



Yukon Wide
Department of Education
Student Data Report

School Year 2020-21

Department of Education
Government of Yukon

March 9, 2022



Table of Contents

Preface	1
1 Enrolment.....	2
1.1 Student Enrolment Counts for 2020-21 by Region and Yukon-Wide	2
1.2 Student Enrolment Counts for 2020-21 by Grade Range.....	3
1.3 Student Enrolment Counts for 2020-21 by Self-Identification.....	3
1.4 Student Enrolment Counts by Region and Yukon-Wide over time	4
1.5 Student Enrolment Counts by Grade Range over time	4
1.6 Student Enrolment Counts by Self-Identification over time.....	5
2 Individual Education Plan	6
2.1 Student IEP Count Ratios for 2020-21 by Region and Yukon-Wide	6
2.2 Student IEP Count Ratios for 2020-21 by Self-Identification.....	7
2.3 Student IEP Count Ratios of enrolled students by Region and Yukon-Wide over time	7
2.4 Student IEP Count Ratios of enrolled students by Self-Identification over time	8
3 Kindergarten Assessments.....	9
3.1 Boehm Test of Basic Concepts	9
3.1.1 Boehm Student Count Ratios for 2020-21 by Region and Yukon-Wide.....	10
3.1.2 Boehm Student Count Ratios for 2020-21 by Self-Identification.....	11
3.1.3 Boehm Students with “Needs investigation” or “Classroom Intervention” result ratio by Region over time	12
3.1.4 Boehm Students with “Needs investigation” or “Classroom Intervention” result ratio by Self-Identification over time.....	13
3.2 Early Years Evaluation – Teacher Assessment.....	14
3.2.1 EYE-TA Student Count Ratios for 2020-21 by Region and Yukon-Wide.....	15
3.2.2 EYE-TA Student Count Ratios for 2020-21 by Self-Identification.....	17
3.2.3 EYE-TA Students Experiencing Difficulties or Did not complete Ratios over time	19
4 Foundation Skills Assessment.....	25
4.1 FSA Student Count Ratios for 2020-21 by Grade 4.....	26

4.2 FSA Grade 4 Students with Emerging or Unknown result Ratios by Region and Yukon-Wide over time.27

4.3 FSA Grade 4 Students with Emerging or Unknown result Ratios by Self-Identification over time28

4.4 FSA Student Count Ratios for 2020-21 by Grade 729

4.5 FSA Grade 7 Students with Emerging or Unknown result Ratios by Region and Yukon-Wide over time.30

4.6 FSA Grade 7 Students with Emerging or Unknown result Ratios by Self-Identification and Yukon-Wide over time.....31

5 Graduation32

5.1 Grade 12 Graduation Rate.....32

5.1.1 Dogwood Grade 12 Graduation Rate and Student Counts by Region and Yukon-Wide over time.33

5.1.2 Dogwood Grade 12 Graduation Rate and Student Counts by Self-Identification over time.....34

5.2 Six Year Graduation Rate35

5.2.1 2020-21 Cohort Six-Year Graduation Rate by Region36

5.2.2 Number of Outmigrants.....36

5.2.3 2020-21 Cohort Six-Year Graduation Rate by Self-Identification.....37

5.2.4 Number of Outmigrants.....37

6 Attendance38

6.1 20 or more days absent Student Count Ratios for 2020-21 by Region and Yukon-Wide.....39

6.2 20 or more days absent Student Count Ratios for 2020-21 by Grade Range, Region and Yukon-Wide..40

6.3 20 or more days absent Student Count Ratios for 2020-21 by Self-Identification41

6.4 20 or more days absent Student Count Ratios for 2020-21 by Grade Range and Self-Identification...42

6.5 20 or more days absent Student Count Ratios over time.....43

6.6 Distribution of Students by Absent Category Ratios over time.....44

Preface




COVID-19

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


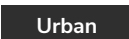
Similarly, assessments scheduled for spring 2020 were cancelled and some school year 2020-21 assessments were delayed.

Notes and Caveats

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

- Yukon First Nation 
- Other Indigenous 
- Non-First Nation 

- Schools are organized by

- Rural 
- Urban 

Yukon-Wide includes all urban and rural schools but does not include distributed learning students (e. g. virtual or home schooled).

- Some charts include small numbers and thus, the illustration may or may not be relevant.
- 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

EduData@yukon.ca

1 Enrolment

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

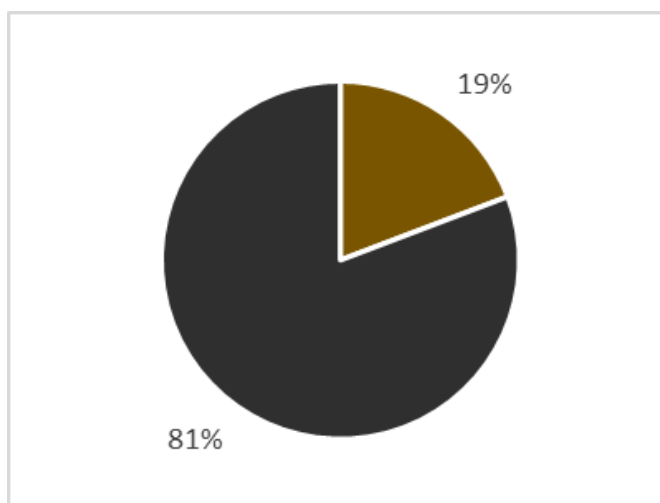
Data Source

Aspen Student Information System and Performance and Analytics Enrolment Module.

Date Stamp

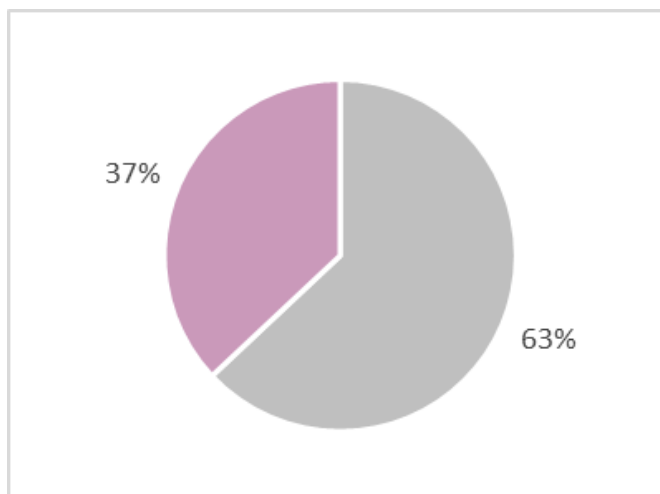
Student Enrolment counts are analyzed from end-of-May data snapshots for their respective school year, unless otherwise stated.

1.1 Student Enrolment Counts for 2020-21 by Region and Yukon-Wide



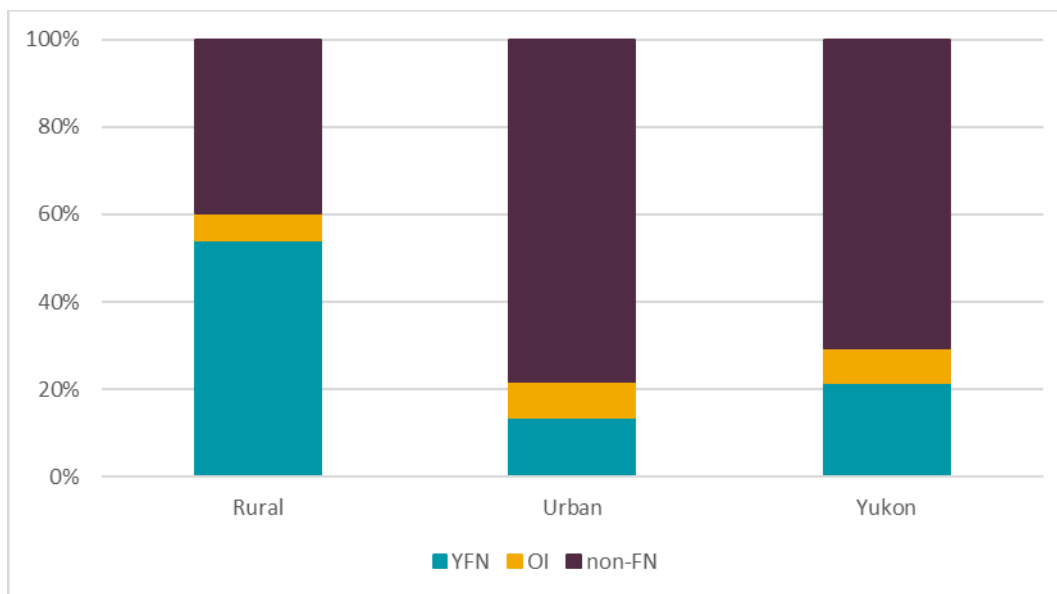
	Student Counts	Ratio
Rural	1,096	19%
Urban	4,606	81%
Yukon	5,702	100%

1.2 Student Enrolment Counts for 2020-21 by Grade Range



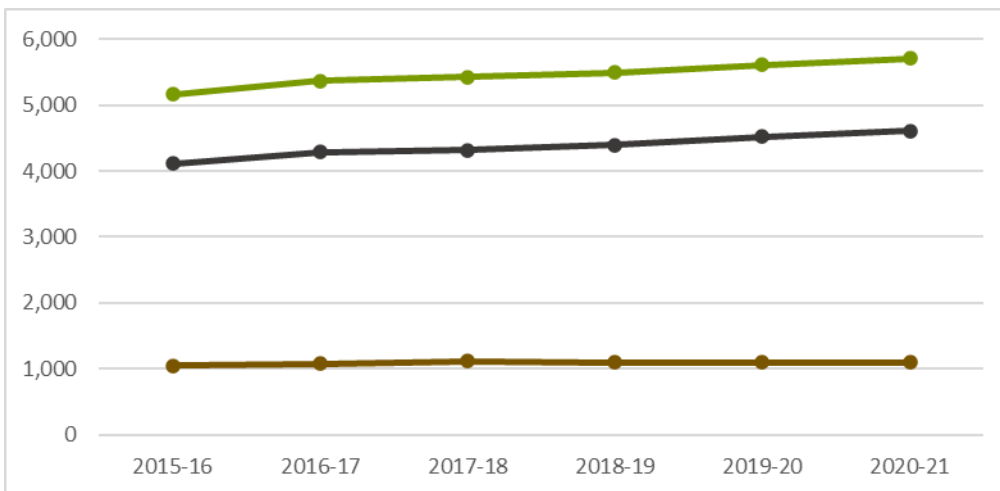
	Student Counts	Ratio
Elementary	3,592	63%
Secondary	2,110	37%
Yukon	5,702	100%

1.3 Student Enrolment Counts for 2020-21 by Self-Identification



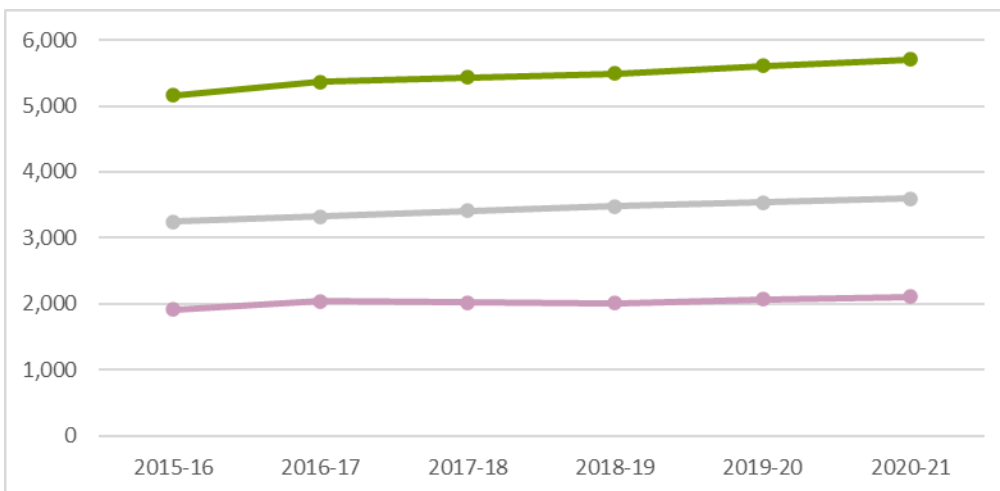
	YFN	OI	non-FN	Total	YFN	OI	non-FN
Rural	594	67	435	1,096	54%	6%	40%
Urban	630	380	3,596	4,606	14%	8%	78%
Yukon	1,224	447	4,031	5,702	21%	8%	71%

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



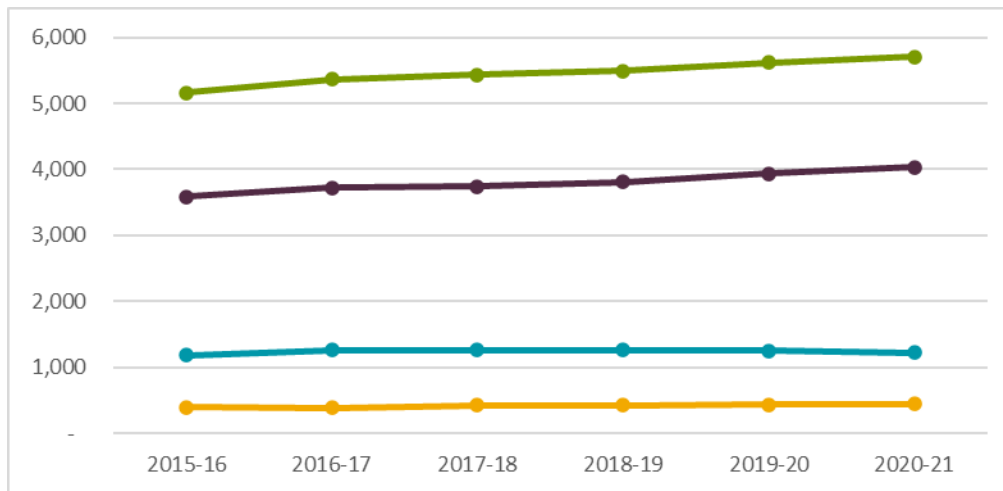
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Rural	1,050	1,081	1,111	1,099	1,094	1,096
Urban	4,108	4,282	4,318	4,395	4,518	4,606
Yukon	5,158	5,363	5,429	5,494	5,612	5,702

1.5 Student Enrolment Counts by Grade Range over time



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary	3,248	3,324	3,410	3,483	3,539	3,592
Secondary	1,910	2,039	2,019	2,011	2,073	2,110
Yukon	5,158	5,363	5,429	5,494	5,612	5,702

1.6 Student Enrolment Counts by Self-Identification over time



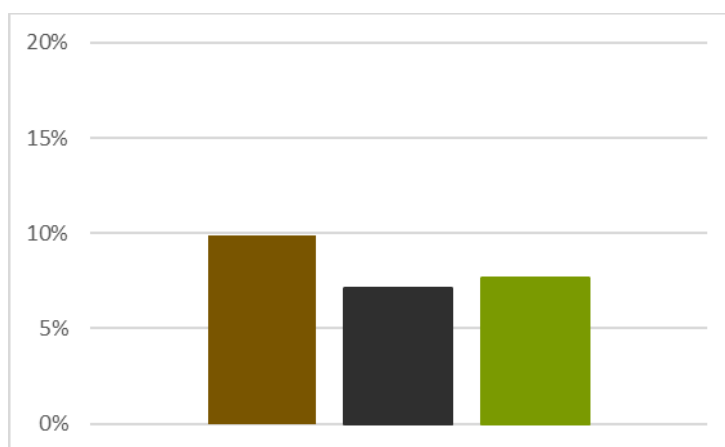
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
YFN	1,180	1,256	1,261	1,259	1,249	1,224
OI	397	385	428	426	431	447
non-FN	3,581	3,722	3,740	3,809	3,932	4,031
Yukon	5,158	5,363	5,429	5,494	5,612	5,702

2 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, parents, 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 parents.

