	14.9	15.0
NWT Average	16.2	16.3	15.4	15.2
Canadian Av.	16.1	N/A	N/A	N/A

### Source

School Contributions and Enrolment Data – Strategic and Business Services, Department of Education

### 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, Detah was included in the Tłı̄chǫ.

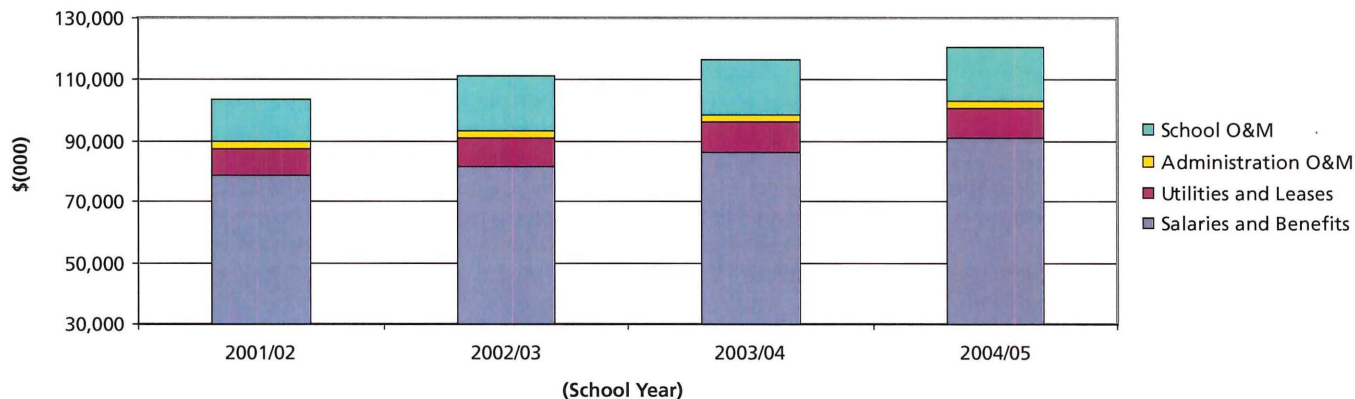
*Funding for total operating contributions increased by \$9.3 Million in 2 years.*

In 2004/05, the total operations and maintenance (O&M) contributions to jurisdictions, including Government of the NWT and local taxes, were an estimated \$120.7 million. Total contributions were distributed as follows: \$90.8 million (75%) for salaries and benefits, \$10.1 million (8%) for utilities and leases, \$2.4 million (2%) for administration O&M and \$17.4 million (14%) for schools O&M.

Administration O&M includes DEC/DEA trustee costs such as travel, but does not include the Department of Education, Culture and Employment'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 2004/05, have increased from the 2002/03 year by \$9.3 million. This includes an additional \$8.8 million in salaries and benefits and \$0.9 million in utilities and leases. Due to a decrease in student enrolment, school O&M decreased by \$0.4 million. There was no change in administration O&M.

## Total Operating Contributions



### Source

School Contributions –  
Strategic and Business Services,  
Department of Education

### Notes

1. School year, July – June contributions to Boards.
2. The Department uses a funding formula to determine operating contributions for each Board. 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 \$(000)

	2001/02	2002/03	2003/04	2004/05
Salaries and Benefits	78,600	82,000	86,600	90,800
	76%	74%	74%	75%
Utilities and Leases	9,000	9,200	9,700	10,100
	9%	8%	8%	8%
Administration O&M	2,400	2,400	2,400	2,400
	2%	2%	2%	2%
School O&M	13,600	17,800	17,900	17,400
	13%	16%	15%	14%
<b>Total</b>	<b>103,600</b>	<b>111,400</b>	<b>116,600</b>	<b>120,700</b>

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

This indicator represents a “snapshot” of capital expenditures over a 5-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 subsequently 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 2000 to 2005, the Government of the Northwest Territories spent \$35.8 million in capital expenditures, an average of over \$7.1 million each year. During this 5-year period, 36% of the total expenditures were spent on schools

in communities, 31% in regional centres and 32% in Yellowknife.

Communities received \$12.9 million to meet capital needs over the past 5 years, including additions/renovations to schools in Fort Liard and Holman. 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.

Regional centres were allocated \$11.0 million for capital expenditures over 5 years. The total population remained stable and the number of students attending grades 10 to 12 in regional centres decreased as a result of grade extensions in smaller communities.

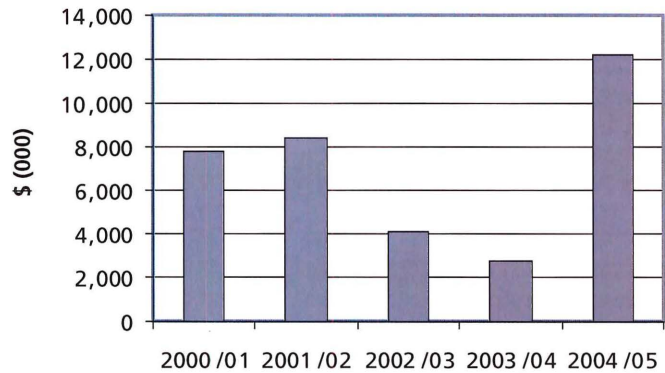
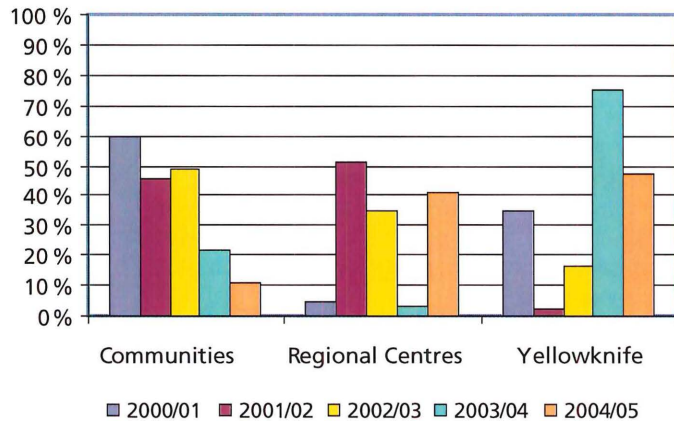
Although there is sufficient space to accommodate the total number of students, many buildings are aging. Expenditures in 2004/05 were primarily for renovations to J.B. Tyrell Elementary School in Fort Smith, Samuel Hearne Secondary School in Inuvik, Princess Alexandra School in Hay River and the construction of a new French first language school, École Boréale, in Hay River.

Yellowknife received \$11.6 million for capital expenditures during the same period. Expenditures in this period reflect design and construction dollars for renovations to Sir John Franklin High and Mildred Hall Schools.

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
2000/01	4,686	373	2,755	7,814
	60%	5%	35%	
2001/02	3,958	4,366	134	8,458
	47%	52%	2%	
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

#### Source

Financial Information System (FIS)  
Statistics Canada

#### Notes

1. Actual expenditures  
(includes post-closing adjustments)

CONTEXT

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OUTCOMES

OTHER DATA

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

In 2005, the average cost of educating a student in the NWT was approximately \$13,000. While annual fluctuations reflect the relatively small student population in the north, calculated over a 5-year period (2001 to 2005) the average cost is \$11,640 per student. In 2003, the most recent year where information is available on a Canada-wide basis, expenditure in the NWT was about 60% higher than the average cost of education per Canadian student (\$7,300). For that same year, at \$13,000, Yukon had a higher per student expenditure than the NWT. Information was not available for Nunavut, but the per student expenditure is expected to be higher than that of the NWT and Yukon. 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 related to travel.

Expenditures per student in the Beaufort-Delta, Dehcho, Tłı̄chǫ and Sahtu have remained consistently higher than the NWT average. Higher costs are reflected in the three DEC's with the lowest enrolment, the Dehcho, Tłı̄chǫ and Sahtu. Changes in enrolments in the smaller Boards result in greater variations in contribution figures and greater fluctuations in expenditure per

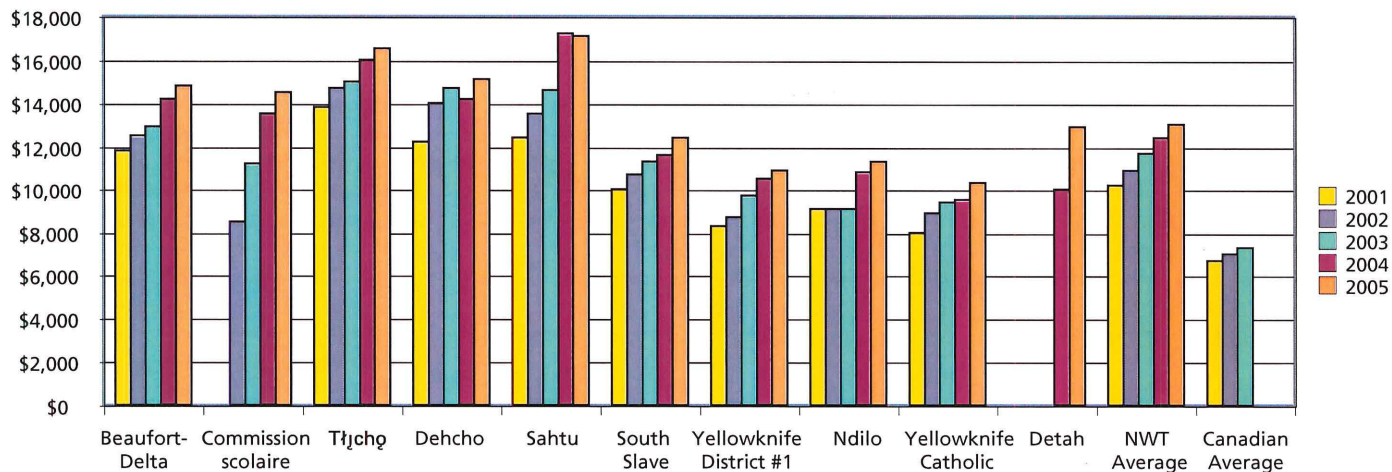
student from year to year. The average cost for the three smallest boards, calculated over a five-year period (2000-2005) was approximately \$14,800. At \$13,240, the average expenditure per student over the five-year period in the Beaufort-Delta was also higher than the NWT average; the high cost of education in the Beaufort-Delta is attributed more to location than to the size of its schools.

In the South Slave, Yellowknife Education District No.1 Education Authority, and the Yellowknife Public Denominational 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 \$11,200 per student over the last 5 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.

Through changes to the *Education Act*, the Department reduced the average Pupil Teacher Ratio across the NWT to 15.2, and increased funding for student support to 15% of total school contributions. These initiatives were implemented in 1999/00 and will be maintained over the next few years.

## Cost Per Student



### Cost Per Student (\$)

	1997	1999	2001	2003
Beaufort-Delta	11,400	10,200	11,800	12,900
Commission scolaire	N/A	N/A	N/A	11,200
Dehcho	9,200	11,400	13,800	15,000
Tłı̄chq	10,200	11,300	12,200	14,700
Sahtu	10,700	10,700	12,400	14,600
South Slave	8,100	8,300	10,000	11,300
Yellowknife District 1	7,300	7,400	8,300	9,700
Yellowknife Catholic	7,100	7,400	8,000	9,400
NWT Average	8,800	8,900	10,200	11,700
Canadian Av.	6,200	6,400	6,700	7,300

### Source

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

### Notes

1. School year, July – June contributions to Boards.
2. The Department uses a funding formula to determine operating contributions for each Board. 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, Detah was included in the Tłı̄chq.

*GNWT contributions for inclusive schooling increased 85% from 2000/01 to 2004/05.*

The yearly Operating and Maintenance contributions received by DEAs, DECs and Commission scolaire include contributions for Inclusive Schooling and Aboriginal Languages. In 2005, these totaled \$16.8 million for inclusive schooling and \$6.8 million for Aboriginal languages. Additionally, DECs, DEAs and Commission scolaire received Canadian Heritage Funding from the Government of Canada, including \$475,000 for Aboriginal languages and \$868,000 for French language.

Contributions for Inclusive Schooling increased 167% between 1999/00 and 2004/05. These additional funds resulted from a change in the Education Act, which legislated the Department to increase funding for student support services from 8.2% to 15% of total school contributions by April 1st, 2003/04. Inclusive schooling funding is designated to provide programs, resources and services to support the 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 2005 were about \$7.3 million, including \$6.8 million (93%) territorial funding and \$0.5 million (7%) federal 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 two years. Formula funding for Aboriginal languages is calculated 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 programs and Cultural programs.

