



Yukon Wide Student Data Report

School Year 2024–25

Department of Education
Government of Yukon

April 21, 2026



1 Contents

- Introduction..... 1
- 2 Enrolment..... 3
 - 2.1 Student enrolment counts for 2024-25 by region and Yukon-Wide..... 3
 - 2.2 Student enrolment counts for 2024-25 by grade range..... 4
 - 2.3 Student enrolment counts for 2024-25 by self-identification and region..... 4
 - 2.4 Student enrolment counts by region over time..... 5
 - 2.5 Student enrolment counts by grade range over time..... 5
 - 2.6 Student enrolment counts by self-identification over time 6
- 3 Individual Education Plan..... 7
 - 3.1 Student IEP count ratios for 2024-25 by region and Yukon-Wide..... 8
 - 3.2 Student IEP count for 2024-25 by self-identification..... 8
 - 3.3 Student IEP ratios of all students by region over time..... 9
 - 3.4 Student IEP ratios of all students by self-identification over time 9
- 4 Kindergarten Assessments..... 10
 - 4.1 Boehm test of basic concepts..... 10
 - 4.1.1 Boehm student ratios for 2024-25 by region..... 11
 - 4.1.2 Boehm student ratios for 2024-25 by self-identification 12
 - 4.1.3 Boehm students with “Needs Investigation” or “Classroom Intervention” Result Ratio by Region over time 13
 - 4.1.4 Boehm Students with “Needs Investigation” or “Classroom Intervention” Result Ratio by Self-Identification over time..... 13
 - 4.2 Early Years Evaluation – Teacher Assessment..... 14
 - 4.2.1 EYE-TA Student for 2024-25 by Region..... 15
 - 4.2.2 EYE-TA Student for 2024-25 by Self-Identification 16
 - 4.2.3 EYE-TA Students Experiencing Difficulties Ratios over time 17
- 5 Foundation Skills Assessment..... 23
 - 5.1 FSA Student Ratios for 2024-25 by Grade 4..... 24
 - 5.2 FSA Grade 4 Students with Emerging or Not Completed Result Ratios by Region over time..... 25

- 5.3 FSA Grade 4 Students with Emerging or Not Completed Result Ratios by Self-Identification over time
26
- 5.4 FSA Student Ratios for 2024-25 by Grade 727
- 5.5 FSA Grade 7 Students with Emerging or Not Completed Result Ratios by Region over time.....28
- 5.6 FSA Grade 7 Students with Emerging or Not Completed Result Ratios by Self-Identification over time
29
- 6 Graduation Assessments30
 - 6.1 Graduation Assessments Student Ratios for 2024-2531
 - 6.2 Graduation Assessments Student with Developing, Emerging or Not Proficient Result Ratios by Region
over time.....32
 - 6.3 Graduation Assessments Student with Developing, Emerging or Not Proficient Result Ratios by Self-
Identification over time33
- 7 Graduation34
 - 7.1 Six-Year Graduation analysis.....34
 - 7.1.1 Six-Year Graduation analysis for 2019-25 | Yukon-wide.....36
 - 7.1.2 Six-Year Graduation analysis for 2019-25 | Rural.....37
 - 7.1.3 Six-Year Graduation analysis for 2019-25 | Yukon First Nation38
 - 7.2 Six-Year Graduation Rate39
 - 7.2.1 Six-Year Graduation rate for 2019-25 by region40
 - 7.2.2 Six-Year Graduation rate for 2019-25 by self-identification.....40
 - 7.2.3 Six-Year Graduation rate by region over time41
 - 7.2.4 Six-Year Graduation rate by self-identification over time.....41
 - 7.3 Grade 12 Graduation analysis42
 - 7.3.1 Grade 12 graduation analysis for 2024-25 | Yukon-wide.....43
 - 7.3.2 Grade 12 graduation analysis for 2024-25 | Rural.....44
 - 7.3.3 Grade 12 graduation analysis for 2024-25 | Yukon First Nation45
 - 7.4 Grade 12 successful outcomes count for 2024-2546
 - 7.4.1 Dogwood Diploma, Adult Dogwood and Evergreen Certificate outcomes by region46
 - 7.4.2 Dogwood Diploma, Adult Dogwood and Evergreen Certificate outcomes by self-identification.46
 - 7.5 First Time Grade 12 graduation rate for 2024-25.....47

7.5.1	First Time Grade 12 graduation rate for 2024-25 by region.....	48
7.5.2	First Time Grade 12 graduation rate for 2024-25 by self-identification	48
7.5.3	First Time Grade 12 graduation rate by region over time.....	49
7.5.4	First Time Grade 12 graduation rate by self-identification over time	49
8	Attendance	50
8.1	20 or more days absent student count ratios for 2024-25 by region and Yukon-Wide	51
8.2	20 or more days absent student count ratios for 2024-25 by grade range, region.....	51
8.3	20 or more days absent student count ratios for 2024-25 by self-identification.....	52
8.4	20 or more days absent student count ratios for 2024-25 by grade range and self-identification.....	52
8.5	20 or more days absent student ratios over time.....	53
8.6	Distribution of students by absent category ratios and region over time.....	54
8.7	Distribution of students by absent category ratios and self-identification over time	55
9	Homeschooling.....	56
9.1	Student enrolment.....	56
9.2	Distribution by grade.....	56
10	Glossary	57

Introduction

Welcome to the Yukon Wide Report, an essential resource for understanding the educational landscape for all students in the Yukon's public school system. This report provides a detailed analysis of key metrics such as student enrolment, graduation rates, literacy and numeracy assessments, attendance, and the prevalence of Individual Education Plans (IEPs). By examining these indicators, the Yukon Wide Report helps educators, policymakers, and community members assess educational trends, monitor student progress, and identify areas where improvements may be needed.

[The Yukon Wide Report](#) also organizes student data by demographics and by region, distinguishing between rural and urban areas, and by self-identification categories, such as Yukon First Nation (YFN), Other Indigenous (OI), and non-YFN groups. These categories support a deeper understanding of where the education system is at when considering educational equity and allow for a more targeted analysis of the unique educational experiences and outcomes among different student populations.




For those interested specifically in the performance of Yukon First Nation students, [the "How Are We Doing?" report](#) provides additional focused insights. It covers a variety of metrics that directly impact self-identified Yukon First Nation students, supporting the development of tailored initiatives and policies that address their specific educational needs.

Additionally, [the Yukon Public Schools Enrolment Reports](#) are available, providing monthly statistics on point-in-time enrolment across all Yukon public schools. These reports include enrolment numbers for each grade level at each school. Stakeholders can better understand changes month-over-month.

You can find the reports mentioned above at Yukon.ca/learn-about-student-enrolment-and-assessments.

Notes and caveats

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

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

- Schools are organized by

• Rural	
• Urban	

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

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

- In some cases, segments with small numbers may have been omitted to protect the personal and private information of the individual.
- Due to rounding, not all percentages add up to 100%.
- The Department of Education makes small and continuous improvements to the quality of its data and analysis. The data and analysis in this report are the most accurate data available at time of publication.

Contact

For any questions or comments, please contact:

Performance and Analytics

EduData@yukon.ca

2 Enrolment

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

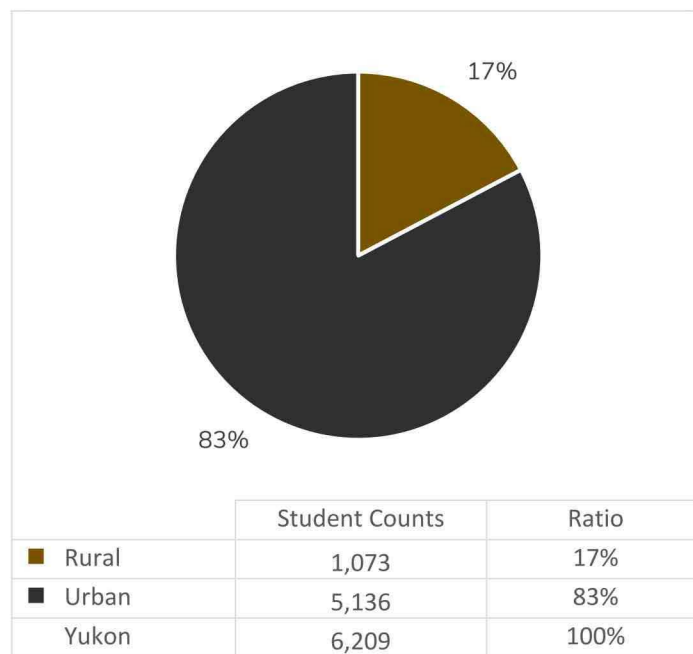
Data Source

Aspen Student Information System and Performance and Analytics enrolment module.

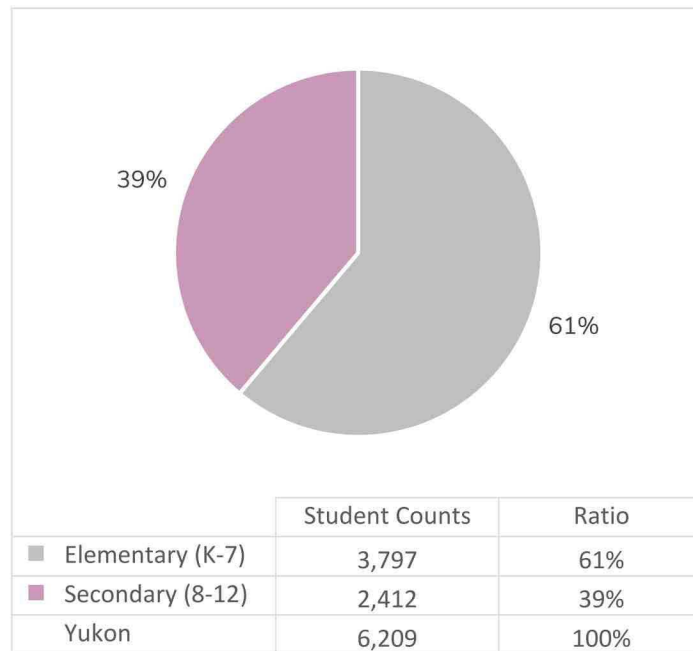
Date Stamp

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

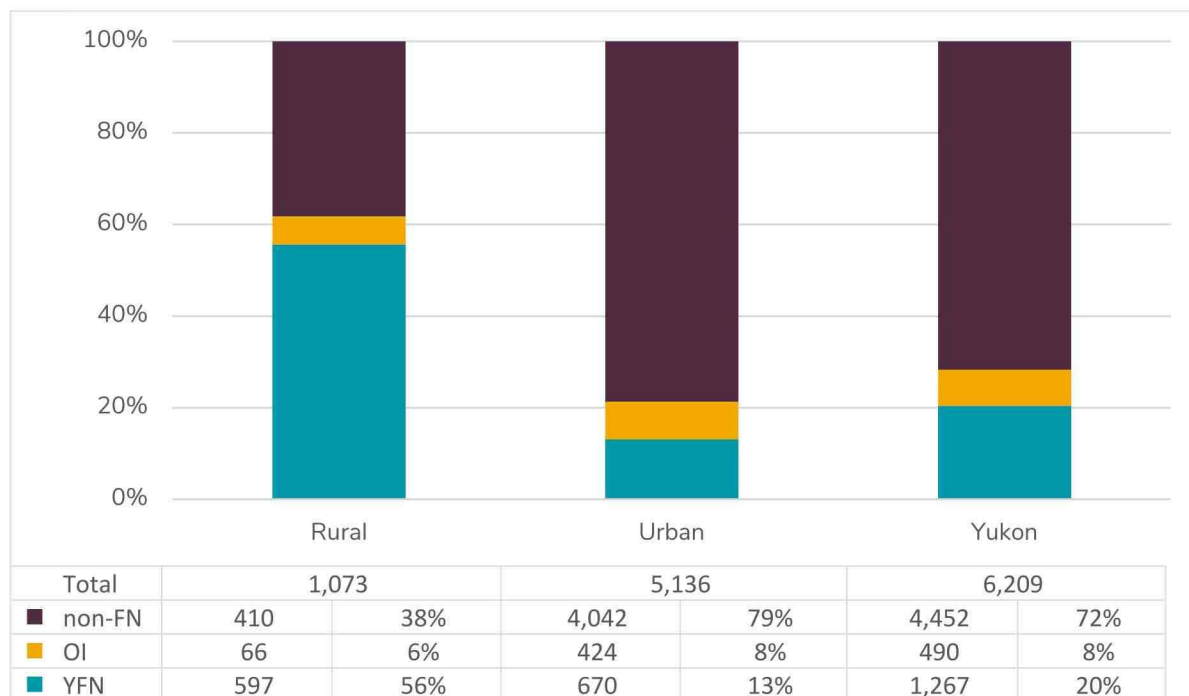
2.1 Student enrolment counts for 2024-25 by region and Yukon-Wide



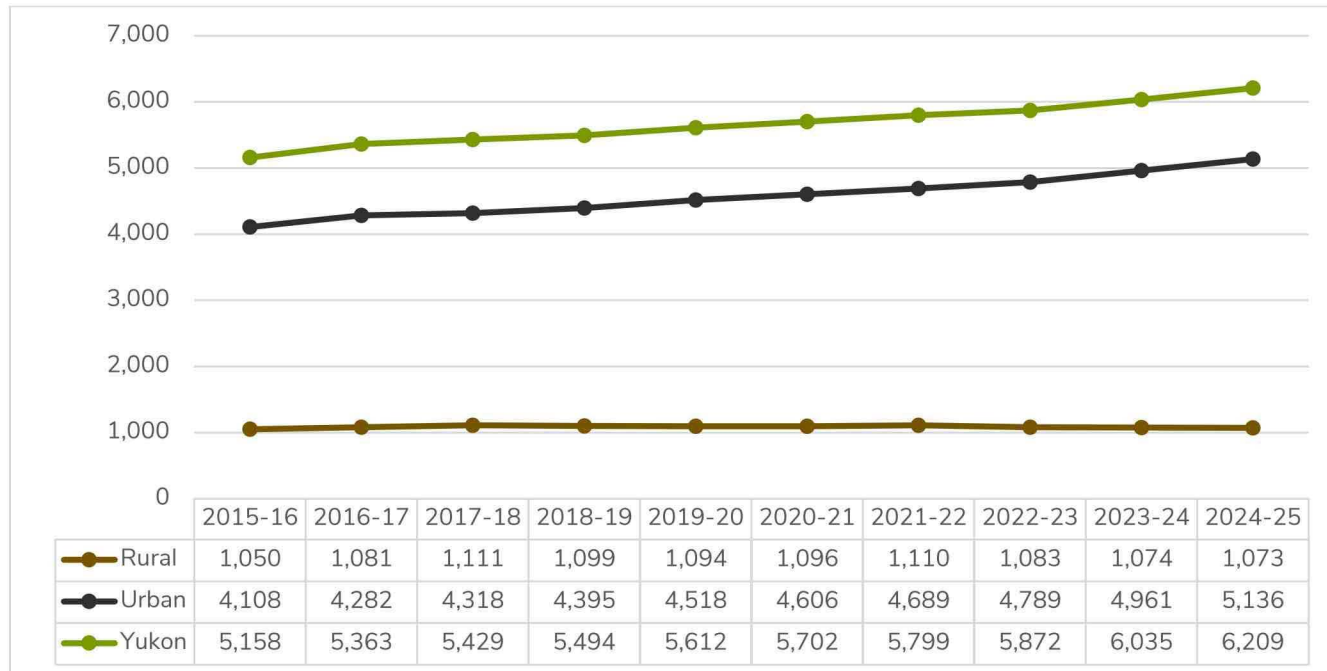
2.2 Student enrolment counts for 2024-25 by grade range



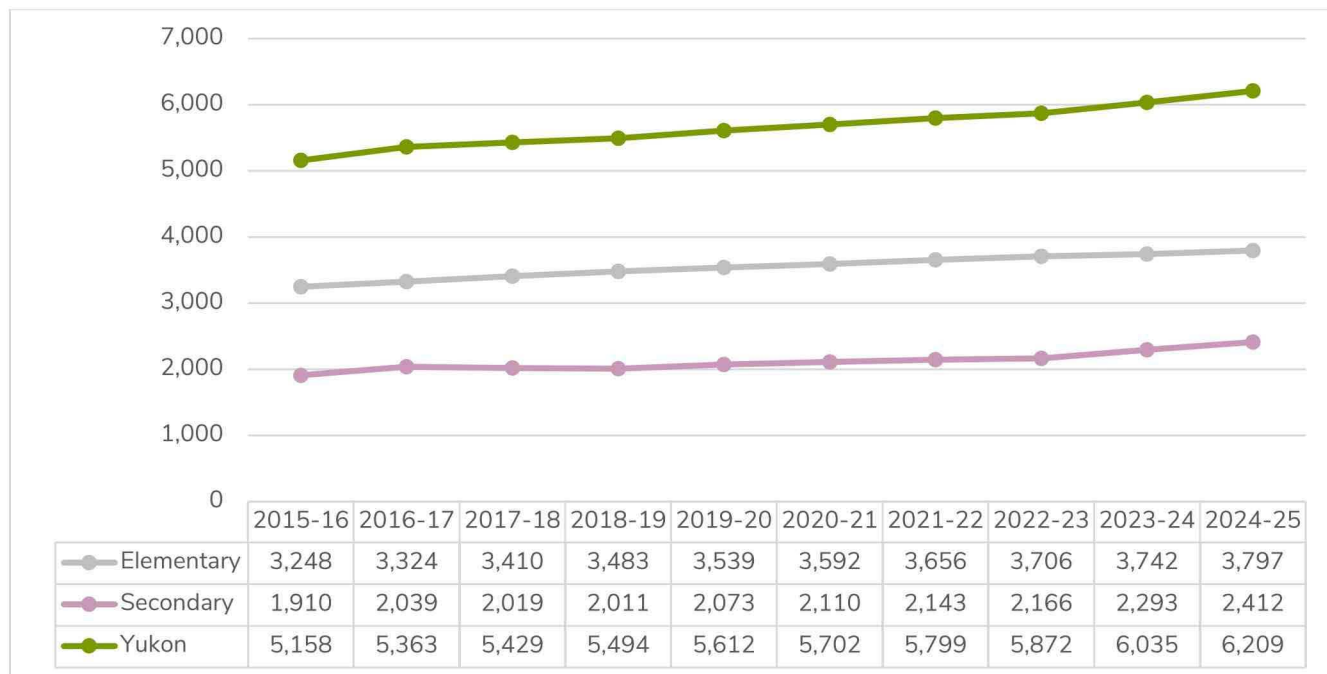
2.3 Student enrolment counts for 2024-25 by self-identification and region



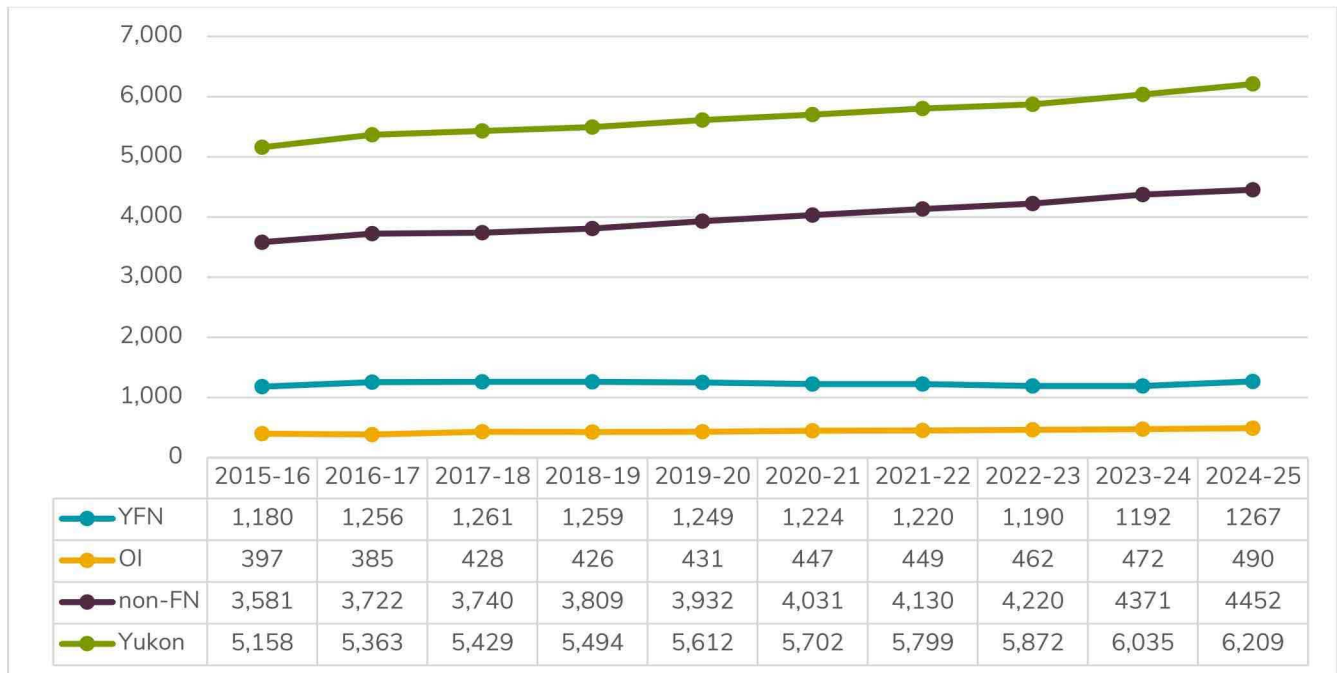
2.4 Student enrolment counts by region over time



2.5 Student enrolment counts by grade range over time



2.6 Student enrolment counts by self-identification over time



3 Individual Education Plan

Some students with special education needs and diverse abilities will have their individualized learning objectives outlined in an Individualized Education Plan (IEP). IEPs are for students who have special education needs that the *Education Act* recognizes. Before placing a student on an IEP, a “determination of special educational need” is required. This determination is made by following a school-based team (SBT) process, as outlined in the *Education Act*. Once the determination is made, a “Yukon IEP” designation is assigned in the student information system. The numbers reported in this section reflect the number of Yukon IEP designations across the territory.

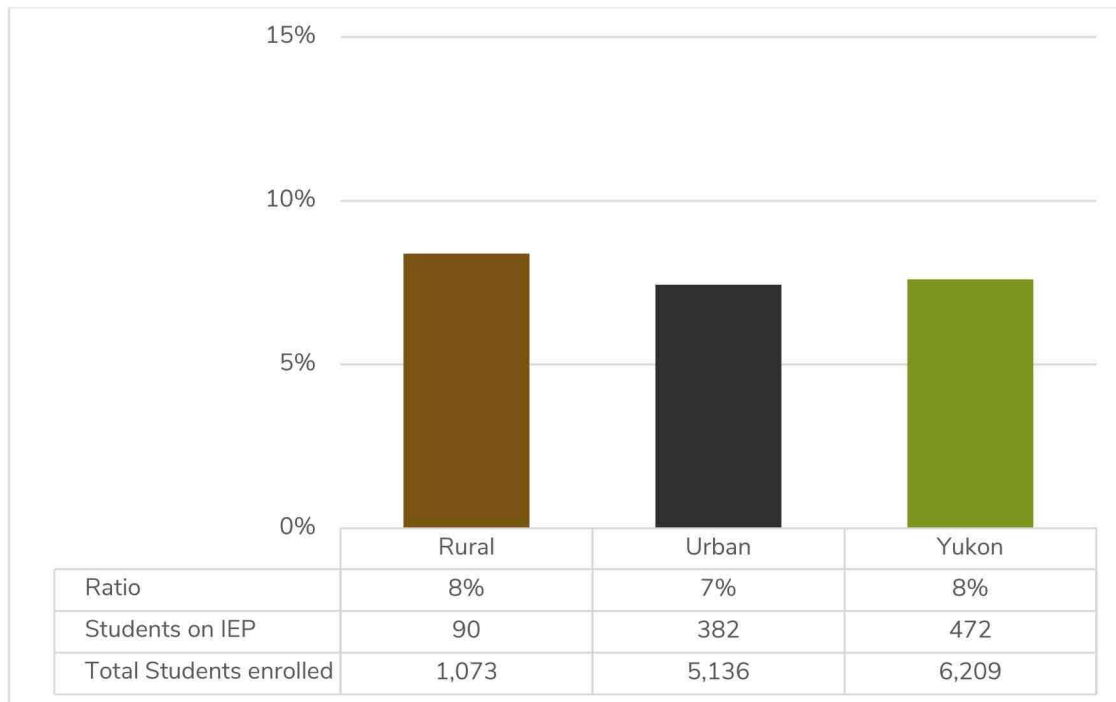
An IEP outlines:

- the student’s unique learning goals and objectives;
- the resources and strategies that will be used at school to help them reach their goals;
- any changes to course curriculum (modified or adapted); and
- how progress is tracked and reported to the student’s family.