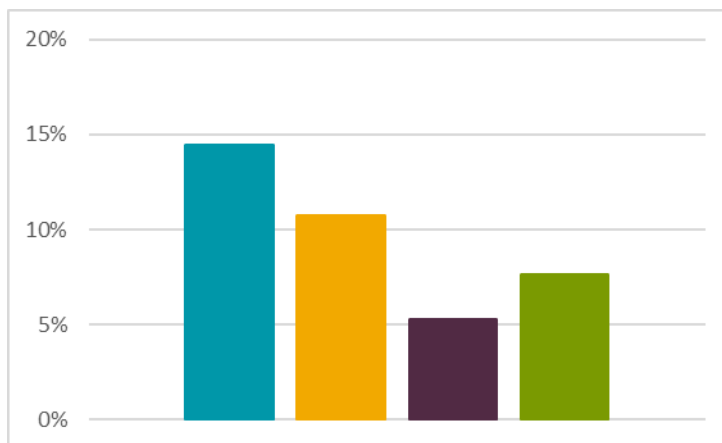
Please note that the number of IEPs varies from year to year. IEPs may be modified as the needs of a student change, or the plan may be discontinued as the goals of the IEP are reached.

2.1 Student IEP Count Ratios for 2020-21 by Region and Yukon-Wide



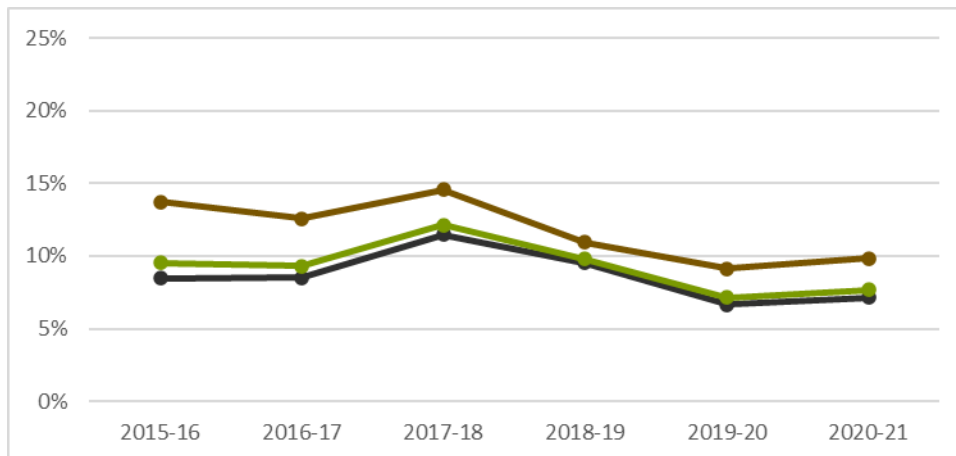
	Students on IEP	Total Students enrolled	Ratio
Rural	108	1,096	10%
Urban	329	4,606	7%
Yukon	437	5,702	8%

2.2 Student IEP Count Ratios for 2020-21 by Self-Identification



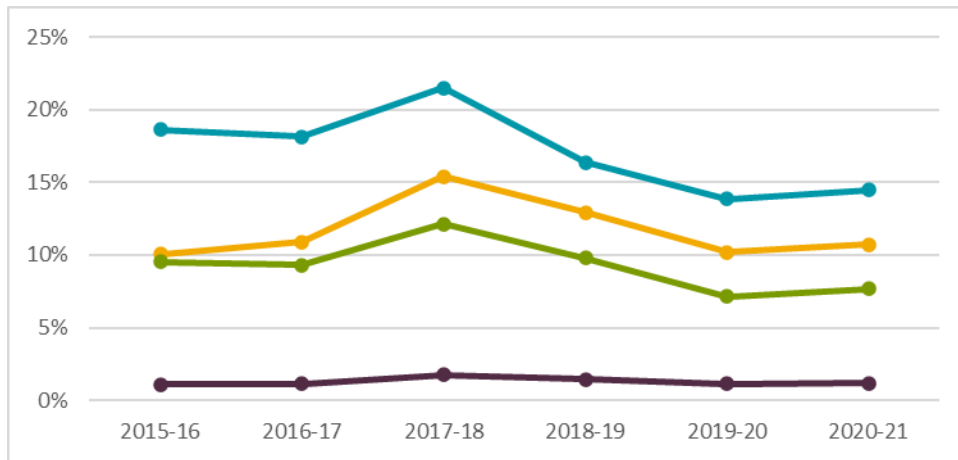
	Students on IEP	Total Students enrolled	Ratio
YFN	177	1,224	14%
OI	48	447	11%
non-FN	212	4,031	5%
Yukon	437	5,702	8%

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



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

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



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

3 Kindergarten Assessments

3.1 Boehm Test of Basic Concepts

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

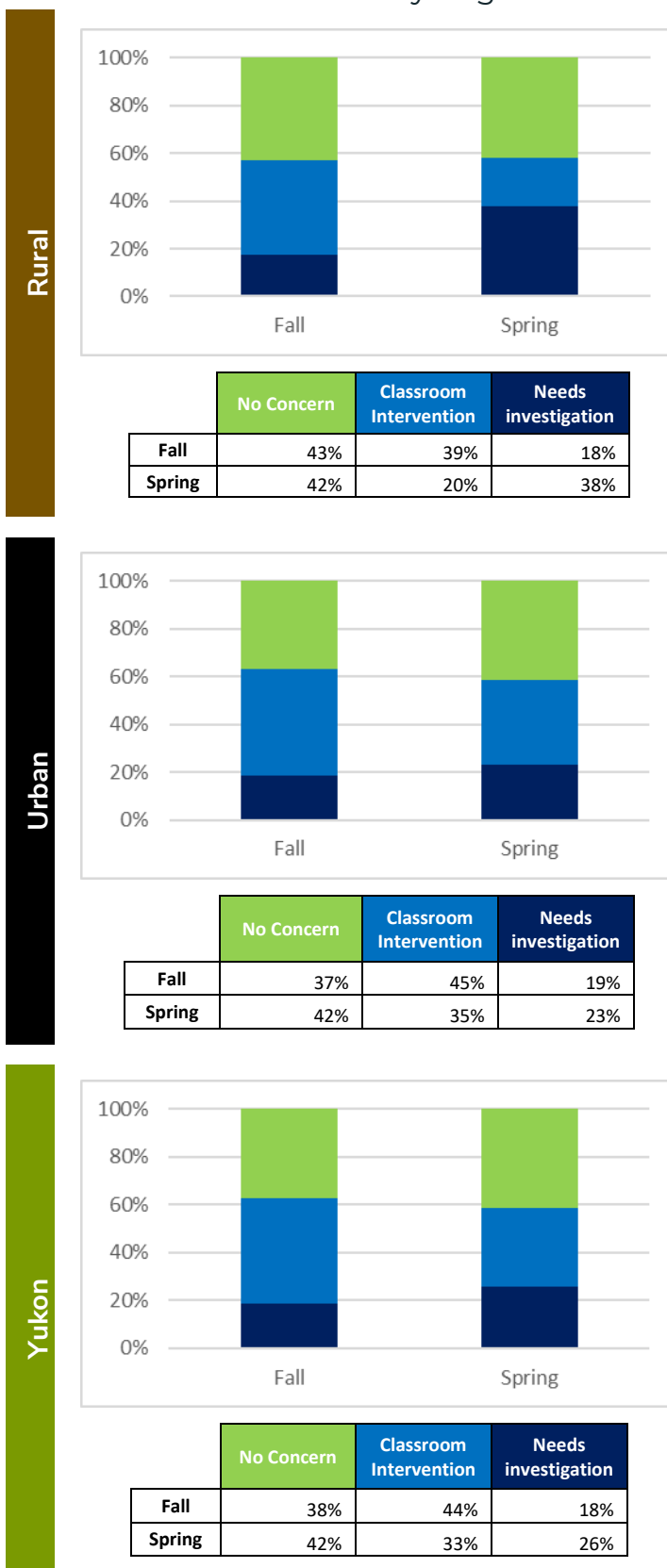
Students who were not tested are marked as “Unknown” and are excluded from this report.

Data Source

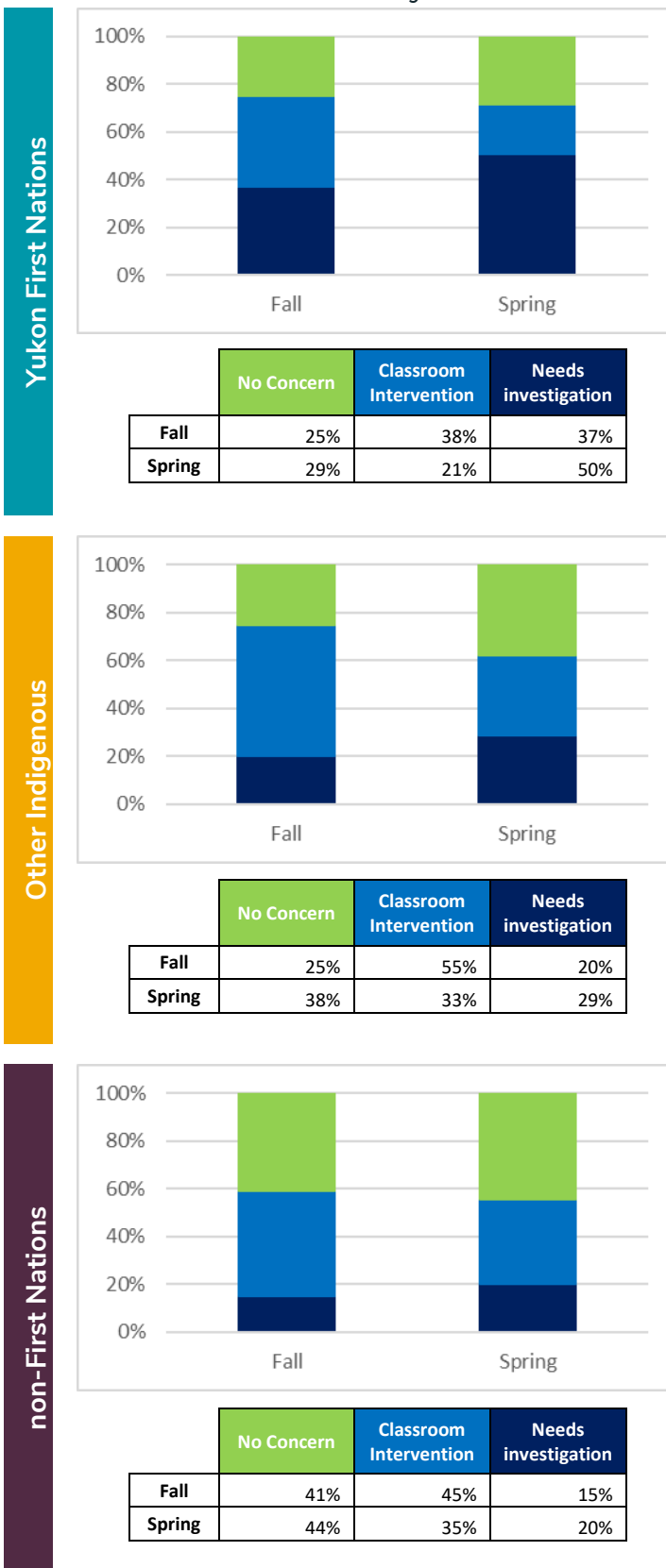
Performance and Analytics Boehm Module.

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

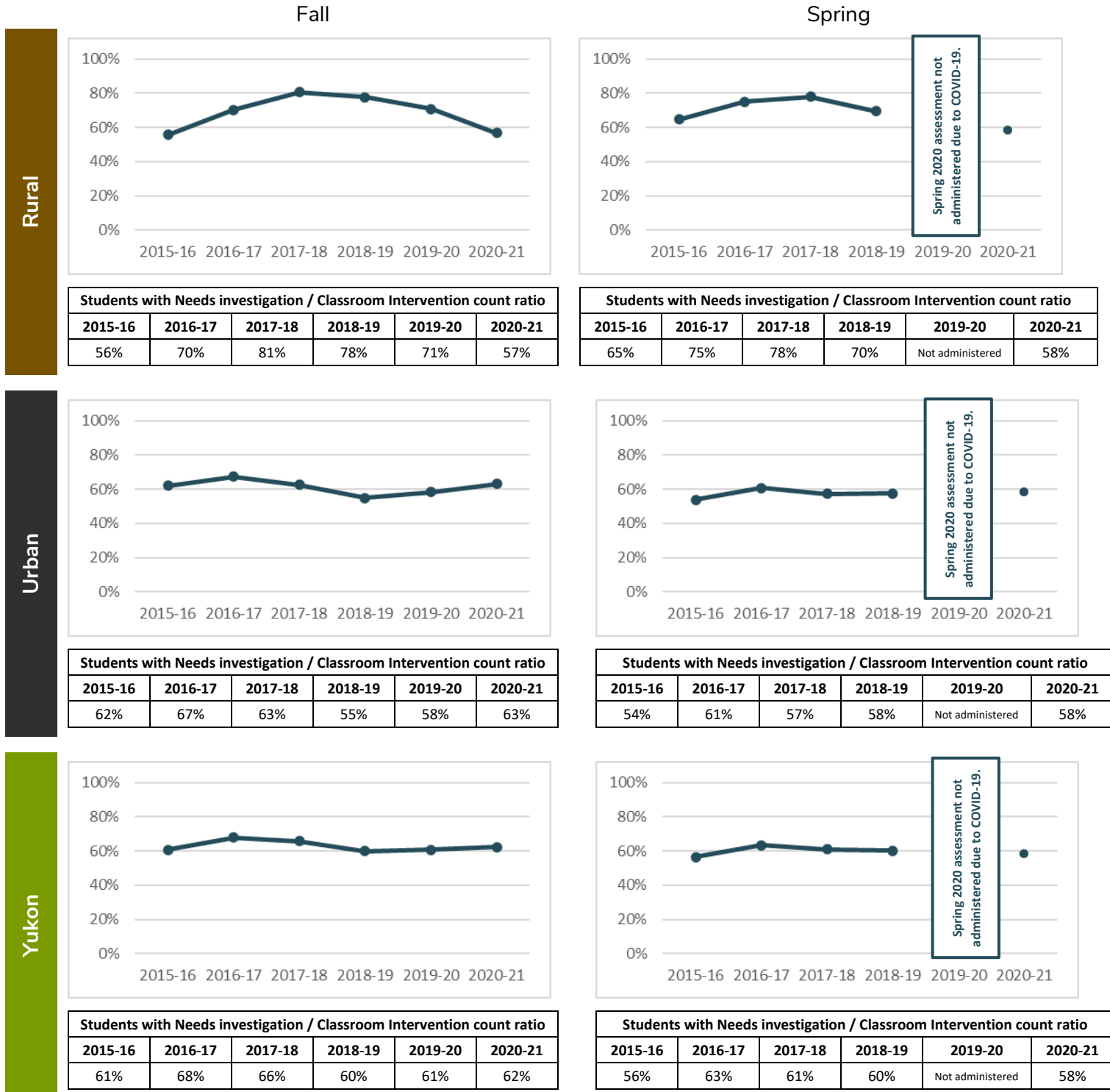
3.1.1 Boehm Student Count Ratios for 2020-21 by Region and Yukon-Wide