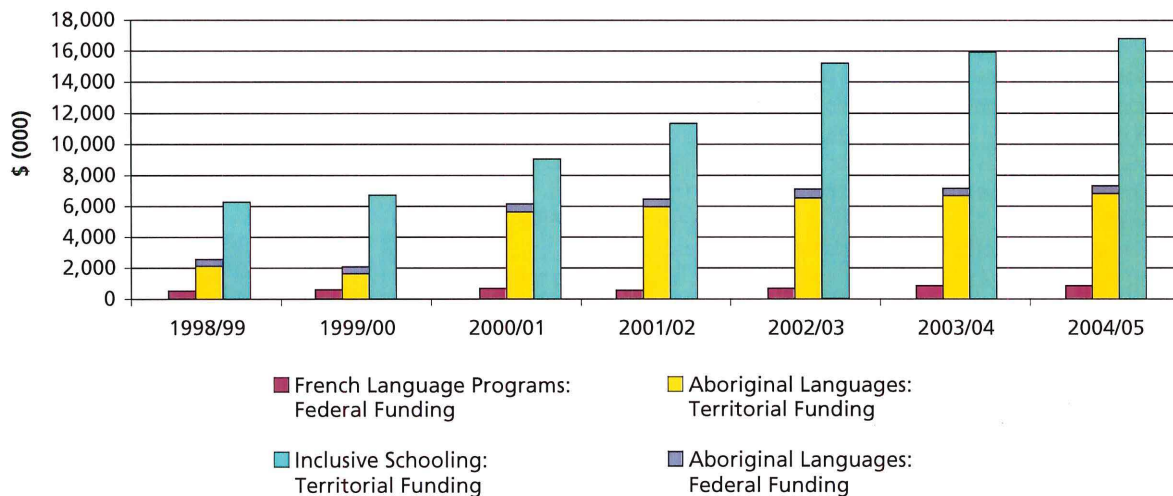
Under the Official Languages in Education Protocol (OLE), the Agreement between Canada and the Northwest Territories Governments for Minority-Language Education and Second-Language Instruction (2000/01 to 2002/03) and the Investment Measures for Quality Education in the Language of the Minority (Referred to as Special Measures) (2000/01 to 2003/04) was signed on March 29th, 2001, and included a three-year action

plan period for the first part of the agreement and a four-year action plan period for the second part of the agreement. The agreement states that Canada will contribute \$3,604,000 over the four years for additional costs incurred by the NWT to offer its residents French first-language education programs, French second-language (immersion) education programs and French second-language courses to majority-language students as well as the implementation of the francophone school governance in the Northwest Territories. The NWT’s estimated contribution to offer all these programs for the duration of this agreement is \$12,746,000. The Official Languages Education Protocol (2000/03) ended in 2003 and negotiations for a new protocol were not completed during the 2004/05 school year.

#### Source

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

## 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
Aboriginal Languages	2,110	1,642	5,635	5,944	6,538	6,696	6,806
Inclusive Schooling	6,305	6,739	9,079	11,355	15,197	15,937	16,818

#### Federal Funding (Vote 4)

	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Aboriginal Languages	500	475	525	475	565	475	475
French Language Programs*	550	596	676	581	695	868	868

\*Includes contributions to FFL & FSL Programs, excludes French Governance (Staff & O&M).

CONTEXT

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OTHER DATA

## French Language Programs - Participation

*In the 2004/05 school year, six 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 2004/05 school year, a total of 3,162 NWT students participated in French programs, representing 34% 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 students and the other for French as a first language students.

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 2004/05 school year, the majority (76%) of NWT French language students took part in core French courses. Core French was available in Yellowknife, Fort Smith, Norman Wells, Inuvik, Hay River and Fort Simpson. In April 2005, approximately 2,400 students were participating in core French courses with the majority of those students being in grades one through nine.

In 2004/05, 20% 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 at kindergarten or grade 1 and continues through grade 12. Middle Immersion, which is only offered in Yellowknife, begins in grade 4 and ends in grade 12. In April 2005, there were 622 students 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 can vary from as much as 100% in kindergarten or grade 1, to about 50% in grades 10 to 12.

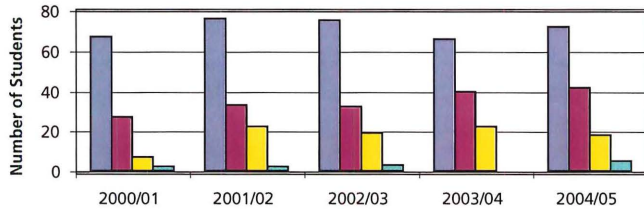
The remaining 4% (137) of NWT French language students were enrolled in French first language (FFL) schools in Hay River and Yellowknife. In these schools, the language of instruction for all subjects is French, except for English Language Arts which is taught to students in grade 4 and above. Eligibility 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 1999.

Teacher recruitment and retention plays a critical role in the delivery of French language and cultural programs. There is a high demand for French second language

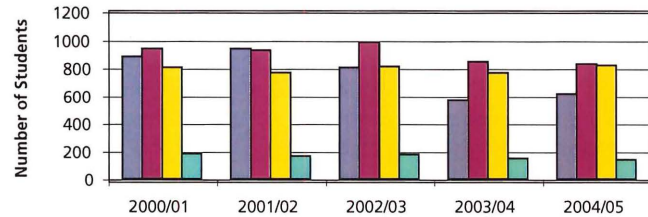
teachers throughout Canada making it harder to find suitable teachers for the NWT.

## Participation by Program Type

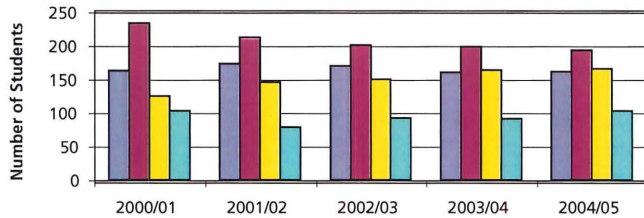
### French First Language



### French Second Language



### French Immersion



### 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 2004/05 academic year.

### French First Language

### French Immersion

### French Second Language

	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05	2000/01	2001/02	2002/03	2003/04	2004/05
K to Gr.3	67	76	75	66	72	162	173	169	160	161	884	939	803	569	614
Gr. 4 to 6	27	33	32	40	42	233	212	201	198	193	942	928	987	844	828
Gr. 7 to 9	7	22	19	22	18	125	145	150	163	165	803	766	814	768	820
Gr. 10 to 12	2	2	3	0	5	103	78	92	91	103	180	163	178	149	141
Total	103	133	129	128	137	623	608	612	612	622	2809	2796	2782	2420	2403

*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 can have access to 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 Northwest Territories.

From 2000 to June 2004, students who wished to take online courses were required to first complete the Information Highways 1090 course to ensure that they acquired the skills necessary to successfully navigate an online learning environment. As of June 2004, when the GNWT changed its online learning support provider, the courses that are available through Alberta Distance Learning Centre have an orientation module at the beginning of each of the online courses which students must complete before they can continue with their academic course,

eliminating the need for the introductory course.

Community schools have fewer course options and smaller staff complements, therefore online learning appeals to schools wanting to offer more choices to small numbers of students. As a result, registration rates are highest in communities. Over the years from 2000 to 2005, students in the small communities registered to take 195 core courses online and were able to complete and pass 81 of these. 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. During the 2003/04 school year, difficulty with Internet stability forced many students from remote communities to withdraw from online courses.

Larger schools are able to offer most courses in-house. Online registration rates are lower in Yellowknife and the regional centers. Online learning does offer solutions for students who have timetabling conflicts regardless of the size of the school or the number of staff. Over the years from 2000 to 2005, students in the regional centres registered to take

67 core courses online, completing and passing 11 of these. In Yellowknife, over the same period, students registered in 67 online core courses and passed 14 of these.

As schools become more familiar with successful delivery methods for online learning, and as the NWT develops its technology infrastructure, it is expected that the successful completion rates of online courses will improve.

### Source

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

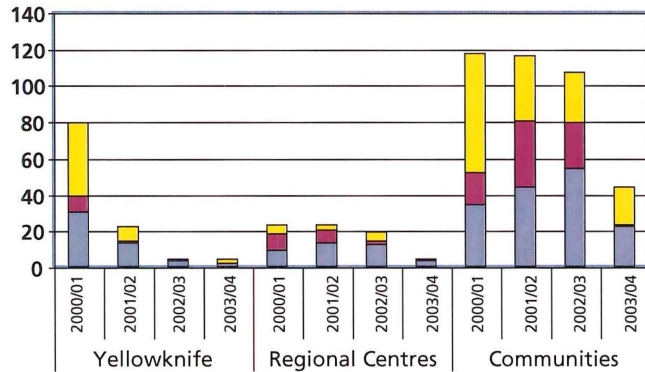
### Notes

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.

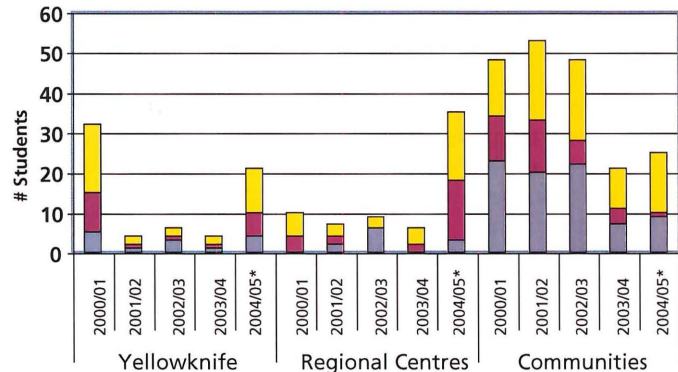


## Participation in Online Learning

### Participation in Information Highways



### Participation in Core Courses



■ Withdrawn 
 ■ Incomplete 
 ■ Passed

\* In 2004/05 there was no Information Highway Prerequisite to take Core Courses

### Participation in Information Highways (Gateway Course to Online Learning)

	Yellowknife				Regional Centres				Communities			
	2000/01	2001/02	2002/03	2003/04	2000/01	2001/02	2002/03	2003/04	2000/01	2001/02	2002/03	2003/04
Passed	30	13	3	2	9	13	12	3	34	44	54	224
Failed	9	1	1	0	9	7	2	0	18	36	25	1
Withdrawn	40	8	0	2	5	3	5	1	65	36	28	21

### Participation in Core Course

	Yellowknife					Regional Centres					Communities				
	2000/01	2001/02	2002/03	2003/04	2004/05*	2000/01	2001/02	2002/03	2003/04	2004/05*	2000/01	2001/02	2002/03	2003/04	2004/05*
Passed	5	1	3	1	4	0	2	6	0	3	23	20	22	7	9
Failed	10	1	1	1	6	4	2	0	2	15	11	13	6	4	1
Withdrawn	17	2	2	2	11	6	3	3	4	17	14	20	20	10	15

*69% of the overall population aged 15 to 19 years participated in high school programs.*

In 1993, Cabinet approved the Senior Secondary Policy to allow a maximum number of communities to access small schools funding for grade extensions. By 1999, this change in legislation resulted in 98% of NWT students having access to grade 10 in their home community, 96% with access to grade 11, and 92% with access to grade 12. By comparison, a decade earlier only 73% of students had access to kindergarten through grade 12 in their home community.

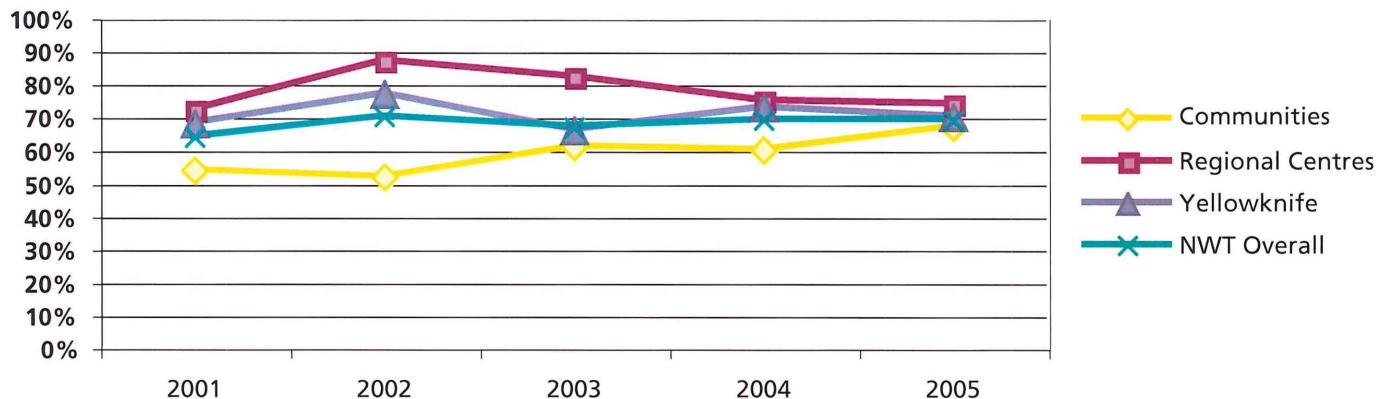
With implementation of grade extensions complete, attention is now shifting towards measurement of the successes and challenges of high schools in all communities responding to a range of student needs, interests and abilities. Student participation rates are early indicators of that success. When young 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 then have the opportunity to attain higher levels of education and increase the likelihood of achieving their Grade 12 Graduation Diploma.

For 2005, the participation rate in regional centres (74%) continues to be higher than that of the communities (67%) and Yellowknife (70%). However, the difference between the three groups has decreased markedly in the years between 2003 and 2005. The proportion of 15 to 19-year-olds registered in courses in small community high schools increased from 54% in 2001 to 67% in 2005. Over the past 5 years, participation rates in Yellowknife have ranged from 66% in 2003 to 77% in 2002.

Education authorities encourage and support students to stay in school until they graduate, or complete their career and program plans. Authorities have found creative solutions and continue to look for new and innovative ways to address the challenges of providing a range of high school programs in all schools. New partnerships have and will 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. As online learning

and other partnerships become more established, all communities will realize the full capacity for schools to offer quality programs to students with a range of interests and goals.

## Participation in Grades 10 to 12



### Participation in Grades 10 to 12

	2001	2002	2003	2004	2005
Communities	639	624	739	727	776
	54%	52%	61%	60%	67%
Regional Centres	552	649	582	570	583
	72%	87%	82%	75%	74%
Yellowknife	862	1,017	929	1,011	979
	68%	77%	66%	73%	70%
NWT Overall	2,053	2,290	2,250	2,308	2,338
	64%	70%	67%	69%	69%

### Source

Case Management Administration System (CMAS)

### 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. The overall population of communities, regional centres and Yellowknife, for 2005, was calculated using their 2004 proportions of the total population.
3. 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.

