Yukon Wide

Student Data Report

School Year 2022-23

Department of Education

Government of Yukon

January 17th, 2024

Yukon

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Preface

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

This report provides analysis of the finalized 2022-23 school year data. At the end of the school year, the data goes through a vetting process to be formally confirmed in the data analysis system. This data review and confirmation process typically takes several months from when the final data is received.

Notes and Caveats

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

    - Other Indigenous

    - Non-First Nation

- Schools are organized by
    - Rural

    - Urban

  This report includes all urban and rural schools but does not include distributed learning students (e. g. virtual or home schooled).
- Some charts include small numbers and thus, the illustration may or may not be relevant.
- In some cases, segments with small numbers may have been omitted to protect the personal and private information of the individual.
- Due to rounding, not all percentages add up to 100%.
- The Department of Education makes small and continuous improvements to the quality of its data and analysis. The data and analysis in this report are the most accurate data available at time of publication.

Contact

For any questions or comments, please contact:

Performance and Analytics

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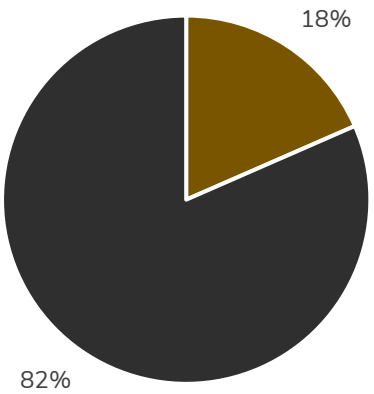
2 Enrolment

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

Data Source
Aspen Student Information System and Performance and Analytics enrolment module.

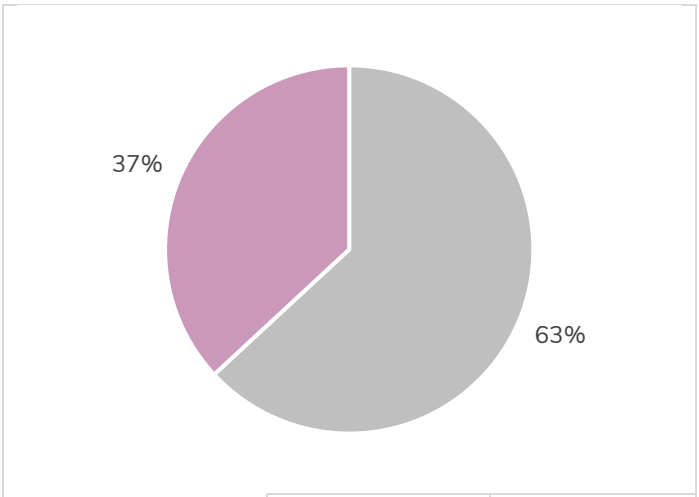
Date Stamp
Student enrolment counts are analyzed from end-of-May data snapshots for their respective school year, unless otherwise stated.

2.1 Student Enrolment Counts for 2022-23 by Region and Yukon-Wide



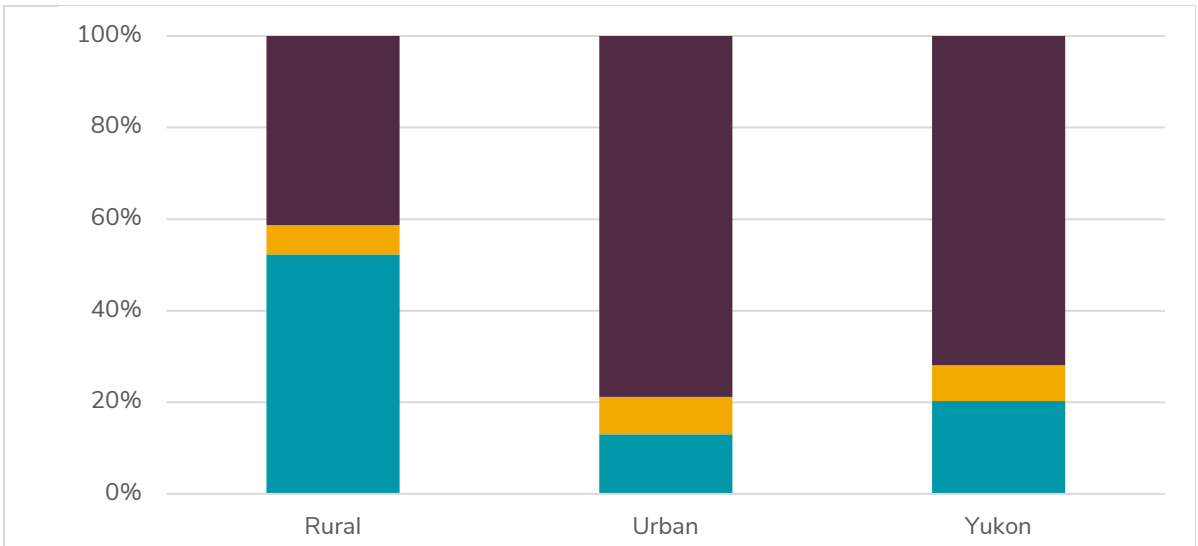
	Student Counts	Ratio
Rural	1,083	18%
Urban	4,789	82%
Yukon	5,872	100%

2.2 Student Enrolment Counts for 2022-23 by Grade Range



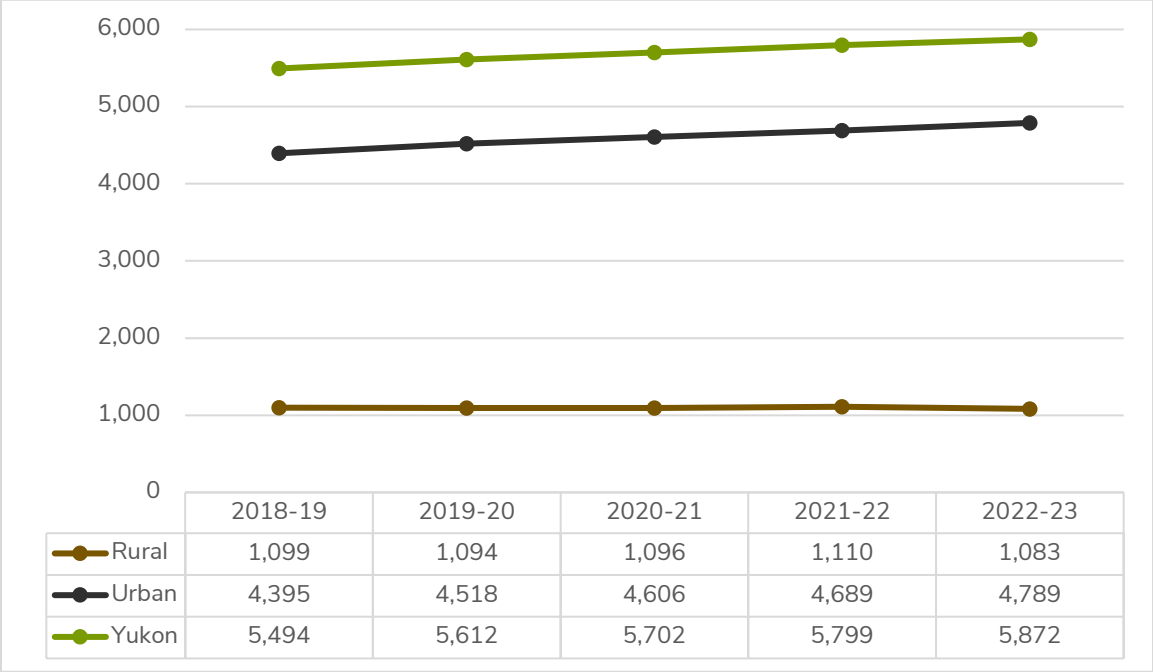
	Student Counts	Ratio
Elementary (K-7)	3,706	63%
Secondary (8-12)	2,166	37%
Yukon	5,872	100%

2.3 Student Enrolment Counts for 2022-23 by Self-Identification and Region



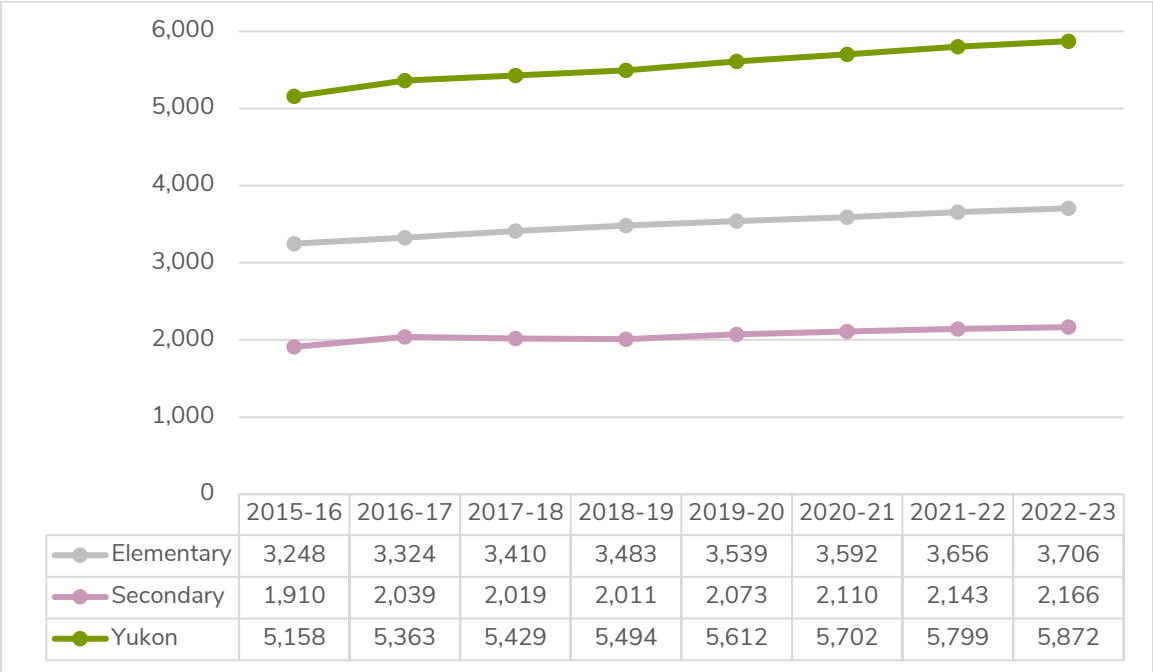
	Rural		Urban		Yukon	
Total	1,083		4,789		5,872	
non-FN	447	41%	3,773	79%	4,220	72%
OI	70	6%	392	8%	462	8%
YFN	566	52%	624	13%	1,190	20%

2.4 Student Enrolment Counts by Region over time



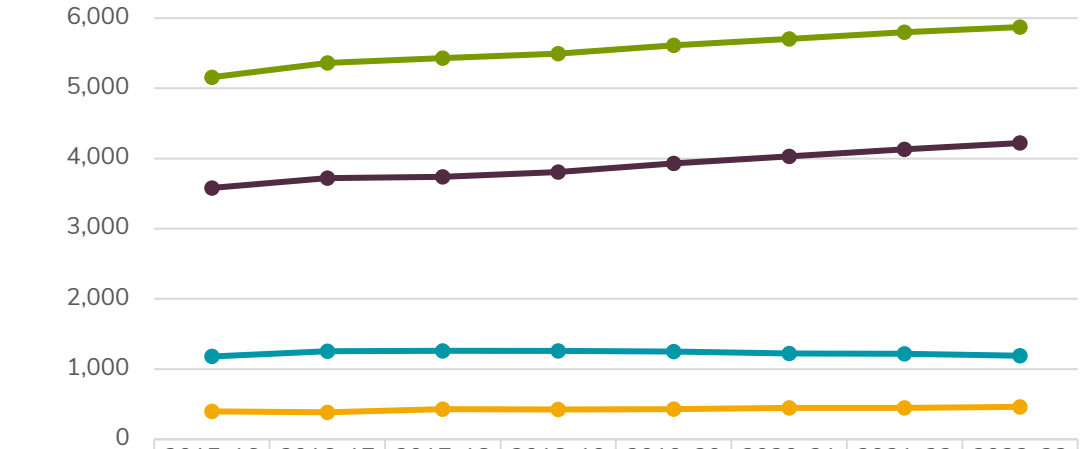
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	1,099	1,094	1,096	1,110	1,083
Urban	4,395	4,518	4,606	4,689	4,789
Yukon	5,494	5,612	5,702	5,799	5,872

2.5 Student Enrolment Counts by Grade Range over time



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	3,248	3,324	3,410	3,483	3,539	3,592	3,656	3,706
Secondary	1,910	2,039	2,019	2,011	2,073	2,110	2,143	2,166
Yukon	5,158	5,363	5,429	5,494	5,612	5,702	5,799	5,872

2.6 Student Enrolment Counts by Self-Identification over time



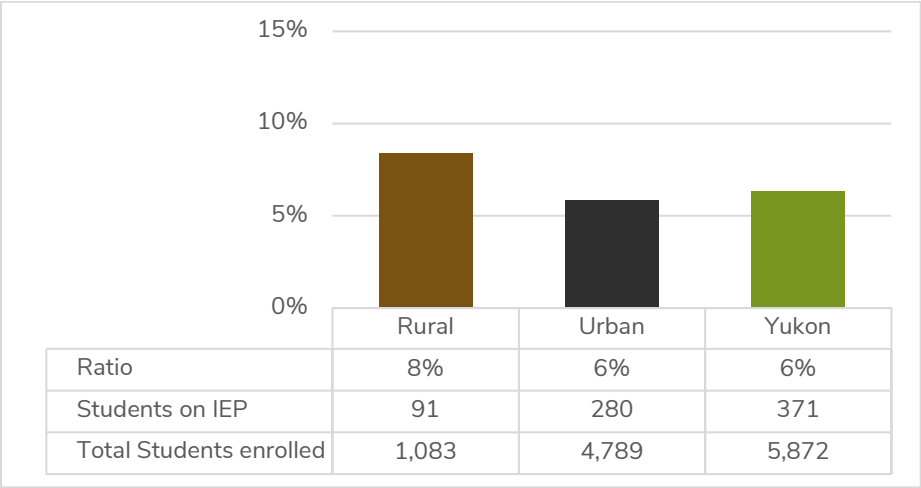
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	1,180	1,256	1,261	1,259	1,249	1,224	1,220	1,190
OI	397	385	428	426	431	447	449	462
non-FN	3,581	3,722	3,740	3,809	3,932	4,031	4,130	4,220
Yukon	5,158	5,363	5,429	5,494	5,612	5,702	5,799	5,872

3 Individual Education Plan

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

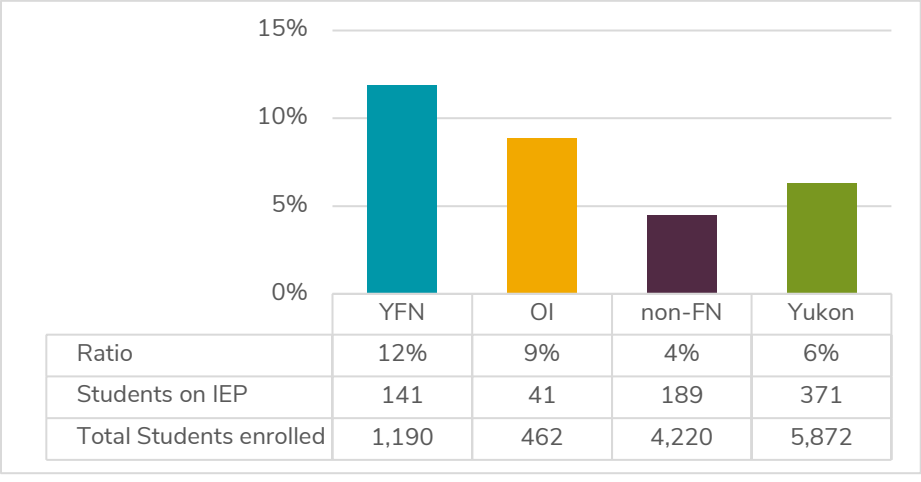
Please note that the number of IEPs varies from year to year. The goals and objectives in an IEP are revised and adjusted as the needs of a student evolve. The plan may be discontinued, in consultation with the School Based Team and caregiver(s), if the student is successfully accessing the curriculum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

3.1 Student IEP Count Ratios for 2022-23 by Region and Yukon-Wide



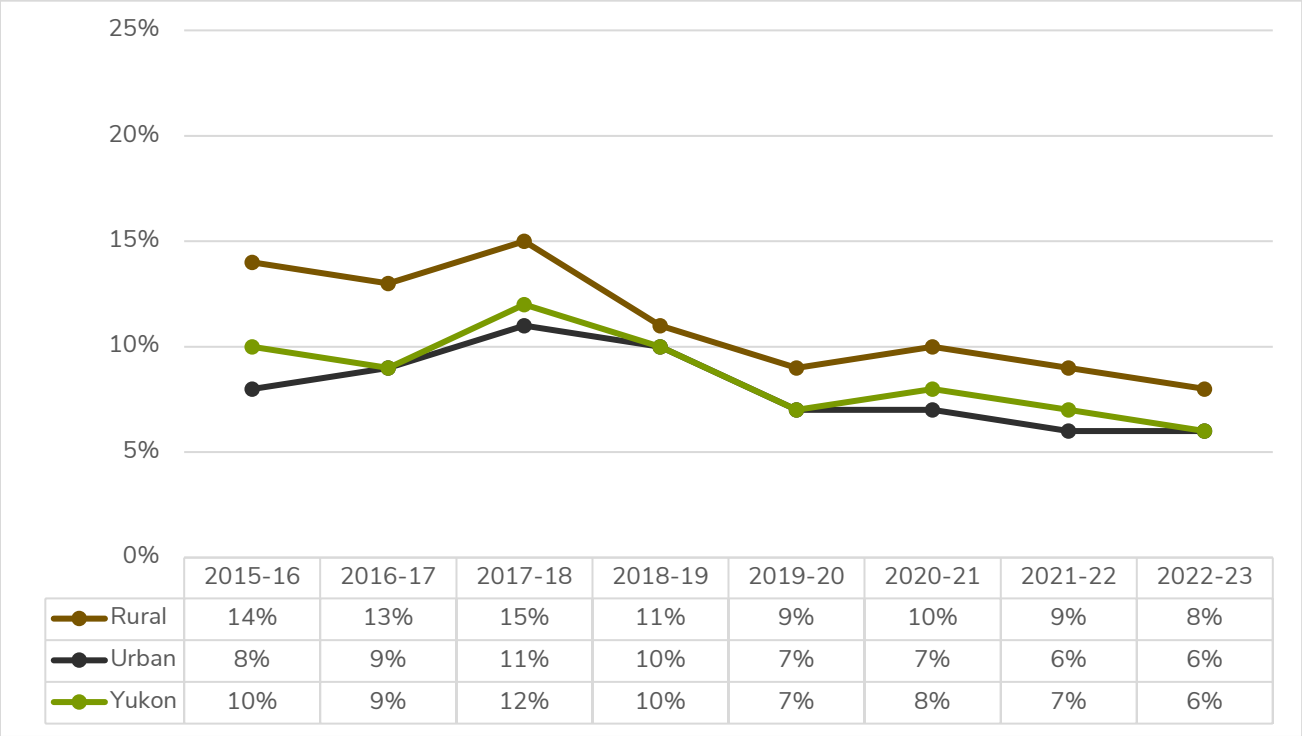
	Rural	Urban	Yukon
Ratio	8%	6%	6%
Students on IEP	91	280	371
Total Students enrolled	1,083	4,789	5,872

3.2 Student IEP Count for 2022-23 by Self-Identification



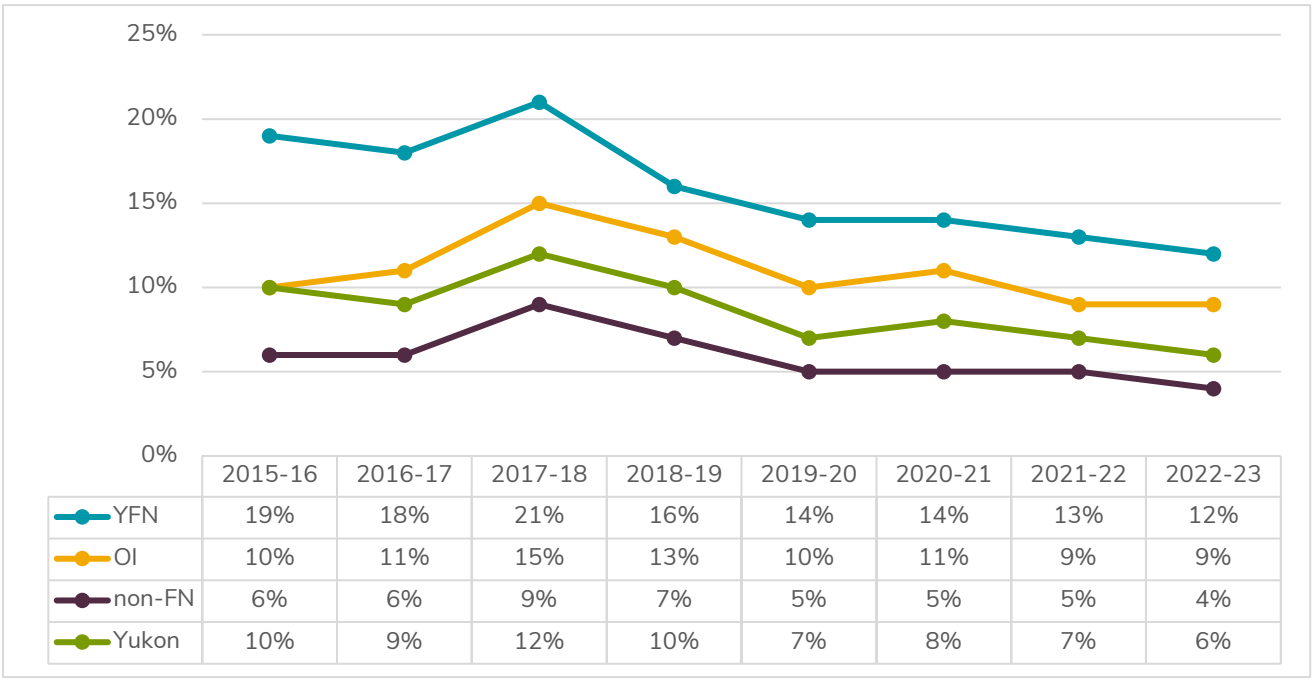
	YFN	OI	non-FN	Yukon
Ratio	12%	9%	4%	6%
Students on IEP	141	41	189	371
Total Students enrolled	1,190	462	4,220	5,872

3.3 Student IEP Ratios of all students by Region over time



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	14%	13%	15%	11%	9%	10%	9%	8%
Urban	8%	9%	11%	10%	7%	7%	6%	6%
Yukon	10%	9%	12%	10%	7%	8%	7%	6%

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



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	19%	18%	21%	16%	14%	14%	13%	12%
OI	10%	11%	15%	13%	10%	11%	9%	9%
non-FN	6%	6%	9%	7%	5%	5%	5%	4%
Yukon	10%	9%	12%	10%	7%	8%	7%	6%

4 Kindergarten Assessments

4.1 Boehm Test of Basic Concepts

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

Form E is used for pre-testing in fall and form F is used for post-testing in spring. Scoring for the fall and spring tests is equivalent. However, the classification scale differs between fall and spring.

