



How Are We Doing? Yukon First Nations Report

School Year 2022-23

Department of Education
Government of Yukon

December 14th, 2023







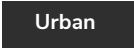
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Preface

Notes and Caveats

- Students can voluntarily self-identify. The Self-Identification categories are:
 - Yukon First Nation 
 - Other Indigenous 
 - Non-First Nation 
- Schools are organized by
 - Rural 
 - Urban 
- Yukon-Wide includes all urban and rural schools but does not include distributed learning students (virtual or home schooled)
- Some charts include small numbers and thus the illustration may or may not be relevant. Please consider the data table in conjunction with the chart when reviewing.
- In some cases, segments with small numbers may have been omitted to protect the personal and private information of the student.
- Due to rounding, not all percentages add up to 100%.
- The data and analysis are as up-to-date as possible.
- The Department of Education 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 time of publication.

Contact

For any questions or comments, please contact:

Performance and Analytics

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1 Enrolment

Student Enrolment counts are defined as all active fulltime / halftime students enrolled at Yukon public schools.

Data Source

Aspen Student Information System and Performance and Analytics Enrolment Module.

Date Stamp

Student Enrolment counts are analyzed from end-of-May data snapshots for their respective school year, unless otherwise stated.

Enrolment data for 2022-23 year is as of May 31st, 2023.

1.1 Student Enrolment Counts by Self-Identification for Regions and Yukon-Wide 2022-23

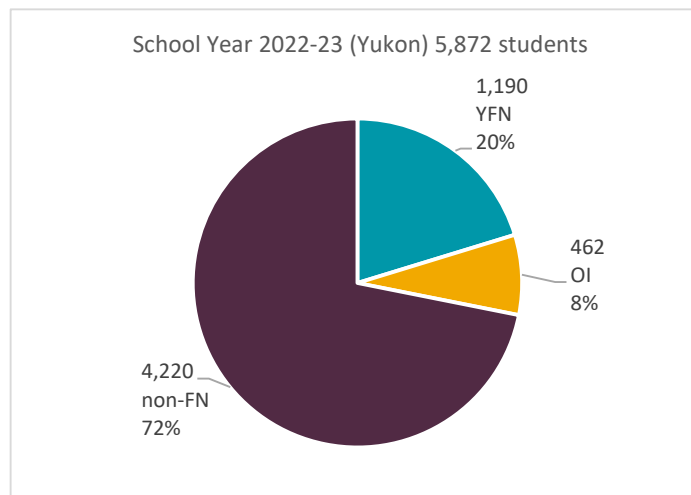


Figure 1.1.1 Student Enrolment Counts by Self-Identification Yukon-Wide 2022-23 (by ratio)

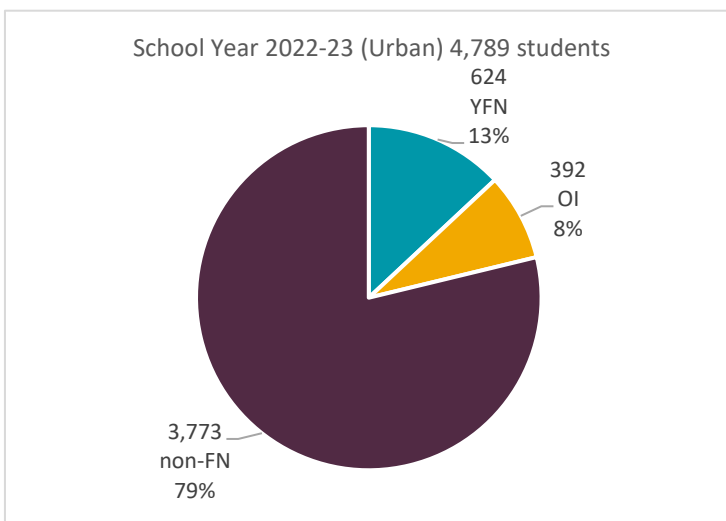


Figure 1.1.2 Student Enrolment Counts by Self-Identification Urban 2022-23 (by ratio)

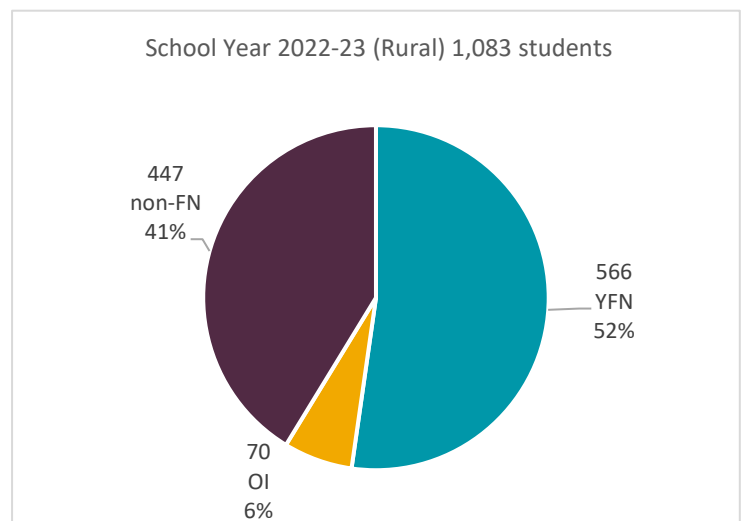


Figure 1.1.3 Student Enrolment Counts by Self-Identification Rural 2022-23 (by ratio)

1.2 Student Distribution by Self-Identification and Grade 2022-23

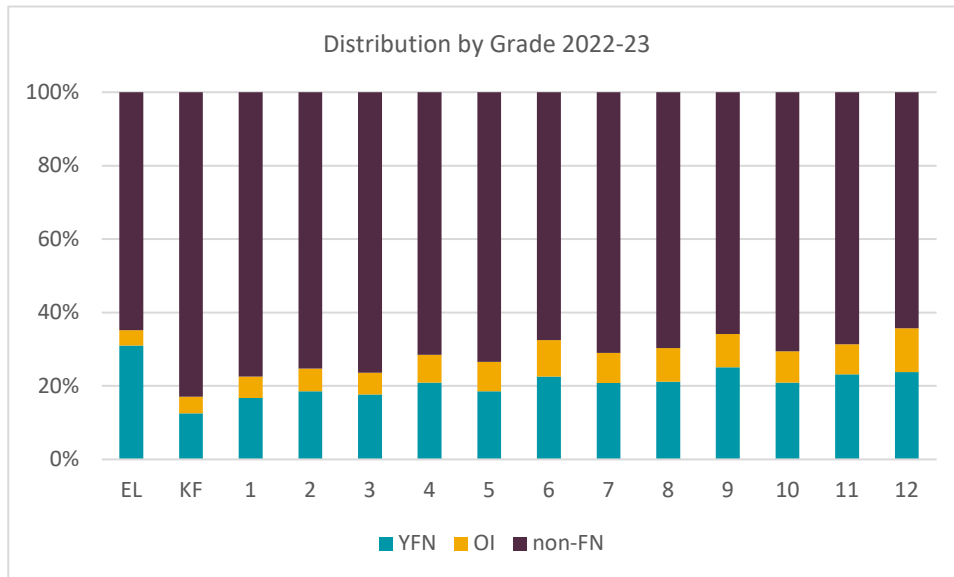


Figure 1.2.1 Student Distribution by Self-Identification and Grade 2022-23 (by ratio)

1.3 Student Distribution by Self-Identification, Region, and School 2022-23

	YFN	OI	non-FN	Yukon	YFN	OI	non-FN
Urban	624	392	3,773	4,789	13%	8%	79%
Rural	566	70	447	1,083	52%	6%	41%
Yukon	1,190	462	4,220	5,872	20%	8%	72%

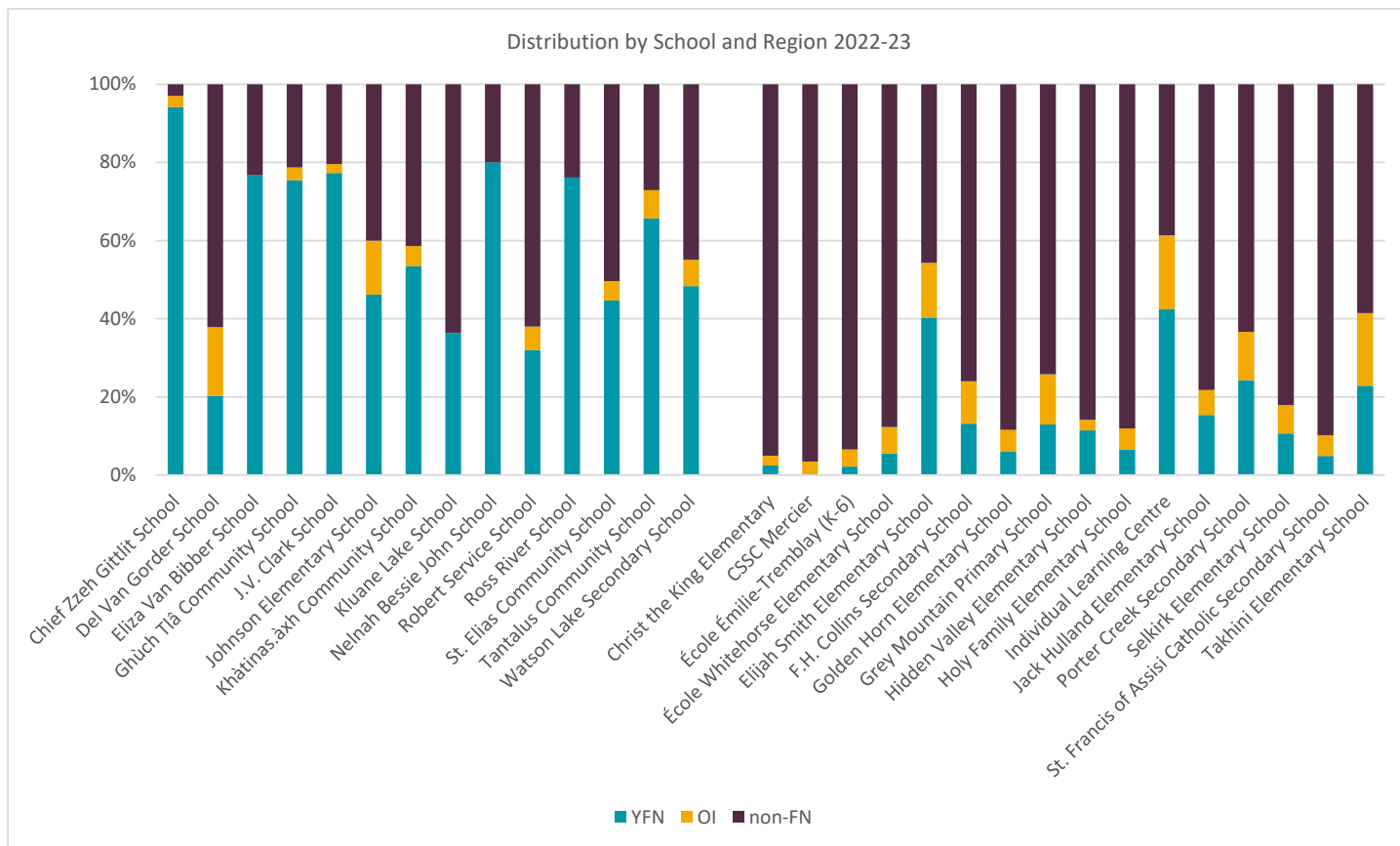


Figure 1.3.1 Student Distribution by Self-Identification and School 2022-23

1.4 Student Enrolment Counts by Self-Identification Yukon-Wide over time

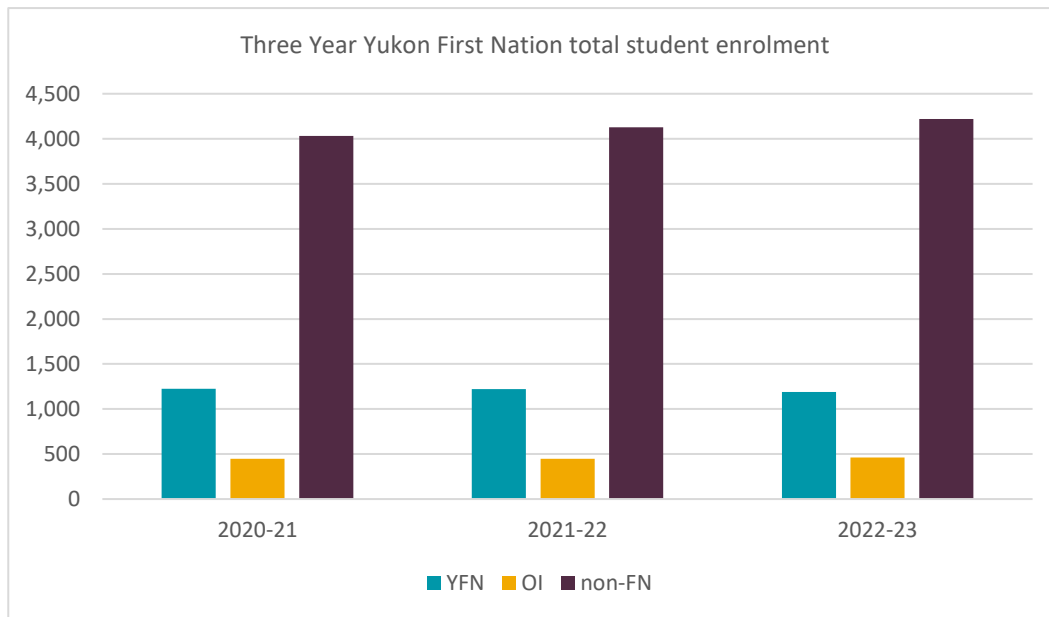


Figure 1.4.1 Student Enrolment Counts by Self-Identification Yukon-Wide over time

	2020-21			2021-22			2022-23		
	YFN	OI	non-FN	YFN	OI	non-FN	YFN	OI	non-FN
Students	1,224	447	4,031	1,220	449	4,130	1,190	462	4,220
%	21%	8%	71%	21%	8%	71%	20%	8%	72%
Yukon	5,702			5,799			5,872		

1.5 Student Enrolment Counts by Yukon First Nation for Regions and Yukon-Wide 2022-23

First Nation Name	Yukon
Carcross/Tagish First Nation	92
Champagne and Aishihik First Nations	159
First Nation of Na-Cho Nyäk Dun	66
Kluane First Nation	26
Kwanlin Dün First Nation	117
Liard First Nation	121
Little Salmon/Carmacks First Nation	106
Ross River Dena Council	91
Selkirk First Nation	92
Ta'an Kwäch'än Council	40
Teslin Tlingit Council	74
Tr'ondëk Hwëch'in	91
Vuntut Gwitchin First Nation	102
White River First Nation	13
Total	1,190

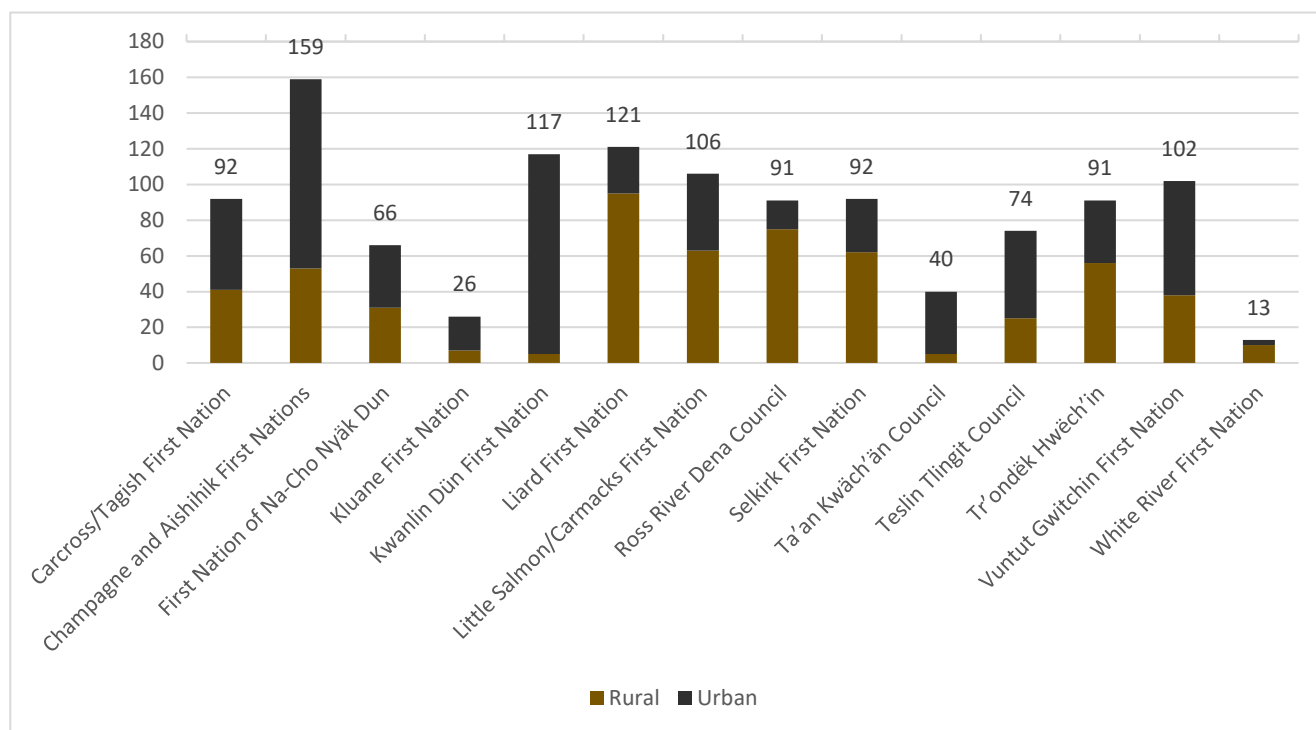


Figure 1.5.1 Student Enrolment Counts for 2022-23 by Yukon First Nation Yukon-Wide