## *Students with poor attendance miss learning opportunities.*

The Department collects attendance for each student registered in a school in the NWT. This information is being presented in this edition of *Towards Excellence* for the first time. Research indicates that 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 arrive late miss important instructional time and their learning becomes increasingly more fragmented. Good attendance is essential to success in school. Students who go to class invariably do better in school and maximize their chances for success.

In 2004/05, the average attendance for all NWT students in kindergarten through grade 12 was 86.9 %. Using the 185-day school year, a student in the NWT, on average, missed 24 days of school in the year or just under a day-and-a-half every two weeks.

At 81.5%, student attendance in the communities was below the NWT average and was also below that of the regional centres and Yellowknife for every grade level. This converts to a community student being absent, on average, one out of every five days or a total of 34 school days over

the 2004/05 year. Of particular concern is the attendance of students in grades 9 through 12 which is below 80% for all four grades.

The average attendance for all students in kindergarten through grade 12 in the regional centres, at 88.3%, was above the territorial average for 2004/05. Over the course of a 185-day school year, the average student in the regional centres missed around 22 days of school or slightly more than 1 day every 10 days. The average attendance for students in the regional centres in grades one through six was below or close to the NWT average for the grade level. However, this tendency changed for grades 7 through 12 where attendance levels was consistently above the territorial average for each grade.

In the 2004/05 school year, Yellowknife students, in kindergarten through grade 12, had an average attendance of 89.4%, slightly better than their counterparts in the regional centres. The average attendance for every grade level was better than the territorial average for that grade. Yellowknife students in kindergarten through grade 8 had a higher average attendance in each grade level than students in the same grades in the communities and regional centres.

This trend changes in grades 9 through 12 where students in the regional centres had better average attendance, for each of the four grades, than their Yellowknife counterparts.

Punctuality and good attendance in school are habits students may carry into their adult lives.

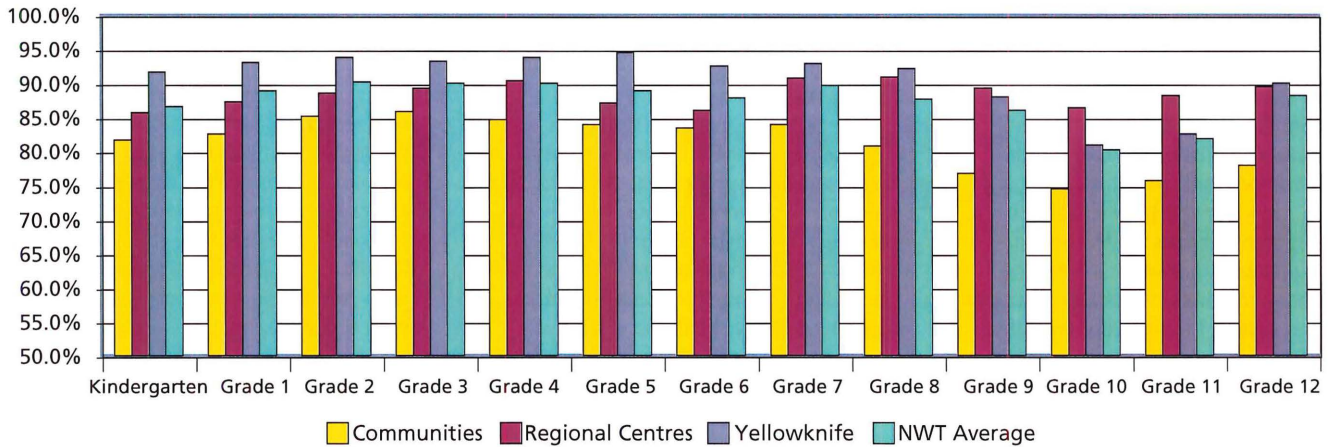
### Source

Case Management  
Administration System (CMAS)  
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.

## Impact on Education



### Average Attendance - 2004/05

	K	1	2	3	4	5	6	7	8	9	10	11	12
Communities	81.7%	82.5%	85.3%	86.0%	84.7%	84.0%	83.5%	83.9%	80.7%	76.7%	74.3%	75.6%	78.0%
Regional Centres	85.8%	87.4%	88.7%	89.4%	90.4%	87.2%	86.1%	90.8%	90.9%	89.3%	86.5%	88.3%	89.5%
Yellowknife	91.6%	93.0%	93.8%	93.3%	93.8%	94.4%	92.5%	92.8%	92.1%	88.1%	81.0%	82.6%	90.1%
NWT Average	86.7%	88.9%	90.3%	90.1%	90.0%	88.9%	87.9%	89.7%	87.8%	86.2%	80.3%	81.8%	88.2%

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

## *Classroom assessment methods 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 achievement information on students in grades one through nine. The implementation of FGL reporting will be done over a three-year period. In the 2004/05 school year, teachers determined the FGL of students in grades one through three in the two subject areas of Language Arts and Mathematics. In 2005/06 teachers will determine the FGL for students in grades one through six continuing in 2006/07 for all grades from one through nine. This information will help determine the composition of classes and how it impacts on the workload of teachers. Schools, boards and the Department will use the information for policy development, resource planning and decision-making.

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 in 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.

In 2004/05, teachers reported 80% of first graders in the NWT were functioning at and above a first grade level and above in English Language Arts. In the second grade, 74% of the students were reported to be functioning at a second grade level and above, and 69% of third graders were functioning at a third grade level and above in English Language Arts. In Mathematics, 84% of first graders, 78% of second graders and 72% of third graders were functioning at and above their grade level.

The 2004/05 school year was the first year for the collection of FGLs and there are no previous results for comparison. As the years of schooling increase, it is expected that the percentage of students functioning at grade level will decrease. This has been the case when viewing the percentage of students functioning at and above grade level across the NWT. However, there are some anomalies. In the regional centres, the percentages of students functioning at grade level and above were better in grades two and three than in grade one.

Of particular concern is the decrease, from grade one to grade three, in the percentage of students functioning at

grade level in the communities. In 2004/05, only 53% of the grade three students in the communities were reported to be functioning at grade level. The additional collection of FGLs for students in grades four through nine that is being phased in over the next two school years will supply additional and valuable information on student progress throughout the NWT.

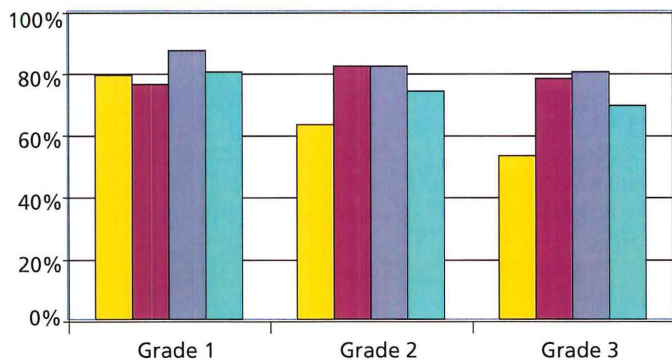
### Source

School Information Data Base, Education Operations and Development, Department of Education, Culture and Employment

### Notes

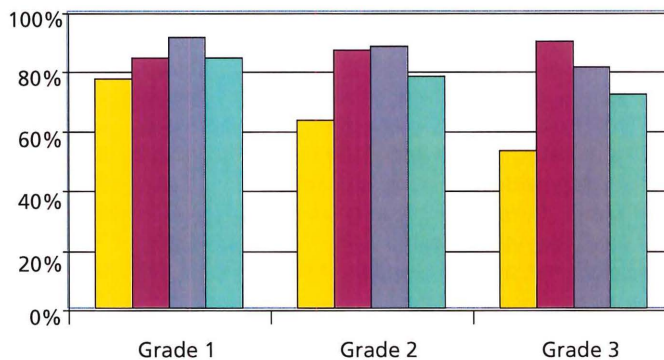
1. Teacher reported Functional Grade Levels for each student in grades one through three.

Functional Grade Level - Students at and Above Grade Level - English Language Arts



■ Communities 
 ■ Regional Centres 
 ■ Yellowknife 
 ■ NWT Total

Functional Grade Level - Students at and Above Grade Level - Mathematics



English Language Arts - Students at and Above Grade Level

	Grade 1	Grade 2	Grade 3
Communities	79%	63%	53%
Regional Centres	76%	82%	78%
Yellowknife	87%	82%	80%
NWT Total	80%	74%	69%

Mathematics - Students at and Above Grade Level

	Grade 1	Grade 2	Grade 3
Communities	77%	63%	53%
Regional Centres	84%	87%	90%
Yellowknife	91%	88%	81%
NWT Total	84%	78%	72%

### *NWT students write standardized achievement tests in English Language Arts and Mathematics.*

In the 2004/05 school year, along with the reporting of Functional Grade Levels, the Department mandated the writing of Alberta Achievement Tests (AATs). Students in grades three, six and nine, throughout the NWT, wrote Alberta Achievement Tests in English Language Arts and Mathematics. Five school boards were using AATs prior to this while three wrote the tests for the first time. The AATs are based on the curriculum and, as Alberta and the NWT have common curricula, these test are also useful for students in the Northwest Territories. AATs are only one assessment tool available to monitor student achievement.

In 2005, in English Language Arts, 61% of grade three students, 49% of grade six students and 65% of grade nine students writing the tests achieved acceptable standards. On the Mathematics tests written in English, 60% of grade three students, 50% of grade six students and 47% of grade nine students writing the tests achieved acceptable standards.

The reporting of students with acceptable standards also includes those students that achieved a standard of excellence. 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. The 2004/05 NWT results will provide baseline information on student achievement. Student results in the AATs are based upon knowledge and skills learned in more than one grade.

AATs results are one tool for the school and teacher to identify areas in the curriculum where their students are weak and plan instruction for improvement. Individual results of AATs are shared with parents. Results of AATs are shared with parents. Plans for improvement include strengthening instruction in previous grades and remedial work in subsequent grades.

Multi-year reports for NWT students will be available over time providing a means to examine individual and cohort progress at three-year intervals. In future years, it will be possible to make comparisons and identify areas that need improvement as well as areas where NWT students are improving and doing well in. Comparison to Alberta test results is not appropriate as the numbers of students who write in the NWT are a fraction of the numbers who write in Alberta. The small

numbers in the NWT can result in bigger fluctuations. Also, Alberta has different criteria from the NWT as to which students write the tests.

#### Source

Alberta Achievement Test Reports produced by Alberta Learning, (September 2005).

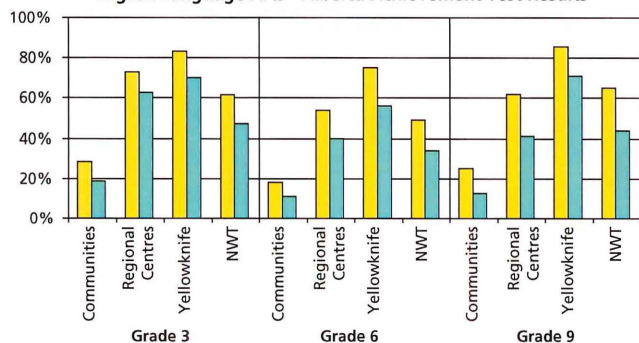
#### Notes

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 for the population.
3. Available test results are the number of students that wrote the test. English Language Arts is a two-part test written on different days; students must have written both parts.



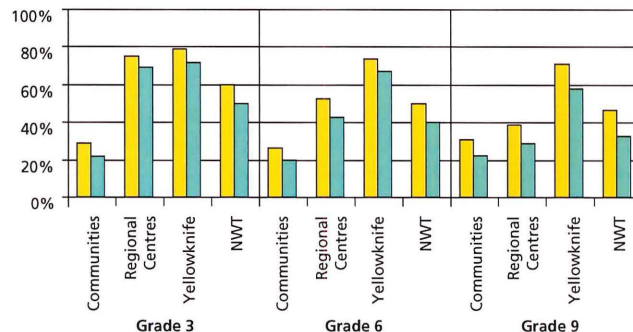
## Achievement Levels: Grades 3, 6 & 9

### English Language Arts - Alberta Achievement Test Results



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

### Mathematics - Alberta Achievement Test Results



### English Language Arts

	Students Achieving Acceptable Standard as a % of Available Test Results	Students Achieving Acceptable Standard as a % of Total Student Enrollment
<b>Grade 3</b>		
Communities	28%	18%
Regional Centres	73%	62%
Yellowknife	83%	70%
NWT	61%	47%
<b>Grade 6</b>		
Communities	18%	11%
Regional Centres	54%	40%
Yellowknife	75%	56%
NWT	49%	34%
<b>Grade 9</b>		
Communities	25%	13%
Regional Centres	62%	41%
Yellowknife	85%	71%
NWT	65%	44%

### Mathematics

	Students Achieving Acceptable Standard as a % of Available Test Results	Students Achieving Acceptable Standard as a % of Total Student Enrollment
<b>Grade 3</b>		
Communities	29%	22%
Regional Centres	75%	69%
Yellowknife	79%	72%
NWT	60%	50%
<b>Grade 6</b>		
Communities	26%	20%
Regional Centres	53%	43%
Yellowknife	74%	67%
NWT	50%	40%
<b>Grade 9</b>		
Communities	31%	22%
Regional Centres	39%	29%
Yellowknife	71%	58%
NWT	47%	33%

## *NWT students are not meeting public expectations for science.*

The School Achievement Indicators Program (SAIP) was initiated by the Council of Ministers of Education, Canada (CMEC) in 1989 to study and report on student achievement in a Canadian context. SAIP is a cyclical, pan-Canadian assessment of student performance in mathematics, reading and writing, and science. The information collected through SAIP is intended for use by each province and territory to set educational priorities and plan program improvements.

