



Yukon Wide Student Data Report

School Year 2021-22

Department of Education
Government of Yukon

March 10th, 2023



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Preface

The Yukon-Wide report provides an overview analysis of Yukon student academic performance and attendance. The report uses comparative and historic analysis of urban, rural and Yukon First Nations, Other Indigenous and non-First Nation students.

This report provides analysis of the finalized 2020-21 school year data. At the end of the school year, the data goes through a vetting process to be formally confirmed in the data analysis system. This data review and confirmation process typically takes several months from when the final data is received.

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 

This report includes all urban and rural schools but does not include distributed learning students (e. g. virtual or home schooled).

- 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 Department of Education makes small and continuous improvements to the quality of its data and analysis. 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@yukon.ca

2 Enrolment

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

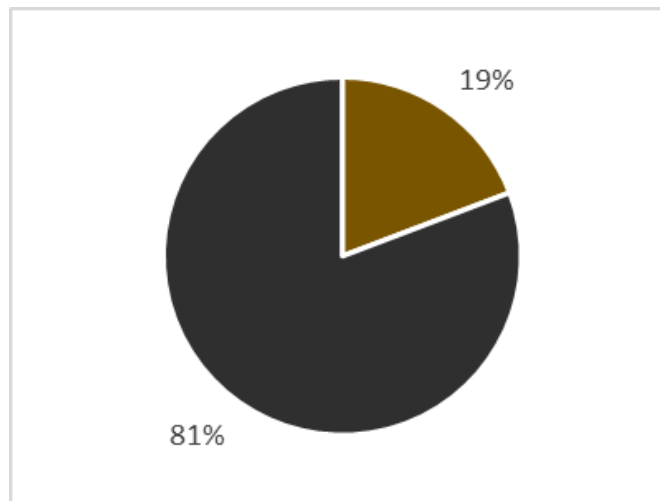
Data Source

Aspen Student Information System and Performance and Analytics enrolment module.

Date Stamp

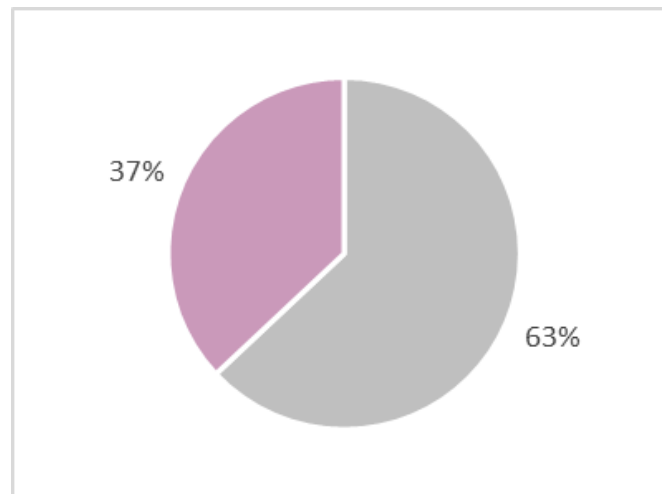
Student enrolment counts are analyzed from end-of-May data snapshots for their respective school year, unless otherwise stated.

2.1 Student Enrolment Counts for 2021-22 by Region and Yukon-Wide



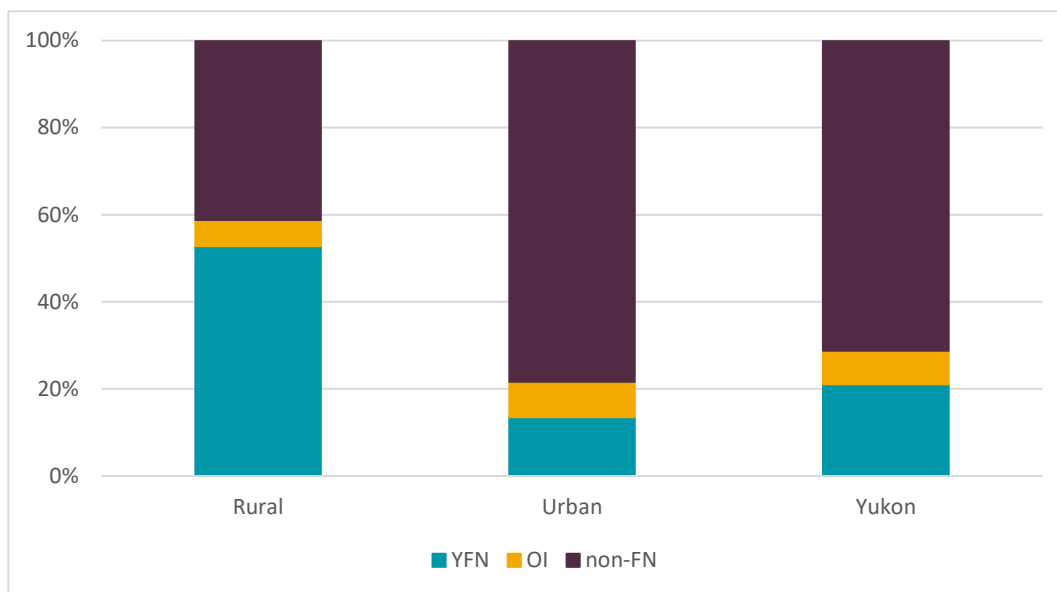
	Student Counts	Ratio
Rural	1,110	19%
Urban	4,689	81%
Yukon	5,799	100%

2.2 Student Enrolment Counts for 2021-22 by Grade Range



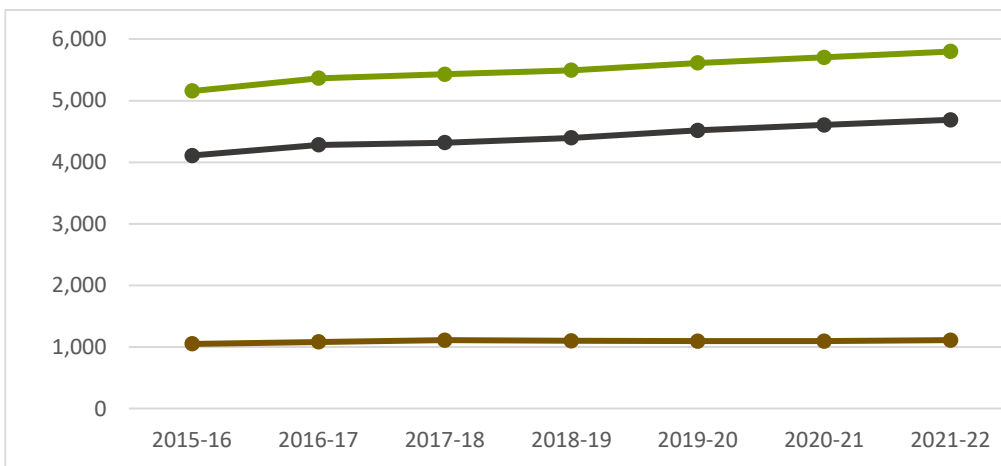
	Student Counts	Ratio
Elementary	3,656	63%
Secondary	2,143	37%
Yukon	5,799	100%

2.3 Student Enrolment Counts for 2021-22 by Self-Identification and Region



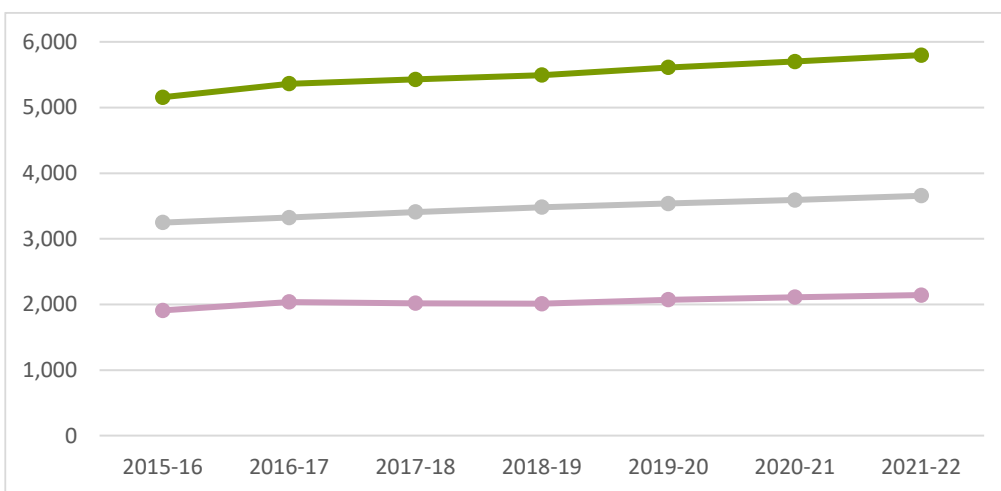
	YFN	OI	non-FN	Total	YFN	OI	non-FN
Rural	586	67	457	1,110	53%	6%	41%
Urban	634	382	3,673	4,689	14%	8%	78%
Yukon	1,220	449	4,130	5,799	21%	8%	71%

2.4 Student Enrolment Counts by Region over time



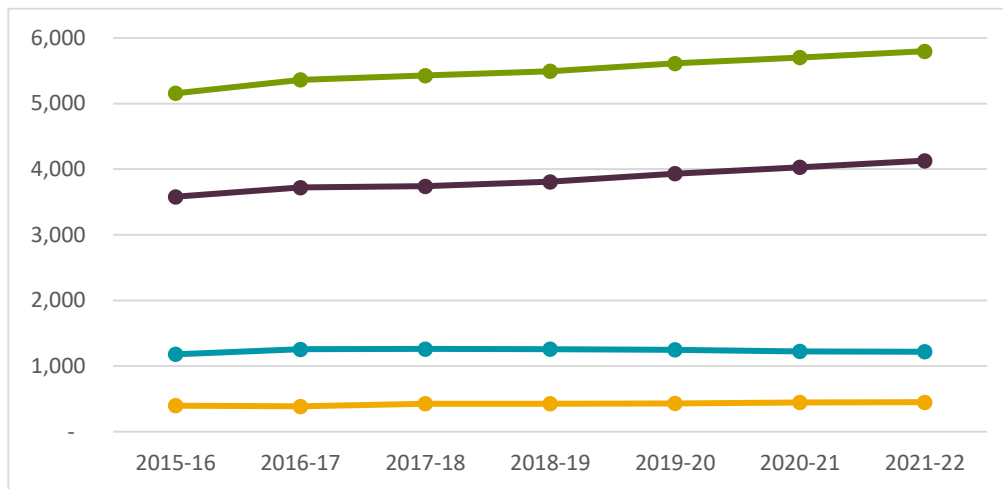
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Rural	1,050	1,081	1,111	1,099	1,094	1,096	1,110
Urban	4,108	4,282	4,318	4,395	4,518	4,606	4,689
Yukon	5,158	5,363	5,429	5,494	5,612	5,702	5,799

2.5 Student Enrolment Counts by Grade Range over time



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Elementary	3,248	3,324	3,410	3,483	3,539	3,592	3,656
Secondary	1,910	2,039	2,019	2,011	2,073	2,110	2,143
Yukon	5,158	5,363	5,429	5,494	5,612	5,702	5,799

2.6 Student Enrolment Counts by Self-Identification over time



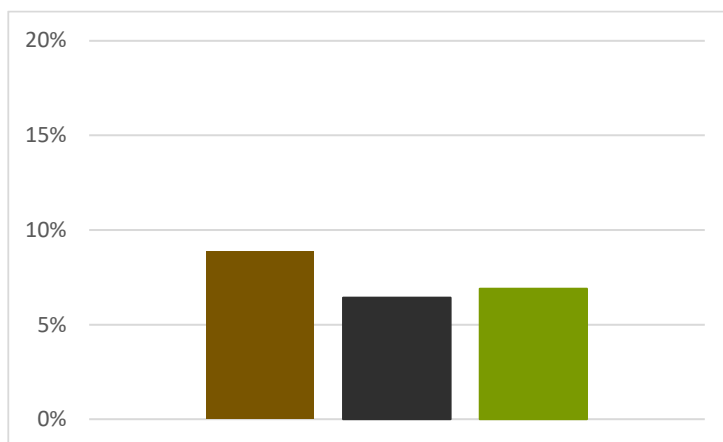
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
YFN	1,180	1,256	1,261	1,259	1,249	1,224	1,220
OI	397	385	428	426	431	447	449
non-FN	3,581	3,722	3,740	3,809	3,932	4,031	4,130
Yukon	5,158	5,363	5,429	5,494	5,612	5,702	5,799

3 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 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 daily. The IEP is to be reviewed three times a year with parents.

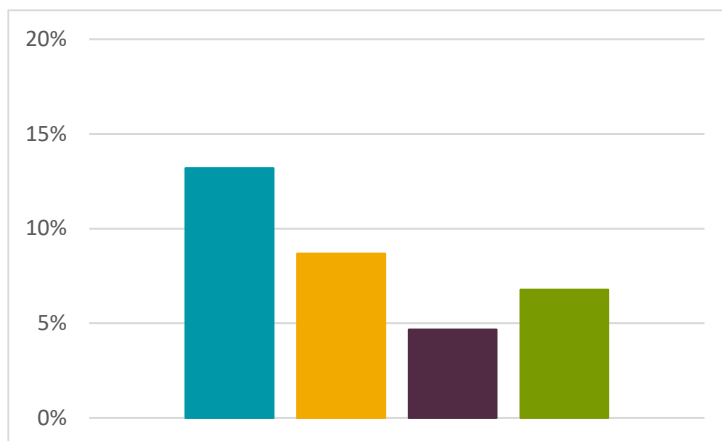
Please note that the number of IEPs varies from year to year. The goals and objectives in an IEP are revised and adjusted as the needs of a student evolve. The plan may be discontinued, in consultation with the School Based Team and guardians/caregivers, if the student is successfully accessing the curriculum and programming needs can be met otherwise.

3.1 Student IEP Count Ratios for 2021-22 by Region and Yukon-Wide



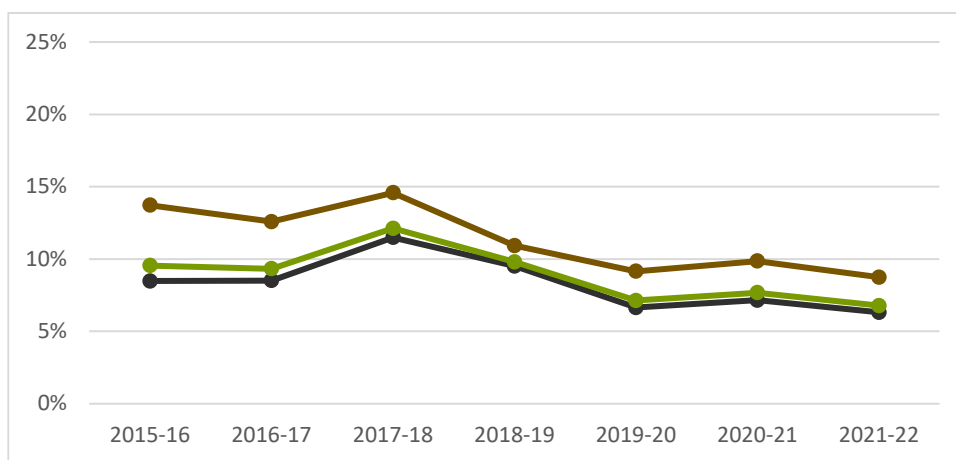
	Students on IEP	Total Students enrolled	Ratio
Rural	97	1,110	9%
Urban	296	4,689	6%
Yukon	393	5,799	7%

3.2 Student IEP Count for 2021-22 by Self-Identification



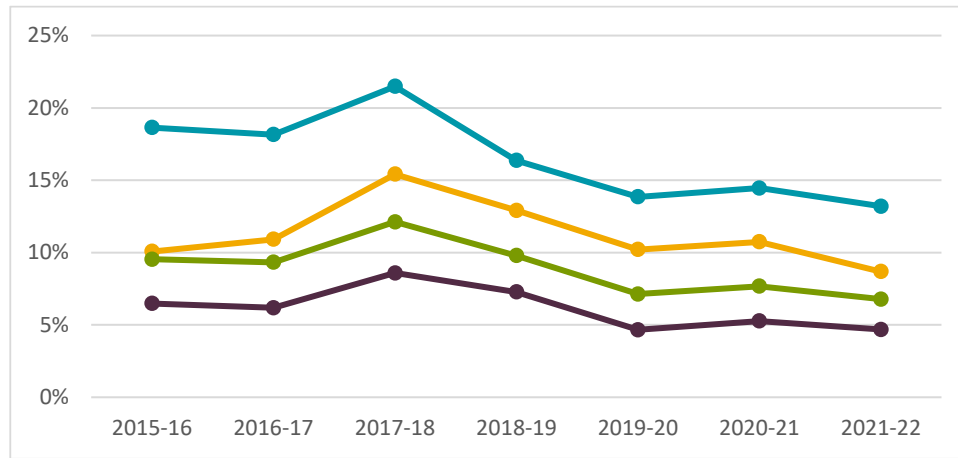
	Students on IEP	Total Students enrolled	Ratio
YFN	161	1,220	13%
OI	39	449	9%
non-FN	193	4,130	5%
Yukon	393	5,799	7%

3.3 Student IEP Ratios of all students by Region over time



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Rural	14%	13%	15%	11%	9%	10%	9%
Urban	8%	9%	11%	10%	7%	7%	6%
Yukon	10%	9%	12%	10%	7%	8%	7%

3.4 Student IEP Ratios of all students by Self-Identification over time



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
YFN	19%	18%	21%	16%	14%	14%	13%
OI	10%	11%	15%	13%	10%	11%	9%
non-FN	6%	6%	9%	7%	5%	5%	5%
Yukon	10%	9%	12%	10%	7%	8%	7%

4 Kindergarten Assessments

4.1 Boehm Test of Basic Concepts

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, between April to May.

