



How Are We Doing? Yukon First Nations Report

School Year 2019-20

Department of Education

Government of Yukon

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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) some assessments could not be administered after that date. As a result, only Fall 2019 results are reported. Similarly, due to attendance being recorded only up to March 17, 2020, this year's absenteeism statistics are not comparable to previous years.

Notes and Caveats

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

• Yukon First Nation	
• Other Aboriginal	
• Non-First Nation	
- Schools are organized by urban and rural regions. Yukon Wide includes all urban and rural schools, but does not include virtual schools or home schooled students.
- Some charts include small numbers and thus the illustration may or may not be relevant. Please consider the data table in conjunction with the chart when reviewing.
- In some cases, segments with small numbers may have been omitted to protect the personal and private information of the student.
- This version of the report has been masked for public use to protect the personal and private information of the students. In some cases, data tables or actual numbers have been removed. Data visualisations and percentages are still provided.**
- Due to rounding, not all percentages add up to 100%.
- The data and analysis are as to-date as possible.
- The Department of Education makes small and continuous improvements to the quality of its data and analysis. Sometimes these changes result in differences from previously published reports. The data and analysis in this report are the most accurate data available at time of publication.

Contact

For any questions or comments, please contact:

Performance and Analytics

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1 Enrolment

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

Data Source

Aspen Student Information System and Performance and Analytics Enrolment Module.

Date Stamp

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

1.1 Student Enrolment Counts by Self-Identification for Regions and Yukon Wide 2019-20

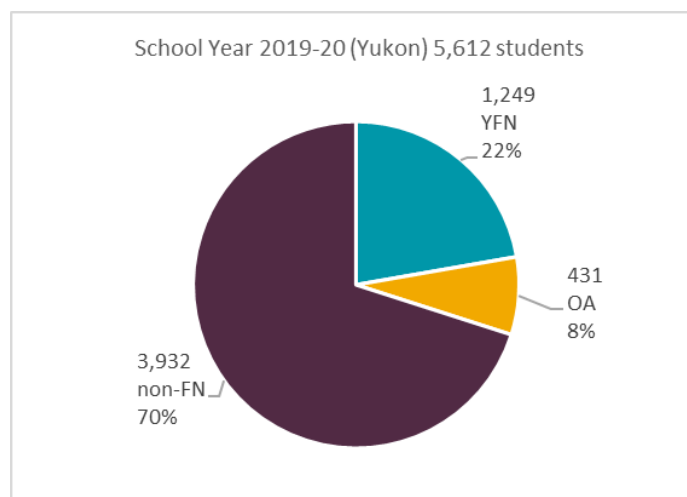


Figure 1.1.1 Student Enrolment Counts by Self-Identification Yukon Wide 2019-20 (by ratio)

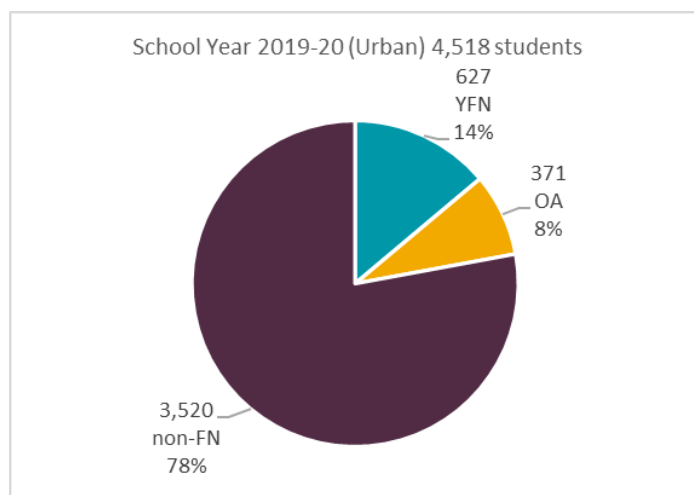


Figure 1.1.2 Student Enrolment Counts by Self-Identification Urban 2019-20 (by ratio)

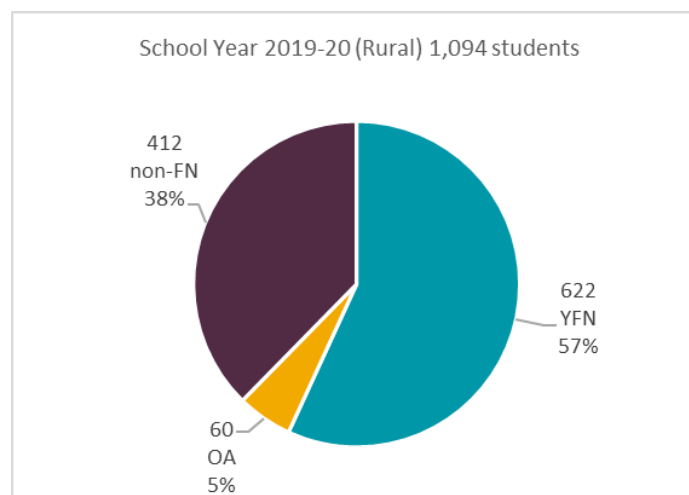


Figure 1.1.3 Student Enrolment Counts by Self-Identification Rural 2019-20 (by ratio)

1.2 Student Distribution by Self-Identification and Grade 2019-20

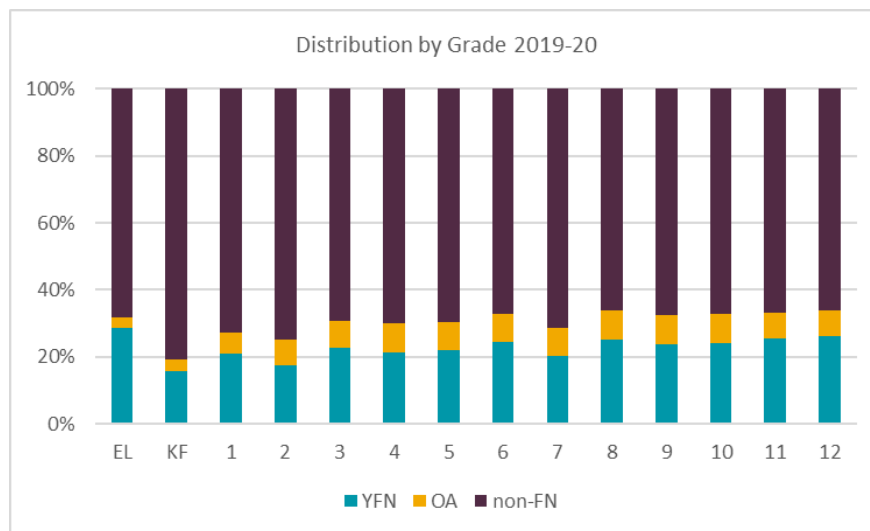


Figure 1.2.1 Student Distribution by Self-Identification and Grade 2019-20 (by ratio)

1.3 Student Distribution by Self-Identification, Region and School 2019-20

	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Urban	627	371	3,520	4,518	14%	8%	78%
Rural	622	60	412	1,094	57%	5%	38%
Yukon	1,249	431	3,932	5,612	22%	8%	70%

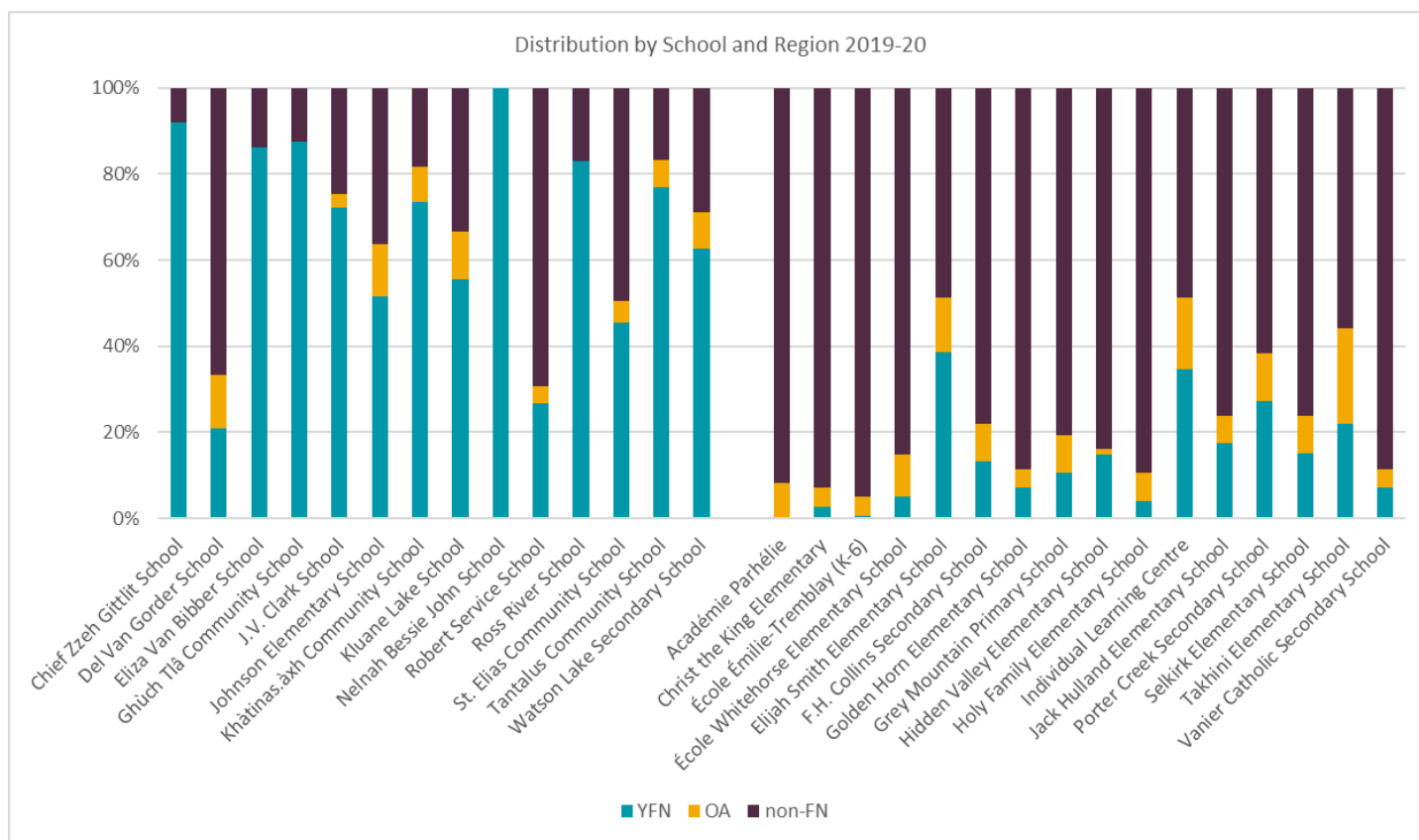


Figure 1.3.1 Student Distribution by Self-Identification and School 2019-20

1.4 Student Enrolment Counts by Self-Identification Yukon Wide over time

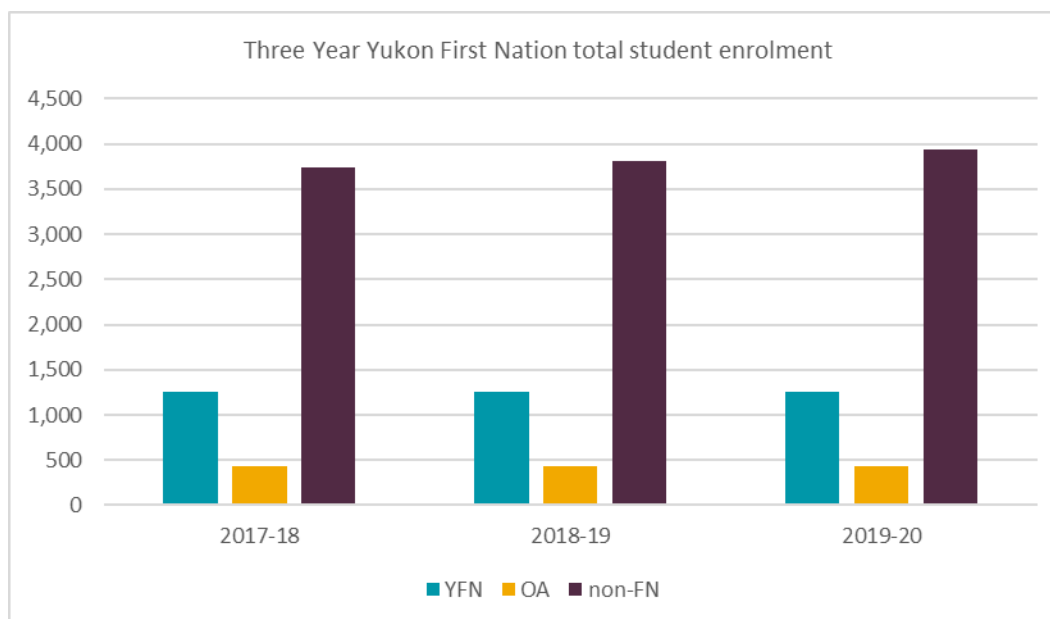


Figure 1.4.1 Student Enrolment Counts by Self-Identification Yukon Wide 2017-18 to 2019-20

	2017-18			2018-19			2019-20		
	YFN	OA	non-FN	YFN	OA	non-FN	YFN	OA	non-FN
Students	1,261	428	3,740	1,259	426	3,809	1,249	431	3,932
%	23%	8%	69%	23%	8%	69%	22%	8%	70%
Yukon	5,429			5,494			5,612		

1.5 Student Enrolment Counts by Yukon First Nation for Regions and Yukon Wide 2019-20

First Nation Name	Yukon
Carcross/Tagish First Nation	108
Champagne and Aishihik First Nations	161
First Nation of Na-Cho Nyäk Dun	64
Kluane First Nation	28
Kwanlin Dün First Nation	123
Liard First Nation	137
Little Salmon/Carmacks First Nation	116
Ross River Dena Council	93
Selkirk First Nation	101
Ta'an Kwäch'än Council	42
Teslin Tlingit Council	79
Tr'ondëk Hwëch'in	86
Vuntut Gwitchin First Nation	97
White River First Nation	14
Total	1,249

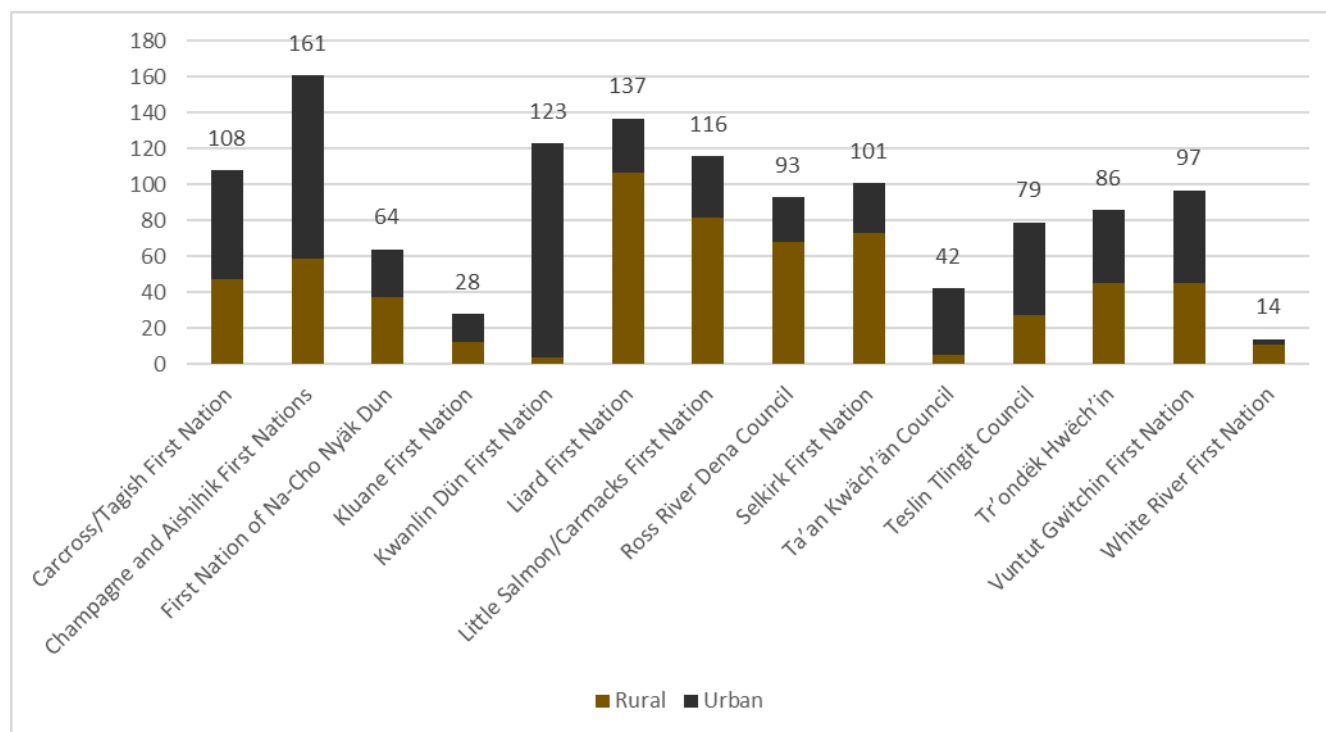


Figure 1.5.1 Student Enrolment Counts for 2019-20 by Yukon First Nation Yukon Wide

