



How Are We Doing? Yukon First Nations Report

School Year 2024–25

Department of Education
Government of Yukon

April 21, 2026



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Introduction






Welcome to the "How Are We Doing?" report — a key resource for understanding the educational performance of Yukon First Nation students in the Yukon's public school system. "[How Are We Doing?](#)" [reports](#) offer a detailed view of important metrics, including graduation rates, literacy and numeracy scores, attendance, and outcomes for Yukon First Nation students enrolled in Yukon public schools. By tracking these metrics for each academic year, the Department of Education supports transparency and continuous improvement.

Additionally, [the Yukon Wide Report](#) offers a comprehensive overview of educational performance across all Yukon students. The Yukon Wide Report includes similar metrics to this report but applies to all students in the Yukon public school system.

Both the "How Are We Doing" report and Yukon Wide Report documents are available to the public through the Yukon government's website, ensuring that educators, policymakers, and community members can access and utilize these insights. For the latest reports, visit Yukon.ca/learn-about-student-enrolment-and-assessments.

These reports are essential tools for fostering educational equity and tracking progress toward that goal.

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 (virtual or home-schooled)
- 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.
- Due to rounding, not all percentages add up to 100%.
- The data and analyses are as up to date as possible.
- The Department of Education makes small and continuous improvements to the quality of its data and analyses. Sometimes these changes result in differences from previously published reports. The data and analyses in this report are the most accurate data available at the 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 and halftime students enrolled at Yukon public schools.

Data source

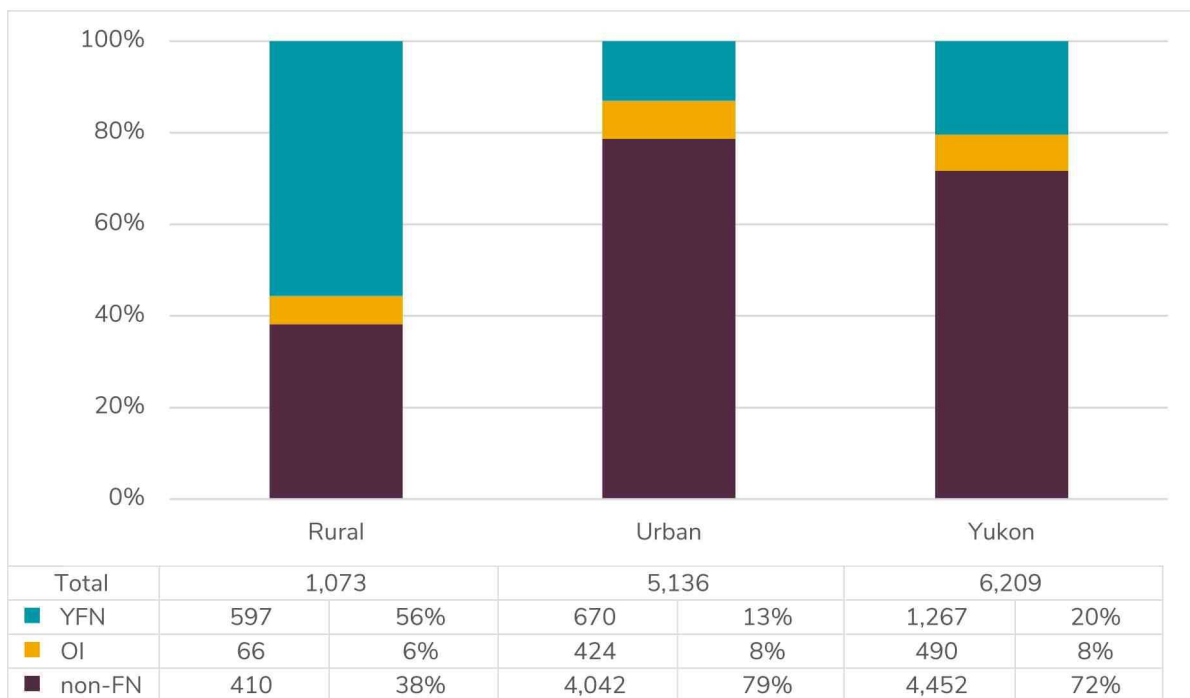
Aspen Student Information System and Performance and Analytics Enrolment Module.

Date stamp

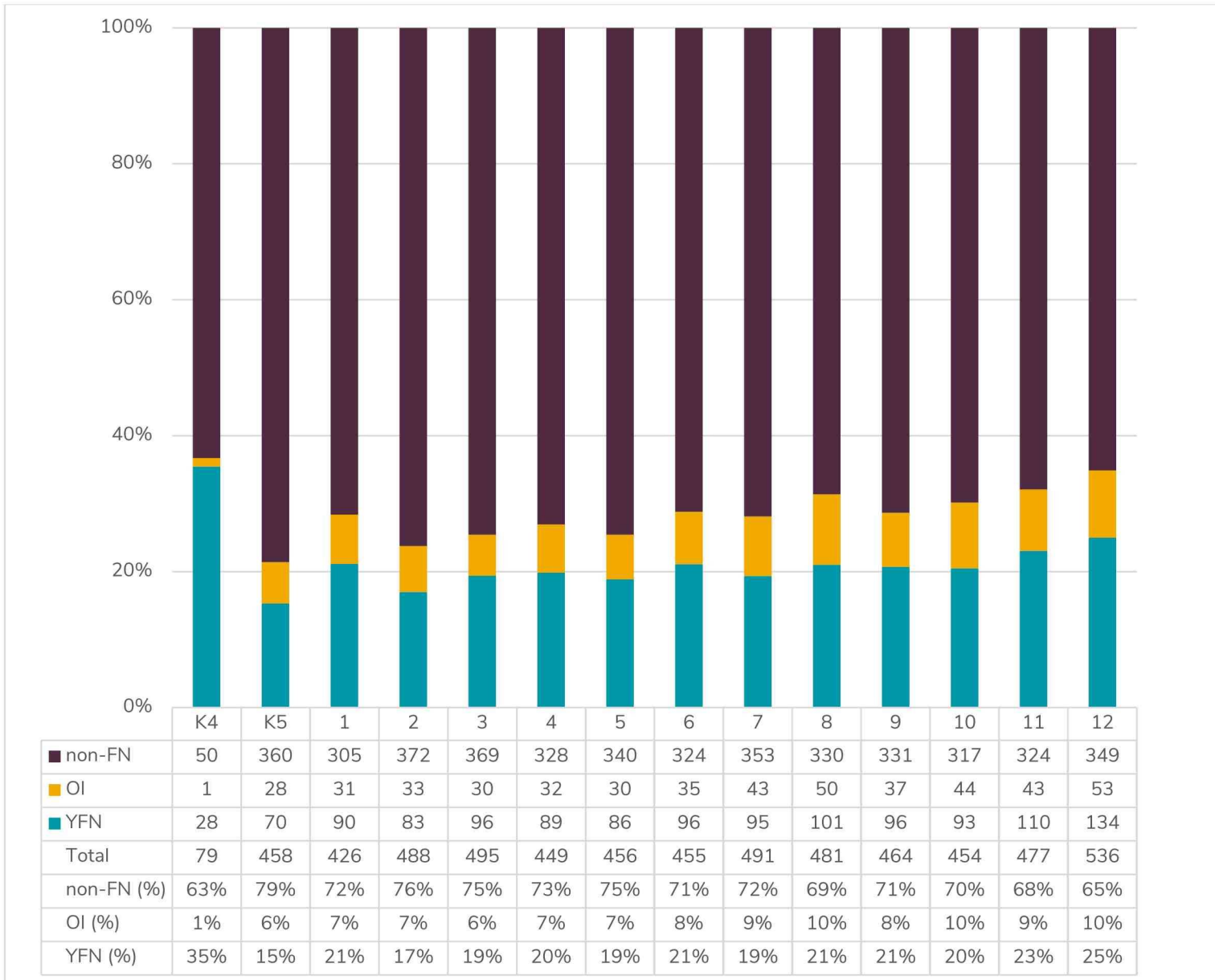
Student Enrolment counts are analyzed from the end-of-May data snapshots for their respective school year, unless otherwise stated.

Enrolment data for the 2024–25 year is as of June 2, 2025.