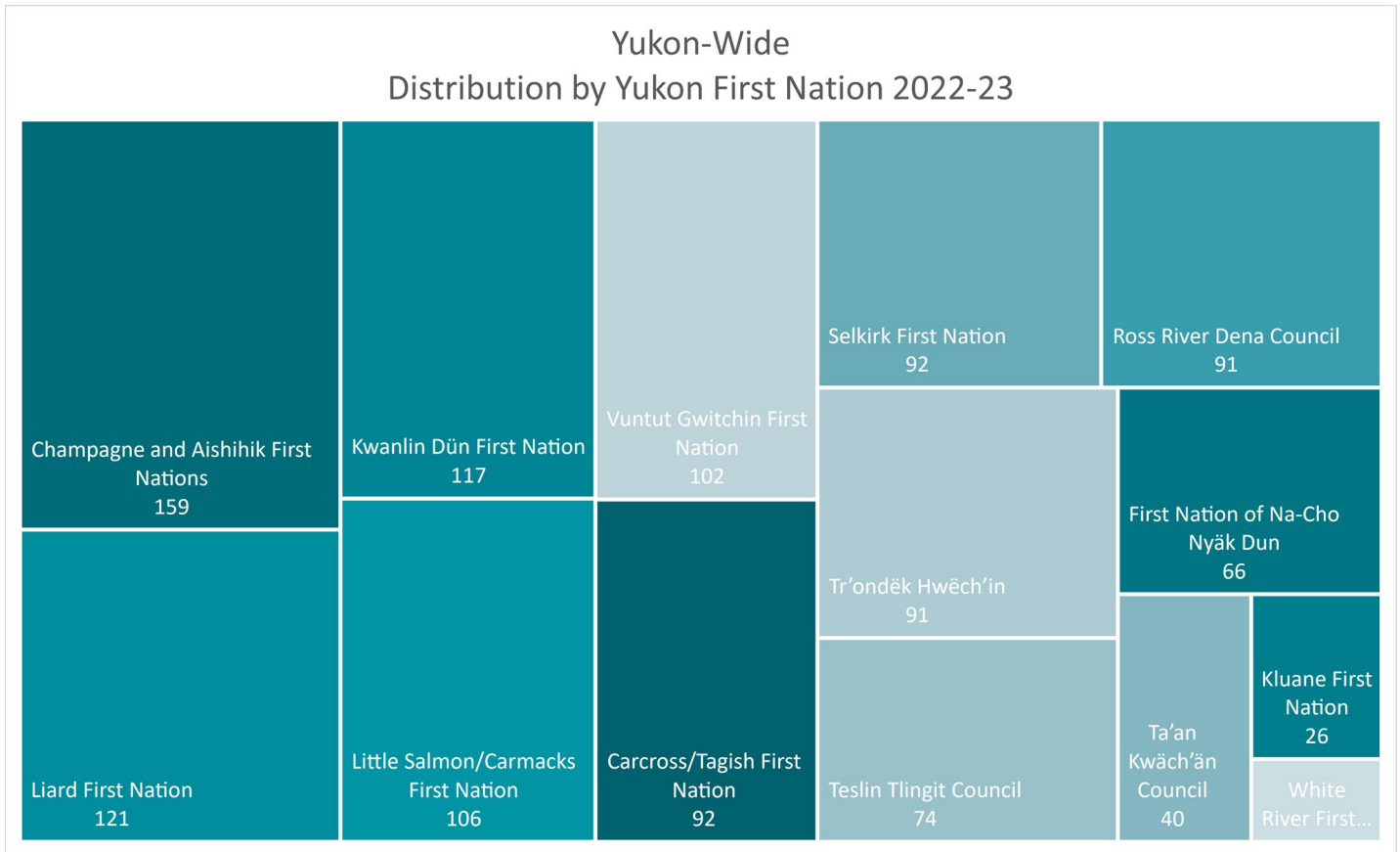


Figure 1.5.2 Yukon-Wide Distribution by Yukon First Nation 2022-23

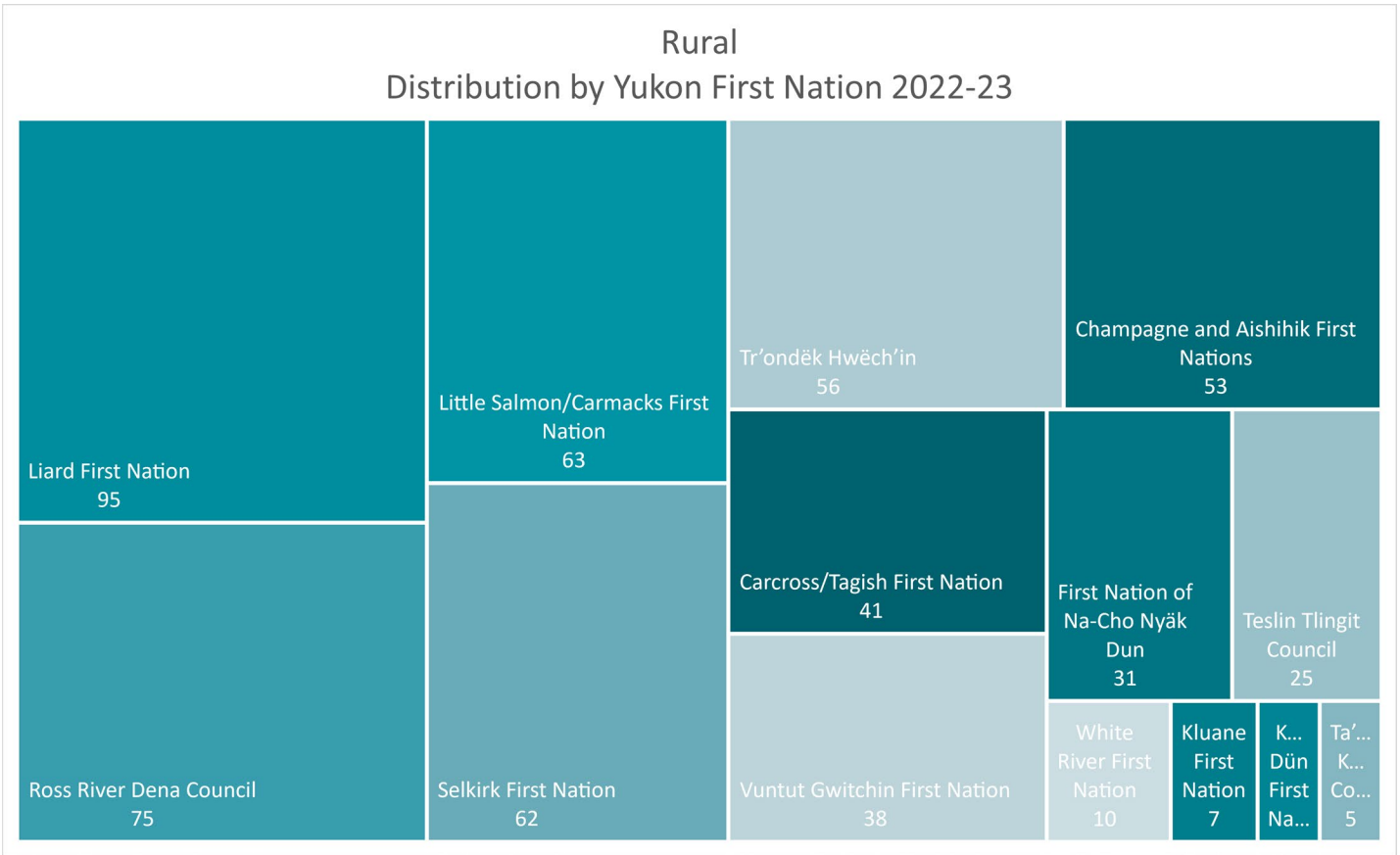


Figure 1.5.3 Rural Distribution by Yukon First Nation 2022-23

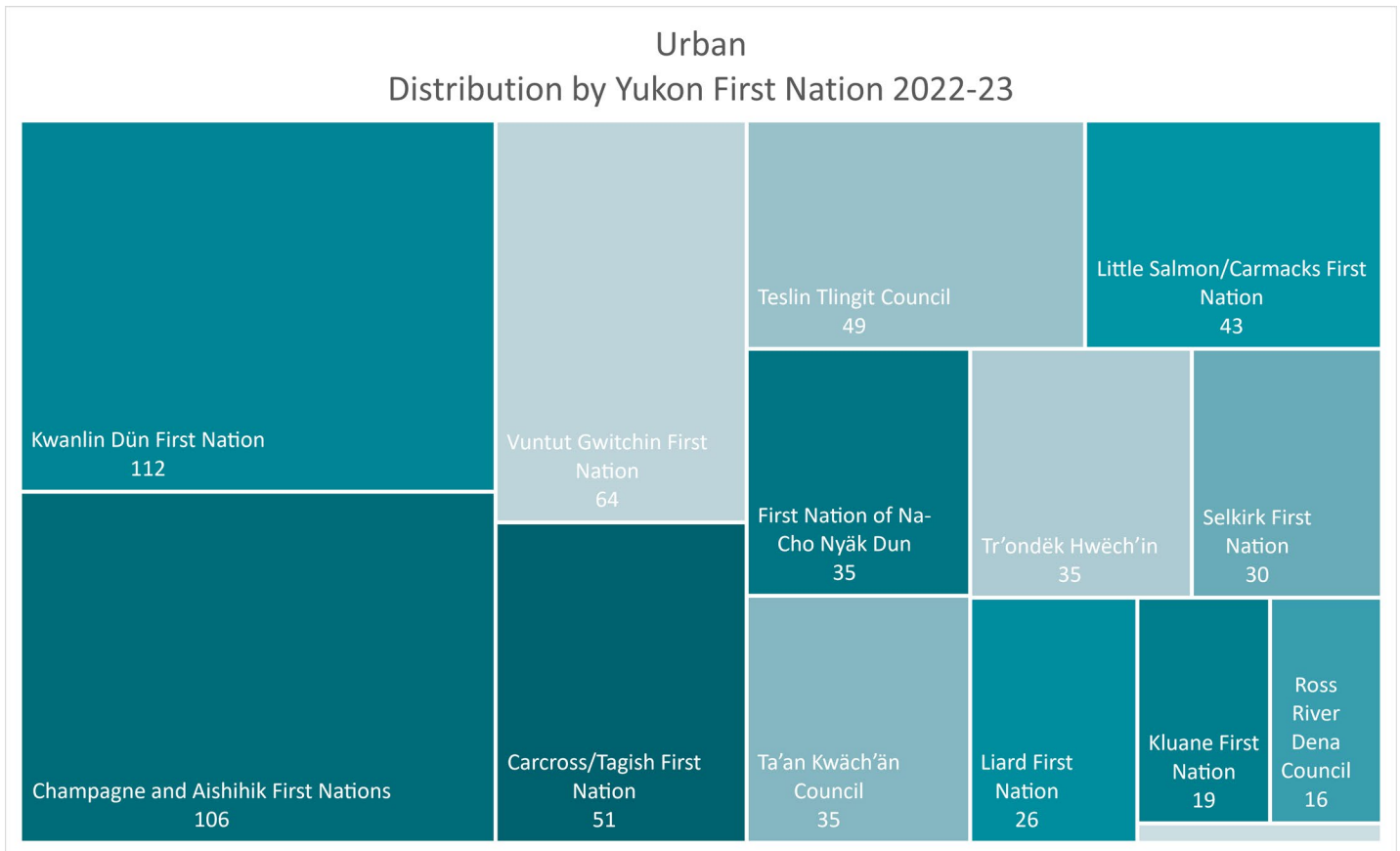


Figure 1.5.4 Urban Distribution by Yukon First Nation 2022-23

1.6 Yukon First Nation Student Enrolment Counts by Region over time

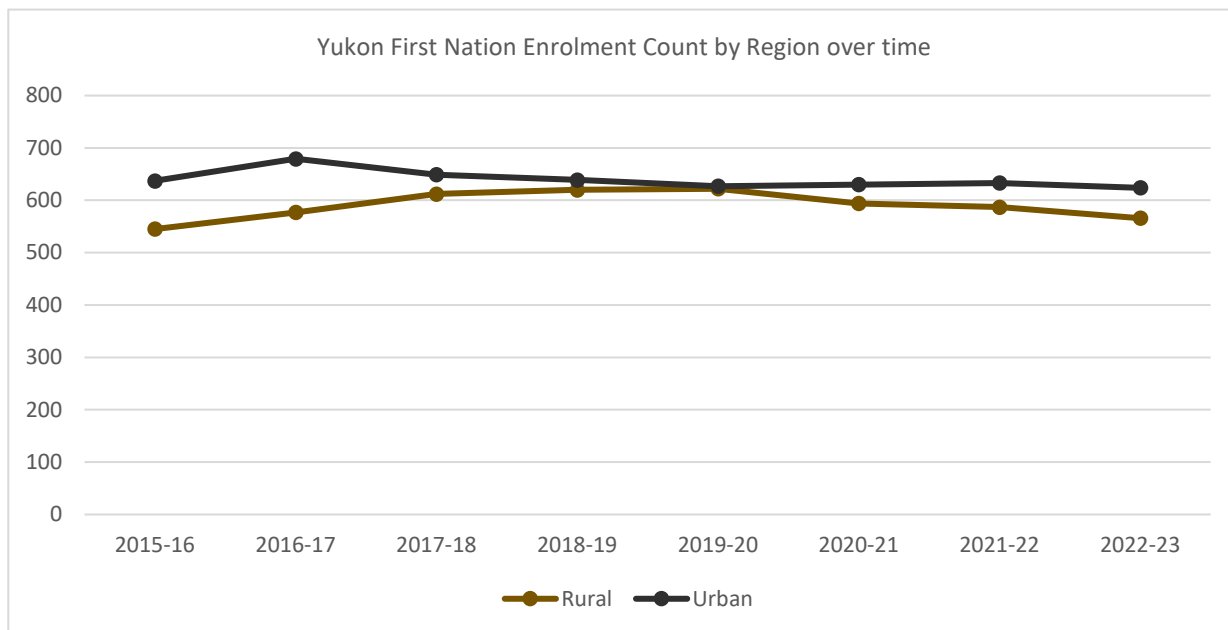


Figure 1.6.1 Yukon First Nation Enrolment Counts by Region over time

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	545	577	612	620	622	594	586	566
Urban	635	679	649	639	627	630	634	624
Yukon	1,180	1,256	1,261	1,259	1,249	1,224	1,220	1,190

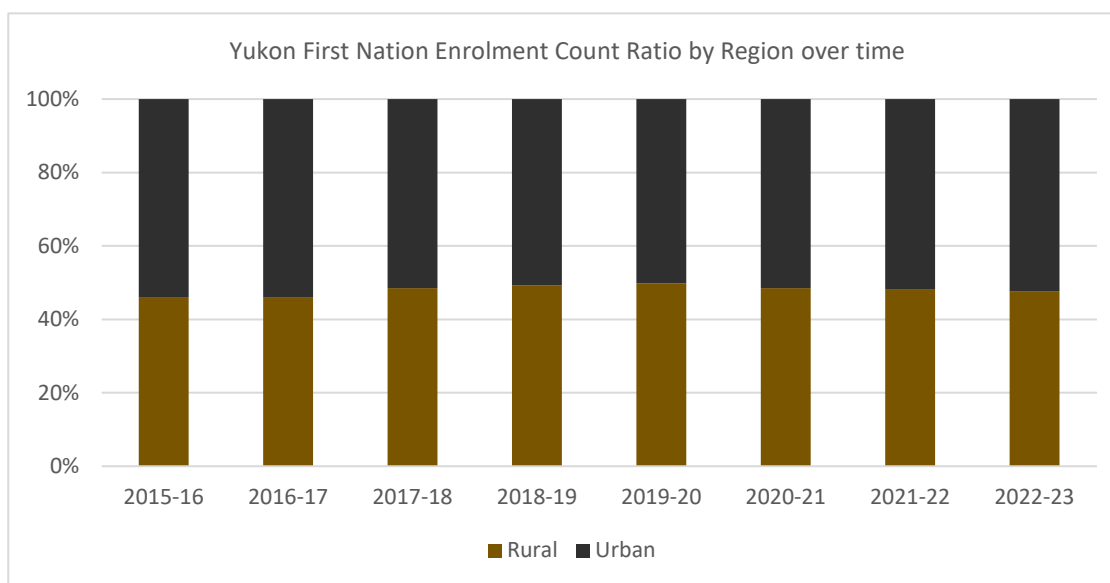


Figure 1.6.2 Yukon First Nation Enrolment Count Ratio by Region over time

1.7 Yukon First Nation Enrolment Counts by First Nation and School 2022-23

This data table was removed due to small numbers.

2 Individual Education Plan Counts

The Individual Education Plan (IEP) is a documented learning plan that outlines the individualized educational program for a student as determined by a school-based team. It is developed through a collaborative team effort involving the student, parents, teachers, school administration and resource personnel from within the school and from Student Support Services. The team develops goals based on a student’s current needs and skills and writes the plan for the school year in the IEP. An IEP is an ongoing working document that is used in inclusive classrooms on a daily basis. The IEP is to be reviewed three times a year with parents.

IEPs are revised as the needs of the student change, or the plan may be discontinued, in consultation with the student’s support team including parents/caregivers, as the goals of the IEP are reached.

2.1 Individual Education Plan Counts by Self-Identification Yukon-Wide 2022-23

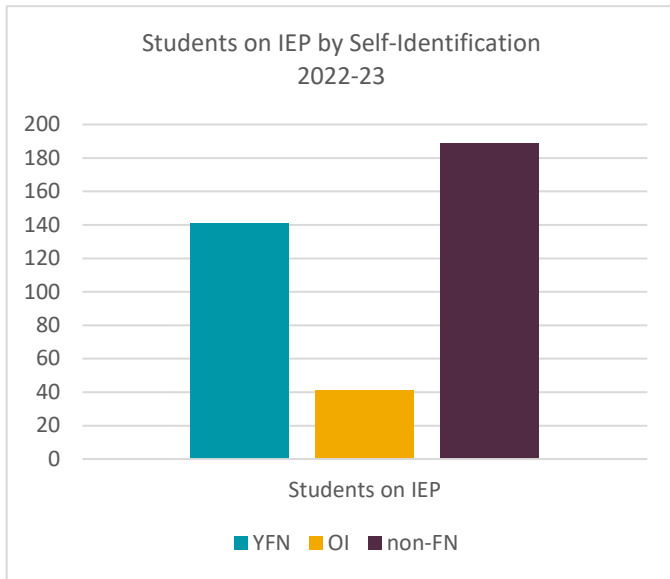


Figure 2.1.1 Individual Education Plan Counts by Self-Identification Yukon-Wide 2022-23

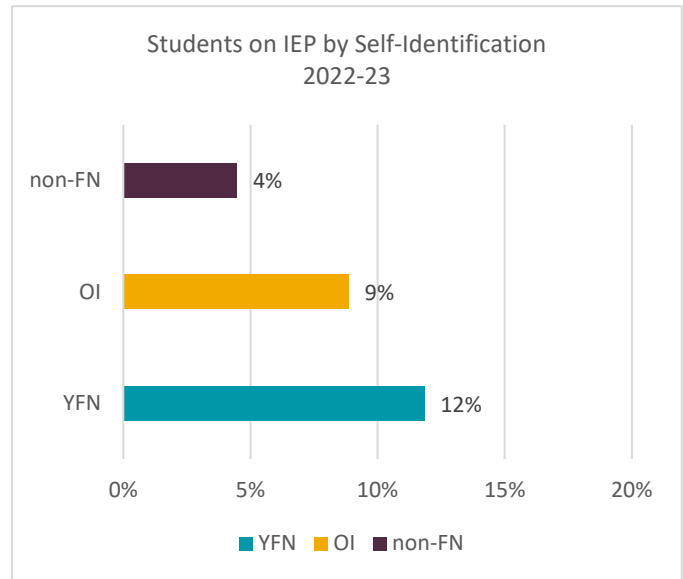


Figure 2.1.2 Individual Education Plan Counts by Self-Identification Yukon-Wide 2022-23 (by ratio)

	Students Enrolled	Students on IEP	Students on IEP %
YFN	1,190	141	12%
OI	462	41	9%
non-FN	4,220	189	4%
Yukon	5,872	371	6%

2.2 Individual Education Plan Counts by Self-Identification Yukon-Wide over time

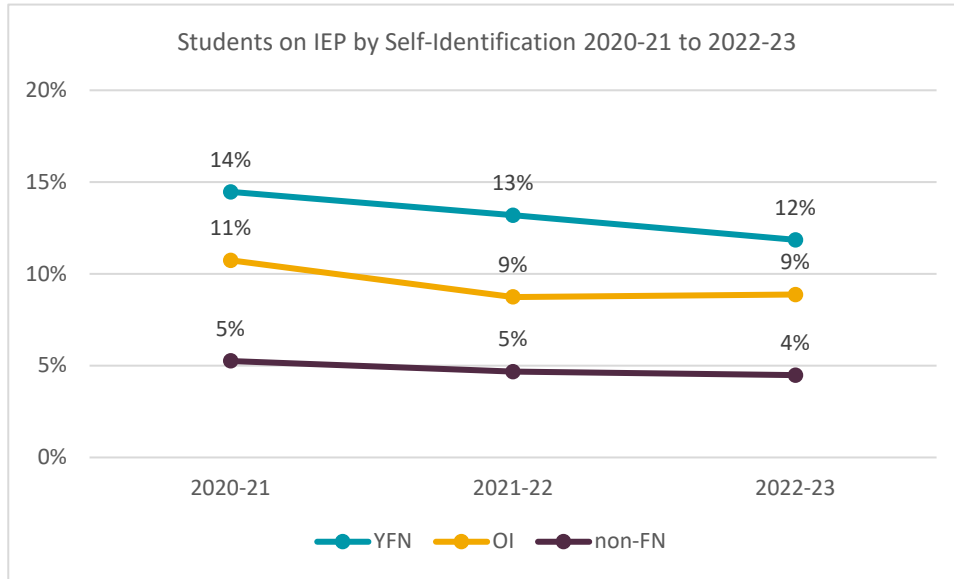


Figure 2.2.1 Individual Education Plan Counts by Self-Identification over time

3 Kindergarten Assessments

3.1 Boehm Test of Basic Concepts 2022-23

Please note, spring assessments will be included in the final report.

The Boehm Test of Basic Concepts Third Edition (Boehm-3) is a comprehensive assessment for Kindergarten students that contains 50 basic concepts.¹ The test can be used to identify students at risk for academic delays and to monitor progress. This test is administered twice a year: once in the fall, between October to November; and once in the spring, from April to May.

Form E is used for pre-testing in fall and form F is used for post-testing in spring. Scoring for both the fall and spring tests are equivalent. However, the classification scale differs between fall and spring.

Boehm Code	Boehm Observation	Boehm Form E (Fall)	Boehm Form F (Spring)
NC	No Concern	44 - 50	47 - 50
CI	Classroom Intervention	33 - 43	43 - 46
NI	Needs Investigation	1 - 32	1 - 42

Please note the increase in scale from fall to spring.

