How Are We Doing?
Yukon First Nations Report

School Year 2018-19

Department of Education

Government of Yukon

January 6th 2020

Yukon

Table of Contents

Preface 1
1 Enrolment 2
1.1 Student Enrolment Counts by Self-Identification for Regions and Yukon Wide 2018-19 2
1.2 Student Distribution by Self-Identification and Grade 2018-19 3
1.3 Student Distribution by Self-Identification, Region and School 2018-19 4
1.4 Student Enrolment Counts by Self-Identification Yukon Wide over time 6
1.5 Student Enrolment Counts by Yukon First Nation for Regions and Yukon Wide 2018-19 7
2 Individual Education Plan Counts 10
2.1 Individual Education Plan Counts by Self-Identification Yukon Wide 2018-19 10
2.2 Individual Education Plan Counts by Self-Identification Yukon Wide over time 11
3 Absenteeism 12
3.1 Average Absent Days by Self-Identification for Regions and Yukon Wide over time 13
3.2 Average Absent Days for KF and Grade 1 by Region 2018-19 13
3.3 Average Absent Days by Grade, Self-Identification and Region 2018-19 14
3.4 Distribution of Students by total number of absent days by Self-Identification over time 15
4 Kindergarten Evaluations 16
4.1 Boehm Test of Basic Concepts 2018-19 16
4.2 Early Years Evaluation – Teacher Assessment 19
4.2.1 EYE 2018-19 – Yukon Wide 20
4.2.2 EYE 2018-19 - Rural 23
4.2.3 EYE 2018-19 - Urban 26
5 Foundation Skills Assessment 29
5.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification 2018-19 30
5.2 Foundation Skills Assessment Grade 7 by Test and Self-Identification 2018-19 33
6 Students in Alternate Schools 36
6.1 Individual Learning Centre and Aurora Virtual School 36
6.2 Wood Street Centre Programs 37
7 Graduation Rate 38
7.1 Grade 12 Dogwood and Adult Graduation Rate by Self-Identification 2018-19 39

7.2 Grade 12 Graduation Rate by Self-Identification over time 40
7.2.1 Dogwood and Adult Graduation Rate by Self-Identification over time 40
7.2.2 Dogwood Graduation Rate by Self-Identification over time 41
7.2.3 Adult Graduation Rate by Self-Identification over time 42
7.3 Grade 12 Dogwood and Adult Graduation Rate by Regions and Yukon Wide over time 43
7.4 Grade 12 Dogwood and Adult Graduation Rate by Region and Self-Identification over time 44
7.4.1 Yukon First Nations Grade 12 Dogwood and Adult Graduation Rate by Region over time 44
7.4.2 Other Aboriginals Grade 12 Dogwood and Adult Graduation Rate by Region over time 45
7.4.3 Non-First Nations Grade 12 Dogwood and Adult Graduation Rate over time 46
7.5 Evergreen Completion Program 46
8 Six Year Completion Rate 47

Table of Figures

Figure 1.1.1 Student Enrolment Counts by Self-Identification Yukon Wide 2018-19 (by ratio) 2
Figure 1.1.2 Student Enrolment Counts by Self-Identification Urban 2018-19 (by ratio) 2
Figure 1.1.3 Student Enrolment Counts by Self-Identification Rural 2018-19 (by ratio) 2
Figure 1.2.1 Student Distribution by Self-Identification and Grade 2018-19 (by ratio) 3
Figure 1.3.1 Student Distribution by Self-Identification and School 2018-19 5
Figure 1.4.1 Student Enrolment Counts by Self-Identification Yukon Wide 2016-17 to 2018-19 6
Figure 1.5.1 Student Enrolment Counts for 2018-19 by Yukon First Nation Yukon Wide 7
Figure 1.5.2 Yukon Wide Distribution by Yukon First Nation 2018-19 8
Figure 1.5.3 Rural Distribution by Yukon First Nation 2018-19 8
Figure 1.5.4 Urban Distribution by Yukon First Nation 2018-19 9
Figure 2.1.1 Individual Education Plan Counts by Self-Identification Yukon Wide 2018-19 10
Figure 2.1.2 Individual Education Plan Counts by Self-Identification Yukon Wide 2018-19 (by ratio) 10
Figure 2.2.1 Individual Education Plan Counts by Self-Identification 2016-17 to 2018-19 11
Figure 3.2.1 Average Absent Days for KF by Region 2018-19 13
Figure 3.2.2 Average Absent Days for Grade 1 by Region 2018-19 13
Figure 4.1.1 Boehm Student Counts by Category and Self-Identification Fall 2018-19 (by ratio) 17

Figure 4.1.2 Boehm Student Counts by Category and Self-Identification Spring 2018-19 (by ratio) 18
Figure 4.2.1 Early Years Evaluation 2018-19 - Yukon Wide 20
Figure 4.2.2 Early Years Evaluation 2018-19 – Rural 23
Figure 4.2.3 Early Years Evaluation 2018-19 – Urban 26
Figure 5.1.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification Yukon Wide 2018-19 30
Figure 5.1.2 Foundation Skills Assessment Grade 4 by Test and Self-Identification Rural 2018-19 31
Figure 5.1.3 Foundation Skills Assessment Grade 4 by Test and Self-Identification Urban 2018-19 32
Figure 5.2.1 Foundation Skills Assessment Grade 7 by Test and Self-Identification Yukon Wide 2018-19 33
Figure 5.2.2 Foundation Skills Assessment Grade 7 by Test and Self-Identification Rural 2018-19 34
Figure 5.2.3 Foundation Skills Assessment Grade 7 by Test and Self-Identification Urban 2018-19 35
Figure 6.1.1 Students counts for ILC and AVS by Self-Identification 2018-19 36
Figure 6.2.1 Wood Street Program Counts 2018-19 by semester 37
Figure 7.1.1 Grade 12 Dogwood and Adult Graduation Rate by Self-Identification 2018-19 39
Figure 7.1.2 Grade 12 Dogwood Graduation Rate by Self-Identification 2018-19 39
Figure 7.1.3 Grade 12 Adult Graduation Rate by Self-Identification 2018-19* 39
Figure 7.2.1 Grade 12 Dogwood and Adult Graduation Rate by Self-Identification over time 40
Figure 7.2.2 Grade 12 Dogwood Graduation Rate by Self-Identification over time 41
Figure 7.2.3 Grade 12 Adult Graduation Rate by Self-Identification over time 42
Figure 7.3.1 Grade 12 Dogwood and Adult Graduation Rate by Region and Yukon Wide over time 43
Figure 7.4.1 YFN - Grade 12 Dogwood and Adult Graduation Rate by Region and Yukon Wide over time 44
Figure 7.4.2 OA - Grade 12 Dogwood and Adult Graduation Rate by Region and Yukon Wide over time 45
Figure 7.4.3 Non-FN - Grade 12 Dogwood and Adult Graduation Rate by Region and Yukon Wide over time 46

Preface

Notes and Caveats

- Students can voluntarily self-identify. The Self-Identification categories are:
    - Yukon First Nation (YFN), Other Aboriginal (OA) or Non-First Nation (non-FN).
- Schools are organized by urban and rural regions. Yukon Wide includes all urban and rural schools, but does not include virtual schools or home schooled students.
- 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, population segment numbers less than 10 have been masked or omitted to protect the personal and private information of the student.
- The data and analysis are as 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 Master Model

Date Stamp

Student Enrolment counts are analyzed from data snapshots taken on May 31st of each school year, unless otherwise stated.

1.1 Student Enrolment Counts by Self-Identification for Regions and Yukon Wide 2018-19

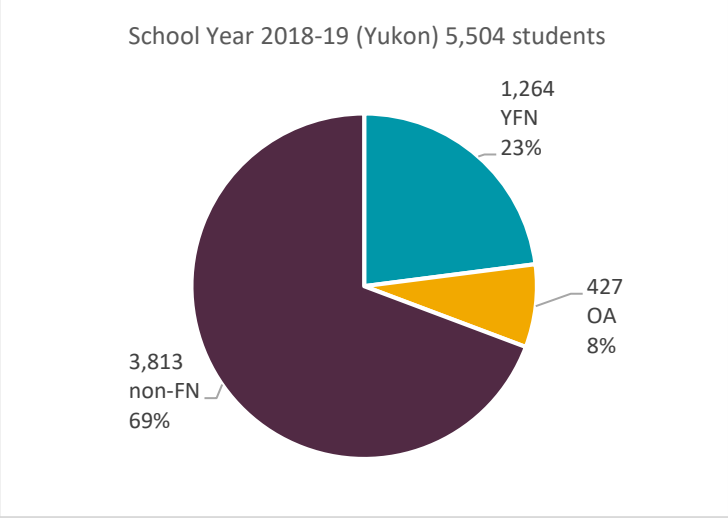

Figure 1.1.1 Student Enrolment Counts by Self-Identification Yukon Wide 2018-19 (by ratio)

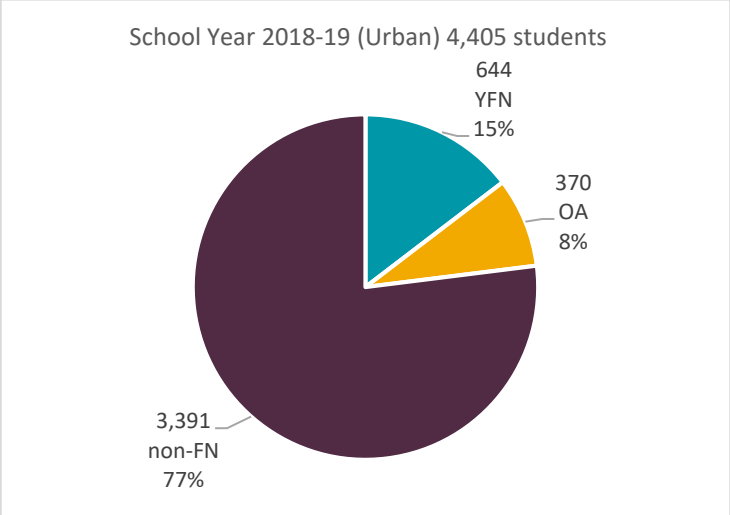

Figure 1.1.2 Student Enrolment Counts by Self-Identification Urban 2018-19 (by ratio)

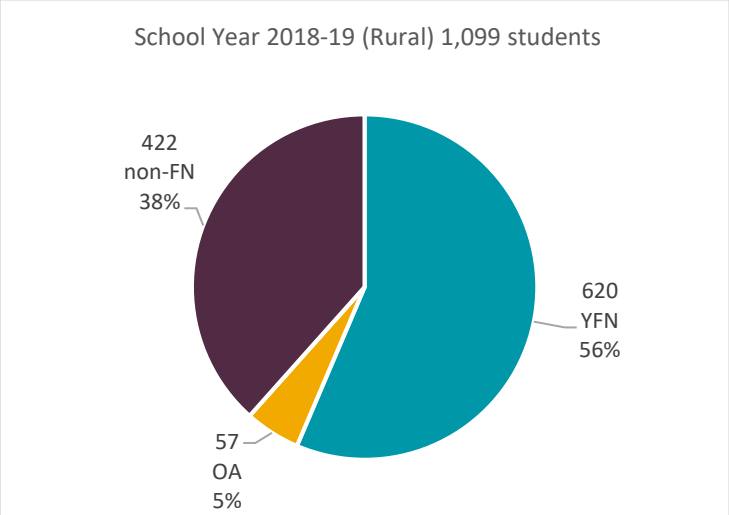

Figure 1.1.3 Student Enrolment Counts by Self-Identification Rural 2018-19 (by ratio)

1.2 Student Distribution by Self-Identification and Grade 2018-19

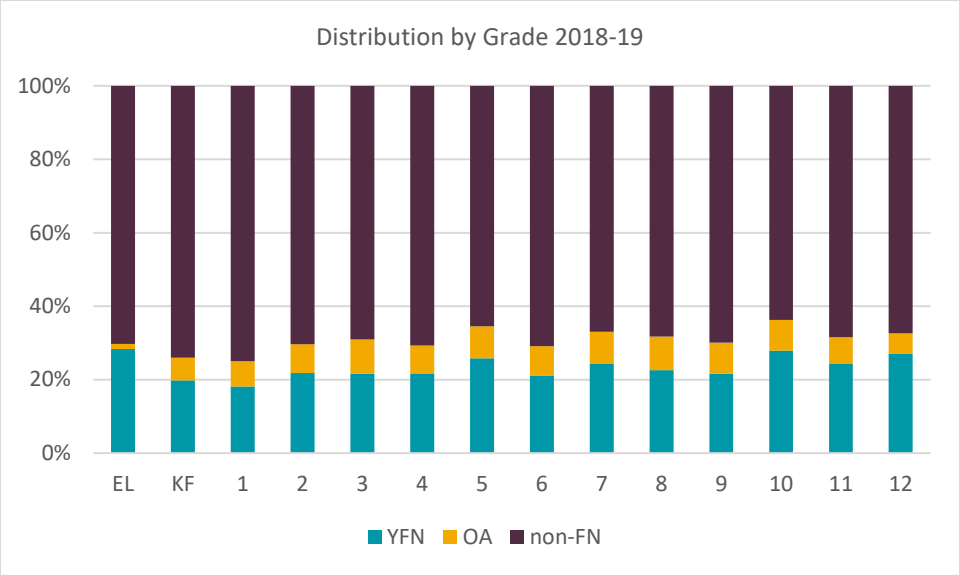

Figure 1.2.1 Student Distribution by Self-Identification and Grade 2018-19 (by ratio)

	YFN	OA	non-FN	Total	YFN	OA	non-FN
EL	21	1	52	74	28%	1%	70%
KF	83	26	310	419	20%	6%	74%
1	81	31	335	447	18%	7%	75%
2	100	36	323	459	22%	8%	70%
3	91	39	290	420	22%	9%	69%
4	89	32	292	413	22%	8%	71%
5	107	36	271	414	26%	9%	65%
6	88	34	297	419	21%	8%	71%
7	102	36	280	418	24%	9%	67%
8	86	35	260	381	23%	9%	68%
9	82	32	265	379	22%	8%	70%
10	124	37	283	444	28%	8%	64%
11	99	29	278	406	24%	7%	68%
12	111	23	277	411	27%	6%	67%
Total	**1,264**	**427**	**3,813**	**5,504**	**23%**	**8%**	**69%**

1.3 Student Distribution by Self-Identification, Region and School 2018-19

	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Urban	644	370	3,391	4,405	15%	8%	77%
Rural	620	57	422	1,099	56%	5%	38%
Yukon	1,264	427	3,813	5,504	23%	8%	69%

		YFN	OA	non-FN	Total	YFN	OA	non-FN
Rural	Chief Zzeh Gittlit School	38	0	4	42	90%	0%	10%
	Del Van Gorder School	12	7	37	56	21%	13%	66%
	Eliza Van Bibber School	63	0	4	67	94%	0%	6%
	J.V. Clark School	45	2	15	62	73%	3%	24%
	Johnson Elementary School	58	13	57	128	45%	10%	45%
	Khàtinas.àxh Community School	36	4	8	48	75%	8%	17%
	Kluane Lake School	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	Nelnah Bessie John School	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	Robert Service School	63	9	161	233	27%	4%	69%
	Ross River School	42	0	10	52	81%	0%	19%
	St. Elias Community School	77	5	74	156	49%	3%	47%
	Tantalus Community School	83	9	19	111	75%	8%	17%
	Ghùch Tlâ Community School	43	1	4	48	90%	2%	8%
	Watson Lake Secondary School	48	7	25	80	60%	9%	31%
Urban	Christ the King Elementary	5	19	312	336	1%	6%	93%
	École Émilie-Tremblay (K-6)	1	10	221	232	0%	4%	95%
	École Whitehorse Elementary School	28	43	397	468	6%	9%	85%
	Elijah Smith Elementary School	107	28	116	251	43%	11%	46%
	Golden Horn Elementary School	18	10	210	238	8%	4%	88%
	Grey Mountain Primary School	10	7	43	60	17%	12%	72%
	Hidden Valley Elementary School	21	2	109	132	16%	2%	83%
	Holy Family Elementary School	8	14	163	185	4%	8%	88%
	Jack Hulland Elementary School	74	38	275	387	19%	10%	71%
	Selkirk Elementary School	46	25	208	279	16%	9%	75%
	Takhini Elementary School	35	34	79	148	24%	23%	53%
	Académie Parhélie	0	4	53	57	0%	7%	93%
	F.H. Collins Secondary School	99	51	502	652	15%	8%	77%
	Individual Learning Centre	56	20	94	170	33%	12%	55%
	Porter Creek Secondary School	112	50	271	433	26%	12%	63%
	Vanier Catholic Secondary School	19	14	334	367	5%	4%	91%