1.1 Student enrolment counts by self-identification for regions and Yukon-wide 2024–25

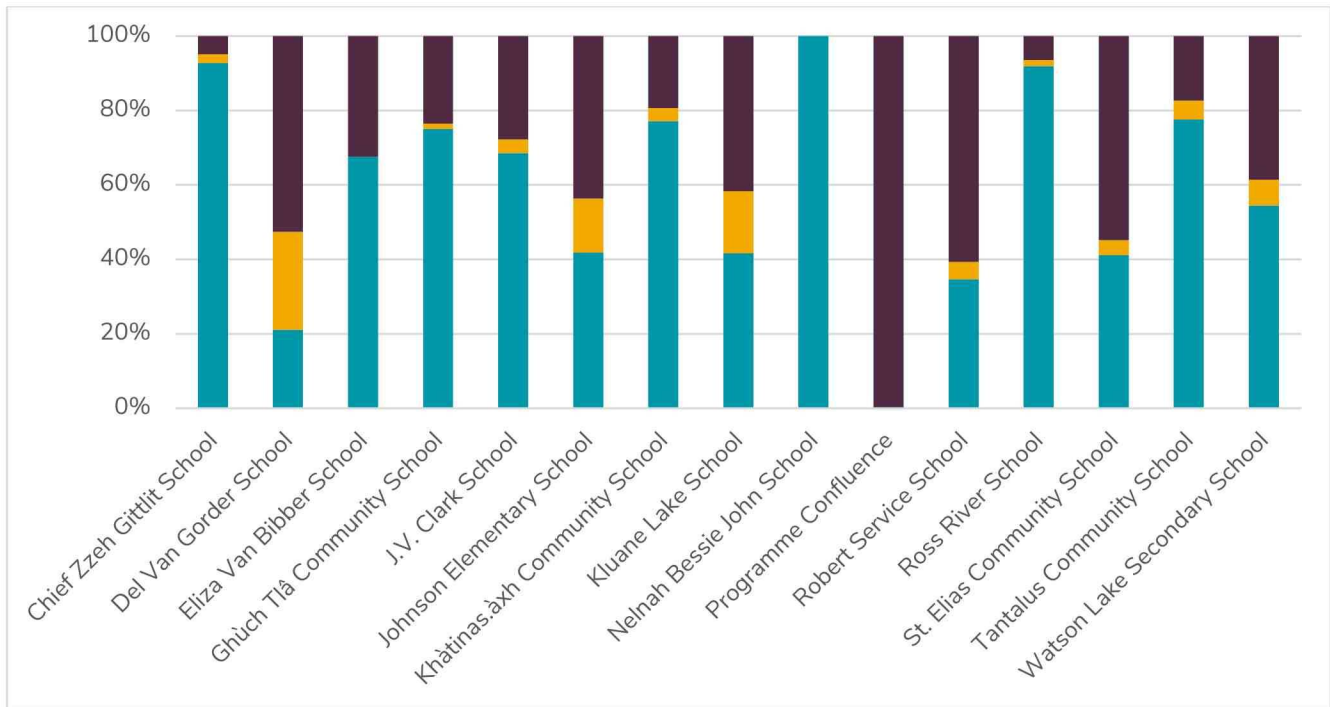


1.2 Student distribution by self-identification and grade 2024–25 (by ratio)

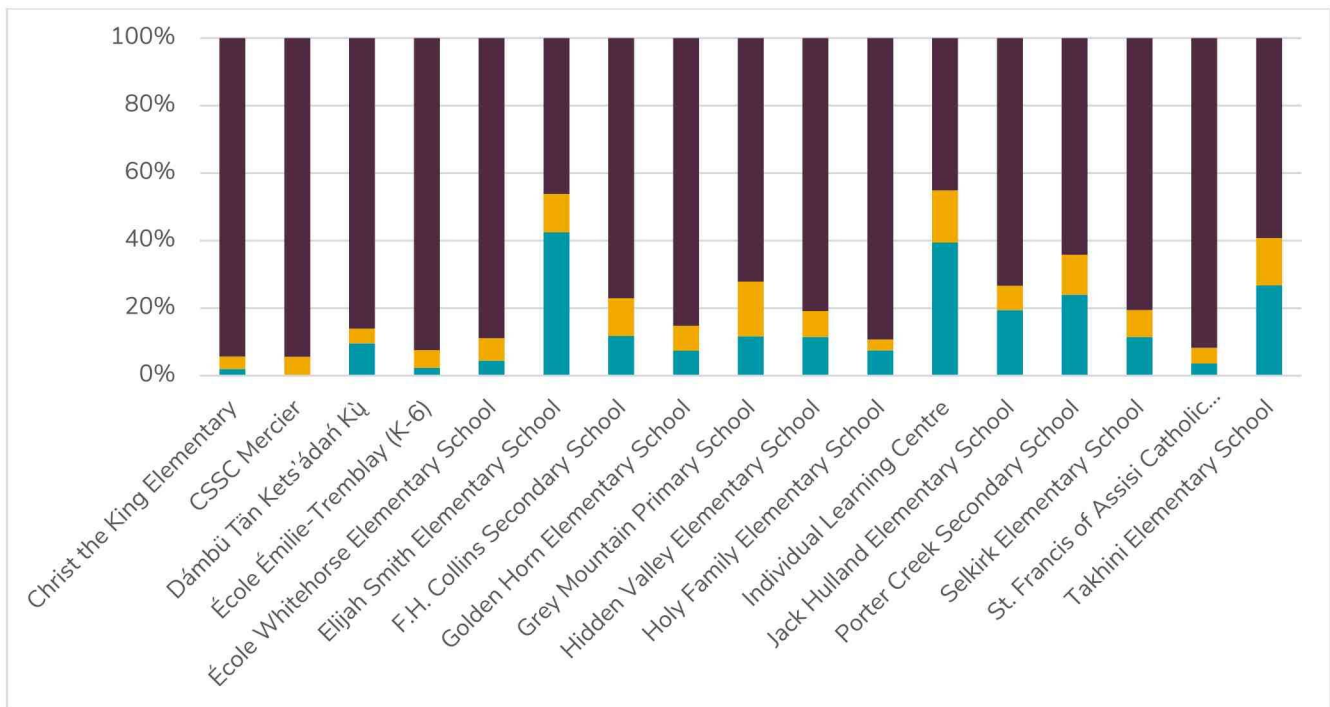


1.3 Student distribution by self-identification and school 2024–25

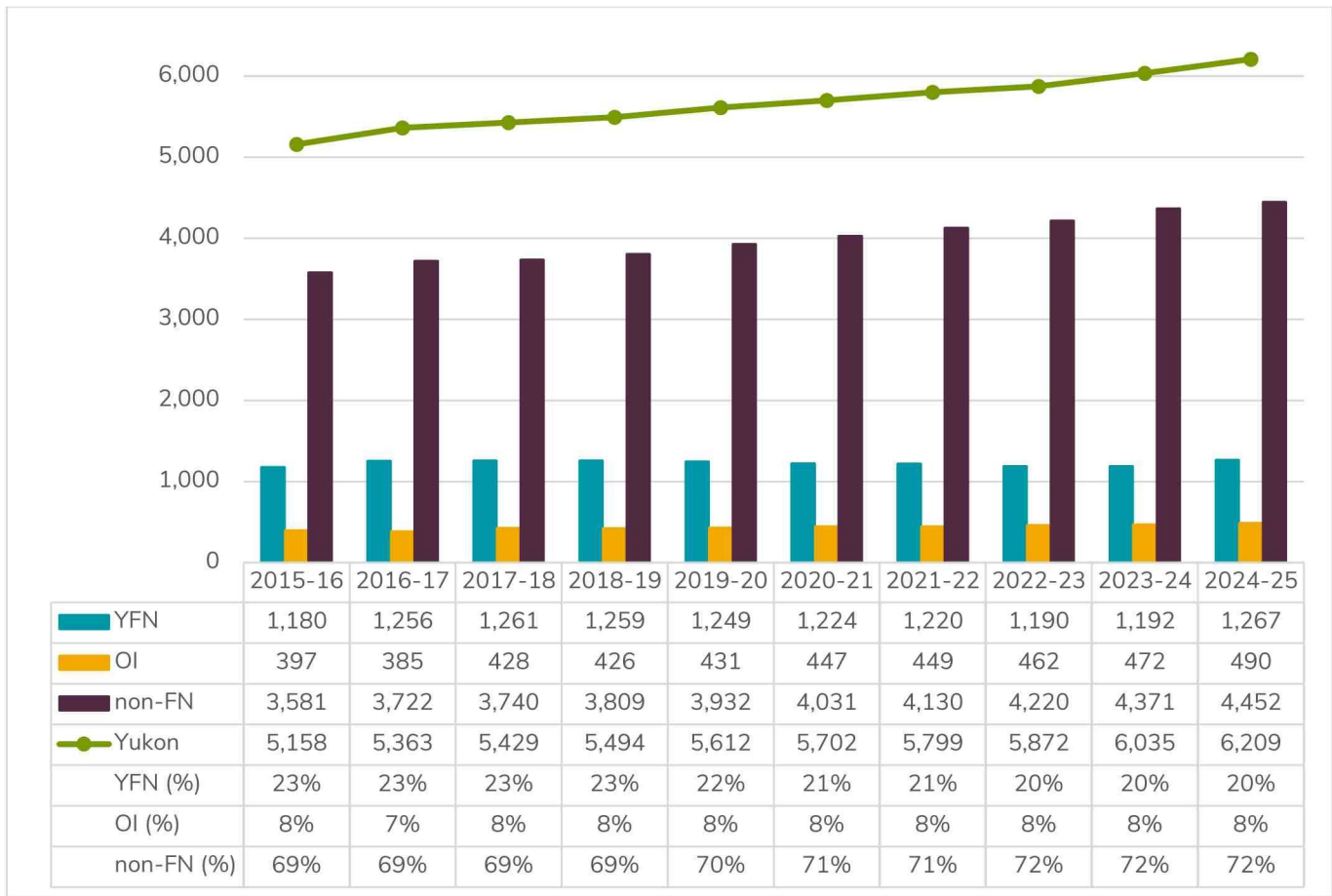
1.3.1 Rural student distribution by self-identification and school 2024–25



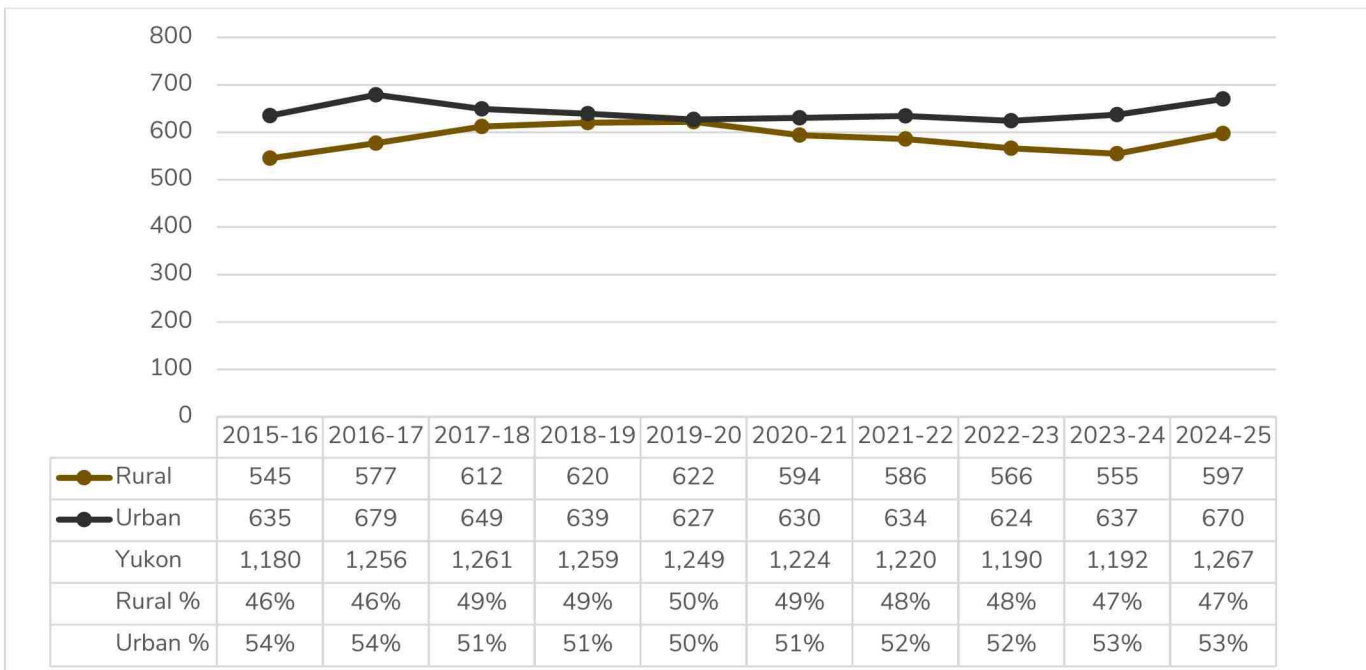
1.3.2 Urban student distribution by self-identification and school 2024–25



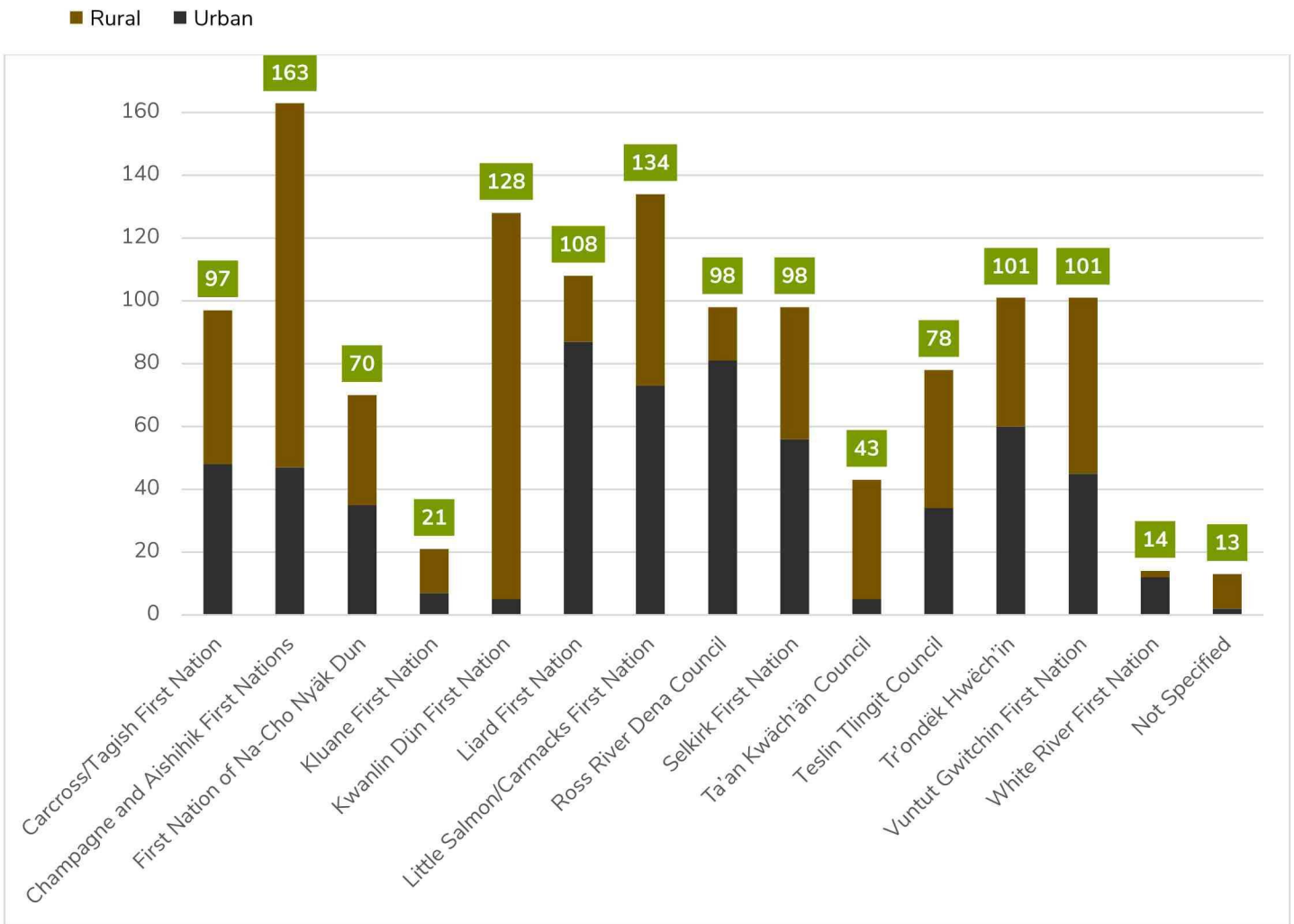
1.4 Student enrolment counts by self-identification Yukon-wide over time



1.5 Yukon First Nation student enrolment counts by region over time



1.6 Student enrolment counts by Yukon First Nation for regions and Yukon-wide 2024–25



1.7 Yukon First Nation enrolment counts by First Nation and school 2024–25

This data table was removed due to small numbers.

2 Individual Education Plan counts

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.

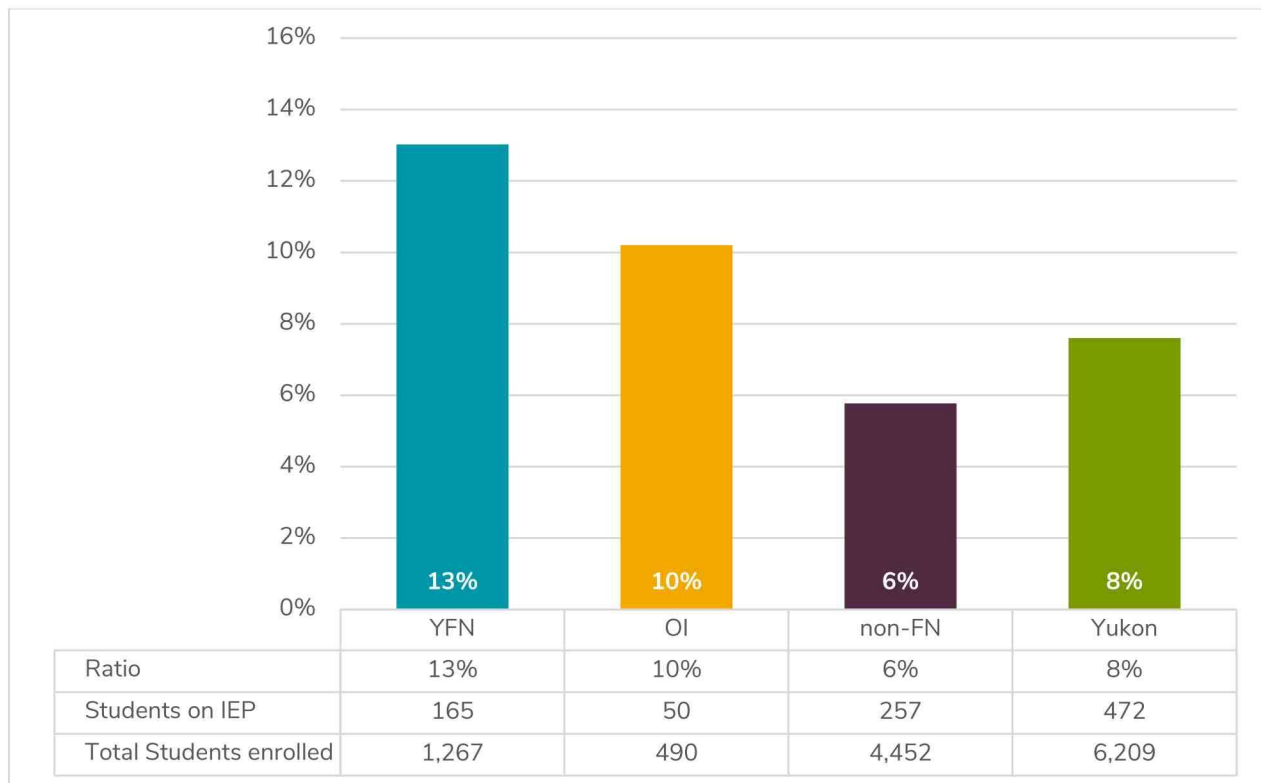
An IEP outlines:

- 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.

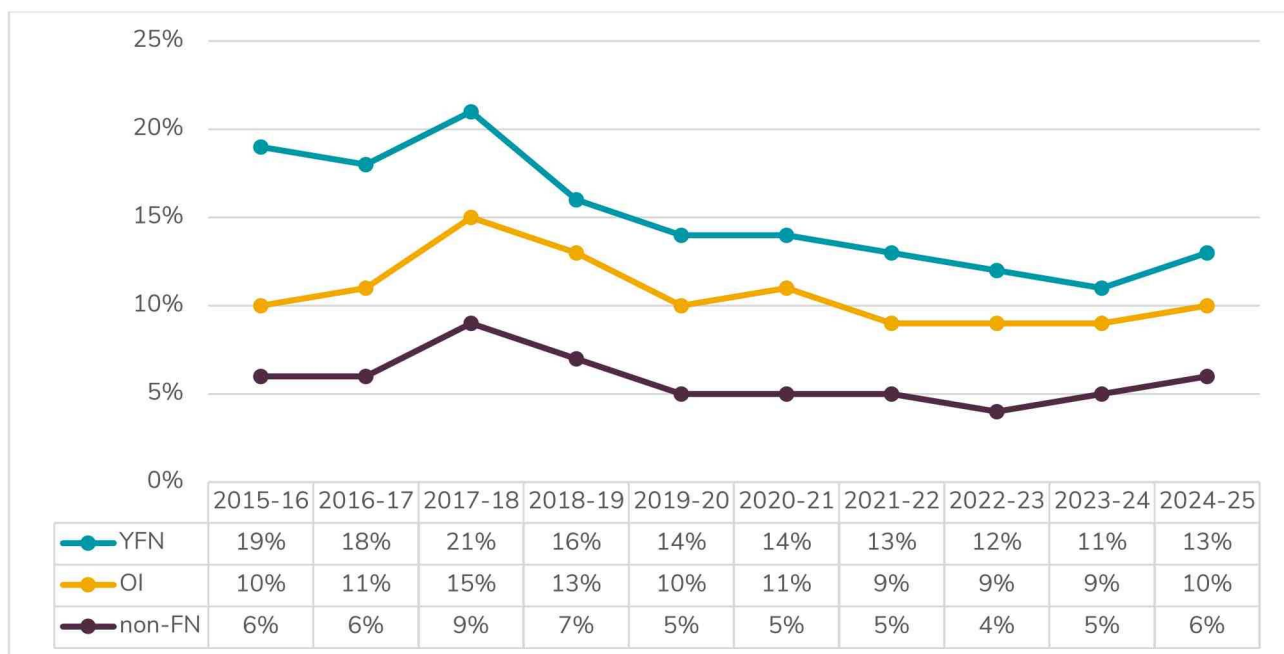
IEPs are developed through a collaborative team effort involving the student, parents, teachers, school administration and resource personnel from within the school. Student Support Services may support the development of the goals, objectives, and strategies identified in a student’s Individualized 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.

