



Yukon Wide
Department of Education
Student Data Report

School Year 2018-19

Department of Education
Government of Yukon

December 11th 2019



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Preface

Notes and Caveats

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

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

- Schools are organized by

- Rural 
- Urban 
- Other 

The Other region includes: Aurora Virtual School and École Nomade. Yukon-Wide represents the rural, urban and other region.

- Some charts include small numbers and thus the illustration may or may not be relevant.
- In some cases, segments with small numbers may have been omitted to protect the personal and private information of the 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

EduData@gov.yk.ca

1 Enrolment

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

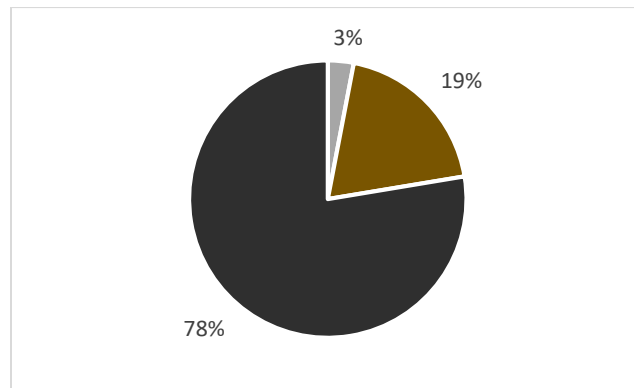
Data Source

Aspen Student Information System and Performance and Analytics Master Model.

Date Stamp

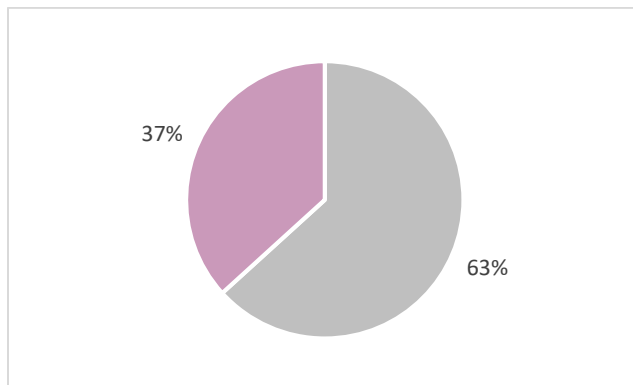
Student Enrolment counts are analyzed from data snapshots taken on May 31st of each school year, unless otherwise stated.

1.1 Student Enrolment Counts for 2018-19 by Region and Yukon-Wide



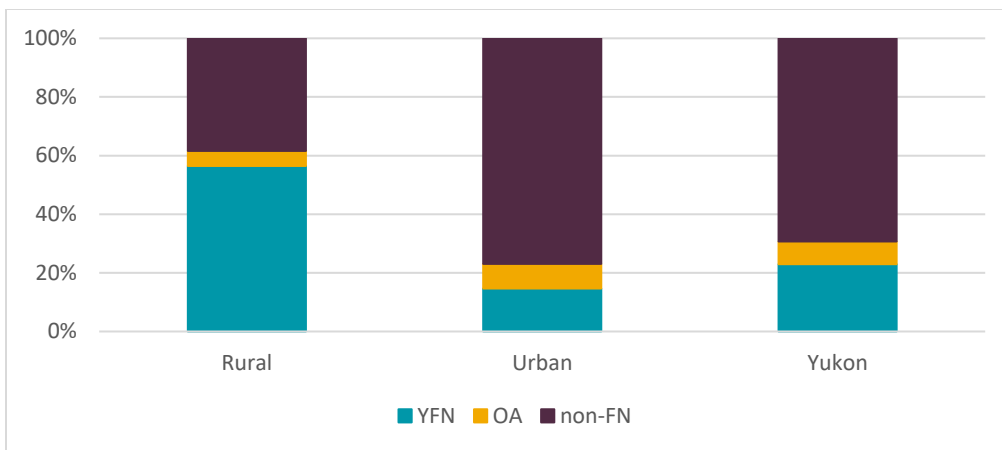
	Student Counts	Ratio
Other	171	3%
Rural	1,099	19%
Urban	4,405	78%
Yukon	5,675	100%

1.2 Student Enrolment Counts for 2018-19 by Grade Range



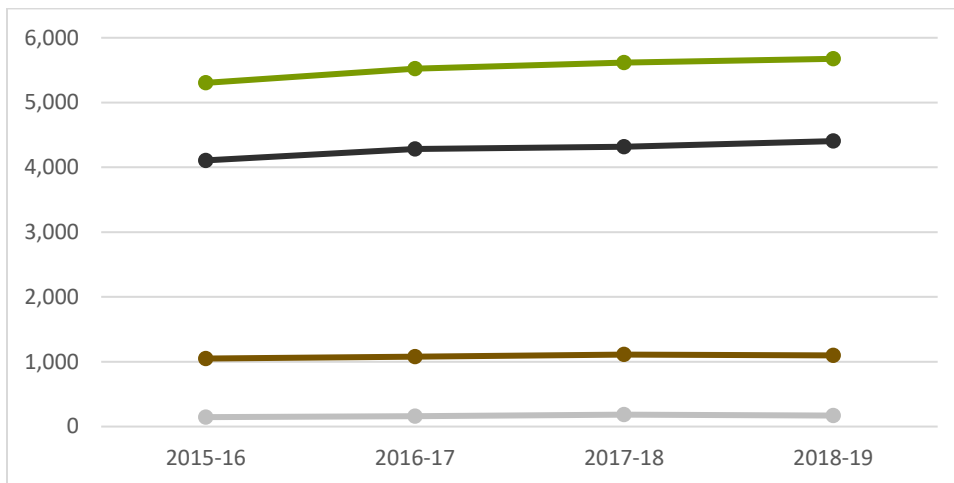
	Student Counts	Ratio
Elementary	3,590	63%
Secondary	2,085	37%
Yukon	5,675	100%

1.3 Student Enrolment Counts for 2018-19 by Self-Identification



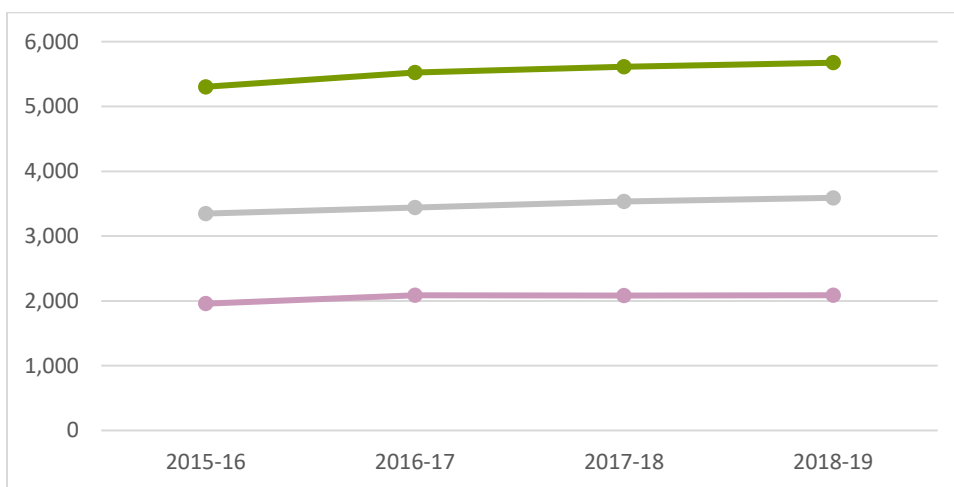
	YFN	OA	non-FN	Total	YFN	OA	non-FN
Rural	620	57	422	1,099	56%	5%	38%
Urban	644	370	3,391	4,405	15%	8%	77%
Yukon	1,264	427	3,813	5,504	23%	8%	69%

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



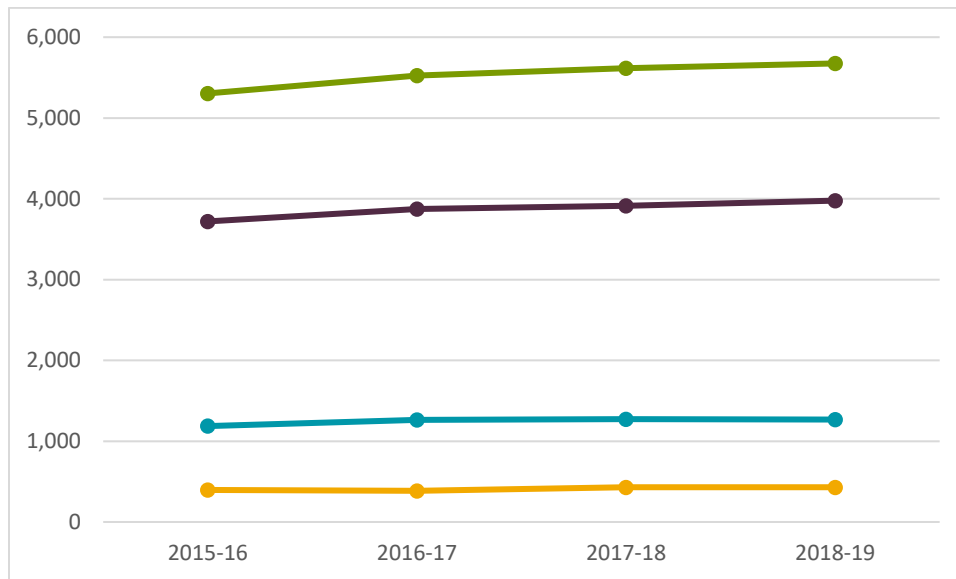
	2015-16	2016-17	2017-18	2018-19
Other	146	162	184	171
Rural	1,050	1,081	1,111	1,099
Urban	4,108	4,282	4,320	4,405
Yukon	5,304	5,525	5,615	5,675

1.5 Student Enrolment Counts by Grade Range over time



	2015-16	2016-17	2017-18	2018-19
Elementary	3,347	3,439	3,534	3,590
Secondary	1,957	2,086	2,081	2,085
Yukon	5,304	5,525	5,615	5,675

1.6 Student Enrolment Counts by Self-Identification over time



	2015-16	2016-17	2017-18	2018-19
YFN	1,187	1,264	1,273	1,268
OA	397	386	430	430
non-FN	3,720	3,875	3,912	3,977
Yukon	5,304	5,525	5,615	5,675

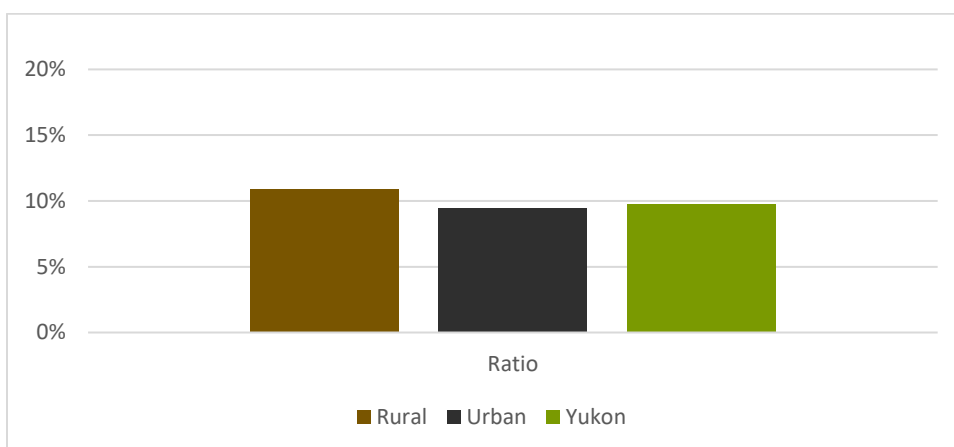
2 Individual Education Plan

An Individual Education Plan (IEP) is a documented plan developed for a student with special education needs that describes individualized goals, adaptations, 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.

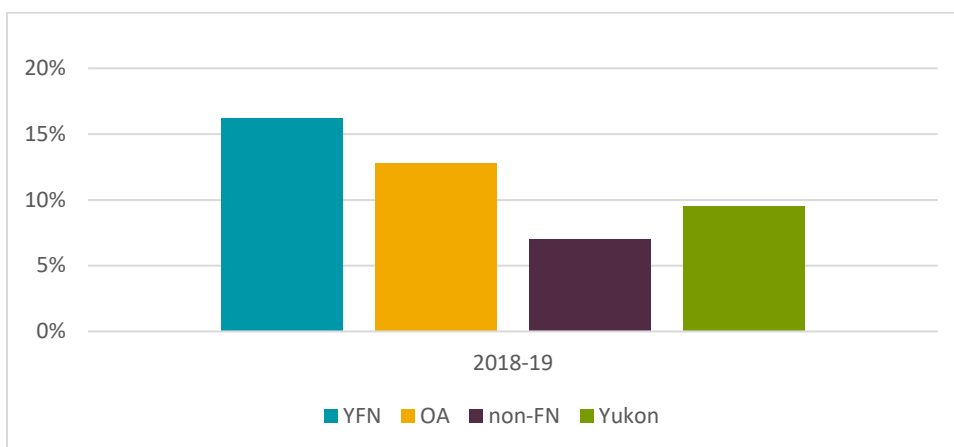
This IEP metric is very specific to the above described plan and does not include any other support plans or programs.