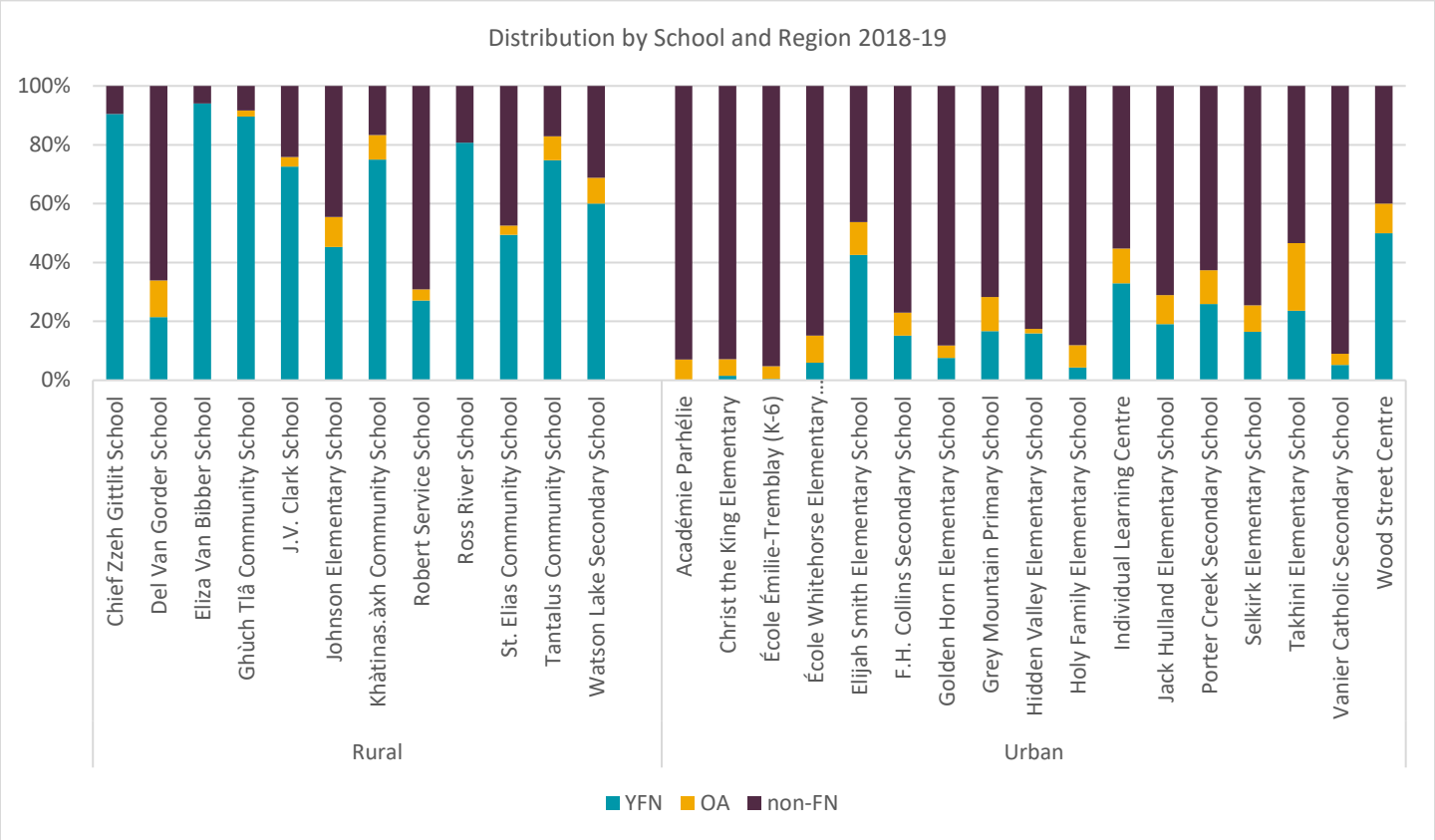

Figure 1.3.1 Student Distribution by Self-Identification and School 2018-19

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

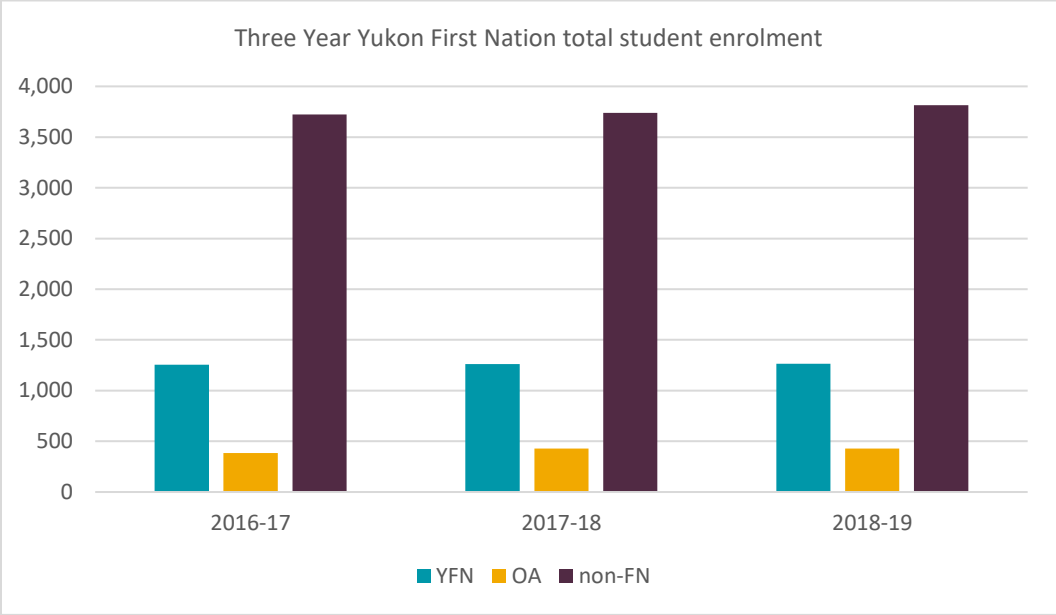

Figure 1.4.1 Student Enrolment Counts by Self-Identification Yukon Wide 2016-17 to 2018-19

	2016-17			2017-18			2018-19		
	YFN	OA	non-FN	YFN	OA	non-FN	YFN	OA	non-FN
Students	1,256	385	3,722	1,263	428	3,740	1,264	427	3,813
%	23%	7%	69%	23%	8%	69%	23%	8%	69%
Yukon	**5,363**			**5,431**			**5,504**		

1.5 Student Enrolment Counts by Yukon First Nation for Regions and Yukon Wide 2018-19

First Nation Name	Yukon	Rural	Urban
Carcross/Tagish First Nation	109	43	66
Champagne and Aishihik First Nations	168	66	102
First Nation of Na-Cho Nyäk Dun	60	38	22
Kluane First Nation	30	13	17
Kwanlin Dün First Nation	128	5	123
Liard First Nation	136	103	33
Little Salmon/Carmacks First Nation	116	81	35
Ross River Dena Council	97	65	32
Selkirk First Nation	97	72	25
Ta'an Kwäch'än Council	44	5	39
Teslin Tlingit Council	83	30	53
Tr'ondëk Hwëch'in	88	51	37
Vuntut Gwitchin First Nation	95	40	55
White River First Nation	13	8	5
Total	**1,264**	**620**	**644**

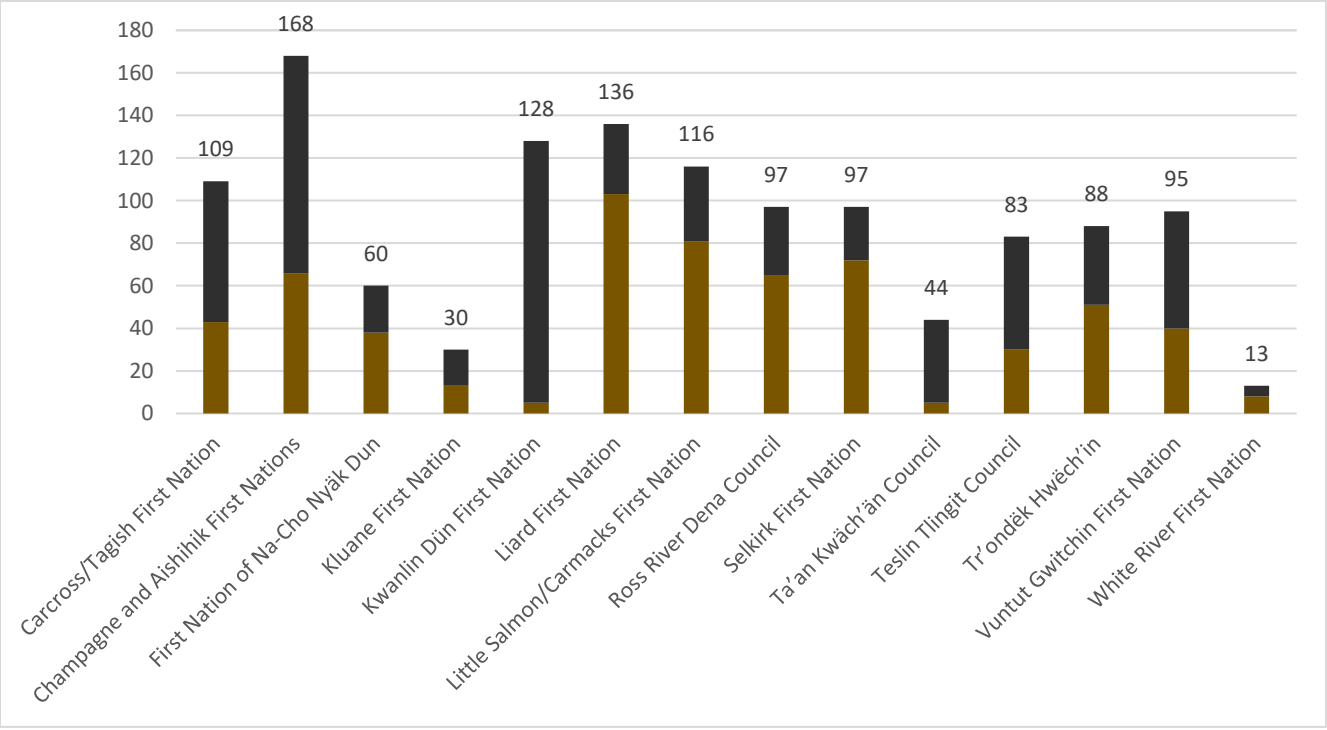

Figure 1.5.1 Student Enrolment Counts for 2018-19 by Yukon First Nation Yukon Wide