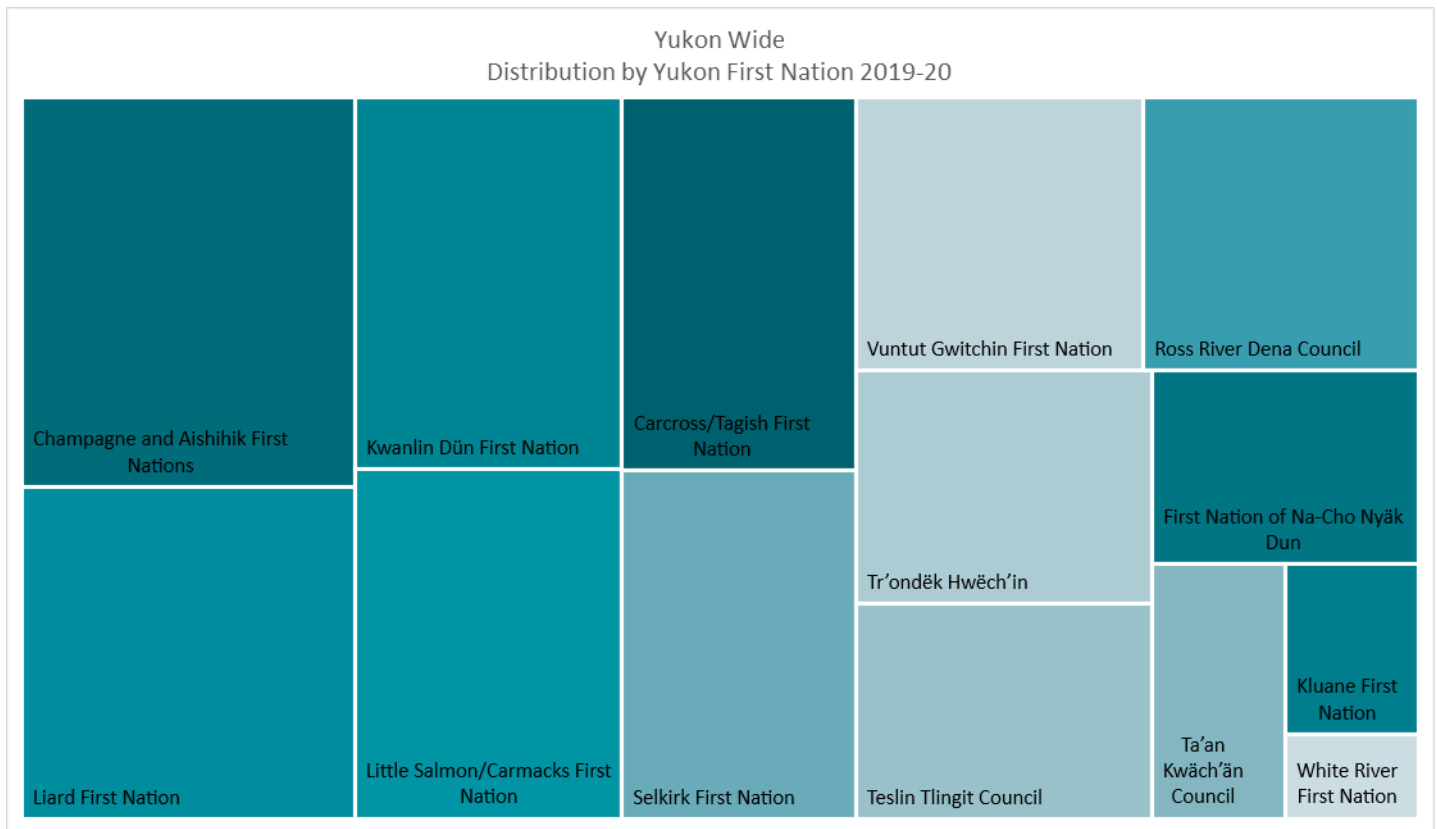


Figure 1.5.2 Yukon Wide Distribution by Yukon First Nation 2019-20

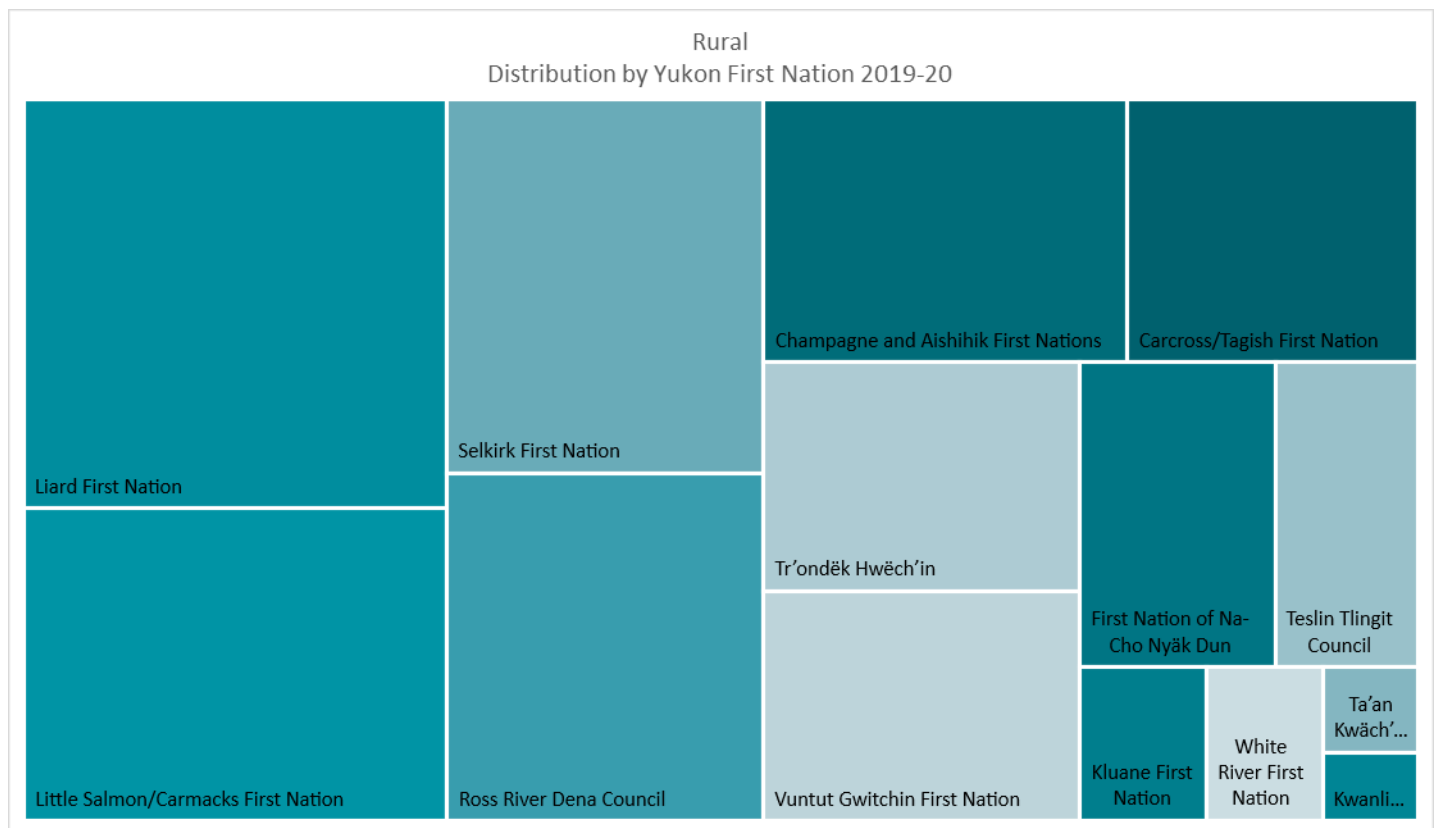


Figure 1.5.3 Rural Distribution by Yukon First Nation 2019-20

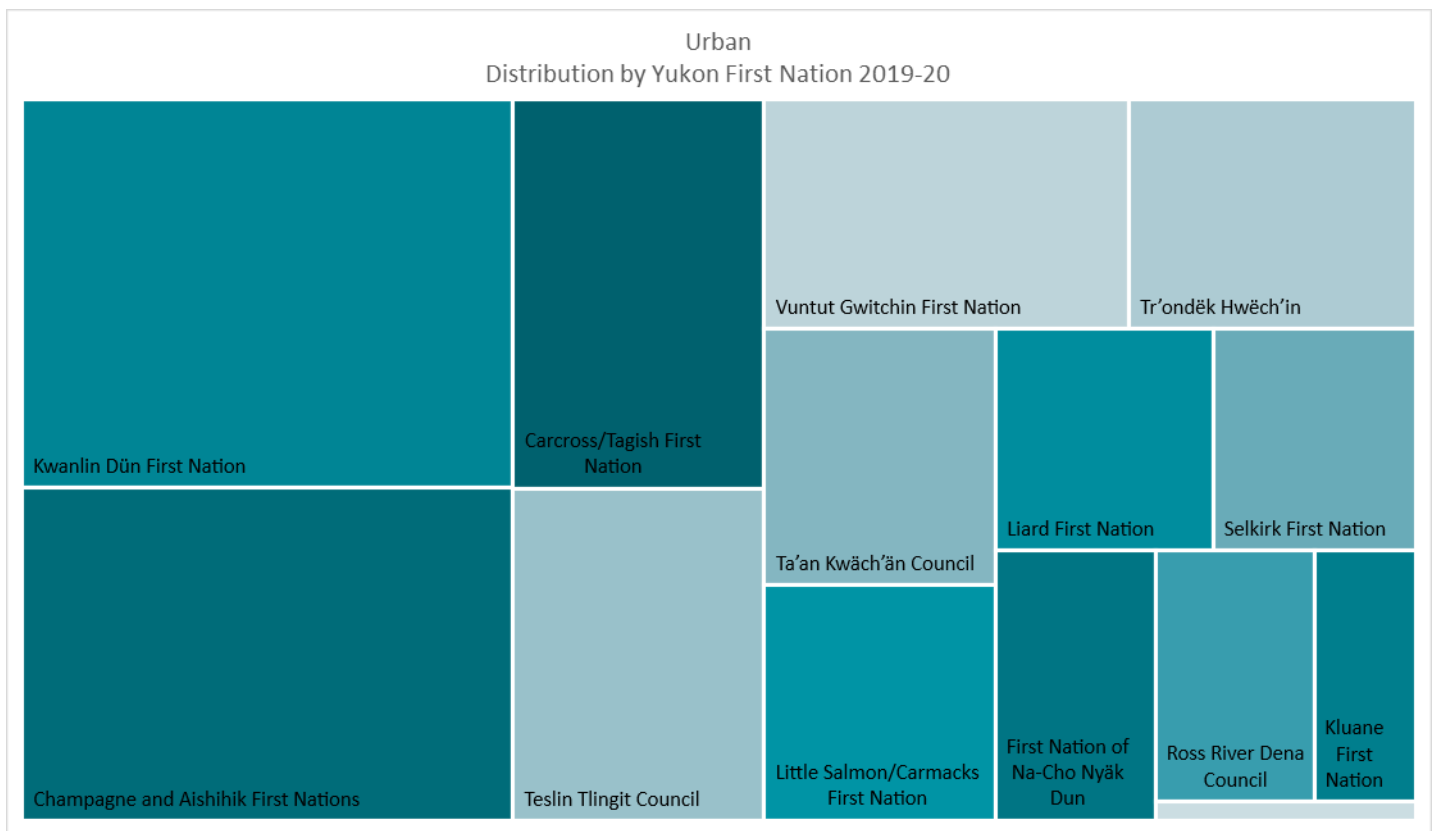


Figure 1.5.4 Urban Distribution by Yukon First Nation 2019-20

1.6 Yukon First Nation Student Enrolment Counts by Region over time

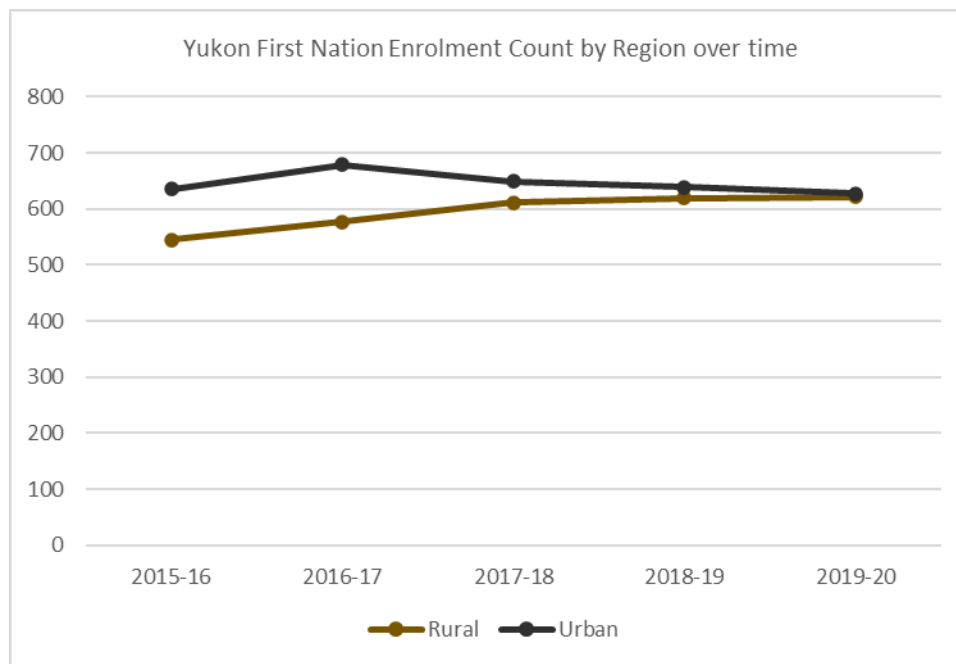


Figure 1.6.1 Yukon First Nation Enrolment Counts by Region over time

	2015-16	2016-17	2017-18	2018-19	2019-20
Rural	545	577	612	620	622
Urban	635	679	649	639	627
Yukon	1,180	1,256	1,261	1,259	1,249

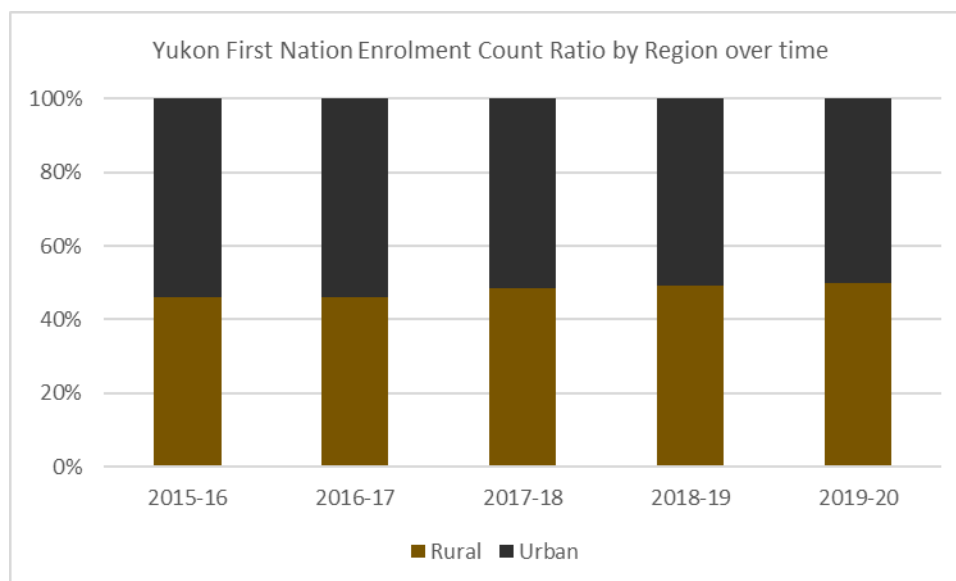


Figure 1.6.2 Yukon First Nation Enrolment Count Ratio by Region over time

1.7 Yukon First Nation Enrolment Counts by First Nation and School 2019-20

This data table was removed due to small numbers.