2.1 Student IEP Count Ratios for 2018-19 by Region and Yukon-Wide



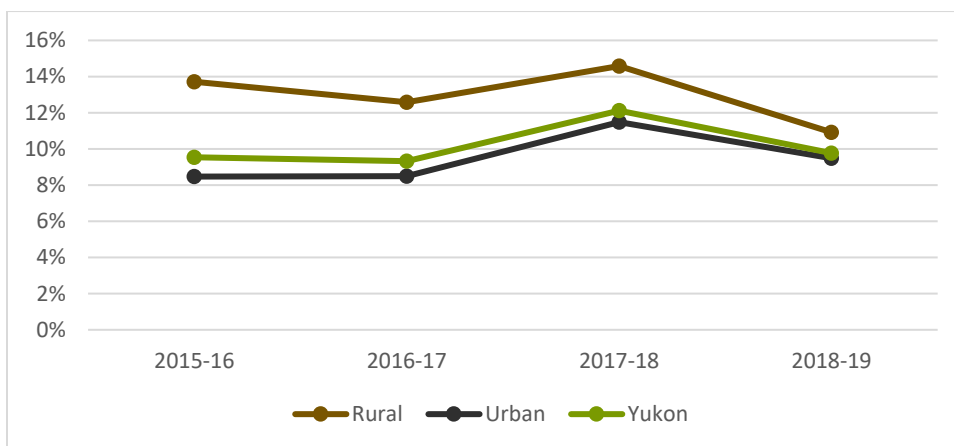
	Students on IEP	Total Students enrolled	Ratio
Rural	120	1,099	11%
Urban	418	4405	9%
Yukon	538	5,504	10%

2.2 Student IEP Count Ratios for 2018-19 by Self-Identification



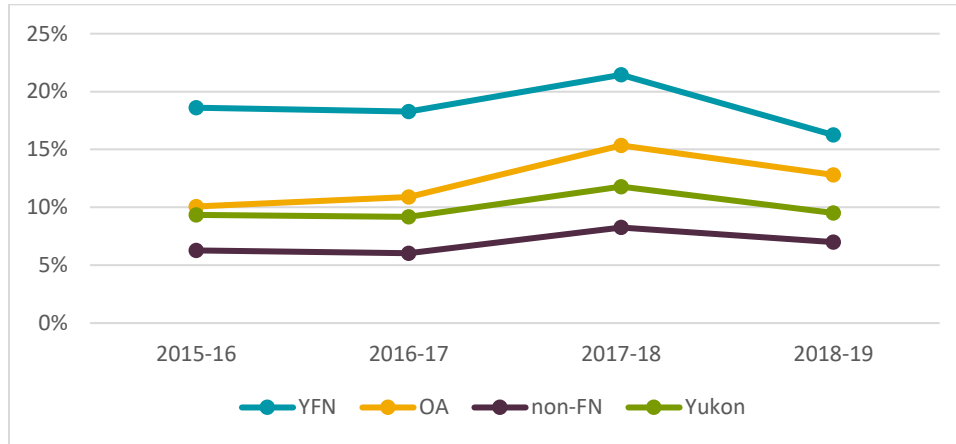
	Students on IEP	Total Students enrolled	Ratio
YFN	206	1,268	16%
OA	55	430	13%
non-FN	278	3,977	7%
Yukon	539	5,675	9%

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



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

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



	2015-16	2016-17	2017-18	2018-19
YFN	19%	18%	21%	16%
OA	10%	11%	15%	13%
non-FN	6%	6%	8%	7%
Yukon	9%	9%	12%	9%

3 Kindergarten Assessments

3.1 Boehm Test of Basic Concepts

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

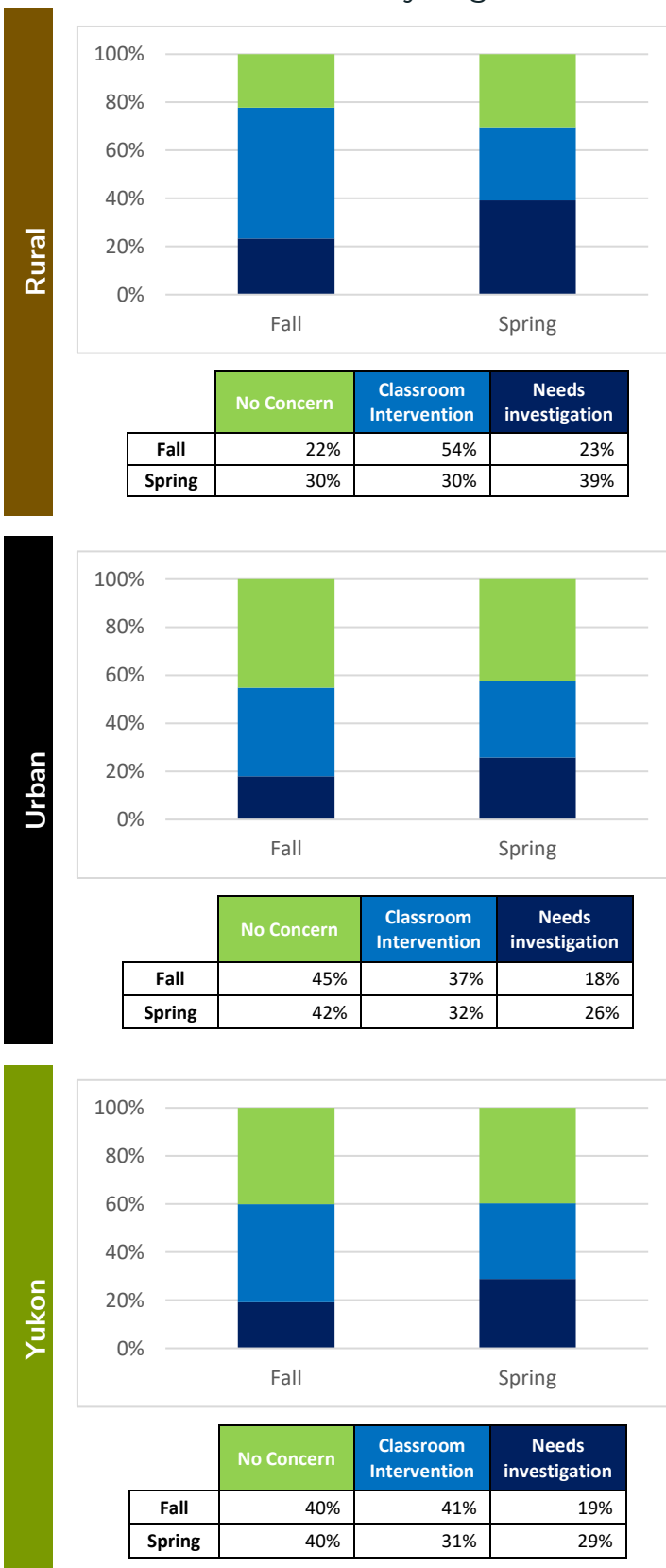
Students who were not tested are marked as “Unknown” and are excluded from this report.

Data Source

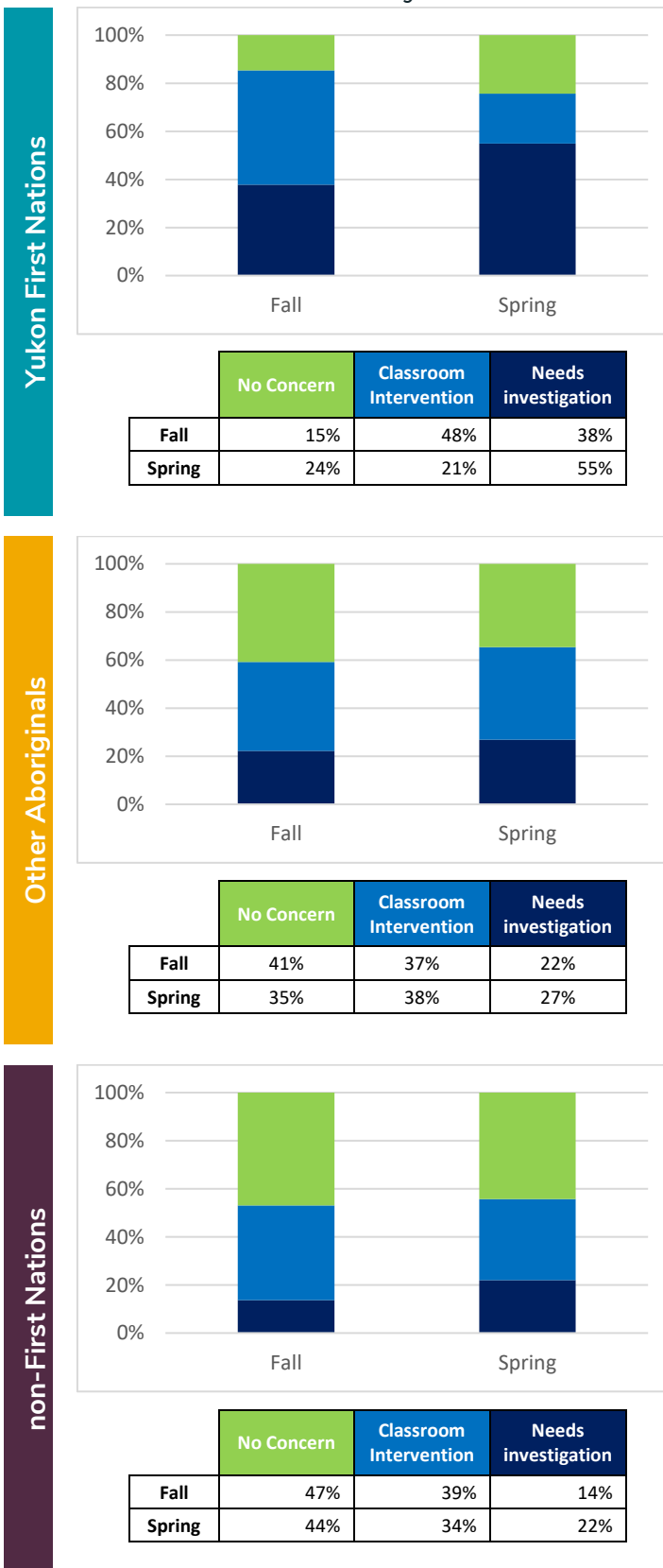
Performance and Analytics Master Model.

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>

3.1.1 Boehm Student Count Ratios for 2018-19 by Region and Yukon-Wide

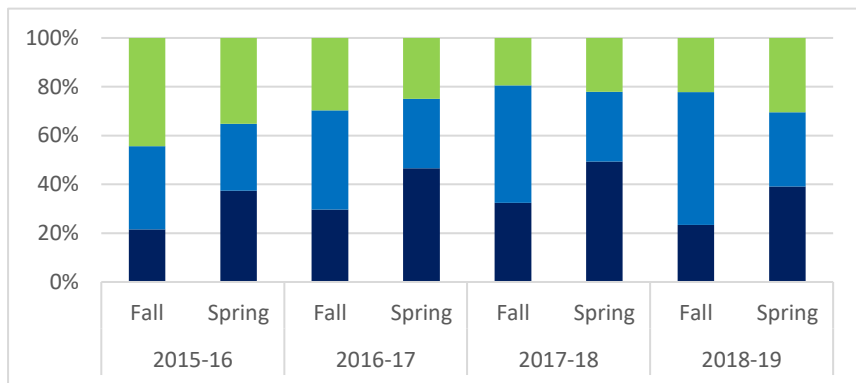


3.1.2 Boehm Student Count Ratios for 2018-19 by Self-Identification



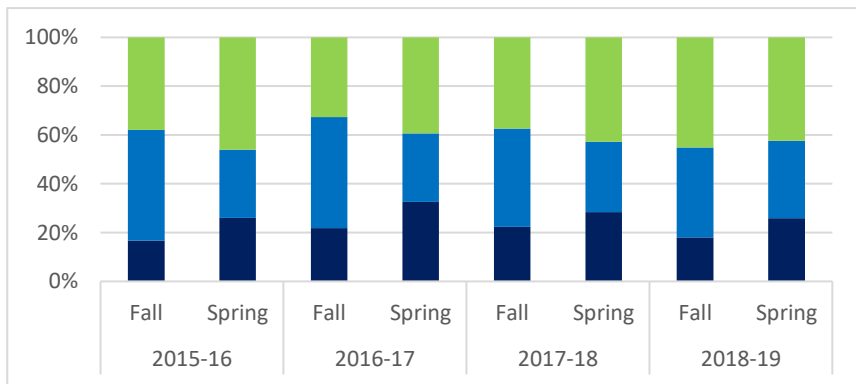
3.1.3 Boehm Student Count Ratios by Region and Yukon-Wide over time

Rural



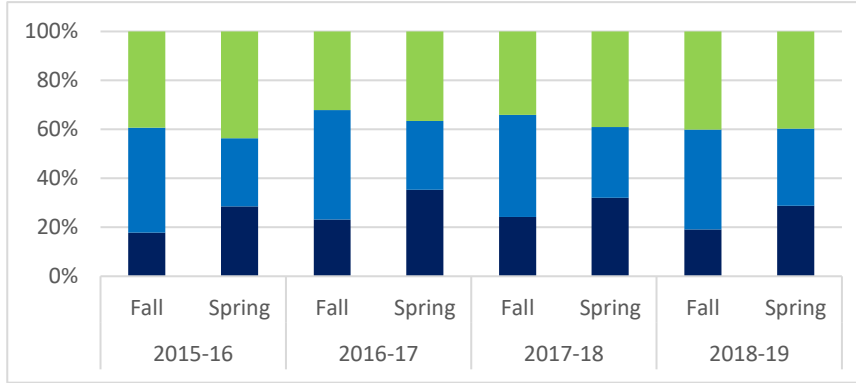
	No Concern	Classroom Intervention	Needs investigation
2015-16			
Fall	44%	34%	22%
Spring	35%	27%	37%
2016-17			
Fall	30%	41%	30%
Spring	25%	28%	47%
2017-18			
Fall	19%	48%	32%
Spring	22%	29%	49%
2018-19			
Fall	22%	54%	23%
Spring	30%	30%	39%

Urban



	No Concern	Classroom Intervention	Needs investigation
2015-16			
Fall	38%	45%	17%
Spring	46%	28%	26%
2016-17			
Fall	33%	46%	22%
Spring	39%	28%	33%
2017-18			
Fall	37%	40%	22%
Spring	43%	29%	28%
2018-19			
Fall	45%	37%	18%
Spring	42%	32%	26%