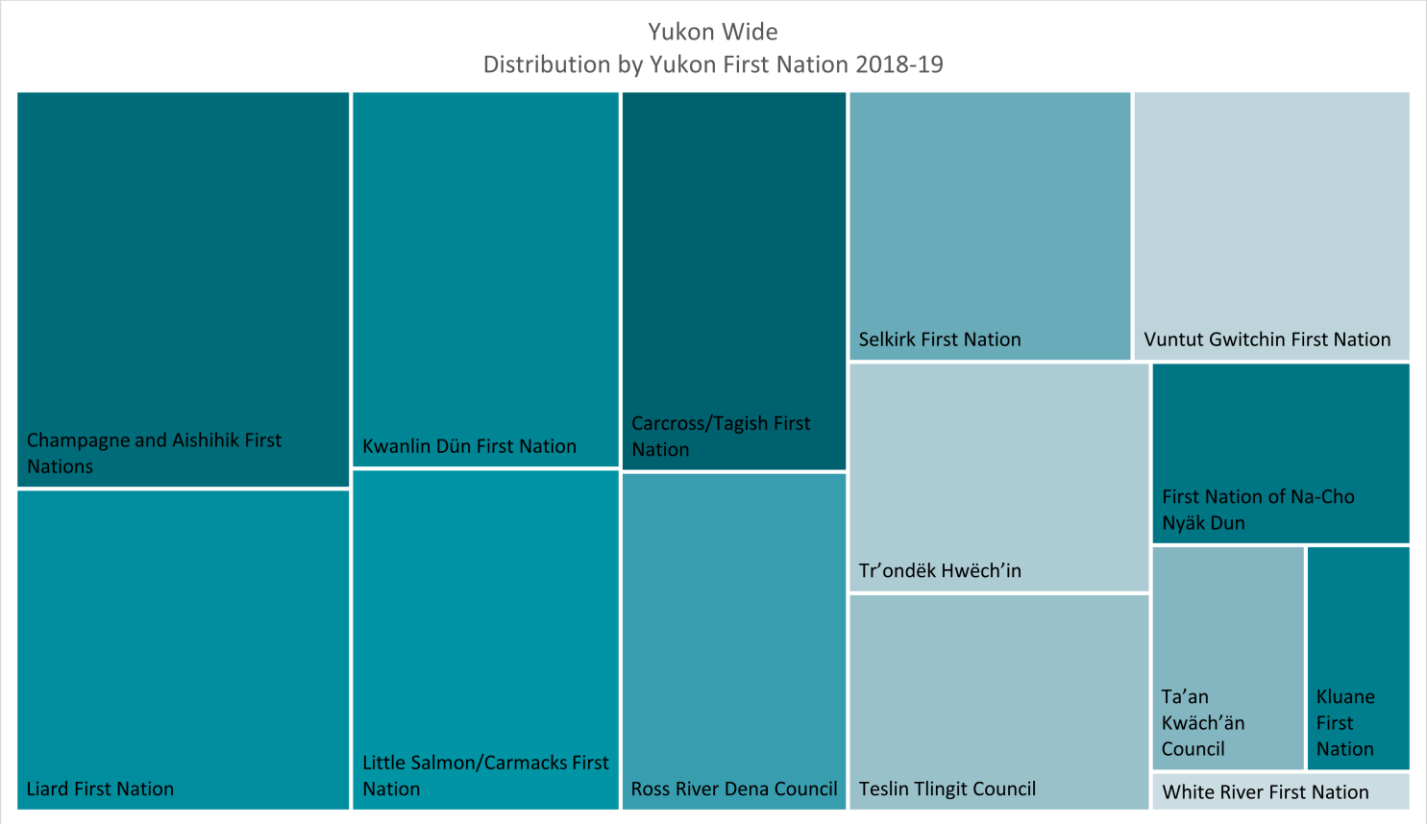

Figure 1.5.2 Yukon Wide Distribution by Yukon First Nation 2018-19

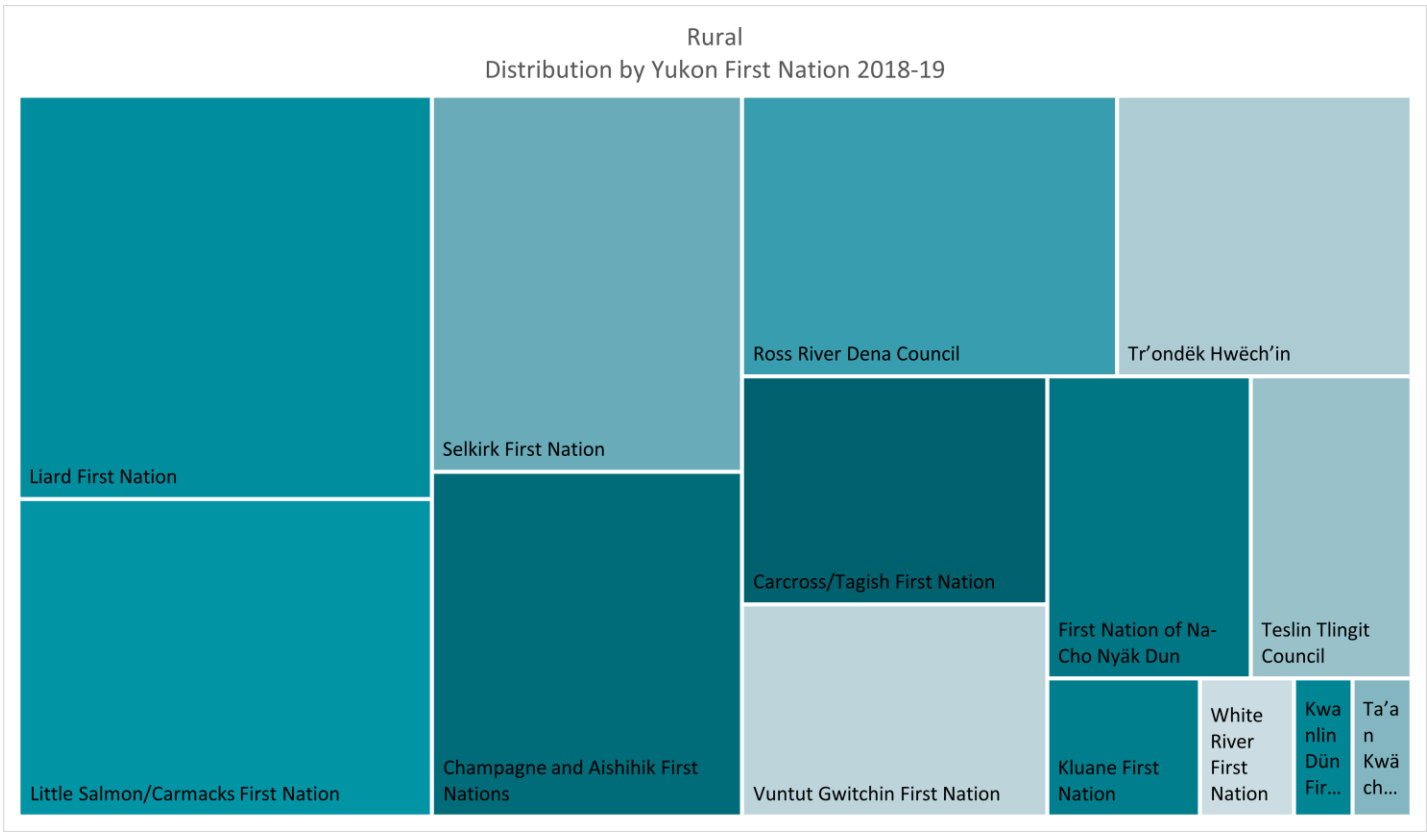

Figure 1.5.3 Rural Distribution by Yukon First Nation 2018-19

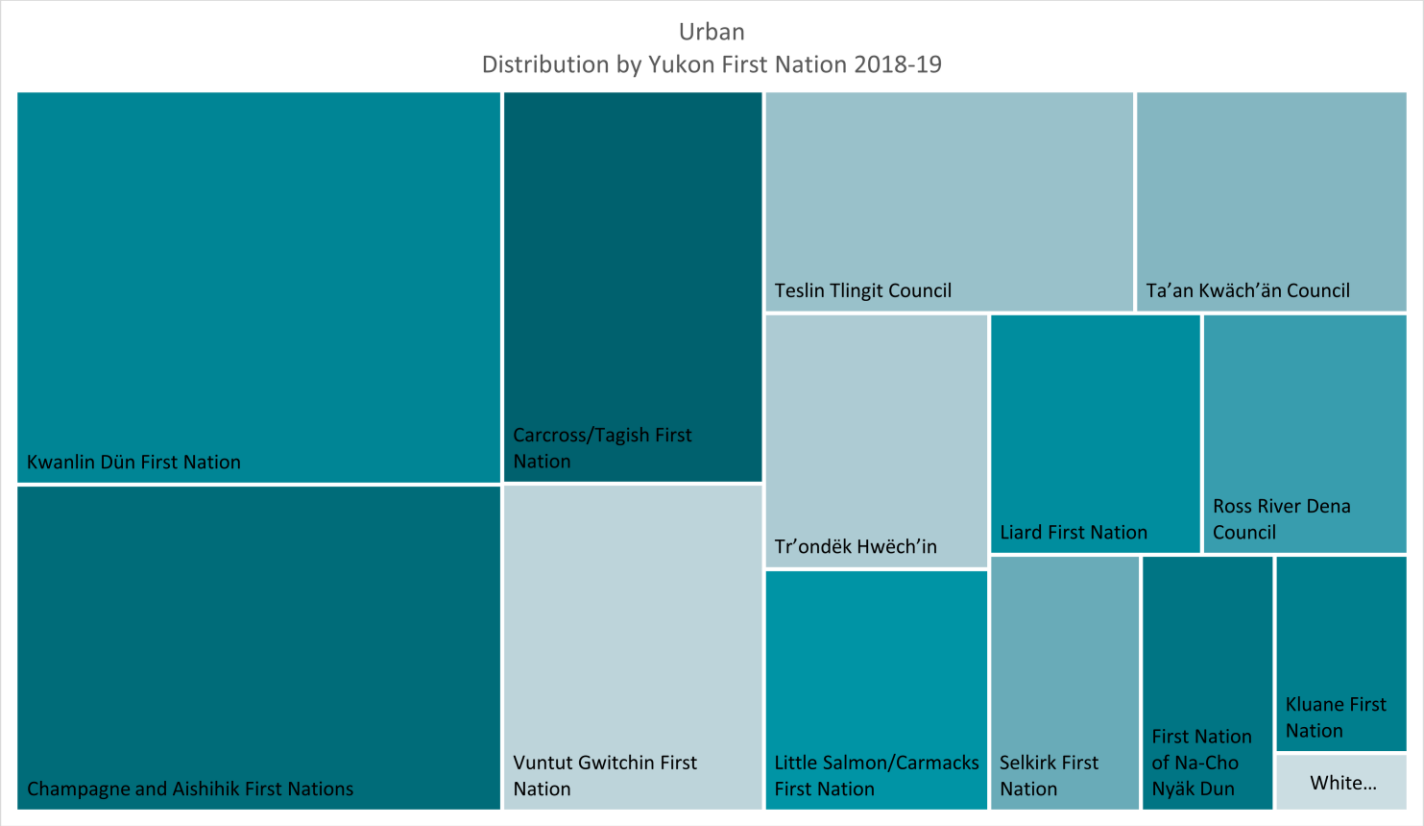

Figure 1.5.4 Urban Distribution by Yukon First Nation 2018-19

2 Individual Education Plan Counts

An Individual Education Plan (IEP) is a documented plan developed for a student with special education needs that describes individualized goals, adaptions, modifications and the services to be provided, including measures for tracking achievement.

Please note IEP counts are subject to a small degree of variability due to shifts in Department direction for who is eligible for an IEP during these years.

This IEP metric is very specific to the above described plan and does not include any other support plans or programs.

2.1 Individual Education Plan Counts by Self-Identification Yukon Wide 2018-19

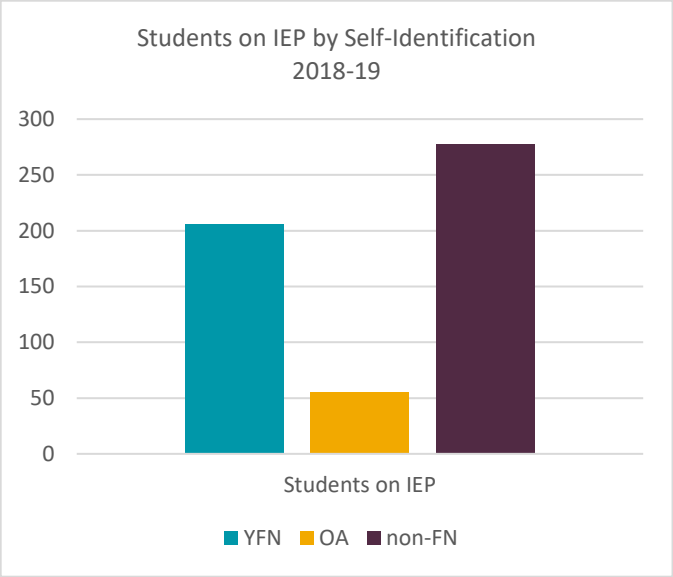

Figure 2.1.1 Individual Education Plan Counts by Self-Identification Yukon Wide 2018-19

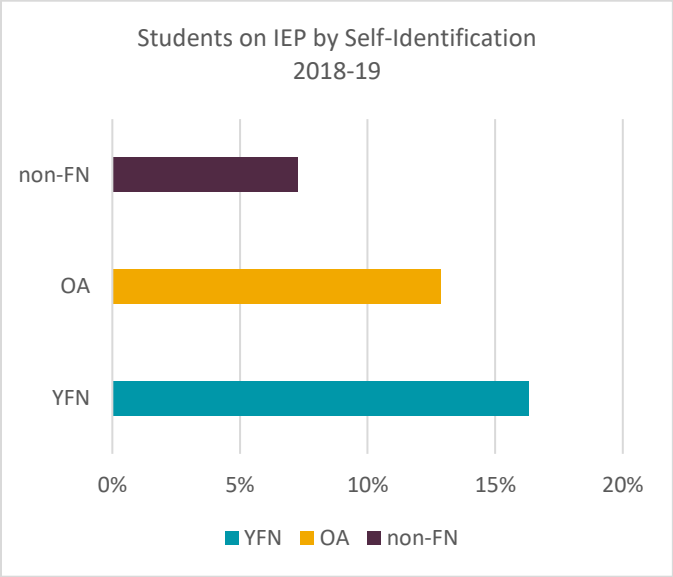

Figure 2.1.2 Individual Education Plan Counts by Self-Identification Yukon Wide 2018-19 (by ratio)

	Students Enrolled	Students on IEP	Students on IEP %
YFN	1,264	206	16%
OA	427	55	13%
non-FN	3,813	277	7%
Yukon	5,504	538	10%

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

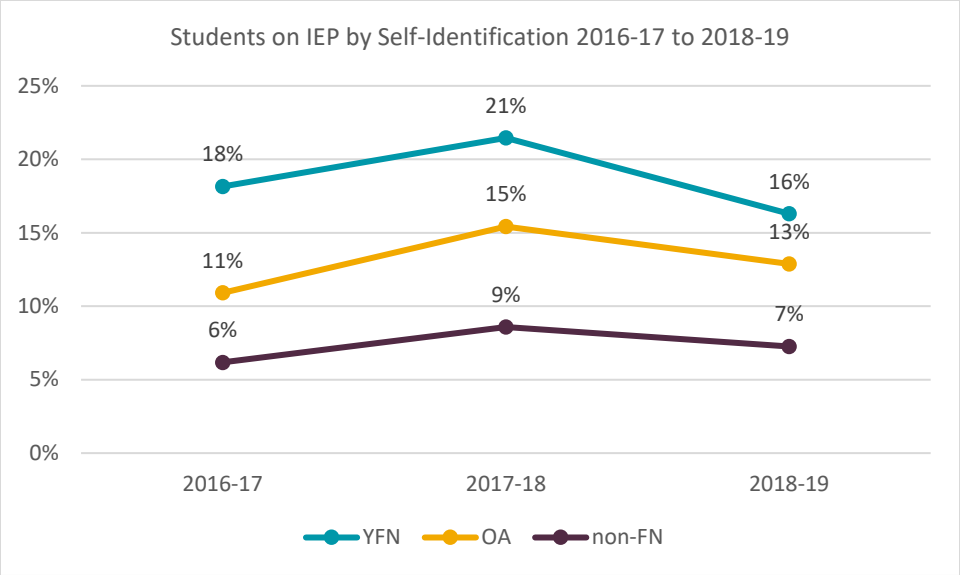

Figure 2.2.1 Individual Education Plan Counts by Self-Identification 2016-17 to 2018-19

3 Absenteeism

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 at the Individual Learning Centre.

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 students take courses at. 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 at (as of May 31st or the student's last know school). 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 Master Model

Date Stamp

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

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

2016-17	YFN	OA	non-FN	Yukon
Rural	38.1	37.6	23.8	32.2
Urban	23.2	22.0	16.5	18.0
Yukon	**31.4**	**24.3**	**17.5**	**21.2**

2017-18	YFN	OA	non-FN	Yukon
Rural	37.2	34.2	21.8	31.0
Urban	23.1	21.5	15.9	17.5
Yukon	**31.3**	**23.6**	**16.7**	**20.6**

2018-19	YFN	OA	non-FN	Yukon
Rural	35.7	37.2	23.6	31.3
Urban	25.5	22.8	16.3	18.2
Yukon	**31.9**	**25.0**	**17.2**	**21.1**

