



# Special report: School graduation analysis

Examining 2022-2023  
school year data

Department of Education  
Government of Yukon  
December 11, 2024



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## 1.0 Preface

This report aims to provide a clear and concise presentation of the Yukon's graduation data for the 2022–23 school year, while explaining the department's methodology in determining graduation rates and addressing some of the complexities involved in the process.

Determining graduation rates for students involves various factors, including tracking student progress, understanding different academic pathways and accounting for diverse student needs and circumstances. The Department is committed to improving the methods and systems used for data collection and reporting while ensuring transparency and accuracy. The Department of Education will continue to refine processes based on the valuable feedback of all stakeholders to provide a comprehensive and reliable picture of student success.

In the 2019 Report of the Auditor General of Canada on Kindergarten to Grade 12 Education, significant achievement gaps were identified between rural and urban students, as well as between Yukon First Nations and non-First Nations students. The report suggested that the Department of Education needed to better understand these disparities to develop effective programs to address them. As part of the response in addressing the achievement gap, the Department focused on improving how it tracks, analyzes and reports on student data. This special report is a key part of those efforts, aimed at enhancing transparency and accountability.

To compile this report, the Department used various data sources, including school records and government databases that were not previously used. One of the ongoing challenges associated with this work includes accurately documenting the status of students who either drop out or move away without notifying the school. In efforts to refine reporting, the Department engaged the Yukon Bureau of Statistics and cross-referenced administrative data with data from schools to better understand this issue. The goal is to present a reliable and straightforward perspective on graduation statistics for Yukon students. The Department hopes this report will be a valuable resource for all invested in the Yukon's education system.



Thank you for your interest in Yukon's educational outcomes. Your engagement and feedback are essential as we work together to build a brighter future for all students in the Yukon.

## 2.0 Introduction

The methodology used by the Department of Education to report on graduation rates in the Yukon is primarily based on British Columbia's model, as both jurisdictions use the same curricula, assessments and student information system. There are some notable differences in how graduation rates are calculated due to contextual variations, particularly the differences in jurisdictional sizes. While British Columbia relies on methodologies and data reporting practices suited to its larger population, the Yukon must adapt these methods to account for its smaller, unique demographic.

Calculating graduation rates is a complex process that requires a comprehensive understanding of the status of all individuals within the relevant population. A common challenge faced by all jurisdictions, including the Yukon, is accurately accounting for students who stop attending school without providing a reason. The two primary reasons for this are that students either move to another jurisdiction ("outmigrants") or discontinue their education. Without direct communication from students or their families, it is difficult for school administrators to determine how to categorize a missing student.

In more populous jurisdictions like British Columbia, estimation techniques are often used to address this challenge. For example, British Columbia employs the proxy cohort analysis to estimate the number of outmigrants among grade 12 students by examining outmigration data from grades 2 to 4. This relies on the logic that students do not drop out in grades 2 to 4, so any student departures are likely outmigrants. By subtracting the estimated number of outmigrants from the total number of students with an unknown status, the remaining figure likely represents students who have discontinued their studies and may or may not graduate later. Due to the Yukon's smaller population, it is not feasible to rely on estimations such as the proxy cohort analysis. Consequently, the Yukon must develop alternative methods to accurately calculate these figures.



In the Yukon, students whose status is unknown are classified as having "discontinued studies," with the hope that they will return to their education in the future. The data shows us that many students do return and eventually graduate. This pattern can be seen in the metrics in this report. The Department of Education is committed to providing students with every possible opportunity to complete their studies, including accommodating those who require time away for personal reasons. While this approach aligns with the department's goal of fostering better outcomes for students, it presents challenges in reporting.

It has been common practice for jurisdictions, including BC, to publish metrics focused on students who graduate within five years of starting grade 8. For example, In BC's [How Are We Doing report](#)<sup>1</sup>, they publish a "Five-Year Completion Rate" and a "Five-Year Completion Rate, Adult Dogwood Contribution", and Manitoba publishes a similar "Five-Year High School Graduation Rates" on their [Education and Early Childhood Learning](#)<sup>2</sup> site.

Like other jurisdictions, the Department of Education recognizes that while standard statistics are essential for year-to-year comparisons and for maintaining accurate benchmarks with other regions, they do not fully capture the overall performance of all students, particularly those who have discontinued their studies. To provide a more comprehensive understanding, Yukon has introduced additional metrics, such as the 6-Year Graduation Rate. British Columbia has also implemented 7-Year and 8-Year graduation rates, which the Department is considering incorporating into future reports, along with other valuable metrics identified over time.

## Collaboration with the Yukon Bureau of Statistics

For this special report, Yukon Bureau of Statistics (YBS) has conducted a comprehensive review of the methodologies and data used by the Department of Education. YBS has access to all relevant administrative data files from the Yukon government, which enable them to systematically compile and analyze information on

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<sup>1</sup> <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/reports/ab-hawd/ab-hawd-school-district-public.pdf>

<sup>2</sup> [https://www.edu.gov.mb.ca/k12/grad\\_rates/student-tracked.html](https://www.edu.gov.mb.ca/k12/grad_rates/student-tracked.html)



population movements. This process allows YBS to accurately identify individuals who have migrated out of the territory and those who are still residing in the territory.

As noted previously, the Department of Education faces challenges in distinguishing between students who have left the territory ("outmigrants") and those who have discontinued their education. To address this, YBS used data from administrative files not belonging to the Department of Education to validate the classification of students as 'outmigrants' or 'discontinued studies' within each cohort.

YBS successfully matched nearly all student records provided by the Department of Education with their internal population data, with the exception of a very small number of BC residents attending Yukon schools, for whom YBS does not have data. In a very small number of cases, discrepancies were found between the Department of Education's classification of 'outmigrants' and YBS' internal data. In those cases, YBS observed that the Department of Education often had more accurate information on a student's status (e.g., a current Yukon resident was attending boarding school outside of the territory). The remaining discrepancies, constituting less than 1.5% of the total, did not contribute to a statistically significant difference<sup>3</sup> in any of the graduation rate calculations presented in this report.

## Methodology and focus on key populations

The recommendations from the Auditor General report emphasizes the importance of focusing on Yukon First Nations and rural students. This report is designed to honour that directive by providing a detailed examination of the graduation rates and educational outcomes for these populations. It is important to recognize that no single metric can fully capture the complexity of educational realities. Therefore, this report uses multiple metrics to provide a holistic view of the various factors influencing graduation rates and student outcomes in the Yukon.

Unlike regular reports produced by the Department, which often emphasize statistical summaries, this report focuses on providing detailed numerical data. For example,

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<sup>3</sup> YBS tested the statistical significance of the differences using a two-proportion z-test. The differences were not statistically significant at  $p < .01$ .



Sankey charts have been used to illustrate the ages at which students were last recorded in the student information system, offering a more nuanced view of student progression and retention. This approach for this report was made with the intention of clearly illustrating how each calculation is made.

By leveraging both traditional and innovative methods, this report aims to provide a comprehensive understanding of graduation statistics in the Yukon, ultimately supporting the department's mission to enhance educational outcomes for all students.

### Notes and caveats

- Students can voluntarily self-identify through registration forms sent home at the beginning of each school year. The self-identification categories are:
  - Yukon First Nation YFN
  - Other Indigenous OI
  - Non-First Nation non-FN
  
- Schools are organized by:
  - Rural Rural
  - Urban Urban

Rural schools		Urban schools	
1.	Chief Zzeh Gittlit School	1.	Christ the King Elementary
2.	Del Van Gorder School	2.	CSSC Mercier
3.	Eliza Van Bibber School	3.	École Émilie-Tremblay (K-6)
4.	Ghùch Tlá Community School	4.	École Whitehorse Elementary School
5.	J.V. Clark School	5.	Elijah Smith Elementary School
6.	Johnson Elementary School	6.	F.H. Collins Secondary School
7.	Khàtinaxh Community School	7.	Golden Horn Elementary School
8.	Kluane Lake School	8.	Grey Mountain Primary School
9.	Nelnah Bessie John School	9.	Hidden Valley Elementary School
10.	Programme Francophone de Dawson	10.	Holy Family Elementary School
11.	Robert Service School	11.	Individual Learning Centre
12.	Ross River School	12.	Jack Hulland Elementary School
13.	St. Elias Community School	13.	Porter Creek Secondary School
14.	Tantalus Community School	14.	Selkirk Elementary School



15. Watson Lake Secondary School

15. St. Francis of Assisi Catholic Secondary School

16. Takhini Elementary School

- Due to rounding, not all percentages add up to 100 percent.
- The Department of Education regularly makes small and continuous improvements to the quality of its data and analysis. Sometimes these changes result in differences from previously published reports. The data and analysis in this report are the most accurate data available at the time of publication. Outcomes of students are based on data from the fall of 2023.

## Metrics labels

For definitions of labels on individual metrics, please refer to the glossary at the end of this document.

## Contact

For any questions or comments, please contact:

Performance and Analytics

[EduData@yukon.ca](mailto:EduData@yukon.ca)





## 3.0 Six-Year Graduation analysis

The Six-Year Graduation analysis was developed to analyze Yukon students who graduate with a BC Certificate of Graduation (Dogwood Diploma)<sup>4</sup> or a BC Adult Graduation Diploma (Adult Dogwood Diploma), within six years from the first time they enrol in grade 8. While most students will complete high school within the expected five-year period, some students take longer. For example, students who take a year off to play sports or study abroad or those who require an additional year to successfully finish one or two required courses.

### Data period

The data period for the students in consideration spanned from the beginning of the 2017–18 school year to the end of the 2022–23 school year.

### Accounting for newer arrivals

The cohort includes students who arrive to the Yukon and the Department of Education's responsibility during high school. Students who enter the Yukon school system for the first time in a grade higher than grade 8 are added to the cohort that corresponds to their grade level.

### Adjusting for outmigration


Through work with the Yukon Bureau of Statistics, specifically cross-referencing the Department's data with health data, the Department has been able to adjust the Six-Year Graduation analysis in this report for outmigration. The usual reporting is not adjusted for outmigration.