Form E is used for pre-testing in fall and form F is used for post-testing in spring. Scoring for the fall and spring tests is 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.

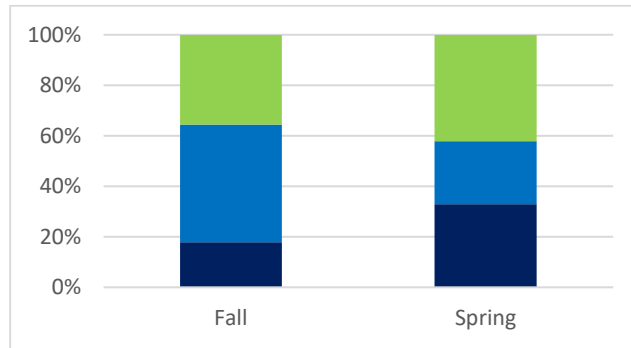
Data Source

Performance and Analytics Boehm Module.

¹ <https://www.pearsonclinical.ca/store/caassessments/en/boehm-3/Boehm-Test-of-Basic-Concepts-%7C-Third-Edition/p/P100008047.html>

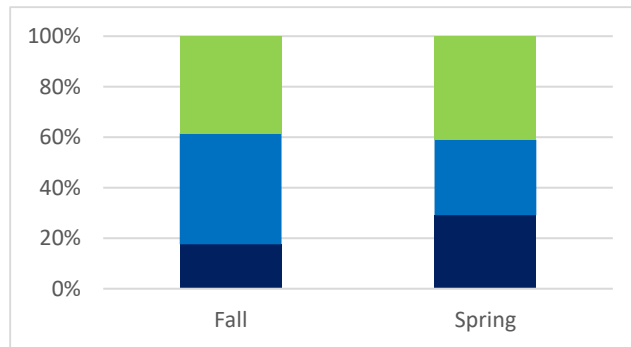
4.1.1 Boehm Student Ratios for 2021-22 by Region

Rural



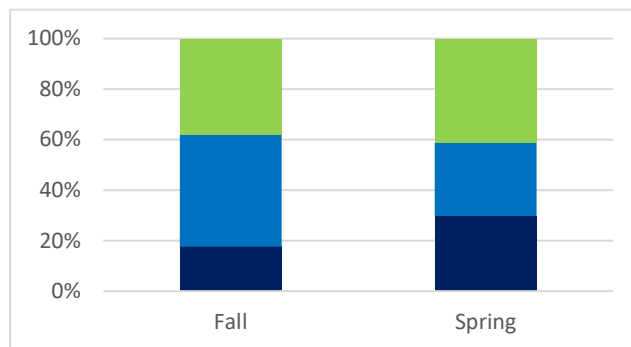
	No Concern	Classroom Intervention	Needs investigation
Fall	36%	47%	18%
Spring	42%	25%	33%

Urban



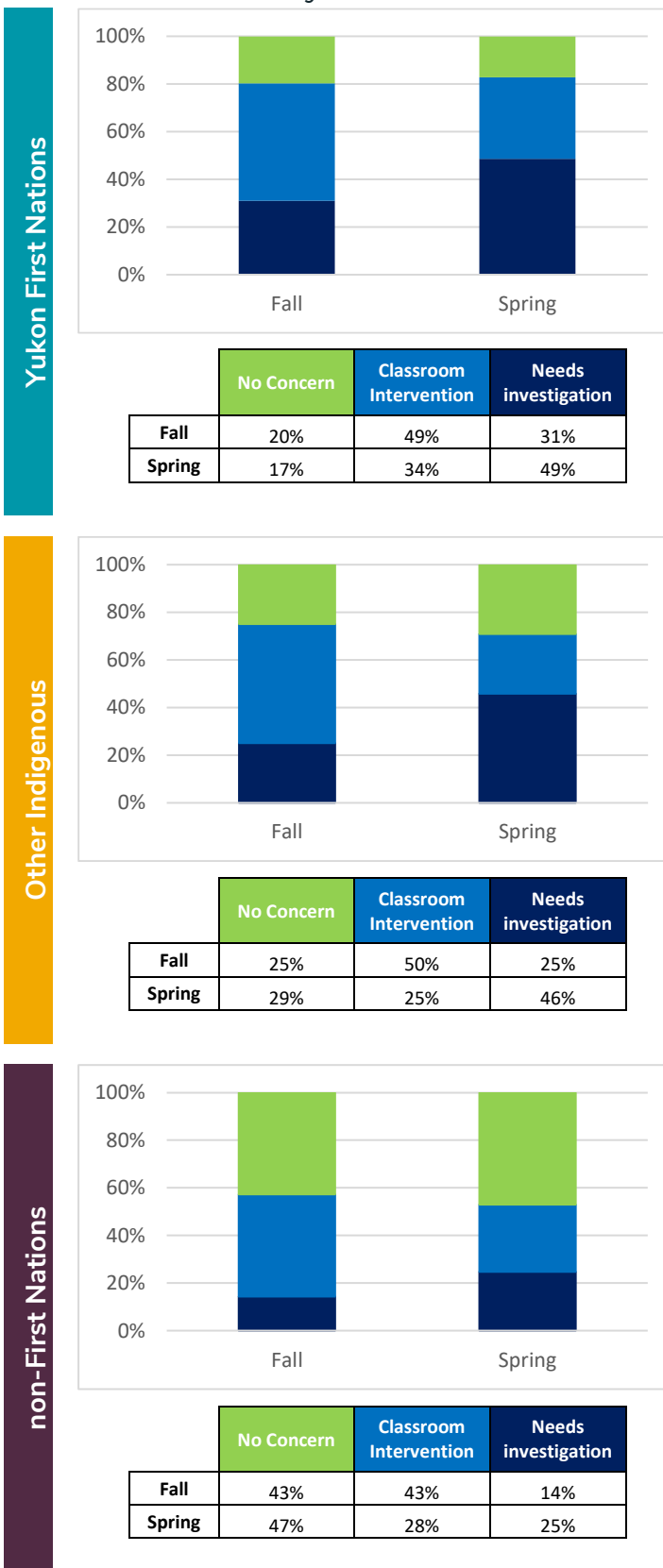
	No Concern	Classroom Intervention	Needs investigation
Fall	38%	44%	18%
Spring	41%	30%	29%

Yukon

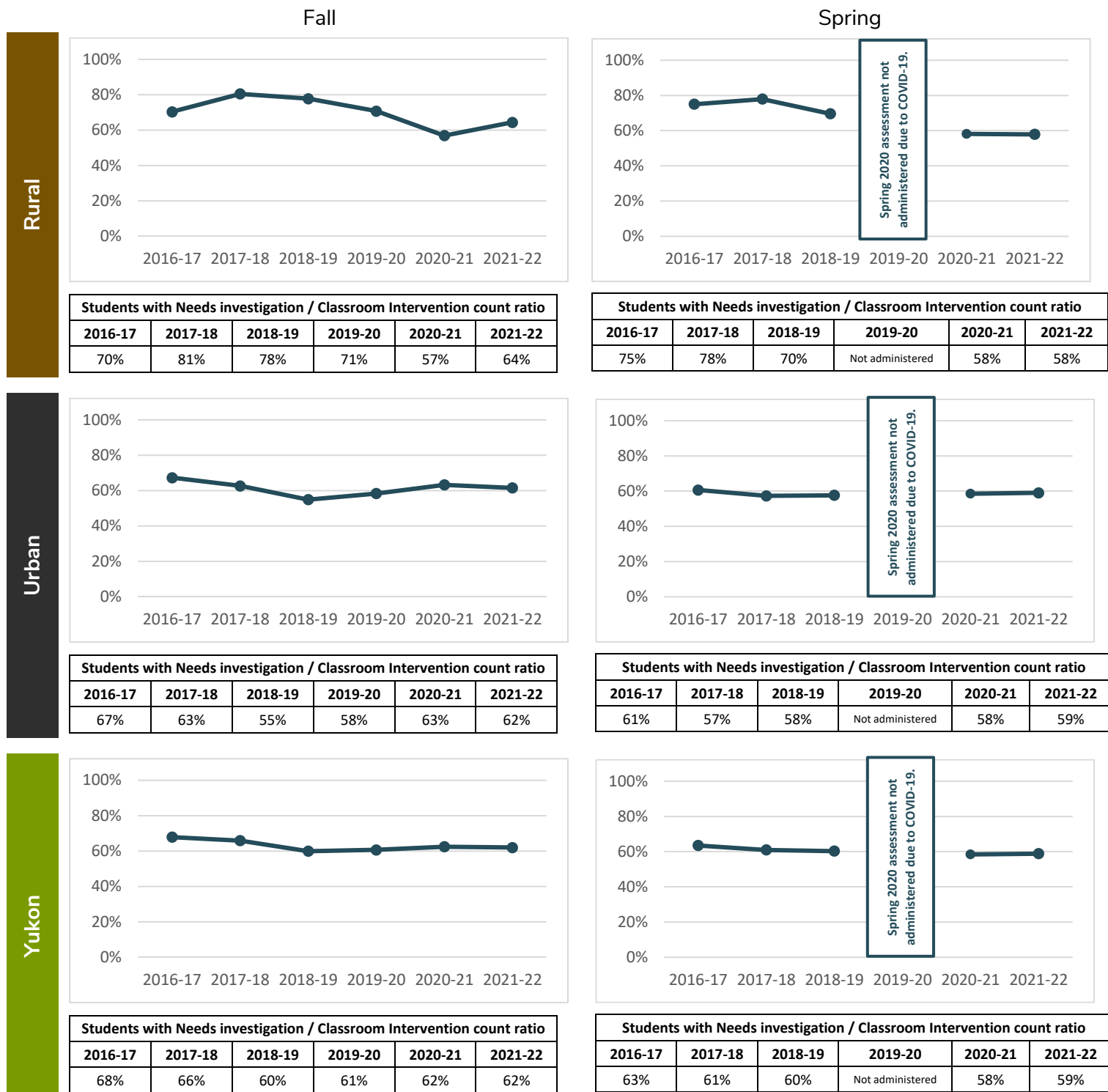


	No Concern	Classroom Intervention	Needs investigation
Fall	38%	44%	18%
Spring	41%	29%	30%

4.1.2 Boehm Student Ratios for 2021-22 by Self-Identification

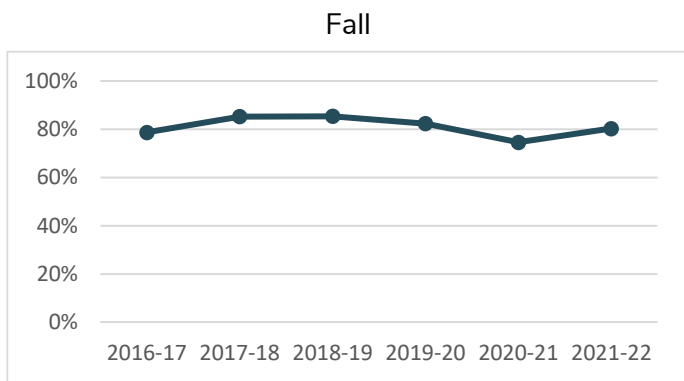


4.1.3 Boehm Students with “Needs investigation” or “Classroom Intervention” result ratio by Region over time

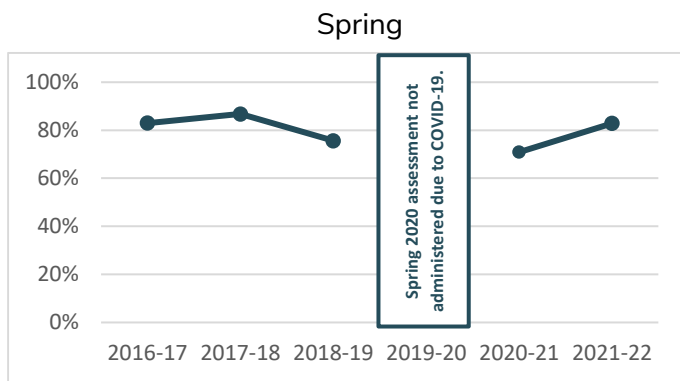


4.1.4 Boehm Students with “Needs investigation” or “Classroom Intervention” result ratio by Self-Identification over time

Yukon First Nations

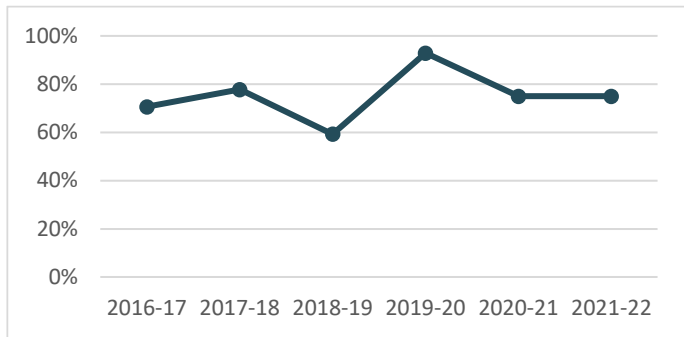


Students with Needs investigation / Classroom Intervention count ratio					
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
79%	85%	85%	82%	75%	80%

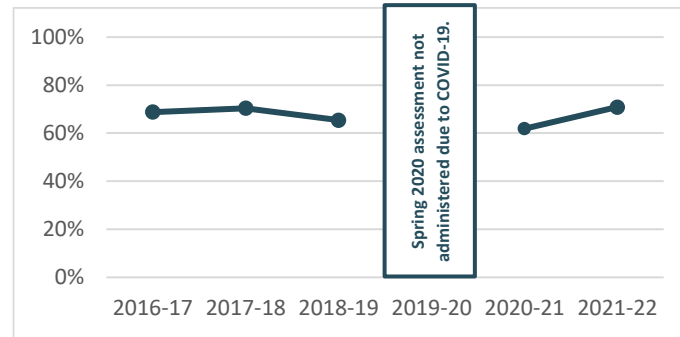


Students with Needs investigation / Classroom Intervention count ratio					
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
83%	87%	76%	Not administered	71%	83%

Other Indigenous

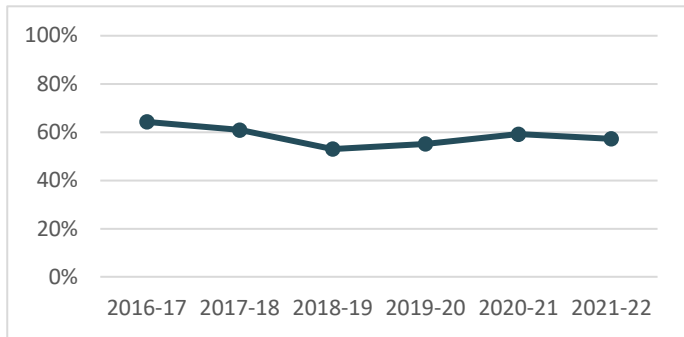


Students with Needs investigation / Classroom Intervention count ratio					
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
71%	78%	59%	93%	75%	75%

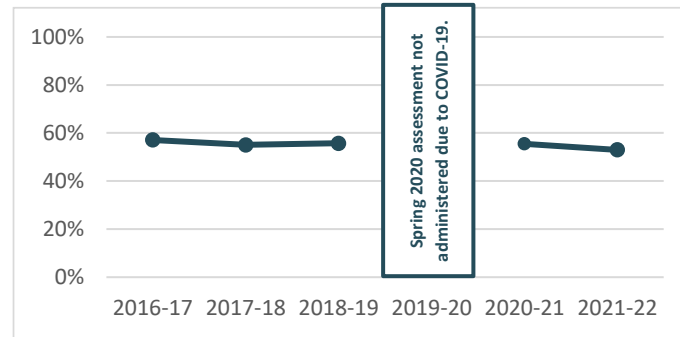


Students with Needs investigation / Classroom Intervention count ratio					
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
69%	70%	65%	Not administered	62%	71%

non-First Nation



Students with Needs investigation / Classroom Intervention count ratio					
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
64%	61%	53%	55%	59%	57%



Students with Needs investigation / Classroom Intervention count ratio					
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
57%	55%	56%	Not administered	56%	53%

4.2 Early Years Evaluation – Teacher Assessment

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:

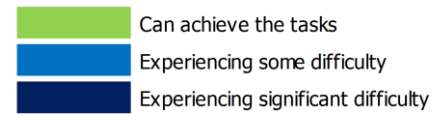
Tier 1	Can achieve the tasks in the developmental area
Tier 2	experiencing some difficulty
Tier 3	experiencing significant difficulty

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.