3.1.2 Boehm Student Count Ratios for 2020-21 by Self-Identification



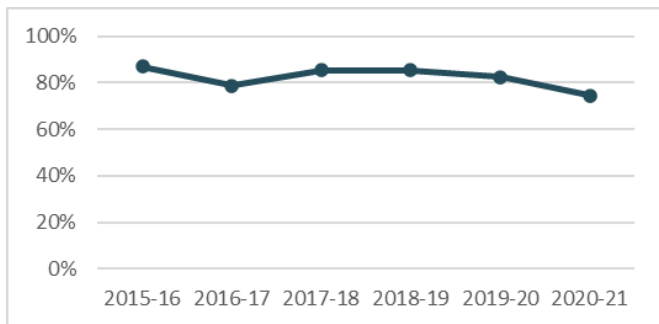
3.1.3 Boehm Students with “Needs investigation” or “Classroom Intervention” result ratio by Region over time



3.1.4 Boehm Students with “Needs investigation” or “Classroom Intervention” result ratio by Self-Identification over time

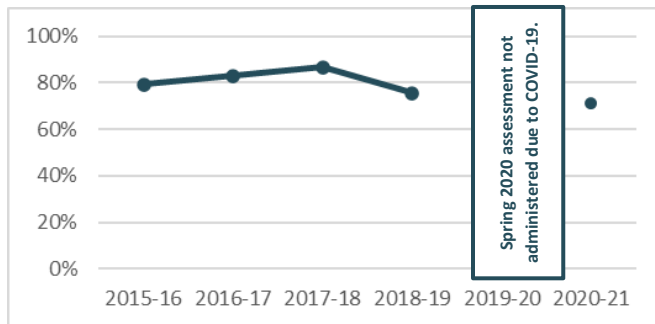
Yukon First Nations

Fall



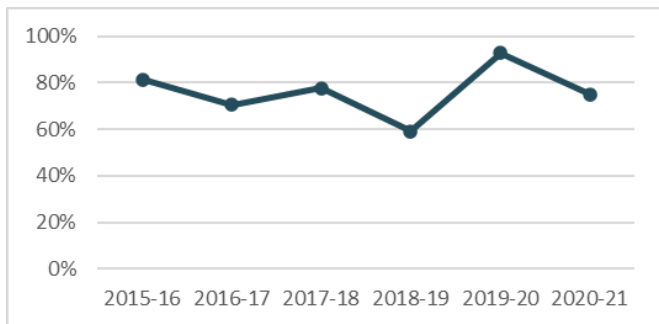
Students with Needs investigation / Classroom Intervention count ratio					
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
87%	79%	85%	85%	82%	75%

Spring

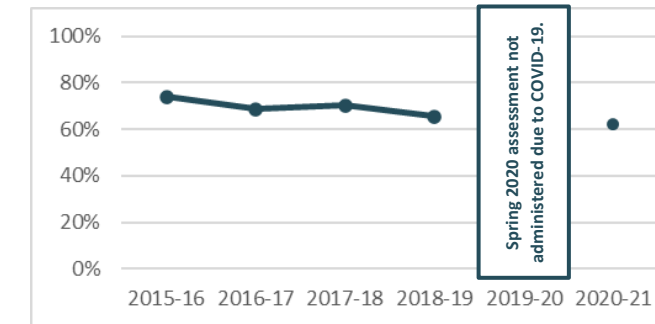


Students with Needs investigation / Classroom Intervention count ratio					
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
79%	83%	87%	76%	Not administered	71%

Other Indigenous

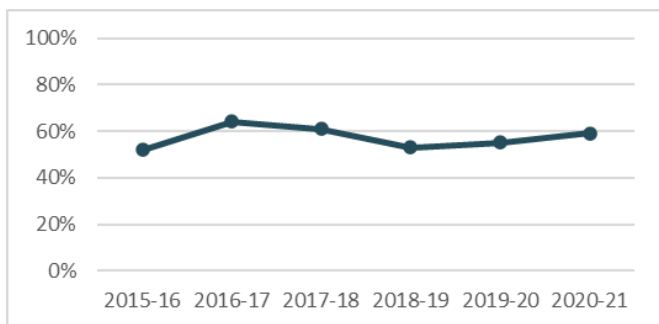


Students with Needs investigation / Classroom Intervention count ratio					
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
81%	71%	78%	59%	93%	75%

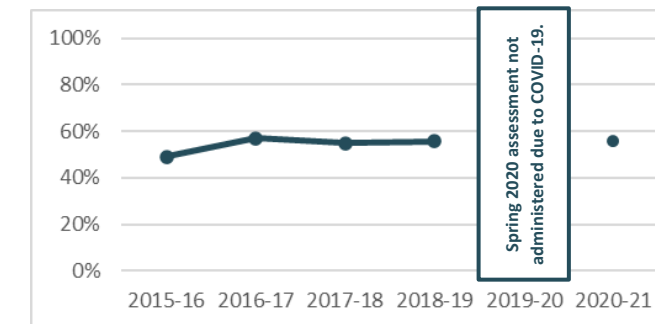


Students with Needs investigation / Classroom Intervention count ratio					
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
74%	69%	70%	65%	Not administered	62%

non-First Nation



Students with Needs investigation / Classroom Intervention count ratio					
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
52%	64%	61%	53%	55%	59%



Students with Needs investigation / Classroom Intervention count ratio					
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
49%	57%	55%	56%	Not administered	56%

3.2 Early Years Evaluation – Teacher Assessment

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

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

Please see website for more information.²

EYE-TA results are depicted using three tiers:

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

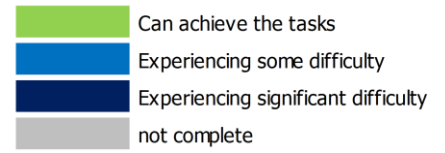
Students who did not complete enough tasks in a developmental area are identified as “not complete”.

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

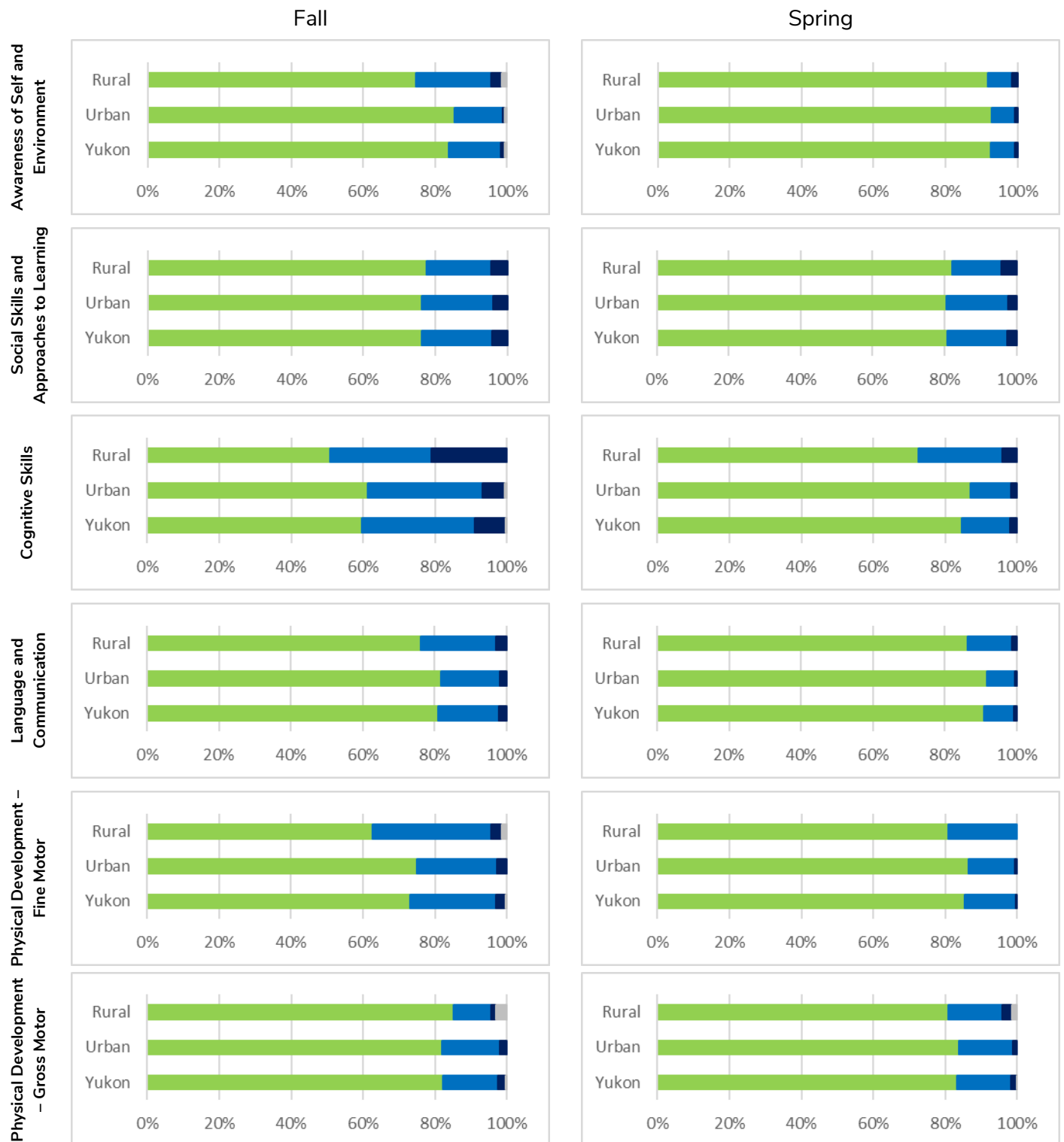
Data Source

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

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

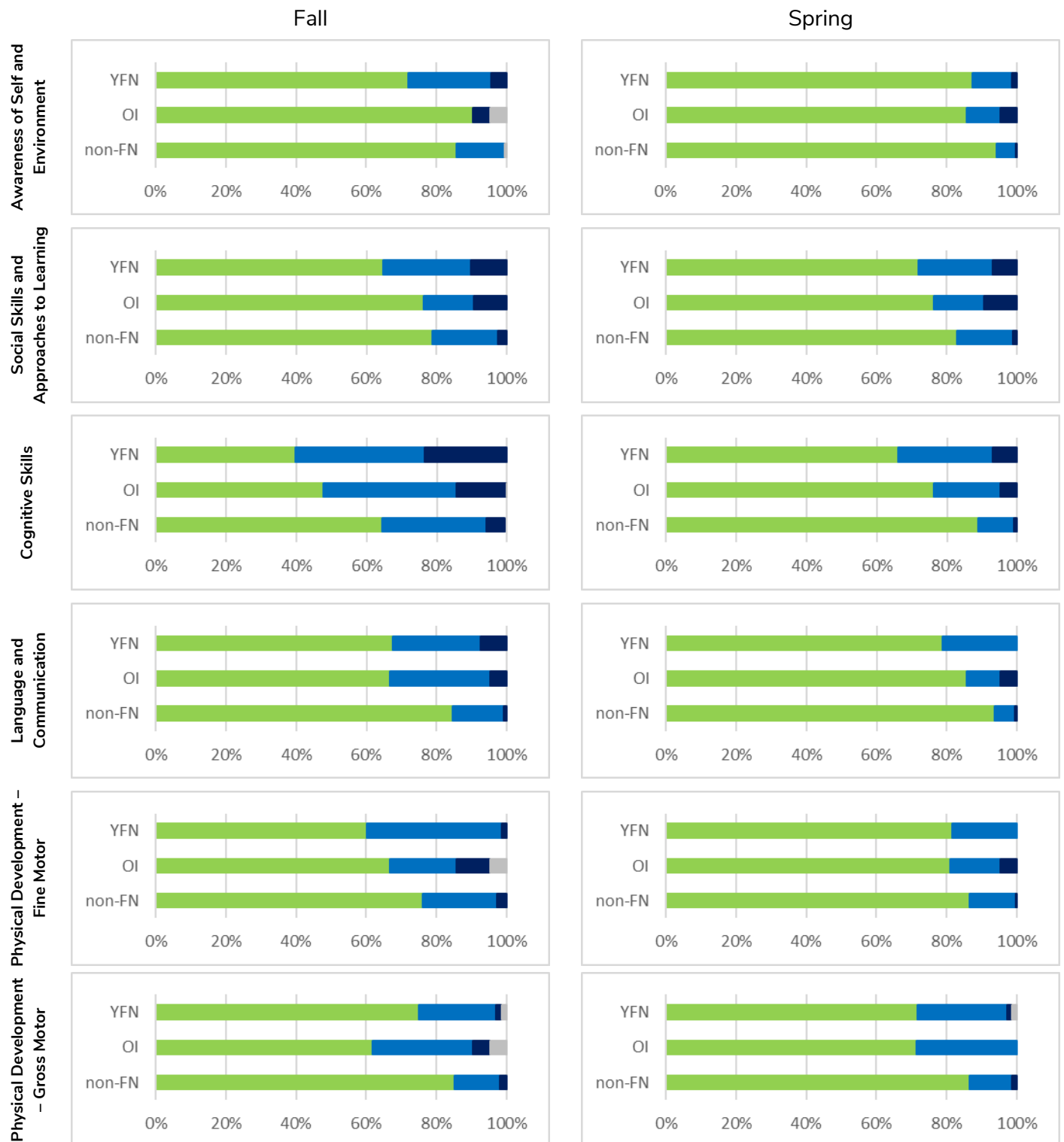
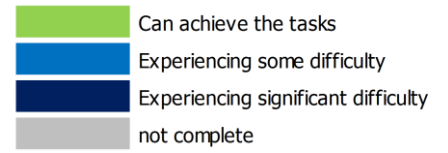


3.2.1 EYE-TA Student Count Ratios for 2020-21 by Region and Yukon-Wide



			Fall				Spring			
			Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
Awareness of Self and Environment	Rural	Ratio	75%	21%	3%	1%	92%	7%	1%	0%
	Urban	Ratio	86%	13%	1%	1%	93%	7%	1%	0%
	Yukon	Ratio	84%	15%	1%	1%	93%	7%	1%	0%
Social Skills and Approaches to	Rural	Ratio	78%	18%	4%	0%	82%	14%	4%	0%
	Urban	Ratio	76%	20%	4%	0%	81%	17%	2%	0%
	Yukon	Ratio	76%	20%	4%	0%	81%	17%	3%	0%
Cognitive Skills	Rural	Ratio	51%	28%	21%	0%	73%	23%	4%	0%
	Urban	Ratio	61%	32%	6%	1%	87%	11%	2%	0%
	Yukon	Ratio	60%	31%	9%	0%	85%	13%	2%	0%
Language and Communication	Rural	Ratio	76%	21%	3%	0%	86%	12%	1%	0%
	Urban	Ratio	82%	16%	2%	0%	92%	8%	1%	0%
	Yukon	Ratio	81%	17%	2%	0%	91%	9%	1%	0%
Physical Development – Fine	Rural	Ratio	63%	33%	3%	1%	81%	19%	0%	0%
	Urban	Ratio	75%	22%	3%	0%	86%	13%	1%	0%
	Yukon	Ratio	73%	24%	3%	0%	85%	14%	0%	0%
Physical Development – Gross	Rural	Ratio	85%	10%	1%	3%	81%	15%	3%	1%
	Urban	Ratio	82%	16%	2%	0%	84%	15%	1%	0%
	Yukon	Ratio	82%	15%	2%	0%	83%	15%	1%	0%

