How Are We Doing?
Yukon First Nations Report

School Year 2020-21

Department of Education

Government of Yukon

November 15, 2021

Yukon

Table of Contents

1   Contents

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) 2019-20 attendance was only recorded up to March 17, 2020, as such, these absenteeism statistics are not comparable to previous years. Similarly, 2020-21 attendance was also affected by COVID-19 and is thus not appropriate to be compared to previous years.

In addition, assessments scheduled for spring 2020 were cancelled and some school year 2020-21 assessments were delayed.

Notes and Caveats

- Students can voluntarily self-identify. The Self-Identification categories are:
    - Yukon First Nation   **YFN**
    - Other Indigenous   **OI**
    - 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 distributed learning students (e. g. virtual or home schooled)
- Some charts include small numbers and thus the illustration may or may not be relevant. Please consider the data table in conjunction with the chart when reviewing.
- In some cases, segments with small numbers may have been omitted to protect the personal and private information of the student.
- Due to rounding, not all percentages add up to 100%.
- The data and analysis are as 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

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 end-of-May data snapshots for their respective school year, unless otherwise stated.

1.1 Student Enrolment Counts by Self-Identification for Regions and Yukon-Wide 2020-21
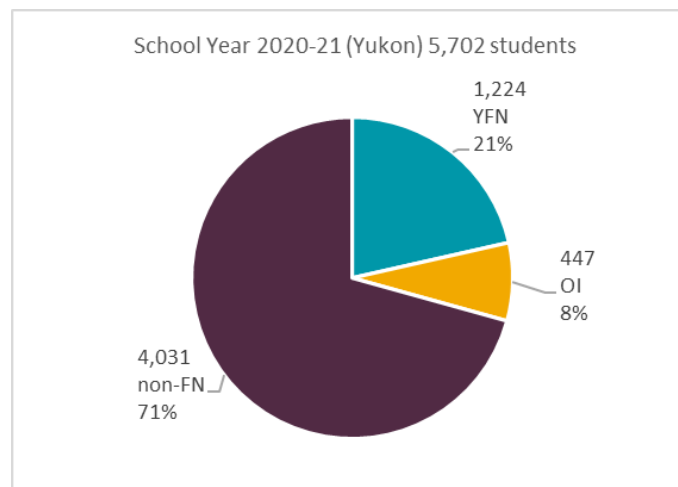
Figure 1.1.1 Student Enrolment Counts by Self-Identification Yukon-Wide 2020-21 (by ratio)
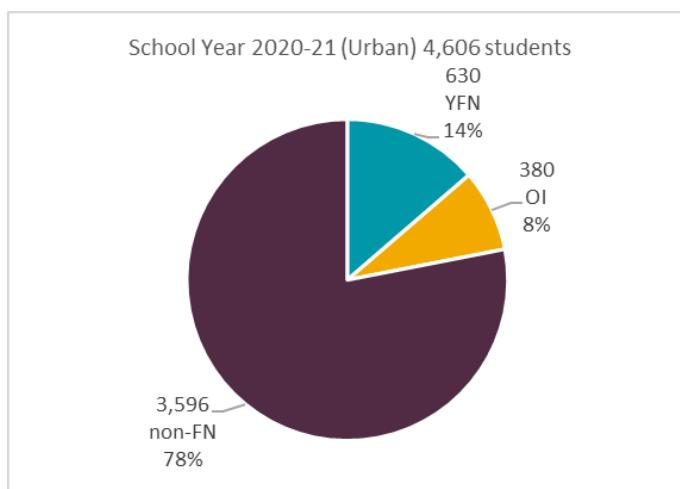
Figure 1.1.2 Student Enrolment Counts by Self-Identification Urban 2020-21 (by ratio)
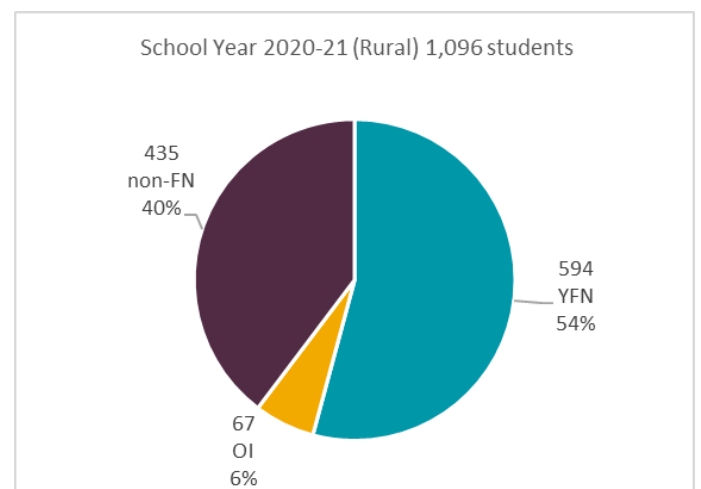
Figure 1.1.3 Student Enrolment Counts by Self-Identification Rural 2020-21 (by ratio)

1.2   Student Distribution by Self-Identification and Grade 2020-21
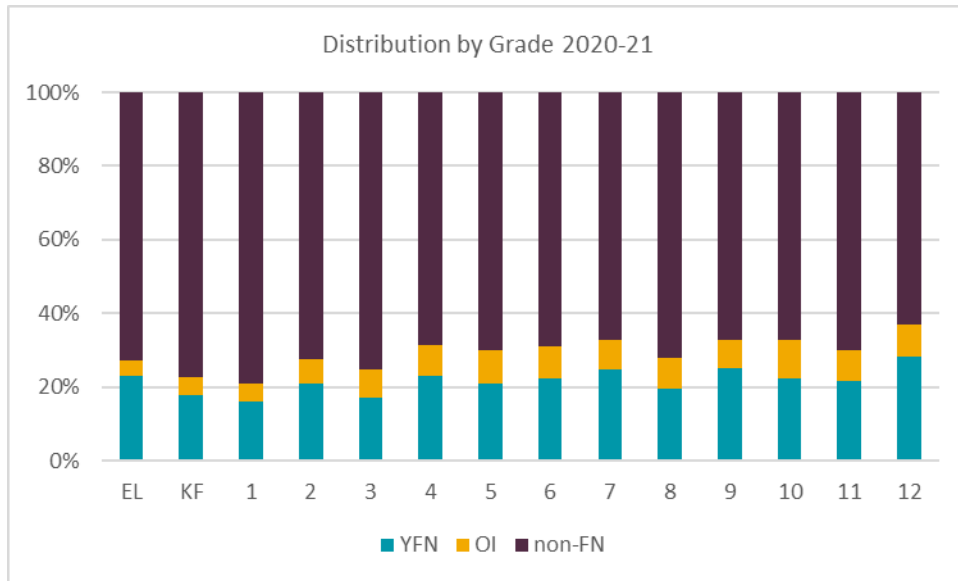
Figure 1.2.1 Student Distribution by Self-Identification and Grade 2020-21 (by ratio)

	YFN	OI	non-FN	Total	YFN	OI	non-FN
EL	22	4	70	96	23%	4%	73%
KF	78	22	342	442	18%	5%	77%
1	69	20	340	429	16%	5%	79%
2	90	29	314	433	21%	7%	73%
3	77	36	341	454	17%	8%	75%
4	104	39	312	455	23%	9%	69%
5	90	39	304	433	21%	9%	70%
6	94	38	292	424	22%	9%	69%
7	105	35	286	426	25%	8%	67%
8	81	36	302	419	19%	9%	72%
9	103	32	277	412	25%	8%	67%
10	88	41	266	395	22%	10%	67%
11	84	33	275	392	21%	8%	70%
12	139	43	310	492	28%	9%	63%
Total	**1,224**	**447**	**4,031**	**5,702**	**21%**	**8%**	**71%**

1.3   Student Distribution by Self-Identification, Region and School 2020-21

	YFN	OI	non-FN	Yukon	YFN	OI	non-FN
Urban	630	380	3,596	4,606	14%	8%	78%
Rural	594	67	435	1,096	54%	6%	40%
Yukon	1,224	447	4,031	5,702	21%	8%	71%
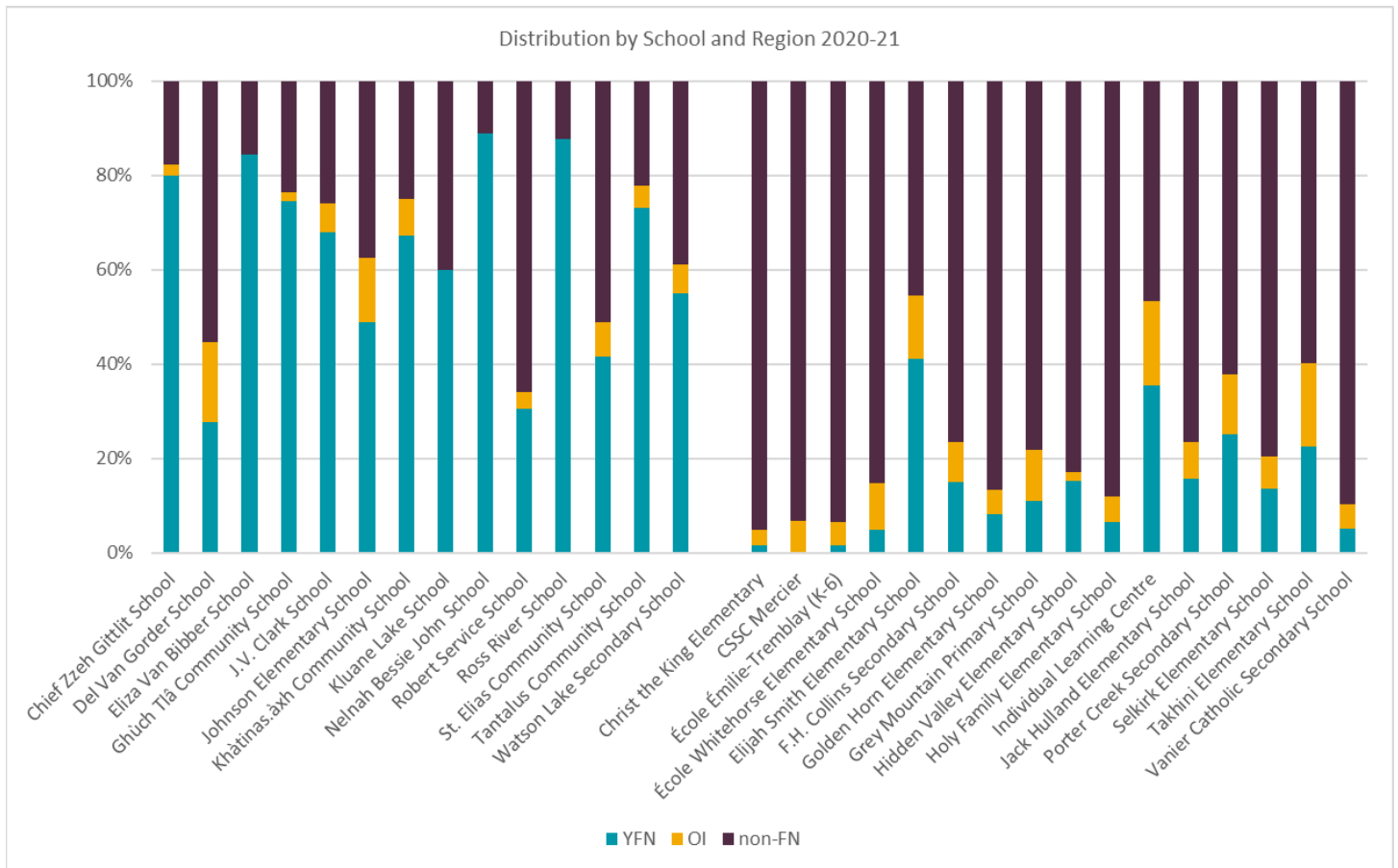
Figure 1.3.1 Student Distribution by Self-Identification and School 2020-21

1.4   Student Enrolment Counts by Self-Identification Yukon-Wide over time
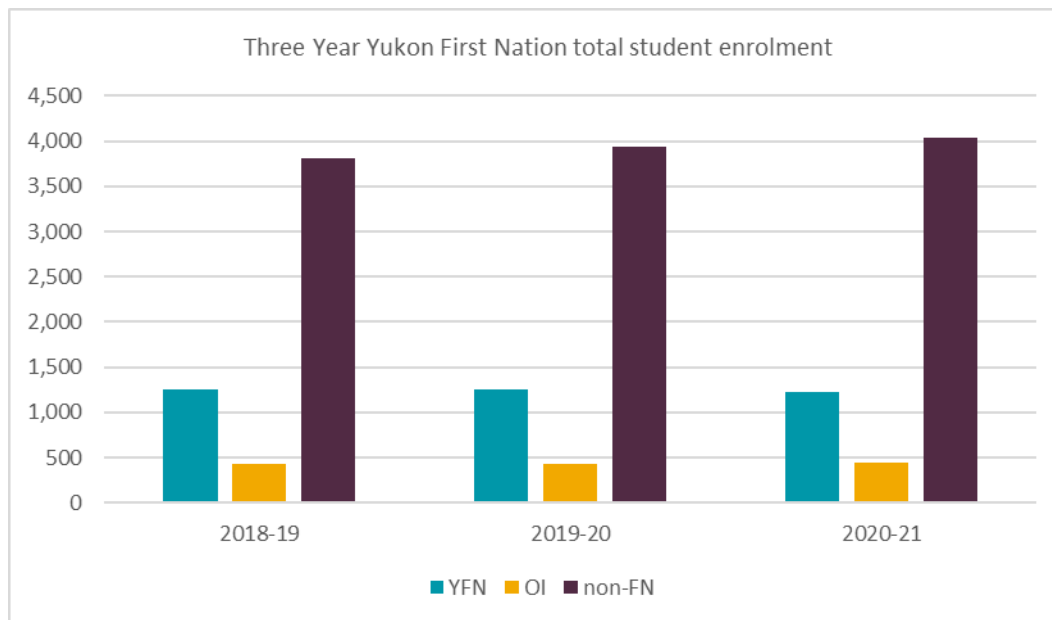
Figure 1.4.1 Student Enrolment Counts by Self-Identification Yukon-Wide 2018-19 to 2020-21

	2018-19			2019-20			2020-21		
	YFN	**OI**	**non-FN**	**YFN**	**OI**	**non-FN**	**YFN**	**OI**	**non-FN**
Students	1,259	426	3,809	1,249	431	3,932	1,224	447	4,031
%	23%	8%	69%	22%	8%	70%	21%	8%	71%
Yukon	**5,494**			**5,612**			**5,702**		