The classification for each student is determined using the appropriate form E/F scale. All students are tested in fall and in spring.

Students who were not tested are marked as “Unknown” and are excluded from this report.

Data Source

Performance and Analytics Boehm Module.

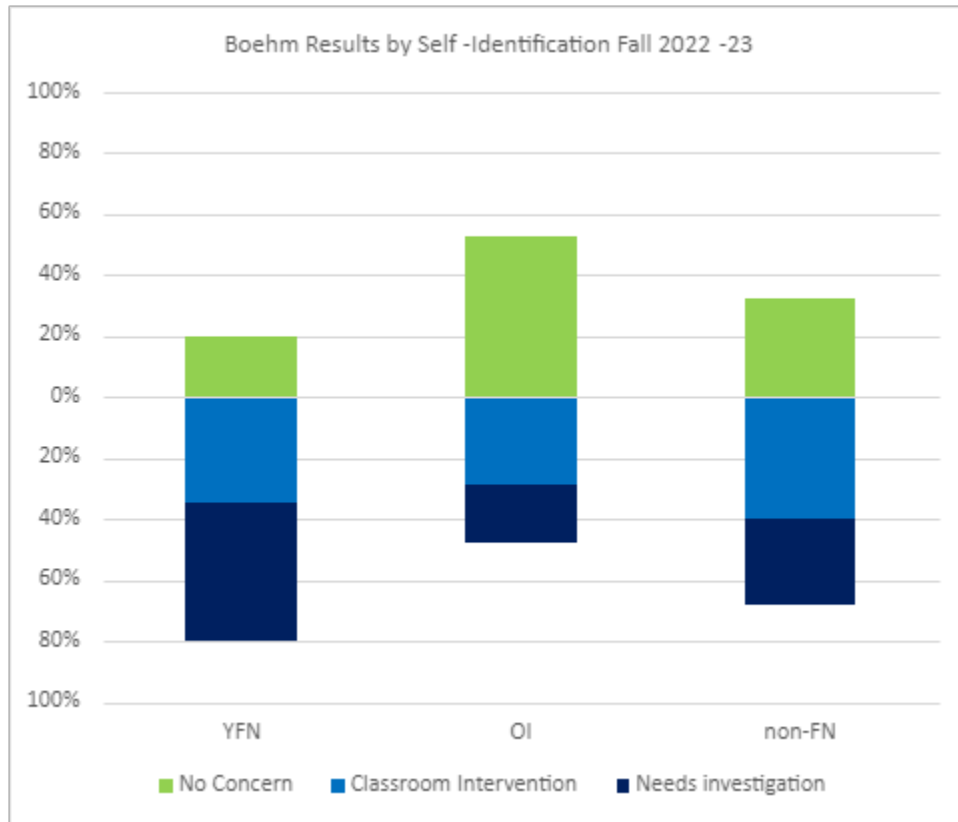


Figure 3.1.1 Boehm Student Counts by Category and Self-Identification Fall 2022-23 (by ratio)

	No Concern	Classroom Intervention	Needs investigation
YFN	20%	35%	45%
OI	52%	29%	19%
non-FN	32%	40%	28%
Yukon	31%	39%	30%

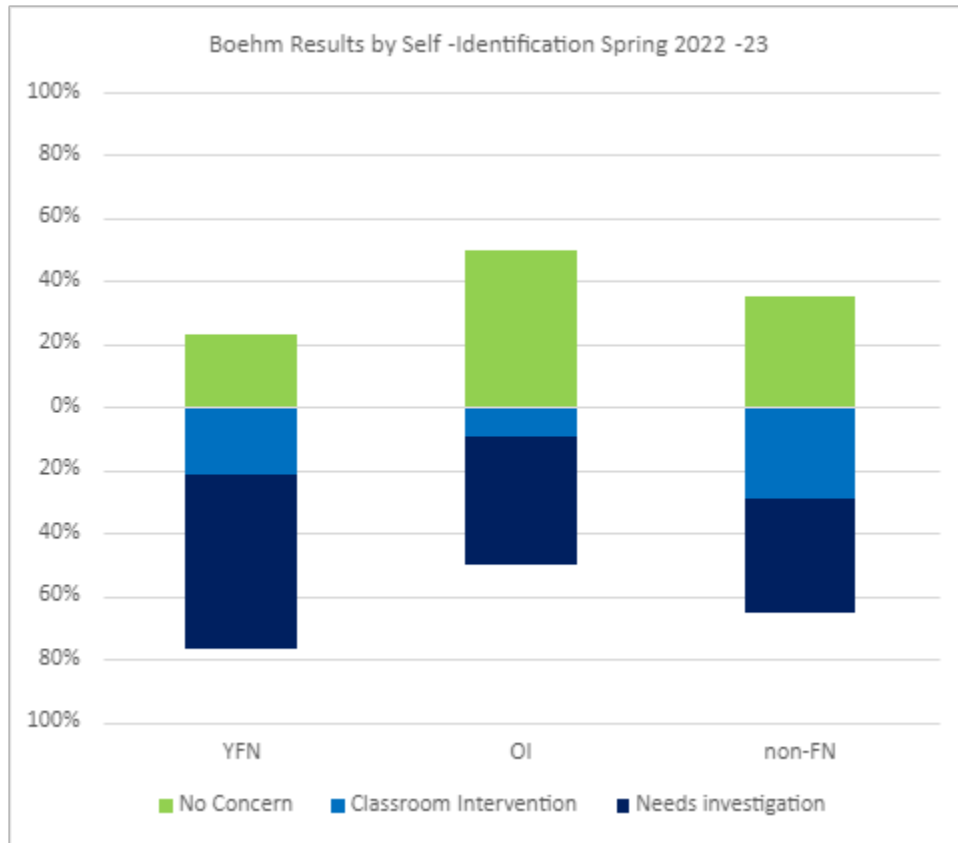


Figure 3.1.2 Boehm Student Counts by Category and Self-Identification Spring 2022-23 (by ratio)

	No Concern	Classroom Intervention	Needs investigation
YFN	23%	21%	55%
OI	50%	9%	41%
non-FN	35%	29%	36%
Yukon	34%	27%	38%

3.2 Early Years Evaluations – Teacher Assessment

Please note, spring assessments will be included in the final report.

The Early Years Evaluation – Teacher Assessment (EYE-TA) provides a systematic framework that teachers can use to structure their frequent observations and informal assessments. The skills assessed by the EYE-TA are instructionally relevant and are a snapshot of the students at that time. The EYE-TA assesses the following five aspects of early child development that are closely related to school preparedness and emergent literacy skills:

- **Awareness of Self and Environment** - a child's understanding of the world and his or her ability to make connections with home and community experiences.
- **Social Skills and Approaches to Learning** - a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting the classroom rules.
- **Cognitive Skills** - a child's basic math and pre-reading skills and his or her ability to solve problems.
- **Language and Communication** - a child's understanding of spoken language and his or her ability to express thoughts and feelings.
- **Physical Development:**
 - **Fine motor** - a child's ability to perform small movements that require hand-eye coordination.
 - **Gross motor** - a child's ability to perform large movements that involve arms, legs, and body.

Please see website for more information¹

EYE-TA results are depicted using three tiers:

- Tier 1 Can achieve the tasks in the developmental area
- Tier 2 Experiencing some difficulty
- Tier 3 Experiencing significant difficulty

Students who did not complete enough tasks in a developmental area are identified as “not complete”.

Depending on their Fall results, students may be re-tested in Spring. For comparative purposes those students not assessed in Spring had their Fall results used.

Data Source

EYE-TA Test system and Performance and Analytics Master Model

3.2.1 EYE 2022-23 – Yukon Wide



Fall

Spring

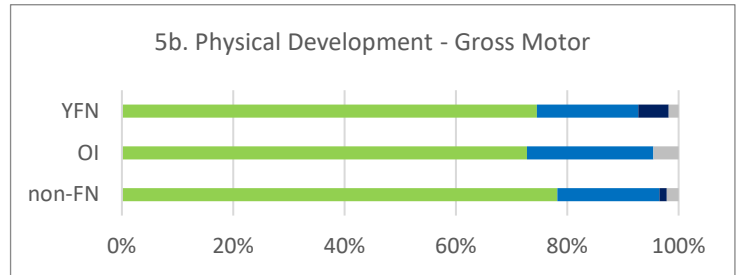
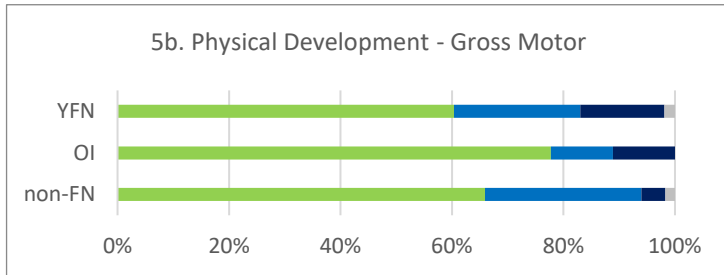
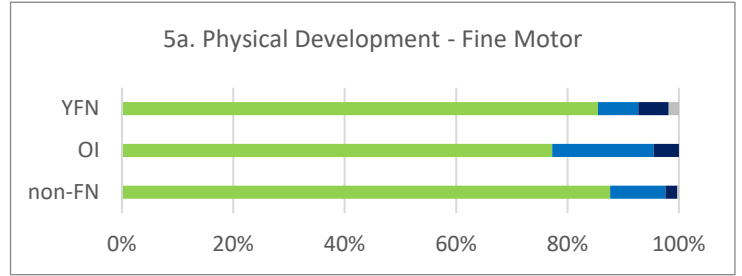
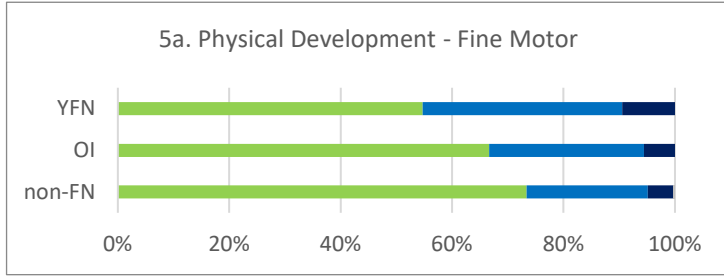
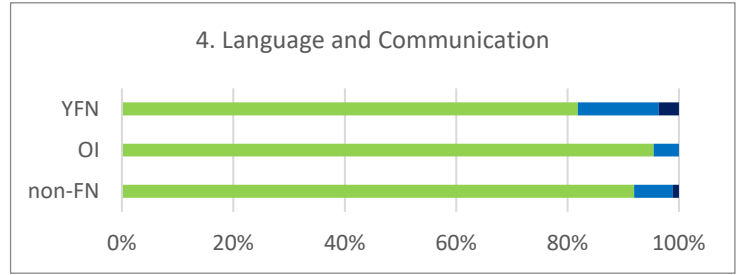
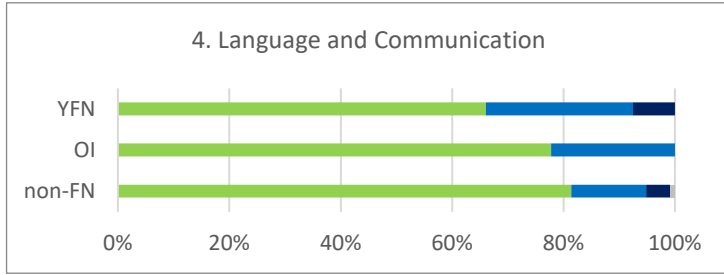
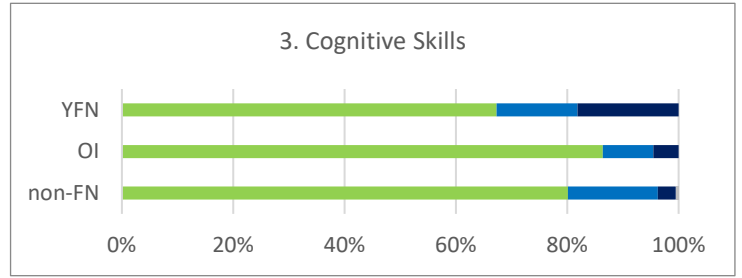
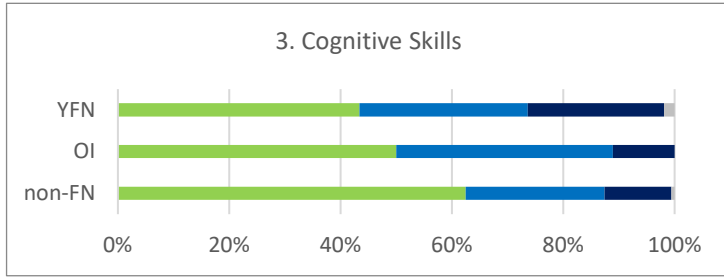
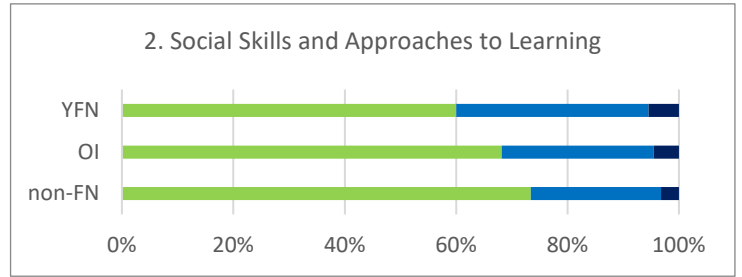
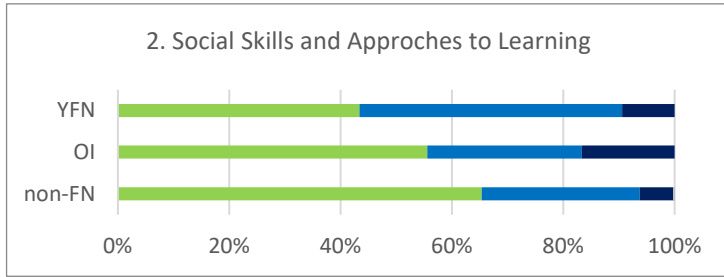
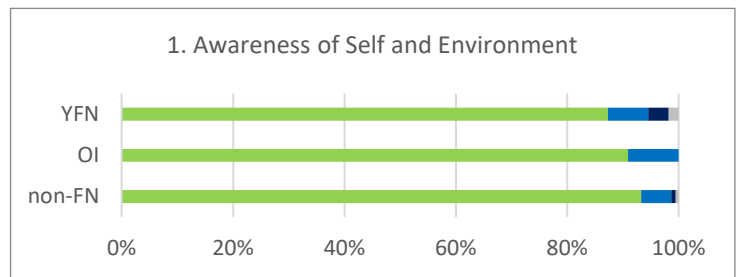
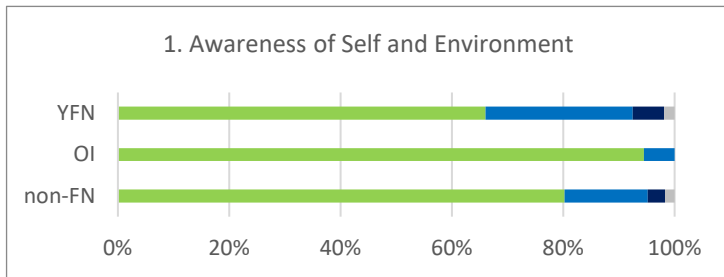


Figure 3.2.1 Early Years Evaluation 2022-23 - Yukon-Wide

Fall 2022 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	66%	26%	6%	2%
	OI	94%	6%	0%	0%
	non-FN	80%	15%	3%	2%
2. Social Skills and Approaches to Learning	YFN	43%	47%	9%	0%
	OI	56%	28%	17%	0%
	non-FN	65%	28%	6%	0%
3. Cognitive Skills	YFN	43%	30%	25%	2%
	OI	50%	39%	11%	0%
	non-FN	62%	25%	12%	1%
4. Language and Communication	YFN	66%	26%	8%	0%
	OI	78%	22%	0%	0%
	non-FN	81%	13%	4%	1%
5a. Physical Development - Fine Motor	YFN	55%	36%	9%	0%
	OI	67%	28%	6%	0%
	non-FN	73%	22%	5%	0%
5b. Physical Development - Gross Motor	YFN	60%	23%	15%	2%
	OI	78%	11%	11%	0%
	non-FN	66%	28%	4%	2%

Spring 2023 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	87%	7%	4%	2%
	OA	91%	9%	0%	0%
	non-FN	93%	5%	1%	1%
2. Social Skills and Approaches to Learning	YFN	60%	35%	5%	0%
	OA	68%	27%	5%	0%
	non-FN	73%	23%	3%	0%
3. Cognitive Skills	YFN	67%	15%	18%	0%
	OA	86%	9%	5%	0%
	non-FN	80%	16%	3%	1%
4. Language and Communication	YFN	82%	15%	4%	0%
	OA	95%	5%	0%	0%
	non-FN	92%	7%	1%	0%
5a. Physical Development - Fine Motor	YFN	85%	7%	5%	2%
	OA	77%	18%	5%	0%
	non-FN	88%	10%	2%	0%
5b. Physical Development - Gross Motor	YFN	75%	18%	5%	2%
	OA	73%	23%	0%	5%
	non-FN	78%	18%	1%	2%