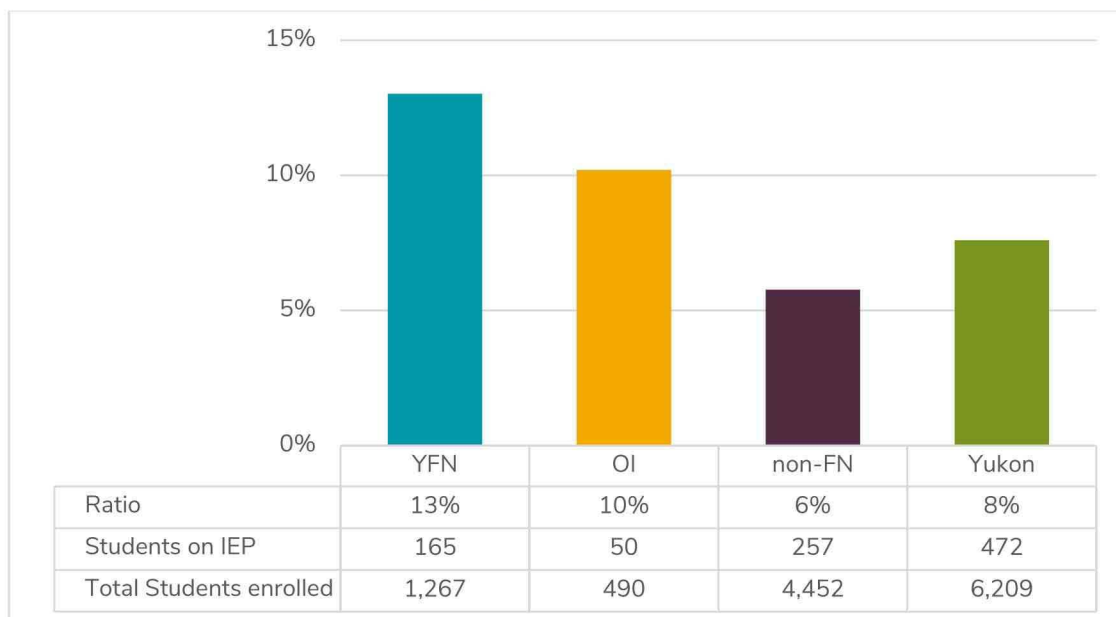
IEPs are developed through a collaborative team effort involving the student, parents, teachers, school administration and resource personnel from within the school. Student Support Services may support the development of the goals, objectives, and strategies identified in a student’s Individualized Education Plan. 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. IEPs are revised as the needs of the student change. In rare cases, the plan may be discontinued, in consultation with the student’s support team including parents/caregivers, as the goals of the IEP are reached.

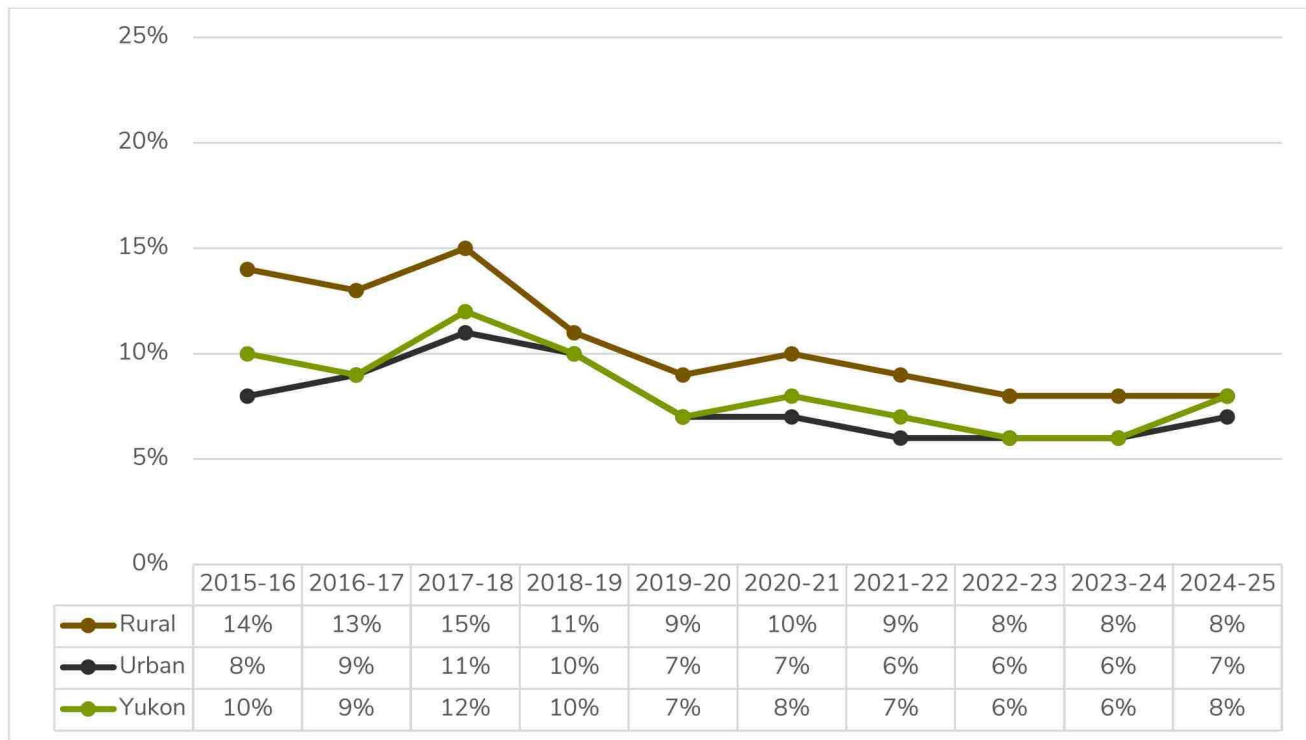
3.1 Student IEP count ratios for 2024-25 by region and Yukon-Wide



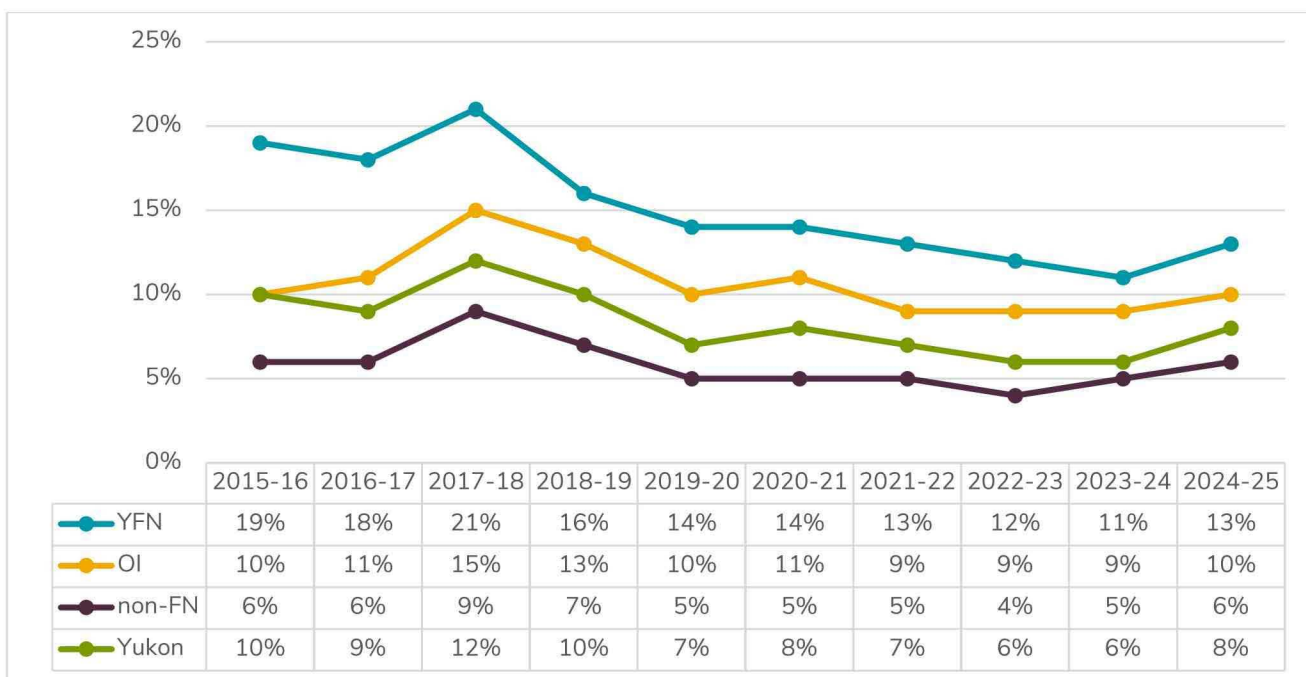
3.2 Student IEP count for 2024-25 by self-identification



3.3 Student IEP ratios of all students by region over time



3.4 Student IEP ratios of all students by self-identification over time



4 Kindergarten Assessments

4.1 Boehm test of basic concepts

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

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

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

Please note the increase in scale from fall to spring.

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

All students are tested in fall and in spring.

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

Data Source

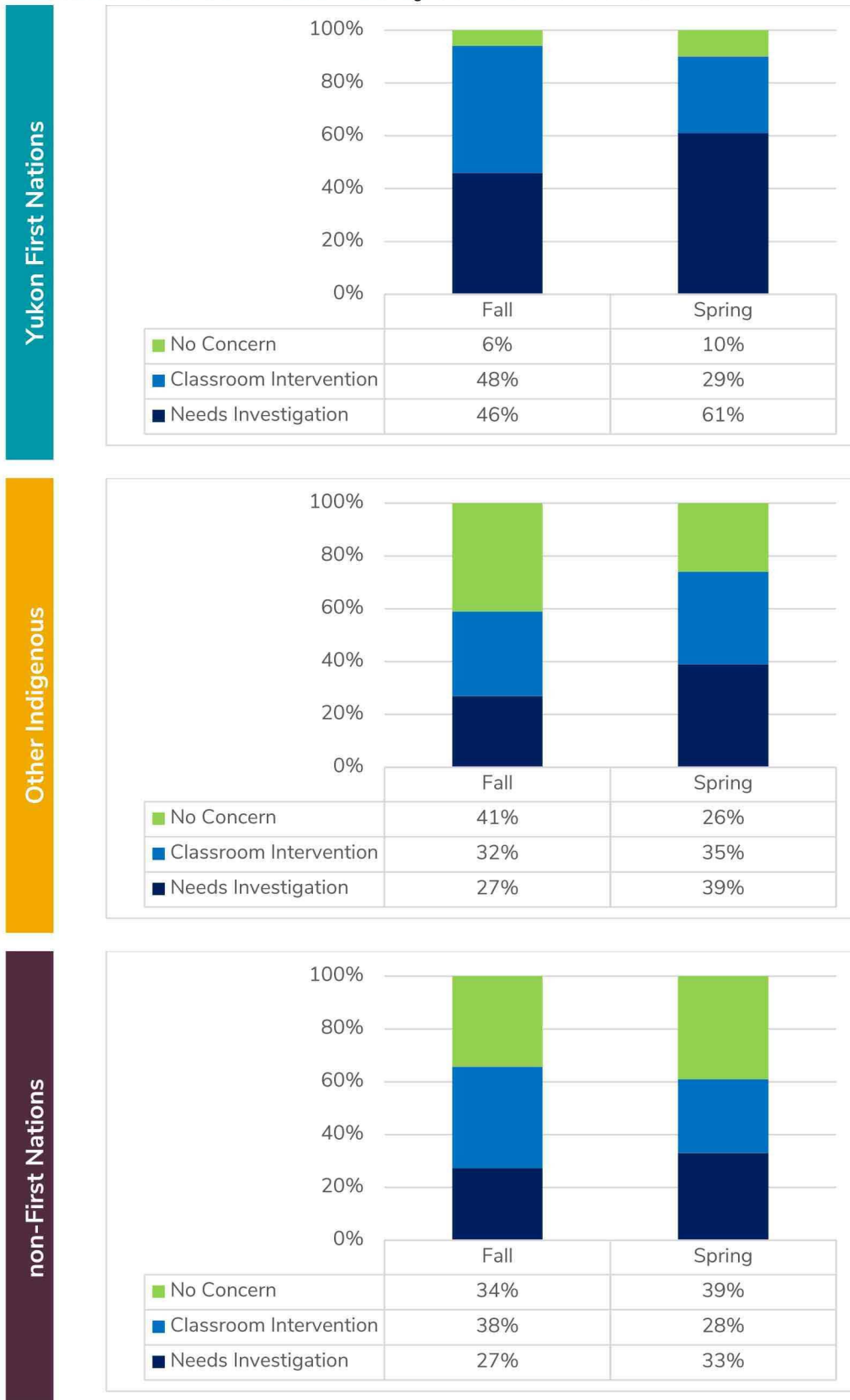
Performance and Analytics Boehm Module.

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

4.1.1 Boehm student ratios for 2024-25 by region



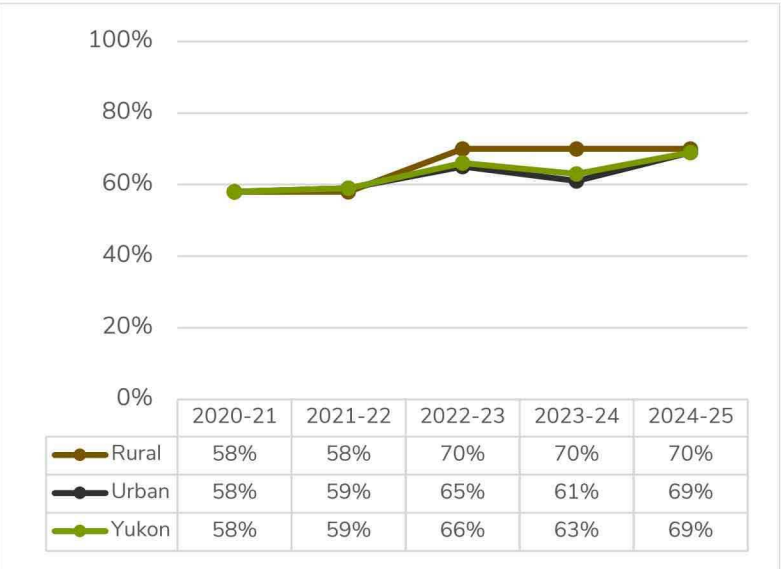
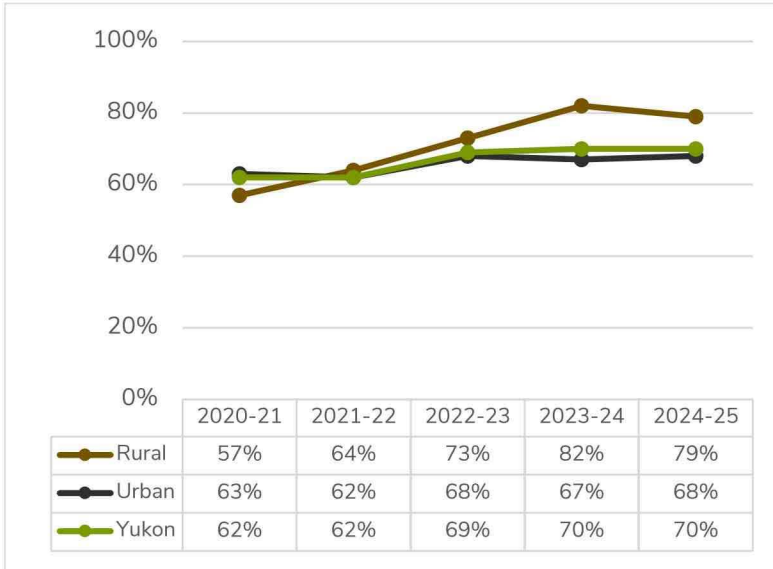
4.1.2 Boehm student ratios for 2024-25 by self-identification



4.1.3 Boehm students with “Needs Investigation” or “Classroom Intervention” Result Ratio by Region over time

Fall

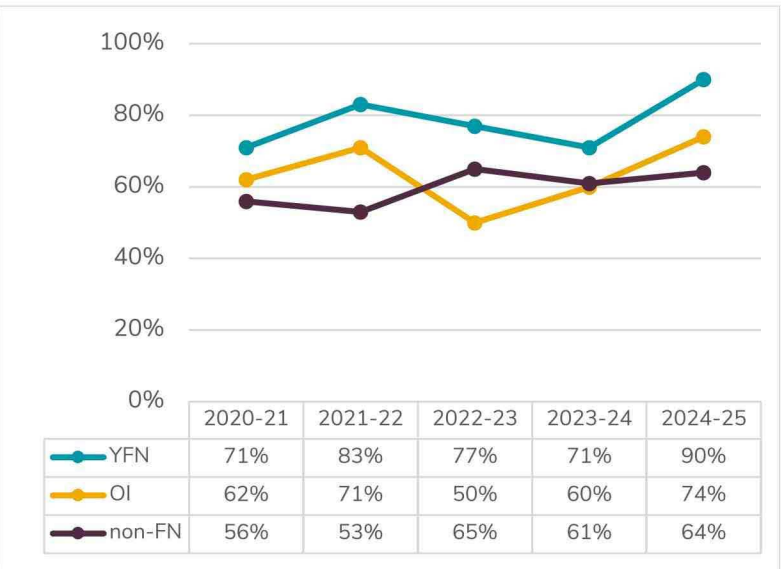
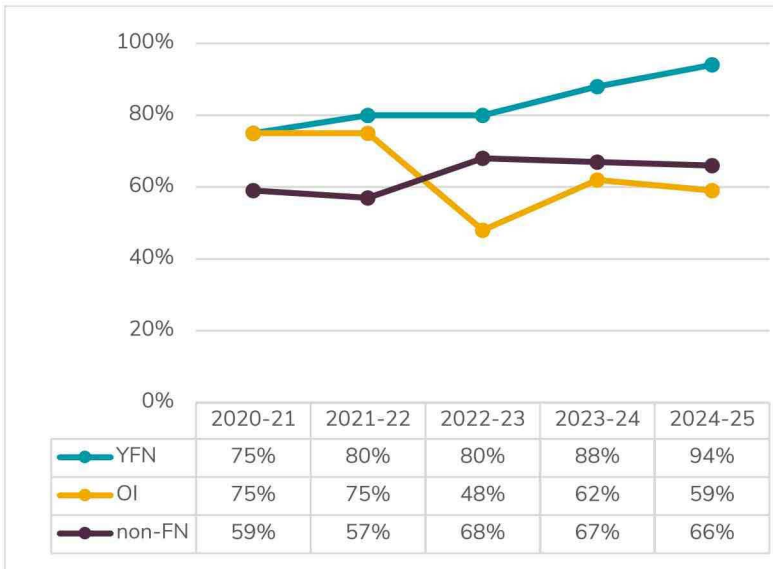
Spring



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

Fall

Spring



4.2 Early Years Evaluation – Teacher Assessment

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

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

Please see website for more information.²

EYE-TA results are depicted using three tiers:

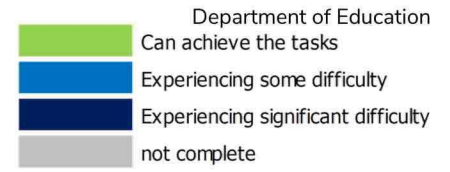
Tier 1	Can achieve the tasks in the developmental area
Tier 2	Experiencing some difficulty
Tier 3	Experiencing significant difficulty

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

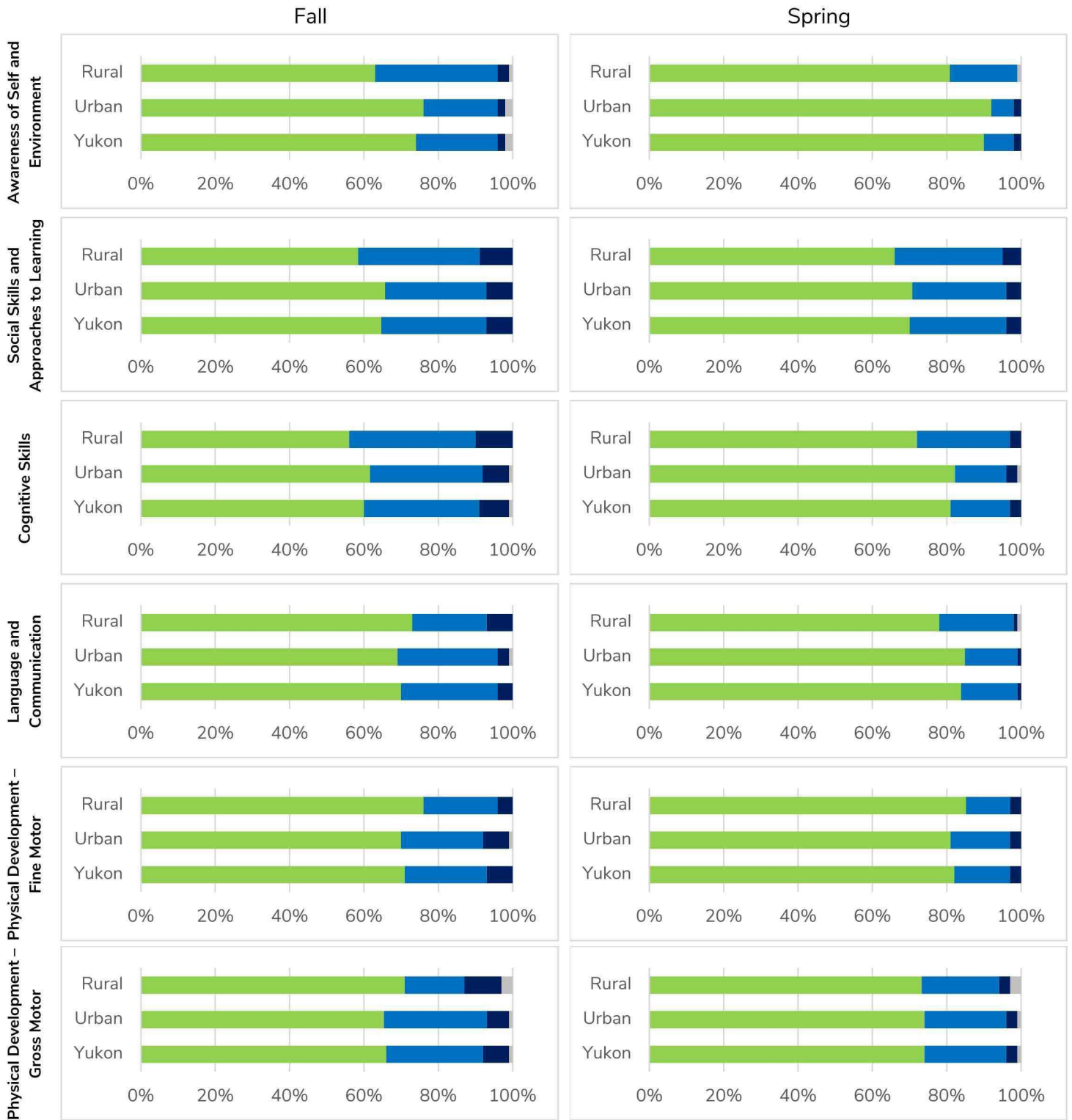
Data Source

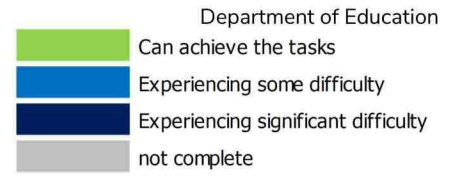
EYE-TA Test system and Performance and Analytics EYE-TA Module.