### Selecting a group of students for the calculation

For each school year, the Six-Year Graduation rate is based on a specific group, or cohort, of students in the Yukon. All students present in the school system during the

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<sup>4</sup> French Immersion and French First Language program students can earn both a BC Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique



data period are included in one school year cohort. Each cohort consists of students who either:

- started in grade 8 (of the six-year period), or
- arrived in higher grades in later years during the six-year period.

Some students arrive in later grades, and some students depart prior to graduation. The cohort calculation brings all these nuances into consideration.

By the end of the period, each student within a cohort will fall into one of the following categories:

- have graduated from grade 12 in the Yukon with a Dogwood Diploma, Adult Dogwood Diploma or a School Completion Certificate (Evergreen);
- be working towards a Dogwood Diploma, Adult Dogwood Diploma or Evergreen Certificate;
- be an “outmigrant”, they will have left the Yukon and thus will no longer fall under the responsibility of the Department of Education for the rest of the six-year period starting from September of Year 6;
- remain in the Yukon without completing a Dogwood Diploma, Adult Dogwood Certificate or Evergreen Certificate (this group includes students who have discontinued their studies and may or may not return later to graduate); or
- have left the Yukon education system without notification, in which case they may have discontinued their studies or moved away (= Unknown).

## Age and grade analysis

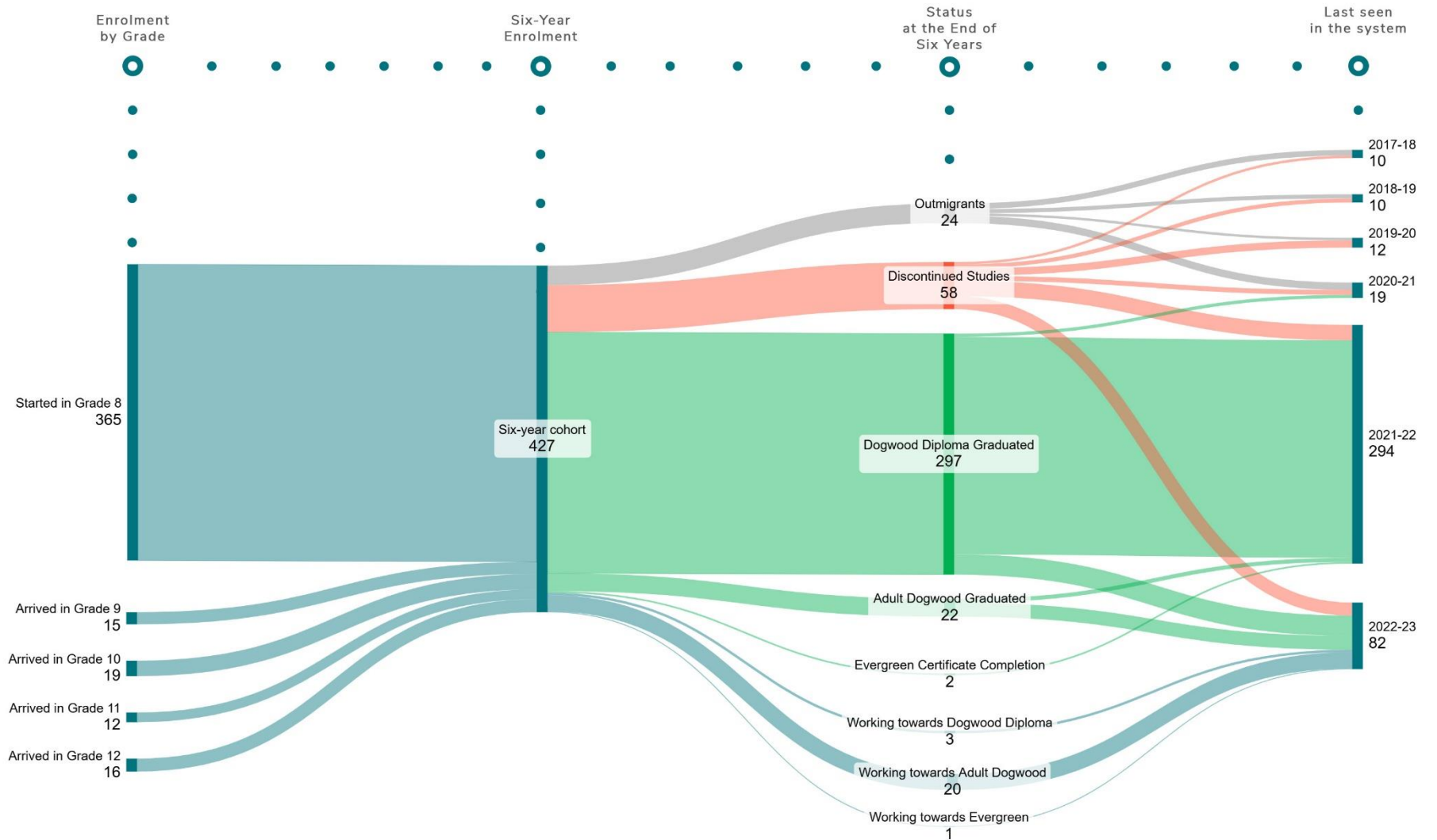
For a deeper analysis, the cohort analysis includes the age or grade at which students entered and left the system.

## Data source

Aspen Student Information System, British Columbia Trax system and Performance and Analytics Master Model. Data was also cross-referenced with administrative data available through the Yukon Bureau of Statistics.

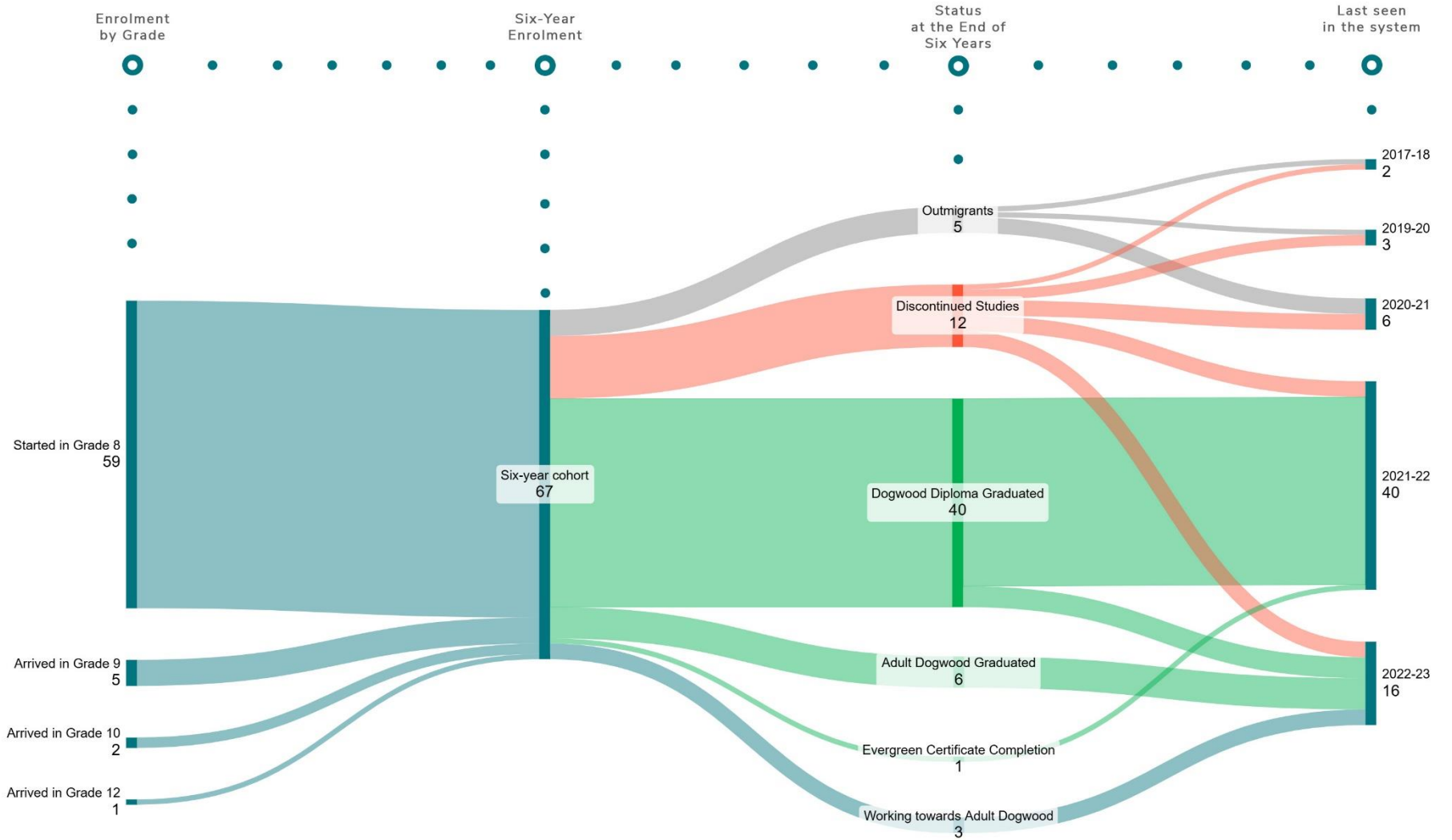
### 3.1 Six-Year Graduation analysis for 2017-23 | Yukon-wide