2.1 Yukon IEP designations count ratio by self-identification Yukon-wide 2024–25



2.2 Yukon IEP designations ratio by self-identification Yukon-wide over time



3 Kindergarten assessments

3.1 Boehm test of basic concepts 2024–25

The Boehm Test of Basic Concepts Third Edition (Boehm-3) is a comprehensive assessment for Kindergarten students that contains 50 basic concepts. 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.

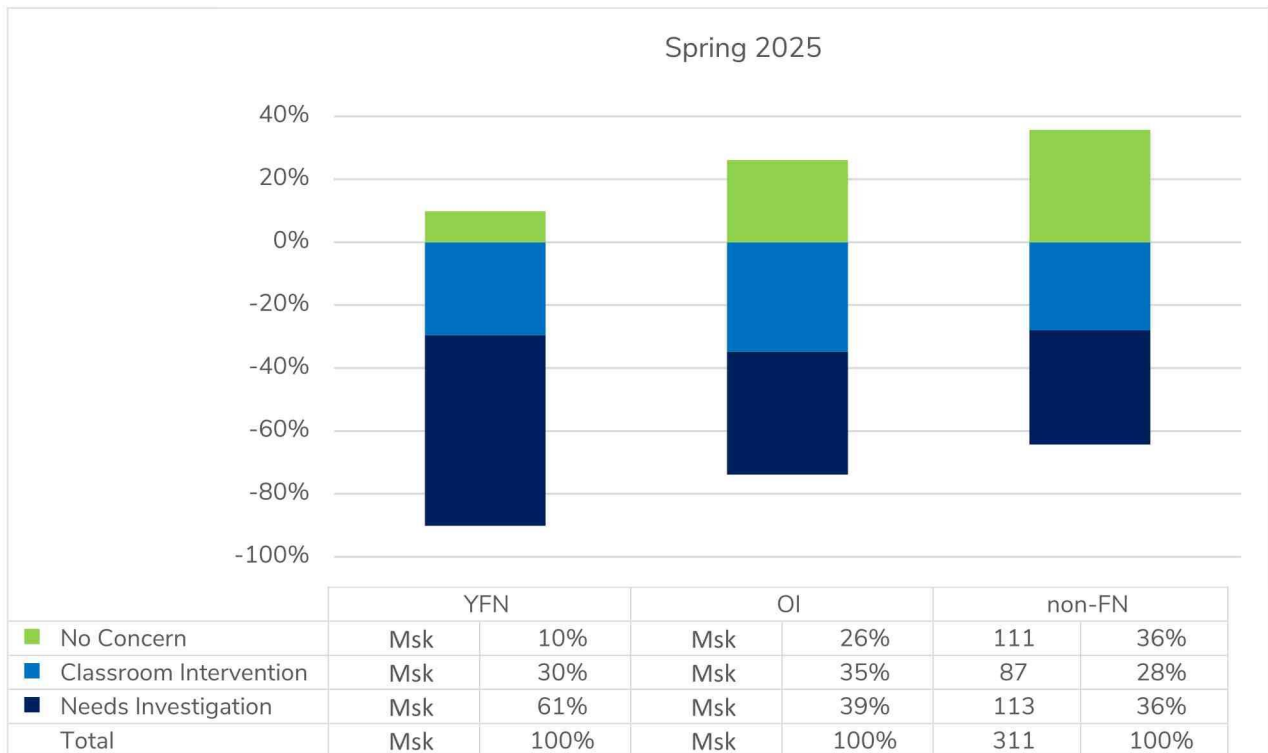
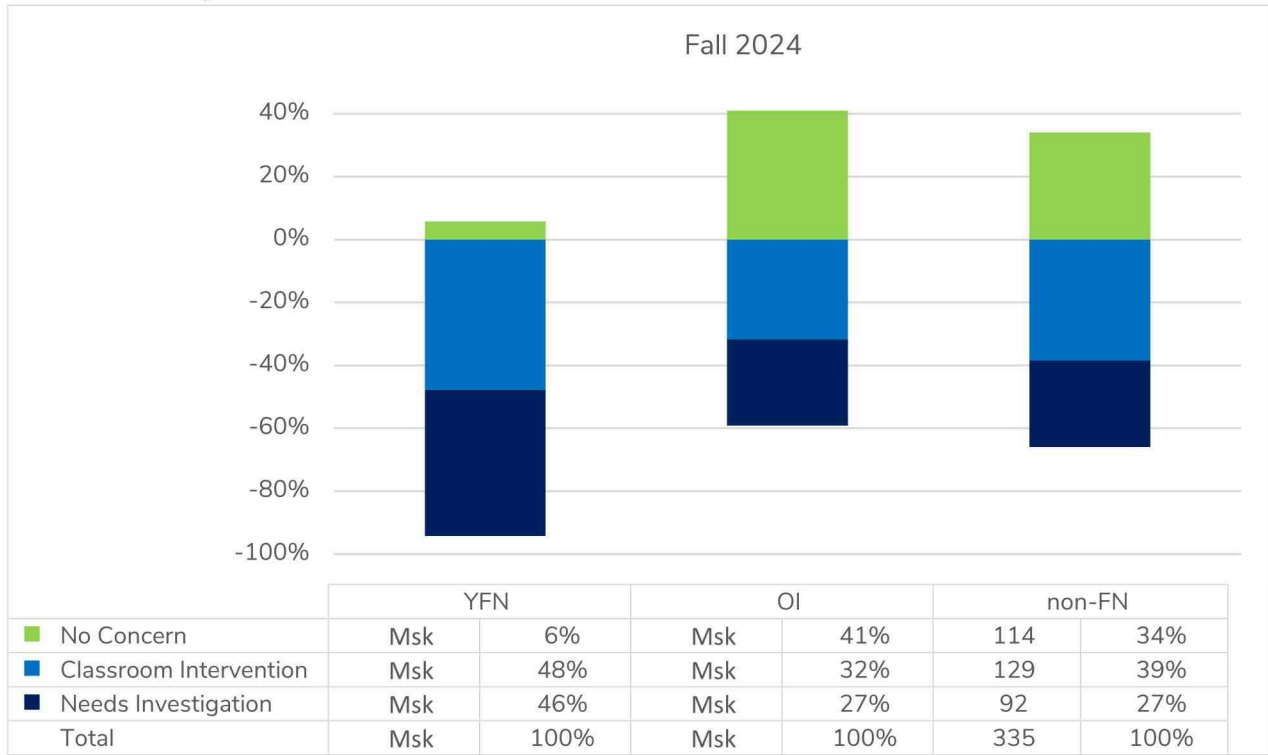
The classification for each student is determined using the appropriate form E/F scale. All students are tested in fall and in spring.

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

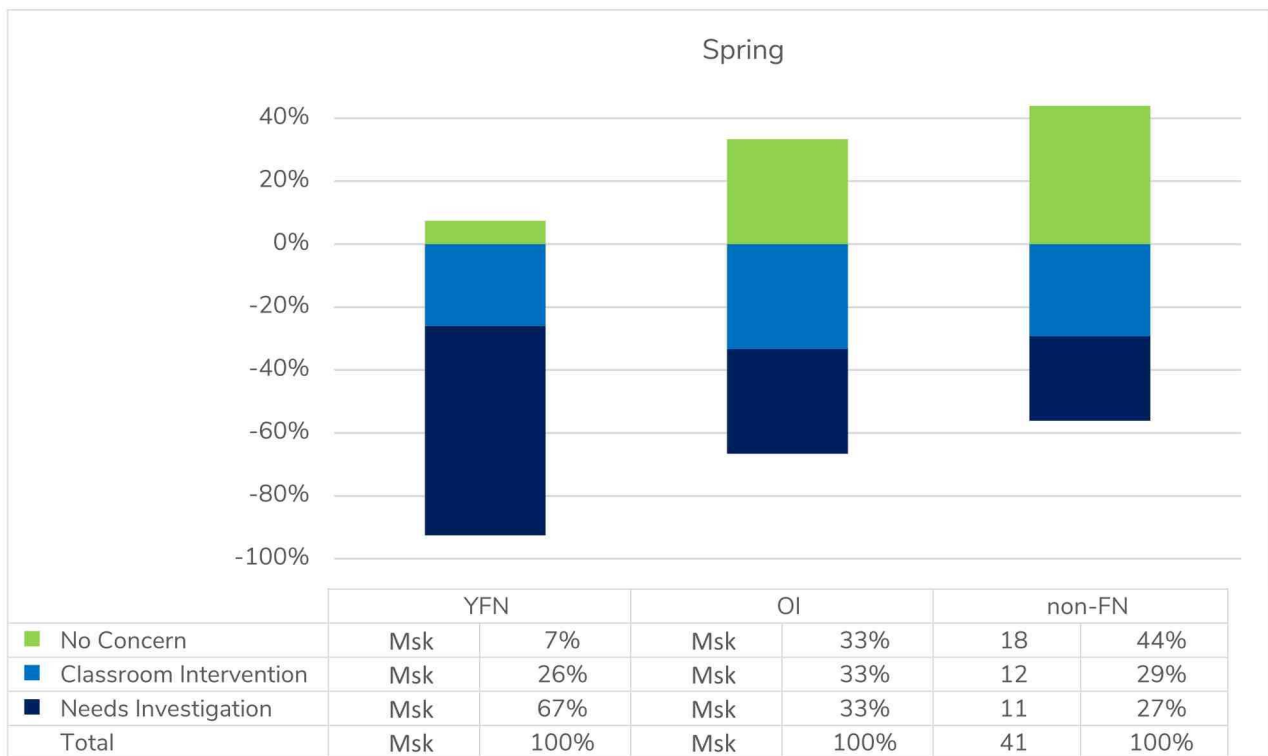
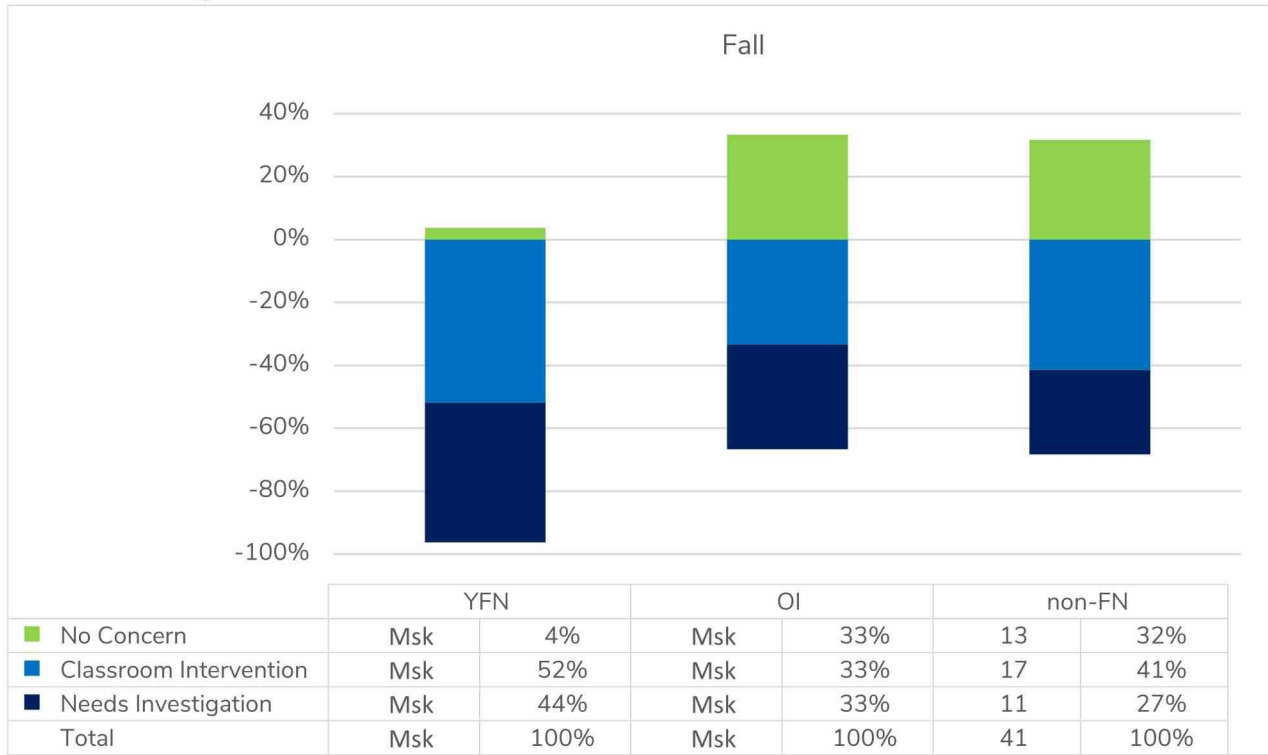
Data source

Performance and Analytics Boehm Module.