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

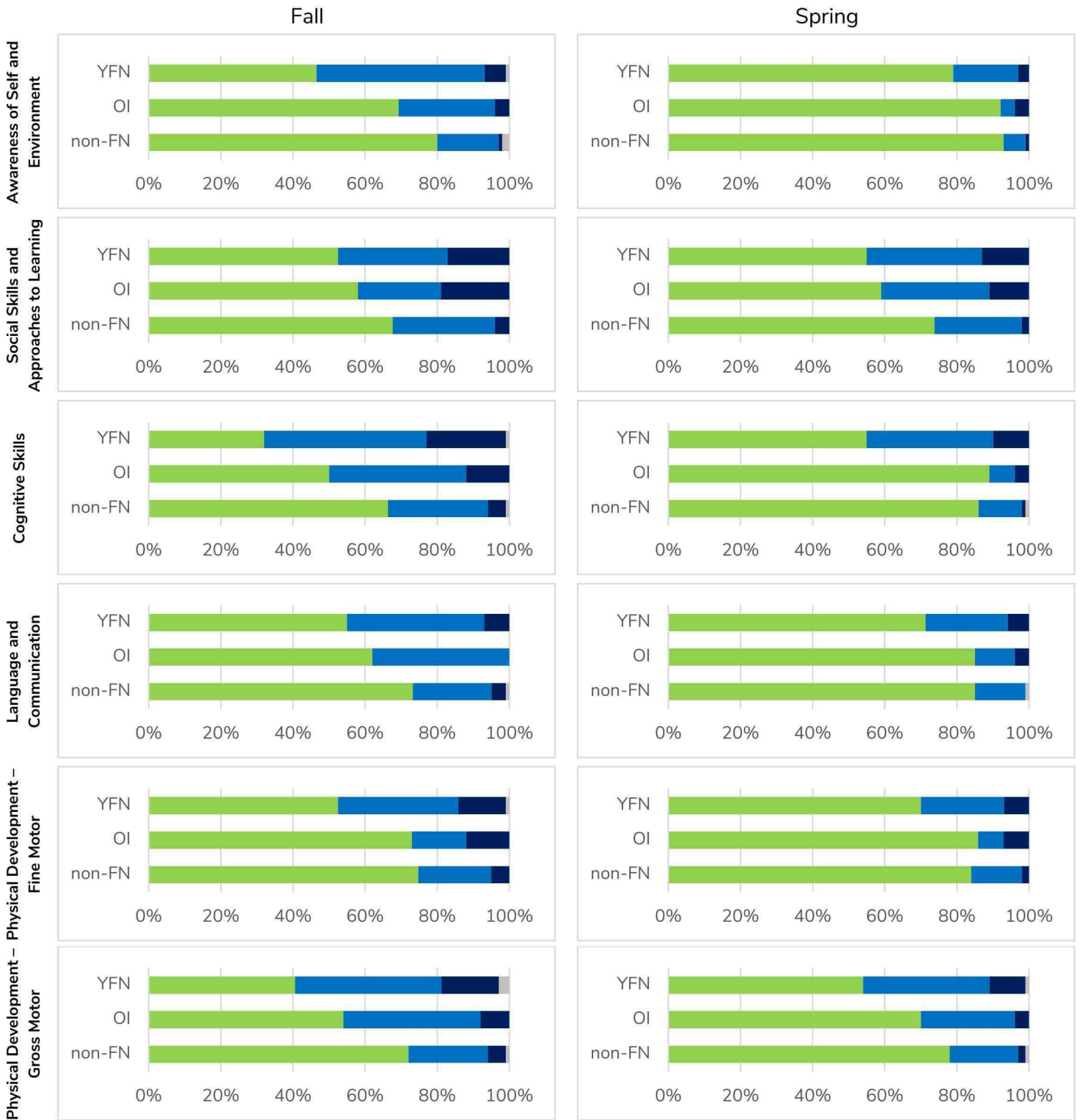


4.2.1 EYE-TA Student for 2024-25 by Region





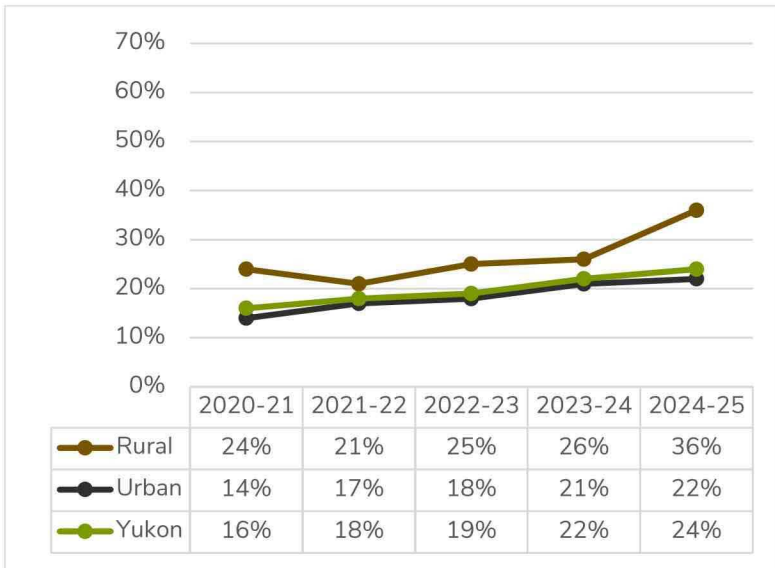
4.2.2 EYE-TA Student for 2024-25 by Self-Identification



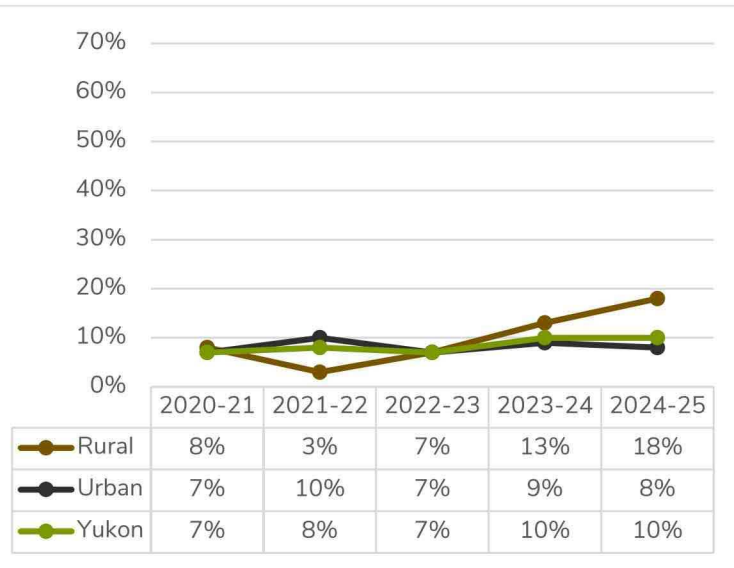
4.2.3 EYE-TA Students Experiencing Difficulties Ratios over time