1.5 Student Enrolment Counts by Yukon First Nation for Regions and Yukon-Wide 2020-21

First Nation Name	Yukon
Carcross/Tagish First Nation	98
Champagne and Aishihik First Nations	162
First Nation of Na-Cho Nyäk Dun	62
Kluane First Nation	26
Kwanlin Dün First Nation	131
Liard First Nation	130
Little Salmon/Carmacks First Nation	114
Ross River Dena Council	92
Selkirk First Nation	91
Ta'an Kwäch'än Council	37
Teslin Tlingit Council	76
Tr'ondëk Hwëch'in	90
Vuntut Gwitchin First Nation	102
White River First Nation	13
Total	**1,224**
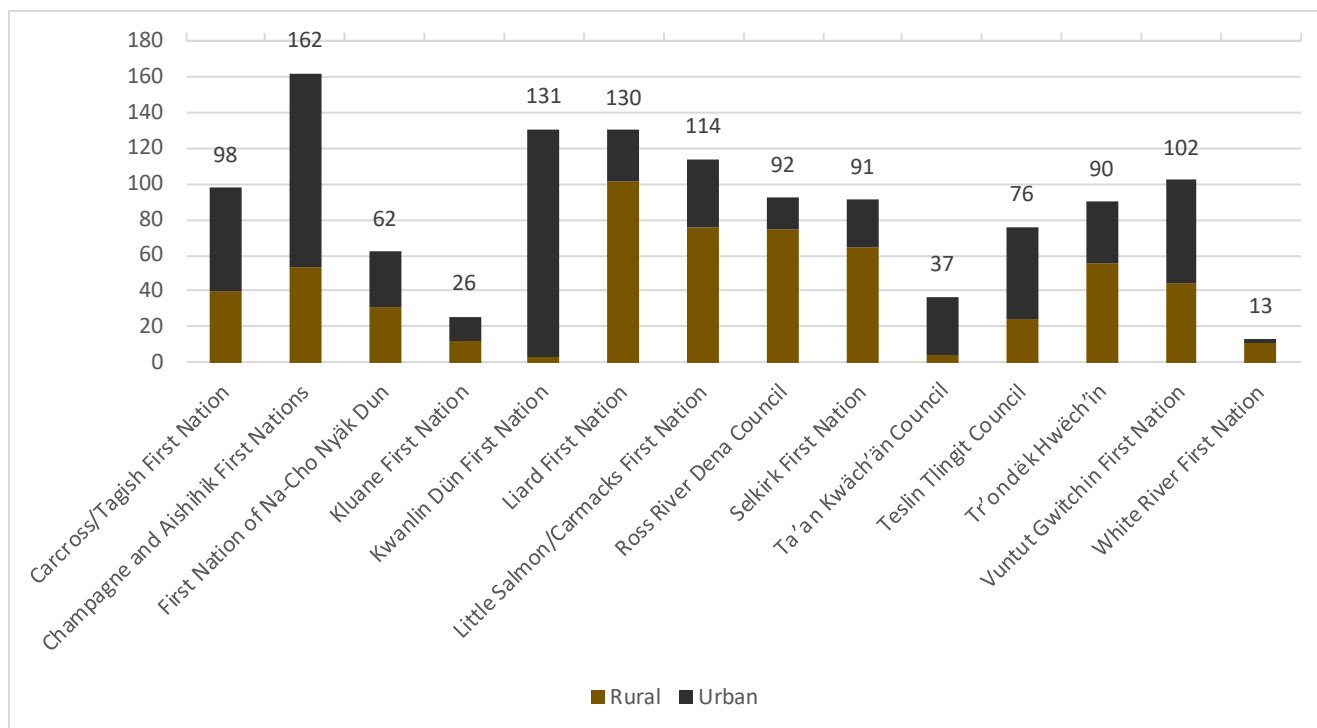
Figure 1.5.1 Student Enrolment Counts for 2020-21 by Yukon First Nation Yukon-Wide

Yukon-Wide
Distribution by Yukon First Nation 2020-21

Champagne and Aishihik First Nations — 162

Liard First Nation — 130

Vuntut Gwitchin First Nation — 102

Ross River Dena Council — 92

Selkirk First Nation — 91

Kwanlin Dün First Nation — 131

Little Salmon/Carmacks First Nation — 114

Carcross/Tagish First Nation — 98

Tr'ondëk Hwëch'in — 90

First Nation of Na-Cho Nyäk Dun — 62

Teslin Tlingit Council — 76

Ta'an Kwäch'än Council — 37

Kluane First Nation — 26

White River First Nation

Figure 1.5.2 Yukon-Wide Distribution by Yukon First Nation 2020-21

Rural
Distribution by Yukon First Nation 2020-21

Liard First Nation — 101

Ross River Dena Council — 75

Tr'ondëk Hwëch'in — 56

Champagne and Aishihik First Nations — 53

Vuntut Gwitchin First Nation — 44

First Nation of Na-Cho Nyäk Dun — 31

Teslin Tlingit Council — 24

Little Salmon/Carmacks First Nation — 76

Selkirk First Nation — 64

Carcross/Tagish First Nation — 40

Kluane First Nation — 12

White River First Nation — 11

Ta'an Kwä...

Kwa...

Figure 1.5.3 Rural Distribution by Yukon First Nation 2020-21

Urban
Distribution by Yukon First Nation 2020-21

Kwanlin Dün First Nation **128**	Carcross/Tagish First Nation **58**	Teslin Tlingit Council **52**	Little Salmon/Carmacks First Nation **38**
		Tr'ondëk Hwëch'in **34**	First Nation of Na-Cho Nyäk Dun **31** — Liard First Nation **29**
Champagne and Aishihik First Nations **109**	Vuntut Gwitchin First Nation **58**	Ta'an Kwäch'än Council **33**	Selkirk First Nation **27** — Ross River Dena Council **17** — Kluane First Nation **14**

Figure 1.5.4 Urban Distribution by Yukon First Nation 2020-21

1.6 Yukon First Nation Student Enrolment Counts by Region over time
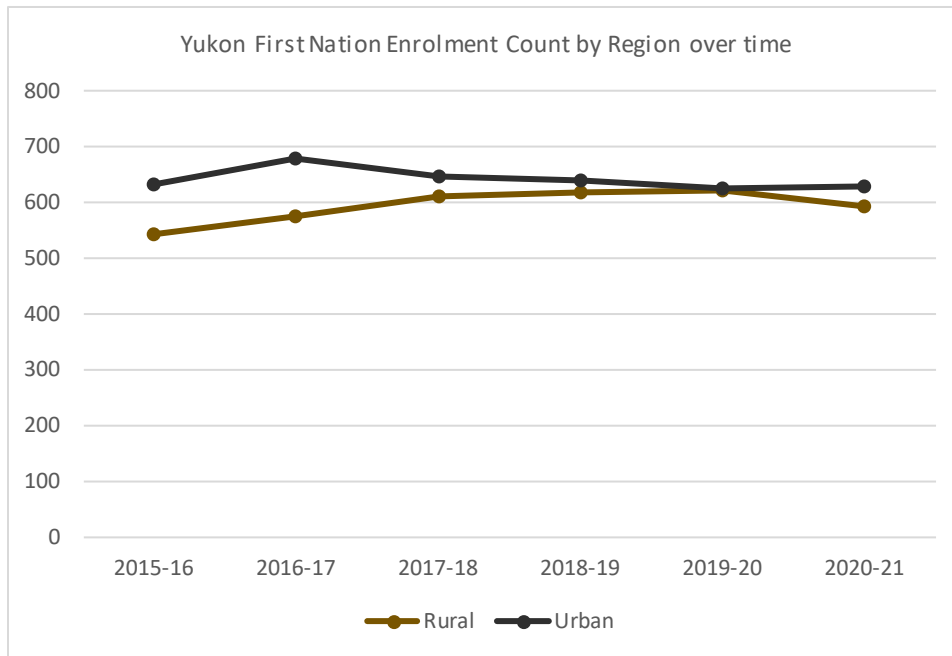
Figure 1.6.1 Yukon First Nation Enrolment Counts by Region over time

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Rural	545	577	612	620	622	594
Urban	635	679	649	639	627	630
Yukon	**1,180**	**1,256**	**1,261**	**1,259**	**1,249**	**1,224**
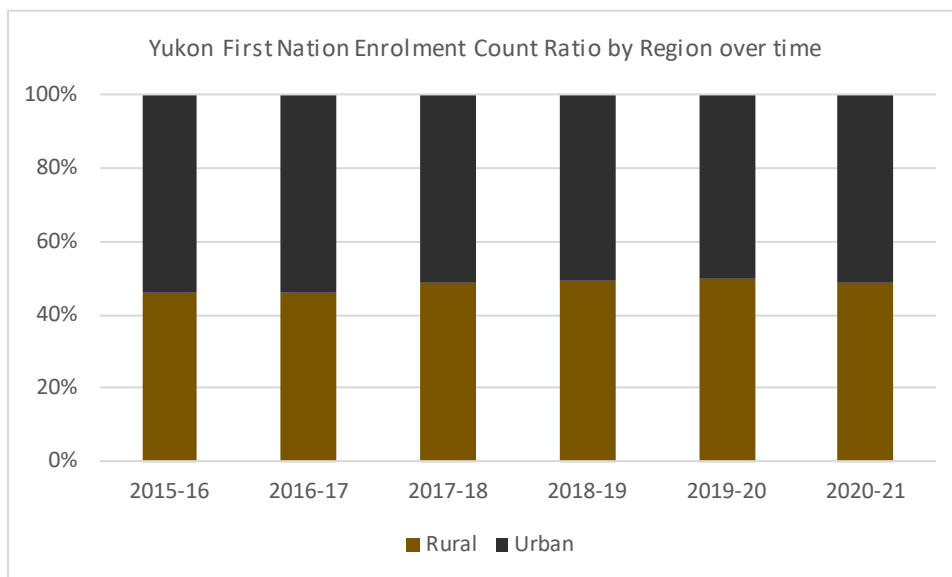
Figure 1.6.2 Yukon First Nation Enrolment Count Ratio by Region over time

1.7   Yukon First Nation Enrolment Counts by First Nation and School 2020-21

This data table was removed due to small numbers

2 Individual Education Plan Counts

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

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   Individual Education Plan Counts by Self-Identification Yukon-Wide 2020-21

Figure 2.1.1 Individual Education Plan Counts by Self-Identification Yukon-Wide 2020-21
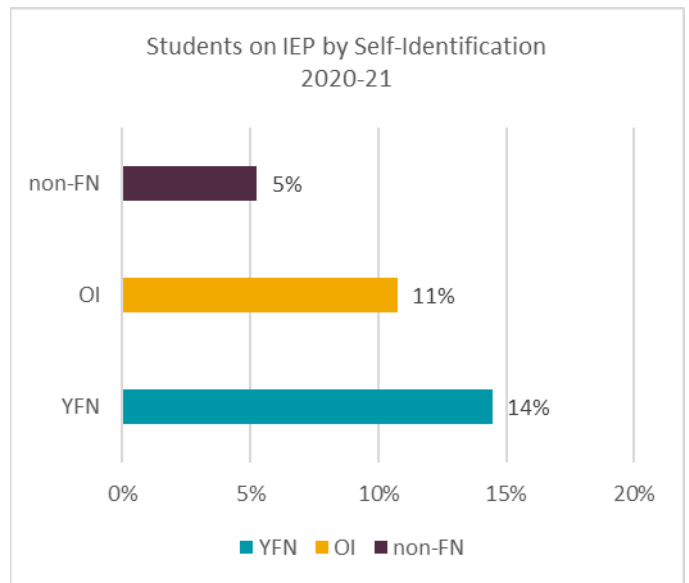
Figure 2.1.2 Individual Education Plan Counts by Self-Identification Yukon-Wide 2020-21 (by ratio)

	Students Enrolled	Students on IEP	Students on IEP %
YFN	1,224	177	14%
OI	447	48	11%
non-FN	4,031	212	5%
Yukon	5,702	437	8%

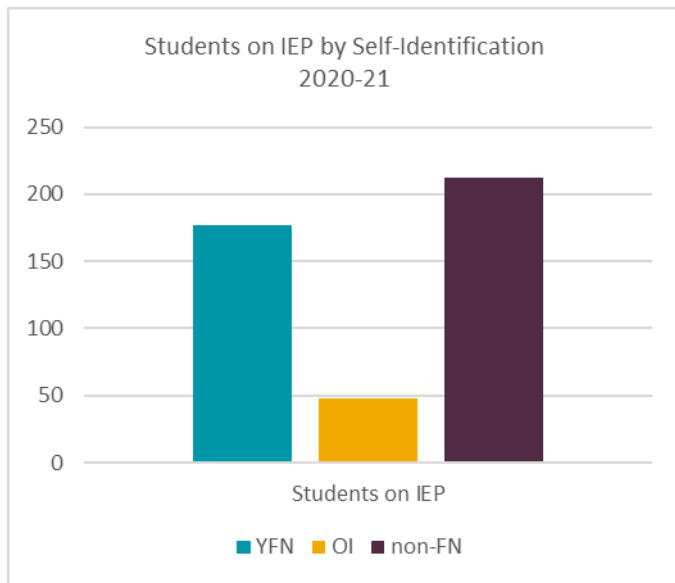## 2.2 Individual Education Plan Counts by Self-Identification Yukon-Wide over time

Figure 2.2.1 Individual Education Plan Counts by Self-Identification 2018-19 to 2020-21
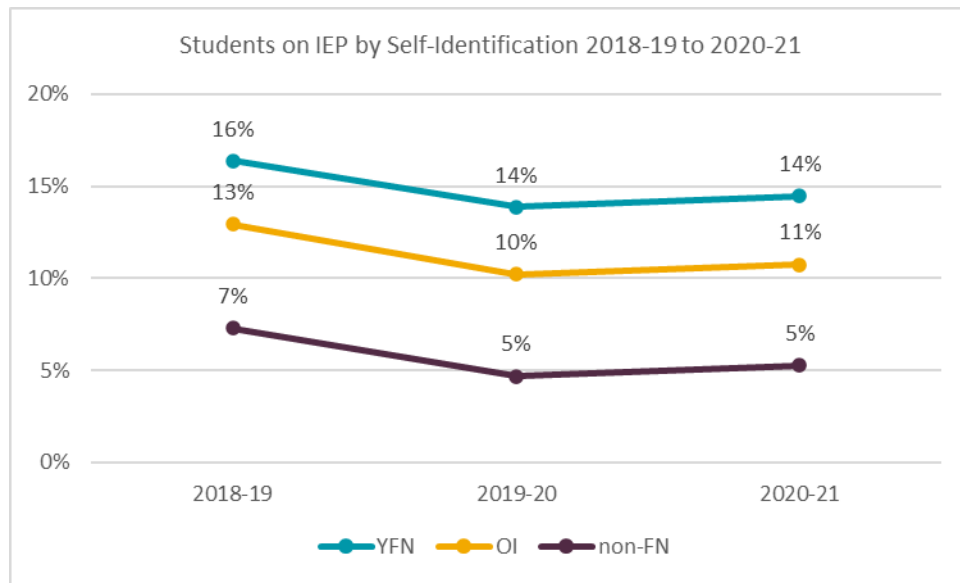
3 Attendance

COVID-19

Note, for school year 2019-20, due to COVID-19 the data date-stamp was March 17th, 2020. Attendance data after March 17th was very inconsistent and thus excluded. Similarly, 2020-21 attendance was also affected by COVID-19 and is thus not appropriate to be compared 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 the EL grade level or at the Individual Learning Centre. Attendance captured at Wood Street Program is included in the urban area.
Absent days are either summarized by Attendance school (for Average Absent Days) or by Student (for Student Distribution by Number of Absent Days)

Attendance school

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

Enrolment school

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

Data Source

Aspen Student Information System and Performance and Analytics Attendance Module.