Active   Graduated or Completed   Discontinued studies   Outmigrants



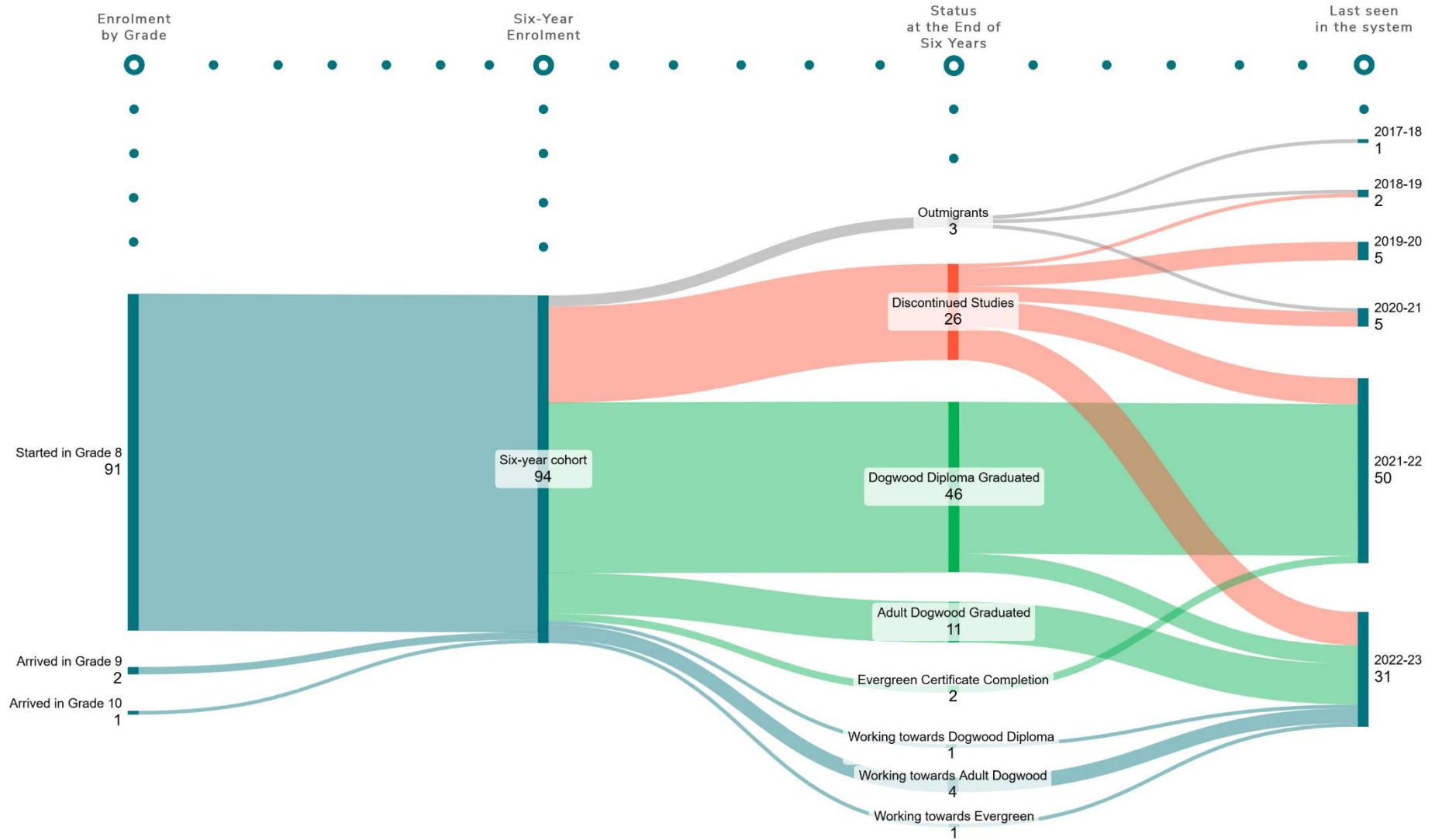
### 3.2 Six-Year Graduation analysis for 2017–23 | Rural

Active Graduated or Completed Discontinued studies Outmigrants



### 3.3 Six-Year Graduation analysis for 2017–23 | Yukon First Nation

Active Graduated or Completed Discontinued studies Outmigrants





## 4.0 Six-Year Graduation rate

The Six-Year Graduation rate was developed to help estimate the percentage of Yukon students who graduate with a Dogwood Diploma or Adult Dogwood Certificate, within six years from the first time they enrol in grade 8.

The Six-Year Graduation rate does not include students who receive an Evergreen certificate. The Evergreen certificate recognizes the accomplishments of students with special needs and an Individual Education Plan (IEP), who have met the goals of their education program, but have not graduated. Not all students with special needs are in an Evergreen program.

### Calculating the Six-Year Graduation rate

The formula for the Six-Year Graduation rate can be calculated as follows:

$$\text{Six – Year Grad. Rate} = \frac{\text{Dogwood Diploma Graduated} + \text{Adult Dogwood Graduated}}{\text{Six year cohort} - \text{Outmigrants}}$$

The rate is based on the number of students in the cohort who obtained their Dogwood Diploma or Adult Dogwood Certificate within the period, divided by the number of all the students who are within the cohort, less any outmigrants for that cohort.

This methodology follows the British Columbia Ministry of Education Guidelines for the Six-Year Graduation rate (please see [BC's Guide to Six-Year 6 Dogwood Completion Rate](#)<sup>5</sup> for more information).

### Rural and Yukon First Nation focus

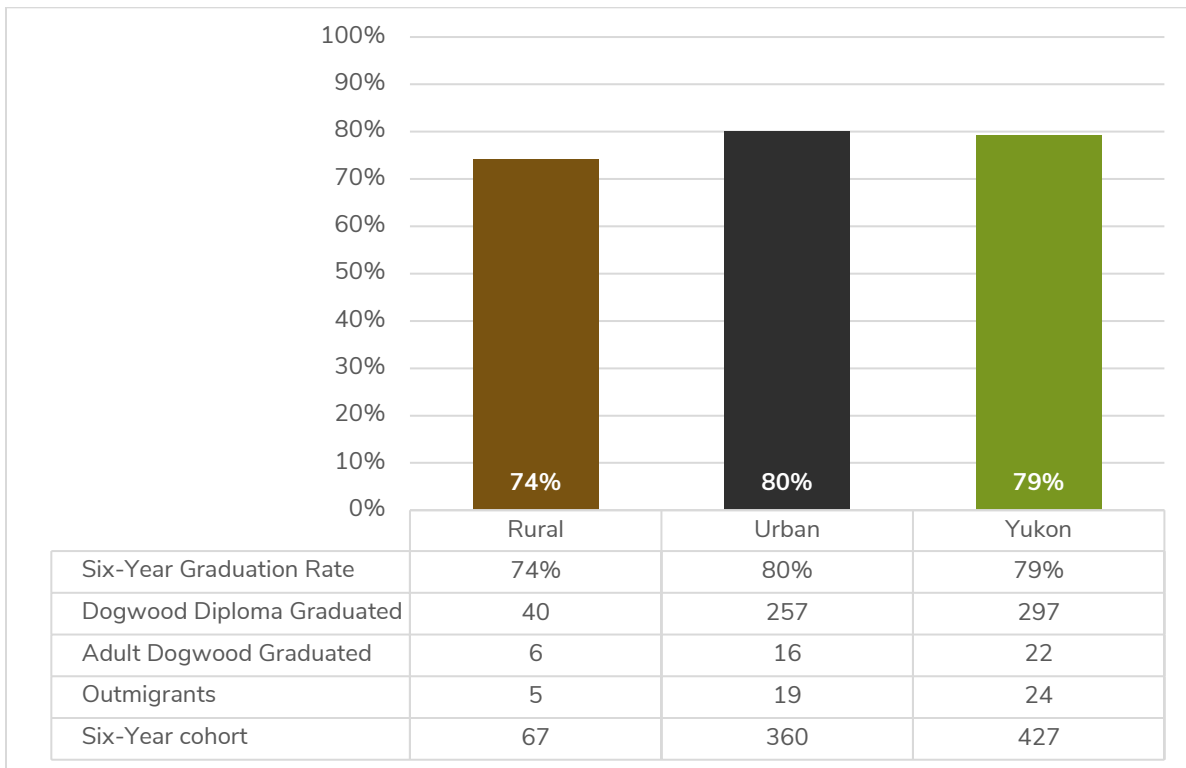
The Sankey charts presented here focuses on Yukon First Nation and rural students as per the recommendations from the Auditor General's report. Sankey charts are diagrams that emphasize flow from one state to another. Note that the Six-Year Graduation rate charts also include Other Indigenous, Urban and Yukon-Wide for context.

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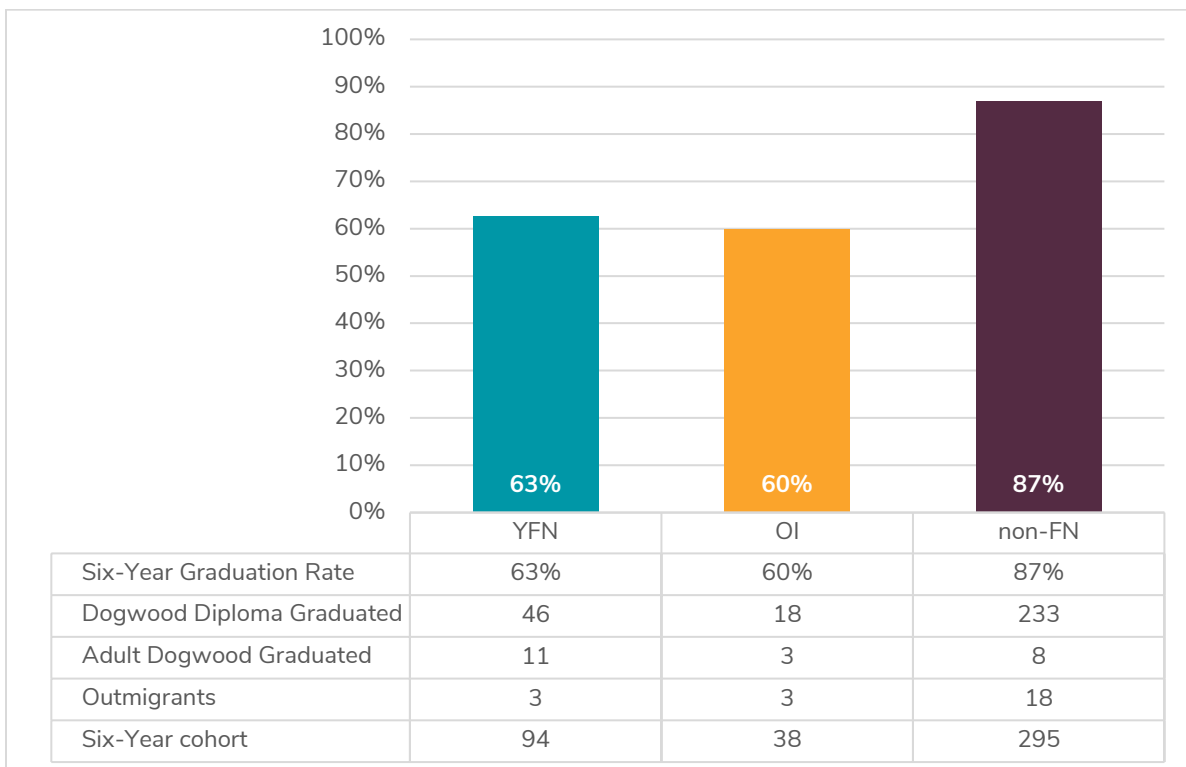
<sup>5</sup> [http://www.bced.gov.bc.ca/reporting/odefiles/A\\_Friendly\\_Guide\\_to\\_the\\_Completion\\_Rate.pdf](http://www.bced.gov.bc.ca/reporting/odefiles/A_Friendly_Guide_to_the_Completion_Rate.pdf)