3.2.2 EYE-TA Student Count Ratios for 2020-21 by Self-Identification



			Fall				Spring			
			Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
Awareness of Self and Environment	YFN	Ratio	72%	24%	4%	0%	87%	11%	1%	0%
	OI	Ratio	90%	0%	5%	5%	86%	10%	5%	0%
	non-FN	Ratio	86%	14%	0%	1%	94%	6%	0%	0%
Social Skills and Approaches to	YFN	Ratio	65%	25%	10%	0%	72%	21%	7%	0%
	OI	Ratio	76%	14%	10%	0%	76%	14%	10%	0%
	non-FN	Ratio	79%	19%	2%	0%	83%	16%	1%	0%
Cognitive Skills	YFN	Ratio	40%	37%	24%	0%	66%	27%	7%	0%
	OI	Ratio	48%	38%	14%	0%	76%	19%	5%	0%
	non-FN	Ratio	65%	30%	5%	1%	89%	10%	1%	0%
Language and Communication	YFN	Ratio	68%	25%	7%	0%	79%	21%	0%	0%
	OI	Ratio	67%	29%	5%	0%	86%	10%	5%	0%
	non-FN	Ratio	85%	15%	1%	0%	94%	6%	1%	0%
Physical Development – Fine	YFN	Ratio	60%	38%	1%	0%	82%	18%	0%	0%
	OI	Ratio	67%	19%	10%	5%	81%	14%	5%	0%
	non-FN	Ratio	76%	21%	3%	0%	87%	13%	0%	0%
Physical Development – Gross	YFN	Ratio	75%	22%	1%	1%	72%	25%	1%	1%
	OI	Ratio	62%	29%	5%	5%	71%	29%	0%	0%
	non-FN	Ratio	85%	13%	2%	0%	87%	12%	1%	0%

3.2.3 EYE-TA Students Experiencing Difficulties or Did not complete Ratios over time

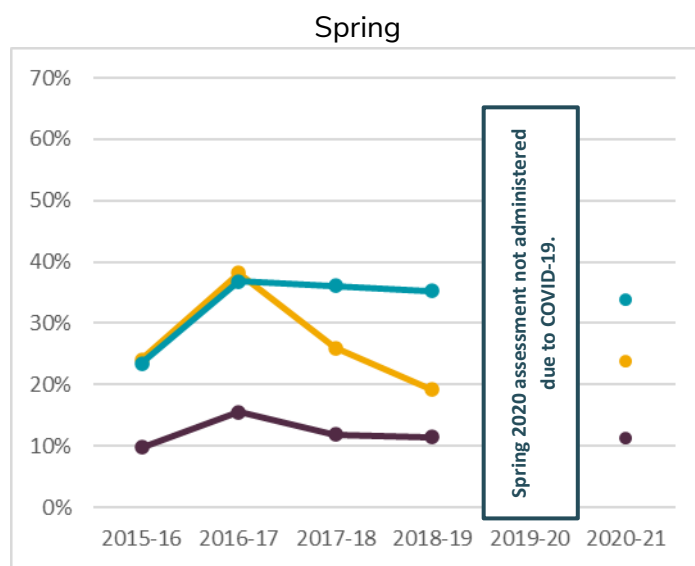
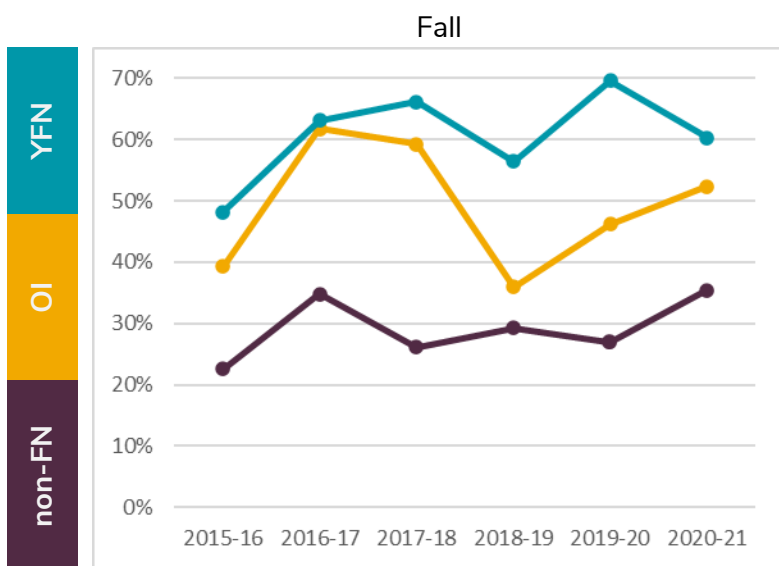
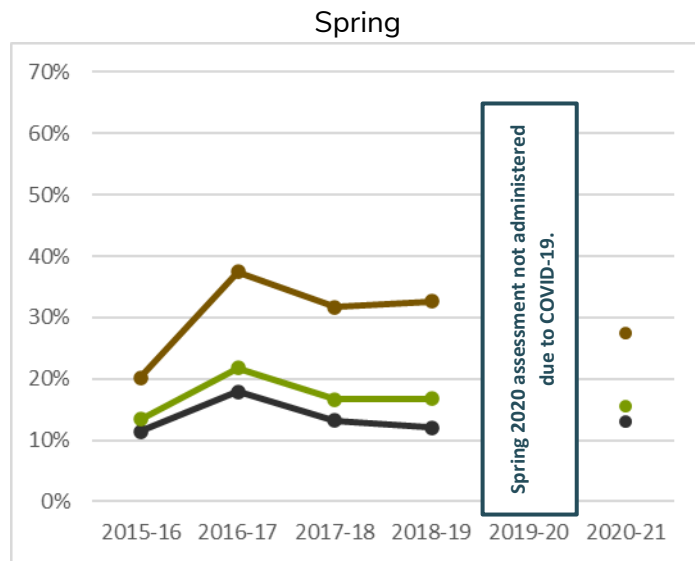
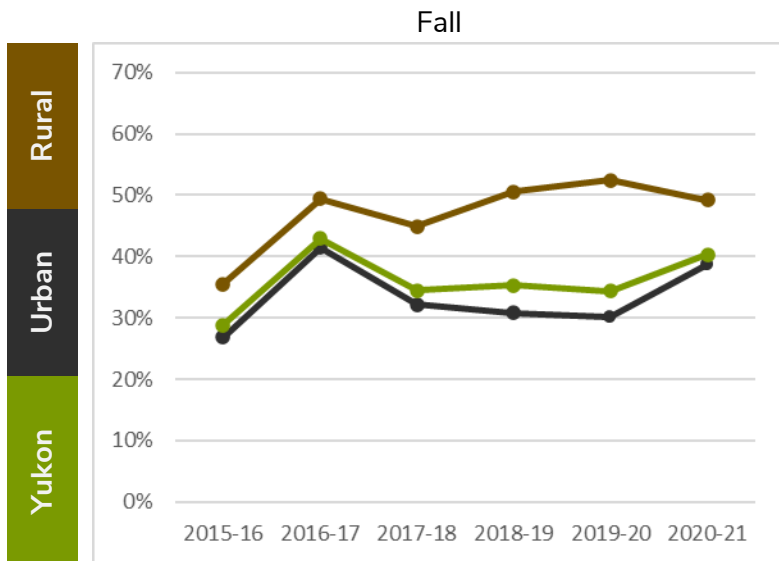
3.2.3.1 Awareness of Self and Environment



3.2.3.2 Social Skills and Approaches to Learning



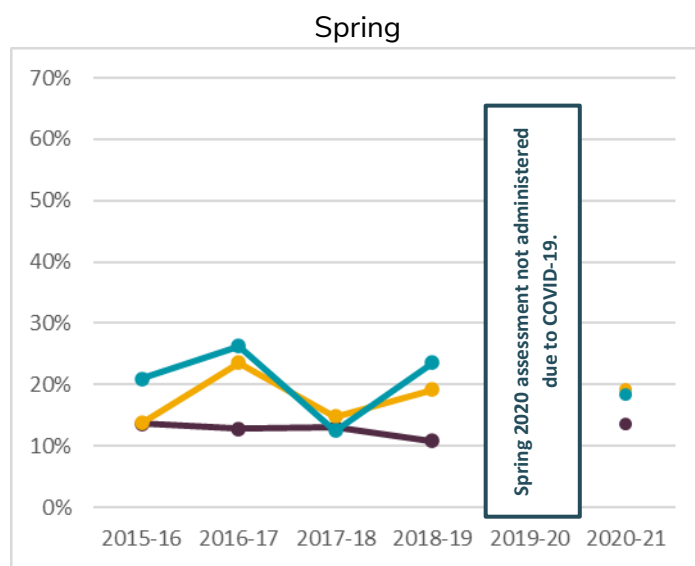
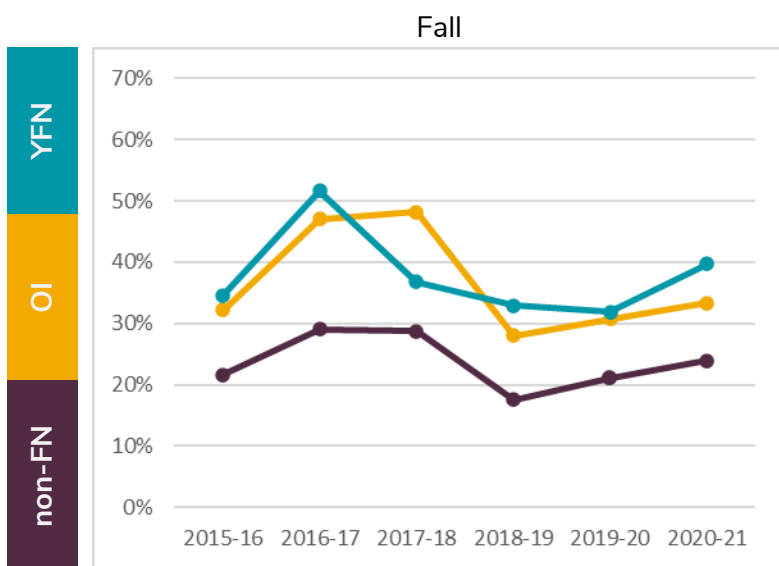
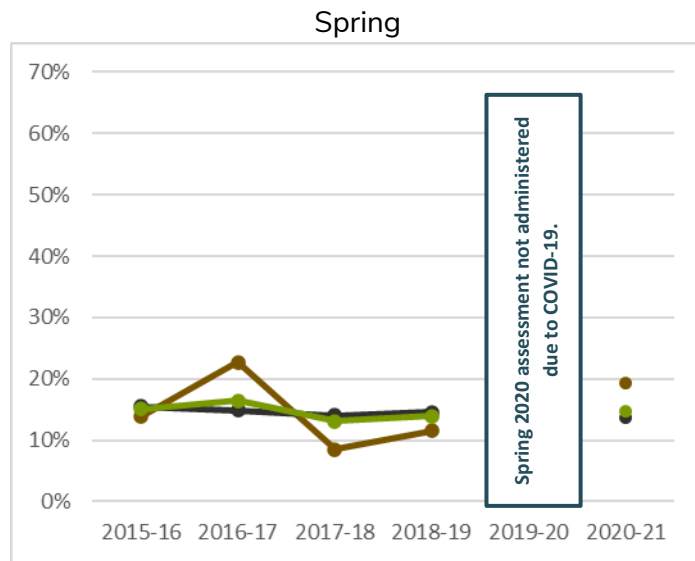
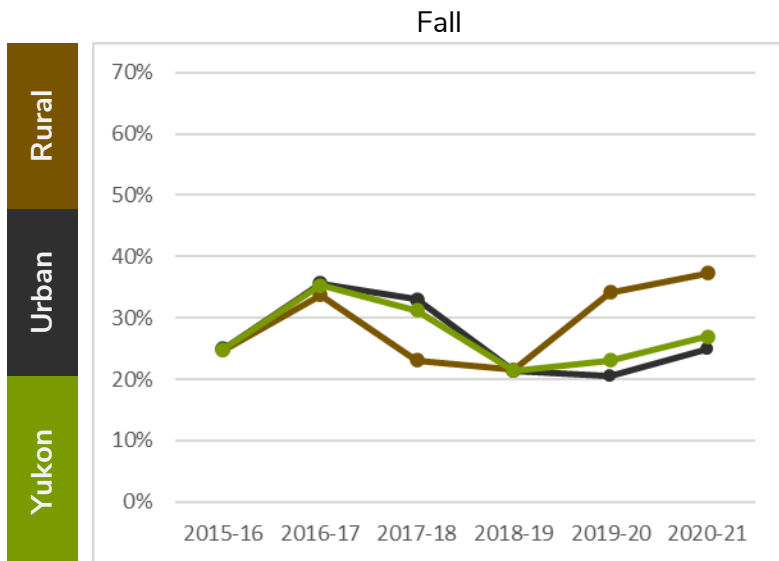
3.2.3.3 Cognitive Skills



3.2.3.4 Language and Communication



3.2.3.5 Physical Development – Fine Motor



3.2.3.6 Physical Development – Gross Motor



4 Foundation Skills Assessment

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

The assessment is typically administered in October.

FSA scoring is as follows:

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

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

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

Unknown: Students did not participate or were exempt.