Date Stamp

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

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

2018-19	YFN	OI	non-FN	Yukon
Rural	36.0	37.2	24.0	31.5
Urban	25.9	23.1	16.6	18.5
Yukon	32.0	25.0	17.2	21.2

2019-20	YFN	OI	non-FN	Yukon
Rural	27.4	26.0	17.4	23.6
Urban	20.2	17.8	12.6	14.1
Yukon	24.4	18.9	12.9	15.9

Data only includes absent days up to March 17, 2020

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

3.2 Average Absent Days for KF and Grade 1 by Region 2020-21
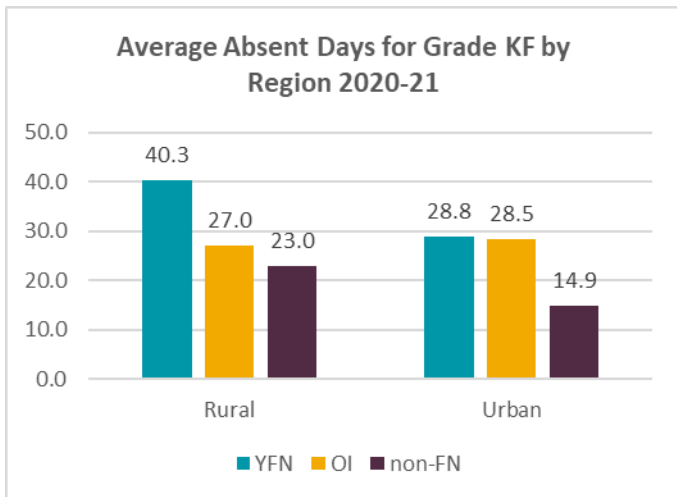

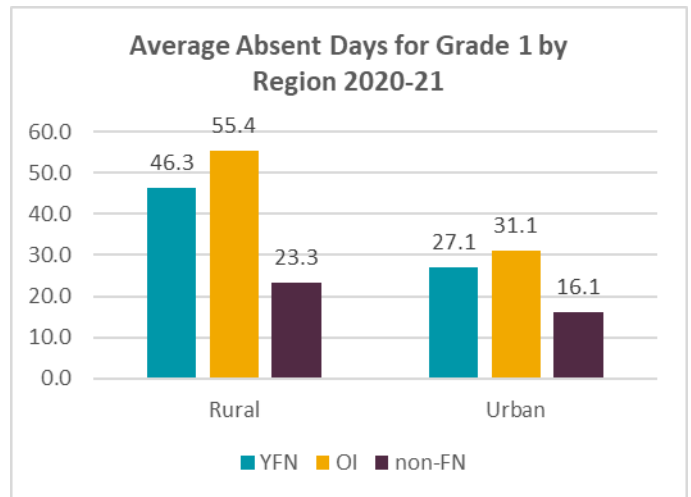Figure 3.2.1 Average Absent Days for KF by Region 2020-21

Figure 3.2.2 Average Absent Days for Grade 1 by Region 2020-21

3.3 Average Absent Days by Grade, Self-Identification and Region 2020-21

Grade	YFN Rural	YFN Urban	YFN Yukon	OI Rural	OI Urban	OI Yukon	non-FN Rural	non-FN Urban	non-FN Yukon	All Students Rural	All Students Urban	All Students Yukon
KF	40.3	28.8	35.3	27.0	28.5	29.5	23.0	14.9	15.6	30.3	17.4	19.6
1	46.3	27.1	37.2	55.4	31.1	35.1	23.3	16.1	16.4	35.1	18.0	20.7
2	46.6	27.3	40.0	26.5	23.1	24.5	14.2	12.7	12.7	33.0	15.2	19.1
3	39.7	26.6	35.1	20.2	25.3	24.9	24.2	13.1	13.9	33.2	15.4	18.3
4	42.5	32.7	38.5	36.4	25.3	27.5	17.5	13.9	14.0	34.4	17.6	20.7
5	42.7	30.2	38.2	47.1	33.7	37.7	18.4	14.7	15.0	33.8	18.2	21.8
6	51.0	35.7	45.1	26.9	23.3	23.1	25.0	14.0	15.0	38.7	18.3	22.4
7	43.4	30.1	38.3	41.2	38.3	39.8	16.3	16.6	16.3	34.8	20.5	23.7
8	42.1	30.8	37.2	21.4	23.2	23.6	15.6	14.5	14.5	31.7	17.6	19.8
9	54.0	39.7	46.3	55.3	23.5	26.3	28.0	17.0	17.8	45.7	21.3	25.6
10	50.3	40.6	46.5	43.6	22.6	26.6	25.6	19.0	19.6	39.0	22.7	26.0
11	45.3	42.4	45.7	92.6	33.5	37.4	23.4	20.4	20.0	38.1	24.9	26.7
12	53.2	34.2	41.6	52.7	30.3	33.2	41.9	21.0	22.6	50.1	24.0	28.5

Lowest Value   Highest Value

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

2018-19	YFN	OI	non-FN	Yukon	YFN	OI	non-FN
Less than 20 days	504	228	2,634	3,366	41%	54%	70%
20 to 39 days	402	114	849	1,365	33%	27%	23%
40 to 59 days	151	42	182	375	12%	10%	5%
60 to 79 days	86	23	49	158	7%	5%	1%
80 or more days	81	12	42	135	7%	3%	1%
Total	**1,224**	**419**	**3,756**	**5,399**			

Data only includes absent days up to March 17, 2020

2019-20	YFN	OI	*non-FN*	Yukon	YFN	OI	non-FN
Less than 20 days					55%	67%	81%
20 to 39 days					27%	23%	16%
40 to 59 days		*Numbers have been removed due to small numbers.*			10%	7%	3%
60 to 79 days					5%	3%	1%
80 or more days					3%	1%	0%
Total							

2020-21	YFN	OI	non-FN	Yukon	YFN	OI	non-FN
Less than 20 days	384	221	2,935	3,540	33%	50%	74%
20 to 39 days	328	104	716	1,148	28%	24%	18%
40 to 59 days	193	57	196	446	17%	13%	5%
60 to 79 days	113	33	93	239	10%	7%	2%
80 or more days	151	26	46	223	13%	6%	1%
Total	**1,169**	**441**	**3,986**	**5,596**			

4 Kindergarten Assessments

4.1   Boehm Test of Basic Concepts 2020-21

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.

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[1] https://www.pearsonclinical.ca/store/caassessments/en/boehm-3/Boehm-Test-of-Basic-Concepts-%7C-Third-Edition/p/P100008047.html
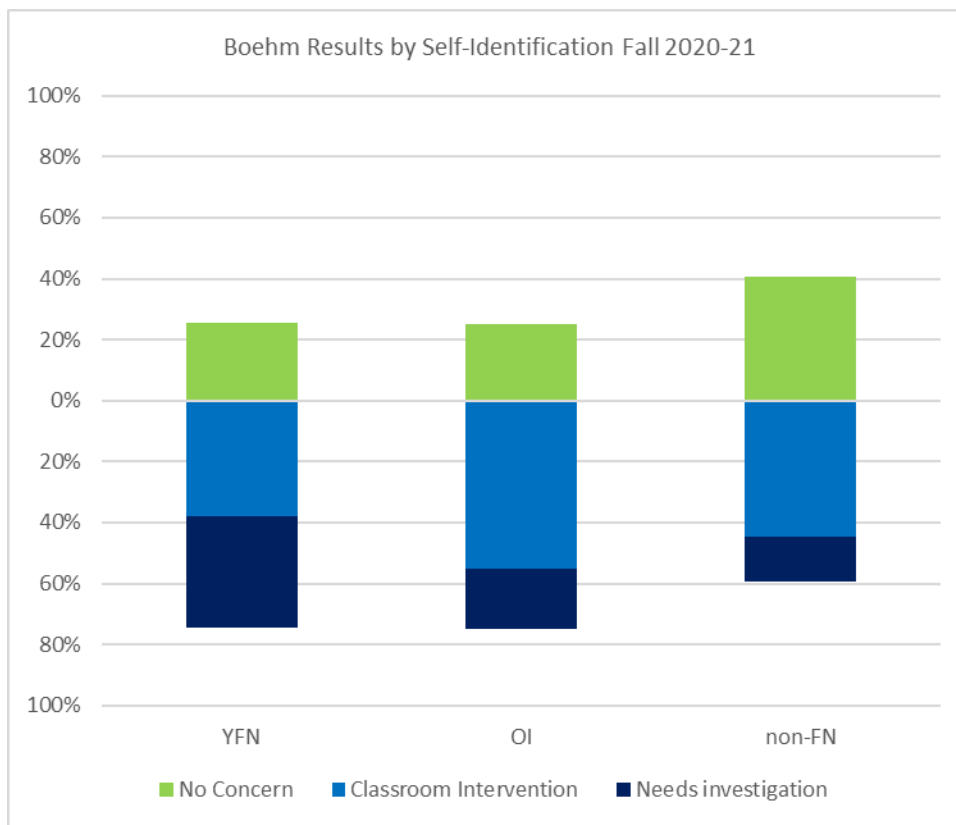
v.3.2

Figure 4.1.1 Boehm Student Counts by Category and Self-Identification Fall 2020-21 (by ratio)

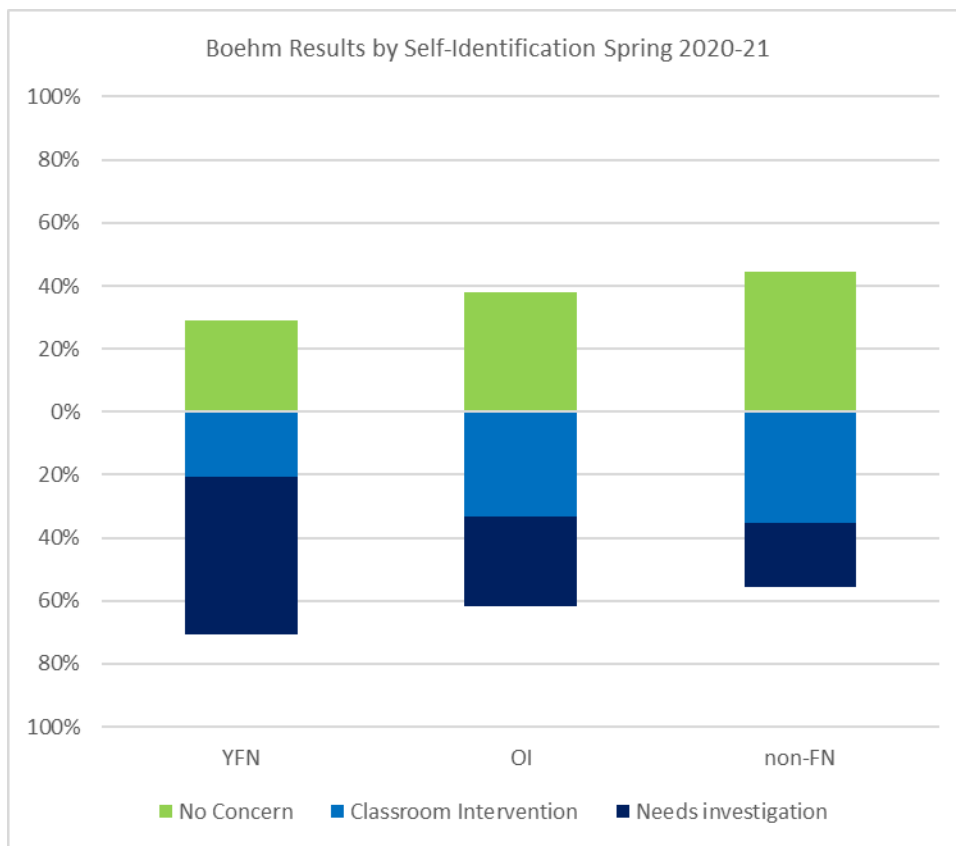|	No Concern	Classroom Intervention	Needs investigation	Yukon	Speech Referral	Language Referral	Child Development Centre
YFN	25%	38%	37%	100%	21%	25%	27%
OI	25%	55%	20%	100%	15%	15%	15%
non-FN	41%	45%	15%	100%	16%	10%	14%
Yukon	38%	44%	18%	100%	17%	13%	16%

Figure 4.1.2 Boehm Student Counts by Category and Self-Identification Spring 2020-21 (by ratio)

	No Concern	Classroom Intervention	Needs investigation	Yukon	Speech Referral	Language Referral	Child Development Centre
YFN	29%	21%	50%	100%	21%	25%	29%
OI	38%	33%	29%	100%	10%	14%	14%
non-FN	44%	35%	20%	100%	10%	8%	12%
Yukon	42%	33%	26%	100%	12%	11%	15%

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

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.