Boehm Code	Boehm Observation	Boehm Form E (Fall)	Boehm Form F (Spring)
NC	No Concern	44 - 50	47 - 50
CI	Classroom Intervention	33 - 43	43 - 46
NI	Needs Investigation	1 - 32	1 - 42

Please note the increase in scale from fall to spring.

The classification for each student is determined using the appropriate form E/F scale.

All students are tested in fall and in spring.

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

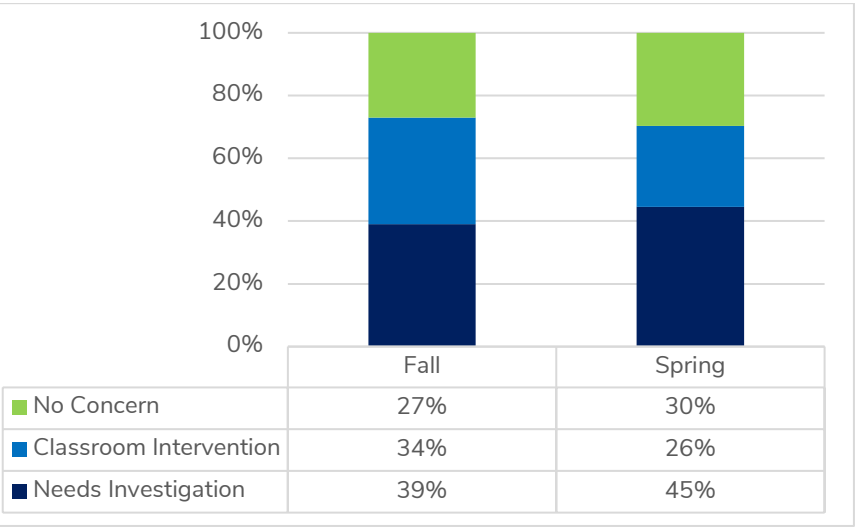
Data Source

Performance and Analytics Boehm Module.

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

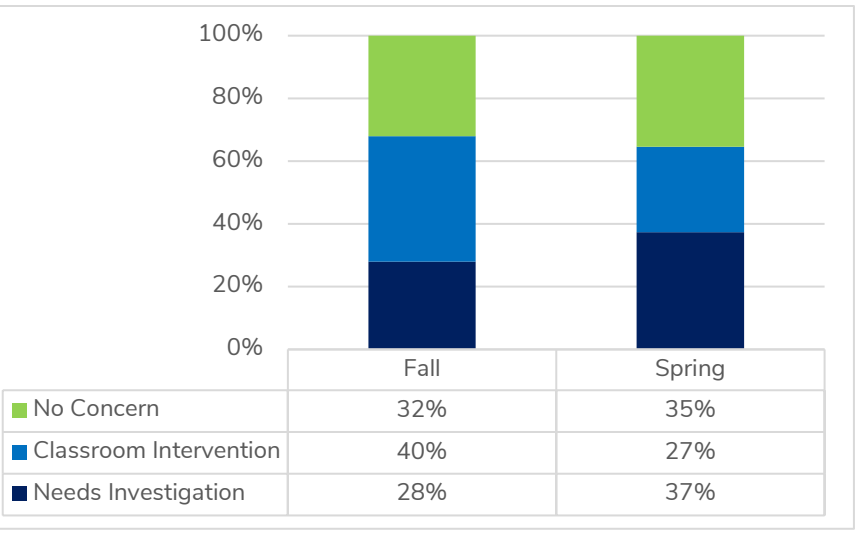
4.1.1 Boehm Student Ratios for 2022-23 by Region

Rural



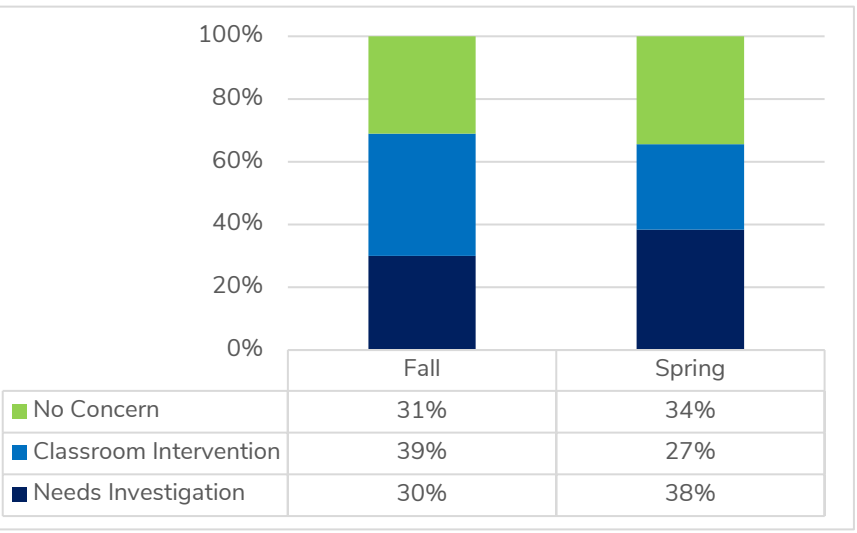
	Fall	Spring
No Concern	27%	30%
Classroom Intervention	34%	26%
Needs Investigation	39%	45%

Urban



	Fall	Spring
No Concern	32%	35%
Classroom Intervention	40%	27%
Needs Investigation	28%	37%

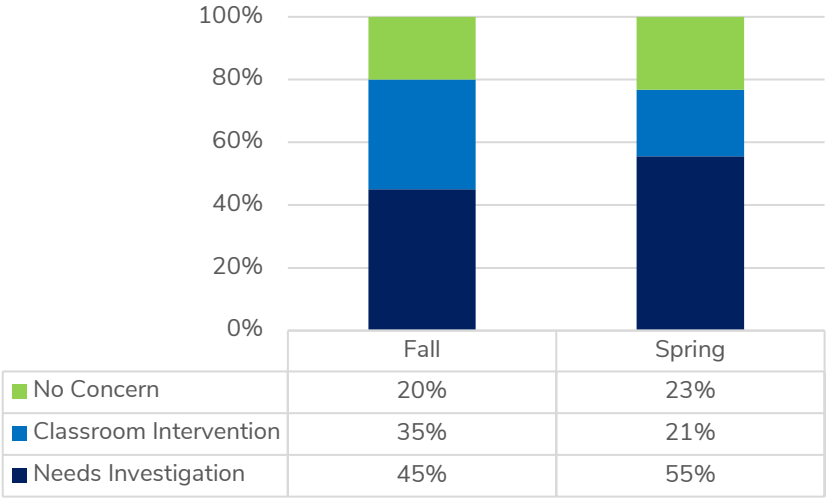
Yukon



	Fall	Spring
No Concern	31%	34%
Classroom Intervention	39%	27%
Needs Investigation	30%	38%

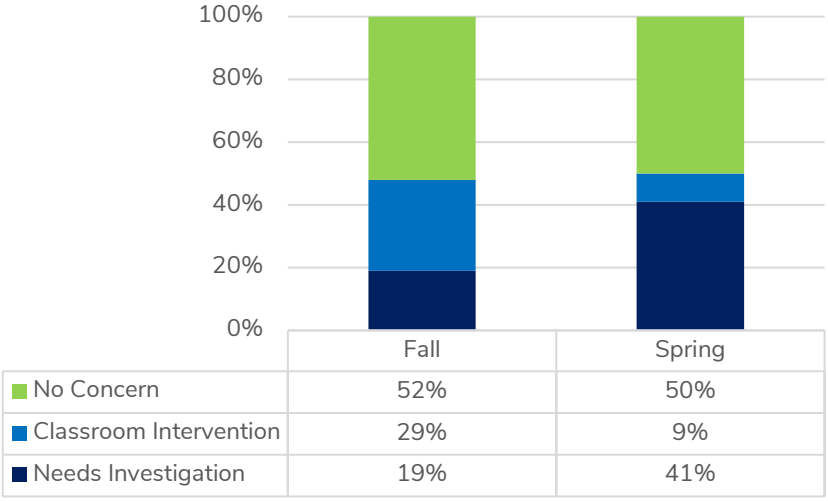
4.1.2 Boehm Student Ratios for 2022-23 by Self-Identification

Yukon First Nations



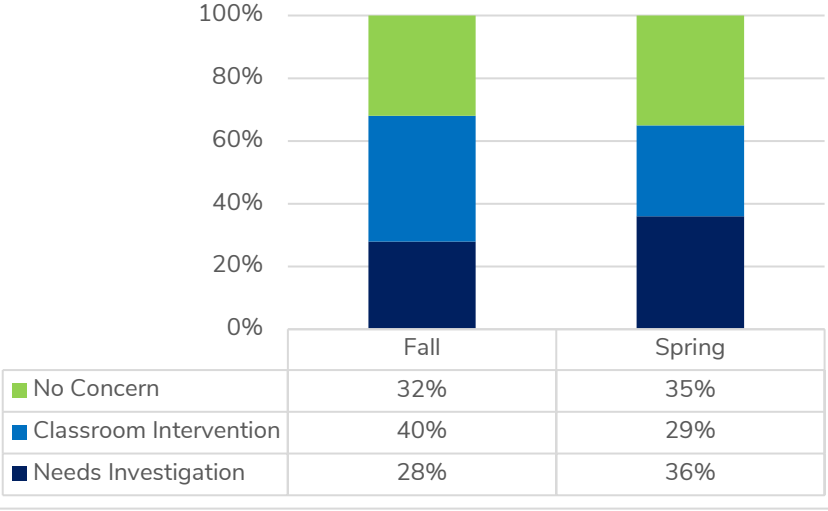
	Fall	Spring
No Concern	20%	23%
Classroom Intervention	35%	21%
Needs Investigation	45%	55%

Other Indigenous



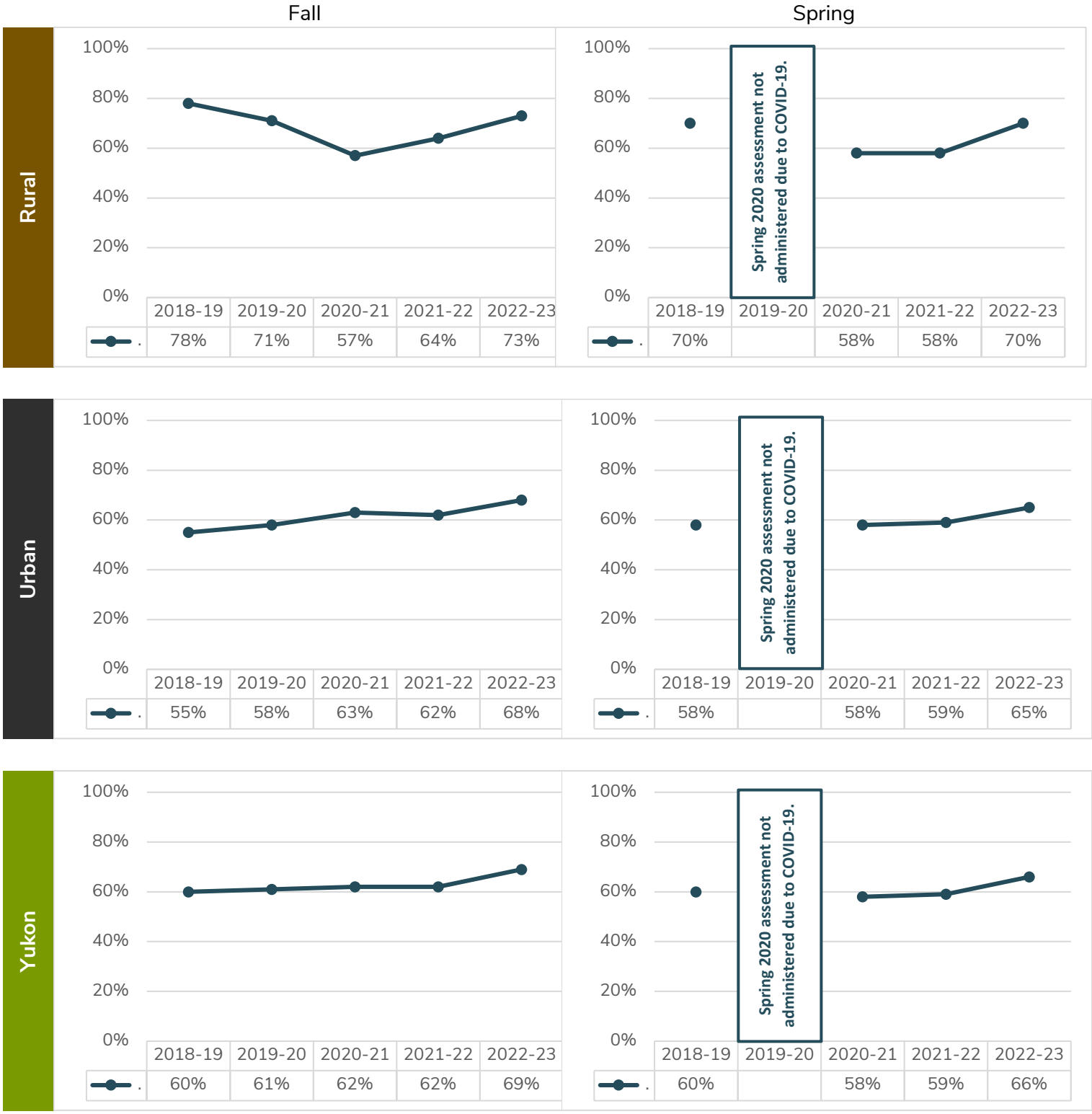
	Fall	Spring
No Concern	52%	50%
Classroom Intervention	29%	9%
Needs Investigation	19%	41%

non-First Nations

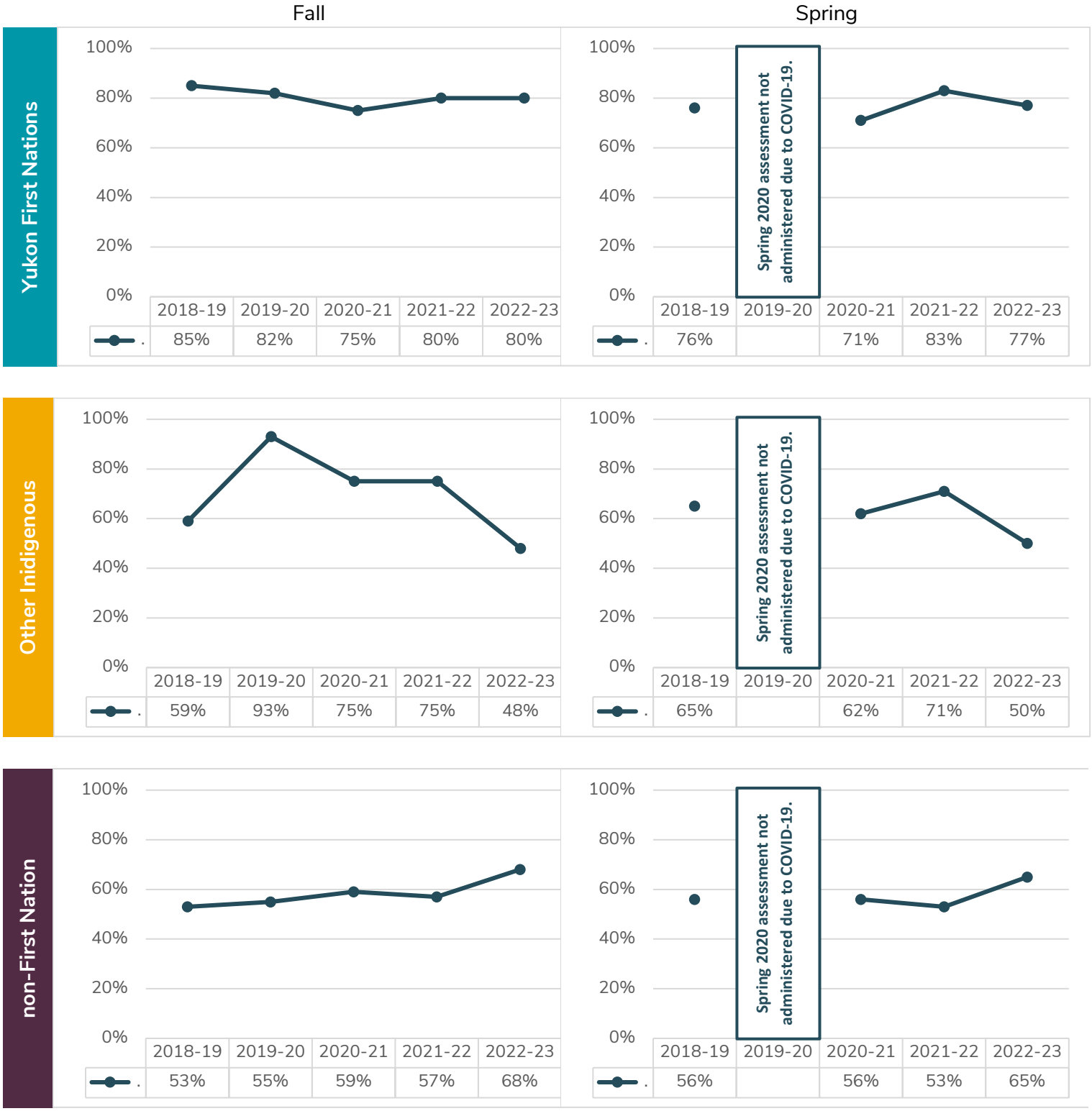


	Fall	Spring
No Concern	32%	35%
Classroom Intervention	40%	29%
Needs Investigation	28%	36%

4.1.3 Boehm Students with "Needs Investigation" or "Classroom Intervention" Result Ratio by Region over time



4.1.4 Boehm Students with "Needs Investigation" or "Classroom Intervention" Result Ratio by Self-Identification over time



4.2 Early Years Evaluation – Teacher Assessment

The Early Years Evaluation – Teacher Assessment (EYE-TA) provides a systematic framework that teachers can use to structure their frequent observations and informal assessments. The skills assessed by the EYE-TA are instructionally relevant and are a snapshot of the students at that time. The EYE-TA assesses the following five aspects of early child development that are closely related to school preparedness and emergent literacy skills:

- **Awareness of Self and Environment -** a child's understanding of the world and their ability to make connections with home and community experiences.
- **Social Skills and Approaches to Learning -** a child's attentiveness during classroom activities and their ability to interact with peers while respecting the classroom rules.
- **Cognitive Skills -** a child's basic math and pre-reading skills and their ability to solve problems.
- **Language and Communication -** a child's understanding of spoken language and their ability to express thoughts and feelings.
- **Physical Development:**
  Fine motor - a child's ability to perform small movements that require hand-eye coordination.
  Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

Please see website for more information.[2]

EYE-TA results are depicted using three tiers:

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

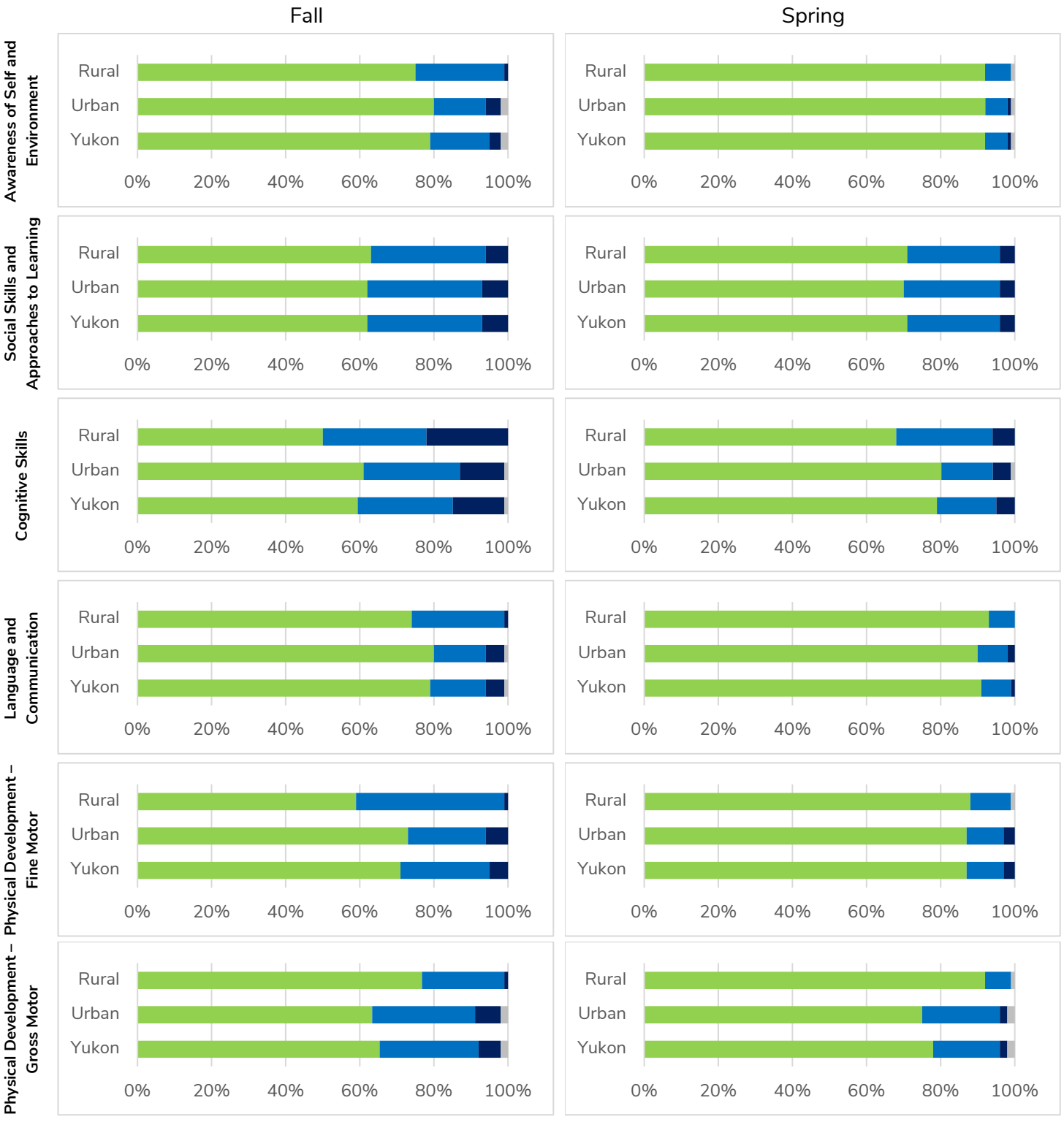
Depending on their fall results, students may be re-tested in spring. For comparative purposes those students not assessed in spring had their fall results used.