The NWT participated in the SAIP Science Assessment for the third time in spring 2004; the previous two science assessments were administered in 1996 and 1999. All NWT jurisdictions, except for the Commission scolaire francophone de division, participated. The previous two science assessments included Nunavut, preventing the comparison of results. SAIP assessments are administered in the spring to a random sample of students drawn from all Canadian jurisdictions. Due to population, most 13-year-old and 16-year-old students in the NWT are expected to write. In other Canadian jurisdictions, except for Yukon, a sample of students is used. Nunavut does not participate in the testing program. The same testing instruments are administered to both the

13-year-old and 16-year old age groups and achievement is described on a five-level scale. Most 13-year-olds are expected to achieve level 2 and most 16-year-olds expected to achieve level 3.

NWT results from the SAIP Science 2004 assessment were significantly lower than the Canadian average. Results have similar patterns to other areas in the country where English may not be a first language. Forty-nine percent of the 13-year-olds in the NWT achieved a level 2 compared to 71 % of the students across Canada. Forty-nine percent of the 16-year-olds in the NWT achieved a level 3 compared to national average of 64%. Of particular concern is the proportion of students that did not achieve level 1, which is considered to be representative of knowledge and skills typically acquired during early elementary education. Thirty-five percent of 13-year-old students in the NWT achieved below level 1 and 20% of 16-year-old students in the NWT achieved below level 1.

The SAIP testing program has been discontinued and will be replaced with a Pan-Canadian Assessment Program (PCAP). PCAP will assess 13-year-olds with a major emphasis on English and a minor emphasis on science and mathematics. The NWT will

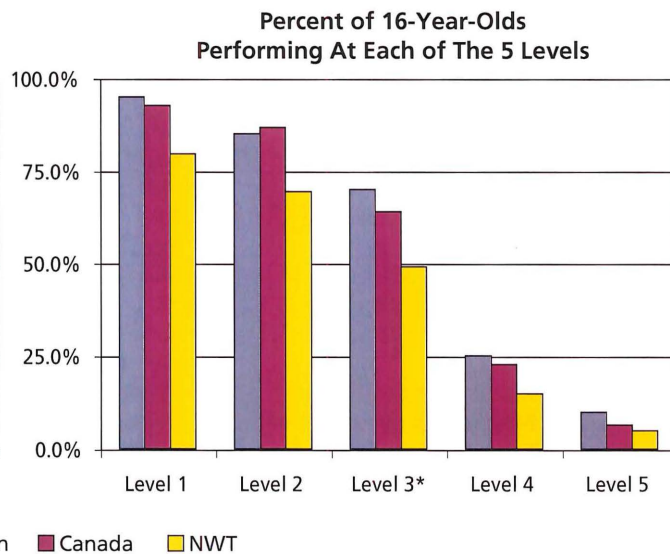
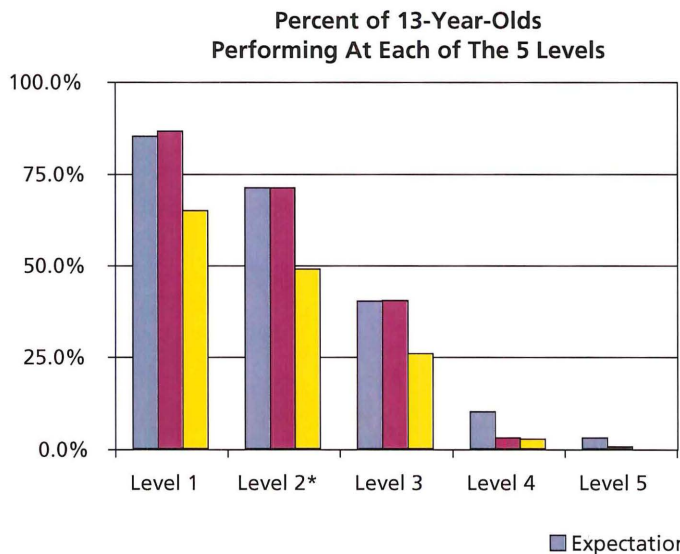
not be participating in the 2007 PCAP assessment as it will not provide sufficient detail for NWT students.

### Source

Council of Ministers of Education, Canada: School Achievement Indicators Program Science III (2004)

### Notes

1. In 1999, two new territories were formed. NWT results cannot be compared to previous administrations that include Nunavut students.
2. Both age groups complete the same assessment format. "Acceptable Level" includes 13-year-olds performing at or above Level 2, and 16-year-olds performing at or above Level 3.



**Percent of 13-Year-Olds Performing at Each of the 5 Levels**

	Expectation	Canada	NWT
Level 1	85.0%	86.3%	64.8%
Level 2*	71.0%	71.0%	48.7%
Level 3	40.0%	40.2%	25.8%
Level 4	10.0%	2.9%	2.6%
Level 5	3.0%	0.5%	0.0%

\*Acceptable level for 13-year-olds.

**Percent of 16-Year-Olds Performing at Each of the 5 Levels**

	Expectation	Canada	NWT
Level 1	95.0%	92.7%	79.6%
Level 2	85.0%	86.7%	69.5%
Level 3*	70.0%	64.0%	49.1%
Level 4	25.0%	22.6%	14.9%
Level 5	10.0%	6.5%	5.0%

\*Acceptable level for 16-year-olds.



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

In 2001/02 through 2004/05, the Department phased in new high school English courses. English 10-1 and 10-2 replaced English 10 and 13; English 20-1 and 20-2 replaced English 20 and 23; and English 30-1 and 30-2 replaced English 30 and 33. The 16-26-36 course sequence remained the same. To meet NWT graduation requirements, students must achieve a minimum of 100 credits with 15 credits in English including English 30-1 or 30-2.

For senior secondary English, different course sequences were developed to meet a variety of student needs and career aspirations. English 10-1, 20-1 and 30-1 are designed primarily for students planning to enter universities, colleges and technical schools. English 10-2, 20-2 and 30-2 are appropriate for students planning to attend colleges, technical schools, and trade schools, or to enter directly into employment. English 16-26-36 does not meet graduation requirements, but rather prepares students for entry into the 10-2, 20-2 and 30-2 sequence or the workforce.

In 2005, 51% of NWT students enrolled in the 10-1, 20-1, 30-1 sequence and 45% enrolled in the 10-2, 20-2, 30-2 courses. The proportion of students taking the 10-1, 20-1, 30-1 series decreased by

5% from what was reported in 2003 while the proportion of students in the 10-2, 20-2, 30-2 series increased by 8% over the same period. The proportion of students taking 16-26-36 courses decreased from 8% in 2003 to 4% in 2005.

In 2005, 72% of students in community high schools were enrolled in the 10-2, 20-2, 30-2 sequence, compared to 26% completing 10-1, 20-1, 30-1 courses. The remaining 2% completed 16-26-36 courses..

In regional centres the proportion of students completing 10-1, 20-1, 30-1 courses is 50%, compared to 41% completing 10-2, 20-2, 30-2. These proportions have been consistent from 2003 through 2005.

From 2004 to 2005 there was a 6% drop in the proportion of Yellowknife students enrolled in the 10-1, 20-1, 30-1 sequence. About 64% of students completed English 10-1, 20-1, 30-1 and 25% completing 10-2, 20-2, 30-2. Schools in Yellowknife and the regional centres are larger than community high schools, and are generally able to offer a more extensive range of courses.

## Source

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	2002	2003	2004	2005
10-1, 20-1, 30-1	53	58	85	71	93
10-2, 20-2, 30-2	164	151	170	192	260
16-26-36	22	20	33	15	7
<b>Total</b>	<b>239</b>	<b>229</b>	<b>288</b>	<b>278</b>	<b>360</b>

### Regional Centres

	2001	2002	2003	2004	2005
10-1, 20-1, 30-1	154	160	161	158	155
10-2, 20-2, 30-2	85	103	120	129	126
16-26-36	22	19	32	27	26
<b>Total</b>	<b>261</b>	<b>282</b>	<b>313</b>	<b>313</b>	<b>314</b>

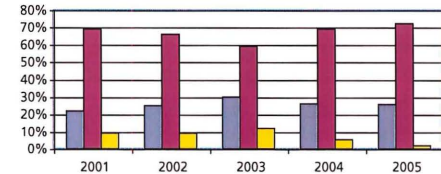
### Yellowknife

	2001	2002	2003	2004	2005
10-1, 20-1, 30-1	404	384	417	438	426
10-2, 20-2, 30-2	121	134	147	161	213
16-26-36	19	15	27	24	22
<b>Total</b>	<b>544</b>	<b>533</b>	<b>591</b>	<b>623</b>	<b>661</b>

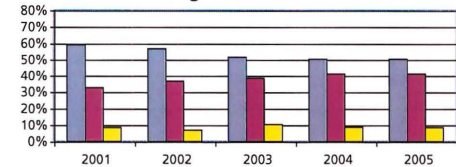
### NWT Total

	2001	2002	2003	2004	2005
10-1, 20-1, 30-1	611	591	663	667	674
10-2, 20-2, 30-2	370	388	437	482	599
16-26-36	63	54	92	66	55
<b>Total</b>	<b>1,044</b>	<b>1,033</b>	<b>1,192</b>	<b>1,215</b>	<b>1,328</b>

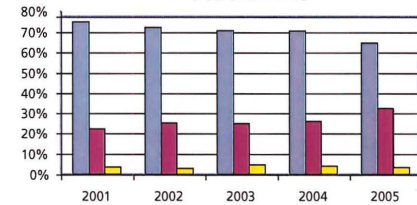
### Communities



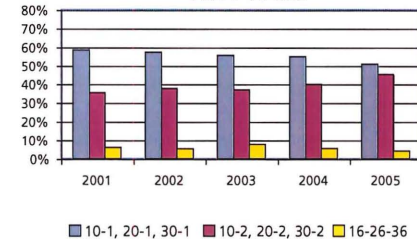
### Regional Centres



### Yellowknife



### NWT Totals



■ 10-1, 20-1, 30-1 ■ 10-2, 20-2, 30-2 ■ 16-26-36

*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 30 to 35 credits each year. However, many students successfully complete only four or five courses a year, or the equivalent of between 12 and 25 credits. 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

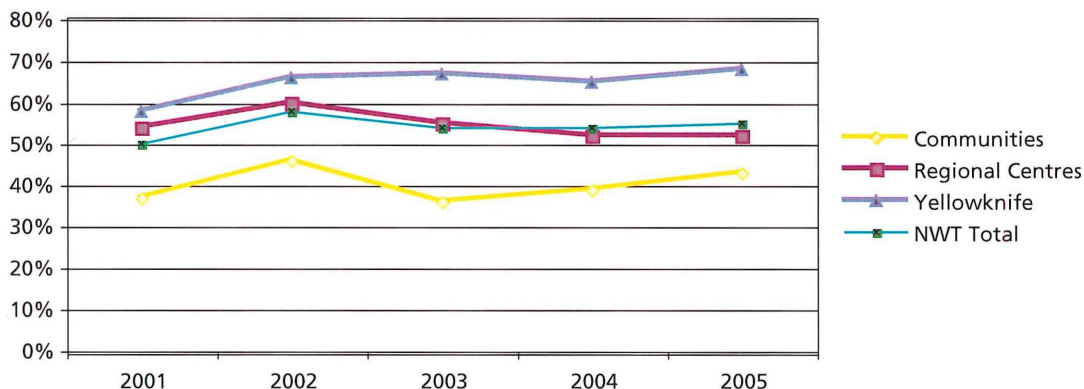
the NWT and/or their status as mature students. This indicator reports on students who have earned 20 or more credits through actual course completion. It does not report those additional students who have reached the target through courses waived or challenged.

The proportion of NWT students who earned 20 or more senior secondary credits in a year, remained fairly constant from 2003 through 2005, despite a 4% increase in enrolments (FTE) in grades 10, 11 and 12 over the same period. Differences from one year to the next over the period between 2001 and 2005 appear to be fluctuations rather than trends. Overall, in 2005, 55% of all students that attended high school in 2004/05 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. Some, as reported in indicator #6, are unable to achieve the credits in required courses to progress from grade 10 through grades 11 and 12.

Percentage of Students Achieving 20 or More Credits



Students Awarded 20 or More Credits in the School Year

	2001	2002	2003	2004	2005
Communities	256	223	280	283	334
	37%	46%	36%	39%	43%
Regional Centres	287	281	299	296	302
	54%	60%	55%	52%	52%
Yellowknife	542	549	614	659	661
	58%	66%	67%	65%	68%
NWT Overall	1,085	1,053	1,193	1,238	1,297
	50%	58%	54%	54%	55%

Source

Case Management Administration System (CMAS)

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.

*In 2005, over 1,200 students in the Northwest Territories wrote diploma exams and 71% of those students passed.*

To qualify for a Secondary School Diploma, NWT students must complete an Alberta examination in English 30-1 (previously English 30) or 30-2 (previously English 33).

