

2012 High School Exit Survey Report



This report was written by Rachel Westfall at the Yukon Bureau of Statistics, on behalf of the Advanced Education Branch, Department of Education, Government of Yukon. The project was funded by the Government of Yukon and the Government of Canada, through the Canada/Yukon Labour Market Agreement.

For more information, contact ybsinfo@gov.yk.ca.

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Introduction

The Yukon High School Exit Survey is a multi-year study which was initiated in 2010 by the Department of Education, Government of Yukon. The purpose of the study is to capture information about the high school experiences and post-secondary pursuits of cohorts of individuals who have attended high school in Yukon, and have recently left or graduated. Each cohort will be surveyed twice: once the year following their expected high school graduation date, and a second time two years after the initial survey. The information gathered in the survey is used to inform policy and programming in the Department.

This report details the results from the inaugural survey of the 2012 cohort. The survey was conducted in July and August, 2012.

The survey covered the following topics:

- Success in high school,
- High school programming,
- Work experience, and
- Transitioning to post-secondary education and the work force.

Methodology

The 2012 Survey was a census of all individuals who are part of a cohort that could potentially have graduated from high school in June, 2011. These individuals were identified from Yukon's high school registration files for the following grades and years: grade 8 students in 2006, grade 9 students in 2007, grade 10 students in 2008, grade 11 students in 2009, and grade 12 students in 2010.

While efforts were made to reach everyone in the cohort, current contact information was not available for many individuals. Also, some people did not wish to participate in the survey.

There is not enough information available about the non-participants to allow us to estimate and correct for non-response bias. Accordingly, the results presented in this report are only indicative of the experiences of those individuals who participated in the survey, and they are not representative of the entire cohort.

The field work took place over a 6 week period. Each interview took approximately 15 minutes to complete. Interviews were conducted over the phone, and data were entered into a computer-assisted telephone interviewing (CATI) platform. The questionnaire included a number of closed-ended and open-ended questions. The 2012 High School Exit Survey questionnaire is appended to this report (Appendix 1), as is the Field Operations Report (Appendix 2).

After the field work was completed, the dataset was extracted and imported into SAS for coding and analysis. The Bureau of Statistics thematically analyzed and coded the open-ended questions.

Respondent demographics

Out of 753 potential respondents for the follow-up survey, there were 176 completed surveys. Though many potential participants could not be reached by the interviewers, of those who were reached, the refusal rate was moderate at 27%.

Of those who participated in the survey, 47% were male, and 53% were female. Nearly all the respondents (94%) lived in Yukon at the time of the survey. The remainder lived in other parts of Canada.

Sixty-four percent of the follow-up survey respondents did not self-identify as aboriginal. Twenty-three percent said they belonged to a Yukon First Nation, while 12% were either part of another First Nation or were Inuit, Métis or mixed. Meanwhile, 12% of respondents self-identified as a member of a visible minority.

Results and discussion

This section of the report describes the main findings of the survey. The results are presented question by question as we move through the four broad topics covered by the questionnaire:

- Success in high school,
- High school programming,
- Work experience, and
- Transitioning to post-secondary education and the work force.

Respondent demographics were used for comparative purposes in the analysis. Wherever the number of respondents was high enough, the data have been broken out by the following sub-groups of respondents:

- Males versus females;
- Those who self-identified as aboriginal, versus those who did not;
- Those who relocated or lived in a student residence to attend high school, versus those who did not;
- Those who had completed high school and/or some post-secondary programming as of the summer of 2012, versus those with less than a high school education.

While the body of this report highlights and illustrates the findings from the 2012 High School Exit Survey, not all data points can be included in the text of the report. Appendix 3 contains the data tables to support all the figures in this report.

A. Success in high school

This section of the questionnaire included questions about students' learning, difficulties in keeping up with coursework, and whether they would have benefited from a course on learning and studying techniques. There were also questions about the supports and challenges the respondents had while in high school, and they were asked if they had ever dropped out or taken time off from school before graduating.

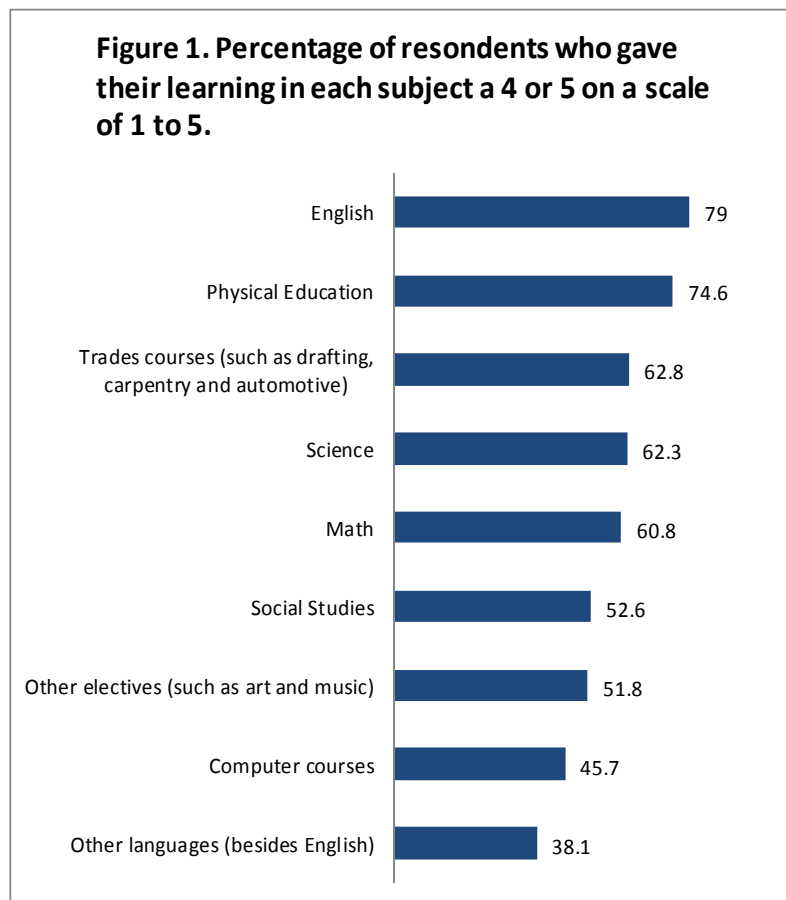
In high school, to what extent do you believe that you learned what you needed to succeed in the following subjects?

Respondents were asked to respond to this question for each subject on a scale of 1 to 5, where 1 meant 'nothing you needed' and 5 meant 'everything you needed.' The highest scores were in English and Physical Education, while other languages (such as French and Athapaskan) were scored lowest. These percentages only include respondents who took courses of each type.

Some demographic groups were more likely than others to say they learned what they needed to succeed in their courses. Some highlights are presented here; for full details, see Appendix 3.

The respondents whose highest educational attainment was less than high school graduation or equivalency were much less likely than others to rate their learning in Math, Science, English, Social Studies and Physical Education as a 4 or 5. However, they were more likely than others to give a 4 or 5 to their learning in Computer courses and Trades courses.

The respondents who relocated or stayed in residence to attend high school gave similar ratings to their learning as other respondents in most of the academic courses. However, more of these respondents gave lower scores to their learning in Social Studies, Computer courses, and other electives. They were slightly more likely than others to rate their learning in trades as a 4 or 5.



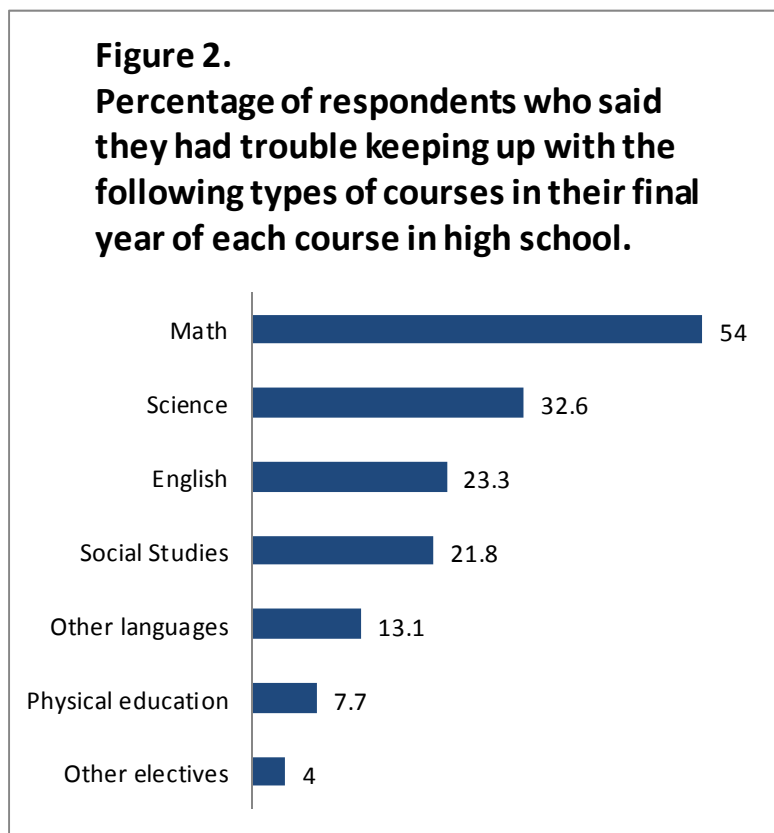
Males and females were fairly similar in how they rated their learning in Math, Computer courses and Physical Education. However, females were more likely than males to give a 4 or a 5 to their learning in Science, English, other languages, Social Studies, and other electives. Males were more likely than females to rate their learning as a 4 or 5 in Trades courses.

Aboriginal and non-aboriginal respondents were similar in how they rated their learning in Math, English, other languages, Computer courses, and Trades courses. However, Aboriginal respondents were slightly more likely than others to rate their learning in Physical Education as a 4 or 5. They were much less likely than others to rate their learning in Science and Social Studies as a 4 or 5.

In your final year of each course in high school, which courses did you have trouble keeping up with?

Regarding their final year of each course, the respondents were most likely to say they had difficulty keeping up with Math, followed by Science, English and Social Studies. Very few respondents said they had difficulty keeping up with electives or Physical Education; so few said they had difficulty with Computer courses or Trades courses that the number of respondents could not be published (it was less than 5). See Figure 2.

Due to small numbers in some categories, we can only look for demographic patterns in the top four courses: Math, Science, English, and Social Studies.

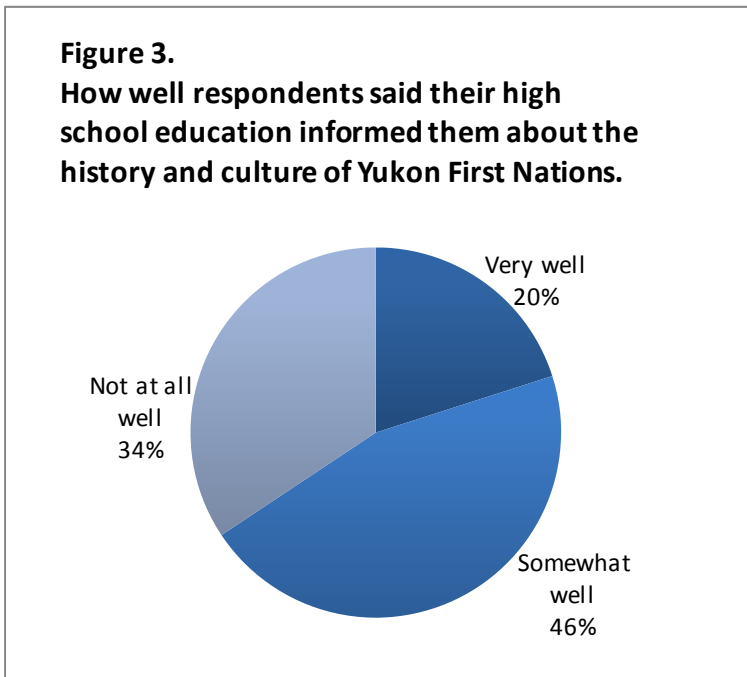


Those who had less than a high school education and those who relocated or stayed in residence for high school were more likely than others to say they had trouble keeping up with Math, Science, English, and Social Studies in their final year of those classes. Males and aboriginal respondents were more likely than others to say they had difficulty keeping up with English and Social Studies. See Appendix 3 for details.