2 Individual Education Plan Counts

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

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

2.1 Individual Education Plan Counts by Self-Identification Yukon Wide 2019-20

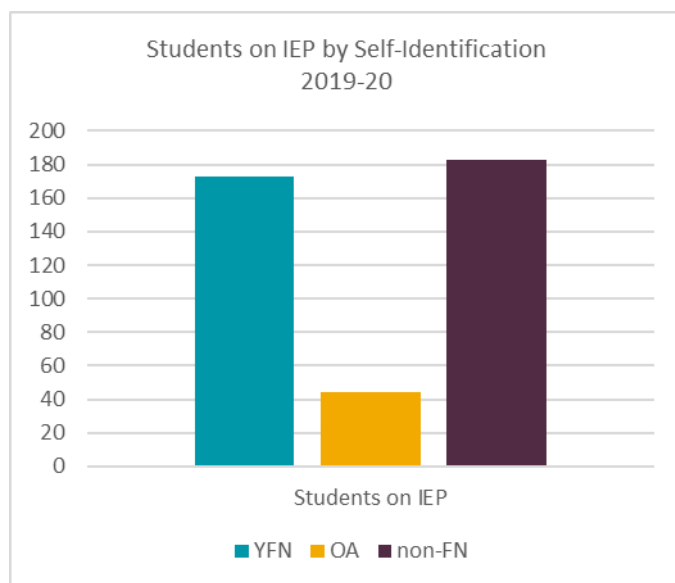


Figure 2.1.1 Individual Education Plan Counts by Self-Identification Yukon Wide 2019-20

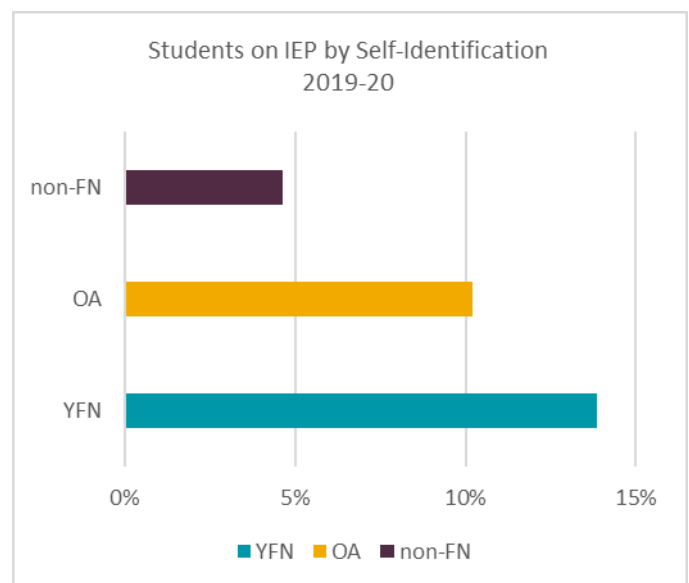


Figure 2.1.2 Individual Education Plan Counts by Self-Identification Yukon Wide 2019-20 (by ratio)

	Students Enrolled	Students on IEP	Students on IEP %
YFN	1,249	173	14%
OA	431	44	10%
non-FN	3,932	183	5%
Yukon	5,612	400	7%

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

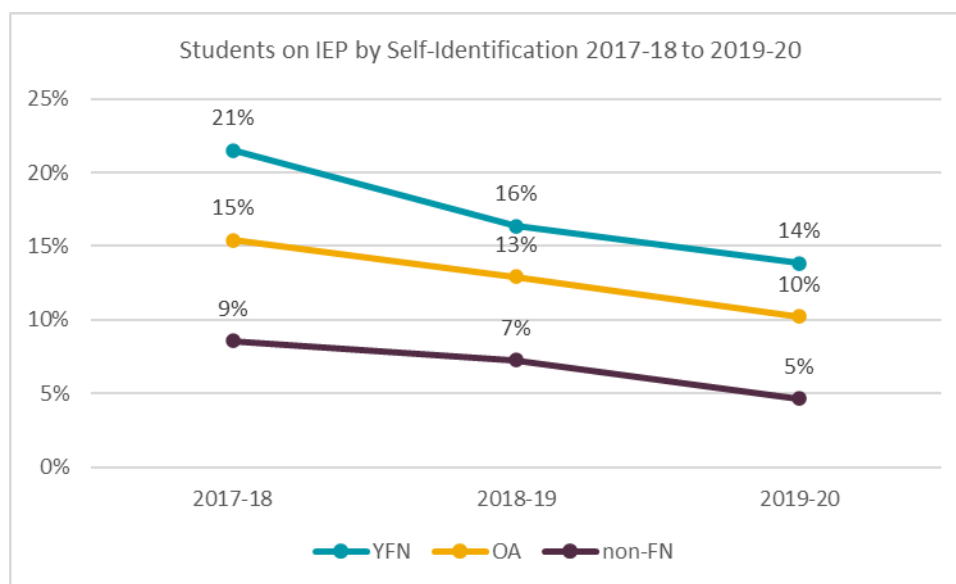


Figure 2.2.1 Individual Education Plan Counts by Self-Identification 2017-18 to 2019-20

3 Absenteeism

COVID-19

Note, for school year 2019-20, due to COVID-19 the data date-stamp was March 17th, 2020. Attendance data after March 17th was very inconsistent and thus excluded.

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

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

Absent days do not include days recorded for Early Learning or K4 Programs or at the Individual Learning Centre. Attendance captured at Wood Street Program is included in the urban area.

Absent days are either summarized by Attendance school (for Average Absent Days) or by Student (for Student Distribution by Number of Absent Days)

Attendance school

Attendance school is defined as the school students take courses at. 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 at (as of May 31st or the student's last known school). 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 Absenteeism Module.

Date Stamp

Attendance data was analyzed from data date-stamped after the completion of the school year (~July 15th). For 2019-20 attendance was analyzed from data date-stamped March 17, 2020.

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

2017-18	YFN	OA	non-FN	Yukon
Rural	37.5	34.2	22.3	31.4
Urban	23.8	21.6	16.2	17.8
Yukon	31.5	23.4	16.7	20.6

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

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

Data only includes absent days up to March 17, 2020

3.2 Average Absent Days for KF and Grade 1 by Region 2019-20

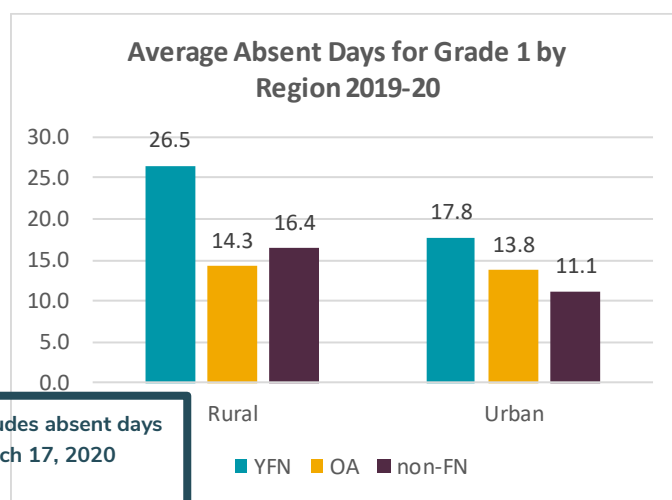
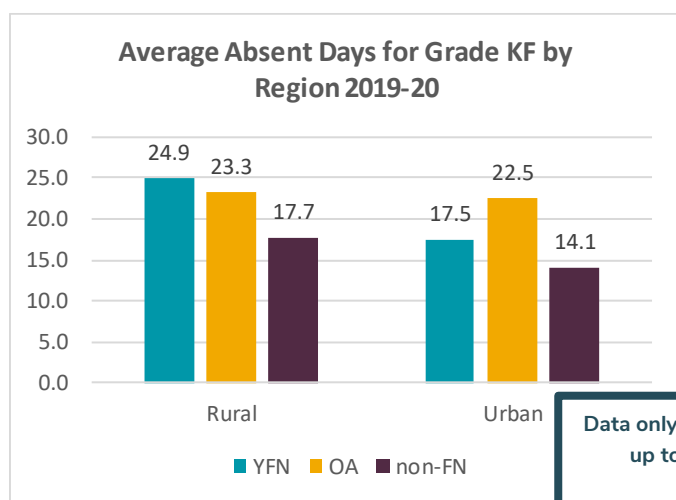


Figure 3.2.1 Average Absent Days for KF by Region 2019-20

Figure 3.2.2 Average Absent Days for Grade 1 by Region 2019-20

3.3 Average Absent Days by Grade, Self-Identification and Region 2019-20

Data only includes absent days
up to March 17, 2020

Grade	YFN			OA			non-FN			All Students		
	Rural	Urban	Yukon	Rural	Urban	Yukon	Rural	Urban	Yukon	Rural	Urban	Yukon
KF	24.9	17.5	22.1	23.3	22.5	21.3	17.7	14.1	14.5	21.0	14.7	15.9
1	26.5	17.8	23.2	14.3	13.8	13.4	16.4	11.1	11.5	21.8	12.1	14.0
2	19.1	18.7	19.9	12.9	12.9	12.9	20.6	11.4	12.0	19.5	12.2	13.5
3	28.2	17.4	22.8	25.9	15.2	17.3	17.5	11.1	11.5	24.2	12.4	14.5
4	20.8	14.0	18.3	41.2	23.8	27.6	19.7	10.5	11.6	22.1	12.2	14.5
5	24.3	18.0	21.0	16.9	13.9	14.3	17.0	11.1	11.6	20.5	12.4	13.9
6	22.5	12.5	18.6	25.7	22.0	22.6	17.4	11.7	11.9	21.0	12.7	14.4
7	24.6	21.6	23.1	24.6	19.7	20.2	13.3	11.9	11.7	21.0	13.8	14.7
8	25.7	25.5	25.6	24.8	15.1	15.9	15.6	12.0	12.3	22.6	14.4	15.9
9	32.8	26.0	30.3	22.9	17.3	18.8	15.6	13.3	13.7	25.7	15.5	18.0
10	37.0	26.9	33.2	40.2	22.3	24.0	13.7	13.9	13.8	28.6	16.8	19.3
11	35.2	23.1	28.7	51.5	22.3	24.9	21.0	16.9	16.8	31.6	18.5	20.5
12	36.0	18.5	28.8	16.3	13.7	14.2	20.9	15.5	15.9	30.3	15.8	18.9

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

2017-18	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Less than 20 days	512	228	2,562	3,302	42%	55%	69%
20 to 39 days	363	122	904	1,389	30%	29%	24%
40 to 59 days	175	44	163	382	14%	11%	4%
60 to 79 days	79	12	39	130	7%	3%	1%
80 or more days	83	11	25	119	7%	3%	1%
Total	1,212	417	3,693	5,322			

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

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

Data only includes absent days up to March 17, 2020

4 Kindergarten Evaluations

4.1 Boehm Test of Basic Concepts 2019-20

COVID-19

Please note that due to COVID-19 and the associated measure of closing the schools there was no assessment for Spring 2020.

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

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

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

Please note the increase in scale from fall to spring.

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

All students are tested in fall and in spring.

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

Data Source

Performance and Analytics Boehm Module.

¹ <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Boehm-Test-of-Basic-Concepts-%7C-Third-Edition/p/100000188.html?tab=product-details>

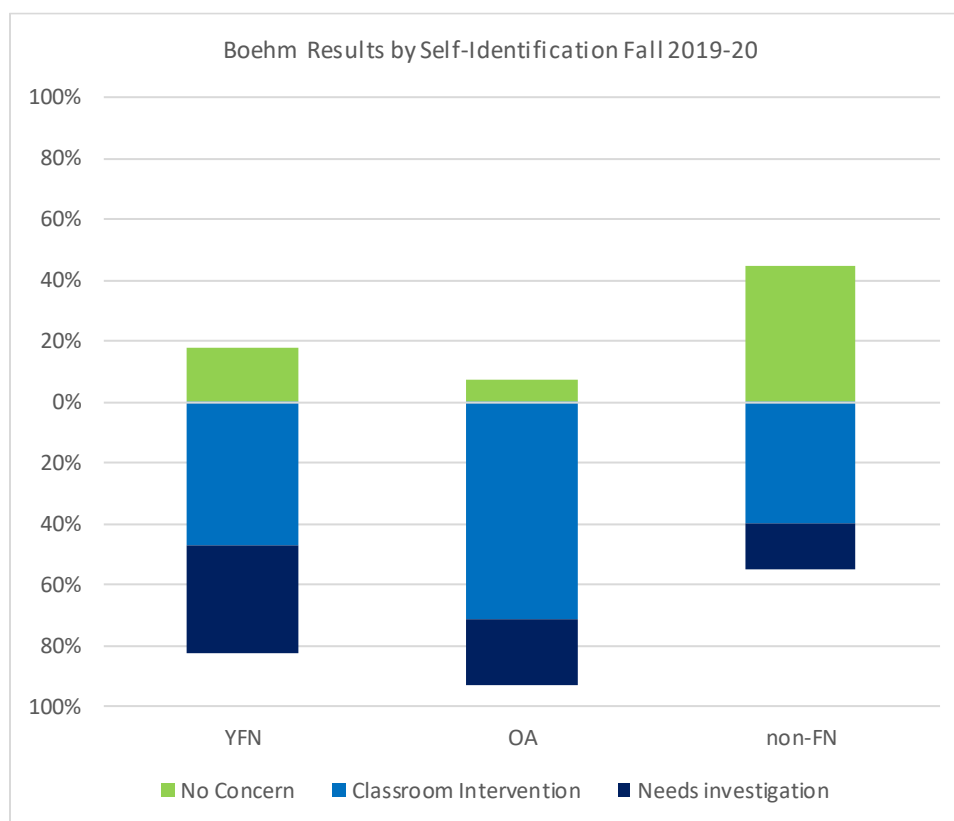


Figure 4.1.1 Boehm Student Counts by Category and Self-Identification Fall 2019-20 (by ratio)

	No Concern	Classroom Intervention	Needs investigation	Yukon	Speech Referral	Language Referral	Child Development Centre
YFN	18%	47%	35%	68	26%	10%	22%
OA	7%	71%	21%	14	21%	7%	14%
non-FN	45%	40%	16%	348	10%	3%	9%
Yukon	39%	42%	19%	430	13%	4%	12%