4.2.3.1 Awareness of Self and Environment

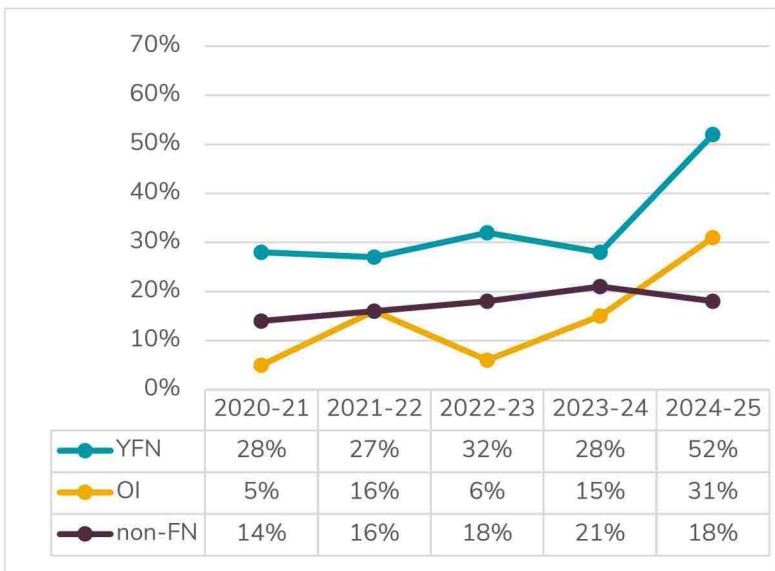
Fall



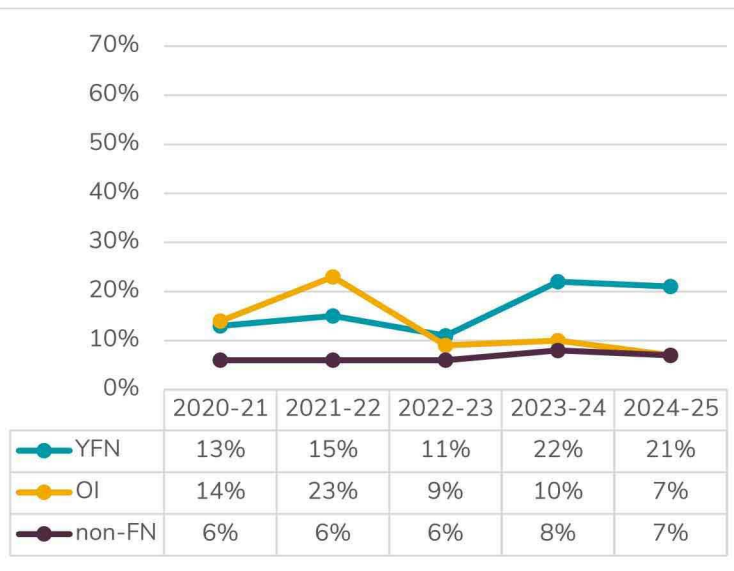
Spring



Fall

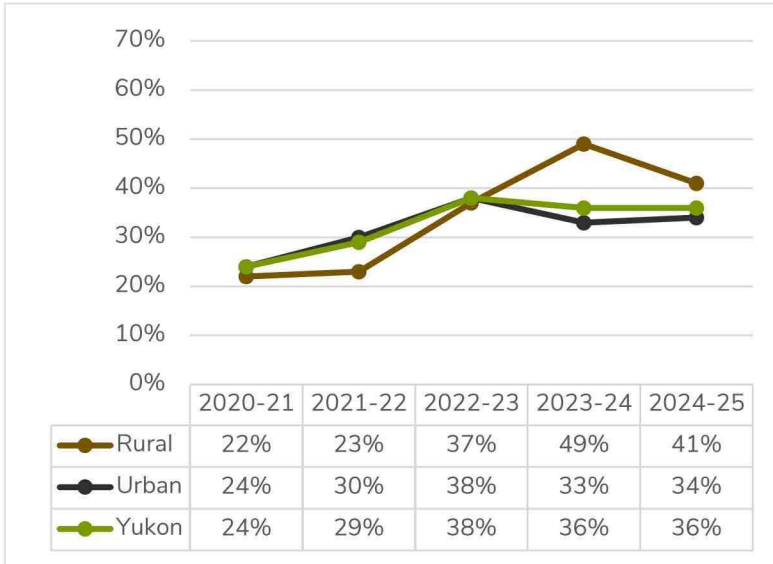


Spring

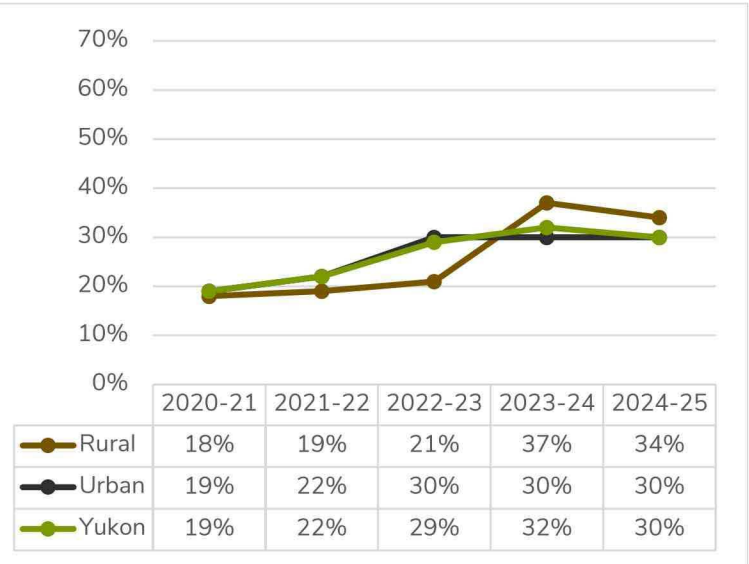


4.2.3.2 Social Skills and Approaches to Learning

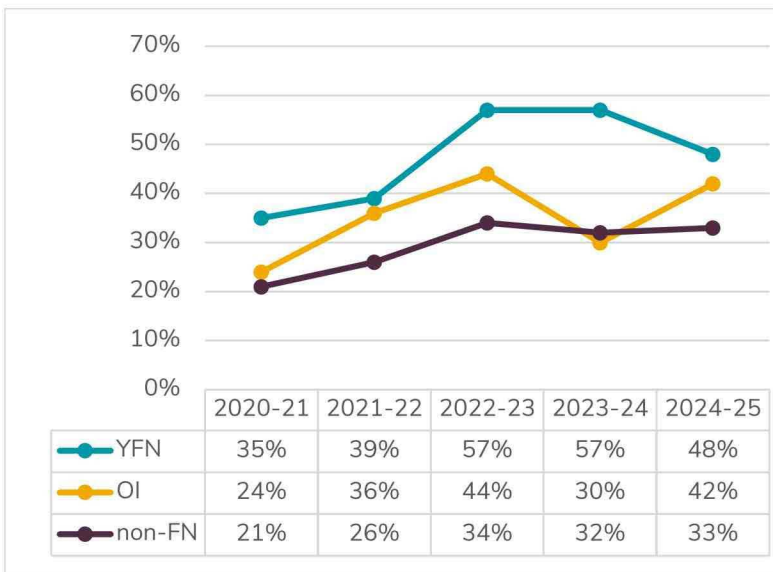
Fall



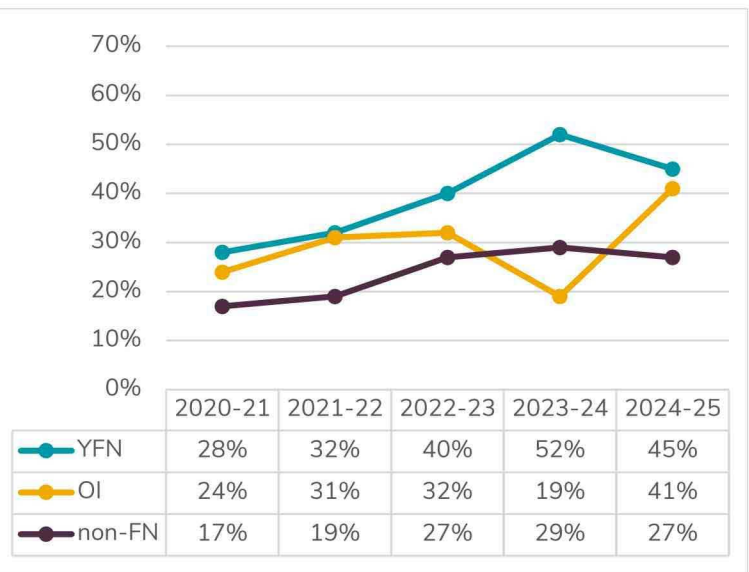
Spring



Fall

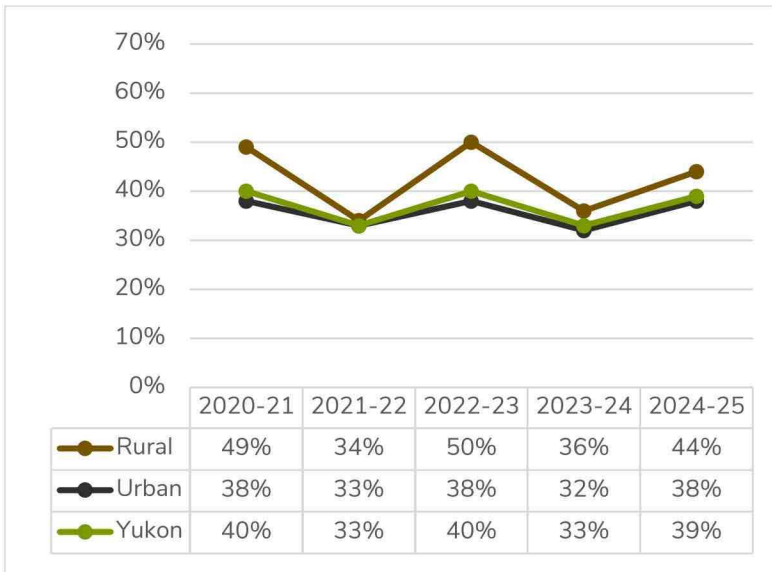


Spring

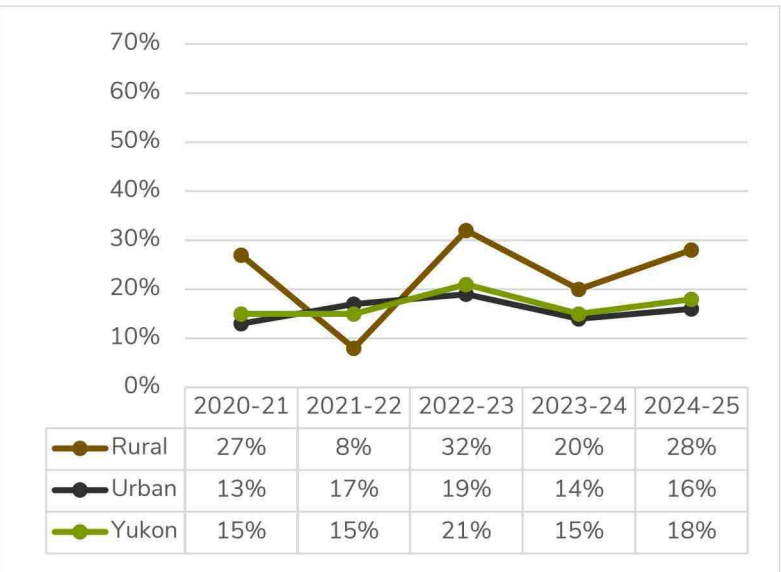


4.2.3.3 Cognitive Skills

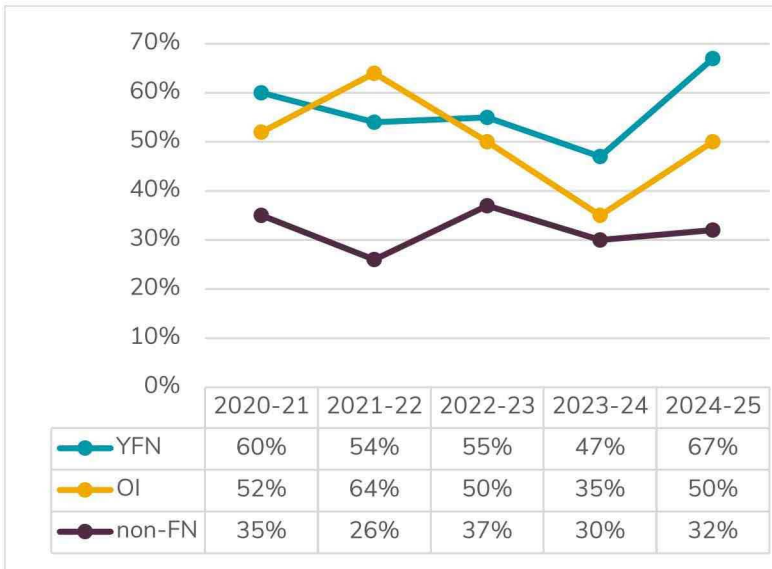
Fall



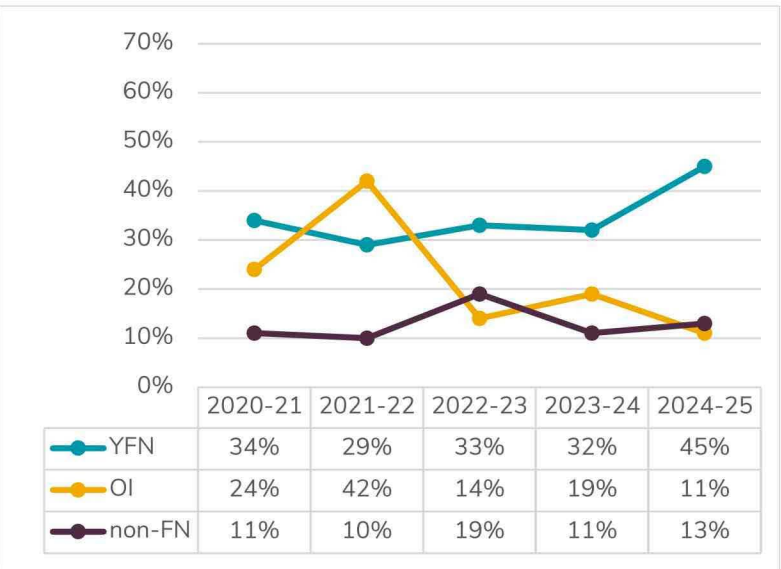
Spring



Fall

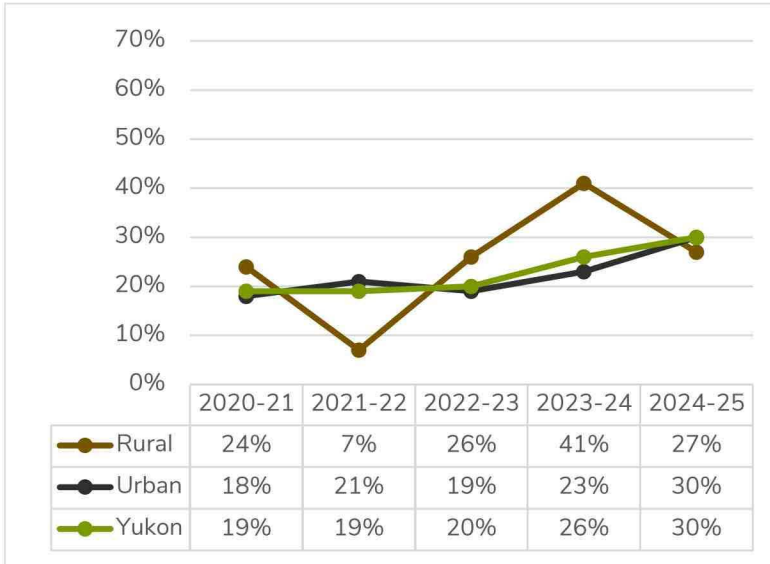


Spring

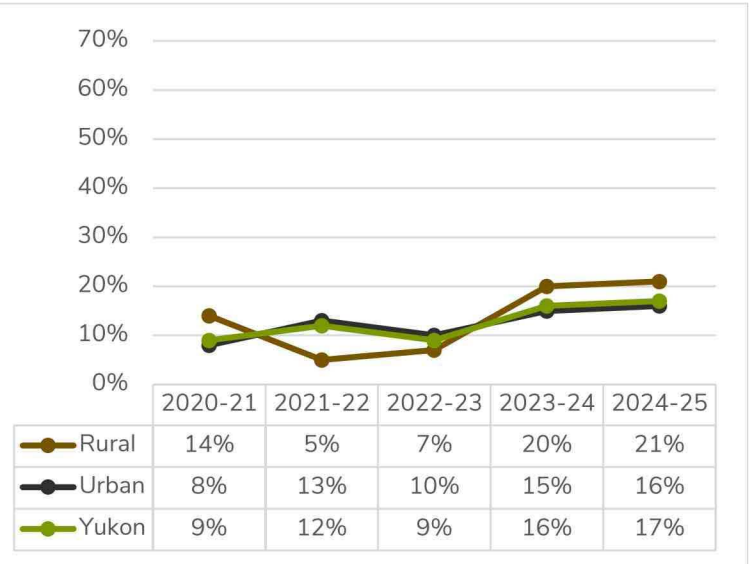


4.2.3.4 Language and Communication

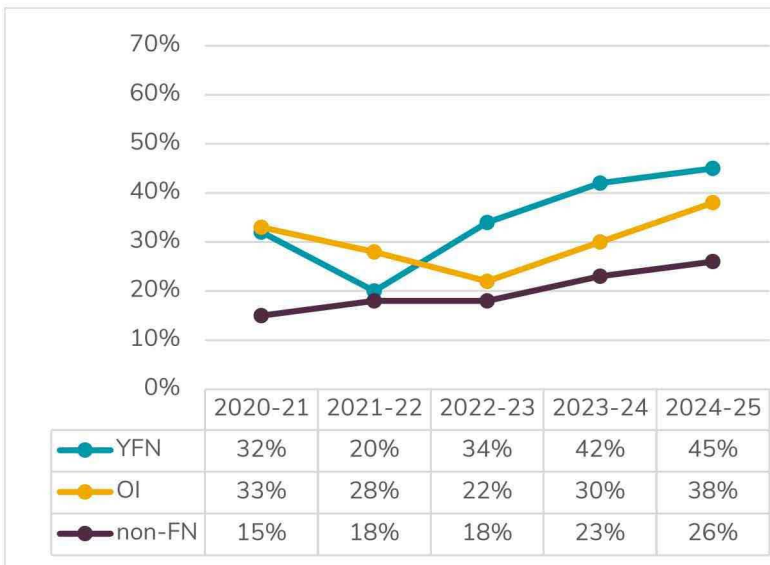
Fall



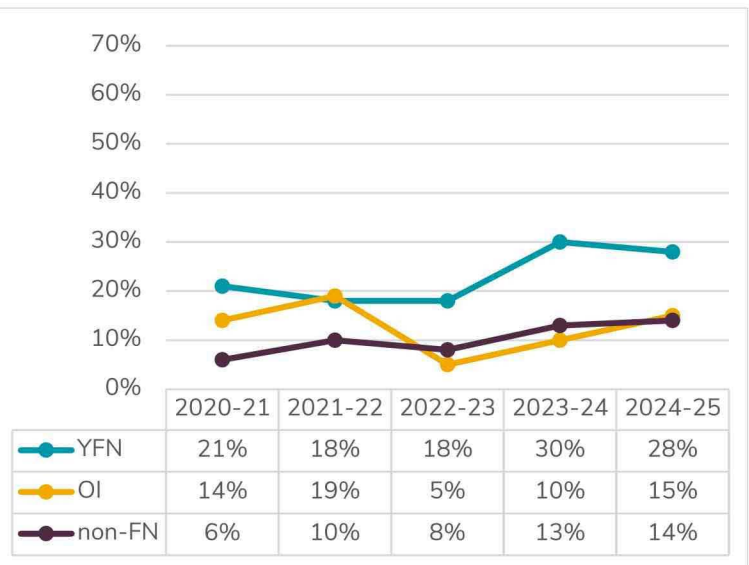
Spring



Fall

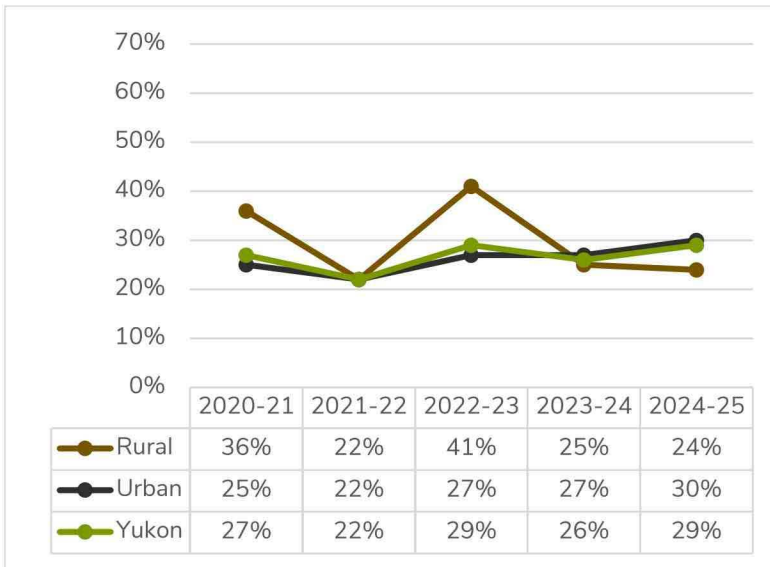


Spring

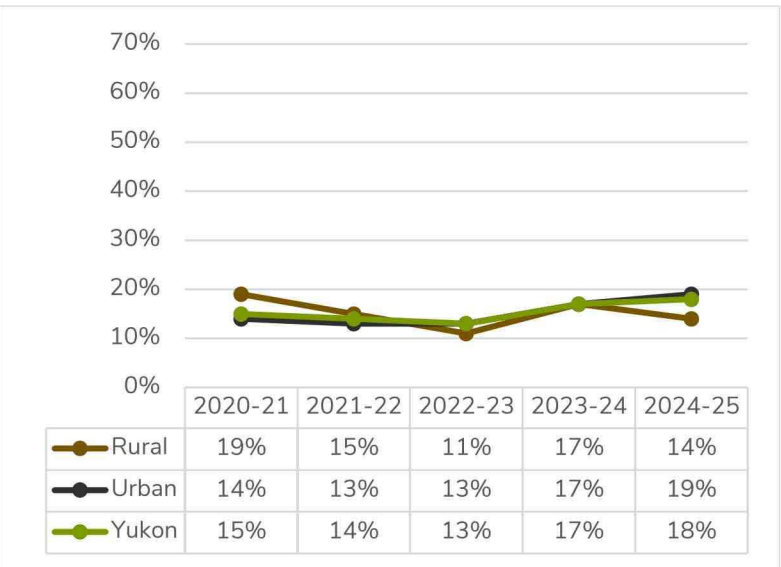


4.2.3.5 Physical Development – Fine Motor

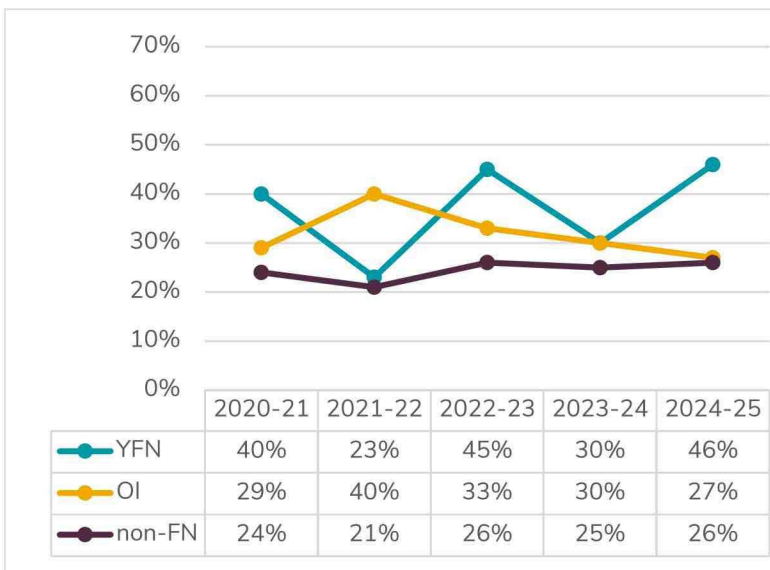
Fall



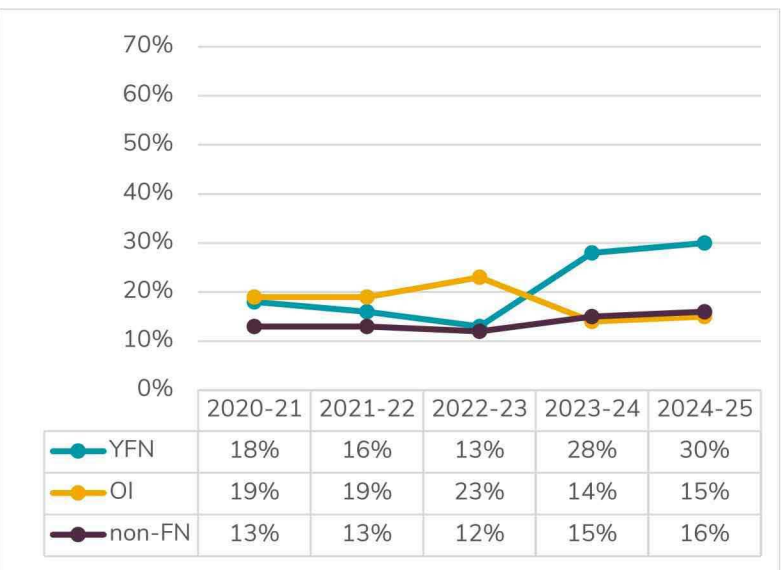
Spring



Fall

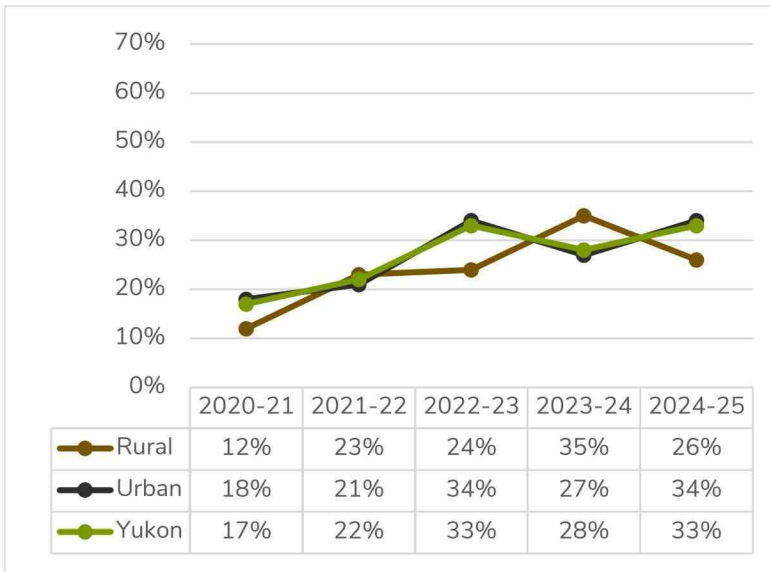


Spring

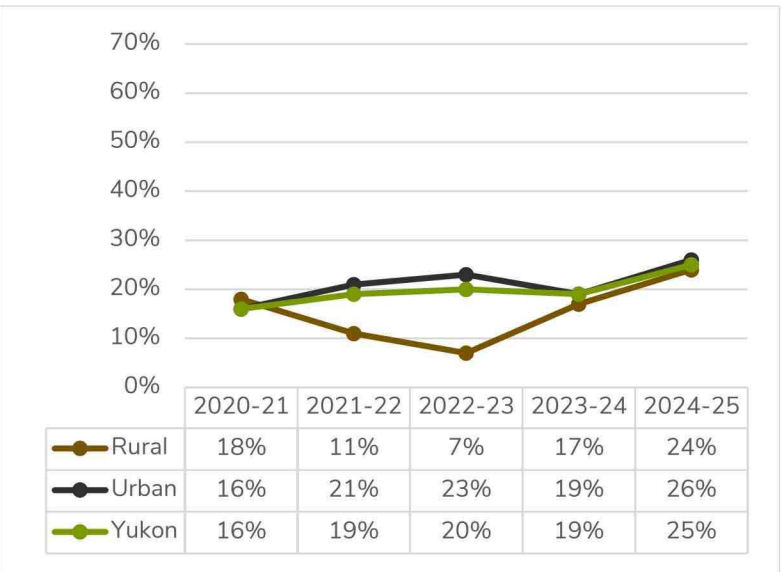


4.2.3.6 Physical Development – Gross Motor

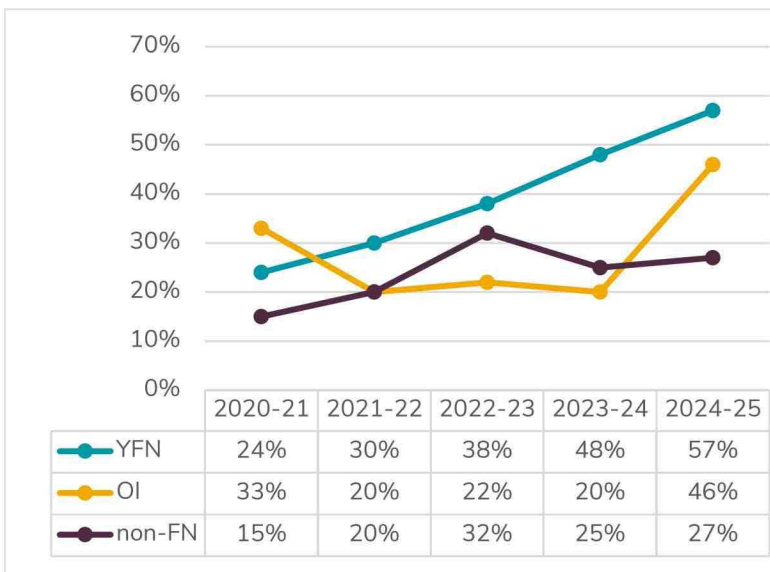
Fall



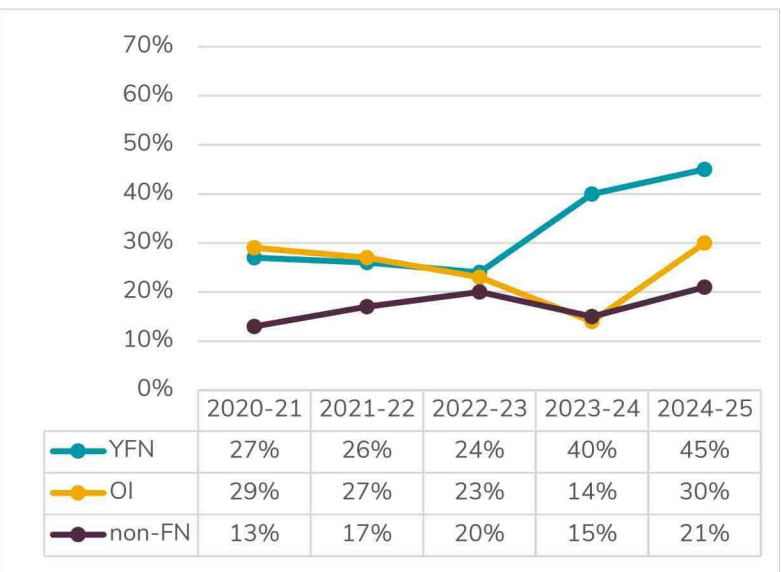
Spring



Fall



Spring



5 Foundation Skills Assessment

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

The assessment is typically administered in October.

Please note, since the 2021-22 school year the FSA was redesigned to assess Literacy as a whole, rather than to focus on Reading and Writing skills separately. This aligns with the shift of the education system, which defines Literacy as being much broader than just Reading and Writing. For historical, comparative purposes, Reading and Writing are depicted in the overtime analysis.

FSA scoring is as follows:

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

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

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

Not Completed: Students did not participate or were exempt.

Data Source

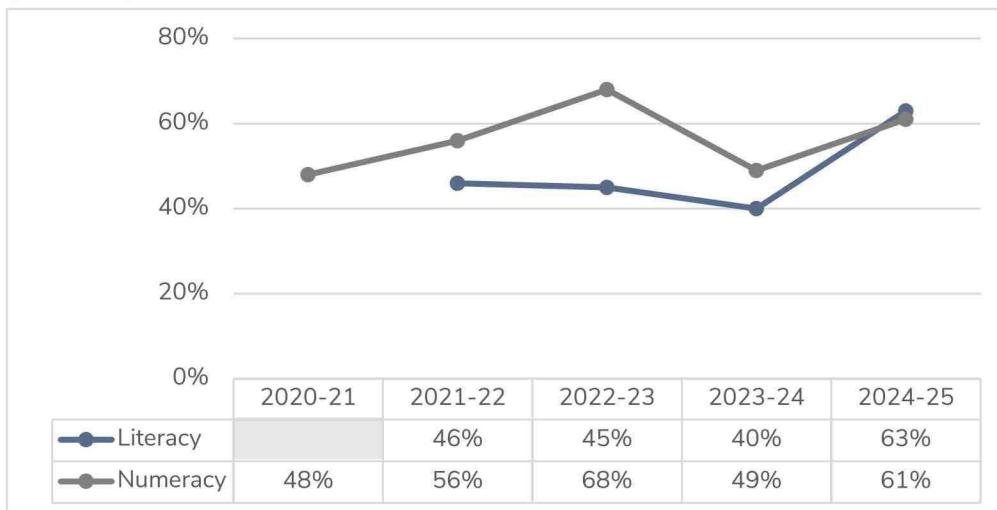
B.C. Ministry of Education FSA datasets and Performance and Analytics Foundation Skills Assessment Model.

5.1 FSA Student Ratios for 2024-25 by Grade 4

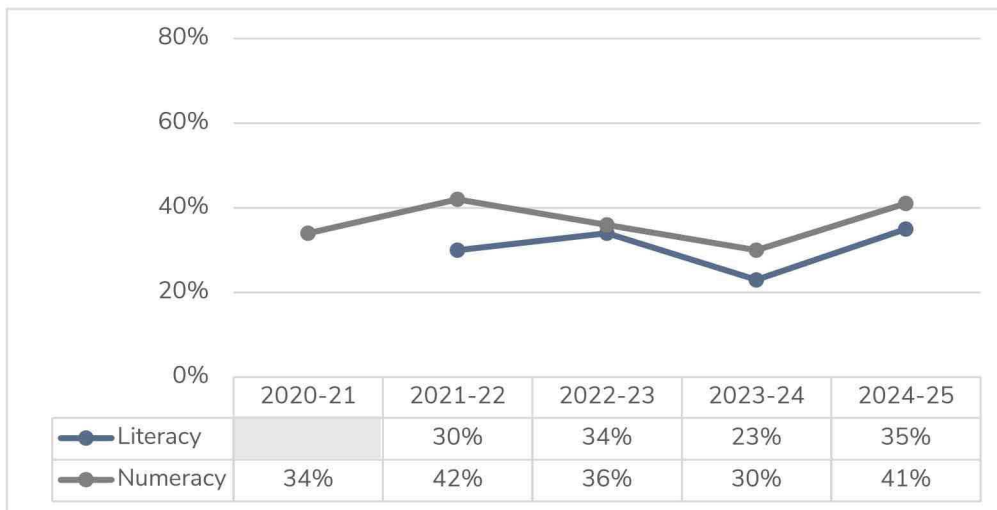


5.2 FSA Grade 4 Students with Emerging or Not Completed Result Ratios by Region over time

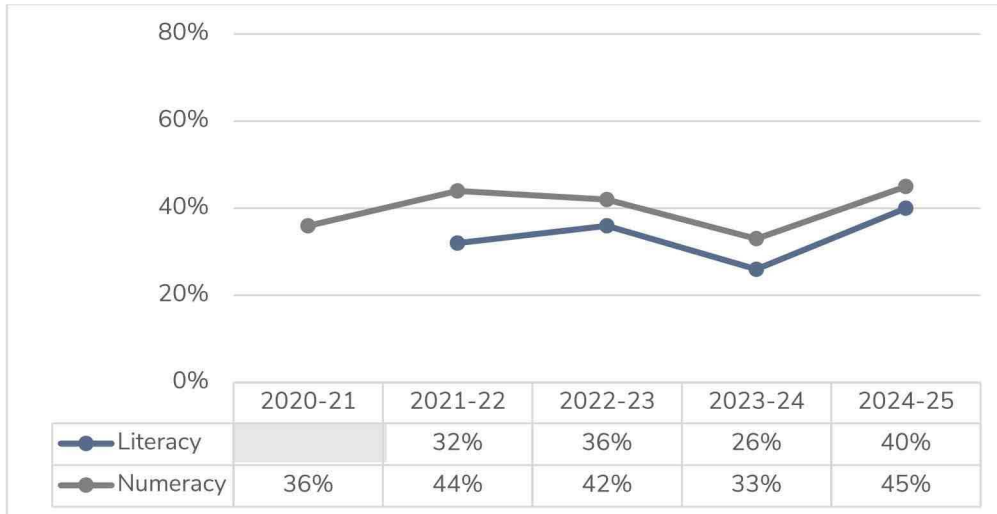
Rural



Urban

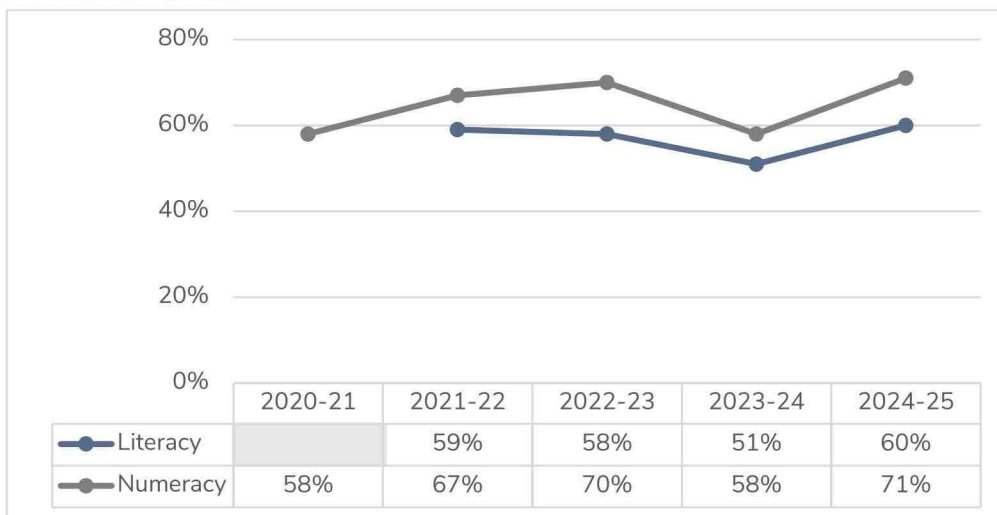


Yukon

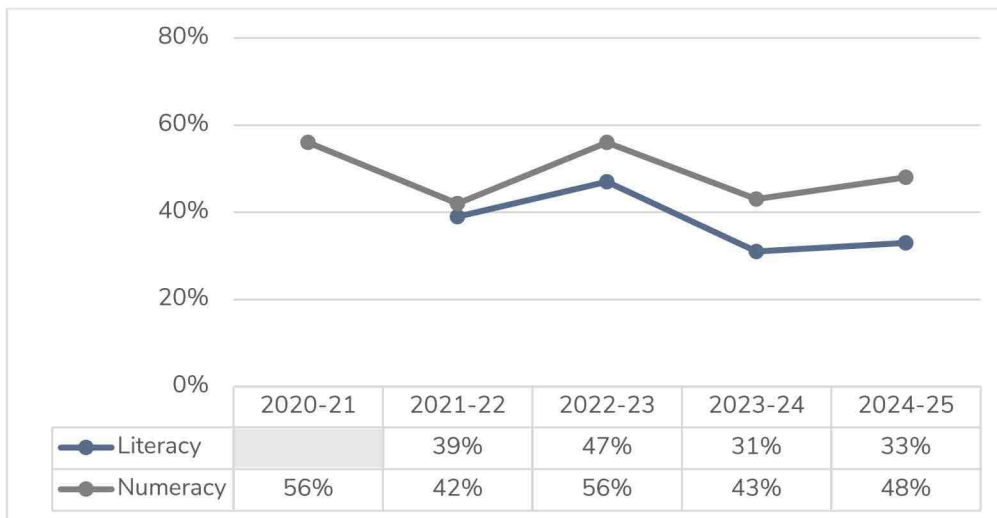


5.3 FSA Grade 4 Students with Emerging or Not Completed Result Ratios by Self-Identification over time

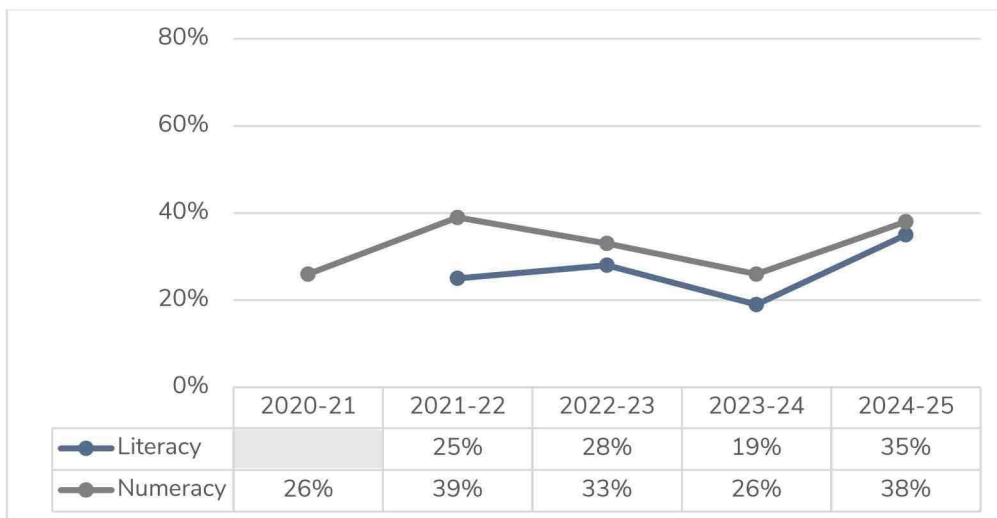
Yukon First Nations



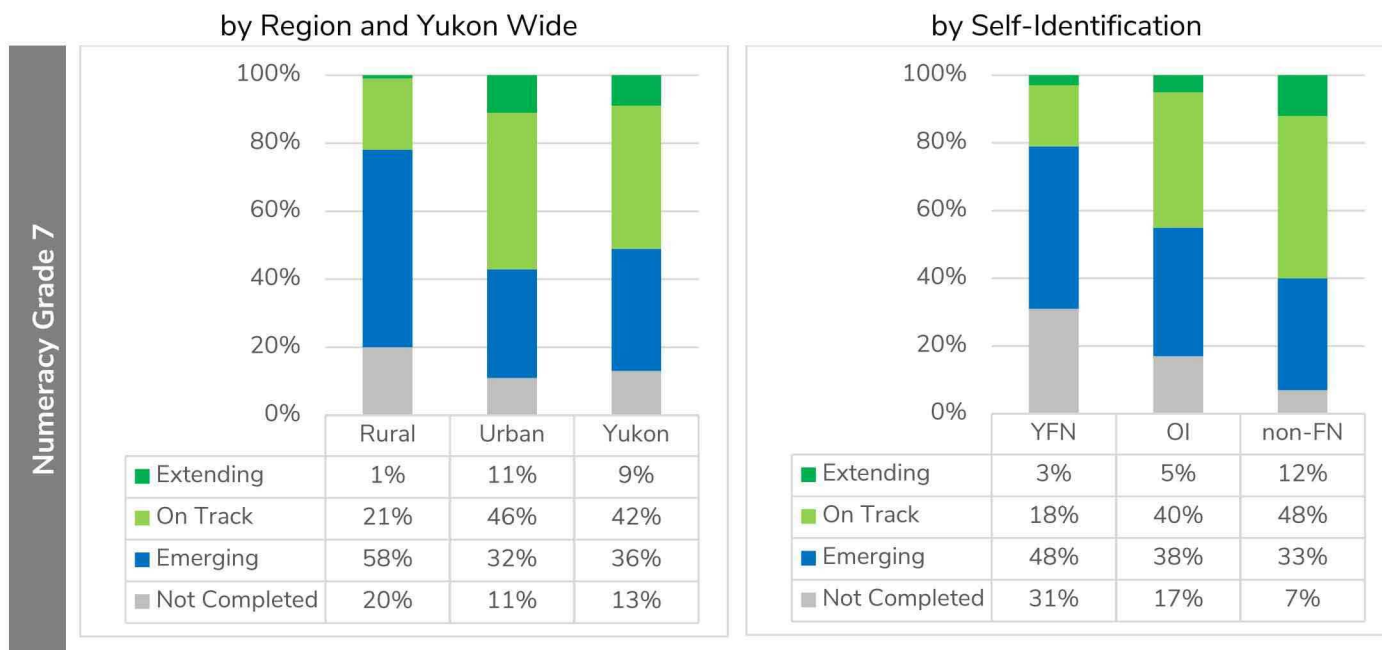
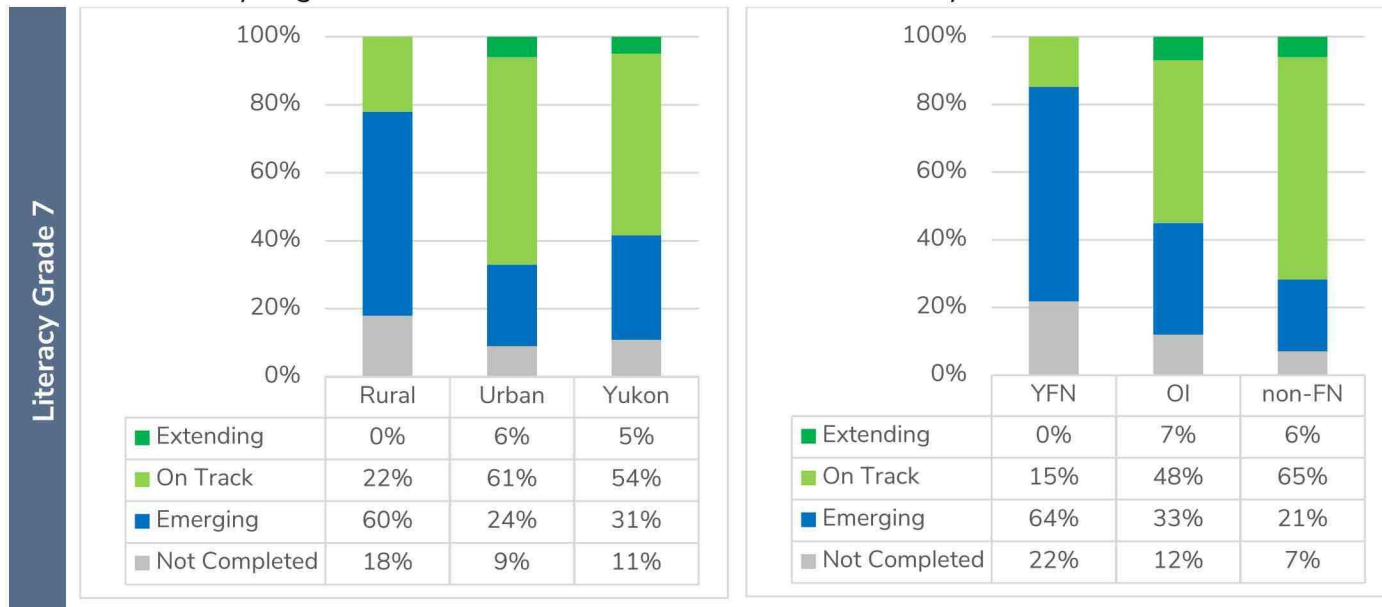
Other Indigenous