Data Source

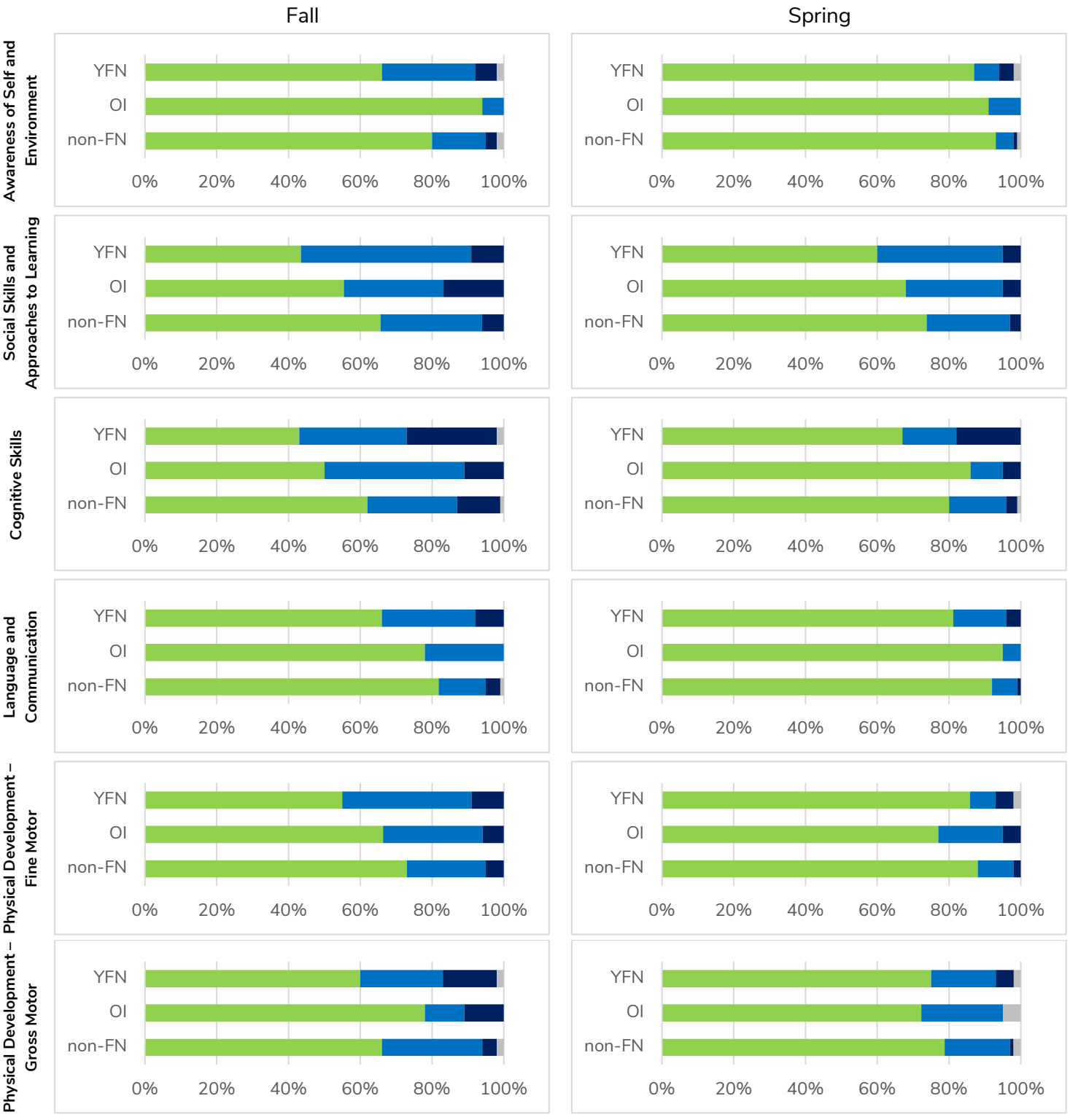
EYE-TA Test system and Performance and Analytics EYE-TA Module.

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

4.2.1 EYE-TA Student for 2022-23 by Region



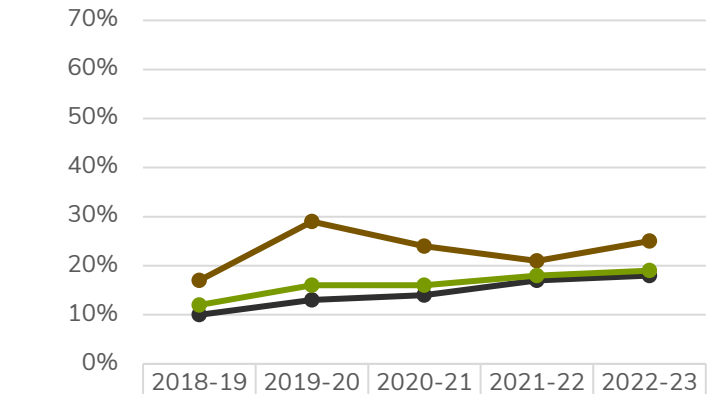
4.2.2 EYE-TA Student for 2022-23 by Self-Identification



4.2.3 EYE-TA Students Experiencing Difficulties Ratios over time

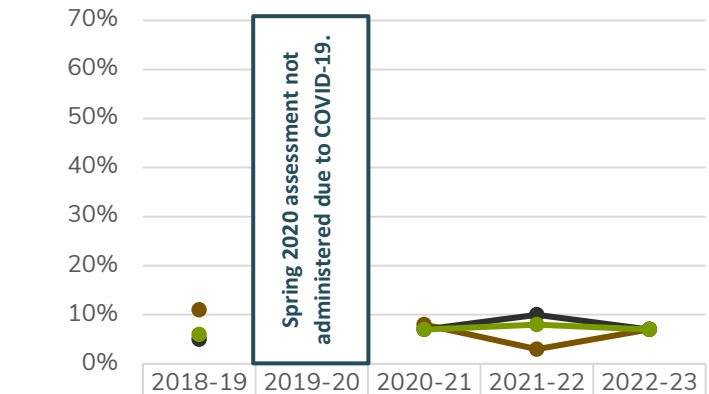
4.2.3.1 *Awareness of Self and Environment*

Fall



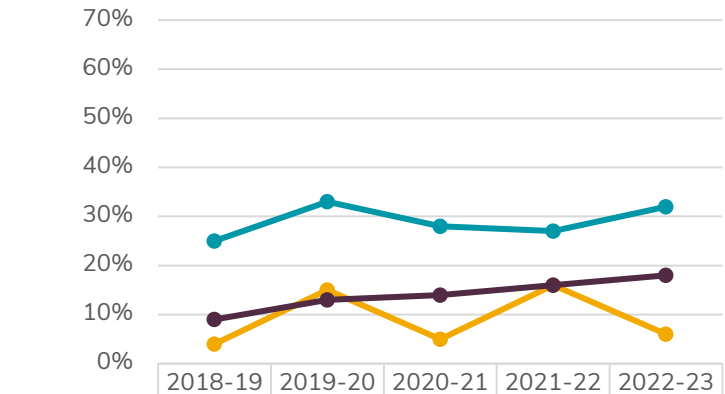
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	17%	29%	24%	21%	25%
Urban	10%	13%	14%	17%	18%
Yukon	12%	16%	16%	18%	19%

Spring



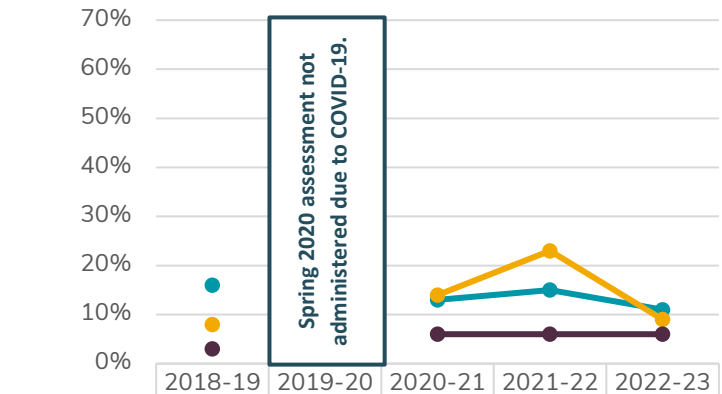
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	11%		8%	3%	7%
Urban	5%		7%	10%	7%
Yukon	6%		7%	8%	7%

Fall



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	25%	33%	28%	27%	32%
OI	4%	15%	5%	16%	6%
non-FN	9%	13%	14%	16%	18%

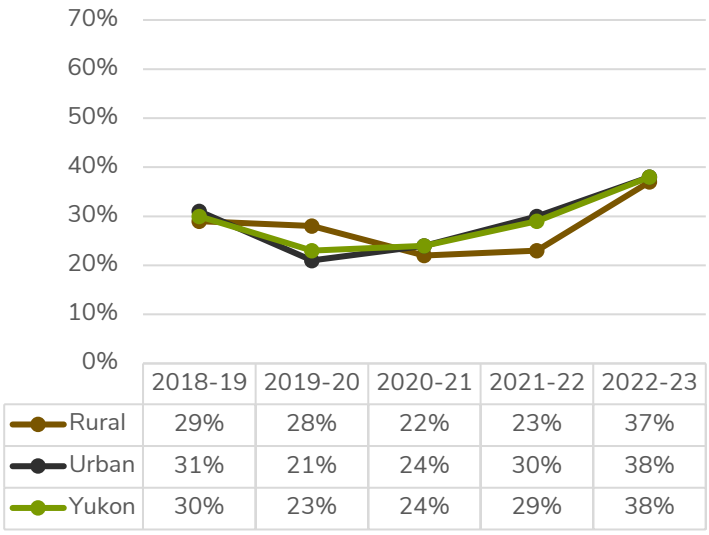
Spring



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	16%		13%	15%	11%
OI	8%		14%	23%	9%
non-FN	3%		6%	6%	6%

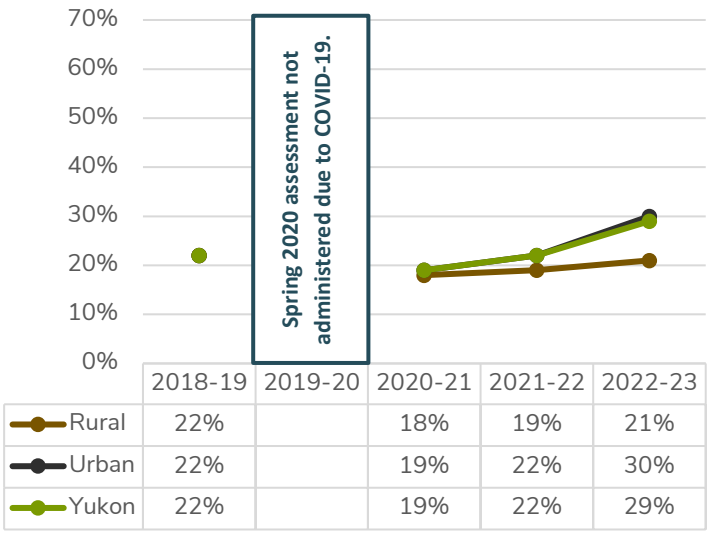
4.2.3.2 *Social Skills and Approaches to Learning*

Fall



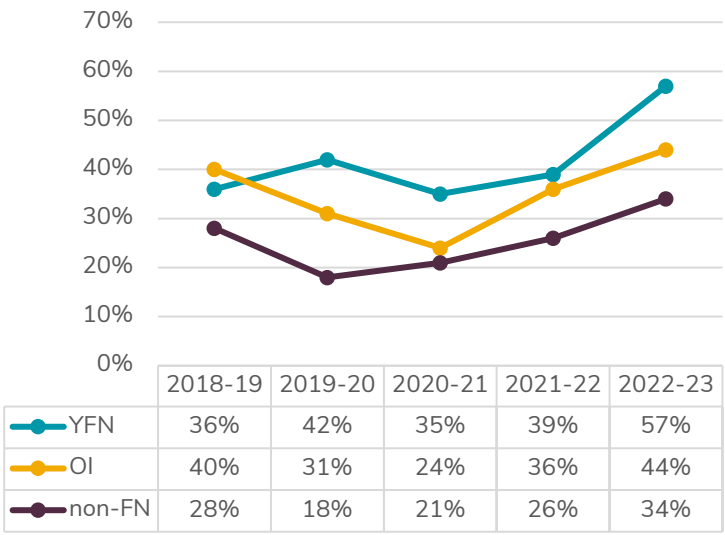
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	29%	28%	22%	23%	37%
Urban	31%	21%	24%	30%	38%
Yukon	30%	23%	24%	29%	38%

Spring



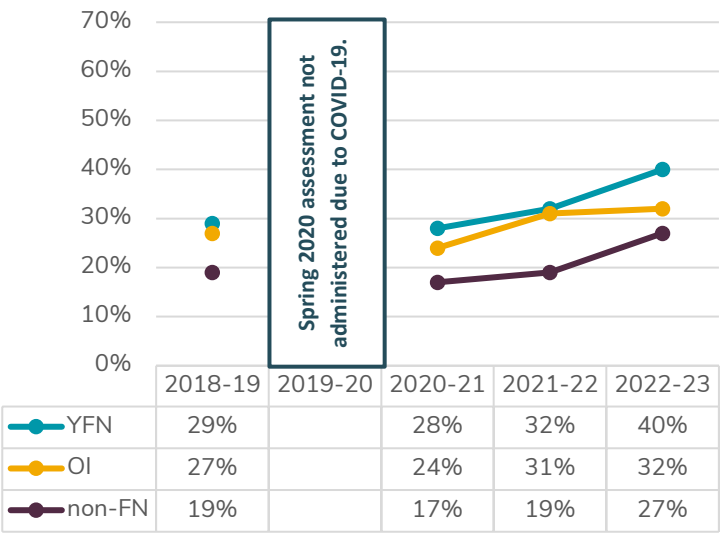
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	22%		18%	19%	21%
Urban	22%		19%	22%	30%
Yukon	22%		19%	22%	29%

Fall



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	36%	42%	35%	39%	57%
OI	40%	31%	24%	36%	44%
non-FN	28%	18%	21%	26%	34%

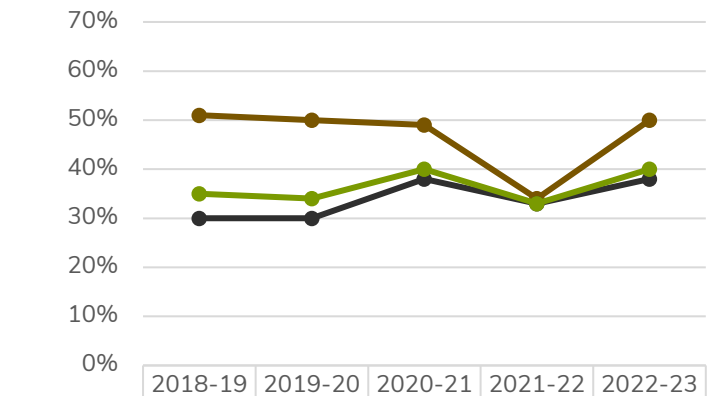
Spring



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	29%		28%	32%	40%
OI	27%		24%	31%	32%
non-FN	19%		17%	19%	27%

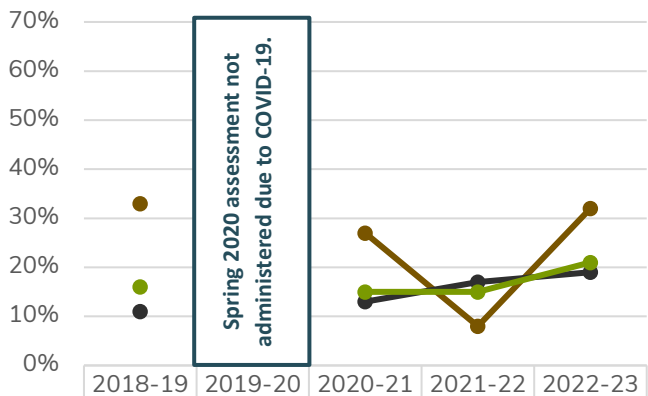
4.2.3.3 *Cognitive Skills*

Fall



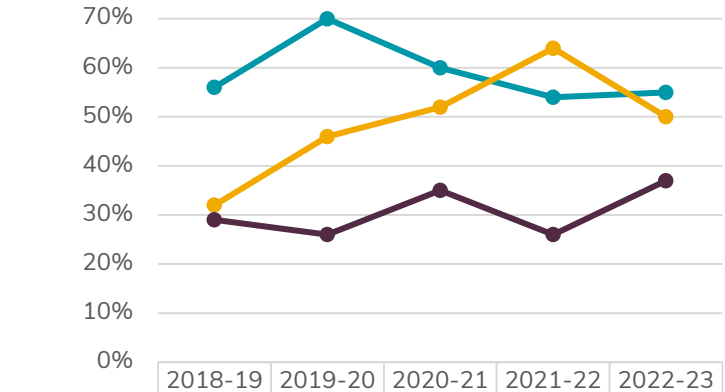
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	51%	50%	49%	34%	50%
Urban	30%	30%	38%	33%	38%
Yukon	35%	34%	40%	33%	40%

Spring



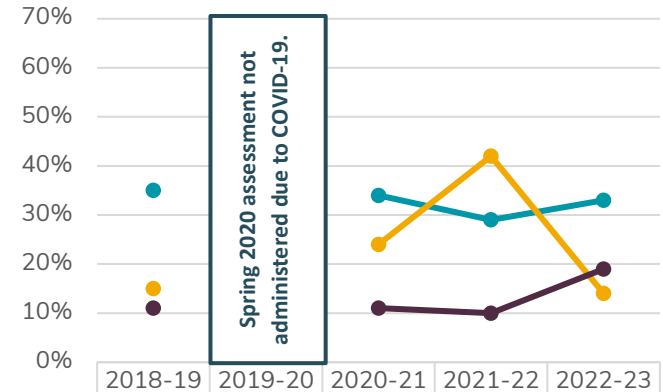
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	33%		27%	8%	32%
Urban	11%		13%	17%	19%
Yukon	16%		15%	15%	21%

Fall



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	56%	70%	60%	54%	55%
OI	32%	46%	52%	64%	50%
non-FN	29%	26%	35%	26%	37%

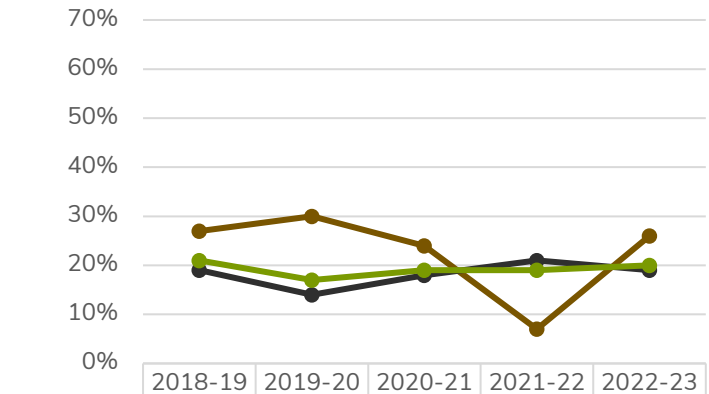
Spring



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	35%		34%	29%	33%
OI	15%		24%	42%	14%
non-FN	11%		11%	10%	19%

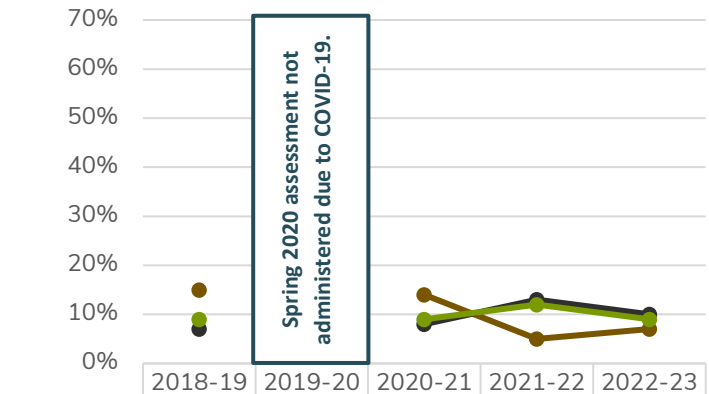
4.2.3.4 *Language and Communication*

Fall



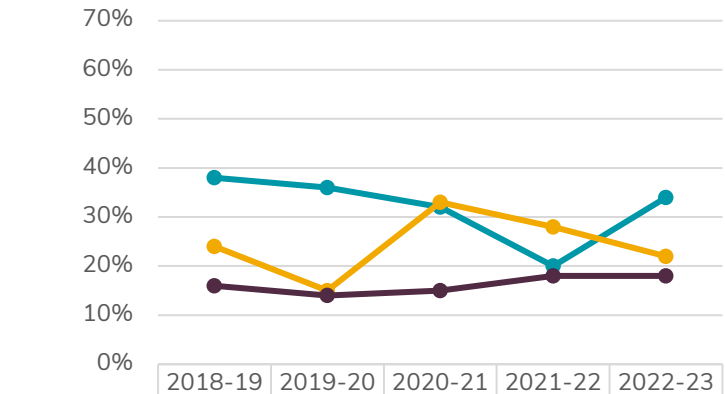
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	27%	30%	24%	7%	26%
Urban	19%	14%	18%	21%	19%
Yukon	21%	17%	19%	19%	20%