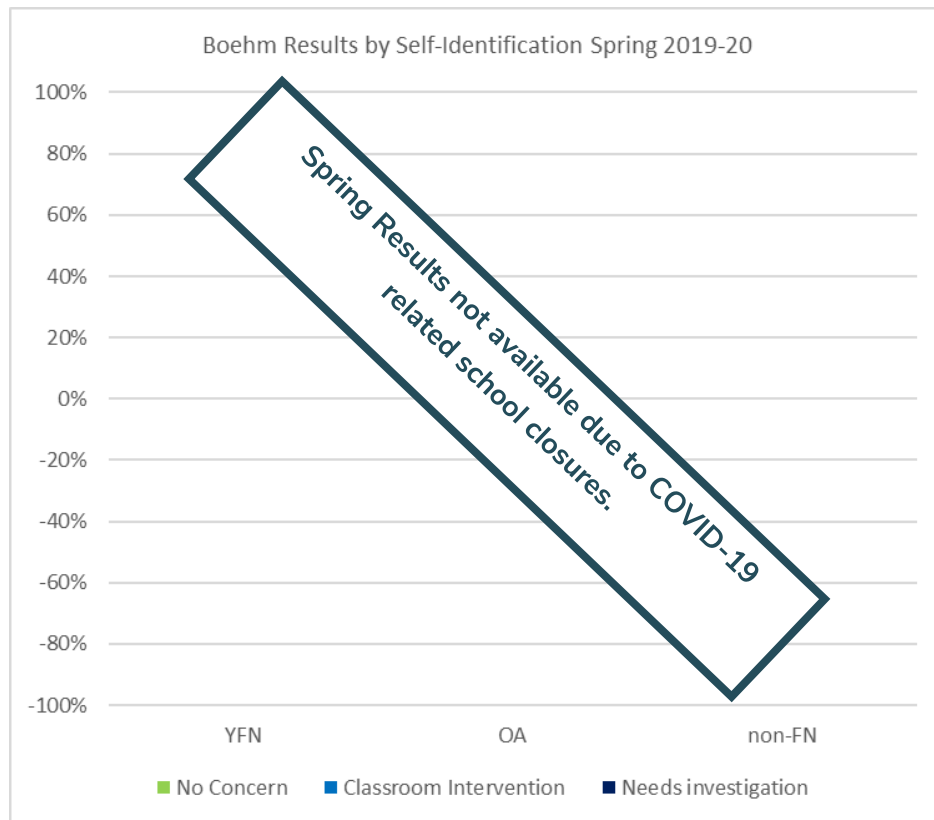


Figure 4.1.2 Boehm Student Counts by Category and Self-Identification Spring 2019-20 (by ratio)

	No Concern	Classroom Intervention	Needs investigation	Yukon	Speech Referral	Language Referral	Child Development Centre
YFN							
OA							
non-FN							
Yukon							

Spring Results not available due to COVID-19 related school closures.

4.2 Early Years Evaluation – Teacher Assessment

COVID-19

Please note that due to COVID-19 and the associated measure of closing the schools, there was no assessment for Spring 2020.

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

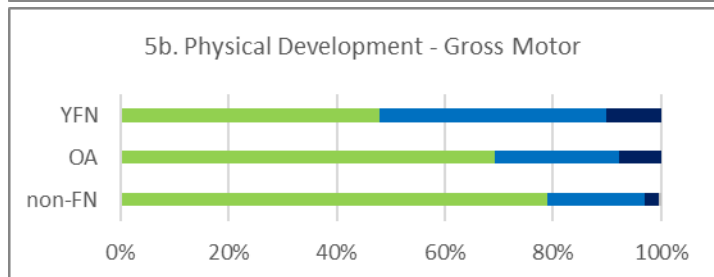
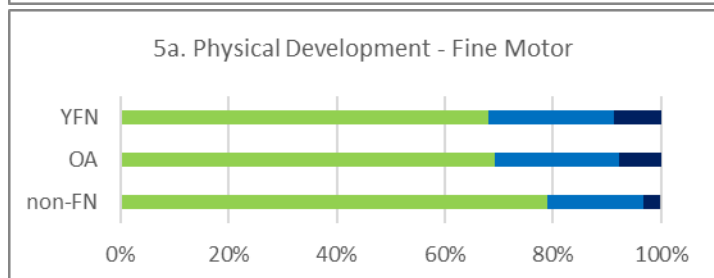
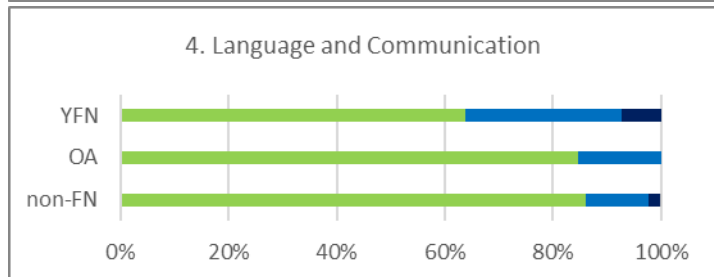
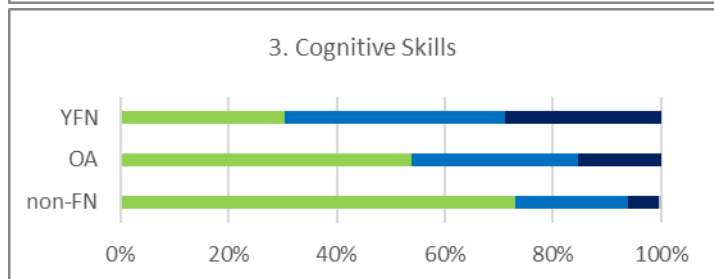
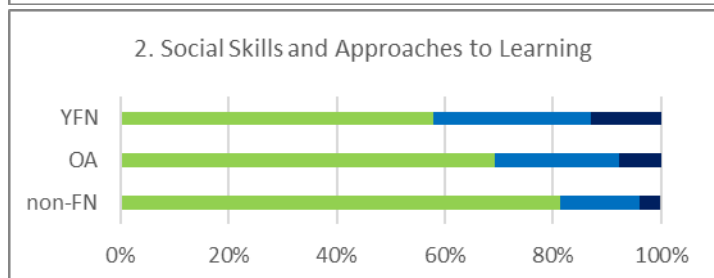
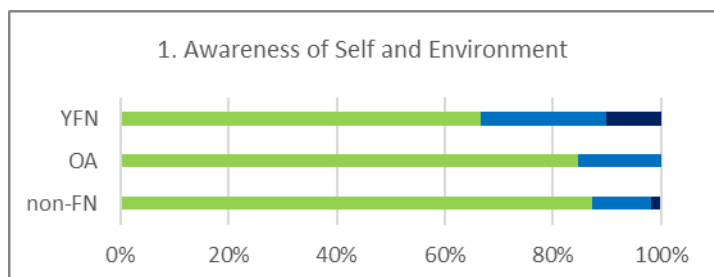
EYE-TA Test system and Performance and Analytics EYE-TA Module.

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

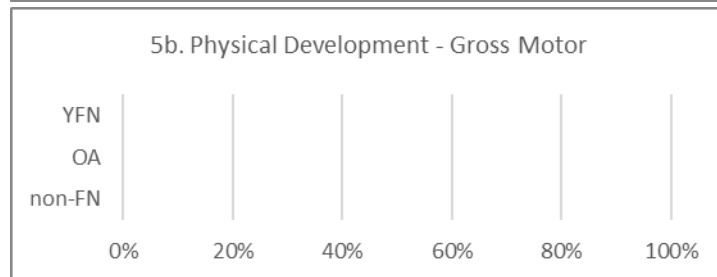
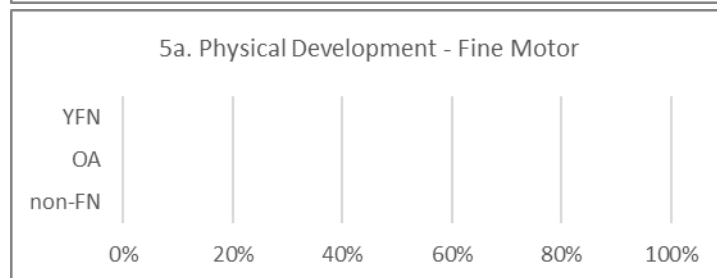
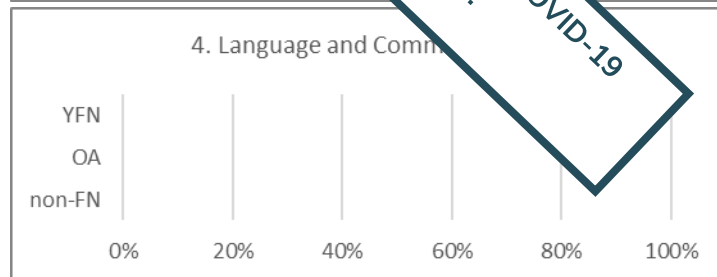
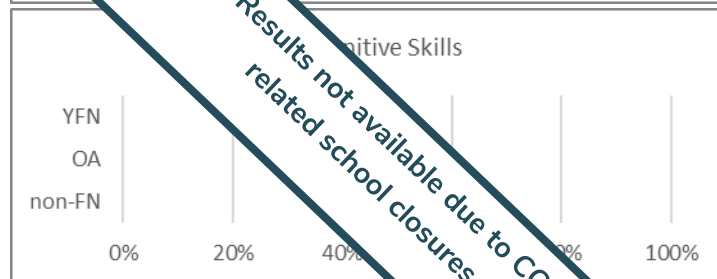
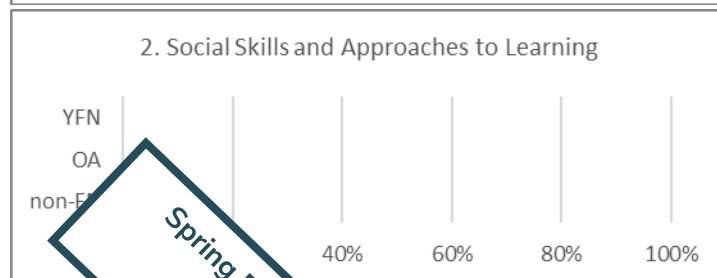
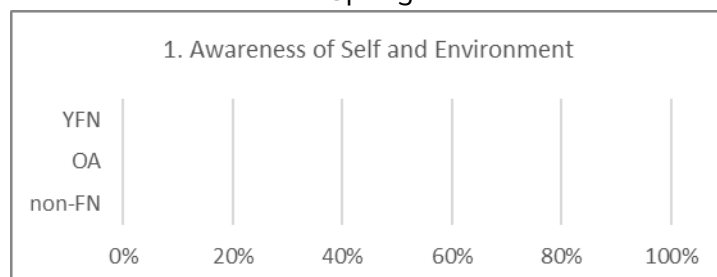


4.2.1 EYE 2019-20 – Yukon Wide

Fall



Spring



Spring Results not available due to COVID-19 related school closures.

Figure 4.2.1 Early Years Evaluation 2019-20 - Yukon Wide

Fall 2019 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	67%	23%	10%	0%
	OA	85%	15%	0%	0%
	non-FN	87%	11%	2%	0%
2. Social Skills and Approaches to Learning	YFN	58%	29%	13%	0%
	OA	69%	23%	8%	0%
	non-FN	81%	15%	4%	0%
3. Cognitive Skills	YFN	30%	41%	29%	0%
	OA	54%	31%	15%	0%
	non-FN	73%	21%	6%	1%
4. Language and Communication	YFN	64%	29%	7%	0%
	OA	85%	15%	0%	0%
	non-FN	86%	12%	2%	0%
5a. Physical Development - Fine Motor	YFN	68%	23%	9%	0%
	OA	69%	23%	8%	0%
	non-FN	79%	18%	3%	0%
5b. Physical Development - Gross Motor	YFN	48%	42%	10%	0%
	OA	69%	23%	8%	0%
	non-FN	79%	18%	3%	1%

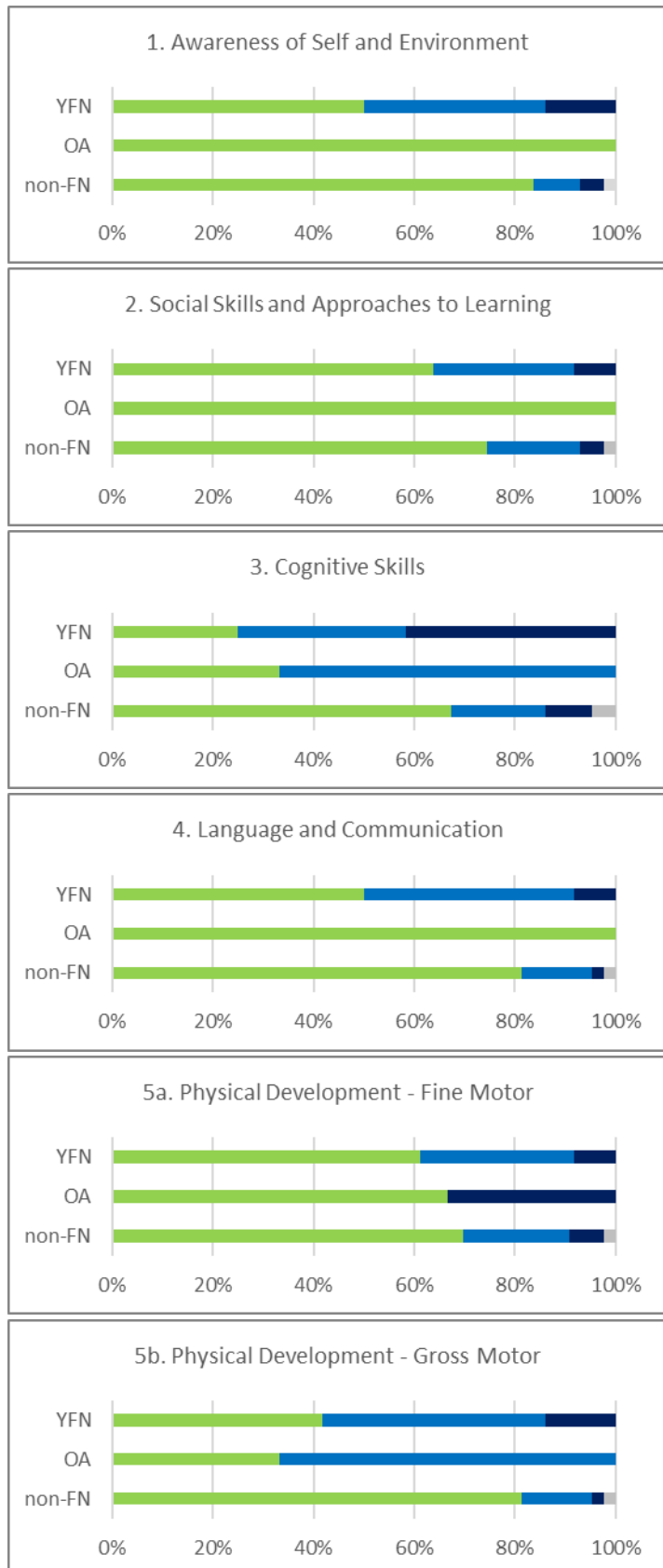
Spring 2020 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN				
	OA				
	non-FN				
2. Social Skills and Approaches to Learning	YFN				
	OA				
	non-FN				
3. Cognitive Skills	YFN				
	OA				
	non-FN				
4. Language and Communication	YFN				
	OA				
	non-FN				
5a. Physical Development - Fine Motor	YFN				
	OA				
	non-FN				
5b. Physical Development - Gross Motor	YFN				
	OA				
	non-FN				

Spring Results not available due to COVID-19 related school closures.



