



Yukon Wide
Department of Education
Student Data Report

School Year 2019-20

Department of Education
Government of Yukon

September 15th, 2021



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Preface

COVID-19


Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health) some assessments could not be administered after that date. In such cases, only Fall 2019 results are reported. Similarly, traditional attendance was recorded up to March 17, 2020. Thus the 2019-20 school year's absenteeism statistic is not comparable to previous years.

Notes and Caveats

- Students can voluntarily self-identify. The Self-Identification categories are:

- Yukon First Nation 
- Other Aboriginal 
- Non-First Nation 

- Schools are organized by

- Rural 
- Urban 

Aurora Virtual School and École Nomade are considered Distributed Learning and are not included in this report.

- Some charts include small numbers and thus the illustration may or may not be relevant.
- In some cases, segments with small numbers may have been omitted to protect the personal and private information of the individual.
- Due to rounding, not all percentages add up to 100%.
- The data and analysis are as to-date as possible.
- This report was updated August 25th, 2021
- 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

EduData@gov.yk.ca

1 Enrolment

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

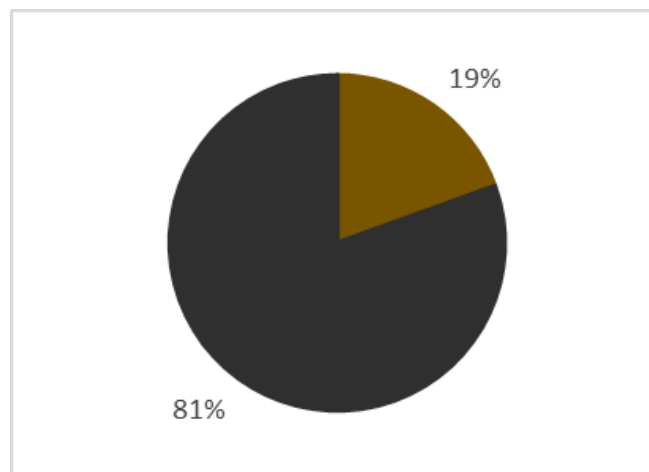
Data Source

Aspen Student Information System and Performance and Analytics Enrolment Module.

Date Stamp

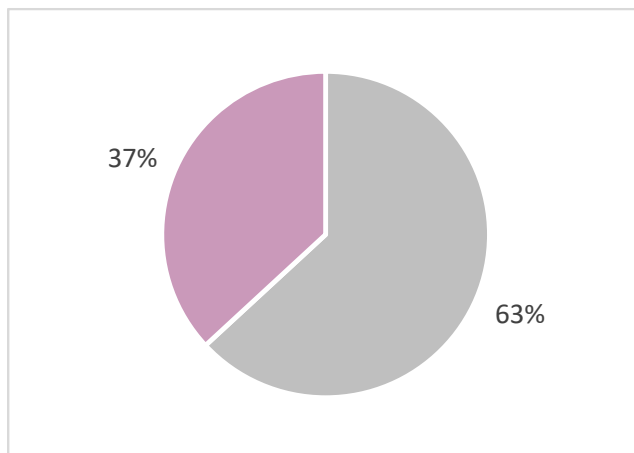
Student Enrolment counts are analyzed from data snapshots taken at the end of May of each school year, unless otherwise stated.

1.1 Student Enrolment Counts for 2019-20 by Region and Yukon-Wide



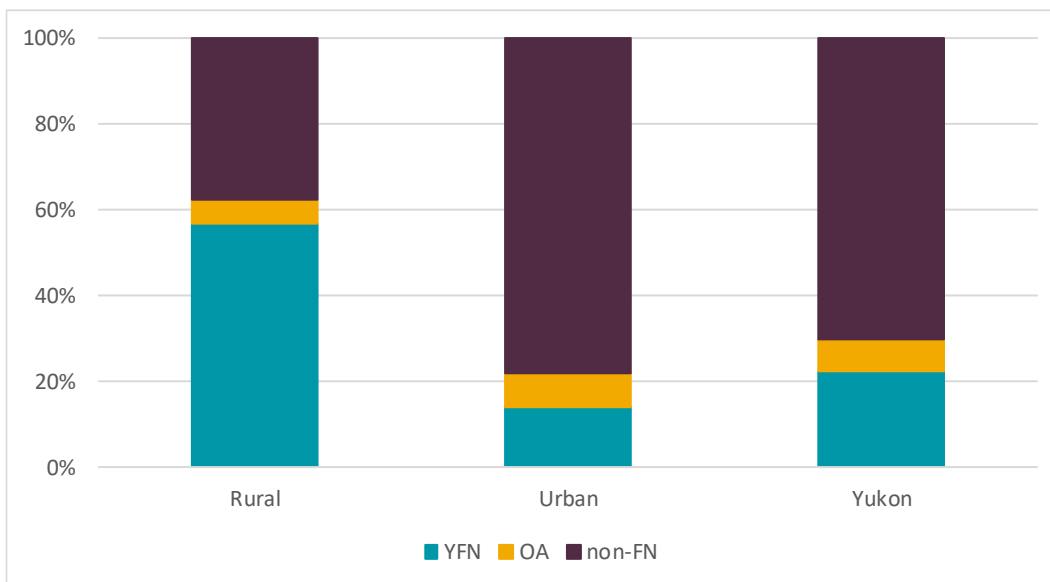
	Student Counts	Ratio
Rural	1,094	19%
Urban	4,518	81%
Yukon	5,612	100%

1.2 Student Enrolment Counts for 2019-20 by Grade Range



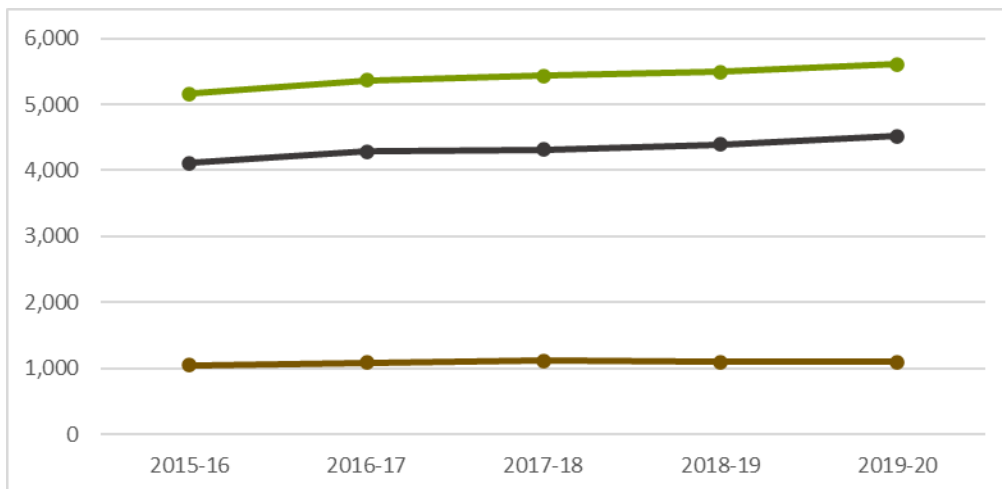
	Student Counts	Ratio
Elementary	3,539	63%
Secondary	2,073	37%
Yukon	5,612	100%

1.3 Student Enrolment Counts for 2019-20 by Self-Identification



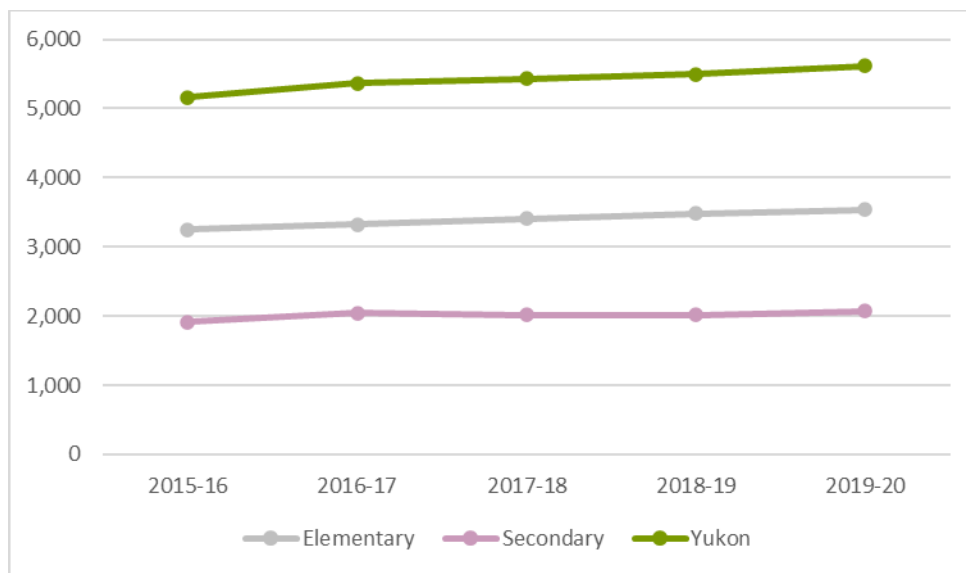
	YFN	OA	non-FN	Total	YFN	OA	non-FN
Rural	622	60	412	1,094	57%	5%	38%
Urban	627	371	3,520	4,518	14%	8%	78%
Yukon	1,249	431	3,932	5,612	22%	8%	70%

1.4 Student Enrolment Counts by Region and Yukon-Wide over time



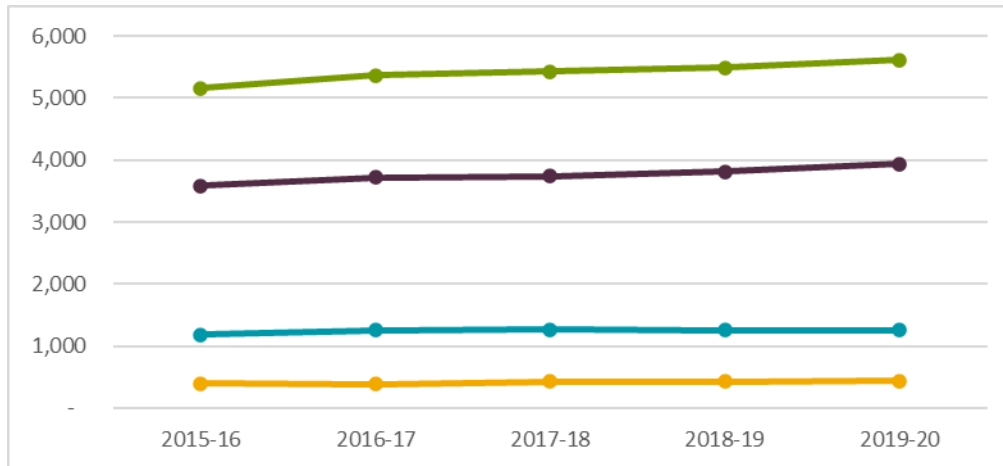
	2015-16	2016-17	2017-18	2018-19	2019-20
Rural	1,050	1,081	1,111	1,099	1,094
Urban	4,108	4,282	4,318	4,395	4,518
Yukon	5,158	5,363	5,429	5,494	5,612

1.5 Student Enrolment Counts by Grade Range over time



	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary	3,248	3,324	3,410	3,483	3,539
Secondary	1,910	2,039	2,019	2,011	2,073
Yukon	5,158	5,363	5,429	5,494	5,612

1.6 Student Enrolment Counts by Self-Identification over time



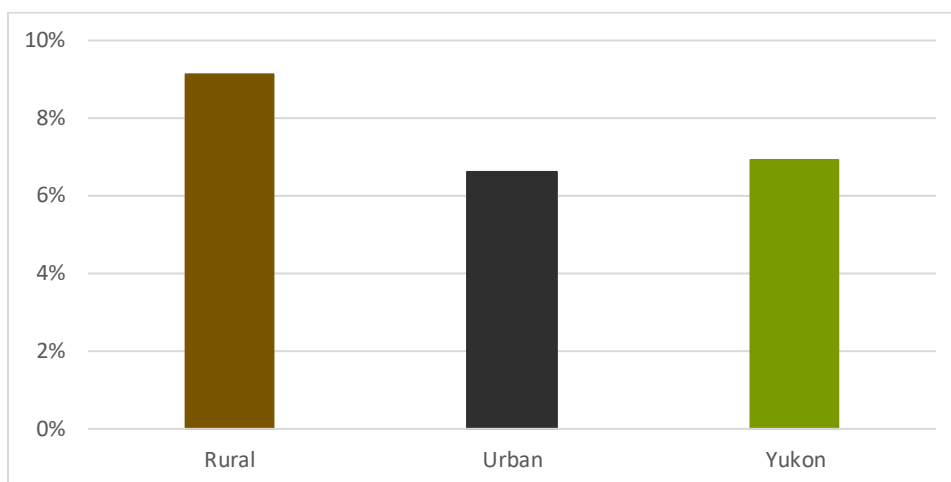
	2015-16	2016-17	2017-18	2018-19	2019-20
YFN	1,180	1,256	1,261	1,259	1,249
OA	397	385	428	426	431
non-FN	3,581	3,722	3,740	3,809	3,932
Yukon	5,158	5,363	5,429	5,494	5,612

2 Individual Education Plan

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.

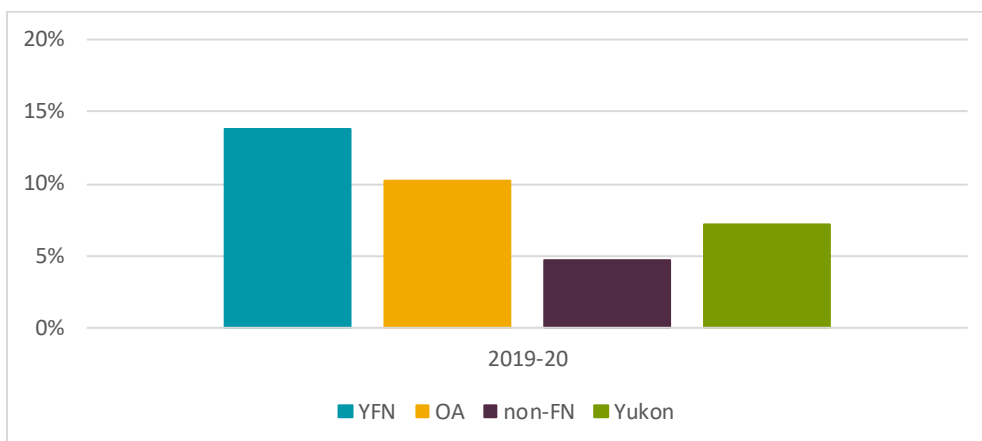
Please note that the number of IEPs varies from year to year. IEPs may be modified as the needs of a student change, or the plan may be discontinued as the goals of the IEP are reached.