3.2.2 EYE 2022-23 – Rural



Fall

Spring

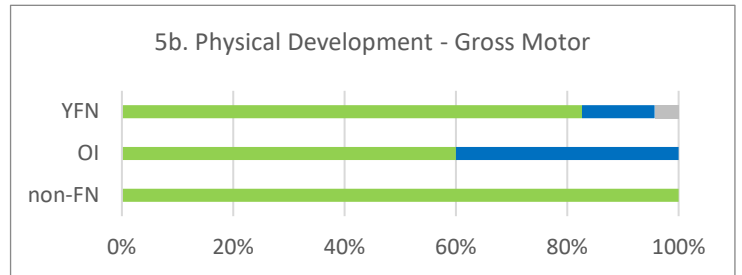
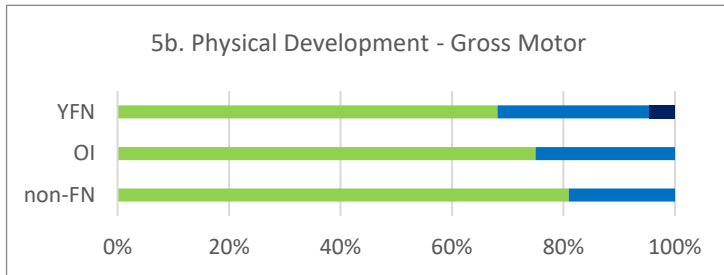
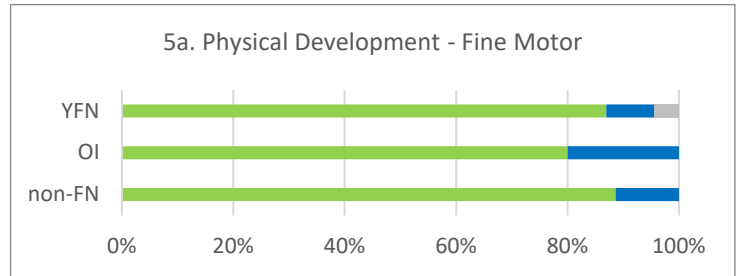
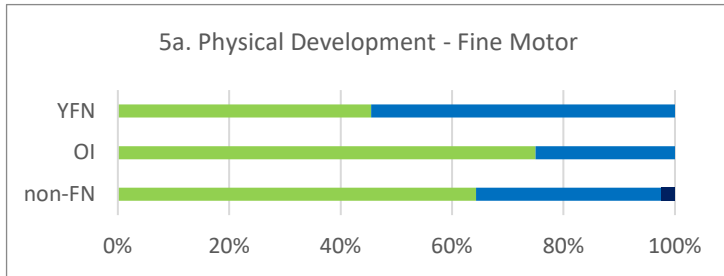
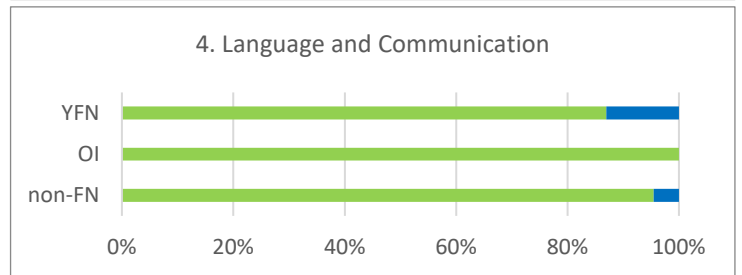
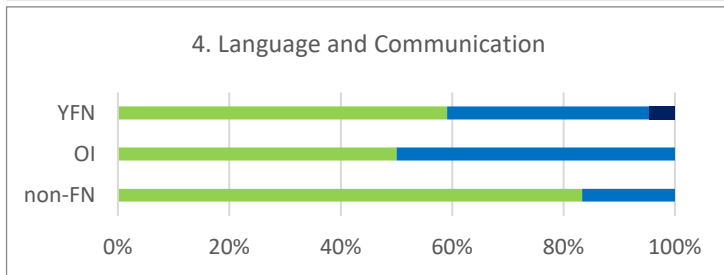
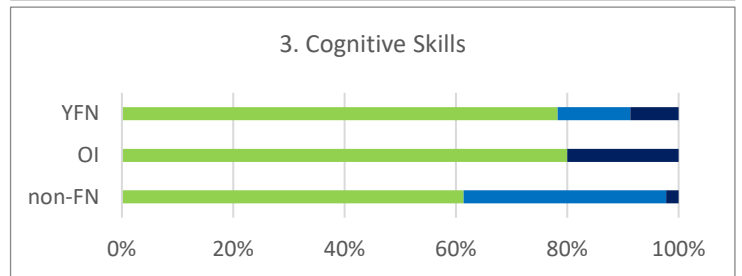
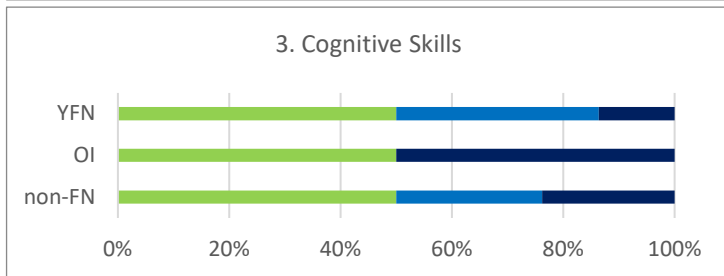
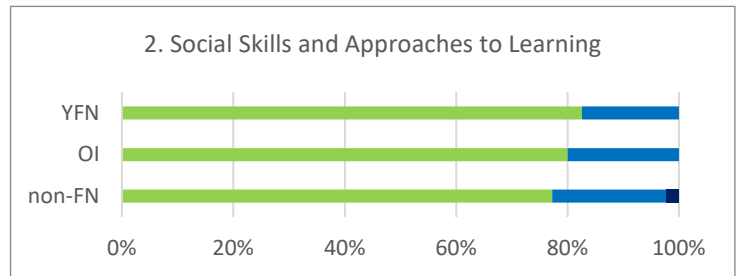
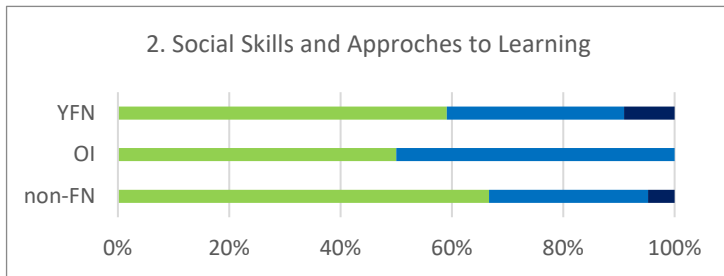
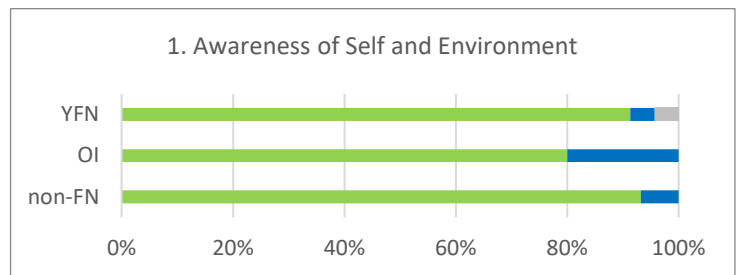
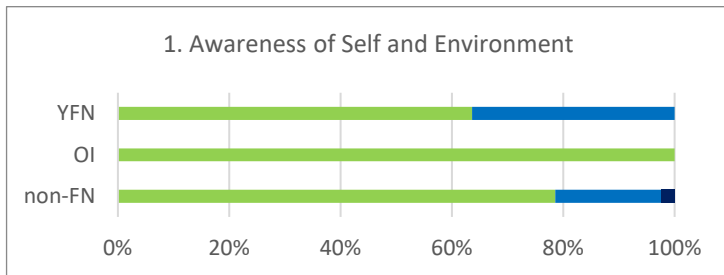


Figure 3.2.2 Early Years Evaluation 2022-23- Rural

Fall 2022 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	64%	36%	0%	0%
	OI	100%	0%	0%	0%
	non-FN	79%	19%	2%	0%
2. Social Skills and Approaches to Learning	YFN	59%	32%	9%	0%
	OI	50%	50%	0%	0%
	non-FN	67%	29%	5%	0%
3. Cognitive Skills	YFN	50%	36%	14%	0%
	OI	50%	0%	50%	0%
	non-FN	50%	26%	24%	0%
4. Language and Communication	YFN	59%	36%	5%	0%
	OI	50%	50%	0%	0%
	non-FN	83%	17%	0%	0%
5a. Physical Development - Fine Motor	YFN	45%	55%	0%	0%
	OI	75%	25%	0%	0%
	non-FN	64%	33%	2%	0%
5b. Physical Development - Gross Motor	YFN	68%	27%	5%	0%
	OI	75%	25%	0%	0%
	non-FN	81%	19%	0%	0%

Spring 2023 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	91%	4%	0%	4%
	OA	80%	20%	0%	0%
	non-FN	93%	7%	0%	0%
2. Social Skills and Approaches to Learning	YFN	83%	17%	0%	0%
	OA	80%	20%	0%	0%
	non-FN	77%	20%	2%	0%
3. Cognitive Skills	YFN	78%	13%	9%	0%
	OA	80%	0%	20%	0%
	non-FN	61%	36%	2%	0%
4. Language and Communication	YFN	87%	13%	0%	0%
	OA	100%	0%	0%	0%
	non-FN	95%	5%	0%	0%
5a. Physical Development - Fine Motor	YFN	87%	9%	0%	4%
	OA	80%	20%	0%	0%
	non-FN	89%	11%	0%	0%
5b. Physical Development - Gross Motor	YFN	83%	13%	0%	4%
	OA	60%	40%	0%	0%
	non-FN	100%	0%	0%	0%

3.2.3 EYE 2022-23 – Urban



Fall

Spring

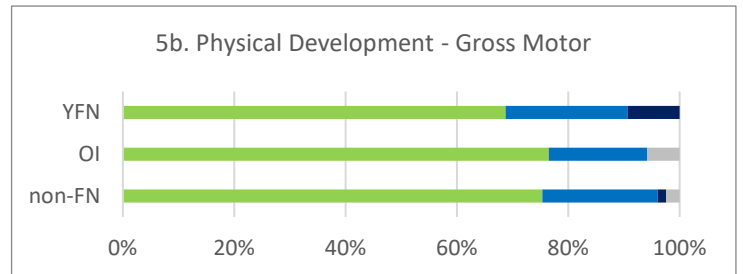
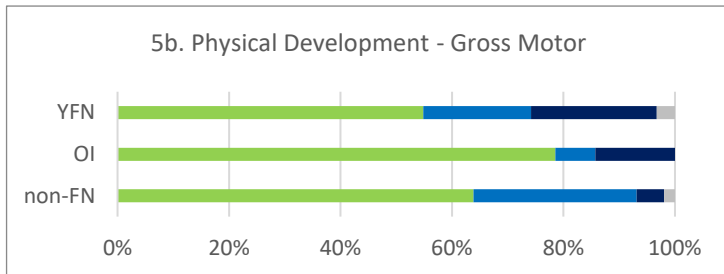
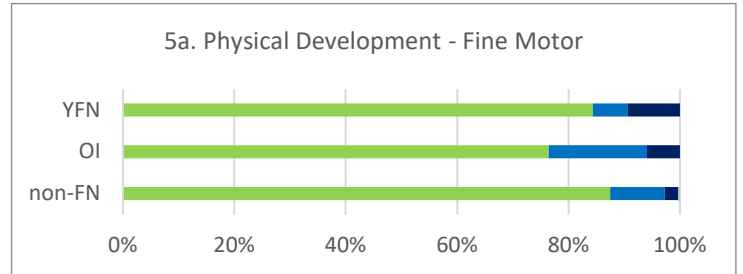
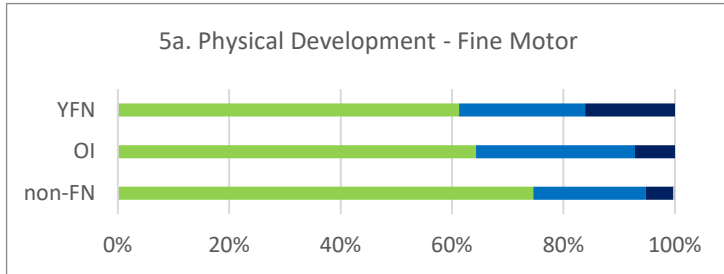
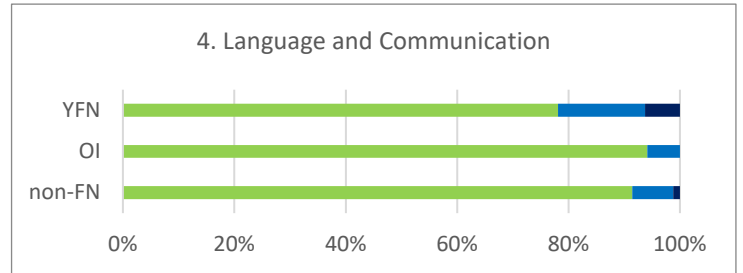
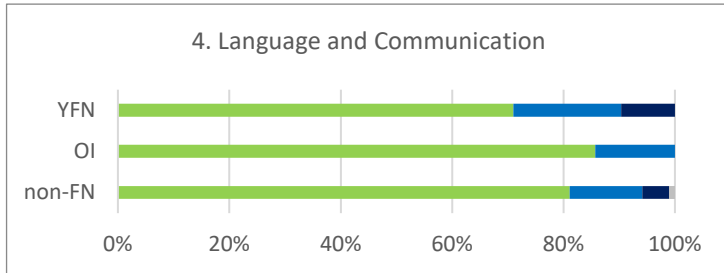
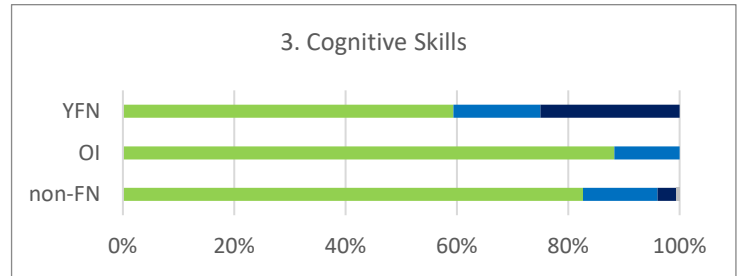
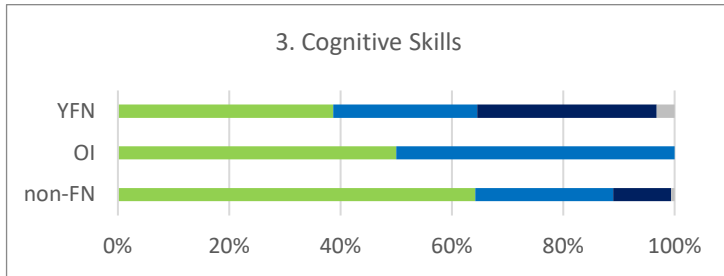
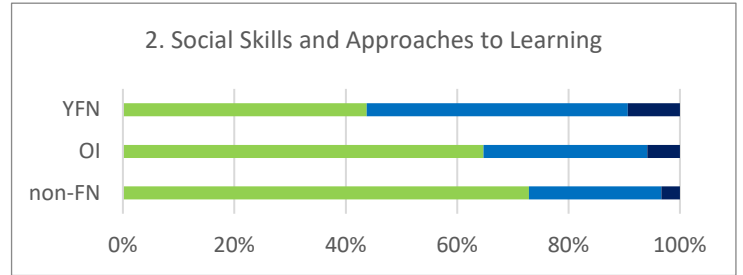
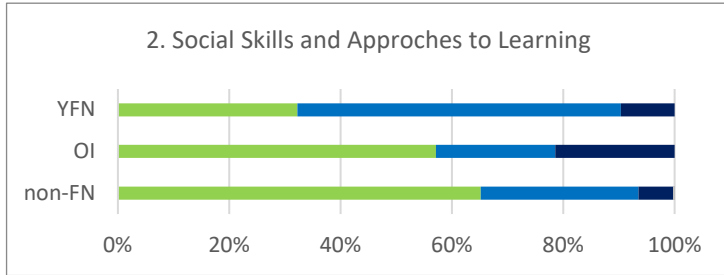
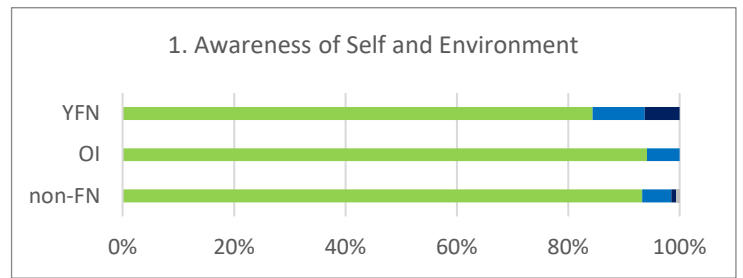
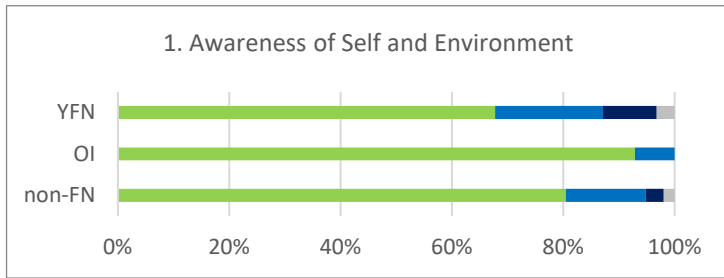


Figure 3.2.2 Early Years Evaluation 2022-23- Urban

Fall 2022 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	68%	19%	10%	3%
	OI	93%	7%	0%	0%
	non-FN	80%	14%	3%	2%
2. Social Skills and Approaches to Learning	YFN	32%	58%	10%	0%
	OI	57%	21%	21%	0%
	non-FN	65%	28%	6%	0%
3. Cognitive Skills	YFN	39%	26%	32%	3%
	OI	50%	50%	0%	0%
	non-FN	64%	25%	10%	1%
4. Language and Communication	YFN	71%	19%	10%	0%
	OI	86%	14%	0%	0%
	non-FN	81%	13%	5%	1%
5a. Physical Development - Fine Motor	YFN	61%	23%	16%	0%
	OI	64%	29%	7%	0%
	non-FN	75%	20%	5%	0%
5b. Physical Development - Gross Motor	YFN	55%	19%	23%	3%
	OI	79%	7%	14%	0%
	non-FN	64%	29%	5%	2%

Spring 2023 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	84%	9%	6%	0%
	OA	94%	6%	0%	0%
	non-FN	93%	5%	1%	1%
2. Social Skills and Approaches to Learning	YFN	44%	47%	9%	0%
	OA	65%	29%	6%	0%
	non-FN	73%	24%	3%	0%
3. Cognitive Skills	YFN	59%	16%	25%	0%
	OA	88%	12%	0%	0%
	non-FN	83%	13%	3%	1%
4. Language and Communication	YFN	78%	16%	6%	0%
	OA	94%	6%	0%	0%
	non-FN	91%	7%	1%	0%
5a. Physical Development - Fine Motor	YFN	84%	6%	9%	0%
	OA	76%	18%	6%	0%
	non-FN	88%	10%	2%	0%
5b. Physical Development - Gross Motor	YFN	69%	22%	9%	0%
	OA	76%	18%	0%	6%
	non-FN	75%	21%	2%	2%

4 Foundation Skills Assessment

The Foundation Skills Assessment is an annual Yukon-wide assessment of all Yukon students' academic skills in grades 4 and 7, and provides important information on how well students are progressing in the foundation skills of Literacy and Numeracy. The assessment is typically administered in October.

Please note, since the 2021-22 school year the FSA was redesigned to assess Literacy as a whole, rather than to focus on Reading and Writing skills separately. This aligns with the shift of the education system as a whole, which defines Literacy as being much broader than just Reading and Writing. For historical, comparative purposes, Reading and Writing are depicted in the overtime analysis.

FSA scoring is as follows:

Extending (previously named Exceeding): Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning;

On Track (previously named Meeting): Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning;

Emerging (previously named Not Yet Meeting): Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning, and

Unknown: Students did not participate or were exempt.

Data Source

B.C. Ministry of Education FSA datasets and Performance and Analytics FSA Module.

4.1 Foundation Skills Assessment Grade 4 by Assessment and Self-Identification 2022-23

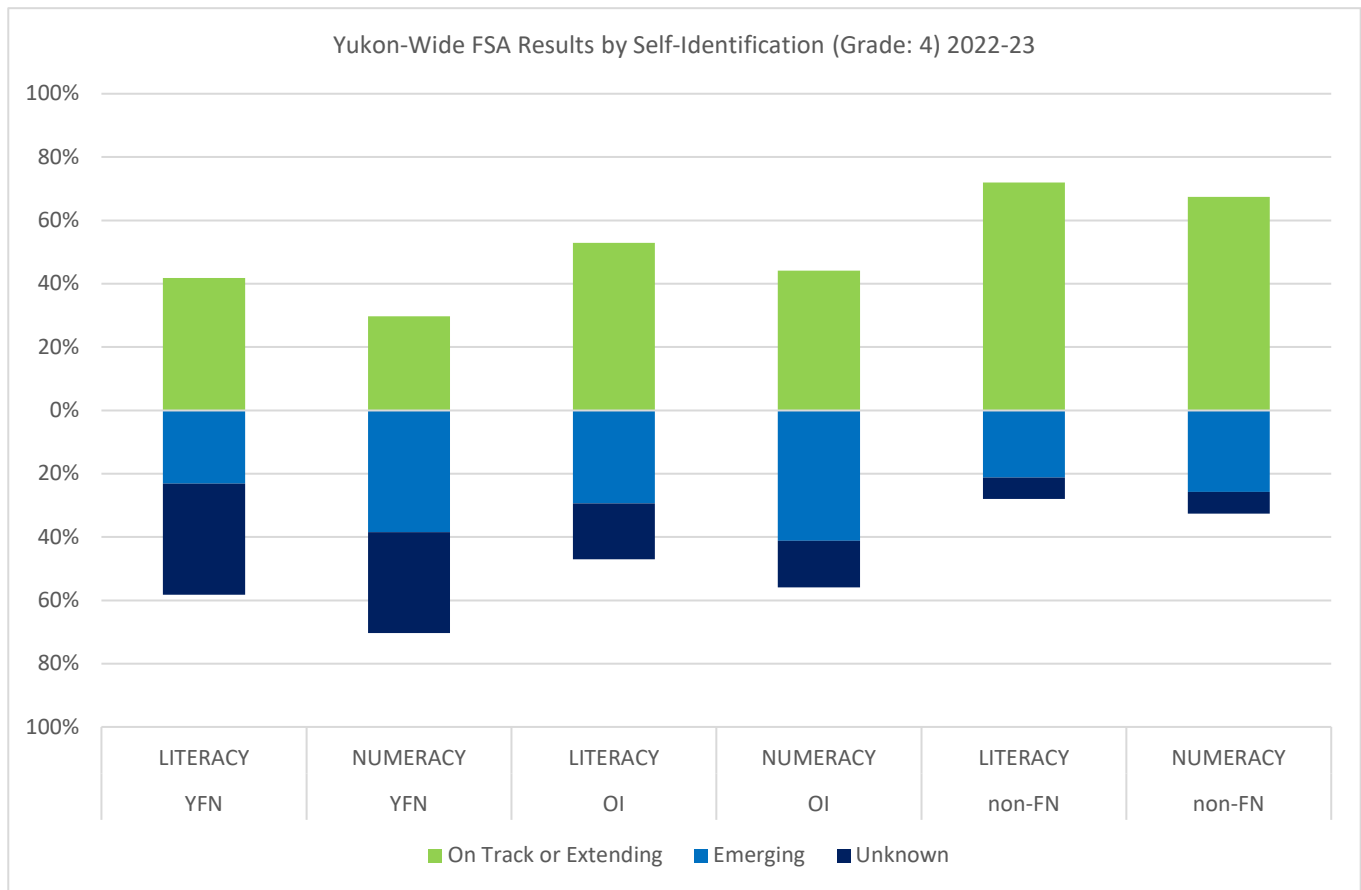


Figure 4.1.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification Yukon Wide 2022-23