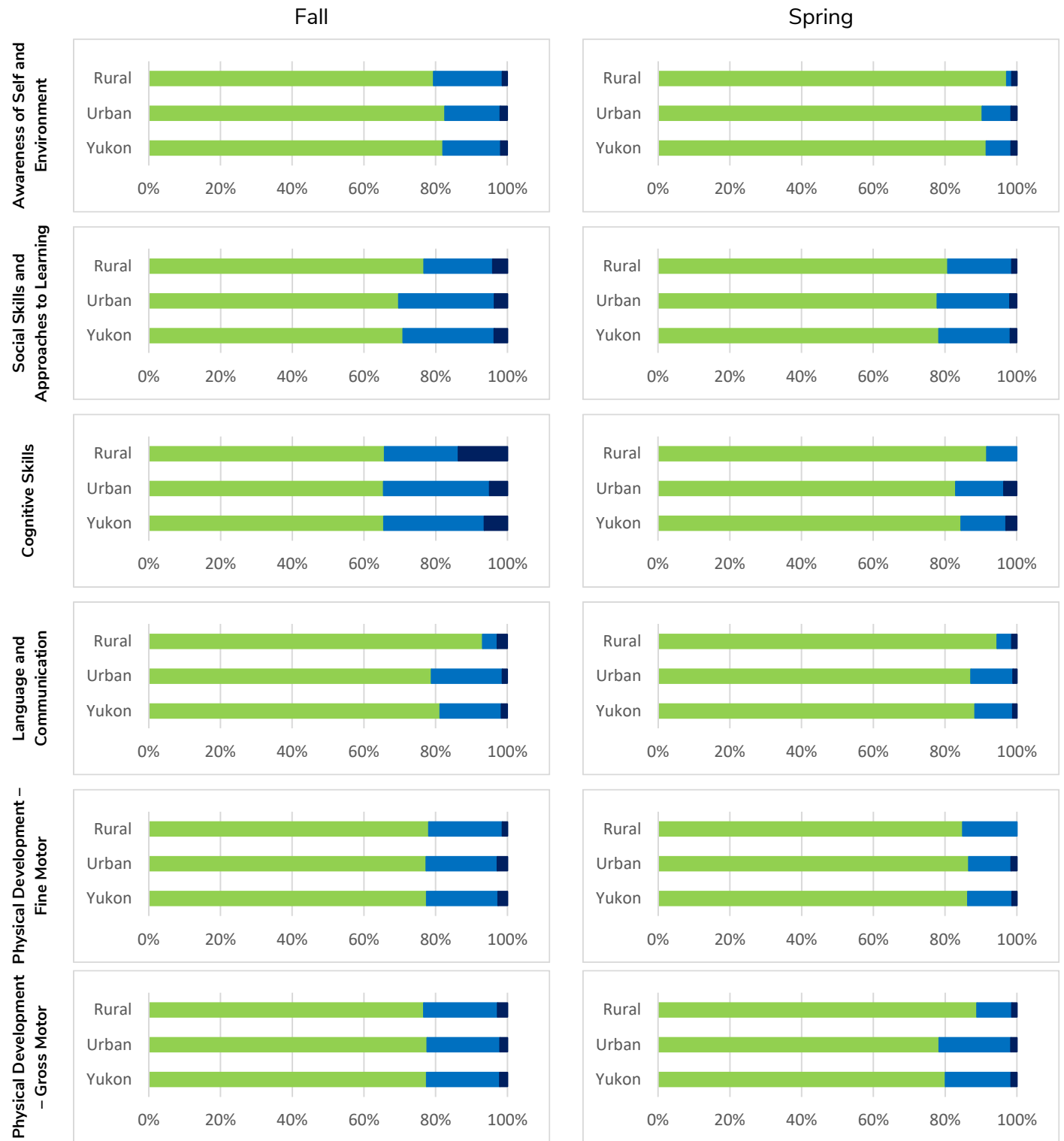
Data Source

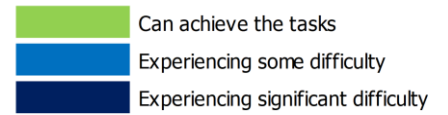
EYE-TA Test system and Performance and Analytics EYE-TA Module.