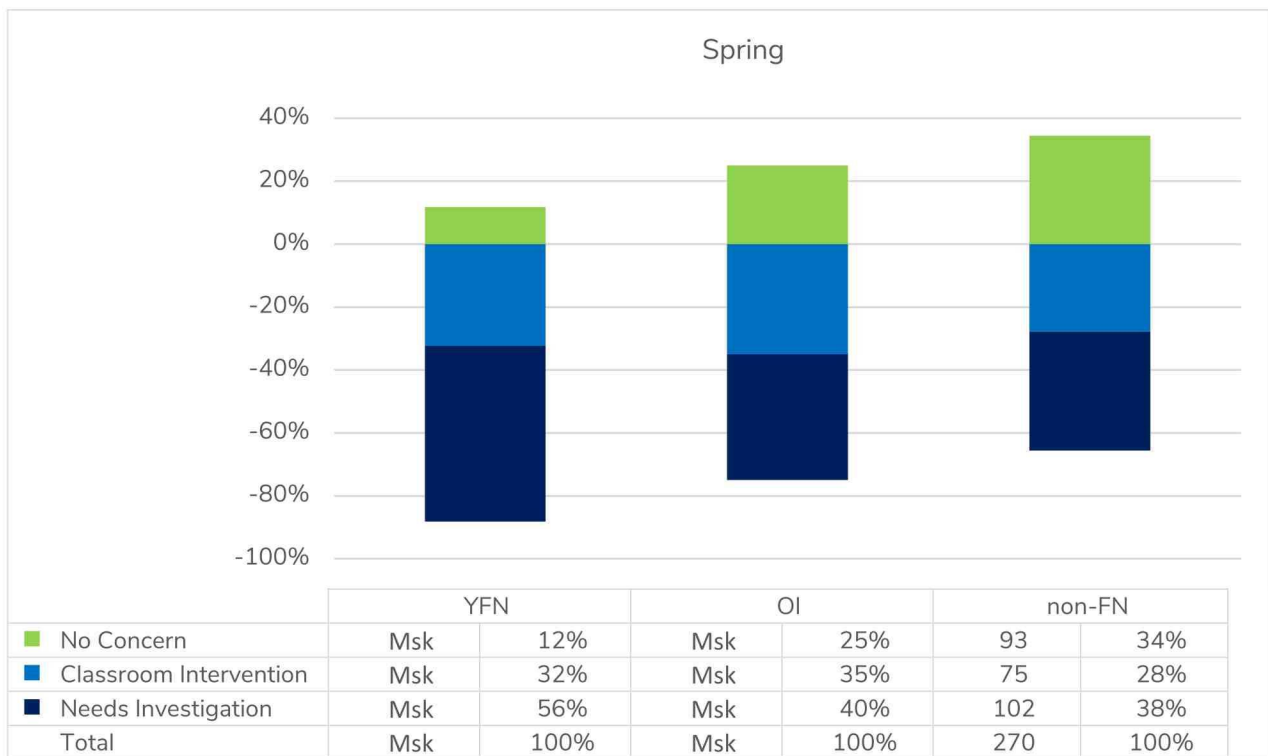
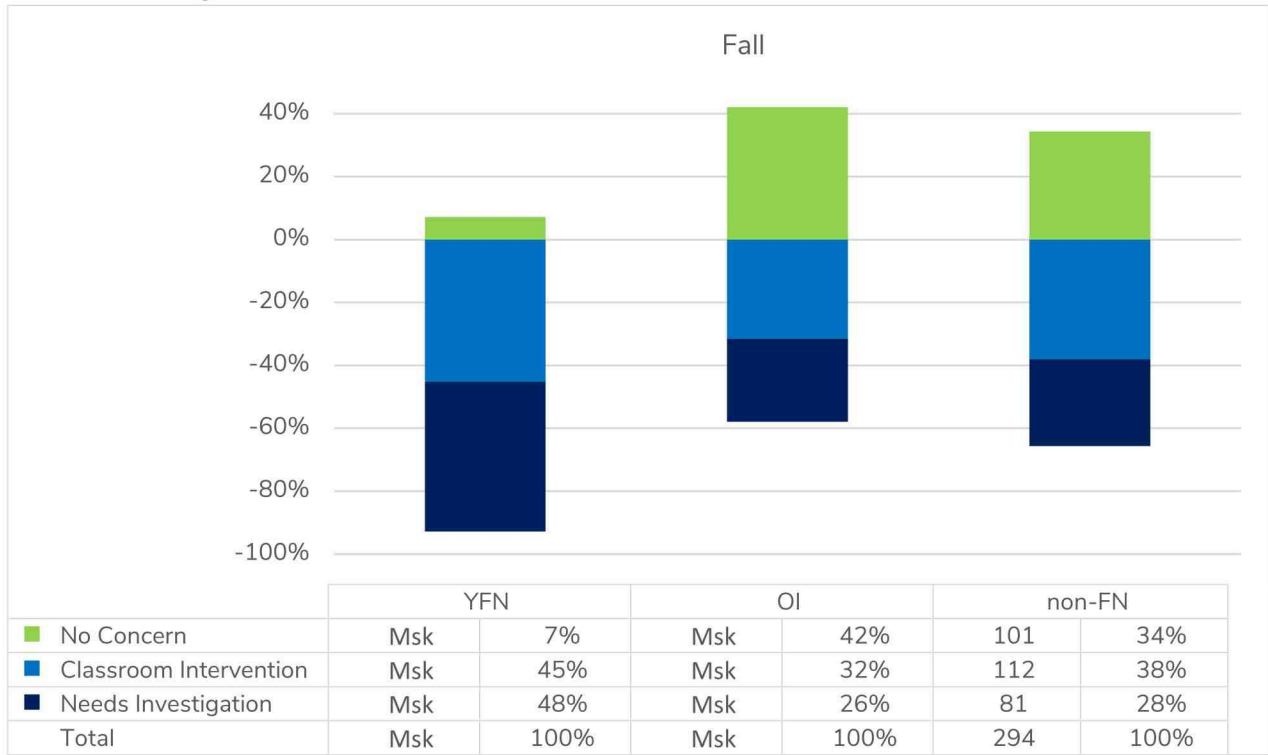
3.1.1 Boehm by self-identification Yukon-wide 2024–25



3.1.2 Boehm by self-identification rural 2024-25



3.1.3 Boehm by self-identification urban 2024-25



3.2 Early Years Evaluations – 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

EYE-TA results are depicted using three tiers:

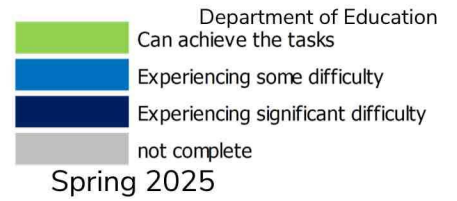
- **Tier 1** Can achieve the tasks in the developmental area
- **Tier 2** Experiencing some difficulty
- **Tier 3** Experiencing significant difficulty

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 the spring. For comparative purposes those students not assessed in spring had their fall results used.

Data source

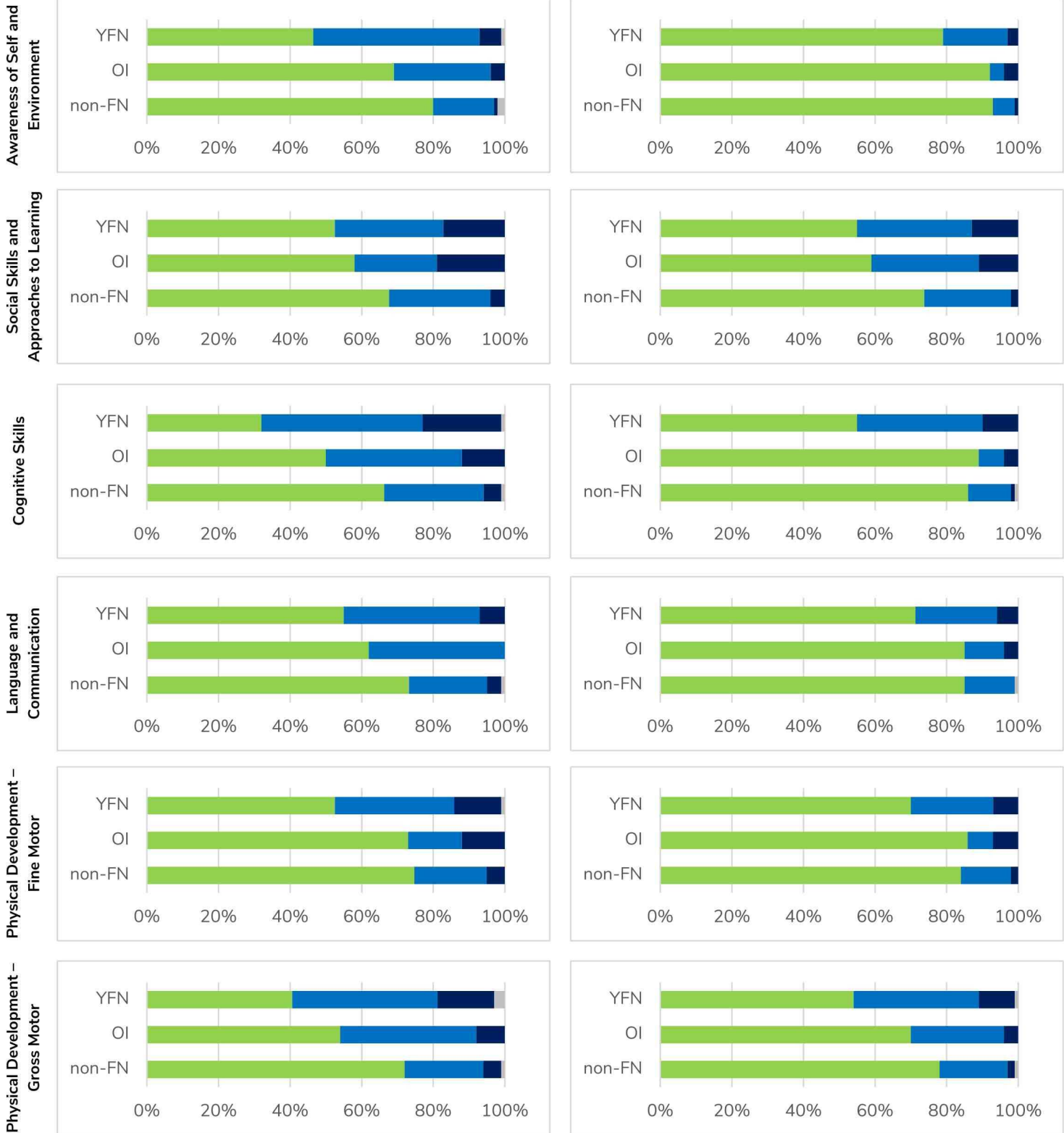
EYE-TA Test system and Performance and Analytics Master Model



3.2.1 Early Years Evaluation 2024-25 – Yukon-wide

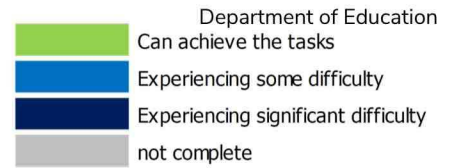
Fall 2024

Spring 2025

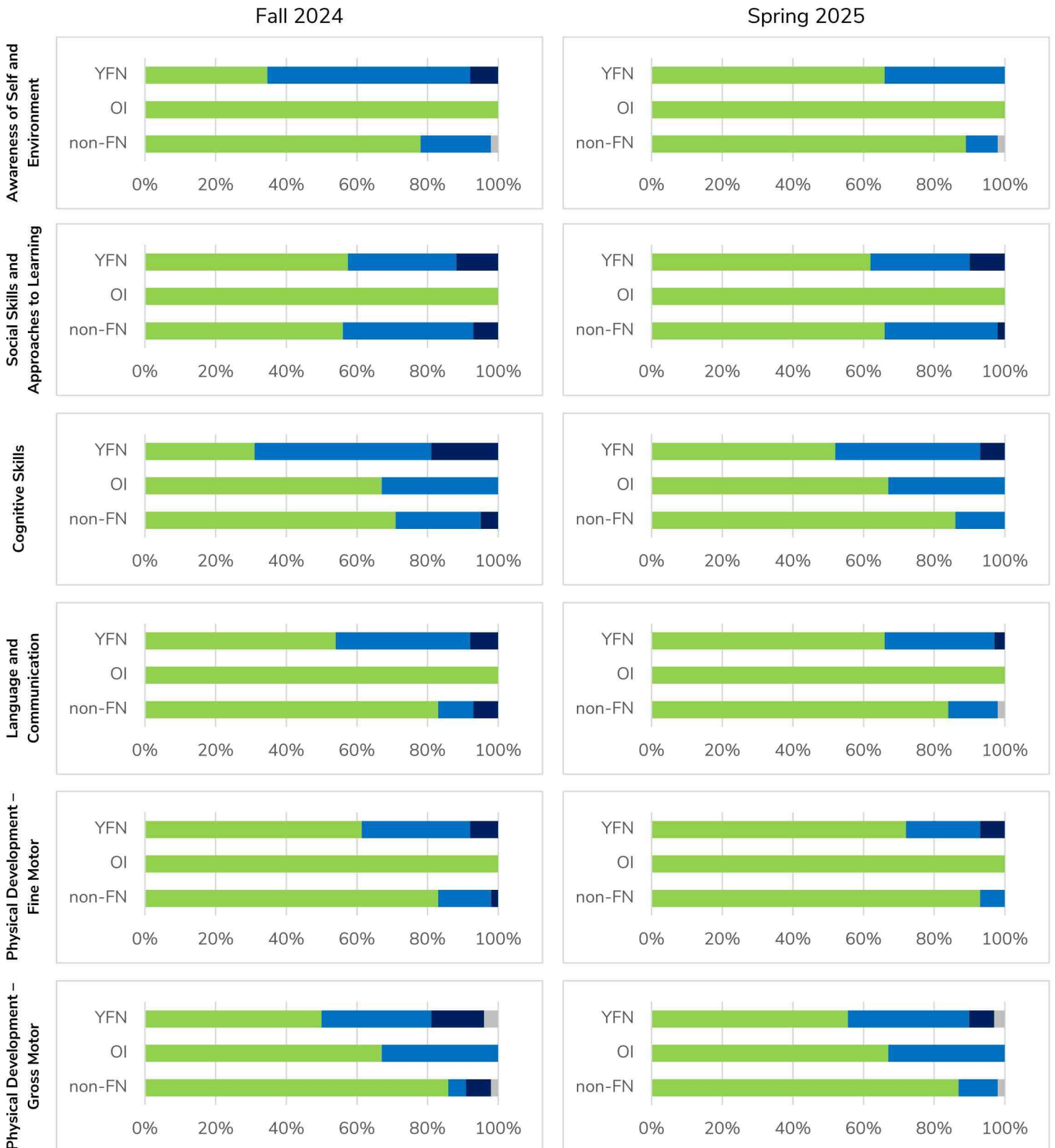


Fall 2024 Yukon		Can achieve the tasks		Experiencing some difficulty		Experiencing significant difficulty		not complete		Total
Awareness of Self and Environment	YFN	Msk	46%	Msk	46%	Msk	6%	Msk	1%	Msk
	OI	Msk	69%	Msk	27%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	80%	Msk	17%	Msk	1%	Msk	2%	Msk
Social Skills and Approaches to Learning	YFN	Msk	52%	Msk	30%	Msk	17%	Msk	0%	Msk
	OI	Msk	58%	Msk	23%	Msk	19%	Msk	0%	Msk
	non-FN	Msk	67%	Msk	28%	Msk	4%	Msk	0%	Msk
Cognitive Skills	YFN	Msk	32%	Msk	45%	Msk	22%	Msk	1%	Msk
	OI	Msk	50%	Msk	38%	Msk	12%	Msk	0%	Msk
	non-FN	Msk	67%	Msk	28%	Msk	5%	Msk	1%	Msk
Language and Communication	YFN	Msk	55%	Msk	38%	Msk	7%	Msk	0%	Msk
	OI	Msk	62%	Msk	38%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	74%	Msk	22%	Msk	4%	Msk	1%	Msk
Physical Development - Fine Motor	YFN	Msk	52%	Msk	33%	Msk	13%	Msk	1%	Msk
	OI	Msk	73%	Msk	15%	Msk	12%	Msk	0%	Msk
	non-FN	Msk	74%	Msk	20%	Msk	5%	Msk	0%	Msk
Physical Development - Gross Motor	YFN	Msk	41%	Msk	41%	Msk	16%	Msk	3%	Msk
	OI	Msk	54%	Msk	38%	Msk	8%	Msk	0%	Msk
	non-FN	Msk	72%	Msk	22%	Msk	5%	Msk	1%	Msk