4.2.2 EYE 2019-20 - Rural

Fall



Spring

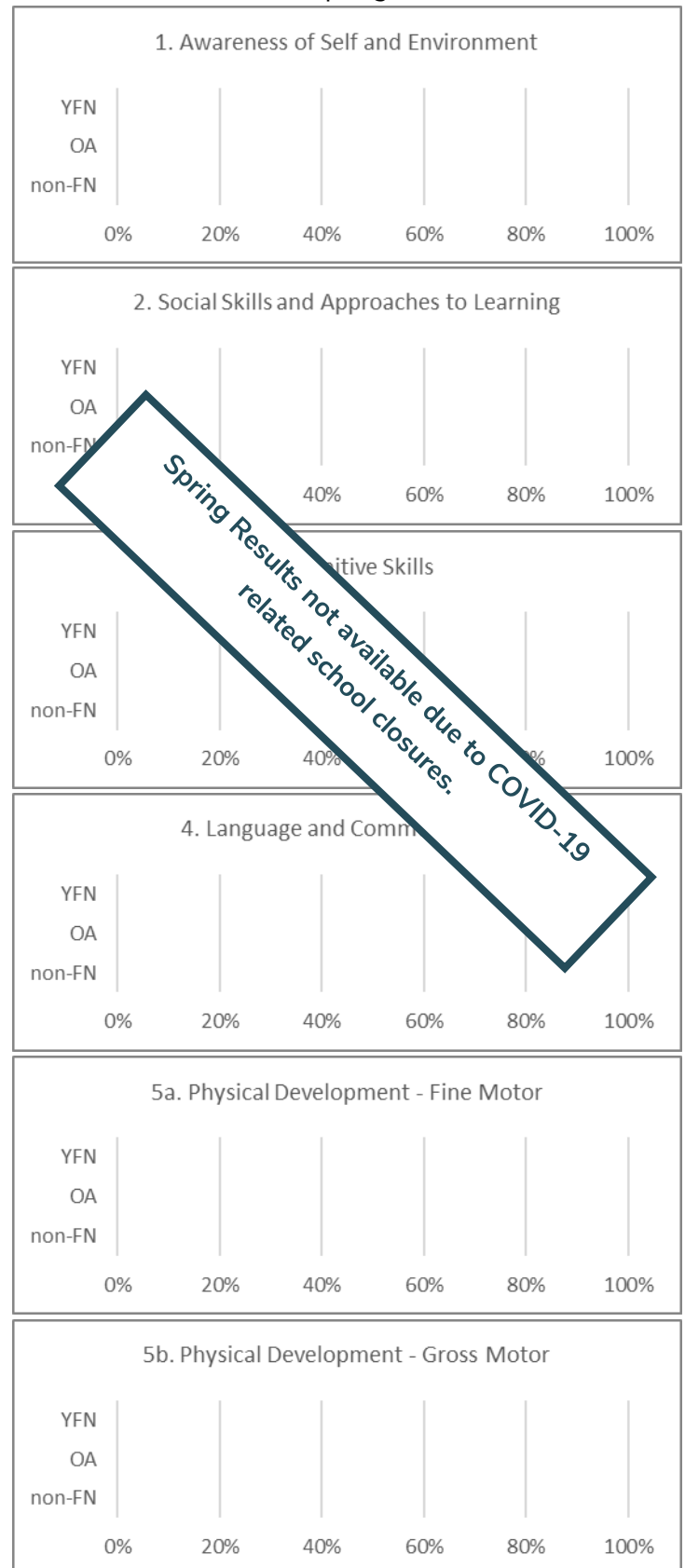
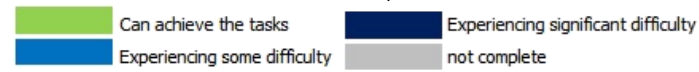


Figure 4.2.2 Early Years Evaluation 2019-20 – Rural

Fall 2019 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	50%	36%	14%	0%
	OA	100%	0%	0%	0%
	non-FN	84%	9%	5%	2%
2. Social Skills and Approaches to Learning	YFN	64%	28%	8%	0%
	OA	100%	0%	0%	0%
	non-FN	74%	19%	5%	2%
3. Cognitive Skills	YFN	25%	33%	42%	0%
	OA	33%	67%	0%	0%
	non-FN	67%	19%	9%	5%
4. Language and Communication	YFN	50%	42%	8%	0%
	OA	100%	0%	0%	0%
	non-FN	81%	14%	2%	2%
5a. Physical Development - Fine Motor	YFN	61%	31%	8%	0%
	OA	67%	0%	33%	0%
	non-FN	70%	21%	7%	2%
5b. Physical Development - Gross Motor	YFN	42%	44%	14%	0%
	OA	33%	67%	0%	0%
	non-FN	81%	14%	2%	2%

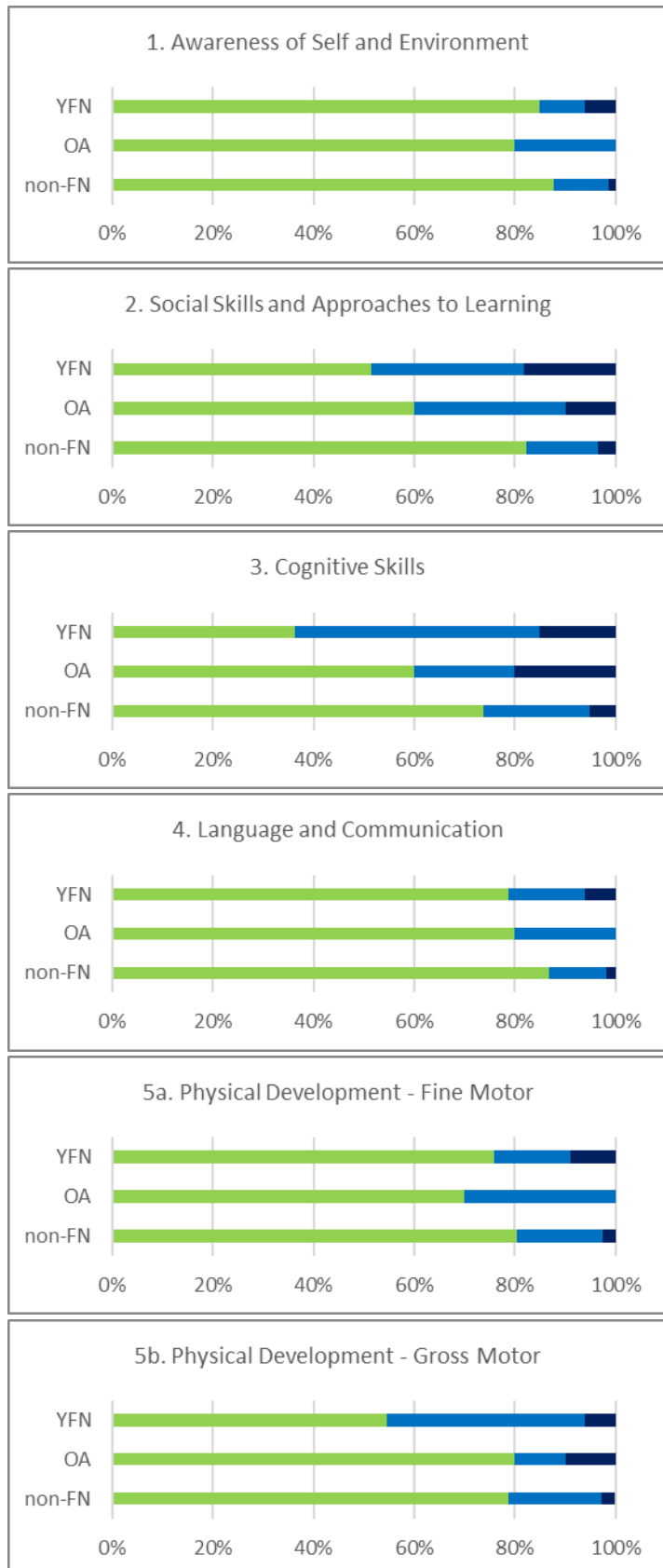
Spring 2020 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN				
	OA				
	non-FN				
2. Social Skills and Approaches to Learning	YFN				
	OA				
	non-FN				
3. Cognitive Skills	YFN				
	OA				
	non-FN				
4. Language and Communication	YFN				
	OA				
	non-FN				
5a. Physical Development - Fine Motor	YFN				
	OA				
	non-FN				
5b. Physical Development - Gross Motor	YFN				
	OA				
	non-FN				

Spring Results not available due to COVID-19
related school closures.



4.2.3 EYE 2019-20 - Urban

Fall



Spring

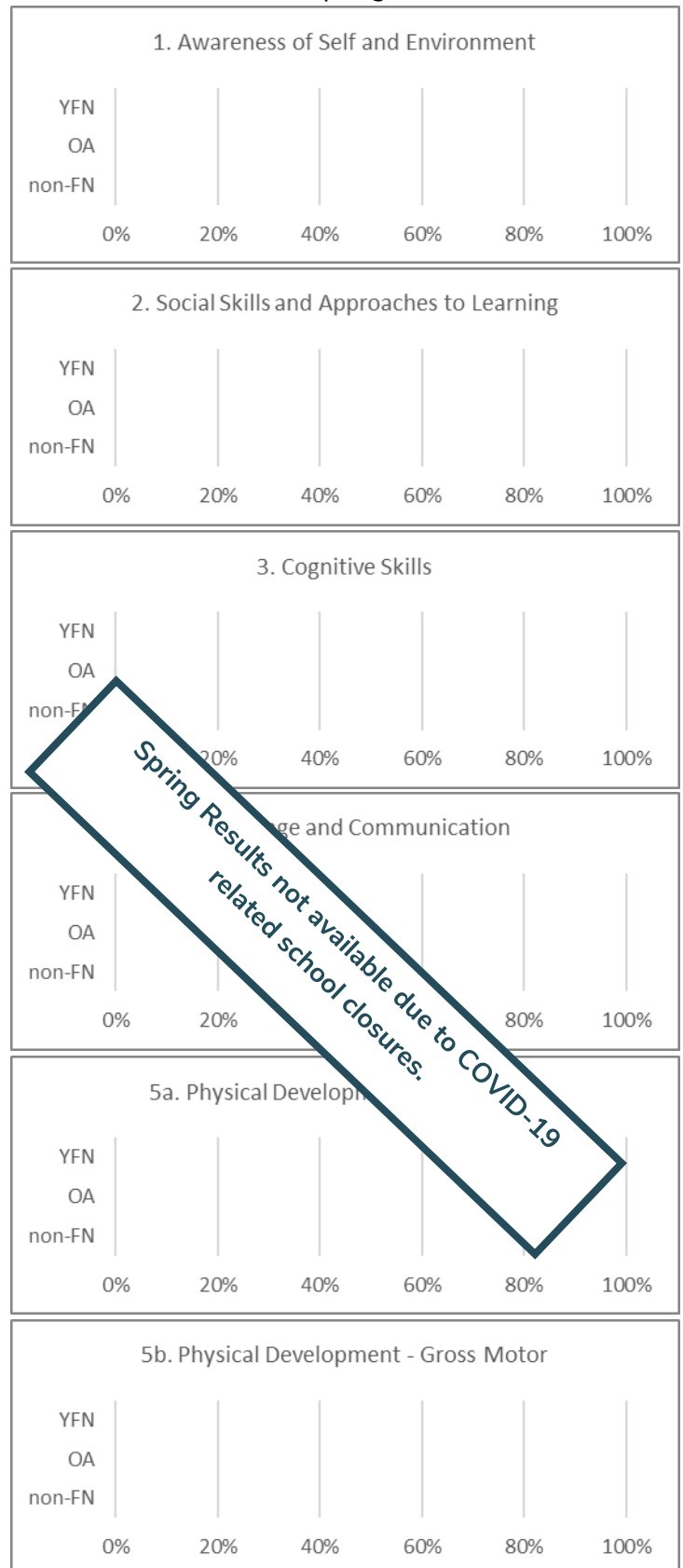


Figure 4.2.3 Early Years Evaluation 2019-20 – Urban

Fall 2019 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	85%	9%	6%	0%
	OA	80%	20%	0%	0%
	non-FN	88%	11%	1%	0%
2. Social Skills and Approaches to Learning	YFN	52%	30%	18%	0%
	OA	60%	30%	10%	0%
	non-FN	82%	14%	4%	0%
3. Cognitive Skills	YFN	36%	48%	15%	0%
	OA	60%	20%	20%	0%
	non-FN	74%	21%	5%	0%
4. Language and Communication	YFN	79%	15%	6%	0%
	OA	80%	20%	0%	0%
	non-FN	87%	11%	2%	0%
5a. Physical Development - Fine Motor	YFN	76%	15%	9%	0%
	OA	70%	30%	0%	0%
	non-FN	80%	17%	3%	0%
5b. Physical Development - Gross Motor	YFN	55%	39%	6%	0%
	OA	80%	10%	10%	0%
	non-FN	79%	18%	3%	0%

Spring 2020 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN				
	OA				
	non-FN				
2. Social Skills and Approaches to Learning	YFN				
	OA				
	non-FN				
3. Cognitive Skills	YFN				
	OA				
	non-FN				
4. Language and Communication	YFN				
	OA				
	non-FN				
5a. Physical Development - Fine Motor	YFN				
	OA				
	non-FN				
5b. Physical Development - Gross Motor	YFN				
	OA				
	non-FN				

Spring Results not available due to COVID-19
related school closures.

5 Foundation Skills Assessment

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

FSA scoring is as follows:

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

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

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

Unknown: Students did not participate or were exempt.

Data Source

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

5.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification 2019-20

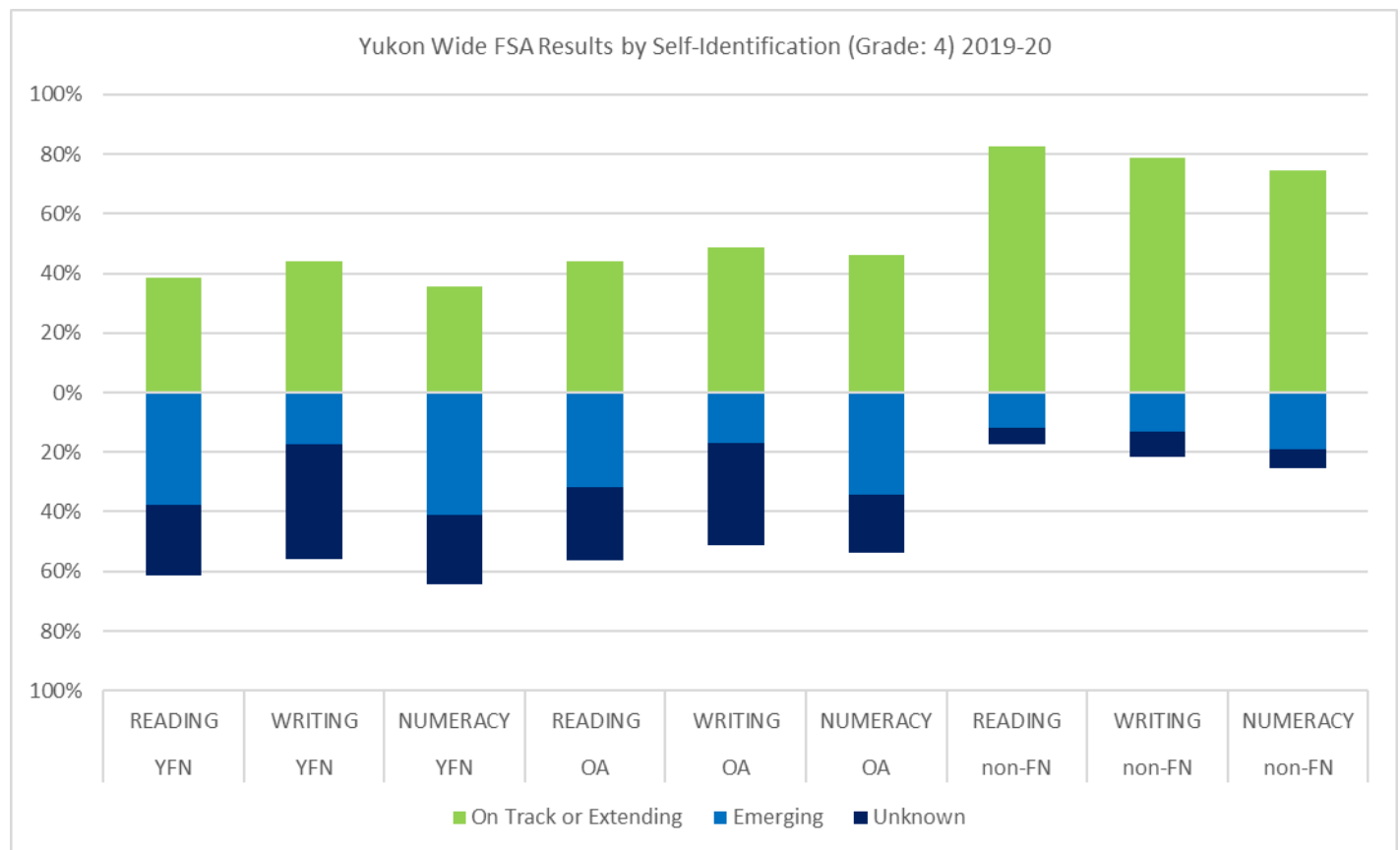


Figure 5.1.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification Yukon Wide 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	39%	44%	35%	44%	49%	46%	82%	79%	75%
Emerging	38%	17%	41%	32%	17%	34%	12%	13%	19%
Unknown	24%	39%	24%	24%	34%	20%	6%	8%	6%