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[2] https://www.earlyyearsevaluation.com/index.php/en/products/eye-ta
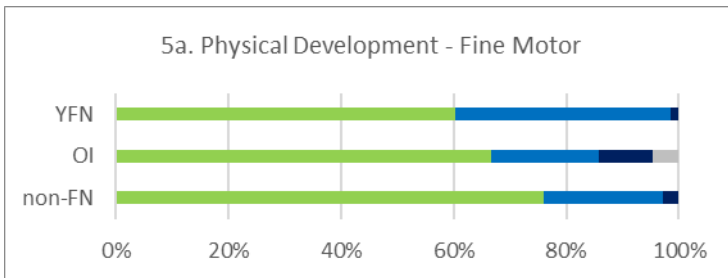
4.2.1   EYE 2020-21 – Yukon-Wide

Fall

Spring
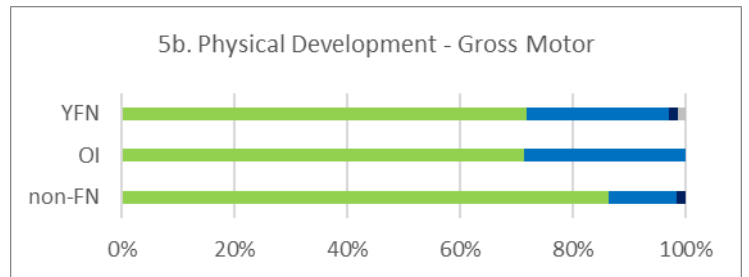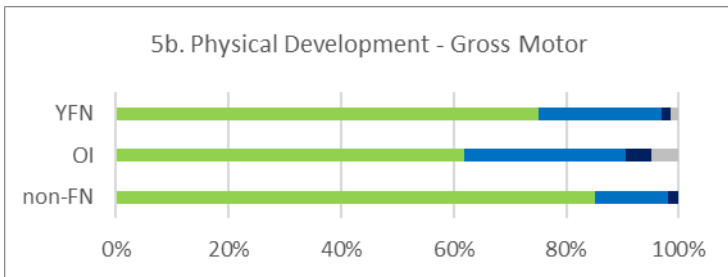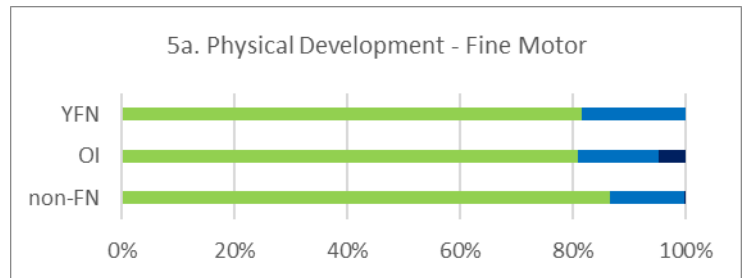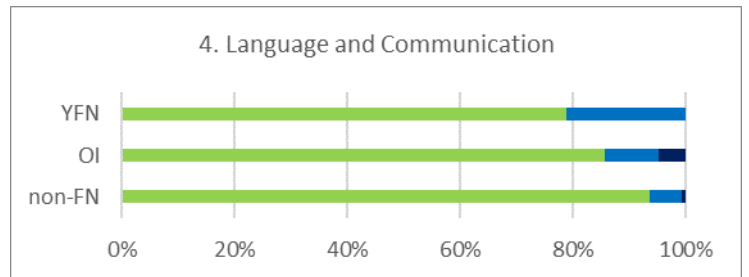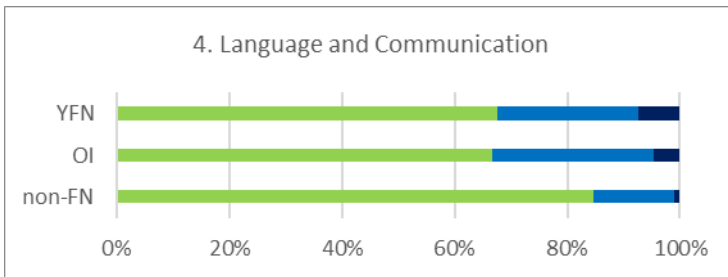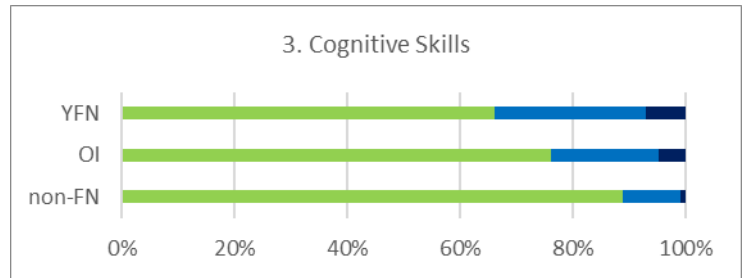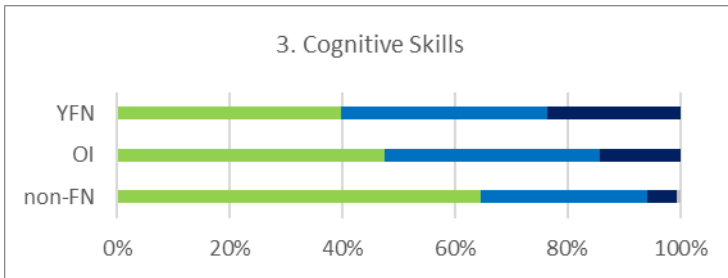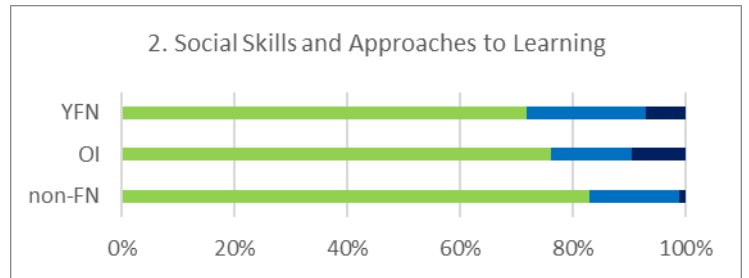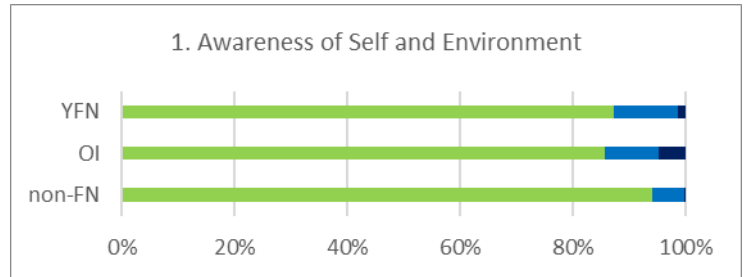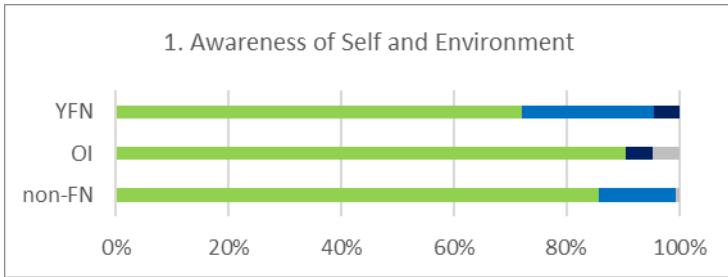
Figure 4.2.1 Early Years Evaluation 2020-21- Yukon-Wide

Nov-15-21   21

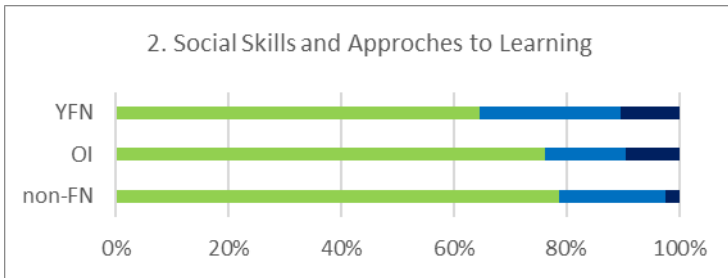| Fall 2020 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	72%	24%	4%	0%
	OI	90%	0%	5%	5%
	non-FN	86%	14%	0%	1%
2. Social Skills and Approaches to Learning	YFN	65%	25%	10%	0%
	OI	76%	14%	10%	0%
	non-FN	79%	19%	2%	0%
3. Cognitive Skills	YFN	40%	37%	24%	0%
	OI	48%	38%	14%	0%
	non-FN	65%	30%	5%	1%
4. Language and Communication	YFN	68%	25%	7%	0%
	OI	67%	29%	5%	0%
	non-FN	85%	15%	1%	0%
5a. Physical Development - Fine Motor	YFN	60%	38%	1%	0%
	OI	67%	19%	10%	5%
	non-FN	76%	21%	3%	0%
5b. Physical Development - Gross Motor	YFN	75%	22%	1%	1%
	OI	62%	29%	5%	5%
	non-FN	85%	13%	2%	0%

Spring 2021 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	87%	11%	1%	0%
	OI	86%	10%	5%	0%
	non-FN	94%	6%	0%	0%
2. Social Skills and Approaches to Learning	YFN	72%	21%	7%	0%
	OI	76%	14%	10%	0%
	non-FN	83%	16%	1%	0%
3. Cognitive Skills	YFN	66%	27%	7%	0%
	OI	76%	19%	5%	0%
	non-FN	89%	10%	1%	0%
4. Language and Communication	YFN	79%	21%	0%	0%
	OI	86%	10%	5%	0%
	non-FN	94%	6%	1%	0%
5a. Physical Development - Fine Motor	YFN	82%	18%	0%	0%
	OI	81%	14%	5%	0%
	non-FN	87%	13%	0%	0%
5b. Physical Development - Gross Motor	YFN	72%	25%	1%	1%
	OI	71%	29%	0%	0%
	non-FN	87%	12%	1%	0%

4.2.2 EYE 2020-21 - Rural

Legend:
- Can achieve the tasks
- Experiencing some difficulty
- Experiencing significant difficulty
- not complete

Fall

1. Awareness of Self and Environment
2. Social Skills and Approches to Learning
3. Cognitive Skills
4. Language and Communication
5a. Physical Development - Fine Motor
5b. Physical Development - Gross Motor

Spring

1. Awareness of Self and Environment
2. Social Skills and Approaches to Learning
3. Cognitive Skills
4. Language and Communication
5a. Physical Development - Fine Motor
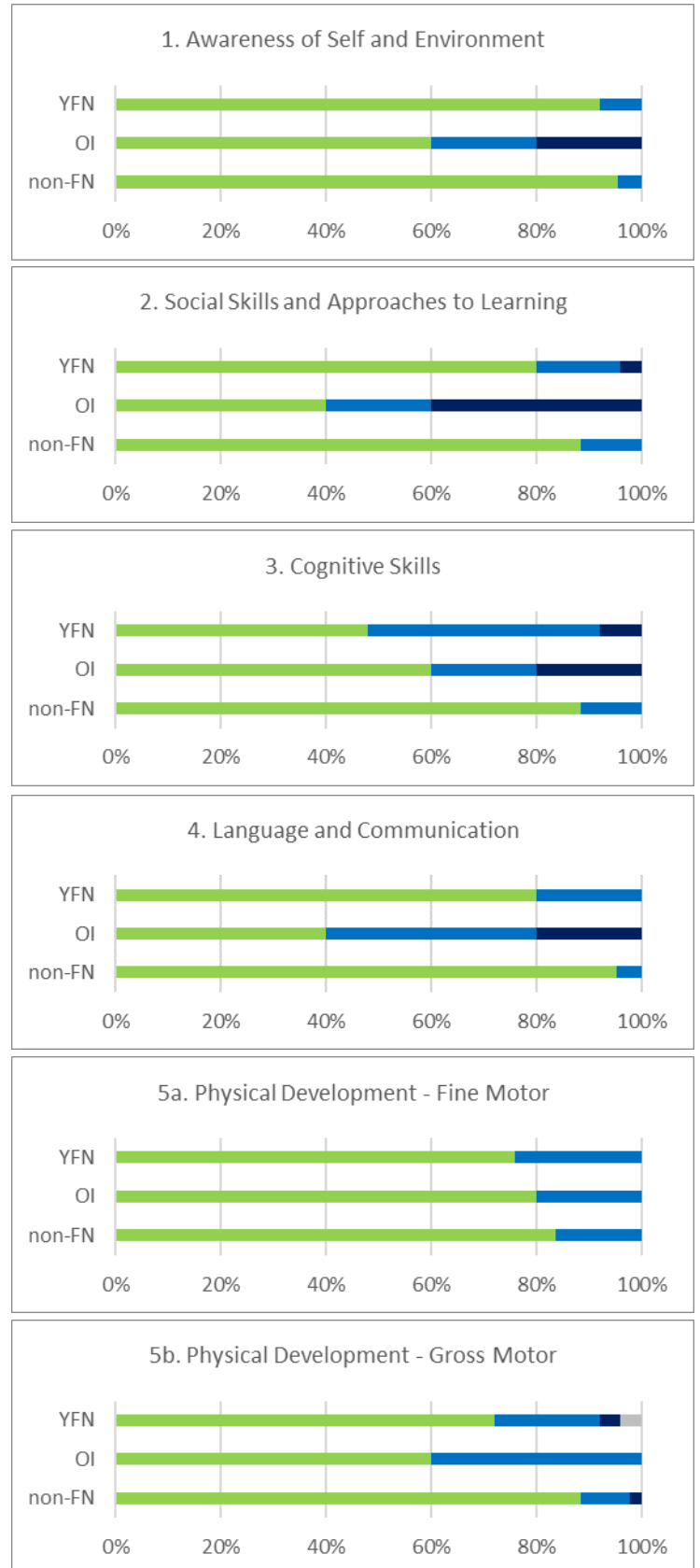5b. Physical Development - Gross Motor

Figure 4.2.2 Early Years Evaluation 2020-21 – Rural

Fall 2020 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	65%	30%	4%	0%
	OI	50%	0%	25%	25%
	non-FN	83%	18%	0%	0%
2. Social Skills and Approaches to Learning	YFN	70%	26%	4%	0%
	OI	50%	25%	25%	0%
	non-FN	85%	13%	3%	0%
3. Cognitive Skills	YFN	26%	39%	35%	0%
	OI	50%	0%	50%	0%
	non-FN	65%	25%	10%	0%
4. Language and Communication	YFN	65%	30%	4%	0%
	OI	25%	50%	25%	0%
	non-FN	88%	13%	0%	0%
5a. Physical Development - Fine Motor	YFN	52%	48%	0%	0%
	OI	50%	0%	25%	25%
	non-FN	70%	28%	3%	0%
5b. Physical Development - Gross Motor	YFN	87%	9%	0%	4%
	OI	25%	50%	0%	25%
	non-FN	90%	8%	3%	0%

Spring 2021 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	92%	8%	0%	0%
	OI	60%	20%	20%	0%
	non-FN	95%	5%	0%	0%
2. Social Skills and Approaches to Learning	YFN	80%	16%	4%	0%
	OI	40%	20%	40%	0%
	non-FN	88%	12%	0%	0%
3. Cognitive Skills	YFN	48%	44%	8%	0%
	OI	60%	20%	20%	0%
	non-FN	88%	12%	0%	0%
4. Language and Communication	YFN	80%	20%	0%	0%
	OI	40%	40%	20%	0%
	non-FN	95%	5%	0%	0%
5a. Physical Development - Fine Motor	YFN	76%	24%	0%	0%
	OI	80%	20%	0%	0%
	non-FN	84%	16%	0%	0%
5b. Physical Development - Gross Motor	YFN	72%	20%	4%	4%
	OI	60%	40%	0%	0%
	non-FN	88%	9%	2%	0%