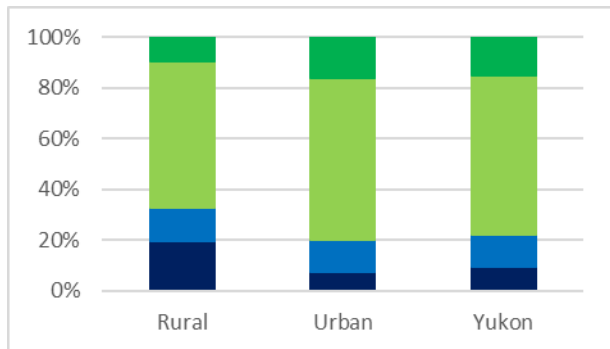
Data Source

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

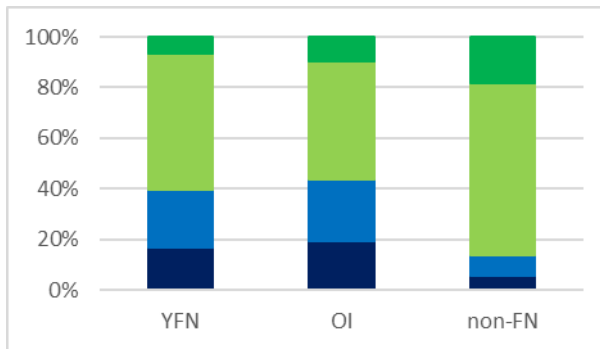
4.1 FSA Student Count Ratios for 2020-21 by Grade 4

Reading Grade 4

by Region and Yukon Wide



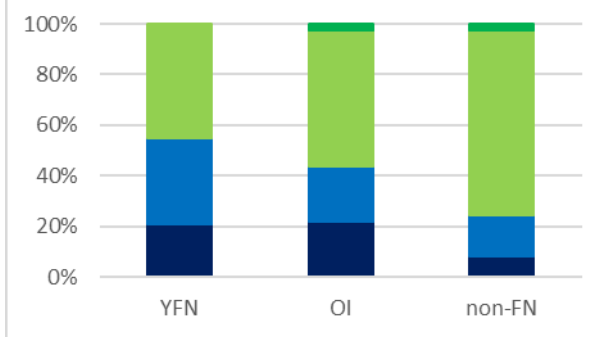
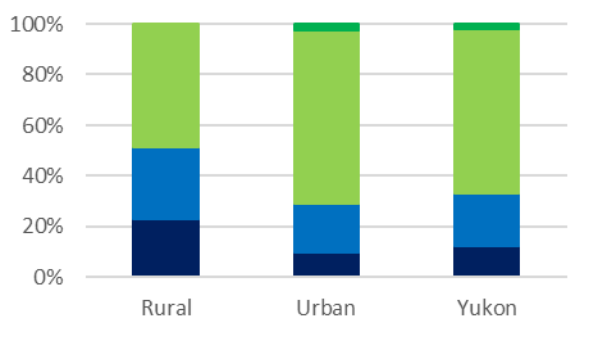
by Self-Identification



	Extending	On Track	Emerging	Unknown
Rural	9%	58%	13%	20%
Urban	16%	64%	13%	7%
Yukon	15%	63%	13%	10%

	Extending	On Track	Emerging	Unknown
YFN	7%	54%	23%	17%
OI	10%	46%	24%	20%
non-FN	18%	68%	8%	6%

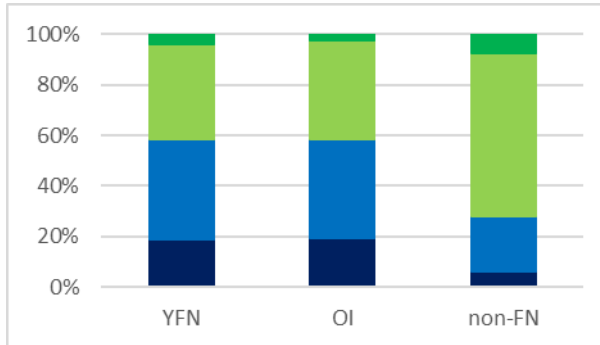
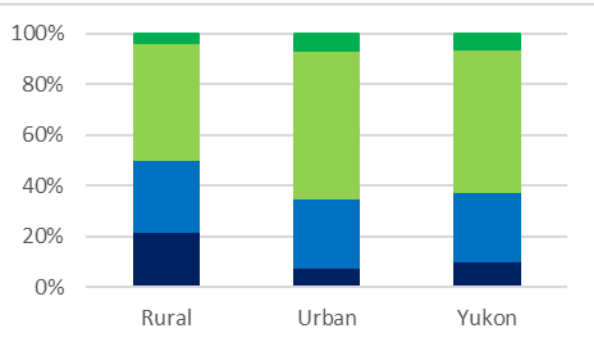
Writing Grade 4



	Extending	On Track	Emerging	Unknown
Rural	0%	49%	28%	23%
Urban	2%	69%	19%	10%
Yukon	2%	65%	21%	12%

	Extending	On Track	Emerging	Unknown
YFN	0%	45%	34%	21%
OI	2%	54%	22%	22%
non-FN	3%	73%	16%	8%

Numeracy Grade 4

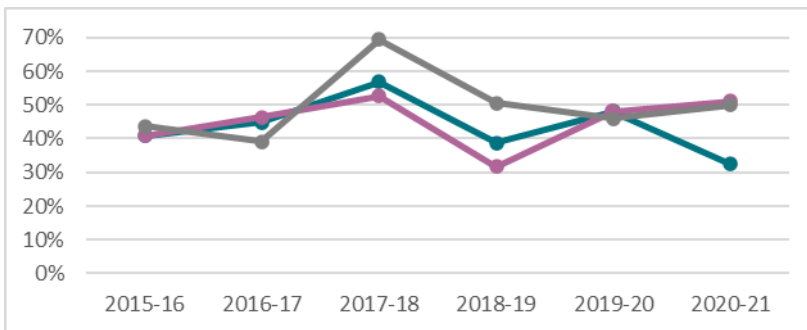


	Extending	On Track	Emerging	Unknown
Rural	3%	47%	28%	22%
Urban	7%	58%	27%	8%
Yukon	6%	56%	27%	10%

	Extending	On Track	Emerging	Unknown
YFN	4%	38%	40%	19%
OI	2%	39%	39%	20%
non-FN	8%	64%	22%	6%

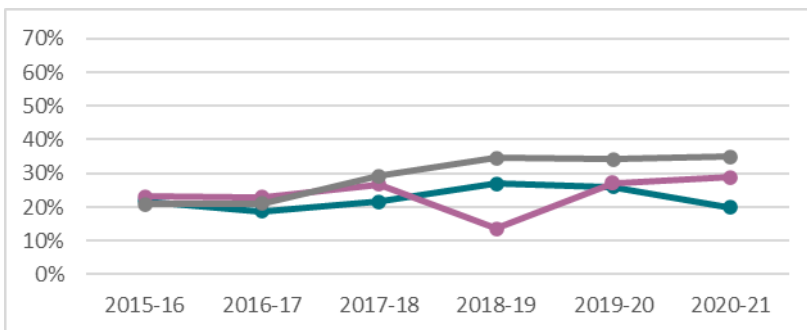
4.2 FSA Grade 4 Students with Emerging or Unknown result Ratios by Region and Yukon-Wide over time

Rural



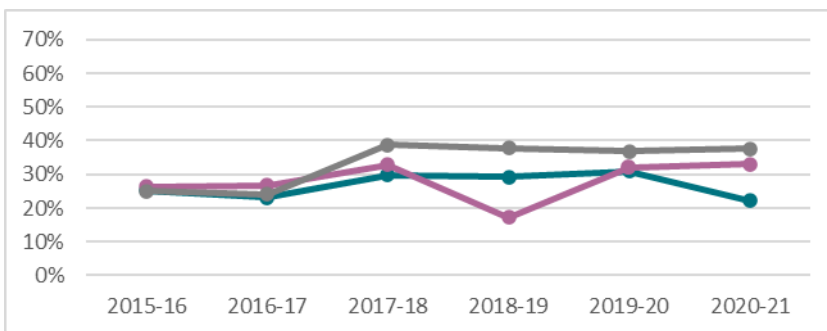
Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	41%	45%	57%	39%	48%	33%
Writing	41%	46%	53%	32%	48%	51%
Numeracy	44%	39%	69%	51%	46%	50%

Urban



Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	22%	19%	22%	27%	26%	20%
Writing	23%	23%	27%	14%	27%	29%
Numeracy	21%	21%	29%	35%	34%	35%

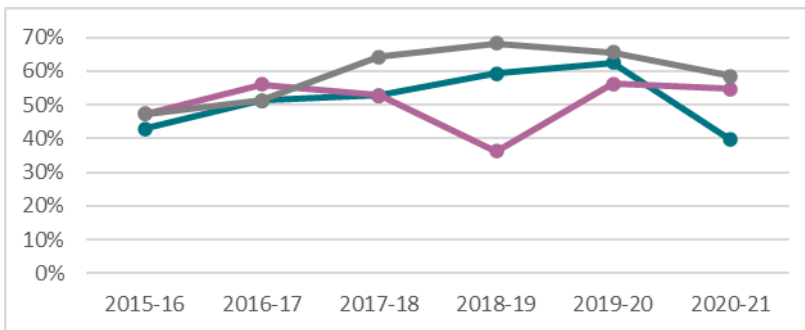
Yukon



Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	25%	23%	30%	29%	31%	22%
Writing	26%	27%	33%	17%	32%	33%
Numeracy	25%	24%	39%	38%	37%	38%

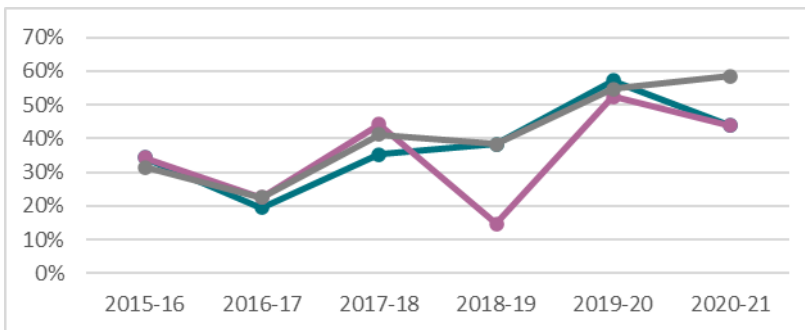
4.3 FSA Grade 4 Students with Emerging or Unknown result Ratios by Self-Identification over time

Yukon First Nations



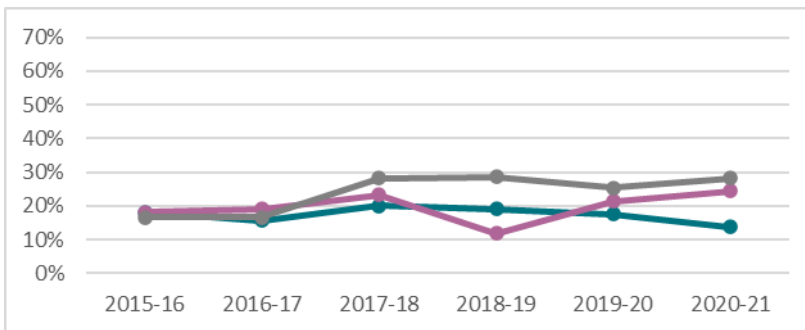
Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	43%	51%	53%	59%	63%	40%
Writing	47%	56%	53%	36%	56%	55%
Numeracy	47%	51%	64%	68%	66%	58%

Other Indigenous



Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	34%	19%	35%	38%	57%	44%
Writing	34%	23%	44%	15%	52%	44%
Numeracy	31%	23%	41%	38%	55%	59%

non-First Nations

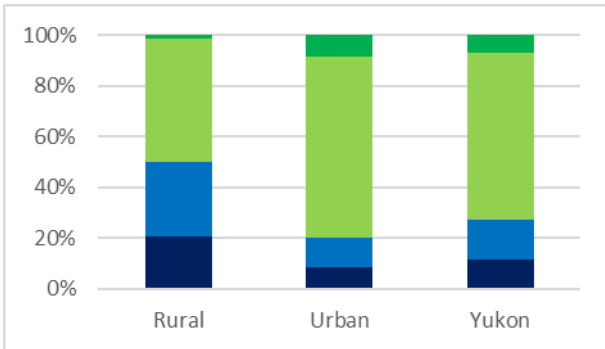


Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	18%	16%	20%	19%	18%	14%
Writing	18%	19%	23%	12%	21%	24%
Numeracy	17%	17%	28%	29%	25%	28%

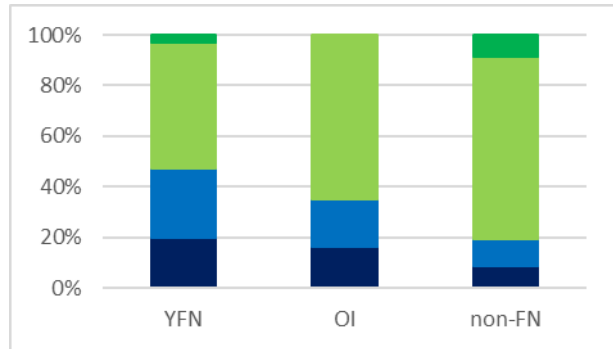
4.4 FSA Student Count Ratios for 2020-21 by Grade 7

Reading Grade 7

by Region and Yukon Wide



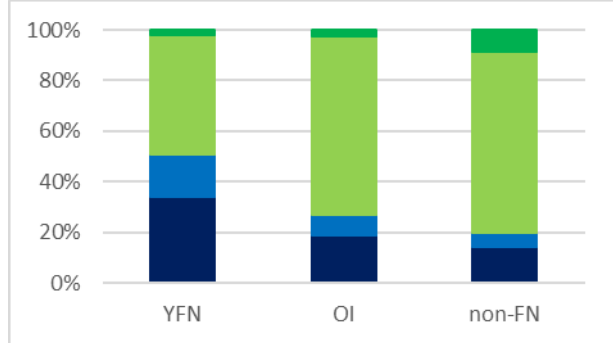
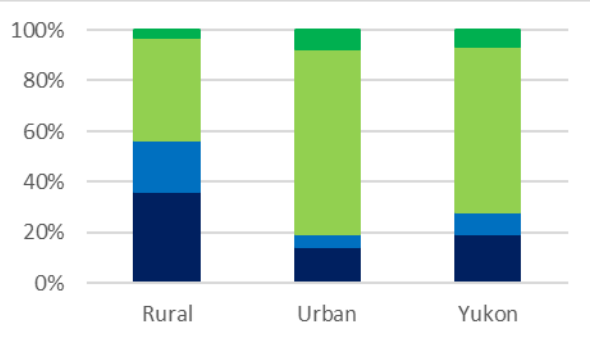
by Self-Identification



	Extending	On Track	Emerging	Unknown
Rural	1%	48%	29%	21%
Urban	8%	71%	12%	9%
Yukon	6%	66%	16%	12%

	Extending	On Track	Emerging	Unknown
YFN	3%	50%	27%	20%
OI	0%	65%	19%	16%
non-FN	9%	72%	11%	9%

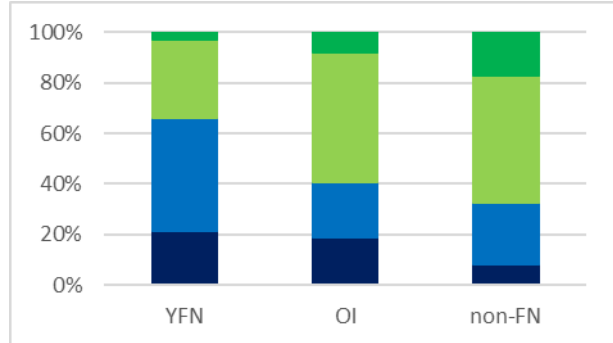
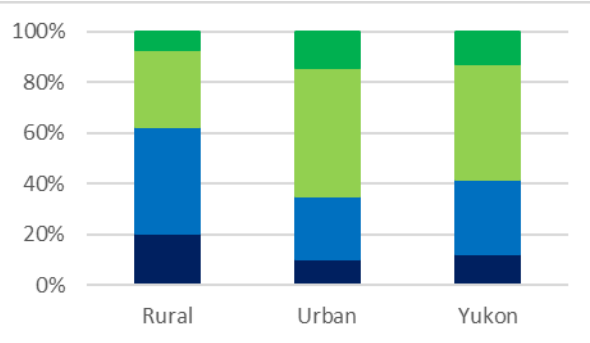
Writing Grade 7



	Extending	On Track	Emerging	Unknown
Rural	3%	40%	20%	36%
Urban	8%	73%	5%	14%
Yukon	7%	65%	8%	19%