Alberta Grade 12 Diploma Examinations are mandatory in the following courses: English 30-1/30-2, Pure Math 30 and Applied Math 30, Social Studies 30/33, Biology 30, Chemistry 30, Physics 30, Science 30, French Language Arts 30 and Français 30. Students who are enrolled in an Alberta diploma examination subject must write the Alberta examination in that subject in order to receive credit. Except for French Language Arts 30, the results of the diploma exams are worth 50% of the student's final mark in that subject. The subject teacher, based on the student's participation and work in class, provides the remaining 50% of the final mark. For 2004/05, as a new French Language Arts 30-2 course was being piloted, 80% of the final mark in French Language Arts 30 was based on course work and 20% was derived from the diploma exam. In the 2006/07 school year, the awarding of the final mark in French Language Arts 30-1 will change to become the same as other diploma exam courses; the diploma exam will be worth 50% of

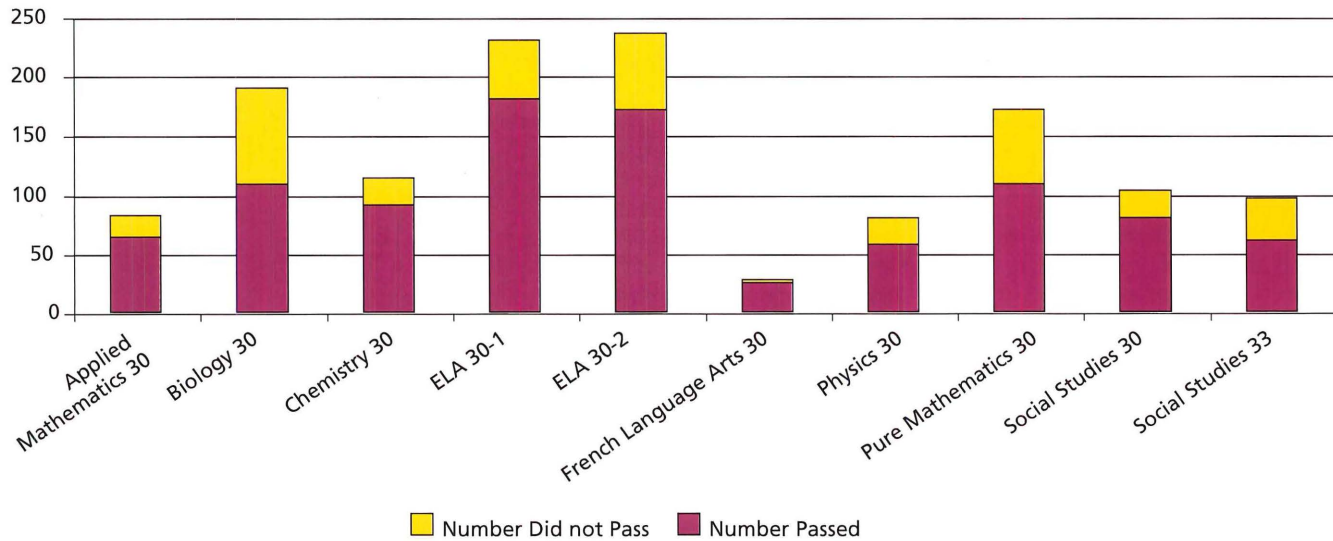
the final awarded mark.

The Alberta diploma examinations consist of course-specific examinations based on the approved curricula for senior secondary schools. Although the assessment is designed to assess the achievement of provincial and territorial standards, many important learning outcomes cannot be measured by timed, paper-and-pencil tests. In addition, many factors contribute to student achievement. The analysis, interpretation, use and communication of results from diploma exams need to take these factors into account.

The schools, DEAs, DEC's and Commission scolaire are in the best position to accurately interpret, use and communicate diploma examination results. Using the results achieved on diploma examinations for planning and reporting is one of the keys to establishing processes that can lead to continuous academic improvement.



## Mandatory in Grade 12



### Diploma Exams Pass Rate 2005

	No. that Passed	No. that Wrote	% Passed
Applied Mathematics 30	64	82	78%
Biology 30	109	189	58%
Chemistry 30	91	114	80%
ELA 30-1	180	230	78%
ELA 30-2	171	236	72%
French Language Arts 30	25	27	93%
Physics 30	57	80	71%
Pure Mathematics 30	109	171	64%
Social Studies 30	80	103	78%
Social Studies 33	61	96	64%

#### Source

Case Management  
Administration System (CMAS)

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

*The NWT graduation rate was above 50% for the first time.*

The number of students graduating from the NWT school system continued to rise from 258 in 1999 to 343 in 2005 and the NWT graduation rate was over 50% for the first time. Also, for the first time in 2005, the graduation rate of small communities surpassed that of regional centres. 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 based on the number of graduates in a given year, as a proportion of the number of 18 year-olds in the total population. This rate has risen overall from 42% in 1999 to 45% in 2003 to 52% in 2005. By comparison, the national average is 78% (last available figure, 2001). 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, there has been a constant increase in the graduation rate since 2000, ranging from 17% in 2000 to 46% in 2005. Graduation rates for the regional centres have fluctuated ranging from 37% in 2002 and 2005 to 55% in 2001. In Yellowknife, graduation rates

ranged from 53% in 2002 and 2003 to 61% in 2005.

For the NWT overall, it is anticipated that graduation rates will continue to increase with possible fluctuations year to year because of the small population. As students continue to gain better access to senior secondary programs, stay in school longer 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

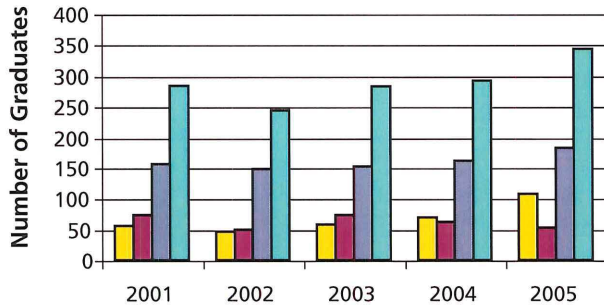
Case Management Administration System (CMAS)

## Notes

1. Graduates are always as of September 30.
2. Secondary school graduates include students registered in one or more courses at a secondary school during their graduating year.
3. Secondary school graduates exclude 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 Numbers



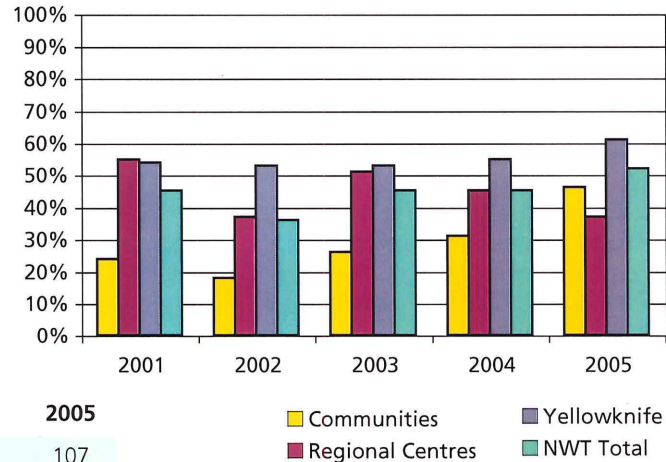
### Graduation Statistics

	2001	2002	2003	2004	2005
Communities	56	46	58	69	107
	24%	18%	26%	31%	46%
Regional Centres	73	50	73	62	53
	55%	37%	51%	45%	37%
Yellowknife	156	148	152	161	183
	54%	53%	53%	55%	61%
NWT Total	284	244	283	292	343
	45%	36%	45%	45%	52%

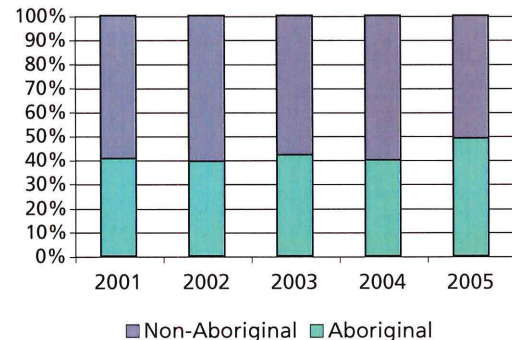
### Percentage of Graduates that are Aboriginal

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

### Graduation Rate



### % of Graduates that are Aboriginal



CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

*Students are able to complete their high school diploma requirements 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 GED 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 2001 through 2005, 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 non-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

## GED Diplomas Issued

	2000	2001	2002	2003	2004	2005
Communities	3	2	2	7	8	5
Regional Centres	9	15	5	5	9	6
Yellowknife	26	23	18	26	37	30
NWT Total	38	40	25	38	54	41

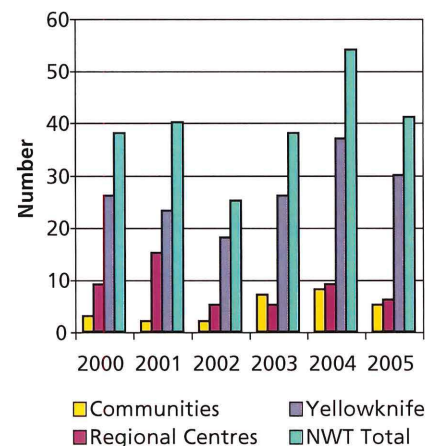
## GED Diplomas Issued by Ethnicity

	2000	2001	2002	2003	2004	2005
Dene	18%	28%	28%	37%	26%	24%
Metis	21%	23%	8%	18%	24%	20%
Inuit	11%	3%	8%	8%	11%	10%
Non - Aboriginal	50%	47%	56%	37%	39%	46%

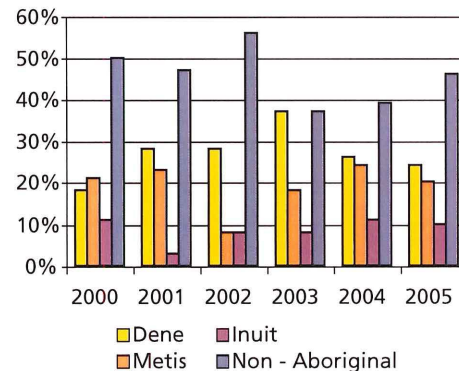
## Reasons For Writing GED

	2000	2001	2002	2003	2004	2005
BHP/Diavik	0%	0%	12%	0%	33%	29%
Change Jobs	18%	20%	0%	8%	4%	5%
Higher Education	32%	50%	56%	71%	44%	49%
Personal Satisfaction	39%	23%	24%	13%	13%	10%
Promotion	11%	8%	8%	8%	6%	7%

## GED Diplomas Issued



## GED Diplomas Issued by Ethnicity



*7.5% of the total population aged 18 to 44 accessed SFA in 2005.*

The NWT Student Financial Assistance (SFA) program supports NWT residents to participate in postsecondary education, including college and university programs. The SFA program administers, on behalf of the federal government, the University/College Entrance Program (UCEP) which funds up to two semesters for upgrading for Inuit and status Indian students.

In the 2004/05 academic year, 1,464 NWT residents received SFA supports. These 1,464 recipients corresponded to 7.5% of the total population aged 18 to 44 in the NWT. The number of recipients of SFA has been increasing since 2001; however we are not back to the levels of the years 1996 through 1999.

#### Source

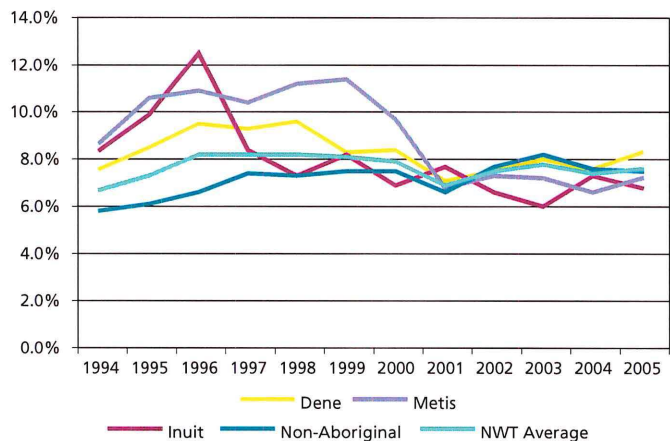
Case Management Administration System (CMAS)

#### Notes

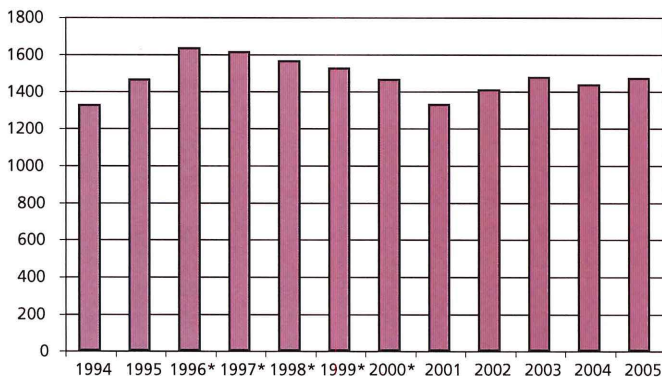
1. Ratio is calculated as the number of SFA recipients (irrespective of age) as a percent of the total population ages 18 – 44 years.
2. For 1996-2000, numbers have been adjusted based on new Preliminary Intercensal Estimates by Ethnicity.
3. For 2005 calculations, 2004 population estimates were used.

## Students Accessing Financial Assistance

### Students Accessing Student Financial Assistance as a Percentage of the Population



### Number of SFA Recipients



### Students Accessing SFA

	1994	1995	1996*	1997*	1998*	1999*	2000*	2001	2002	2003	2004	2005
Dene	340	390	460	460	470	410	423	366	387	412	391	430
Inuit	140	170	220	150	130	150	128	146	128	115	146	136
Metis	150	180	180	170	180	180	152	116	118	118	112	121
Non-Aboriginal	690	720	770	830	780	780	756	697	768	827	783	777
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
	6.6%	7.2%	8.1%	8.1%	8.1%	8.0%	7.8%	6.8%	7.4%	7.7%	7.3%	7.5%

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

CONTEXT

INPUT

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OUTCOMES

OTHER DATA

*57% of SFA recipients attended postsecondary institutions in southern Canada, or in a foreign country.*

For the 2004/05 academic year, postsecondary institutions throughout Canada, and in other parts of the world, accepted 1,464 SFA recipients from the Northwest Territories.