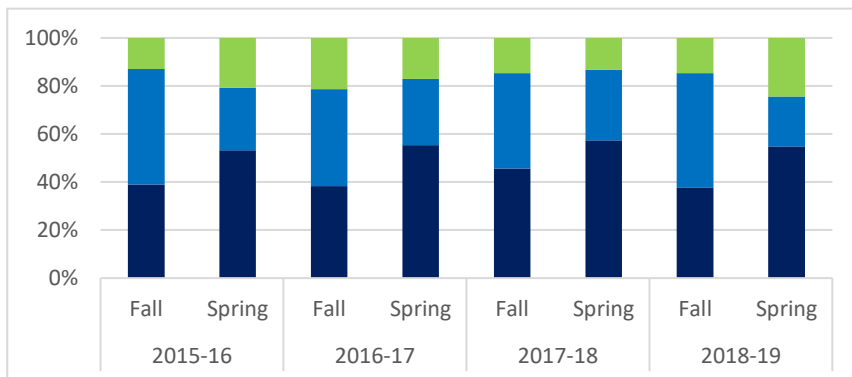
Yukon



	No Concern	Classroom Intervention	Needs investigation
2015-16			
Fall	39%	43%	18%
Spring	44%	28%	29%
2016-17			
Fall	32%	45%	23%
Spring	37%	28%	35%
2017-18			
Fall	34%	42%	24%
Spring	39%	29%	32%
2018-19			
Fall	40%	41%	19%
Spring	40%	31%	29%

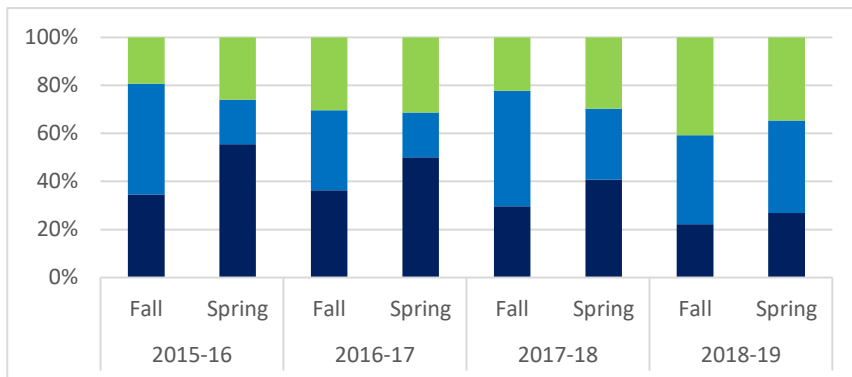
3.1.4 Boehm Student Count Ratios by Self-Identification over time

Yukon First Nations



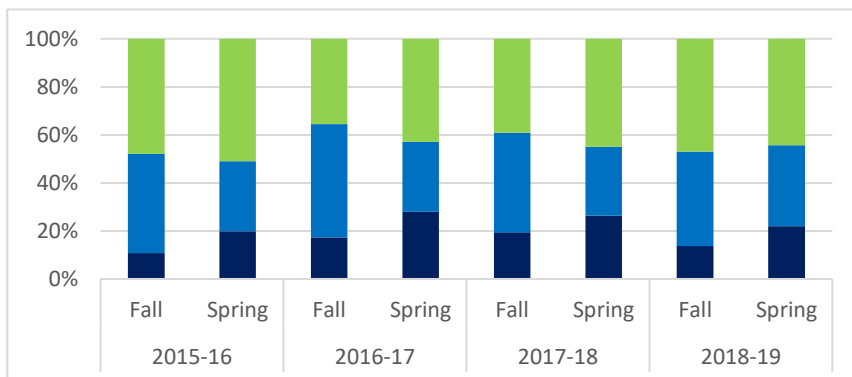
	No Concern	Classroom Intervention	Needs investigation
2015-16			
Fall	13%	48%	39%
Spring	21%	26%	53%
2016-17			
Fall	21%	40%	38%
Spring	17%	28%	55%
2017-18			
Fall	15%	40%	46%
Spring	13%	29%	57%
2018-19			
Fall	15%	48%	38%
Spring	24%	21%	55%

Other Aboriginals



	No Concern	Classroom Intervention	Needs investigation
2015-16			
Fall	19%	46%	35%
Spring	26%	19%	56%
2016-17			
Fall	30%	33%	36%
Spring	31%	19%	50%
2017-18			
Fall	22%	48%	30%
Spring	30%	30%	41%
2018-19			
Fall	41%	37%	22%
Spring	35%	38%	27%

non-First Nations



	No Concern	Classroom Intervention	Needs investigation
2015-16			
Fall	48%	41%	11%
Spring	51%	29%	20%
2016-17			
Fall	36%	47%	17%
Spring	43%	29%	28%
2017-18			
Fall	39%	42%	19%
Spring	45%	29%	26%
2018-19			
Fall	47%	39%	14%
Spring	44%	34%	22%

3.2 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”.

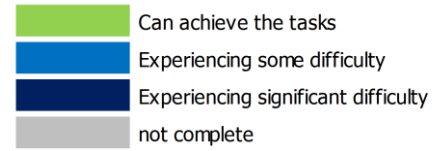
Depending on their Fall results, students may be re-tested in Spring. For comparative purposes those students not assessed in Spring had their Fall results used.

For the EYE-TA section students with vulnerabilities are defined as students with assessment results of Tier 2 or 3 or who did not complete enough tasks in a developmental area.

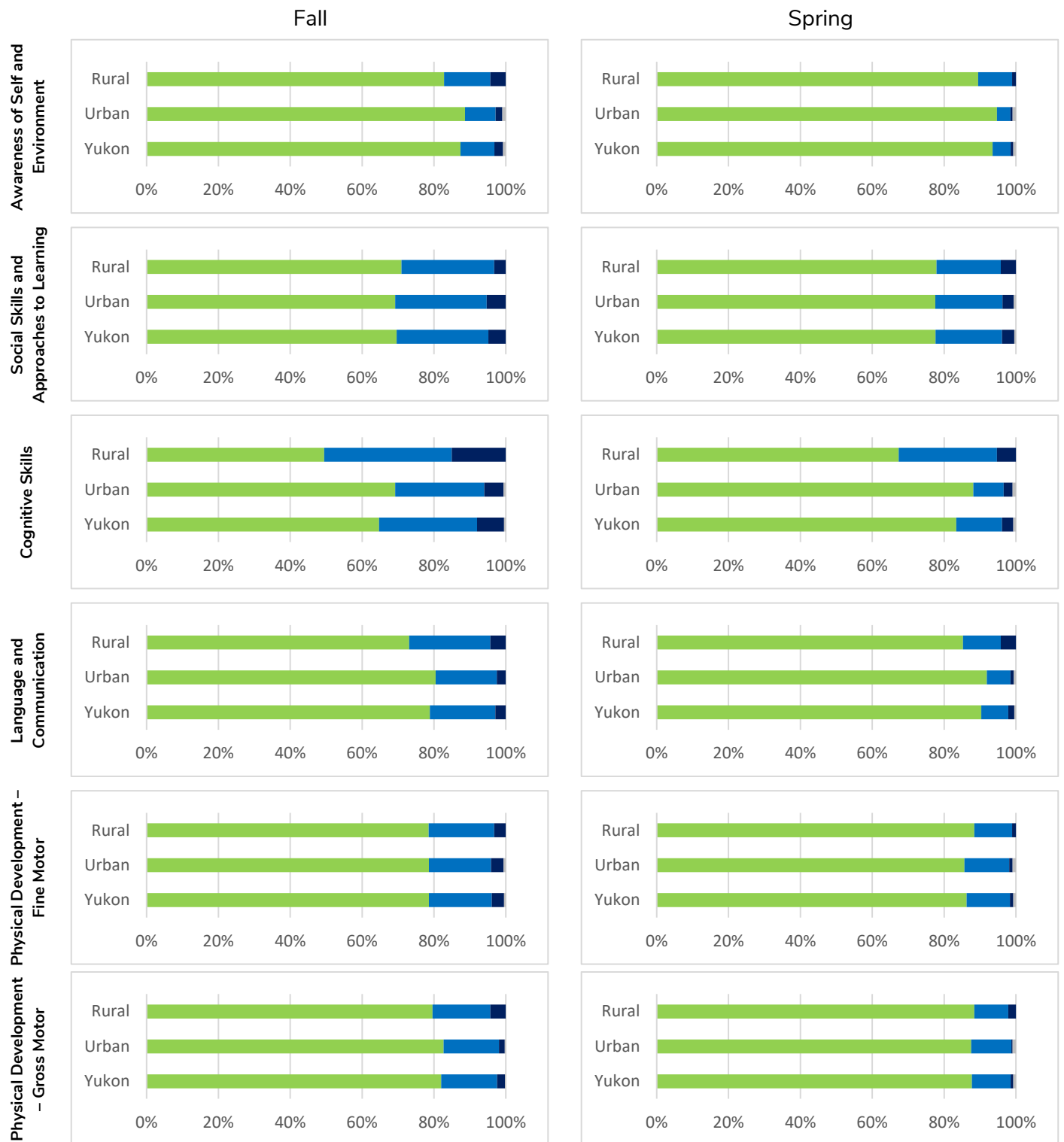
Data Source

EYE-TA Test system and Performance and Analytics Master Model.

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

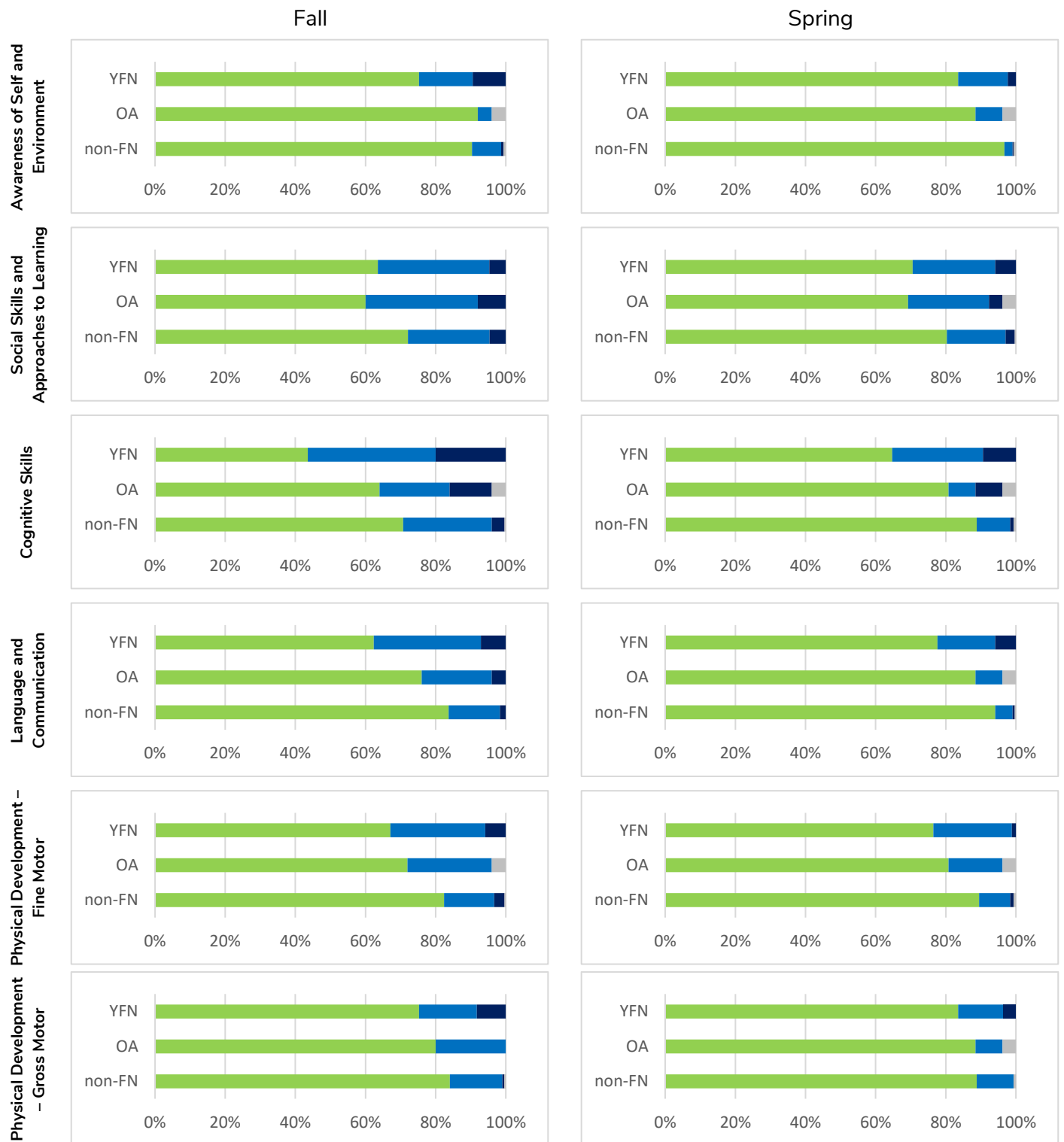
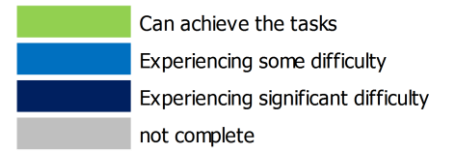