3.2 Average Absent Days for KF and Grade 1 by Region 2018-19

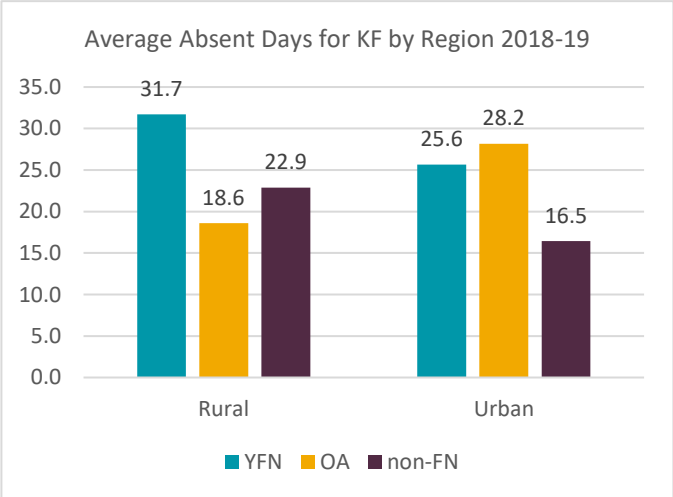

Figure 3.2.1 Average Absent Days for KF by Region 2018-19

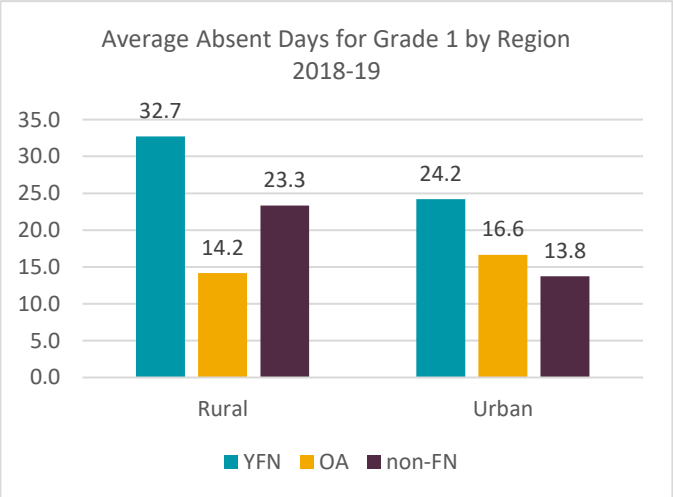

Figure 3.2.2 Average Absent Days for Grade 1 by Region 2018-19

3.3 Average Absent Days by Grade, Self-Identification and Region 2018-19

	YFN			OA			non-FN			All Students		
Grade	Rural	Urban	Yukon	Rural	Urban	Yukon	Rural	Urban	Yukon	Rural	Urban	Yukon
KF	31.7	25.6	29.7	18.6	28.2	27.1	22.9	16.5	17.4	27.5	18.2	20.4
1	32.7	24.2	29.6	14.2	16.6	16.4	23.3	13.8	14.8	28.0	15.0	17.5
2	34.4	20.9	27.2	37.9	23.0	25.8	19.8	14.1	14.8	28.9	15.8	18.4
3	26.5	17.0	22.9	37.5	22.3	26.0	20.9	13.1	14.0	25.5	14.4	17.1
4	33.4	20.7	27.8	21.8	17.6	18.2	20.2	14.4	15.4	26.4	15.7	18.2
5	29.4	16.8	24.6	45.7	26.7	30.1	17.8	15.1	15.4	27.0	16.5	19.1
6	27.7	19.9	24.9	35.2	23.4	24.8	19.4	15.7	16.2	25.0	16.9	18.7
7	34.6	27.0	31.0	23.5	19.1	19.3	19.9	17.1	17.5	29.1	18.9	20.9
8	30.3	32.1	33.0	27.1	15.1	17.2	20.2	14.7	15.5	25.9	17.5	19.7
9	35.0	36.1	37.1	13.0	31.0	29.3	28.8	18.5	19.8	31.8	22.2	24.5
10	54.2	30.7	44.0	67.8	28.2	38.0	38.3	20.0	21.8	51.3	22.8	29.4
11	42.8	29.7	39.3	47.6	23.6	26.1	35.4	22.1	23.2	40.8	23.6	27.4
12	48.9	28.3	40.2		22.7	22.7	31.9	17.8	19.4	42.9	19.9	25.1

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

2016-17	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Less than 20 days	524	227	2,540	3,291	43%	57%	69%
20 to 39 days	374	97	895	1,366	30%	24%	24%
40 to 59 days	**174**	**44**	**185**	**403**	**14%**	**11%**	**5%**
60 to 79 days	**69**	**19**	**52**	**140**	**6%**	**5%**	**1%**
80 or more days	**87**	**14**	**28**	**129**	**7%**	**3%**	**1%**
Total	**1,228**	**401**	**3,700**	**5,329**			

2017-18	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Less than 20 days	520	228	2,577	3,325	43%	54%	69%
20 to 39 days	364	124	907	1,395	30%	29%	24%
40 to 59 days	**176**	**45**	**164**	**385**	**14%**	**11%**	**4%**
60 to 79 days	**79**	**13**	**39**	**131**	**6%**	**3%**	**1%**
80 or more days	**83**	**11**	**25**	**119**	**7%**	**3%**	**1%**
Total	**1,222**	**421**	**3,712**	**5,355**			

2018-19	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Less than 20 days	511	232	2,647	3,390	41%	54%	70%
20 to 39 days	404	117	851	1,372	33%	27%	23%
40 to 59 days	**152**	**44**	**184**	**380**	**12%**	**10%**	**5%**
60 to 79 days	**87**	**23**	**49**	**159**	**7%**	**5%**	**1%**
80 or more days	**82**	**12**	**42**	**136**	**7%**	**3%**	**1%**
Total	**1,236**	**428**	**3,773**	**5,437**			

4 Kindergarten Evaluations

4.1 Boehm Test of Basic Concepts 2018-19

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 Master Model

[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

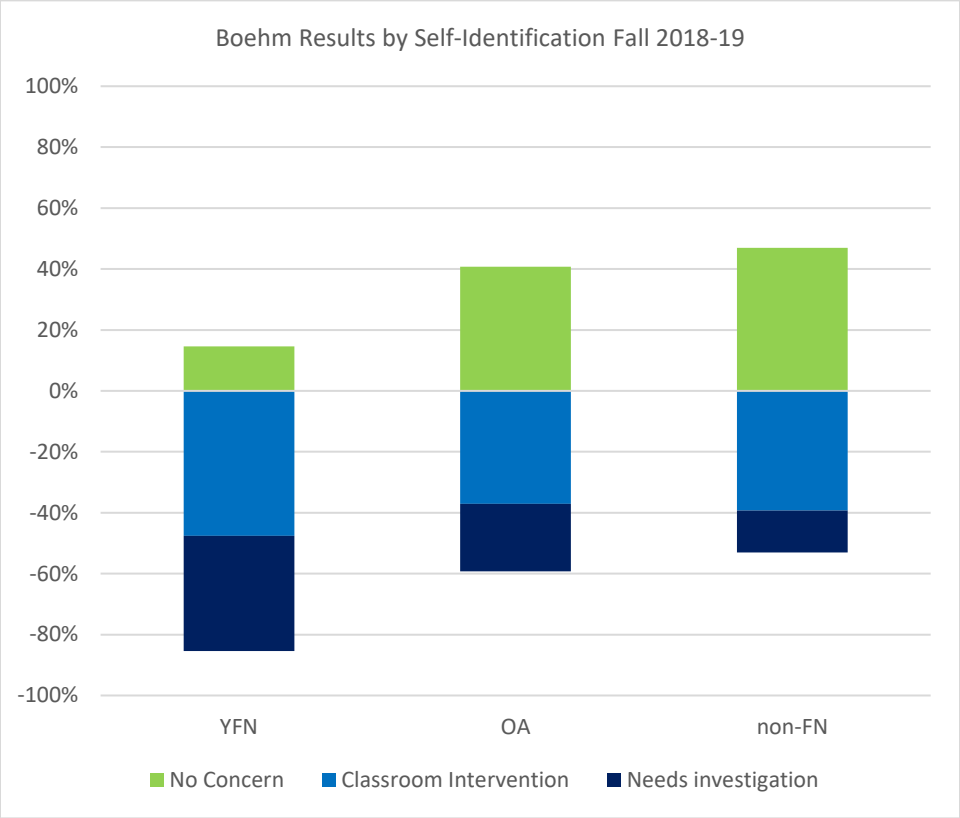

Figure 4.1.1 Boehm Student Counts by Category and Self-Identification Fall 2018-19 (by ratio)

	No Concern	Classroom Intervention	Needs investigation	Yukon	Speech Referral	Language Referral	Child Development Centre
YFN	12	39	31	82	13	7	26
OA	11	10	6	27	3	2	2
non-FN	140	117	41	298	26	5	41
Yukon	**163**	**166**	**78**	**407**	**42**	**14**	**69**
YFN	15%	48%	38%	100%	16%	9%	32%
OA	41%	37%	22%	100%	11%	7%	7%
non-FN	47%	39%	14%	100%	9%	2%	14%
Yukon	**40%**	**41%**	**19%**	**100%**	**10%**	**3%**	**17%**

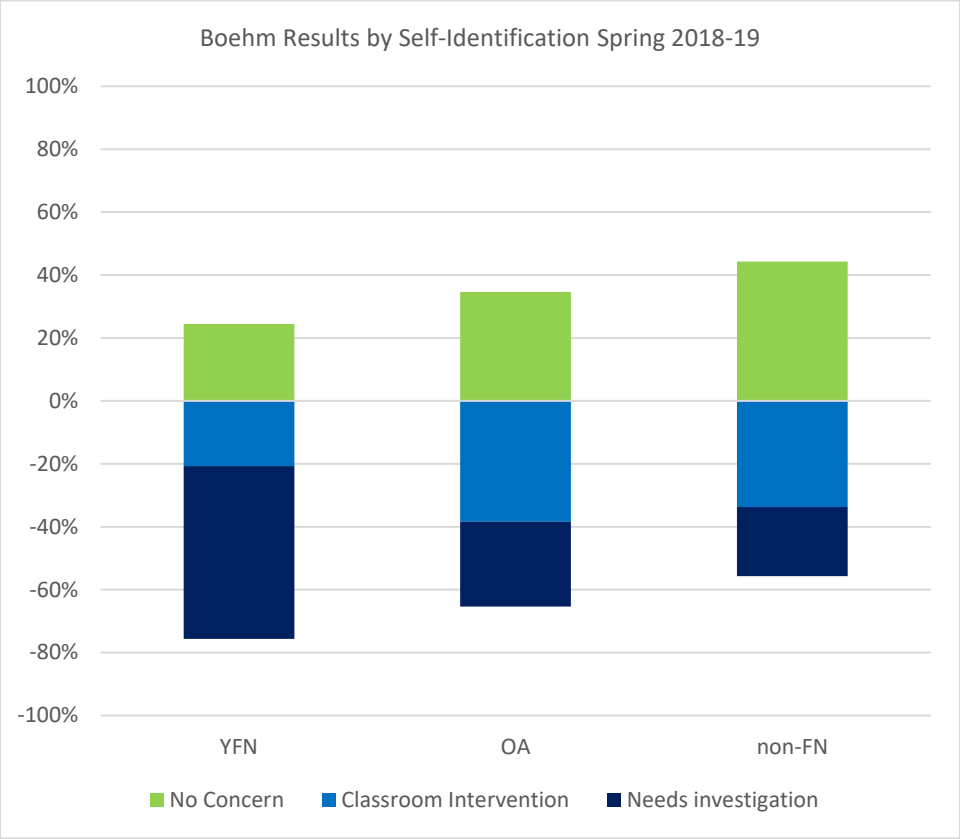

Figure 4.1.2 Boehm Student Counts by Category and Self-Identification Spring 2018-19 (by ratio)

	No Concern	Classroom Intervention	Needs investigation	Yukon	Speech Referral	Language Referral	Child Development Centre
YFN	20	17	45	82	18	12	31
OA	9	10	7	26	4	2	3
non-FN	135	103	67	305	29	8	34
Yukon	**164**	**130**	**119**	**413**	**51**	**22**	**68**
YFN	24%	21%	55%	100%	22%	15%	38%
OA	35%	38%	27%	100%	15%	8%	12%
non-FN	44%	34%	22%	100%	10%	3%	11%
Yukon	**40%**	**31%**	**29%**	**100%**	**12%**	**5%**	**16%**

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 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 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 Master Model

[2] https://www.earlyyearsevaluation.com/index.php/en/products/eye-ta

4.2.1 EYE 2018-19 – Yukon Wide

Figure 4.2.1 Early Years Evaluation 2018-19 - Yukon Wide

Fall 2018 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Total
1. Awareness of Self and Environment	YFN	64	13	8	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	272	25	2	2	301
2. Social Skills and Approaches to Learning	YFN	54	27	4	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	217	70	14	0	301
3. Cognitive Skills	YFN	37	31	17	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	213	76	11	1	301
4. Language and Communication	YFN	53	26	6	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	252	44	5	0	301
5a. Physical Development - Fine Motor	YFN	57	23	5	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	248	43	9	1	301
5b. Physical Development - Gross Motor	YFN	64	14	7	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	253	45	2	1	301

Fall 2018 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	75%	15%	9%	0%
	OA	92%	4%	0%	4%
	non-FN	90%	8%	1%	1%
2. Social Skills and Approaches to Learning	YFN	64%	32%	5%	0%
	OA	60%	32%	8%	0%
	non-FN	72%	23%	5%	0%
3. Cognitive Skills	YFN	44%	36%	20%	0%
	OA	64%	20%	12%	4%
	non-FN	71%	25%	4%	0%
4. Language and Communication	YFN	62%	31%	7%	0%
	OA	76%	20%	4%	0%
	non-FN	84%	15%	2%	0%
5a. Physical Development - Fine Motor	YFN	67%	27%	6%	0%
	OA	72%	24%	0%	4%
	non-FN	82%	14%	3%	0%
5b. Physical Development - Gross Motor	YFN	75%	16%	8%	0%
	OA	80%	20%	0%	0%
	non-FN	84%	15%	1%	0%

Spring 2019 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Total
1. Awareness of Self and Environment	YFN	71	12	2	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	295	7	1	2	305
2. Social Skills and Approaches to Learning	YFN	60	20	5	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	245	51	8	1	305
3. Cognitive Skills	YFN	55	22	8	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	271	29	3	2	305
4. Language and Communication	YFN	66	14	5	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	287	15	2	1	305
5a. Physical Development - Fine Motor	YFN	65	19	1	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	273	27	3	2	305
5b. Physical Development - Gross Motor	YFN	71	11	3	0	85
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	271	32	0	2	305

Spring 2019 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	84%	14%	2%	0%
	OA	88%	8%	0%	4%
	non-FN	97%	2%	0%	1%
2. Social Skills and Approaches to Learning	YFN	71%	24%	6%	0%
	OA	69%	23%	4%	4%
	non-FN	80%	17%	3%	0%
3. Cognitive Skills	YFN	65%	26%	9%	0%
	OA	81%	8%	8%	4%
	non-FN	89%	10%	1%	1%
4. Language and Communication	YFN	78%	16%	6%	0%
	OA	88%	8%	0%	4%
	non-FN	94%	5%	1%	0%
5a. Physical Development - Fine Motor	YFN	76%	22%	1%	0%
	OA	81%	15%	0%	4%
	non-FN	90%	9%	1%	1%
5b. Physical Development - Gross Motor	YFN	84%	13%	4%	0%
	OA	88%	8%	0%	4%
	non-FN	89%	10%	0%	1%