#### 4.1 Six-Year Graduation rate for 2017–23 by region



#### 4.2 Six-Year Graduation rate for 2017–23 by self-identification





## 5.0 Grade 12 graduation analysis

The data represent a cohort of students as they progress from the beginning of grade 12 through to graduation. Grade 12 Graduation Analysis includes three main streams:

- Dogwood Diploma
- Adult Dogwood
- School Completion (Evergreen) Certificate

### Data period

The data period for the students in consideration spanned from the beginning of the 2022–23 school year to the end of the 2022–23 school year.

### Selecting a group of students for the calculation

The grade 12 graduation analysis is based on all grade 12 students in the Yukon who either:


- started grade 12 for the first time;
- continued in grade 12, or
- arrived in the middle of the school year (=New arrivals).

Some students arrive later in the school year and some students depart before graduation. The cohort calculation brings all these nuances into consideration.

By the end of the period, each student within a cohort will have:

- Left the Yukon and the responsibility of the Yukon Department of Education (= Outmigrants);
- Transferred from Yukon-wide schools to a distributed learning program (= Leaving Yukon-Wide schools);
- Graduated first-time with a Dogwood Diploma (= First-time Dogwood Diploma Graduated);
- Graduated with a Dogwood Diploma in the current school year, but took longer than the standard time to complete their graduation requirements (= Dogwood Diploma Graduated);



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- Not successfully graduated in the current school year but remained enrolled in the following school year with the goal of earning their Dogwood Diploma (= Working towards Dogwood Diploma);
  - Graduated with a Dogwood Diploma or Adult Dogwood Certificate before the current school year (= Previously Graduated);
  - Graduated from Grade 12 in the Yukon with an Adult Dogwood Certificate;
  - Graduated first-time with an Adult Dogwood Certificate (= First-time Adult Dogwood Graduated);
  - Graduated with an Adult Dogwood Certificate in the current school year and took several years to fulfill their graduation requirements (= Adult Dogwood Graduated);
  - Not successfully graduated in the current school year but remained enrolled in the following school year with the goal of earning their Adult Dogwood Certificate (= Working towards Adult Dogwood);
  - Received Evergreen Certificate;
  - Working towards an Evergreen Certificate; OR
  - Discontinued Studies (students who may return later to graduate).

## Age analysis

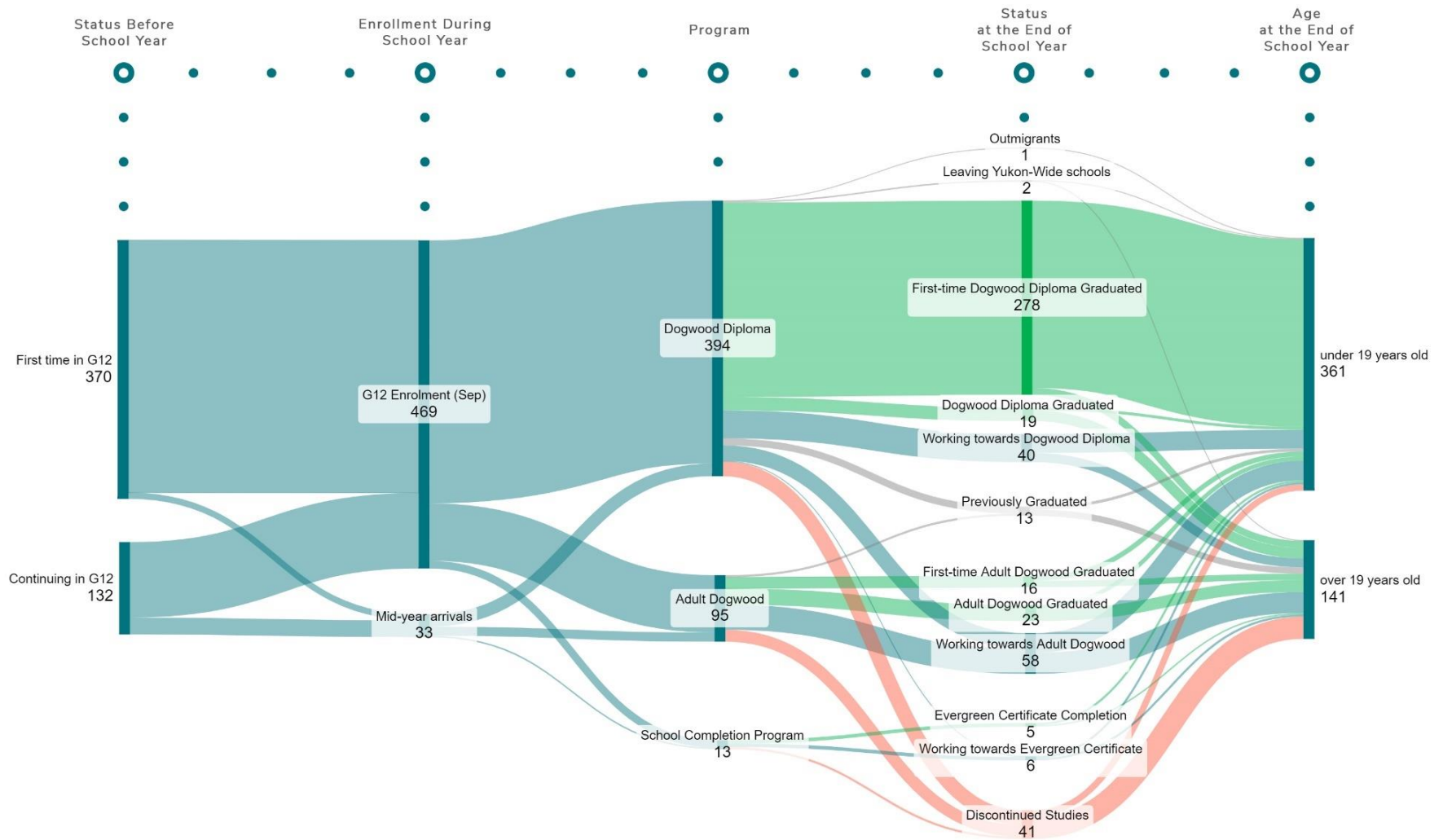
For a deeper analysis, the cohort includes the age at which students left the system.

## Data Source

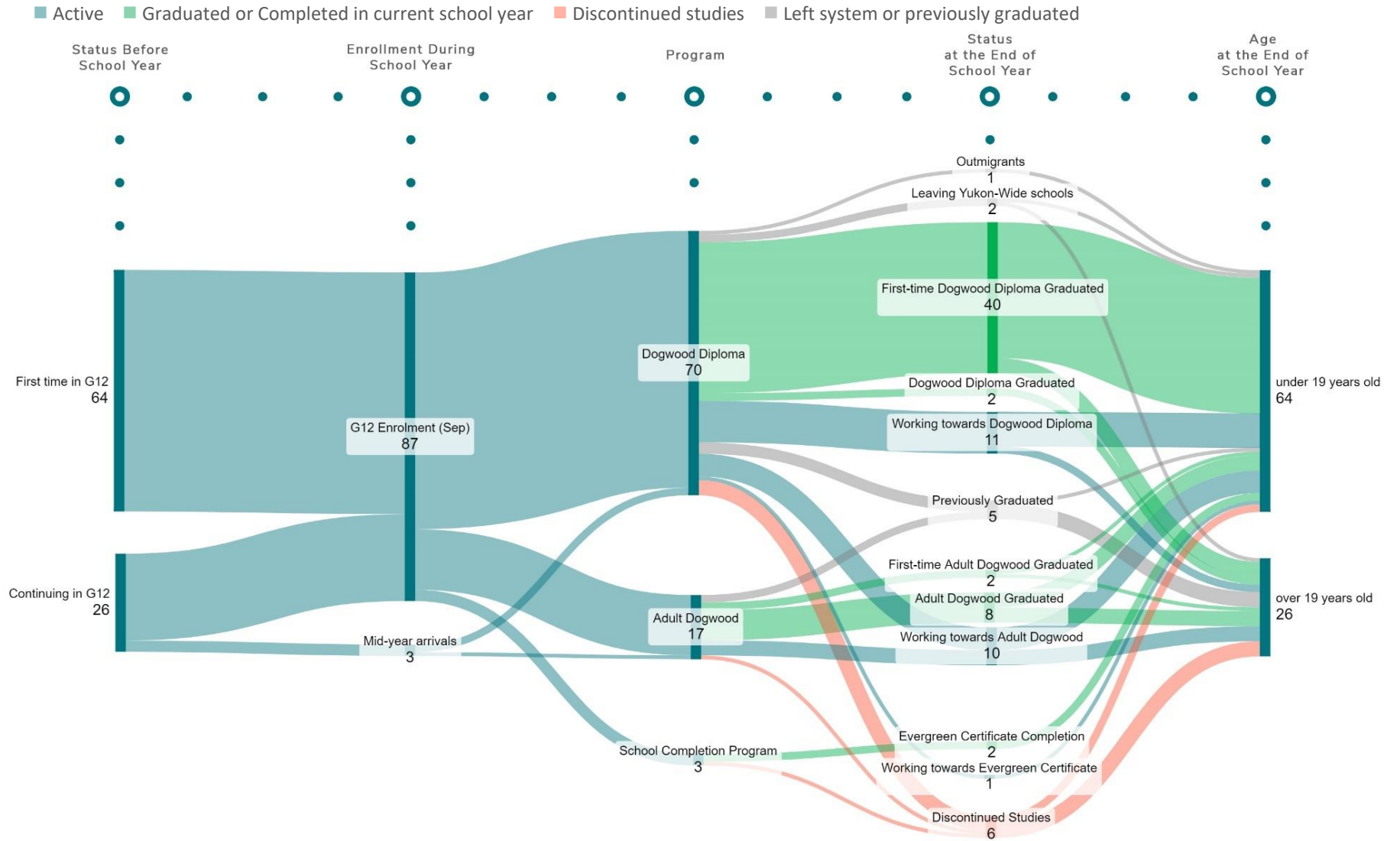
Aspen Student Information System, British Columbia Trax system and Performance and Analytics Master Model. Data was also cross-referenced with administrative data available through the Yukon Bureau of Statistics.