2.1 Student IEP Count Ratios for 2019-20 by Region and Yukon-Wide



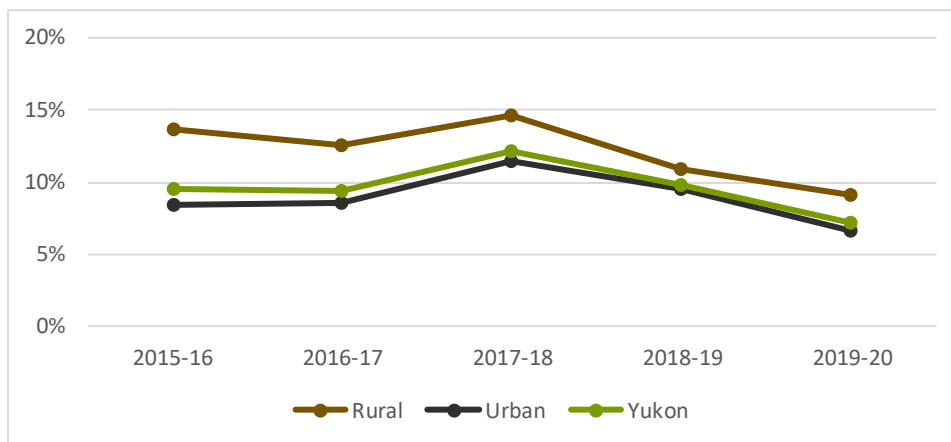
	Students on IEP	Total Students enrolled	Ratio
Rural	100	1,094	9%
Urban	300	4,518	7%
Yukon	400	5,612	7%

2.2 Student IEP Count Ratios for 2019-20 by Self-Identification



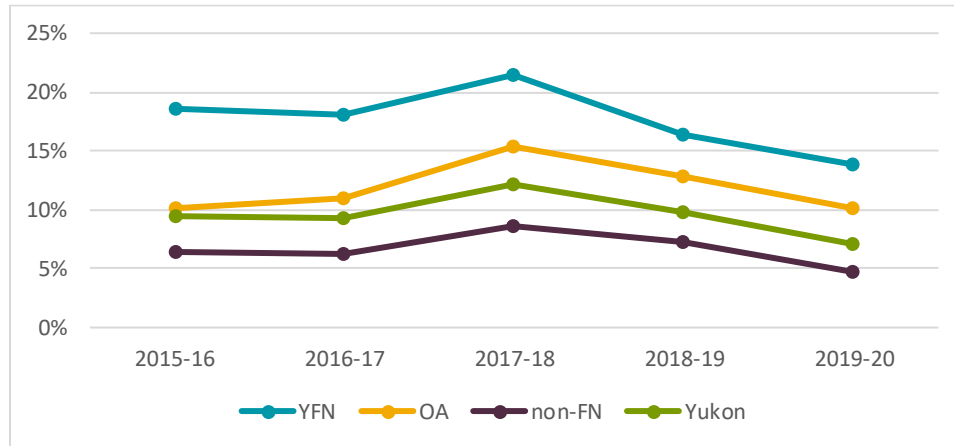
	Students on IEP	Total Students enrolled	Ratio
YFN	173	1,249	14%
OA	44	431	10%
non-FN	183	3,932	5%
Yukon	400	5,612	7%

2.3 Student IEP Count Ratios of enrolled students by Region and Yukon-Wide over time



	2015-16	2016-17	2017-18	2018-19	2019-20
Rural	14%	13%	15%	11%	9%
Urban	8%	9%	11%	10%	7%
Yukon	10%	9%	12%	10%	7%

2.4 Student IEP Count Ratios of enrolled students by Self-Identification over time



	2015-16	2016-17	2017-18	2018-19	2019-20
YFN	19%	18%	21%	16%	14%
OA	10%	11%	15%	13%	10%
non-FN	6%	6%	9%	7%	5%
Yukon	10%	9%	12%	10%	7%

3 Kindergarten Assessments

3.1 Boehm Test of Basic Concepts

Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health) the Spring 2020 assessment could not be administered.

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.

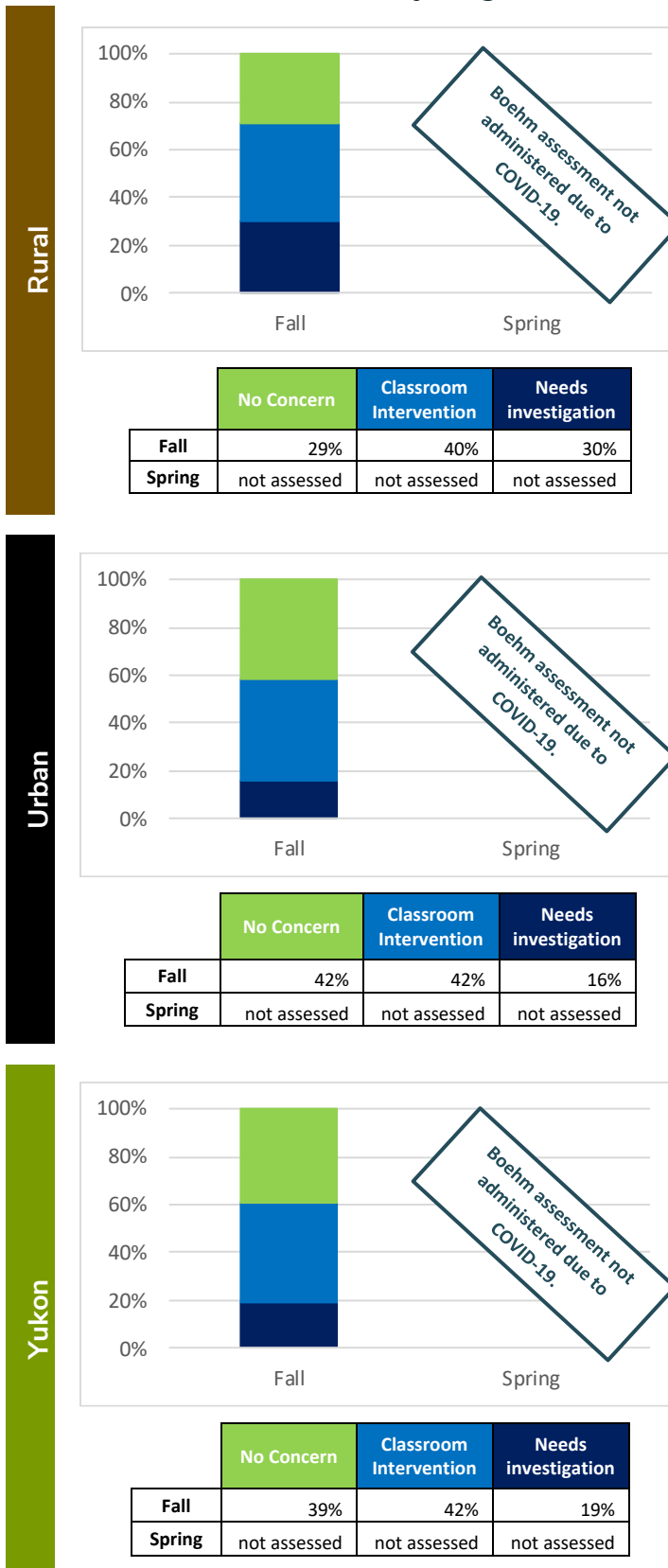
Students who were not tested are marked as “Unknown” and are excluded from this report.

Data Source

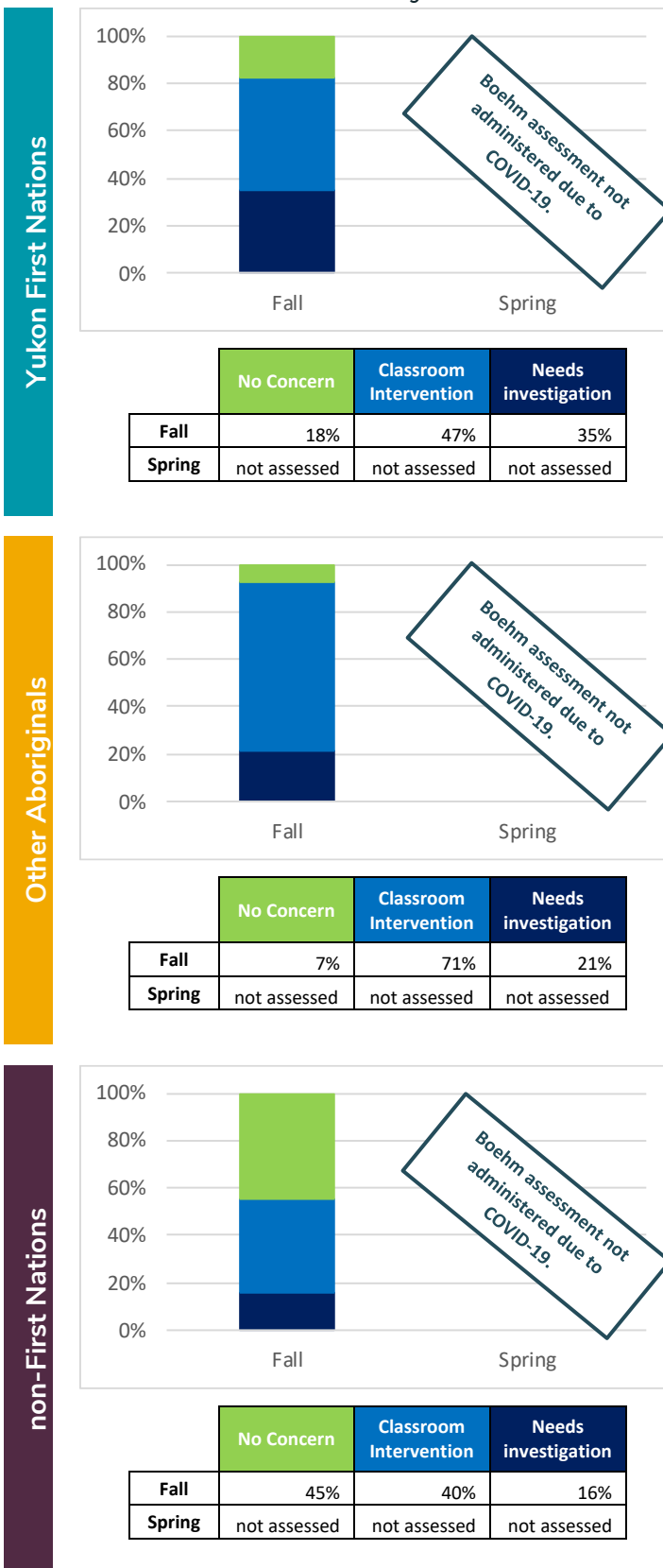
Performance and Analytics Boehm Module.

¹ <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Boehm-Test-of-Basic-Concepts-%7C-Third-Edition/p/100000188.html?tab=product-details>

3.1.1 Boehm Student Count Ratios for 2019-20 by Region and Yukon-Wide

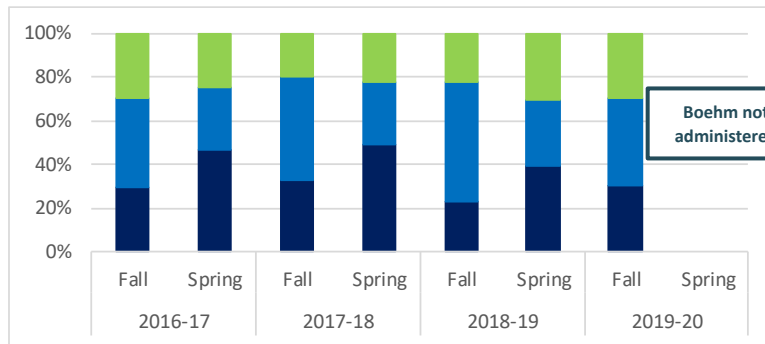


3.1.2 Boehm Student Count Ratios for 2019-20 by Self-Identification



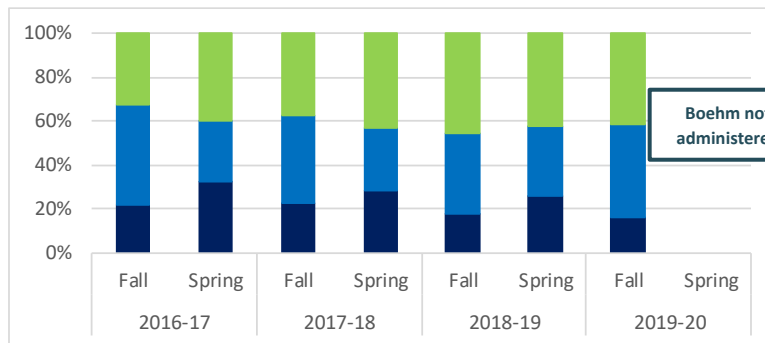
3.1.3 Boehm Student Count Ratios by Region and Yukon-Wide over time

Rural



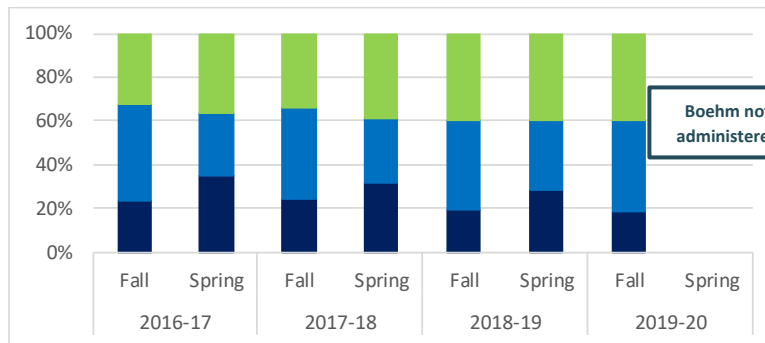
	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	30%	41%	30%
Spring	25%	28%	47%
2017-18			
Fall	19%	48%	32%
Spring	22%	29%	49%
2018-19			
Fall	22%	54%	23%
Spring	30%	30%	39%
2019-20			
Fall	29%	40%	30%
Spring	Not assessed	Not assessed	Not assessed

Urban



	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	33%	46%	22%
Spring	39%	28%	33%
2017-18			
Fall	37%	40%	22%
Spring	43%	29%	28%
2018-19			
Fall	45%	37%	18%
Spring	42%	32%	26%
2019-20			
Fall	42%	42%	16%
Spring	Not assessed	Not assessed	Not assessed

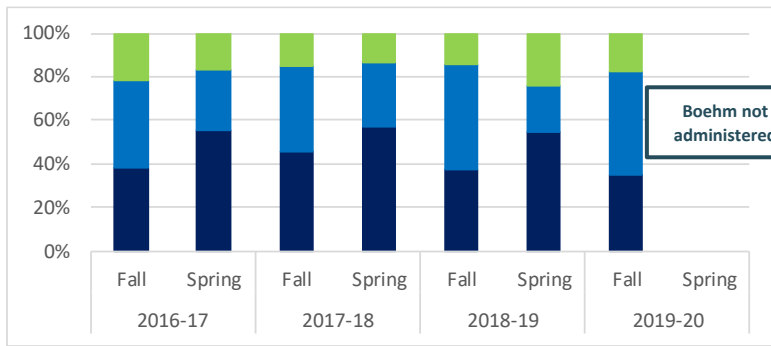
Yukon



	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	32%	45%	23%
Spring	37%	28%	35%
2017-18			
Fall	34%	42%	24%
Spring	39%	29%	32%
2018-19			
Fall	40%	41%	19%
Spring	40%	31%	29%
2019-20			
Fall	39%	42%	19%
Spring	Not assessed	Not assessed	Not assessed

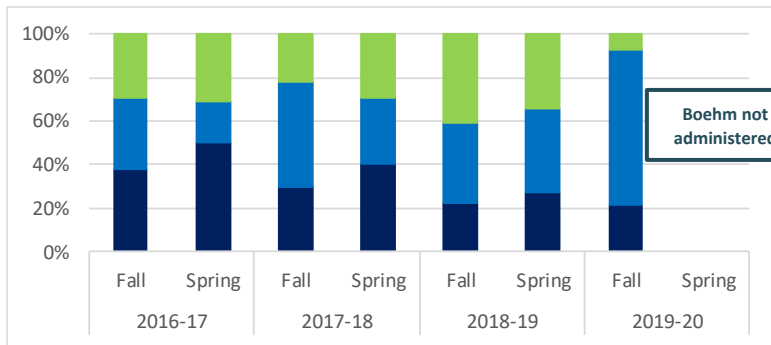
3.1.4 Boehm Student Count Ratios by Self-Identification over time

Yukon First Nations



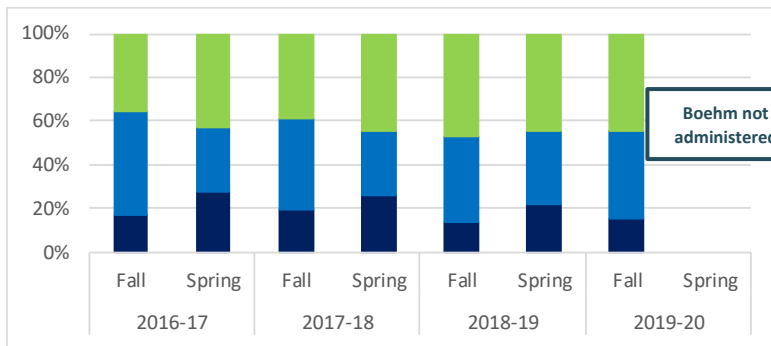
	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	21%	40%	38%
Spring	17%	28%	55%
2017-18			
Fall	15%	40%	46%
Spring	13%	29%	57%
2018-19			
Fall	15%	48%	38%
Spring	24%	21%	55%
2019-20			
Fall	18%	47%	35%
Spring	not assessed	not assessed	not assessed

Other Aboriginals



	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	29%	32%	38%
Spring	31%	19%	50%
2017-18			
Fall	22%	48%	30%
Spring	30%	30%	41%
2018-19			
Fall	41%	37%	22%
Spring	35%	38%	27%
2019-20			
Fall	7%	71%	21%
Spring	Not assessed	Not assessed	Not assessed

non-First Nations



	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	36%	47%	17%
Spring	43%	29%	28%
2017-18			
Fall	39%	42%	19%
Spring	45%	29%	26%
2018-19			
Fall	47%	39%	14%
Spring	44%	34%	22%
2019-20			
Fall	45%	40%	16%
Spring	Not assessed	Not assessed	Not assessed

3.2 Early Years Evaluation – Teacher Assessment

Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health) the Spring 2020 assessment could not be administered.