How well did your high school education inform you about the history and culture of Yukon First Nations?

Responses to this question were mixed, with around two-thirds of the respondents saying their high school education informed them about the history and culture of Yukon First Nations very well or somewhat well. See Figure 3.

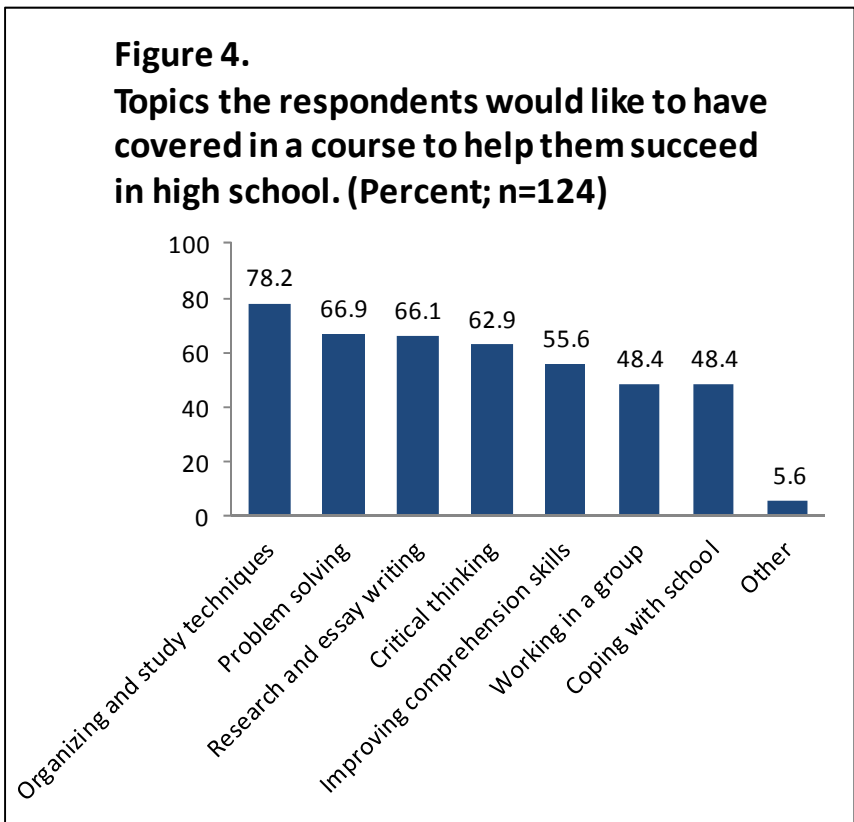
Females, non-aboriginal respondents, those with at least a high school education, and those who did not relocate or stay in residence for high school were more likely than others to say their high school education informed them 'not at all well' about the history and culture of Yukon First Nations. For details, see Appendix 3.



Do you think a course offering techniques such as preparing for classes, techniques for studying, or problem-solving would have helped you succeed in high school?

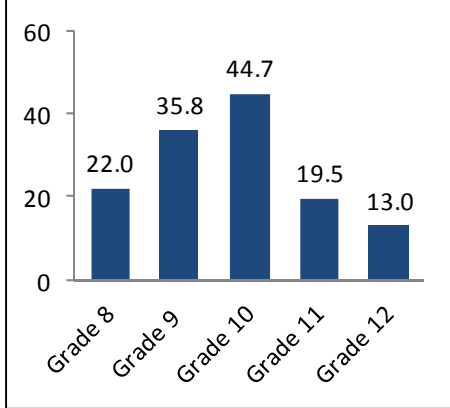
Sixty-six percent of respondents said they would have benefitted from such a course; 4% said they didn't know, and 30% said it would not have helped them succeed in high school.

We asked the 70% of respondents who answered 'yes' or 'don't know' to the above question what they would have liked to learn in such a course. Some options were presented from a list, and they could say 'yes' to any



number of those options. Organizing and study techniques came out on top. All the options are summarized Figure 4.

Figure 5.
Percentage of respondents who thought a course to help them succeed in high school would be most useful in each of the following grades. Multiple responses were allowed. (n=123)



Did any of the following add to your success during high school?

We asked what sorts of supports the respondents had benefitted from during high school. Most said they had benefitted from supportive parents or family (84%), supportive friends at school (78%), interesting courses, (73%), a good principal (62%) or supportive counselors (56%). One item—good teachers—was erroneously omitted from the checklist, and a number of respondents mentioned it anyway (11%).

Did any of the following take away from your success during high school?

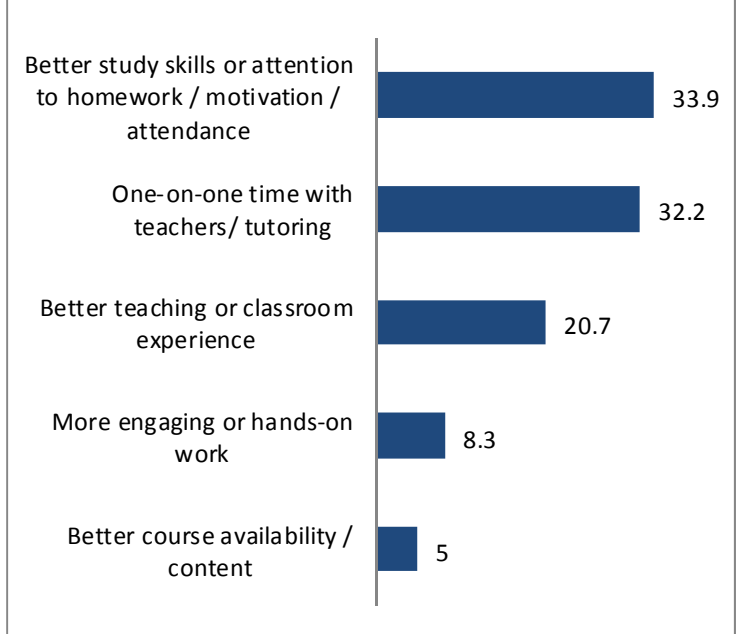
We also asked the respondents what detracted from their success during high school, if anything. A number of possible issues were listed. Nearly half the respondents cited ‘poor attendance’ as a problem for them; while more than one-third said they had trouble getting along with teachers. Other problems were experienced by many of the respondents. Only 6% of

Most respondents said they thought such a course would be most useful in grade 9 or 10. See Figure 5.

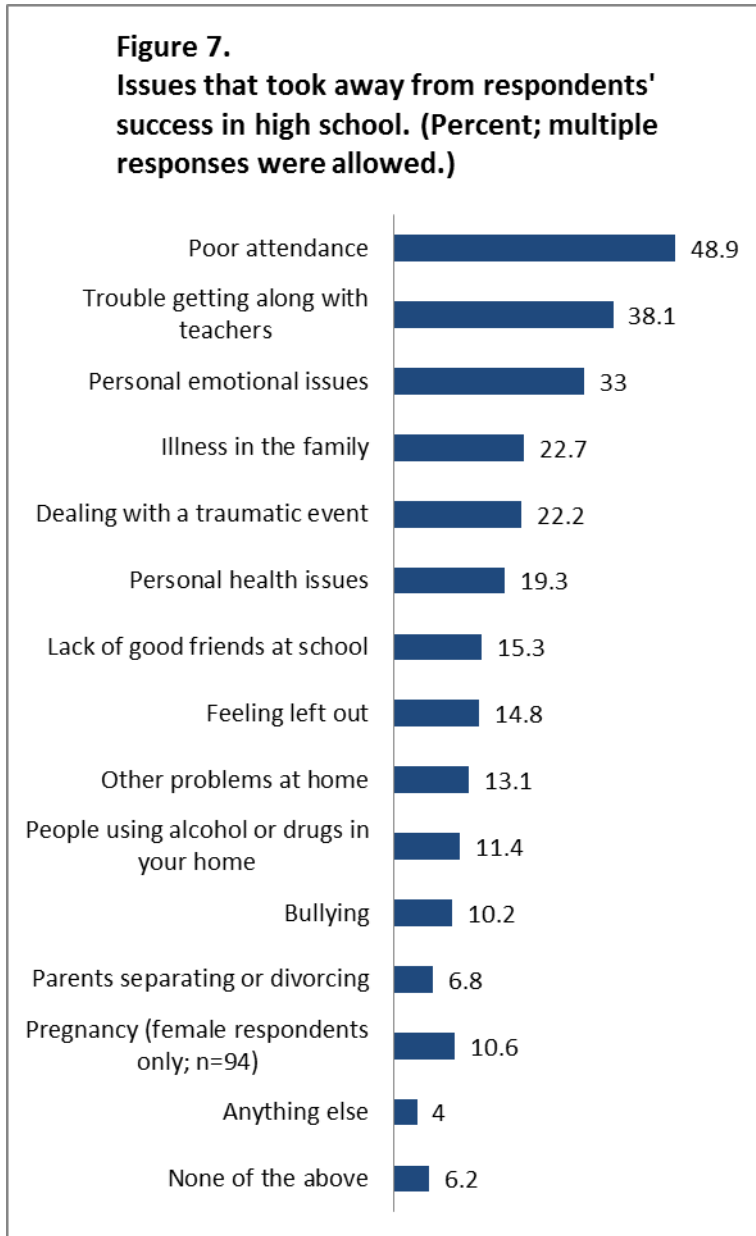
What, if anything, do you think would have helped you do better in your courses?

This was an open-ended question which generated 121 responses. The responses were coded into five thematic categories. They ranged from personal factors such as better study skills, to external factors such as a better classroom experience. See Figure 6.

Figure 6.
Factors that respondents said would have helped them do better in their courses. (Percent; n=121)



respondents said they hadn't faced any issues that took away from their success during high school. See Figure 7.



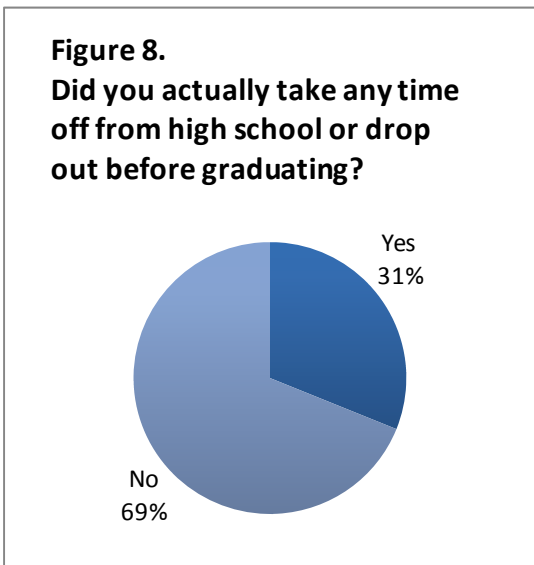
Were you encouraged to finish high school by any of the following people?

Most respondents (92%) said they were encouraged by their families to finish high school. The vast majority were also encouraged by their teachers, principal or counselor (78%), by friends at school (74%), or by friends outside of school (76%). Some (12%) said they were also encouraged by other people to finish high school.

Did you ever think about taking time off from high school or dropping out at any time before graduating?

Thirty-nine percent of the respondents said they had thought about dropping out or taking time off before graduating from high school. Respondents with less than a high school education (73%) were much more likely than those with at least a high school education (32%) to say they had thought about taking time off from high school. Also, aboriginal respondents and those who relocated or stayed in residence for high school were more likely than others to say they thought about taking time off. Males were slightly more likely than females to say they thought about taking time off or dropping out of high school. For details, see Appendix 3.

Did you actually take any time off from high school or drop out before graduating?



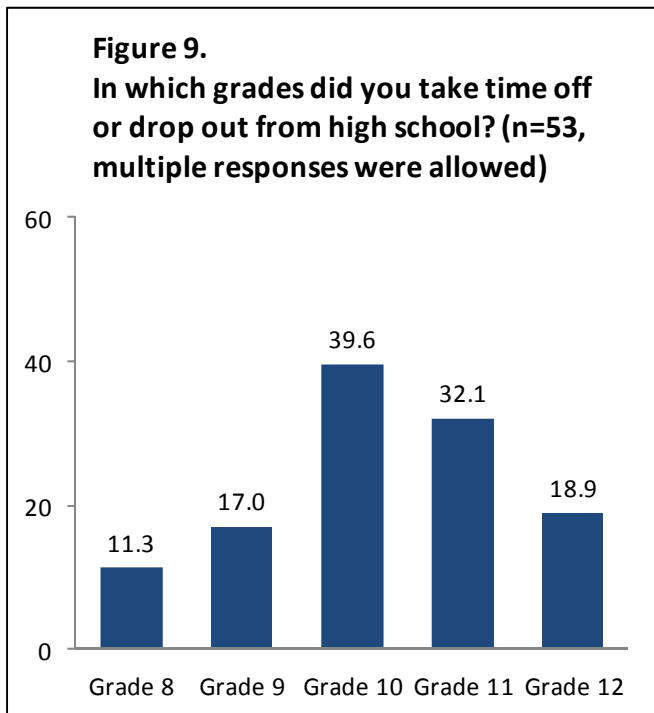
Thirty-one percent of the respondents said they took time off or dropped out before graduating from high school. This included all of the respondents who have achieved less than a high school education, as well as some of those who have since graduated from high school or completed some post-secondary education or training.