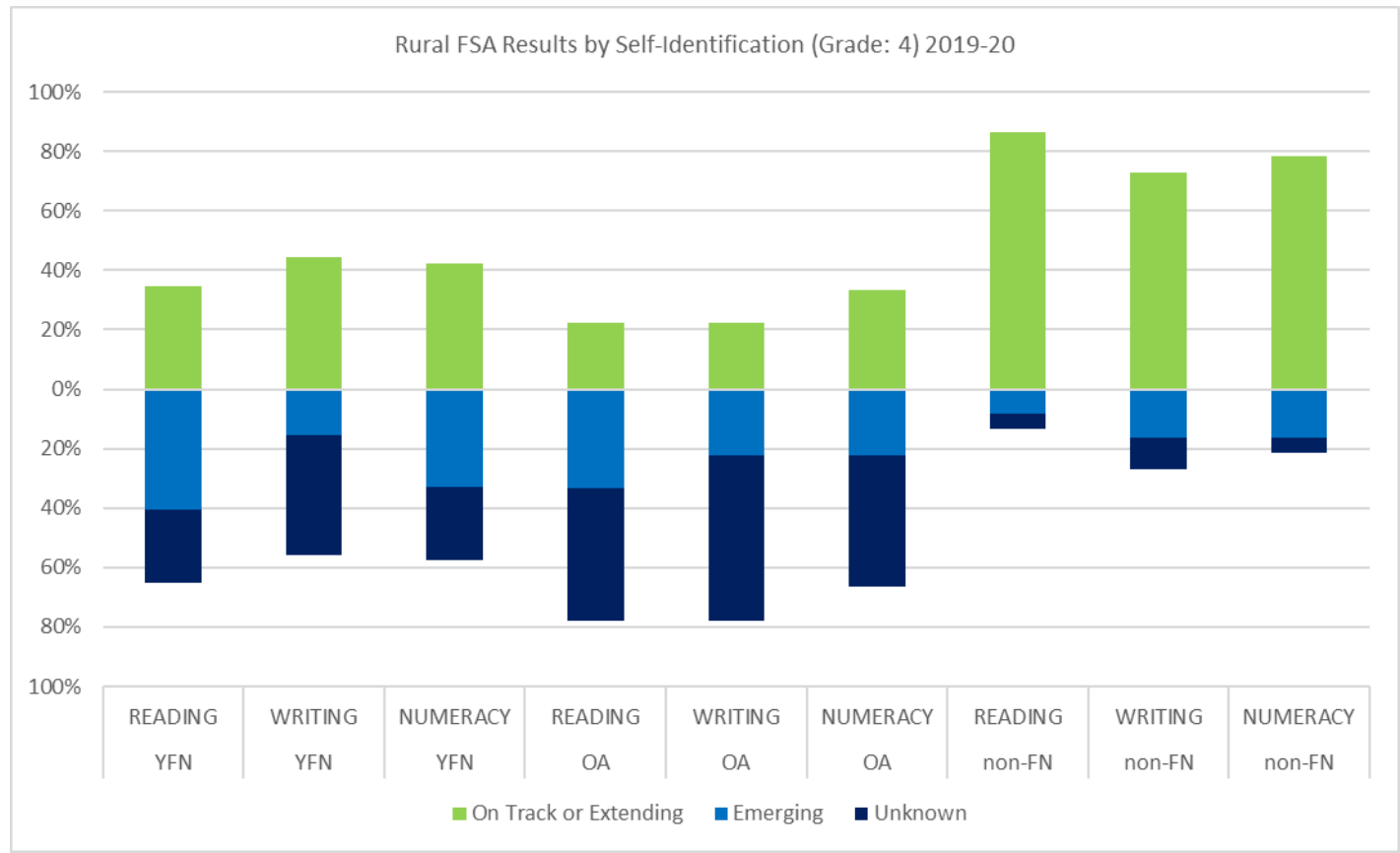


Figure 5.1.2 Foundation Skills Assessment Grade 4 by Test and Self-Identification Rural 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	35%	44%	42%	22%	22%	33%	86%	73%	78%
Emerging	40%	15%	33%	33%	22%	22%	8%	16%	16%
Unknown	25%	40%	25%	44%	56%	44%	5%	11%	5%

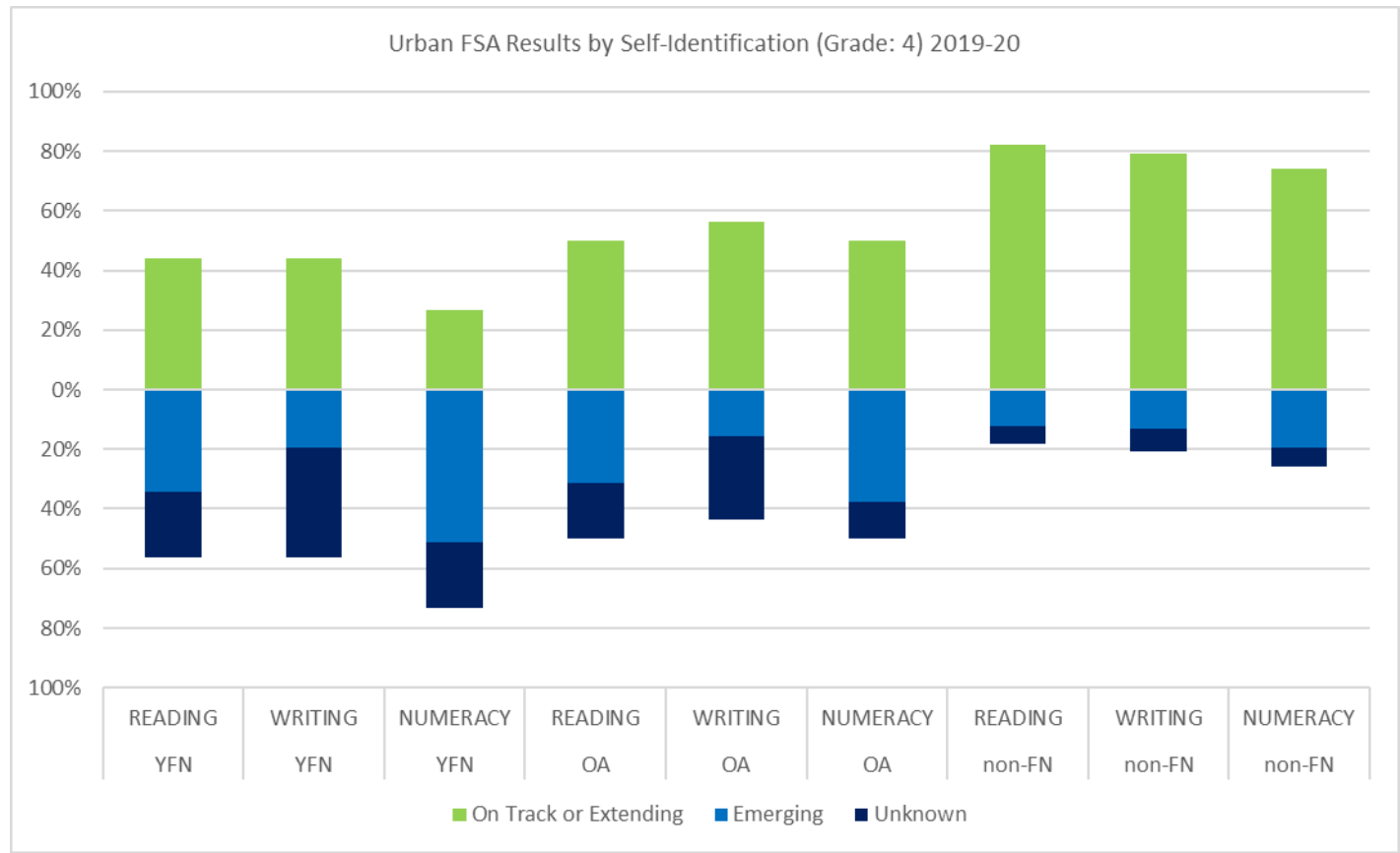


Figure 5.1.3 Foundation Skills Assessment Grade 4 by Test and Self-Identification Urban 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	44%	44%	27%	50%	56%	50%	82%	79%	74%
Emerging	34%	20%	51%	31%	16%	38%	12%	13%	20%
Unknown	22%	37%	22%	19%	28%	13%	6%	8%	6%

5.2 Foundation Skills Assessment Grade 7 by Test and Self-Identification 2019-20

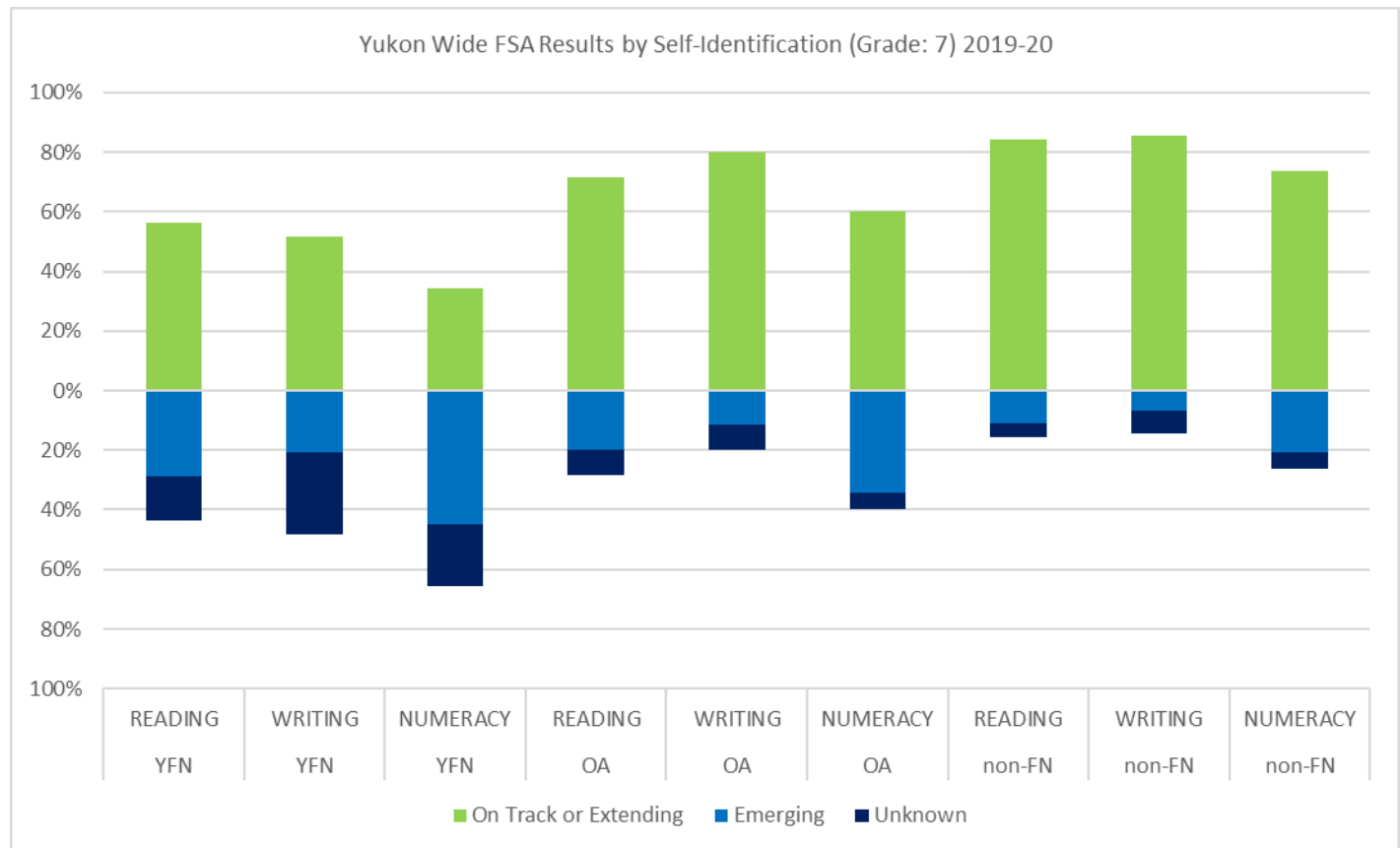


Figure 5.2.1 Foundation Skills Assessment Grade 7 by Test and Self-Identification Yukon Wide 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	56%	52%	34%	71%	80%	60%	84%	86%	74%
Emerging	29%	21%	45%	20%	11%	34%	11%	7%	21%
Unknown	15%	28%	21%	9%	9%	6%	5%	8%	6%

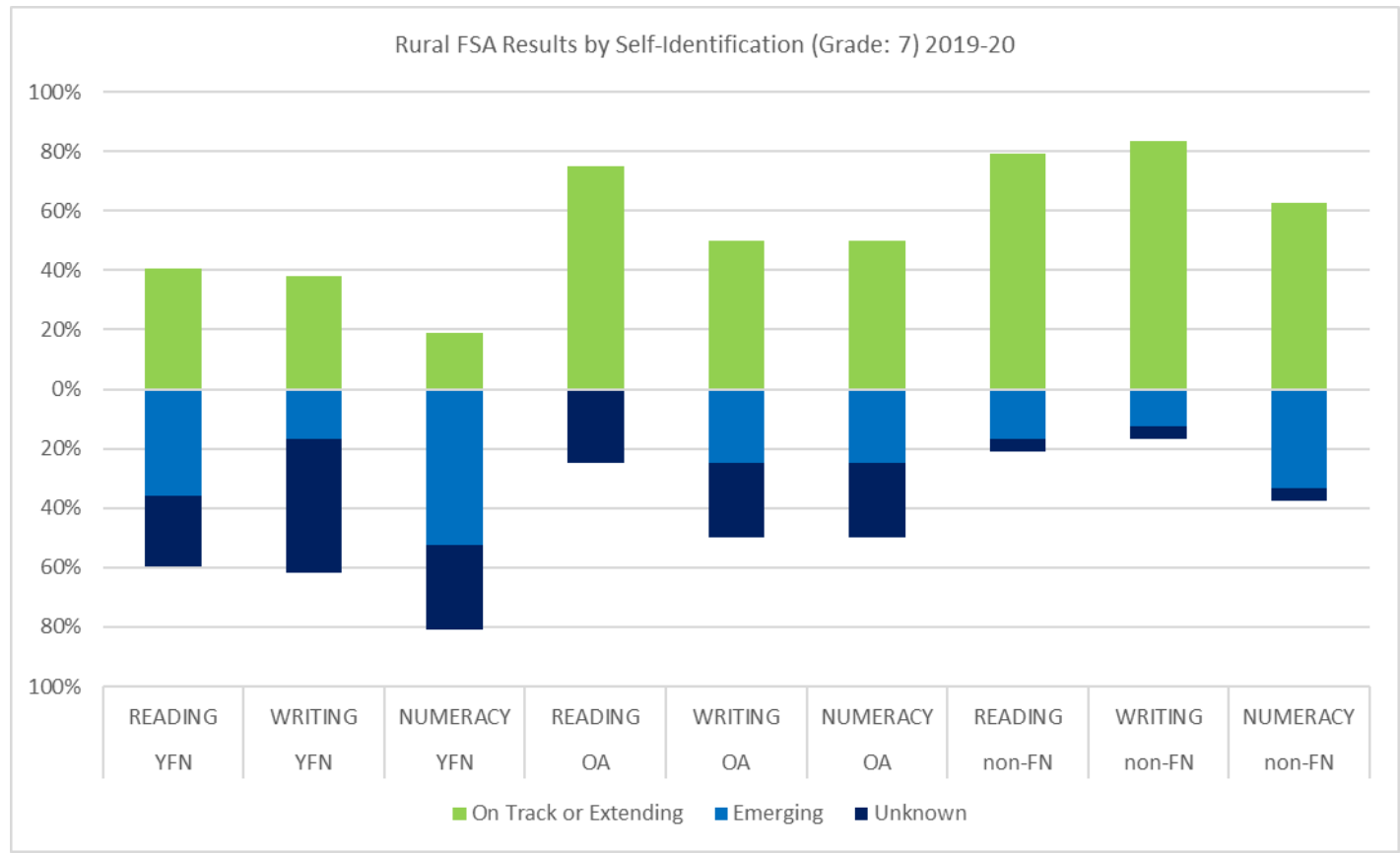


Figure 5.2.2 Foundation Skills Assessment Grade 7 by Test and Self-Identification Rural 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	40%	38%	19%	75%	50%	50%	79%	83%	63%
Emerging	36%	17%	52%	0%	25%	25%	17%	13%	33%
Unknown	24%	45%	29%	25%	25%	25%	4%	4%	4%