3.2.1 EYE-TA Student Count Ratios for 2018-19 by Region and Yukon-Wide



			Fall				Spring			
			Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
Awareness of Self and Environment	Rural	Ratio	83%	13%	4%	0%	89%	9%	1%	0%
	Urban	Ratio	89%	8%	2%	1%	95%	4%	1%	1%
	Yukon	Ratio	87%	9%	2%	1%	94%	5%	1%	1%
Social Skills and Approaches to	Rural	Ratio	71%	26%	3%	0%	78%	18%	4%	0%
	Urban	Ratio	69%	25%	5%	0%	78%	19%	3%	1%
	Yukon	Ratio	70%	26%	5%	0%	78%	19%	3%	0%
Cognitive Skills	Rural	Ratio	49%	35%	15%	0%	67%	27%	5%	0%
	Urban	Ratio	69%	25%	5%	1%	88%	8%	2%	1%
	Yukon	Ratio	65%	27%	8%	0%	83%	13%	3%	1%
Language and Communication	Rural	Ratio	73%	23%	4%	0%	85%	11%	4%	0%
	Urban	Ratio	81%	17%	3%	0%	92%	7%	1%	1%
	Yukon	Ratio	79%	18%	3%	0%	90%	7%	2%	0%
Physical Development – Fine	Rural	Ratio	78%	18%	3%	0%	88%	11%	1%	0%
	Urban	Ratio	79%	17%	3%	1%	86%	12%	1%	1%
	Yukon	Ratio	79%	18%	3%	0%	86%	12%	1%	1%
Physical Development – Gross	Rural	Ratio	80%	16%	4%	0%	88%	9%	2%	0%
	Urban	Ratio	83%	15%	2%	0%	88%	11%	0%	1%
	Yukon	Ratio	82%	16%	2%	0%	88%	11%	1%	1%

3.2.2 EYE-TA Student Count Ratios for 2018-19 by Self-Identification



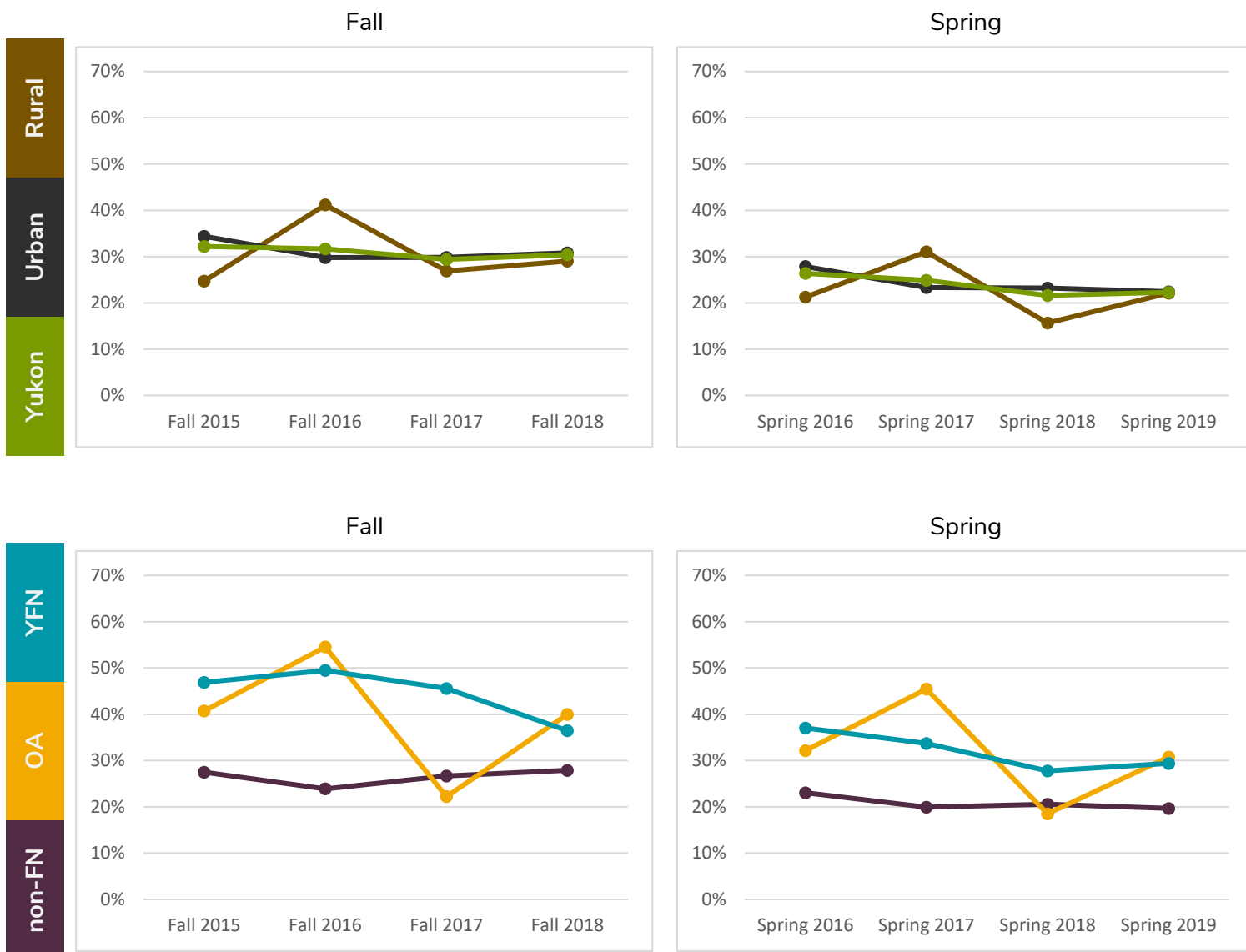
			Fall				Spring			
			Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
Awareness of Self and Environment	YFN	Ratio	75%	15%	9%	0%	84%	14%	2%	0%
	OA	Ratio	92%	4%	0%	4%	88%	8%	0%	4%
	non-FN	Ratio	90%	8%	1%	1%	97%	2%	0%	1%
Social Skills and Approaches to	YFN	Ratio	64%	32%	5%	0%	71%	24%	6%	0%
	OA	Ratio	60%	32%	8%	0%	69%	23%	4%	4%
	non-FN	Ratio	72%	23%	5%	0%	80%	17%	3%	0%
Cognitive Skills	YFN	Ratio	44%	36%	20%	0%	65%	26%	9%	0%
	OA	Ratio	64%	20%	12%	4%	81%	8%	8%	4%
	non-FN	Ratio	71%	25%	4%	0%	89%	10%	1%	1%
Language and Communication	YFN	Ratio	62%	31%	7%	0%	78%	16%	6%	0%
	OA	Ratio	76%	20%	4%	0%	88%	8%	0%	4%
	non-FN	Ratio	84%	15%	2%	0%	94%	5%	1%	0%
Physical Development – Fine	YFN	Ratio	67%	27%	6%	0%	76%	22%	1%	0%
	OA	Ratio	72%	24%	0%	4%	81%	15%	0%	4%
	non-FN	Ratio	82%	14%	3%	0%	90%	9%	1%	1%
Physical Development – Gross	YFN	Ratio	75%	16%	8%	0%	84%	13%	4%	0%
	OA	Ratio	80%	20%	0%	0%	88%	8%	0%	4%
	non-FN	Ratio	84%	15%	1%	0%	89%	10%	0%	1%

3.2.3 EYE-TA Students with Vulnerabilities Ratios over time

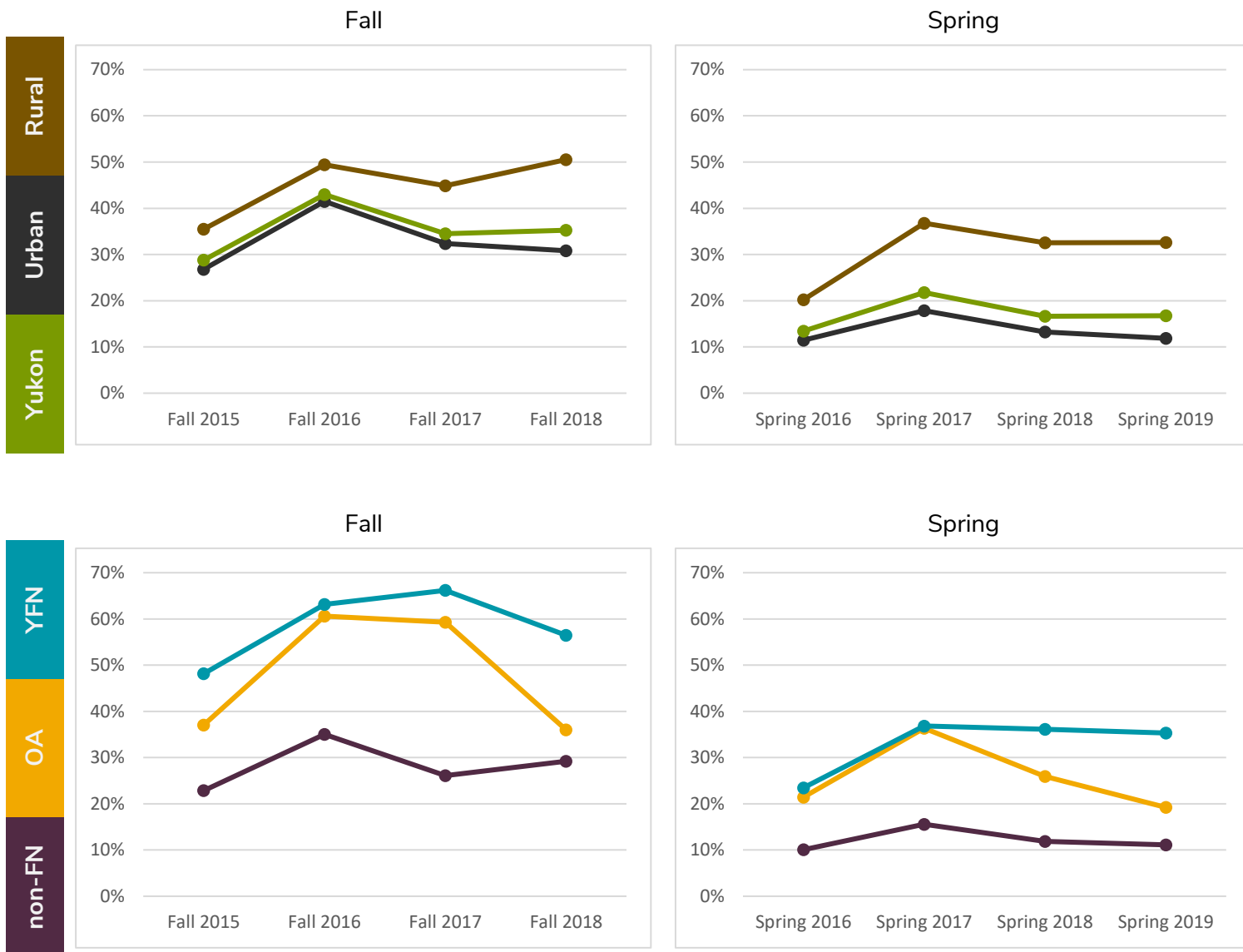
3.2.3.1 Awareness of Self and Environment



3.2.3.2 Social Skills and Approaches to Learning



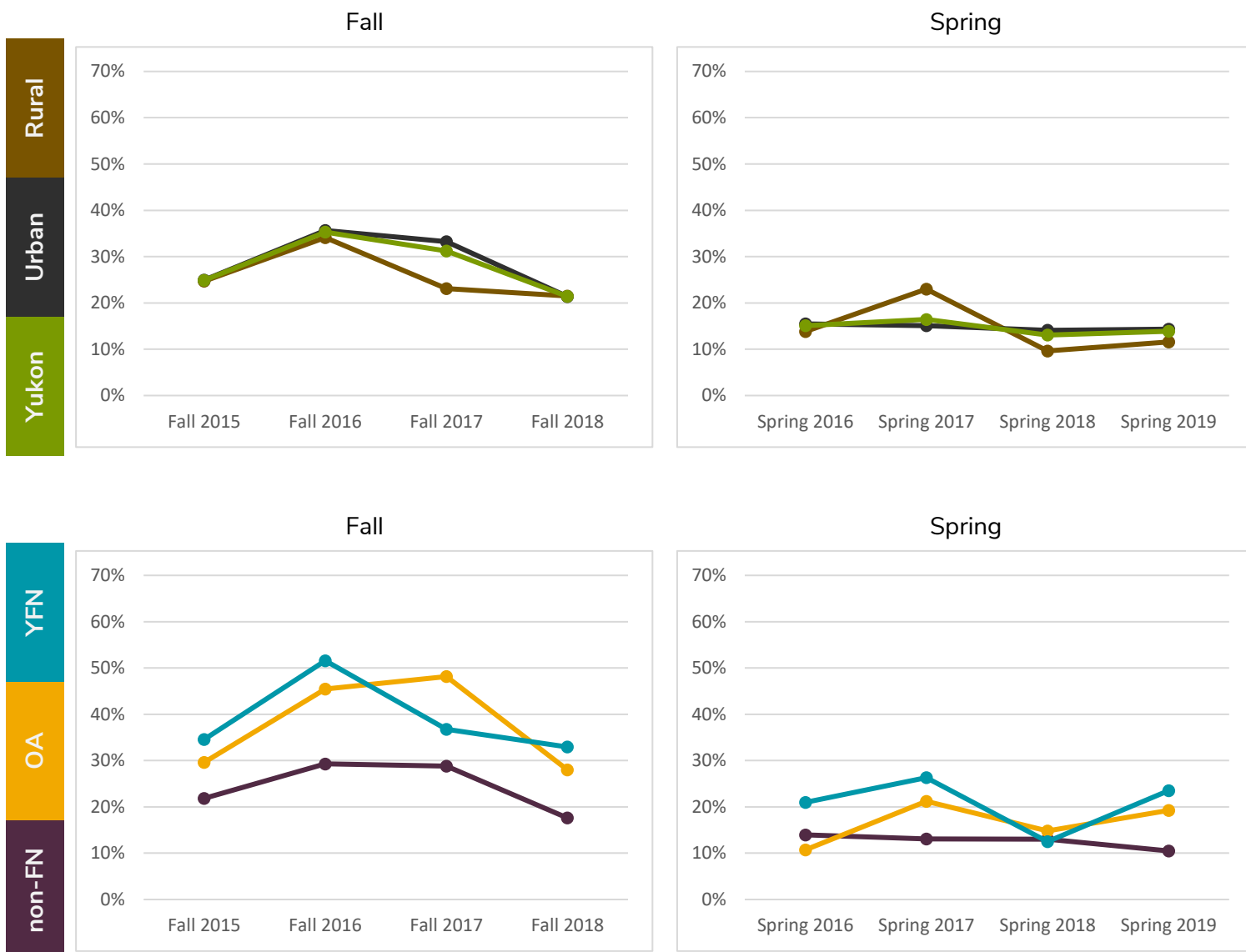
3.2.3.3 Cognitive Skills



3.2.3.4 Language and Communication



3.2.3.5 Physical Development – Fine Motor



3.2.3.6 Physical Development – Gross Motor



4 Foundation Skills Assessment

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

FSA scoring is as follows:

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

On Track (previously named Meeting): Students demonstrate a partial to complete understanding.