Spring



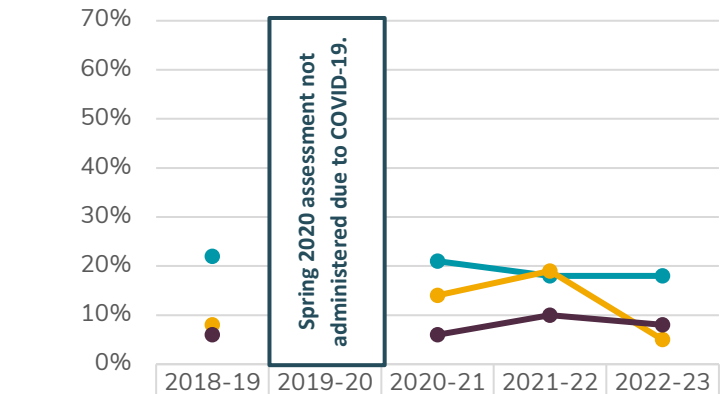
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	15%		14%	5%	7%
Urban	7%		8%	13%	10%
Yukon	9%		9%	12%	9%

Fall



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	38%	36%	32%	20%	34%
OI	24%	15%	33%	28%	22%
non-FN	16%	14%	15%	18%	18%

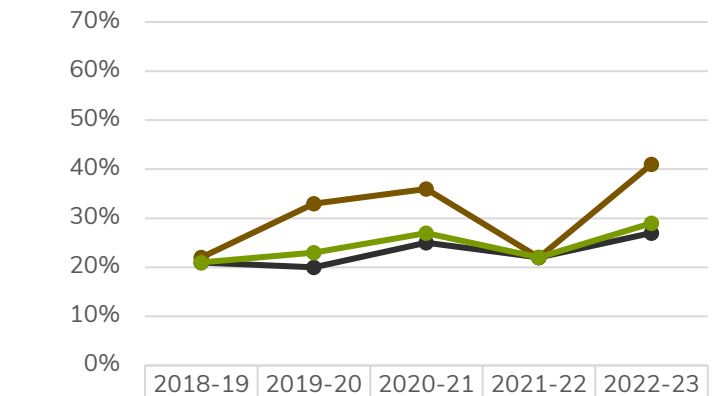
Spring



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	22%		21%	18%	18%
OI	8%		14%	19%	5%
non-FN	6%		6%	10%	8%

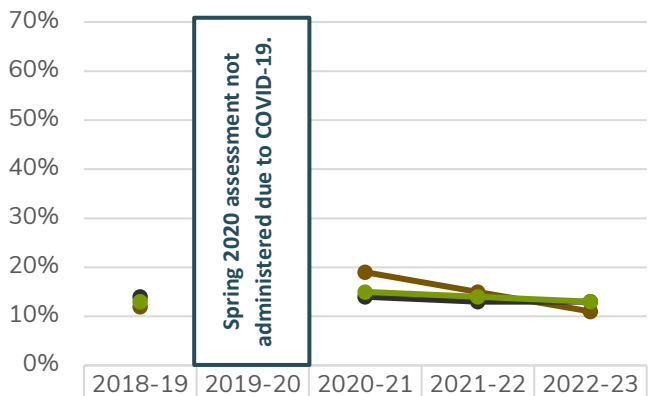
4.2.3.5 *Physical Development – Fine Motor*

Fall



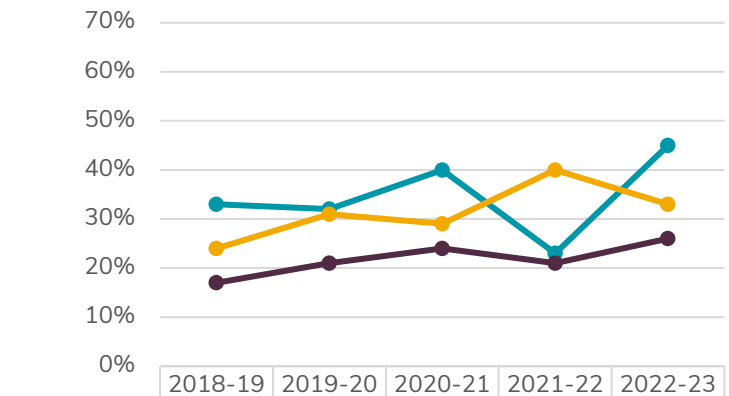
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	22%	33%	36%	22%	41%
Urban	21%	20%	25%	22%	27%
Yukon	21%	23%	27%	22%	29%

Spring



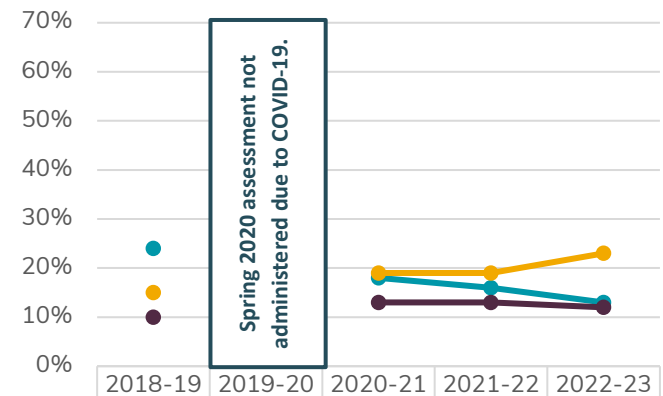
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	12%		19%	15%	11%
Urban	14%		14%	13%	13%
Yukon	13%		15%	14%	13%

Fall



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	33%	32%	40%	23%	45%
OI	24%	31%	29%	40%	33%
non-FN	17%	21%	24%	21%	26%

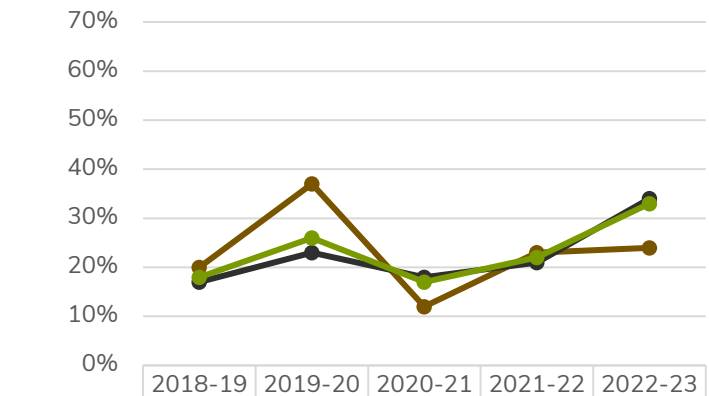
Spring



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	24%		18%	16%	13%
OI	15%		19%	19%	23%
non-FN	10%		13%	13%	12%

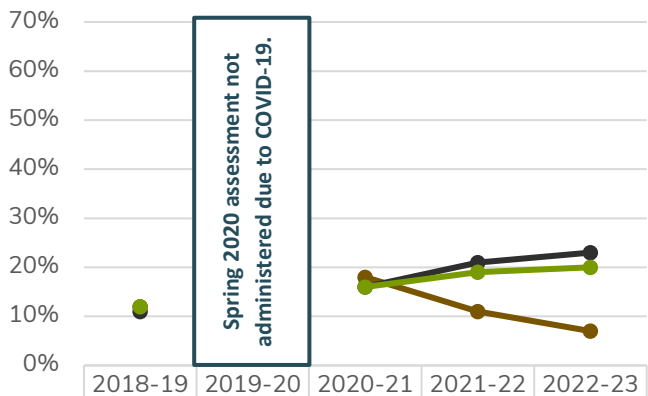
4.2.3.6 *Physical Development – Gross Motor*

Fall



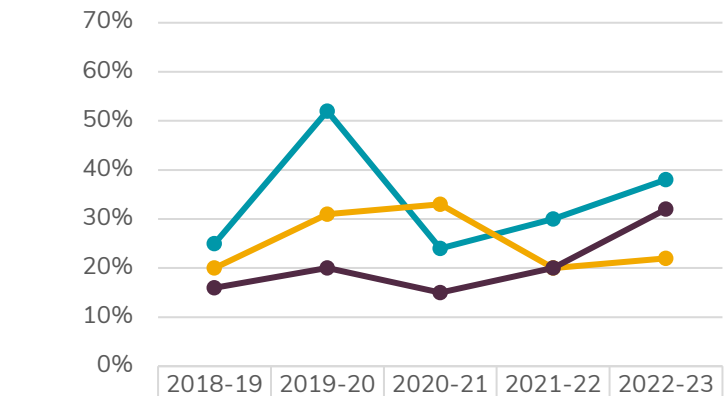
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	20%	37%	12%	23%	24%
Urban	17%	23%	18%	21%	34%
Yukon	18%	26%	17%	22%	33%

Spring



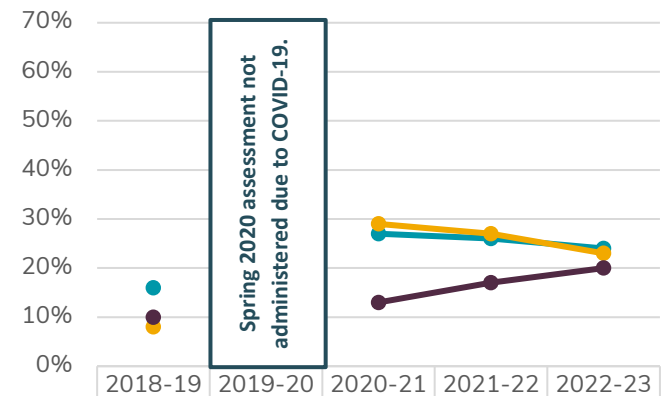
	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	12%		18%	11%	7%
Urban	11%		16%	21%	23%
Yukon	12%		16%	19%	20%

Fall



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	25%	52%	24%	30%	38%
OI	20%	31%	33%	20%	22%
non-FN	16%	20%	15%	20%	32%

Spring



	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	16%		27%	26%	24%
OI	8%		29%	27%	23%
non-FN	10%		13%	17%	20%

5 Foundation Skills Assessment

The Foundation Skills Assessment (FSA) is an annual assessment of students' academic skills in grades 4 and 7, and provides important information on how well students are progressing in the foundation skills of Literacy and Numeracy.
The assessment is typically administered in October.
Please note, since the 2021-22 school year the FSA was redesigned to assess Literacy as a whole, rather than to focus on Reading and Writing skills separately. This aligns with the shift of the education system, which defines Literacy as being much broader than just Reading and Writing. For historical, comparative purposes, Reading and Writing are depicted in the overtime analysis.

FSA scoring is as follows:

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

On Track (previously named Meeting): Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.

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

Unknown: Students did not participate or were exempt.

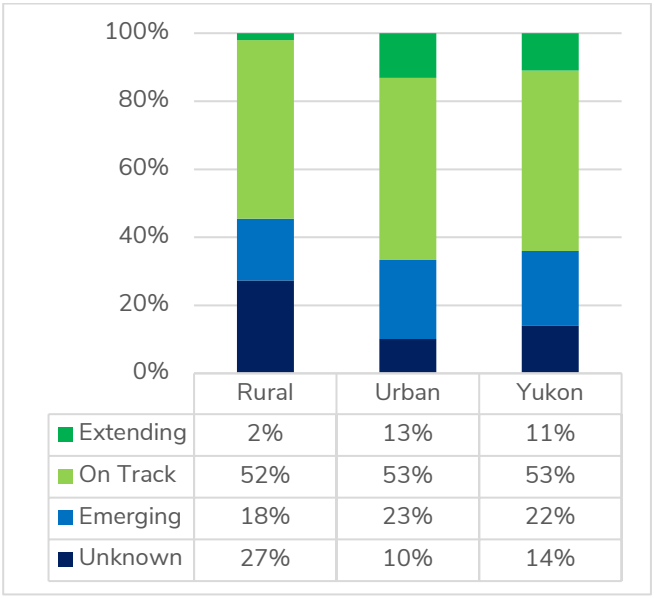
Data Source

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

5.1 FSA Student Ratios for 2022-23 by Grade 4

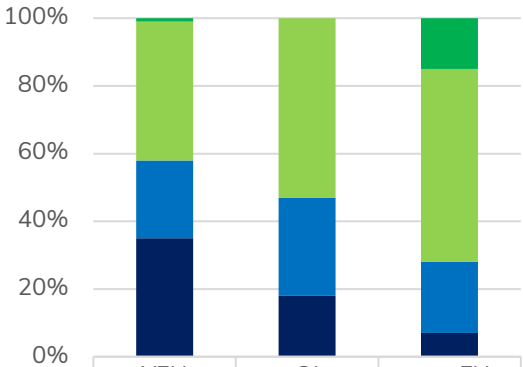
Literacy Grade 4

by Region and Yukon Wide



	Rural	Urban	Yukon
Extending	2%	13%	11%
On Track	52%	53%	53%
Emerging	18%	23%	22%
Unknown	27%	10%	14%

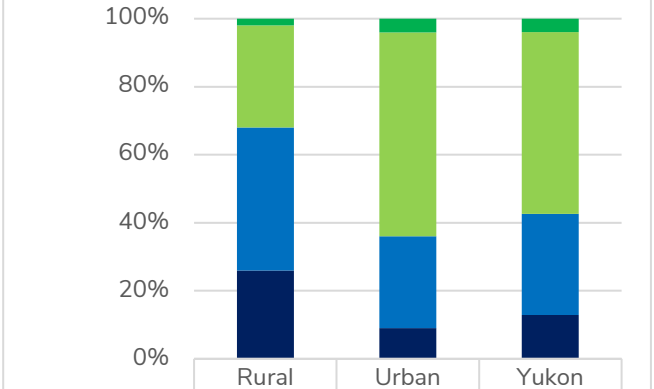
by Self-Identification



	YFN	OI	non-FN
Extending	1%	0%	15%
On Track	41%	53%	57%
Emerging	23%	29%	21%
Unknown	35%	18%	7%

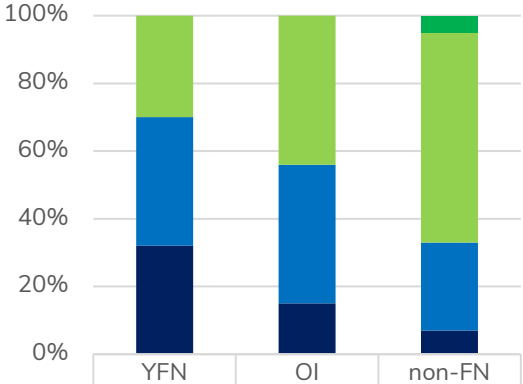
Numeracy Grade 4

by Region and Yukon Wide



	Rural	Urban	Yukon
Extending	2%	4%	4%
On Track	30%	60%	54%
Emerging	42%	27%	30%
Unknown	26%	9%	13%

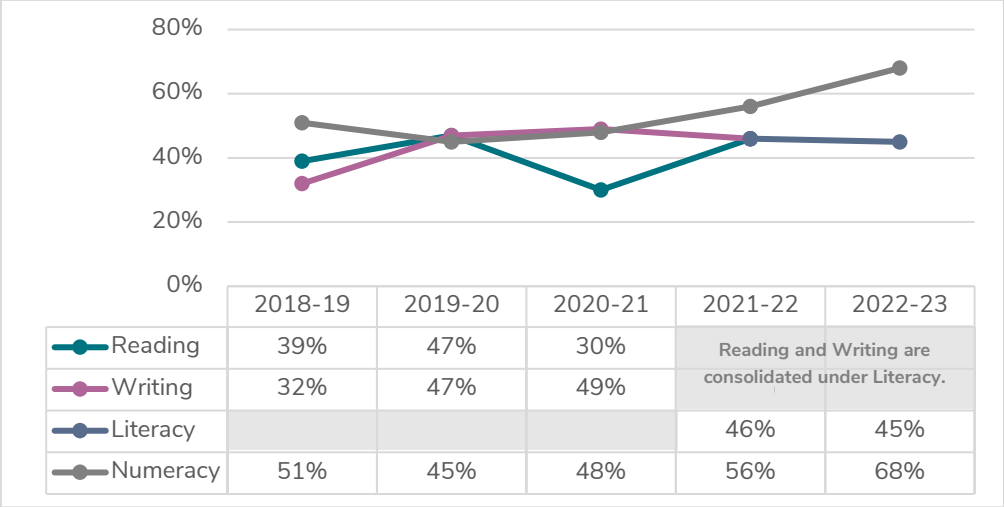
by Self-Identification



	YFN	OI	non-FN
Extending	0%	0%	5%
On Track	30%	44%	62%
Emerging	38%	41%	26%
Unknown	32%	15%	7%

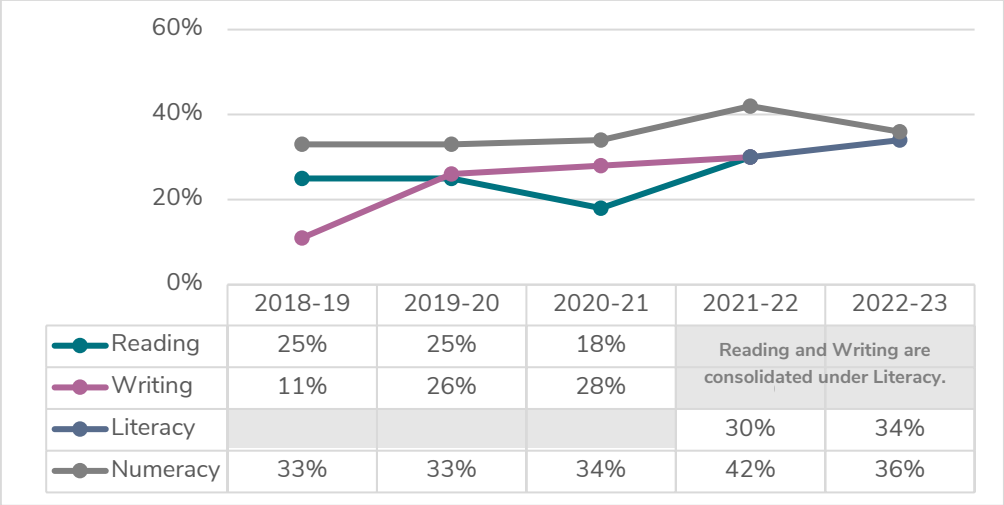
5.2 FSA Grade 4 Students with Emerging or Unknown Result Ratios by Region over time

Rural



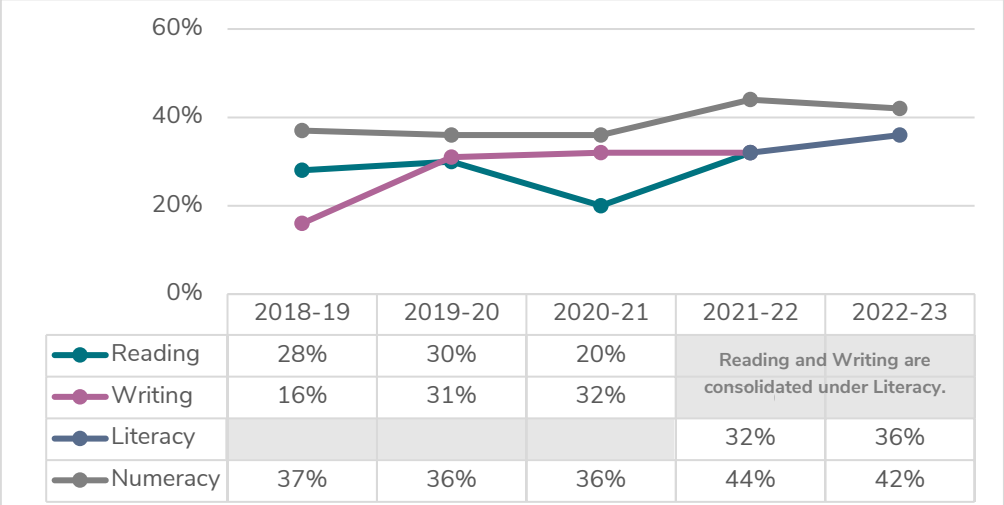
	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	39%	47%	30%	Reading and Writing are consolidated under Literacy.	
Writing	32%	47%	49%		
Literacy				46%	45%
Numeracy	51%	45%	48%	56%	68%

Urban



	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	25%	25%	18%	Reading and Writing are consolidated under Literacy.	
Writing	11%	26%	28%		
Literacy				30%	34%
Numeracy	33%	33%	34%	42%	36%

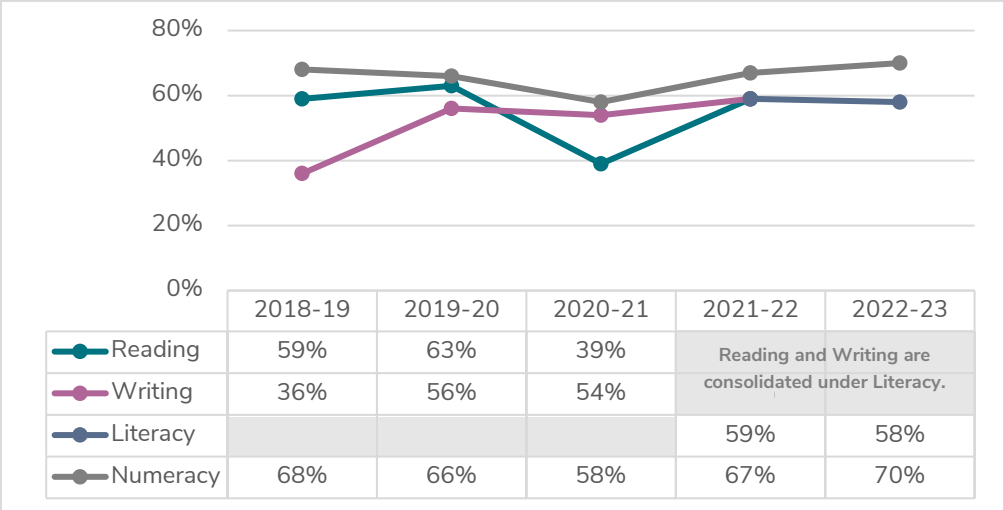
Yukon



	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	28%	30%	20%	Reading and Writing are consolidated under Literacy.	
Writing	16%	31%	32%		
Literacy				32%	36%
Numeracy	37%	36%	36%	44%	42%