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 their ability to make connections with home and community experiences.
- **Social Skills and Approaches to Learning** - a child's attentiveness during classroom activities and their ability to interact with peers while respecting the classroom rules.
- **Cognitive Skills** - a child's basic math and pre-reading skills and their ability to solve problems.
- **Language and Communication** - a child's understanding of spoken language and their 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 information.²

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”.

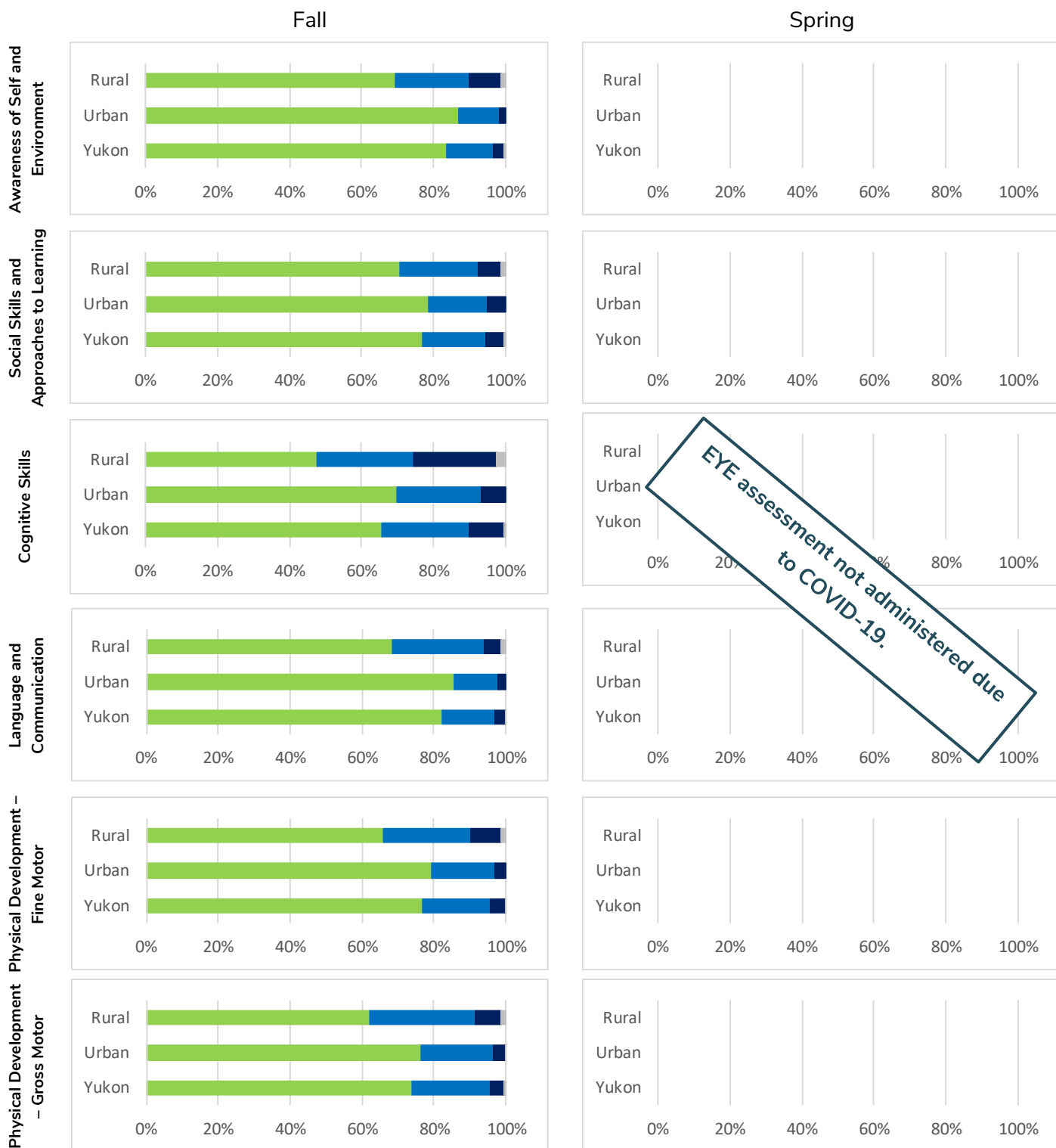
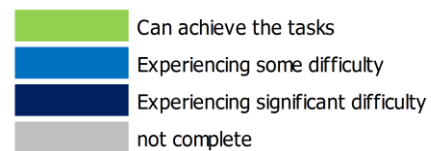
Depending on their Fall results, students may be re-tested in Spring. For comparative purposes those students not assessed in Spring had their Fall results used.

Data Source

EYE-TA Test system and Performance and Analytics EYE-TA Module.

² <https://www.earlyyearsassessment.com/index.php/en/products/eye-ta>

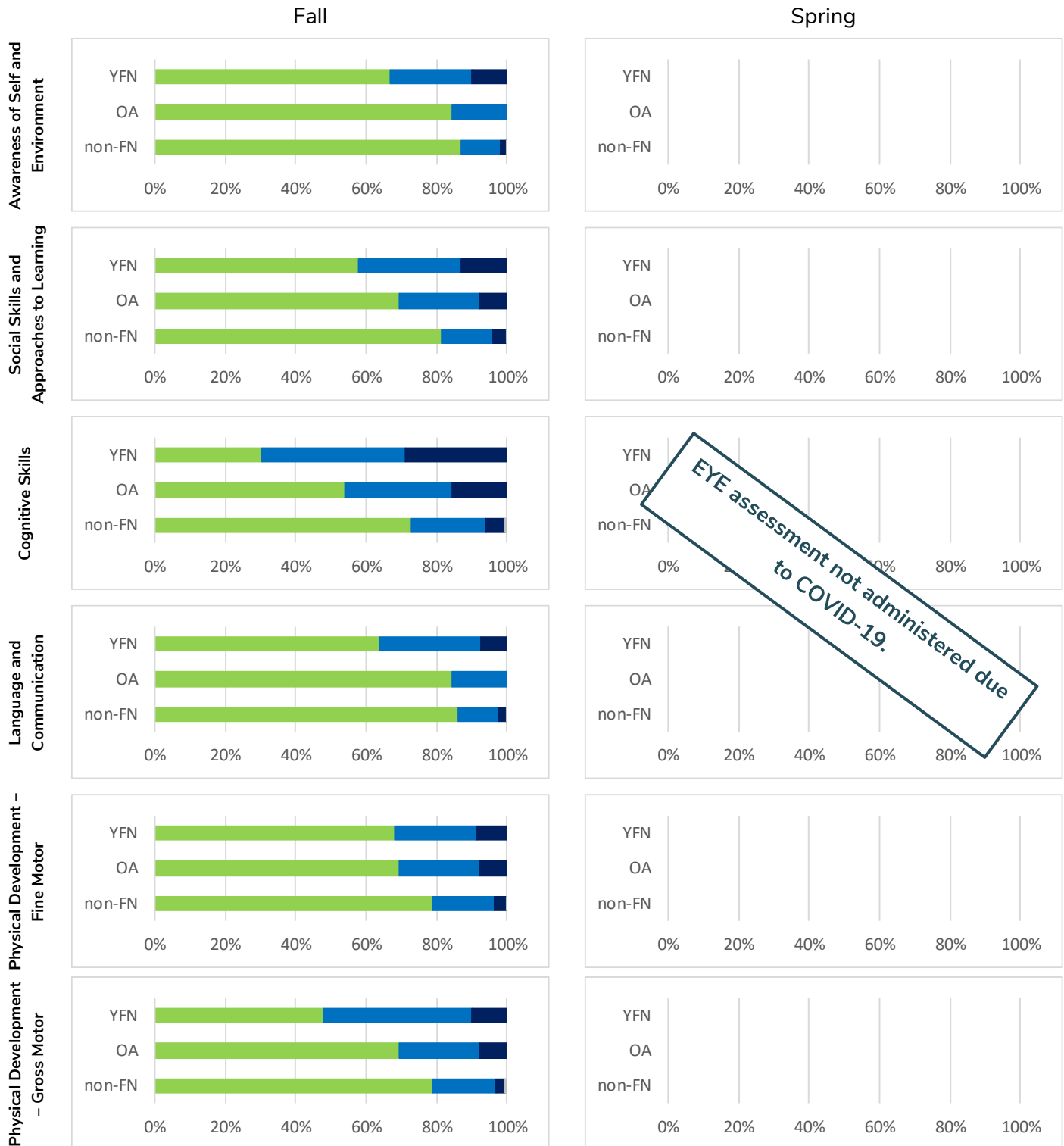
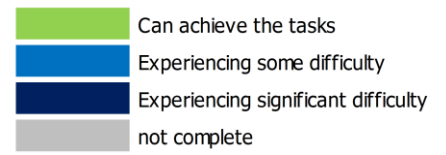
3.2.1 EYE-TA Student Count Ratios for 2019-20 by Region and Yukon-Wide



			Fall				Spring			
			Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
Awareness of Self and Environment	Rural	Ratio	70%	21%	9%	1%				
	Urban	Ratio	87%	11%	2%	0%				
	Yukon	Ratio	84%	13%	3%	0%				
Social Skills and Approaches to	Rural	Ratio	71%	22%	6%	1%				
	Urban	Ratio	79%	16%	5%	0%				
	Yukon	Ratio	77%	17%	5%	0%				
Cognitive Skills	Rural	Ratio	48%	27%	23%	2%				
	Urban	Ratio	70%	24%	7%	0%				
	Yukon	Ratio	66%	24%	10%	0%				
Language and Communication	Rural	Ratio	68%	26%	5%	1%				
	Urban	Ratio	86%	12%	2%	0%				
	Yukon	Ratio	82%	15%	3%	0%				
Physical Development – Fine	Rural	Ratio	66%	24%	9%	1%				
	Urban	Ratio	80%	17%	3%	0%				
	Yukon	Ratio	77%	19%	4%	0%				
Physical Development – Gross	Rural	Ratio	62%	29%	7%	1%				
	Urban	Ratio	76%	20%	3%	0%				
	Yukon	Ratio	74%	22%	4%	0%				

EYE assessment not administered due to COVID-19.

3.2.2 EYE-TA Student Count Ratios for 2019-20 by Self-Identification



			Fall				Spring			
			Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
Awareness of Self and Environment	YFN	Ratio	67%	23%	10%	0%				
	OA	Ratio	85%	15%	0%	0%				
	non-FN	Ratio	87%	11%	2%	0%				
Social Skills and Approaches to	YFN	Ratio	58%	29%	13%	0%				
	OA	Ratio	69%	23%	8%	0%				
	non-FN	Ratio	81%	15%	4%	0%				
Cognitive Skills	YFN	Ratio	30%	41%	29%	0%				
	OA	Ratio	54%	31%	15%	0%				
	non-FN	Ratio	73%	21%	6%	1%				
Language and Communication	YFN	Ratio	64%	29%	7%	0%				
	OA	Ratio	85%	15%	0%	0%				
	non-FN	Ratio	86%	12%	2%	0%				
Physical Development – Fine	YFN	Ratio	68%	23%	9%	0%				
	OA	Ratio	69%	23%	8%	0%				
	non-FN	Ratio	79%	18%	3%	0%				
Physical Development – Gross	YFN	Ratio	48%	42%	10%	0%				
	OA	Ratio	69%	23%	8%	0%				
	non-FN	Ratio	79%	18%	3%	1%				

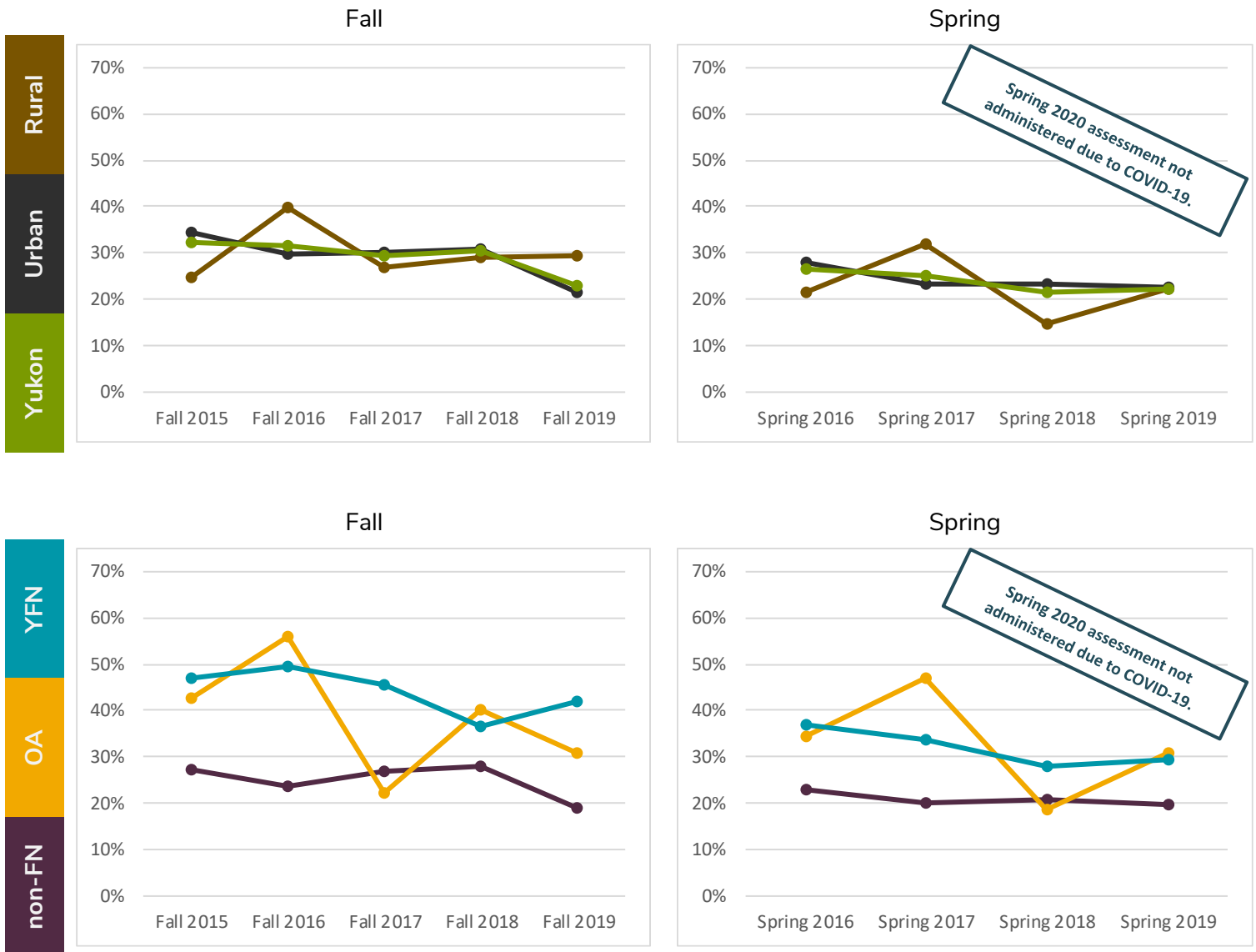
EYE assessment not administered due to COVID-19.