	Extending	On Track	Emerging	Unknown
YFN	2%	47%	17%	34%
OI	3%	70%	8%	19%
non-FN	9%	71%	5%	14%

Numeracy Grade 7

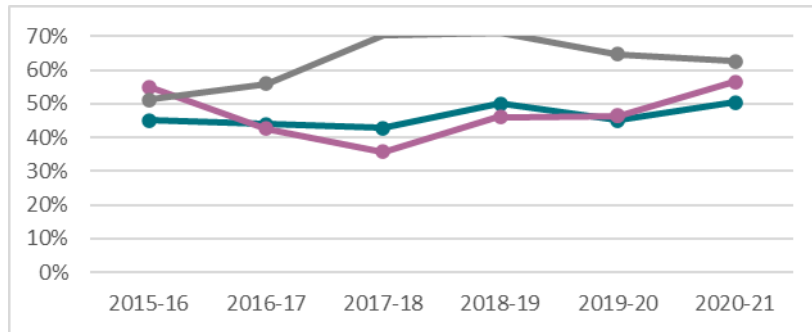


	Extending	On Track	Emerging	Unknown
Rural	7%	30%	42%	20%
Urban	14%	50%	25%	10%
Yukon	13%	46%	29%	12%

	Extending	On Track	Emerging	Unknown
YFN	3%	31%	44%	22%
OI	8%	51%	22%	19%
non-FN	17%	50%	24%	8%

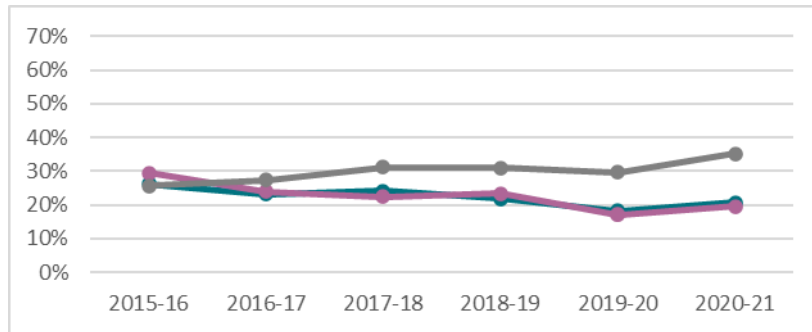
4.5 FSA Grade 7 Students with Emerging or Unknown result Ratios by Region and Yukon-Wide over time

Rural



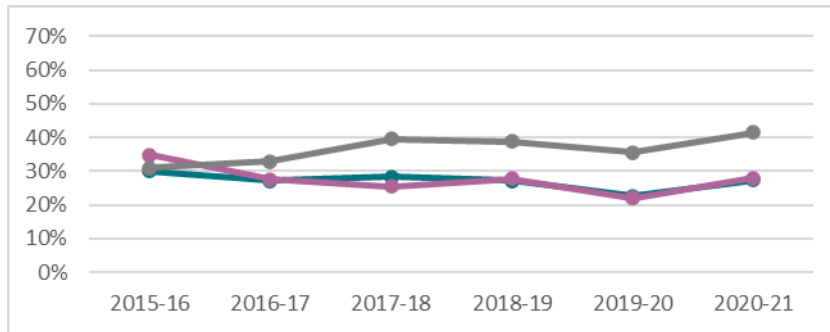
Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	45%	44%	43%	50%	45%	51%
Writing	55%	43%	36%	46%	46%	57%
Numeracy	51%	56%	70%	71%	65%	63%

Urban



Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	26%	23%	24%	22%	18%	21%
Writing	30%	24%	23%	23%	17%	20%
Numeracy	26%	27%	31%	31%	30%	35%

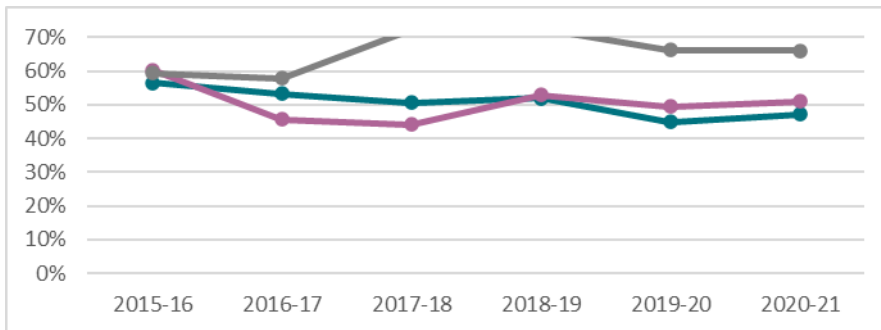
Yukon



Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	30%	27%	28%	27%	23%	27%
Writing	35%	27%	25%	28%	22%	28%
Numeracy	31%	33%	40%	39%	36%	41%

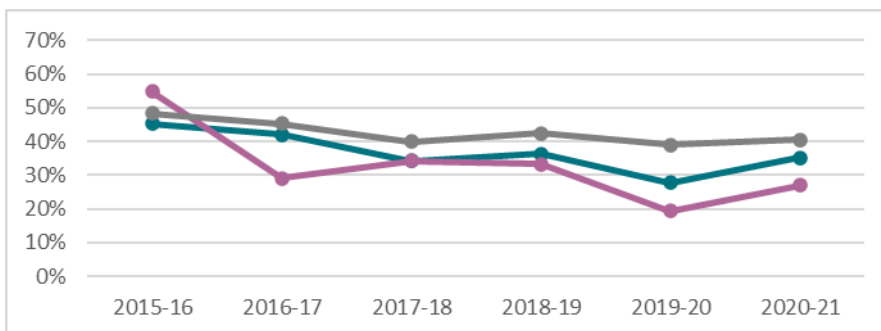
4.6 FSA Grade 7 Students with Emerging or Unknown result Ratios by Self-Identification and Yukon-Wide over time

Yukon First Nations



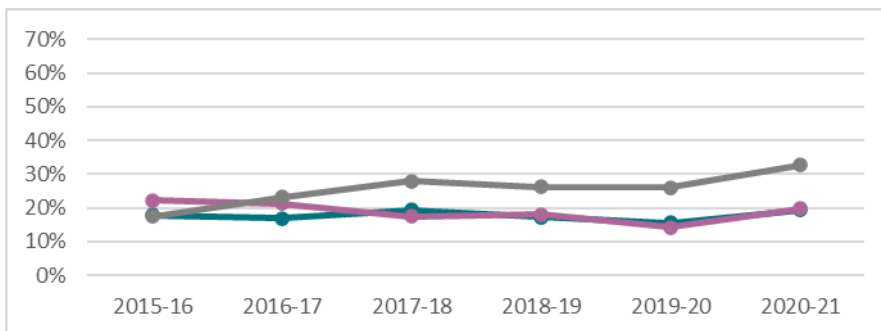
Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	56%	53%	51%	52%	45%	47%
Writing	60%	46%	44%	53%	49%	51%
Numeracy	59%	58%	72%	73%	66%	66%

Other Indigenous



Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	45%	42%	34%	36%	28%	35%
Writing	55%	29%	34%	33%	19%	27%
Numeracy	48%	45%	40%	42%	39%	41%

non-First Nations



Students with Emerging or Unknown result ratios						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Reading	18%	17%	19%	17%	16%	19%
Writing	22%	21%	17%	18%	14%	20%
Numeracy	17%	23%	28%	26%	26%	33%

5 Graduation

5.1 Grade 12 Graduation Rate

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

Dogwood Diploma

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

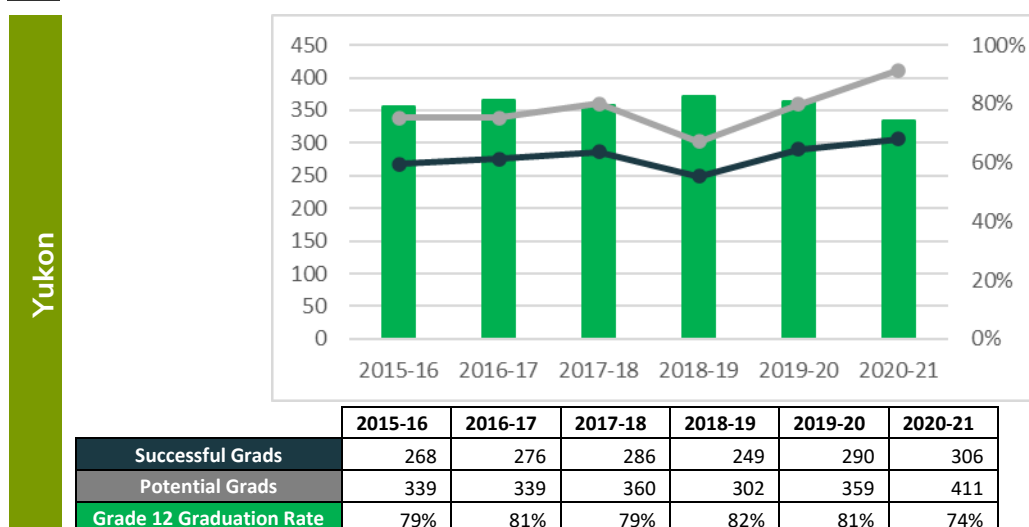
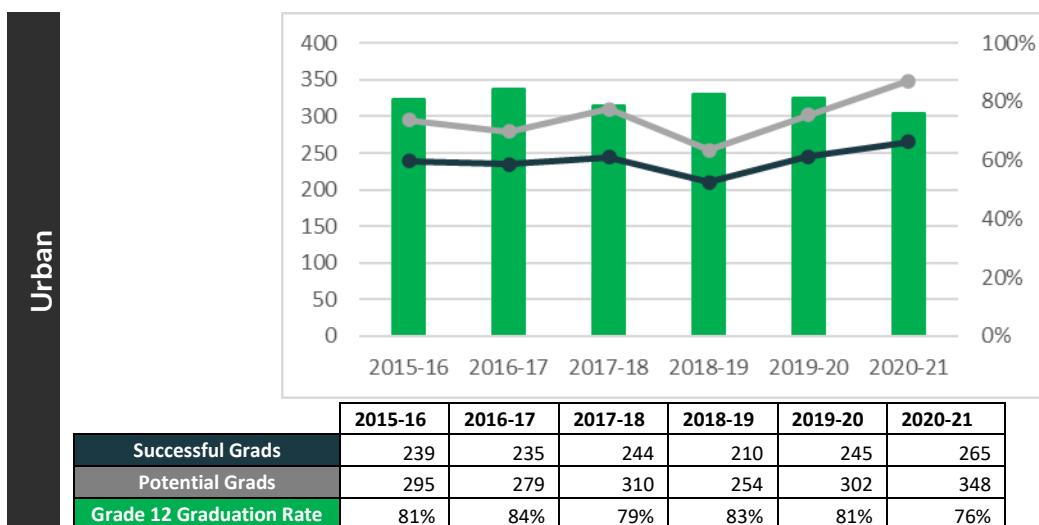
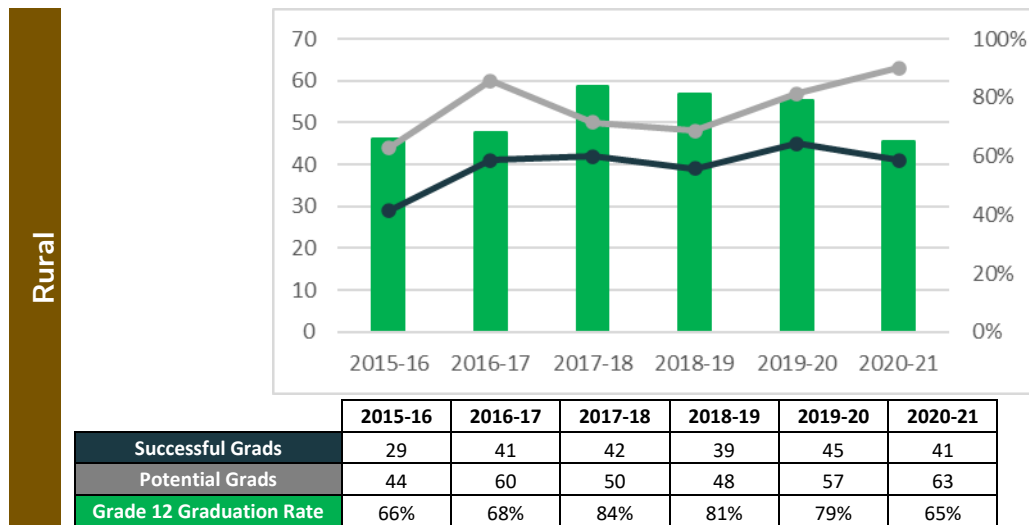
Data Source

Aspen Student Information System and Performance and Analytics Master Model

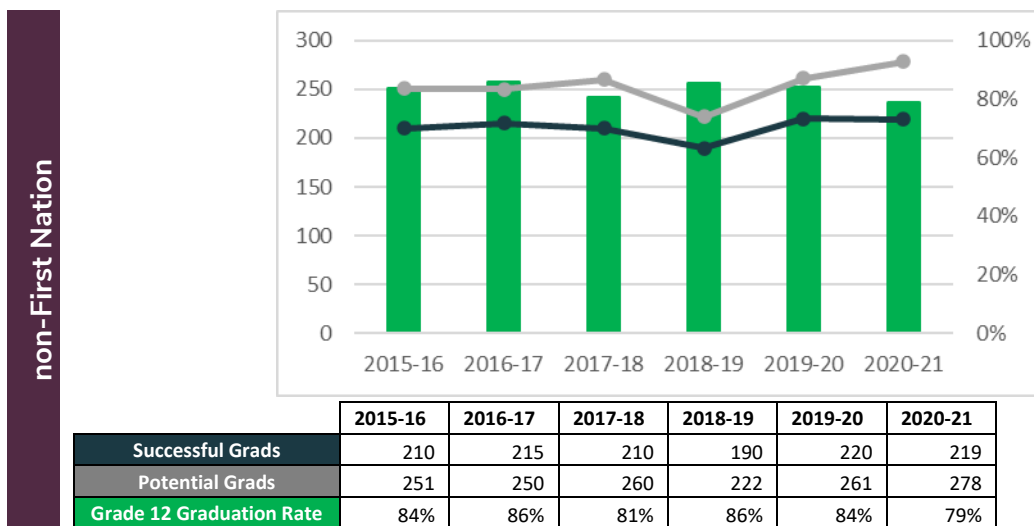
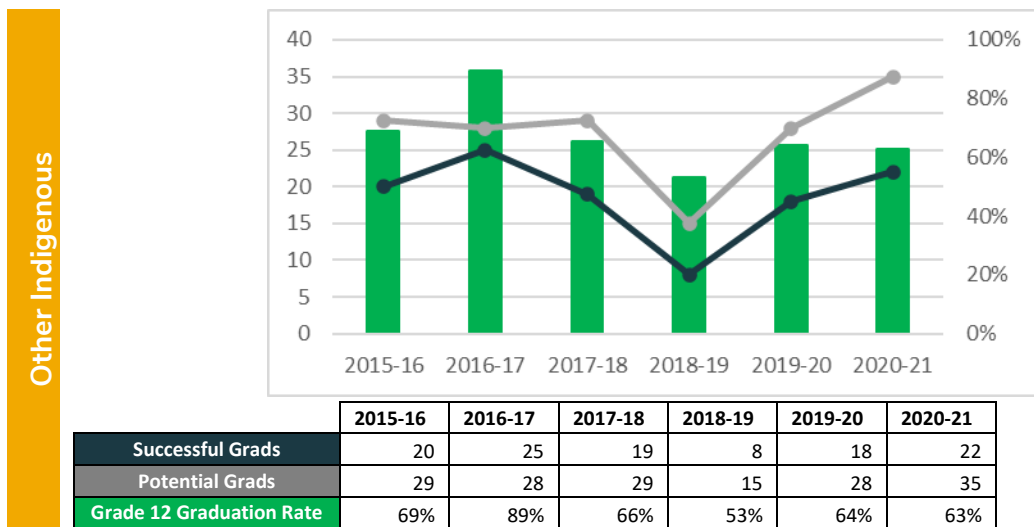
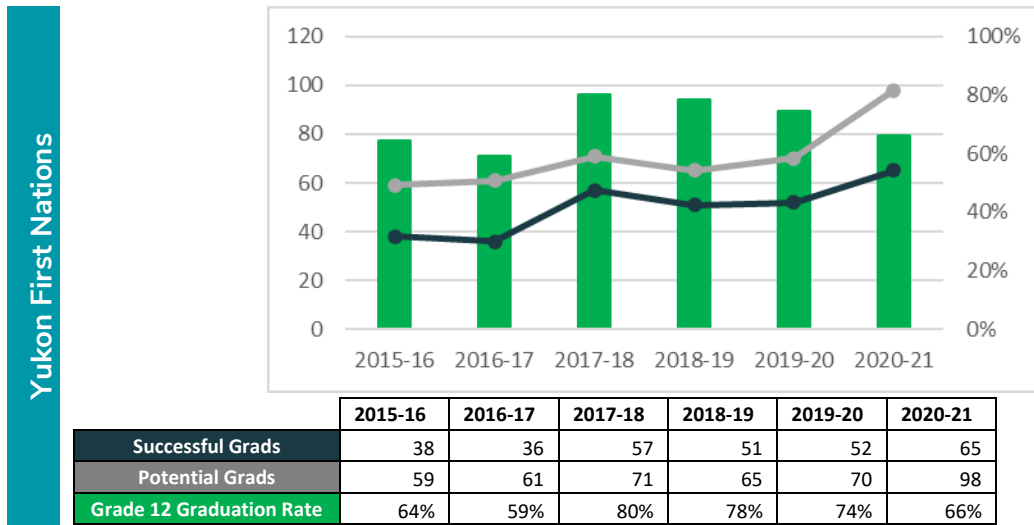
Date Stamp