## 5.1 Grade 12 graduation analysis for 2022–23 | Yukon-wide

■ Active ■ Graduated or Completed in current school year ■ Discontinued studies ■ Left system or previously graduated

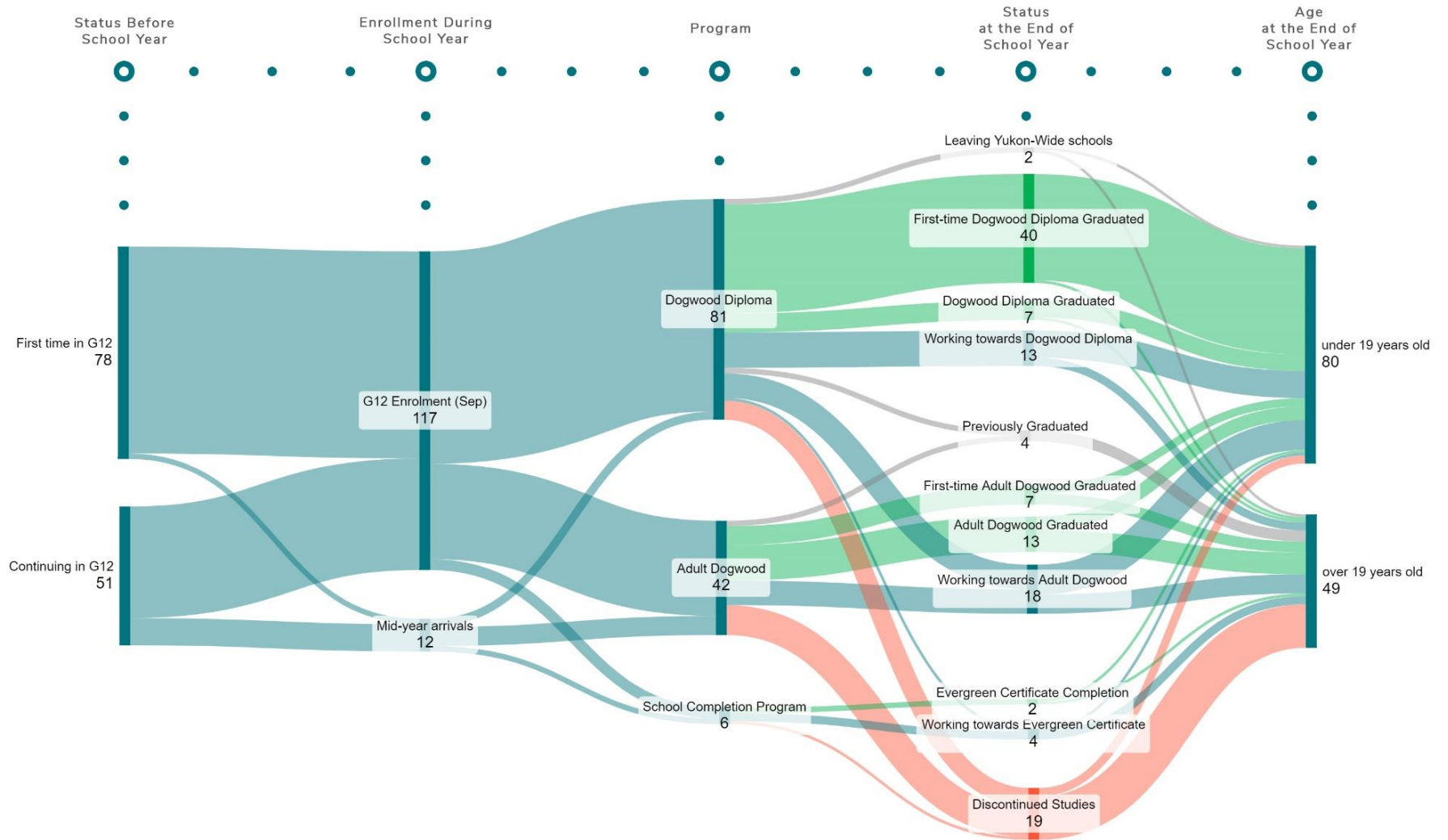


## 5.2 Grade 12 graduation analysis for 2022–23 | Rural



### 5.3 Grade 12 graduation analysis for 2022–23 | Yukon First Nation

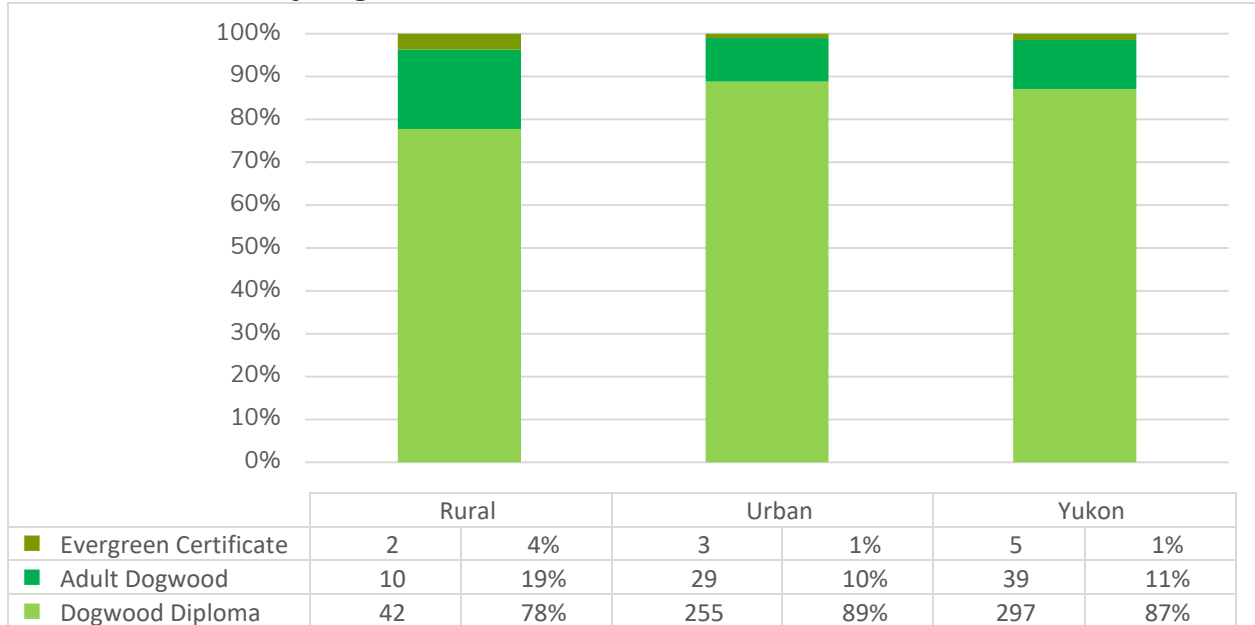
■ Active ■ Graduated or Completed in current school year ■ Discontinued studies ■ Left system or previously graduated