4.2.2 EYE 2018-19 - Rural

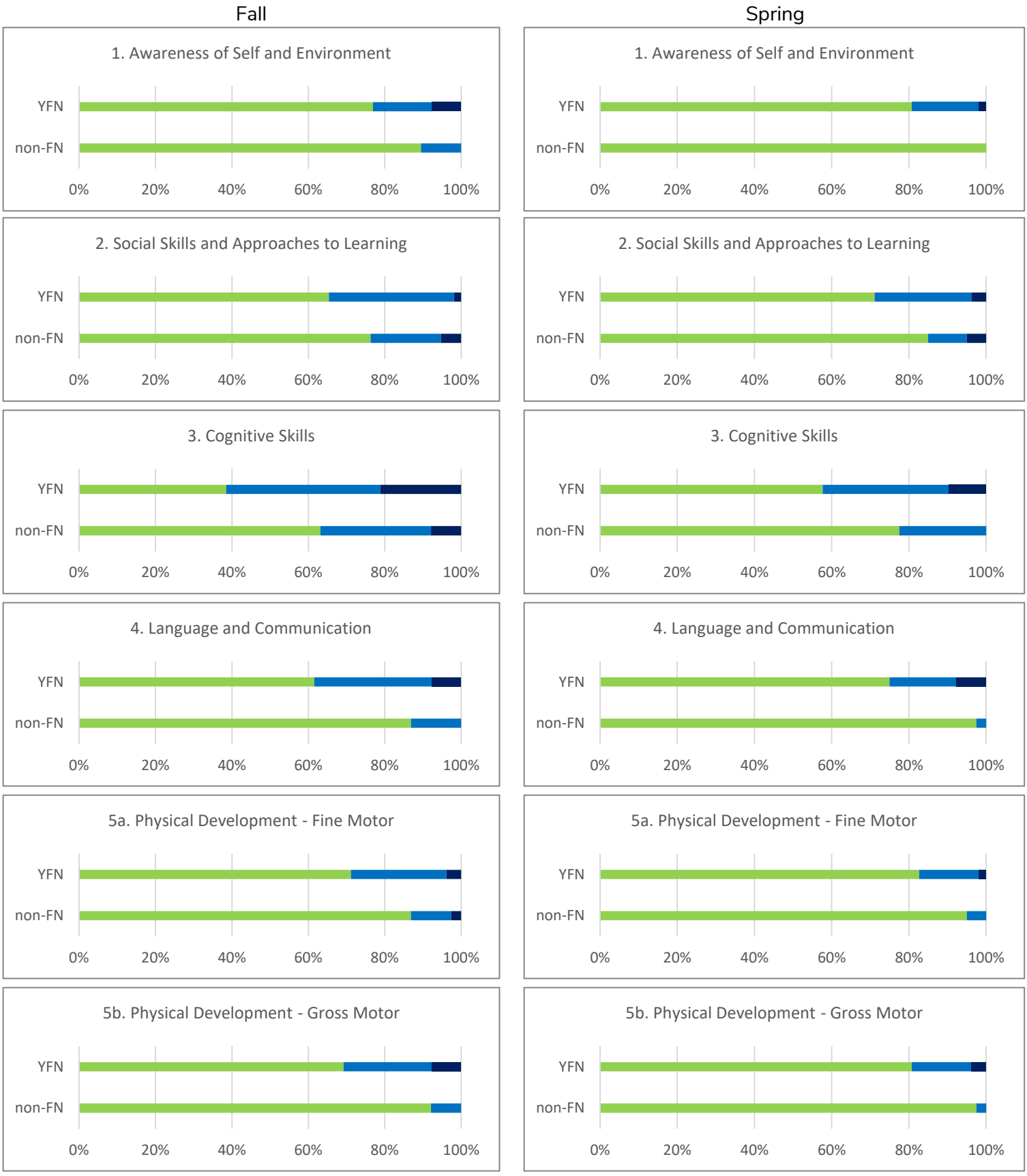

Figure 4.2.2 Early Years Evaluation 2018-19 – Rural

Fall 2018 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Total
1. Awareness of Self and Environment	YFN	40	8	4	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	34	4	0	0	38
2. Social Skills and Approaches to Learning	YFN	34	17	1	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	29	7	2	0	38
3. Cognitive Skills	YFN	20	21	11	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	24	11	3	0	38
4. Language and Communication	YFN	32	16	4	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	33	5	0	0	38
5a. Physical Development - Fine Motor	YFN	37	13	2	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	33	4	1	0	38
5b. Physical Development - Gross Motor	YFN	36	12	4	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	35	3	0	0	38

Fall 2018 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	77%	15%	8%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	89%	11%	0%	0%
2. Social Skills and Approaches to Learning	YFN	65%	33%	2%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	76%	18%	5%	0%
3. Cognitive Skills	YFN	38%	40%	21%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	63%	29%	8%	0%
4. Language and Communication	YFN	62%	31%	8%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	87%	13%	0%	0%
5a. Physical Development - Fine Motor	YFN	71%	25%	4%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	87%	11%	3%	0%
5b. Physical Development - Gross Motor	YFN	69%	23%	8%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	92%	8%	0%	0%

Spring 2019 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Total
1. Awareness of Self and Environment	YFN	42	9	1	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	40	0	0	0	40
2. Social Skills and Approaches to Learning	YFN	37	13	2	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	34	4	2	0	40
3. Cognitive Skills	YFN	30	17	5	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	31	9	0	0	40
4. Language and Communication	YFN	39	9	4	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	39	1	0	0	40
5a. Physical Development - Fine Motor	YFN	43	8	1	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	38	2	0	0	40
5b. Physical Development - Gross Motor	YFN	42	8	2	0	52
	OA	Msk	Msk	Msk	Msk	Msk
	non-FN	39	1	0	0	40

Spring 2019 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	81%	17%	2%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	100%	0%	0%	0%
2. Social Skills and Approaches to Learning	YFN	71%	25%	4%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	85%	10%	5%	0%
3. Cognitive Skills	YFN	58%	33%	10%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	78%	23%	0%	0%
4. Language and Communication	YFN	75%	17%	8%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	98%	3%	0%	0%
5a. Physical Development - Fine Motor	YFN	83%	15%	2%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	95%	5%	0%	0%
5b. Physical Development - Gross Motor	YFN	81%	15%	4%	0%
	OA	Msk	Msk	Msk	Msk
	non-FN	98%	3%	0%	0%

4.2.3 EYE 2018-19 - Urban

Figure 4.2.3 Early Years Evaluation 2018-19 – Urban

Fall 2018 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Total
1. Awareness of Self and Environment	YFN	24	5	4	0	33
	OA	20	1	0	1	22
	non-FN	238	21	2	2	263
2. Social Skills and Approaches to Learning	YFN	20	10	3	0	33
	OA	12	8	2	0	22
	non-FN	188	63	12	0	263
3. Cognitive Skills	YFN	17	10	6	0	33
	OA	14	4	3	1	22
	non-FN	189	65	8	1	263
4. Language and Communication	YFN	21	10	2	0	33
	OA	16	5	1	0	22
	non-FN	219	39	5	0	263
5a. Physical Development - Fine Motor	YFN	20	10	3	0	33
	OA	15	6	0	1	22
	non-FN	215	39	8	1	263
5b. Physical Development - Gross Motor	YFN	28	2	3	0	33
	OA	17	5	0	0	22
	non-FN	218	42	2	1	263

Fall 2018 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	73%	15%	12%	0%
	OA	91%	5%	0%	5%
	non-FN	90%	8%	1%	1%
2. Social Skills and Approaches to Learning	YFN	61%	30%	9%	0%
	OA	55%	36%	9%	0%
	non-FN	71%	24%	5%	0%
3. Cognitive Skills	YFN	52%	30%	18%	0%
	OA	64%	18%	14%	5%
	non-FN	72%	25%	3%	0%
4. Language and Communication	YFN	64%	30%	6%	0%
	OA	73%	23%	5%	0%
	non-FN	83%	15%	2%	0%
5a. Physical Development - Fine Motor	YFN	61%	30%	9%	0%
	OA	68%	27%	0%	5%
	non-FN	82%	15%	3%	0%
5b. Physical Development - Gross Motor	YFN	85%	6%	9%	0%
	OA	77%	23%	0%	0%
	non-FN	83%	16%	1%	0%

Spring 2019 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Total
1. Awareness of Self and Environment	YFN	29	3	1	0	33
	OA	20	2	0	1	23
	non-FN	255	7	1	2	265
2. Social Skills and Approaches to Learning	YFN	23	7	3	0	33
	OA	15	6	1	1	23
	non-FN	211	47	6	1	265
3. Cognitive Skills	YFN	25	5	3	0	33
	OA	18	2	2	1	23
	non-FN	240	20	3	2	265
4. Language and Communication	YFN	27	5	1	0	33
	OA	20	2	0	1	23
	non-FN	248	14	2	1	265
5a. Physical Development - Fine Motor	YFN	22	11	0	0	33
	OA	18	4	0	1	23
	non-FN	235	25	3	2	265
5b. Physical Development - Gross Motor	YFN	29	3	1	0	33
	OA	20	2	0	1	23
	non-FN	232	31	0	2	265

Spring 2019 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	88%	9%	3%	0%
	OA	87%	9%	0%	4%
	non-FN	96%	3%	0%	1%
2. Social Skills and Approaches to Learning	YFN	70%	21%	9%	0%
	OA	65%	26%	4%	4%
	non-FN	80%	18%	2%	0%
3. Cognitive Skills	YFN	76%	15%	9%	0%
	OA	78%	9%	9%	4%
	non-FN	91%	8%	1%	1%
4. Language and Communication	YFN	82%	15%	3%	0%
	OA	87%	9%	0%	4%
	non-FN	94%	5%	1%	0%
5a. Physical Development - Fine Motor	YFN	67%	33%	0%	0%
	OA	78%	17%	0%	4%
	non-FN	89%	9%	1%	1%
5b. Physical Development - Gross Motor	YFN	88%	9%	3%	0%
	OA	87%	9%	0%	4%
	non-FN	88%	12%	0%	1%

5 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

5.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification 2018-19

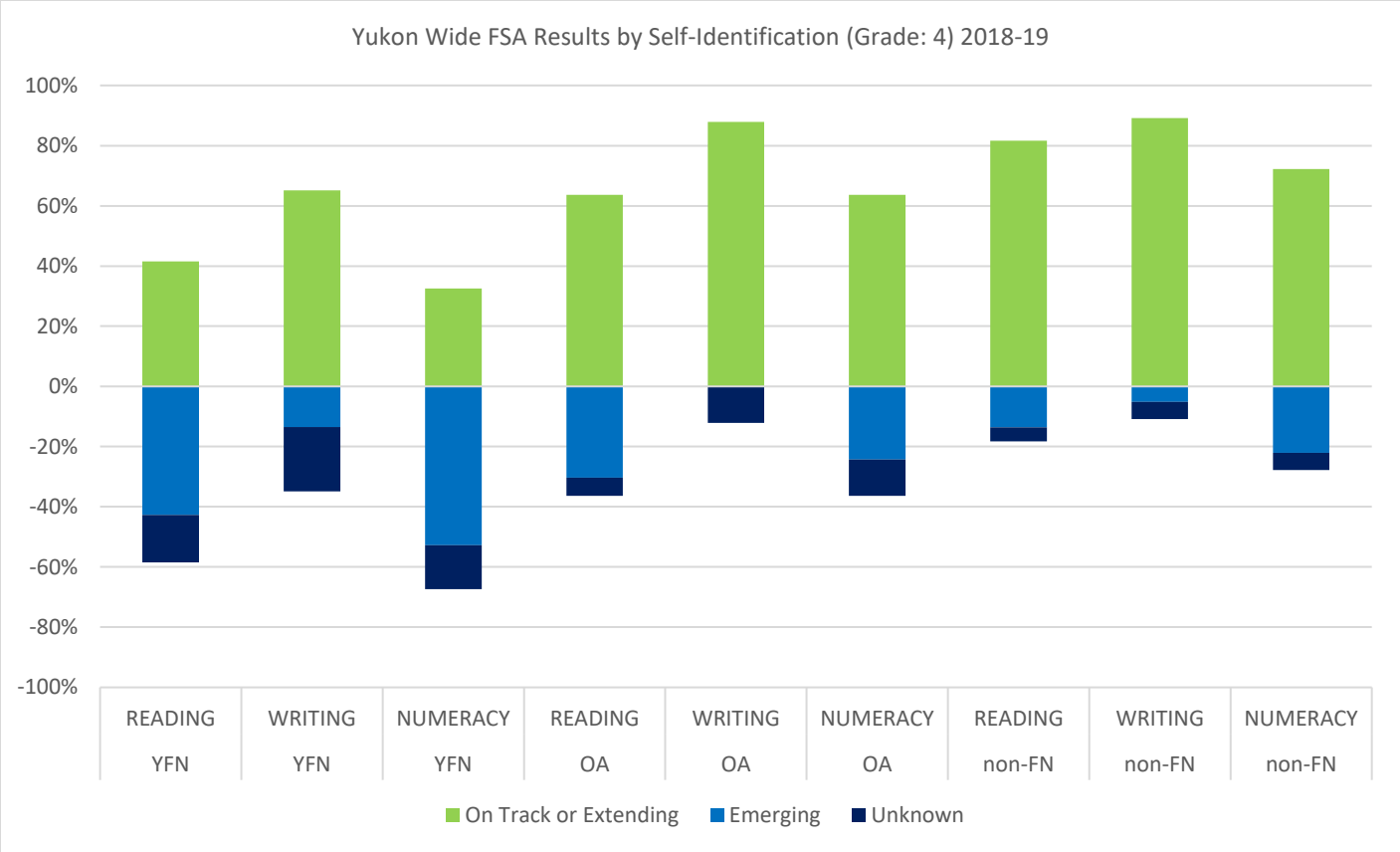

Figure 5.1.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification Yukon Wide 2018-19

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	37	58	29	Msk	Msk	Msk	241	263	213
Emerging	38	12	47	Msk	Msk	Msk	40	15	65
Unknown	14	19	13	Msk	Msk	Msk	14	17	17
Total	**89**	**89**	**89**	Msk	Msk	Msk	**295**	**295**	**295**
On Track or Extending	42%	65%	33%	64%	88%	64%	82%	89%	72%
Emerging	43%	13%	53%	30%	0%	24%	14%	5%	22%
Unknown	16%	21%	15%	6%	12%	12%	5%	6%	6%

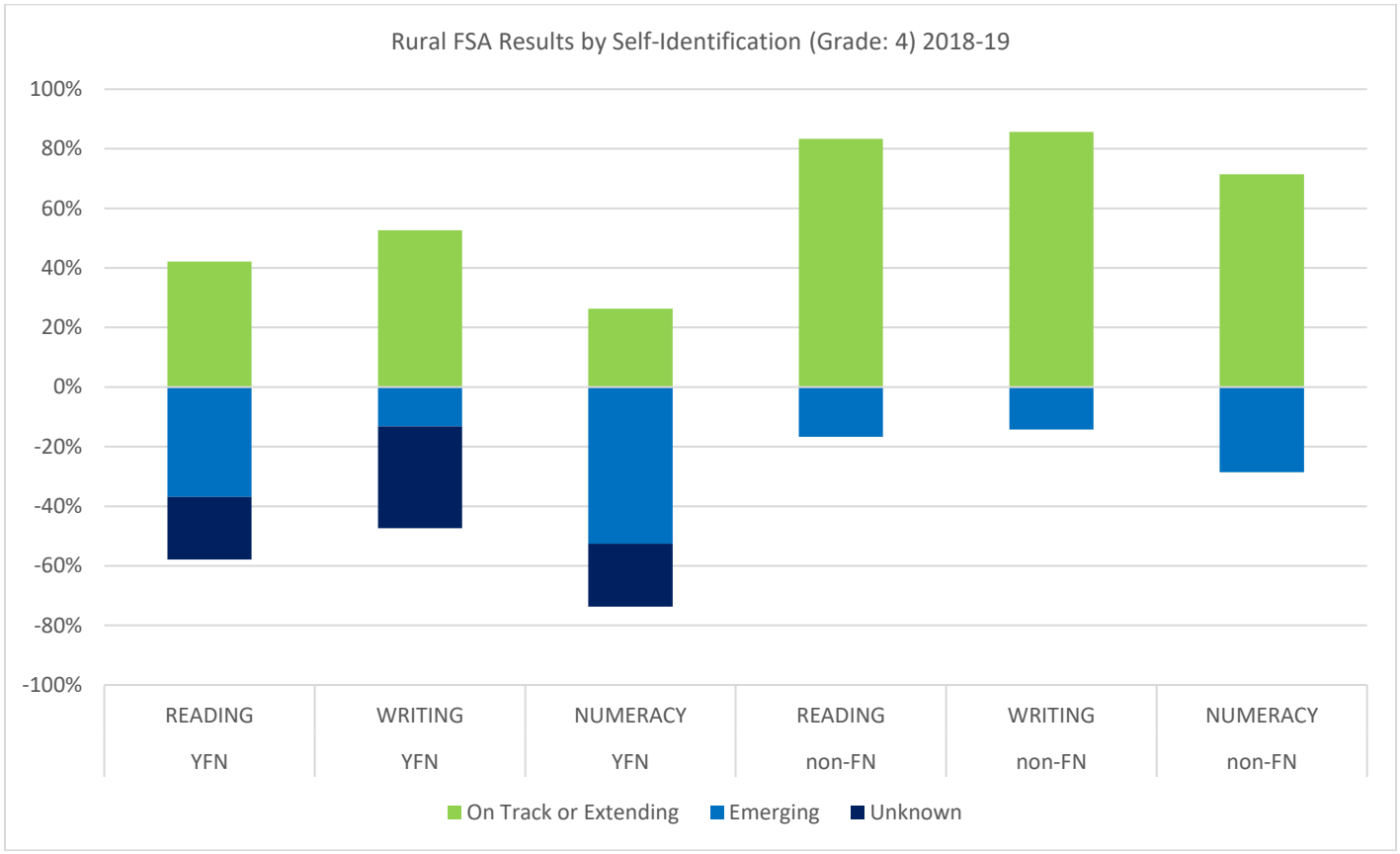

Figure 5.1.2 Foundation Skills Assessment Grade 4 by Test and Self-Identification Rural 2018-19