October 15, 2021 was the data date stamp for students in consideration.

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



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



5.2 Six Year Graduation Rate

The six-year graduation rate examines all students who entered in Grade 8 for the first time in 2015-16 and evaluates if they graduated within a six-year period.

Students not included in the cohort are called outmigrants and are deducted from the total.

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

Graduated students either graduated with a standard or adult dogwood certificate. The completion programs are not included.

In general, outmigrants includes students who are no longer active or enrolled in the Department of Education student information system during the six-year analysis period (2015-16 to 2020-21).

Here are some possible reasons for outmigrants:

- Withdrawals
- Transfers to a school outside of the Yukon
- No longer in the Department of Education student information system

Cohort is defined as students who are first time grade 8 enrolled as of October of the 2015-16 school year. It also includes student entering the education system in the respective grade and year throughout the timeframe. This methodology follows the British Columbia Ministry of Education Guidelines for the six-year graduation rate (please see [BC - 6 years graduation guidelines](#)³ for more information).

Data Source

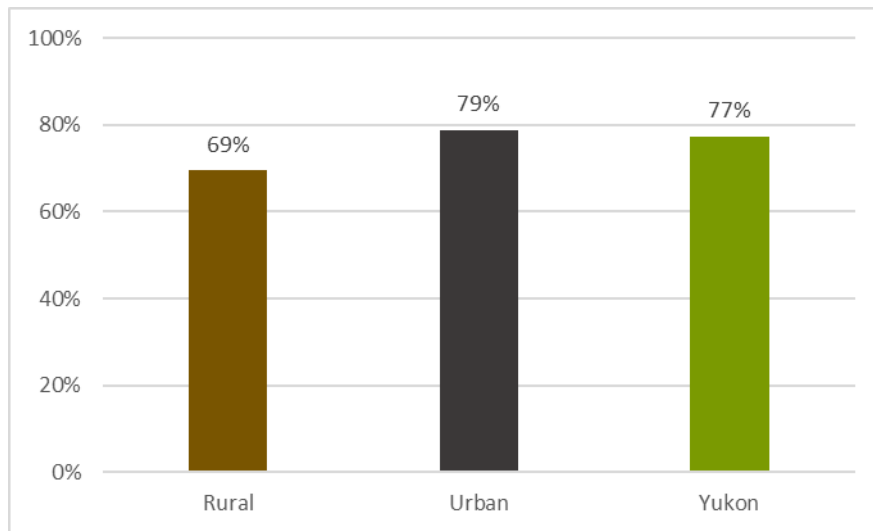
Aspen Student Information System, British Columbia Trax system and Performance and Analytics Master Model

Date Stamp

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

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

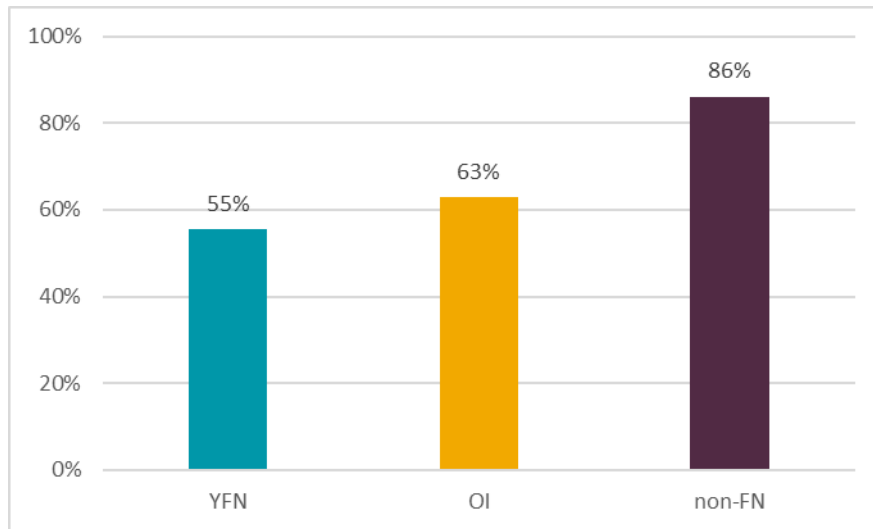
5.2.1 2020-21 Cohort Six-Year Graduation Rate by Region



5.2.2 Number of Outmigrants

	Rural	Urban	Yukon
Outmigrants	14	57	71

5.2.3 2020-21 Cohort Six-Year Graduation Rate by Self-Identification



5.2.4 Number of Outmigrants

	YFN	OI	non-FN	Yukon
Outmigrants	14	5	52	71

6 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 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 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 number of absent days is determined by students grouped by "Enrolment" school.

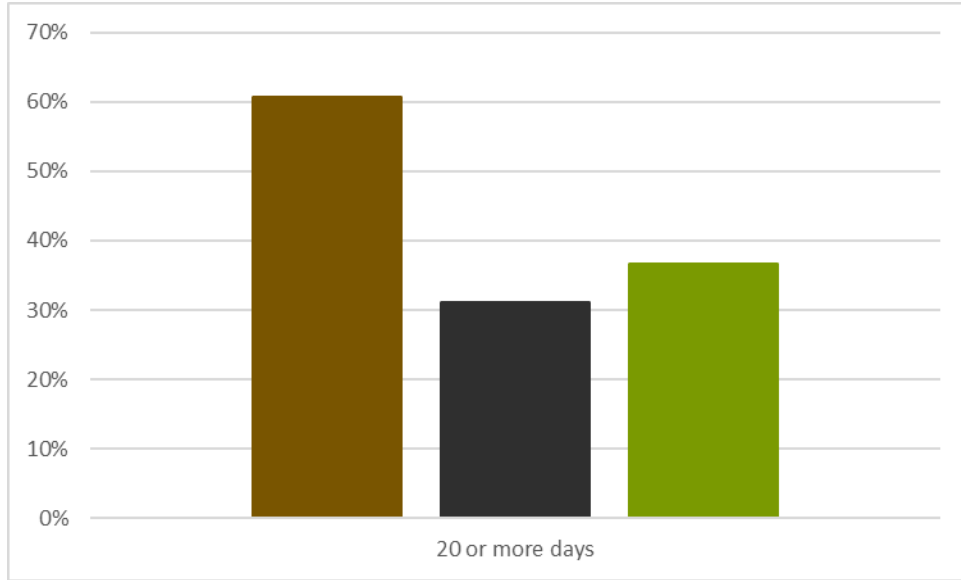
Data Source

Aspen Student Information System and Performance and Analytics Attendance Module.

Date Stamp

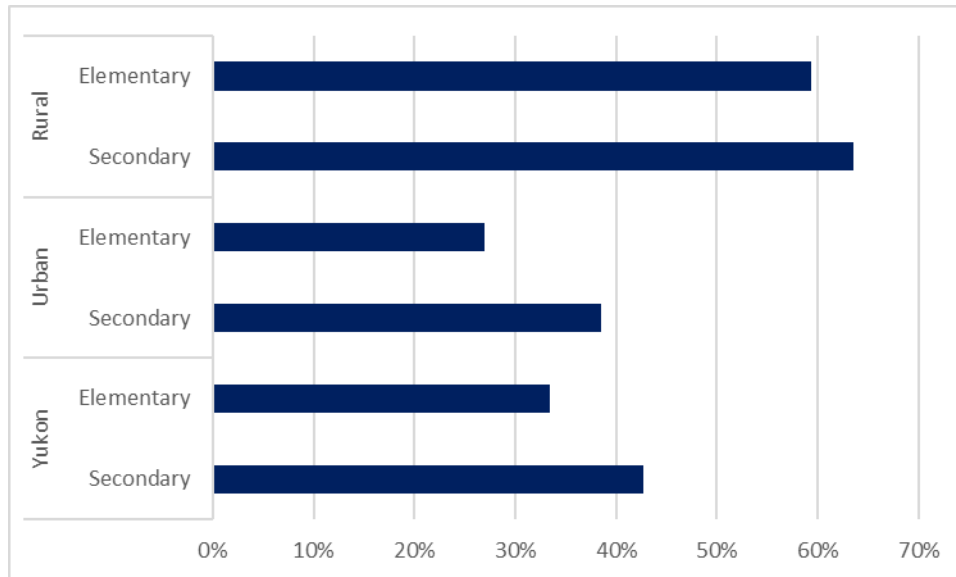
Attendance data was analyzed from data date-stamped after the completion of the school year (~July 15).

6.1 20 or more days absent Student Count Ratios for 2020-21 by Region and Yukon-Wide



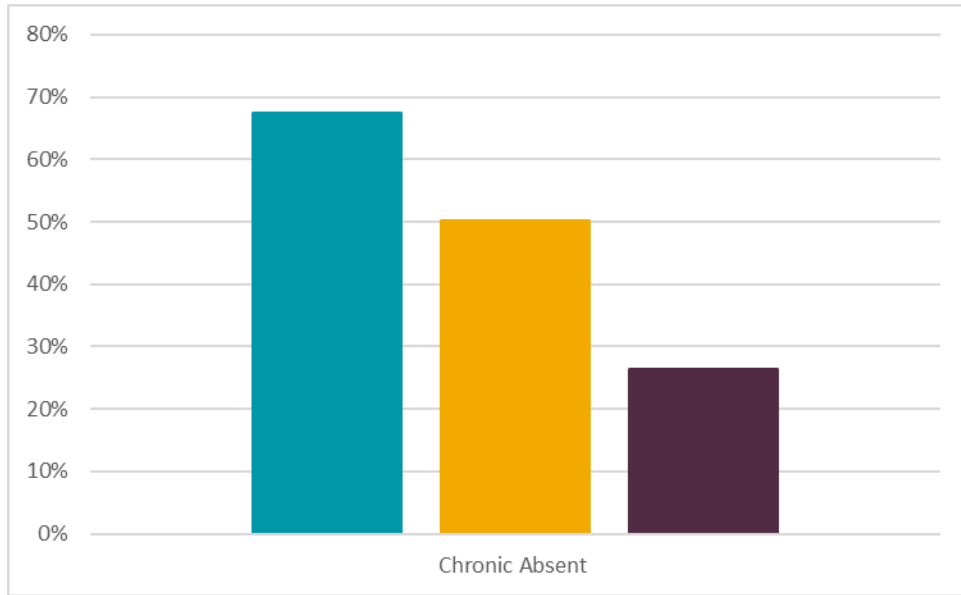
	Rural	Urban	Yukon
20 or more days absent	61%	31%	37%

6.2 20 or more days absent Student Count Ratios for 2020-21 by Grade Range, Region and Yukon-Wide



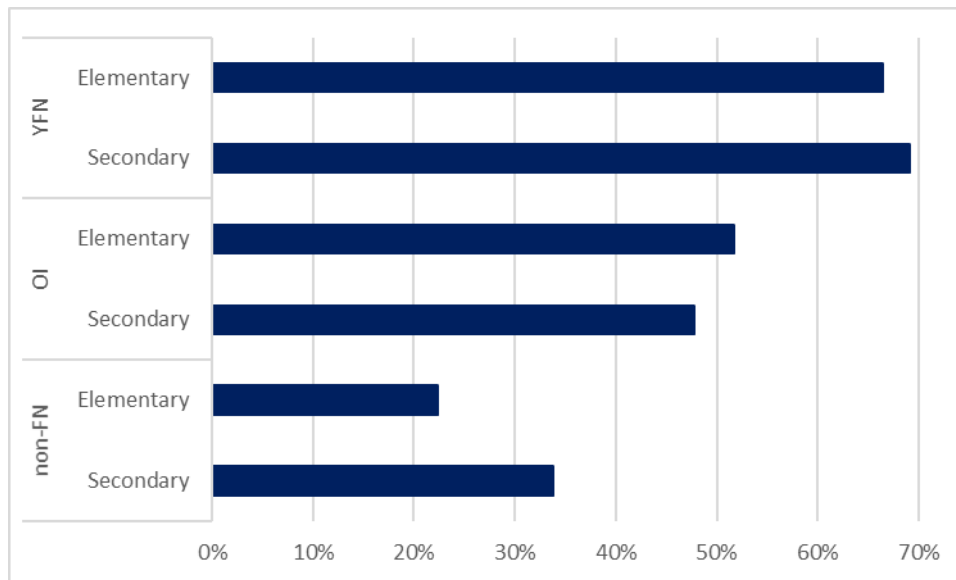
		20 or more days absent
Rural	Elementary	59%
	Secondary	64%
Urban	Elementary	27%
	Secondary	29%
Yukon	Elementary	33%
	Secondary	43%

6.3 20 or more days absent Student Count Ratios for 2020-21 by Self-Identification