3.2.3 EYE-TA Students Experiencing Difficulties or Did not complete Ratios over time

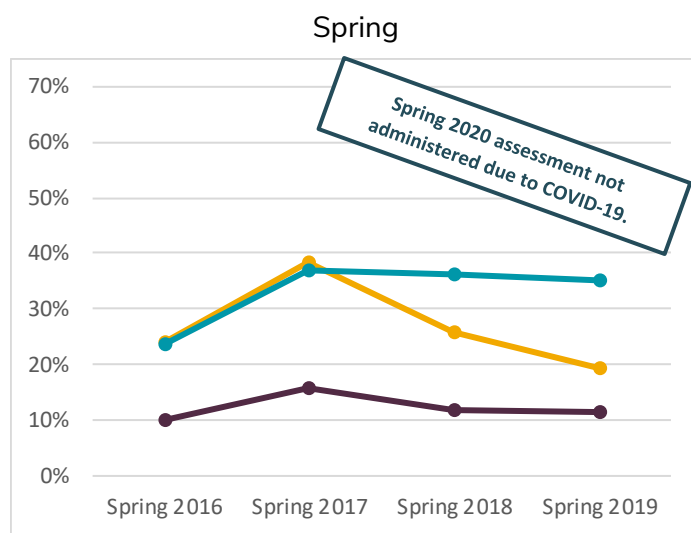
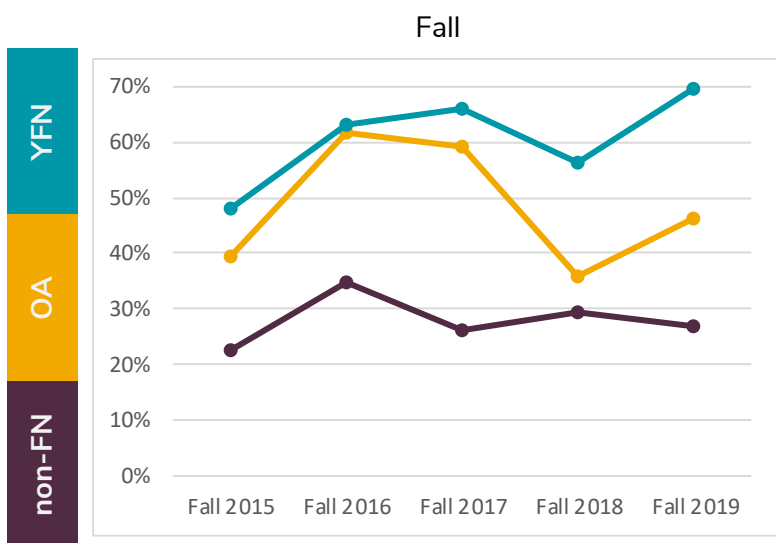
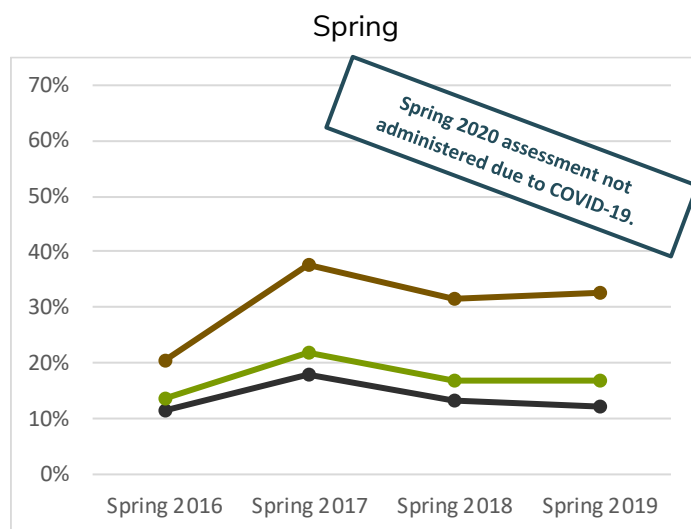
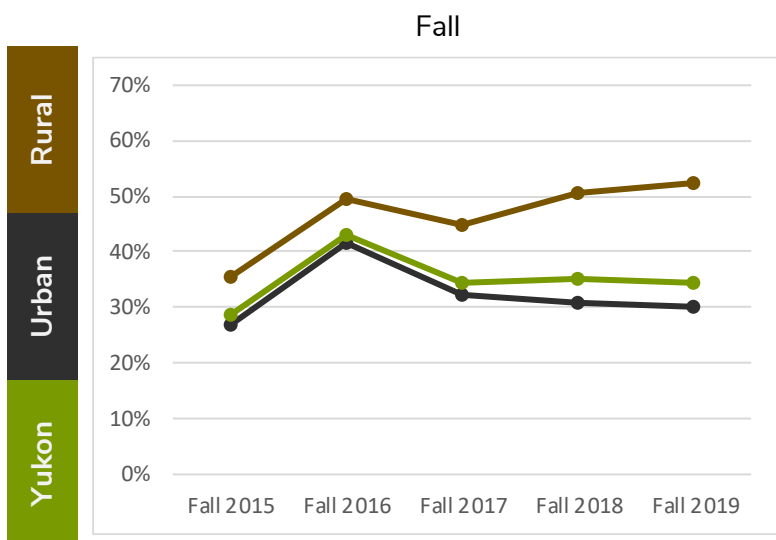
3.2.3.1 Awareness of Self and Environment



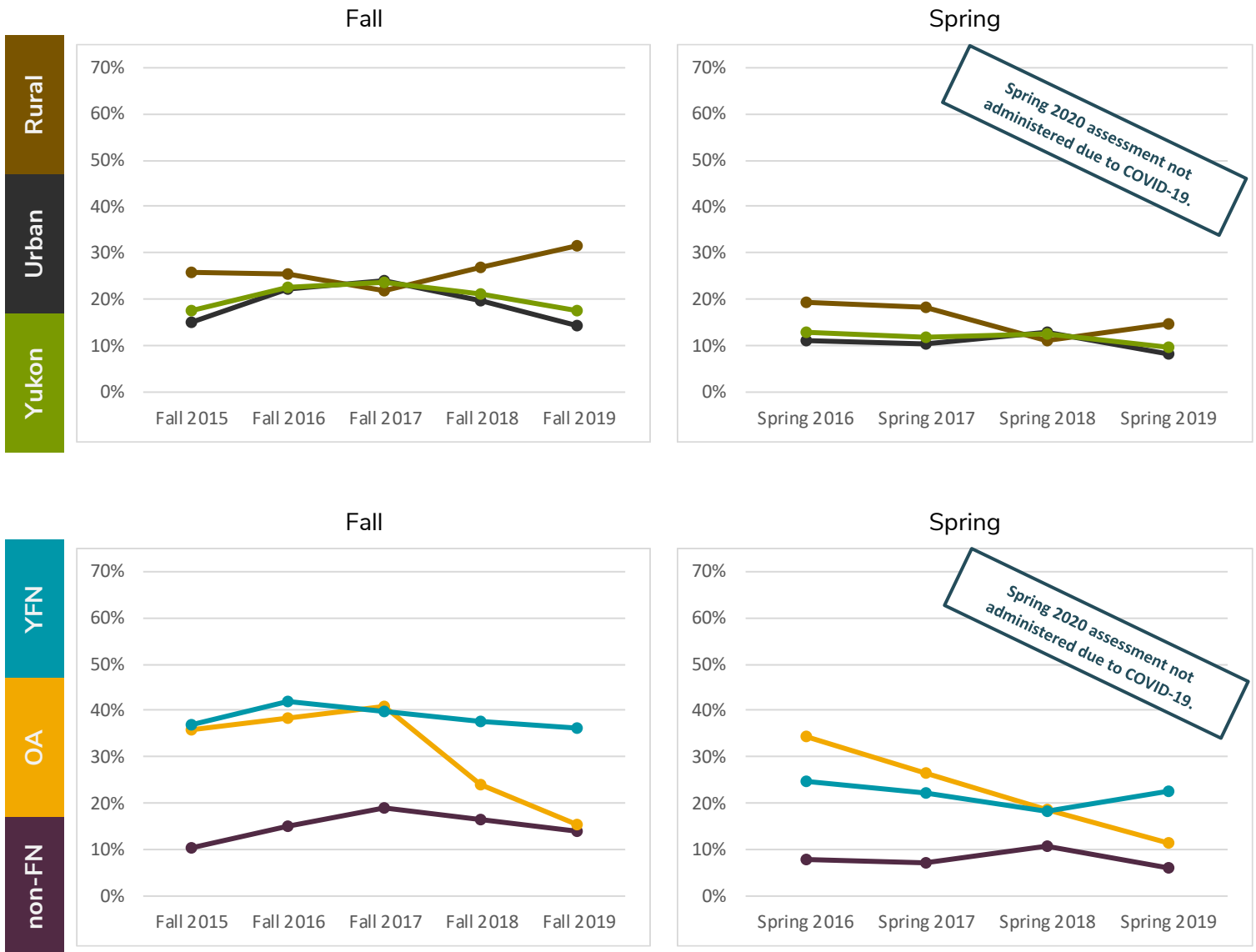
3.2.3.2 Social Skills and Approaches to Learning



3.2.3.3 Cognitive Skills



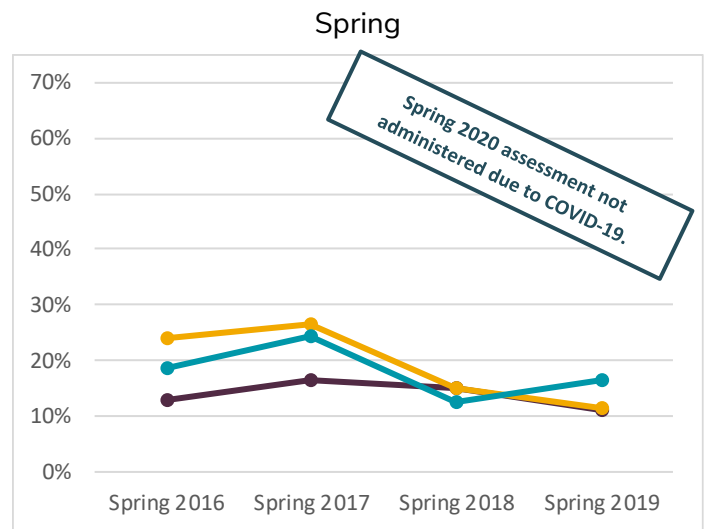
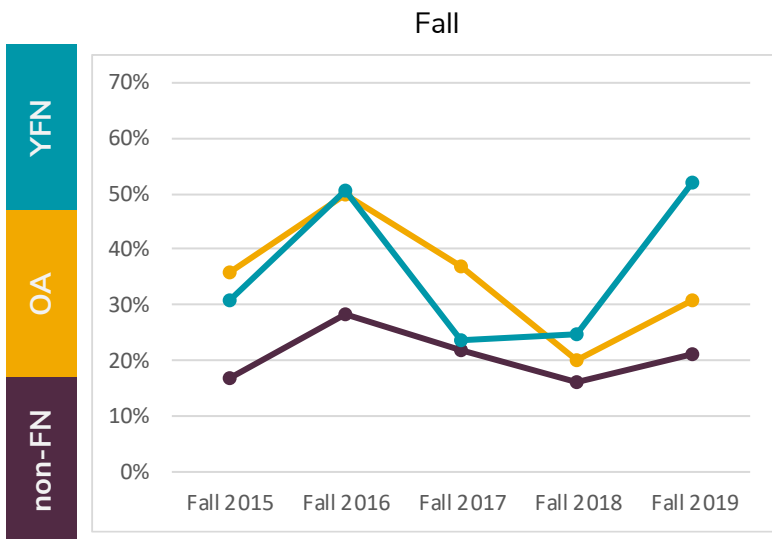
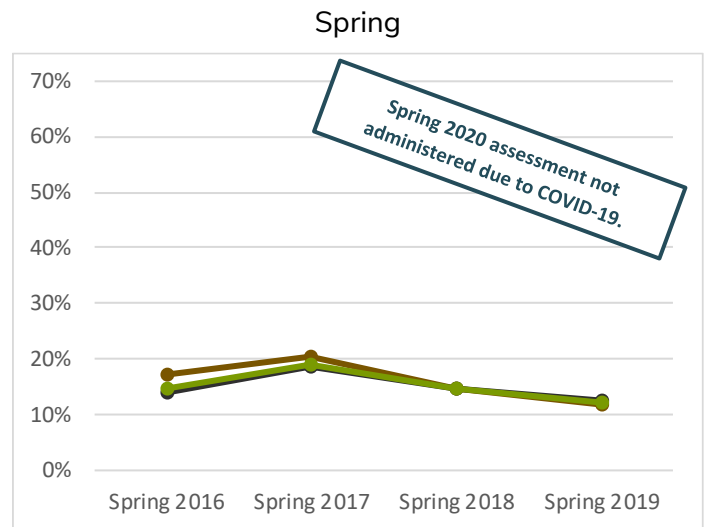
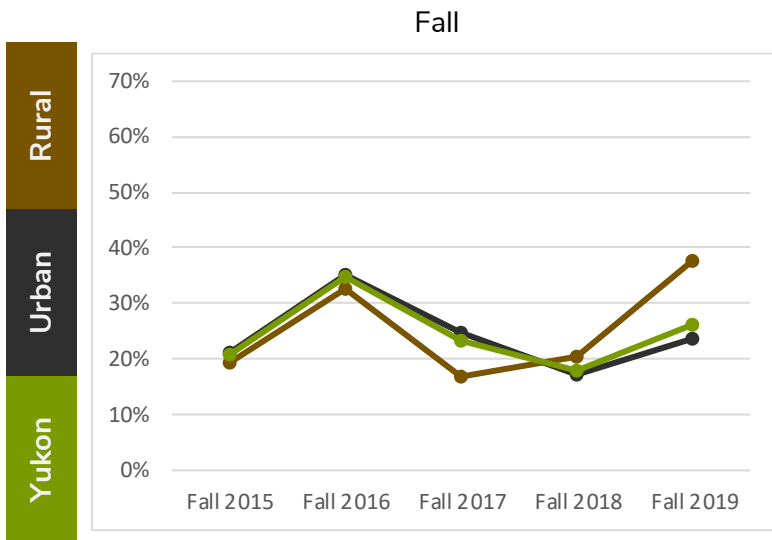
3.2.3.4 Language and Communication



3.2.3.5 Physical Development – Fine Motor



3.2.3.6 Physical Development – Gross Motor



4 Foundation Skills Assessment

The Foundation Skills Assessment (FSA) is an annual Yukon-wide assessment of all Yukon students grade 4 and 7. It assesses how well students are progressing in foundation skills of Reading, Writing, and Numeracy. The assessment is typically administered in October or November.