4.2.3　EYE 2020-21 - Urban

Legend:
- Can achieve the tasks (green)
- Experiencing some difficulty (blue)
- Experiencing significant difficulty (dark navy)
- not complete (grey)

Fall

1. Awareness of Self and Environment
(YFN, OI, non-FN)

2. Social Skills and Approches to Learning
(YFN, OI, non-FN)

3. Cognitive Skills
(YFN, OI, non-FN)

4. Language and Communication
(YFN, OI, non-FN)

5a. Physical Development - Fine Motor
(YFN, OI, non-FN)

5b. Physical Development - Gross Motor
(YFN, OI, non-FN)

Spring

1. Awareness of Self and Environment
(YFN, OI, non-FN)

2. Social Skills and Approaches to Learning
(YFN, OI, non-FN)

3. Cognitive Skills
(YFN, OI, non-FN)

4. Language and Communication
(YFN, OI, non-FN)

5a. Physical Development - Fine Motor
(YFN, OI, non-FN)

5b. Physical Development - Gross Motor
(YFN, OI, non-FN)

Figure 4.2.3 Early Years Evaluation 2020-21 – Urban

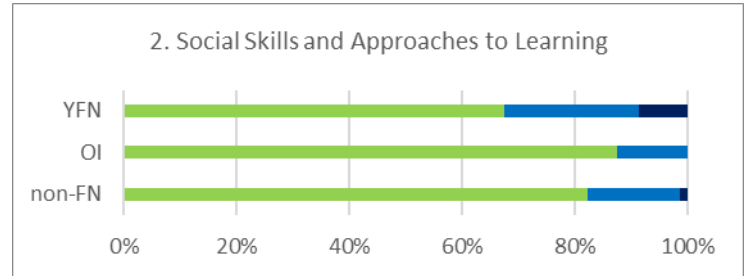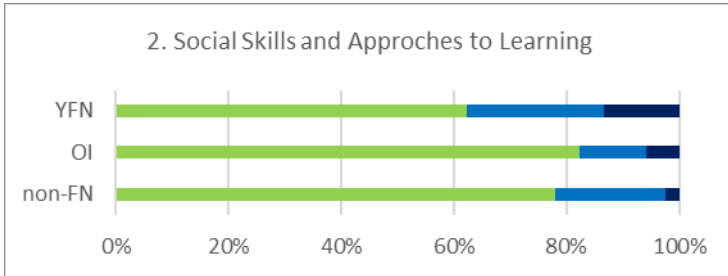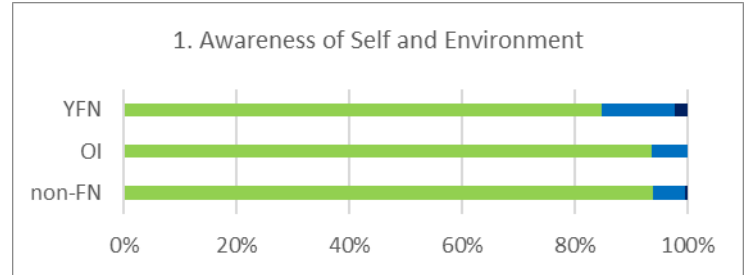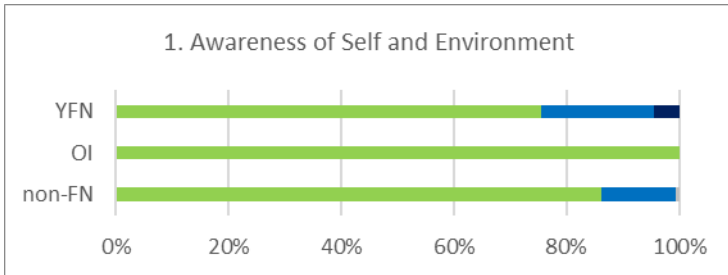| Fall 2020 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	76%	20%	4%	0%
	OI	100%	0%	0%	0%
	non-FN	86%	13%	0%	1%
2. Social Skills and Approaches to Learning	YFN	62%	24%	13%	0%
	OI	82%	12%	6%	0%
	non-FN	78%	20%	2%	0%
3. Cognitive Skills	YFN	47%	36%	18%	0%
	OI	47%	47%	6%	0%
	non-FN	64%	30%	4%	1%
4. Language and Communication	YFN	69%	22%	9%	0%
	OI	76%	24%	0%	0%
	non-FN	84%	15%	1%	0%
5a. Physical Development - Fine Motor	YFN	64%	33%	2%	0%
	OI	71%	24%	6%	0%
	non-FN	77%	20%	3%	0%
5b. Physical Development - Gross Motor	YFN	69%	29%	2%	0%
	OI	71%	24%	6%	0%
	non-FN	84%	14%	2%	0%

Spring 2021 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	85%	13%	2%	0%
	OI	94%	6%	0%	0%
	non-FN	94%	6%	0%	0%
2. Social Skills and Approaches to Learning	YFN	67%	24%	9%	0%
	OI	88%	13%	0%	0%
	non-FN	82%	16%	1%	0%
3. Cognitive Skills	YFN	76%	17%	7%	0%
	OI	81%	19%	0%	0%
	non-FN	89%	10%	1%	0%
4. Language and Communication	YFN	78%	22%	0%	0%
	OI	100%	0%	0%	0%
	non-FN	93%	6%	1%	0%
5a. Physical Development - Fine Motor	YFN	85%	15%	0%	0%
	OI	81%	13%	6%	0%
	non-FN	87%	13%	0%	0%
5b. Physical Development - Gross Motor	YFN	72%	28%	0%	0%
	OI	75%	25%	0%	0%
	non-FN	86%	12%	1%	0%

5　Foundation Skills Assessment

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

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 Master Model

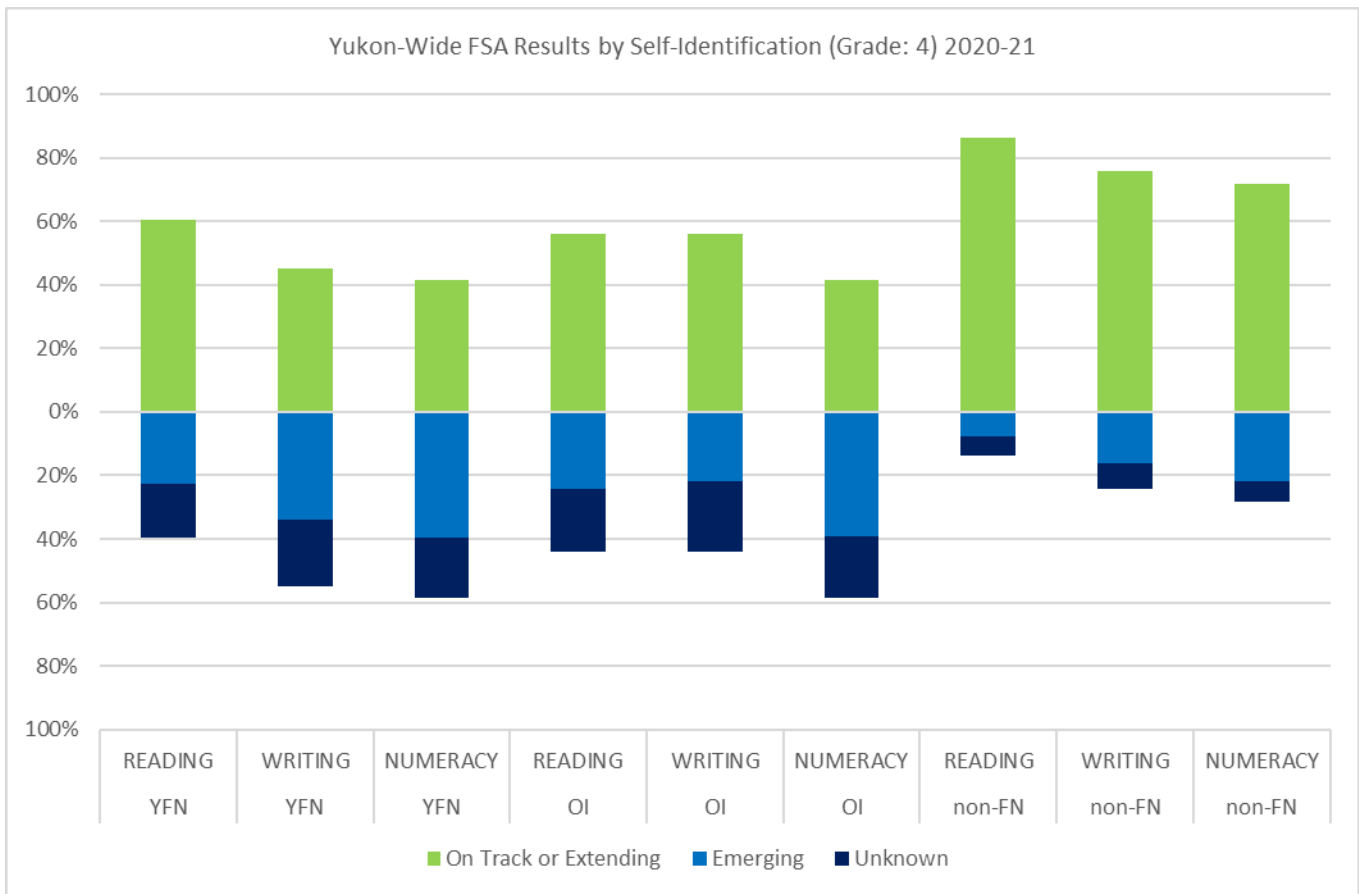## 5.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification 2020-21

Figure 5.1.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification Yukon-Wide 2020-21

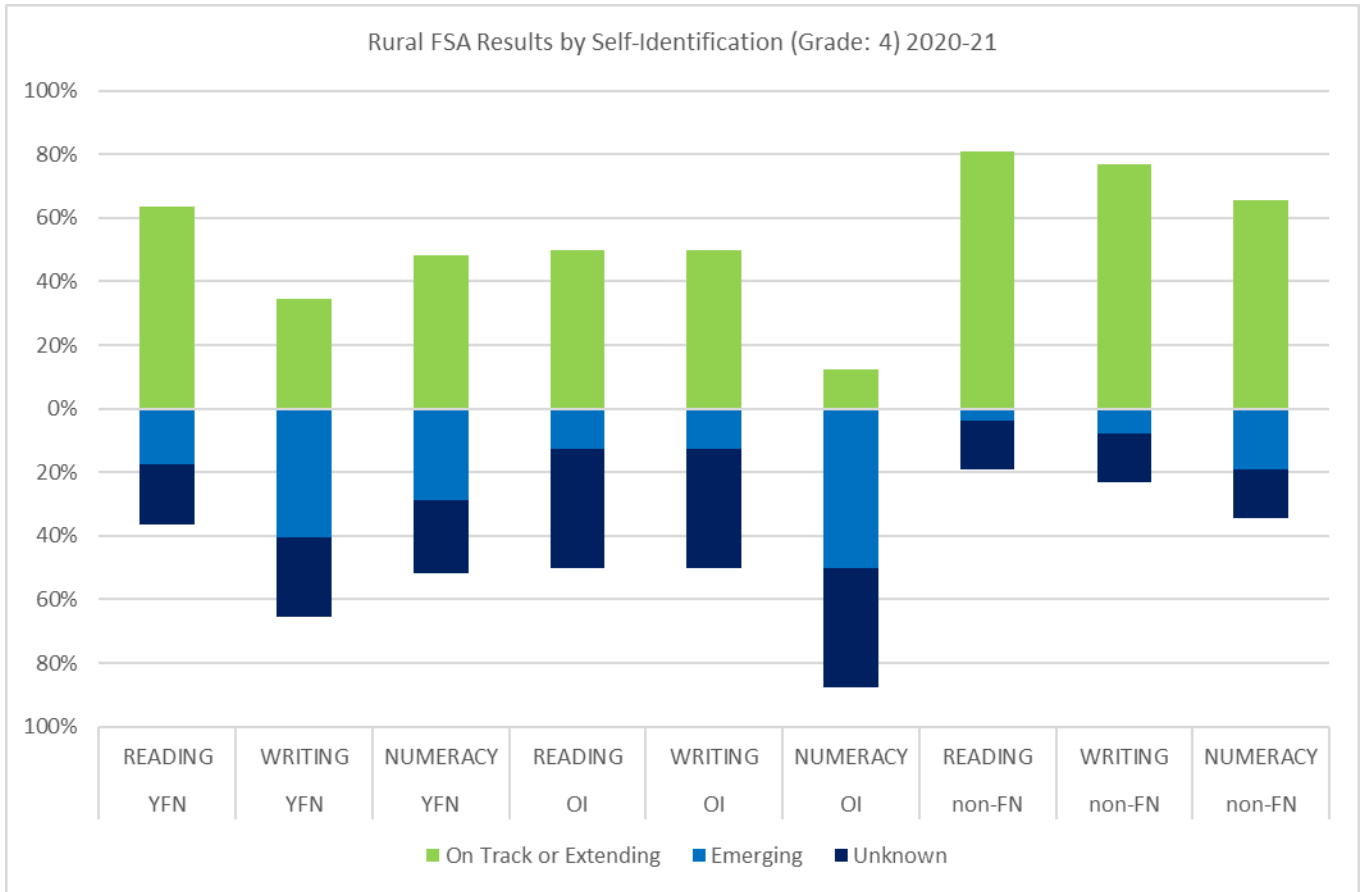|	YFN	YFN	YFN	OI	OI	OI	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	60%	45%	42%	56%	56%	41%	86%	76%	72%
Emerging	23%	34%	40%	24%	22%	39%	8%	16%	22%
Unknown	17%	21%	19%	20%	22%	20%	6%	8%	6%

Figure 5.1.2 Foundation Skills Assessment Grade 4 by Test and Self-Identification Rural 2020-21