	YFN	YFN	OI	OI	non-FN	non-FN
	LITERACY	NUMERACY	LITERACY	NUMERACY	LITERACY	NUMERACY
On Track or Extending	42%	30%	53%	44%	72%	67%
Emerging	23%	38%	29%	41%	21%	26%
Unknown	35%	32%	18%	15%	7%	7%

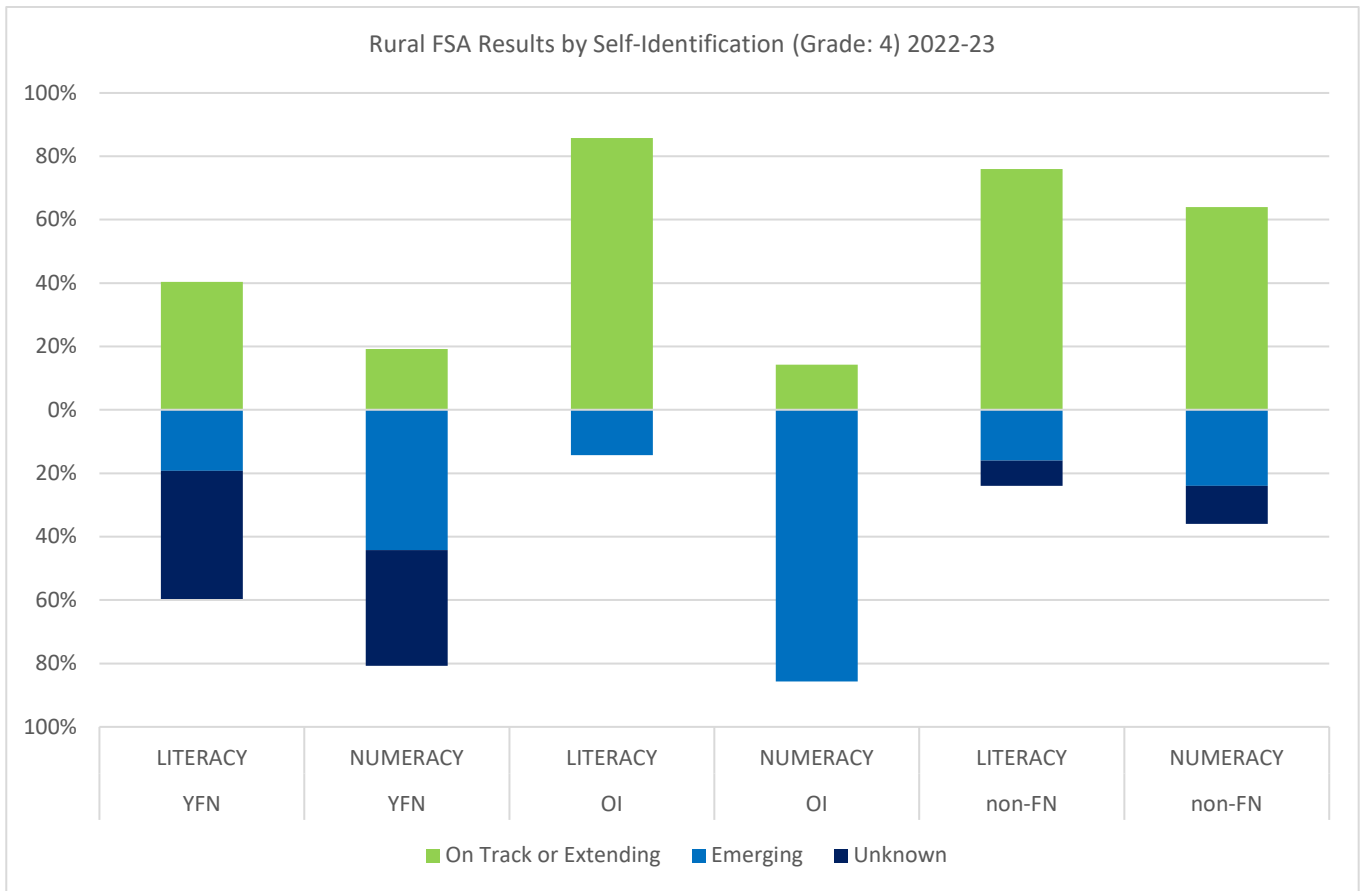


Figure 4.1.2 Foundation Skills Assessment Grade 4 by Assessment and Self-Identification Rural 2022-23

	YFN	YFN	OI	OI	non-FN	non-FN
	LITERACY	NUMERACY	LITERACY	NUMERACY	LITERACY	NUMERACY
On Track or Extending	40%	19%	86%	14%	76%	64%
Emerging	19%	44%	14%	86%	16%	24%
Unknown	40%	37%	0%	0%	8%	12%

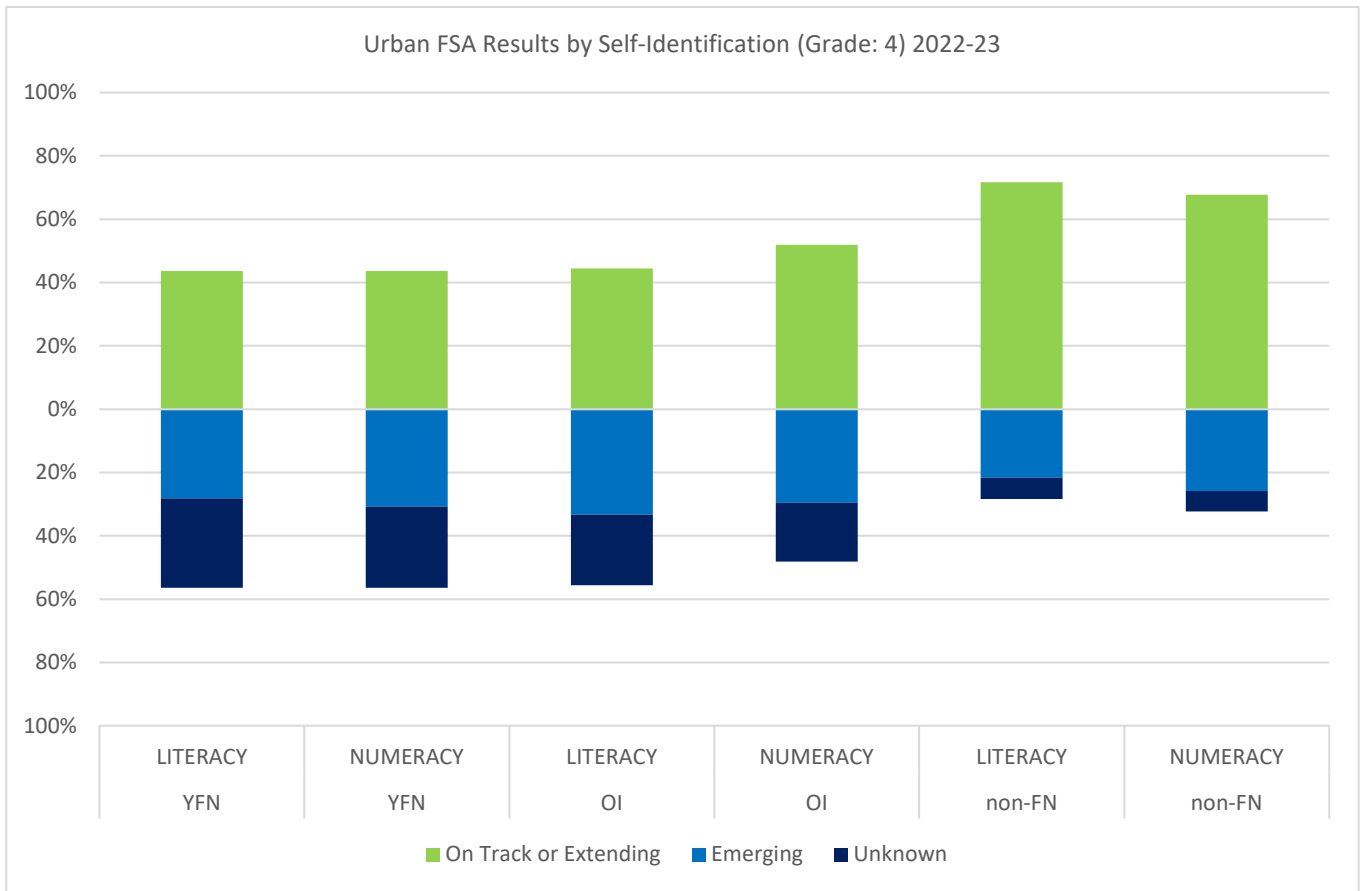


Figure 4.1.3 Foundation Skills Assessment Grade 4 by Assessment and Self-Identification Urban 2022-23

	YFN	YFN	OI	OI	non-FN	non-FN
	LITERACY	NUMERACY	LITERACY	NUMERACY	LITERACY	NUMERACY
On Track or Extending	44%	44%	44%	52%	72%	68%
Emerging	28%	31%	33%	30%	22%	26%
Unknown	28%	26%	22%	19%	7%	6%

4.2 Foundation Skills Assessment Grade 7 by Assessment and Self-Identification 2022-23

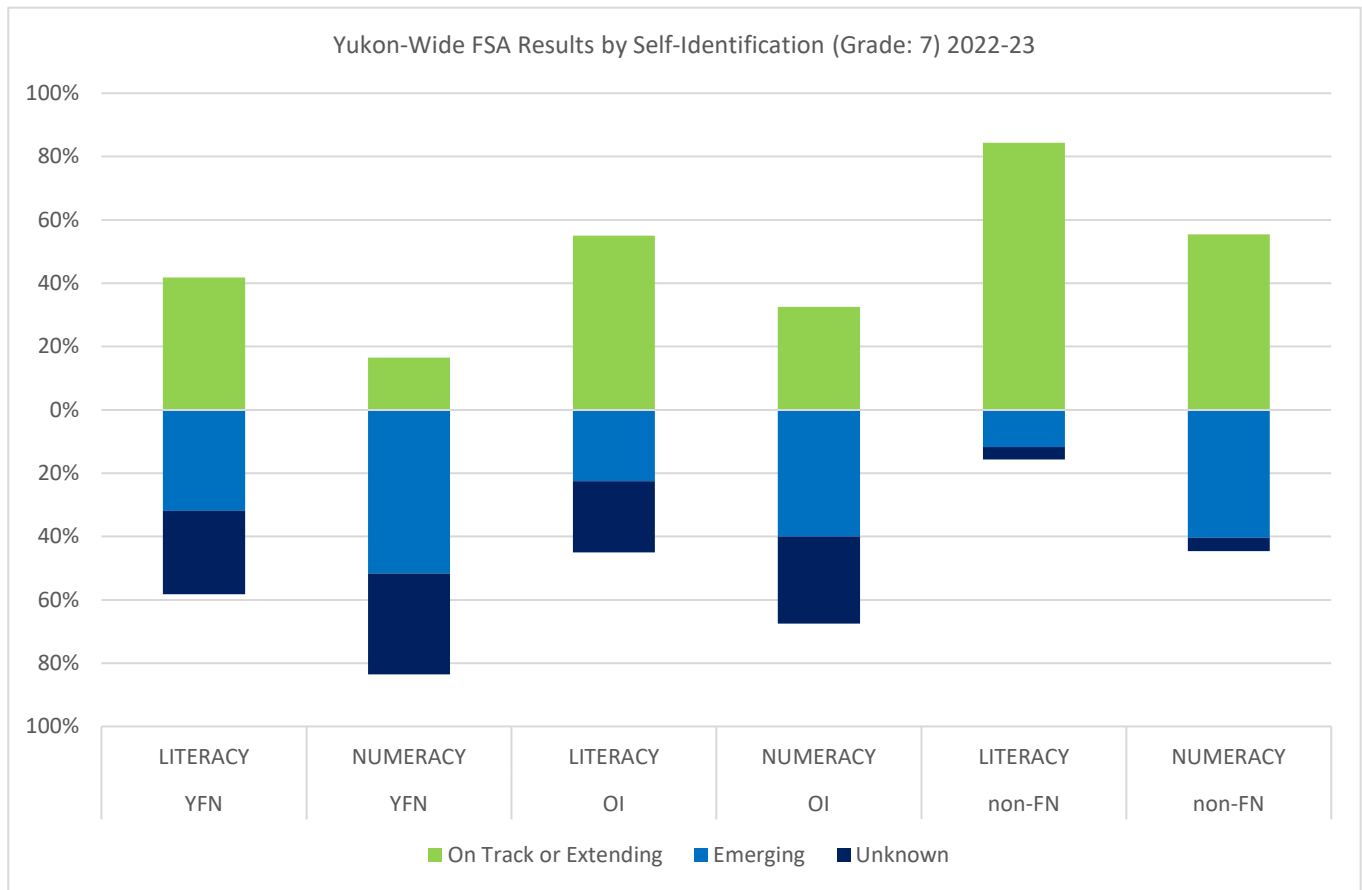


Figure 4.2.1 Foundation Skills Assessment Grade 7 by Assessment and Self-Identification Yukon Wide 2022-23

	YFN	YFN	OI	OI	non-FN	non-FN
	LITERACY	NUMERACY	LITERACY	NUMERACY	LITERACY	NUMERACY
On Track or Extending	42%	16%	55%	33%	84%	55%
Emerging	32%	52%	23%	40%	12%	40%
Unknown	26%	32%	23%	28%	4%	4%

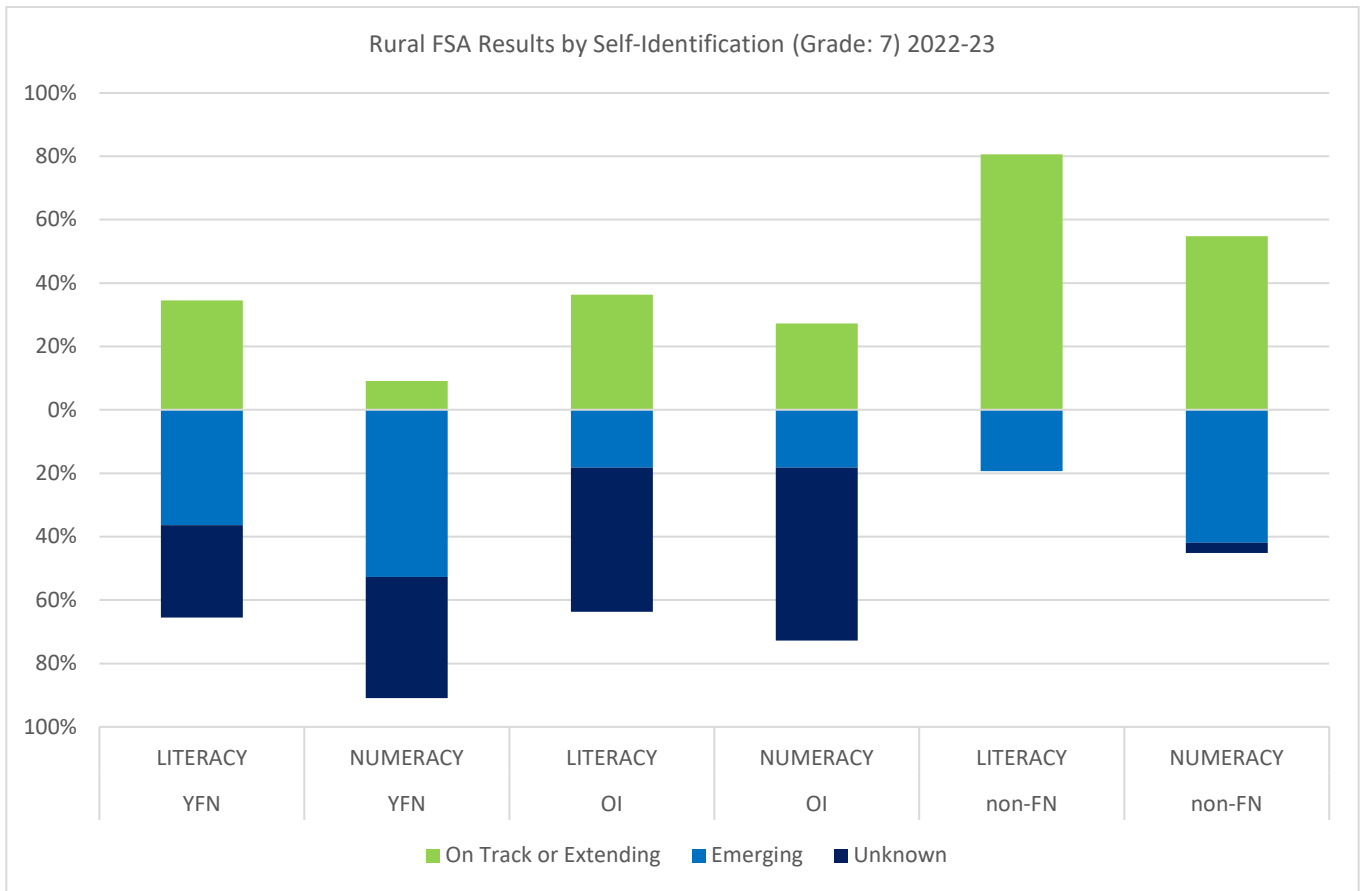


Figure 4.2.2 Foundation Skills Assessment Grade 7 by Assessment and Self-Identification Rural 2022-23

	YFN	YFN	OI	OI	non-FN	non-FN
	LITERACY	NUMERACY	LITERACY	NUMERACY	LITERACY	NUMERACY
On Track or Extending	35%	9%	36%	27%	81%	55%
Emerging	36%	53%	18%	18%	19%	42%
Unknown	29%	38%	45%	55%	0%	3%

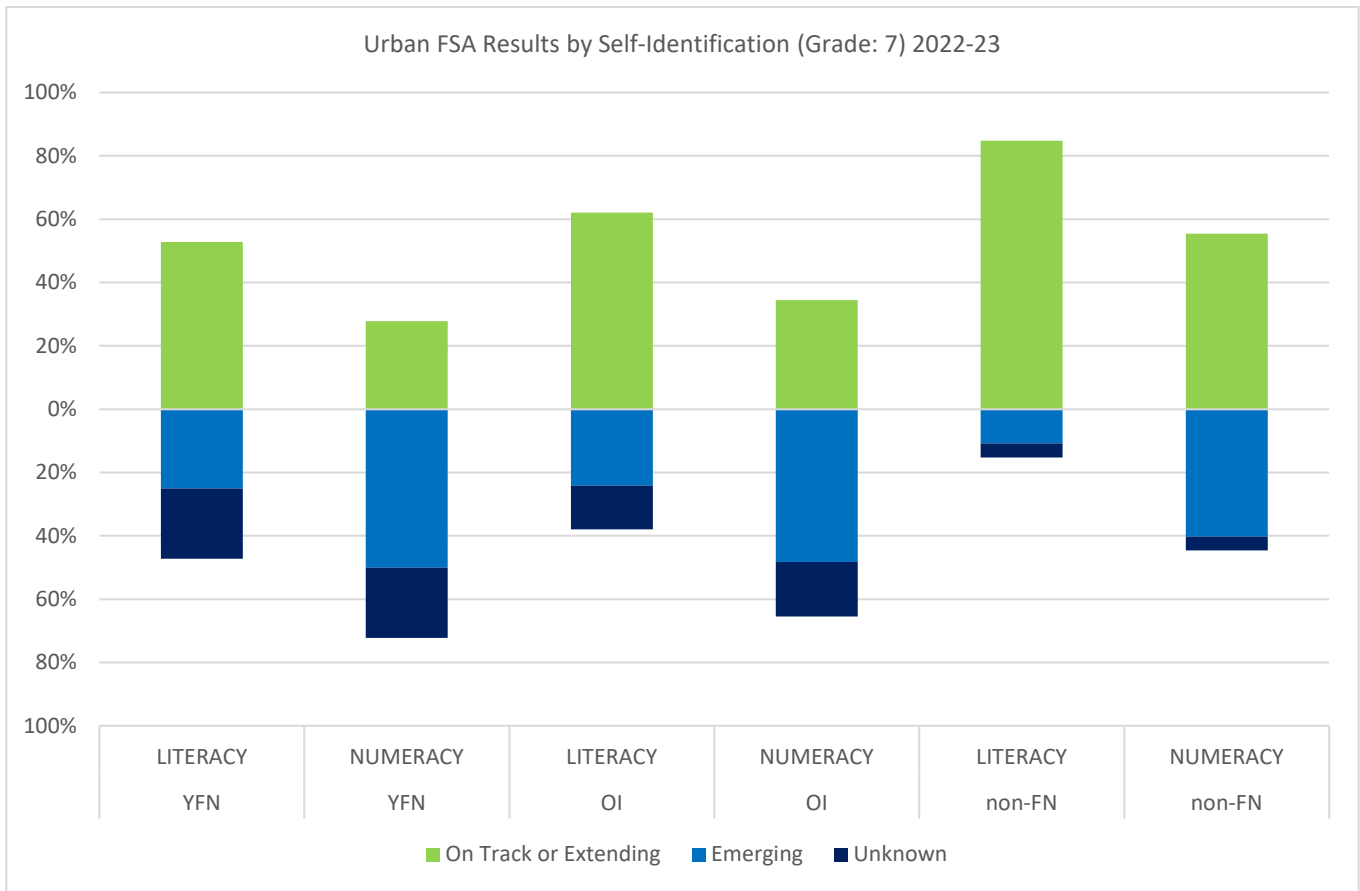


Figure 4.2.3 Foundation Skills Assessment Grade 7 by Assessment and Self-Identification Urban 2022-23

	YFN	YFN	OI	OI	non-FN	non-FN
	LITERACY	NUMERACY	LITERACY	NUMERACY	LITERACY	NUMERACY
On Track or Extending	53%	28%	62%	34%	85%	55%
Emerging	25%	50%	24%	48%	11%	40%
Unknown	22%	22%	14%	17%	4%	4%

5 Graduation Assessments

Please note, 2022-23 Data only includes two attempts. In the final report all attempts will be included.