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

Unknown: Students did not participate or were exempt.

For the FSA section students with vulnerabilities are defined as students assessed a result of either Emerging or Unknown.

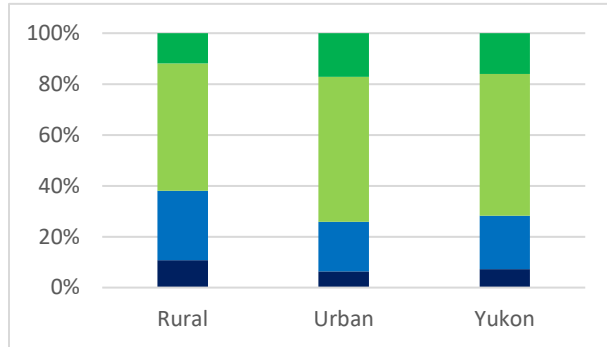
Data Source

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

4.1 FSA Student Count Ratios for 2018-19 by Grade 4

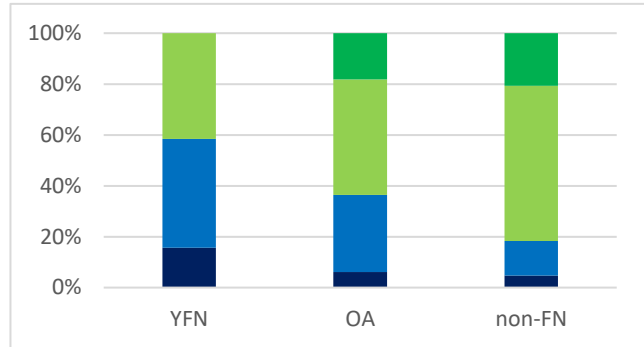
Reading Grade 4

by Region and Yukon Wide



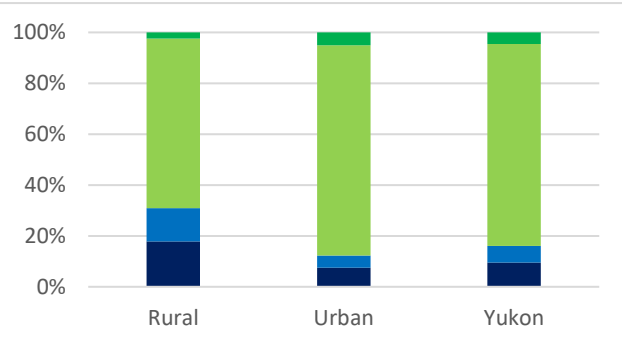
	Extending	On Track	Emerging	Unknown
Rural	12%	50%	27%	11%
Urban	17%	57%	20%	6%
Yukon	16%	56%	21%	7%

by Self-Identification

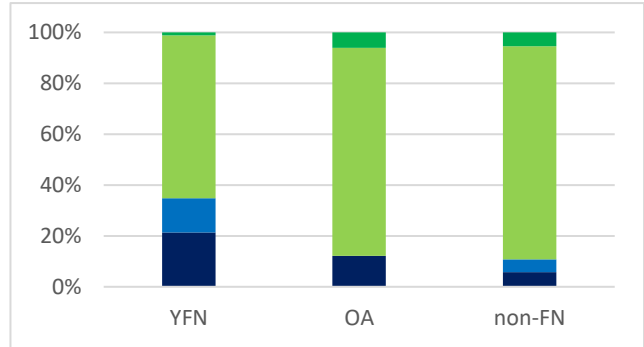


	Extending	On Track	Emerging	Unknown
YFN	0%	42%	43%	16%
OA	18%	45%	30%	6%
non-FN	21%	61%	14%	5%

Writing Grade 4

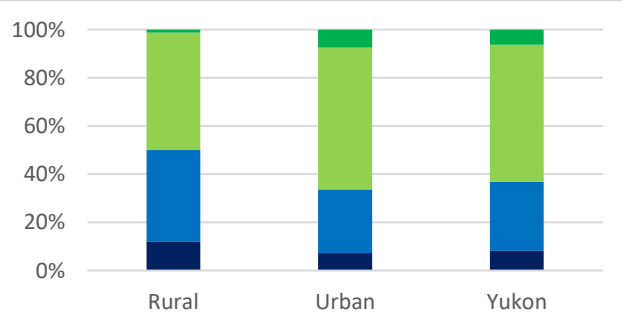


	Extending	On Track	Emerging	Unknown
Rural	2%	67%	13%	18%
Urban	5%	83%	5%	8%
Yukon	5%	79%	6%	10%

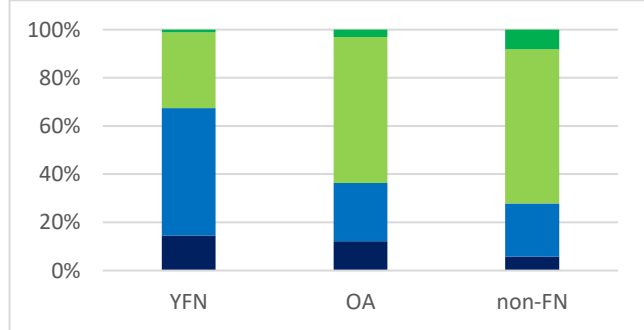


	Extending	On Track	Emerging	Unknown
YFN	1%	64%	13%	21%
OA	6%	82%	0%	12%
non-FN	5%	84%	5%	6%

Numeracy Grade 4



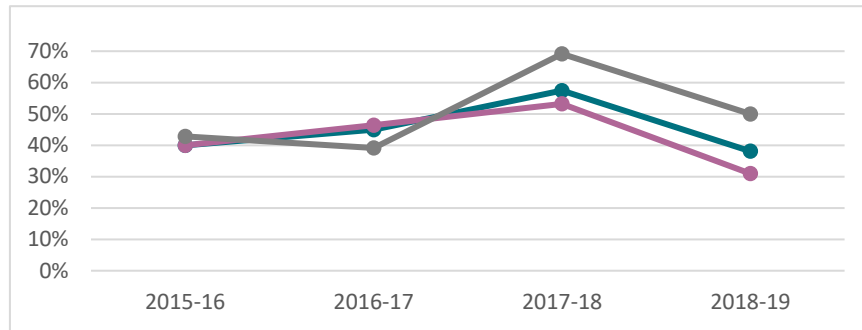
	Extending	On Track	Emerging	Unknown
Rural	1%	49%	38%	12%
Urban	8%	59%	26%	7%
Yukon	6%	57%	29%	8%



	Extending	On Track	Emerging	Unknown
YFN	1%	31%	53%	15%
OA	3%	61%	24%	12%
non-FN	8%	64%	22%	6%

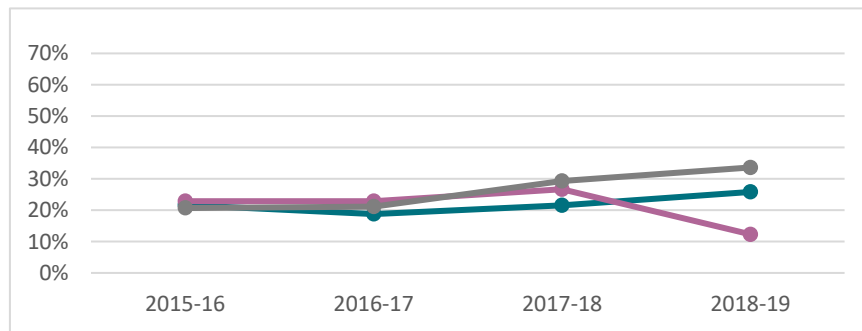
4.2 FSA Grade 4 Students with Vulnerabilities Ratios by Region and Yukon-Wide over time

Rural



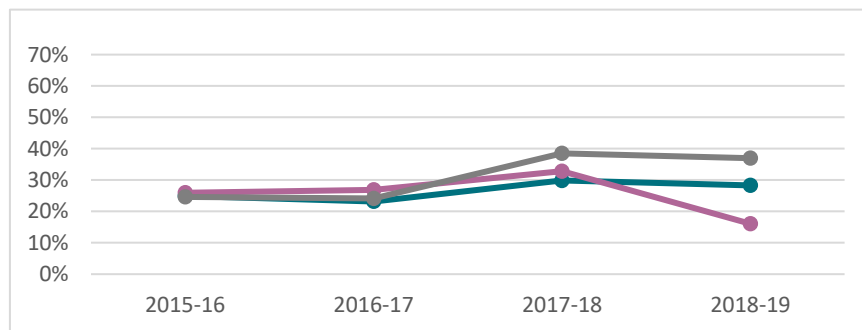
	Students with Vulnerabilities Ratios		
	Reading	Writing	Numeracy
2015-16	40%	40%	43%
2016-17	45%	46%	39%
2017-18	57%	53%	69%
2018-19	38%	31%	50%

Urban



	Students with Vulnerabilities Ratios		
	Reading	Writing	Numeracy
2015-16	22%	23%	21%
2016-17	19%	23%	21%
2017-18	22%	27%	29%
2018-19	26%	12%	34%

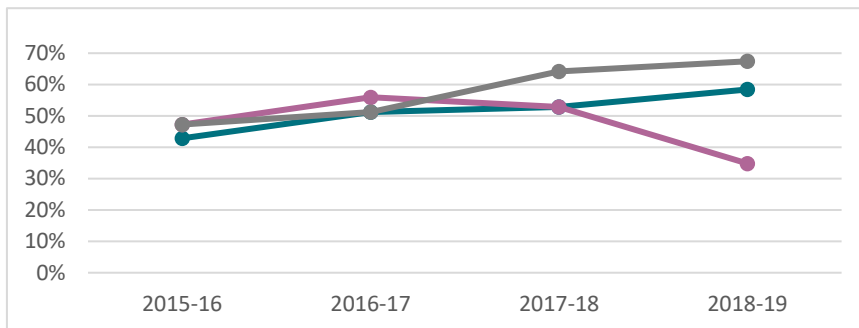
Yukon



	Students with Vulnerabilities Ratios		
	Reading	Writing	Numeracy
2015-16	25%	26%	25%
2016-17	23%	27%	24%
2017-18	30%	33%	39%
2018-19	28%	16%	37%

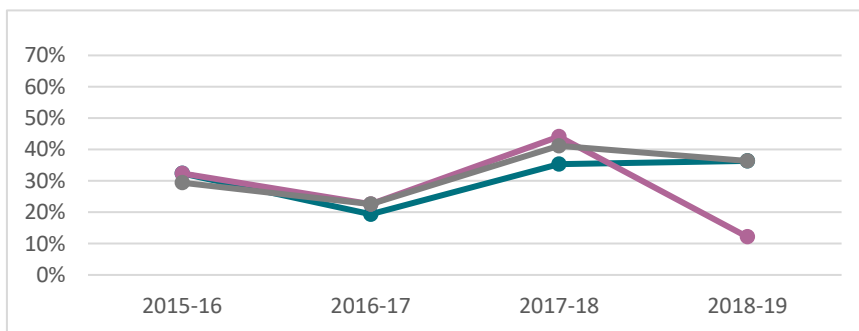
4.3 FSA Grade 4 Students with Vulnerabilities Ratios by Self-Identification over time

Yukon First Nations



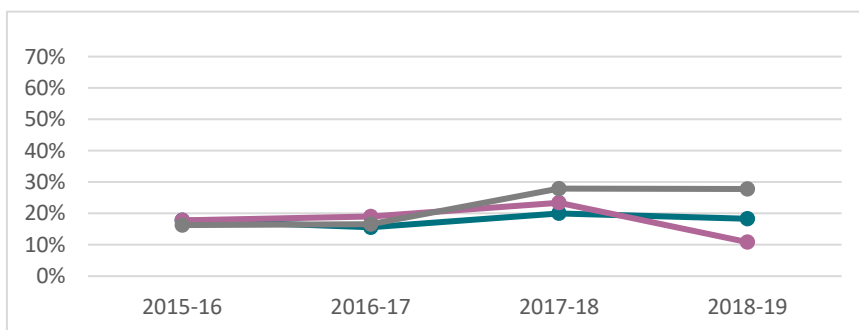
	Students with Vulnerabilities Ratios		
	Reading	Writing	Numeracy
2015-16	43%	47%	47%
2016-17	51%	56%	51%
2017-18	53%	53%	64%
2018-19	58%	35%	67%