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.

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

Unknown: Students did not participate or were exempt.

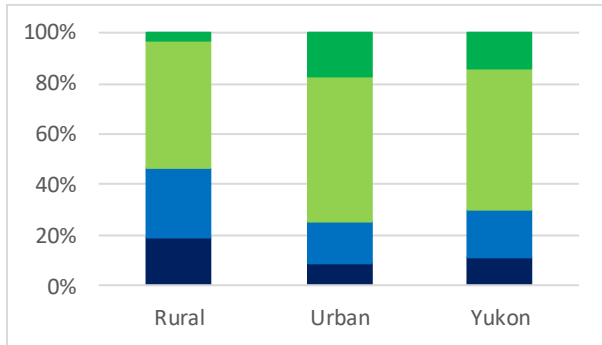
Data Source

B.C. Ministry of Education FSA datasets and Performance and Analytics Master Model.

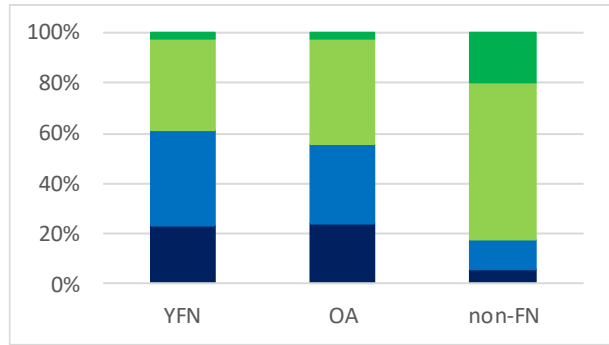
4.1 FSA Student Count Ratios for 2019-20 by Grade 4

Reading Grade 4

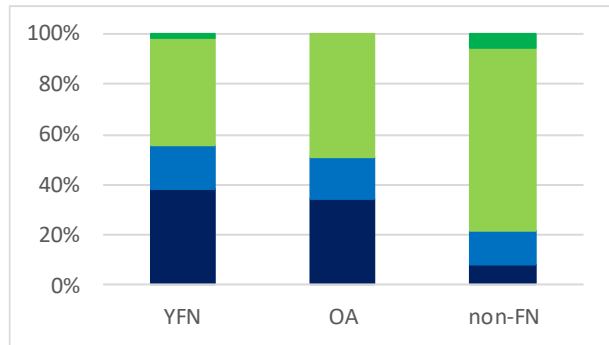
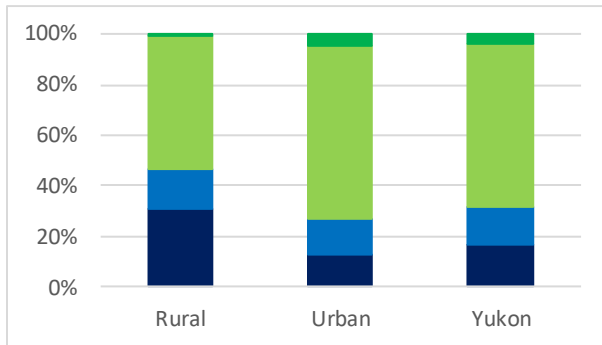
by Region and Yukon Wide



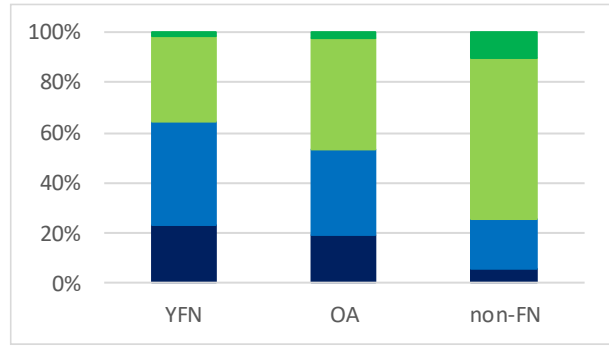
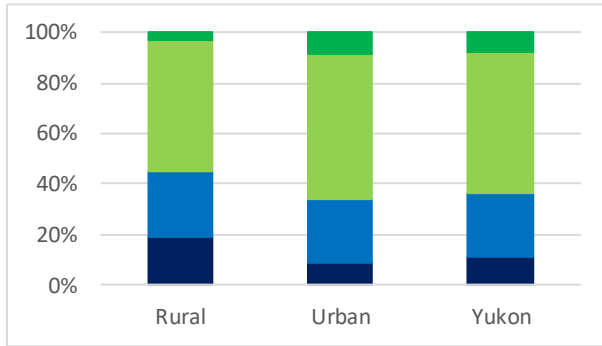
by Self-Identification



Writing Grade 4

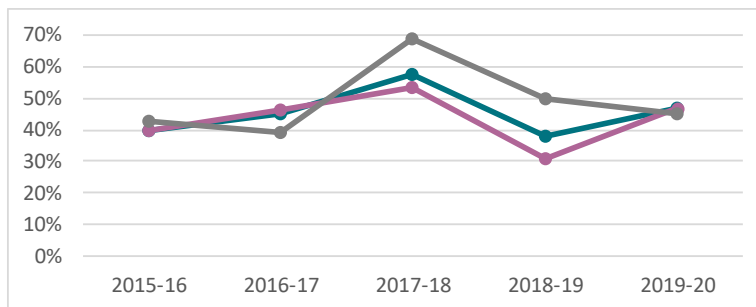


Numeracy Grade 4



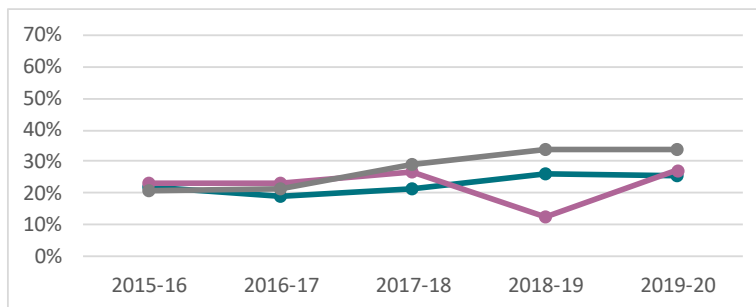
4.2 FSA Grade 4 Students with Emerging or Unknown result Ratios by Region and Yukon-Wide over time

Rural



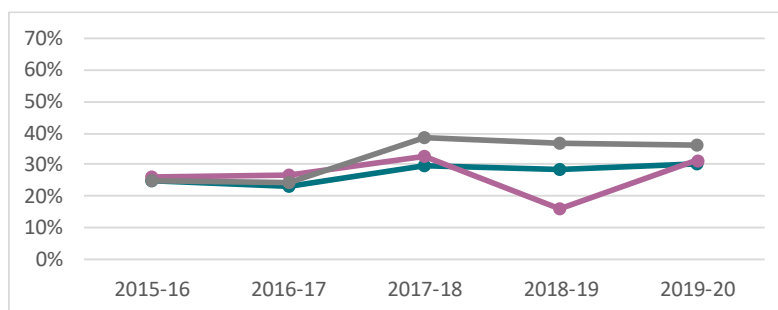
Students with Emerging or Unknown result Ratios			
	Reading	Writing	Numeracy
2015-16	40%	40%	43%
2016-17	45%	46%	39%
2017-18	57%	53%	69%
2018-19	38%	31%	50%
2019-20	47%	47%	45%

Urban



Students with Emerging or Unknown result Ratios			
	Reading	Writing	Numeracy
2015-16	22%	23%	21%
2016-17	19%	23%	21%
2017-18	22%	27%	29%
2018-19	26%	12%	34%
2019-20	26%	27%	34%

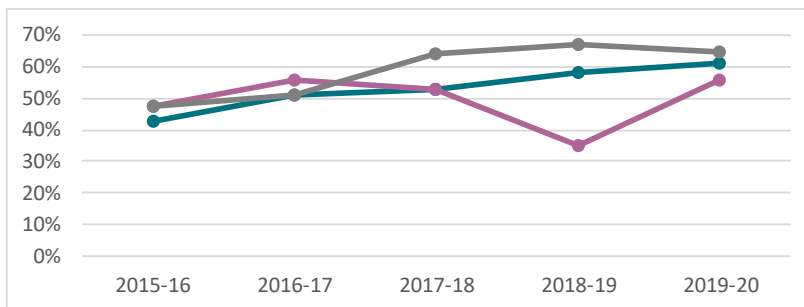
Yukon



Students with Emerging or Unknown result Ratios			
	Reading	Writing	Numeracy
2015-16	25%	26%	25%
2016-17	23%	27%	24%
2017-18	30%	33%	39%
2018-19	28%	16%	37%
2019-20	30%	31%	36%

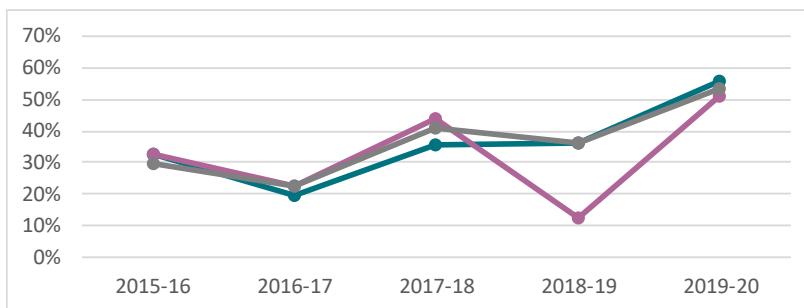
4.3 FSA Grade 4 Students with Emerging or Unknown result Ratios by Self-Identification over time

Yukon First Nations



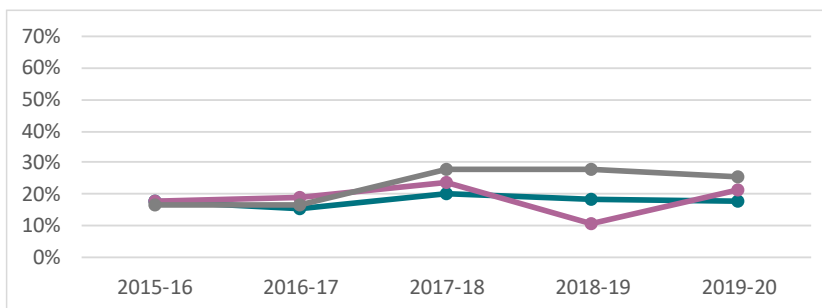
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	43%	47%	47%
2016-17	51%	56%	51%
2017-18	53%	53%	64%
2018-19	58%	35%	67%
2019-20	61%	56%	65%

Other Aboriginals



	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	32%	32%	29%
2016-17	19%	23%	23%
2017-18	35%	44%	41%
2018-19	36%	12%	36%
2019-20	56%	51%	54%

non-First Nations

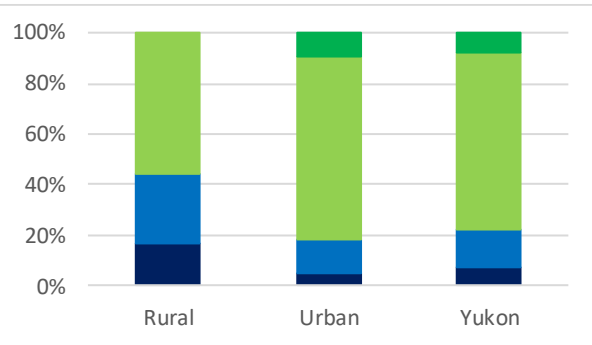


	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	18%	18%	16%
2016-17	16%	19%	17%
2017-18	20%	23%	28%
2018-19	18%	11%	28%
2019-20	18%	21%	25%

4.4 FSA Student Count Ratios for 2019-20 by Grade 7

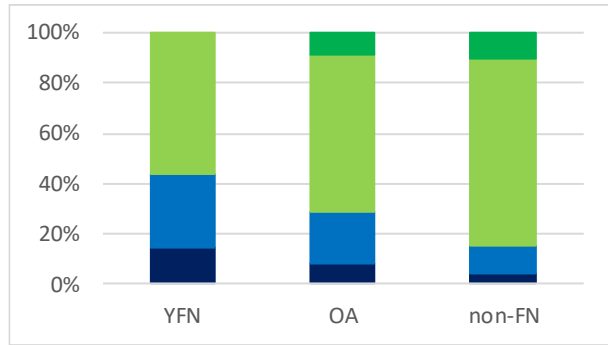
Reading Grade 7

by Region and Yukon Wide



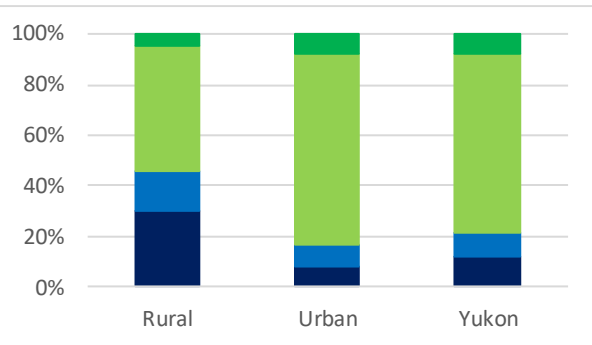
	Extending	On Track	Emerging	Unknown
Rural	0%	56%	27%	17%
Urban	9%	73%	13%	5%
Yukon	8%	70%	15%	7%

by Self-Identification

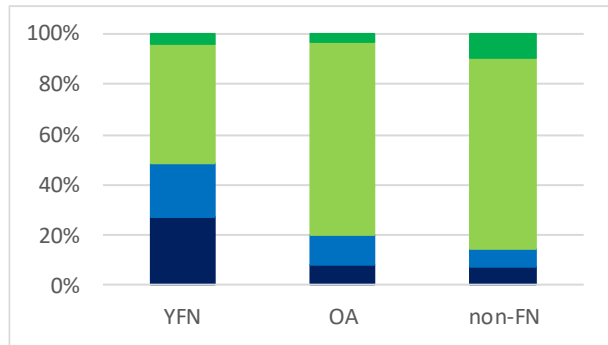


	Extending	On Track	Emerging	Unknown
YFN	0%	56%	29%	15%
OA	9%	63%	20%	9%
non-FN	10%	74%	11%	5%

Writing Grade 7

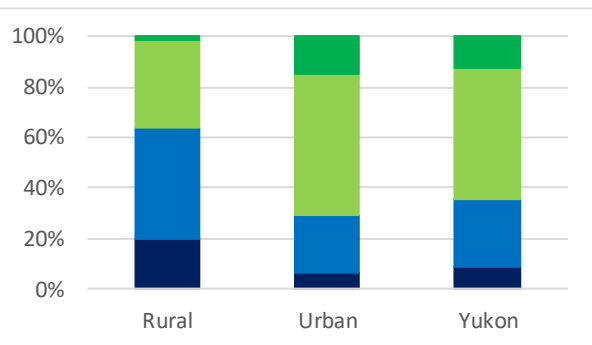


	Extending	On Track	Emerging	Unknown
Rural	4%	50%	16%	30%
Urban	8%	75%	9%	8%
Yukon	7%	71%	10%	12%