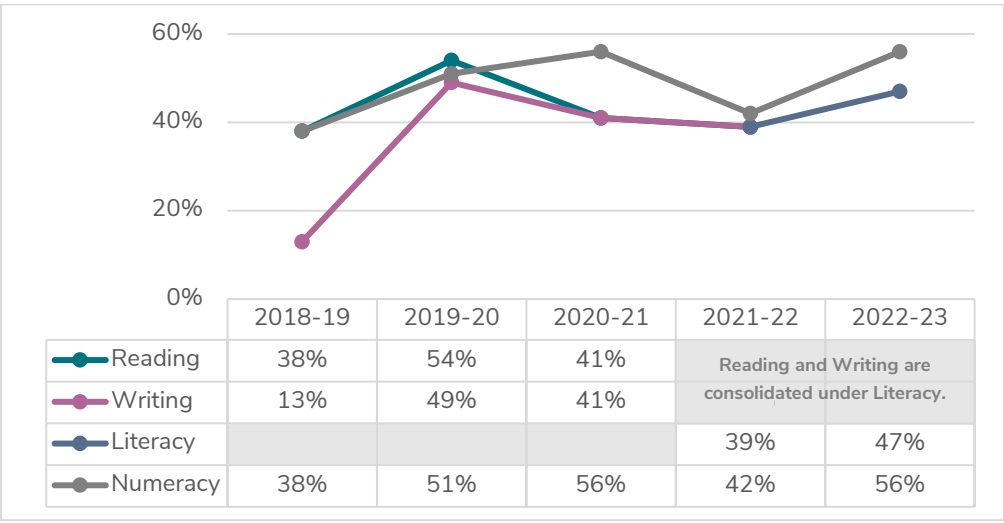
5.3 FSA Grade 4 Students with Emerging or Unknown Result Ratios by Self-Identification over time

Yukon First Nations



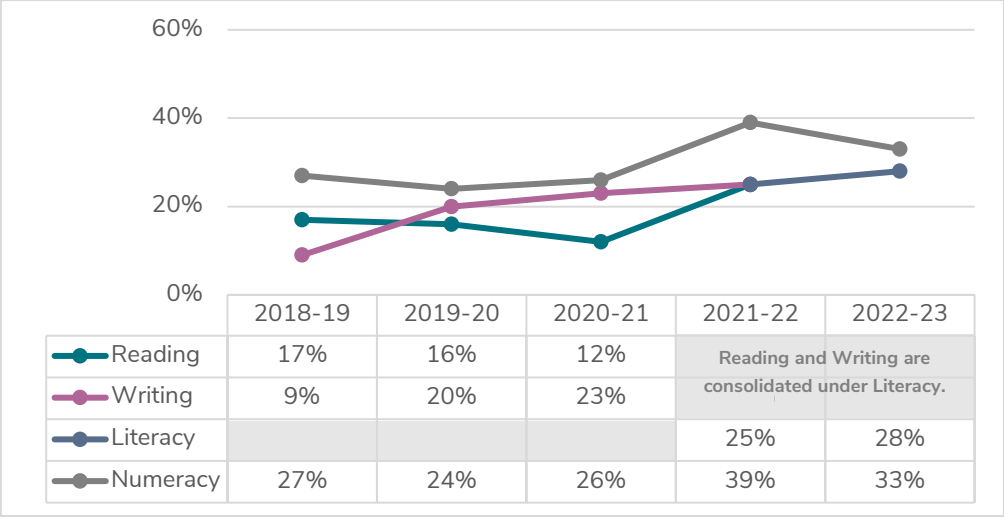
	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	59%	63%	39%	Reading and Writing are consolidated under Literacy.	
Writing	36%	56%	54%		
Literacy				59%	58%
Numeracy	68%	66%	58%	67%	70%

Other Indigenous



	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	38%	54%	41%	Reading and Writing are consolidated under Literacy.	
Writing	13%	49%	41%		
Literacy				39%	47%
Numeracy	38%	51%	56%	42%	56%

non-First Nations

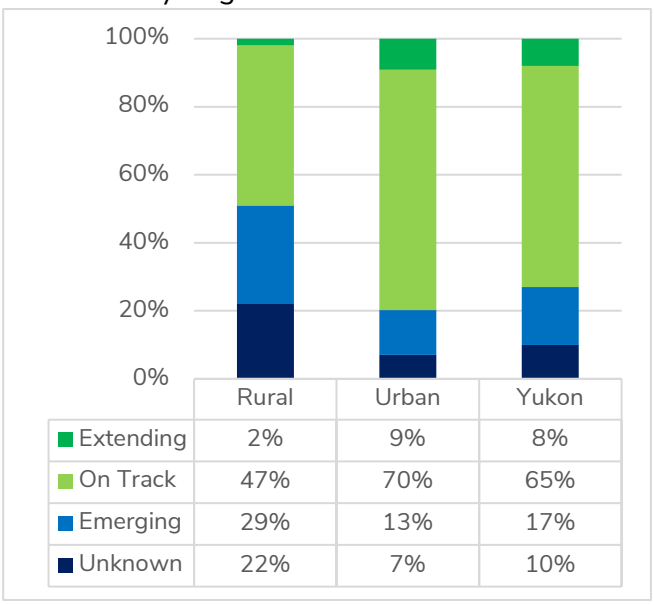


	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	17%	16%	12%	Reading and Writing are consolidated under Literacy.	
Writing	9%	20%	23%		
Literacy				25%	28%
Numeracy	27%	24%	26%	39%	33%

5.4 FSA Student Ratios for 2022-23 by Grade 7

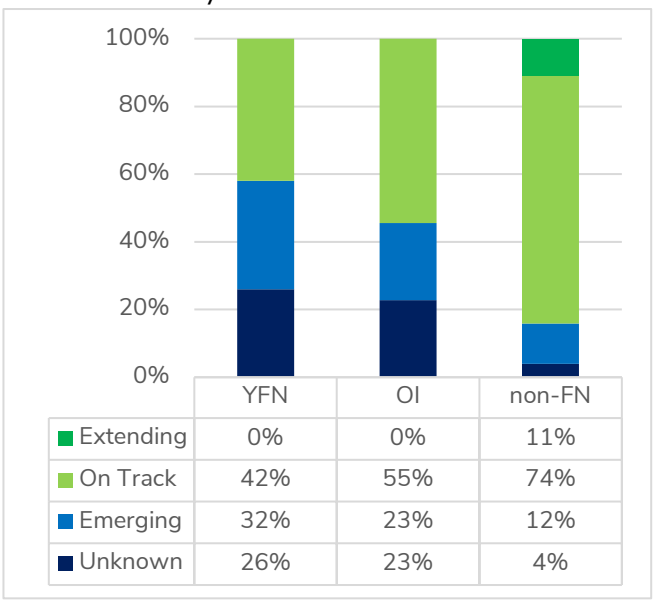
Literacy Grade 7

by Region and Yukon Wide



	Rural	Urban	Yukon
Extending	2%	9%	8%
On Track	47%	70%	65%
Emerging	29%	13%	17%
Unknown	22%	7%	10%

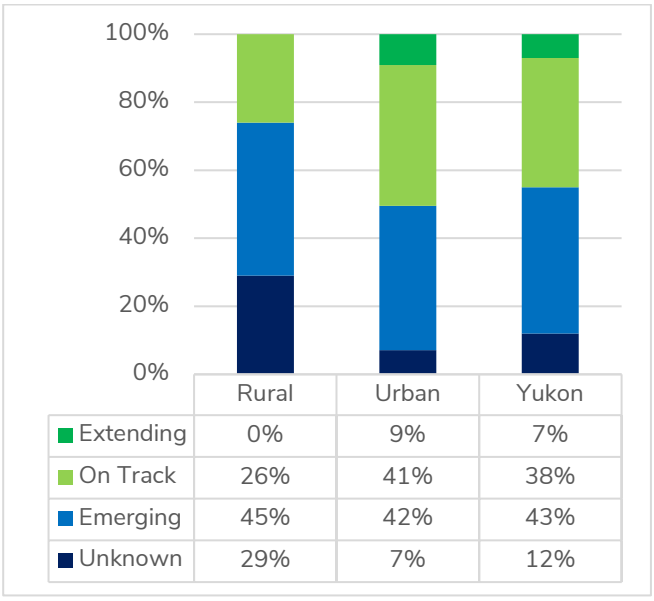
by Self-Identification



	YFN	OI	non-FN
Extending	0%	0%	11%
On Track	42%	55%	74%
Emerging	32%	23%	12%
Unknown	26%	23%	4%

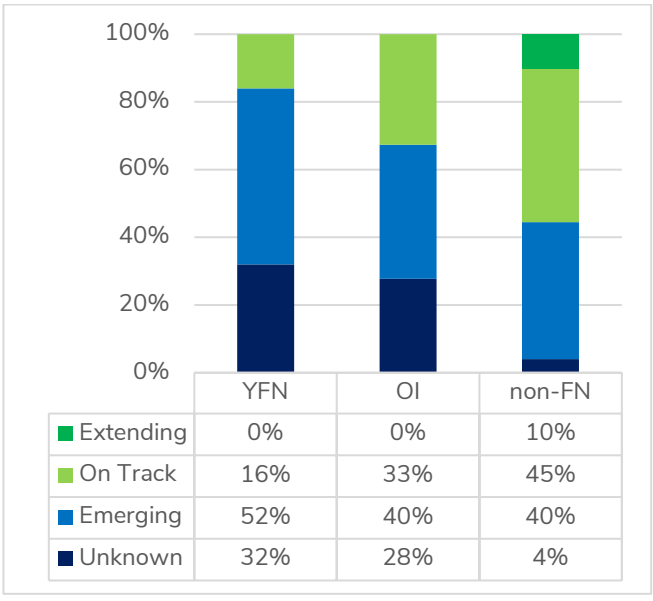
Numeracy Grade 7

by Region and Yukon Wide



	Rural	Urban	Yukon
Extending	0%	9%	7%
On Track	26%	41%	38%
Emerging	45%	42%	43%
Unknown	29%	7%	12%

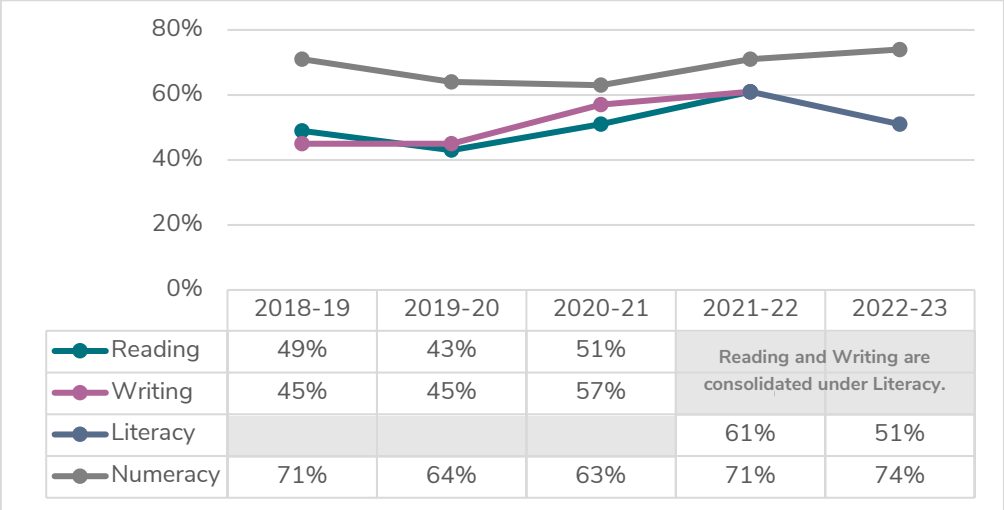
by Self-Identification



	YFN	OI	non-FN
Extending	0%	0%	10%
On Track	16%	33%	45%
Emerging	52%	40%	40%
Unknown	32%	28%	4%

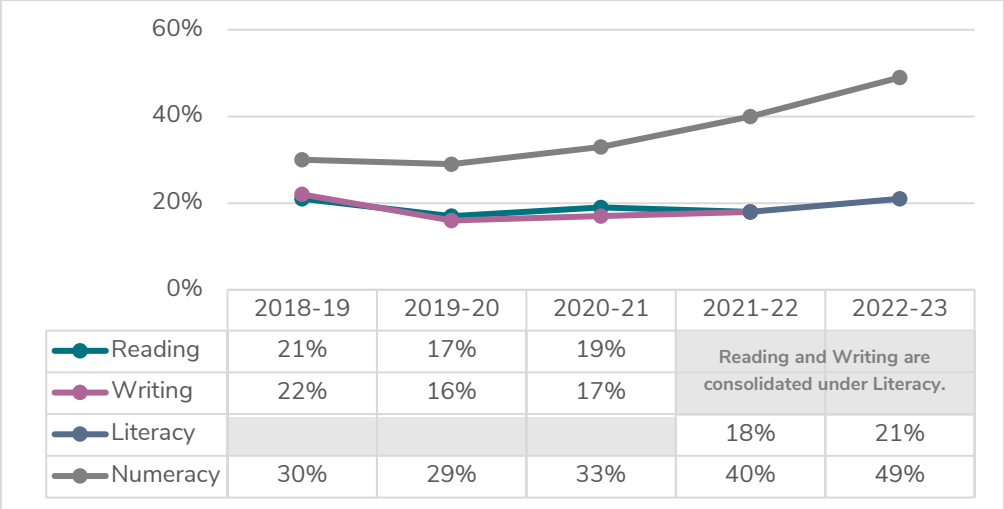
5.5 FSA Grade 7 Students with Emerging or Unknown Result Ratios by Region over time

Rural



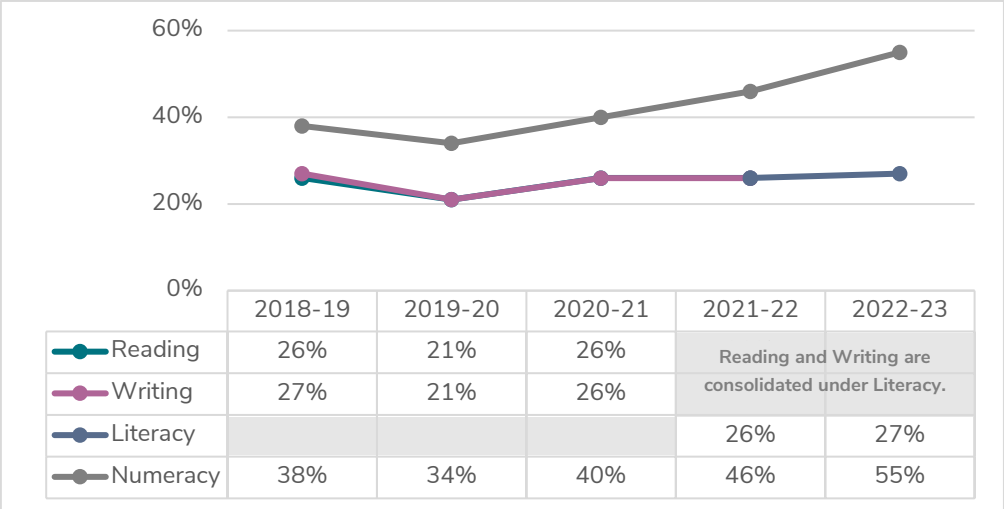
	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	49%	43%	51%	Reading and Writing are consolidated under Literacy.	
Writing	45%	45%	57%		
Literacy				61%	51%
Numeracy	71%	64%	63%	71%	74%

Urban



	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	21%	17%	19%	Reading and Writing are consolidated under Literacy.	
Writing	22%	16%	17%		
Literacy				18%	21%
Numeracy	30%	29%	33%	40%	49%

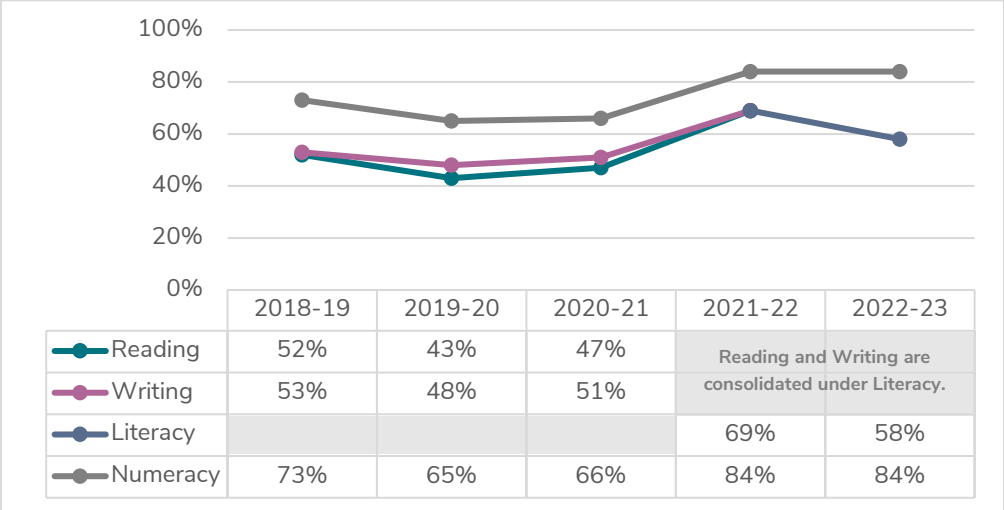
Yukon



	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	26%	21%	26%	Reading and Writing are consolidated under Literacy.	
Writing	27%	21%	26%		
Literacy				26%	27%
Numeracy	38%	34%	40%	46%	55%

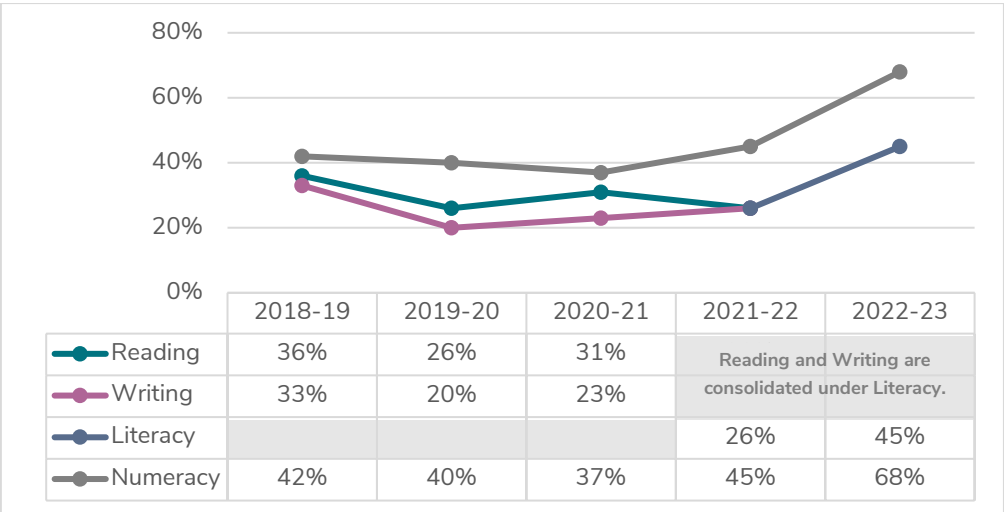
5.6 FSA Grade 7 Students with Emerging or Unknown Result Ratios by Self-Identification over time

Yukon First Nations



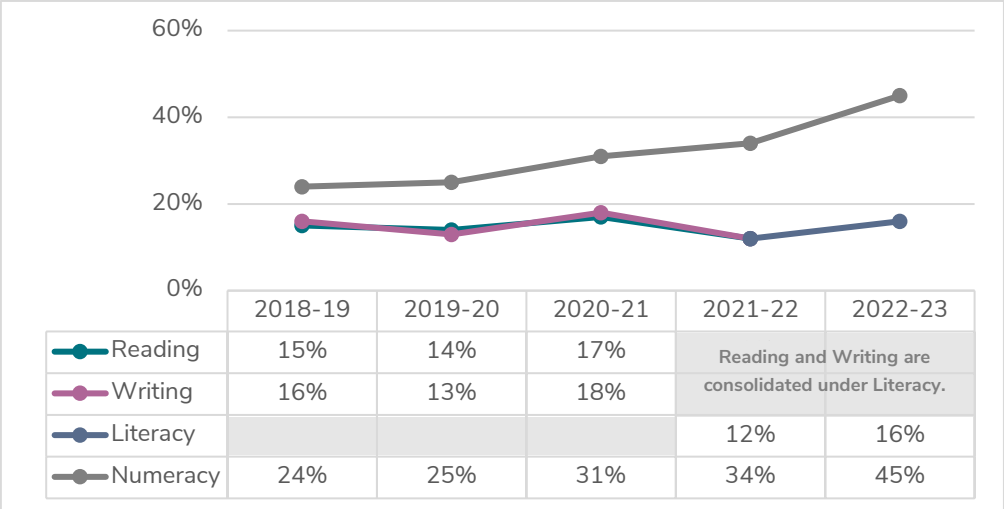
	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	52%	43%	47%	Reading and Writing are consolidated under Literacy.	
Writing	53%	48%	51%		
Literacy				69%	58%
Numeracy	73%	65%	66%	84%	84%

Other Indigenous



	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	36%	26%	31%	Reading and Writing are consolidated under Literacy.	
Writing	33%	20%	23%		
Literacy				26%	45%
Numeracy	42%	40%	37%	45%	68%

non-First Nations



	2018-19	2019-20	2020-21	2021-22	2022-23
Reading	15%	14%	17%	Reading and Writing are consolidated under Literacy.	
Writing	16%	13%	18%		
Literacy				12%	16%
Numeracy	24%	25%	31%	34%	45%

6 Graduation Assessments

Yukon high school students write the same graduation assessments as BC high school students.

Students must write the following as part of their graduation requirements:
- Grade 10 Numeracy Assessment, and
- Grade 10 and Grade 12 Literacy Assessment.

The numeracy and literacy assessments replace the BC Provincial Exams (BCPEs) that students previously wrote.

The new graduation assessments were integrated between 2018 and 2021, where introduced in alignment with the new curriculum.

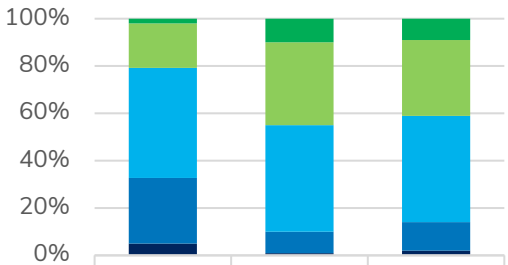
- The Grade 10 Numeracy Assessment was introduced during the 2018-19 school year.
  Please note, data from the June 2018 session has been excluded from the analysis and reporting due to small numbers.
- The Grade 10 Literacy Assessment was introduced during the 2019–20 school year.
- The Grade 12 Literacy Assessment was introduced during the 2021–22 school year.

Both assessments are reported using a proficiency level.