Aboriginal respondents (53%) were much more likely than non-aboriginal respondents (18%) to say they took time off or dropped out of high school. Also, those who relocated or stayed in residence for high school (61%) were much more likely than others (24%) to have taken time off or dropped out.

For those who had dropped out or taken time off, we asked what grade or grades they had left high school. More than half of them had left school in grade 10 or 11. See Figure 9.

Most of those who left high school before graduating cited personal issues (52%) or lack of interest (36%). Some said they left for work (23%), because they had problems passing tests or courses (21%), or for some other reason (21%). Some had more than one reason for leaving school.

Sixty-five percent of the respondents who had left high school early ended up going back. Females and non-aboriginal



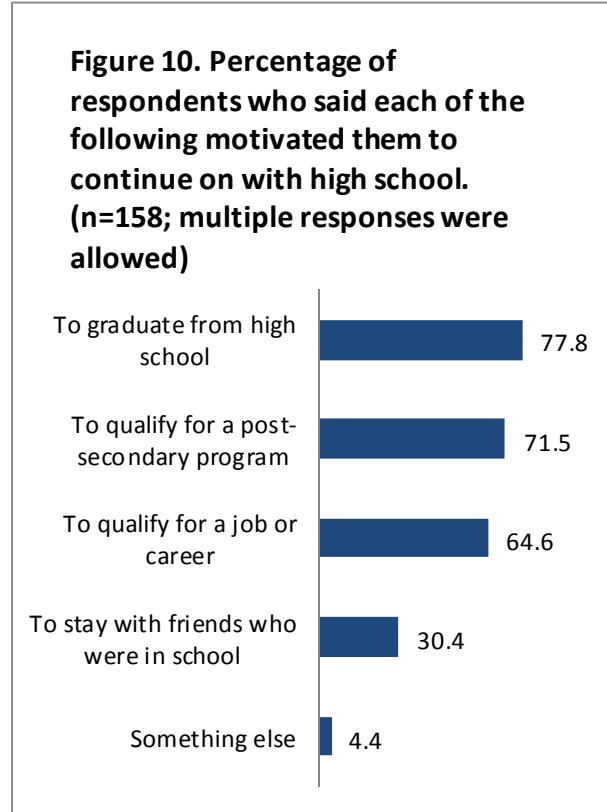
respondents were somewhat more likely than others to return to high school. See Appendix 3 for full details.

All those who went back to school said it was because they wanted to graduate or to pursue post-secondary studies, and/or they were encouraged by family or friends to finish school.

Those who didn't go back to school said it was because they didn't want to, they had started working or doing some college courses, or they had plans to go back and finish high school or a GED soon.

What were your main motivations for continuing on with high school?

Most of the respondents who stayed in school (or returned after taking time off) said they were motivated to graduate, to qualify for a post-secondary program, or to qualify for a job or career. Some said they wanted to stay with friends who were in school, and a few said they had some other motivation: either the encouragement of a family member, or enjoyment of school. See Figure 10.



B. High school programming

What high schools have you ever attended?

We asked the respondents to list the high schools they had attended. They were able to list several schools if necessary, and some listed as many as 4 different schools.

Nearly 40% had attended Porter Creek Secondary School, 35% had attended F.H. Collins Secondary School, and 21% had attended Vanier Catholic Secondary School. See Figure 11.

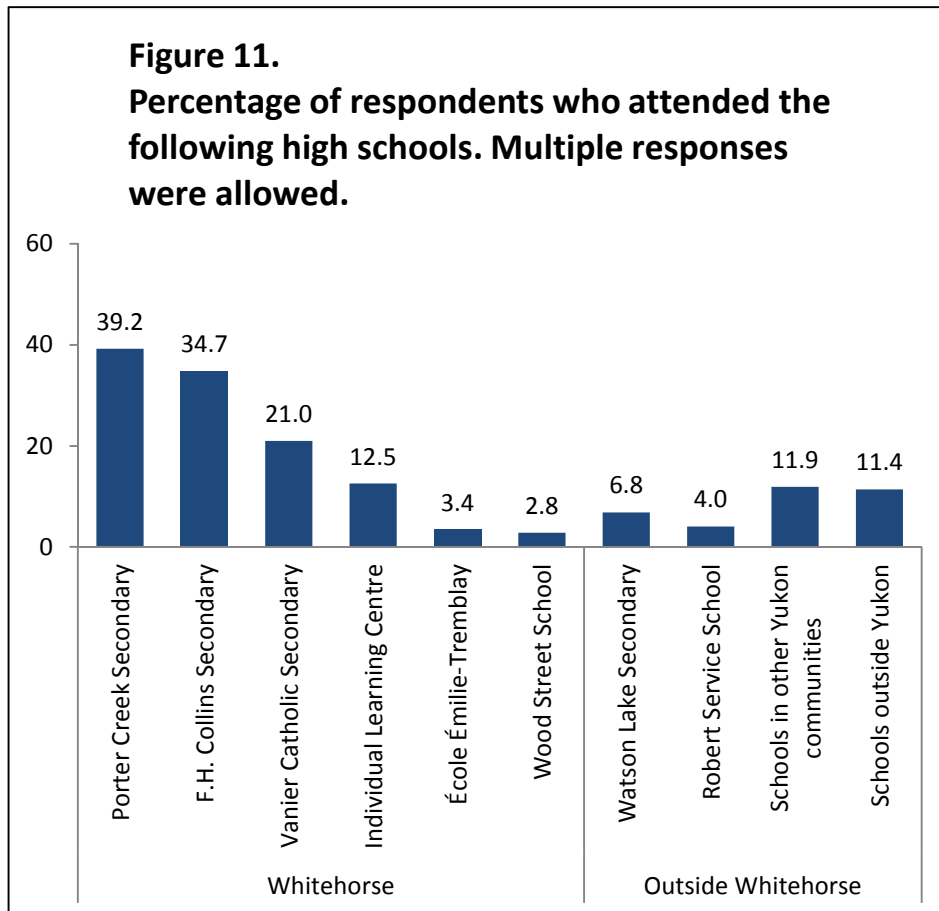
All told, 88% of the respondents had attended a high school or the Individual Learning Centre in Whitehorse. Meanwhile, 23% of the respondents had attended a high school in a Yukon community outside Whitehorse. Eleven percent of the respondents had attended a high school outside Yukon.

All told, 37% of the respondents had attended more than one high school. We asked them to tell us their main reason for switching schools. Their reasons varied:

- Looking for better course availability (17 respondents),
- Personal problems at school (17 respondents),
- Needed to switch to complete higher grades (15 respondents),

- Family moved (14 respondents),
- Or something else (13 respondents).

Personal problems at school varied; some said they didn't like the school environment or they had conflicts with school staff or other students, while others said they had been expelled. Those who said they left a high school for some other reason cited similar concerns, or said they had personal problems at home.



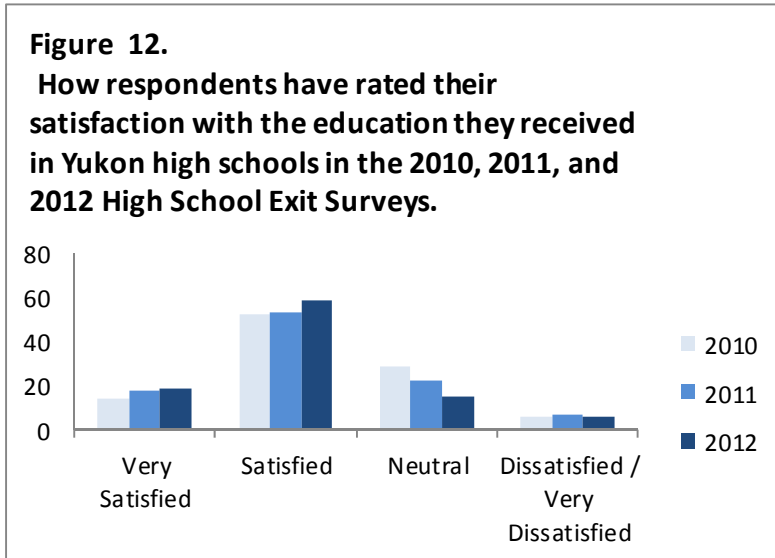
Overall, how would you rate your satisfaction with the education you received in high school in the Yukon?

Seventy-seven percent of respondents said they were satisfied or very satisfied with the education they received in Yukon high schools. Aboriginal respondents (69%) were somewhat less likely than non-aboriginal respondents (82%) to say they were satisfied with their Yukon high school education. Similarly, those who relocated or lived in residence to attend high school (68%) were less likely than others (79%) to say they were satisfied or very satisfied. Those with less than a high school education (63%) were less likely to say they were satisfied than those with at least a high school education or equivalent (80%). There was very little difference between males and females.

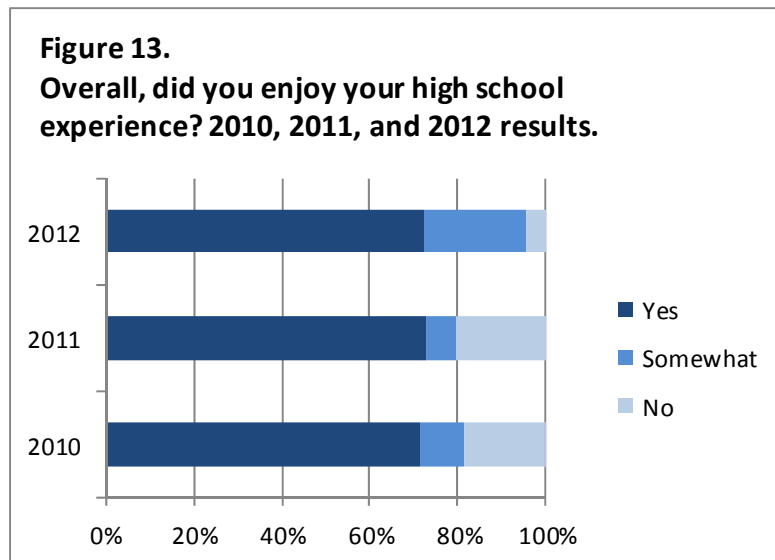
We have collected this information in the last 3 successive High School Exit Surveys. There have been slight increases over time in the 'Very Satisfied' and 'Satisfied' categories, and slight decreases in the 'Neutral' and 'Dissatisfied' categories. See Figure 12.

Overall, did you enjoy your high school experience?

Most respondents (72%) said they enjoyed their high school experience, while some (23%) said it was somewhat enjoyable. Very few (5%) said they did not enjoy it.



There were very few demographic differences, except for those who had less than a high school education; only 53% of those respondents said they enjoyed their high school experience, as compared with 76% of those who had at least a high school education or equivalent.



We have also collected this information in the last 3 High School Exit Surveys. While there was little discernible difference between the percentage of respondents who said 'Yes' from year to year, more respondents said 'Somewhat' rather than 'No' in 2012. See Figure 13.