Overall, 57% of SFA recipients were accepted in institutions in southern Canada or abroad in 2005, while 43% continued their education in the NWT. Aboriginal students were more likely to enroll in programs in the north than were non-Aboriginals. Female students outnumbered male students by almost 2:1. For females, overall participation rates in SFA were similar for Aboriginal and non-Aboriginal students. However, non-Aboriginal males were more likely to participate in postsecondary education than non-Aboriginal males.

Of the total 1,449 applications accepted by postsecondary institutions in 2004/05, 47% were from Aboriginal students. Aboriginal females were more than twice as likely to attend postsecondary education than their male counterparts. Around 57% of all 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 3:1.

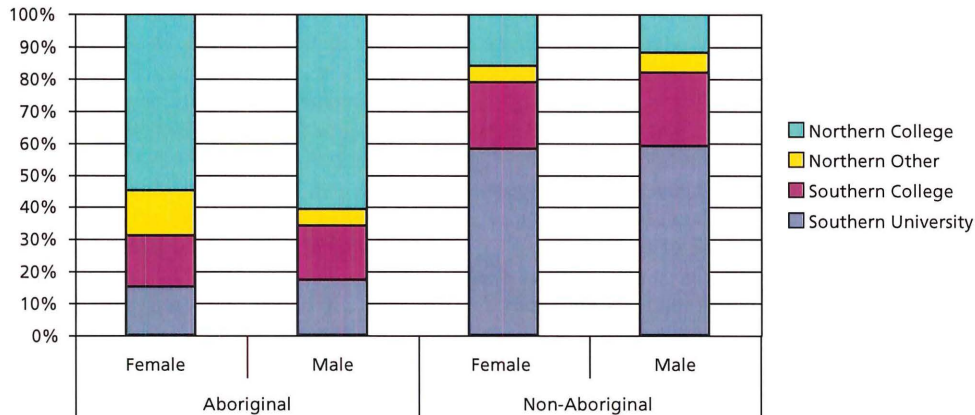
For non-Aboriginal students, the ratio of females to males was about 3:2. About 80% of non-Aboriginal students were accepted in a southern institution, including 58% in university and 22% in college. The remaining 20% continued their education in the north.

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.



## By Type of Institution

### Post Secondary Education - By Type of Institution



### Source

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 postsecondary institutions.
2. Individuals accepted by more than one institution may be over-represented.

### Postsecondary Education – By Type of Institution (2005)

	Aboriginal		Non-Aboriginal		Total Female	Total Male	Total
	Female	Male	Female	Male			
Northern College	265	124	77	35	342	159	501
	55%	61%	17%	12%	36%	32%	35%
Northern Other	67	11	21	17	88	28	116
	14%	5%	5%	6%	9%	6%	8%
Southern College	80	34	98	68	178	102	280
	16%	17%	21%	23%	19%	20%	19%
Southern University	73	33	270	176	343	209	552
	15%	16%	58%	59%	36%	42%	38%
Total	485	202	466	296	951	498	1,449

*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. Only 39% of those 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.

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, childcare 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.

#### Source

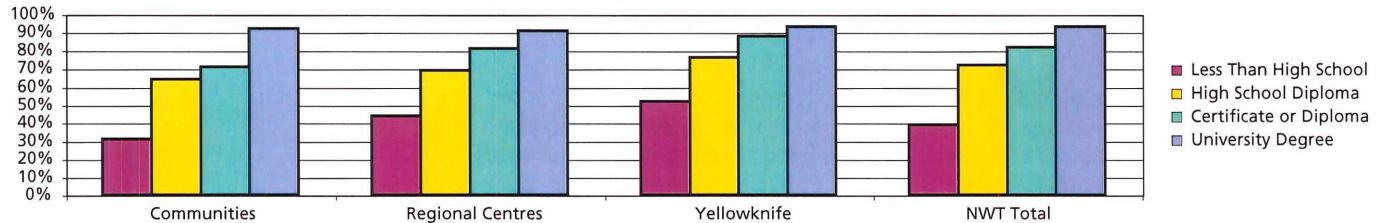
1999 NWT Labour Force Survey  
2001 Census

#### Notes

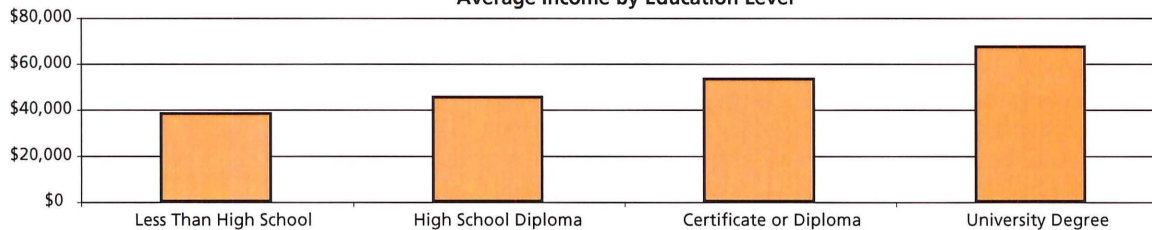
1. Based on population 15 years of age and over.
2. Employment rate is calculated on the total population having a given education level, versus those who want to work.
3. Certificate or Diploma does not necessarily imply having a high school education.

## By Level of Education

### Employment Rate by Education Level



### Average Income by Education Level



### Employment Opportunities and Earnings – By Educational Level

		Less than Highschool	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.*

The data from *Student Support Needs Assessment 2000* document was used in the *2001 and 2003 Towards Excellence* and is still the most current source of information on student issues. The factors outlined in this assessment are still relevant today and highlight some of the challenges faced by northern educators. In response to the interview question: “What are some of the issues that your students come to class with?” teachers call attention to a number of issues of which they are aware. Responses are based on classroom needs, and not on individual student situations.

For the NWT as a whole, teachers most frequently cited “Family Stressors” (54% of classrooms) as affecting the classroom. Among concerns identified in this category were family breakdown, illness and death. Following closely behind “Family Stressors” in overall frequency of response (47%) was substance abuse in the family, home and community. This was distinct from substance abuse by students themselves, which although identified as a concern, was much less frequently cited. Concerns classified as “Parenting” encompass such perceived family issues as expectations, structure, controls and support in the family. On average, these concerns, as well as hunger, lack of sleep and abuse were presented by about 30% of teachers.

The degree to which identified concerns reflect classroom needs varies by community type. Family Stressors affect close to 70% of classrooms in regional centres and in Yellowknife, compared to 36% of classrooms in smaller communities. Addiction is a much greater concern (influencing almost 60% of classrooms) in the smaller communities and in regional centres than in Yellowknife (26%). Other categories, including parenting issues, hunger, lack of sleep, and abuse generally impact more classrooms in communities and regional centres than Yellowknife.

Personal concerns that students bring to the classroom have a profound influence on their school performance. An awareness of the concerns enables the teacher to better tailor the classroom environment to facilitate learning. In addition, some of the issues must be dealt with in their own right, for the well-being of the student. In this context, the various service providers such as Education, Culture and Employment, Health and Social Services and the Department of Justice and communities, need to work together to provide support to students and their parents.

### Source

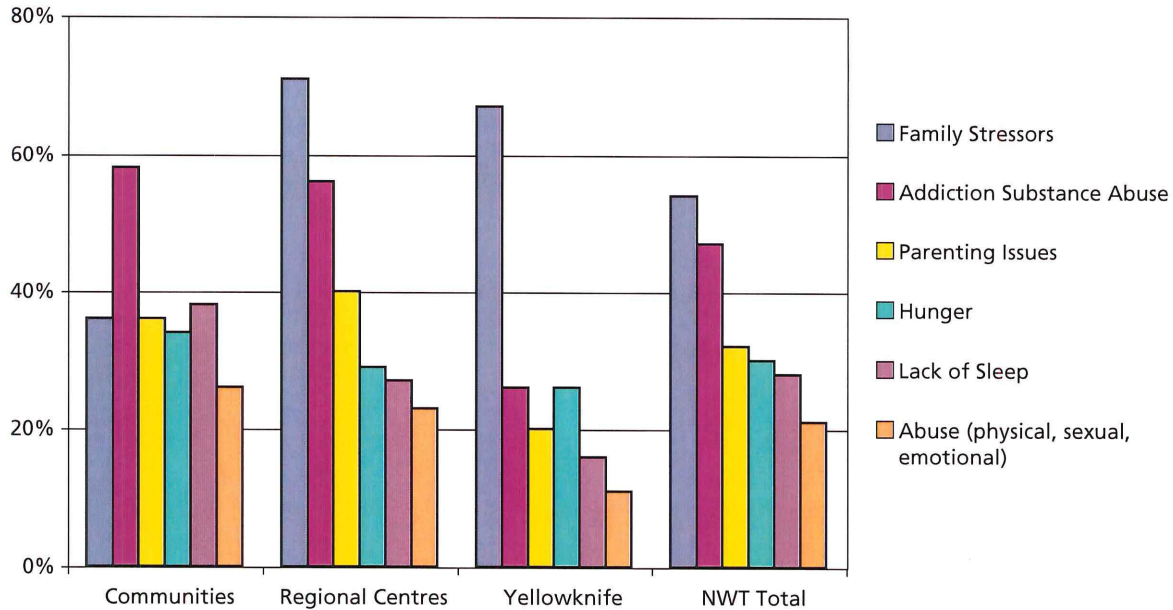
GNWT, Student Support Needs Assessment: Territorial Report (December 2000).

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

### Notes

1. Responses are based on classroom needs as a whole, and not on individual student situations.

## Issues Students Bring to the Classroom



	Family Stressors	Addiction Substance Abuse	Parenting Issues	Hunger	Lack of Sleep	Abuse (physical, sexual, emotional)
Communities	36%	58%	36%	34%	38%	26%
Regional Centres	71%	56%	40%	29%	27%	23%
Yellowknife	67%	26%	20%	26%	16%	11%
NWT Total	54%	47%	32%	30%	28%	21%

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

## *Parental involvement contributes to students' successful learning.*

The *Student Support Needs Assessment 2000* document was used as the source for the data on parental involvement. 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 reported that parental involvement is somewhat appropriate (29%) or very appropriate (41%) for 70% of NWT students. Parents were reported to be under-involved for 25% of students.

Parental involvement contributes to students' successful learning. Teachers reported that children living in Yellowknife (78%) were more likely to benefit from parental involvement and support than those living in regional centres (69%) or in communities (60%).

Research indicates that there are many ways that parents can support their children at home and at school. By talking about school with their children, parents can show concern for the general well being of their children and demonstrate interest in their daily work and progress.

They can also encourage children with their homework and help with homework assignments. Supportive parents often have high expectations with regard to academic learning, and they discuss future educational plans. It is equally important for parents to be involved in their children's school, through attending parent interviews, talking to the teacher, observing, or volunteering in the classroom. If parents and community value education and believe in the children, the children are more likely to succeed.

### Source

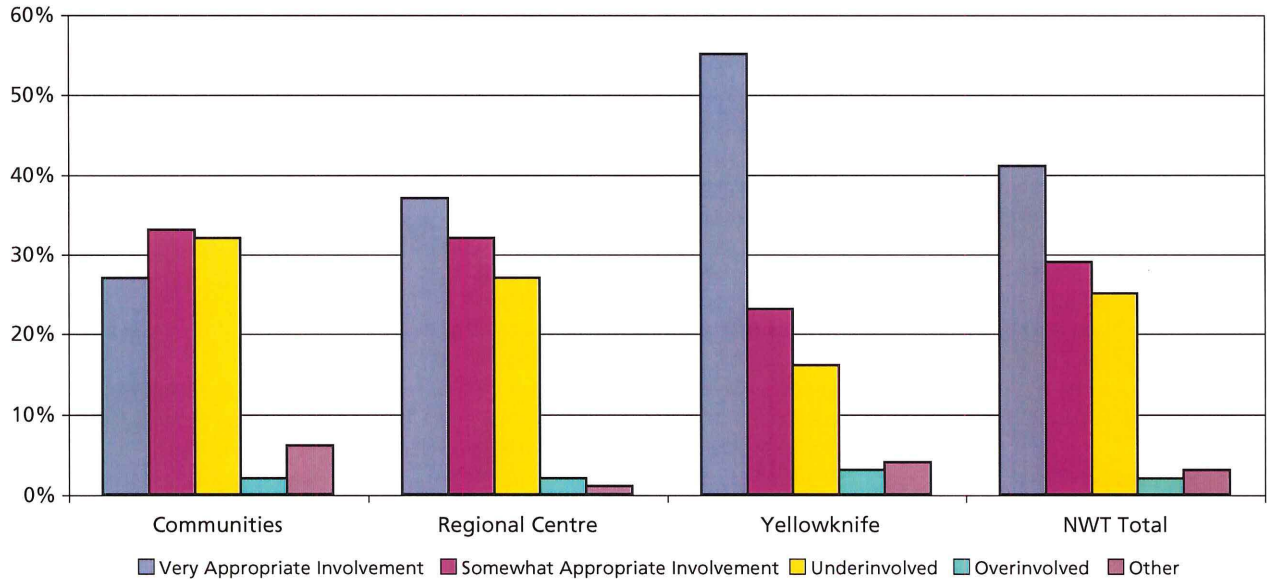
GNWT, Student Support Needs Assessment: Territorial Report (December 2000).