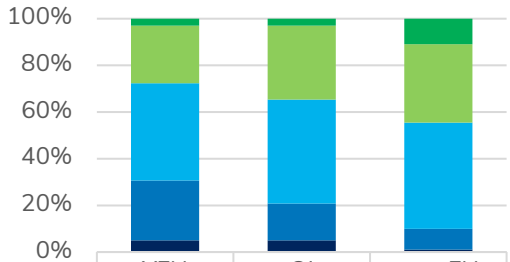
PROFICIENCY LEVEL →			
Emerging	**Developing**	**Proficient**	**Extending**
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	*The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.*	*The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.*	*The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.*

6.1 Graduation Assessments Student Ratios for 2022-23

Numeracy Grade 10

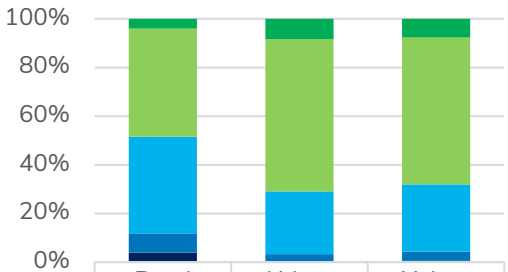


	Rural	Urban	Yukon
Extending	2%	10%	9%
Proficient	19%	35%	32%
Developing	47%	45%	45%
Emerging	28%	9%	12%
Not Proficient	5%	1%	2%

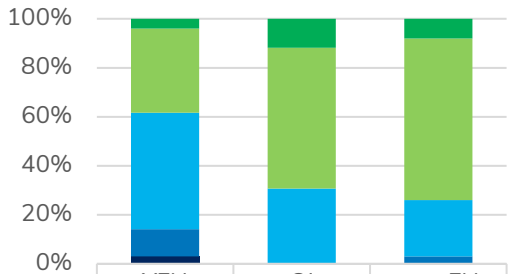


	YFN	OI	non-FN
Extending	3%	3%	11%
Proficient	25%	32%	34%
Developing	42%	45%	46%
Emerging	26%	16%	9%
Not Proficient	5%	5%	1%

Literacy Grade 10

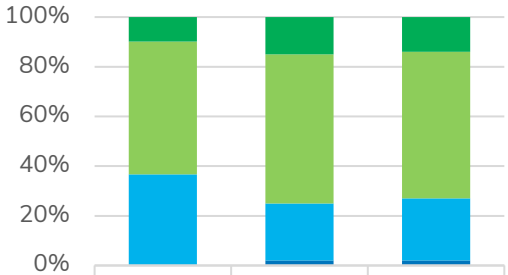


	Rural	Urban	Yukon
Extending	4%	8%	8%
Proficient	45%	63%	60%
Developing	40%	26%	28%
Emerging	8%	3%	4%
Not Proficient	4%	0%	0%

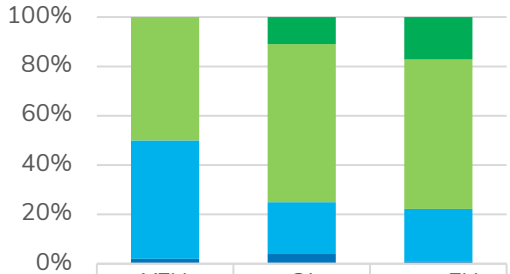


	YFN	OI	non-FN
Extending	4%	12%	8%
Proficient	34%	58%	66%
Developing	47%	31%	23%
Emerging	11%	0%	3%
Not Proficient	3%	0%	0%

Literacy Grade 12



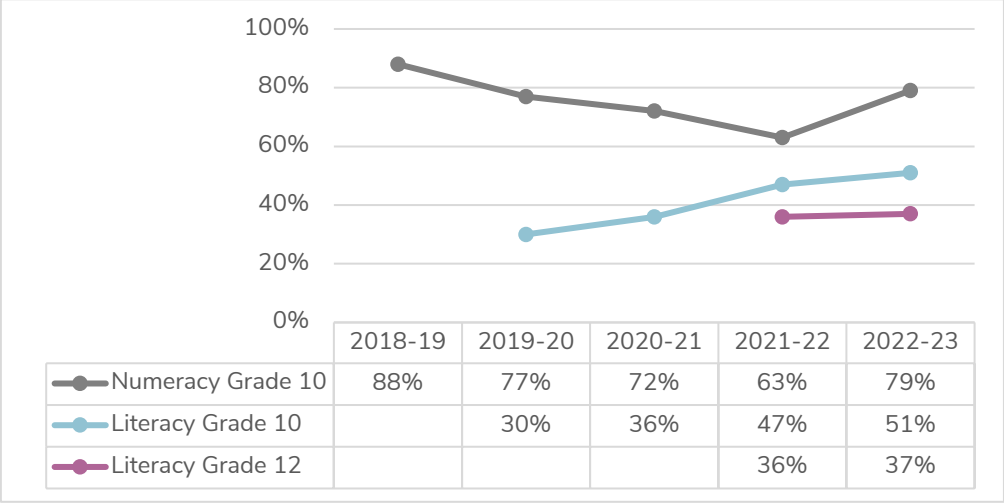
	Rural	Urban	Yukon
Extending	10%	15%	14%
Proficient	54%	60%	59%
Developing	37%	23%	25%
Emerging	0%	2%	2%
Not Proficient	0%	0%	0%



	YFN	OI	non-FN
Extending	0%	11%	17%
Proficient	50%	64%	60%
Developing	48%	21%	21%
Emerging	2%	4%	1%
Not Proficient	0%	0%	0%

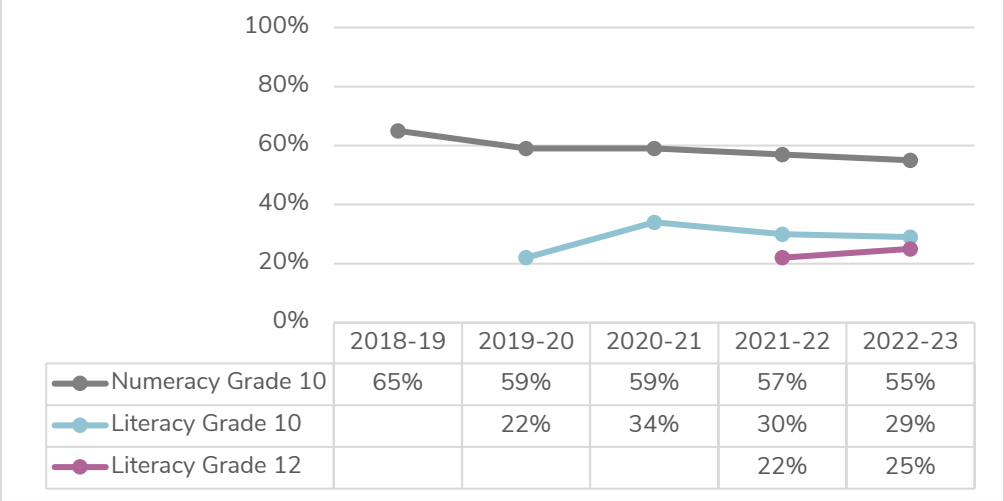
6.2 Graduation Assessments Student with Developing, Emerging or Not Proficient Result Ratios by Region over time

Rural



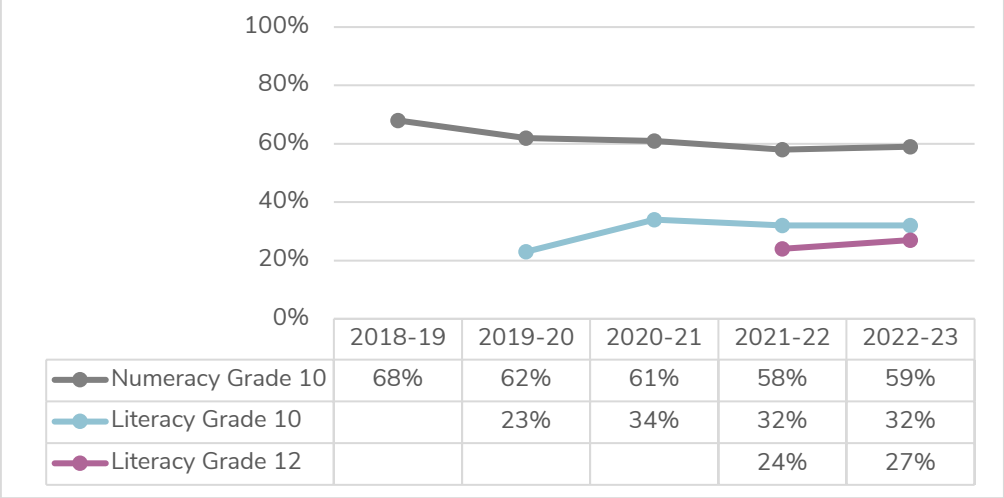
	2018-19	2019-20	2020-21	2021-22	2022-23
Numeracy Grade 10	88%	77%	72%	63%	79%
Literacy Grade 10		30%	36%	47%	51%
Literacy Grade 12				36%	37%

Urban



	2018-19	2019-20	2020-21	2021-22	2022-23
Numeracy Grade 10	65%	59%	59%	57%	55%
Literacy Grade 10		22%	34%	30%	29%
Literacy Grade 12				22%	25%

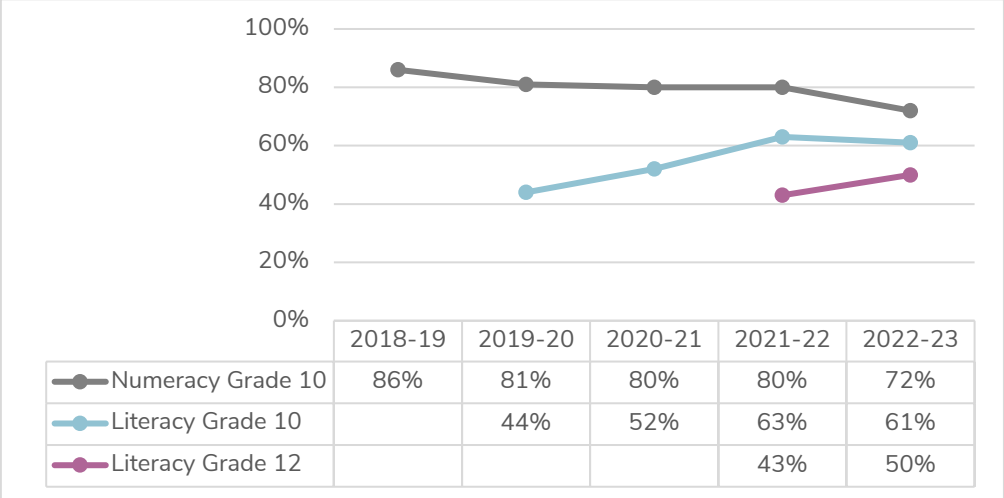
Yukon



	2018-19	2019-20	2020-21	2021-22	2022-23
Numeracy Grade 10	68%	62%	61%	58%	59%
Literacy Grade 10		23%	34%	32%	32%
Literacy Grade 12				24%	27%

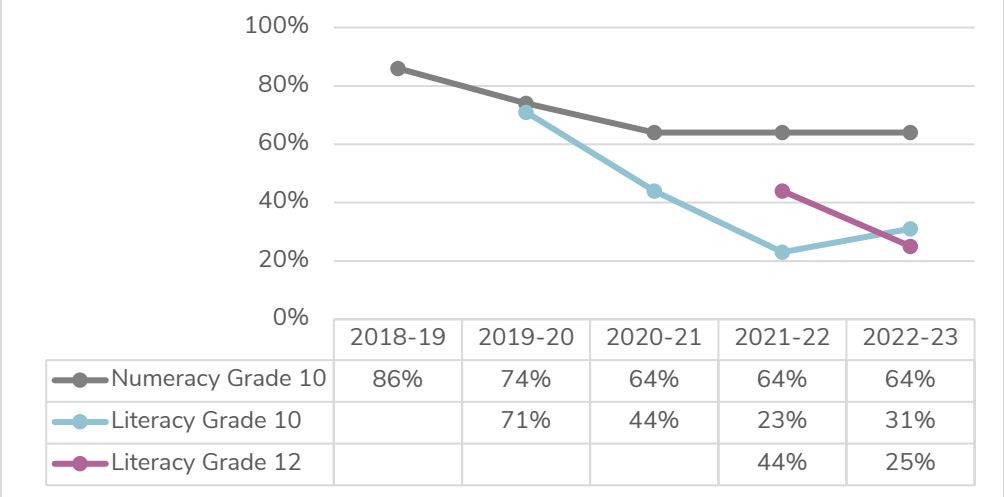
6.3 Graduation Assessments Student with Developing, Emerging or Not Proficient Result Ratios by Self-Identification over time

Yukon First Nations



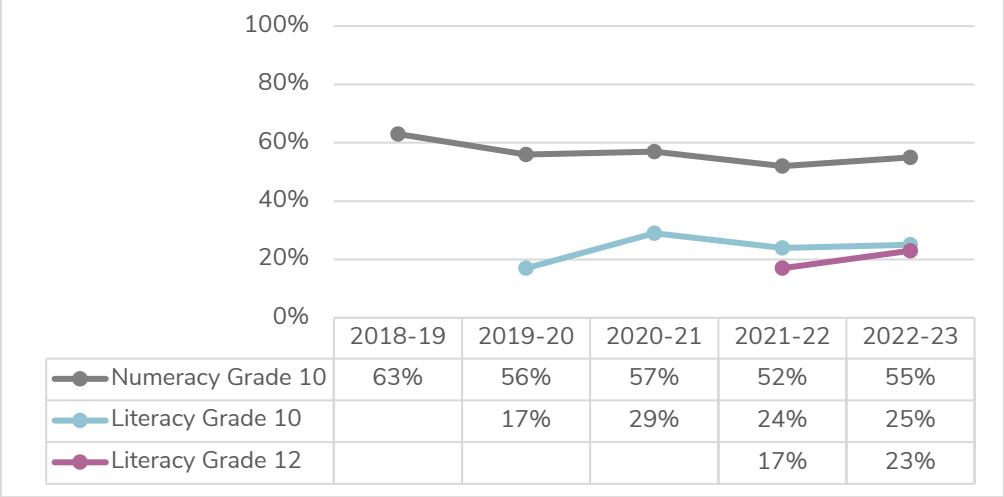
	2018-19	2019-20	2020-21	2021-22	2022-23
Numeracy Grade 10	86%	81%	80%	80%	72%
Literacy Grade 10		44%	52%	63%	61%
Literacy Grade 12				43%	50%

Other Indigenous



	2018-19	2019-20	2020-21	2021-22	2022-23
Numeracy Grade 10	86%	74%	64%	64%	64%
Literacy Grade 10		71%	44%	23%	31%
Literacy Grade 12				44%	25%

non-First Nations



	2018-19	2019-20	2020-21	2021-22	2022-23
Numeracy Grade 10	63%	56%	57%	52%	55%
Literacy Grade 10		17%	29%	24%	25%
Literacy Grade 12				17%	23%

7 Graduation

7.1 Grade 12 Graduation Rate

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

Dogwood Diploma

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

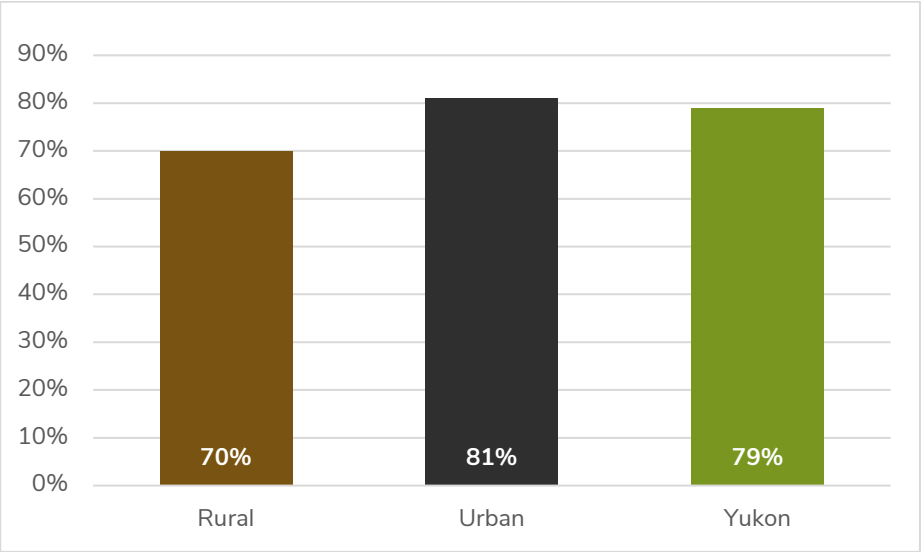
Data Source

Aspen Student Information System and Performance and Analytics Master Model

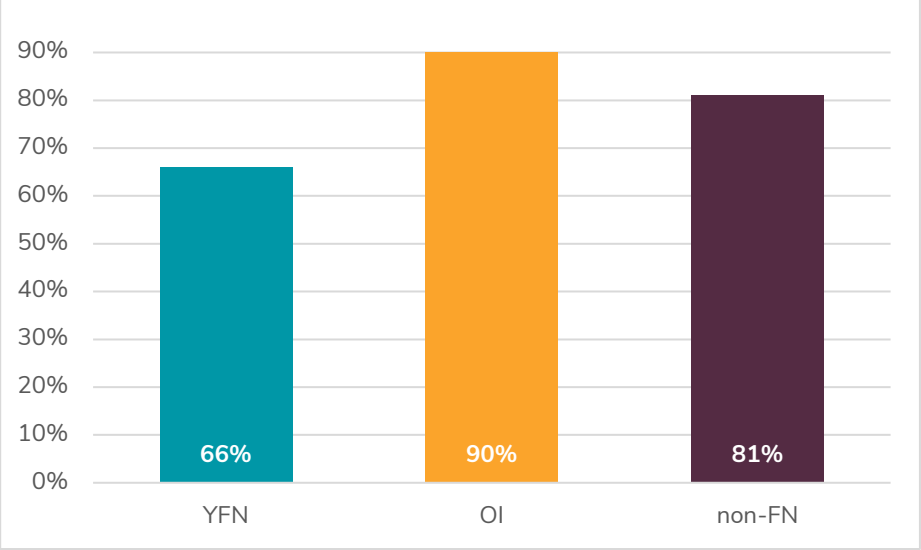
Date Stamp

November 9, 2023 was the data date stamp for students in consideration.

7.1.1 Dogwood Grade 12 Graduation Rate for 2022-23 by Region

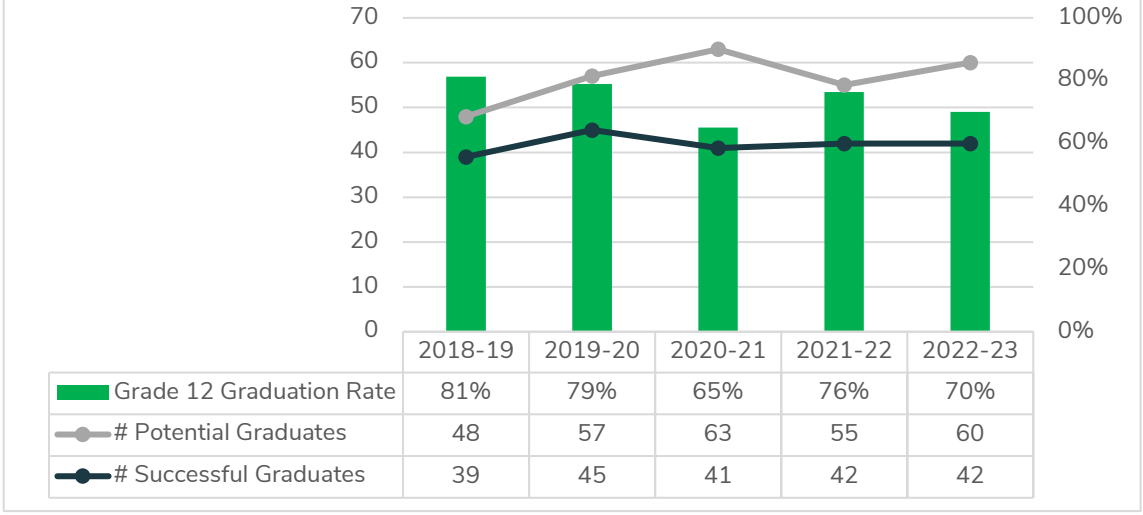


7.1.2 Dogwood Grade 12 Graduation Rate for 2022-23 by Self-Identification



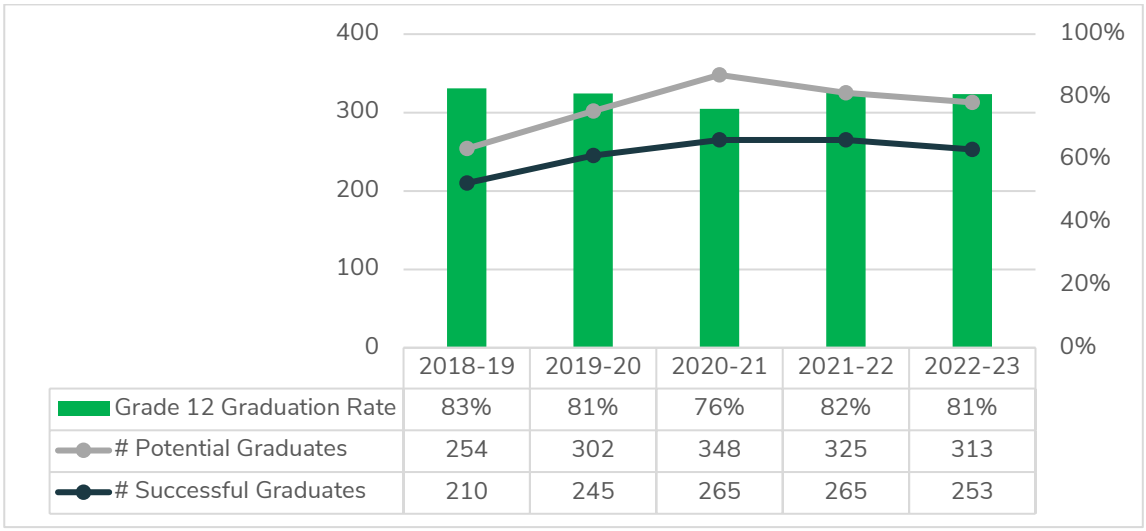
7.1.3 Dogwood Grade 12 Graduation Rate and Student Counts by Region over time