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	16	20	10	Msk	Msk	Msk	35	36	30
Emerging	14	5	20	Msk	Msk	Msk	7	6	12
Unknown	8	13	8	Msk	Msk	Msk	0	0	0
Total	**38**	**38**	**38**	Msk	Msk	Msk	**42**	**42**	**42**
On Track or Extending	42%	53%	26%	Msk	Msk	Msk	83%	86%	71%
Emerging	37%	13%	53%	Msk	Msk	Msk	17%	14%	29%
Unknown	21%	34%	21%	Msk	Msk	Msk	0%	0%	0%

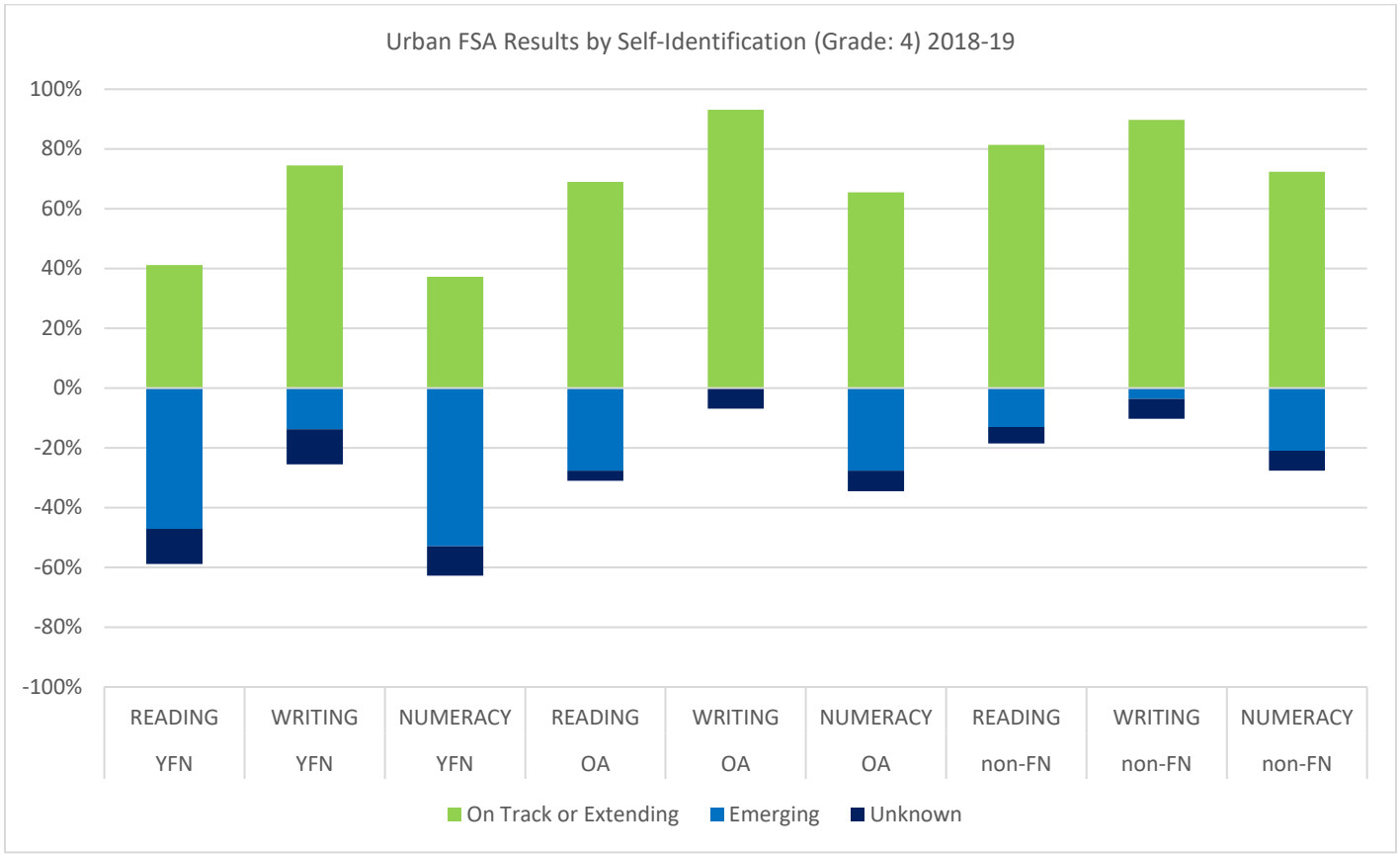

Figure 5.1.3 Foundation Skills Assessment Grade 4 by Test and Self-Identification Urban 2018-19

	YFN READING	YFN WRITING	YFN NUMERACY	OA READING	OA WRITING	OA NUMERACY	non-FN READING	non-FN WRITING	non-FN NUMERACY
On Track or Extending	21	38	19	20	27	19	206	227	183
Emerging	24	7	27	8	0	8	33	9	53
Unknown	6	6	5	1	2	2	14	17	17
Total	**51**	**51**	**51**	**29**	**29**	**29**	**253**	**253**	**253**
On Track or Extending	41%	75%	37%	69%	93%	66%	81%	90%	72%
Emerging	47%	14%	53%	28%	0%	28%	13%	4%	21%
Unknown	12%	12%	10%	3%	7%	7%	6%	7%	7%

5.2 Foundation Skills Assessment Grade 7 by Test and Self-Identification 2018-19

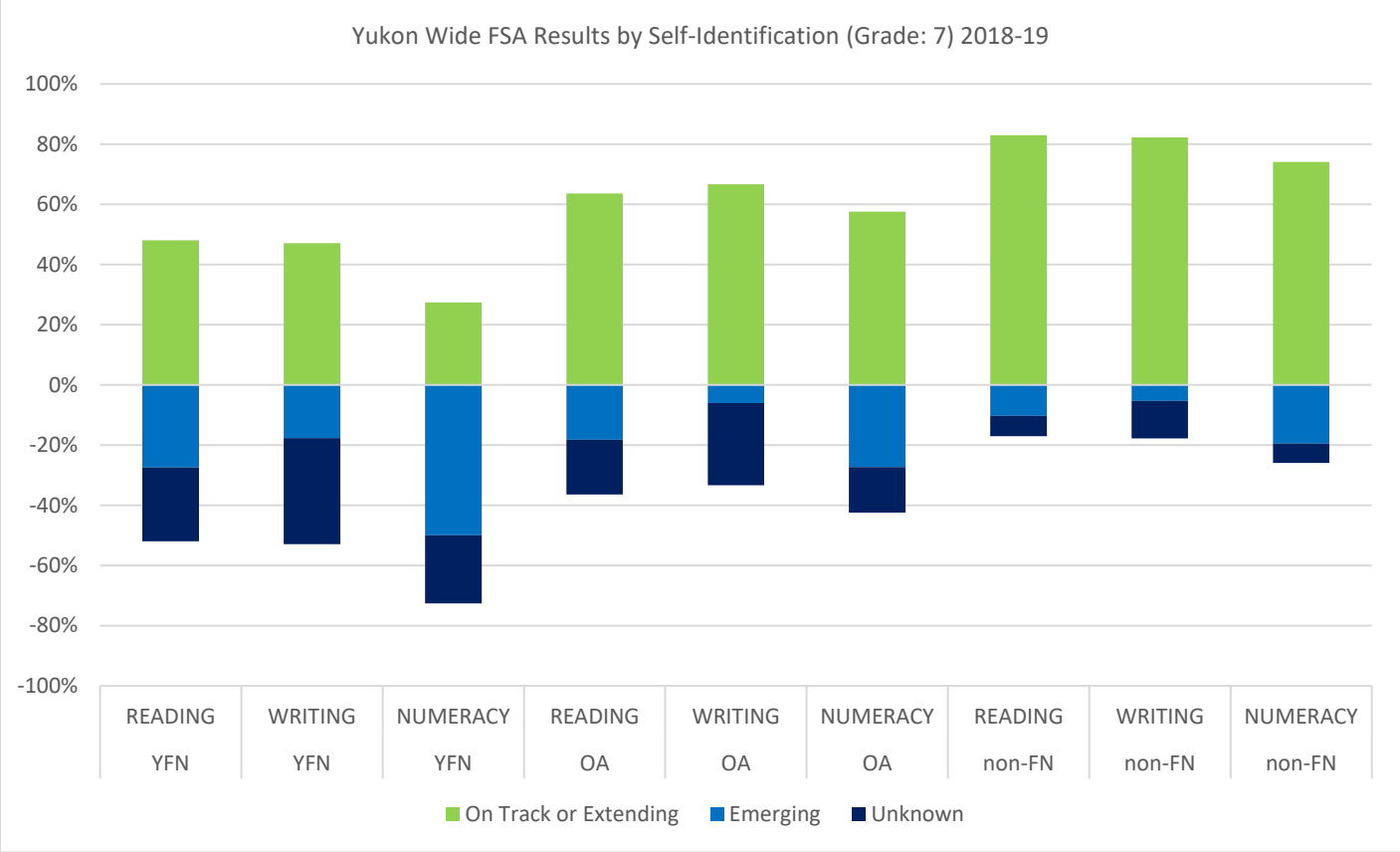

Figure 5.2.1 Foundation Skills Assessment Grade 7 by Test and Self-Identification Yukon Wide 2018-19

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	49	48	28	Msk	Msk	Msk	234	232	209
Emerging	28	18	51	Msk	Msk	Msk	29	15	55
Unknown	25	36	23	Msk	Msk	Msk	19	35	18
Total	**102**	**102**	**102**	Msk	Msk	Msk	**282**	**282**	**282**
On Track or Extending	48%	47%	27%	64%	67%	58%	83%	82%	74%
Emerging	27%	18%	50%	18%	6%	27%	10%	5%	20%
Unknown	25%	35%	23%	18%	27%	15%	7%	12%	6%

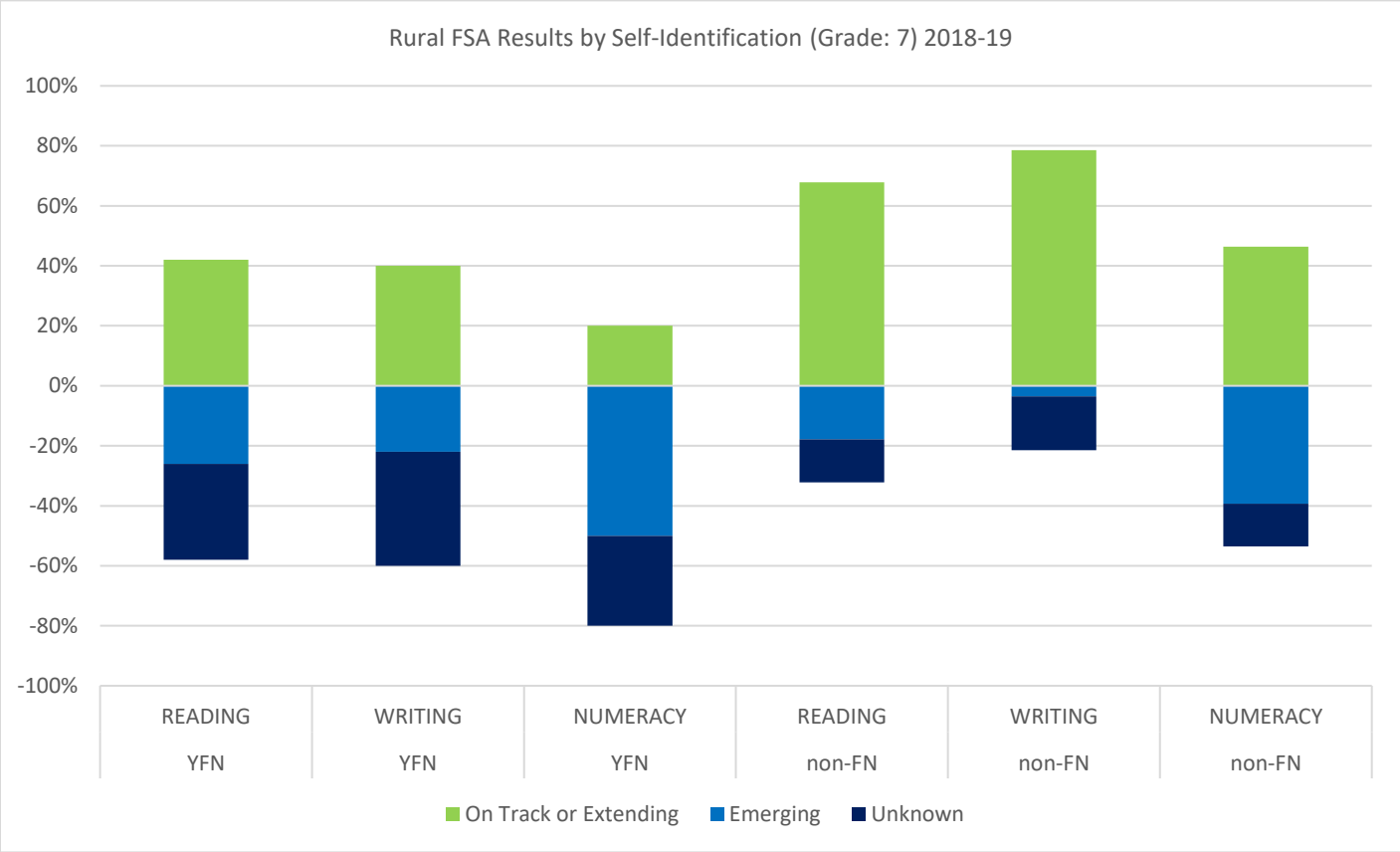

Figure 5.2.2 Foundation Skills Assessment Grade 7 by Test and Self-Identification Rural 2018-19

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	21	20	10	Msk	Msk	Msk	19	22	13
Emerging	13	11	25	Msk	Msk	Msk	5	1	11
Unknown	16	19	15	Msk	Msk	Msk	4	5	4
Total	**50**	**50**	**50**	Msk	Msk	Msk	**28**	**28**	**28**
On Track or Extending	42%	40%	20%	Msk	Msk	Msk	68%	79%	46%
Emerging	26%	22%	50%	Msk	Msk	Msk	18%	4%	39%
Unknown	32%	38%	30%	Msk	Msk	Msk	14%	18%	14%