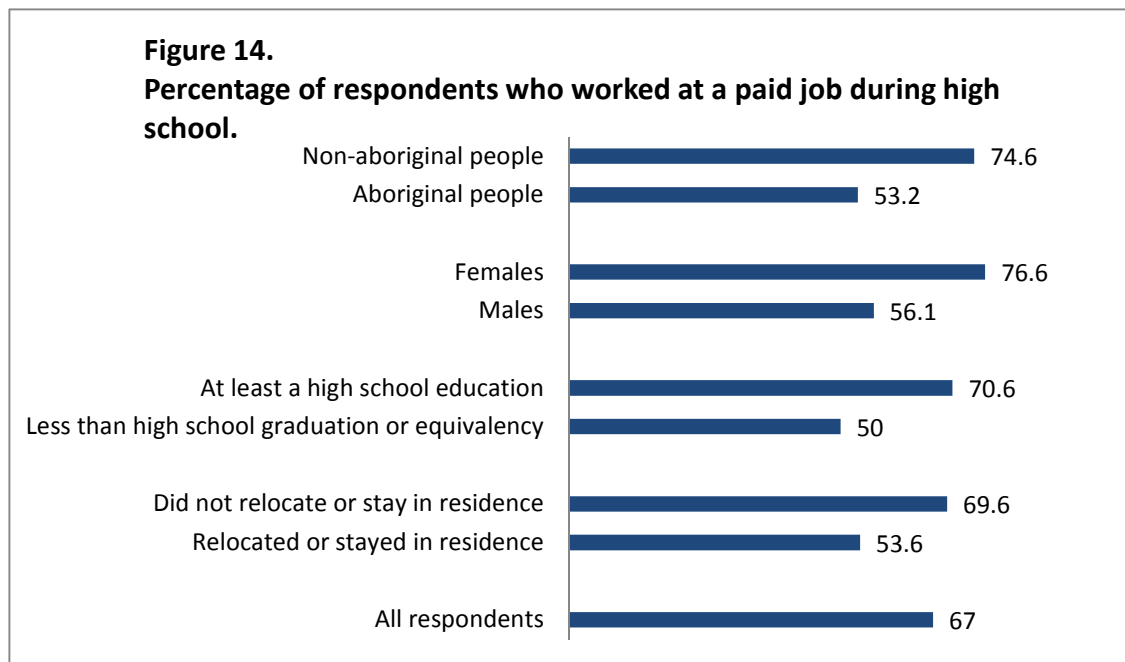
Were there any courses or programs that you would have liked to take that were not available at your high school?

Forty percent of the respondents said there were courses or programs that they would have liked to take, but weren't available at their high school. The courses they said they wanted included a variety of electives in areas such as trades, fine arts, languages and computer programming, as well as advanced science and math courses.

C. Work experience

Did you ever work at a paid job while you were in high school?

Two-thirds of the respondents (67%) said they worked at a paid job during high school. There were some strong demographic patterns. Females, non-aboriginal respondents, those who had not relocated or stayed in residence during high school, and those who had accomplished at least a high school education at the time of the survey were considerably more likely than others to have worked at a paid job during high school. See Figure 14.



Most of the 118 respondents who worked during high school said they did so to have extra spending money (84%). Exactly half said they did it to gain work experience, while 29% said they worked to support themselves. Thirteen percent of those who worked during high school said they did so to support their family or children. Seven percent said they worked to pay off debts (such as vehicle payments, cell phone bills, or money borrowed from family). Twelve percent said they had some other reason for working; most of these respondents said they were saving up for college, university or travel.

Most of the respondents who worked during high school said they gained skills from that work experience that have been helpful for:

- their paid job duties after high school (74%),
- or their volunteer job duties after high school (31%).

A few respondents said they gained skills that have been useful for:

- a college course or program (14%),
- an apprenticeship program (11%),
- or a university course or program (4%).

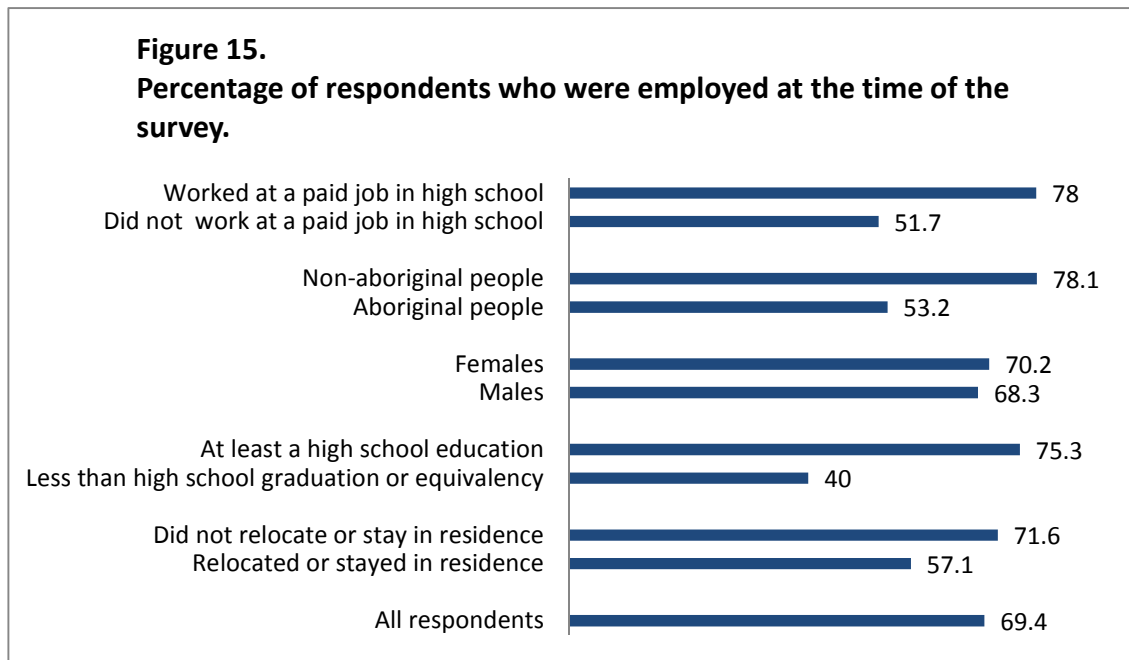
Meanwhile, 20% of those who worked during high school said they didn't gain any skills from that work experience that were useful in any of the above ways, or they didn't know.

We asked all the respondents whether anything had made it hard or impossible for them to work at a paid job during high school. Some respondents said that the following barriers to working applied to them:

- No time (31%),
- Not interested (21%),
- Unable to find a job (15%),
- Not encouraged or permitted by parents or guardians (8%),
- Some other reason (4%).

Are you currently employed?

The majority of the respondents (69%) were working at a paid job at the time of the survey. There were some strong demographic patterns, as non-aboriginal respondents, those with at least a high school education, and those who did not relocate or stay in residence during high school were much more likely than others to be working. Also, those who worked at a paid job during high school were much more likely to be employed at the time of the survey than those who did not. See Figure 15.



The 122 respondents who were employed at the time of the survey said they currently held jobs in these sectors (multiple responses were allowed):

- Customer sales or service (52%)
- Trades or technical, transport or equipment operator (15%)
- Public service (12%)
- Education, including daycare and youth work (7%)

- Business or finance (4%)
- Manufacturing or processing (4%)

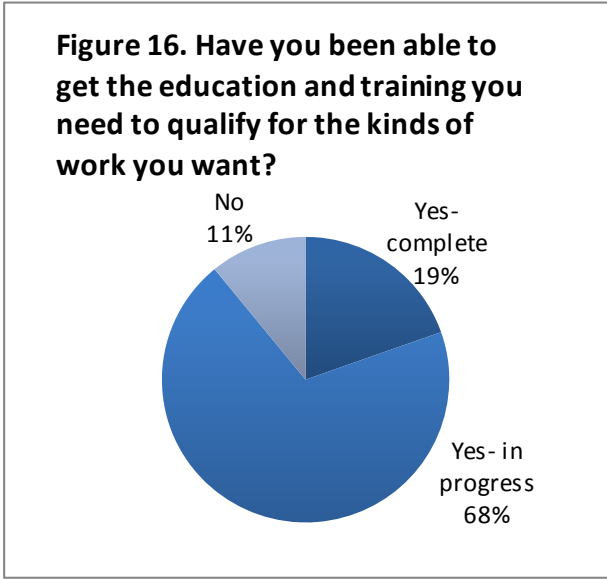
How satisfied are you with the type of work you have now?

Eighty percent of employed respondents said they were satisfied or very satisfied with their current type of work. Satisfaction was higher among aboriginal respondents (91%) than non-aboriginal respondents (76%). There was only a negligible difference between males and females, and numbers were too small in some categories to explore the other demographic categories that we are using in this report.

Have you been able to get the education and training you need to qualify for the kinds of work you want?

The vast majority of respondents said they have been able to get – or are currently getting - the education and training they need to qualify for the types of work they want. See Figure 16.

There were some demographic differences; males, aboriginal respondents, those with less than high school graduation or equivalency, and those who relocated or stayed in residence for high school were more likely than others to say they have completed the education or training they need. See Appendix 3 for full details.



In what ways could high school have prepared you better for the job market?

While not all the respondents could think of ways that high school could have prepared them better for the job market, 40% of the respondents had suggestions. These included:

- Specific courses or programs they would have liked to take (15%),
- Help in accessing the job market, resume skills and so forth (10%),
- Obtaining work experience or other hands-on experience in their courses (8%),
- And tutoring, support from teachers, or a focus on finishing their education (7%).

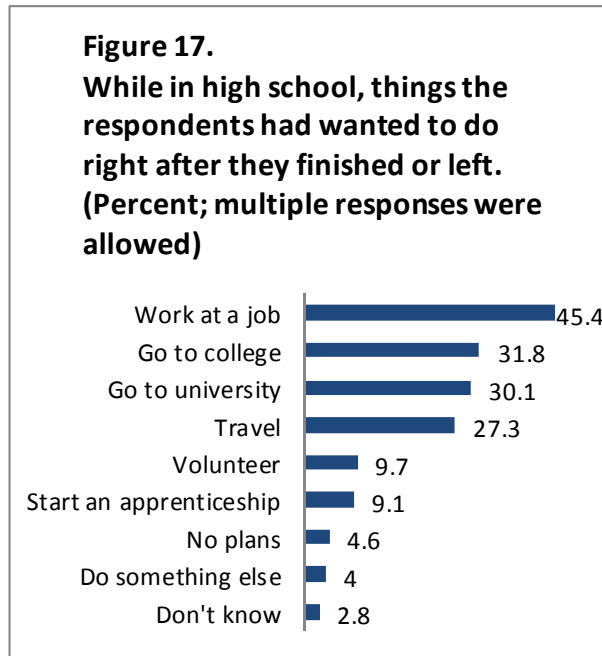
D. Transitioning to post-secondary education and the work force

While you were in high school, what did you want to do right after you finished or left?

Most of the respondents said that while in high school, they had wanted to work at a job, go to college or university, and/or travel right after they left school. See Figure 17.

What makes it hard for students to find work after they leave high school?

The respondents had a variety of opinions on why it might be hard for young people to find work after they leave high school. Many said not knowing what kind of job they want could pose a problem.



Also, many said lack of work experience, and/or being out-competed by people with more experience, could be a barrier. Of those who said 'something else', most referred to:

- attitudinal problems or poor lifestyle choices, or
- lack of work opportunities. See Figure 18.

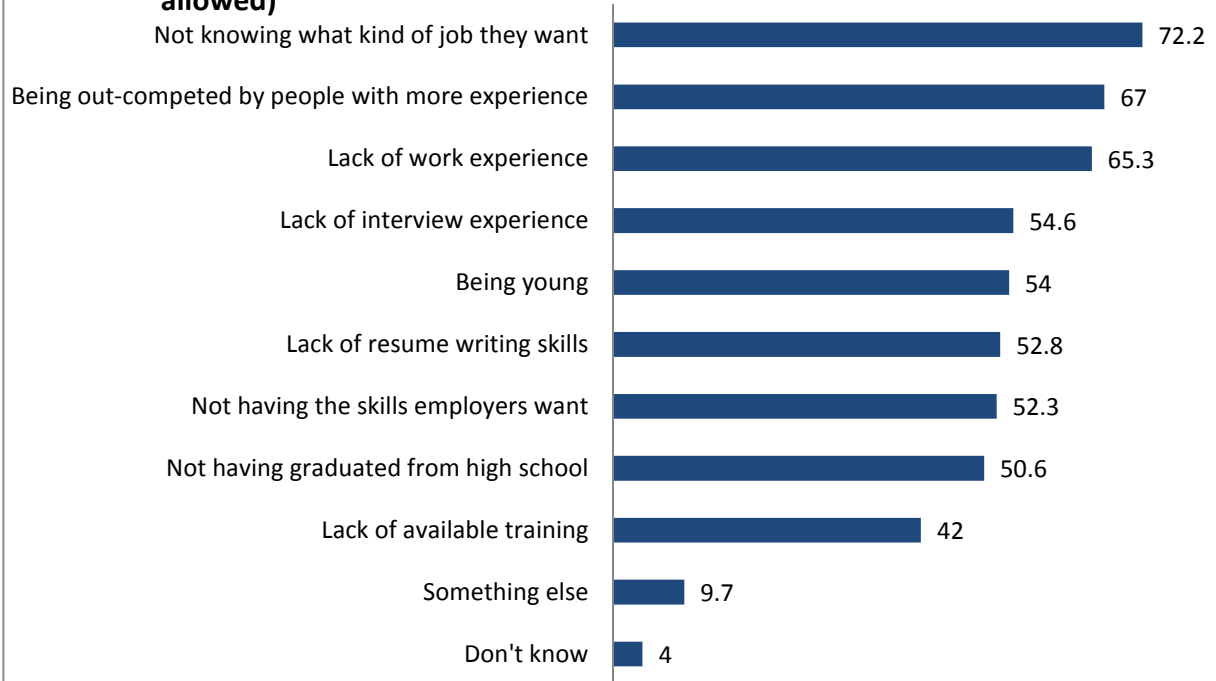
Importance of education and training

We asked the respondents to tell us, given their own education and career goals, how important it is for them:

- to get some high school education,
- to graduate from high school,
- to get training in trades during high school,
- to get training in trades after high school, and
- to attend college or university.