non-First Nations

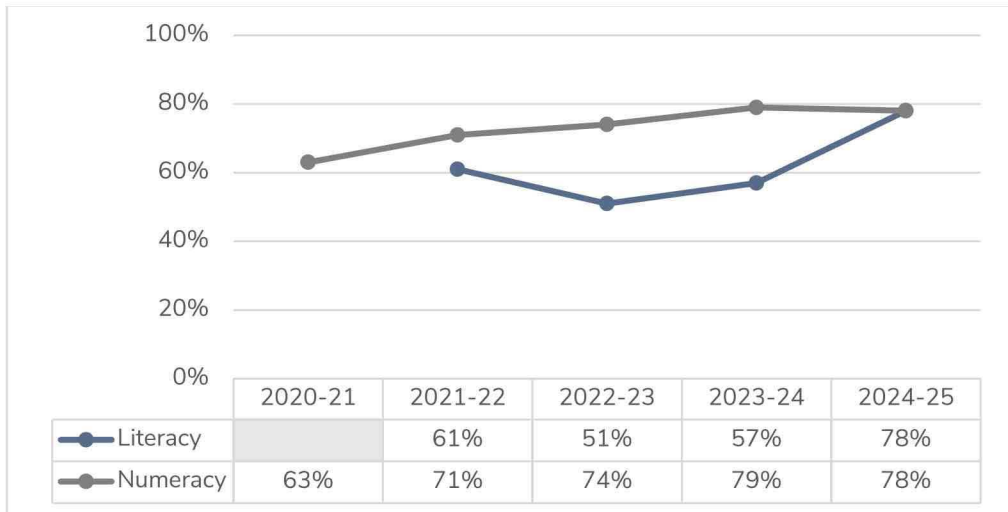


5.4 FSA Student Ratios for 2024-25 by Grade 7

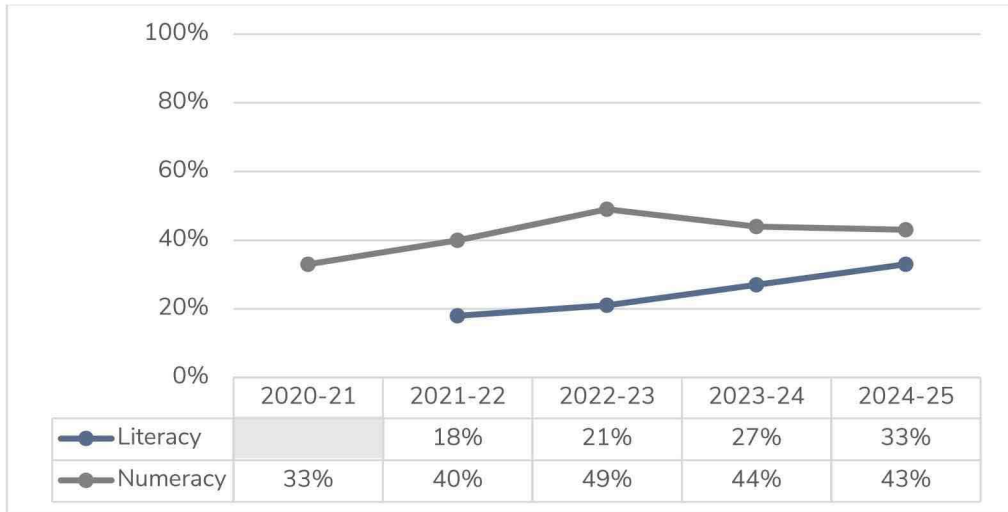


5.5 FSA Grade 7 Students with Emerging or Not Completed Result Ratios by Region over time

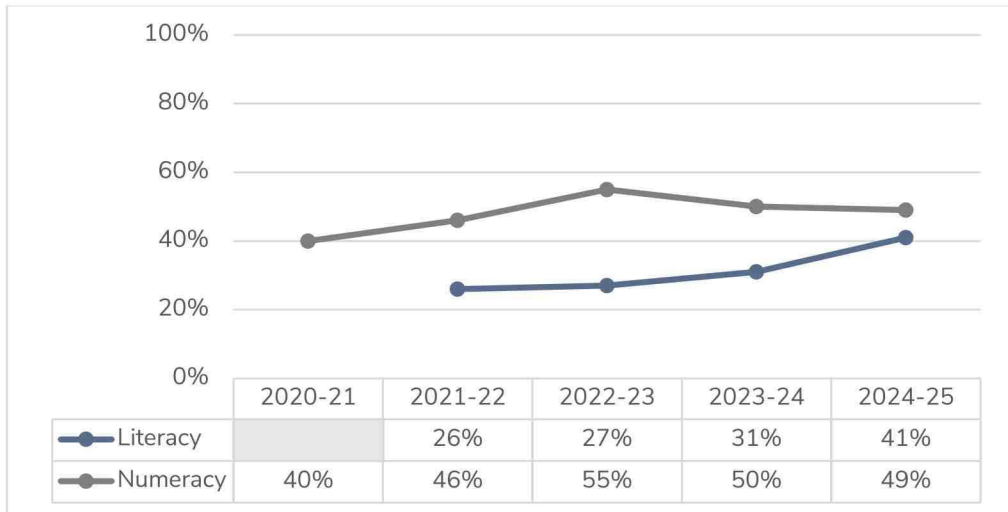
Rural



Urban

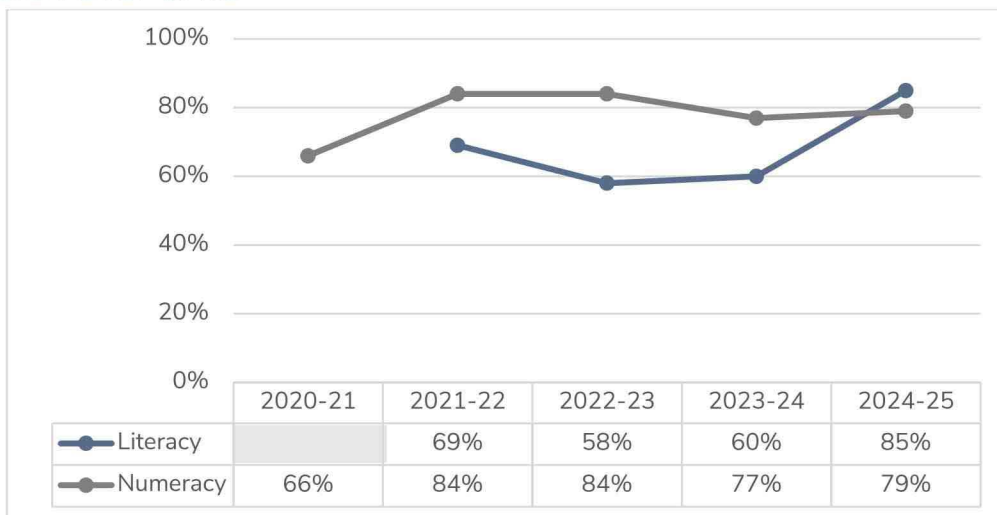


Yukon

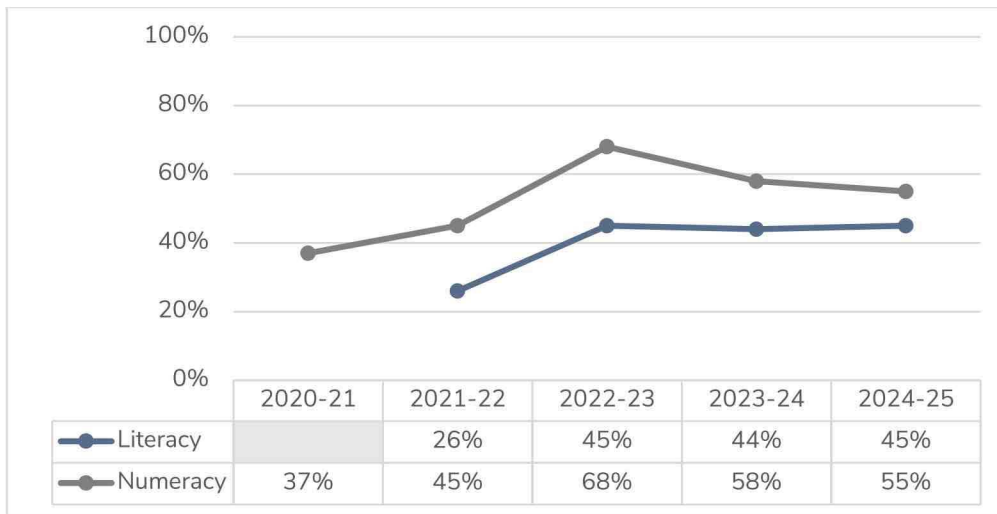


5.6 FSA Grade 7 Students with Emerging or Not Completed Result Ratios by Self-Identification over time

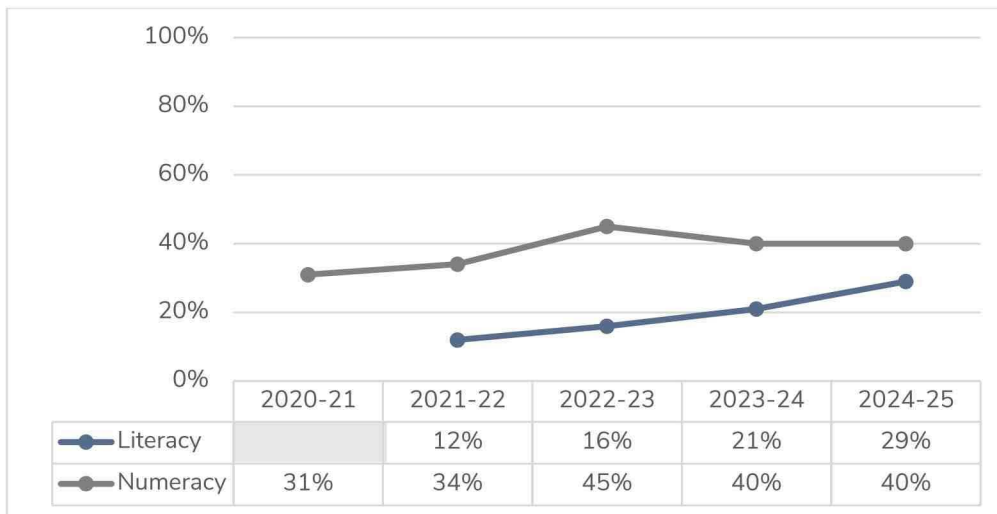
Yukon First Nations



Other Indigenous



non-First Nations



6 Graduation Assessments

Yukon high school students write the same graduation assessments as high school students in British Columbia.

Students must write the following as part of their graduation requirements:


- Grade 10 Numeracy Assessment, and
- Grade 10 and Grade 12 Literacy Assessment.

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

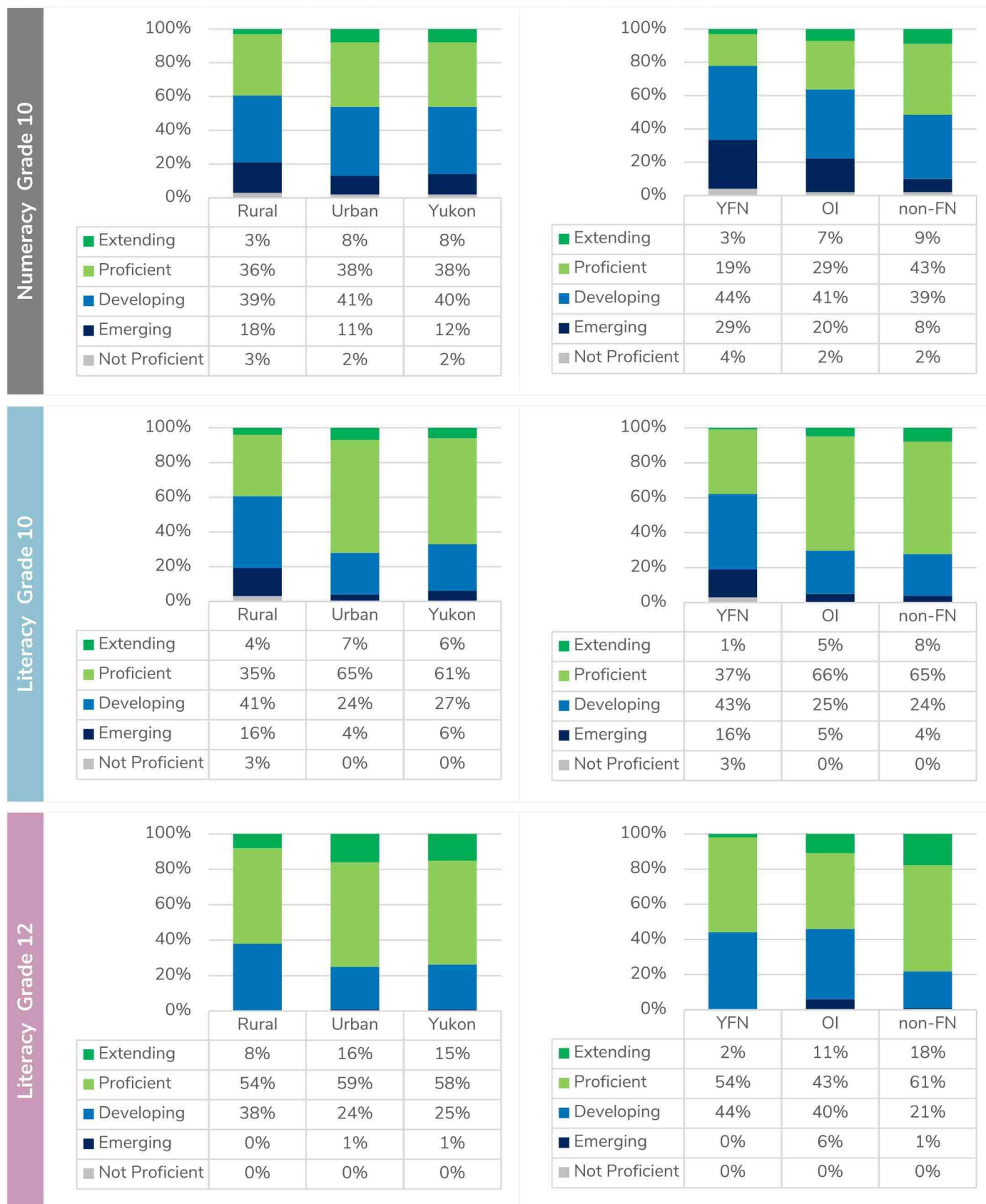
The graduation assessments were integrated between 2018 and 2021 and were introduced in alignment with the new curriculum.

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

Both assessments are reported using a proficiency level.

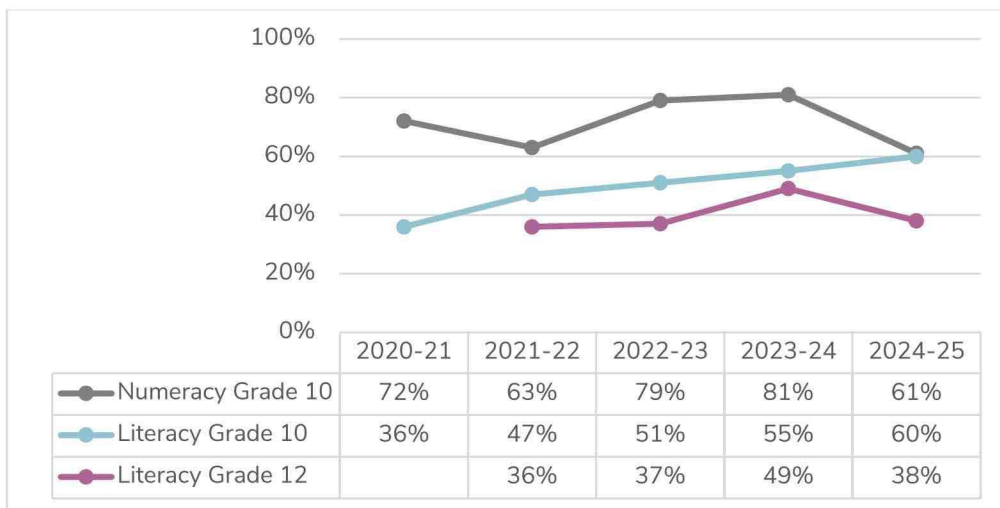
PROFICIENCY LEVEL			
			
Emerging	Developing	Proficient	Extending
<i>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected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

6.1 Graduation Assessments Student Ratios for 2024-25

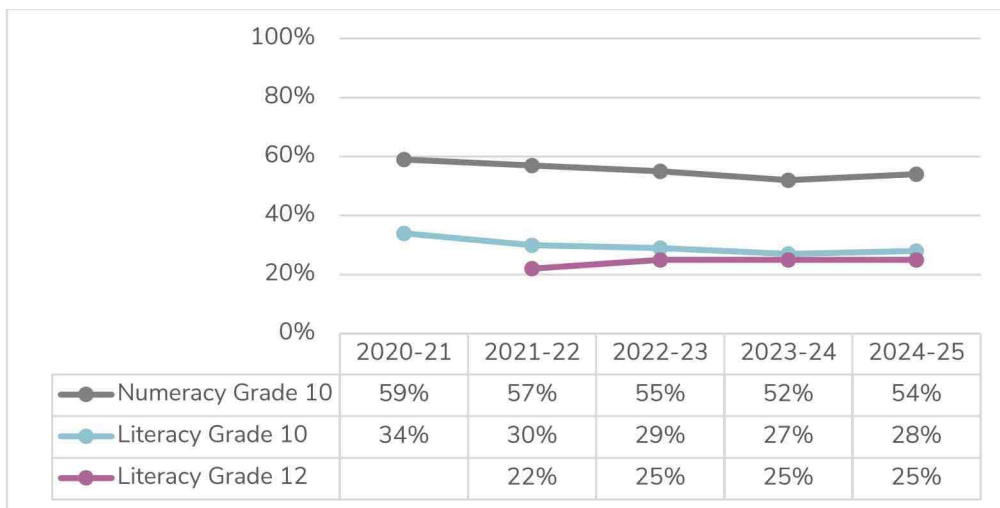


6.2 Graduation Assessments Student with Developing, Emerging or Not Proficient Result Ratios by Region over time

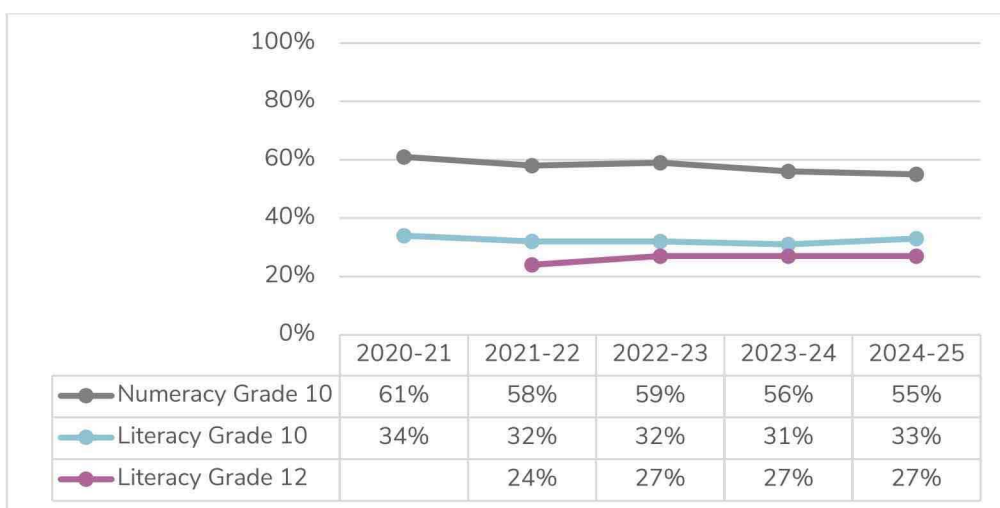
Rural



Urban

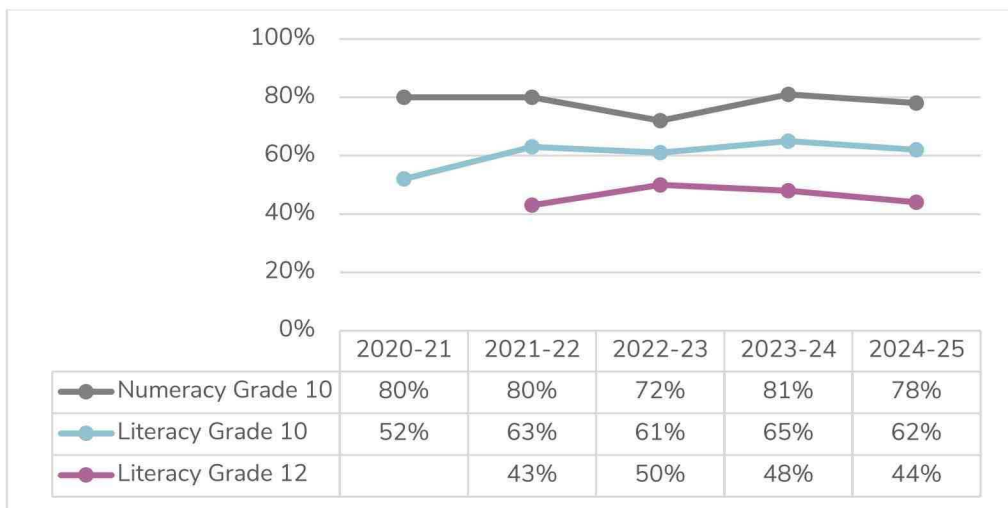


Yukon



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

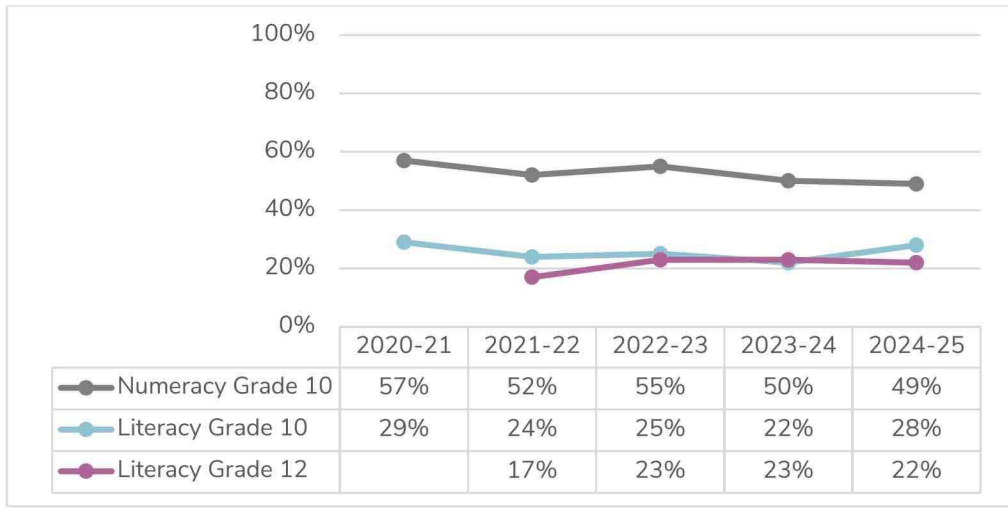
Yukon First Nations



Other Indigenous



non-First Nations



7 Graduation

7.1 Six-Year Graduation analysis

The Six-Year Graduation analysis was developed to analyze Yukon students who graduate with a BC Certificate of Graduation (Dogwood Diploma) or a BC Adult Graduation Diploma (Adult Dogwood Diploma), within six years from the first time they enrol in grade 8. While most students will complete high school within the expected five-year period, some students take longer. For example, students who take a year off to play sports or study abroad or those who require an additional year to successfully finish one or two required courses.

Data period

The data period for the students in consideration spanned from the beginning of the 2019-20 school year to the end of the 2024-25 school year.

Accounting for newer arrivals

The cohort includes students who arrive to the Yukon and the Department of Education's responsibility during high school. For students who enter the Yukon school system for the first time in a grade higher than grade 8, they are assumed to have started grade 8 'on time' and will be added into the cohort that corresponds to their grade level.

Selecting a group of students for the calculation

For each school year, the Six-Year Graduation rate is based on a specific group, or cohort, of students in the Yukon. All students present in the school system during the data period are included in one school year cohort. Each cohort consists of students who either:

- started in grade 8 (of the six-year period), or
- arrived in higher grades in later years during the six-year period.

Some students arrive in later grades, and some students depart prior to graduation. The cohort calculation brings all these nuances into consideration.

By the end of the period, each student within a cohort will:

- have graduated from grade 12 in the Yukon with a Dogwood Diploma, Adult Dogwood Diploma or a School Completion Certificate (Evergreen);
- be working towards a Dogwood Diploma, Adult Dogwood Diploma or Evergreen Certificate;
- be "outmigrants", they will have left the Yukon and thus will no longer fall under the responsibility of the Department of Education for the rest of the six-year period starting from September of Year 6;

- remain in the Yukon without completing a Dogwood Diploma, Adult Dogwood Certificate or Evergreen Certificate (this group includes students who have discontinued their studies and may or may not return later to graduate); or
- have left the Yukon education system without notification, in which case they may have discontinued their studies or moved away (= Unknown).

Age and grade analysis

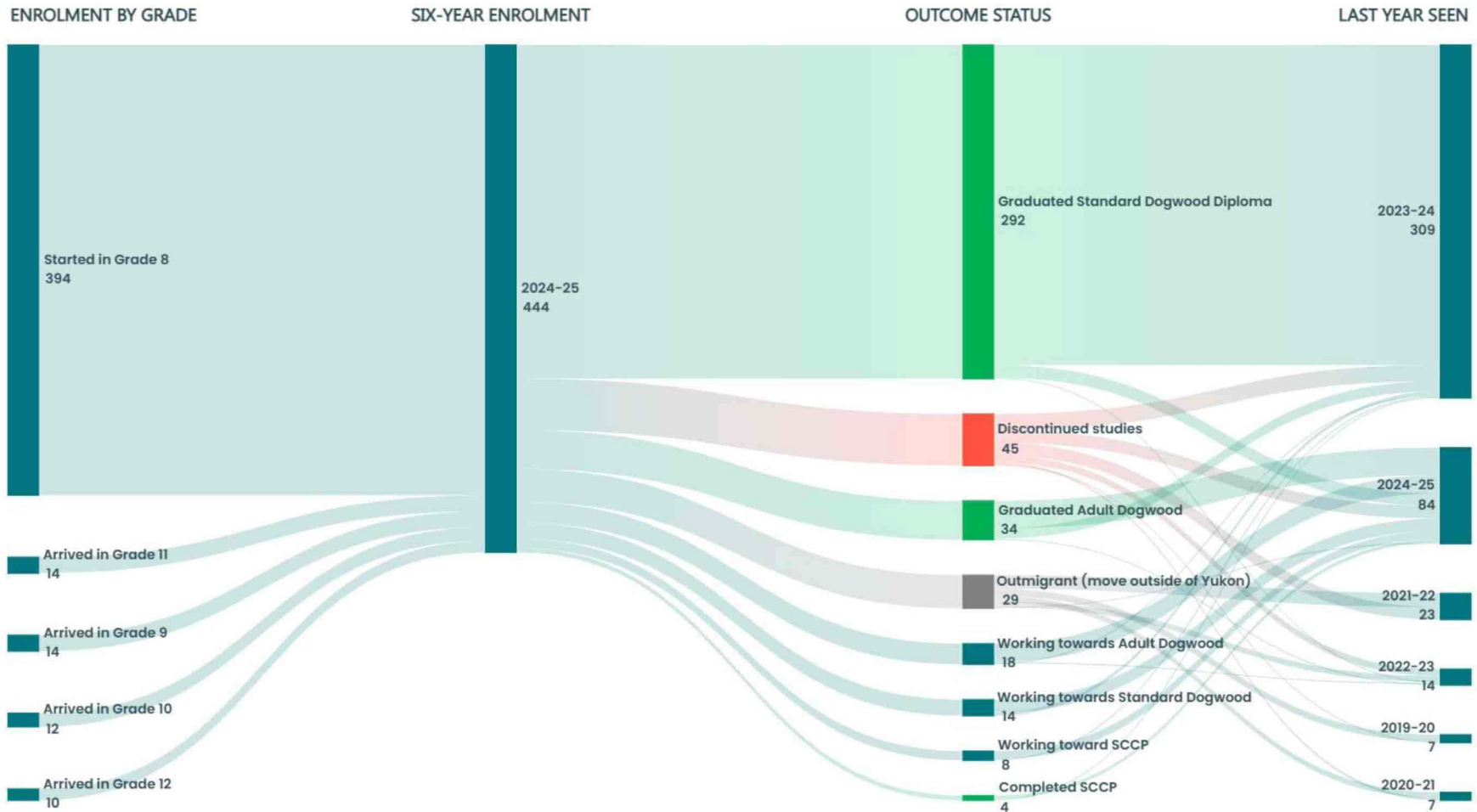
For a deeper analysis, the cohort analysis includes the age or grade at which students entered and left the system.