Rural



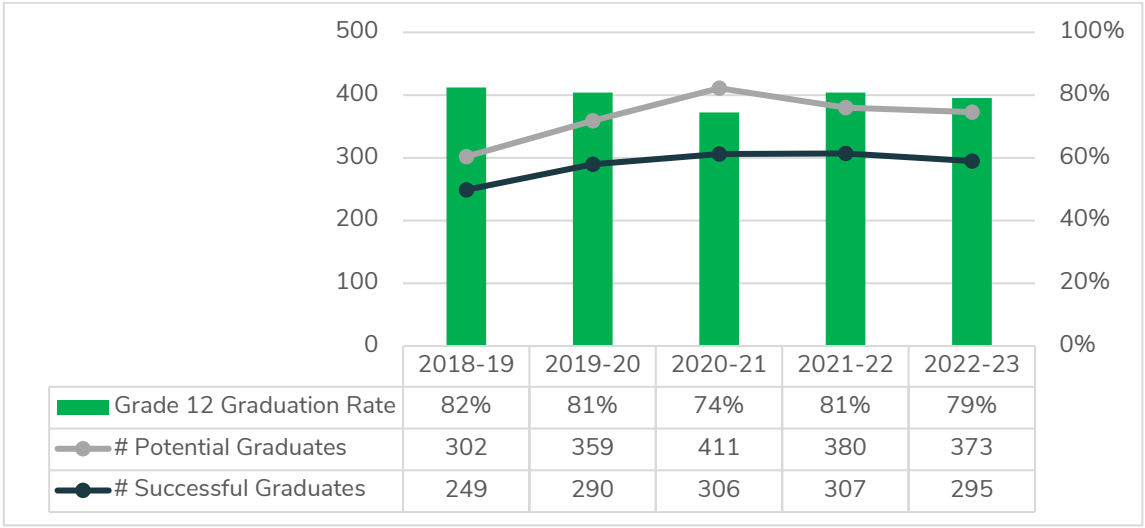
	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 12 Graduation Rate	81%	79%	65%	76%	70%
# Potential Graduates	48	57	63	55	60
# Successful Graduates	39	45	41	42	42

Urban



	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 12 Graduation Rate	83%	81%	76%	82%	81%
# Potential Graduates	254	302	348	325	313
# Successful Graduates	210	245	265	265	253

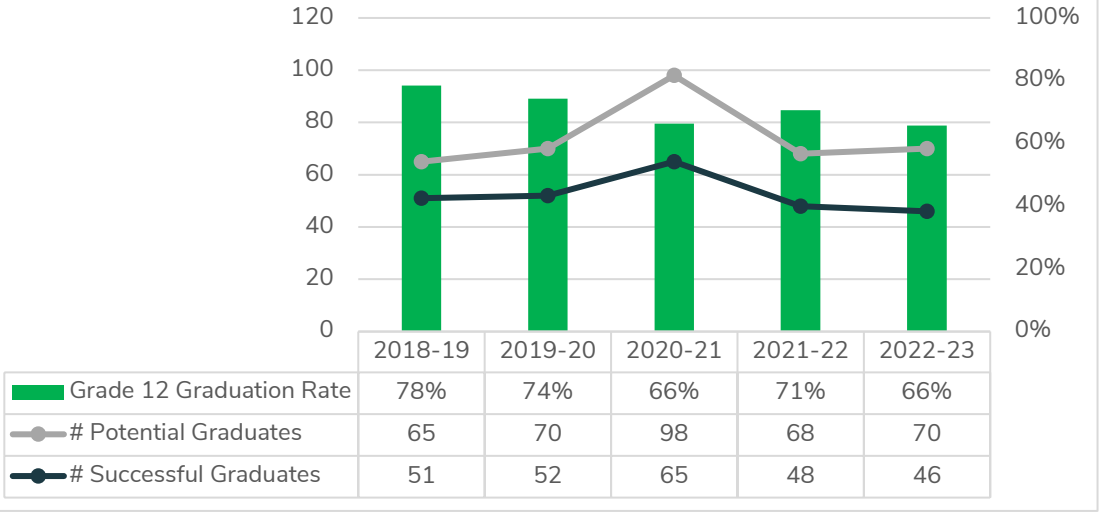
Yukon



	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 12 Graduation Rate	82%	81%	74%	81%	79%
# Potential Graduates	302	359	411	380	373
# Successful Graduates	249	290	306	307	295

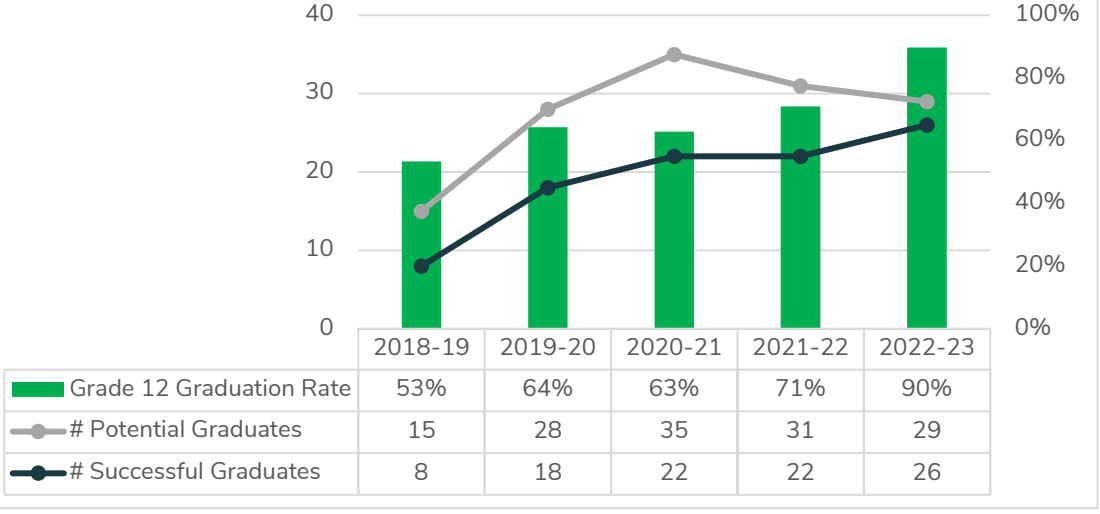
7.1.4 Dogwood Grade 12 Graduation Rate and Student Counts by Self-Identification over time

Yukon First Nations



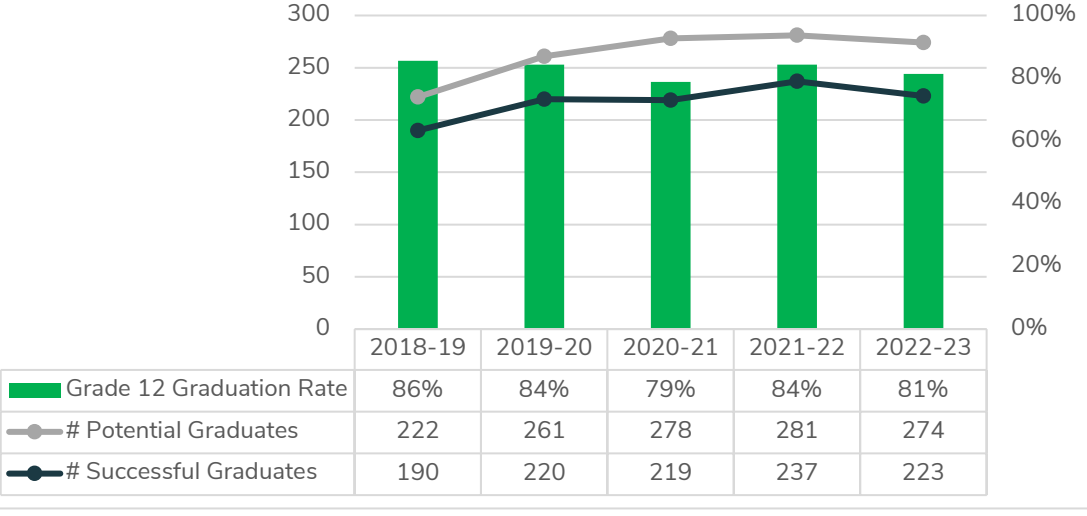
	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 12 Graduation Rate	78%	74%	66%	71%	66%
# Potential Graduates	65	70	98	68	70
# Successful Graduates	51	52	65	48	46

Other Indigenous



	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 12 Graduation Rate	53%	64%	63%	71%	90%
# Potential Graduates	15	28	35	31	29
# Successful Graduates	8	18	22	22	26

non-First Nation



	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 12 Graduation Rate	86%	84%	79%	84%	81%
# Potential Graduates	222	261	278	281	274
# Successful Graduates	190	220	219	237	223

7.2 Six-Year Graduation Rate

The six-year graduation rate examines all students who entered in Grade 8 for the first time in 2017-18 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 Regular or Adult Dogwood diploma. The completion programs are not included.

In general, outmigrants include students who are no longer active or enrolled in the Department of Education student information system during the six-year analysis period (2017-18 to 2022-23).
Here are some possible reasons for outmigrants:

- Withdrawals
- Transfers to a school outside of the Yukon

The cohort is defined as students who are first-time grade 8 enrolled as of the October 2017-18 school year. It also includes students entering the education system in the respective grade and year throughout the timeframe. This methodology follows the British Columbia Ministry of Education Guidelines for the six-year graduation rate (please see BC - 6 years graduation guidelines[3] for more information).

Data Source

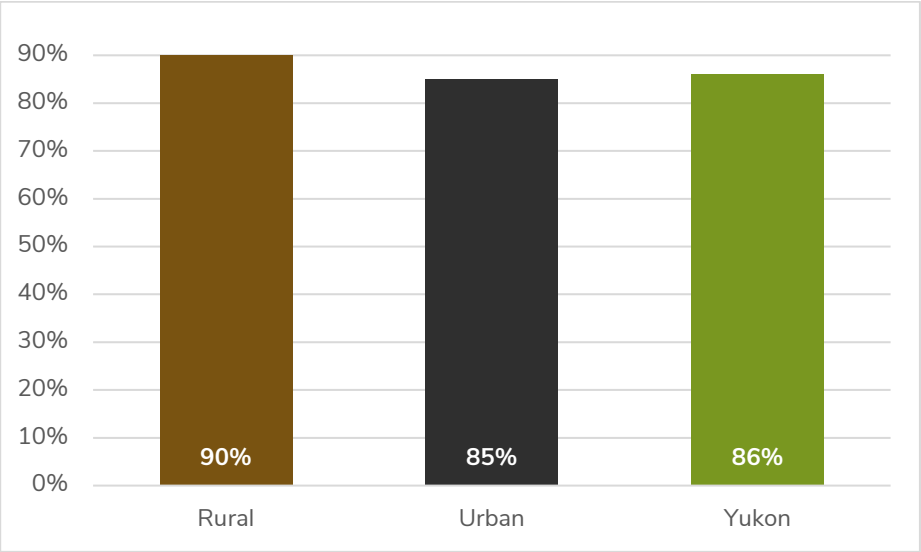
Aspen Student Information System, British Columbia TRAX system and Performance and Analytics Master Model

Date Stamp

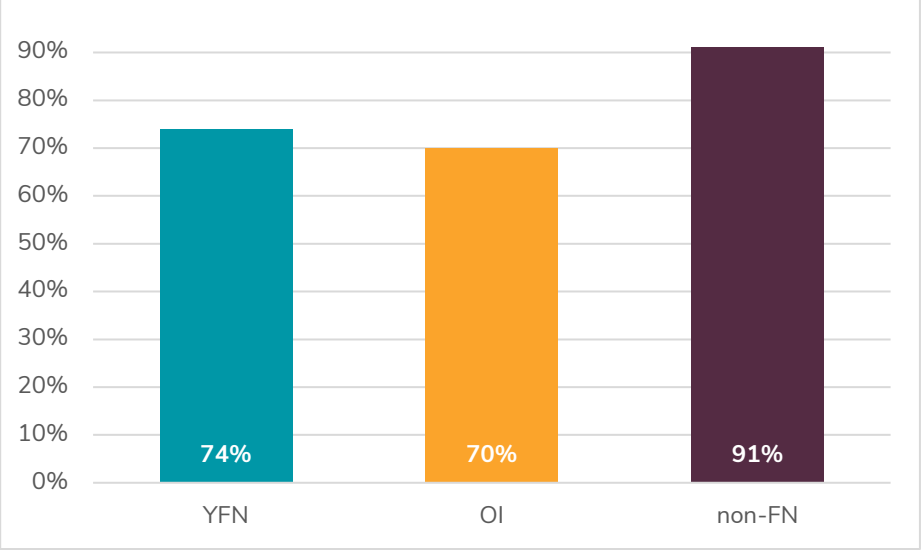
November 9, 2023 was the data date stamp for students in consideration.

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

7.2.1 Six-Year Graduation Rate for 2022-23 by Region

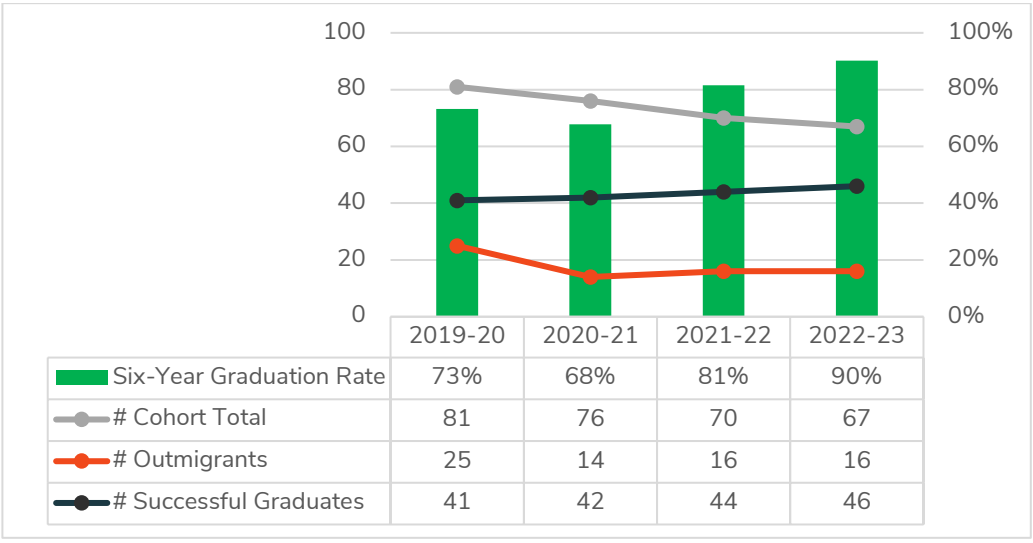


7.2.2 Six-Year Graduation Rate for 2022-23 by Self-Identification



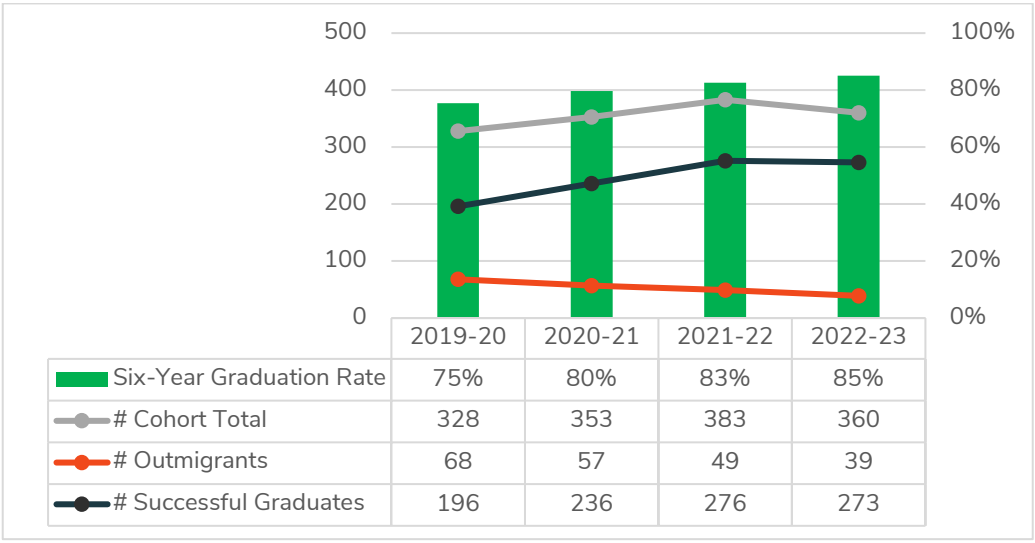
7.2.3 Six-Year Graduation Rate by Region over time

Rural



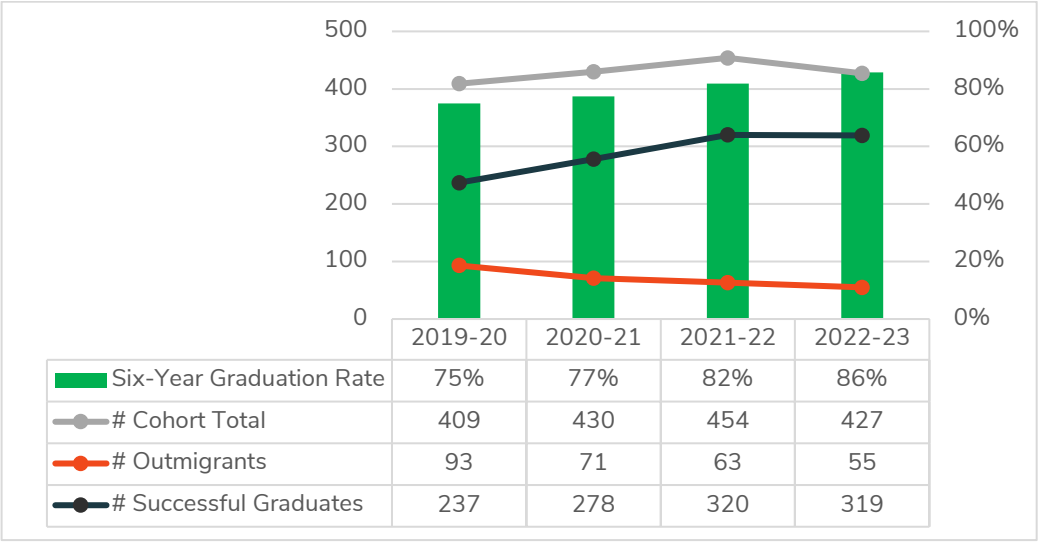
	2019-20	2020-21	2021-22	2022-23
Six-Year Graduation Rate	73%	68%	81%	90%
# Cohort Total	81	76	70	67
# Outmigrants	25	14	16	16
# Successful Graduates	41	42	44	46

Urban



	2019-20	2020-21	2021-22	2022-23
Six-Year Graduation Rate	75%	80%	83%	85%
# Cohort Total	328	353	383	360
# Outmigrants	68	57	49	39
# Successful Graduates	196	236	276	273

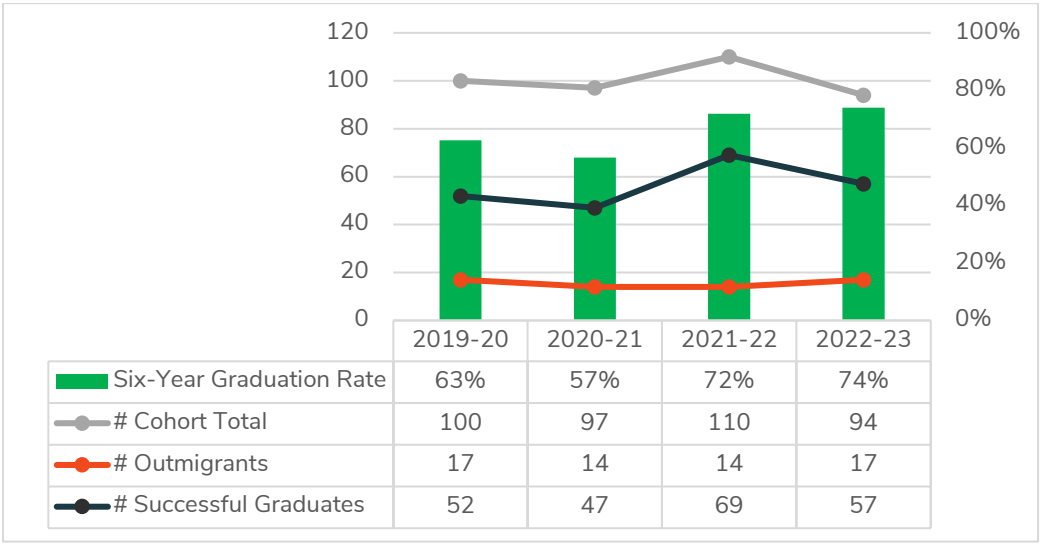
Yukon



	2019-20	2020-21	2021-22	2022-23
Six-Year Graduation Rate	75%	77%	82%	86%
# Cohort Total	409	430	454	427
# Outmigrants	93	71	63	55
# Successful Graduates	237	278	320	319

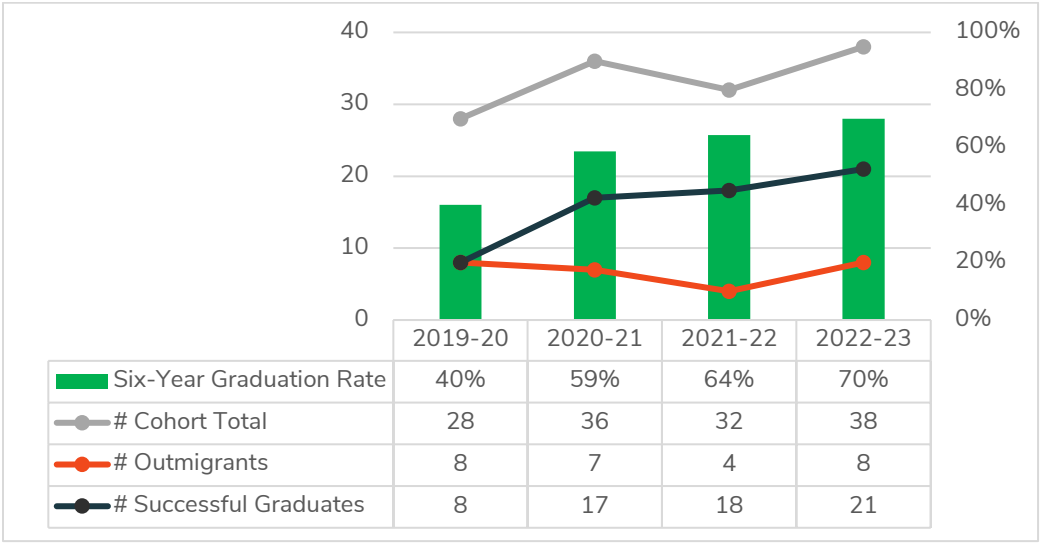
7.2.4 Six-Year Graduation Rate by Self-Identification over time

Yukon First Nations



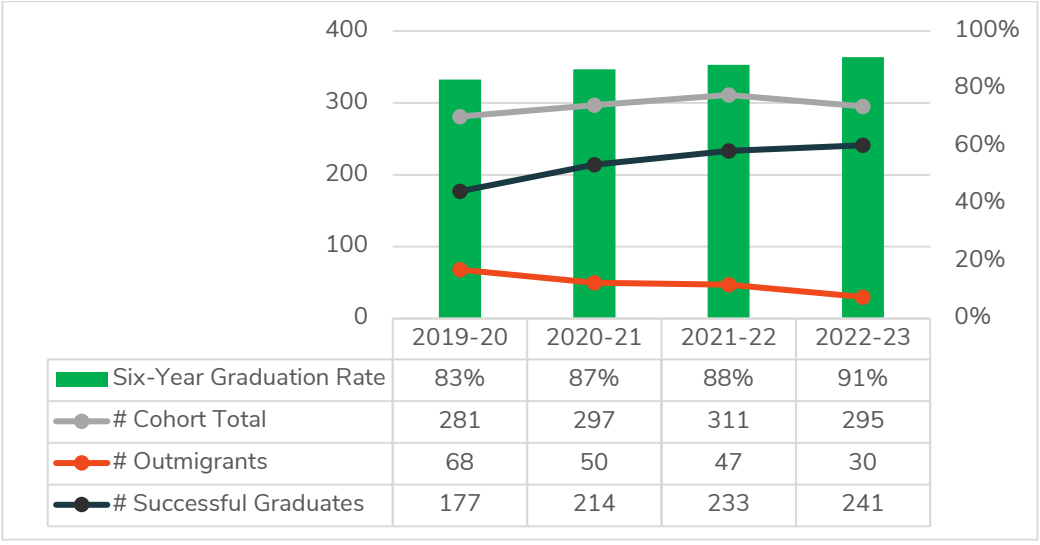
	2019-20	2020-21	2021-22	2022-23
Six-Year Graduation Rate	63%	57%	72%	74%
# Cohort Total	100	97	110	94
# Outmigrants	17	14	14	17
# Successful Graduates	52	47	69	57

Other Indigenous



	2019-20	2020-21	2021-22	2022-23
Six-Year Graduation Rate	40%	59%	64%	70%
# Cohort Total	28	36	32	38
# Outmigrants	8	7	4	8
# Successful Graduates	8	17	18	21

non-First Nation



	2019-20	2020-21	2021-22	2022-23
Six-Year Graduation Rate	83%	87%	88%	91%
# Cohort Total	281	297	311	295
# Outmigrants	68	50	47	30
# Successful Graduates	177	214	233	241

8 Attendance

Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health), 2019-20 attendance was only recorded up to March 17, 2020. As such, 2019-20 absenteeism statistics are not comparable to other years. Additionally, 2020-21 and 2021-22 attendance was also impacted by COVID-19.