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

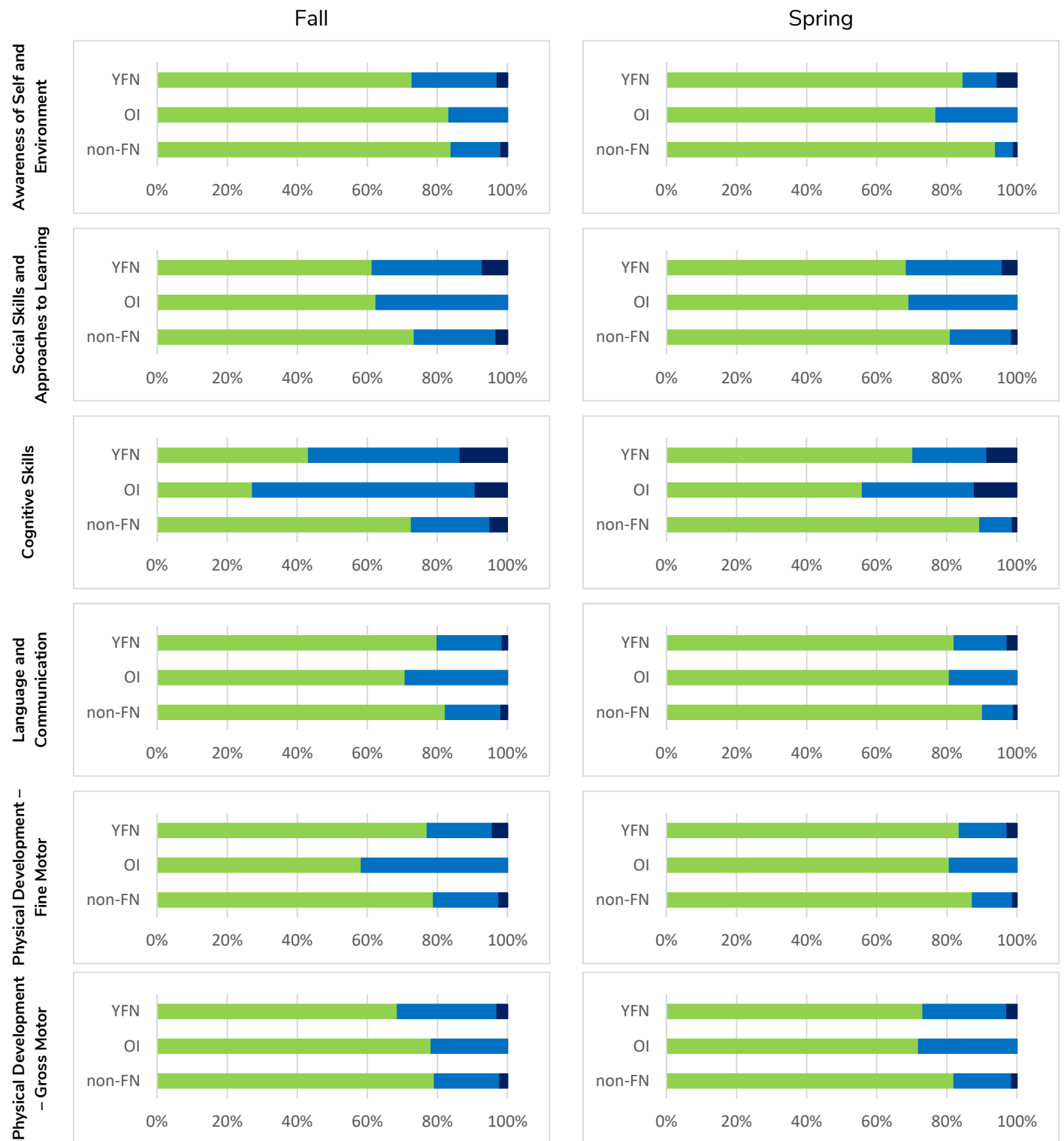


4.2.1 EYE-TA Student for 2021-22 by Region



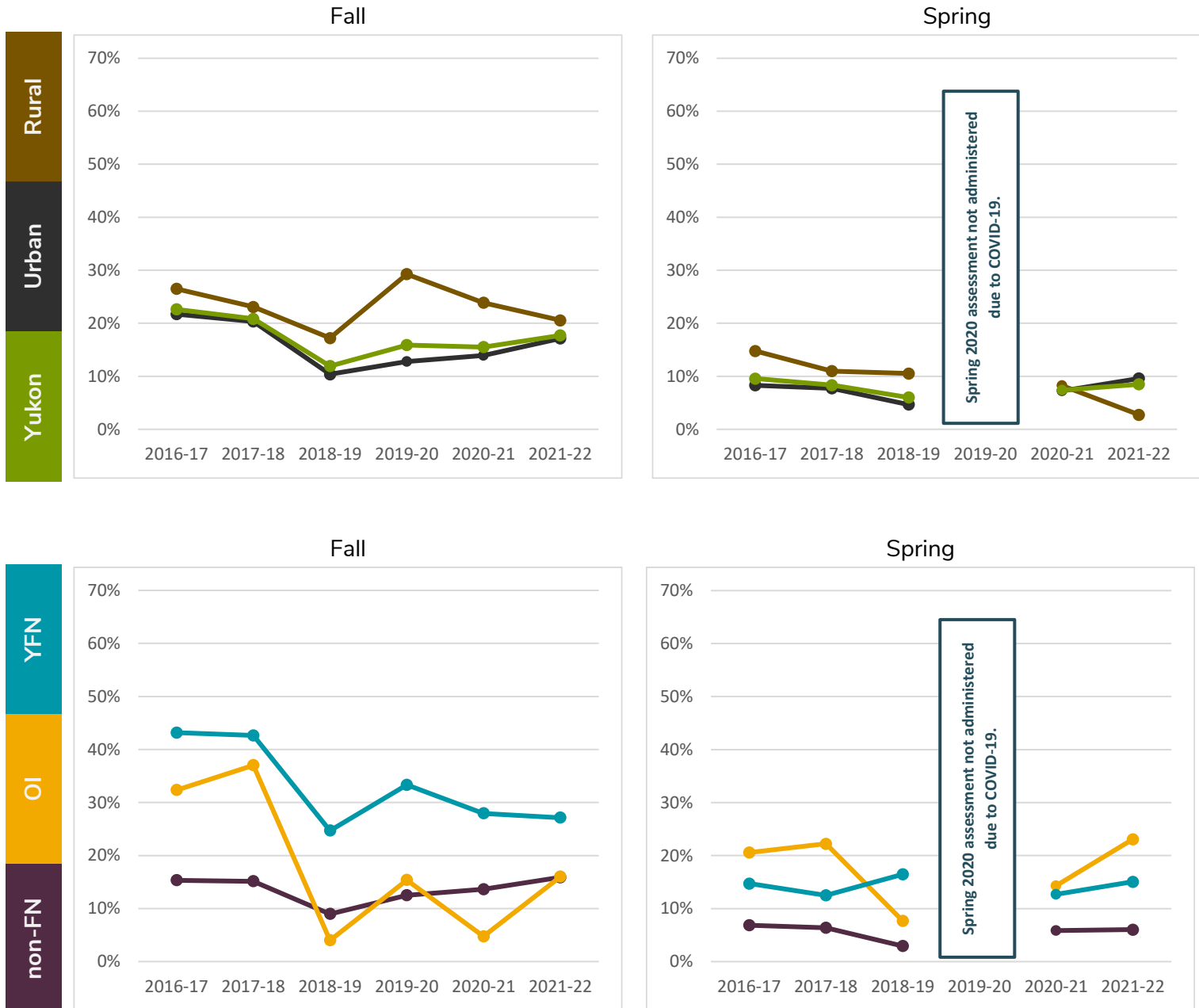


4.2.2 EYE-TA Student for 2021-22 by Self-Identification

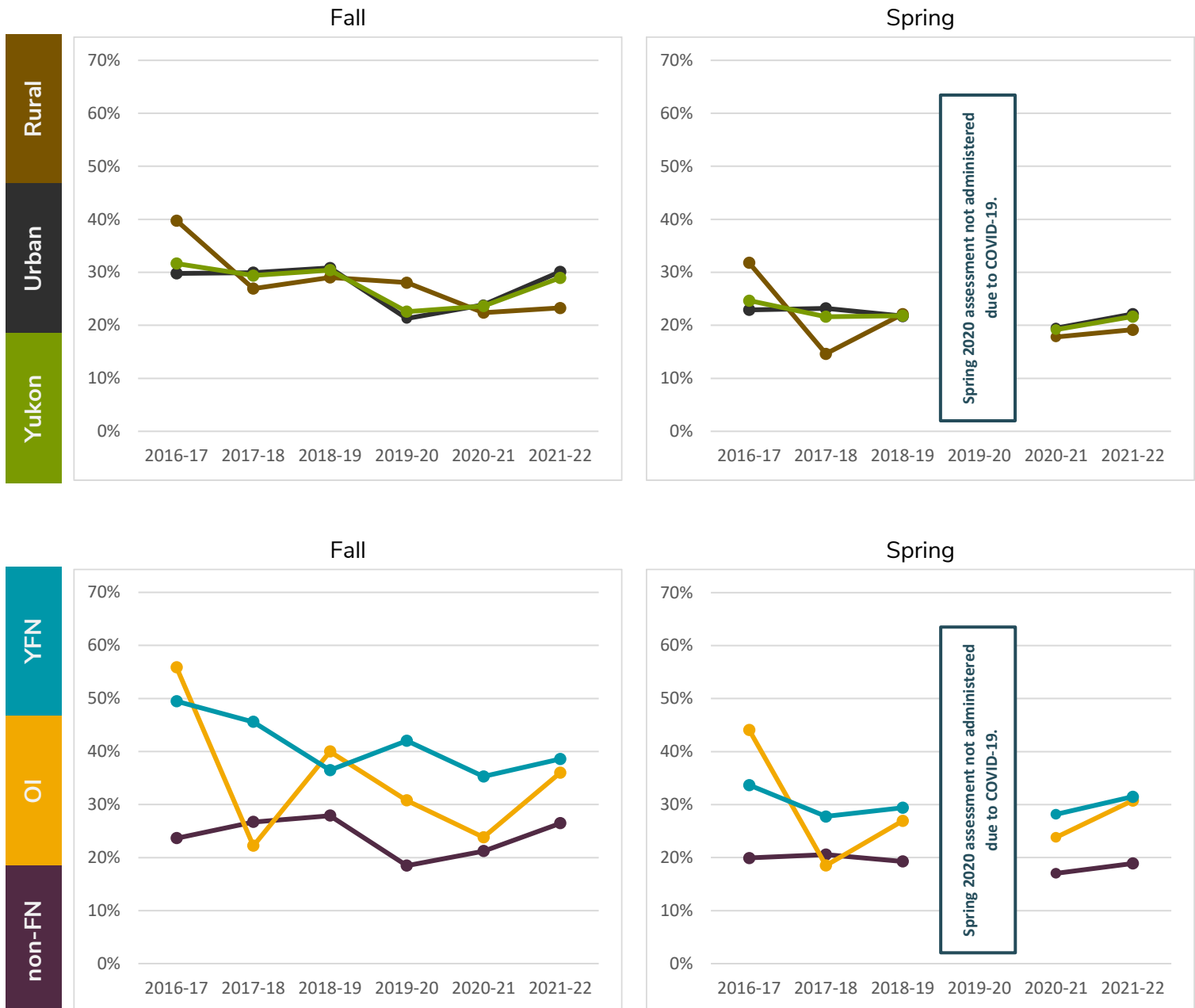


4.2.3 EYE-TA Students Experiencing Difficulties Ratios over time

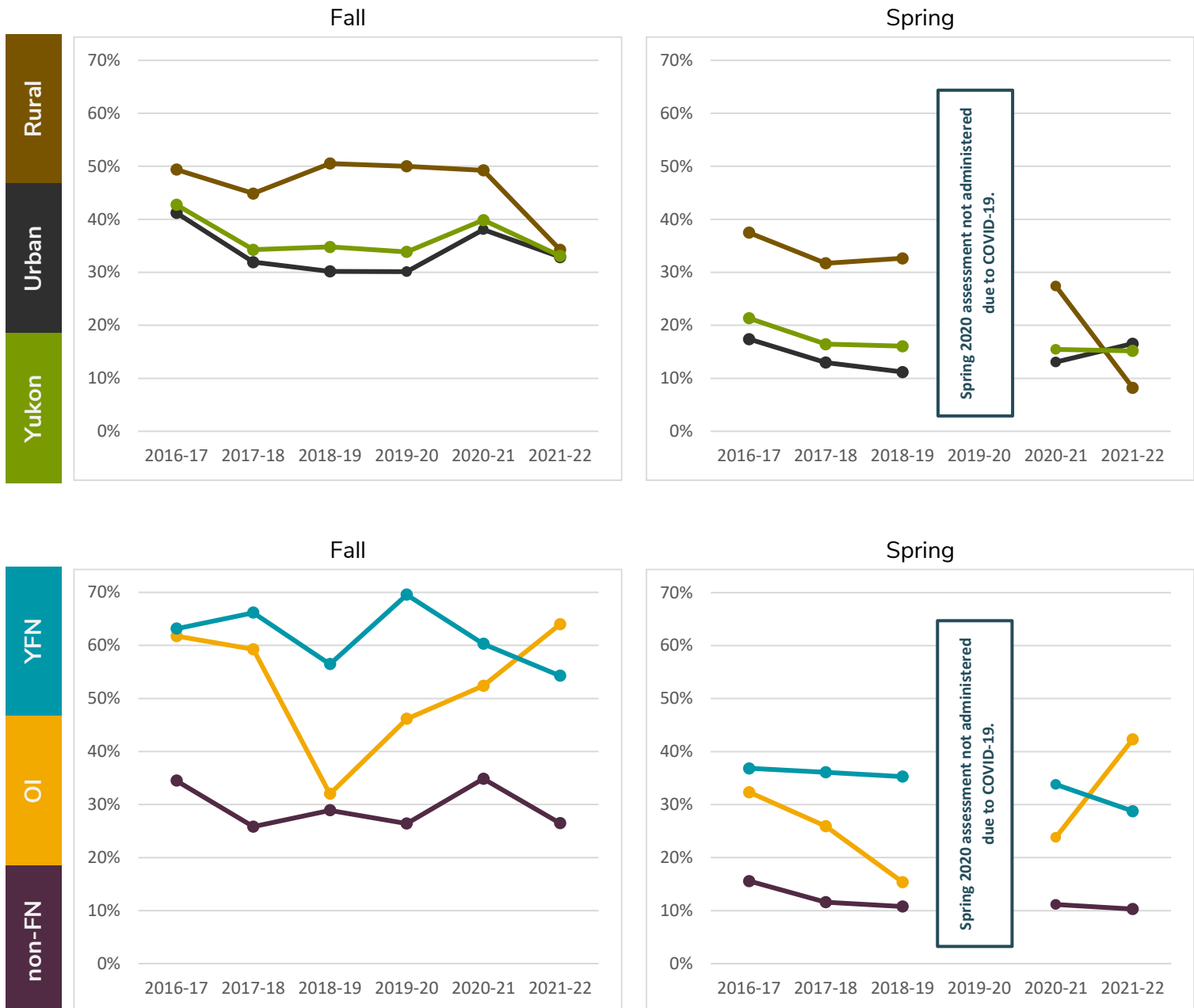
4.2.3.1 Awareness of Self and Environment



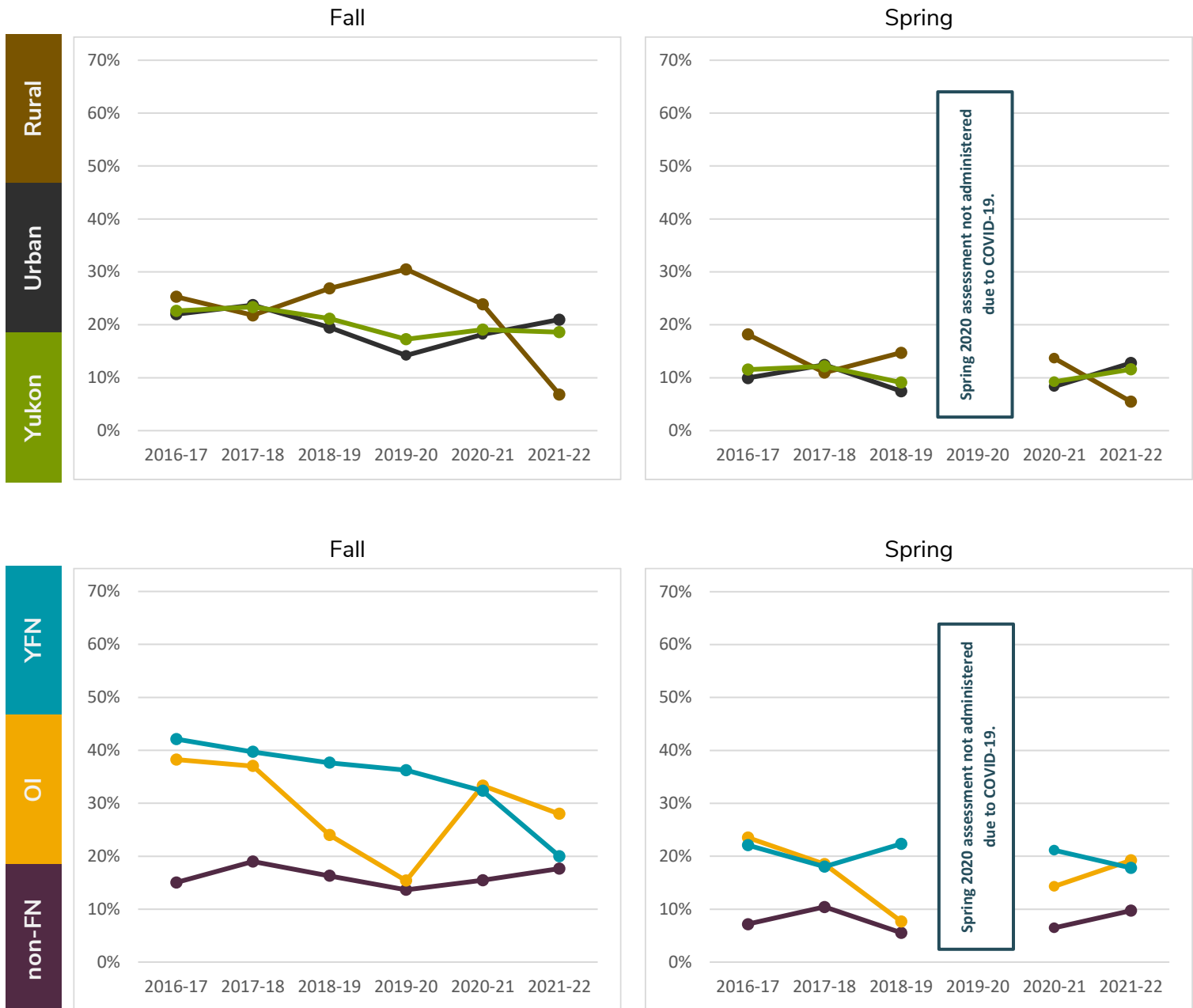
4.2.3.2 Social Skills and Approaches to Learning



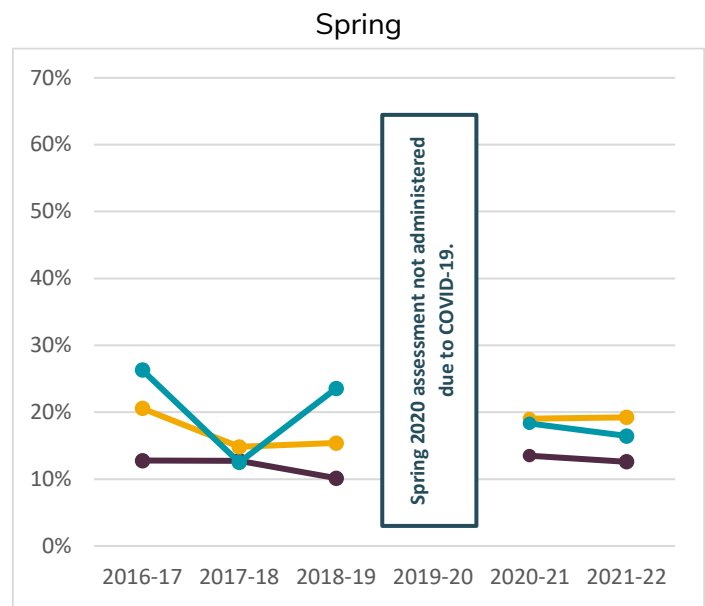
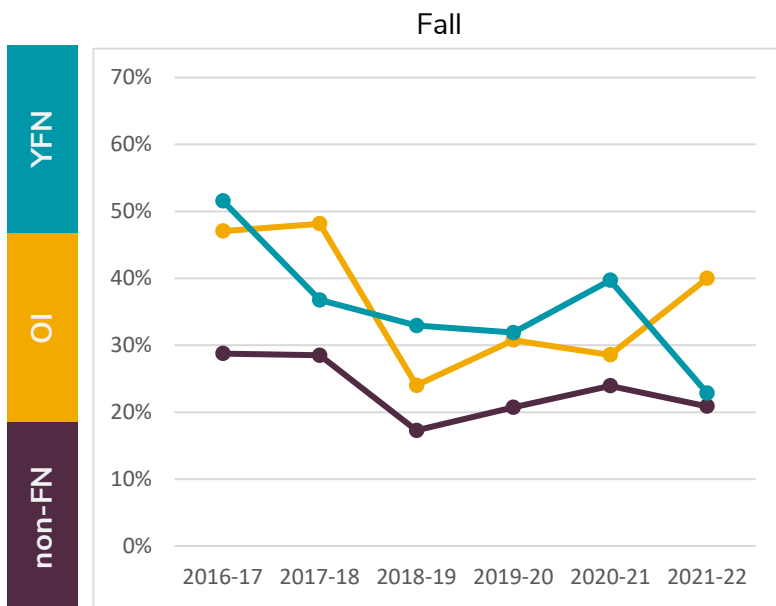
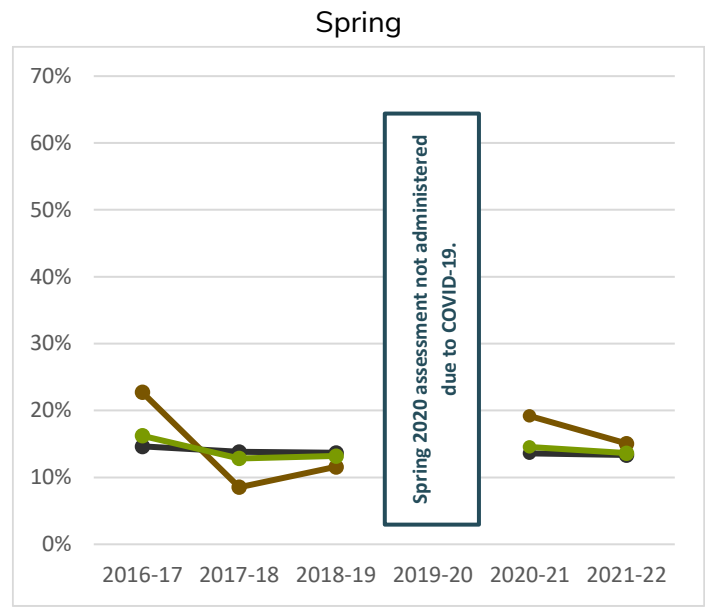
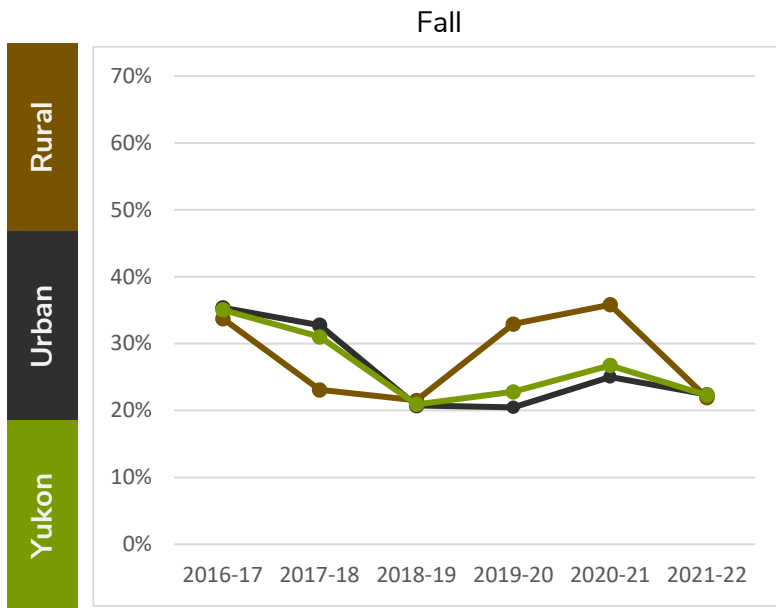
4.2.3.3 Cognitive Skills



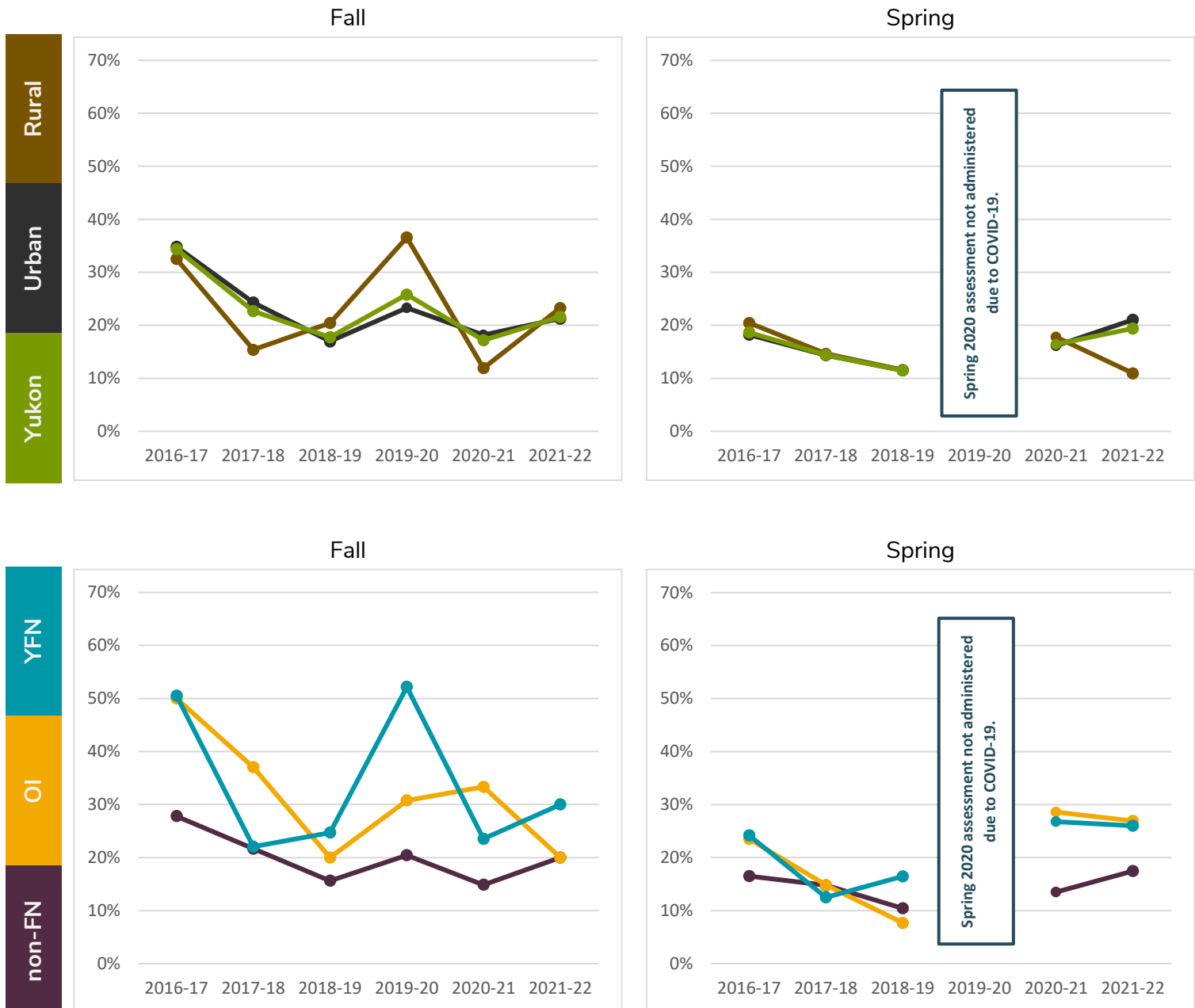
4.2.3.4 Language and Communication



4.2.3.5 Physical Development – Fine Motor



4.2.3.6 Physical Development – Gross Motor



5 Foundation Skills Assessment

The Foundation Skills Assessment is an annual assessment of 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, 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.

Unknown: Students did not participate or were exempt.