Data source

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

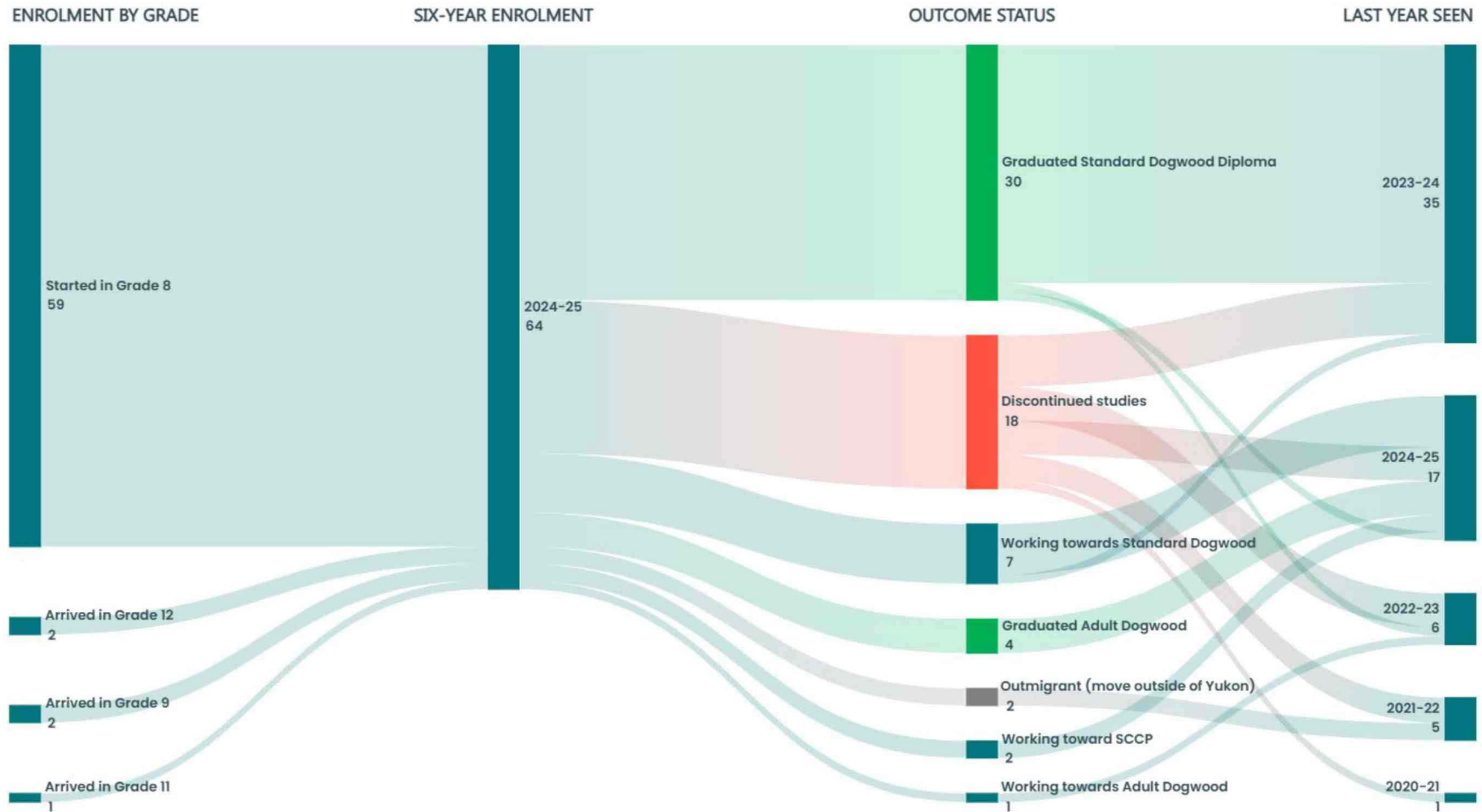
7.1.1 Six-Year Graduation analysis for 2019-25 | Yukon-wide

■ Active ■ Graduated or Completed ■ Discontinued studies ■ Outmigrants



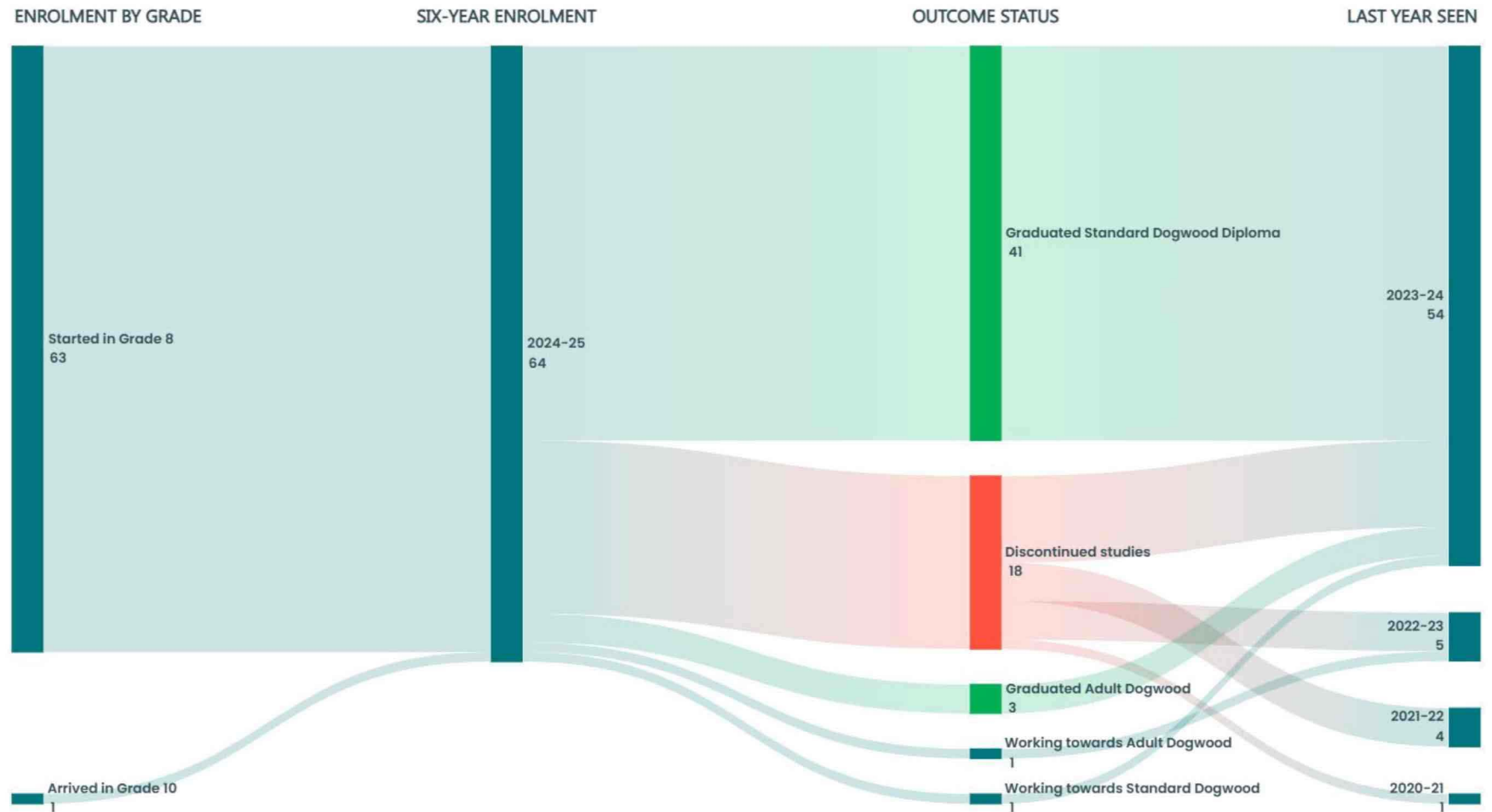
7.1.2 Six-Year Graduation analysis for 2019-25 | Rural

■ Active ■ Graduated or Completed ■ Discontinued studies ■ Outmigrants



7.1.3 Six-Year Graduation analysis for 2019-25 | Yukon First Nation

■ Active ■ Graduated or Completed ■ Discontinued studies ■ Outmigrant



7.2 Six-Year Graduation Rate

The Six-Year Graduation rate was developed to help estimate the percentage of Yukon students who graduate with a Dogwood Diploma or Adult Dogwood Certificate, within six years from the first time they enroll in grade 8.

The Six-Year Graduation rate does not include students who receive an Evergreen certificate. The Evergreen certificate recognizes the accomplishments of students with special needs and an Individual Education Plan (IEP), who have met the goals of their education program, but have not graduated. Not all students with special needs are in an Evergreen program.

Adjusting for outmigration

The Six-Year Graduation analysis is adjusted for outmigration.

Calculating the Six-Year Graduation rate

The formula for the Six-Year Graduation rate can be calculated as follows:

$$\text{Six - Year Grad. Rate} = \frac{\text{Dogwood Diploma Graduated} + \text{Adult Dogwood Graduated}}{\text{Six year cohort} - \text{Outmigrants}}$$

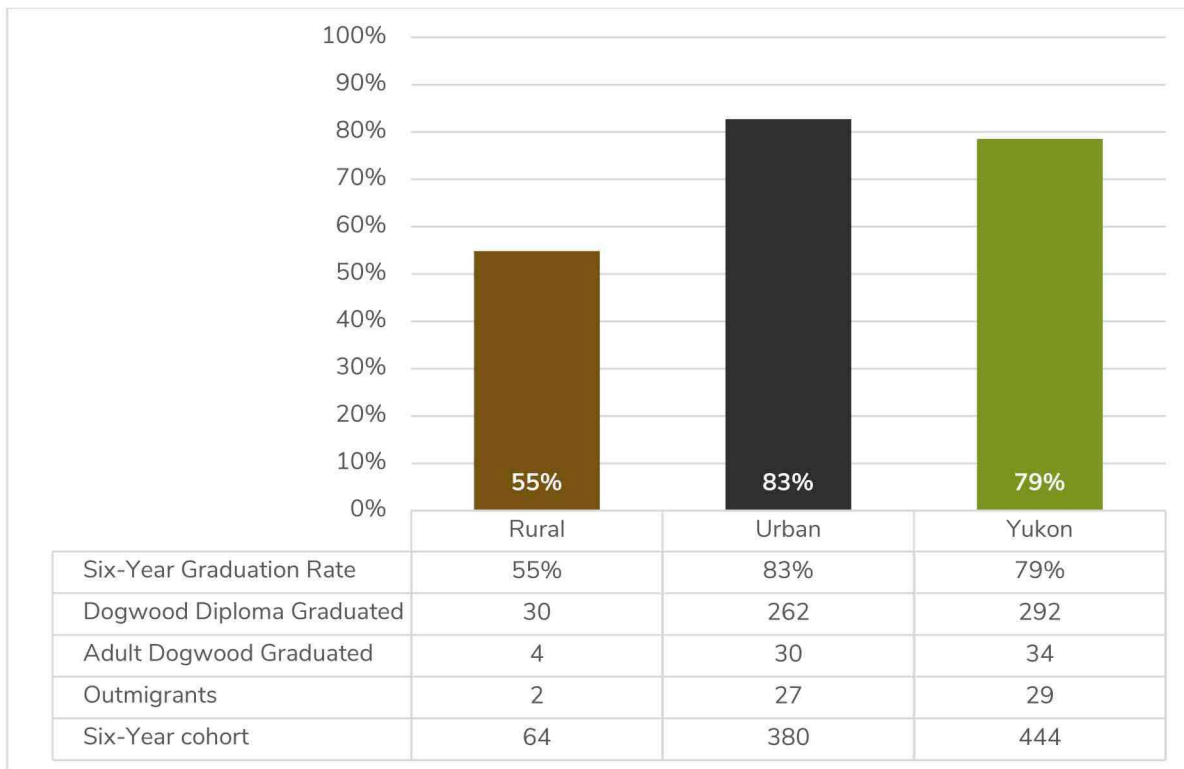
The rate is based on the number of students in the cohort who obtained their Dogwood Diploma or Adult Dogwood Certificate within the period, divided by the number of students in the cohort, less any outmigrants for that cohort.

This methodology follows the British Columbia Ministry of Education Guidelines for the Six-Year Graduation rate (please see BC's Guide to Six-Year 6 Dogwood Completion Rate for more information).

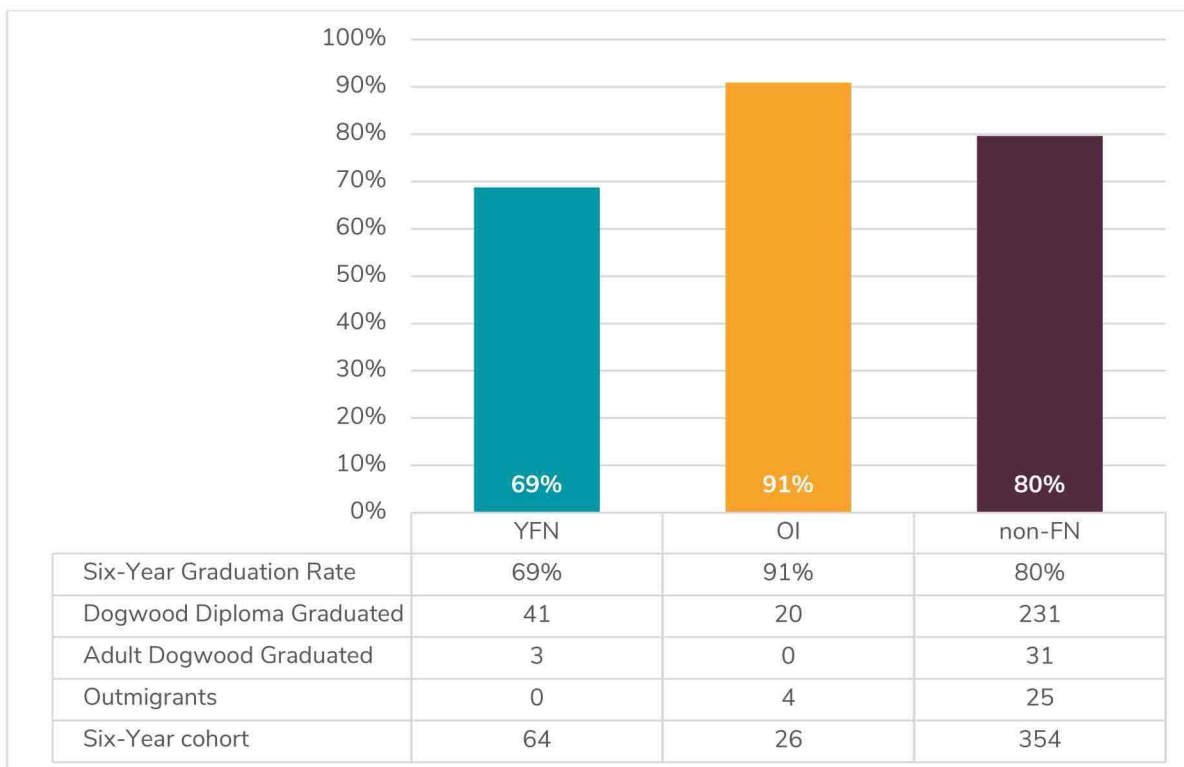
Rural and Yukon First Nation focus

The Sankey charts presented here focuses on Yukon First Nation and rural students as per the recommendations from the Auditor General's report. Sankey charts are diagrams that emphasize flow from one state to another. Note that the Six-Year Graduation rate charts also include Other Indigenous, Urban and Yukon-Wide for context.

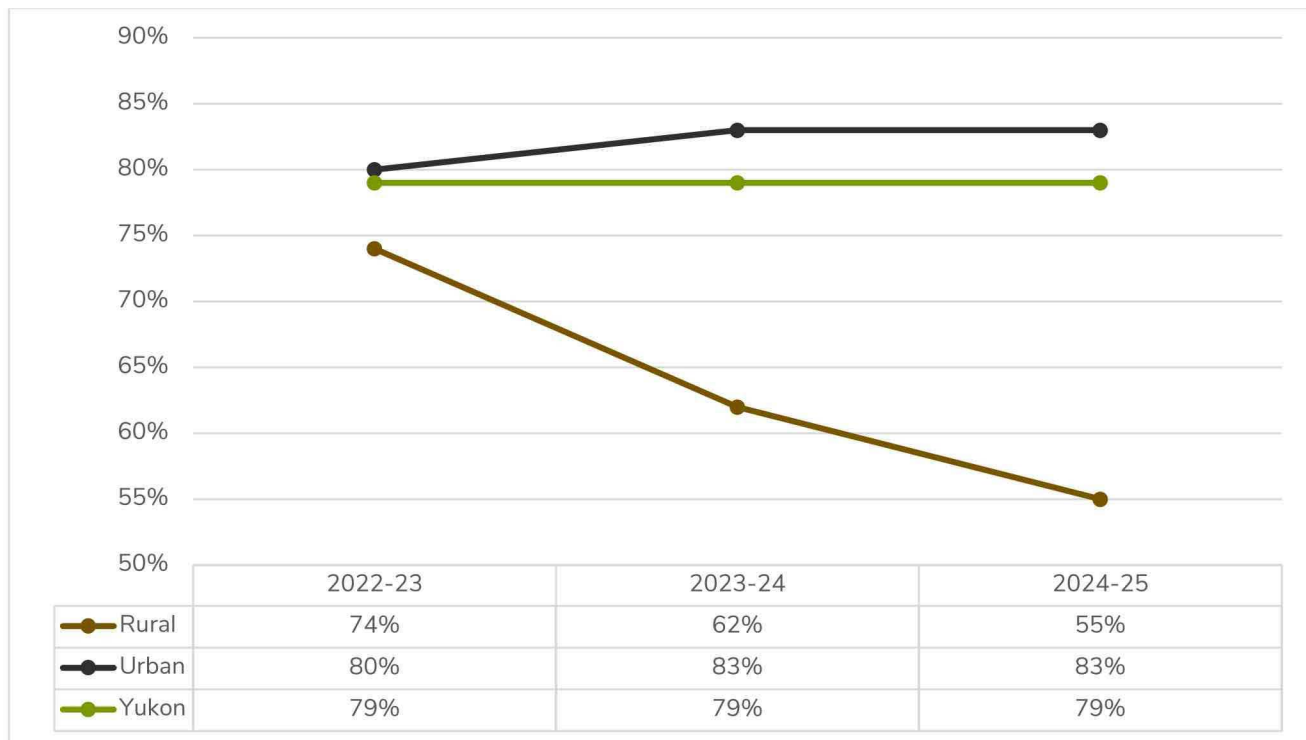
7.2.1 Six-Year Graduation rate for 2019-25 by region



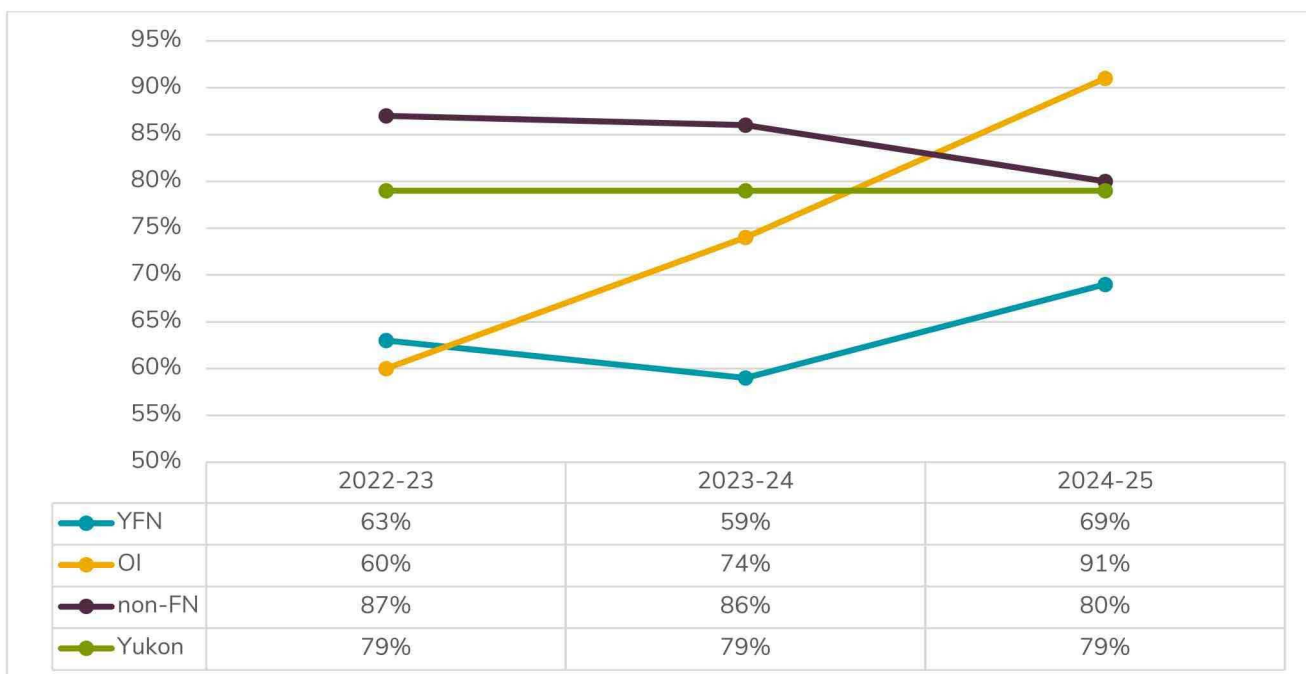
7.2.2 Six-Year Graduation rate for 2019-25 by self-identification



7.2.3 Six-Year Graduation rate by region over time



7.2.4 Six-Year Graduation rate by self-identification over time



7.3 Grade 12 Graduation analysis

The data represent a cohort of students as they progress from the beginning of grade 12 through to graduation. Grade 12 Graduation Analysis includes three main streams:

- Dogwood Diploma
- Adult Dogwood
- School Completion (Evergreen) Certificate (SCCP)

Data period

The data period for the students in consideration spanned from the beginning of the 2024-25 school year to the end of the 2024-25 school year.

Selecting a group of students for the calculation

The grade 12 graduation analysis is based on all grade 12 students in the Yukon who either:

- started grade 12 for the first time;
- continued in grade 12, or
- arrived in the middle of the school year (=New arrivals).

Some students arrive later in the school year and some students depart before graduation. The cohort calculation brings all these nuances into consideration.

By the end of the period, each student within a cohort will have:

- Left the Yukon and the responsibility of the Yukon Department of Education (= Outmigrants);
- Transferred from Yukon-wide schools to a distributed learning program (= Leaving Yukon-Wide schools);
- Graduated first-time with a Dogwood Diploma (= First-time Dogwood Diploma Graduated);
- Graduated with a Dogwood Diploma in the current school year, but took longer than the standard time to complete their graduation requirements (= Dogwood Diploma Graduated);
- Not successfully graduated in the current school year but remained enrolled in the following school year with the goal of earning their Dogwood Diploma, Adult Dogwood Certificate or Evergreen Certificate (= Working towards);
- Graduated with a Dogwood Diploma or Adult Dogwood Certificate before the current school year (= Previously Graduated);
- Graduated from Grade 12 in the Yukon with an Adult Dogwood Certificate;
- Graduated with an Adult Dogwood Certificate (= Adult Dogwood Graduated);
- Received Evergreen Certificate; OR
- Discontinued Studies (students who may return later to graduate).