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

### Notes

1. Parental/guardian involvement was rated by teachers in terms of how appropriate it was to the students' needs.

## Parental Support for Education



	Very Appropriate Involvement	Somewhat Appropriate Involvement	Underinvolved	Overinvolved	Other
Communities	922	1,099	1,086	66	187
	27%	33%	32%	2%	6%
Regional Centre	925	796	677	40	34
	37%	32%	27%	2%	1%
Yellowknife	2,066	883	612	95	132
	55%	23%	16%	3%	4%
NWT Total	3,913	2,778	2,375	201	353
	41%	29%	25%	2%	3%

CONTEXT

INPUT

PROCESS

OUTPUT

OUTCOMES

OTHER DATA

## *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.

The *Student Support Needs Assessment (2000)* was designed to examine the extent of the need for student support and the degree to which this need is currently being met. Through a classroom profile, teachers had the opportunity to indicate the number of students needing one or more supports, and the proportion of those students receiving the level of support required. Of the 9,619 students for whom data were collected, 61% of them were receiving some type and level of support. One-quarter (25%) of all students received one support, 15% received two supports,

while three or more supports were provided to 21% of students.

Teachers reported that of the 3,734 students receiving no extra supports 1,145 or approximately one-third of them (31%) require some support. If these students had been receiving the support teachers indicated they needed, the proportion of the student population receiving some level of support would rise to 73%.

Even among those students receiving some support, the need for additional services existed. The greatest disparity between student needs, and services provided, was with respect to students identified as needing only one support. It is likely that limited resources for student support services are allocated first to students whose needs are the greatest – those requiring three or more supports. In Yellowknife, only 63% of students identified as requiring three or more services received that level of support. Here, it is most likely that the demand for services outweighs availability of service providers.

### Source

GNWT, Student Support Needs Assessment: Territorial Report (December 2000)  
GNWT, Student Support Needs Assessment: Technical Report (March 2001)

### Notes

1. Percent of students needing support is based on the number of students reported by teachers as needing 1, 2 or 3 supports as a proportion of the total number of students enrolled in K to 12.
2. Percent of students receiving the level of support required is based on the total number of students receiving 1, 2 or 3 supports as a proportion of those identified as needing 1, 2 or 3 supports.

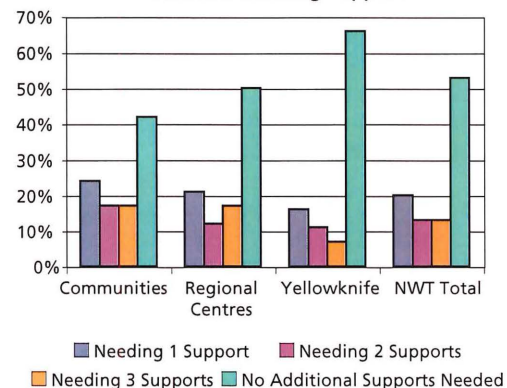


## Students Needing Supports and Students Receiving the Supports Required

### Students Needing Support

	Needing 1 Support	Needing 2 Supports	Needing 3 Supports	No Additional Supports Needed
Communities	821 24%	560 17%	575 17%	1,404 42%
Regional Centres	507 21%	299 12%	419 17%	1,248 50%
Yellowknife	619 16%	420 11%	267 7%	2,482 66%
NWT Total	1,947 20%	1,279 13%	1,261 13%	5,133 53%

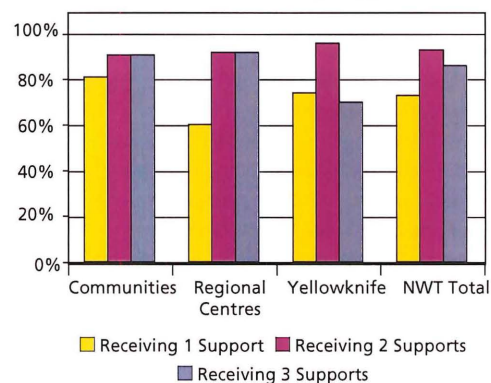
### Students Needing Support



### Students Receiving the Level of Support Required

	Receiving 1 Support	Receiving 2 Supports	Receiving 3 Supports
Communities	596 73%	458 82%	469 82%
Regional Centres	596 54%	458 83%	469 83%
Yellowknife	415 67%	365 87%	167 63%
NWT Total	1,282 66%	1,069 84%	982 78%

### Students Receiving Support



### *A wide range of support services is offered in schools.*

The *Student Support Needs Assessment (2000)* examined some of the same categories of support services as were identified in 1993. However, the earlier study included Nunavut students and therefore the results are being reported as baseline data.

In 2000, the highest proportion of students requiring support was identified as needing tutorial and homework assistance. Of the 9,619 students for whom data were collected, teachers reported that 34% required this support. At the same time, teachers reported that only 12% of all students received this support.

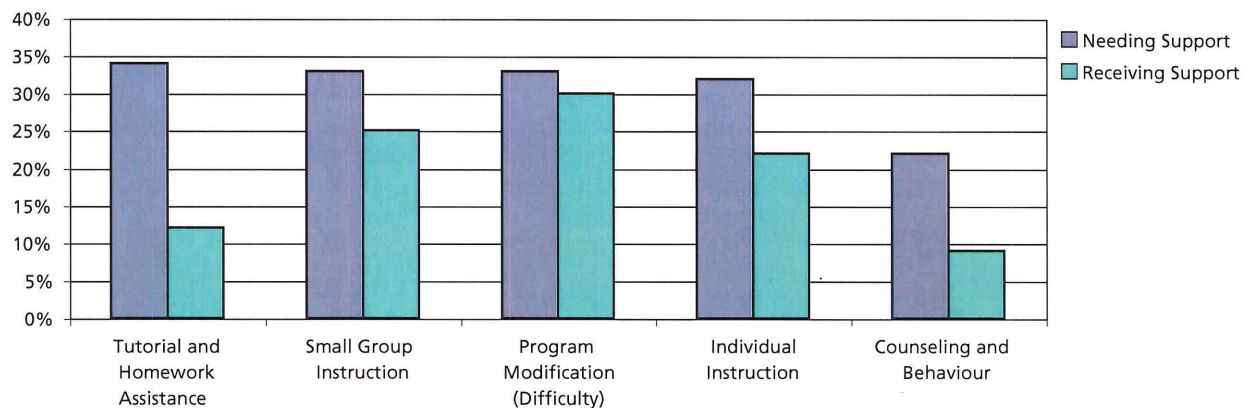
While the needs for program modification and small group instruction are almost as great, students needing these supports are more likely to get the help they need. Thirty percent of students who are challenged by program difficulty receive support through program modification, compared to 33% who require program modifications. Students needing small group instruction do not fare quite as well – 25% receive this support compared to 33% reported as needing it. Another 32% of students need to be taught individually, but only about two of every three students requiring this

level of instruction receive the support they need. Teachers also reported that 22% of students require counseling and behaviour intervention, but only 9% currently receive this support.

Fewer students have difficulties that require very specialized supports, including individual education plans, medical services, personal assistance and special equipment. For these students, access to specialized staff and facilities presents more of a barrier than does funding.

Additional funding legislated in 2000 to support inclusive schooling helps to ensure that more students receive the supports they need. Funding was increased from 8% of contributions in 2001 to 15% in 2003/04. As well, lower pupil teacher ratios allow teachers to provide all students more small group and individual instruction. But student support is not solely the responsibility of the school. Some supports, such as tutorial and homework assistance, may be provided both in the school and at home.

## Specific Supports Required and Received by Students



	Needing Support	Receiving Support
Tutorial and Homework Assistance	3,231 34%	1,135 12%
Small Group Instruction	3,169 33%	2,444 25%
Program Modification (Difficulty)	3,205 33%	2,844 30%
Individual Instruction	3,098 32%	2,164 22%
Counseling and Behaviour	2,123 22%	879 9%

### Source

GNWT, Student Support Needs Assessment: Territorial Report (December 2000)  
GNWT, Student Support Needs Assessment: Technical Report (March 2001)

### Notes

1. The proportion of students requiring support includes those who are receiving the support and those needing but not currently receiving the support.

### *A significant proportion of time, energy and resources is being devoted to students with behavioural issues.*

For the *Student Support Needs Assessment (2000)*, teachers reported not only on the supports being provided to students but also rated the degree to which the supports were adequate, and the effectiveness of the support. “Adequacy” referred to adequate support for students to show progress in their learning. “Effectiveness” of the supports was related to the amount of progress students were making as a result of the supports in place.

A total of 2,872 students (30% of the total student population) was identified as “requiring the most time, energy and resources to support”. For many of these students, the learning problems they experience were a reflection of their readiness to learn. The problems were frequently associated with disruptive behaviour and had the potential for interfering with the learning of others. Approximately two-thirds (65%) were males, compared to 55% of the school population which was male. One fifth (584) of these students had attendance rates below 60%. This was coupled by a rate of suspension of 11%, in contrast to the 4% associated with the remainder of the population.

These students received a greater number of supports to assist them in their learning. They reportedly required assessments at over three times the rate of other students. Eighty percent of students on Individual Education Plans (IEPs) were identified as belonging to this group. While the 10% of students requiring the most time, energy and resources were on IEPs, the rate for all other students was 1%. A significant component of the time, energy and resources devoted to these students were directed at dealing with behavioural issues.

Teachers felt that despite the considerable proportion of support and services directed towards these students, over three-quarters of them still required additional supports. In addition, the support that was being offered was judged to be having at least some effect in only 53% of cases, compared to a rate of over two-thirds for other students.

The Department has sponsored training to help schools develop an Effective Behaviour Supports (EBS) approach to discipline. EBS is a carefully designed systematic approach to increasing a school’s capacity to provide behavioural support to all students. In 2005, six of the

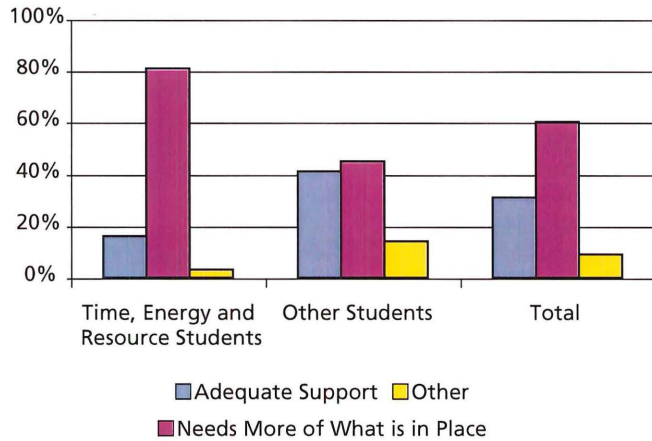
eight NWT school jurisdictions have at least one school involved in the process of implementing EBS. Fourteen schools across the NWT are at varying stages of implementing EBS.

#### Source

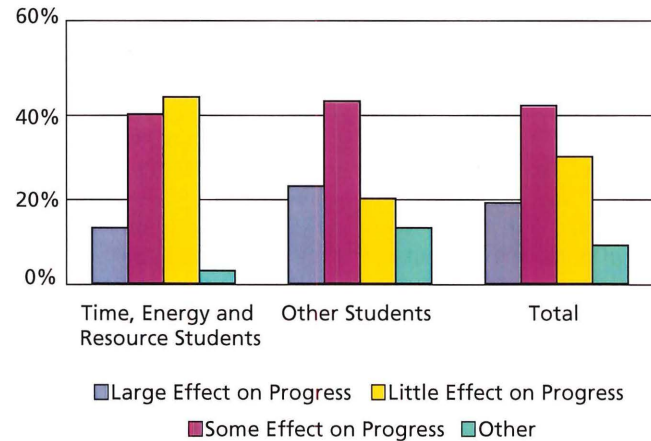
GNWT, Student Support Needs Assessment: Territorial Report (December 2000)  
GNWT, Student Support Needs Assessment: Technical Report (March 2001)

## Adequacy and Effectiveness of Supports Provided

### Adequacy of Support



### Effectiveness of Support



#### Adequacy

	Adequate Support	Needs More of What's in Place	Other
Time, Energy and Resource Students	413 16%	2,023 81%	73 3%
Other Students	1,383 41%	1,516 45%	477 14%
Total	1,796 31%	3,539 60%	550 9%

#### Effectiveness

	Large Effect on Progress	Some Effect on Progress	Little Effect on Progress	Other
Time, Energy and Resource Students	328 13%	1,007 40%	1,104 44%	71 3%
Other Students	792 23%	1,461 43%	674 20%	448 13%
Total	1,120 19%	2,468 42%	1,778 30%	519 9%

## *NWT second nationally in student access to computers.*

In 2003, school principals completed an ICT (Information & Communication Technology) survey conducted by Statistics Canada. Across Canada the ratio of students per computer ranged from just under 6 students per computer in Quebec to just under 3 students per computer in the Yukon. The NWT ranked second nationally at 3.5 students per computer.

The NWT also ranked second in the ratio of students to computers that are connected to the Internet at 3.9 students per computer. However, some of the schools in the NWT suffer from poor or unreliable Internet connections that affect efficient use of this learning resource. The GNWT has identified this concern and steps are being taken to improve school access to reliable Internet connections.

NWT schools compare favourably to the rest of the country in terms of providing students with access to computers both during school hours and during off hours (during lunch and after school). Northern schools often act as a community access point for the Internet and thus provide significantly more off-hour access than the national average.