Other Aboriginals



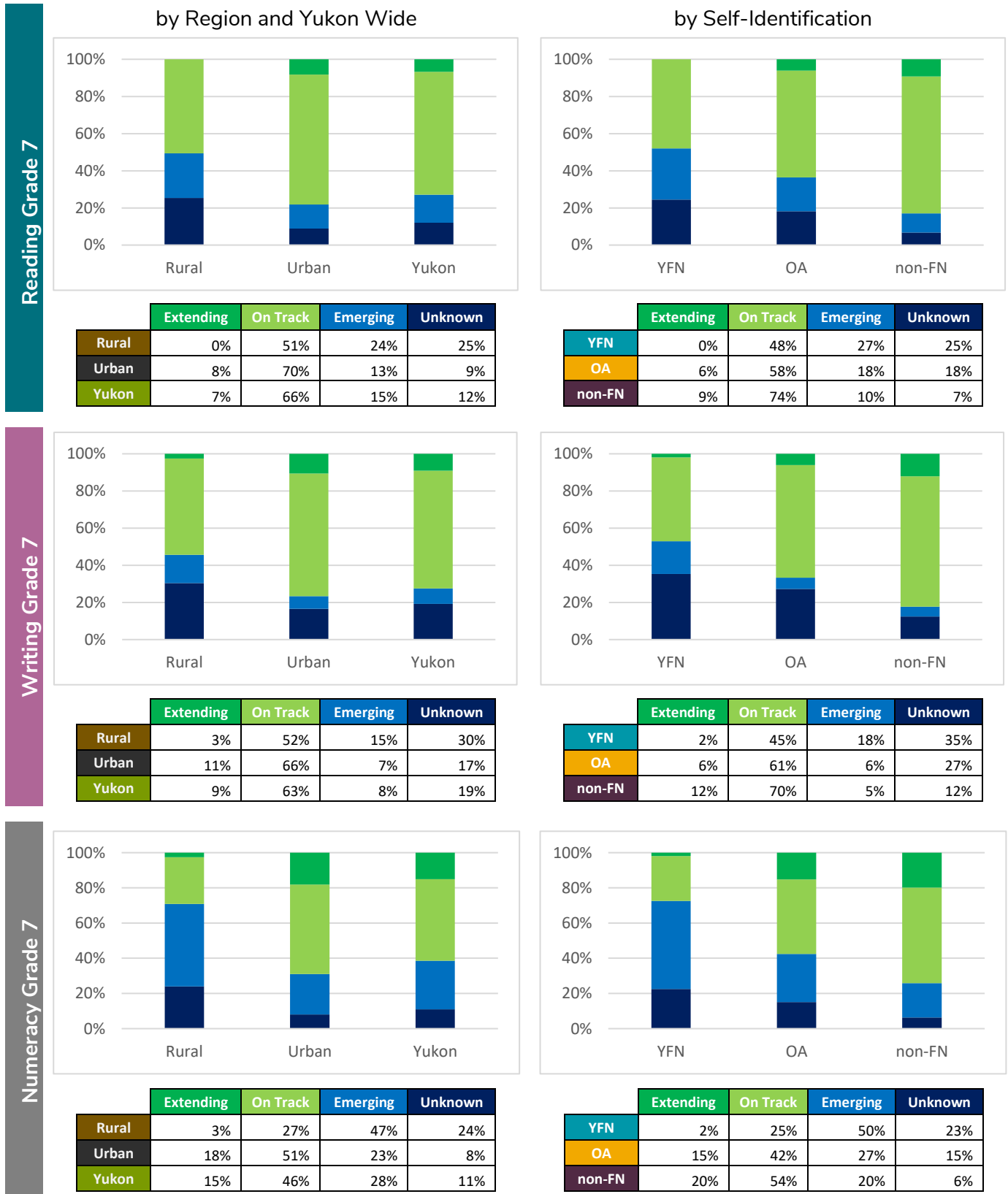
	Students with Vulnerabilities Ratios		
	Reading	Writing	Numeracy
2015-16	32%	32%	29%
2016-17	19%	23%	23%
2017-18	35%	44%	41%
2018-19	36%	12%	36%

non-First Nations



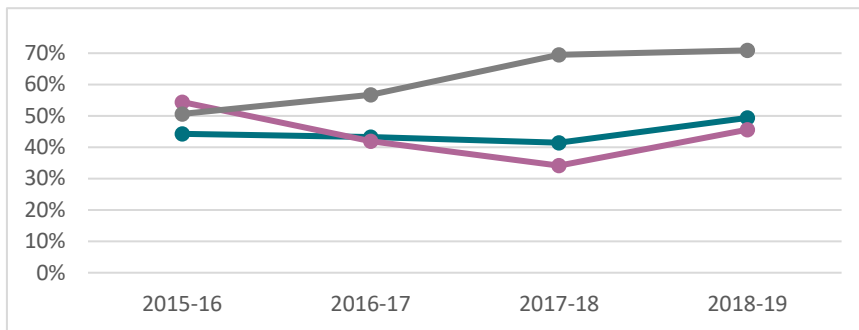
	Students with Vulnerabilities Ratios		
	Reading	Writing	Numeracy
2015-16	18%	18%	16%
2016-17	16%	19%	17%
2017-18	20%	23%	28%
2018-19	18%	11%	28%

4.4 FSA Student Count Ratios for 2018-19 by Grade 7



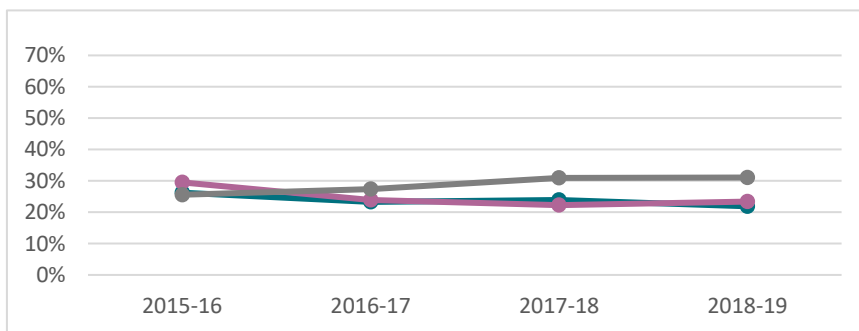
4.5 FSA Grade 7 Students with Vulnerabilities Ratios by Region and Yukon-Wide over time

Rural



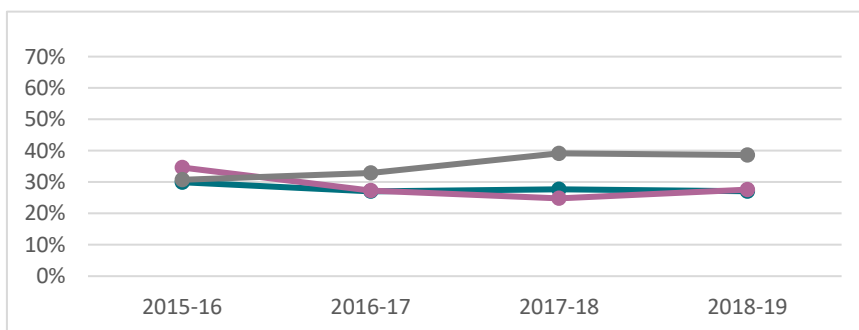
Students with Vulnerabilities Ratios			
	Reading	Writing	Numeracy
2015-16	44%	54%	51%
2016-17	43%	42%	57%
2017-18	41%	34%	70%
2018-19	49%	46%	71%

Urban



Students with Vulnerabilities Ratios			
	Reading	Writing	Numeracy
2015-16	26%	30%	26%
2016-17	23%	24%	27%
2017-18	24%	22%	31%
2018-19	22%	23%	31%

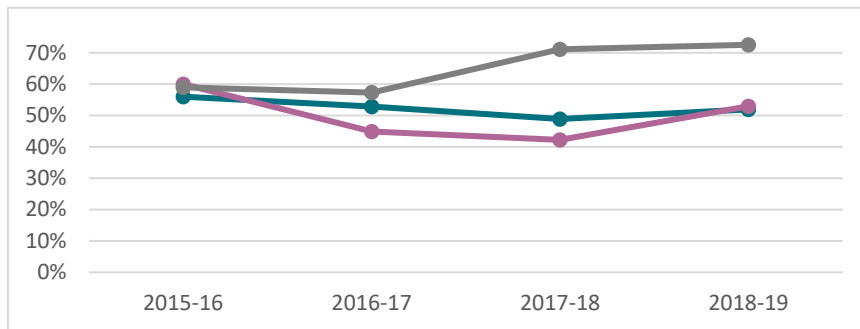
Yukon



Students with Vulnerabilities Ratios			
	Reading	Writing	Numeracy
2015-16	30%	35%	31%
2016-17	27%	27%	33%
2017-18	28%	25%	39%
2018-19	27%	28%	39%

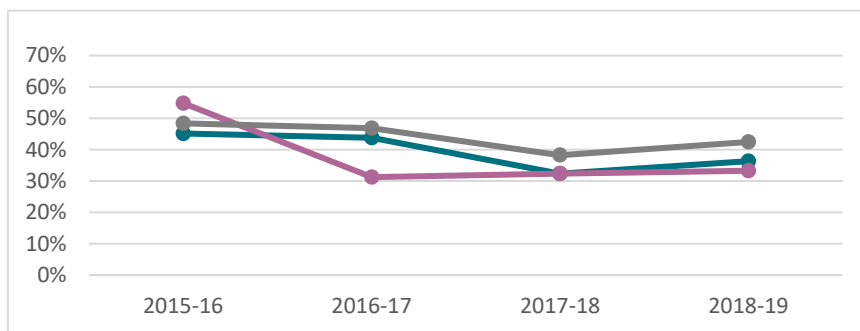
4.6 FSA Grade 7 Students with Vulnerabilities Ratios by Region and Yukon-Wide over time

Yukon First Nations



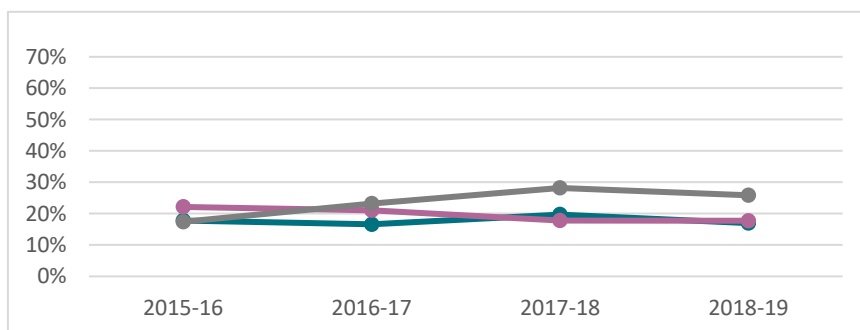
Students with Vulnerabilities Ratios			
	Reading	Writing	Numeracy
2015-16	56%	60%	59%
2016-17	53%	45%	57%
2017-18	49%	42%	71%
2018-19	52%	53%	73%

Other Aboriginals



Students with Vulnerabilities Ratios			
	Reading	Writing	Numeracy
2015-16	45%	55%	48%
2016-17	44%	31%	47%
2017-18	32%	32%	38%
2018-19	36%	33%	42%

non-First Nations



Students with Vulnerabilities Ratios			
	Reading	Writing	Numeracy
2015-16	18%	22%	17%
2016-17	17%	21%	23%
2017-18	20%	18%	28%
2018-19	17%	18%	26%

5 Grade 12 Graduation Rate

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

Dogwood Diploma

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

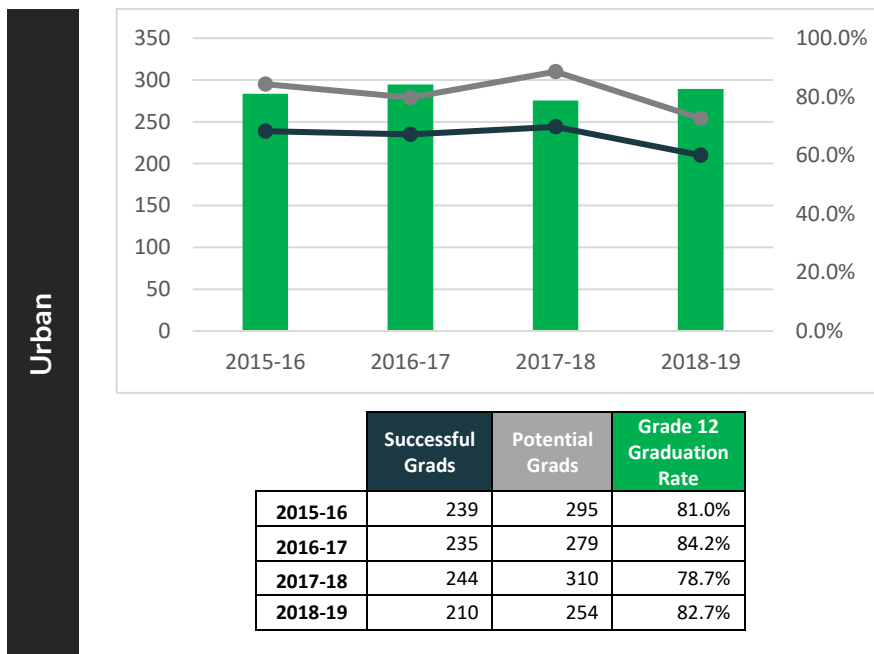
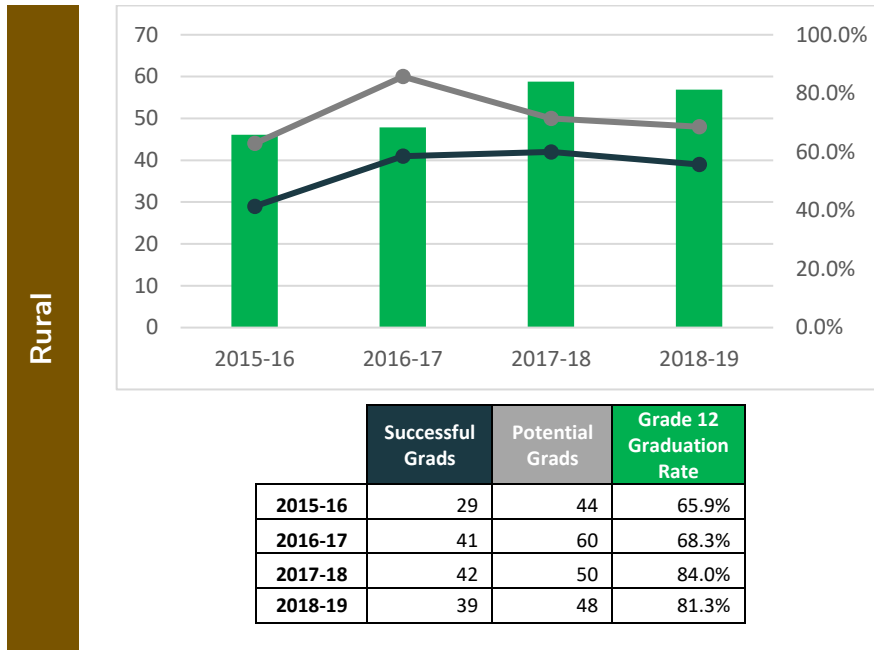
Data Source

Aspen Student Information System and Performance and Analytics Master Model.