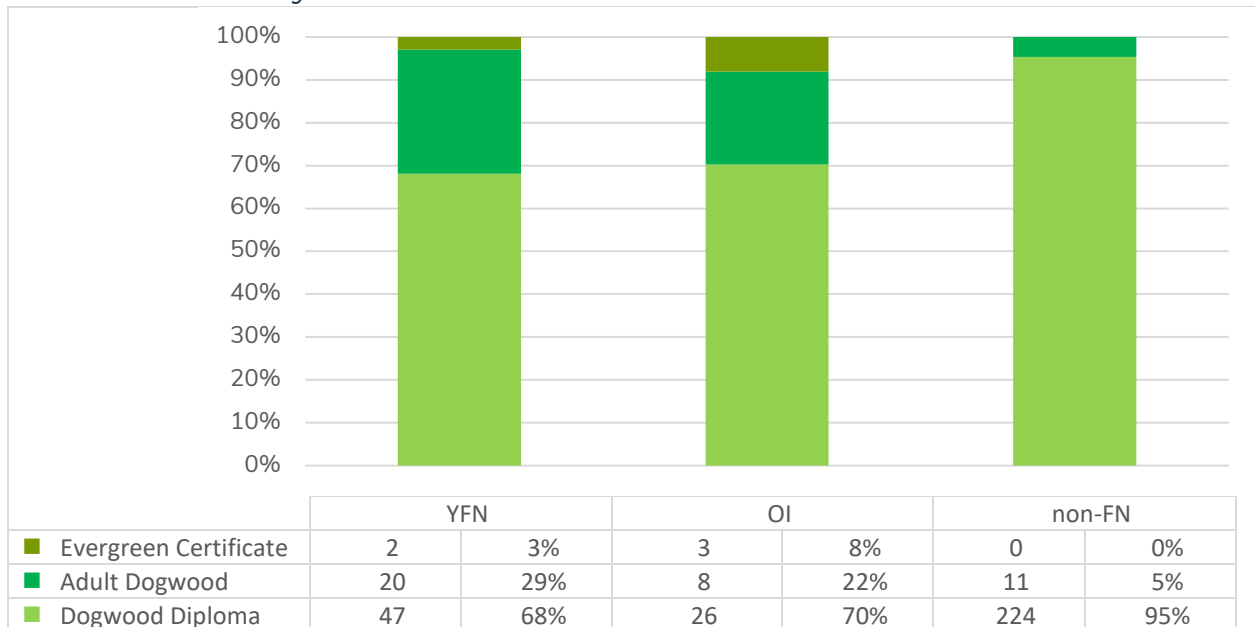


## 5.4 Grade 12 successful outcomes count for 2022–23

### 5.4.1 Dogwood Diploma, Adult Dogwood and Evergreen Certificate outcomes by region



### 5.4.2 Dogwood Diploma, Adult Dogwood and Evergreen Certificate outcomes by self-identification





## 6.0 First Time Grade 12 graduation rate

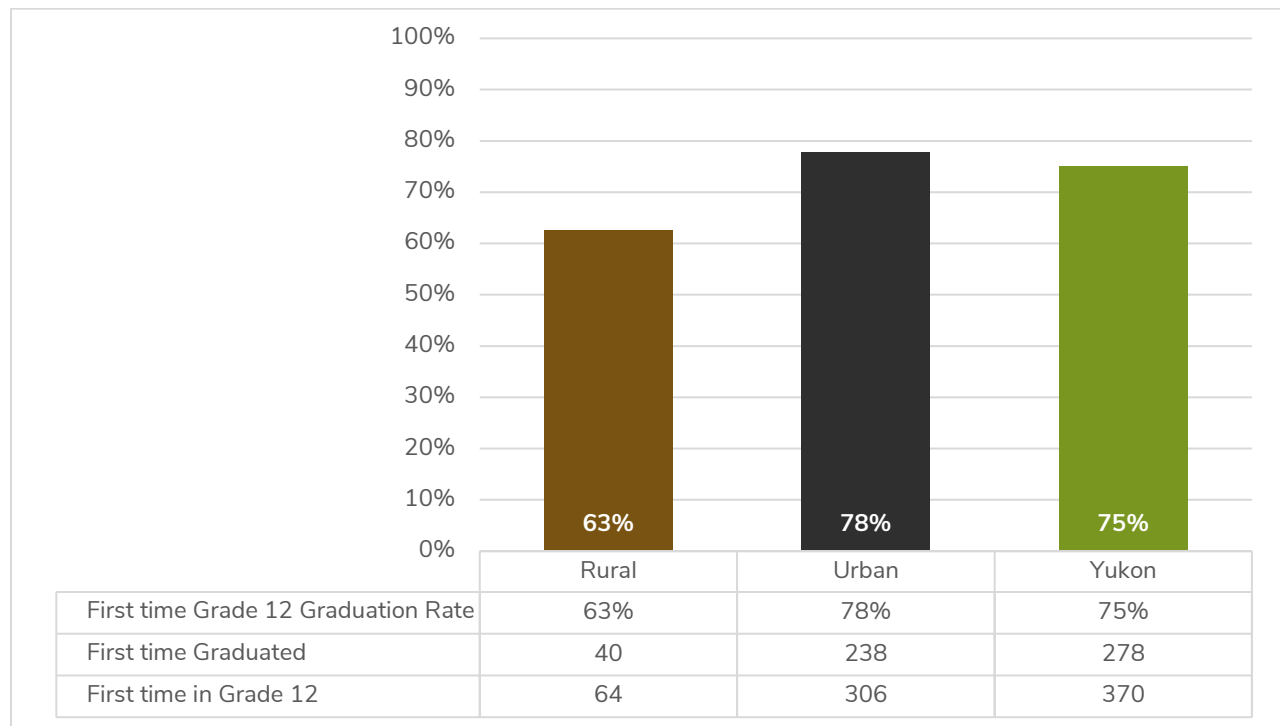
First Time Grade 12 Graduation rate shows the proportion of students who were in Grade 12 for the first time in September and who then graduated within the same school year.

*First time Dogwood Diploma Graduated* - The count of first-time Grade 12 students who graduated with a regular Dogwood Diploma that school year (Adult Dogwood Diploma recipients are excluded).

*First time in Grade 12* - The count of first-time Grade 12 students, whether they are eligible to graduate or not.

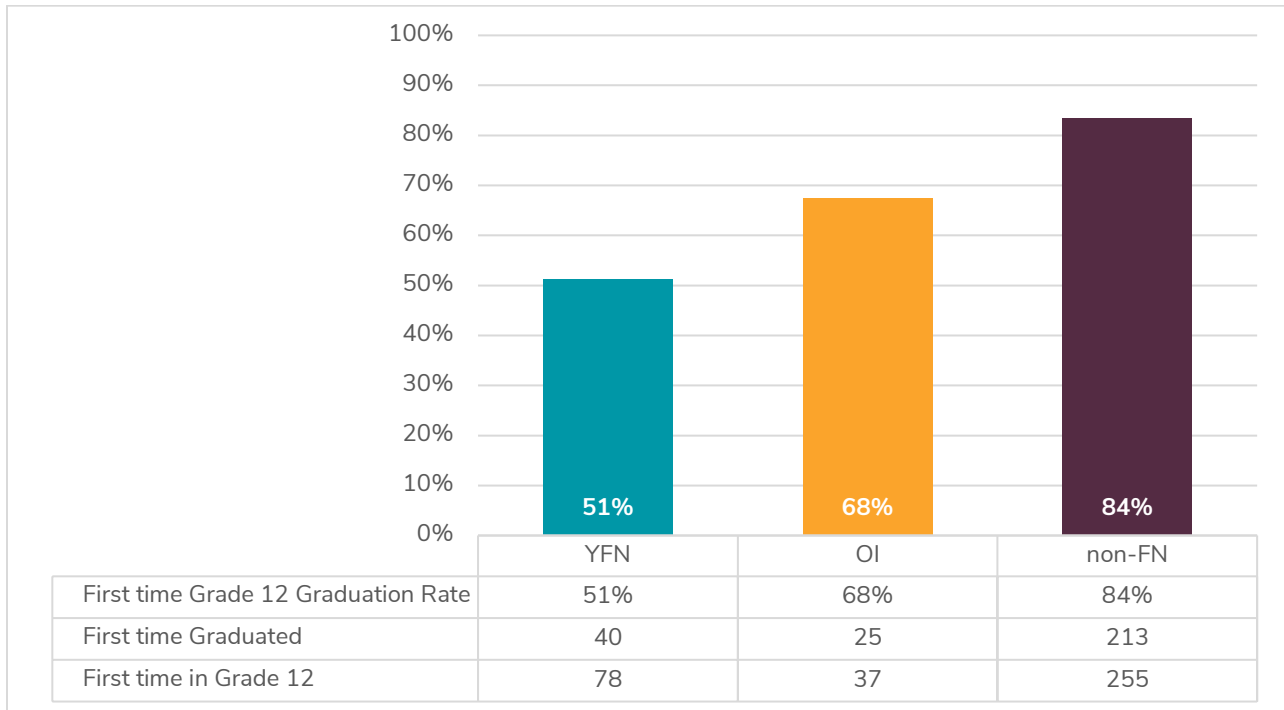
In this metric, students who receive a School Completion (Evergreen) Certificate are not included in the final counts or rates of students who graduated. However, any student assigned to Grade 12 (as opposed to a lower grade, or Secondary Ungraded) that is appearing in that grade for the first time will be included in the initial cohort count.

### 6.1 First Time Grade 12 graduation rate for 2022–23 by region





## 6.2 First Time Grade 12 graduation rate for 2022–23 by self-identification



## 7.0 Glossary

Note: many of these definitions and additional information can be found at [Yukon.ca](https://yukon.ca)<sup>6</sup> and [BC Ministry of Education Glossary](https://studentsuccess.gov.bc.ca/glossary).<sup>7</sup>

GLOSSARY ITEM	DEFINITION
<b>Adult Dogwood</b>	One of two graduation diplomas offered in Yukon schools. For students 18 years and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation program are not required to complete the graduation numeracy or literacy assessments.
<b>Adult Dogwood graduated</b>	Students who graduated with a BC Adult Graduation Diploma, also known as an Adult Dogwood or an Adult Dogwood Diploma in the reference school year and took at least one extra year to fulfill their graduation requirements.
<b>Continuing in grade 12</b>	Students who have previously been enrolled in Grade 12 in before the reference school year and are currently enrolled in Grade 12 again.
<b>Discontinued studies</b>	Students have paused or terminated their academic coursework or attendance before fulfilling their graduation requirements. This can include voluntary withdrawal, personal or medical issues, or, in some cases, the unfortunate event of a student's death.
<b>Dogwood Diploma</b>	The BC Certificate of Graduation or "Dogwood Diploma" is issued upon successful completion of the provincial graduation requirements. This credential, which requires 80 credits of study, differs from the Adult Dogwood Diploma, which is offered to students age 18+ and requires 20 credits.