	YFN	YFN	YFN	OI	OI	OI	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	63%	35%	48%	50%	50%	13%	81%	77%	65%
Emerging	17%	40%	29%	13%	13%	50%	4%	8%	19%
Unknown	19%	25%	23%	38%	38%	38%	15%	15%	15%
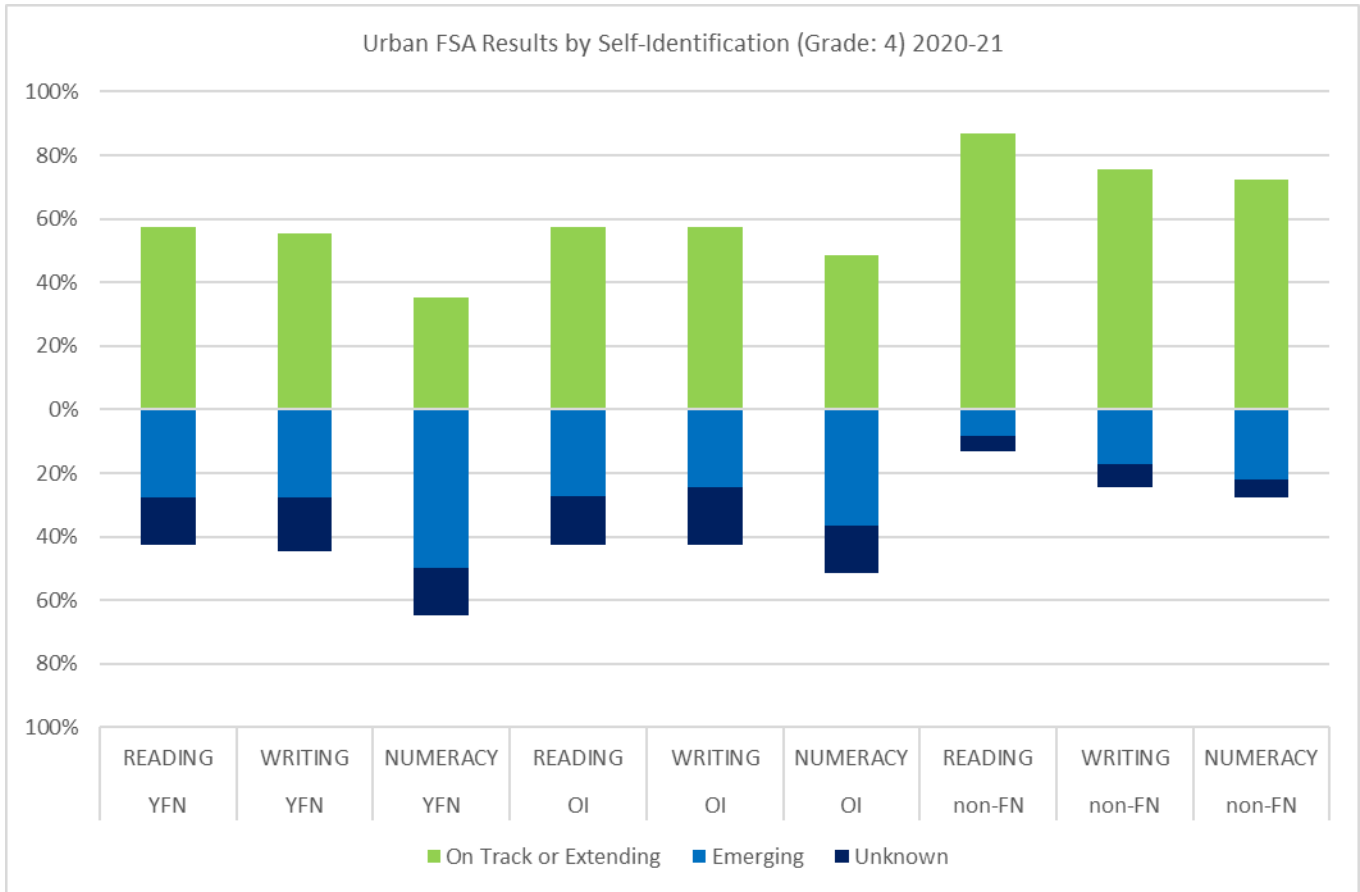
Figure 5.1.3 Foundation Skills Assessment Grade 4 by Test and Self-Identification Urban 2020-21

	YFN	YFN	YFN	OI	OI	OI	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	57%	56%	35%	58%	58%	48%	87%	76%	72%
Emerging	28%	28%	50%	27%	24%	36%	8%	17%	22%
Unknown	15%	17%	15%	15%	18%	15%	5%	7%	5%

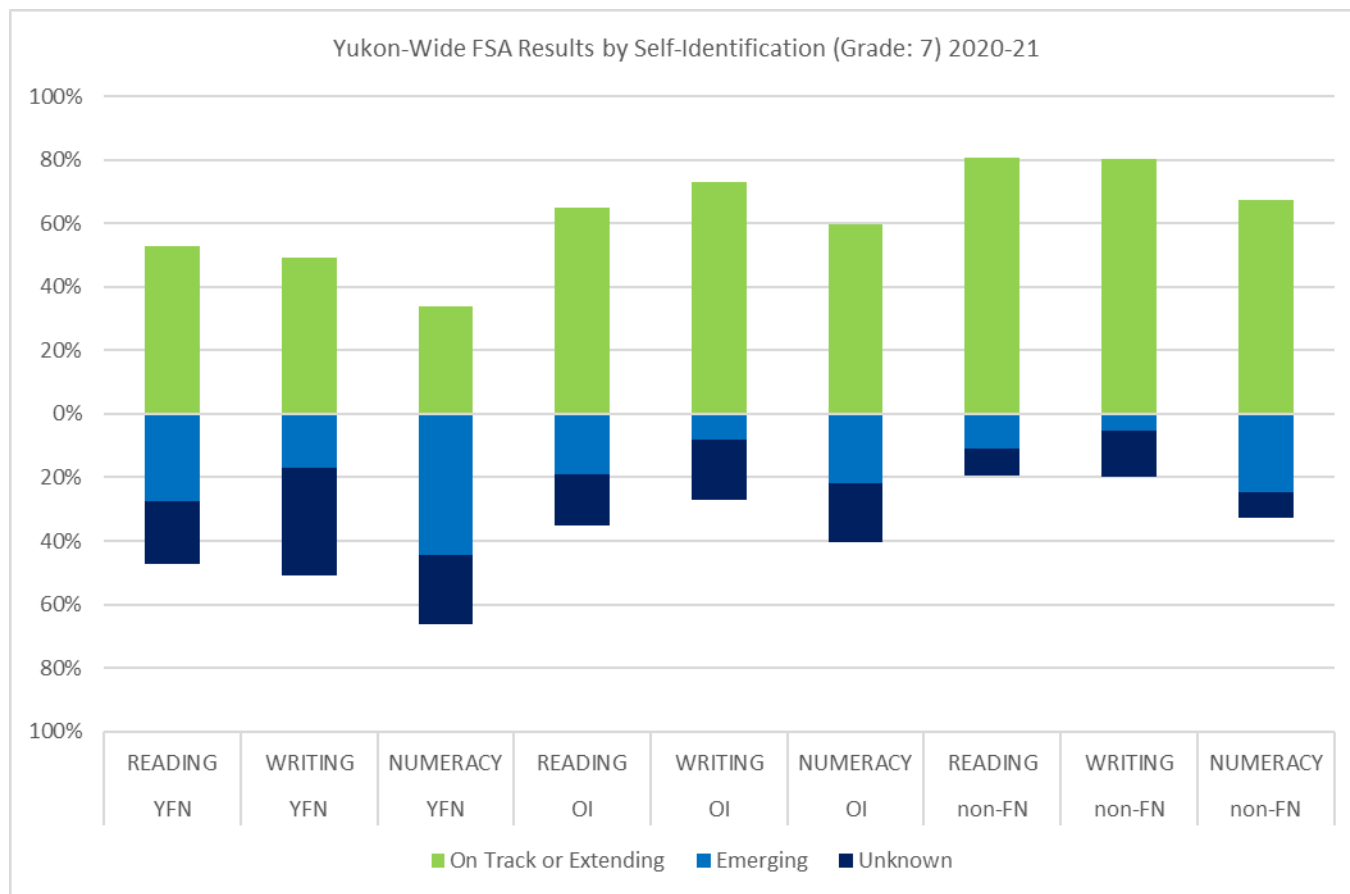## 5.2 Foundation Skills Assessment Grade 7 by Test and Self-Identification 2020-21

Figure 5.2.1 Foundation Skills Assessment Grade 7 by Test and Self-Identification Yukon-Wide 2020-21

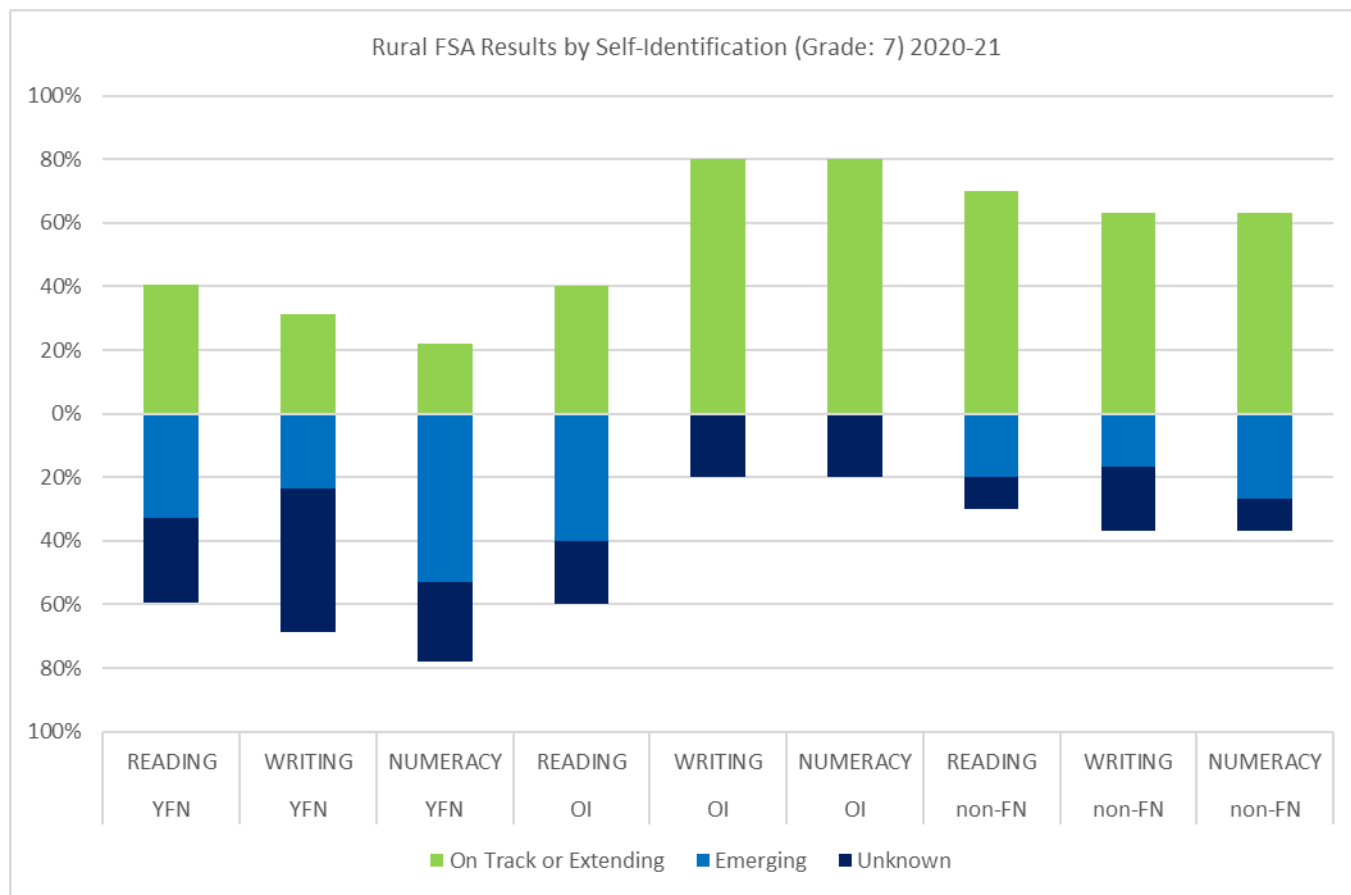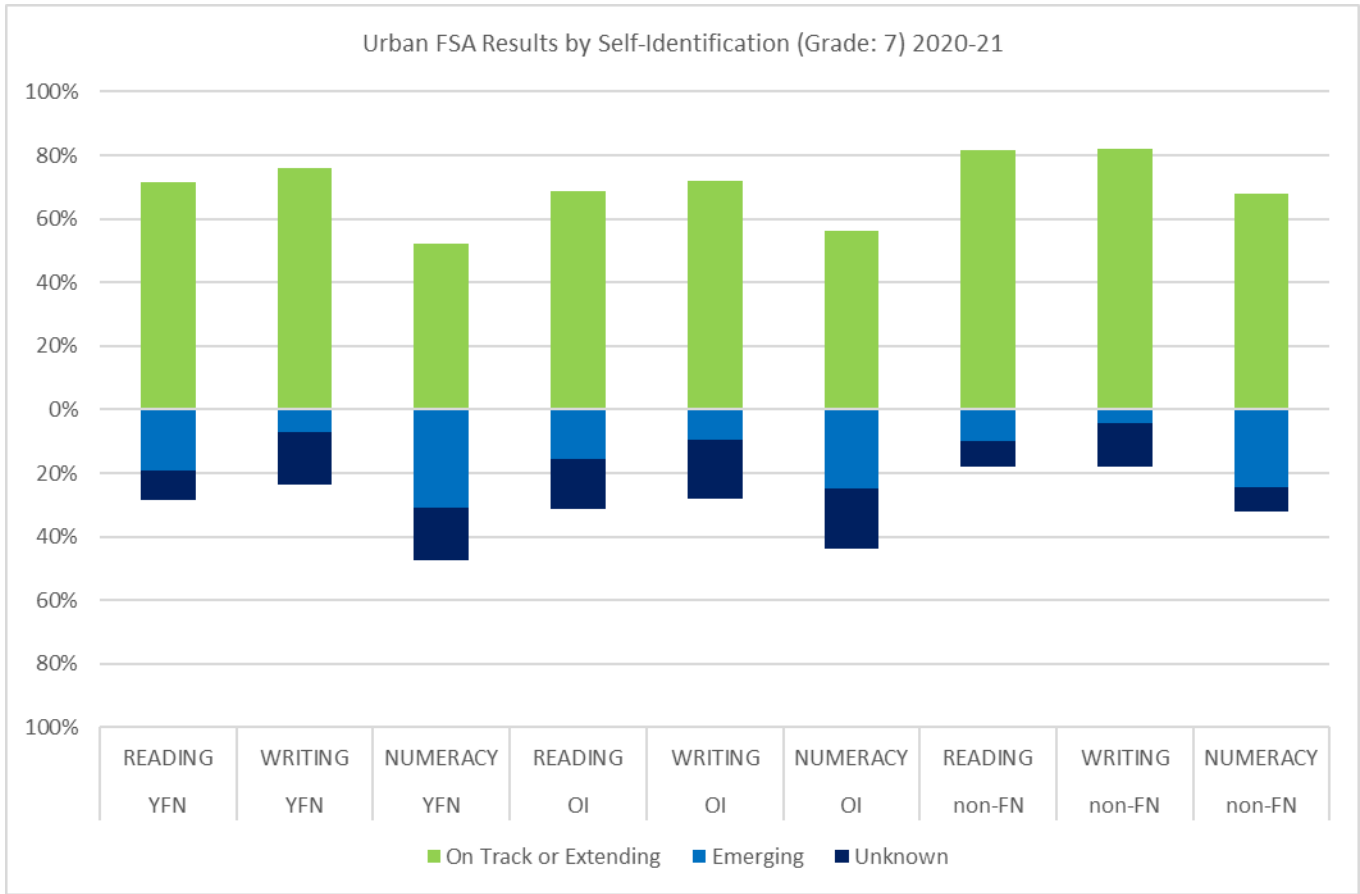|	YFN	YFN	YFN	OI	OI	OI	non-FN	non-FN	non-FN
	READING	**WRITING**	**NUMERACY**	**READING**	**WRITING**	**NUMERACY**	**READING**	**WRITING**	**NUMERACY**
On Track or Extending	53%	49%	34%	65%	73%	59%	81%	80%	67%
Emerging	27%	17%	44%	19%	8%	22%	11%	5%	24%
Unknown	20%	34%	22%	16%	19%	19%	9%	14%	8%