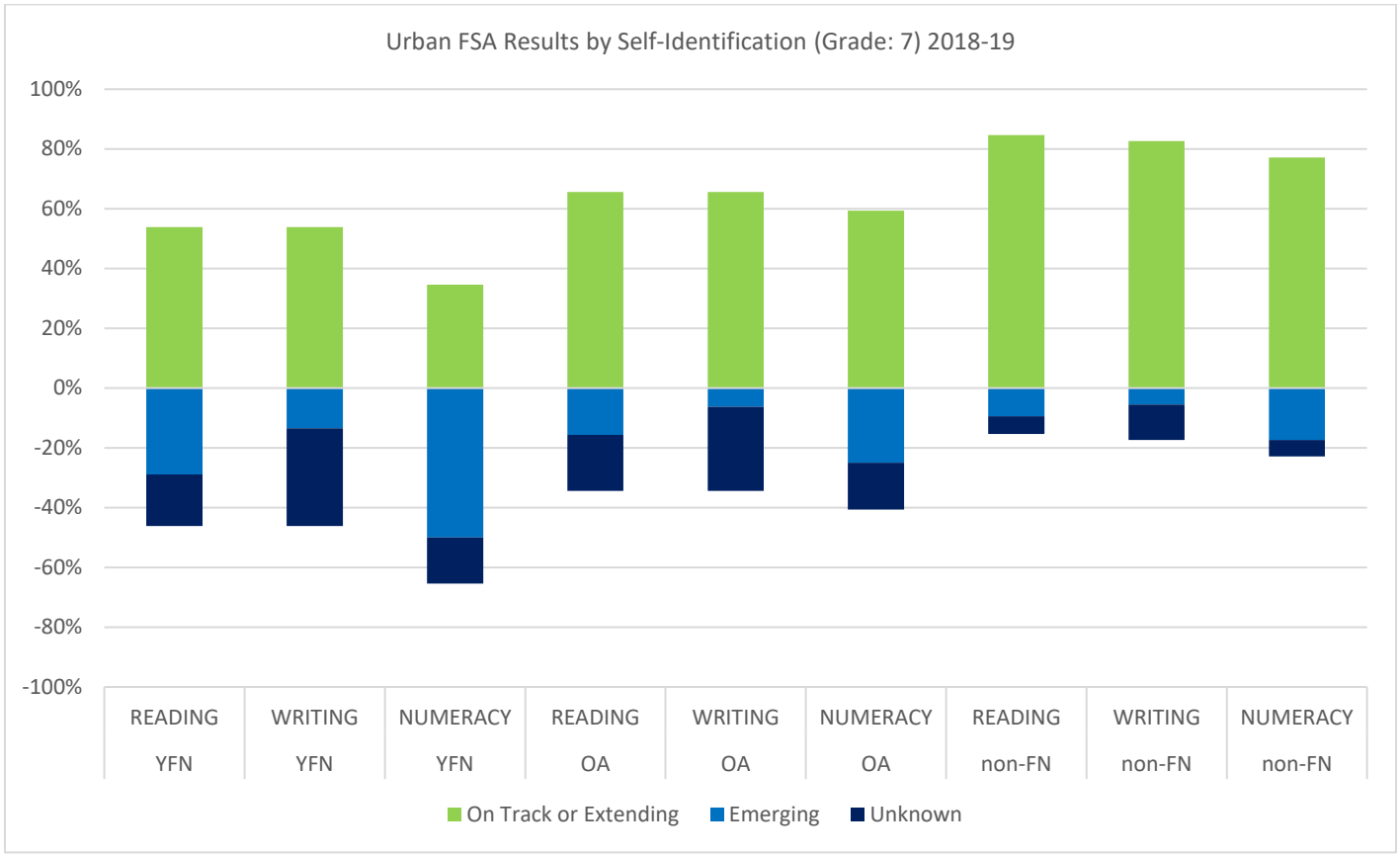

Figure 5.2.3 Foundation Skills Assessment Grade 7 by Test and Self-Identification Urban 2018-19

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	28	28	18	21	21	19	215	210	196
Emerging	15	7	26	5	2	8	24	14	44
Unknown	9	17	8	6	9	5	15	30	14
Total	**52**	**52**	**52**	**32**	**32**	**32**	**254**	**254**	**254**
On Track or Extending	54%	54%	35%	66%	66%	59%	85%	83%	77%
Emerging	29%	13%	50%	16%	6%	25%	9%	6%	17%
Unknown	17%	33%	15%	19%	28%	16%	6%	12%	6%

6 Students in Alternate Schools

6.1 Individual Learning Centre and Aurora Virtual School

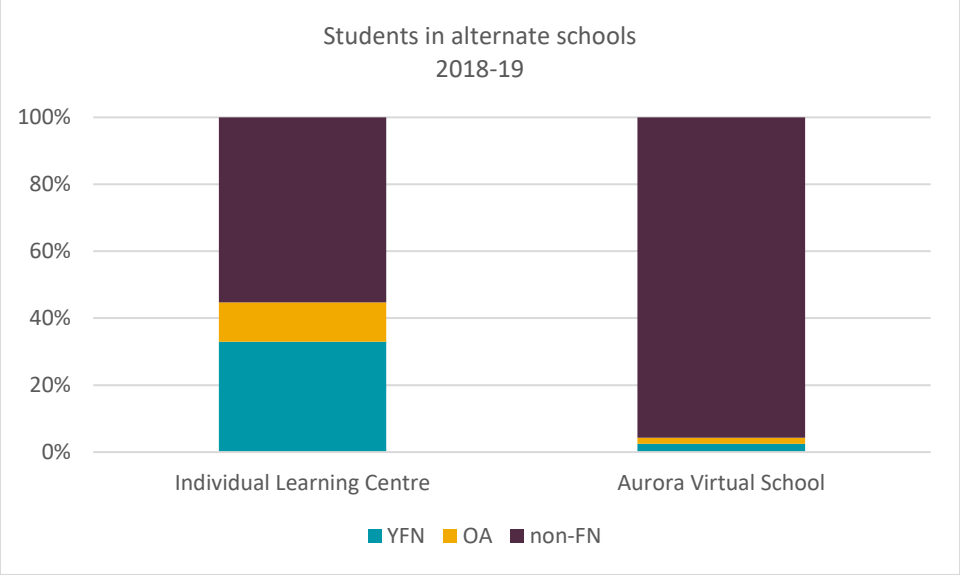

Figure 6.1.1 Students counts for ILC and AVS by Self-Identification 2018-19

	YFN	OA	non-FN	Total	YFN	OA	non-FN
Individual Learning Centre	56	20	94	170	33%	12%	55%
Aurora Virtual School	4	3	155	162	2%	2%	96%

6.2 Wood Street Centre Programs

Students taking specific programs at Wood Street Centre.

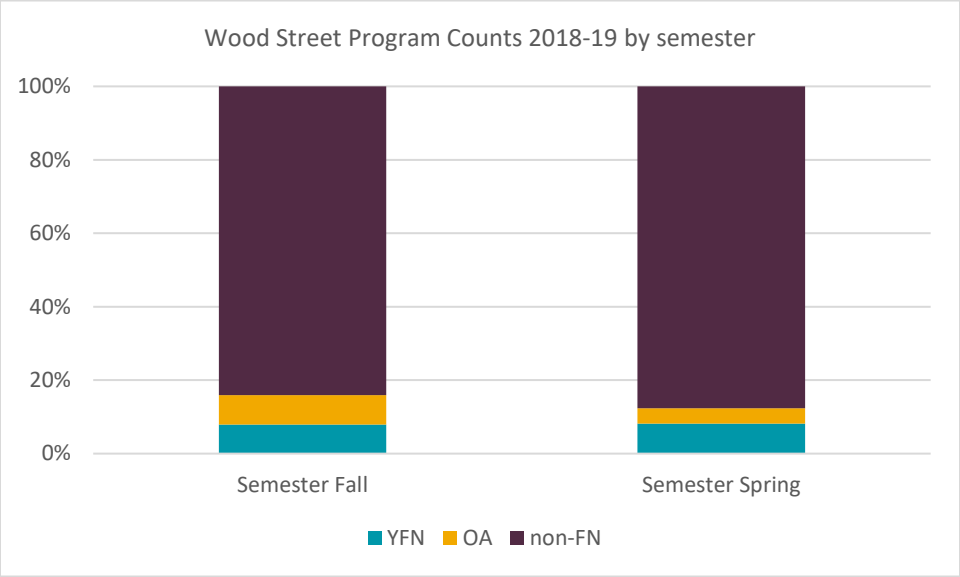

Figure 6.2.1 Wood Street Program Counts 2018-19 by semester

	Semester Fall	Semester Spring	Semester Fall	Semester Spring
YFN	7	6	8%	8%
OA	7	3	8%	4%
non-FN	74	64	84%	88%
Total	**88**	**73**		

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 (Evergreen Certificate) Program.

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

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

Graduation / Completion programs include:

Graduation Programs

- Dogwood Graduation Program
- Dogwood Adult Graduation Program

Completion certificates

- Yukon Education Completion Certificate Program or Evergreen is 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 2018-19

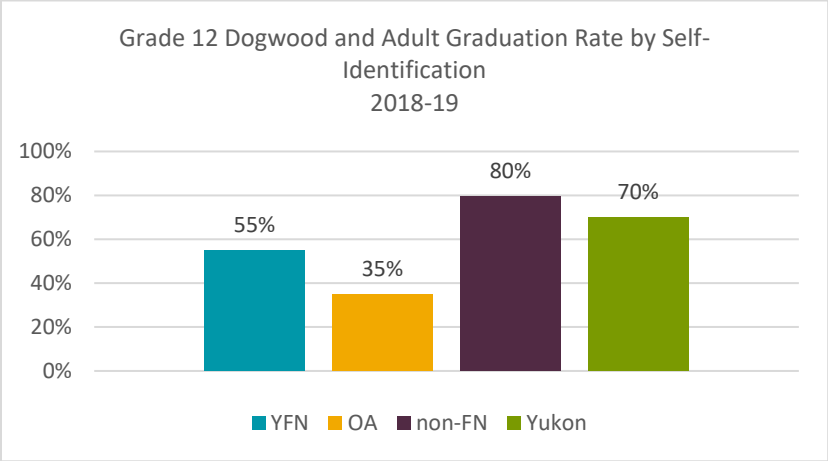

Figure 7.1.1 Grade 12 Dogwood and Adult Graduation Rate by Self-Identification 2018-19

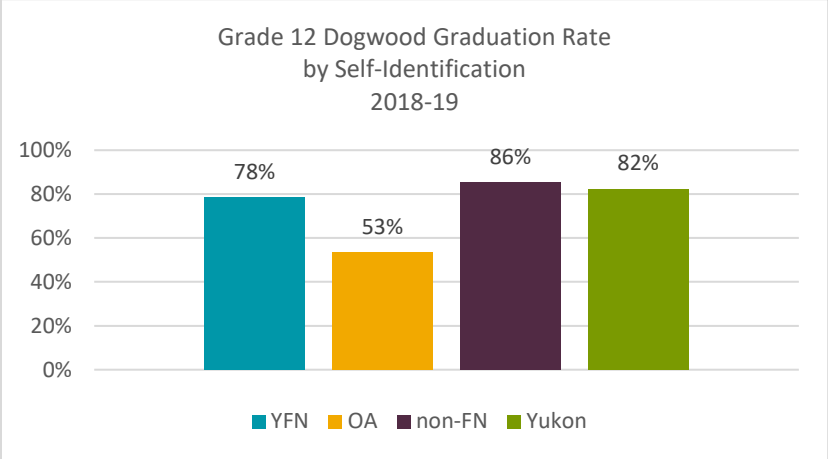

Figure 7.1.2 Grade 12 Dogwood Graduation Rate by Self-Identification 2018-19

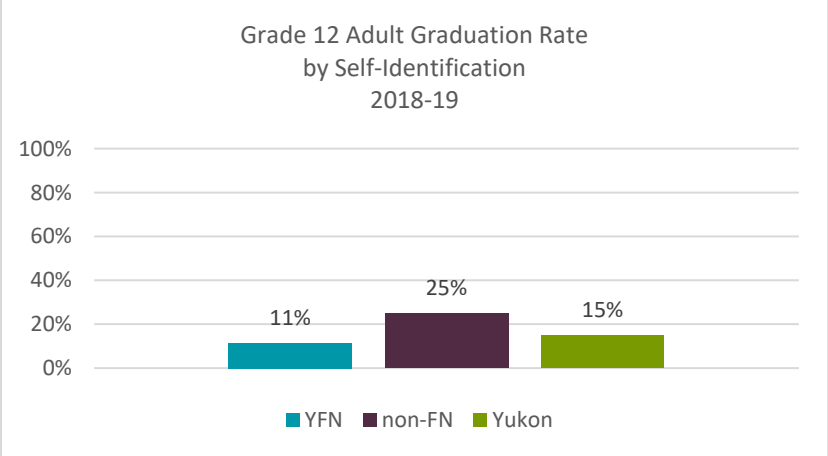

Figure 7.1.3 Grade 12 Adult Graduation Rate by Self-Identification 2018-19

7.2 Grade 12 Graduation Rate by Self-Identification over time

7.2.1 Dogwood and Adult Graduation Rate by Self-Identification over time

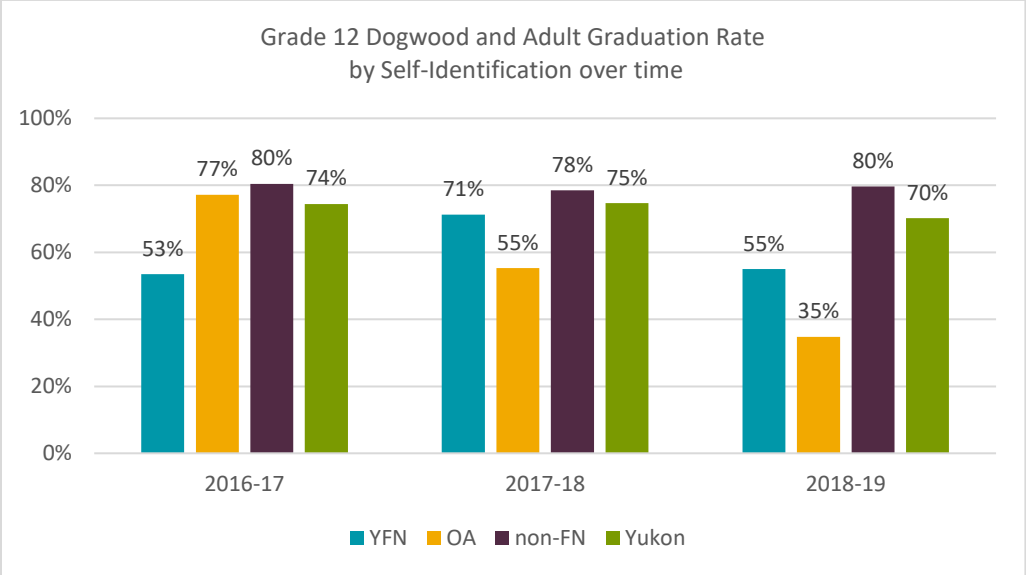

Figure 7.2.1 Grade 12 Dogwood and Adult Graduation Rate by Self-Identification over time

	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19
	Potential	**Successful**	**Grade 12 Graduation Rate**	**Potential**	**Successful**	**Grade 12 Graduation Rate**	**Potential**	**Successful**	**Grade 12 Graduation Rate**
YFN	86	46	**53%**	101	72	**71%**	100	55	**55%**
OA	Msk	Msk	**77%**	Msk	Msk	**55%**	Msk	Msk	**35%**
non-FN	286	230	**80%**	288	226	**78%**	246	196	**80%**
Yukon	Msk	Msk	**74%**	Msk	Msk	**75%**	Msk	Msk	**70%**