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

Absent days include all excused and unexcused absences but do not include absences from school-related activities.

Absent days do not include days recorded for the Early Learning (EL) grade level or the Individual Learning Centre. Attendance captured at Wood Street Program is included in the urban area.
Absent days are either summarized by Attendance school (for Average Absent Days) or by Student (for Student Distribution by Number of Absent Days)

Attendance school

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

Enrolment school

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

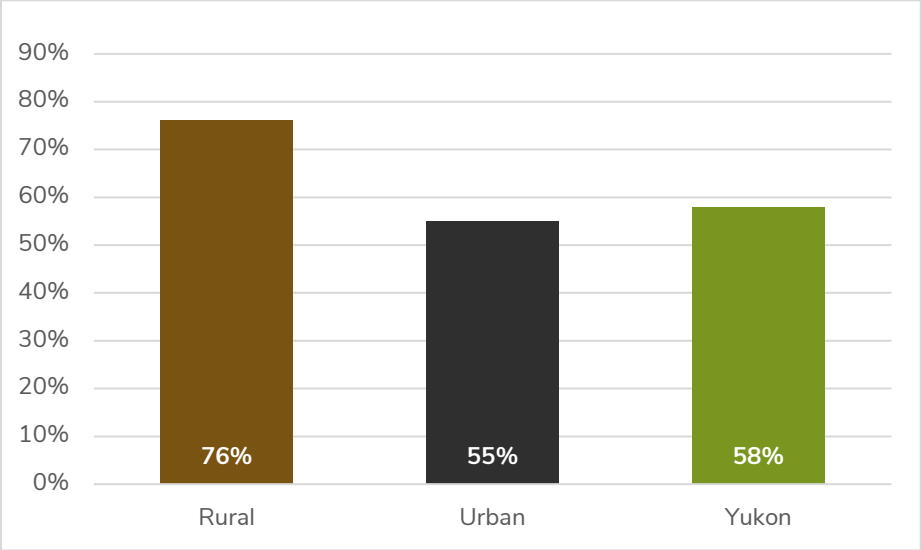
Data Source

Aspen Student Information System and Performance and Analytics Attendance Module.

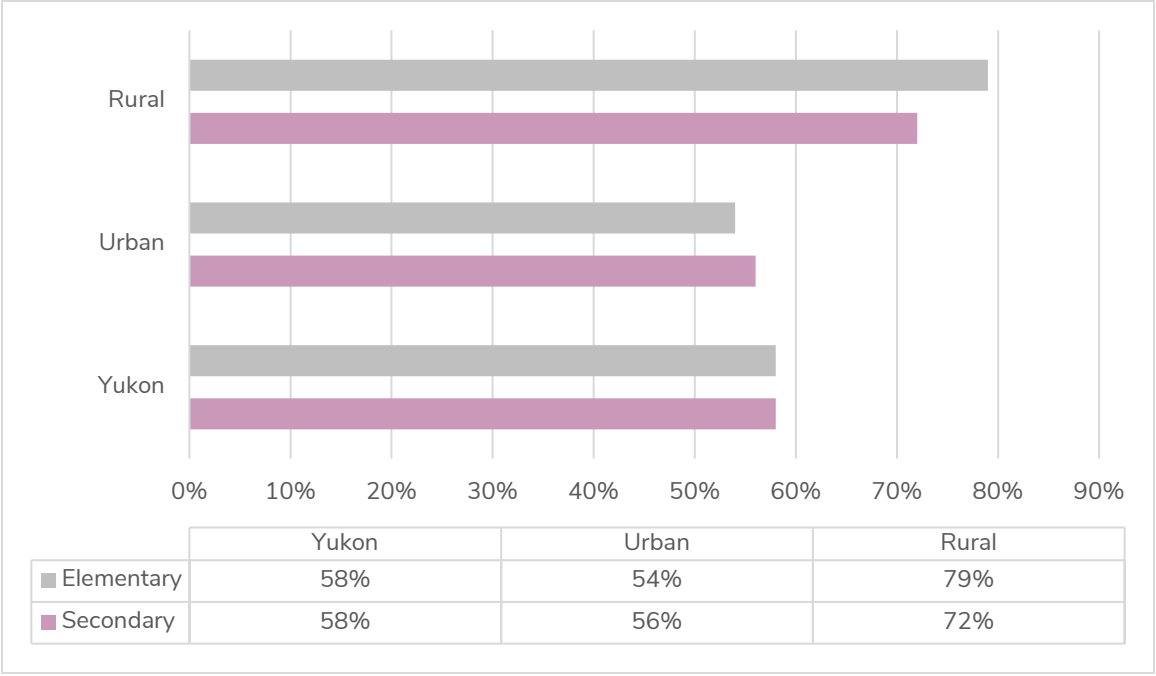
Date Stamp

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

8.1 20 or more days absent Student Count Ratios for 2022-23 by Region and Yukon-Wide

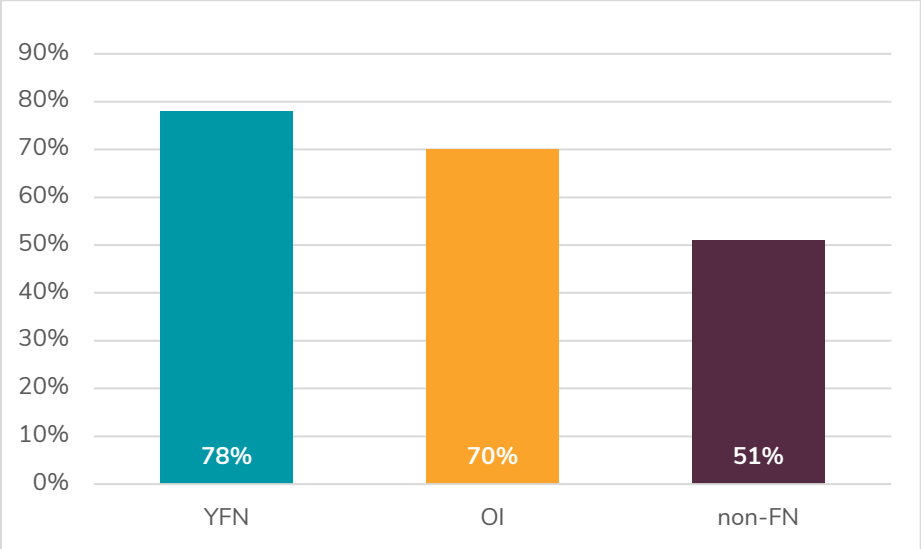


8.2 20 or more days absent Student Count Ratios for 2022-23 by Grade Range, Region

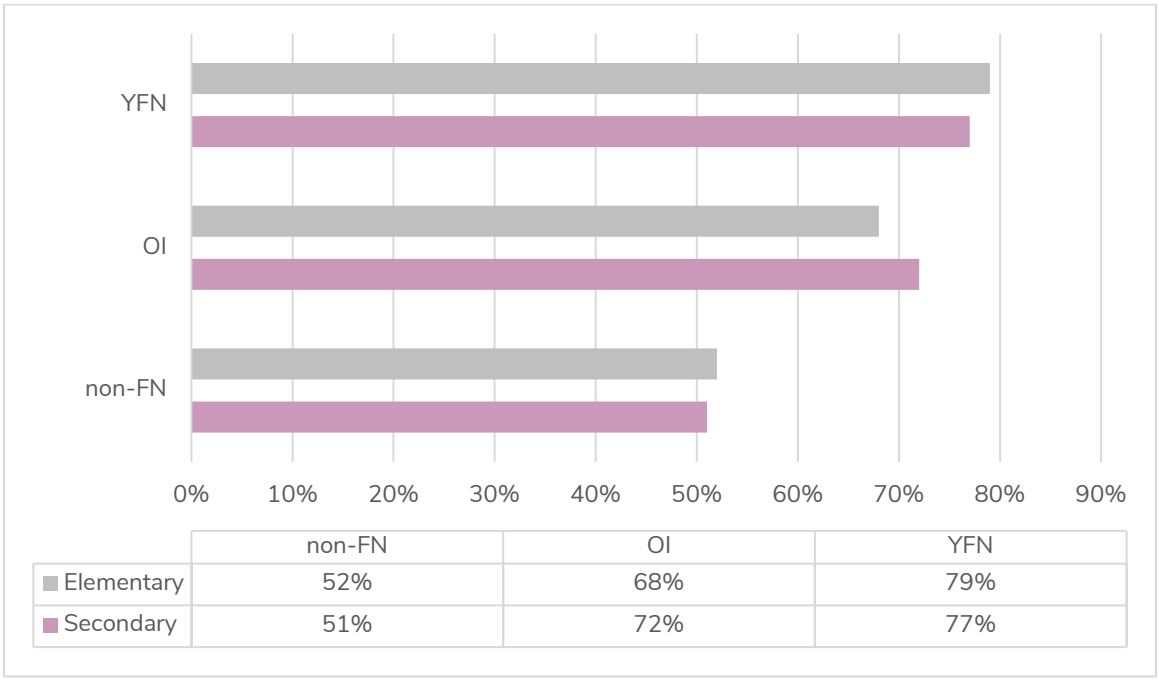


	Yukon	Urban	Rural
Elementary	58%	54%	79%
Secondary	58%	56%	72%

8.3 20 or more days absent Student Count Ratios for 2022-23 by Self-Identification

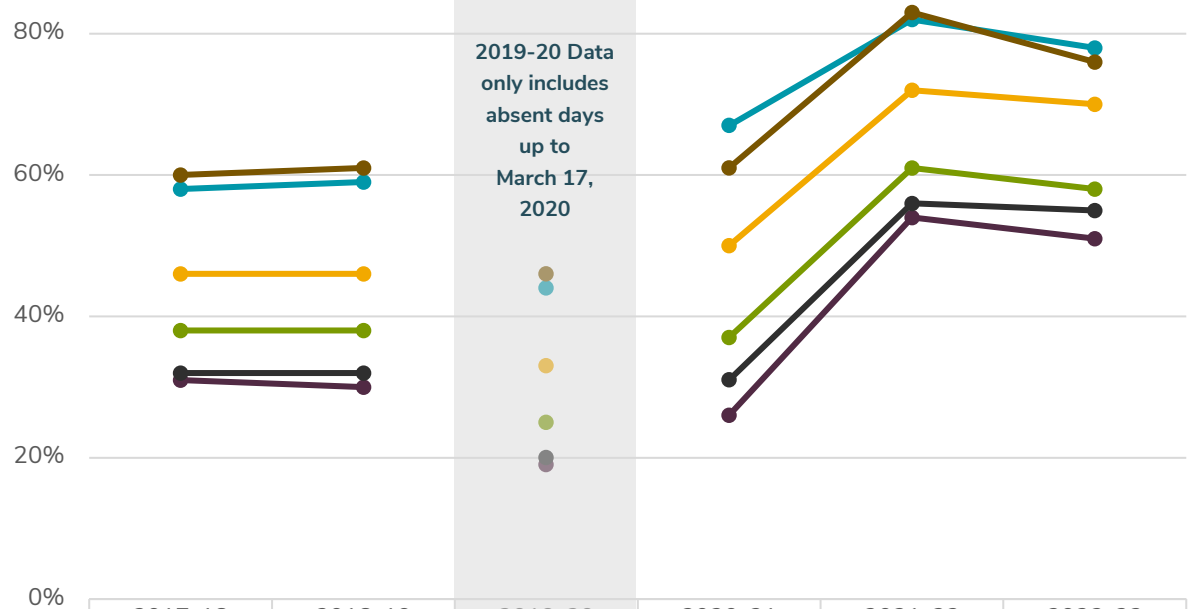


8.4 20 or more days absent Student Count Ratios for 2022-23 by Grade Range and Self-Identification



	non-FN	OI	YFN
Elementary	52%	68%	79%
Secondary	51%	72%	77%

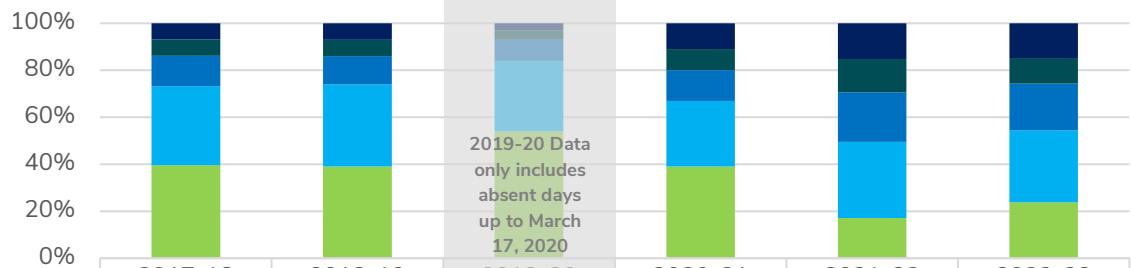
8.5 20 or more days absent Student Count Ratios over time



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
YFN	58%	59%	44%	67%	82%	78%
OI	46%	46%	33%	50%	72%	70%
non-FN	31%	30%	19%	26%	54%	51%
Rural	60%	61%	46%	61%	83%	76%
Urban	32%	32%	20%	31%	56%	55%
Yukon	38%	38%	25%	37%	61%	58%

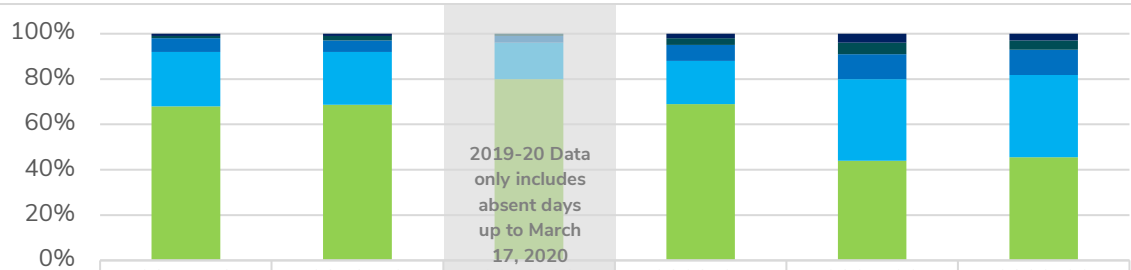
8.6 Distribution of Students by Absent Category Ratios and Region over time

Rural



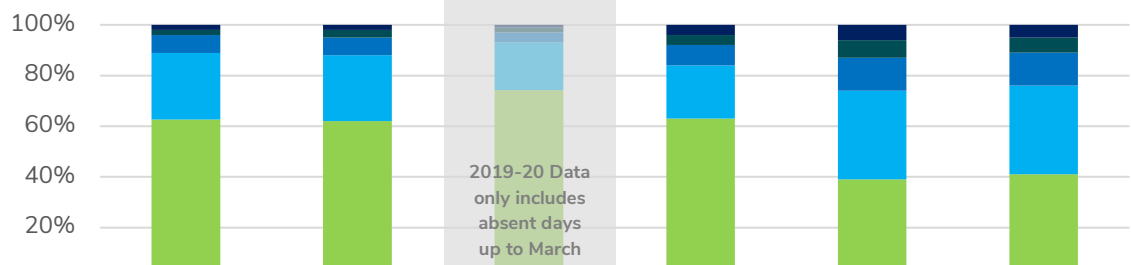
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
80 or more days	7%	7%	3%	11%	15%	15%
60 to 79 days	7%	7%	4%	9%	14%	11%
40 to 59 days	13%	12%	9%	13%	21%	20%
20 to 39 days	34%	35%	30%	28%	32%	31%
less than 20 days	40%	39%	54%	39%	17%	24%

Urban



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
80 or more days	1%	1%	0%	2%	4%	3%
60 to 79 days	1%	2%	1%	3%	5%	4%
40 to 59 days	6%	5%	3%	7%	11%	11%
20 to 39 days	24%	23%	16%	19%	36%	36%
less than 20 days	68%	68%	80%	69%	44%	45%

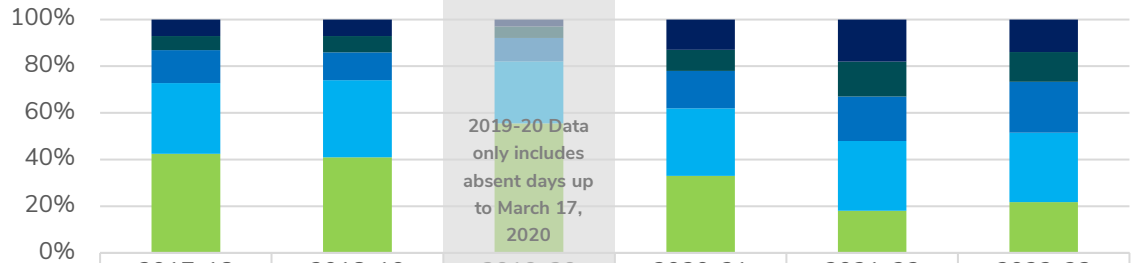
Yukon



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
80 or more days	2%	2%	1%	4%	6%	5%
60 to 79 days	2%	3%	2%	4%	7%	6%
40 to 59 days	7%	7%	4%	8%	13%	13%
20 to 39 days	26%	26%	19%	21%	35%	35%
less than 20 days	62%	62%	75%	63%	39%	41%

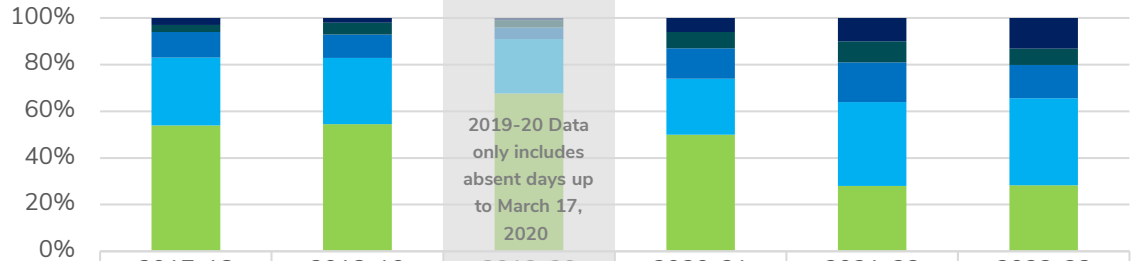
8.7 Distribution of Students by Absent Category Ratios and Self-Identification over time

Yukon First Nations



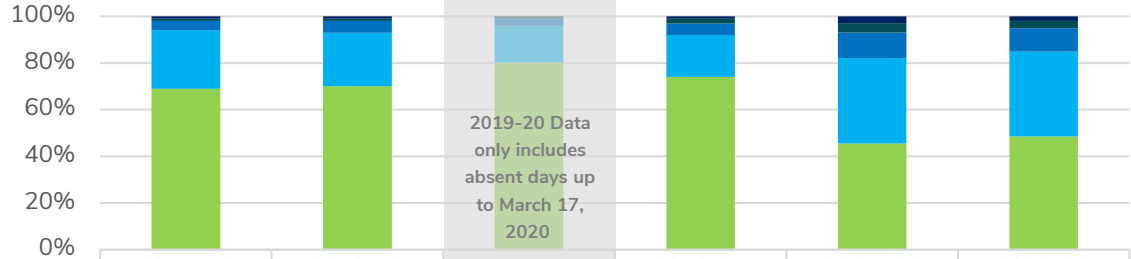
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
80 or more days	7%	7%	3%	13%	18%	14%
60 to 79 days	6%	7%	5%	9%	15%	13%
40 to 59 days	14%	12%	10%	16%	19%	22%
20 to 39 days	30%	33%	27%	29%	30%	30%
less than 20 days	42%	41%	56%	33%	18%	22%

Other Indigenous



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
80 or more days	3%	2%	1%	6%	10%	13%
60 to 79 days	3%	5%	3%	7%	9%	7%
40 to 59 days	11%	10%	5%	13%	17%	14%
20 to 39 days	29%	28%	23%	24%	36%	37%
less than 20 days	54%	54%	67%	50%	28%	28%

non-First Nation



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
80 or more days	1%	1%	0%	1%	3%	2%
60 to 79 days	1%	1%	1%	2%	4%	3%
40 to 59 days	4%	5%	3%	5%	11%	10%
20 to 39 days	25%	23%	16%	18%	37%	36%
less than 20 days	69%	70%	81%	74%	46%	48%