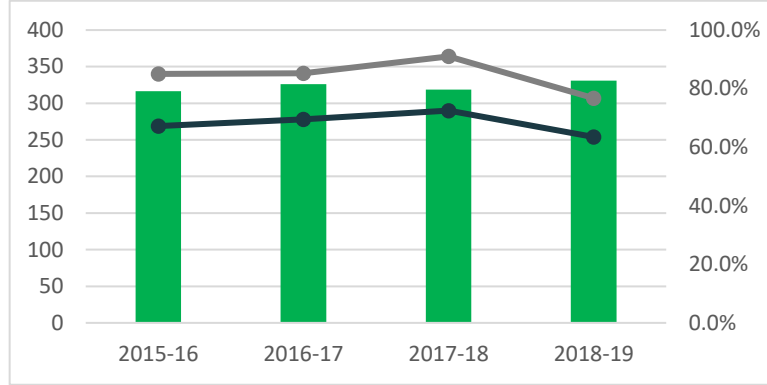
Date Stamp

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

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



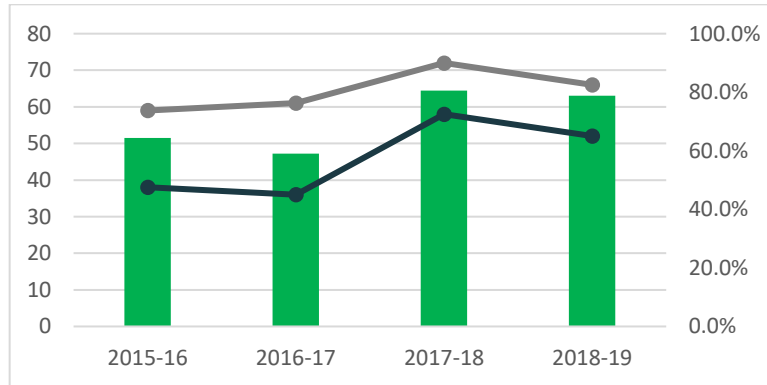
Yukon



	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	269	340	79.1%
2016-17	278	341	81.5%
2017-18	290	364	79.7%
2018-19	254	307	82.7%

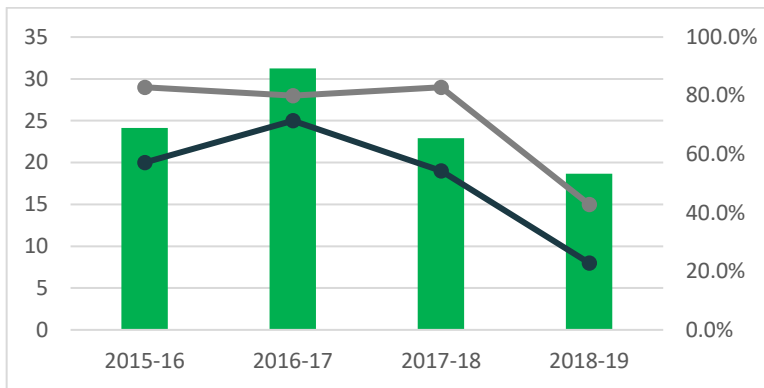
5.2 Dogwood Grade 12 Graduation Rate and Student Counts by Self-Identification over time

Yukon First Nations



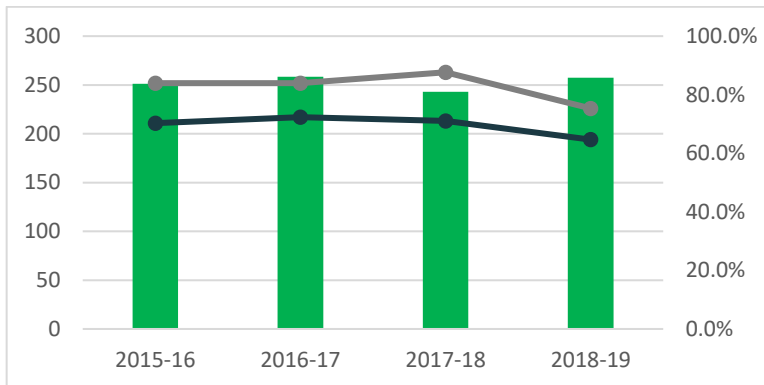
	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	38	59	64.4%
2016-17	36	61	59.0%
2017-18	58	72	80.6%
2018-19	52	66	78.8%

Other Aboriginals



	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	20	29	69.0%
2016-17	25	28	89.3%
2017-18	19	29	65.5%
2018-19	8	15	53.3%

non-First Nations



	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	211	252	83.7%
2016-17	217	252	86.1%
2017-18	213	263	81.0%
2018-19	194	226	85.8%

6 Attendance

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

Absent days include all excused and unexcused absences, but does not include absences from school related activities.

Absent days do not include days recorded for Early Learning or K4 Programs or from the Individual Learning Centre.

20 or more days absent threshold

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

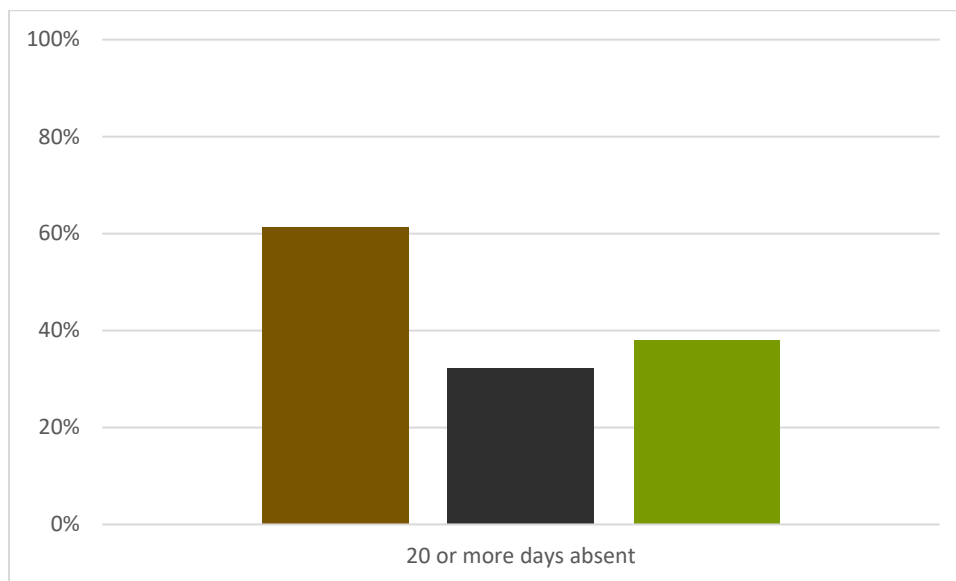
Data Source

Aspen Student Information System and Performance and Analytics Master Model.

Date Stamp

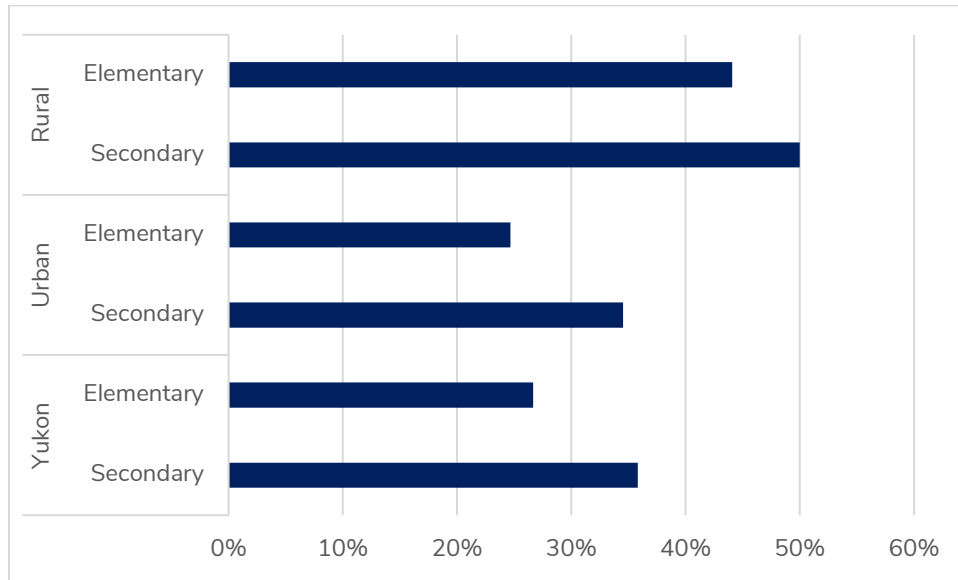
Attendance data was analyzed from data date-stamped after the completion of the school year (~July 15th).

6.1 20 or more days absent Student Count Ratios for 2018-19 by Region and Yukon-Wide



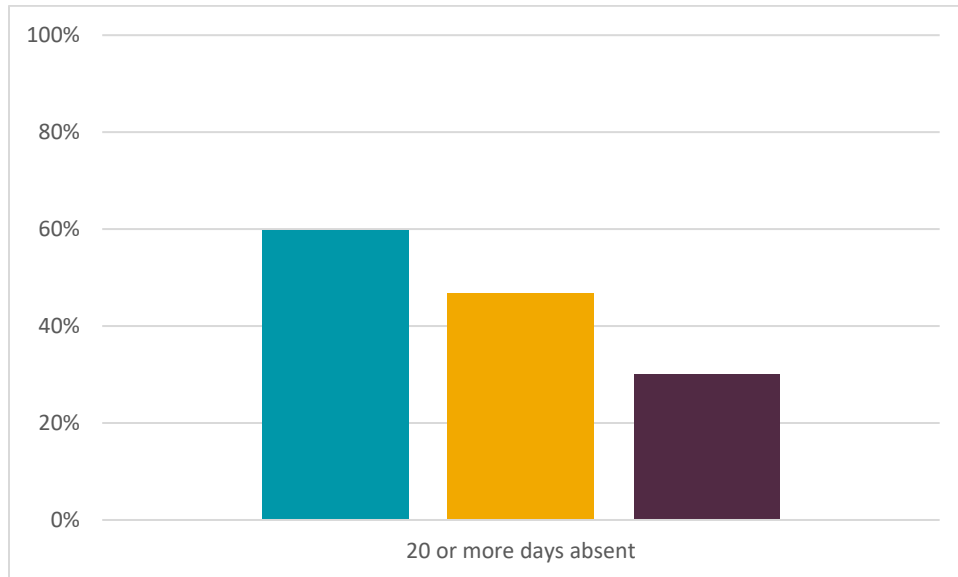
	20 or more days absent
Rural	61%
Urban	32%
Yukon	38%

6.2 20 or more days absent Student Count Ratios for 2018-19 by Grade Range, Region and Yukon-Wide



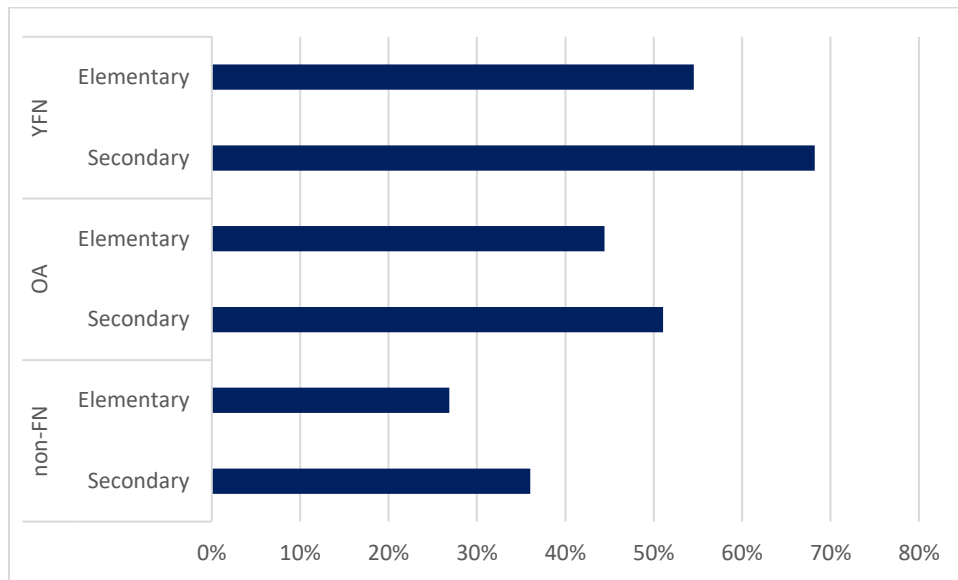
		20 or more days absent
Rural	Elementary	58%
	Secondary	67%
Urban	Elementary	28%
	Secondary	40%
Yukon	Elementary	34%
	Secondary	45%