7.2.2 Dogwood Graduation Rate by Self-Identification over time

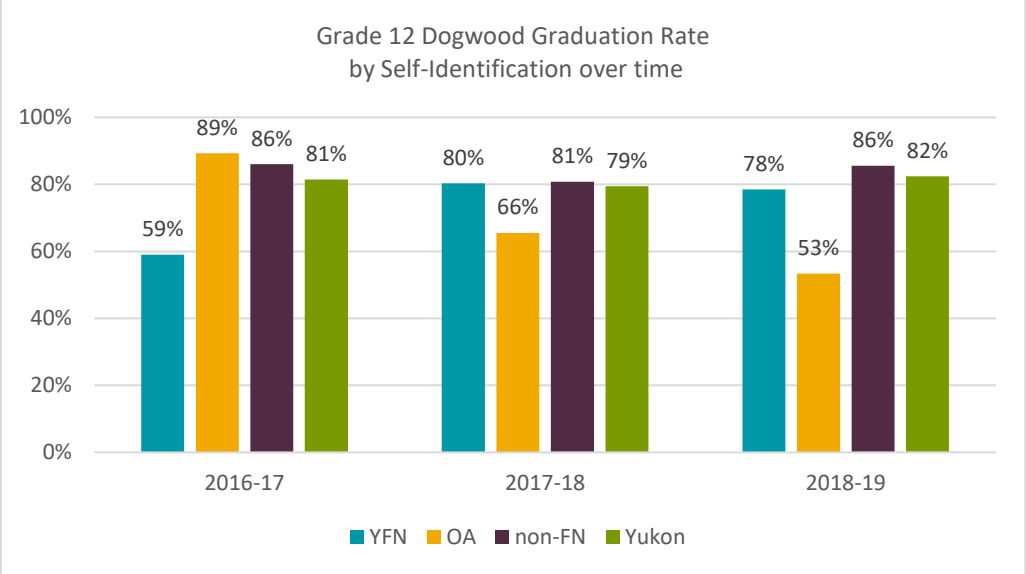

Figure 7.2.2 Grade 12 Dogwood Graduation Rate by Self-Identification over time

	2016-17 Potential	2016-17 Successful	2016-17 Grade 12 Graduation Rate	2017-18 Potential	2017-18 Successful	2017-18 Grade 12 Graduation Rate	2018-19 Potential	2018-19 Successful	2018-19 Grade 12 Graduation Rate
YFN	61	36	**59%**	71	57	**80%**	65	51	**78%**
OA	28	25	**89%**	29	19	**66%**	15	8	**53%**
non-FN	250	215	**86%**	260	210	**81%**	222	190	**86%**
Yukon	339	276	**81%**	360	286	**79%**	302	249	**82%**

7.2.3 Adult Graduation Rate by Self-Identification over time

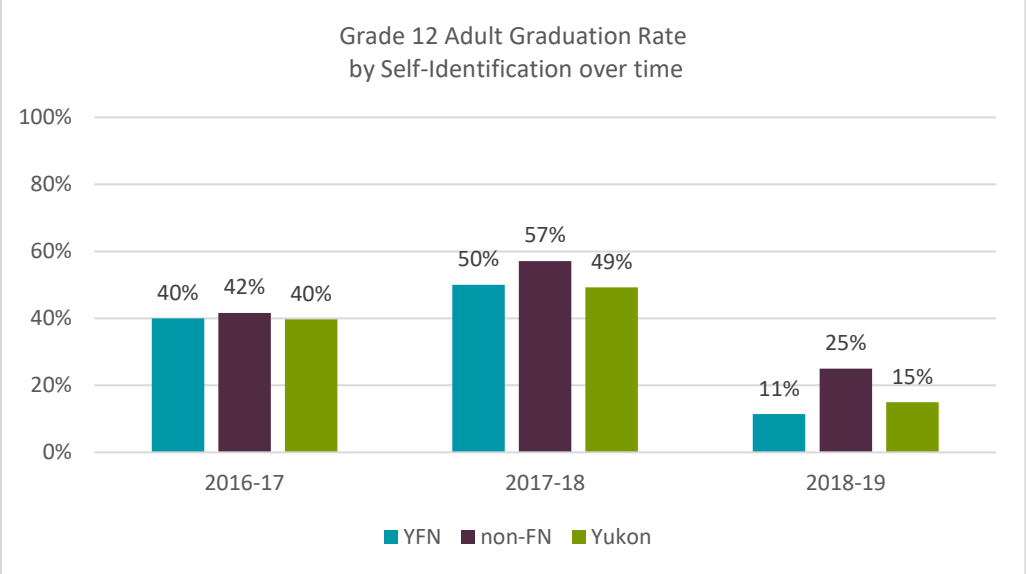

Figure 7.2.3 Grade 12 Adult Graduation Rate by Self-Identification over time

	2016-17 Potential	2016-17 Successful	2016-17 Grade 12 Graduation Rate	2017-18 Potential	2017-18 Successful	2017-18 Grade 12 Graduation Rate	2018-19 Potential	2018-19 Successful	2018-19 Grade 12 Graduation Rate
YFN	25	10	**40%**	30	15	**50%**	35	4	**11%**
OA	Msk	Msk	**Msk**	Msk	Msk	**Msk**	Msk	Msk	**Msk**
non-FN	36	15	**42%**	28	16	**57%**	24	6	**25%**
Yukon	Msk	Msk	**40%**	Msk	Msk	**49%**	Msk	Msk	**15%**

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

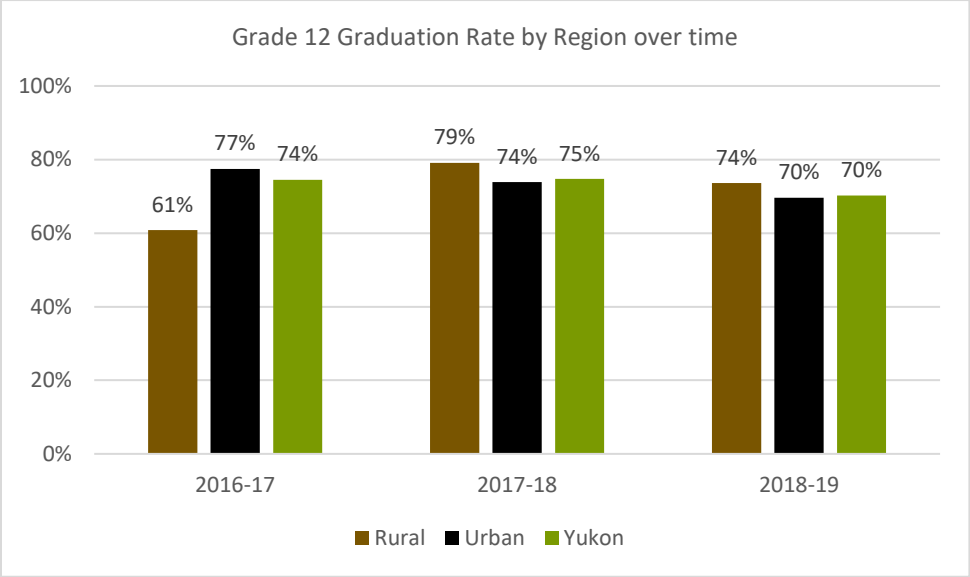

Figure 7.3.1 Grade 12 Dogwood and Adult Graduation Rate by Region and Yukon Wide over time

	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19
	Potential	**Successful**	**Grade 12 Graduation Rate**	**Potential**	**Successful**	**Grade 12 Graduation Rate**	**Potential**	**Successful**	**Grade 12 Graduation Rate**
Rural	Msk	Msk	**61%**	Msk	Msk	**79%**	Msk	Msk	**74%**
Urban	333	258	**77%**	360	266	**74%**	316	220	**70%**
Yukon	Msk	Msk	**74%**	Msk	Msk	**75%**	Msk	Msk	**70%**

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

7.4.1 Yukon First Nations Grade 12 Dogwood and Adult Graduation Rate by Region over time

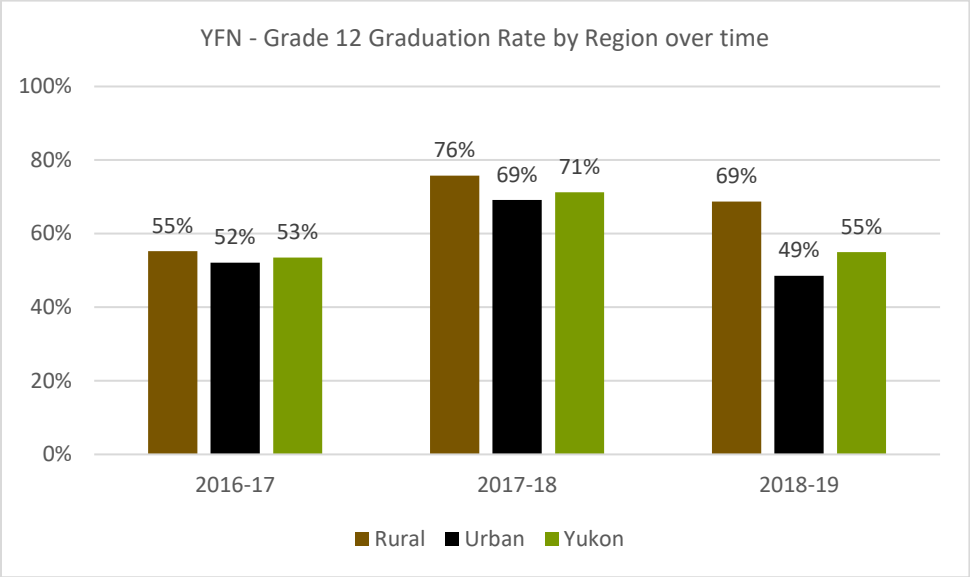

Figure 7.4.1 YFN - Grade 12 Dogwood and Adult Graduation Rate by Region and Yukon Wide over time

	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19
	Potential	**Successful**	**Grade 12 Graduation Rate**	**Potential**	**Successful**	**Grade 12 Graduation Rate**	**Potential**	**Successful**	**Grade 12 Graduation Rate**
Rural	38	21	**55%**	33	25	**76%**	32	22	**69%**
Urban	48	25	**52%**	68	47	**69%**	68	33	**49%**
Yukon	86	46	**53%**	101	72	**71%**	100	55	**55%**

7.4.2 Other Aboriginals Grade 12 Dogwood and Adult Graduation Rate by Region over time

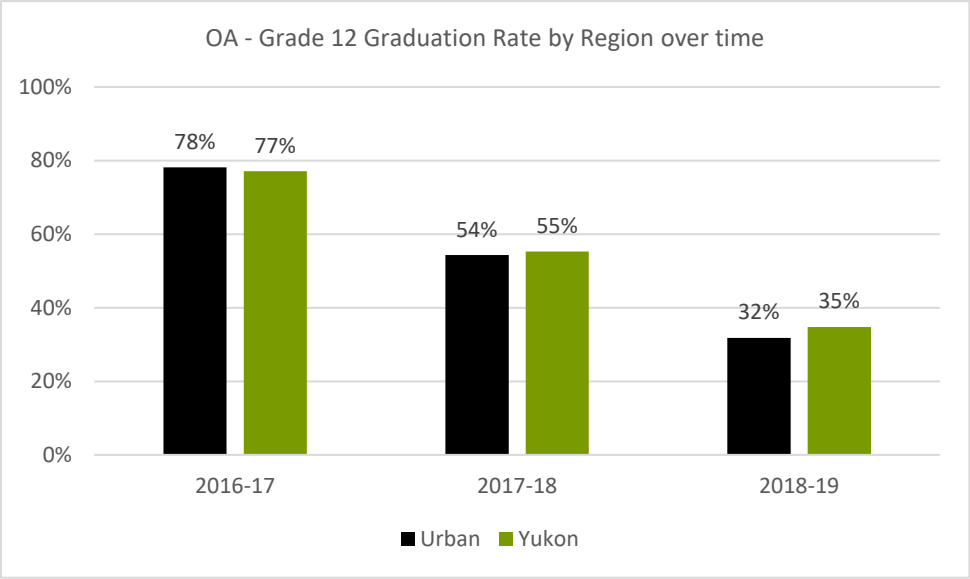

Figure 7.4.2 OA - Grade 12 Dogwood and Adult Graduation Rate by Region and Yukon Wide over time

	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19
	Potential	**Successful**	**Grade 12 Graduation Rate**	**Potential**	**Successful**	**Grade 12 Graduation Rate**	**Potential**	**Successful**	**Grade 12 Graduation Rate**
Rural	Msk	Msk	**Msk**	Msk	Msk	**Msk**	Msk	Msk	**Msk**
Urban	32	25	**78%**	35	19	**54%**	22	7	**32%**
Yukon	Msk	Msk	**77%**	Msk	Msk	**55%**	Msk	Msk	**35%**

7.4.3 Non-First Nations Grade 12 Dogwood and Adult Graduation Rate over time

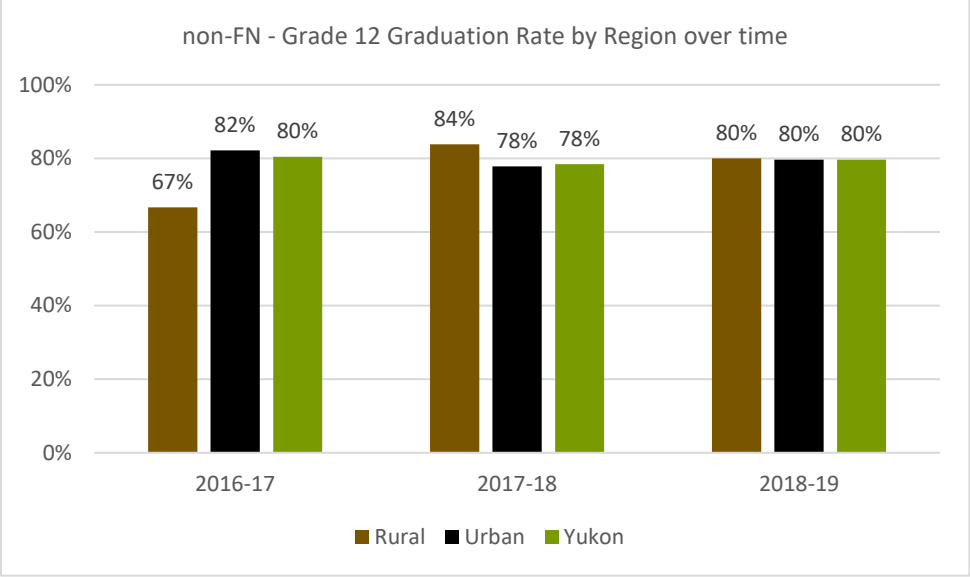

Figure 7.4.3 Non-FN - Grade 12 Dogwood and Adult Graduation Rate by Region and Yukon Wide over time

	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19
	Potential	Successful	Grade 12 Graduation Rate	Potential	Successful	Grade 12 Graduation Rate	Potential	Successful	Grade 12 Graduation Rate
Rural	33	22	**67%**	31	26	**84%**	20	16	**80%**
Urban	253	208	**82%**	257	200	**78%**	226	180	**80%**
Yukon	286	230	**80%**	288	226	**78%**	246	196	**80%**

7.5 Evergreen Completion Program

	YFN	OA	non-FN	Total
Rural	Msk	Msk	Msk	Msk
Urban	Msk	Msk	Msk	Msk
Yukon	**Msk**	**Msk**	**Msk**	**Msk**

8 Six Year Completion Rate

Annual graduation rates are only one of many indicators of student success. Within Canada, there is no consistent method used among provinces and territories to determine graduation rates, though increasingly more jurisdictions (including Yukon) are moving toward using the six-year cohort method to calculate a completion rate.

For 2018–2019, the six-year cohort method counts all students who entered Grade 8 for the first time in 2013–2014 and calculates the completion rate based on those who received a graduation certificate or completion certificate within the six-year period. The completion rate also takes into account in-and-out-migrations. In-migrations are those students who come into the system during the six-year period who would have been in Grade 8 for the first time in 2013–2014. Out-migrations that are included in the calculation of the completion rate are students who may still be in the system but who have not graduated, students who have abandoned their education, dropped out or whose outcomes are unknown. Out-migrations not included in the completion rate are those students who are confirmed to have left the Yukon school system to complete their secondary school education outside Yukon.

Please note – the Six Year Completion Rate metric for 2018-19 is still under analysis and will be delivered as soon as it is completed.