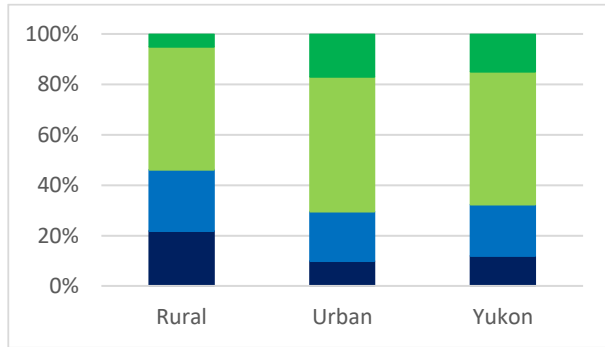
Data Source

B.C. Ministry of Education FSA datasets and Performance and Analytics Foundation Skills Assessment Model.

5.1 FSA Student Ratios for 2021-22 by Grade 4

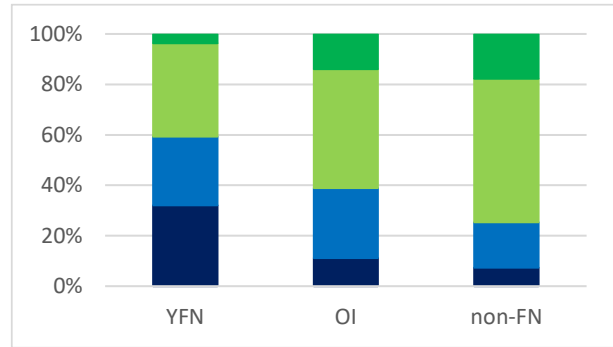
Literacy Grade 4

by Region and Yukon Wide



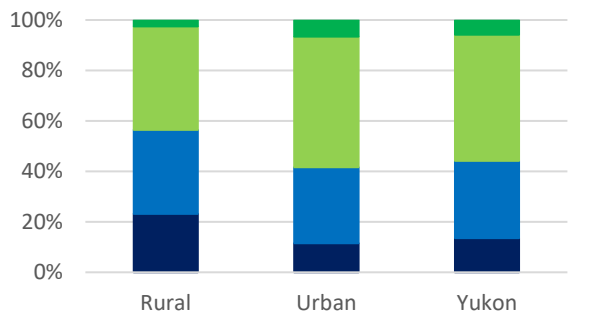
	Extending	On Track	Emerging	Unknown
Rural	5%	49%	24%	22%
Urban	17%	53%	20%	10%
Yukon	15%	53%	20%	12%

by Self-Identification

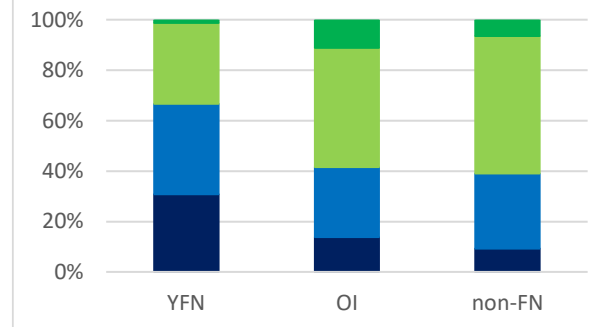


	Extending	On Track	Emerging	Unknown
YFN	4%	37%	27%	32%
OI	14%	47%	28%	11%
non-FN	18%	57%	18%	7%

Numeracy Grade 4



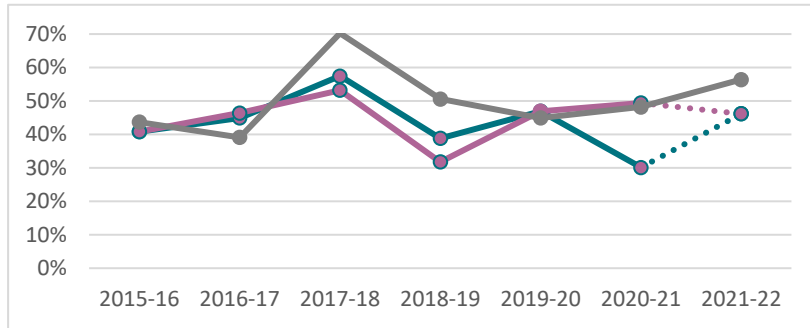
	Extending	On Track	Emerging	Unknown
Rural	3%	41%	33%	23%
Urban	7%	52%	30%	12%
Yukon	6%	50%	31%	13%



	Extending	On Track	Emerging	Unknown
YFN	1%	32%	36%	31%
OI	11%	47%	28%	14%
non-FN	6%	55%	30%	9%

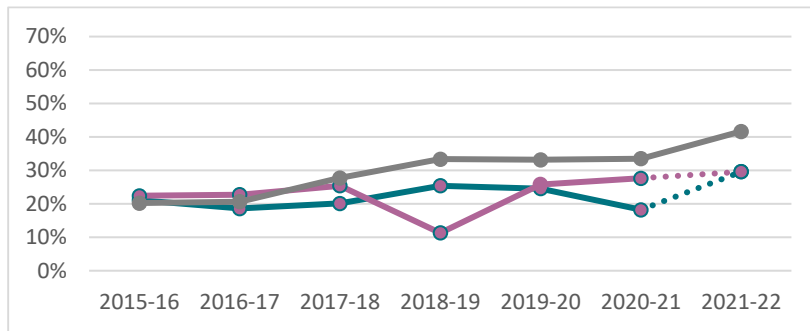
5.2 FSA Grade 4 Students with Emerging or Unknown result Ratios by Region over time

Rural



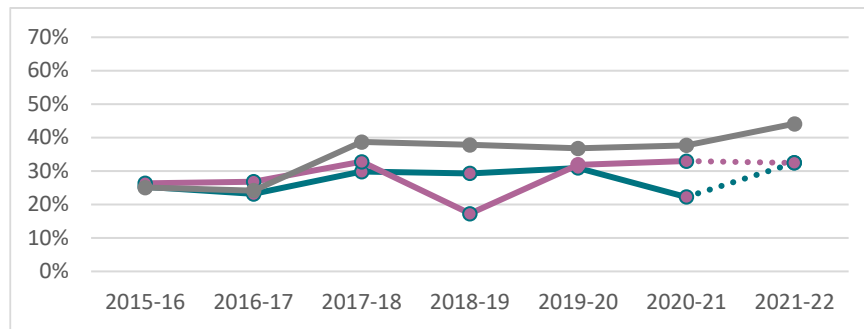
Students with Emerging or Unknown result ratios								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		2021-22
Reading	41%	45%	57%	39%	47%	30%	Literacy	46%
Writing	41%	46%	53%	32%	47%	49%		
Numeracy	44%	39%	70%	51%	45%	48%	Numeracy	56%

Urban



Students with Emerging or Unknown result ratios								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		2021-22
Reading	21%	19%	20%	25%	25%	18%	Literacy	30%
Writing	22%	23%	25%	11%	26%	28%		
Numeracy	20%	21%	28%	33%	33%	34%	Numeracy	42%

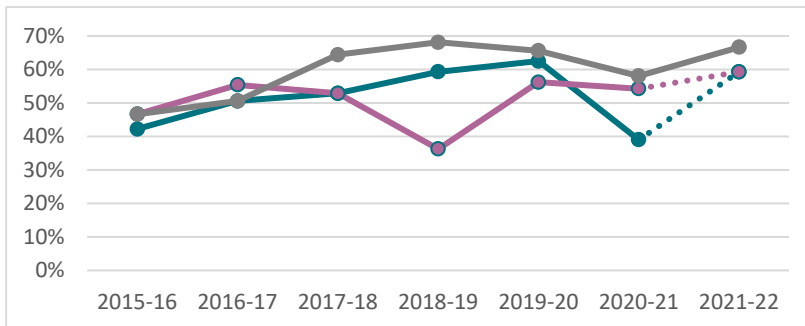
Yukon



Students with Emerging or Unknown result ratios								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		2021-22
Reading	25%	23%	29%	28%	30%	20%	Literacy	32%
Writing	26%	27%	32%	16%	31%	32%		
Numeracy	24%	24%	38%	37%	36%	36%	Numeracy	44%

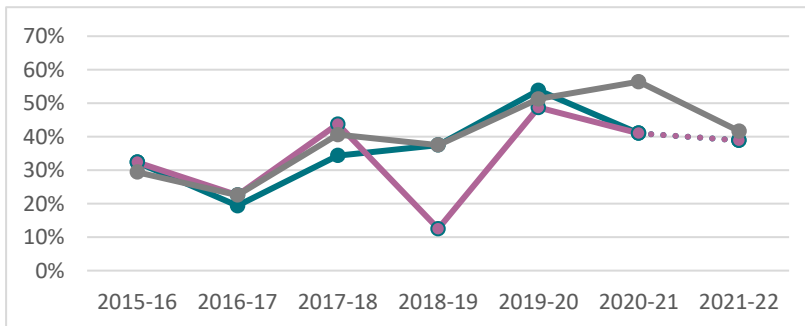
5.3 FSA Grade 4 Students with Emerging or Unknown result Ratios by Self-Identification over time

Yukon First Nations



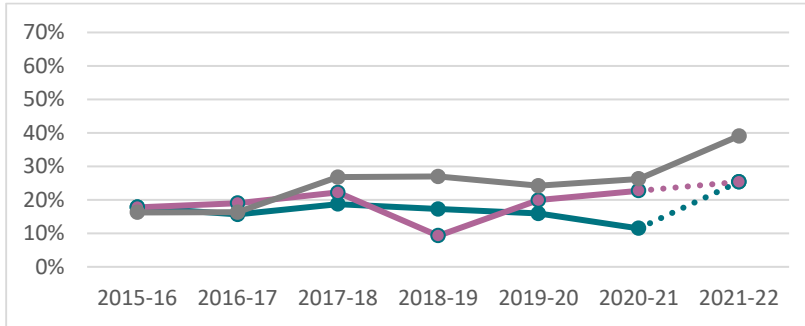
Students with Emerging or Unknown result ratios								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Reading	42%	51%	53%	59%	63%	39%	Literacy	59%
Writing	47%	55%	53%	36%	56%	54%		
Numeracy	47%	51%	64%	68%	66%	58%	Numeracy	67%

Other Indigenous



Students with Emerging or Unknown result ratios								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Reading	32%	19%	34%	38%	54%	41%	Literacy	39%
Writing	32%	23%	44%	13%	49%	41%		
Numeracy	29%	23%	41%	38%	51%	56%	Numeracy	42%

non-First Nations

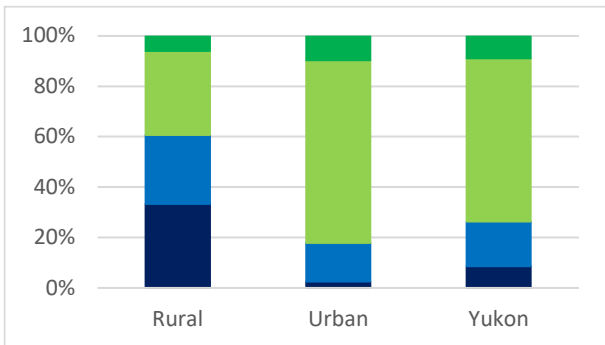


Students with Emerging or Unknown result ratios								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Reading	18%	16%	19%	17%	16%	12%	Literacy	25%
Writing	18%	19%	22%	9%	20%	23%		
Numeracy	16%	16%	27%	27%	24%	26%	Numeracy	39%

5.4 FSA Student Ratios for 2021-22 by Grade 7

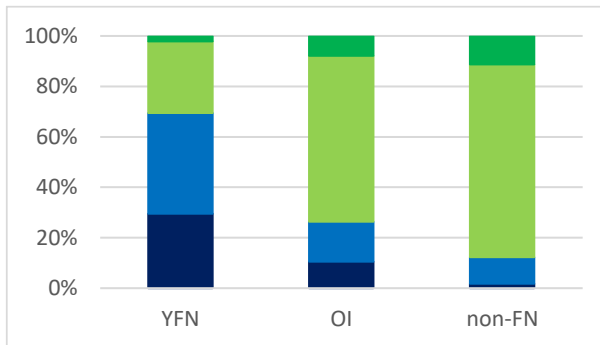
Literacy Grade 7

by Region and Yukon Wide



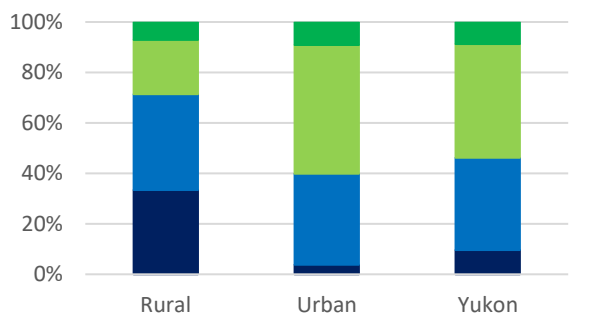
	Extending	On Track	Emerging	Unknown
Rural	6%	33%	27%	33%
Urban	10%	72%	15%	3%
Yukon	9%	65%	18%	9%

by Self-Identification

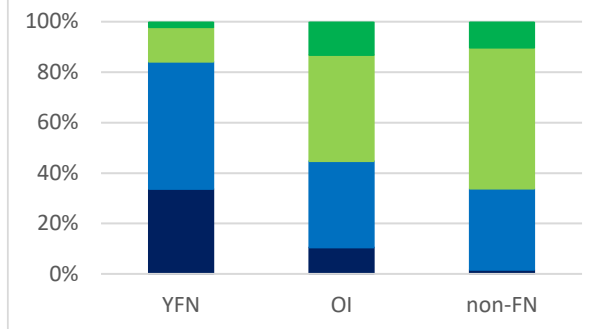


	Extending	On Track	Emerging	Unknown
YFN	2%	28%	40%	29%
OI	8%	66%	16%	11%
non-FN	11%	76%	11%	2%

Numeracy Grade 7



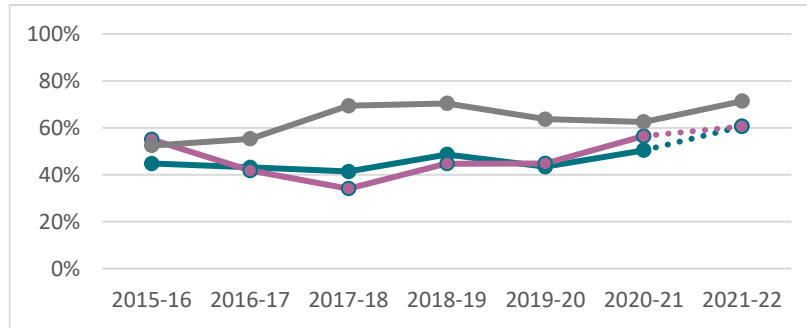
	Extending	On Track	Emerging	Unknown
Rural	7%	21%	38%	33%
Urban	9%	51%	36%	4%
Yukon	9%	45%	36%	10%



	Extending	On Track	Emerging	Unknown
YFN	2%	14%	51%	34%
OI	13%	42%	34%	11%
non-FN	10%	56%	32%	2%

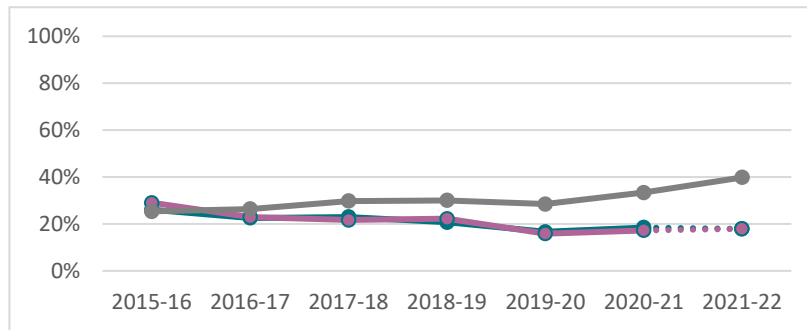
5.5 FSA Grade 7 Students with Emerging or Unknown result Ratios by Region over time

Rural



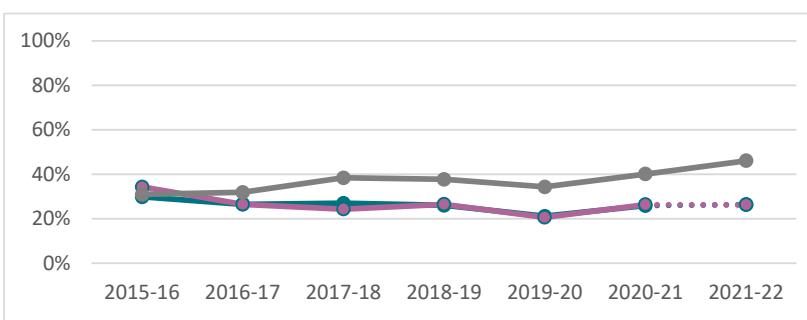
Students with Emerging or Unknown result ratios							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Reading	45%	43%	41%	49%	43%	51%	Literacy 61%
Writing	55%	42%	34%	45%	45%	57%	
Numeracy	53%	55%	70%	71%	64%	63%	Numeracy 71%

Urban



Students with Emerging or Unknown result ratios							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Reading	26%	23%	23%	21%	17%	19%	Literacy 18%
Writing	29%	23%	22%	22%	16%	17%	
Numeracy	25%	26%	30%	30%	29%	33%	Numeracy 40%