Spring 2025 Yukon		Can achieve the tasks		Experiencing some difficulty		Experiencing significant difficulty		not complete		Total
Awareness of Self and Environment	YFN	Msk	79%	Msk	18%	Msk	3%	Msk	0%	Msk
	OI	Msk	93%	Msk	4%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	92%	Msk	6%	Msk	1%	Msk	0%	Msk
Social Skills and Approaches to Learning	YFN	Msk	55%	Msk	32%	Msk	13%	Msk	0%	Msk
	OI	Msk	59%	Msk	30%	Msk	11%	Msk	0%	Msk
	non-FN	Msk	73%	Msk	24%	Msk	2%	Msk	0%	Msk
Cognitive Skills	YFN	Msk	55%	Msk	35%	Msk	10%	Msk	0%	Msk
	OI	Msk	89%	Msk	7%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	86%	Msk	12%	Msk	1%	Msk	1%	Msk
Language and Communication	YFN	Msk	72%	Msk	23%	Msk	6%	Msk	0%	Msk
	OI	Msk	85%	Msk	11%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	85%	Msk	14%	Msk	0%	Msk	1%	Msk
Physical Development - Fine Motor	YFN	Msk	70%	Msk	23%	Msk	7%	Msk	0%	Msk
	OI	Msk	85%	Msk	7%	Msk	7%	Msk	0%	Msk
	non-FN	Msk	84%	Msk	14%	Msk	2%	Msk	0%	Msk
Physical Development - Gross Motor	YFN	Msk	54%	Msk	35%	Msk	10%	Msk	1%	Msk
	OI	Msk	70%	Msk	26%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	78%	Msk	19%	Msk	2%	Msk	1%	Msk



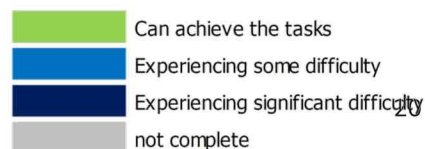
3.2.2 Early Years Evaluation 2024–25 – Rural



Fall 2024 Rural		Can achieve the tasks		Experiencing some difficulty		Experiencing significant difficulty		not complete		Total
		Msk	%	Msk	%	Msk	%	Msk	%	
Awareness of Self and Environment	YFN	Msk	35%	Msk	58%	Msk	8%	Msk	0%	Msk
	OI	Msk	100%	Msk	0%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	78%	Msk	20%	Msk	0%	Msk	2%	Msk
Social Skills and Approaches to Learning	YFN	Msk	58%	Msk	31%	Msk	12%	Msk	0%	Msk
	OI	Msk	100%	Msk	0%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	56%	Msk	37%	Msk	7%	Msk	0%	Msk
Cognitive Skills	YFN	Msk	31%	Msk	50%	Msk	19%	Msk	0%	Msk
	OI	Msk	67%	Msk	33%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	71%	Msk	24%	Msk	5%	Msk	0%	Msk
Language and Communication	YFN	Msk	54%	Msk	38%	Msk	8%	Msk	0%	Msk
	OI	Msk	100%	Msk	0%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	83%	Msk	10%	Msk	7%	Msk	0%	Msk
Physical Development - Fine Motor	YFN	Msk	62%	Msk	31%	Msk	8%	Msk	0%	Msk
	OI	Msk	100%	Msk	0%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	83%	Msk	15%	Msk	2%	Msk	0%	Msk
Physical Development - Gross Motor	YFN	Msk	50%	Msk	31%	Msk	15%	Msk	4%	Msk
	OI	Msk	67%	Msk	33%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	85%	Msk	5%	Msk	7%	Msk	2%	Msk

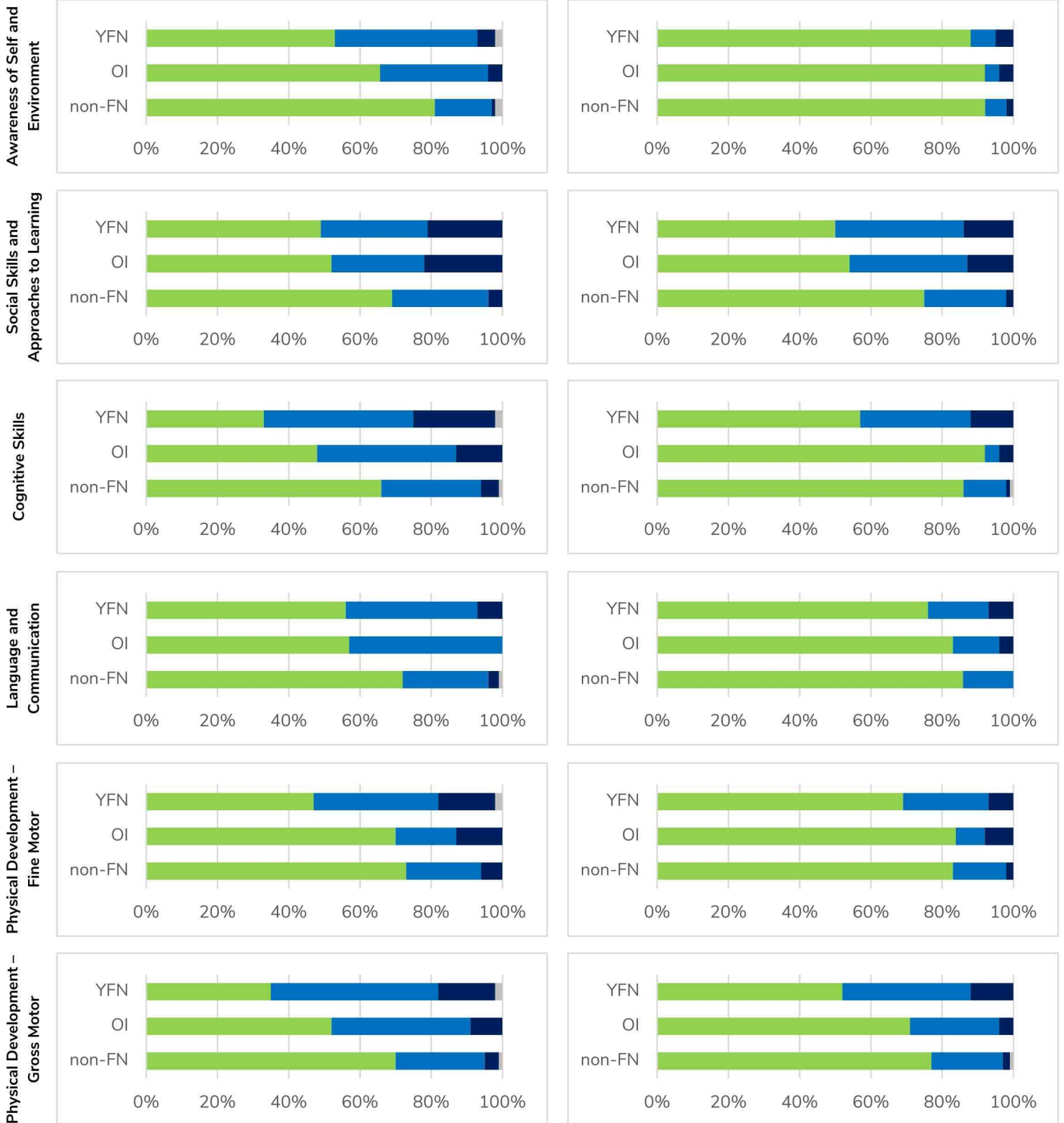
Spring 2025 Rural		Can achieve the tasks		Experiencing some difficulty		Experiencing significant difficulty		not complete		Total
		Msk	%	Msk	%	Msk	%	Msk	%	
Awareness of Self and Environment	YFN	Msk	66%	Msk	34%	Msk	0%	Msk	0%	Msk
	OI	Msk	100%	Msk	0%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	89%	Msk	9%	Msk	0%	Msk	2%	Msk
Social Skills and Approaches to Learning	YFN	Msk	62%	Msk	28%	Msk	10%	Msk	0%	Msk
	OI	Msk	100%	Msk	0%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	66%	Msk	32%	Msk	2%	Msk	0%	Msk
Cognitive Skills	YFN	Msk	52%	Msk	41%	Msk	7%	Msk	0%	Msk
	OI	Msk	67%	Msk	33%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	86%	Msk	14%	Msk	0%	Msk	0%	Msk
Language and Communication	YFN	Msk	66%	Msk	31%	Msk	3%	Msk	0%	Msk
	OI	Msk	100%	Msk	0%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	84%	Msk	14%	Msk	0%	Msk	2%	Msk
Physical Development - Fine Motor	YFN	Msk	72%	Msk	21%	Msk	7%	Msk	0%	Msk
	OI	Msk	100%	Msk	0%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	93%	Msk	7%	Msk	0%	Msk	0%	Msk
Physical Development - Gross Motor	YFN	Msk	55%	Msk	34%	Msk	7%	Msk	3%	Msk
	OI	Msk	67%	Msk	33%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	86%	Msk	11%	Msk	0%	Msk	2%	Msk

3.2.3 Early Years Evaluation 2024–25 – Urban



Fall 2024

Spring 2025



Fall 2024 Urban		Can achieve the tasks		Experiencing some difficulty		Experiencing significant difficulty		not complete		Total
		Msk	%	Msk	%	Msk	%	Msk	%	
Awareness of Self and Environment	YFN	Msk	53%	Msk	40%	Msk	5%	Msk	2%	Msk
	OI	Msk	65%	Msk	30%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	81%	Msk	16%	Msk	1%	Msk	2%	Msk
Social Skills and Approaches to Learning	YFN	Msk	49%	Msk	30%	Msk	21%	Msk	0%	Msk
	OI	Msk	52%	Msk	26%	Msk	22%	Msk	0%	Msk
	non-FN	Msk	69%	Msk	27%	Msk	4%	Msk	0%	Msk
Cognitive Skills	YFN	Msk	33%	Msk	42%	Msk	23%	Msk	2%	Msk
	OI	Msk	48%	Msk	39%	Msk	13%	Msk	0%	Msk
	non-FN	Msk	66%	Msk	28%	Msk	5%	Msk	1%	Msk
Language and Communication	YFN	Msk	56%	Msk	37%	Msk	7%	Msk	0%	Msk
	OI	Msk	57%	Msk	43%	Msk	0%	Msk	0%	Msk
	non-FN	Msk	72%	Msk	24%	Msk	3%	Msk	1%	Msk
Physical Development - Fine Motor	YFN	Msk	47%	Msk	35%	Msk	16%	Msk	2%	Msk
	OI	Msk	70%	Msk	17%	Msk	13%	Msk	0%	Msk
	non-FN	Msk	73%	Msk	21%	Msk	6%	Msk	0%	Msk
Physical Development - Gross Motor	YFN	Msk	35%	Msk	47%	Msk	16%	Msk	2%	Msk
	OI	Msk	52%	Msk	39%	Msk	9%	Msk	0%	Msk
	non-FN	Msk	70%	Msk	25%	Msk	4%	Msk	1%	Msk

Spring 2025 Spring		Can achieve the tasks		Experiencing some difficulty		Experiencing significant difficulty		not complete		Total
		Msk	%	Msk	%	Msk	%	Msk	%	
Awareness of Self and Environment	YFN	Msk	88%	Msk	7%	Msk	5%	Msk	0%	Msk
	OI	Msk	92%	Msk	4%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	93%	Msk	6%	Msk	2%	Msk	0%	Msk
Social Skills and Approaches to Learning	YFN	Msk	50%	Msk	36%	Msk	14%	Msk	0%	Msk
	OI	Msk	54%	Msk	33%	Msk	13%	Msk	0%	Msk
	non-FN	Msk	75%	Msk	23%	Msk	2%	Msk	0%	Msk
Cognitive Skills	YFN	Msk	57%	Msk	31%	Msk	12%	Msk	0%	Msk
	OI	Msk	92%	Msk	4%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	86%	Msk	12%	Msk	1%	Msk	1%	Msk
Language and Communication	YFN	Msk	76%	Msk	17%	Msk	7%	Msk	0%	Msk
	OI	Msk	83%	Msk	13%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	85%	Msk	14%	Msk	0%	Msk	0%	Msk
Physical Development - Fine Motor	YFN	Msk	69%	Msk	24%	Msk	7%	Msk	0%	Msk
	OI	Msk	83%	Msk	8%	Msk	8%	Msk	0%	Msk
	non-FN	Msk	83%	Msk	15%	Msk	2%	Msk	0%	Msk
Physical Development - Gross Motor	YFN	Msk	52%	Msk	36%	Msk	12%	Msk	0%	Msk
	OI	Msk	71%	Msk	25%	Msk	4%	Msk	0%	Msk
	non-FN	Msk	77%	Msk	20%	Msk	2%	Msk	1%	Msk

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.

The Foundation Skills Assessment (FSA) scoring is as follows:

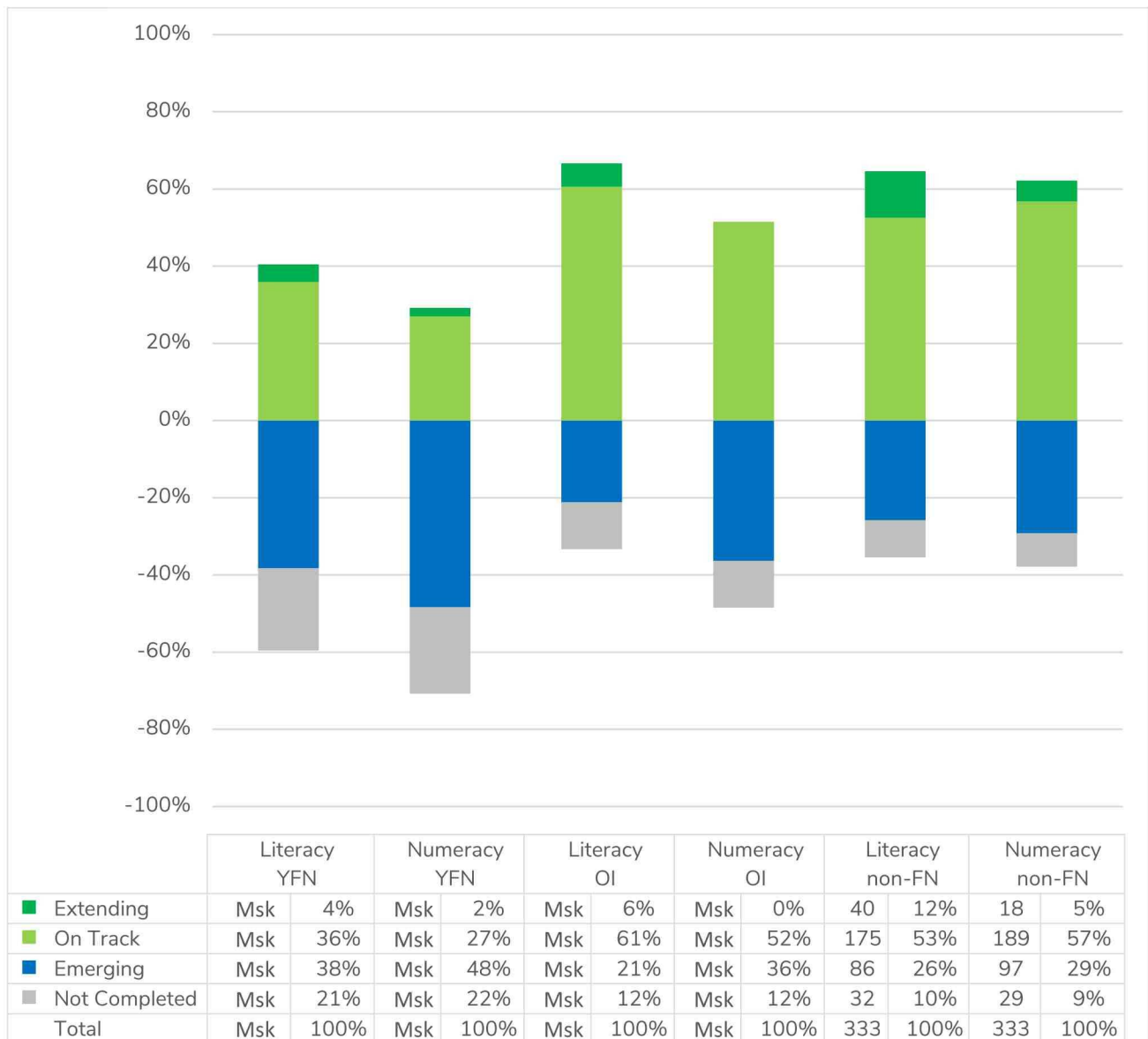
- **Extending:** Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.
- **On Track:** Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.
- **Emerging:** Students 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