Yukon high school students write the same graduation assessments as BC students.

Students must write the following as part of their graduation requirements:


- Grade 10 Numeracy Assessment, and
- Grade 10 and Grade 12 Literacy Assessment.

The numeracy and literacy assessments replace the BC Provincial Exams (BCPEs) that students previously wrote.

The new graduation assessments were integrated between 2018 and 2021.

- The Grade 10 Numeracy Assessment was introduced during the 2018-19 school year.
Please note, data from the June 2018 session has been excluded from the analysis and reporting due to small numbers.
- The Grade 10 Literacy Assessment was introduced during the 2019–20 school year.
- The Grade 12 Literacy Assessment was introduced during the 2021–22 school year.

Both assessments are reported using a proficiency level.

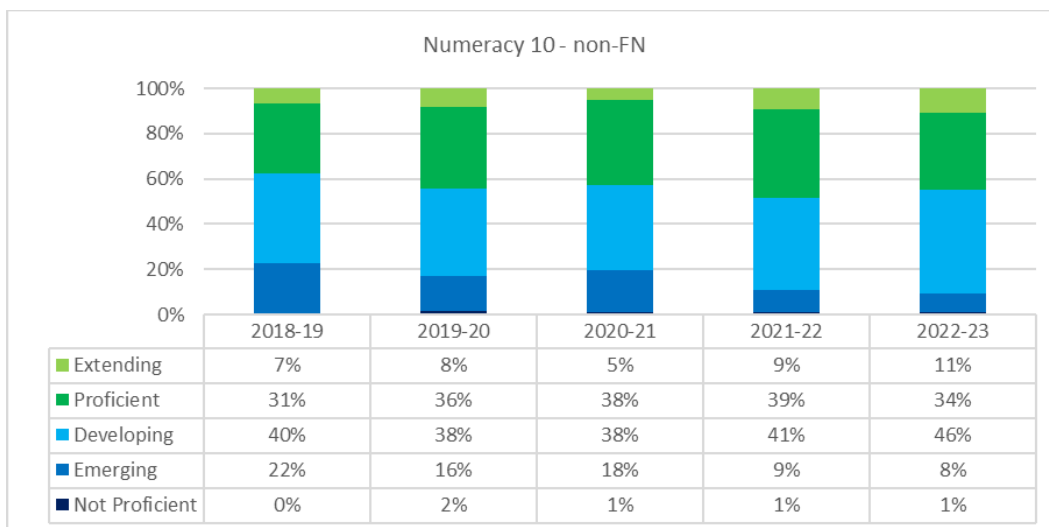
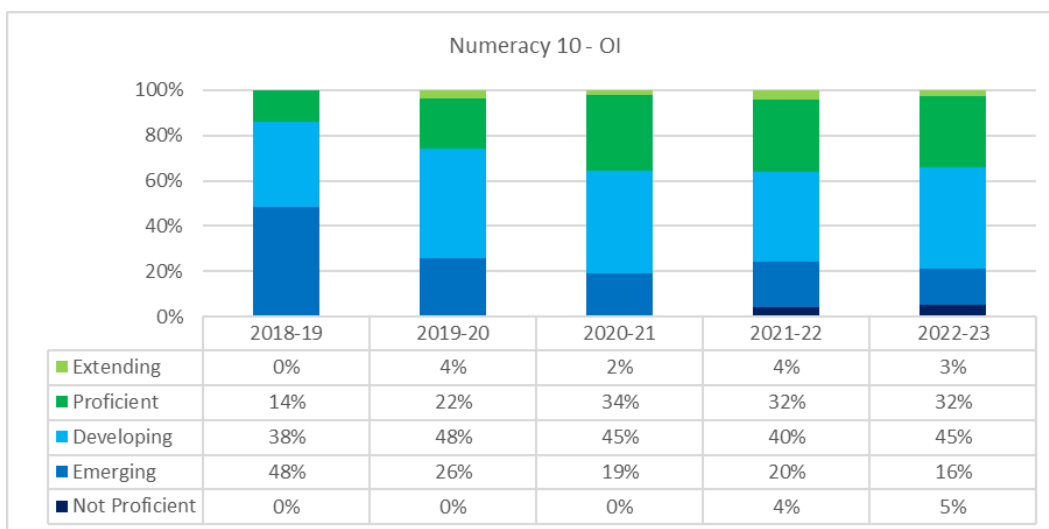
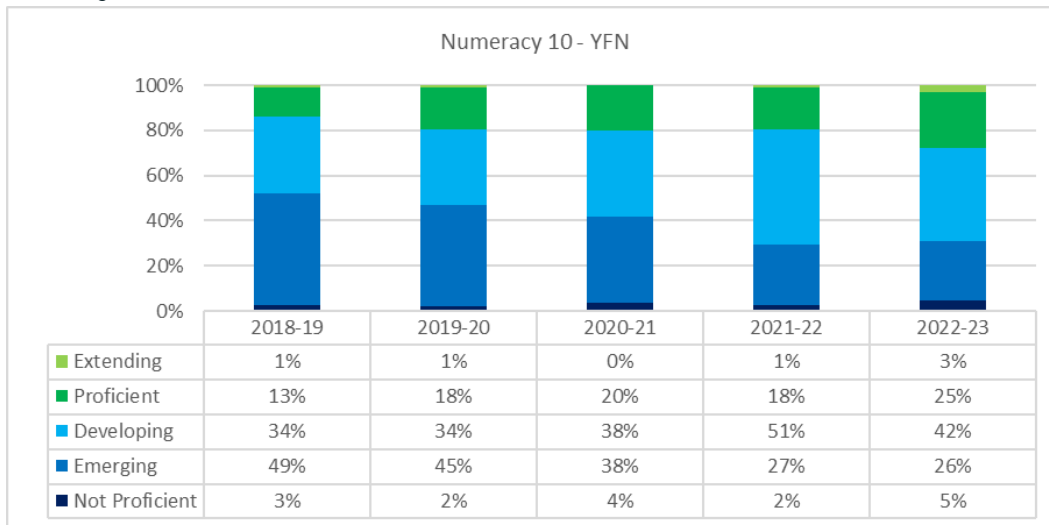
PROFICIENCY LEVEL 			
Emerging	Developing	Proficient	Extending
<i>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.</i>

5.1 Student attempts by school year

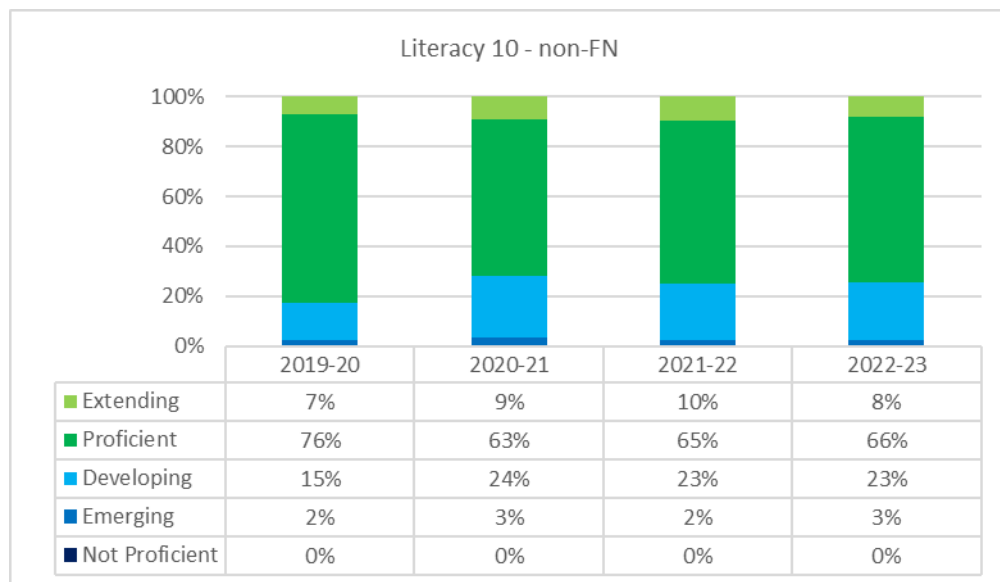
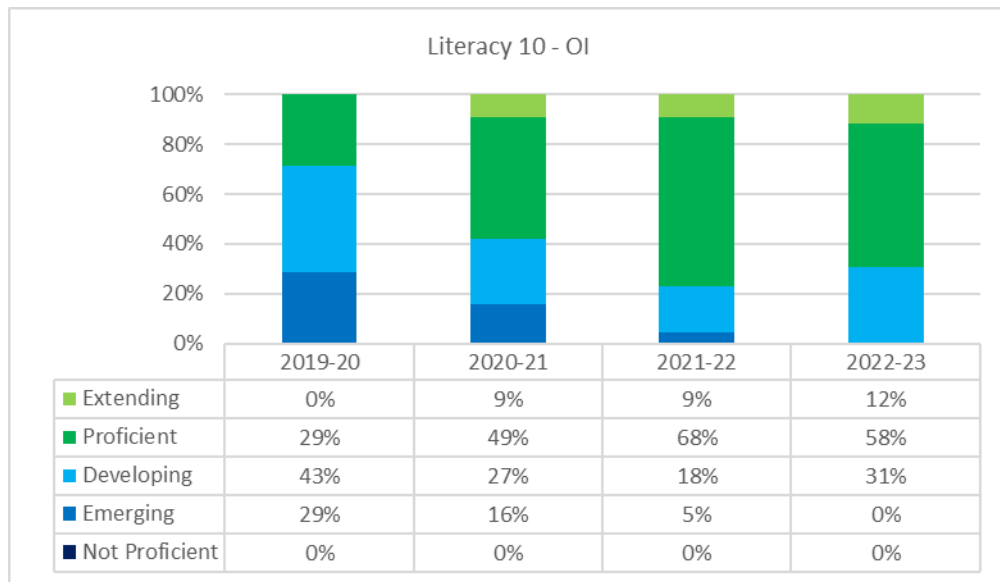
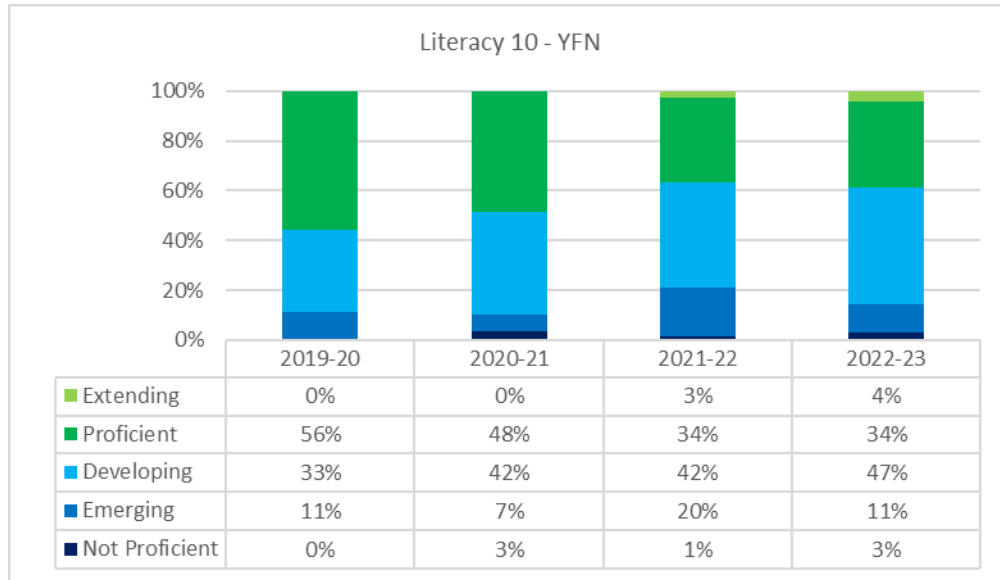
This data table was removed due to small numbers.

5.2 Student Graduation assessments results by Proficiency Level by Self-Identification and school year

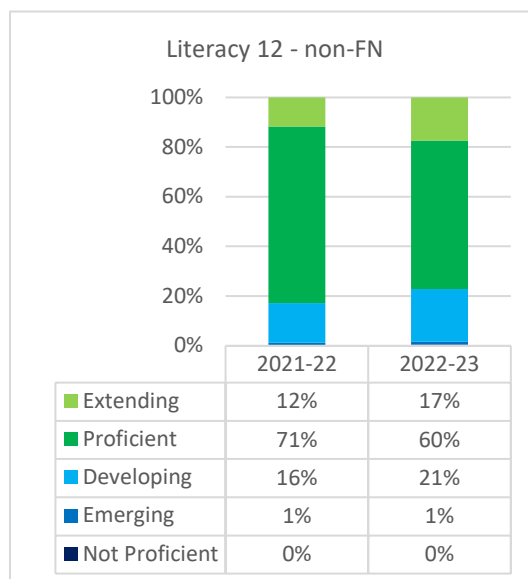
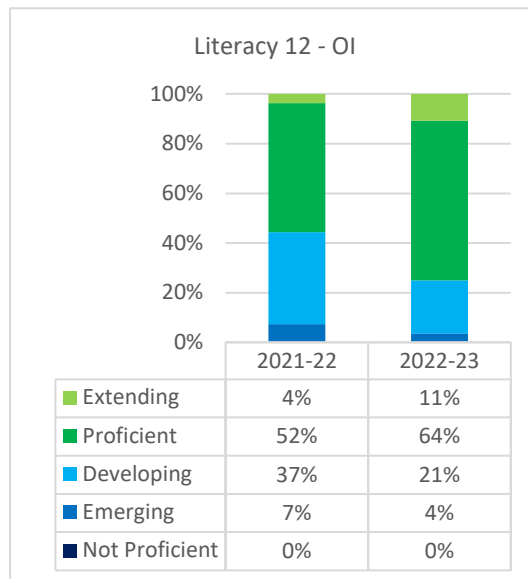
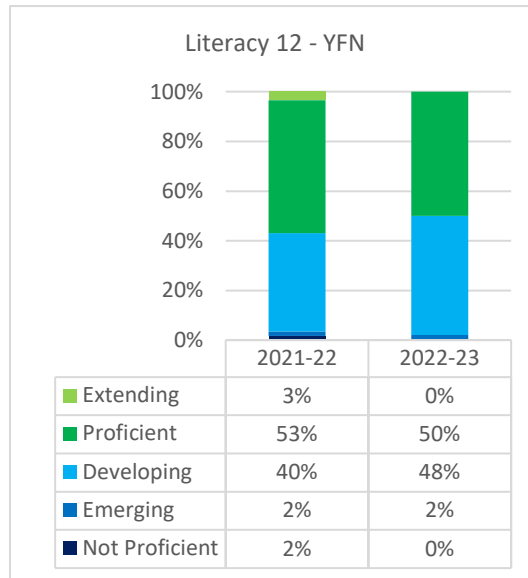
5.2.1 Numeracy 10



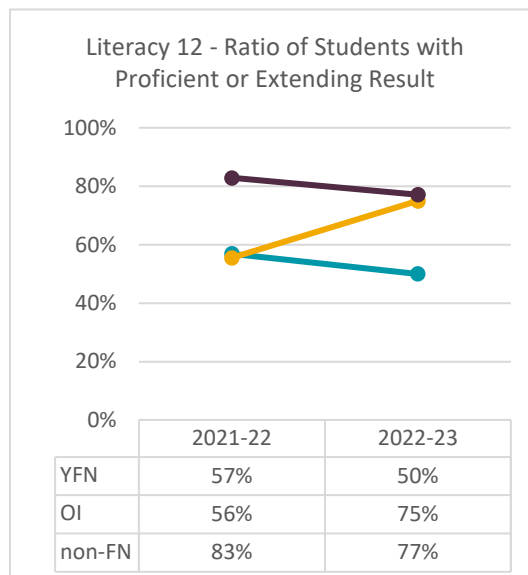
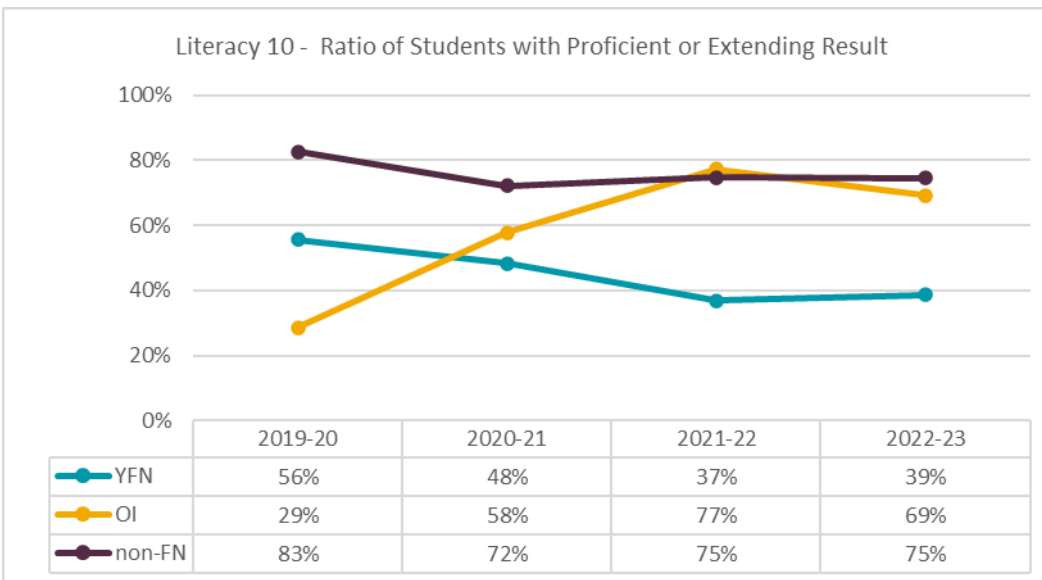
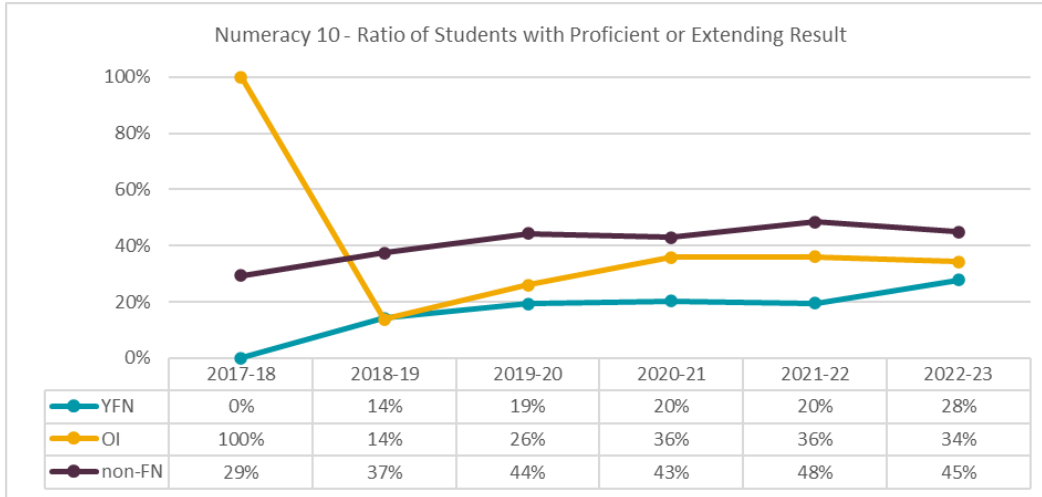
5.2.2 Literacy 10



5.2.3 Literacy 12



5.3 Student Graduation assessments result ratios for Proficient or Extending by Self-Identification over time



6 Math 11 and English 12 Courses C+ or Better

Math 11 and English 12 courses are defined from [BC curriculum](#)¹. Also, C+ or better is defined from [British Columbia Enhanced Student Learning Reporting](#)². Please note that this analysis excludes French language courses and their equivalents and considers only courses taken at a Yukon school.