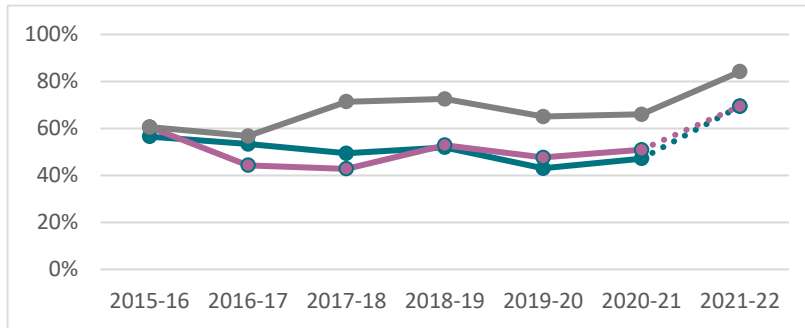
Yukon



Students with Emerging or Unknown result ratios							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Reading	30%	27%	27%	26%	21%	26%	Literacy 26%
Writing	34%	27%	24%	27%	21%	26%	
Numeracy	31%	32%	38%	38%	34%	40%	Numeracy 46%

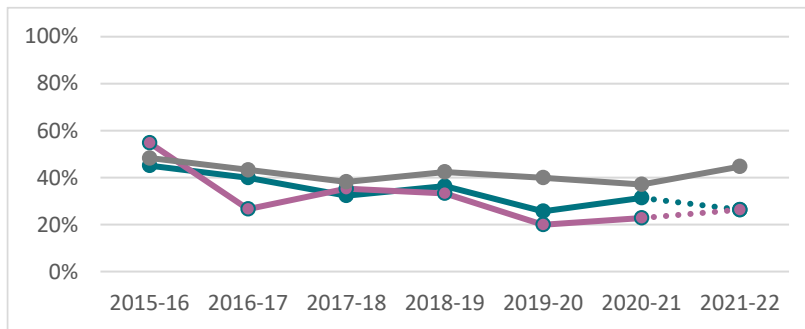
5.6 FSA Grade 7 Students with Emerging or Unknown result Ratios by Self-Identification over time

Yukon First Nations



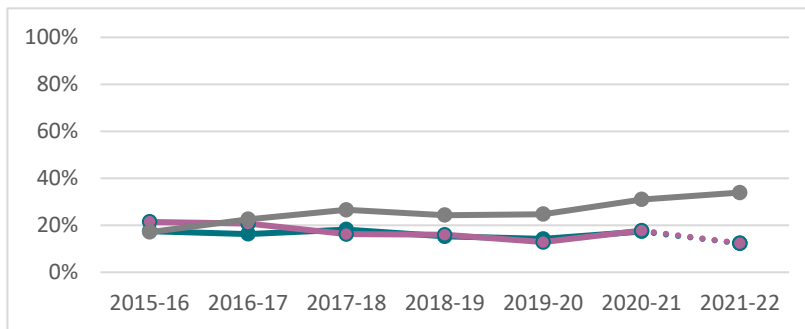
Students with Emerging or Unknown result ratios								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		2021-22
Reading	57%	53%	49%	52%	43%	47%	Literacy	69%
Writing	61%	44%	43%	53%	48%	51%		
Numeracy	61%	57%	71%	73%	65%	66%	Numeracy	84%

Other Indigenous



Students with Emerging or Unknown result ratios								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		2021-22
Reading	45%	40%	32%	36%	26%	31%	Literacy	26%
Writing	55%	27%	35%	33%	20%	23%		
Numeracy	48%	43%	38%	42%	40%	37%	Numeracy	45%

non-First Nations



Students with Emerging or Unknown result ratios								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		2021-22
Reading	18%	16%	18%	15%	14%	17%	Literacy	12%
Writing	22%	21%	16%	16%	13%	18%		
Numeracy	17%	23%	27%	24%	25%	31%	Numeracy	34%

6 Graduation Assessments

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.

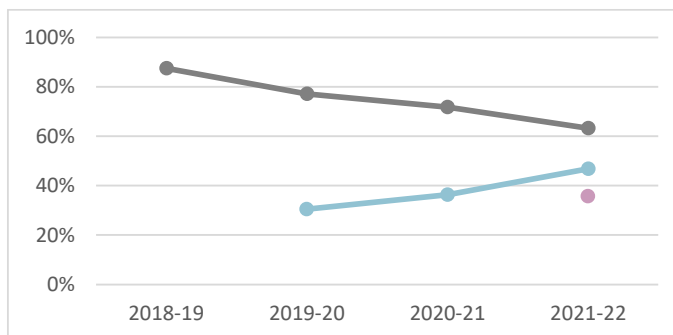
			
Emerging	Developing	Proficient	Extending
<i>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student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

6.1 Graduation Assessments Student Ratios for 2021-22



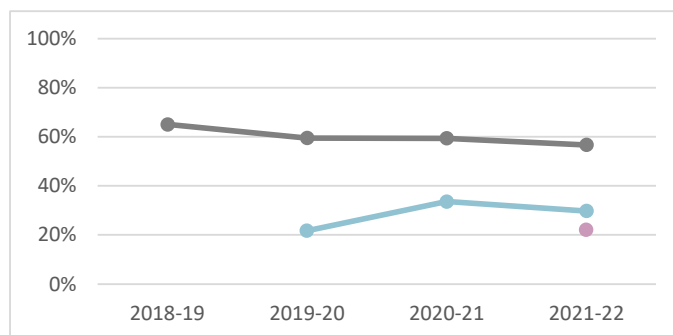
6.2 Graduation Assessments Student with Developing, Emerging or Not Proficient result Ratios by Region over time

Rural



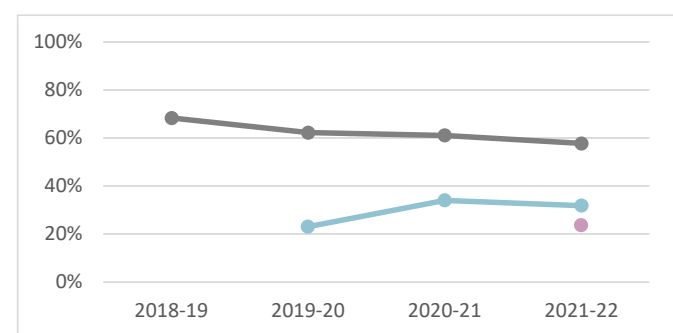
	Students with Developing, Emerging or Not Proficient result ratios			
	2018-19	2019-20	2020-21	2021-22
Literacy Grade 10	-	30%	36%	47%
Literacy Grade 12	-	-	-	36%
Numeracy Grade 10	88%	77%	72%	63%

Urban



	Students with Developing, Emerging or Not Proficient result ratios			
	2018-19	2019-20	2020-21	2021-22
Literacy Grade 10	-	22%	34%	30%
Literacy Grade 12	-	-	-	22%
Numeracy Grade 10	65%	59%	59%	57%

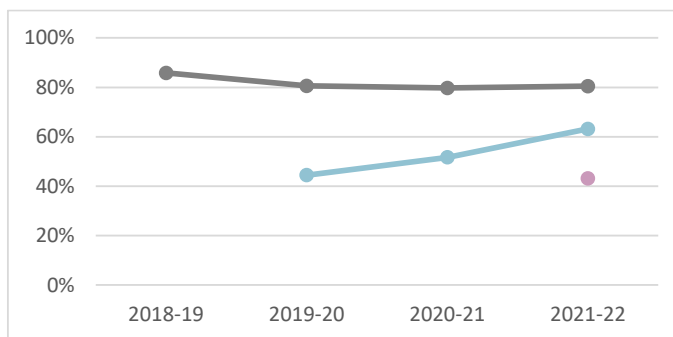
Yukon



	Students with Developing, Emerging or Not Proficient result ratios			
	2018-19	2019-20	2020-21	2021-22
Literacy Grade 10	-	23%	34%	32%
Literacy Grade 12	-	-	-	24%
Numeracy Grade 10	68%	62%	61%	58%

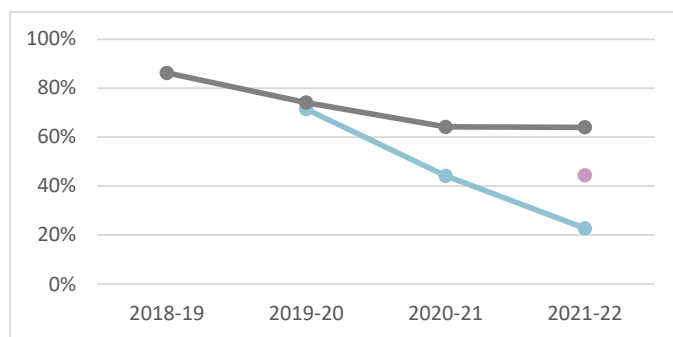
6.3 Graduation Assessments Student with Developing, Emerging or Not Proficient result Ratios by Self-Identification over time

Yukon First Nations



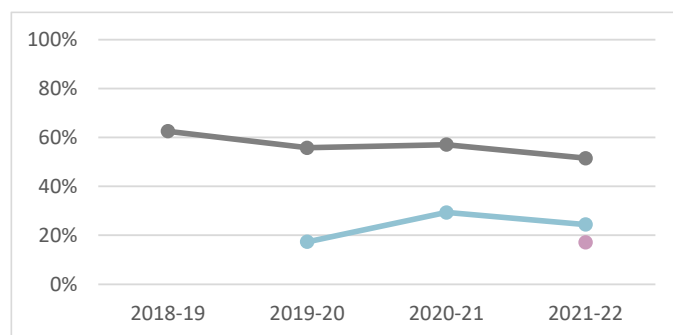
	Students with Developing, Emerging or Not Proficient result ratios			
	2018-19	2019-20	2020-21	2021-22
Literacy Grade 10	-	44%	52%	63%
Literacy Grade 12	-	-	-	43%
Numeracy Grade 10	86%	81%	80%	80%

Other Indigenous



	Students with Developing, Emerging or Not Proficient result ratios			
	2018-19	2019-20	2020-21	2021-22
Literacy Grade 10	-	71%	44%	23%
Literacy Grade 12	-	-	-	44%
Numeracy Grade 10	86%	74%	64%	64%

non-First Nations



	Students with Developing, Emerging or Not Proficient result ratios			
	2018-19	2019-20	2020-21	2021-22
Literacy Grade 10	-	17%	29%	24%
Literacy Grade 12	-	-	-	17%
Numeracy Grade 10	63%	56%	57%	52%

7 Graduation

7.1 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, and met Dogwood program graduation requirements. 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.

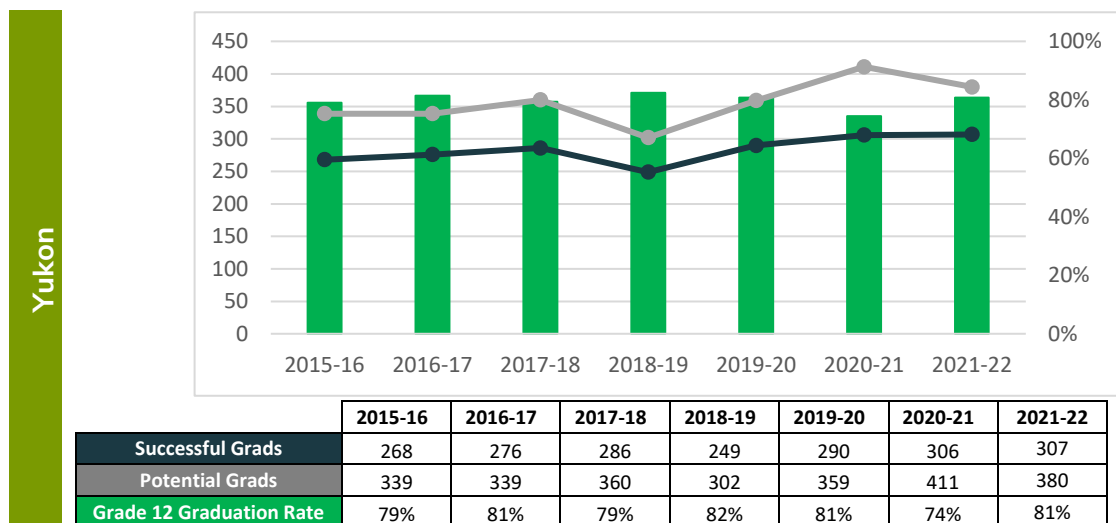
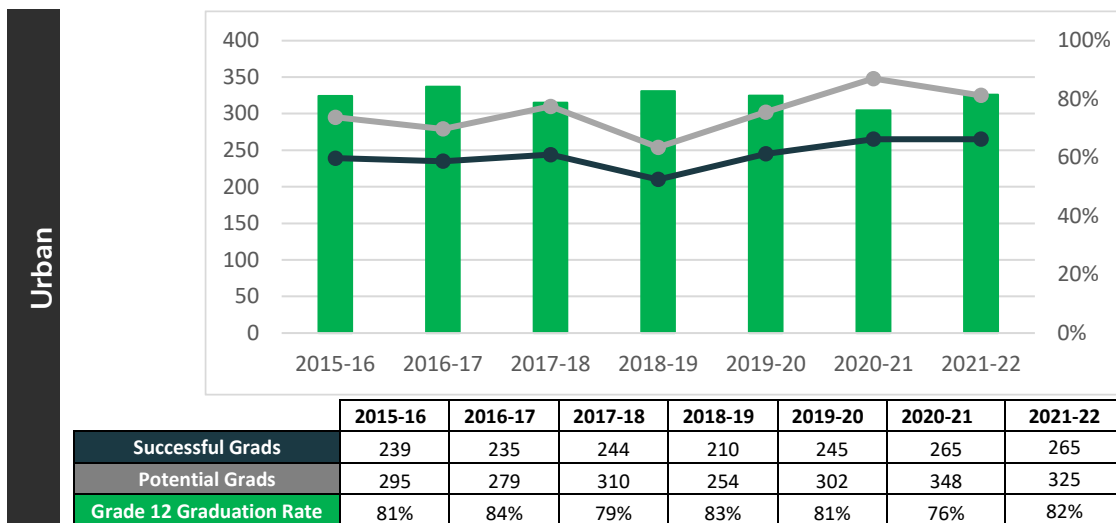
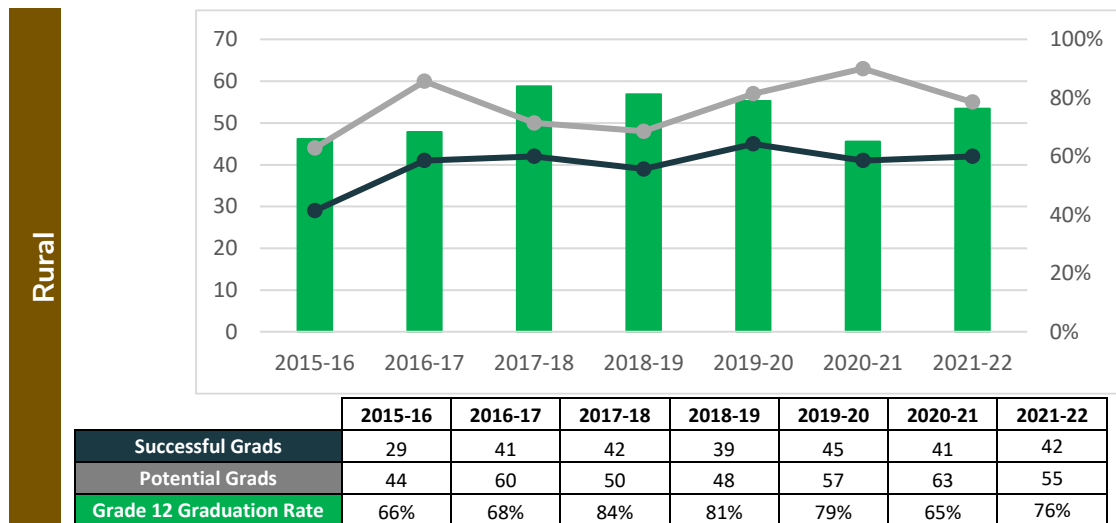
Data Source