Nearly all the respondents said it was very important for them to get some high school education (87%) and to graduate from high school (86%). More than half said it was very important for them to attend college or university (62%). Some said it was very important for them to get training in trades, either during (38%) or after (49%) high school.

Figure 18.
Respondents' opinions on what makes it hard for young people to find work after they leave high school. (Percent; multiple responses were allowed)



Support for course selection and career planning

We asked the respondents if they talked to a counsellor or teacher about course selection or about career planning.

Fifty-eight percent of respondents said they talked to a counsellor about course selection while they were in high school. Most of these (73%) said the counsellor was very helpful; 20% said the counsellor was somewhat helpful, and the remainder (7%) said he or she was not very helpful.

Some respondents (38%) said they talked to a teacher about course selection. Most of these (70%) said the teacher was very helpful, and 27% said he or she was somewhat helpful. The few remaining respondents said he or she was not very helpful.

Approximately half the respondents (52%) said they talked to a counsellor about career planning while they were in high school. While 59% said the discussions had been very helpful, 34% said they were somewhat helpful, and 8% said they were not helpful.

Meanwhile, 40% of respondents said they had talked to a teacher about career planning. Of those who did so, 55% said the teacher was very helpful, 42% said he or she was somewhat helpful, and the remaining few respondents said he or she was not very helpful.

Just over half the respondents (57%) said they developed a career plan while they were in high school. Of those who developed a career plan, only 27% said it has helped a lot with their education and career goals. Forty-six percent said it helped a little, and 25% said it didn't help at all. The remaining few respondents said they didn't know if it had helped them or not.

Did you get high school credit for any school-sponsored work experience?

A minority of respondents (22%) said they received high school credit for some school-sponsored work experience. The types of work included trades, certificate programs, volunteer work, and a variety of labour or service-oriented positions.

Half of those who had received high school credit for school-sponsored work experience said it was very helpful in supporting their transition out of high school. Thirty-two percent said it was somewhat helpful, and 16% said it was not very helpful.

Did you take upgrading or college preparation courses after leaving high school?

Twenty-two percent of the respondents said they took upgrading or college preparation courses after leaving high school. They took their upgrading courses at the following institutions (more than one may apply to each respondent):

- Yukon College (60%),
- The Individual Learning Centre (13%),
- A high school (10%),
- Another college or institution (23%).

Forty-three percent of the respondents said that they would need high school upgrading before they could attend college or university, as of the time of the interview.

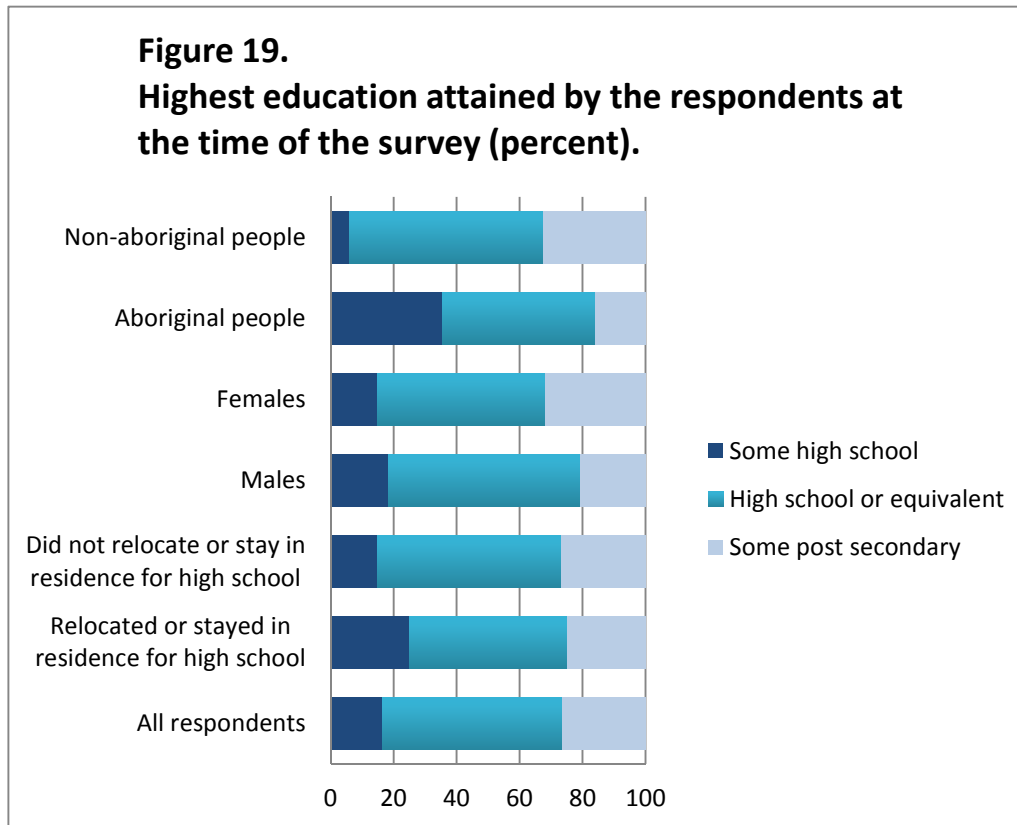
Think back to the September after you left high school. What did you do that September?

The respondents said they did the following things in the September after they left high school:

- Worked at a paid job (52%),
- Looked for work (27%),
- Went to a college, university or other post-secondary institution (27%),
- Lived outside the Yukon (14%),
- Travelled (12%),
- Volunteered (10%),
- Did nothing (4%),
- Did something that wasn't on this list (3%).

Educational attainment

We asked the respondents, what is the highest level of education you have completed up to this point in time? The vast majority had at least a high school education, and many had completed some post-secondary schooling. However, there were some demographic differences. Aboriginal people were over-represented among those who had less than a high school education. Non-aboriginal people and females were most likely to have completed some post-secondary education. See Figure 19.



We also asked the respondents, what is the highest level of education you expect to receive in your lifetime? All the respondents said they expected to receive at least a high school education or equivalent, and the vast majority expected to complete some post-secondary education. Their expectations for lifetime education were as follows:

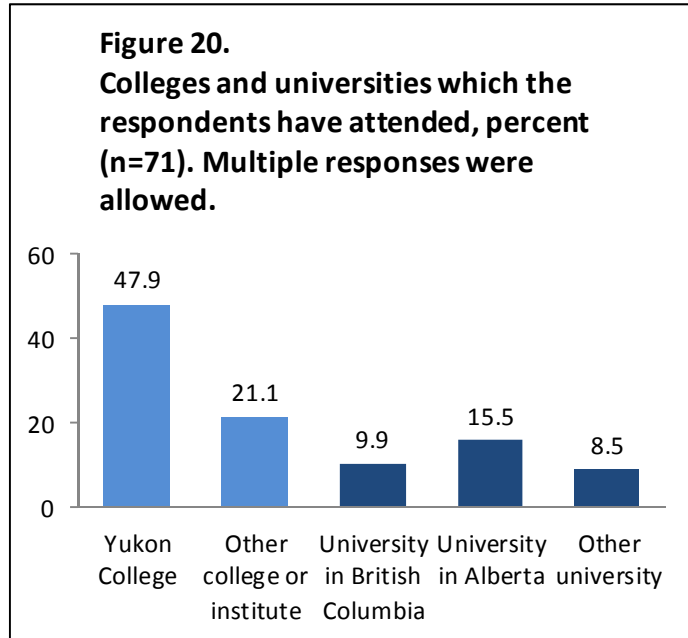
- High school or equivalent (7%),
- College, apprenticeship, trades or some university (36%),
- Bachelor's degree (27%),
- Graduate degree (19%),
- Don't know (10%).

The numbers were too few in some categories to support a full demographic analysis.

What colleges or universities have you attended?

Of the 71 respondents who had attended a college or university, many (48%) had attended Yukon College for upgrading, an employment skills program, or an academic or trades program. A number of respondents had attended another college or university. See Figure 20.

We asked the respondents who had attended college or university how well they thought high school prepared them for post-secondary schooling. The majority of those respondents (59%) said high school had prepared them ‘somewhat well’ for college or university. See Figure 21.

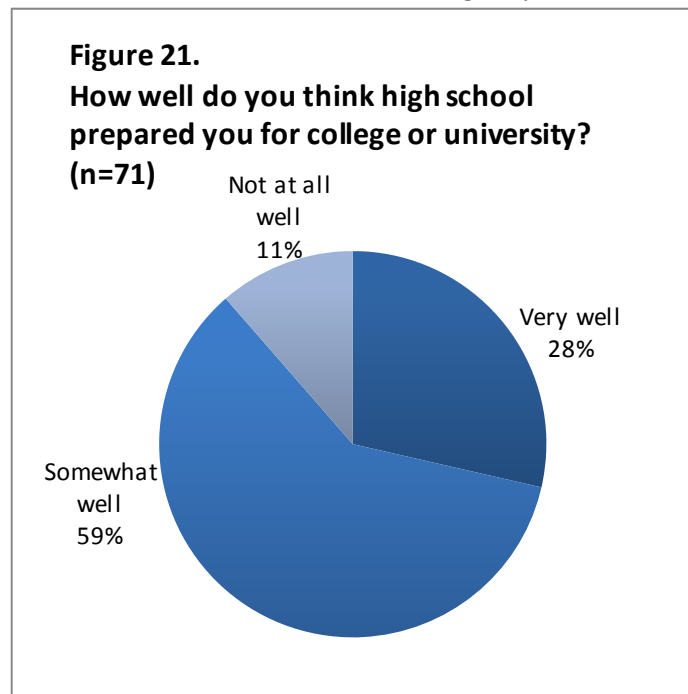


They said high school could have prepared them for college or university in a number of ways, which were later coded into thematic categories.

Firstly, 22 of the 71 respondents said high school could have **set higher standards**, either in terms of course content or expectations. Some said the school could have required students to take more challenging courses, and others said the classes could have had higher performance standards.

Secondly, 10 respondents said high school could have **offered more courses**, particularly in academic subjects.

Thirdly, 6 respondents said that high school could have **helped students prepare** for college or university, for instance by offering a tour of Yukon College. Fourthly, five respondents said high school could have helped them with **skills development**: study skills, presentation skills, and school / life balance. Fifthly, 5 respondents said high school could have **fostered independent work skills** in the students, particularly in the senior grades.



We asked these respondents to tell us about the biggest challenges they faced when attending college or university. There were 60 responses, which were coded into thematic categories.

Sixteen respondents said their biggest challenges were related to the **workload** or the **academic expectations**. Also, 16 respondents said it was **living away from home, the new environment, or class sizes** which challenged them the most. Fifteen respondents said that **time management** was the biggest challenge they faced when attending college or university. Eight respondents said their biggest challenges were **financial** and other related issues such as housing and transportation. Meanwhile, 7 respondents said they were challenged by their **lack of certain skills**, such as essay writing or grammar.

Have you ever taken courses at Yukon College?