Please note this analysis includes a small margin of error because of students taking duplicates course in the same year (~less than 6 instances)

This analysis does not include students with marks such as:

- Withdraw
- Incomplete
- Blank or No Mark

6.1 Percentage of students who received a grade of C+ or better in Math 11 courses

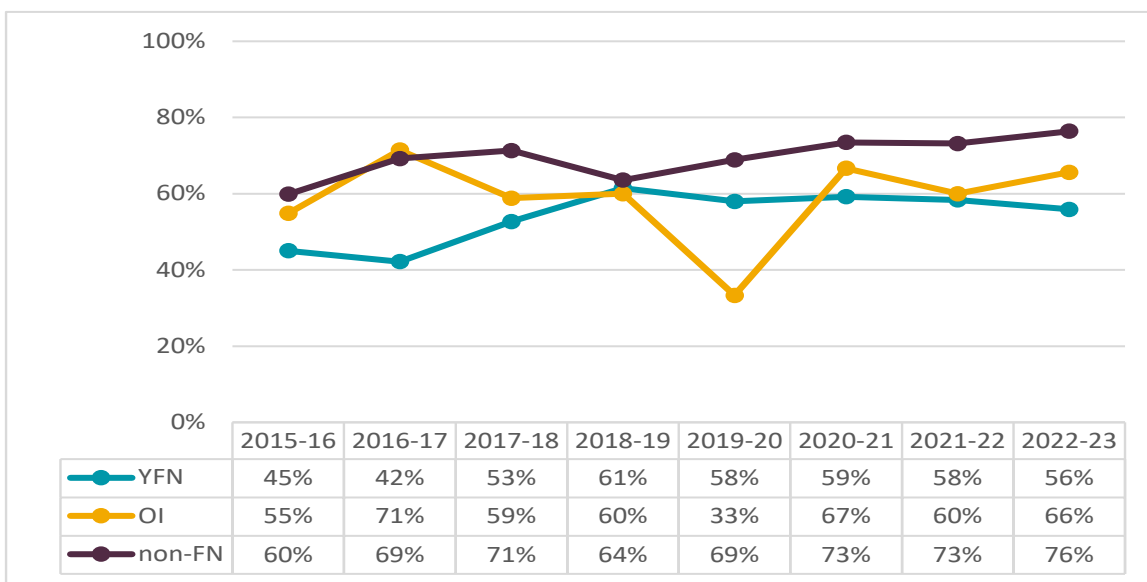


Figure 6.1.1 Percentage of students who received a grade of C+ or better in Math 11

6.1.1 Number of students who received a grade of C+ or better in Math 11 courses

This data table was removed due to small numbers.

¹ <https://curriculum.gov.bc.ca/>

² <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/manual-of-school-law/school-act-ministerial-orders?keyword=PROVINCIAL&keyword=LETTER&keyword=GRADES&keyword=ORDER>

v.1.5

6.2 Percentage of students who received a grade of C+ or better in English 12 courses

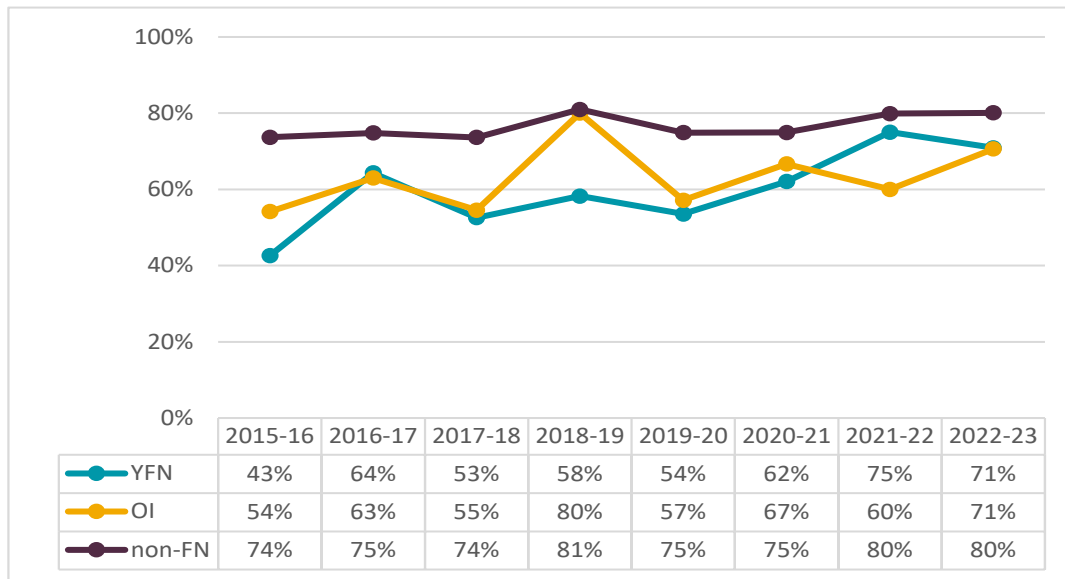


Figure 6.2.1 Percentage of students who received a grade of C+ or better in English 12

6.2.1 Number of students who received a grade of C+ or better in English 12 courses

This data table was removed due to small numbers.

7 Graduation Rate

Grade 12 Graduation Rate is the percentage of students who were active grade 12 fulltime / halftime in Dogwood and Adult graduation programs, enrolled at Yukon public schools, who successfully graduated. It does not include students on the School Completion Program (these programs include the Evergreen Certificate).

Standard Dogwood Diploma

A Dogwood Diploma is British Columbia Ministry of Education's regular graduation certification awarded to students who successfully complete the provincial graduation requirements.

Adult Dogwood Diploma

Adult Graduation is an alternative pathway for adult learners (18 years of age and older) who want to take courses in order to complete high school and obtain their adult high school diploma (Adult Dogwood).

Data Source

Aspen Student Information System and Performance and Analytics Master Model

Date Stamp

Oct 15th was the data date stamp for students in consideration.

Graduation / Completion programs include:

Graduation Programs

- Dogwood Graduation Program
- Dogwood Adult Graduation Program

School Completion Programs

- School Completion Programs are provided to students on special programs or IEP where the Dogwood Graduation Program was not part of their education plan. It is reported separately from the Grade 12 Graduation Rate.
- *The Evergreen certificate metric in this report is an estimate from identifying students on special completion programs who are considered in grade 12 and have a completion status of affirmative.*

7.1 Grade 12 Dogwood and Adult Graduation Rate by Self-Identification 2022-23

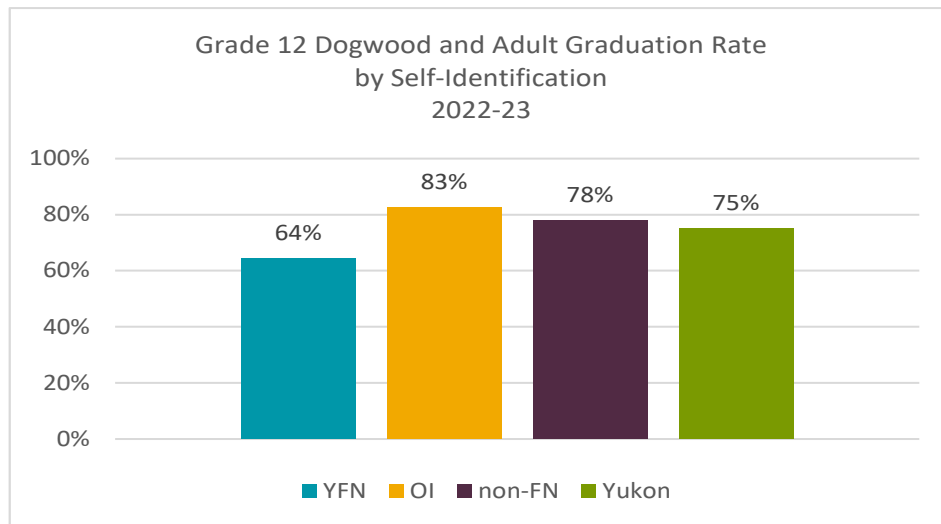


Figure 7.1.1 Grade 12 Dogwood Graduation Rate by Self-Identification 2022-23

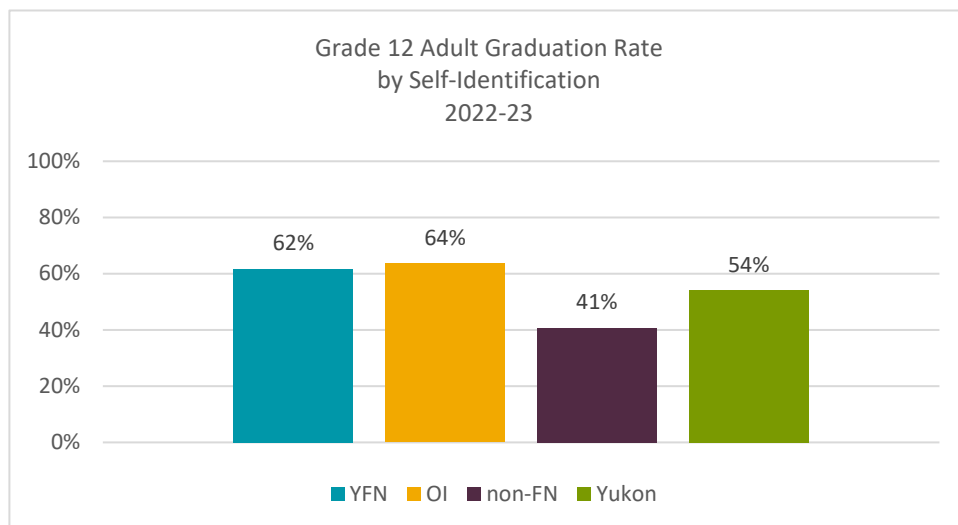


Figure 7.1.2 Grade 12 Adult Graduation Rate by Self-Identification 2022-23

7.2 Grade 12 Dogwood and Adult Successful Graduates by Yukon First Nation for 2022-23

This data table was removed due to small numbers.

7.3 Grade 12 Graduation Rate by Self-Identification over time

7.3.1 Dogwood Graduation Rate by Self-Identification over time

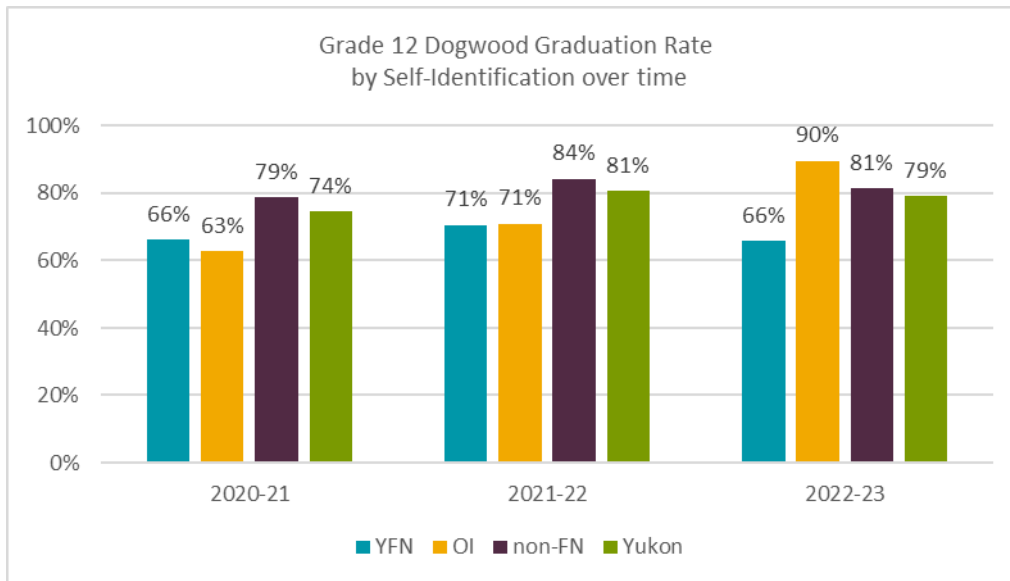


Figure 7.3.1 Grade 12 Dogwood Graduation Rate by Self-Identification over time

7.3.2 Adult Graduation Rate by Self-Identification over time

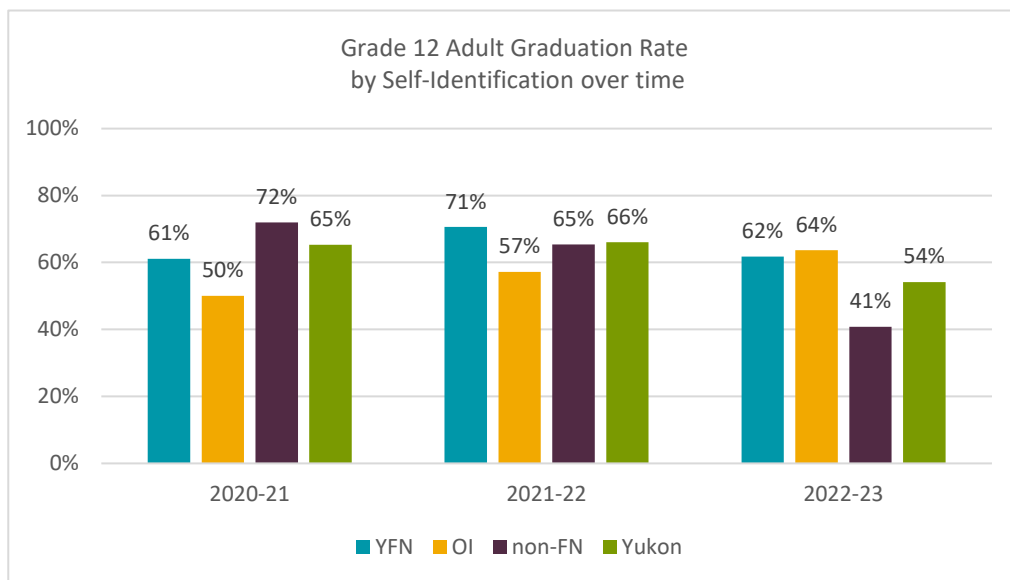


Figure 7.3.2 Grade 12 Adult Graduation Rate by Self-Identification over time

7.4 Grade 12 Dogwood Graduation Rate by Regions and Yukon Wide over time

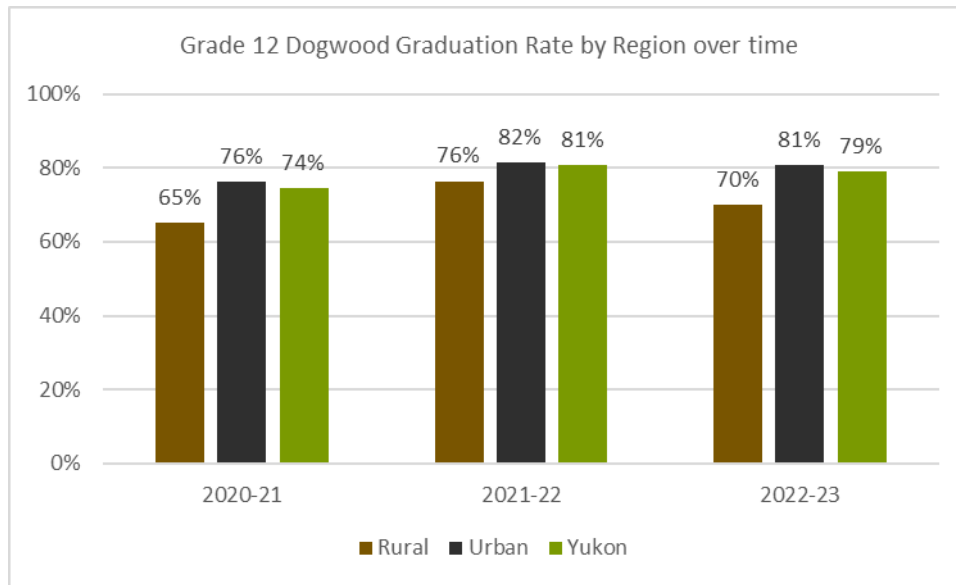


Figure 7.4.1 Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

7.5 Grade 12 Dogwood Graduation Rate by Region and Self-Identification over time

7.5.1 Yukon First Nations Grade 12 Dogwood Graduation Rate by Region over time

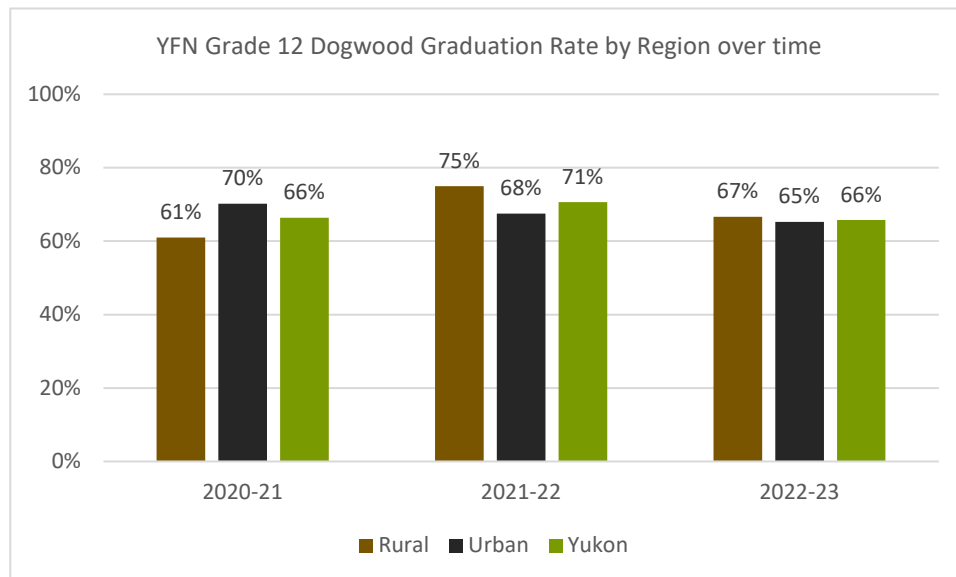


Figure 7.5.1 YFN - Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

7.5.2 Other Indigenous Grade 12 Dogwood Graduation Rate by Region over time

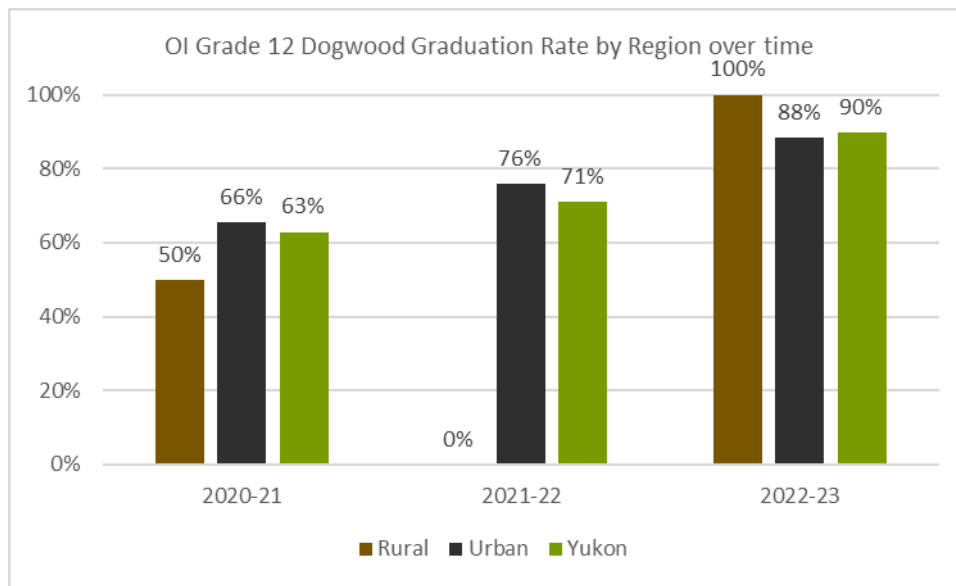


Figure 7.5.2 OI - Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

7.5.3 Non-First Nations Grade 12 Dogwood Graduation Rate over time

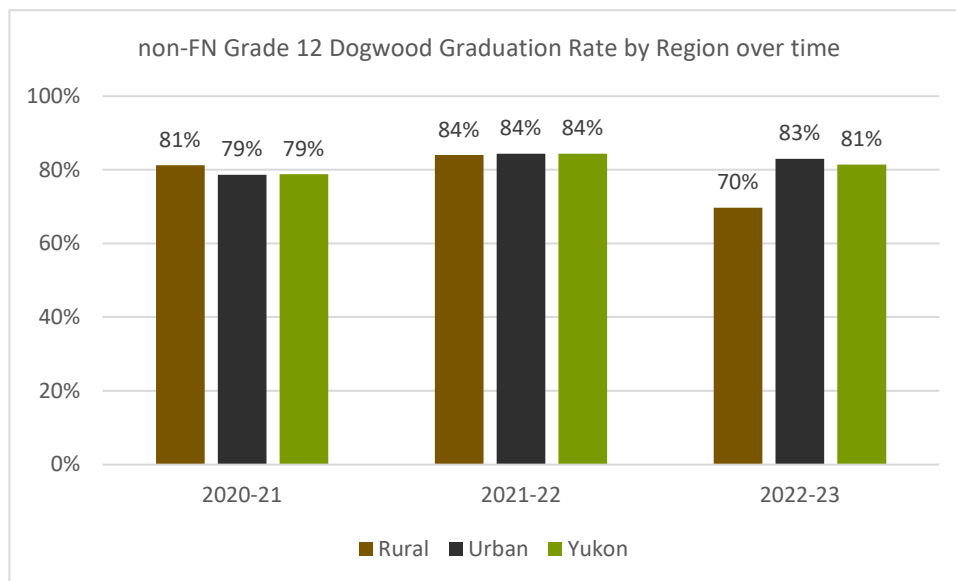


Figure 7.5.3 Non-FN - Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

7.6 Evergreen Completion Program

This data table was removed due to small numbers.