Figure 5.2.2 Foundation Skills Assessment Grade 7 by Test and Self-Identification Rural 2020-21

	YFN	YFN	YFN	OI	OI	OI	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	41%	31%	22%	40%	80%	80%	70%	63%	63%
Emerging	33%	23%	53%	40%	0%	0%	20%	17%	27%
Unknown	27%	45%	25%	20%	20%	20%	10%	20%	10%

Figure 5.2.3 Foundation Skills Assessment Grade 7 by Test and Self-Identification Urban 2020-21

	YFN	YFN	YFN	OI	OI	OI	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	71%	76%	52%	69%	72%	56%	82%	82%	68%
Emerging	19%	7%	31%	16%	9%	25%	10%	4%	24%
Unknown	10%	17%	17%	16%	19%	19%	8%	14%	8%

6   Math 11 and English 12 Courses C+ or Better

Math 11 and English 12 courses are defined from [BC curriculum](#)[3]. Also, C+ or better is defined from the

[Yukon grade conversion guide for teachers](#)[4]. Please note that this analysis excludes French language

courses and their equivalents and considers only courses taken at a Yukon school.

Please note this analysis includes a small margin of error because of students taking duplicates course in

the same year (~less than 6 instances)

This analysis does not include students with marks such as:

- Withdraw

- Incomplete

- Blank or No Mark

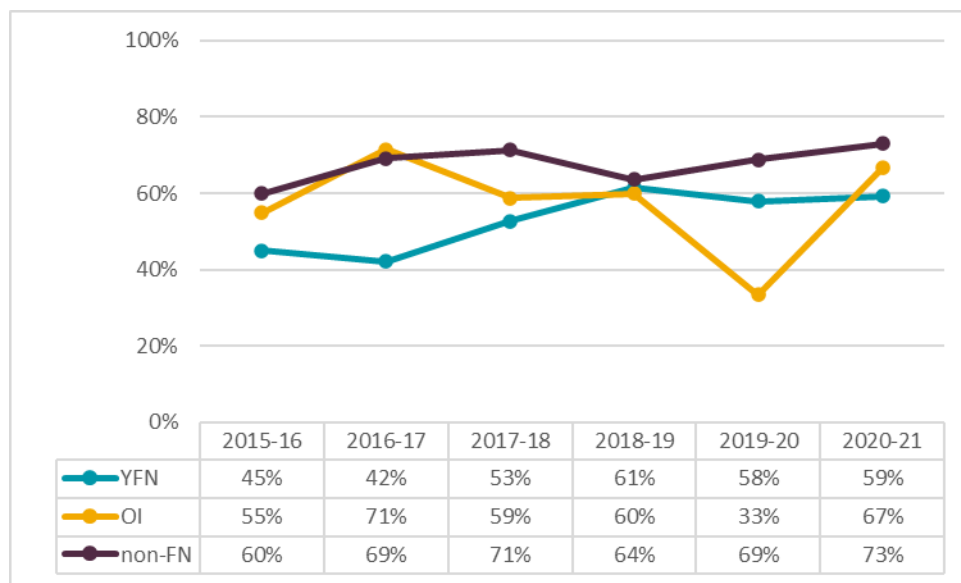## 6.1   Percentage of students who received a grade of C+ or better in Math 11 courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
YFN	45%	42%	53%	61%	58%	59%
OI	55%	71%	59%	60%	33%	67%
non-FN	60%	69%	71%	64%	69%	73%

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

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[3] https://curriculum.gov.bc.ca/

[4] http://lss.yukonschools.ca/uploads/4/5/5/0/45508033/yukon_grade_conversion_guide_teachers.pdf

v.3.2

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

This data table was removed due to small numbers.

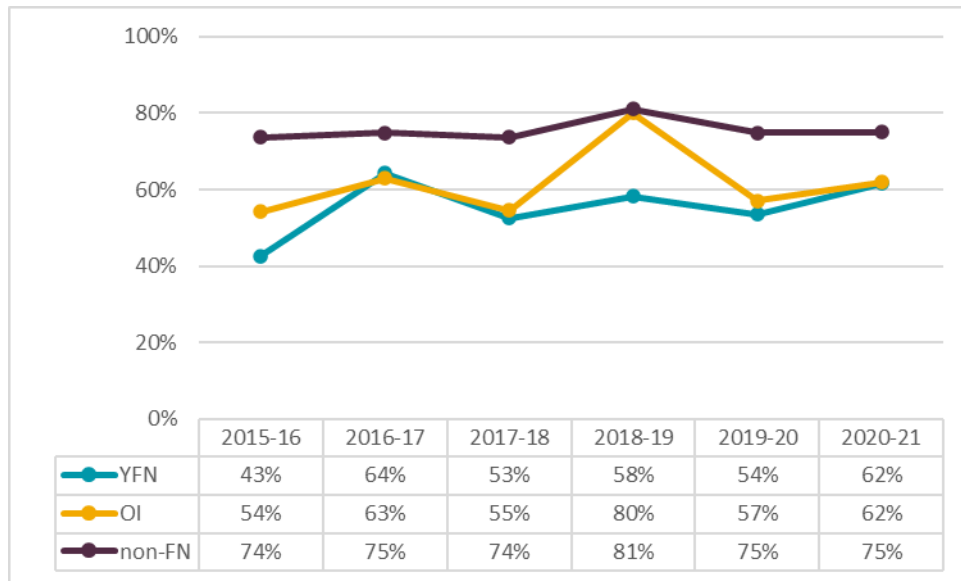## 6.2   Percentage of students who received a grade of C+ or better in English 12 courses

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
YFN	43%	64%	53%	58%	54%	62%
OI	54%	63%	55%	80%	57%	62%
non-FN	74%	75%	74%	81%	75%	75%

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

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

This data table was removed due to small numbers.

7   Students in alternative learning settings

7.1   Individual Learning Center and Aurora Virtual School
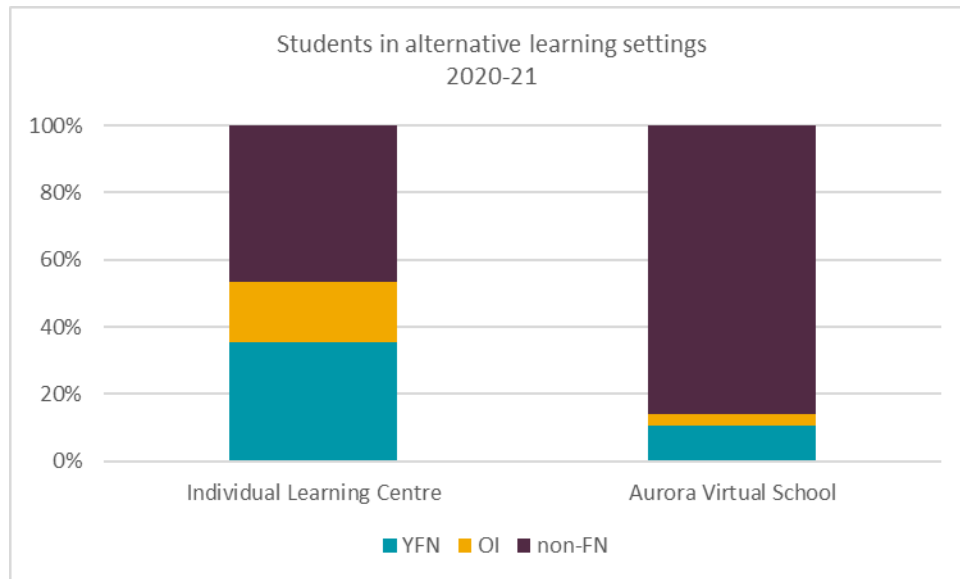
Figure 7.1.1 Student counts for ILC and AVS by Self-Identification 2020-21

	YFN	OI	non-FN
Individual Learning Centre	35%	18%	47%
Aurora Virtual School	11%	3%	86%

7.2 Wood Street Centre Programs
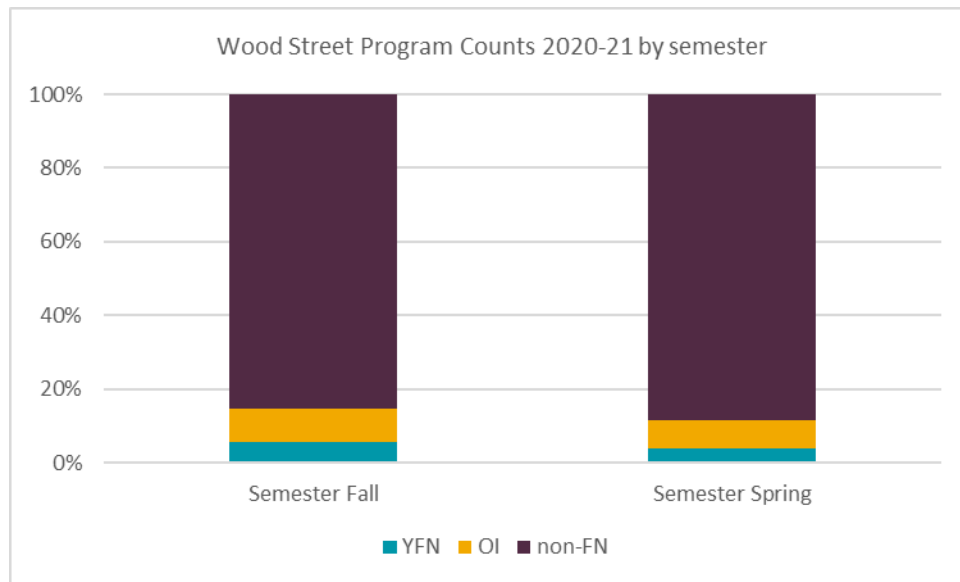
Students taking specific programs at Wood Street Centre.

Figure 7.2.1 Wood Street Program Counts 2020-21 by semester

	Semester Fall	Semester Spring
YFN	6%	4%
OI	9%	8%
non-FN	85%	89%

8 Graduation Rate

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

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

School Completion Programs

- School Completion Programs are provided to students on special programs or IEP where the Dogwood Graduation Program was not part of their education plan. It is reported separately from the Grade 12 Graduation Rate.

- *The Evergreen certificate metric in this report is an estimate from identifying students on special completion programs who are considered in grade 12 and have a completion status of affirmative.*

8.1   Grade 12 Dogwood and Adult Graduation Rate by Self-Identification 2020-21
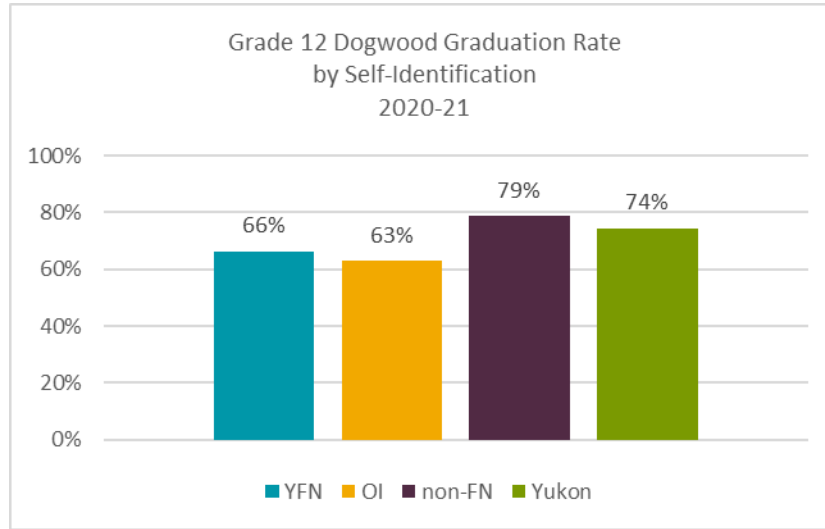

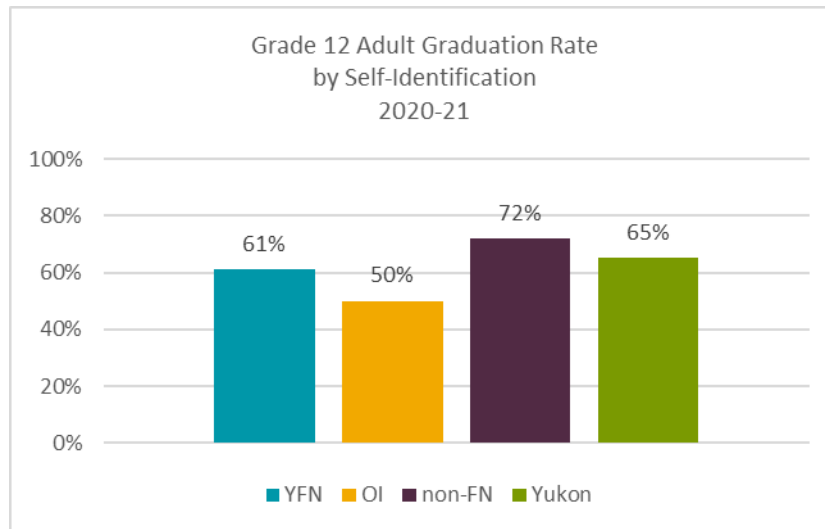*Figure 8.1.1 Grade 12 Dogwood Graduation Rate by Self-Identification 2020-21*

Figure 8.1.2 Grade 12 Adult Graduation Rate by Self-Identification 2020-21

8.2 Grade 12 Dogwood and Adult Successful Graduates by Yukon First Nation for 2020-21

This data table was removed due to small numbers.