Forty-one of all the respondents (23%) confirmed that they have taken courses at Yukon College. Meanwhile, 84 respondents (48%) said they plan to take courses at Yukon College in the future.

The 56 respondents who said they had not taken courses at Yukon College, and they don't plan to do so, said it was because:

- They have chosen another post-secondary institution (39 respondents),
- Yukon College doesn't offer the courses or programs they need (13 respondents),
- They aren't interested (8 respondents),
- They don't have the courses they need to get in, they can't afford to, for some other reason, or they don't know why (10 respondents).

Immediate plans

We asked the respondents what they planned to be doing in September 2012. They were presented with a list of options, as well an opportunity to say they would be doing something that wasn't on the list. Multiple answers could be given.

A slim majority of respondents (55%) said they would be going to college, university, or another post-secondary institution. Many (38%) said they would be working at a paid job. Others said they would be:

- Looking for work (6%),
- Travelling (6%),
- Attending high school (5%),
- Working on an apprenticeship (4%),
- Volunteering (3%).

Three percent they would be doing something that wasn't on our list, and a small number of respondents (5%) said they didn't know what they would be doing.

Conclusion

This concludes the discussion of the main findings from the 2012 Yukon High School Exit Survey.

For reference, the survey questionnaire is included as Appendix 1. The Operations Report can be found as Appendix 2; it details the field work, operational procedures and response rates.

Appendix 3 includes data tables to support all the charts that are included in this report.

Appendix 1. Survey Questionnaire

Yukon High School Exit Survey (2012)

SECTION A: SUCCESS IN HIGH SCHOOL

A1. In high school, to what extent do you believe that you learned what you needed to succeed in the following subjects? For each subject, please answer on a scale of one to five, where one is 'nothing you needed' and five is 'everything you needed'.

	1	2	3	4	5	DK	R	N/A	Yes
a. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Computer courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Trades courses (such as Carpentry, Drafting and Automotive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other electives (such as Art and Music)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A2. In your final year of each course in high school, which courses did you have trouble keeping up with? (Check all that apply.)

A3. How well did your high school education inform you about the history and culture of Yukon First Nations?

- Very well
 Don't Know
 Somewhat well
 Refuse
 Not at all well

A4. Do you think a course offering techniques such as preparing for classes, techniques for studying, or problem-solving would have helped you succeed in high school?

- Yes
 Don't Know
 No → **Go to A5**
 Refuse

A4.1 What would you have liked to learn in such a course? (Check all that apply)

- Working in a group
- Critical thinking
- Problem solving
- Improving comprehension skills
- Research and essay writing
- Coping with school
- Organizing & Studying Techniques
- Other (Specify) _____
- Don't Know
- Refuse

A4.2 In what grade do you think this course would have been most useful?

- 8 9 10 11 12 Other _____ DK Refuse

A5. What, if anything, do you think would have helped you do better in your courses?

1. _____
2. _____
3. _____
4. _____
5. _____

- Nothing Don't Know Refuse

A6. Did any of the following add to your success during high school? (Mark all that apply)

- Supportive parents or family
- Supportive counsellors
- Good teachers
- Good principal
- Supportive friends at school
- Interesting courses
- Anything else? (Specify) _____
- None of the above
- Don't know
- Refuse

A7. Did any of the following take away from your success during high school?

(Check all that apply)

- | | |
|--|---|
| <input type="radio"/> Personal health issues | <input type="radio"/> Bullying |
| <input type="radio"/> Pregnancy | <input type="radio"/> Feeling left out |
| <input type="radio"/> Personal emotional issues | <input type="radio"/> Lack of good friends at school |
| <input type="radio"/> Dealing with a traumatic event | <input type="radio"/> Poor attendance |
| <input type="radio"/> Parents separating or divorcing | <input type="radio"/> Anything else? <i>(Specify)</i> _____ |
| <input type="radio"/> Illness in the family | _____ |
| <input type="radio"/> People using alcohol or drugs in your home | <input type="radio"/> None of the above |
| <input type="radio"/> Other problems at home | <input type="radio"/> Don't know |
| <input type="radio"/> Trouble getting along with teachers | <input type="radio"/> Refuse |

A8. Were you encouraged to finish high school by any of the following people (check all that apply):

- Your family?
- Your teachers, principal or counsellor?
- Friends at school?
- Friends outside of school?
- Anyone else? *(Specify)*: _____
- Nobody?
- Don't Know
- Refuse

A9. Did you ever think about taking time off from high school or dropping out at any time before graduating?

- | | |
|---------------------------|----------------------------------|
| <input type="radio"/> Yes | <input type="radio"/> Don't Know |
| <input type="radio"/> No | <input type="radio"/> Refuse |

A10. Did you actually take any time off from high school or drop out before graduating?

- | | |
|----------------------------------|--------------------|
| <input type="radio"/> Yes | |
| <input type="radio"/> No | → Go to A11 |
| <input type="radio"/> Don't Know | → Go to A11 |
| <input type="radio"/> Refuse | → Go to A11 |

A10.1 In which grade(s) did you take time off or drop out from high school? *(Check all that apply)*

- 8 9 10 11 12 Don't know Refuse

A10.2 What were your main reasons for taking time off or dropping out? (Check all that apply)

- Work
- Travel
- Exchange program
- Wanting to get into college early
- Problems passing courses or tests
- Personal issues
- Lack of interest
- ...Or something else? (Specify): _____
- Don't Know
- Refuse

A10.3 Did you ever return to high school after leaving?

Yes → **A10.3.1** What prompted you to return?

 Don't Know Refuse

→ **Go to A11**

No → **A10.3.2** Why did you not return to high school? → **Go to B1**

 Don't Know Refuse

Don't Know → **Go to B1**

Refuse → **Go to B1**

A11. What were your main motivations for continuing on with high school?
(Check all that apply)

- To graduate from high school
- To qualify for a post-secondary program
- To qualify for a job or career
- To stay with friends who were in school
- ...Or something else? (Specify): _____
- Don't Know
- Refuse

SECTION B: HIGH SCHOOL PROGRAMMING

B1. What high schools have you ever attended? (You can list up to five schools.)

a) School name _____

School location (Town/city name) _____

Grades attended 8 9 10 11 12 Other

b) School name _____

School location (Town/city name) _____

Grades attended 8 9 10 11 12 Other

c) School name _____

School location (Town/city name) _____

Grades attended 8 9 10 11 12 Other

d) School name _____

School location (Town/city name) _____

Grades attended 8 9 10 11 12 Other

e) School name _____

School location (Town/city name) _____

Grades attended 8 9 10 11 12 Other

B1.1. (Ask this question only if the respondent attended more than one high school.)

What was your main reason for switching schools?

- Family moved
- Needed to switch to complete higher grades
- Looking for better course availability
- Personal problems at school (*please specify*): _____
- Other (*please specify*): _____
 - Don't Know
 - Refuse

B2. Overall, how would you rate your satisfaction with the education you received in high school in the Yukon ?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Don't Know
- Refuse

B3. Overall, did you enjoy your high school experience?

- Yes
- Somewhat
- No
- Don't Know
- Refuse

B4. Were there any courses or programs that you would have liked to take that were not available at your high school(s)?

- Yes
- No → **Go to C1**
- Don't Know → **Go to C1**
- Refuse → **Go to C1**

B4.1 What courses or programs were they?

1. _____
2. _____
3. _____
4. _____
5. _____

- Don't Know
- Refuse

SECTION C: WORK EXPERIENCE IN HIGH SCHOOL

C1. Did you ever work at a paid job while you were in high school?

- Yes
- No → **Go to C2**
- Don't Know → **Go to C2**
- Refuse → **Go to C2**

C1.1 What were your reasons for working during high school? (Check all that apply)

- To gain work experience
- To have extra spending money (i.e. to buy clothes, games, to eat out, etc.)
- To support yourself (i.e. pay rent, food, bills)
- To support family (i.e. contribute to family household)
- To support your child/children
- To pay off debts (Specify type of 'debt'.) _____
- Other (Specify): _____
- Don't Know
- Refuse

C1.2 Thinking back to the work experience you had during high school, did you gain any skills from that work that have been useful for: Check all that apply)

- Your volunteer job duties after high school
- Your paid job duties after high school
- An apprenticeship program
- A college course or program
- A university course or program
- None of the above
- Don't Know
- Refuse

C2. Did any of the following things make it hard or impossible for you to work at a paid job during high school?

- Unable to find a job
- No time
- Not interested
- Not encouraged or permitted by parents or guardians
- Other (Specify): _____
- Don't Know
- Refuse

C3. Are you currently employed?

- Yes
- No → **Go to C4**
- Don't Know → **Go to C4**
- Refuse → **Go to C4**

C3.1. What type of job do you have right now? (If more than one, check all that apply.)

- Customer sales or service
- Trades or technical
- Transport or equipment operator
- Sciences or social sciences
- Arts or culture
- Education
- Public service (such as government services, communications, policy or planning)
- Business or finance
- Health services
- Manufacturing or processing
- Other _____

C3.2. How satisfied are you with the type of work you have now?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Don't Know
- Refuse

C4. Have you been able to get the education and training you need to qualify for the kinds of work you want?

- Yes - Completed
- Yes - In progress
- No
- Don't Know
- Refuse

C5. In what ways could high school have prepared you better for the job market?

1. _____
2. _____
3. _____

Don't Know Refuse

SECTION D: TRANSITION TO POST-SECONDARY EDUCATION

**D1. While you were in high school, what did you want to do right after you finished or left?
Did you plan to: (Check all that apply)**

- Work at a job
- Go to college
- Go to university
- Start an apprenticeship
- Volunteer
- Travel
- Do something else (Specify) _____
- No plans
- Don't know
- Refuse

**D2. In your opinion, what makes it hard for students to find work after they leave high school?
(Check all that apply)**

- Not having graduated from high school
- Lack of available training
- Not knowing what kind of job they want
- Lack of work experience
- Lack of interview experience
- Lack of resume writing skills
- Not having the skills employers want
- Being out-competed for jobs by people with more experience
- Being young
- Or anything else? (Specify): _____
- Don't know
- Refuse

D3. Given your own education and career goals, how important would you say it is for you. . .

	Very important	Somewhat important	Not important	Don't know	Refuse
a. To get some high school education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To graduate from high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To get training in trades during high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. To get training in trades after high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To attend college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D4. When you were choosing what classes to take in high school, did you.....

D4.1 ... talk to a counsellor about course selection?

- Yes ----->
- No
- Don't Know
- Refuse

D4.1.1 How helpful were they?

- Very helpful
- Somewhat helpful
- Not very helpful
- Don't know
- Refuse

D4.2 ... talk to a teacher about course selection?

- Yes ----->
- No
- Don't Know
- Refuse

D4.2.1 How helpful were they?

- Very helpful
- Somewhat helpful
- Not very helpful
- Don't know
- Refuse

D4.3 ... talk to a counsellor about career planning?

- Yes ----->
- No
- Don't Know
- Refuse

D4.3.1 How helpful were they?

- Very helpful
- Somewhat helpful
- Not very helpful
- Don't know
- Refuse

D4.4 ... talk to a teacher about career planning?

- Yes ----->
- No
- Don't Know
- Refuse

D4.4.1 How helpful were they?

- Very helpful
- Somewhat helpful
- Not very helpful
- Don't know
- Refuse

D5. Did you develop a career plan in high school?

- Yes
- No → **Go to D6**
- Don't Know → **Go to D6**
- Refuse → **Go to D6**

D5.1 How much has your career plan helped you with your current education and career goals?

- A lot
- A little
- Not at all
- Don't Know
- Refuse

D6. Did you get high school credit for any school-sponsored work experience as a part of your high school program, such as trades or apprenticeship work?

- Yes
- No → **Go to D7**
- Don't Know → **Go to D7**
- Refuse → **Go to D7**

D6.1 What type of work experience?

D6.2 How helpful was that work experience in supporting your transition out of high school?

- Very helpful
- Somewhat helpful
- Not very helpful
- Don't know
- Refuse

D7. Did you take upgrading or College preparation courses after leaving high school?

- Yes
- No → **Go to D8**
- Don't Know → **Go to D8**
- Refuse → **Go to D8**

D7.1 Where did you take your upgrading courses? (Check all that apply)

- Individual Learning Centre
- Yukon College
- A high school
- Another college or institution
- Don't Know
- Refuse

D8. As of today, would you need high school upgrading before you could attend college or university?