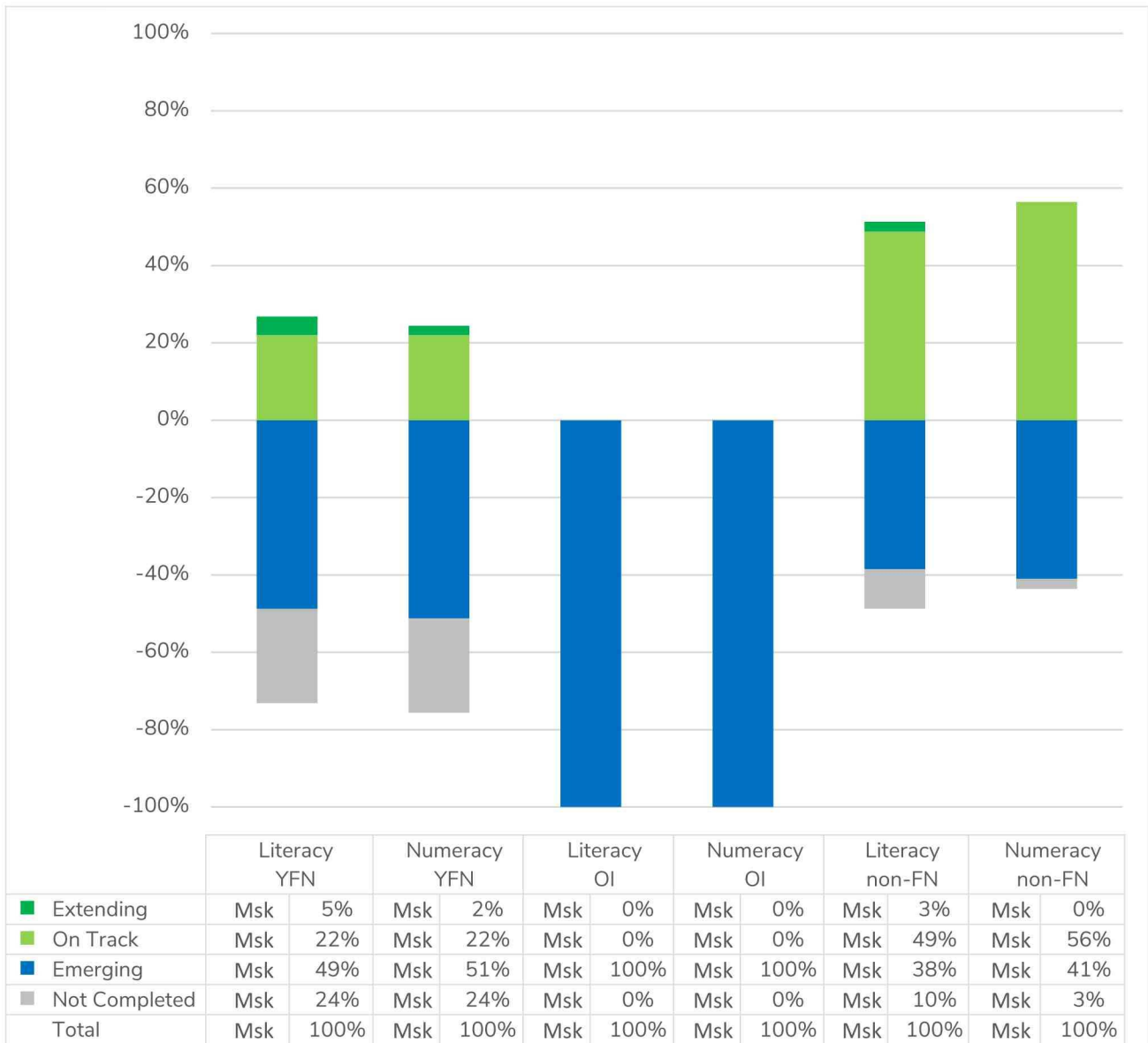
B.C. Ministry of Education FSA datasets and Performance and Analytics FSA Module.

4.1 Foundation Skills Assessment Grade 4

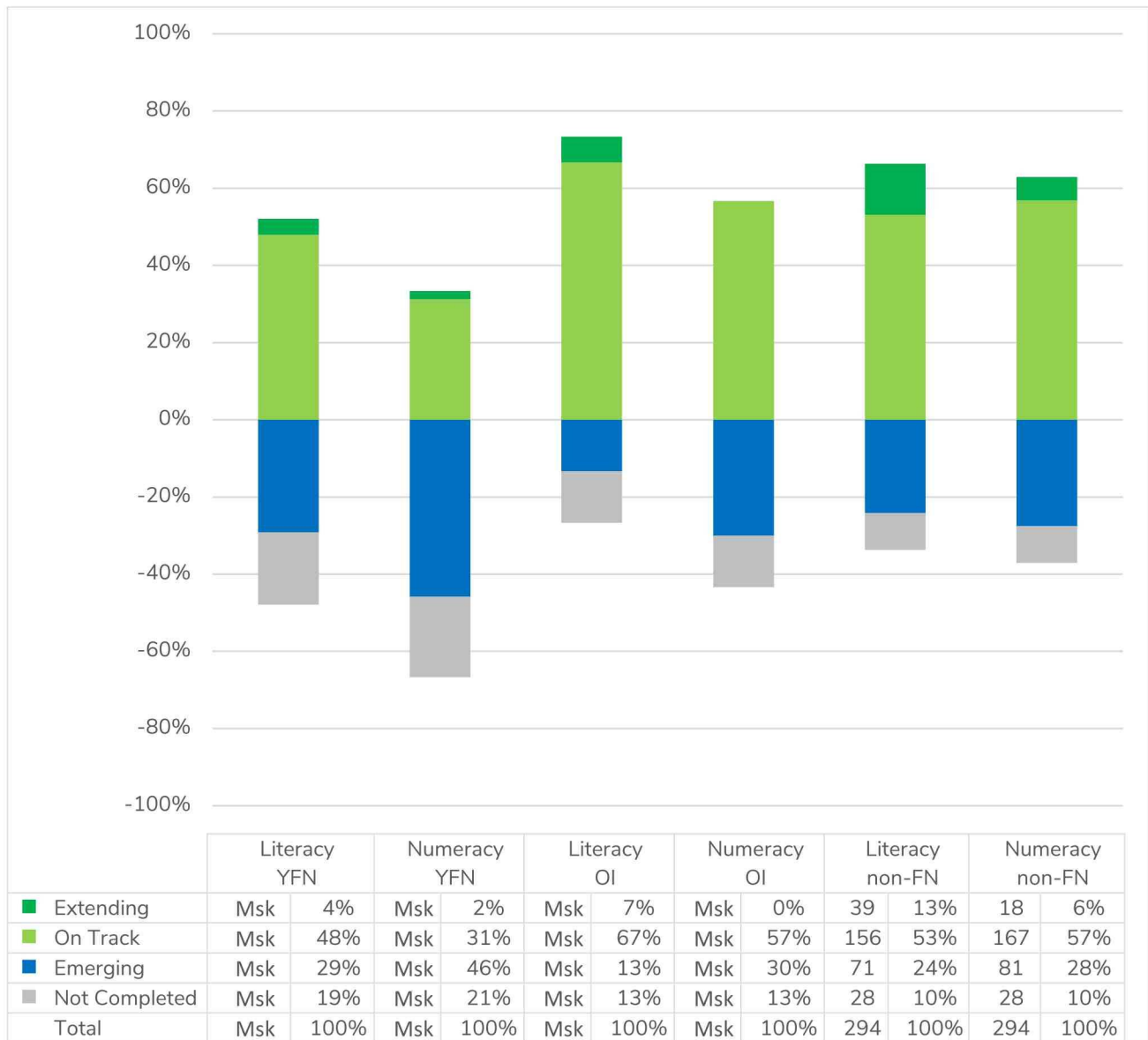
4.1.1 Foundation Skills Assessment Grade 4 by assessment and self-identification – Yukon-wide 2024–25