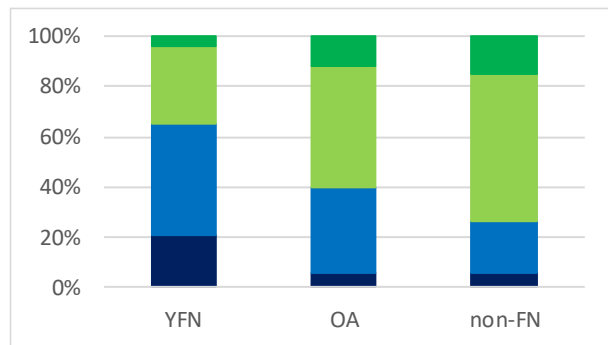


	Extending	On Track	Emerging	Unknown
YFN	3%	48%	21%	28%
OA	3%	77%	11%	9%
non-FN	9%	76%	7%	8%

Numeracy Grade 7



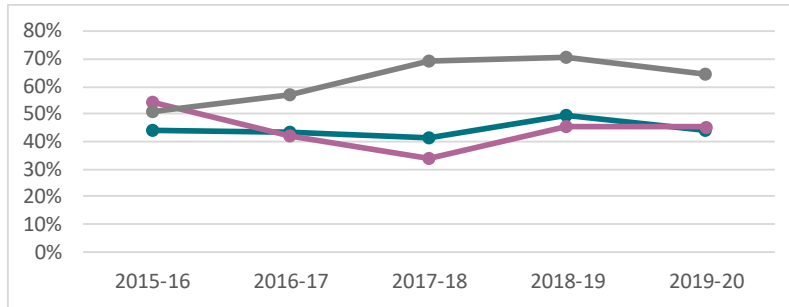
	Extending	On Track	Emerging	Unknown
Rural	1%	34%	44%	20%
Urban	15%	56%	23%	6%
Yukon	12%	52%	27%	9%



	Extending	On Track	Emerging	Unknown
YFN	3%	31%	45%	21%
OA	11%	49%	34%	6%
non-FN	15%	59%	21%	6%

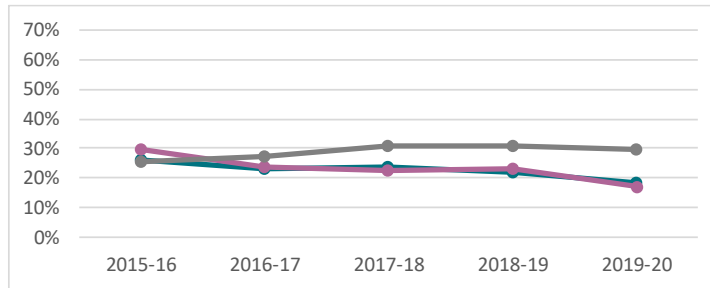
4.5 FSA Grade 7 Students with Emerging or Unknown result Ratios by Region and Yukon-Wide over time

Rural



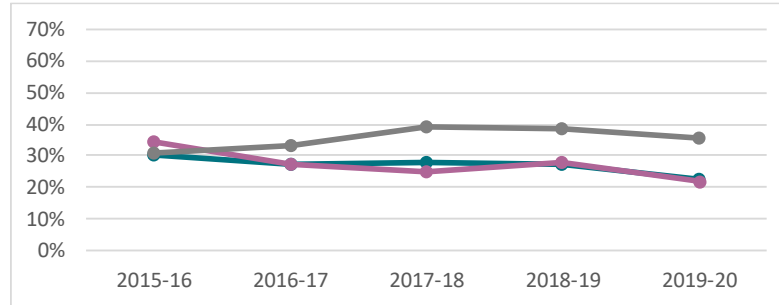
Students with Emerging or Unknown result Ratios			
	Reading	Writing	Numeracy
2015-16	44%	54%	51%
2016-17	43%	42%	57%
2017-18	41%	34%	70%
2018-19	49%	46%	71%
2019-20	44%	46%	64%

Urban



Students with Emerging or Unknown result Ratios			
	Reading	Writing	Numeracy
2015-16	26%	30%	26%
2016-17	23%	24%	27%
2017-18	24%	22%	31%
2018-19	22%	23%	31%
2019-20	18%	17%	30%

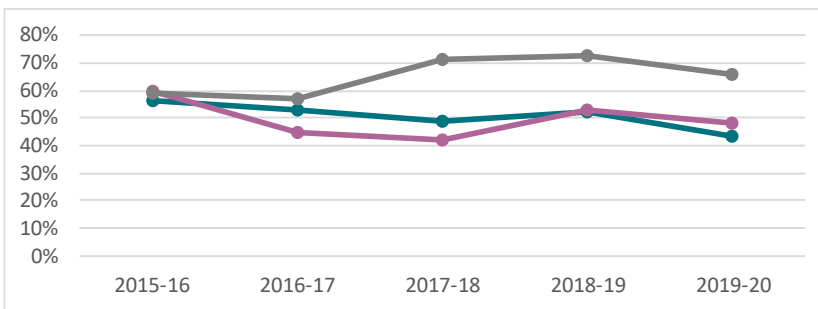
Yukon



Students with Emerging or Unknown result Ratios			
	Reading	Writing	Numeracy
2015-16	30%	35%	31%
2016-17	27%	27%	33%
2017-18	28%	25%	39%
2018-19	27%	28%	39%
2019-20	22%	22%	35%

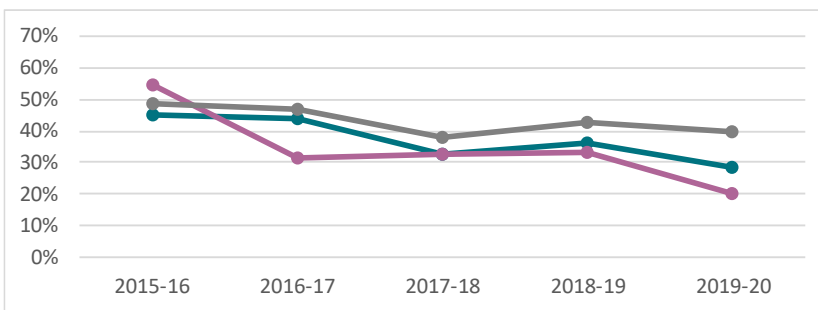
4.6 FSA Grade 7 Students with Emerging or Unknown result Ratios by Self-Identification and Yukon-Wide over time

Yukon First Nations



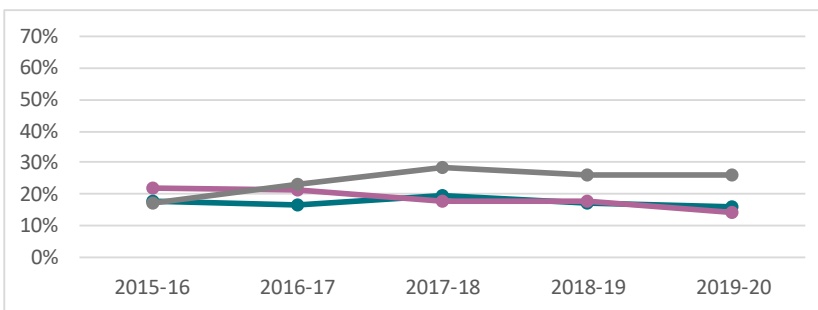
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	56%	60%	59%
2016-17	53%	45%	57%
2017-18	49%	42%	71%
2018-19	52%	53%	73%
2019-20	44%	48%	66%

Other Aboriginals



	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	45%	55%	48%
2016-17	44%	31%	47%
2017-18	32%	32%	38%
2018-19	36%	33%	42%
2019-20	29%	20%	40%

non-First Nations



	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	18%	22%	17%
2016-17	17%	21%	23%
2017-18	20%	18%	28%
2018-19	17%	18%	26%
2019-20	16%	14%	26%

5 Graduation

5.1 Grade 12 Graduation Rate

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

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.

Data Source

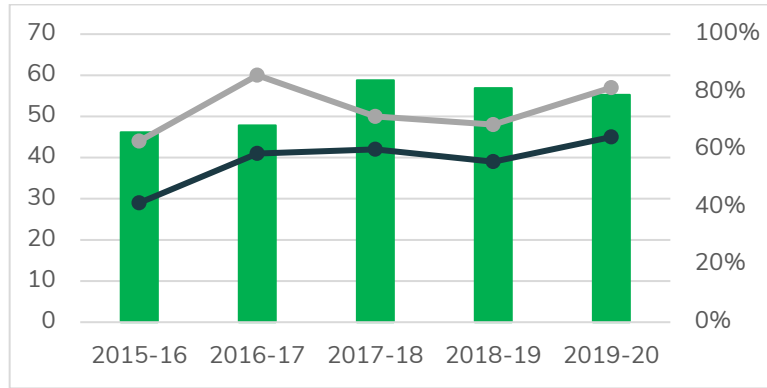
Aspen Student Information System and Performance and Analytics Master Model.

Date Stamp

Nov 15th, 2020 was the data date stamp for students in consideration.

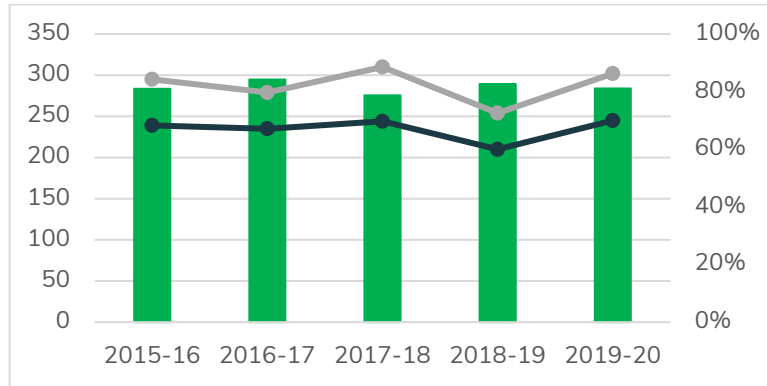
5.1.1 Dogwood Grade 12 Graduation Rate and Student Counts by Region and Yukon-Wide over time

Rural



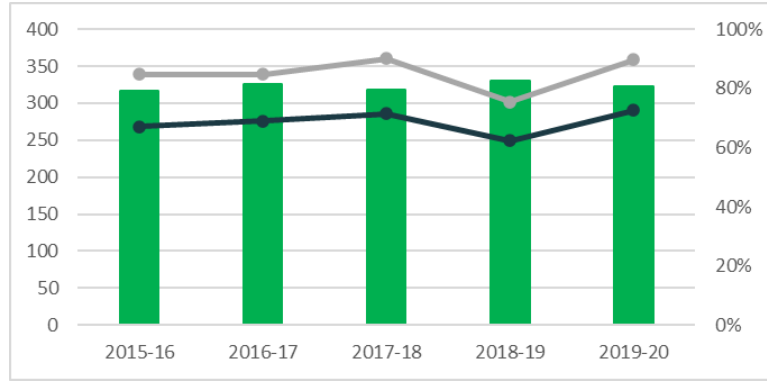
	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	29	44	66%
2016-17	41	60	68%
2017-18	42	50	84%
2018-19	39	48	81%
2019-20	45	57	79%

Urban



	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	239	295	81%
2016-17	235	279	84%
2017-18	244	310	79%
2018-19	210	254	83%
2019-20	245	302	81%

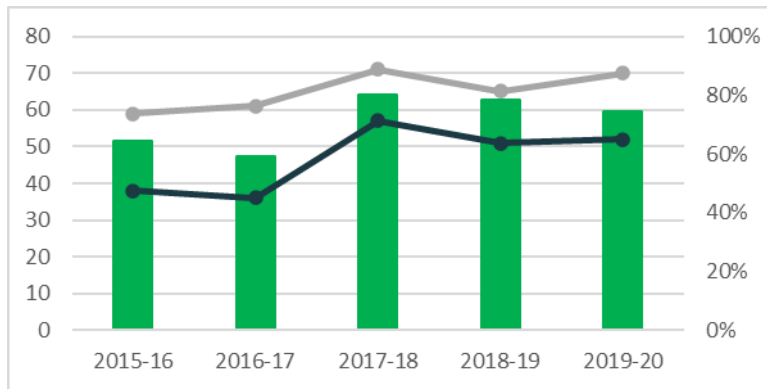
Yukon



	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	268	339	79%
2016-17	276	339	81%
2017-18	286	360	79%
2018-19	249	302	82%
2019-20	290	359	81%

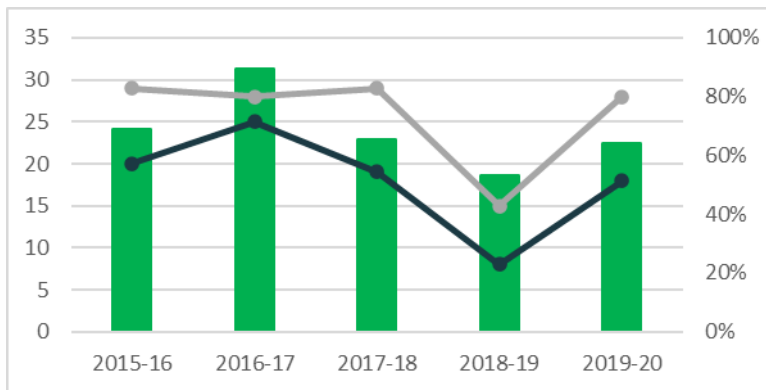
5.1.2 Dogwood Grade 12 Graduation Rate and Student Counts by Self-Identification over time

Yukon First Nations



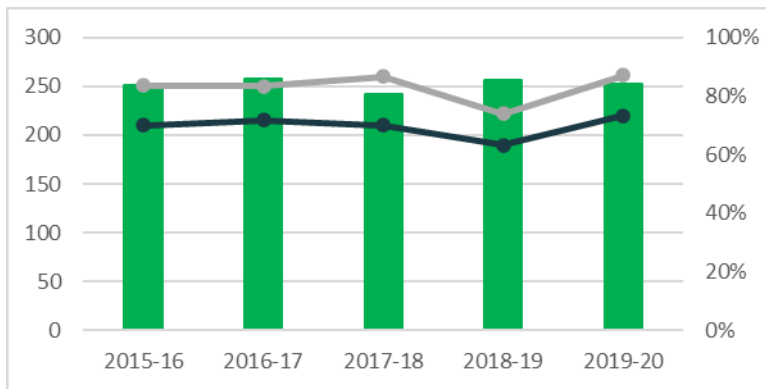
	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	38	59	64%
2016-17	36	61	59%
2017-18	57	71	80%
2018-19	51	65	78%
2019-20	52	70	74%

Other Aboriginals



	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	20	29	69%
2016-17	25	28	89%
2017-18	19	29	66%
2018-19	8	15	53%
2019-20	18	28	64%

non-First Nations



	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	210	251	84%
2016-17	215	250	86%
2017-18	210	260	81%
2018-19	190	222	86%
2019-20	220	261	84%

5.2 Six Year Graduation Rate

The six-year graduation rate examines all students who entered in Grade 8 for the first time in 2014-15 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 (2014-15 to 2019-20).

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 2014-15 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).