- Yes
- Don't Know
- No
- Refuse

D9. Think back to the September after you left high school. What did you do that September?

Did you: (Check all that apply)

- Live outside the Yukon?
- Look for work?
- Work at a paid job?
- Work on an apprenticeship?
- Go to a college, university or other post-secondary institution?
- Volunteer?
- Travel?
- Other (Specify) _____
 - Nothing
 - Don't Know
 - Refuse

D11. What is the highest level of education you have completed up to this point in time?

- Some High School
- High School diploma or certificate
- GED (*General Education Diploma*)
- Some College
- 1-Year College Certificate
- 2-Year College Diploma
- 4-Year College Diploma
- Some trades or technical training
- Trades or technical certificate
- Trades or technical diploma
- Apprenticeship
- Some university
- Bachelor's Degree
- Master's degree
- Doctorate
- Professional degree (medicine, law)
- Other (*Specify*) _____
- Don't Know
- Refuse

D12. What is the highest level of education you expect to receive in your lifetime?

- Some High School
- High School diploma or certificate
- GED (*General Education Diploma*)
- Some College
- 1-Year College Certificate
- 2-Year College Diploma
- 4-Year College Diploma
- Some trades or technical training
- Trades or technical certificate
- Trades or technical diploma
- Apprenticeship
- Some university
- Bachelor's Degree
- Master's degree
- Doctorate
- Professional degree (medicine, law)
- Other (*Specify*) _____
- Don't Know
- Refuse

D12. What college(s) or university(ies) have you attended?

a) Institution name: _____ What program? _____

b) Institution name: _____ What program? _____

c) Institution name: _____ What program? _____

- None → **Go to D12.4**
- Don't know → **Go to D12.4**
- Refuse → **Go to D12.4**

D12.1 How well do you think high school prepared you for college or university?

- Very well
- Somewhat well
- Not at all well
- Don't Know
- Refuse

D12.2 In what ways could high school have prepared you better for college or university?

1. _____
2. _____
3. _____

- Don't Know Refuse

D12.3 What are the biggest challenges you faced when attending college or university?

1. _____
2. _____
3. _____

- Don't Know Refuse

D12.4. To confirm, have you ever taken courses at Yukon College?

- Yes Don't Know
- No Refuse

D12.5. Do you plan to take any courses at Yukon College in the future?

- Yes Don't Know
- No Refuse

SKIP PATTERN: If the answer to both D12.4 and D12.5 was 'NO', then proceed to D12.6. Otherwise, skip to D13.

D12.6 Is that because.... (check all that apply)

- Yukon College doesn't offer the courses or programs that you need?
- You aren't interested?
- You can't afford to?
- You don't have the courses you need to get in?
- You have chosen another post-secondary institution?
- Or for some other reason? _____
- Don't Know
- Refuse

D13. In September 2012, what do you plan to you be doing? (Check all that apply)

- Looking for work?
- Working at a paid job?
- Attending high school?
- Working on an apprenticeship?
- Going to a college, university or other post-secondary institution? → What institution?

What program?

- Volunteering?
- Travelling?
- Or something else (Specify) _____
 - Nothing
 - Don't Know
 - Refuse

SECTION E: Demographics

E1. Are you: (Interviewer note: please complete without reading if possible)

- Male
- Female

E2. What year were you born? 19_____ Refuse

E3. What was your home community at the end of grade 7, right before you started high school?

Community: _____ Refuse

E4. Did you ever relocate or stay in a residence or a 'home away from home' in order to attend high school?

- Yes
- No
- Don't Know
- Refuse

E5. Do you currently live in the Yukon?

- Yes → **Go to E6**
- No
- Don't Know → **Go to E6**
- Refuse → **Go to E6**

E5.1 In what province, territory or state and country do you currently live?

Province/ Territory/ State: _____

Country: _____ Refuse

E5.2 Do you plan to eventually return to live in the Yukon?

- Yes → For what reasons? _____
- No → For what reasons? _____
- Don't Know
- Refuse

E6. When you were a young child, what was the first language that you learned to speak at home?
(Check all that apply.)

- English
- French
- Other _____
- Don't Know
- Refuse

E7. Are you Aboriginal?

- No
- Yes: Yukon First Nation
- Yes: Other First Nation
- Yes: Métis or mixed
- Yes: Inuit
- Don't Know
- Refuse

E8. Are you a member of a visible minority? *(The national definition of a visible minority is anyone, other than an aboriginal person, who is non-Caucasian in race or non-white in colour.)*

- Yes
- No
- Don't Know
- Refuse

E9. We would like to do a short follow-up survey with you in two years' time. In case you have moved or your number has changed, is there someone we can contact who can help us reach you?

- Yes

Name and contact information:

- No
- Don't Know
- Refuse

THANK YOU VERY MUCH FOR YOUR TIME!

Appendix 2. 2012 High School Exit Survey Operations Report

The 2012 High School Exit Survey was conducted by the Yukon Bureau of Statistics on behalf of the Advanced Education Branch of the Yukon Government. This was the third of a multi-year project looking at education experiences and employment outcomes of individuals who attended high school in the Yukon. It included Cohort 3 - Phase 1 and Cohort 1 - Phase 2. Phase 1 is the first year the high school leaver is interviewed and Phase 2 is a follow-up survey conducted in the third year the respondent has been out of high school. The information from these surveys will help give a better understanding of where students go when they leave high school and which aspects of their high school education were satisfactory.

The surveys asks about experiences in high school as well as education and career goals during and after leaving or finishing high school, including any plans for post-secondary studies, apprenticeship and a job.

The survey was conducted by telephone. The survey sample for Cohort 3 included students registered in Grade 8 at a Yukon High School in September 2006 and any students who registered at a Yukon High School between September 2006 and June 2011 (*minus any who were registered in a Yukon high school in 2011/12*).

Four interviewers were trained by the Operations Manager on Monday, July 9st 2012 to administer the surveys. The telephone data collection started on Tuesday, July 10th and continued to Friday, August 3rd, 2012.

Interviewing took place between the following hours:

Telephone:	Monday - Thursday	12:00 p.m. to 8:00 p.m.
	Friday	8:30 a.m. to 4:30 p.m.
	Saturday	9:00 a.m. to 4:00 p.m.

The survey questionnaire took approximately 15 minutes to complete. The interviewers completed an average of 4 surveys each per shift on the Cohort 3 survey.

Operational Breakdown of Survey Results

Cohort 3 – Phase 1

	Total
Number of Selected Respondents	753
Invalid Contact Information:	
02 Incorrect phone number	55
03 Non-working number	42
04 Fast busy signal, strange noise, dead silence	8
Total	<u>105</u>
No contact:	
08 Cell phone	6
11 No Contact / No Answer	74
13 Answering machine or service: No message left	56
14 Answering machine or service: Message left	57
30 Duplicate form	9
Total	<u>202</u>
Contact Made - Non-interview	
19 No forwarding phone number	70
20 Information unavailable for duration of survey	58
22 Language Barrier	1
24 No contact with selected respondent	2
56 Out of scope	61
64 Deceased	1
90 Unusual/special circumstances	10
Total	<u>203</u>
70 Competed Surveys	176
71 Partial Interview	1
80 Refusals	66
Refusal Rate:	27.16%

**Cohort 3
- Phase 1**

<u>Results</u>	<u>Code</u>	<u>Description</u>
55	02	Incorrect phone number
42	03	Non-working number
8	04	Fast busy signal, strange noise, dead silence
6	08	Cell Phone
74	11	No contact / No answer
56	13	Answering machine or service: <i>No message left</i>
57	14	Answering machine or service: <i>Message left</i>
70	19	No forwarding phone number or address
58	20	Information unavailable for duration of survey
1	22	Language Barrier
2	24	No contact with selected respondent
9	30	Duplicate
61	56	Out of Scope
1	64	Deceased
176	70	Complete
1	71	Partial Interview
66	80	Refusal
10	90	Unusual/Special circumstances

753 **Total Sample**

Reason for Out of Scope: (Code 56)

	Cohort 3 - Phase 1 <u>Results</u>
Moved outside of Canada	1
Exchange Student	3
Didn't attend high school in the Yukon	7
Completed the Exit Survey in 2011	50
	<hr/> 61

**Cohort 3 –
Phase 1
Results**

Reason for Refusals: *(Code 80)*

Doesn't want to participate	24
Not Interested in the survey	14
Too busy/No time	10
No reason given	11
It's not mandatory	4
No land line, not on the phone, doesn't do surveys	3
	<hr/> <hr/>
	66

Reasons for Unusual/Special Circumstances: *(Code 90)*

Medical	3
Previous school experience	1
Incarcerated	2
Special Needs	3
Cell phone cost	1
	<hr/> <hr/>
	10

Appendix 3. Data tables

In high school, to what extent do you believe that you learned what you needed to succeed in the following subjects? For each subject, please answer on a scale of one to five, where one is 'nothing you needed' and five is 'everything you needed.'

a. Math

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	69	39.2	107	60.8
Relocated or stayed in residence for high school	11	39.3	17	60.7
Did not relocate or stay in residence for high school	58	39.2	90	60.8
Less than high school graduation or equivalency	16	53.3	14	46.7
At least a high school education	53	36.3	93	63.7
Males	31	37.8	51	62.2
Females	38	40.4	56	59.6
Aboriginal people	26	41.9	36	58.1
Non-aboriginal people	43	37.7	71	62.3

n = 176

b. Science

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	66	37.7	109	62.3
Relocated or stayed in residence for high school	10	35.7	18	64.3
Did not relocate or stay in residence for high school	56	38.1	91	61.9
Less than high school graduation or equivalency	14	48.3	15	51.7
At least a high school education	52	35.6	94	64.4
Males	36	43.9	46	56.1
Females	30	32.3	63	67.7
Aboriginal people	30	49.2	31	50.8
Non-aboriginal people	36	31.6	78	68.4

n = 175; missing = 1

c. English

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	37	21	139	79
Relocated or stayed in residence for high school	5	17.9	23	82.1
Did not relocate or stay in residence for high school	32	21.6	16	78.4
Less than high school graduation or equivalency	12	40	18	60
At least a high school education	25	17.1	121	82.9
Males	27	32.9	55	67.1
Females	10	10.6	84	89.4
Aboriginal people	12	19.4	50	80.6
Non-aboriginal people	25	21.9	89	78.1

n = 176

d. Other languages

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	78	61.9	48	38.1
Relocated or stayed in residence for high school	s	s	s	s
Did not relocate or stay in residence for high school	64	58.2	46	41.8
Less than high school graduation or equivalency	10	66.7	5	33.3
At least a high school education	68	61.3	43	38.7
Males	37	66.1	19	33.9
Females	41	58.6	29	41.4
Aboriginal people	25	61	16	39
Non-aboriginal people	53	62.4	32	37.6

n = 126; *missing* = 50

e. Social Studies

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	83	47.4	92	52.6
Relocated or stayed in residence for high school	17	60.7	11	39.3
Did not relocate or stay in residence for high school	66	44.9	81	55.1
Less than high school graduation or equivalency	20	66.7	10	33.3
At least a high school education	63	43.4	82	56.6
Males	43	53.1	38	46.9
Females	40	42.6	54	57.4
Aboriginal people	38	61.3	24	38.7
Non-aboriginal people	45	39.8	68	60.2

n = 175; *missing* = 1

f. Computer courses

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	76	54.3	64	45.7
Relocated or stayed in residence for high school	13	61.9	8	38.1
Did not relocate or stay in residence for high school	63	52.9	56	47.1
Less than high school graduation or equivalency	11	45.8	13	54.2
At least a high school education	65	56	51	44
Males	37	53.6	32	46.4
Females	39	54.9	32	45.1
Aboriginal people	28	52.8	25	47.2
Non-aboriginal people	48	55.2	39	44.8

n = 140; missing = 36

g. Trades courses (such as drafting, carpentry and automotive)

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	48	37.2	81	62.8
Relocated or stayed in residence for high school	8	33.3	16	66.7
Did not relocate or stay in residence for high school	40	38.1	65	61.9
Less than high school graduation or equivalency	7	29.2	17	70.8
At least a high school education	41	39	64	61
Males	22	32.4	46	67.6
Females	26	42.6	35	57.4
Aboriginal people	19	38.8	30	61.2
Non-aboriginal people	29	36.2	51	63.8

n = 129; missing = 47

h. Other electives (such as art and music)