4.1.2 Foundation Skills Assessment Grade 4 by assessment and self-identification – Rural 2024–25

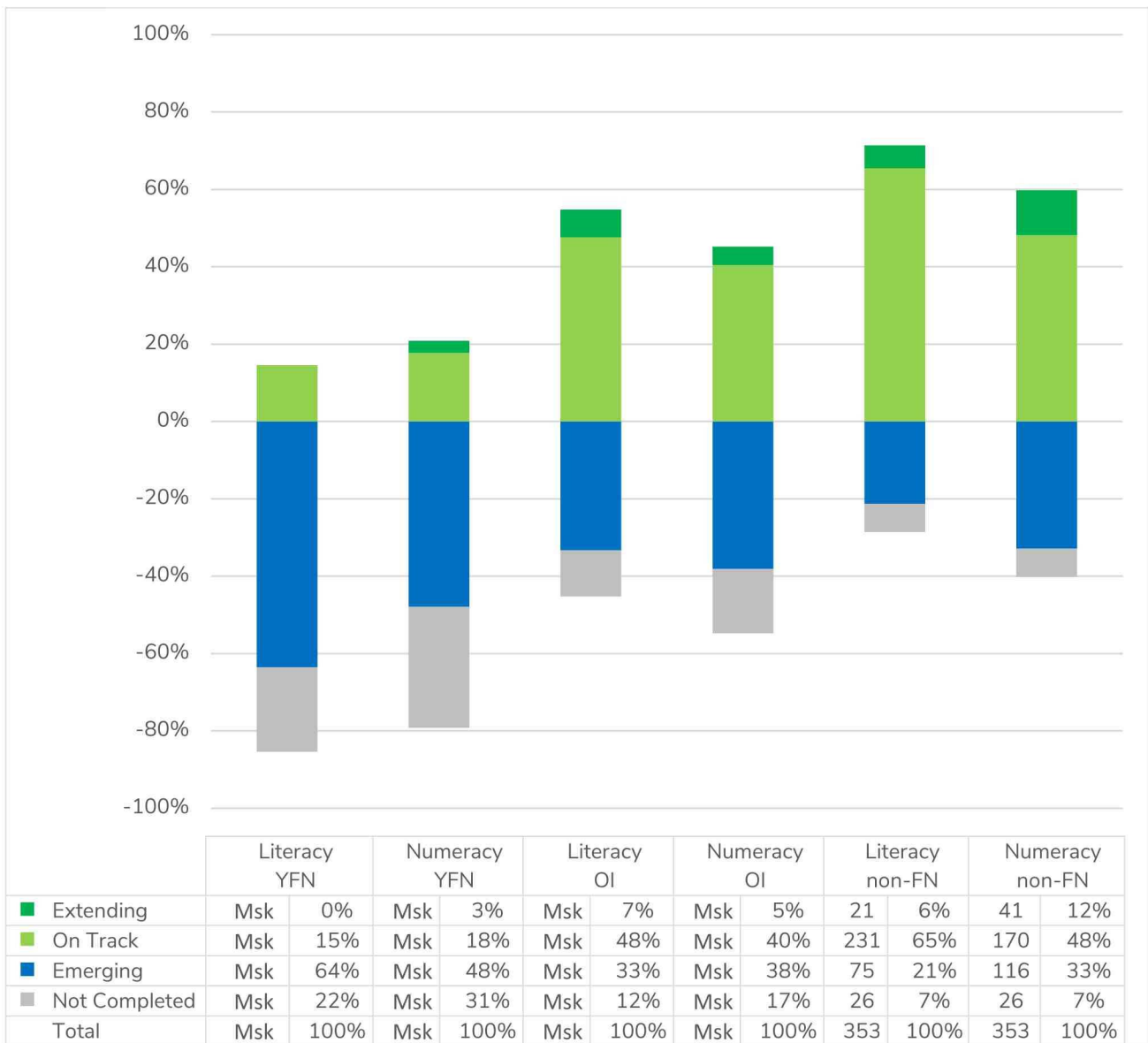


4.1.3 Foundation Skills Assessment Grade 4 by assessment and self-identification – Urban 2024–25

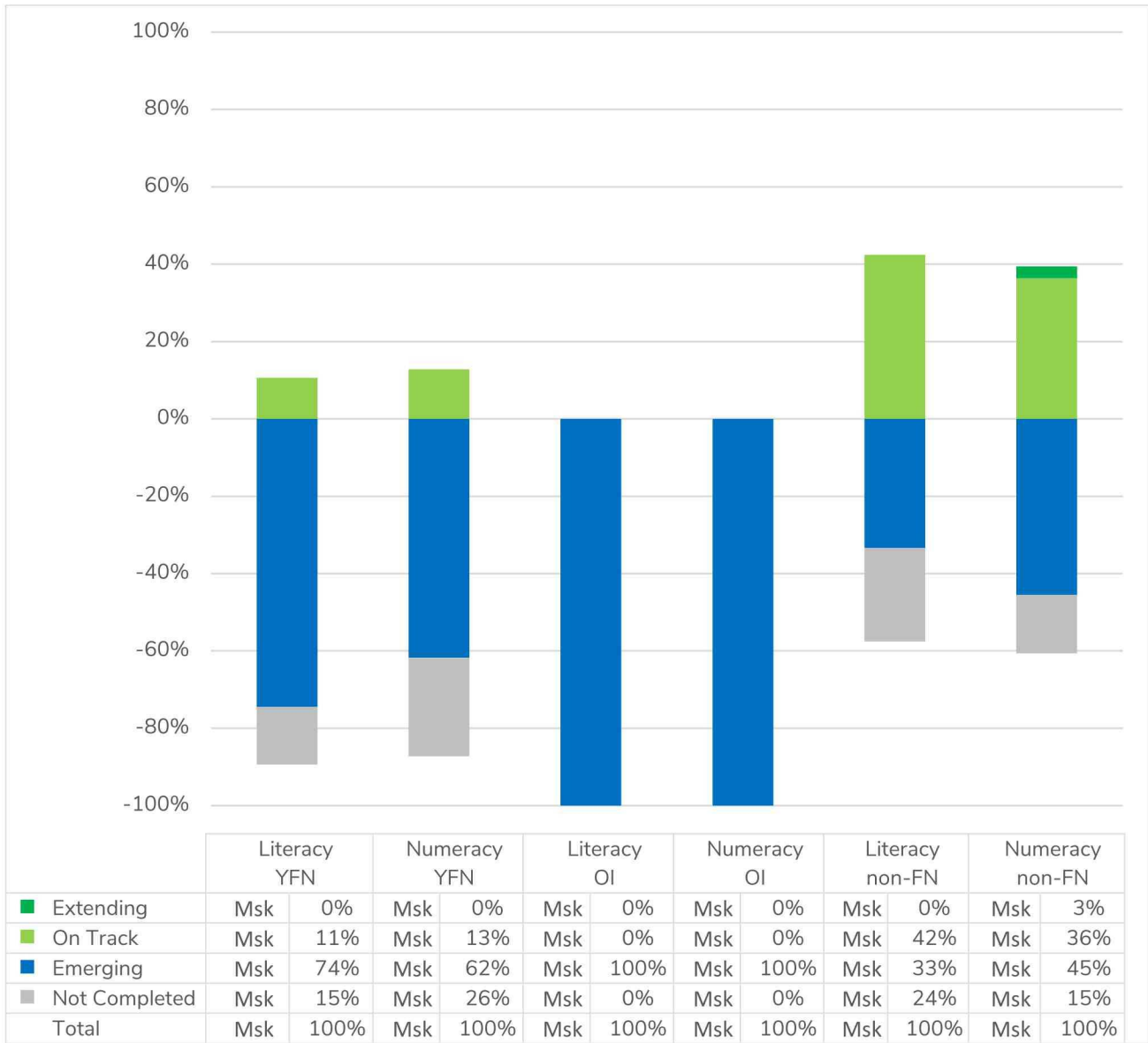


4.2 Foundation Skills Assessment Grade 7

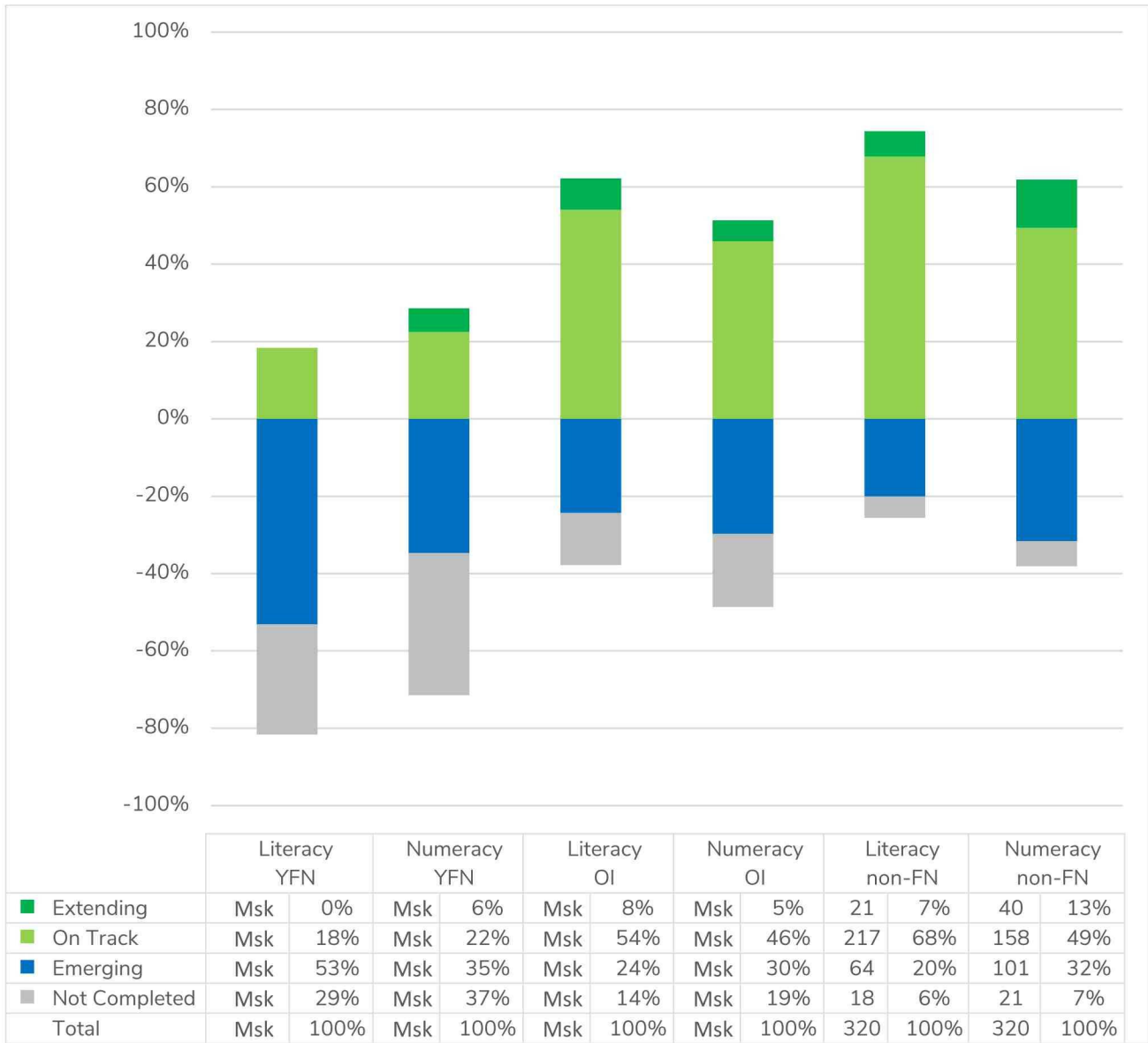
4.2.1 Foundation Skills Assessment Grade 7 by assessment and self-identification – Yukon-wide 2024–25



4.2.2 Foundation Skills Assessment Grade 7 by assessment and self-identification – Rural 2024–25



4.2.3 Foundation Skills Assessment Grade 7 by assessment and self-identification – Urban 2024–25



Graduation assessments


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

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

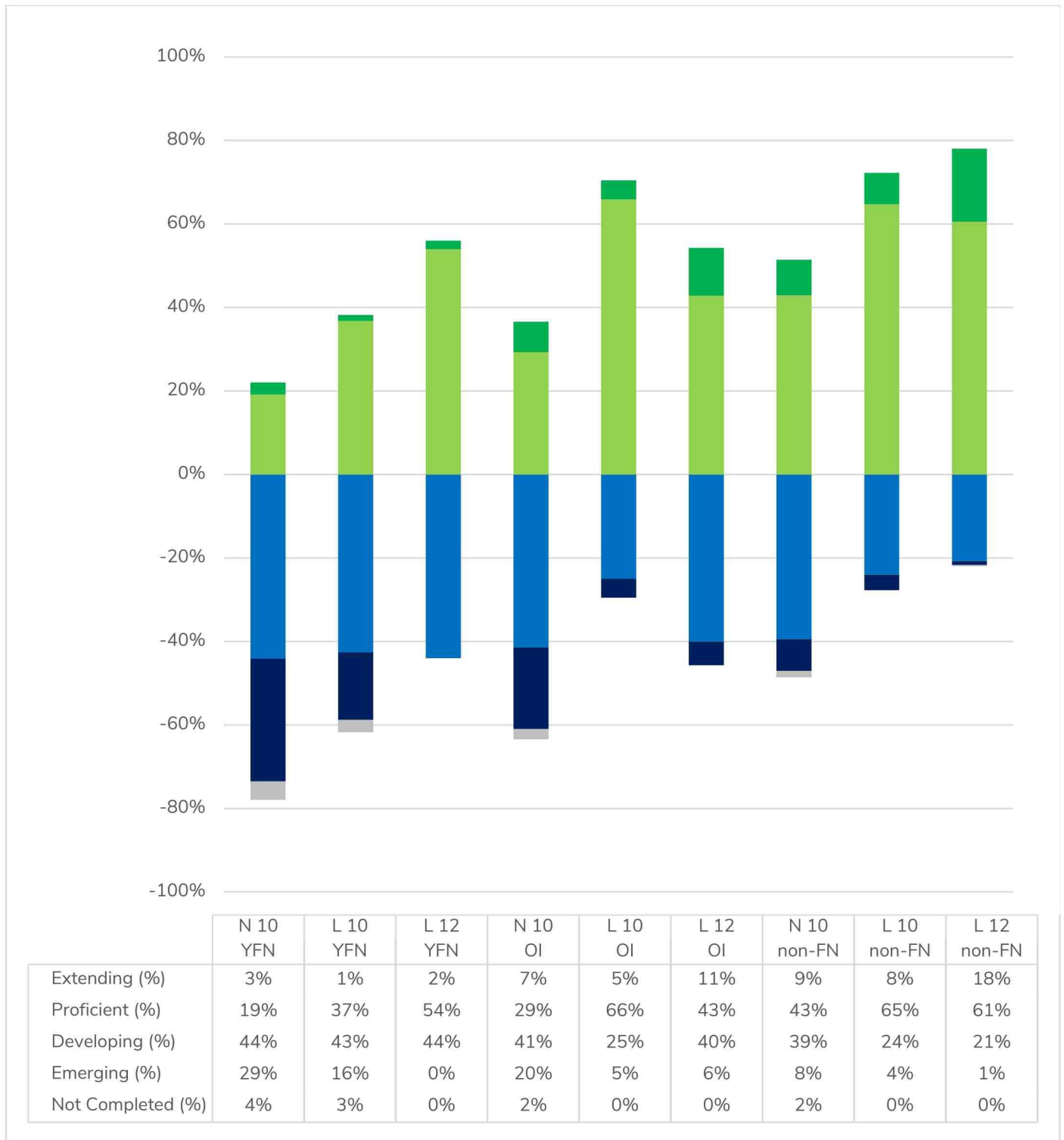
- Grade 10 Numeracy Assessment; and
- Grade 10 and Grade 12 Literacy Assessment.

The numeracy and literacy assessments replaced the BC Provincial Exams (BCPEs) that students previously wrote. The new graduation assessments were integrated between 2018 and 2021.

Both assessments are reported using a proficiency level.

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

4.3 Student graduation assessments results by self-identification – Yukon-wide 2024–25



N 10 - Numeracy 10

L 10 - Literacy 10

L 12 - Literacy 12

4.4 Student graduation assessments results by self-identification – Rural 2024–25

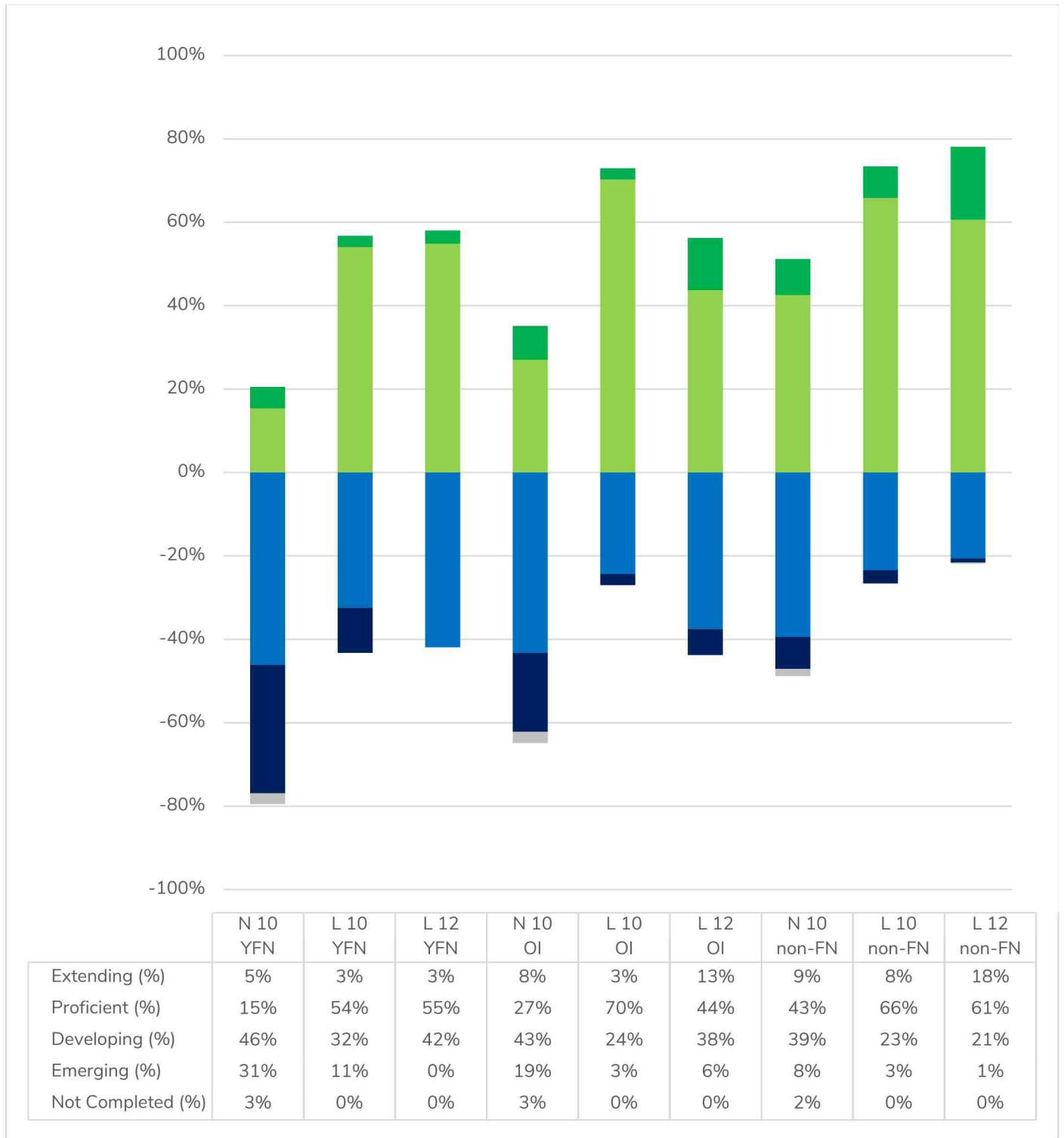


N 10 - Numeracy 10

L 10 - Literacy 10

L 12- Literacy 12

4.5 Student graduation assessments results by self-identification – Urban 2024–25



N 10 - Numeracy 10

L 10 - Literacy 10

L 12- Literacy 12

5 Math 11 and English 12 courses C+ or better

Math 11 and English 12 courses are defined from [BC curriculum](#)¹. Also, C+ or better is defined from [British Columbia Enhanced Student Learning Reporting](#)². 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 duplicate courses in the same year (~less than 6 instances)