Data Source

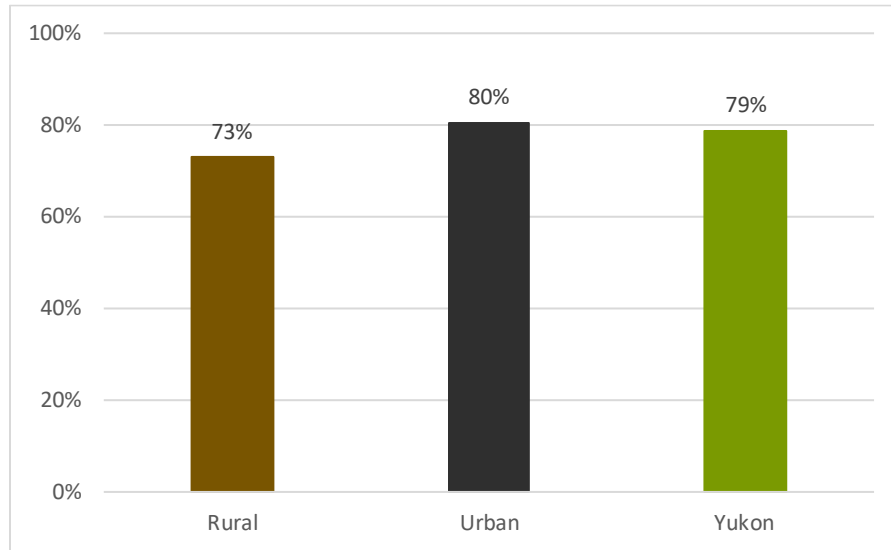
Aspen Student Information System, British Columbia Trax system and Performance and Analytics Master Model

Date Stamp

November 15th, 2020 was the data date stamp for students in consideration.

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

5.2.1 2014-15 Cohort Six-Year Graduation Rate by Region

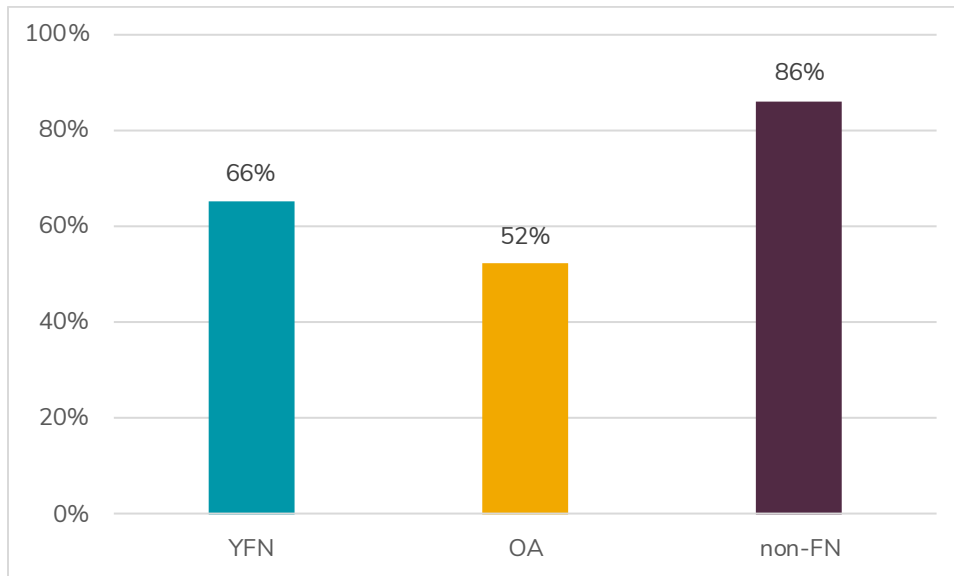


5.2.2 Number of Outmigrants

	Rural	Urban	Yukon*
Outmigrants	21	67	94

*Yukon data includes Other region but Other region is not illustrated.

5.2.3 2019-20 Cohort Six-Year Graduation Rate by Self-Identification



5.2.4 Number of Outmigrants

	YFN	OA	non-FN	Yukon
Outmigrants	14	8	72	94

6 Attendance

Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health) traditional attendance was recorded up to March 17, 2020. Thus the 2019-20 school year's absenteeism statistic is not comparable to previous years.

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 does not include absences from school related activities.

Absent days do not include days recorded for Early Learning or K4 Programs or from the Individual Learning Centre. Attendance captured at Wood Street Program is included in the urban area.

Enrolment school

Enrolment school is defined as the school a student is enrolled at (as of end of May). The distribution of students by number of absent days is determined by students grouped by "Enrolment" school. Students not enrolled as of end of May are not included in this analysis.

20 or more days absent threshold

This report focussed on students who have 20 or more days absent a school year. 20 or more days is approximately 10% of the school year.

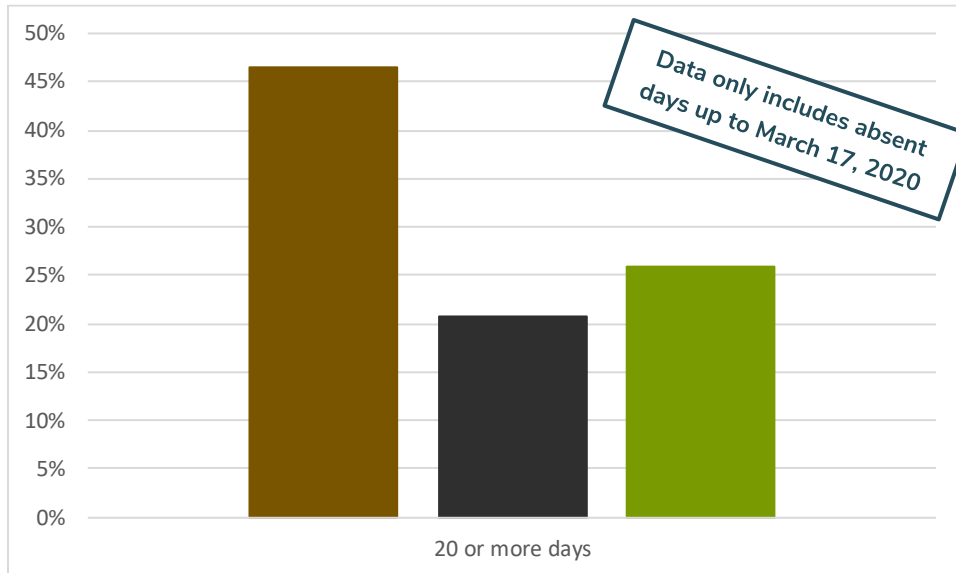
Data Source

Aspen Student Information System and Performance and Analytics Absenteeism Module.

Date Stamp

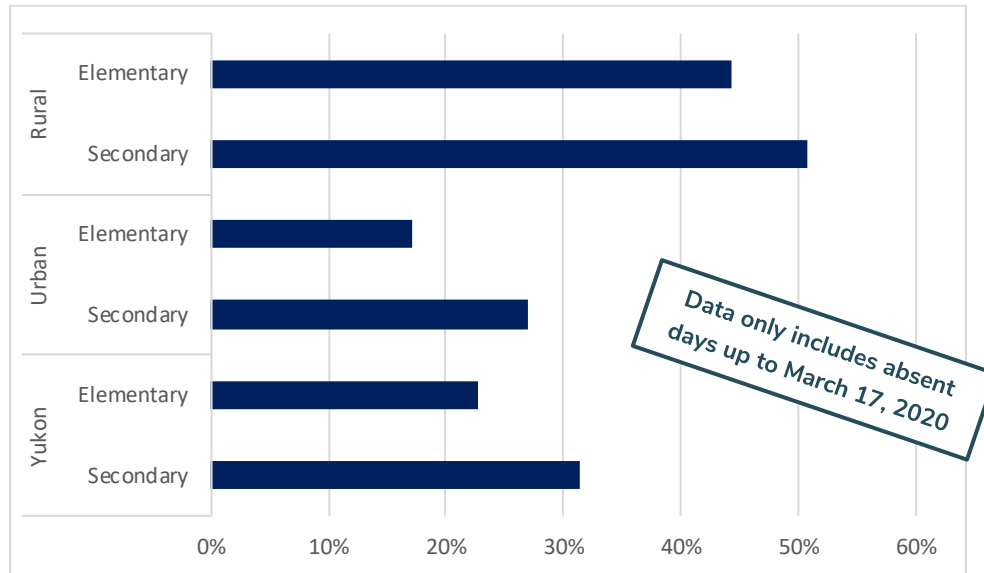
Attendance data was analyzed from data date-stamped after the completion of the school year (~July 15th). For 2019-20 attendance was analyzed from data date-stamped March 17, 2020.

6.1 20 or more days absent Student Count Ratios for 2019-20 by Region and Yukon-Wide



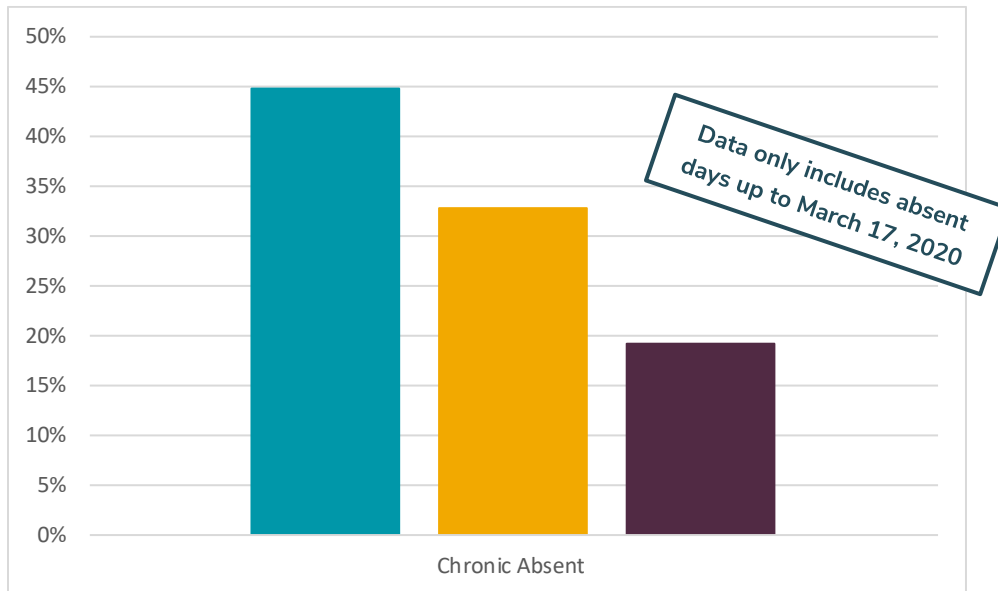
20 or more days absent	
Rural	47%
Urban	21%
Yukon	26%

6.2 20 or more days absent Student Count Ratios for 2019-20 by Grade Range, Region and Yukon-Wide



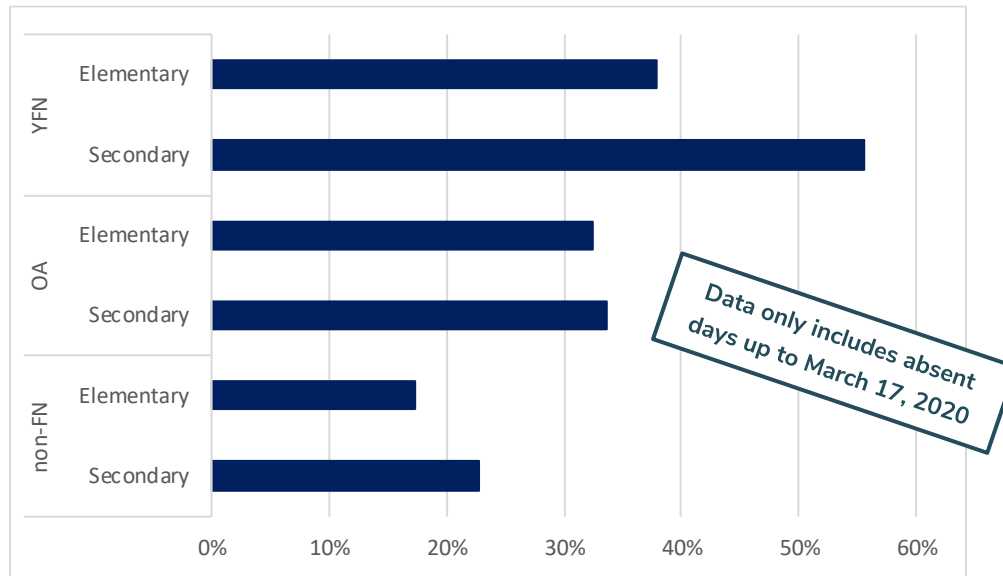
		20 or more days absent
Rural	Elementary	44%
	Secondary	51%
Urban	Elementary	17%
	Secondary	27%
Yukon	Elementary	23%
	Secondary	31%

6.3 20 or more days absent Student Count Ratios for 2019-20 by Self-Identification



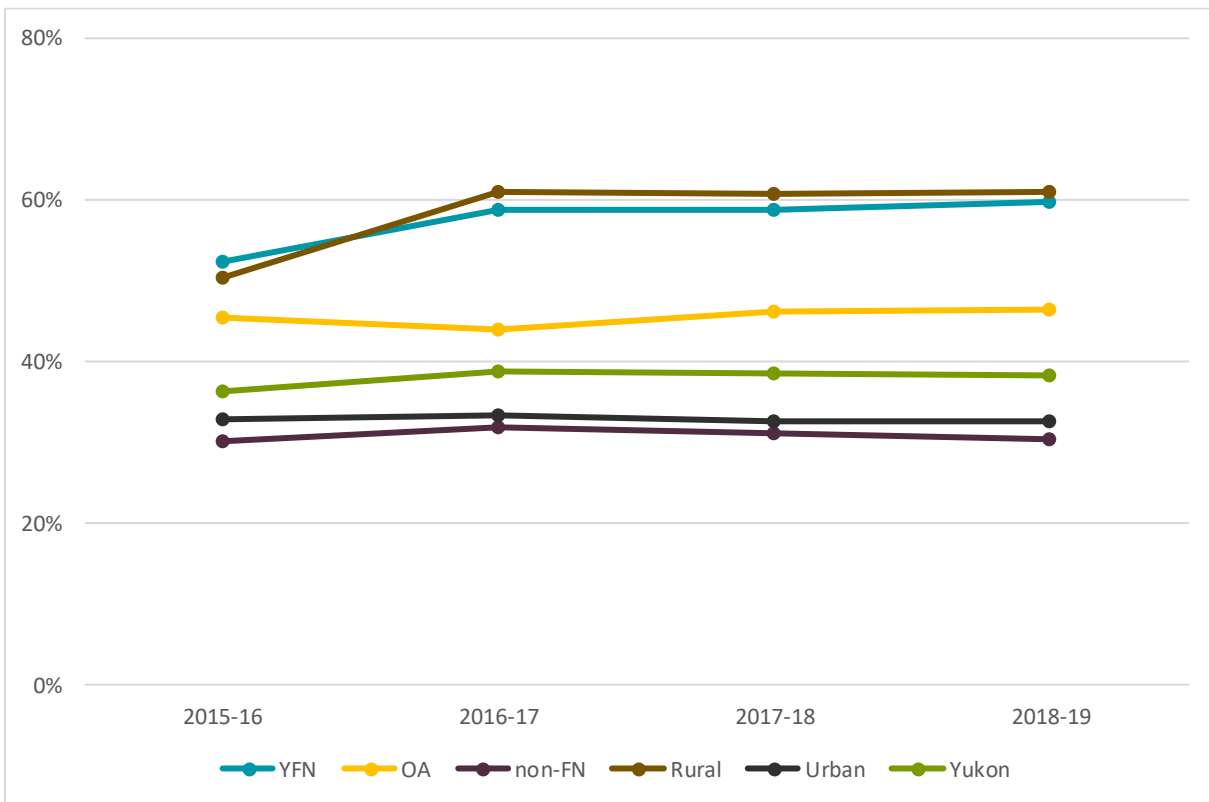
20 or more days absent	
YFN	45%
OA	33%
non-FN	19%