7.7 Six Year Graduation Rate

The six-year graduation rate examines all students who entered in Grade 8 for the first time in 2017-18 and evaluates if they graduated within a six-year period.

Students not included in the cohort are called outmigrants and are deducted from the total.

$$\text{Six Year Graduation Rate} = \frac{\text{Graduated students}}{(\text{All students in the Cohort} - \text{Outmigrants})}$$

Graduated students either graduated with a standard or adult dogwood certificate. The completion programs are not included.

In general, outmigrants includes students who are no longer active or enrolled in the Department of Education student information system during the six-year analysis period (2017-18 to 2022-23).

Here are some possible reasons for outmigrants:

- Withdrawals
- Transfers to a school outside of the Yukon
- No longer in the Department of Education student information system

Cohort is defined as students who are first time grade 8 enrolled as of October of the 2017-18 school year. It also includes student entering the education system in the respective grade and year throughout the timeframe. This methodology follows the British Columbia Ministry of Education Guidelines for the six-year graduation rate (please see [BC - 6 years graduation guidelines](#)³ for more information).

Beginning with the 2021-22 HAWD and continuing thereafter, the Six-Year Graduation Rate by Self-Identification over time is now being presented, as there is ample historical data available for tracking these figures.

Data Source

Aspen Student Information System, British Columbia Trax system and Performance and Analytics Master Model

Date Stamp

November 9, 2023 was the data date stamp for students in consideration.

¹ http://www.bced.gov.bc.ca/reporting/odefiles/A_Friendly_Guide_to_the_Completion_Rate.pdf

³ http://www.bced.gov.bc.ca/reporting/odefiles/A_Friendly_Guide_to_the_Completion_Rate.pdf
v.1.5

7.7.1 2017-18 Cohort Six-Year Graduation Rate by Self-Identification

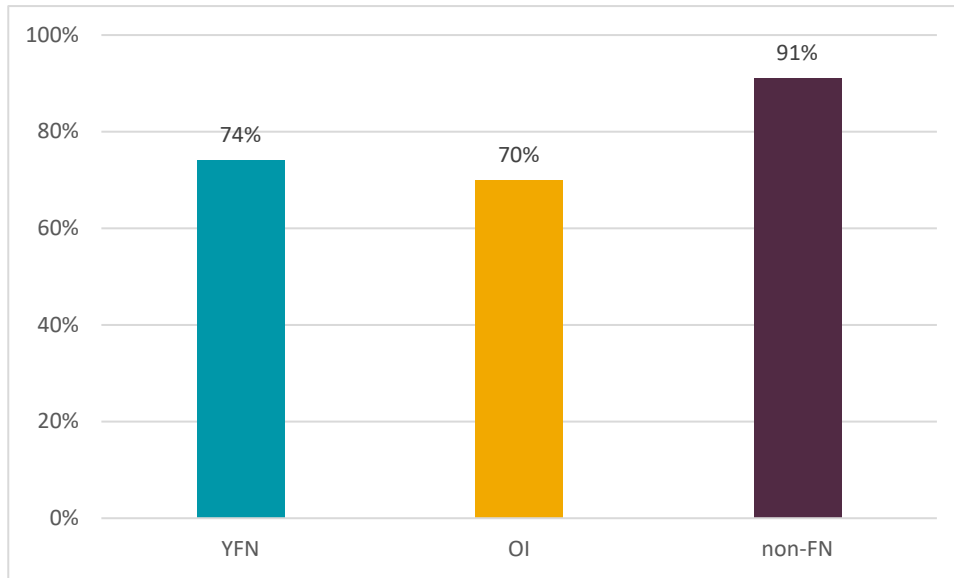
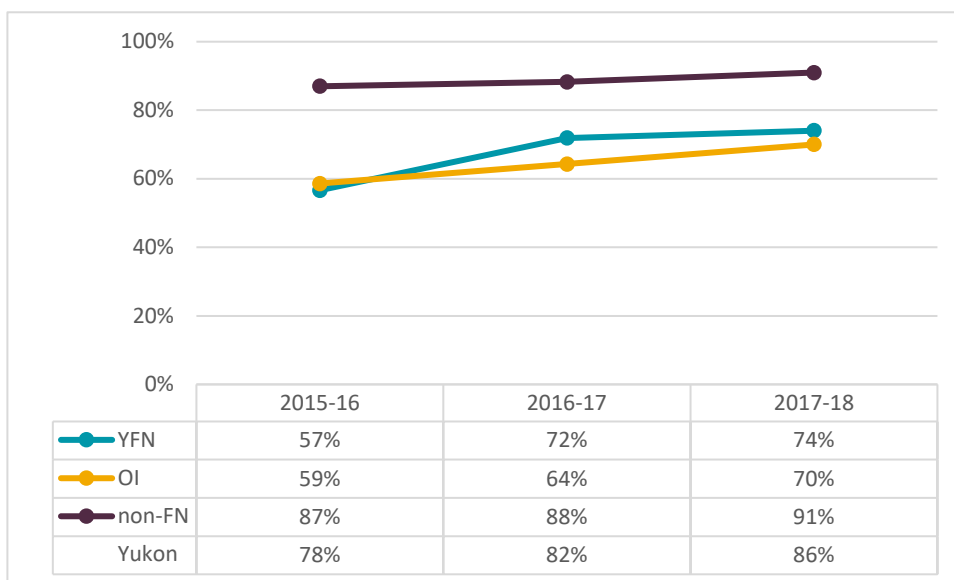


Figure 7.7.1 2017-2018 Cohort Six-Year Graduation Rate by Self-Identification

	Yukon	YFN	OI	non-FN
Cohort Total	427	94	38	295
Outmigrants	55	17	8	30
Successful Graduates	319	57	21	241

7.7.2 Six-Year Graduation Rate by Self-Identification over time



8 Attendance

COVID-19

The 2020-21 and 2021-22 school year attendance was affected by COVID-19 and thus should be considered appropriately when analyzed.

Absent days are defined as school days missed by students enrolled at Yukon public schools for that school year. Partial days are estimated and appropriately summed into the count, as per the Yukon Education Student Attendance Policy (Appendix 'C' Aspen Yukon Daily Attendance Standards).

Absent days include all excused and unexcused absences but do not include absences due to school-related activities.

Absent days do not include days recorded for the EL grade level or at the Individual Learning Centre. Attendance captured at Wood Street Program is included in the urban area.

Absent days are either summarized by Attendance school (for Average Absent Days) or by Student (for Student Distribution by Number of Absent Days)

Attendance school

Attendance school is defined as the school where students take courses. At the secondary level enrolment and attendance school can differ for certain courses. Average absent days are reported and counted at the attendance school.

Enrolment school

Enrolment school is defined as the school a student is enrolled in at the end of May. The distribution of students by number of absent days is determined by students grouped by "Enrolment" school.

Data Source

Aspen Student Information System and Performance and Analytics Attendance Module.

Date Stamp

Attendance data was analyzed from data date-stamped after the completion of the school year (~July 15th).

8.1 Average Absent Days by Self-Identification for Regions and Yukon-Wide over time

2020-21	YFN	OI	non-FN	Yukon
Rural	46.0	40.6	22.2	36.5
Urban	33.3	27.5	15.8	19.2
Yukon	40.6	29.7	16.2	22.4

2021-22	YFN	OI	non-FN	Yukon
Rural	54.7	52.0	34.9	46.2
Urban	41.4	36.2	24.8	27.9
Yukon	49.7	39.0	26.1	31.8

2022-23	YFN	OI	non-FN	Yukon
Rural	50.9	50.0	34.0	43.8
Urban	38.7	37.7	23.9	26.9
Yukon	45.9	40.3	25.1	30.3

8.2 Average Absent Days for KF and Grade 1 by Region 2022-23

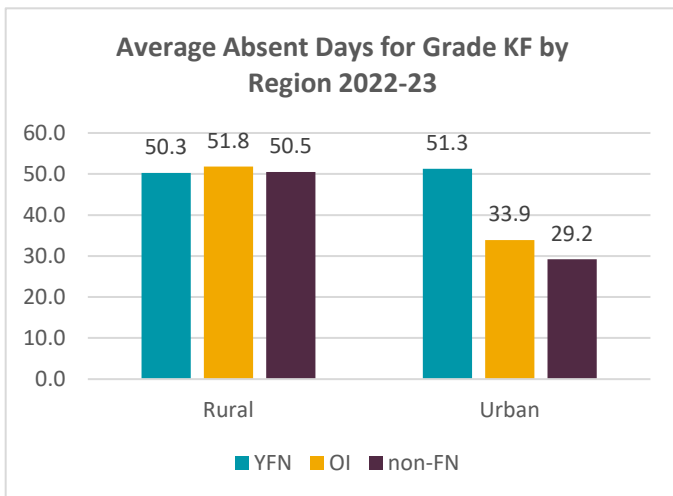


Figure 8.2.1 Average Absent Days for KF by Region 2022-23

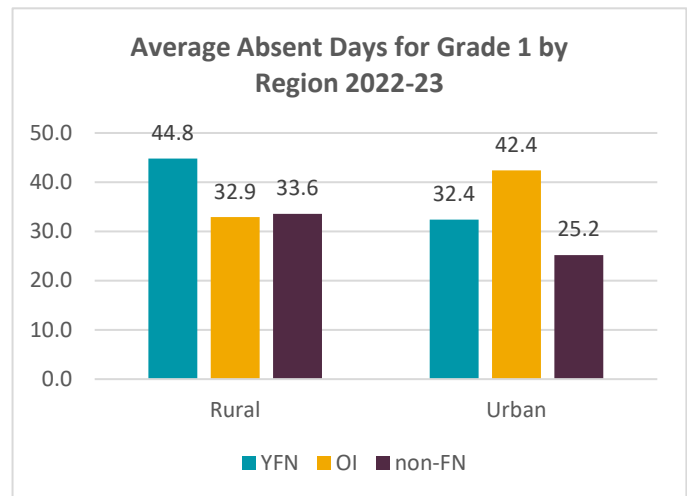


Figure 8.2.2 Average Absent Days for Grade 1 by Region 2022-23

8.3 Average Absent Days by Grade, Self-Identification and Region 2022-23

Grade	YFN			OI			non-FN			All Students		
	Rural	Urban	Yukon	Rural	Urban	Yukon	Rural	Urban	Yukon	Rural	Urban	Yukon
KF	50.3	51.3	50.9	51.8	33.9	38.8	50.5	29.2	32.0	50.6	31.3	34.7
1	44.8	32.4	38.4	32.9	42.4	40.9	33.6	25.2	26.5	37.8	27.2	29.4
2	49.1	35.3	42.2	23.8	38.1	36.6	34.8	22.9	24.5	40.5	25.6	28.5
3	52.9	37.8	46.0	42.3	40.1	40.5	37.4	22.8	24.5	44.7	25.7	29.3
4	47.0	38.9	44.4	38.9	31.2	33.0	31.3	21.1	22.1	41.1	23.9	27.6
5	51.3	40.2	45.9	17.4	36.7	34.7	32.8	23.7	24.7	41.3	26.6	29.4
6	50.3	41.6	46.1	49.2	39.0	41.1	28.3	23.7	24.0	44.3	27.8	30.6
7	50.2	40.9	49.2	58.8	46.2	51.3	29.4	24.3	25.0	44.2	27.9	32.2
8	56.9	45.7	52.3	34.6	33.4	35.1	27.2	22.6	23.2	42.6	27.1	30.5
9	57.5	38.6	50.7	80.3	49.1	53.2	30.6	21.9	23.0	50.9	26.7	32.4
10	53.9	43.3	49.3	54.8	38.8	39.6	21.9	25.3	25.4	42.9	29.0	31.6
11	38.6	31.1	36.9	85.8	32.0	38.3	18.6	24.4	24.1	34.5	26.0	27.8
12	53.9	25.3	42.1	88.7	28.9	39.1	43.2	22.7	25.5	51.8	23.6	30.0



8.4 Distribution of Students by total number of absent days by Self-Identification over time

2020-21			YFN	OI	non-FN	Yukon	YFN	OI	non-FN
Less than 20 days	~	< 10%	384	221	2,935	3,540	33%	50%	74%
20 to 39 days	~	10%-20%	328	104	716	1,148	28%	24%	18%
40 to 59 days	~	20%-30%	193	57	196	446	17%	13%	5%
60 to 79 days	~	30%-40%	113	33	93	239	10%	8%	2%
80 or more days	~	40% >	151	26	46	223	13%	6%	1%
Total			1,169	441	3,986	5,596			

2021-22			YFN	OI	non-FN	Yukon	YFN	OI	non-FN
Less than 20 days	~	< 10%	209	123	1,896	2,228	18%	28%	46%
20 to 39 days	~	10%-20%	341	158	1,509	2,008	30%	36%	37%
40 to 59 days	~	20%-30%	220	74	439	733	19%	17%	11%
60 to 79 days	~	30%-40%	170	37	169	376	15%	9%	4%
80 or more days	~	40% >	208	42	104	354	18%	10%	3%
Total			1,148	434	4,117	5,699			

2022-23			YFN	OI	non-FN	Yukon	YFN	OI	non-FN
Less than 20 days	~	< 10%	248	141	2,065	2,454	22%	30%	49%
20 to 39 days	~	10%-20%	331	163	1,497	1,991	29%	35%	35%
40 to 59 days	~	20%-30%	245	65	430	740	22%	14%	10%
60 to 79 days	~	30%-40%	145	33	143	321	13%	7%	3%
80 or more days	~	40% >	154	61	95	310	14%	13%	2%
Total			1,123	463	4,230	5,816			

9 Students in alternative learning settings

9.1 Individual Learning Centre and Aurora Virtual School

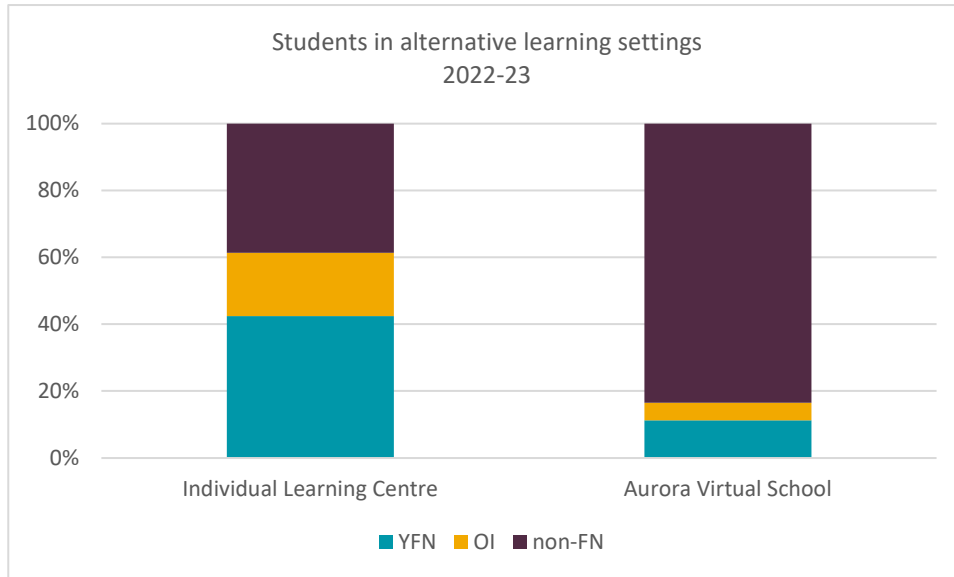


Figure 9.1.1 Student counts for ILC and AVS by Self-Identification 2022-23

	YFN	OI	non-FN
Individual Learning Centre	42%	19%	39%
Aurora Virtual School	11%	5%	83%

9.2 Wood Street Centre Programs

9.2.1 Students taking specific programs at Wood Street Centre.

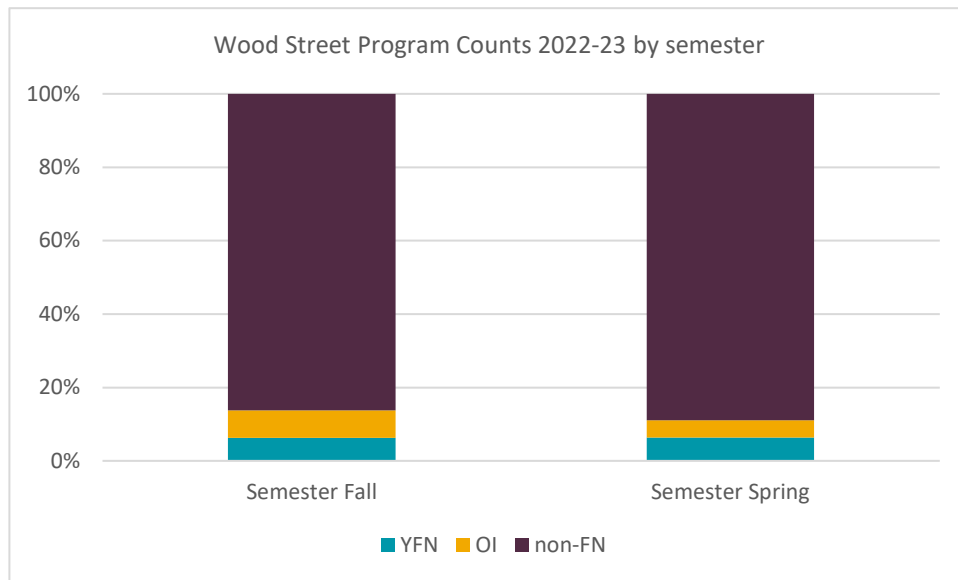


Figure 9.2.1 Wood Street Program Counts 2022-23 by semester

	Semester Fall	Semester Spring
YFN	6%	6%
OI	8%	5%
non-FN	86%	89%