Age analysis

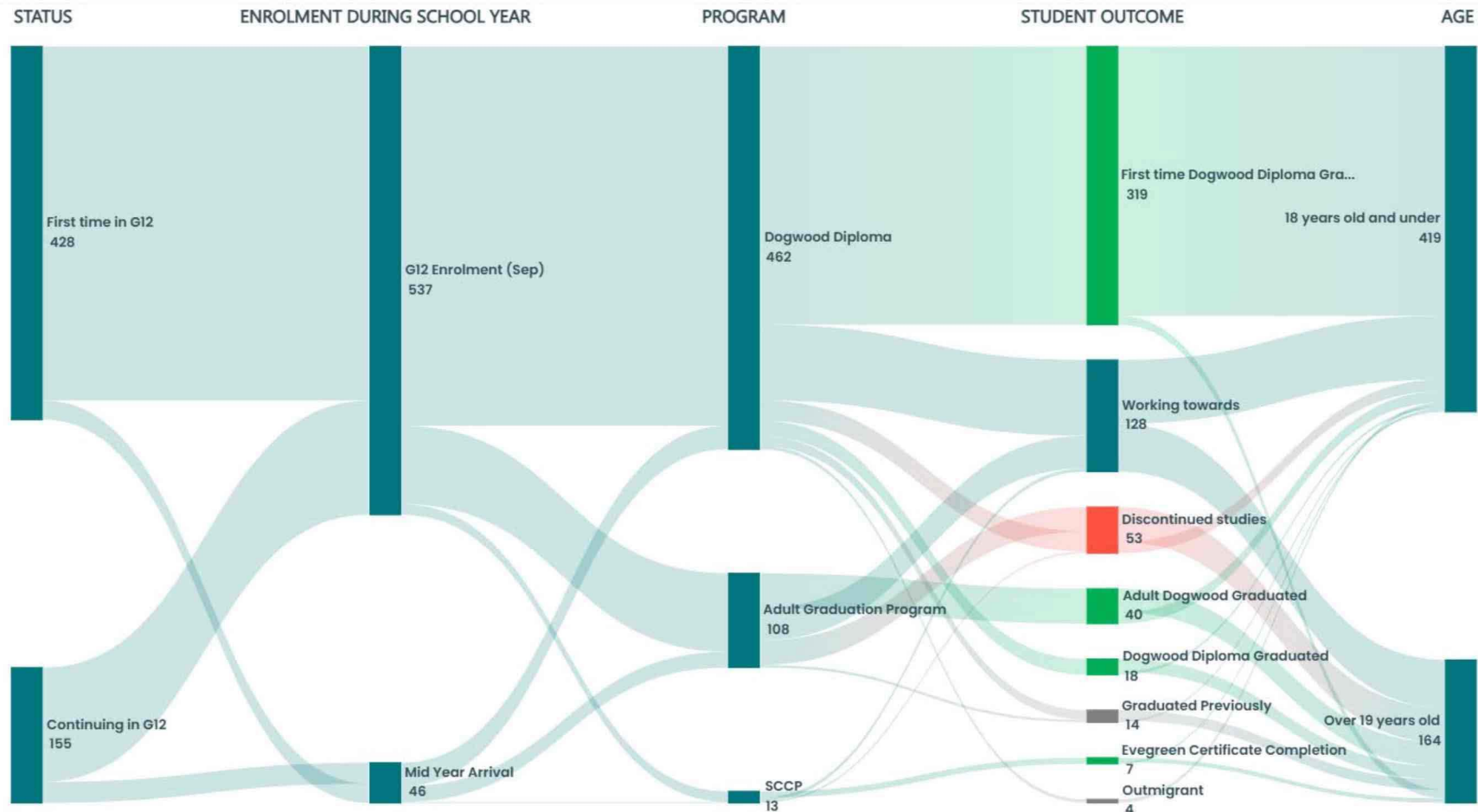
For a deeper analysis, the cohort includes the age at which students left the system.

Data Source

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

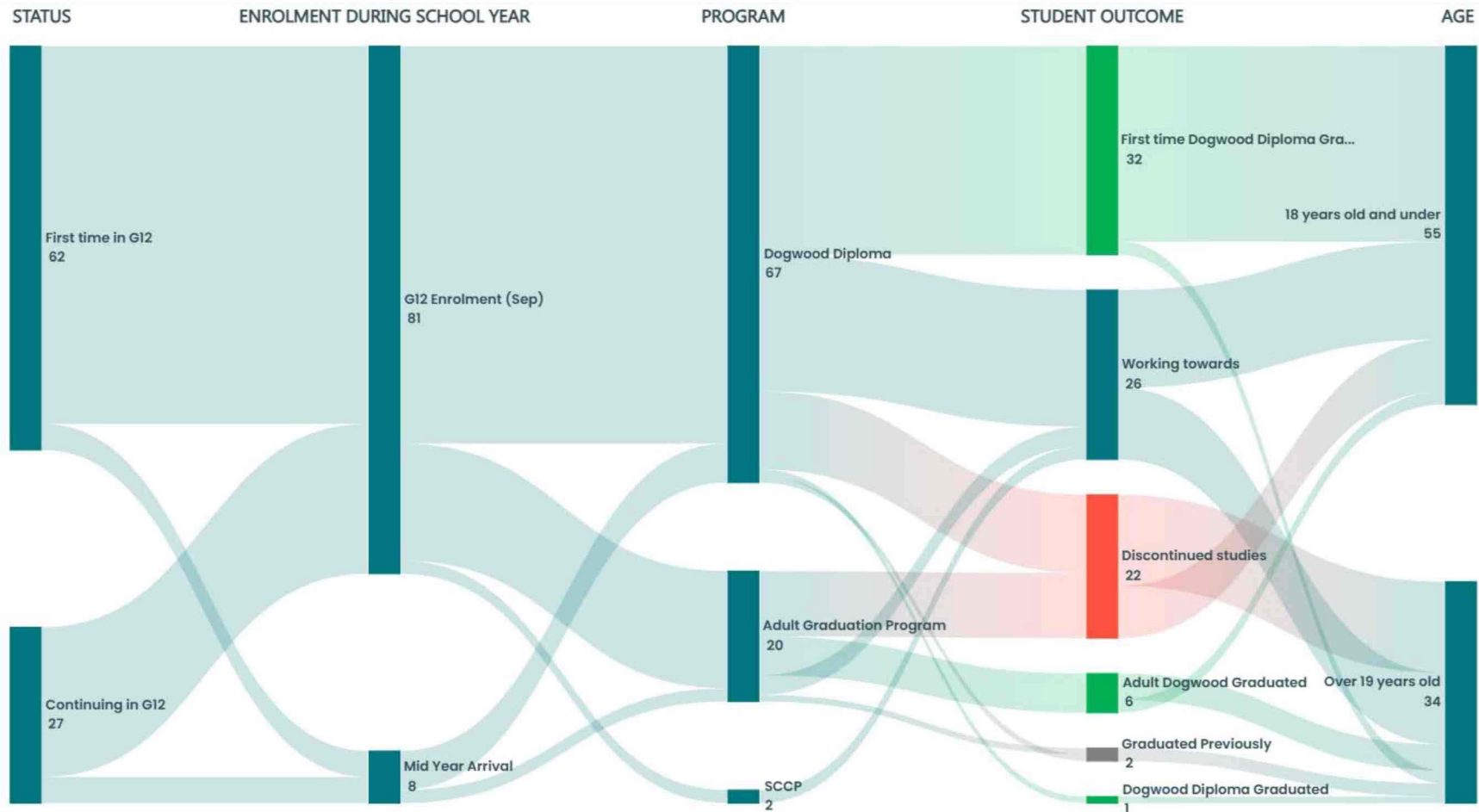
7.3.1 Grade 12 graduation analysis for 2024-25 | Yukon-wide

■ Active
 ■ Graduated or Completed in current school year
 ■ Discontinued studies
 ■ Left system or previously graduated



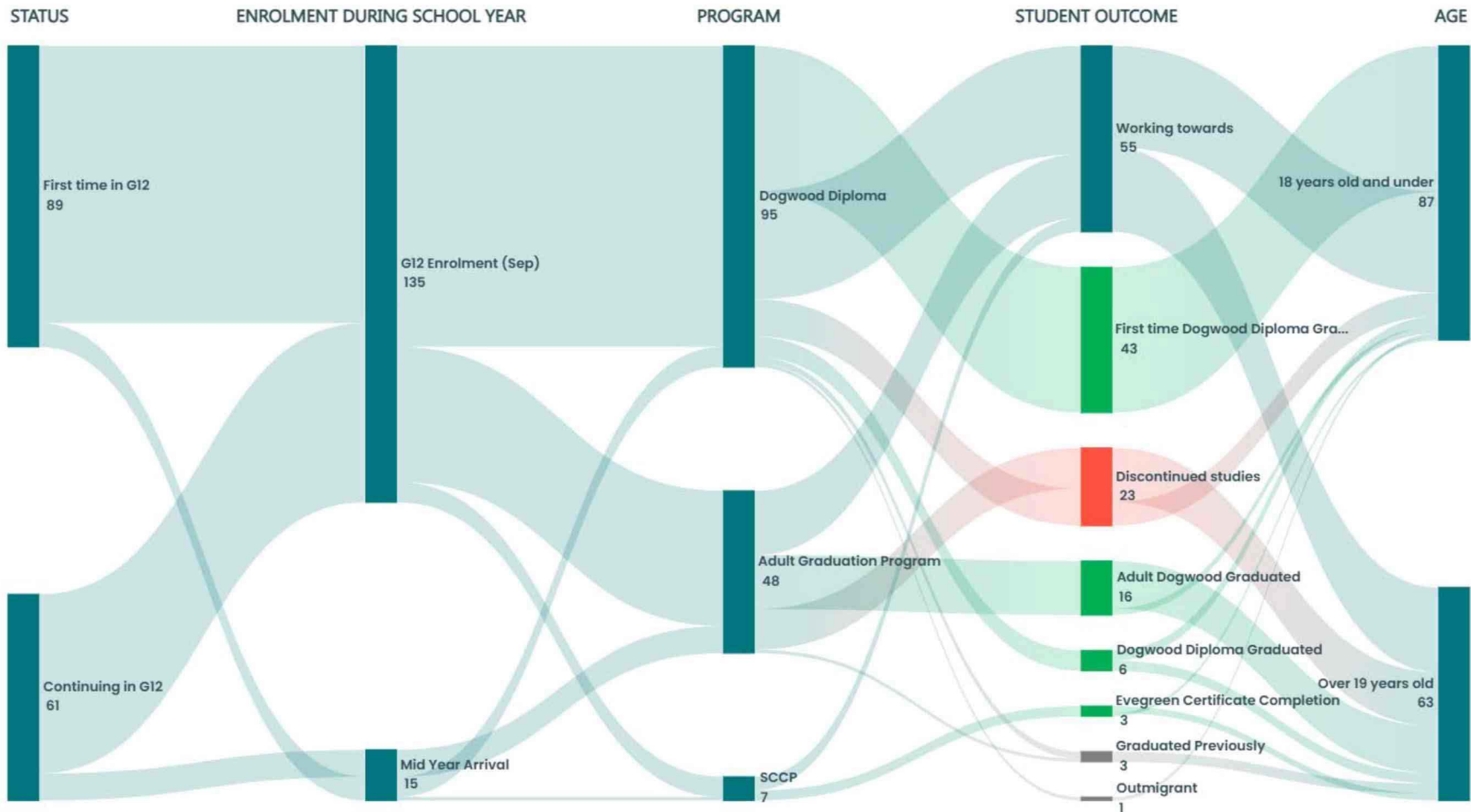
7.3.2 Grade 12 graduation analysis for 2024-25 | Rural

■ Active
 ■ Graduated or Completed in current school year
 ■ Discontinued studies
 ■ Left system or previously graduated



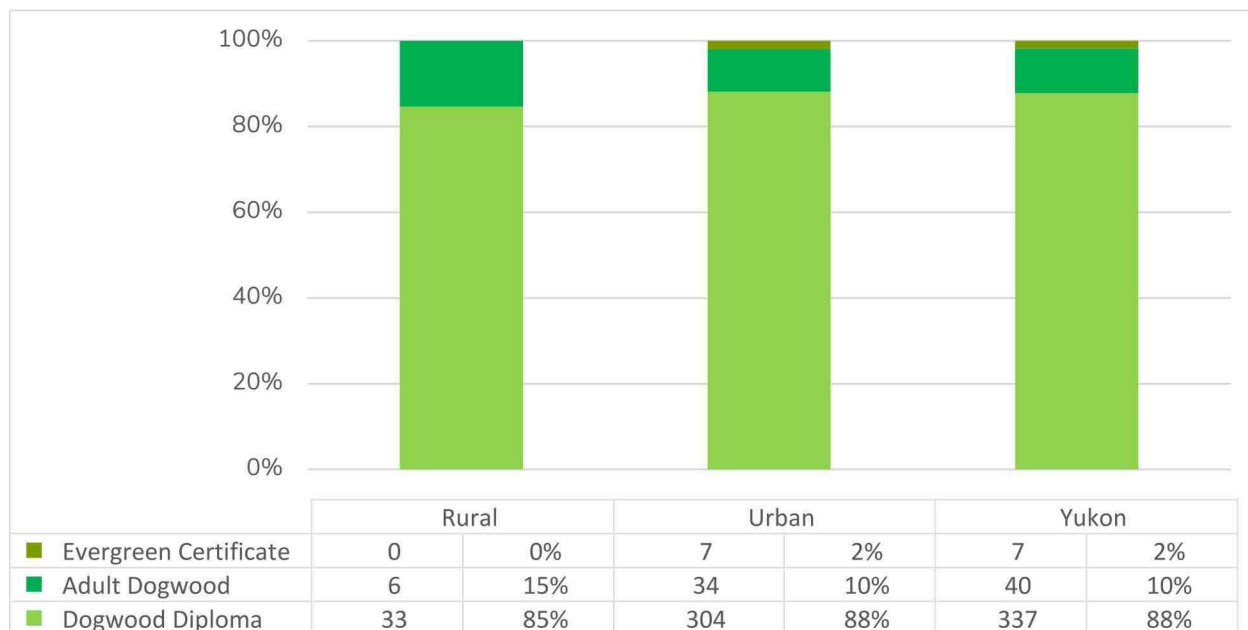
7.3.3 Grade 12 graduation analysis for 2024-25 | Yukon First Nation

■ Active
 ■ Graduated or Completed in current school year
 ■ Discontinued studies
 ■ Left system or previously graduated

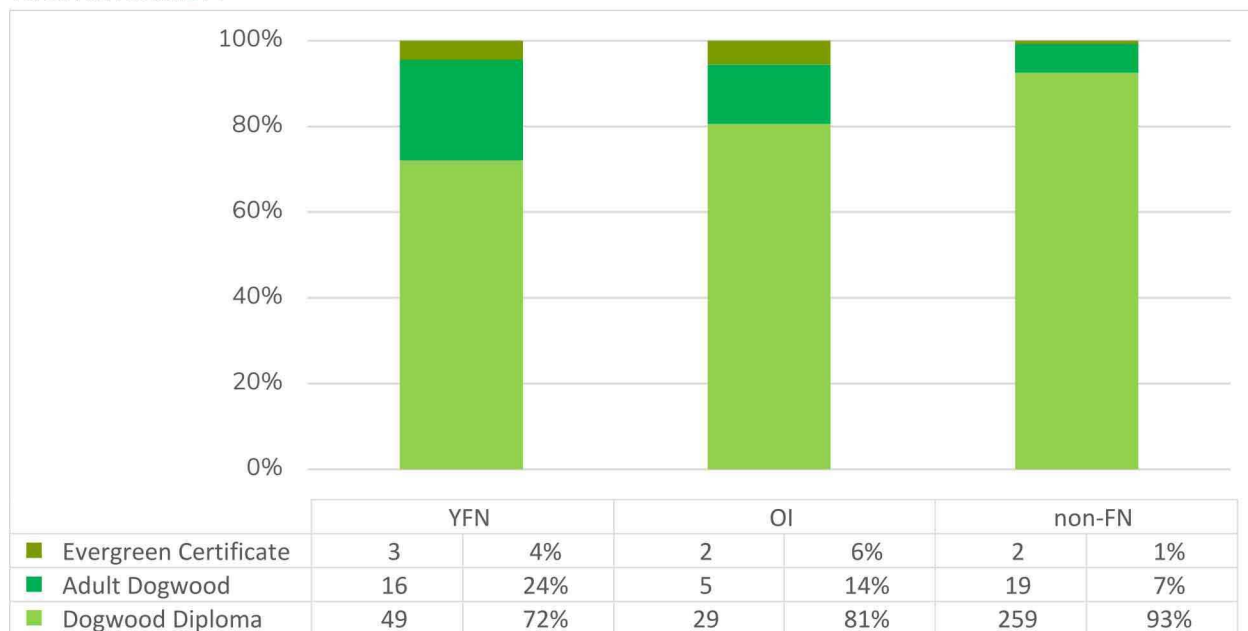


7.4 Grade 12 successful outcomes count for 2024-25

7.4.1 Dogwood Diploma, Adult Dogwood and Evergreen Certificate outcomes by region



7.4.2 Dogwood Diploma, Adult Dogwood and Evergreen Certificate outcomes by self-identification



7.5 First Time Grade 12 graduation rate for 2024-25

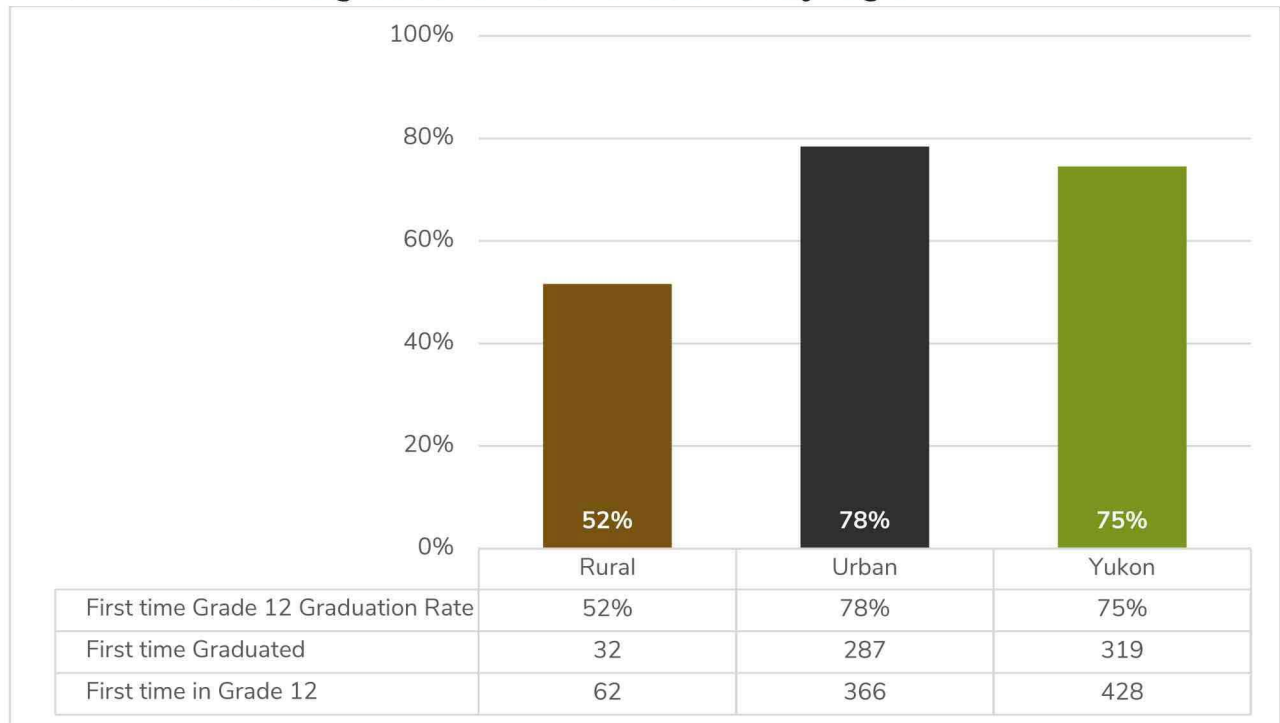
First Time Grade 12 Graduation rate – the proportion of students who were in Grade 12 for the first time in September and who then graduated within the same school year.

First time Dogwood Diploma Graduated - The count of first-time Grade 12 students who graduated with a regular Dogwood Diploma that school year (Adult Dogwood Diploma recipients are excluded).

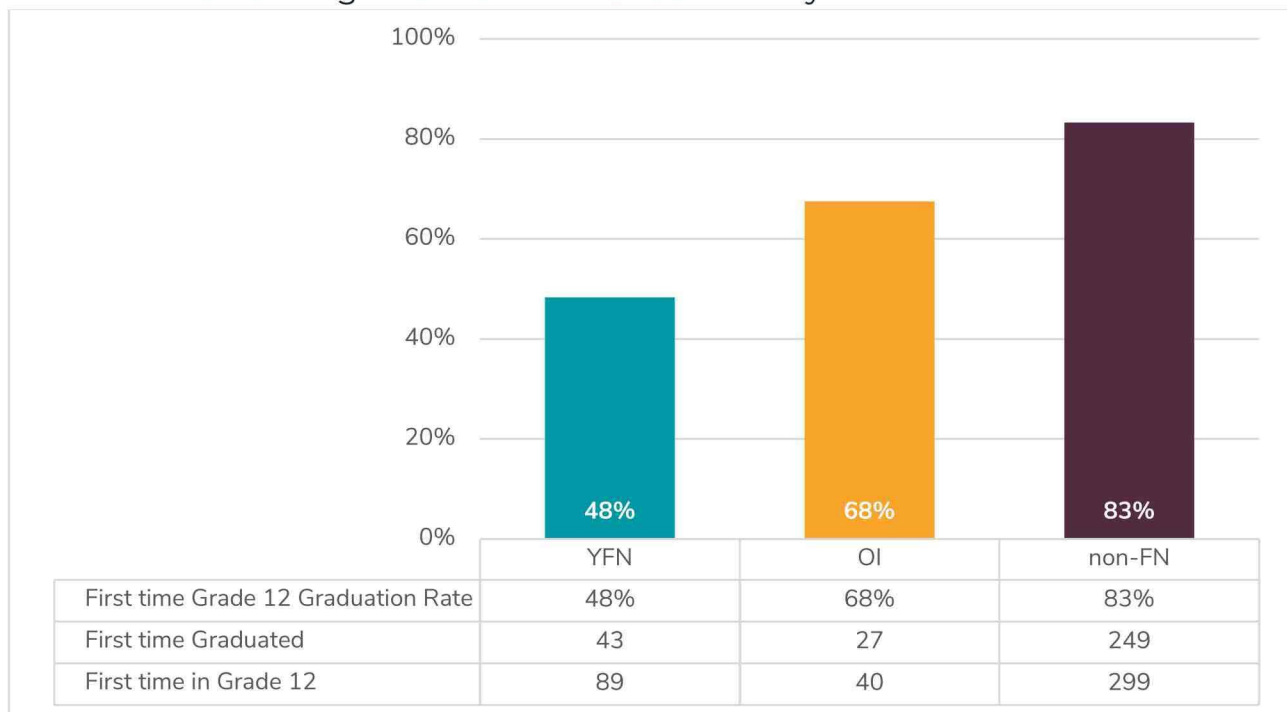
First time in Grade 12 - The count of first-time Grade 12 students, whether they are eligible to graduate or not.

In this metric, students who receive a School Completion (Evergreen) Certificate are not included in the final counts or rates of students who graduated. However, any student assigned to Grade 12 (as opposed to a lower grade, or Secondary Ungraded) that is appearing in that grade for the first time will be included in the initial cohort count.

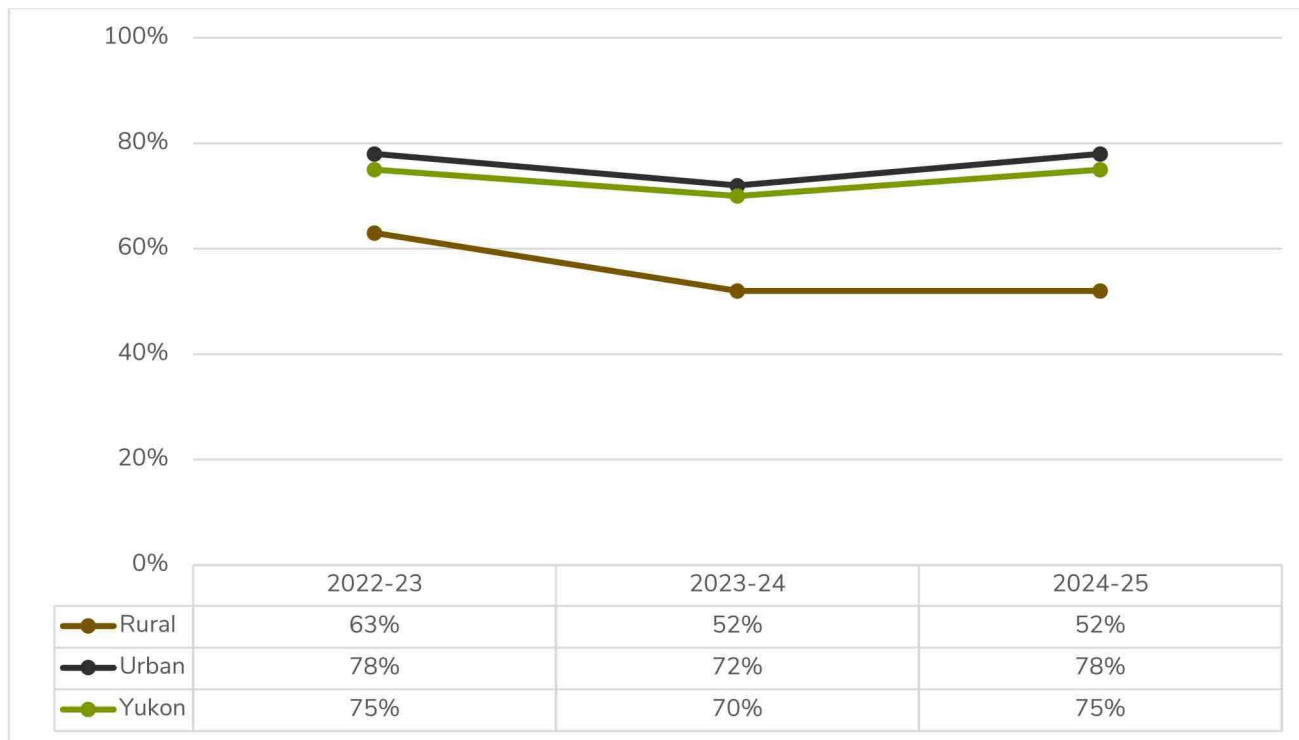
7.5.1 First Time Grade 12 graduation rate for 2024-25 by region



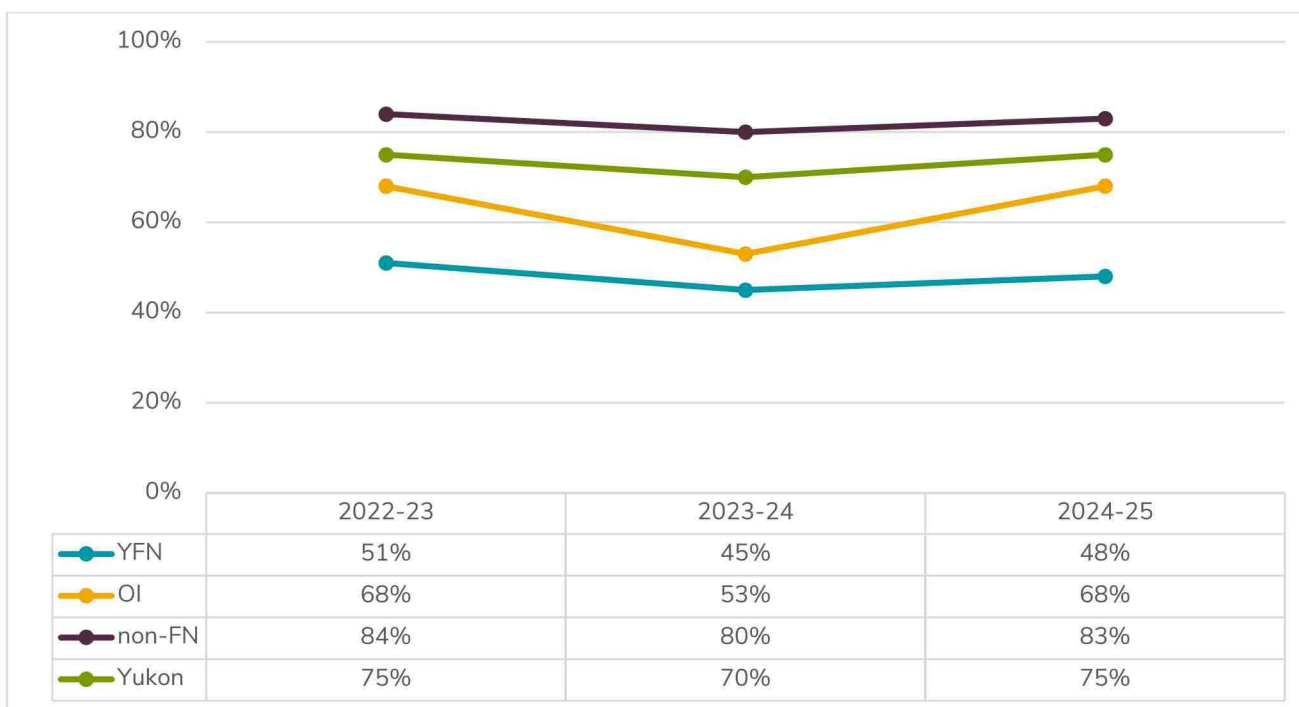
7.5.2 First Time Grade 12 graduation rate for 2024-25 by self-identification



7.5.3 First Time Grade 12 graduation rate by region over time



7.5.4 First Time Grade 12 graduation rate by self-identification over time



8 Attendance

Absent days are defined as school days missed by students enrolled at Yukon public schools for that school year. Partial days are estimated and integrated 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.