6.4 20 or more days absent Student Count Ratios for 2019-20 by Grade Range and Self-Identification



		20 or more days absent
YFN	Elementary	38%
	Secondary	56%
OA	Elementary	32%
	Secondary	34%
non-FN	Elementary	17%
	Secondary	23%

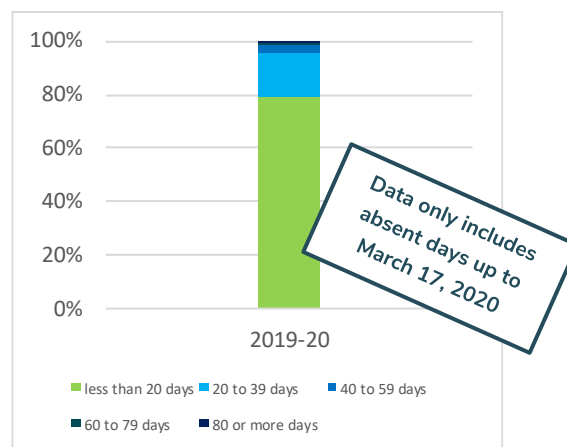
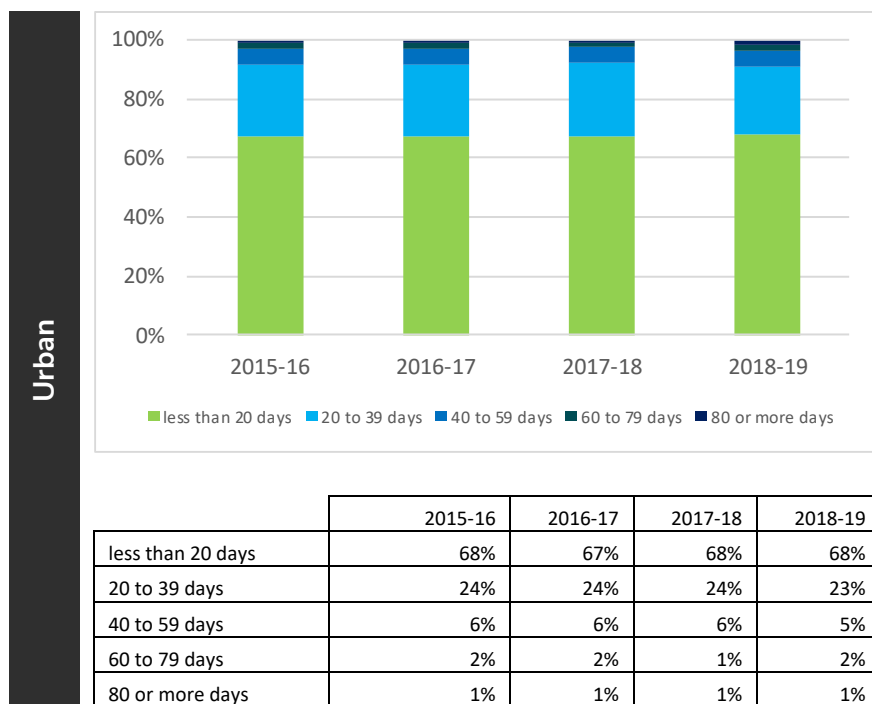
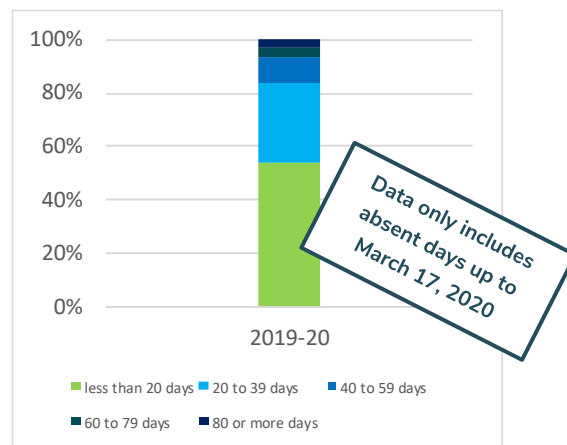
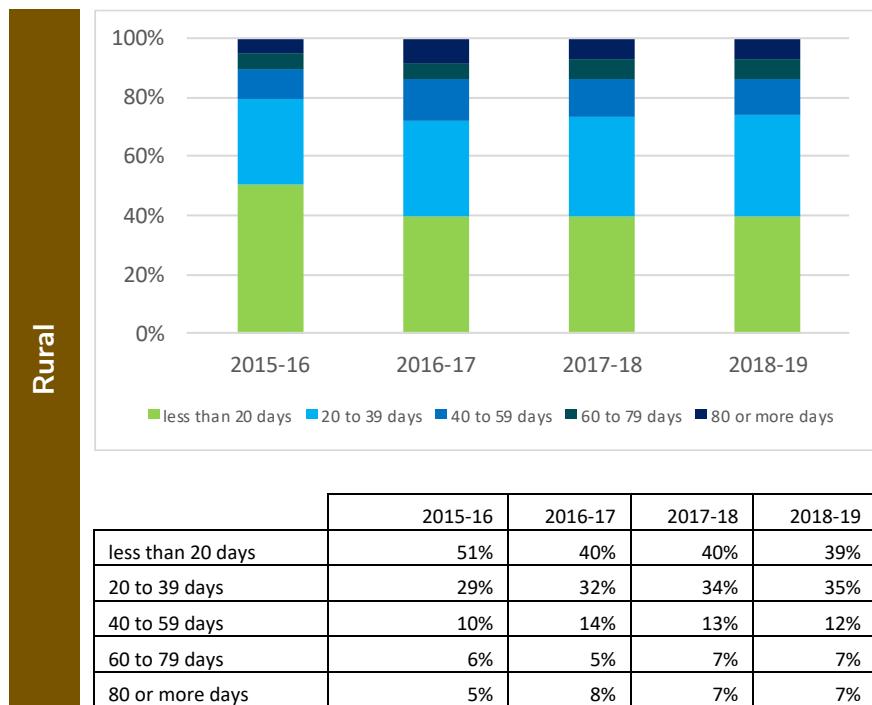
6.5 20 or more days absent Student Count Ratios over time



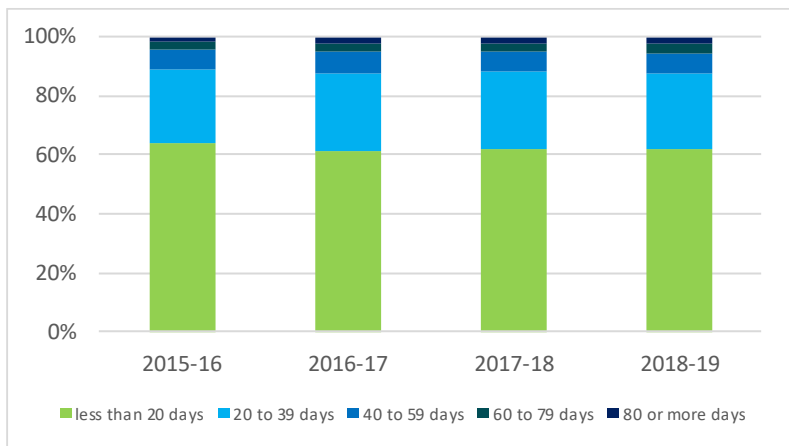
Data only includes absent days up to March 17, 2020

	2019-20
YFN	45%
OA	33%
non-FN	19%
Rural	47%
Urban	21%
Yukon	26%

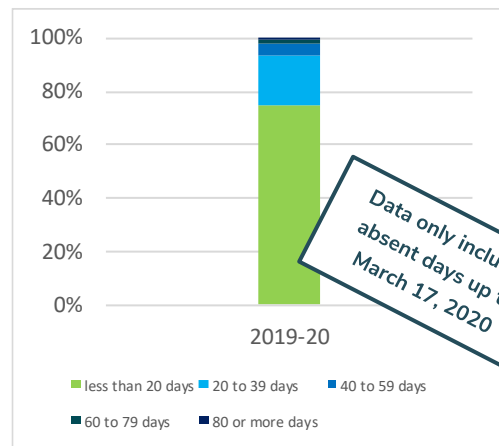
6.6 Distribution of Students by Absent Category Ratios over time



Yukon

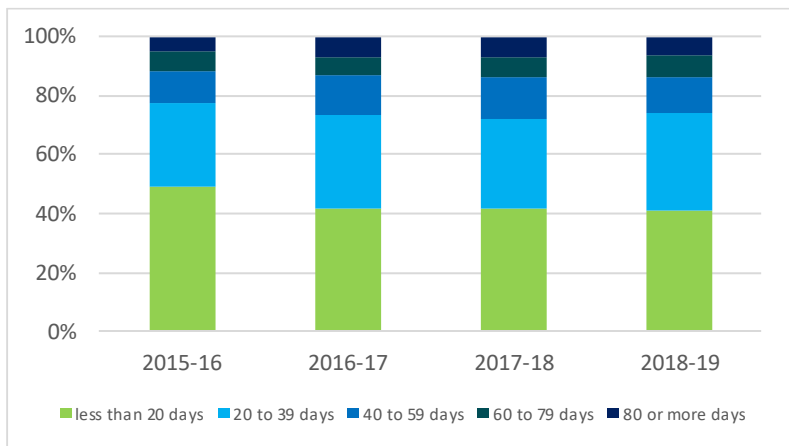


	2015-16	2016-17	2017-18	2018-19
less than 20 days	64%	62%	62%	62%
20 to 39 days	25%	26%	26%	26%
40 to 59 days	6%	7%	7%	7%
60 to 79 days	3%	3%	2%	3%
80 or more days	2%	2%	2%	2%

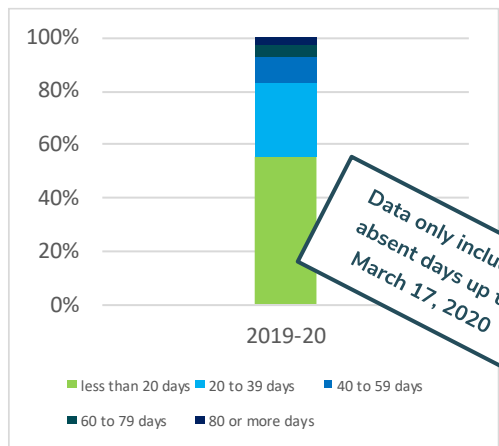


	2019-20
less than 20 days	75%
20 to 39 days	19%
40 to 59 days	4%
60 to 79 days	2%
80 or more days	1%

Yukon First Nations

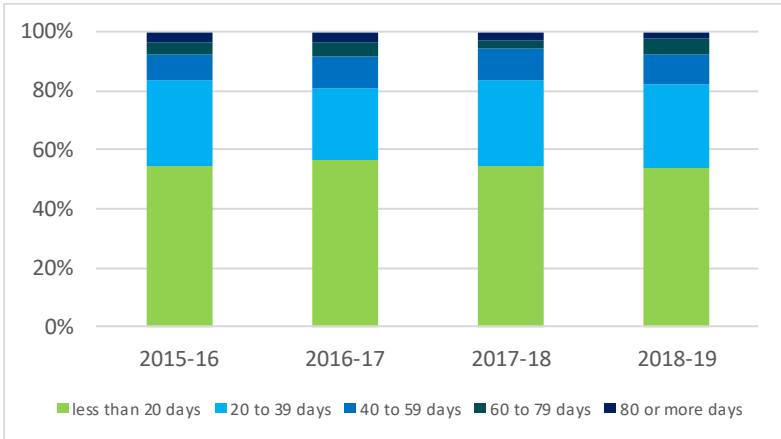


	2015-16	2016-17	2017-18	2018-19
less than 20 days	49%	42%	42%	41%
20 to 39 days	29%	31%	30%	33%
40 to 59 days	11%	14%	14%	12%
60 to 79 days	7%	6%	6%	7%
80 or more days	5%	7%	7%	7%

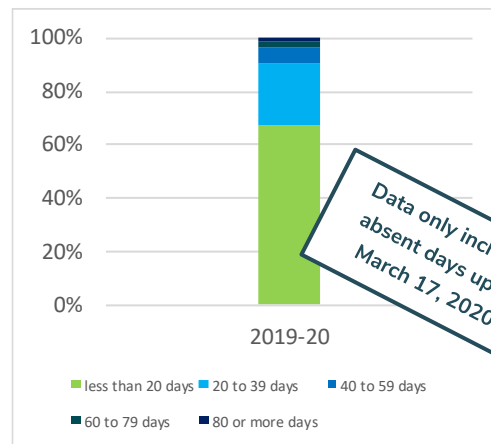


	2019-20
less than 20 days	56%
20 to 39 days	27%
40 to 59 days	10%
60 to 79 days	5%
80 or more days	3%

Other Aboriginals

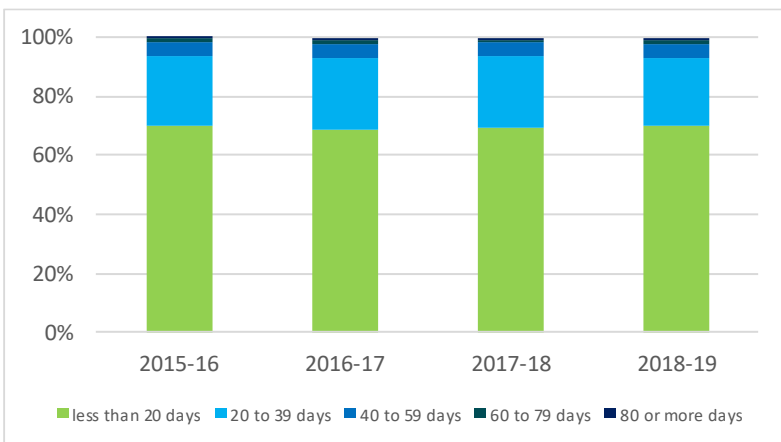


	2015-16	2016-17	2017-18	2018-19
less than 20 days	55%	56%	54%	54%
20 to 39 days	29%	24%	29%	28%
40 to 59 days	9%	11%	11%	10%
60 to 79 days	4%	5%	3%	5%
80 or more days	4%	3%	3%	2%

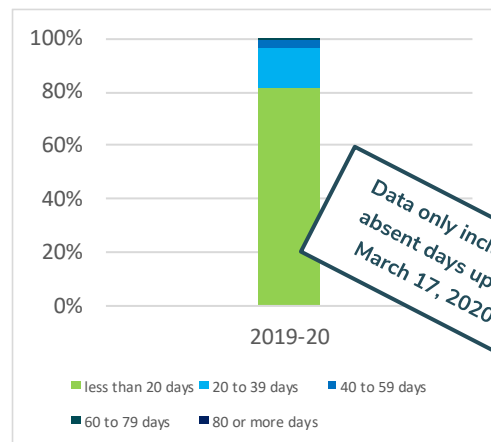


	2019-20
less than 20 days	67%
20 to 39 days	23%
40 to 59 days	5%
60 to 79 days	3%
80 or more days	1%

non-First Nations



	2015-16	2016-17	2017-18	2018-19
less than 20 days	70%	68%	69%	70%
20 to 39 days	23%	24%	25%	23%
40 to 59 days	5%	5%	4%	5%
60 to 79 days	1%	1%	1%	1%
80 or more days	0%	1%	1%	1%



	2019-20
less than 20 days	81%
20 to 39 days	16%
40 to 59 days	3%
60 to 79 days	1%
80 or more days	0%