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	66	48.2	71	51.8
Relocated or stayed in residence for high school	11	55	9	45
Did not relocate or stay in residence for high school	55	47	62	53
Less than high school graduation or equivalency	12	52.2	11	47.8
At least a high school education	54	47.4	60	52.6
Males	35	57.4	26	42.6
Females	31	40.8	45	59.2
Aboriginal people	27	52.9	24	47.1
Non-aboriginal people	39	45.4	47	54.6

n = 137; missing = 39

i. Physical Education

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	44	25.4	129	74.6
Relocated or stayed in residence for high school	5	5	5	5
Did not relocate or stay in residence for high school	40	27.6	105	72.4
Less than high school graduation or equivalency	10	35.7	18	64.3
At least a high school education	34	23.4	111	76.6
Males	21	25.6	61	74.4
Females	23	25.3	68	74.7
Aboriginal people	13	21.7	47	78.3
Non-aboriginal people	31	27.4	82	72.6

n = 173; missing = 3

In your final year of each course in high school, which courses did you have trouble keeping up with?

a. Math

	Number	Percent
All respondents	95	54
Relocated or stayed in residence for high school	17	60.7
Did not relocate or stay in residence for high school	78	52.7
Less than high school graduation or equivalency	18	60
At least a high school education	77	52.7
Males	41	50
Females	54	57.4
Aboriginal people	35	56.4
Non-aboriginal people	60	52.6

b. Science

	Number	Percent
All respondents	57	32.6
Relocated or stayed in residence for high school	11	39.3
Did not relocate or stay in residence for high school	46	31.3
Less than high school graduation or equivalency	10	34.5
At least a high school education	47	32.2
Males	25	30.5
Females	32	34.4
Aboriginal people	21	34.4
Non-aboriginal people	36	31.6

c. English

	Number	Percent
All respondents	41	23.3
Relocated or stayed in residence for high school	8	28.6
Did not relocate or stay in residence for high school	33	22.3
Less than high school graduation or equivalency	10	33.3
At least a high school education	31	21.2
Males	24	29.3
Females	17	18.1
Aboriginal people	17	27.4
Non-aboriginal people	24	21

d. Social Studies

	Number	Percent
All respondents	38	21.8
Relocated or stayed in residence for high school	10	35.7
Did not relocate or stay in residence for high school	28	19.2
Less than high school graduation or equivalency	10	33.3
At least a high school education	28	19.4
Males	20	25
Females	18	19.2
Aboriginal people	17	27.4
Non-aboriginal people	21	18.8

How well did your high school education inform you about the history and culture of Yukon First Nations?

	Very well		Somewhat well		Not at all well	
	Number	Percent	Number	Percent	Number	Percent
All respondents	35	19.9	80	45.4	60	34.1
Relocated or stayed in residence for high school	8	28.6	13	46.4	7	25
Did not relocate or stay in residence for high school	27	18.2	67	45.3	53	35.8
Less than high school graduation or equivalency	8	26.7	17	56.7	5	16.7
At least a high school education	27	18.5	63	43.2	55	37.7
Males	19	23.2	42	51.2	20	24.4
Females	16	17	38	40.4	40	42.6
Aboriginal people	16	25.8	27	43.6	19	30.6
Non-aboriginal people	19	16.7	53	46.5	41	36

Do you think a course offering techniques such as preparing for classes, techniques for studying, or problem-solving would have helped you succeed in high school?

What would you have liked to learn in such a course? (n=124)

	Number	Percent *
Organizing and study techniques	97	78.2
Problem solving	83	66.9
Research and essay writing	82	66.1
Critical thinking	78	62.9
Improving comprehension skills	69	55.6
Working in a group	60	48.4
Coping with school	60	48.4
Other	7	5.6

** Excluding non-responses*

In what grade do you think this course would have been most useful? (n=123)

	Number	Percent *
Grade 8	27	22
Grade 9	44	35.8
Grade 10	55	44.7
Grade 11	24	19.5
Grade 12	16	13

** Excluding non-responses*

What, if anything, do you think would have helped you do better in your courses? (n=121)

	Number	Percent *
Better study skills / homework / motivation / attendance	41	33.9
One-on-one time with teachers/ tutoring	39	32.2
Better teaching or classroom experience	25	20.7
More engaging or hands-on work	10	8.3
Better course availability / content	6	5

** Excluding non-responses*

Did any of the following take away from your success during high school?

	Number	Percent
Poor attendance	86	48.9
Trouble getting along with teachers	67	38.1
Personal emotional issues	58	33
Illness in the family	40	22.7
Dealing with a traumatic event	39	22.2
Personal health issues	34	19.3
Lack of good friends at school	27	15.3
Feeling left out	26	14.8
Other problems at home	23	13.1
People using alcohol or drugs in your home	20	11.4
Bullying	18	10.2
Parents separating or divorcing	12	6.8
Pregnancy (female respondents only; n=94)	10	10.6
Anything else	7	4
None of the above	11	6.2

Were you encouraged to finish high school by any of the following people?

	Number	Percent
Your family	161	91.5
Your teachers, principal or counsellor	138	78.4
Friends at school	131	74.4
Friends outside of school	133	75.6
Anyone else	22	12.5
Nobody	5	5

Did you ever think about taking time off from high school or dropping out at any time before graduating?

	Number	Percent
All respondents	69	39.2
Relocated or stayed in residence for high school	16	57.1
Did not relocate or stay in residence for high school	53	35.8
Less than high school graduation or equivalency	22	73.3
At least a high school education	47	32.2
Males	35	42.7
Females	34	36.2
Aboriginal people	35	56.4
Non-aboriginal people	34	29.8

Did you actually take any time off from high school or drop out before graduating? - Yes

	Number	Percent
All respondents	53	31.11
Relocated or stayed in residence for high school	17	60.7
Did not relocate or stay in residence for high school	36	24.3
Less than high school graduation or equivalency	30	100
At least a high school education	23	15.8
Males	24	29.3
Females	29	30.8
Aboriginal people	33	53.2
Non-aboriginal people	20	17.5

In which grades did you take time off or drop out from high school?**(n=53, multiple responses were allowed)**

	Number	Percent
Grade 8	6	11.3
Grade 9	9	17
Grade 10	21	39.6
Grade 11	17	32.1
Grade 12	10	18.9

What were your main reasons for taking time off or dropping out?**(n = 53, multiple responses were allowed)**

	Number	Percent
Work	12	23.1
Problems passing courses or tests	11	21.2
Personal issues	27	51.9
Lack of interest	19	36.5
Some other reason	11	21.2

**Did you ever return to high school after leaving? - Yes
(n = 53)**

	Number	Percent
All respondents	34	65.4
Relocated or stayed in residence for high school	12	70.6
Did not relocate or stay in residence for high school	22	62.9
Less than high school graduation or equivalency	13	43.3
At least a high school education	21	95.4
Males	14	58.3
Females	20	71.4
Aboriginal people	19	59.4
Non-aboriginal people	15	75

**What were your main motivations for continuing on with high school?
(n = 158, multiple responses were allowed)**

	Number	Percent
To graduate from high school	123	77.8
To qualify for a post-secondary program	113	71.5
To qualify for a job or career	102	64.6
To stay with friends who were in school	48	30.4
Something else	7	4.4

What high schools have you ever attended?

Up to 4 schools were named by each respondent.

	Number	Percent
F.H. Collins Secondary	61	34.7
Porter Creek Secondary	69	39.2
Vanier Catholic Secondary	37	21
École Émilie-Tremblay	6	3.4
Individual Learning Centre	22	12.5
Wood Street School	5	2.8
Watson Lake Secondary	12	6.8
Robert Service School	7	4
Schools in other Yukon communities	21	11.9
Schools outside Yukon	20	11.4

Did you ever work at a paid job while you were in high school? -Yes

	Number	Percent
All respondents	118	67
Relocated or stayed in residence for high school	15	53.6
Did not relocate or stay in residence for high school	103	69.6
Less than high school graduation or equivalency	15	50
At least a high school education	103	70.6
Males	46	56.1
Females	72	76.6
Aboriginal people	33	53.2
Non-aboriginal people	85	74.6

Did you gain any skills from your high school work experience that have been useful for the following? - Yes

Multiple responses were allowed; n=118

	Number	Percent
Your paid job duties after high school	87	73.7
Your volunteer job duties after high school	37	31.4
A college course or program	16	13.6
An apprenticeship program	13	11
A university course or program	5	4.2
None of the above / Don't know	23	19.5

Did any of the following make it hard or impossible for you to work at a paid job during high school?

	Number	Percent
No time	54	30.7
Not interested	37	21
Unable to find a job	26	14.8
Not encouraged or permitted by parents or guardians	14	8
Other	7	4

Are you currently employed? - Yes

	Number	Percent
All respondents	122	69.4
Relocated or stayed in residence for high school	16	57.1
Did not relocate or stay in residence for high school	106	71.6
Less than high school graduation or equivalency	12	40
At least a high school education	110	75.3
Males	56	68.3
Females	66	70.2
Aboriginal people	33	53.2
Non-aboriginal people	89	78.1
Did not work at a paid job in high school	30	51.7
Worked at a paid job in high school	92	78

What type of job do you have right now? (n=122)

Multiple responses were allowed; n=122

	Number	Percent
Customer sales or service	63	51.6
Trades or technical, transport or equipment operator	31	25.4
Public service	14	11.5
Education (including daycare, youth work)	8	6.6
Health services	6	4.9
Business or finance	5	4.1
Manufacturing or processing	5	4.1

Have you been able to get the education and training you need to qualify for the kinds of work you want?

	Yes- complete		Yes- in progress		No	
	Number	Percent	Number	Percent	Number	Percent
All respondents	34	19.3	120	68.2	19	10.8
Relocated or stayed in residence for high school	8	28.6	14	50	6	21.4
Did not relocate or stay in residence for high school	26	17.6	106	71.6	13	8.8
Less than high school graduation or equivalency	10	33.3	10	33.3	9	30
At least a high school education	24	16.4	110	75.3	10	6.8
Males	22	26.8	46	56.1	12	14.6
Females	12	12.8	74	78.7	7	7.4
Aboriginal people	14	22.6	36	58.1	10	16.1
Non-aboriginal people	20	17.5	84	73.7	9	7.9

While you were in high school, what did you want to do right after you finished or left?

Multiple responses were allowed.

	Number	Percent
Work at a job	80	45.4
Go to college	56	31.8
Go to university	53	30.1
Start an apprenticeship	16	9.1
Volunteer	17	9.7
Travel	48	27.3
Do something else	7	4
No plans	8	4.6
Don't know	5	2.8

	Number	Percent
Not knowing what kind of job they want	127	72.2
Being out-competed for jobs by people with more experience	118	67
Lack of work experience	115	65.3
Lack of interview experience	96	54.6
Being young	95	54
Lack of resume writing skills	93	52.8
Not having the skills employers want	92	52.3
Not having graduated from high school	89	50.6
Lack of available training	74	42
Something else	17	9.7
Don't know	7	4

Given your education and career goals, how important is it for you to...

	Very important		Somewhat important		Not important	
	Number	Percent	Number	Percent	Number	Percent
Get some high school education	153	86.9	20	11.4	s	s
Graduate from high school	152	86.4	20	11.4	s	s
Get training in trades during high school	67	38.1	75	42.6	31	17.6
Get training in trades after high school	86	48.9	58	33	28	15.9
Attend college or university	110	62.5	57	32.4	5	2.8

What is the highest level of education you have completed up to this point in time?

	Some high school		High school or equivalent		Some post secondary	
	Number	Percent	Number	Percent	Number	Percent
All respondents	29	16.48	100	56.8	46	26.7
Relocated or stayed in residence for high school	7	25	14	50	7	25
Did not relocate or stay in residence for high school	22	14.9	86	58.1	40	27
Males	15	18.3	50	61	17	20.7
Females	14	14.9	50	53.2	29	31.9
Aboriginal people	22	35.5	30	48.4	10	16.1
Non-aboriginal people	7	6.1	70	61.4	37	32.5

Colleges and Universities which the respondents have attended

n=71; multiple responses were allowed

	Number	Percent
Yukon College	34	47.9
Other college or institute	15	21.1
University in British Columbia	7	9.9
University in Alberta	11	15.5
Other university	6	8.5

How well do you think high school prepared you for college or university?

n=71

	Number	Percent
Very well	20	28.2
Somewhat well	42	59.2
Not at all well	8	11.3