8.3   Grade 12 Graduation Rate by Self-Identification over time

8.3.1   Dogwood Graduation Rate by Self-Identification over time
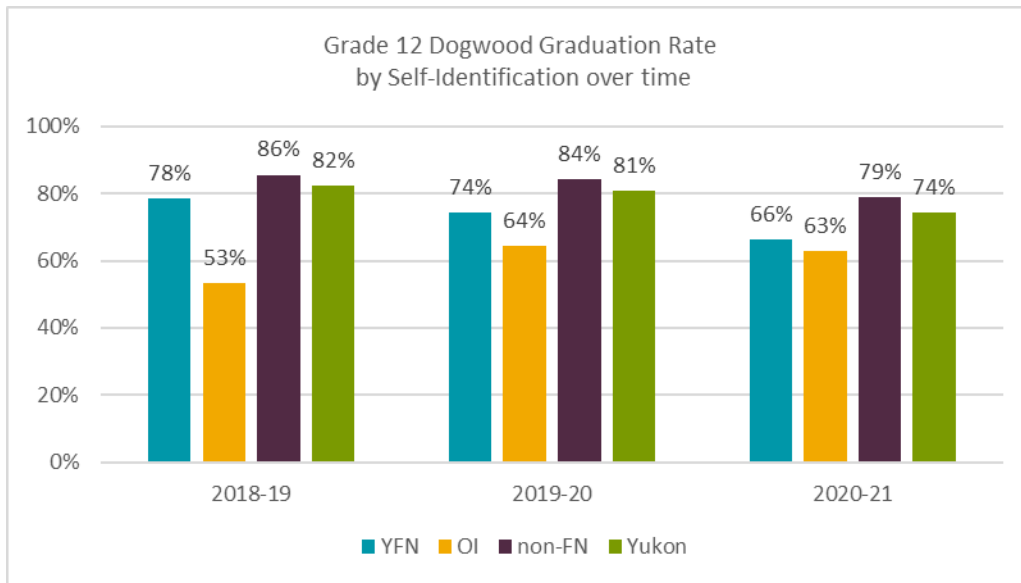
Figure 8.3.1 Grade 12 Dogwood Graduation Rate by Self-Identification over time

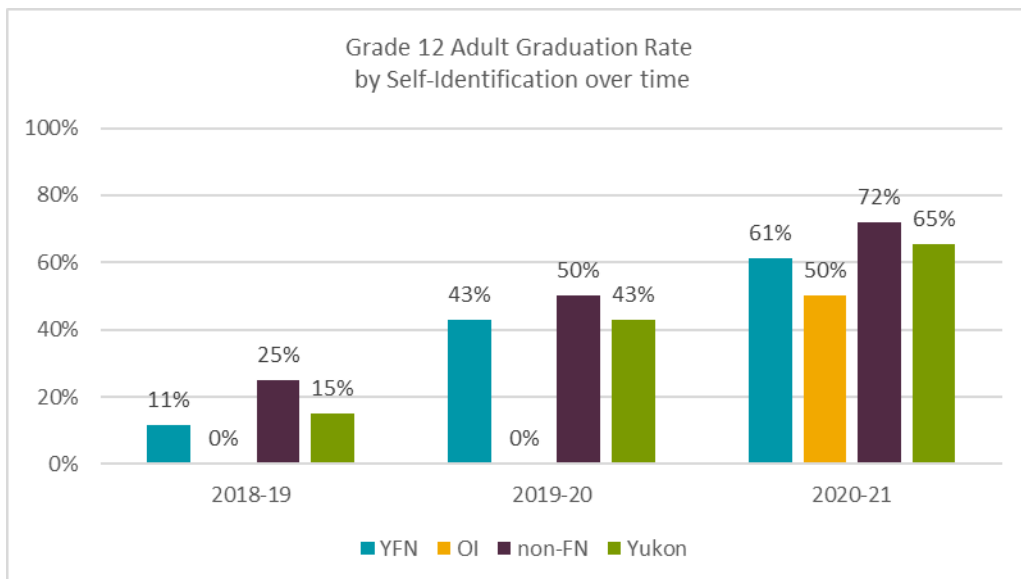## 8.3.2   Adult Graduation Rate by Self-Identification over time

Figure 8.3.2 Grade 12 Adult Graduation Rate by Self-Identification over time

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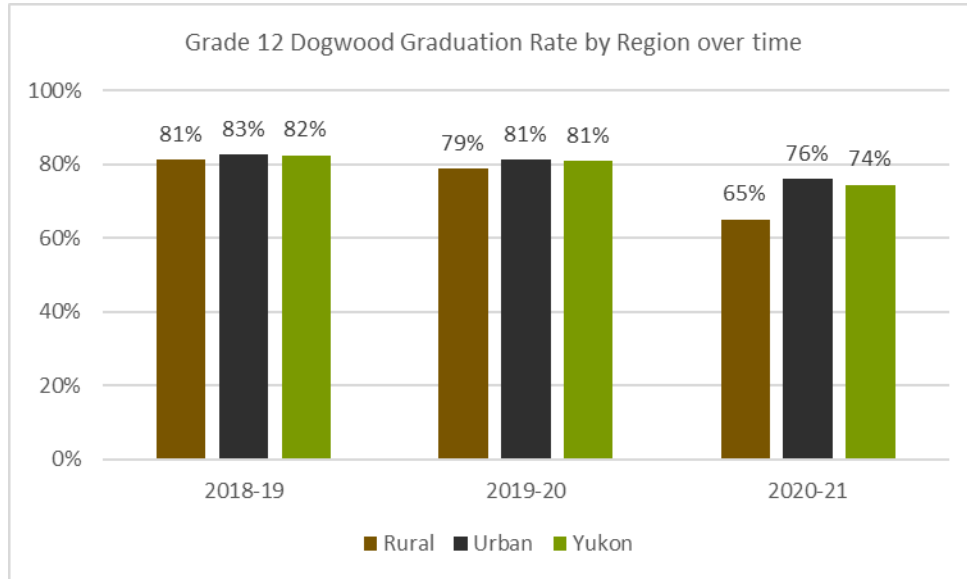

Figure 8.4.1 Grade 12 Dogwood Graduation Rate by Region and Yukon-Wide over time

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

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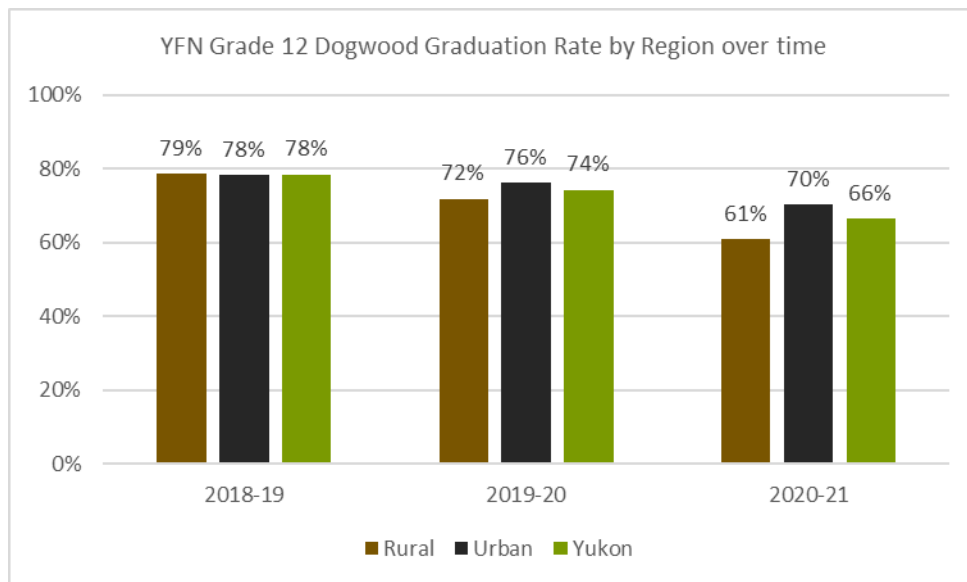

Figure 8.5.1 YFN - Grade 12 Dogwood Graduation Rate by Region and Yukon-Wide over time

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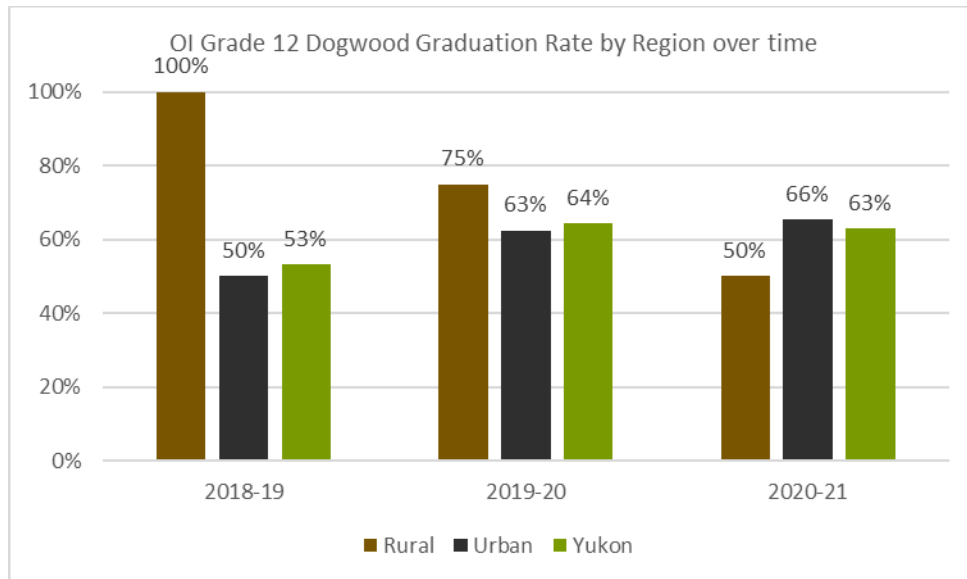

Figure 8.5.2 OI - Grade 12 Dogwood Graduation Rate by Region and Yukon-Wide over time

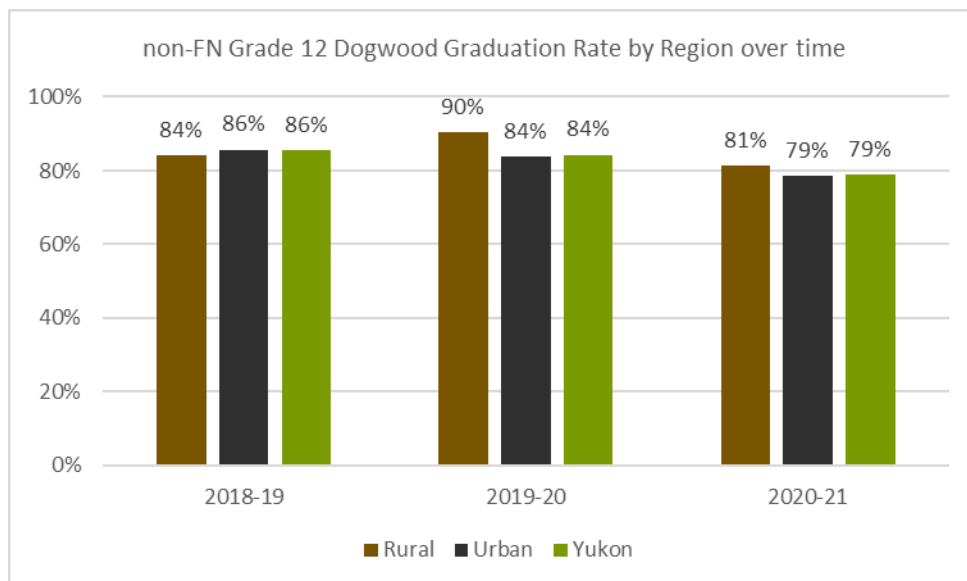## 8.5.3 Non-First Nations Grade 12 Dogwood Graduation Rate over time

Figure 8.5.3 Non-FN - Grade 12 Dogwood Graduation Rate by Region and Yukon-Wide over time

8.6 Evergreen Completion Program

This data table was removed due to small numbers.

8.7 Six Year Graduation Rate

The six-year graduation rate examines all students who entered in Grade 8 for the first time in 2015-16 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.

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

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 (2015-16 to 2020-21).
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 2015-16 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[5] for more information).

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

Date Stamp
October 22, 2021 was the data date stamp for students in consideration.

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[5] http://www.bced.gov.bc.ca/reporting/odefiles/A_Friendly_Guide_to_the_Completion_Rate.pdf

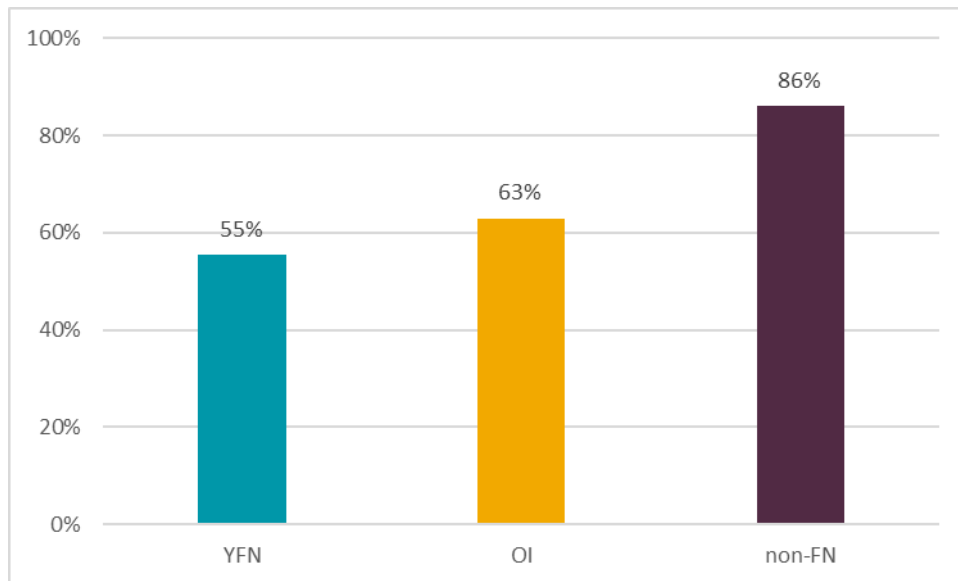## 8.7.1   2015-16 Cohort Six-Year Graduation Rate by Self-Identification

Figure 8.7.1 2015-2016 Cohort Six-Year Graduation Rate by Self-Identification

8.7.2   Number of Outmigrants

This data table was removed due to small numbers.