6.3 20 or more days absent Student Count Ratios for 2018-19 by Self-Identification



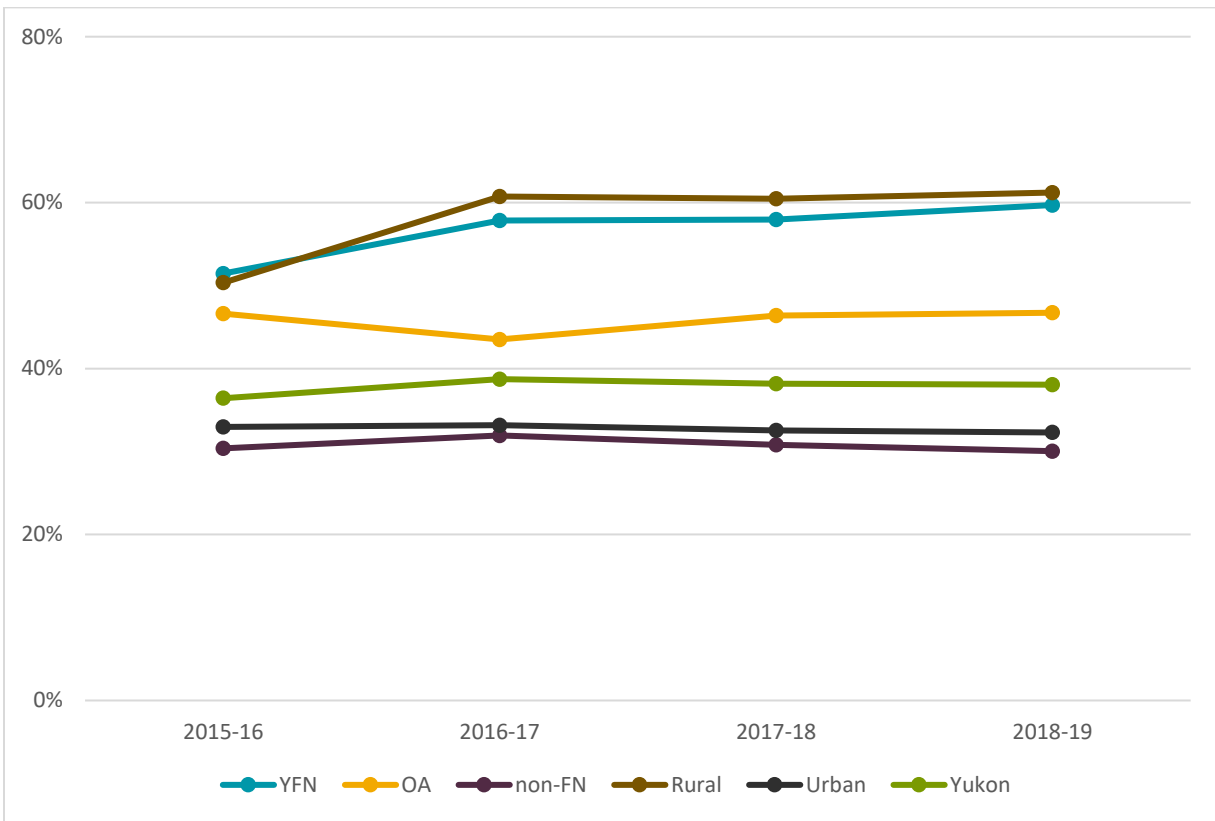
	20 or more days absent
YFN	60%
OA	47%
non-FN	30%

6.4 20 or more days absent Student Count Ratios for 2018-19 by Grade Range and Self-Identification



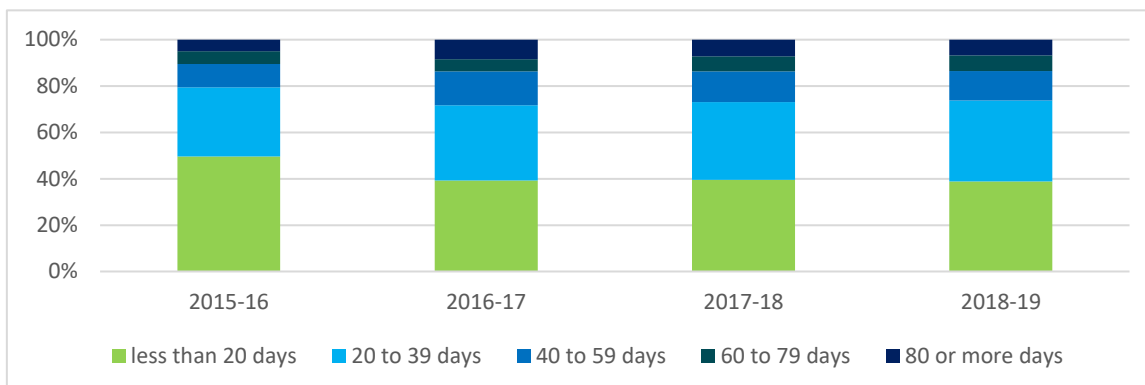
		20 or more days absent
YFN	Elementary	55%
	Secondary	68%
OA	Elementary	44%
	Secondary	51%
non-FN	Elementary	27%
	Secondary	36%

6.5 20 or more days absent Student Count Ratios over time



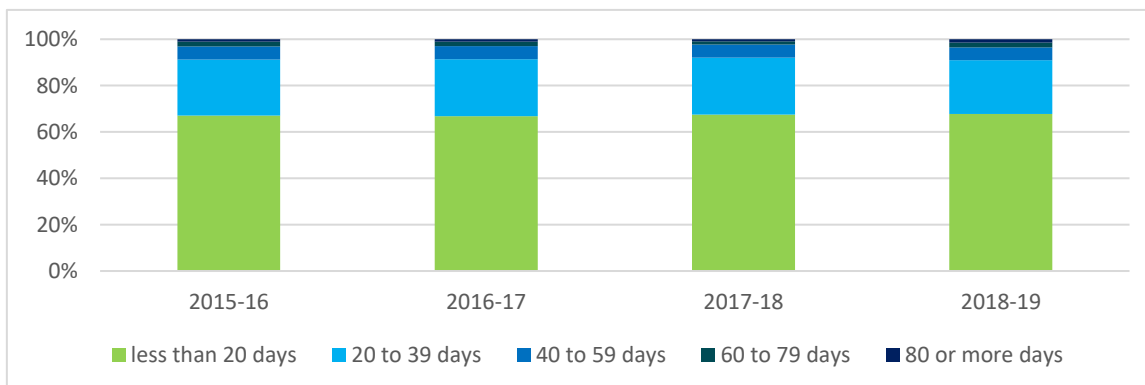
6.6 Distribution of Students by Absent Category Ratios over time

Rural



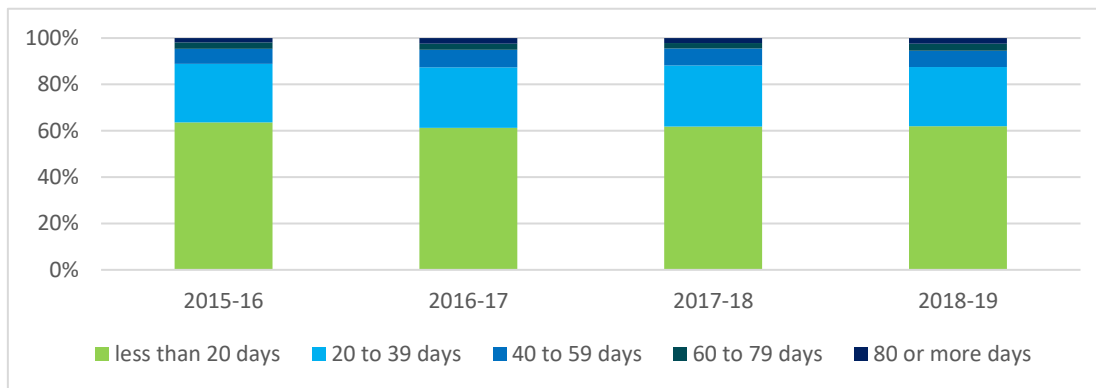
	less than 20 days	20 to 39 days	40 to 59 days	60 to 79 days	80 or more days
2015-16	50%	30%	10%	6%	5%
2016-17	39%	32%	15%	5%	8%
2017-18	40%	34%	13%	6%	7%
2018-19	39%	35%	13%	7%	7%

Urban



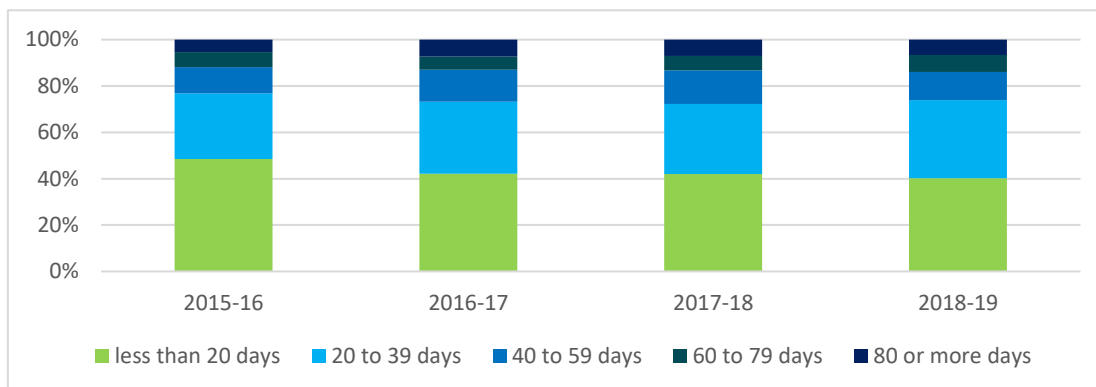
	less than 20 days	20 to 39 days	40 to 59 days	60 to 79 days	80 or more days
2015-16	67%	24%	6%	2%	1%
2016-17	67%	25%	6%	2%	1%
2017-18	67%	25%	6%	1%	1%
2018-19	68%	23%	6%	2%	1%

Yukon



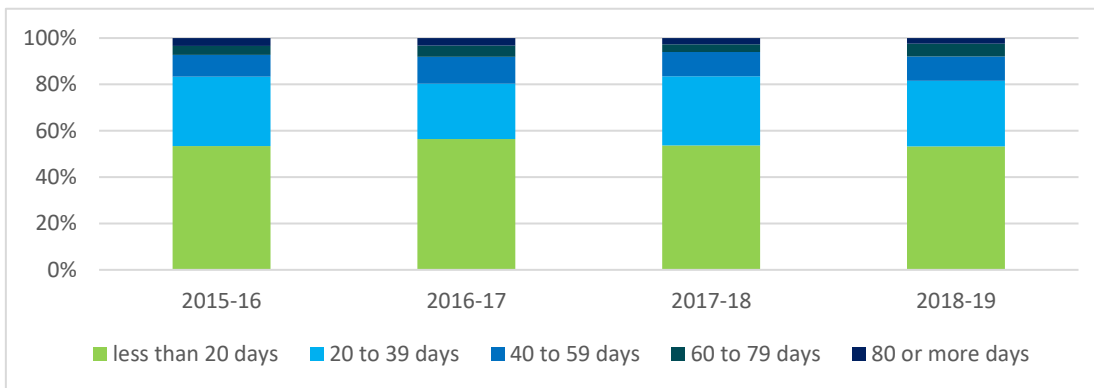
	less than 20 days	20 to 39 days	40 to 59 days	60 to 79 days	80 or more days
2015-16	64%	25%	6%	3%	2%
2016-17	61%	26%	8%	3%	2%
2017-18	62%	26%	7%	2%	2%
2018-19	62%	26%	7%	3%	2%

Yukon First Nations



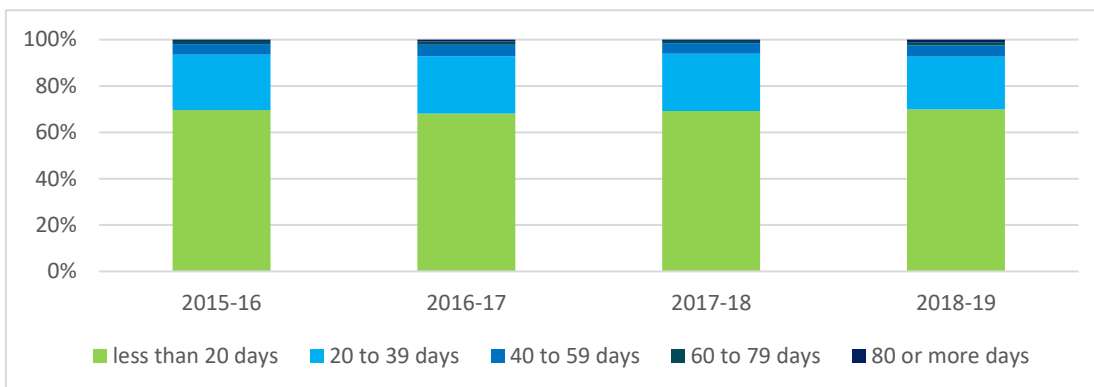
	less than 20 days	20 to 39 days	40 to 59 days	60 to 79 days	80 or more days
2015-16	49%	28%	11%	6%	5%
2016-17	42%	31%	14%	6%	7%
2017-18	42%	30%	15%	6%	7%
2018-19	40%	34%	12%	7%	7%

Other Aboriginals



	less than 20 days	20 to 39 days	40 to 59 days	60 to 79 days	80 or more days
2015-16	53%	30%	9%	4%	3%
2016-17	56%	24%	12%	5%	3%
2017-18	54%	30%	10%	3%	3%
2018-19	53%	28%	10%	6%	2%

non-First Nations



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