Aspen Student Information System and Performance and Analytics Master Model

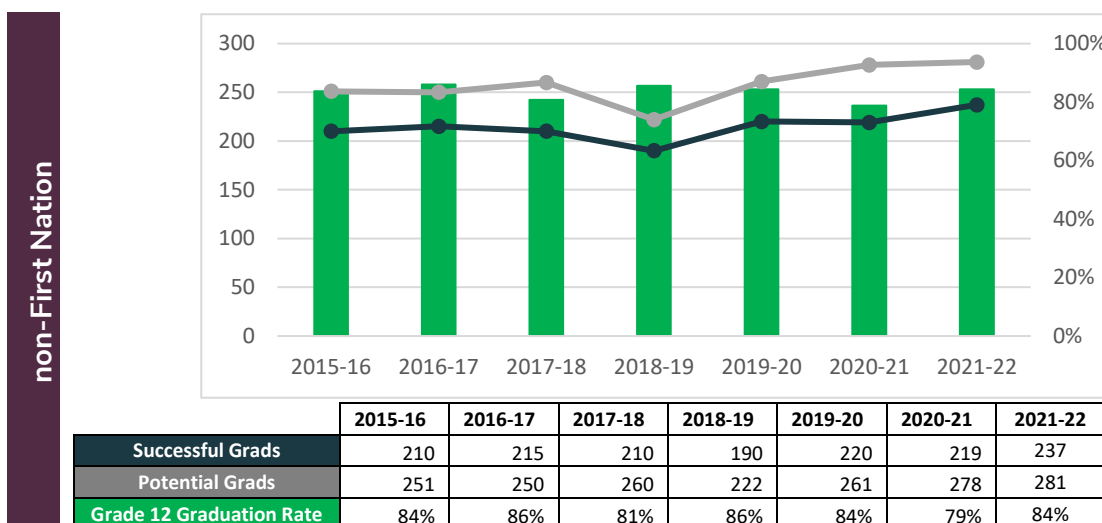
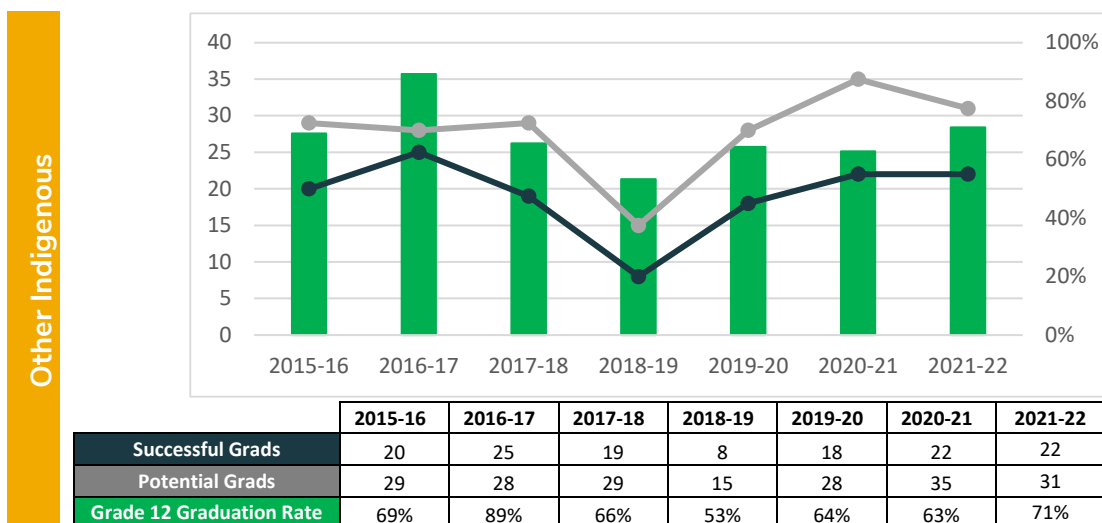
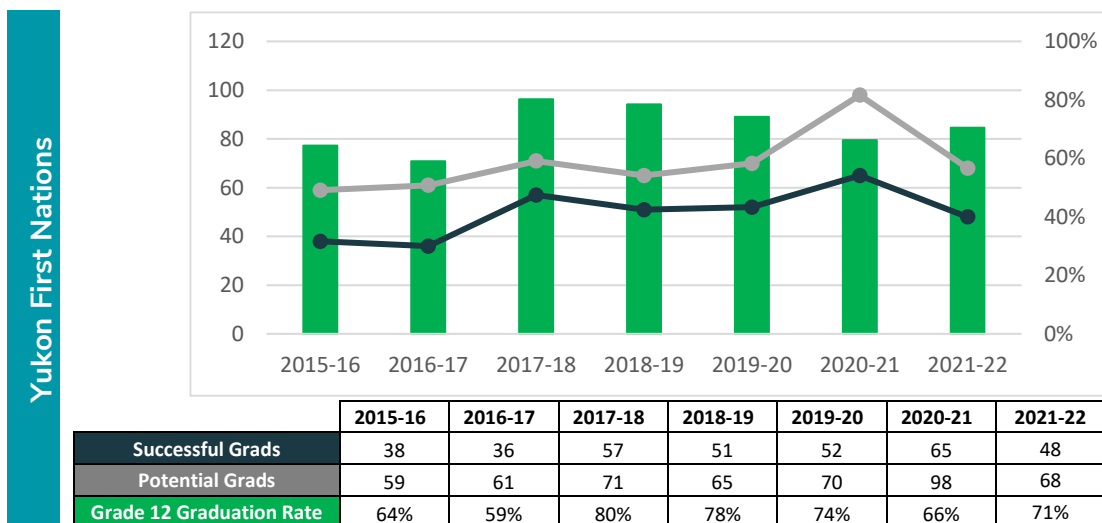
Date Stamp

November 10, 2022 was the data date stamp for students in consideration.

7.1.1 Dogwood Grade 12 Graduation Rate and Student Counts by Region over time



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



7.2 Six Year Graduation Rate

The six-year graduation rate examines all students who entered in Grade 8 for the first time in 2016-17 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 include students who are no longer active or enrolled in the Department of Education student information system during the six-year analysis period (2016-17 to 2021-22).

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 2016-17 school year. It also includes students 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

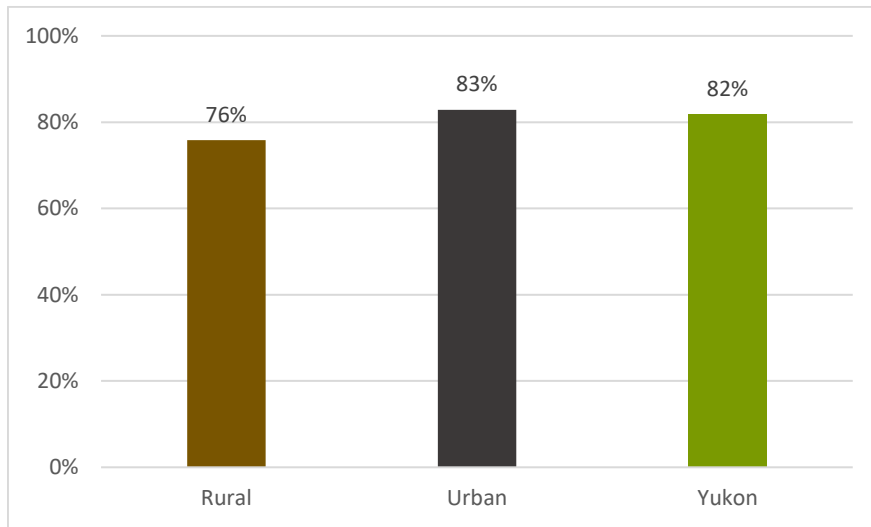
Aspen Student Information System, British Columbia TRAX system and Performance and Analytics Master Model

Date Stamp

November 10, 2022, 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

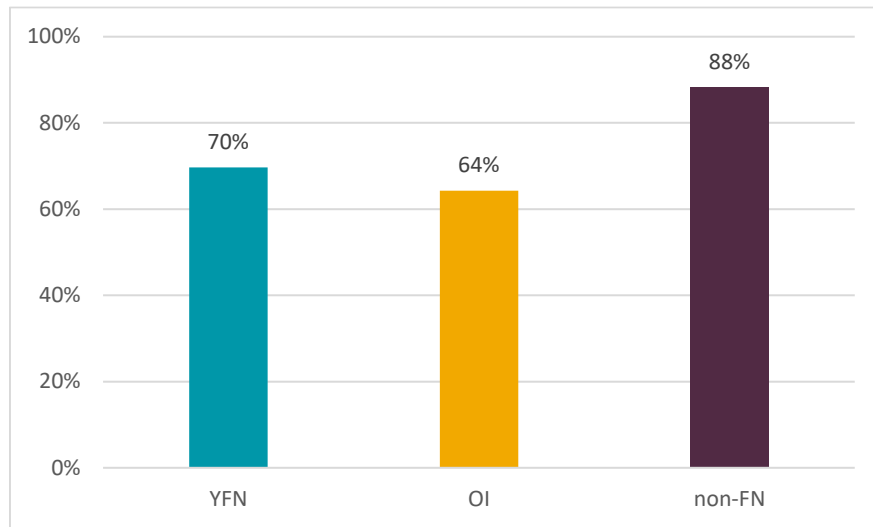
7.2.1 2021-22 Cohort Six-Year Graduation Rate by Region



7.2.2 Number of Outmigrants

	Rural	Urban	Yukon
Outmigrants	14	49	63

7.2.3 2021-22 Cohort Six-Year Graduation Rate by Self-Identification



7.2.4 Number of Outmigrants

	YFN	OI	non-FN	Yukon
Outmigrants	12	4	47	63

8 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), 2019-20 attendance was only recorded up to March 17, 2020. As such, 2019-20 absenteeism statistics are not comparable to other years. Additionally, 2020-21 and 2021-22 attendance was also impacted by COVID-19.

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 from school-related activities.

Absent days do not include days recorded for the EL grade level or 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 the number of absent days is determined by students grouped by "Enrolment" school.

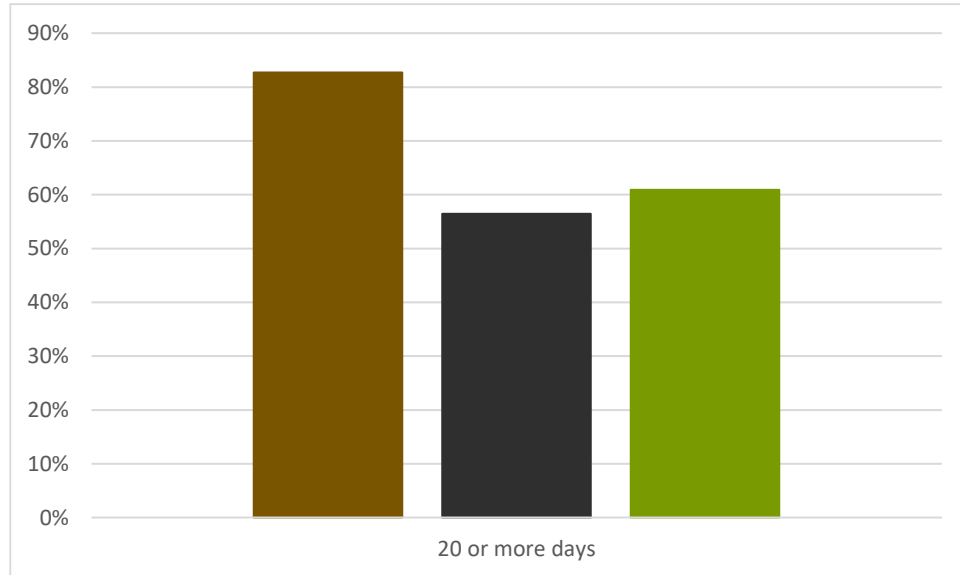
Data Source

Aspen Student Information System and Performance and Analytics Attendance Module.

Date Stamp

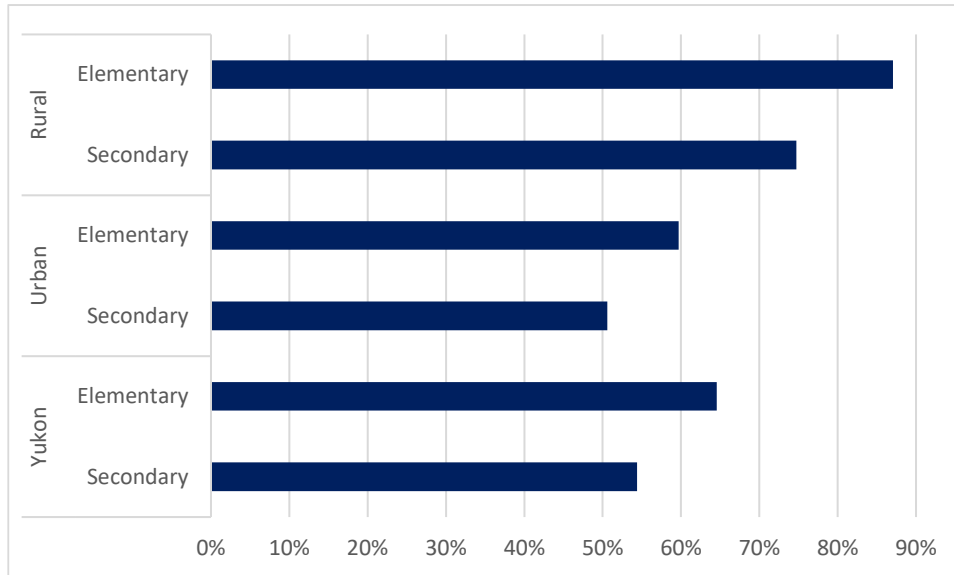
Attendance data was analyzed from data date-stamped after the completion of the school year (July 12).

8.1 20 or more days absent Student Count Ratios for 2021-22 by Region and Yukon-Wide



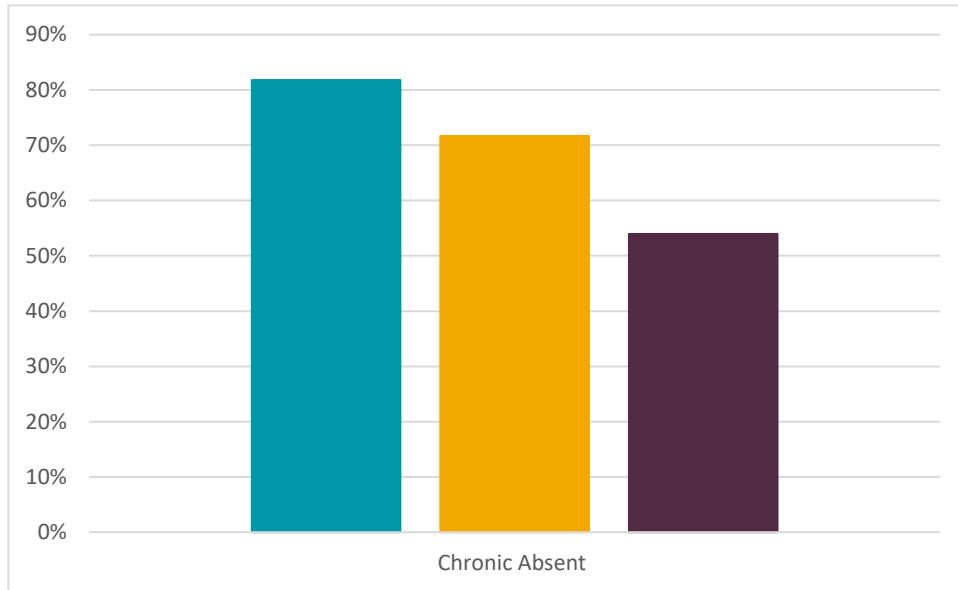
	Rural	Urban	Yukon
20 or more days absent	83%	56%	61%

8.2 20 or more days absent Student Count Ratios for 2021-22 by Grade Range, Region



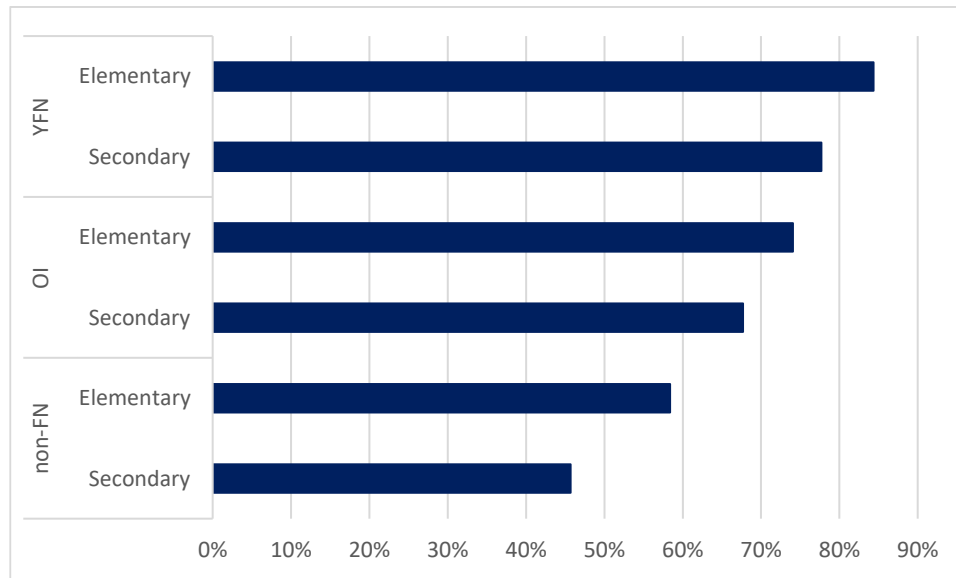
		20 or more days absent
Rural	Elementary	87%
	Secondary	75%
Urban	Elementary	60%
	Secondary	51%
Yukon	Elementary	65%
	Secondary	54%