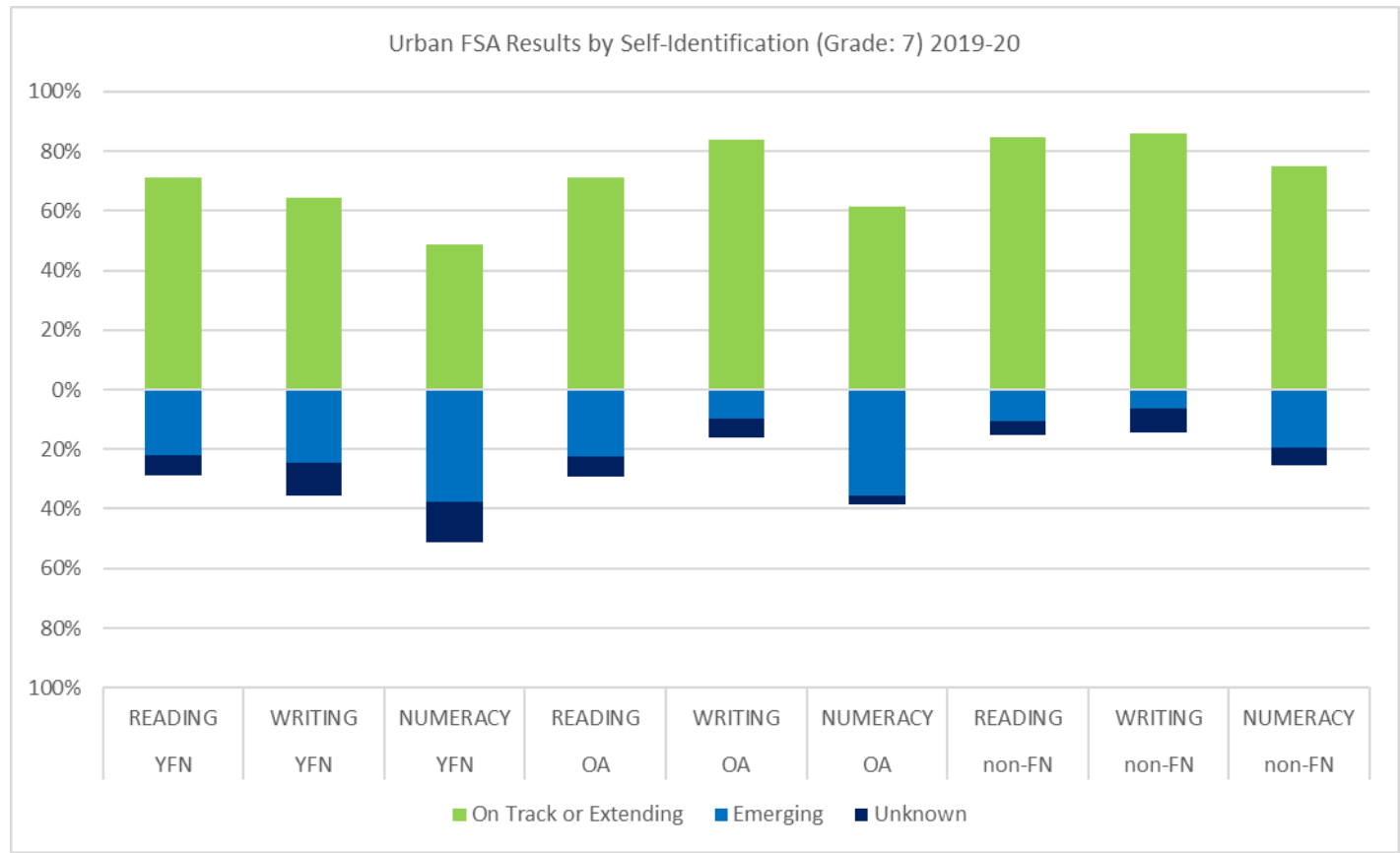


Figure 5.2.3 Foundation Skills Assessment Grade 7 by Test and Self-Identification Urban 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	71%	64%	49%	71%	84%	61%	85%	86%	75%
Emerging	22%	24%	38%	23%	10%	35%	11%	6%	20%
Unknown	7%	11%	13%	6%	6%	3%	5%	8%	6%

6 Math 11 and English 12 Courses C+ or Better

Math 11 and English 12 courses are defined from [BC curriculum](#)³. Also, C+ or better is defined from [British Columbia Enhanced Student Learning Reporting](#)⁴. Please note that this analysis excludes French language courses and their equivalents and considers only courses taken at a Yukon school.

Please note this analysis includes a small margin of error because of students taking duplicates course in the same year (~less than 6 instances)

This analysis does not include students with marks such as:

- Withdraw
- Incomplete
- Blank or No Mark

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

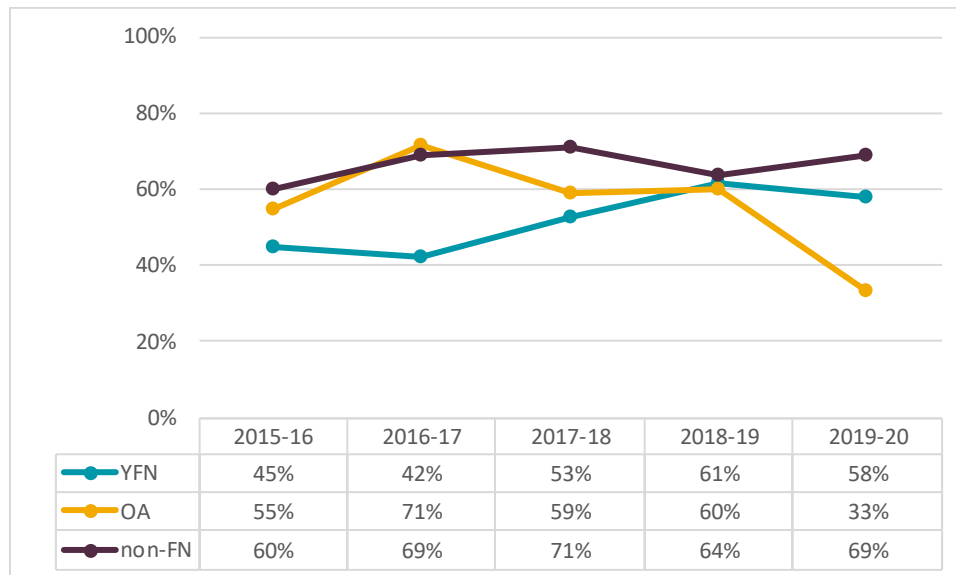


Figure 6.1.1 Percentage of students who received a grade of C+ or better in Math 11

³ <https://curriculum.gov.bc.ca/>

⁴ <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/manual-of-school-law/school-act-ministerial-orders?keyword=PROVINCIAL&keyword=LETTER&keyword=GRADES&keyword=ORDER>

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

This data table was removed due to small numbers.

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

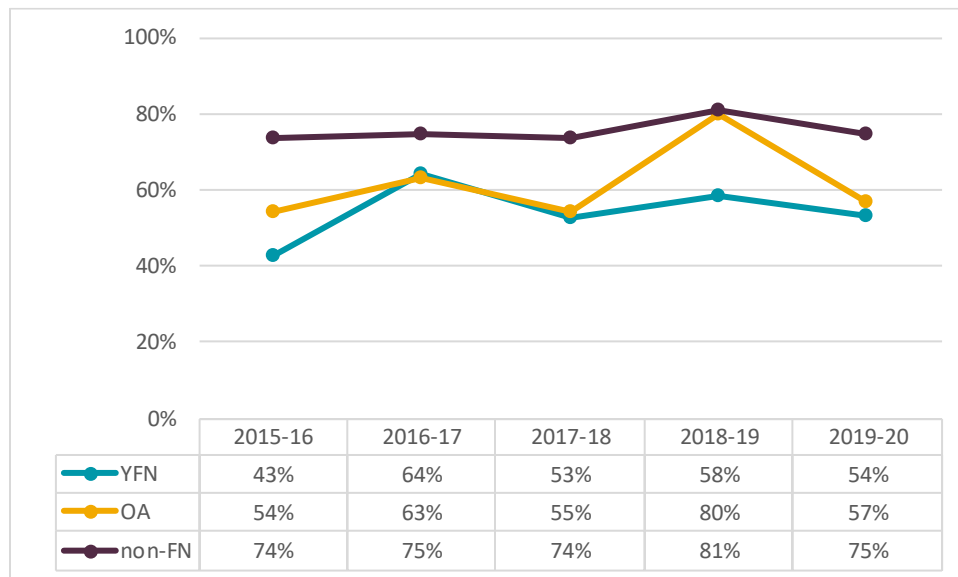


Figure 6.2.1 Percentage of students who received a grade of C+ or better in English 12

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

This data table was removed due to small numbers.

7 Students in alternative learning settings

7.1 Individual Learning Centre and Aurora Virtual School

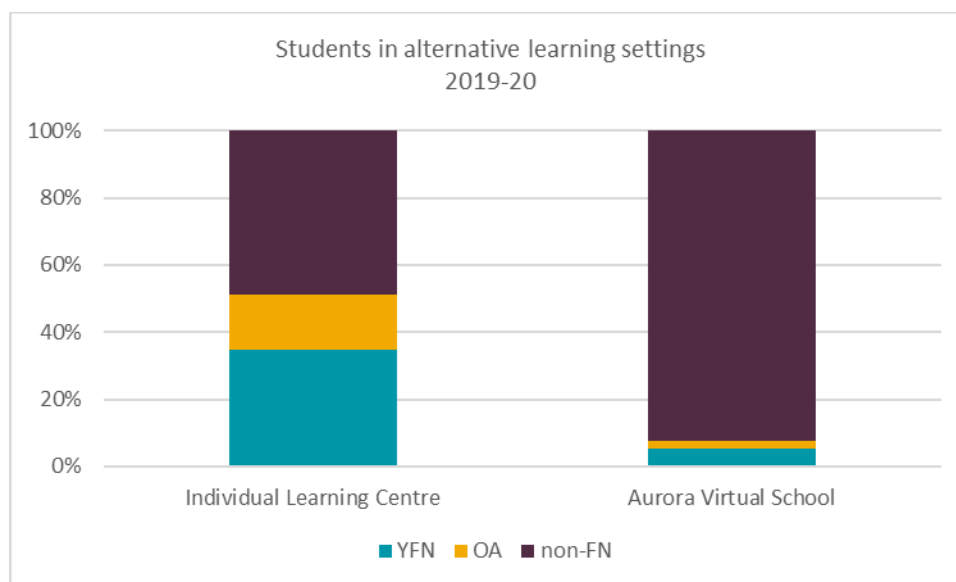


Figure 7.1.1 Students counts for ILC and AVS by Self-Identification 2019-20

	YFN	OA	non-FN
Individual Learning Centre	35%	17%	49%
Aurora Virtual School	5%	2%	92%

7.2 Wood Street Centre Programs

Students taking specific programs at Wood Street Centre. **Please note that the Spring semester did not take place as planned due to COVID-19.**

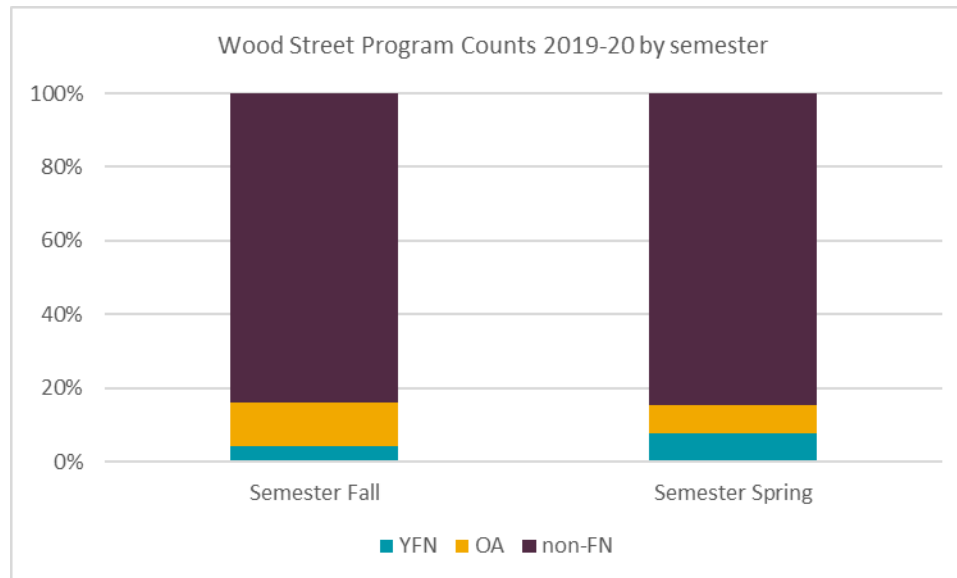


Figure 7.2.1 Wood Street Program Counts 2019-20 by semester

	Semester Fall	Semester Spring
YFN	4%	8%
OA	12%	8%
non-FN	84%	85%

8 Graduation Rate

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

Dogwood Diploma

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

Data Source

Aspen Student Information System and Performance and Analytics Master Model

Date Stamp

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

Graduation / Completion programs include:

Graduation Programs

- Dogwood Graduation Program
- Dogwood Adult Graduation Program

School Completion Programs

- School Completion Programs are provided to students on special programs or IEP where the Dogwood Graduation Program was not part of their education plan. It is reported separately from the Grade 12 Graduation Rate.
- *The Evergreen certificate metric in this report is an estimate from identifying students on special completion programs who are considered in grade 12 and have a completion status of affirmative.*

8.1 Grade 12 Dogwood and Adult Graduation Rate by Self-Identification 2019-20

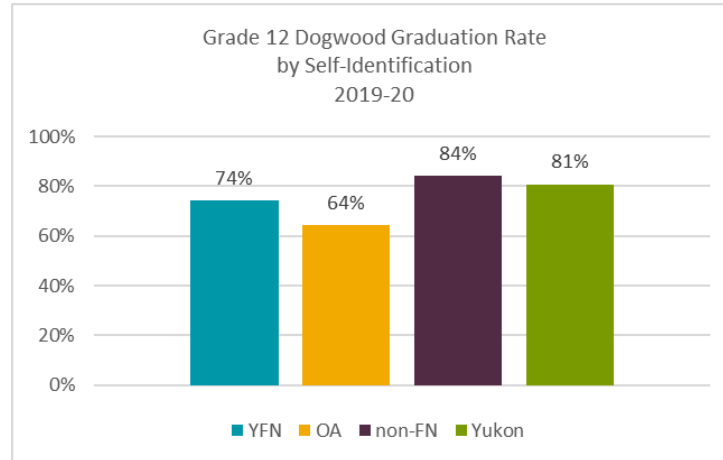


Figure 8.1.1 Grade 12 Dogwood Graduation Rate by Self-Identification 2019-20

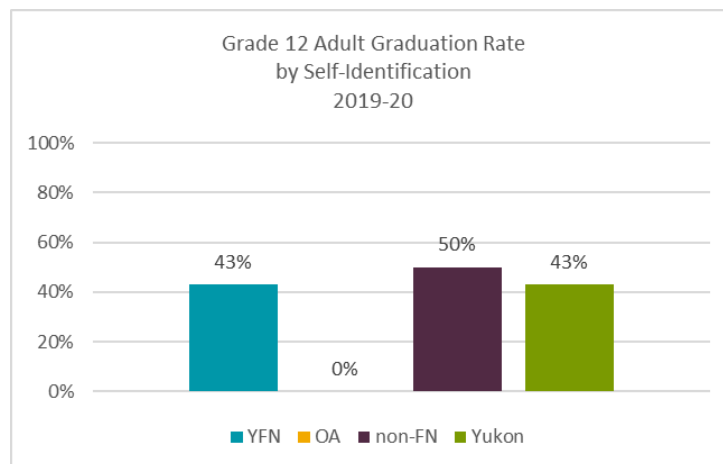


Figure 8.1.2 Grade 12 Adult Graduation Rate by Self-Identification 2019-20

8.2 Grade 12 Dogwood and Adult Successful Graduates by Yukon First Nation for 2019-20

This data table was removed due to small numbers.