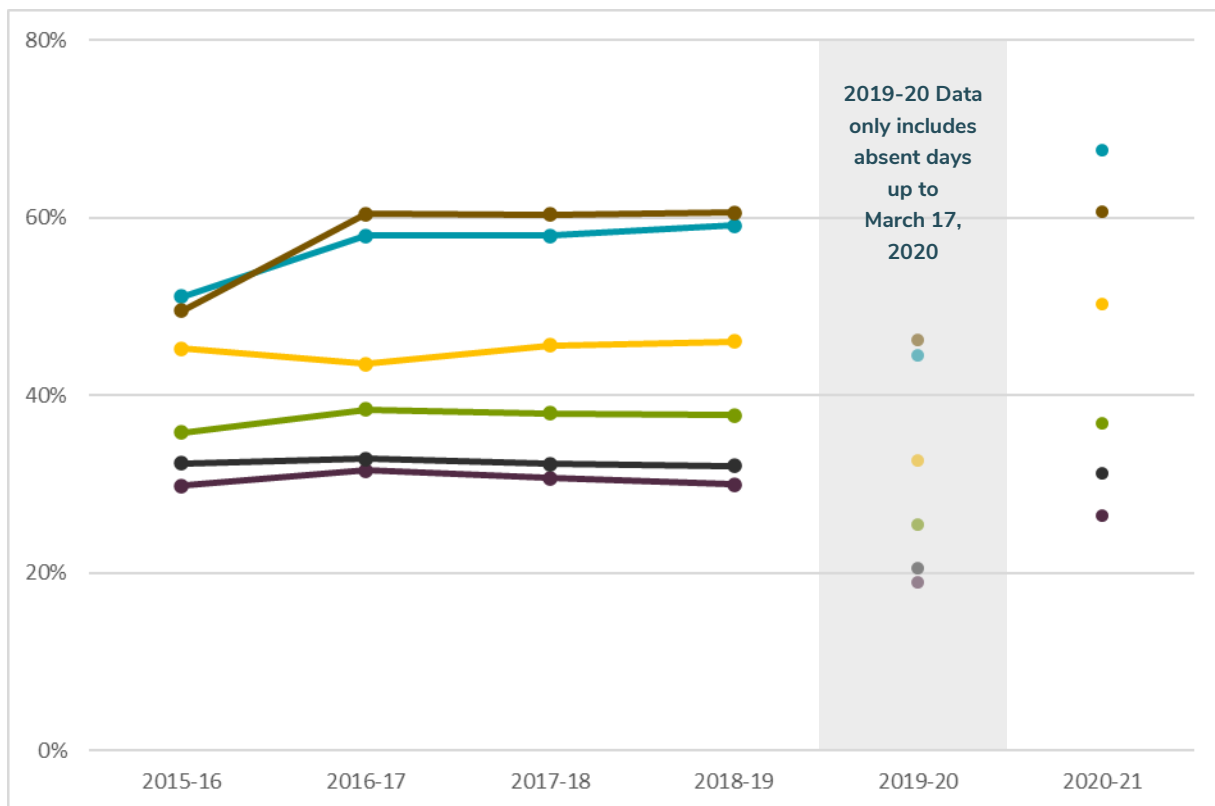
	YFN	OI	non-FN
20 or more days absent	67%	50%	26%

6.4 20 or more days absent Student Count Ratios for 2020-21 by Grade Range and Self-Identification



		20 or more days absent
YFN	Elementary	66%
	Secondary	69%
OI	Elementary	52%
	Secondary	48%
non-FN	Elementary	22%
	Secondary	34%

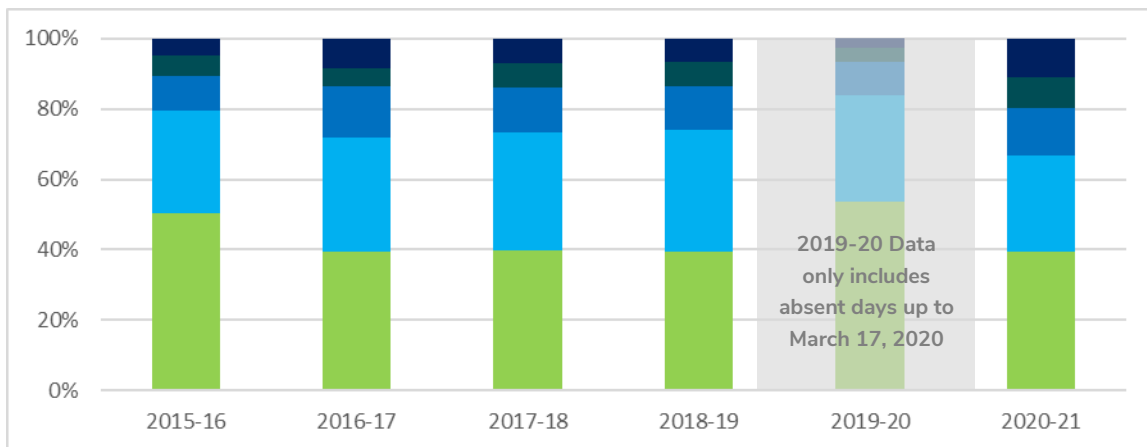
6.5 20 or more days absent Student Count Ratios over time



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
YFN	51%	58%	58%	59%	44%	67%
OI	45%	44%	46%	46%	33%	50%
non-FN	30%	32%	31%	30%	19%	26%
Rural	49%	60%	60%	61%	46%	61%
Urban	32%	33%	32%	32%	20%	31%
Yukon	36%	38%	38%	38%	25%	37%

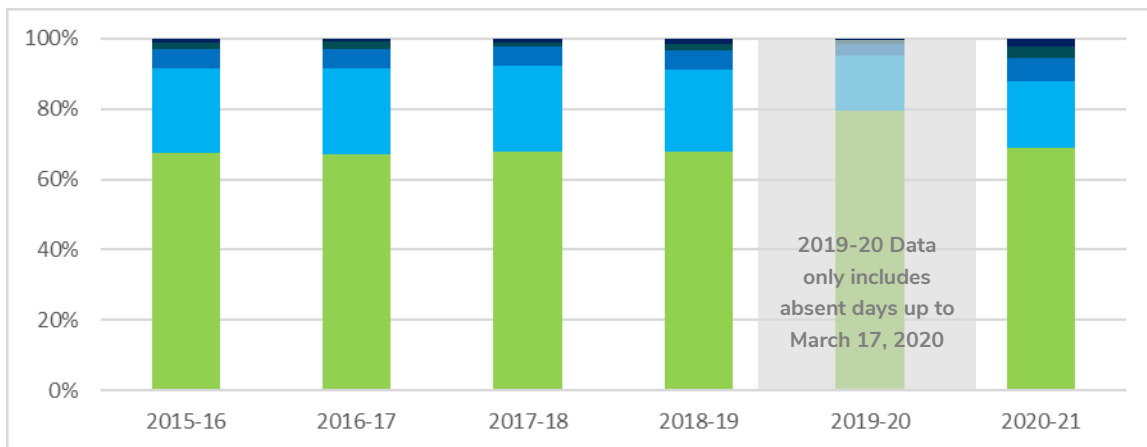
6.6 Distribution of Students by Absent Category Ratios over time

Rural



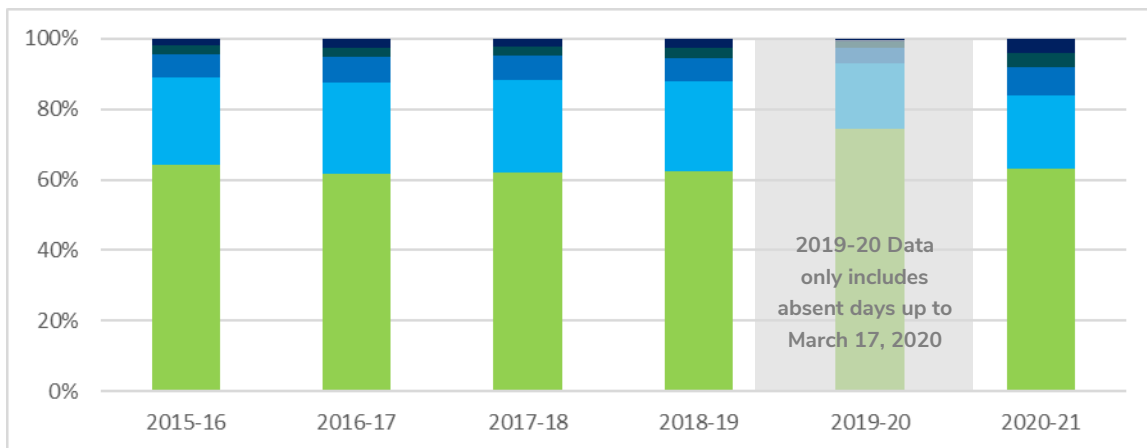
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
less than 20 days	51%	40%	40%	39%	54%	39%
20 to 39 days	29%	32%	34%	35%	30%	28%
40 to 59 days	10%	14%	13%	12%	9%	13%
60 to 79 days	6%	5%	7%	7%	4%	9%
80 or more days	5%	8%	7%	7%	3%	11%

Urban



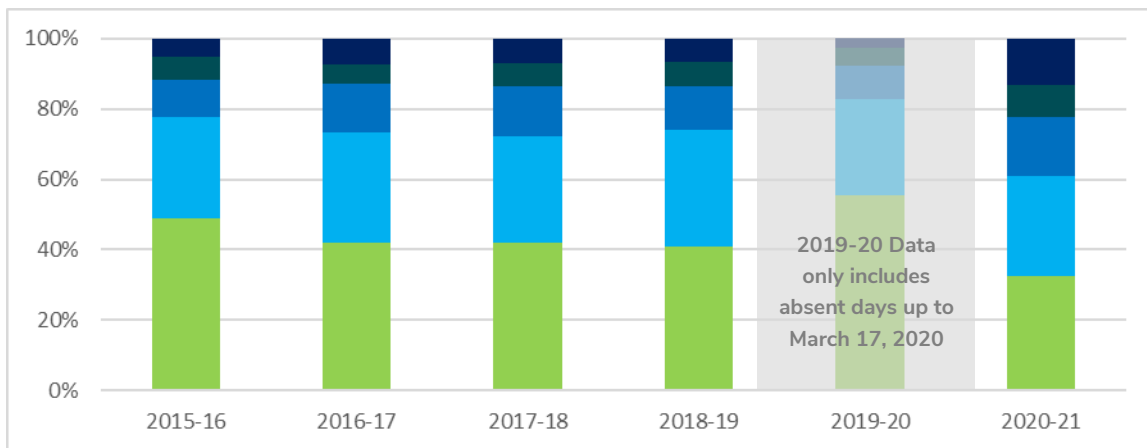
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
less than 20 days	68%	67%	68%	68%	80%	69%
20 to 39 days	24%	24%	24%	23%	16%	19%
40 to 59 days	6%	6%	6%	5%	3%	7%
60 to 79 days	2%	2%	1%	2%	1%	3%
80 or more days	1%	1%	1%	1%	0%	2%

Yukon



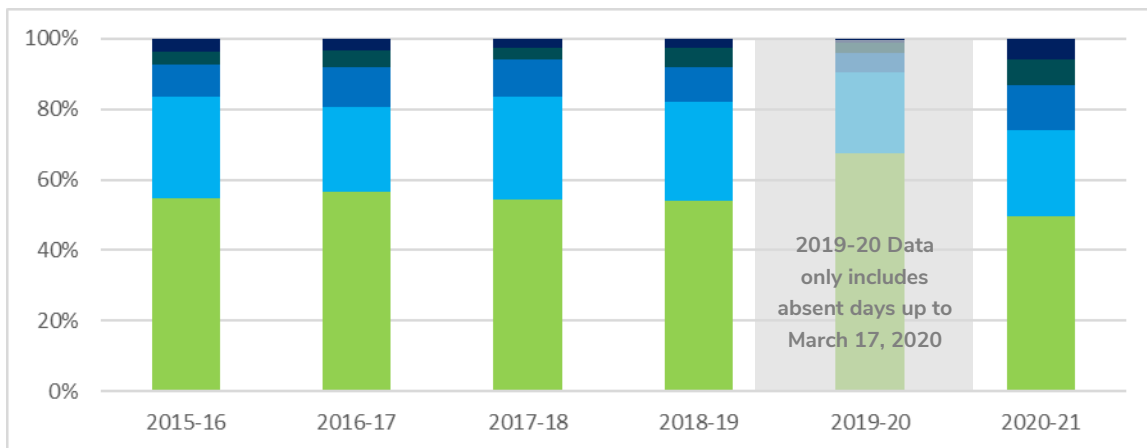
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
less than 20 days	64%	62%	62%	62%	75%	63%
20 to 39 days	25%	26%	26%	26%	19%	21%
40 to 59 days	6%	7%	7%	7%	4%	8%
60 to 79 days	3%	3%	2%	3%	2%	4%
80 or more days	2%	2%	2%	2%	1%	4%

Yukon First Nations



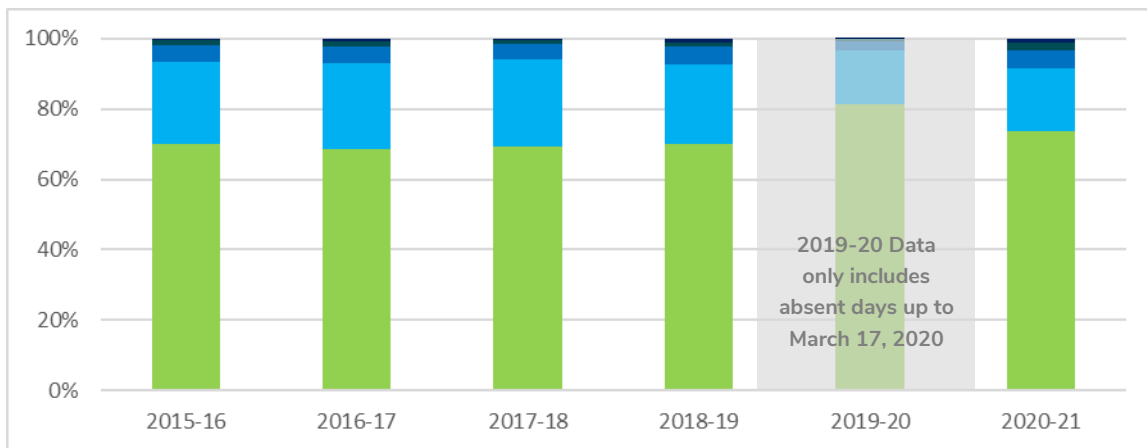
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
less than 20 days	49%	42%	42%	41%	56%	33%
20 to 39 days	29%	31%	30%	33%	27%	29%
40 to 59 days	11%	14%	14%	12%	10%	16%
60 to 79 days	7%	6%	6%	7%	5%	9%
80 or more days	5%	7%	7%	7%	3%	13%

Other Indigenous



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
less than 20 days	55%	56%	54%	54%	67%	50%
20 to 39 days	29%	24%	29%	28%	23%	24%
40 to 59 days	9%	11%	11%	10%	5%	13%
60 to 79 days	4%	5%	3%	5%	3%	7%
80 or more days	4%	3%	3%	2%	1%	6%

non-First Nation



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
less than 20 days	70%	68%	69%	70%	81%	74%
20 to 39 days	23%	24%	25%	23%	16%	18%
40 to 59 days	5%	5%	4%	5%	3%	5%
60 to 79 days	1%	1%	1%	1%	1%	2%
80 or more days	0%	1%	1%	1%	0%	1%