Absent days do not include absences for school-related activities, student participation in cultural and religious events, days recorded for the K4 grade level, or at the Individual Learning Centre. Attendance captured at the Wood Street Program is included in the urban area.

Absent days are either summarized by:

- Attendance school (for Average Absent Days); or
- 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.

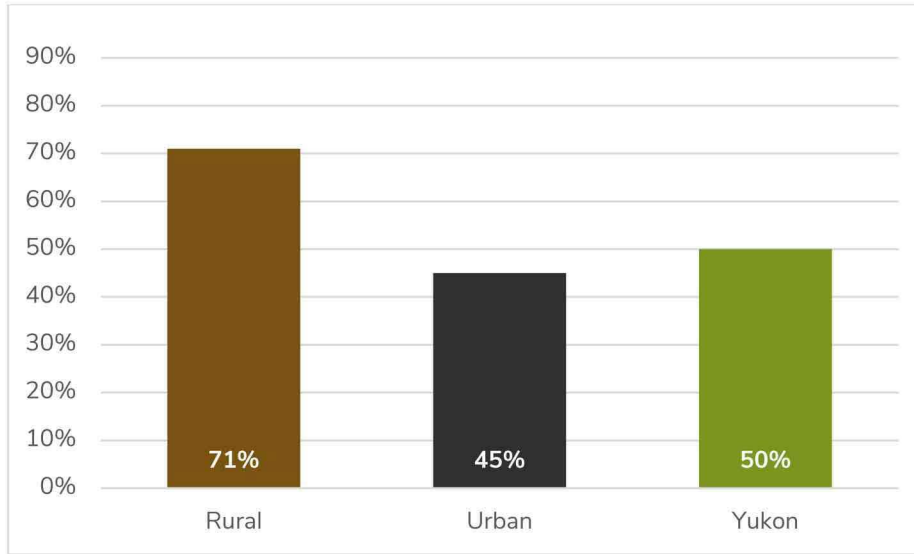
Data source

Aspen Student Information System and Performance and Analytics Attendance Module.

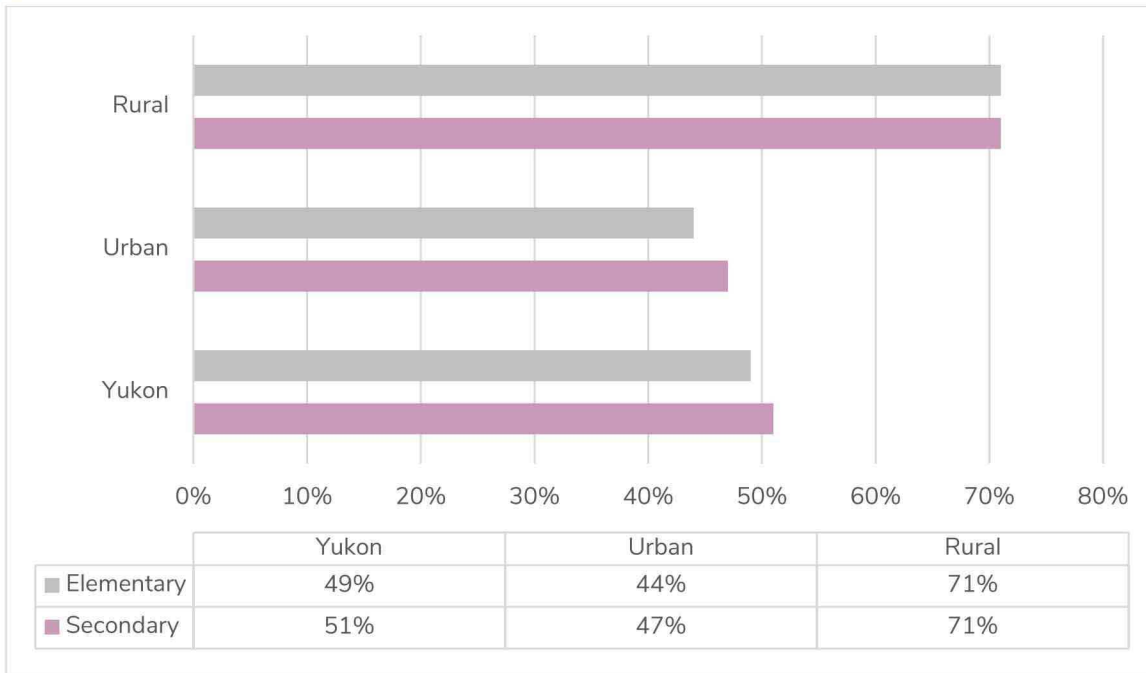
Date stamp

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

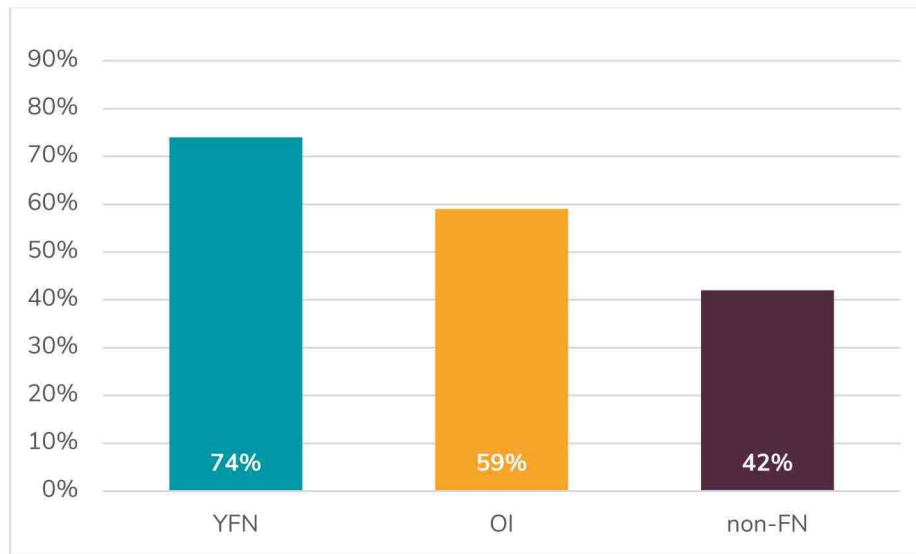
8.1 20 or more days absent student count ratios for 2024-25 by region and Yukon-Wide



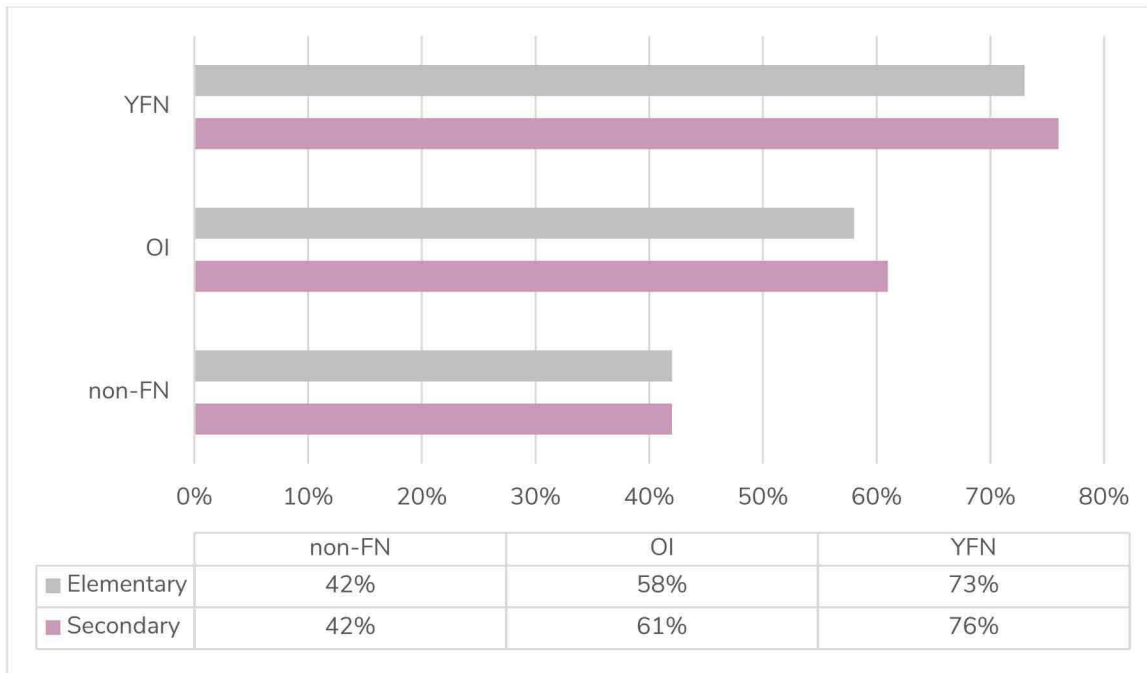
8.2 20 or more days absent student count ratios for 2024-25 by grade range, region



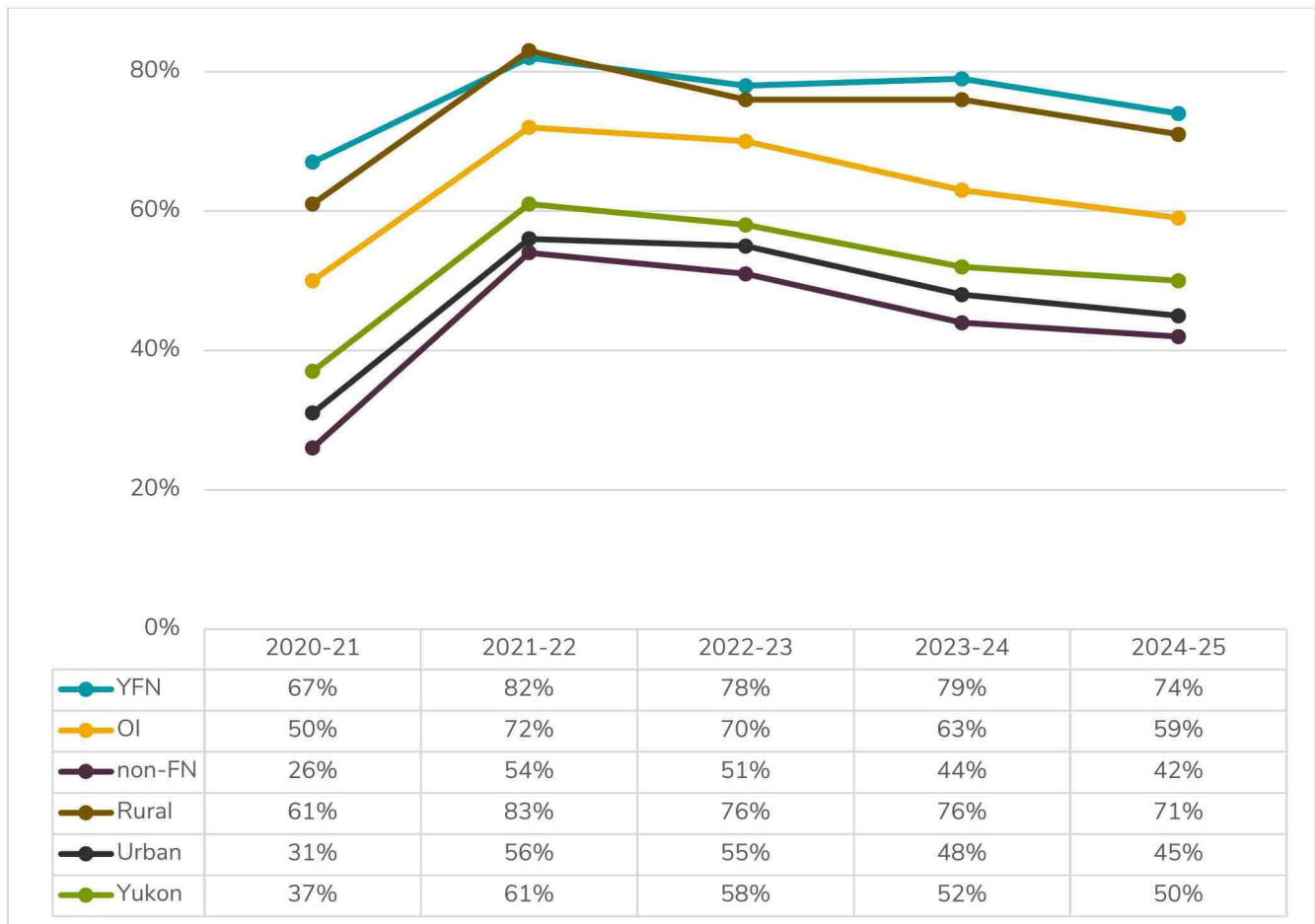
8.3 20 or more days absent student count ratios for 2024-25 by self-identification



8.4 20 or more days absent student count ratios for 2024-25 by grade range and self-identification



8.5 20 or more days absent student ratios over time



8.6 Distribution of students by absent category ratios and region over time



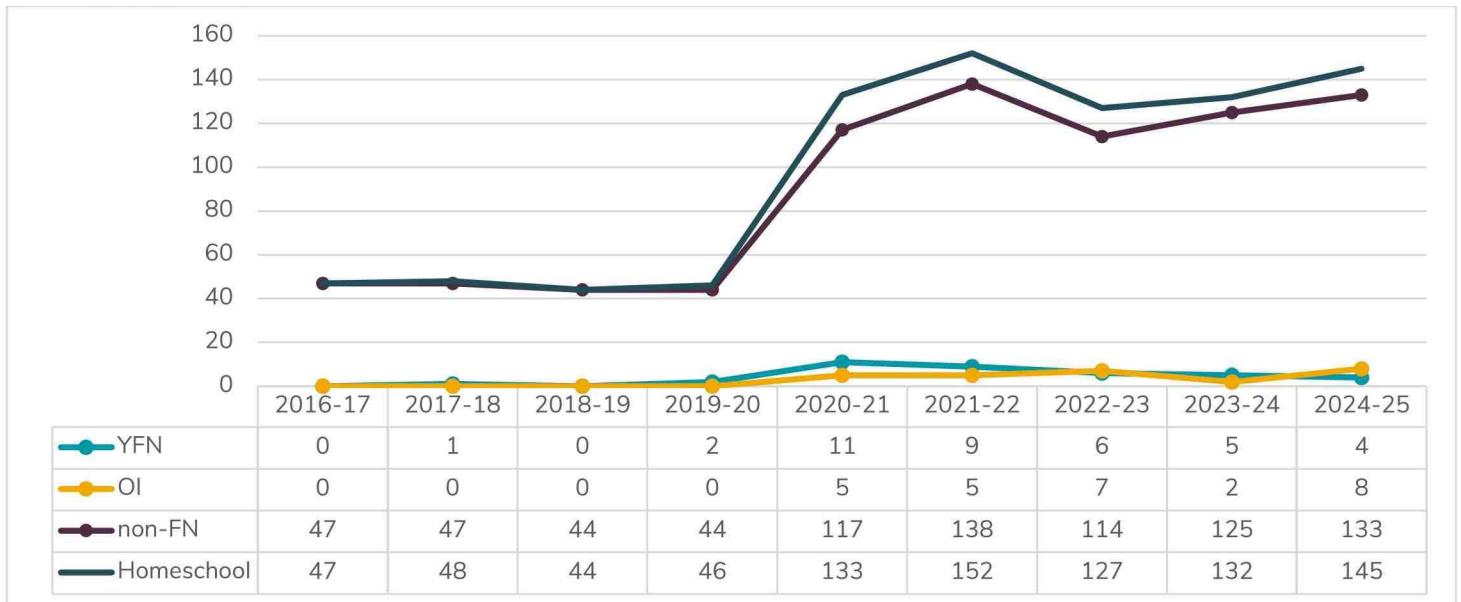
8.7 Distribution of students by absent category ratios and self-identification over time



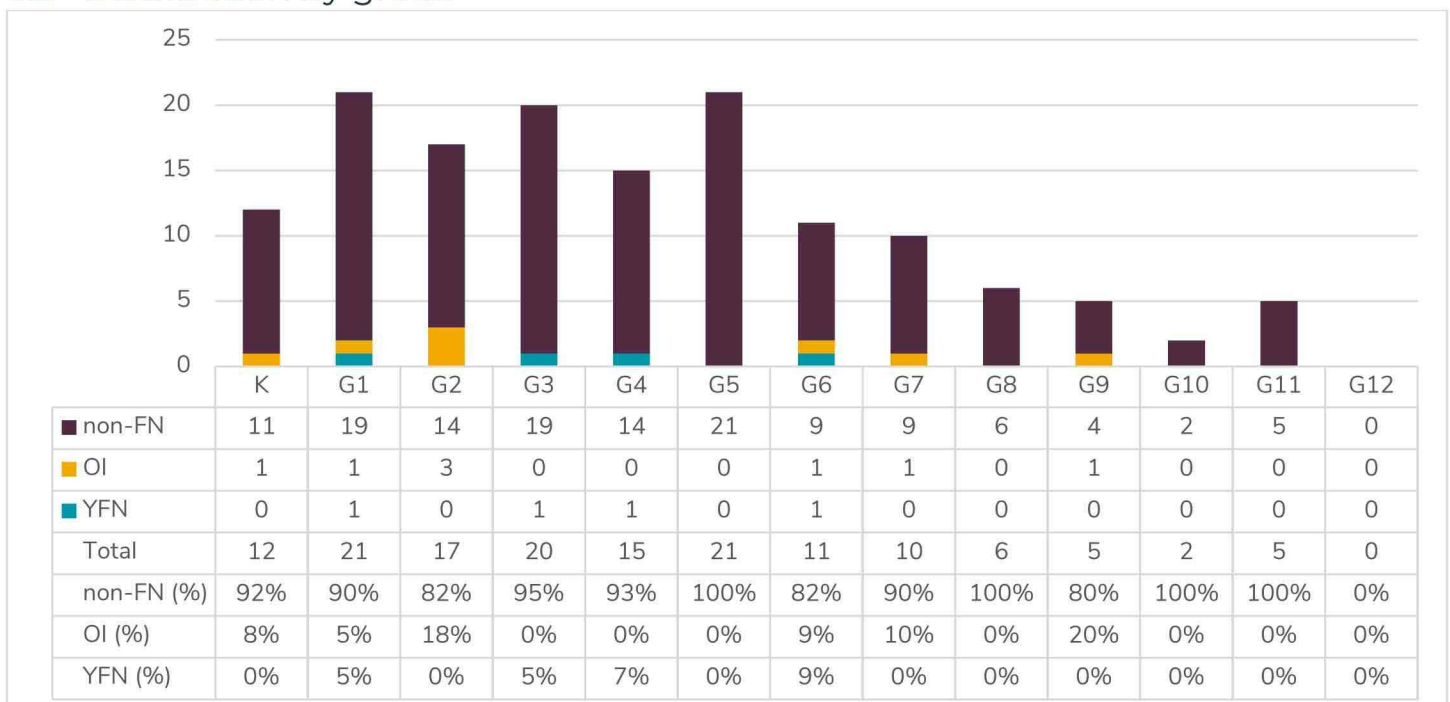
9 Homeschooling

Homeschooling is an alternative form of education in which parents assume responsibility for delivering the instructional program to their children at home. Under Section 31 of the Yukon’s Education Act, parents are granted the statutory authority to provide home-based education. This educational option allows students to progress at a pace aligned with their individual learning needs, while offering families the flexibility to integrate educational activities within their broader household routines and commitments.

9.1 Student enrolment



9.2 Distribution by grade



10 Glossary

Note: many of these definitions and additional information can be found at [Yukon.ca](https://yukon.ca)³ and [BC Ministry of Education Glossary](https://studentsuccess.gov.bc.ca/glossary).⁴

GLOSSARY ITEM	DEFINITION
Adult Dogwood	One of two graduation diplomas offered in Yukon schools. For students 18 years and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation program are not required to complete the graduation numeracy or literacy assessments.
Adult Dogwood graduated	Students who graduated with a BC Adult Graduation Diploma, also known as an Adult Dogwood or an Adult Dogwood Diploma in the reference school year and took at least one extra year to fulfill their graduation requirements.
Continuing in grade 12	Students who have previously been enrolled in Grade 12 in before the reference school year and are currently enrolled in Grade 12 again.
Discontinued studies	Students have paused or terminated their academic coursework or attendance before fulfilling their graduation requirements. This can include voluntary withdrawal, personal or medical issues, or, in some cases, the unfortunate event of a student's death.
Dogwood Diploma	The BC Certificate of Graduation or "Dogwood Diploma" is issued upon successful completion of the provincial graduation requirements. This credential, which requires 80 credits of study, differs from the Adult Dogwood Diploma, which is offered to students age 18+ and requires 20 credits.
Dogwood Diploma graduated	Students who completed their graduation with a BC Certificate of Graduation, also known as a Dogwood Diploma in the current school year, but were in grade 12 for more than one year, indicating that it took them longer than the standard timeframe to meet the graduation requirements.
Evergreen Certificate Completion	Students who complete high school with a School Completion Certificate, also known as an Evergreen or an Evergreen Certificate.
First-time Adult Dogwood Diploma graduated	The count of first-time Grade 12 students who graduated with an Adult Dogwood Diploma in the reference school year.
First-time Dogwood Diploma graduated	The count of first-time Grade 12 students who graduated with a Dogwood Diploma in the reference school year.
First time in grade 12	The count of first-time Grade 12 students, whether or not they are eligible to graduate.

³ <https://yukon.ca/en/graduate-high-school>

⁴ <https://studentsuccess.gov.bc.ca/glossary>

Leaving Yukon-wide schools	Students who transferred from Yukon-wide schools to other educational settings, such as virtual schools or home-schooling.
Mid-year arrivals	Students who enroll in a Yukon-Wide school during the academic year, rather than at the beginning of the school year.
Non-First Nation (Non-FN)	Students who do not identify as First Nation.
Other Indigenous (OI)	Students who self-identify as First Nation but do not belong to one of fourteen Yukon First Nations
Outmigration	Students who leave the Yukon but who may complete school elsewhere.
Previously graduated	Students who graduated with a Dogwood Diploma or Adult Dogwood Diploma before the reference school year. These students still attend the school for various reasons (upgrade their marks, personal development).
School Completion Program (Evergreen Certificate)	The School Completion Certificate or "Evergreen" Certificate was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.
Secondary Ungraded	Students who are taking courses at the Grade 8-12 level and the school personnel do not consider them to be in a specific grade.
Working towards Adult Dogwood	Students who did not successfully graduate in the reference school year but remained enrolled in the following school year with the goal of earning their Adult Dogwood Diploma.
Working towards Dogwood Diploma	Students who did not successfully graduate in the reference school year but remained enrolled in the following school year with the goal of earning their Dogwood Diploma.
Yukon First Nation (YFN)	Students who self-identify as belonging to a Yukon First Nation.
Yukon-wide schools	Includes all urban and rural schools but does not include distributed learning students (virtual or home-schooled) and are therefore not included in the 6-Year cohort analysis. Students who started Grade 12 in a Yukon-Wide school but ended Grade 12 in a distributed learning program are included in the Grade 12 graduation analysis.