<sup>6</sup> <https://yukon.ca/en/graduate-high-school>

<sup>7</sup> <https://studentsuccess.gov.bc.ca/glossary>





<b>Dogwood Diploma graduated</b>	Students who completed their graduation with a BC Certificate of Graduation, also known as a Dogwood Diploma in the current school year but were in grade 12 for more than one year, indicating that it took them longer than the standard timeframe to meet the graduation requirements.
<b>Evergreen Certificate Completion</b>	Students who complete high school with a School Completion Certificate, also known as an Evergreen or an Evergreen Certificate.
<b>First-time Adult Dogwood Diploma graduated</b>	The count of first-time Grade 12 students who graduated with an Adult Dogwood Diploma in the reference school year.
<b>First-time Dogwood Diploma graduated</b>	The count of first-time Grade 12 students who graduated with a Dogwood Diploma in the reference school year.
<b>First time in grade 12</b>	The count of first-time Grade 12 students, whether or not they are eligible to graduate.
<b>Leaving Yukon-wide schools</b>	Students who transferred from Yukon-wide schools to other educational settings, such as virtual schools or home-schooling.
<b>Mid-year arrivals</b>	Students who enroll in a Yukon-Wide school during the academic year, rather than at the beginning of the school year.
<b>Non-First Nation (Non-FN)</b>	Students who do not identify as First Nation.
<b>Other Indigenous (OI)</b>	Students who self-identify as First Nation but do not belong to one of fourteen Yukon First Nations
<b>Outmigration</b>	Students who leave the Yukon but who may complete school elsewhere.
<b>Previously graduated</b>	Students who graduated with a Dogwood Diploma or Adult Dogwood Diploma before the reference school year. These students



	still attend the school for various reasons (upgrade their marks, personal development).
<b>School Completion Program (Evergreen Certificate)</b>	The School Completion Certificate or "Evergreen" Certificate was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.
<b>Secondary Ungraded</b>	Students who are taking courses at the Grade 8-12 level and the school personnel do not consider them to be in a specific grade.
<b>Working towards Adult Dogwood</b>	Students who did not successfully graduate in the reference school year but remained enrolled in the following school year with the goal of earning their Adult Dogwood Diploma.
<b>Working towards Dogwood Diploma</b>	Students who did not successfully graduate in the reference school year but remained enrolled in the following school year with the goal of earning their Dogwood Diploma.
<b>Yukon First Nation (YFN)</b>	Students who self-identify as belonging to a Yukon First Nation.
<b>Yukon-wide schools</b>	Includes all urban and rural schools but does not include distributed learning students (virtual or home-schooled) and are therefore not included in the 6-Year cohort analysis. Students who started Grade 12 in a Yukon-Wide school but ended Grade 12 in a distributed learning program are included in the Grade 12 graduation analysis.



## 8.0 Example scenarios

The Department has developed four fictional student stories to show different educational journeys. The purpose of the scenarios is to help readers identify individual student paths within the Sankey chart format and demonstrate how diverse experiences are reflected in the overall flow of the Yukon's education system.

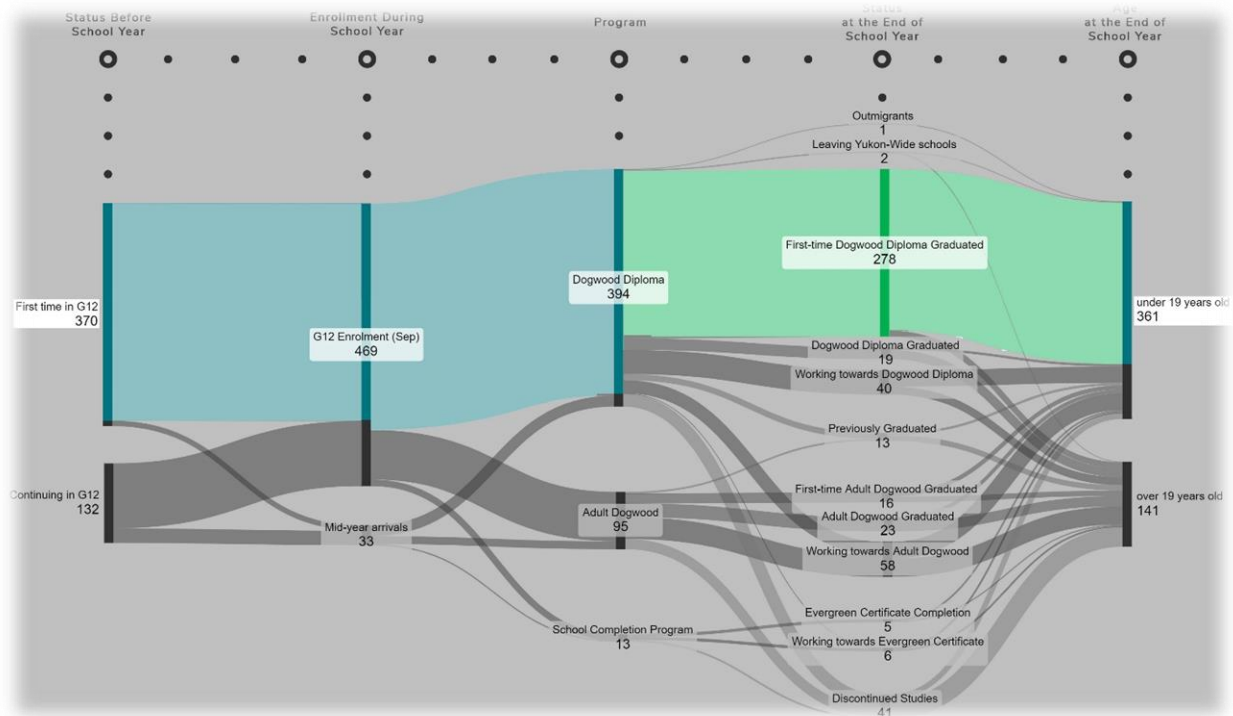
The Grade 12 analysis tracks students who are in grade 12 for the first time in September. The analysis looks at the make-up and outcomes of these grade 12 students between September and the end of the school year.

The Six-Year Graduation Analysis provides a broader and more inclusive measure of student success in completing high school. It measures a percent of grade 8 students who graduate within six years from the first time they enrol in grade 8. Not all students follow the traditional five-year path to graduation—some may need extra time due to personal, academic, or external challenges. The six-year rate accounts for these students by tracking their progress over a longer period, allowing for additional time to finish high school. It ensures that students who take non-traditional paths are still recognized for completing their education.

## 8.1 A student attending grade 12 for the first time

Student 1 began grade 8 in September 2018. Five years later, at age 17, they graduated with a Dogwood Diploma in June 2023.

In the Grade 12 Graduation analysis, Student 1 will be counted along the following path:



When students begin grade 8, the expectation is that they will graduate within 5 years. However, the Six-Year Graduation analysis allows for an additional year to complete graduation. Therefore, Student 1 is not included in this year's Six-Year Graduation analysis, but will be included next year.

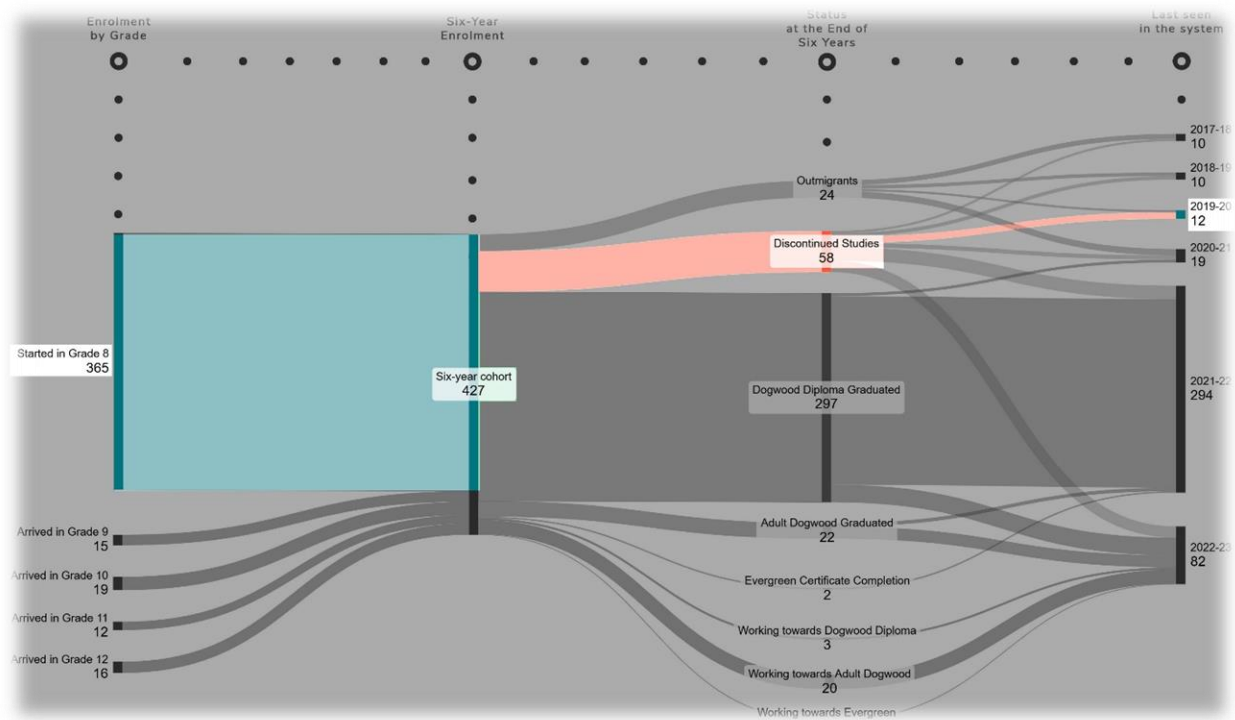


## 8.2 A student discontinues their studies

Student 2, a bright and energetic student, began grade 8 in September 2017. Despite their potential, they struggled to stay engaged in classes while facing personal challenges. The pressures outside of school took a toll, and they made the difficult decision to drop out midway through grade 10 in the 2019-20 school year, hoping to find a path that felt right for them.