8.3 20 or more days absent Student Count Ratios for 2021-22 by Self-Identification



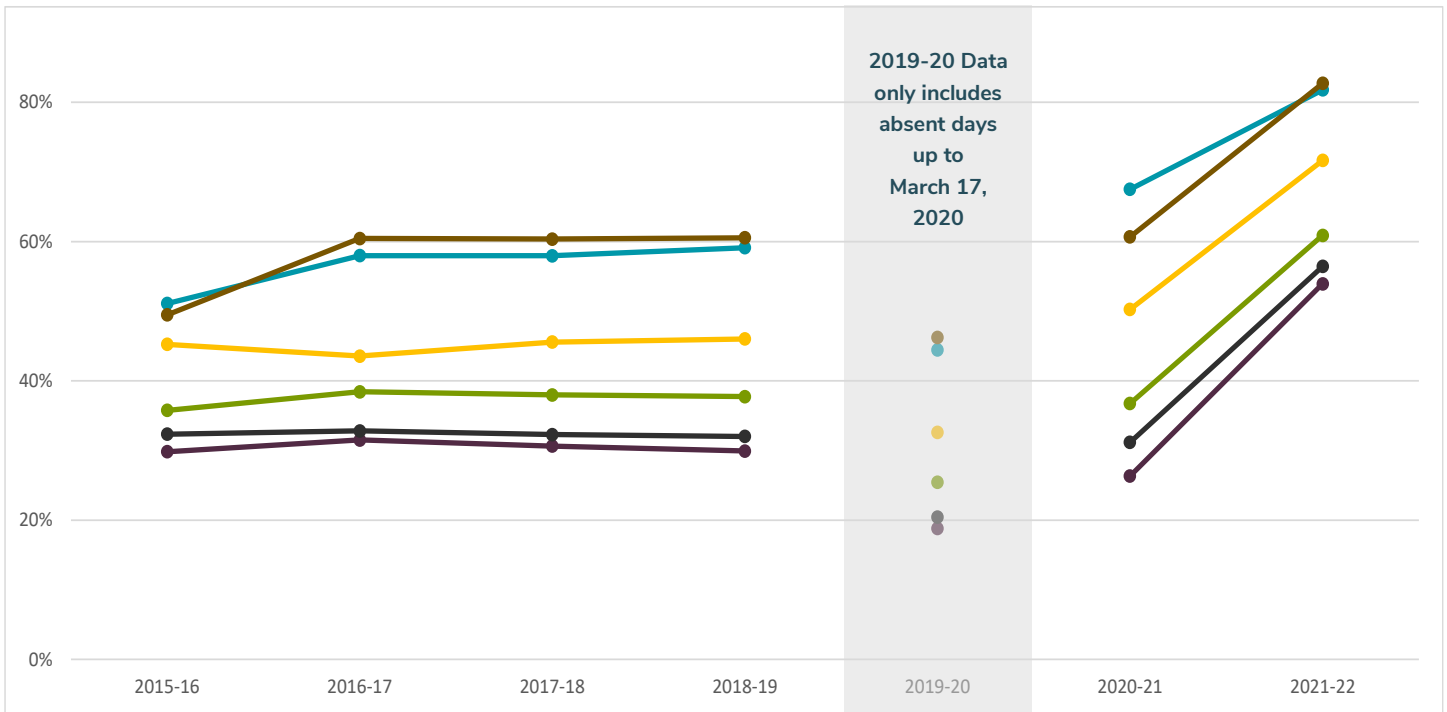
	YFN	OI	non-FN
20 or more days absent	82%	72%	54%

8.4 20 or more days absent Student Count Ratios for 2021-22 by Grade Range and Self-Identification



		20 or more days absent
YFN	Elementary	84%
	Secondary	78%
OI	Elementary	74%
	Secondary	68%
non-FN	Elementary	58%
	Secondary	46%

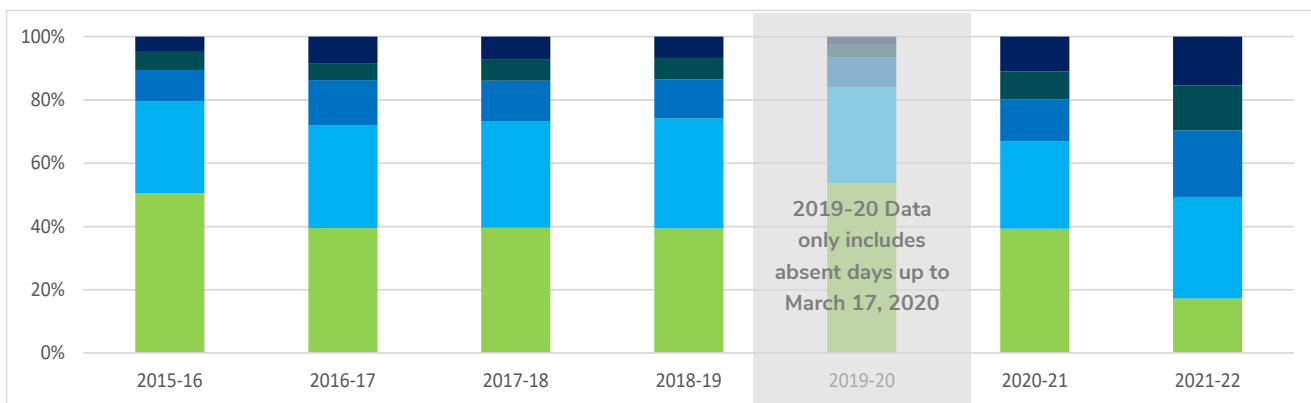
8.5 20 or more days absent Student Count Ratios over time



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
YFN	51%	58%	58%	59%	44%	67%	82%
OI	45%	44%	46%	46%	33%	50%	72%
non-FN	30%	32%	31%	30%	19%	26%	54%
Rural	49%	60%	60%	61%	46%	61%	83%
Urban	32%	33%	32%	32%	20%	31%	56%
Yukon	36%	38%	38%	38%	25%	37%	61%

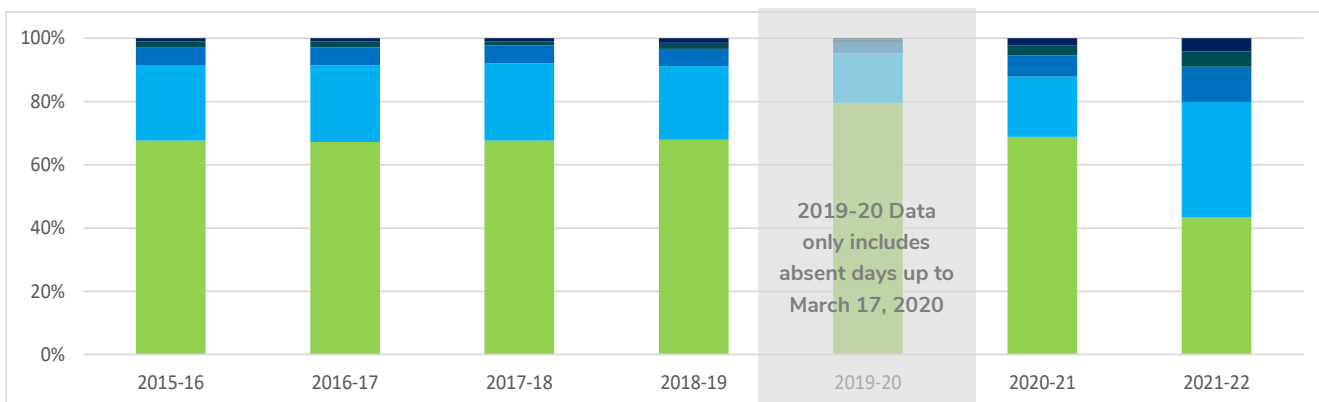
8.6 Distribution of Students by Absent Category Ratios over time

Rural



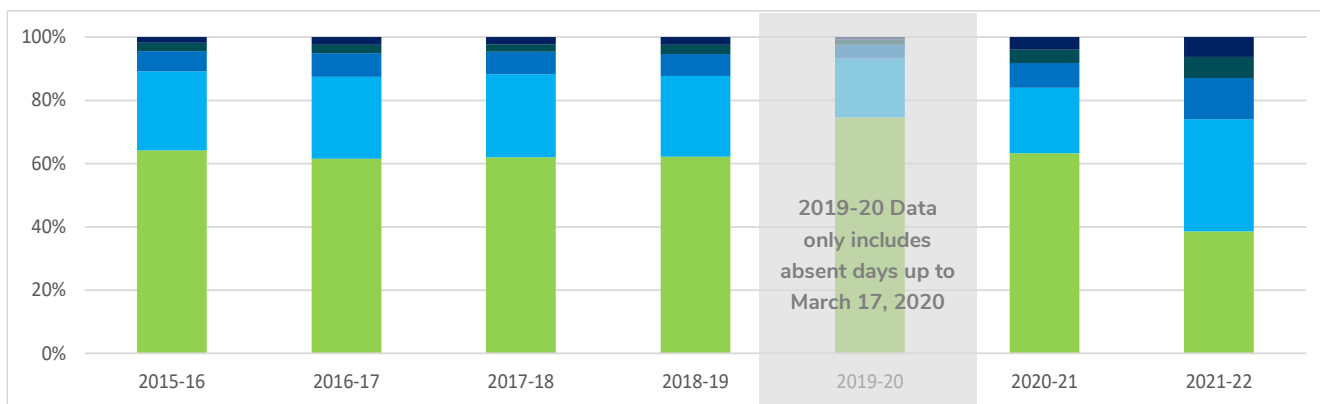
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
less than 20 days	51%	40%	40%	39%	54%	39%	17%
20 to 39 days	29%	32%	34%	35%	30%	28%	32%
40 to 59 days	10%	14%	13%	12%	9%	13%	21%
60 to 79 days	6%	5%	7%	7%	4%	9%	14%
80 or more days	5%	8%	7%	7%	3%	11%	15%

Urban



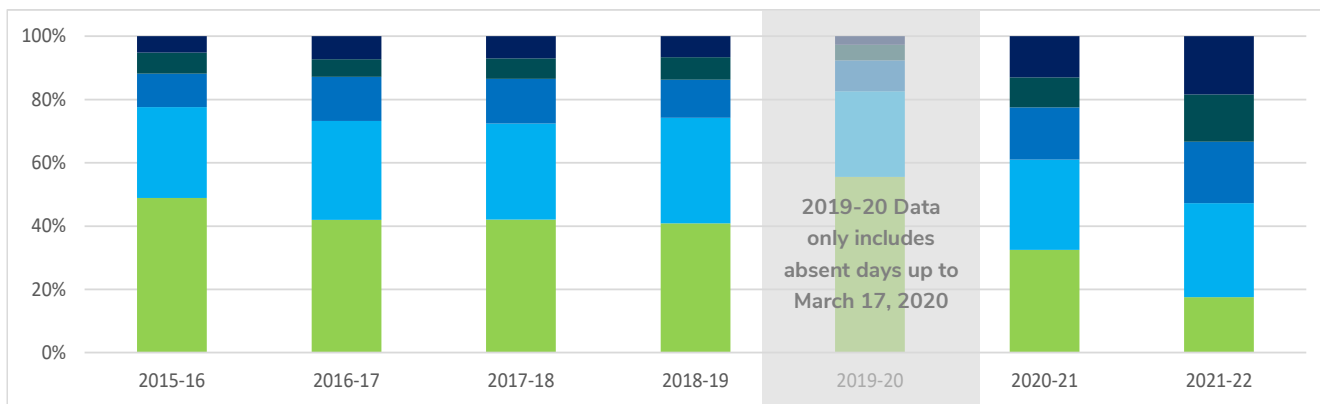
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
less than 20 days	68%	67%	68%	68%	80%	69%	44%
20 to 39 days	24%	24%	24%	23%	16%	19%	36%
40 to 59 days	6%	6%	6%	5%	3%	7%	11%
60 to 79 days	2%	2%	1%	2%	1%	3%	5%
80 or more days	1%	1%	1%	1%	0%	2%	4%

Yukon



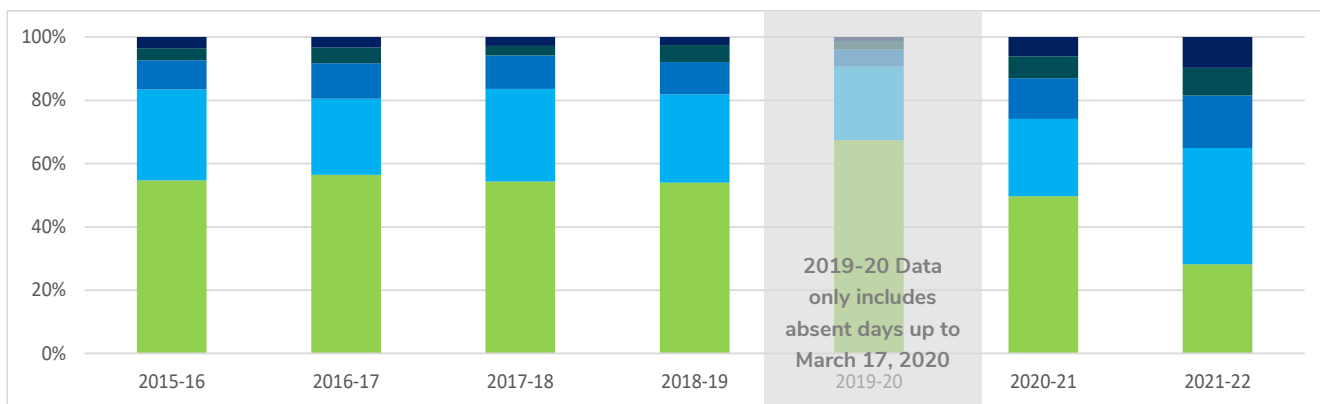
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
less than 20 days	64%	62%	62%	62%	75%	63%	39%
20 to 39 days	25%	26%	26%	26%	19%	21%	35%
40 to 59 days	6%	7%	7%	7%	4%	8%	13%
60 to 79 days	3%	3%	2%	3%	2%	4%	7%
80 or more days	2%	2%	2%	2%	1%	4%	6%

Yukon First Nations



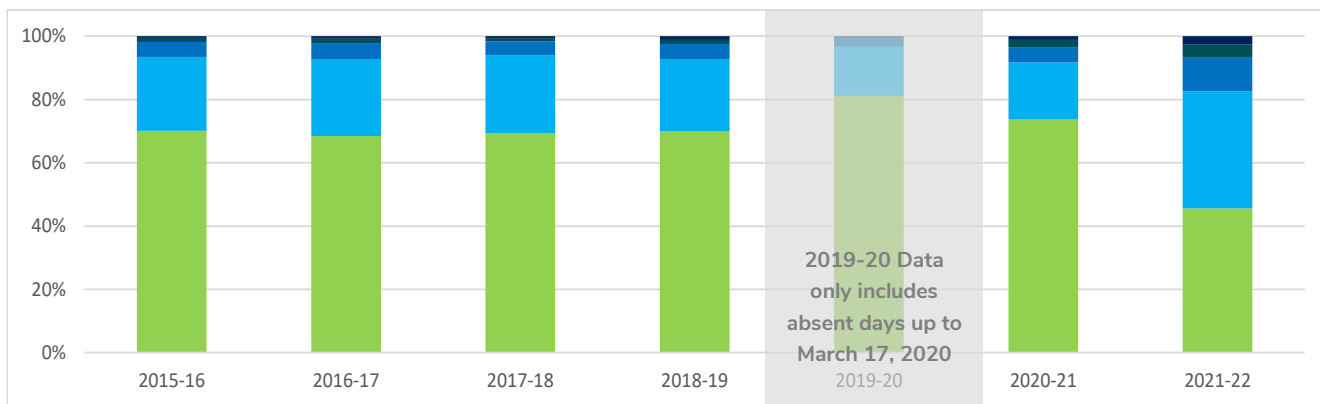
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
less than 20 days	49%	42%	42%	41%	56%	33%	18%
20 to 39 days	29%	31%	30%	33%	27%	29%	30%
40 to 59 days	11%	14%	14%	12%	10%	16%	19%
60 to 79 days	7%	6%	6%	7%	5%	9%	15%
80 or more days	5%	7%	7%	7%	3%	13%	18%

Other Indigenous



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
less than 20 days	55%	56%	54%	54%	67%	50%	28%
20 to 39 days	29%	24%	29%	28%	23%	24%	37%
40 to 59 days	9%	11%	11%	10%	5%	13%	17%
60 to 79 days	4%	5%	3%	5%	3%	7%	9%
80 or more days	4%	3%	3%	2%	1%	6%	10%

non-First Nation



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
less than 20 days	70%	68%	69%	70%	81%	74%	46%
20 to 39 days	23%	24%	25%	23%	16%	18%	37%
40 to 59 days	5%	5%	4%	5%	3%	5%	11%
60 to 79 days	1%	1%	1%	1%	1%	2%	4%
80 or more days	0%	1%	1%	1%	0%	1%	3%