8.3 Grade 12 Graduation Rate by Self-Identification over time

8.3.1 Dogwood Graduation Rate by Self-Identification over time

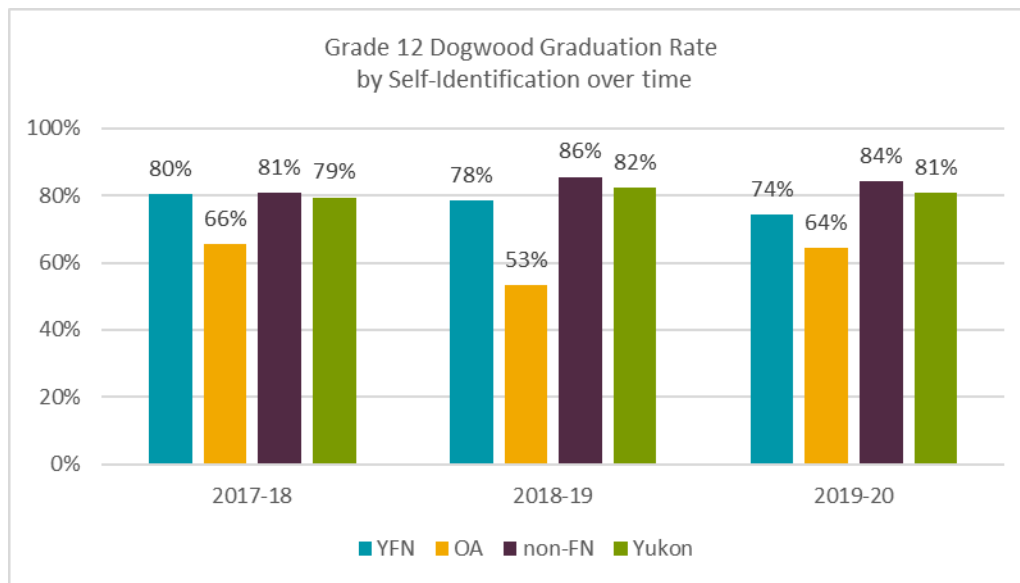


Figure 8.3.1 Grade 12 Dogwood Graduation Rate by Self-Identification over time

8.3.2 Adult Graduation Rate by Self-Identification over time

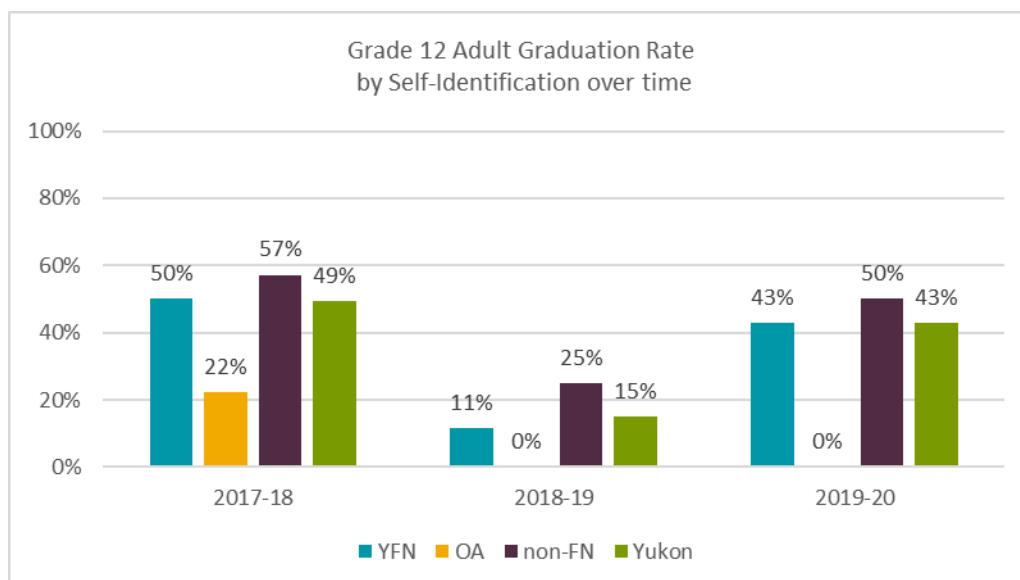


Figure 8.3.2 Grade 12 Adult Graduation Rate by Self-Identification over time

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

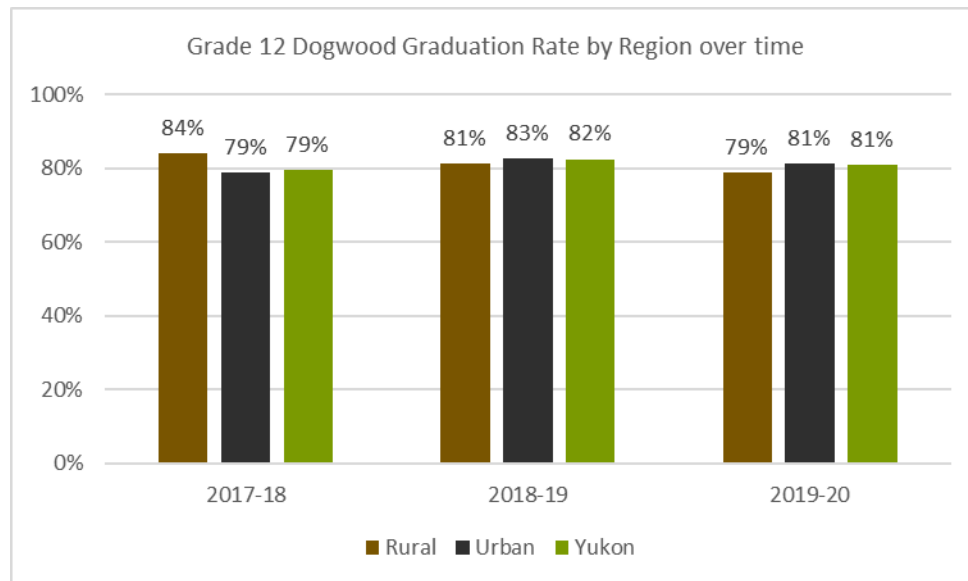


Figure 8.4.1 Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

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

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

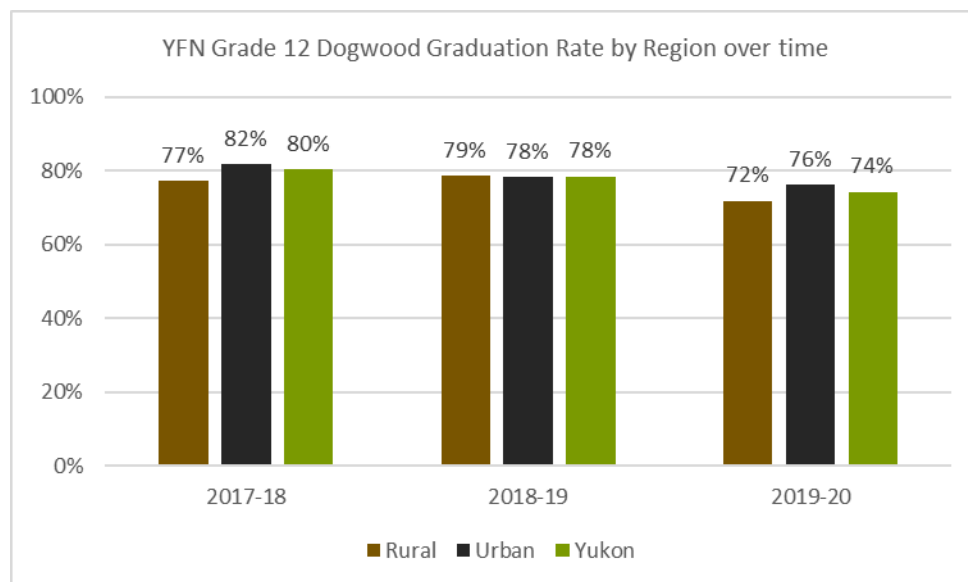


Figure 8.5.1 YFN - Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

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

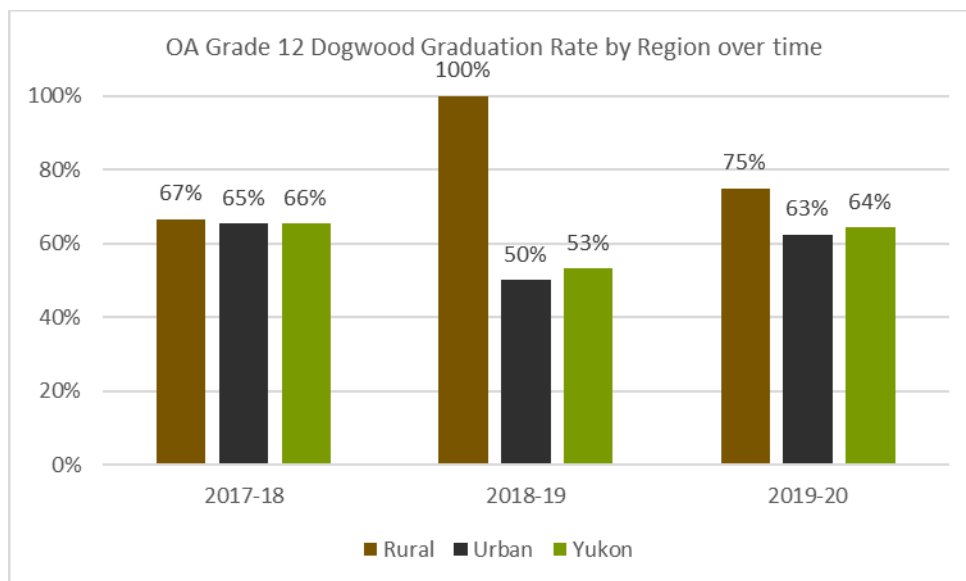


Figure 8.5.2 OA - Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

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

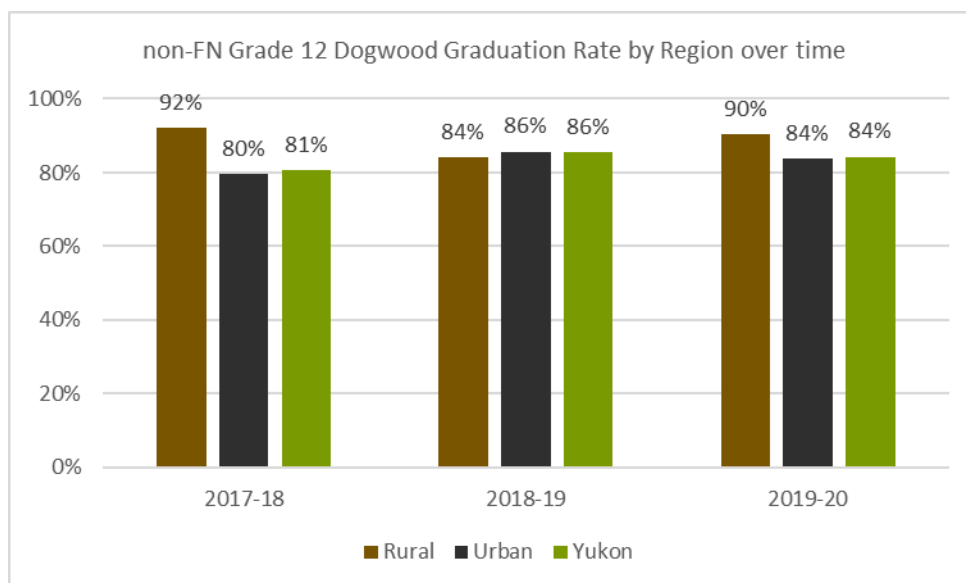


Figure 8.5.3 Non-FN - Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

8.6 Evergreen Completion Program

This data table was removed due to small numbers.

8.7 Six Year Graduation Rate

The six-year graduation rate examines all students who entered in Grade 8 for the first time in 2014-15 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 (2014-15 to 2019-20).

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 2014-15 school year. It also includes student entering the education system in the respective grade and year throughout the timeframe. This methodology follows the British Columbia Ministry of Education Guidelines for the six-year graduation rate (please see [BC - 6 years graduation guidelines](#)⁵ for more information).

Data Source

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

Date Stamp

December 3, 2020 was the data date stamp for students in consideration.

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

8.7.1 2014-15 Cohort Six-Year Graduation Rate by Self-Identification

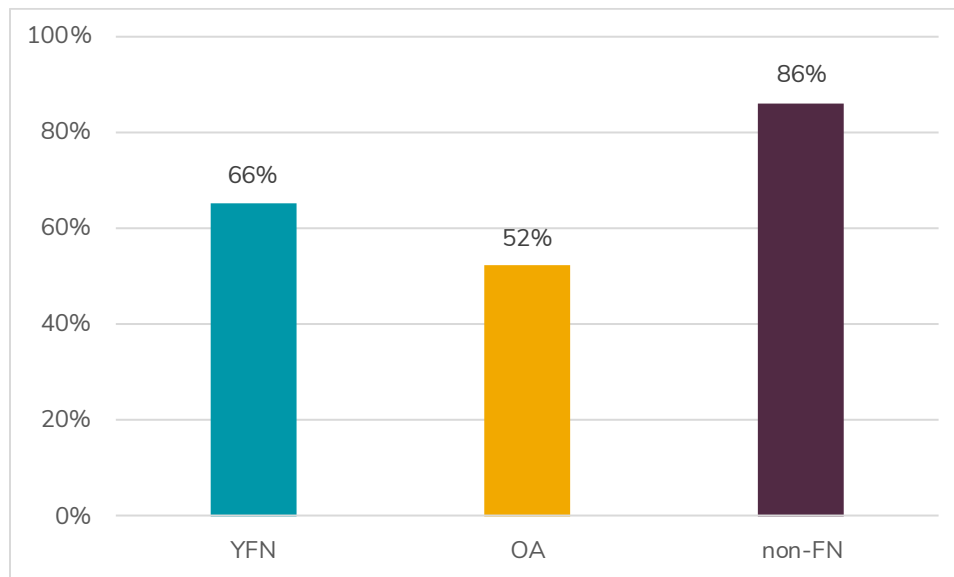


Figure 8.7.1 2014-2015 Cohort Six-Year Graduation Rate by Self-Identification

8.7.2 Number of Outmigrants

This data table was removed due to small numbers.