The six most common types of software applications available to students are: word processing, Internet browsers,

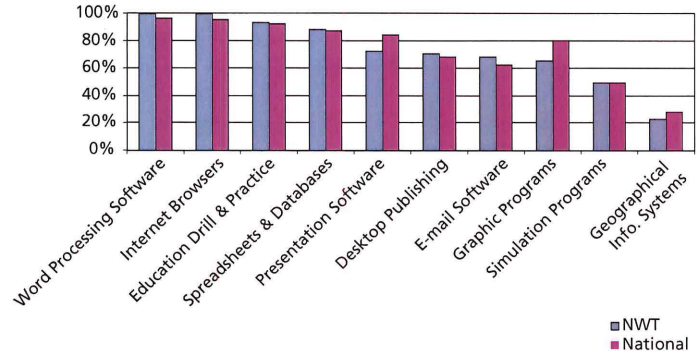
educational drill and practice programs, spreadsheets, databases, and presentation software. The challenge facing educators is to integrate ICT use to support curricular goals. Across Canada, just over 50% of principals felt that the majority of teachers had the skills to use ICT effectively. In the NWT, that number is considerably less, only 25% of the principals were confident that 75% of their staff had the skills to effectively engage students using ICT.

Most teachers use ICT for administrative purposes such as recording attendance, writing report cards, and planning lessons. E-mail services are provided for teachers throughout the north. The FirstClass Learnnet system supports the schools and school boards with centralized mail servers in Yellowknife and regional servers “gated” to the main mail servers in Yellowknife. This provides a communication network between educational staff in all regions and the Department.

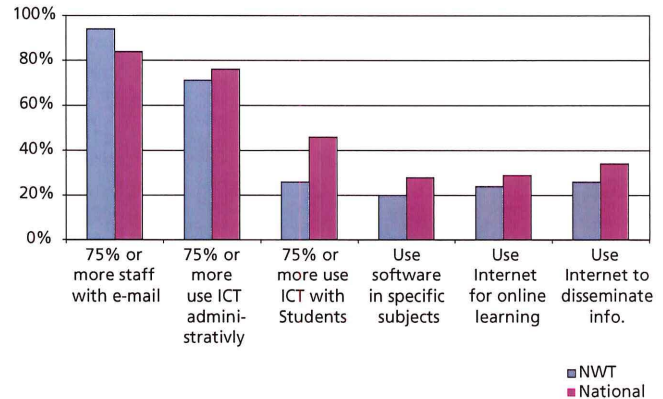
On the national scene, two-thirds of principals felt that financial resources for ICT were a significant concern. NWT respondents were slightly less concerned in this area. This may be due in part to the NWT student to computer ratio being better than the national average.

Available Bandwidths for Communities

Student ICT Use	NWT	National
Word Processing Software	100%	97%
Internet Browsers	100%	96%
Education Drill & Practice	94%	93%
Spreadsheets & Databases	89%	88%
Presentation Software	73%	85%
Desktop Publishing	71%	69%
E-mail Software	69%	63%
Graphic Programs	66%	81%
Simulation Programs	50%	50%
Geographical Info. Systems	23%	28%



Teacher ICT Use	NWT	National
75% or more staff with e-mail	94%	84%
75% or more use ICT administratively	71%	76%
75% or more use ICT with students	26%	46%
Use software in specific subjects	20%	28%
Use Internet for online learning	24%	29%
Use Internet to disseminate info.	26%	34%



Source:

Department of Education, Culture and Employment, GNWT  
 ICT (Information & Communication Technologies) Survey 2003 Summary Report

# 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.

## *Attending Student*

An attending student is one who, in the period of September 1 to September 30, was not absent (more than 60% of the possible sessional days during the month) without parent, guardian or school permission.

## *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 work place 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 Rae-Edzo. Communities have populations less than 2,500 and share demographic characteristics. 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 Tłıchǫ 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, Tłıchǫ.

### *Ethnicity*

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

### *Fertility Rate*

The number of births per 1,000 females in the population aged 15 through 44 years.

### *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 where students who are Francophone or qualify as Right-Holders for French first language instruction under Section 23 of the Charter of Rights 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*

A term used when referring to student attendance. Funding formula may be based on the number of FTEs. Each student who attends school for a full day program (grades 1 to12) and who is present 40% or more of the time is counted as an FTE. Students in kindergarten who attend for one-half of the day are counted as 1/2 FTE, as are home-schooled students, students in grades 10 to12 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 Education Act of the NWT. 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 which 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 which 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 which 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 facilities 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.

### *Regional Centres*

In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres, and communities. Regional centres refer 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.

### *SAIP*

The School Achievement Indicators Program (SAIP) was a national testing program sponsored by the Council of Ministers of Canada (CMEC).

### *School Community Counselor*

School-community counselors 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 counseling 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 which 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.

# Acronyms

AAT	Alberta Achievement Test	FGL	Functional Grade Level
ALBE	Adult Learning and Basic Education	FTE	Full-Time Equivalent
CA	Classroom Assistant	GED	General Educational Development
CMEC	Council of Ministers of Education, Canada	GNWT	Government of the Northwest Territories
CSFH	Commission scolaire francophone de Hay River	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	Educational Assistant	SCC	School-Community Counselor
ECE	Department of Education, Culture and Employment	SNA	Special Needs Assistant
FFL	French First Language	TEP	Teacher Education Program
FSL	French Second Language		

# Names and Locations – *Communities*

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

Community	Remarks	Population
Aklavik		631
Colville Lake		135
Deline		570
Detah		218
Fort Good Hope		551
Fort Liard		596
Fort McPherson		823
Fort Providence		835
Fort Resolution		528
Fort Simpson	tax-based community	1,269
Fort Smith	Regional Centre / tax-based community	2,514
Hay River	Regional Centre / tax-based community	3,956
Hay River Reserve		298
Holman		421
Inuvik	Regional Centre / tax-based community	3,586
Jean Marie River		70
Kakisa		<50
Lutselk'e		407
Nahanni Butte		114
Norman Wells	tax-based community	848
Paulatuk		312
Rae-Edzo		1,867
Gameti	changed from Rae lakes	297
Sachs Harbour		120
Trout Lake		80
Tsiigehtchic		185
Tuktoyaktuk		1010
Tulita		487
Wekweti		136
Wha Ti		483
Wrigley		176
Yellowknife	tax-based community	19,056

## Note:

Population Estimates are as at July 1, 2004.  
 For educational accountability purposes, in the 2002-03 academic year:  
 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 share one DEA and are statistically combined.  
 There are two separate DEAs in Yellowknife.

# Names and Locations – Schools

## Schools

Education Council	Education Authority	School Name	Grades	FTE
Beaufort-Delta	Aklavik	Moose Kerr School	K-12	170
Beaufort-Delta	Fort McPherson	Chief Julius School	K-12	213
Beaufort-Delta	Holman	Helen Kalvak Elihakvik	K-12	12
Beaufort-Delta	Inuvik	Samuel Hearne Secondary School	7-12	325
Beaufort-Delta	Inuvik	Sir Alexander Mackenzie School	K-6	331
Beaufort-Delta	Paulatuk	Angik School	K-11	91
Beaufort-Delta	Sachs Harbour	Inualthuyak School	K-11	30
Beaufort-Delta	Tsiigehtchic	Chief Paul Niditchie School	K-11	47
Beaufort-Delta	Tuktoyaktuk	Mangilaluk School	K-12	227
Dehcho	Fort Liard	Echo Dene School	K-11	132
Dehcho	Fort Providence	Deh Gáh Elementary and Secondary School	K-12	171
Dehcho	Fort Simpson	Bompas Elementary School	K-6	138
Dehcho	Fort Simpson	Thomas Simpson School	7-12	145
Dehcho	Jean Marie River	Louie Norwegian School	K-10	23
Dehcho	Kakisa	Kakisa Lake School	K-10	7
Dehcho	Nahanni Butte	Charles Yohin School	K-10	16
Dehcho	Trout Lake	Charles Tetcho School	K-10	5
Dehcho	Wrigley	Chief Julian Yendo School	K-10	29
Tłı̄chq̄	Detah	Kaw Tay Whee School	K-9	10
Tłı̄chq̄	Edzo	Chief Jimmy Bruneau	K-12	327
Tłı̄chq̄	Rae	Elizabeth Mackenzie Elementary Sch.	K-6	212
Tłı̄chq̄	Gameti	Jean Wettrade Gameti School	K-9	71
Tłı̄chq̄	Wekweti	Alexis Arrowmaker School	K-9	23
Tłı̄chq̄	Wha Ti	Mezi Community School	K-12	138
Sahtu	Colville Lake	Colville Lake Territorial School	K-9	31
Sahtu	Deline	?ehtseo Ayah School	K-12	152
Sahtu	Fort Good Hope	Chief T'Selihye School	K-12	188
Sahtu	Norman Wells	MacKenzie Mountain School	K-12	157
Sahtu	Tulita	Chief Albert Wright School	K-12	165
South Slave	Fort Resolution	Deninu School	K-12	128
South Slave	Fort Smith	Joseph Burr Tyrrell School	K-6	338
South Slave	Fort Smith	P.W. Kaeser High School	7-12	298
South Slave	Hay River	Diamond Jenness Secondary School	8-12	334
South Slave	Hay River	Harry Camsell School	K-3	224
South Slave	Hay River	Princess Alexandra School	4-7	294
South Slave	Hay River Reserve	Chief Sunrise Education Centre	K-7	71
South Slave	Lutsel'k'e	Lutsel K'e Dene School	K-10	86

**Note:**  
DEAs outside Yellowknife are organized under 5 Divisional Education Councils. 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.

# Names and Locations – Schools Continued

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

Education Authority	School Name	Grades	FTE
Yellowknife Catholic Schools	Ecole St. Joseph School	K-8	600
Yellowknife Catholic Schools	St. Patrick High School	9-12	485
Yellowknife Catholic Schools	Weledeh Catholic School	K-8	332
Yellowknife Education District #1	J.H. Sissons School	K-5	250
Yellowknife Education District #1	K'alemi Dene School	K-7	61
Yellowknife Education District #1	Mildred Hall Elementary School	K-8	313
Yellowknife Education District #1	N.J. Macpherson School	K-5	238
Yellowknife Education District #1	Range Lake North School	K-8	352
Yellowknife Education District #1	Sir John Franklin High School	9-12	703
Yellowknife Education District #1	William McDonald Middle School	6-8	297

*The Commission scolaire francophone de division (est. Nov. 6, 2000) governs 2 French First Language schools.*

Community	School Name	Grades	FTE
Hay River	Ecole Boreale*	K-6	30
Yellowknife	Ecole Allain St. Cyr	K-10	93

**Note:**

\* Ecole Francophone de Hay River was established July 1, 2001, and officially named Ecole Boreale, May 27, 2003.



# Names and Locations – College

## Aurora College

*The Head Office of Aurora College is located in Fort Smith. The College delivers programs at three campuses, 21 community learning centres, and other community sites in the NWT.*

### Aurora Campus

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	Holman

### Inuvik

### Thebacha Campus

Community Learning Centre	Fort Providence
Community Learning Centre	Fort Resolution
Community Learning Centre	Fort Simpson
Community Learning Centre	Hay River
Community Learning Centre	Lutselk'e
Community Learning Centre	Fort Liard

### Fort Smith

### Yellowknife Campus

Community Learning Centre	Rae-Edzo
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### Yellowknife

# Population Estimates - *By Selected Age Groups and Community Type* Northwest Territories 1996 to 2004

## Population Aged 15 - 19 by Community Type

Community Type	1996	1997	1998	1999	2000	2001	2002	2003	2004
Communities	1,129	1,104	1,099	1,132	1,137	1,173	1,198	1,235	1,211
Regional Centres	739	717	718	741	753	748	747	720	758
Yellowknife	1,378	1,388	1,320	1,319	1,306	1,330	1,321	1,401	1,391
NWT Total	3,246	3,209	3,137	3,192	3,196	3,251	3,266	3,356	3,360

## Source:

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

## Population 18 Year Olds by Community Type

Community Type	1996	1997	1998	1999	2000	2001	2002	2003	2004
Communities	219	210	212	217	228	220	263	223	226
Regional Centres	149	144	147	136	140	167	140	145	137
Yellowknife	283	268	255	259	287	250	271	269	291
NWT Total	651	622	614	612	655	637	674	637	654

## Population Aged 18 - 44 by Community Type

Community Type	1996	1997	1998	1999	2000	2001	2002	2003	2004
Communities	5,887	5,840	5,815	5,776	5,735	5,795	5,875	5,864	5,881
Regional Centres	4,542	4,428	4,347	4,357	4,258	4,194	4,261	4,276	4,408
Yellowknife	9,692	9,642	9,128	8,842	8,728	8,776	8,900	9,142	9,197
NWT Total	20,121	19,910	19,290	18,975	18,721	18,765	19,036	19,282	19,486

## Population Aged 18 - 44 by Ethnicity

Community Type	1996	1997	1998	1999	2000	2001	2002	2003	2004
Dene	4,906	4,990	4,968	5,019	5,083	5,228	5,260	5,251	5,237
Inuit	1,773	1,814	1,816	1,845	1,879	1,943	2,000	2,005	2,024
Metis	1,664	1,658	1,617	1,600	1,587	1,599	1,670	1,721	1,715
Non-Aboriginal	11,778	11,448	10,889	10,511	10,172	9,995	10,106	10,305	10,510
NWT Total	20,121	19,910	19,290	18,975	18,721	18,765	19,036	19,282	19,486

\*Preliminary Intercensal Estimates by Ethnicity

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# Notes

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