Student 2 will not be included in the Grade 12 Graduation analysis as they had not reached grade 12 as of the 2022–23 school year. They may return to school in the future, and will be included in the Grade 12 Graduation analysis for the school year in which they reach grade 12.

In the Six-Year Graduation analysis, Student 2 will follow this path:

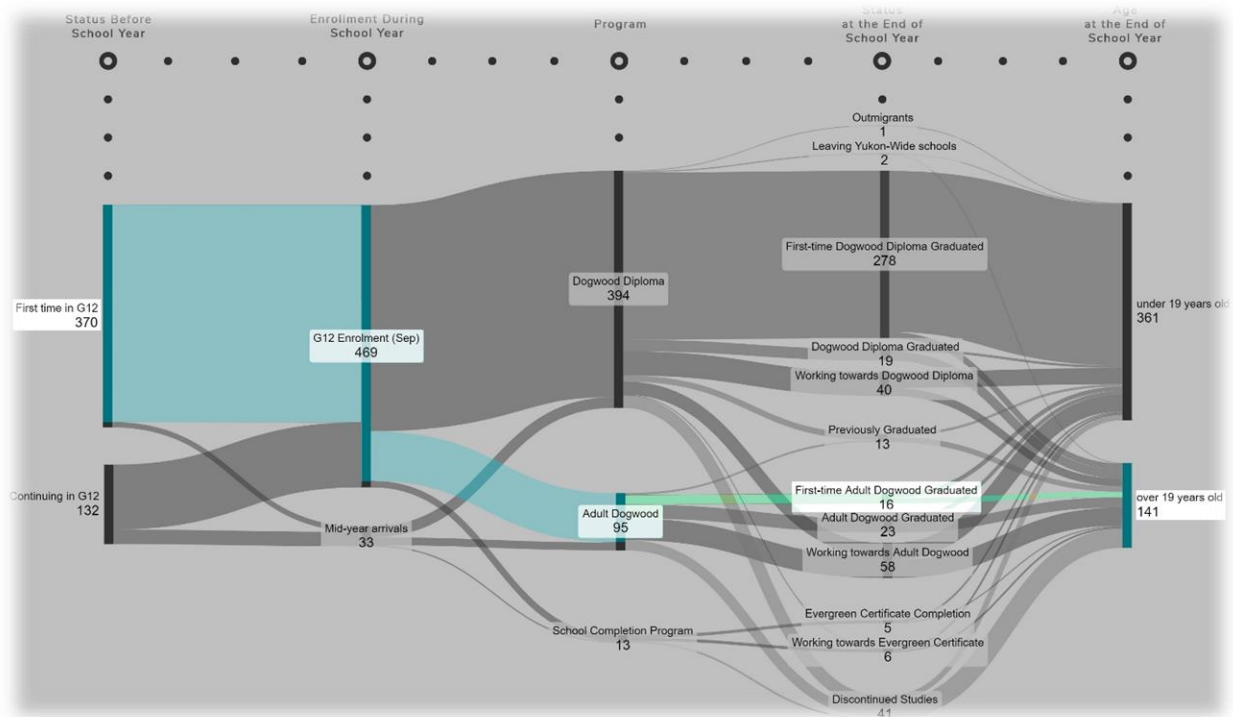




### 8.3 A student resumes studies in the Adult Dogwood Diploma program

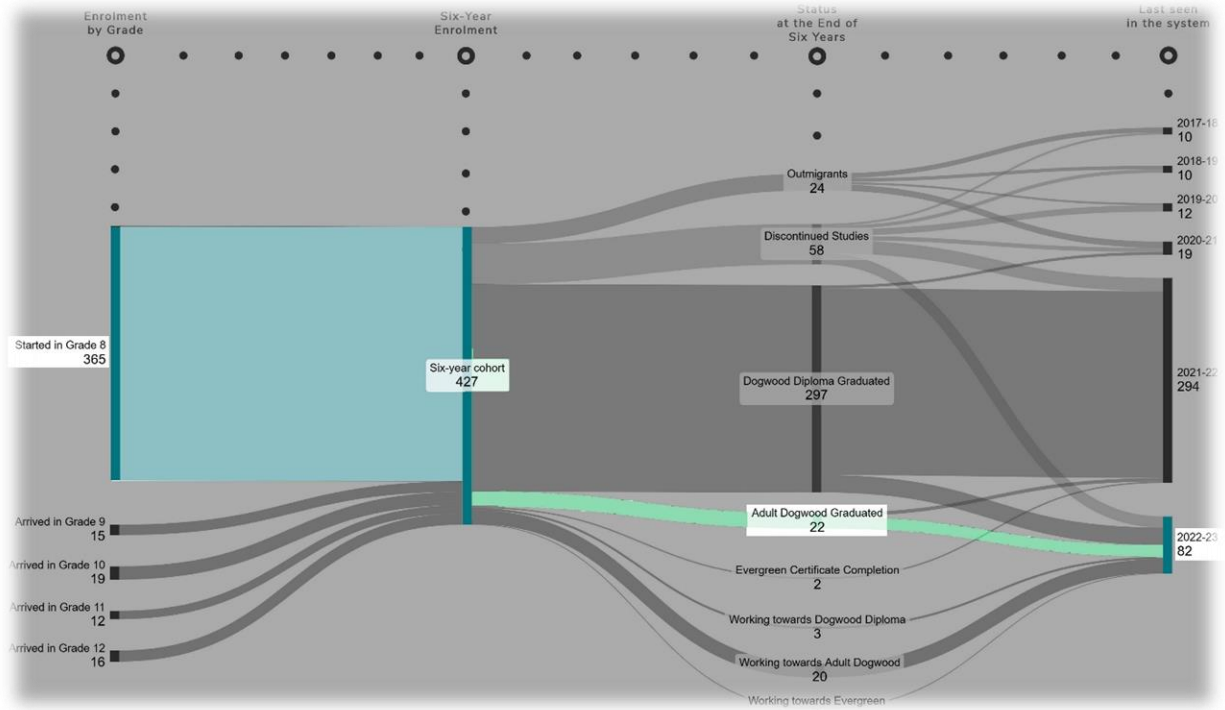
Student 3 began grade 8 in September 2017. They faced significant challenges at home and eventually dropped out of school. After a year, their home situation improved, and they decided to return to school and complete their education. Student 3 re-enrolled in the 2021-22 school year and successfully graduated in June 2023 at 20 years old with an Adult Dogwood Diploma.

In the Grade 12 Graduation analysis, Student 3 will be counted along the following path:





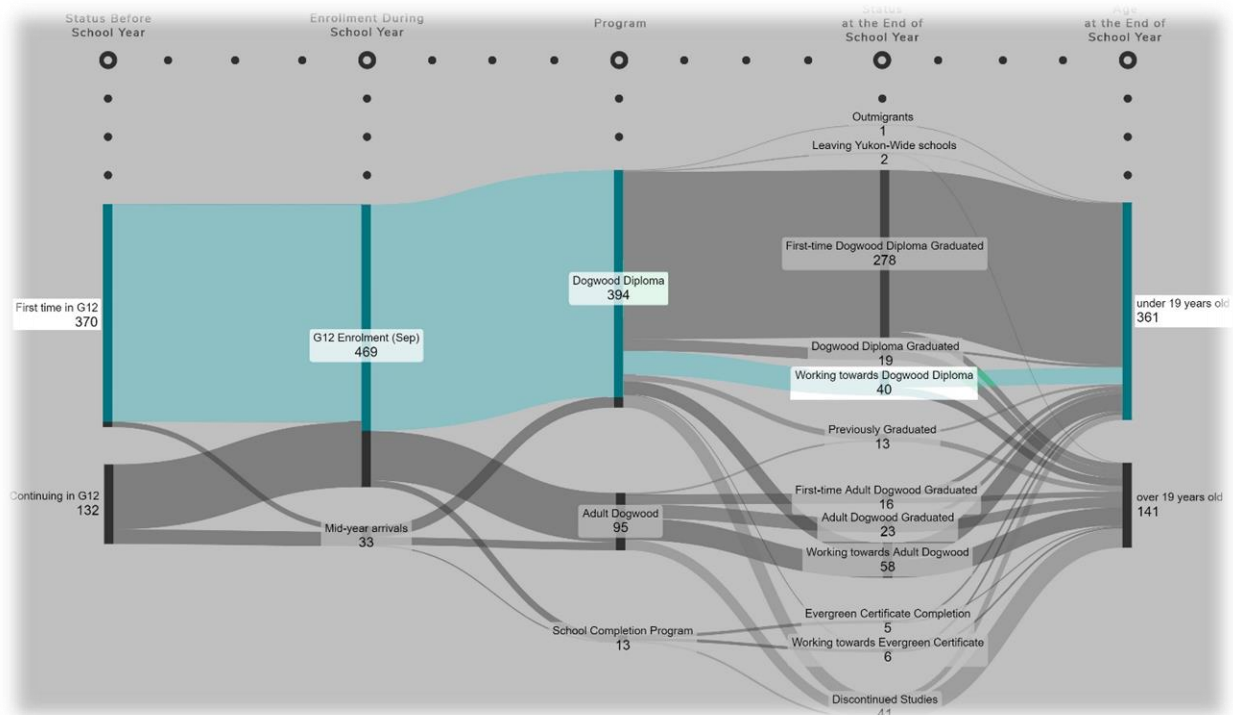
In the Six-Year Graduation analysis, Student 3 will be counted along the following path:



## 8.4 A student continues going to school and works towards a diploma

Student 4 started grade 8 in September 2018 after moving to Whitehorse. They planned to graduate five years later with their classmates in June 2023, but they didn't get all the class credits needed to graduate. They remain in school and are expected to graduate in June 2024.

In the Grade 12 Graduation analysis, Student 4 will be counted along the following path:



As with Student 1, Student 4 will not be included in the Six-Year Graduation analysis for the 2022–23 school year. They would be included in the Six-Year Graduation analysis next year.