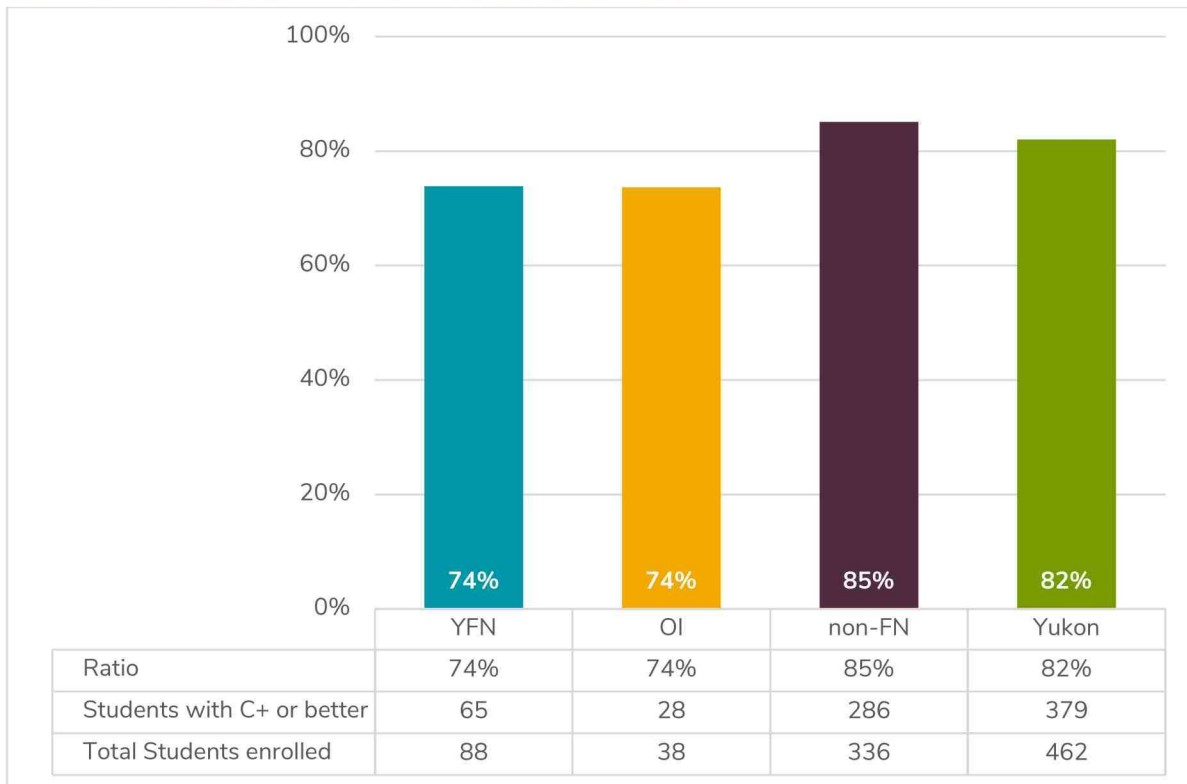
This analysis does not include students with marks such as:

- Withdraw
- Incomplete
- Blank or No Mark

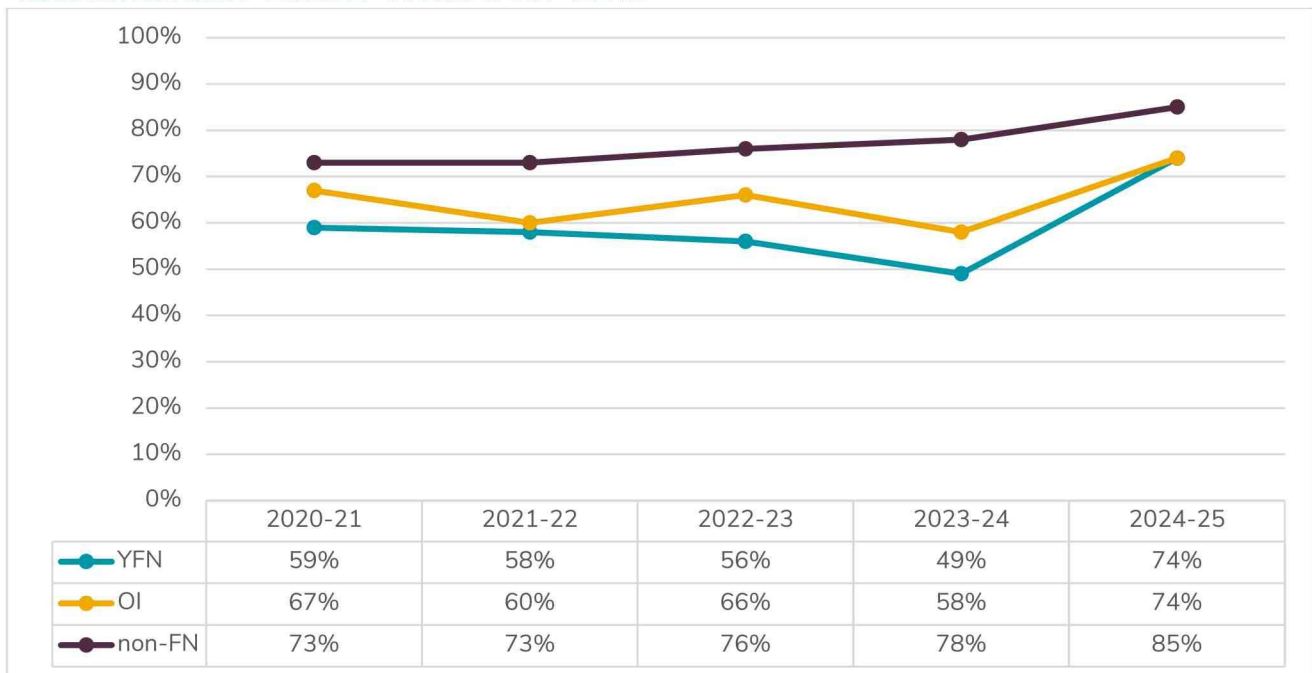
¹ <https://curriculum.gov.bc.ca/>

² <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>

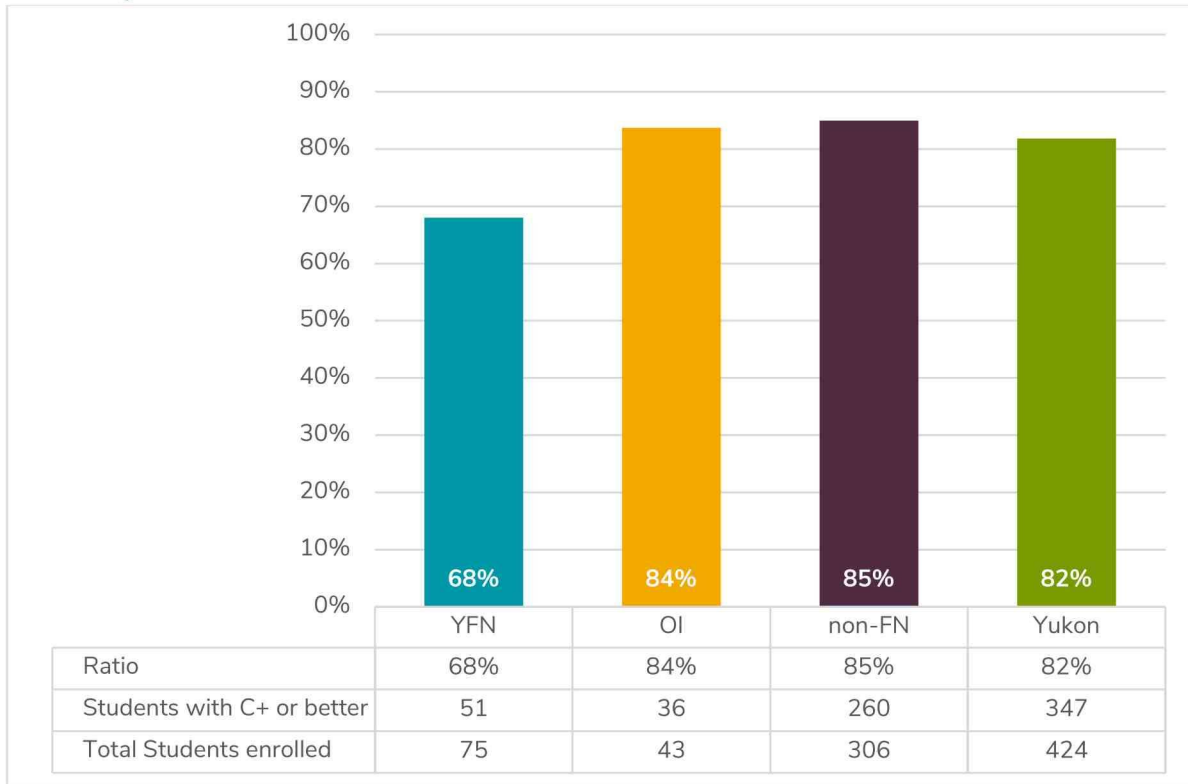
5.1 Students counts ratio who received a grade of C+ or better in Math 11 courses by self-identification Yukon-Wide 2024-25



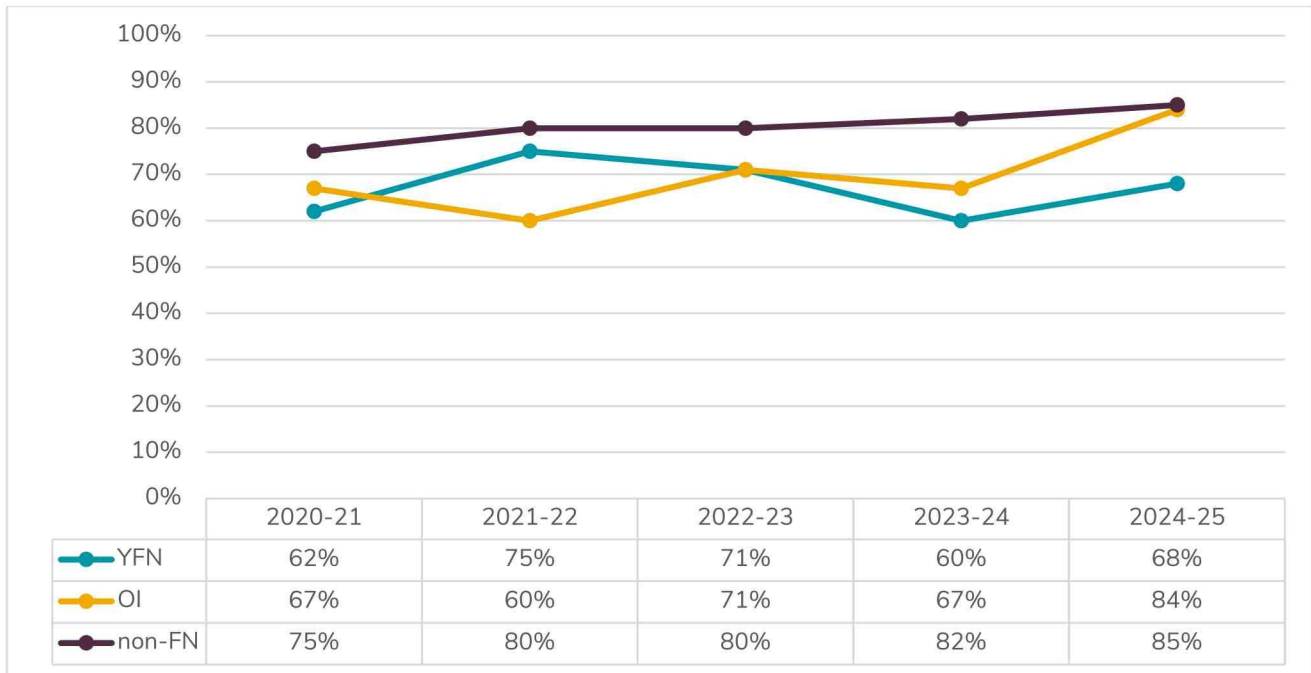
5.2 Students ratio who received a grade of C+ or better in Math 11 courses by self-identification Yukon-Wide over time



5.3 Students counts ratio who received a grade of C+ or better in English 12 courses by self-identification Yukon-Wide 2024-25



5.4 Students ratio who received a grade of C+ or better in English 12 courses by self-identification Yukon-Wide over time



6 Graduation

6.1 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 (e.g., 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).

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);
- Is working towards a Dogwood Diploma, Adult Dogwood Diploma or Evergreen Certificate;
- Will have left the Yukon and then no longer fell under the responsibility of the Department of Education for the rest of the six-year period starting from September of Year 6 (these people are referred to as outmigrants);
- Have remained 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

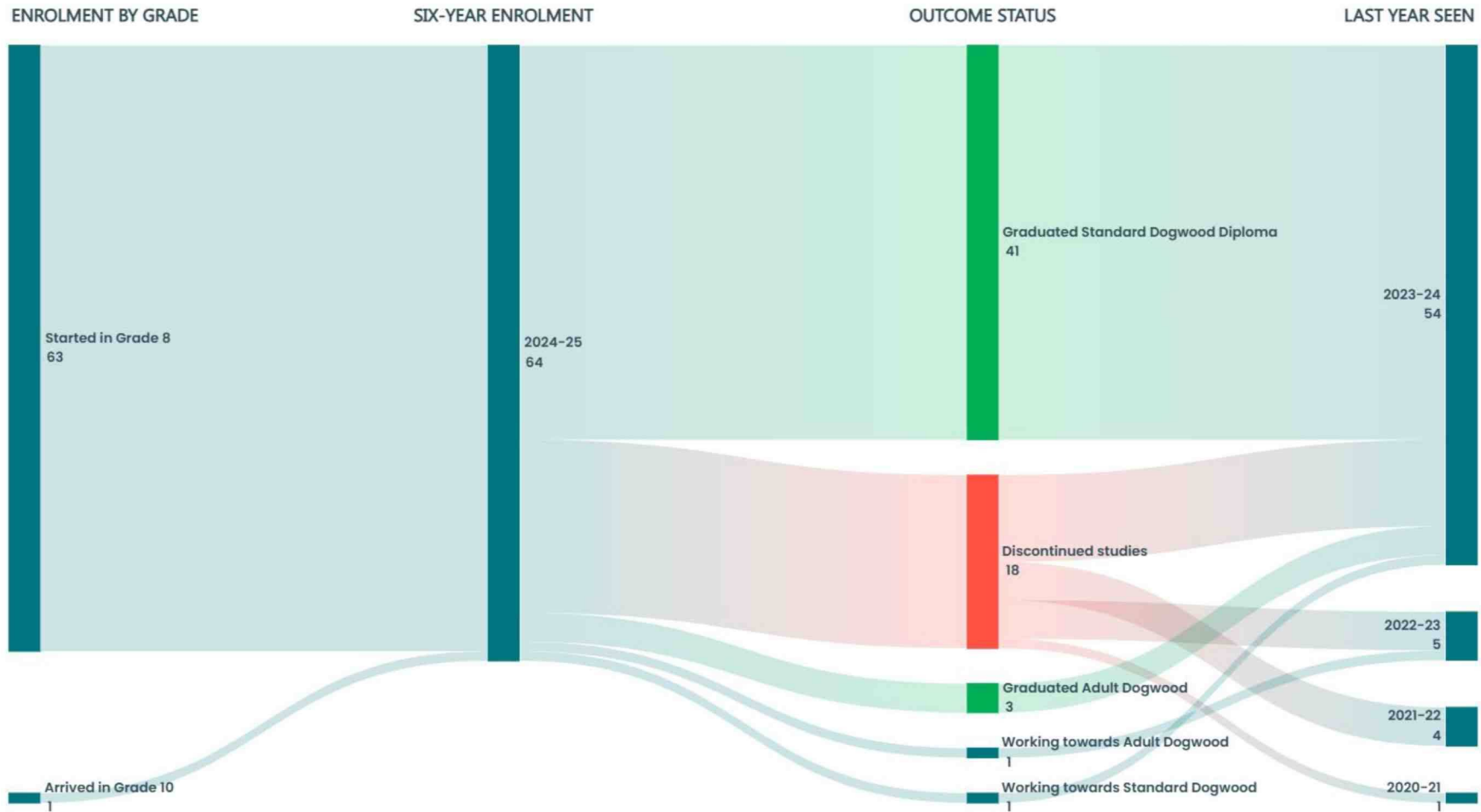
Aspen Student Information System, British Columbia Trax system and Performance and Analytics Master Model.

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.

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

■ Active ■ Graduated or Completed ■ Discontinued studies ■ Outmigrants



6.2 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

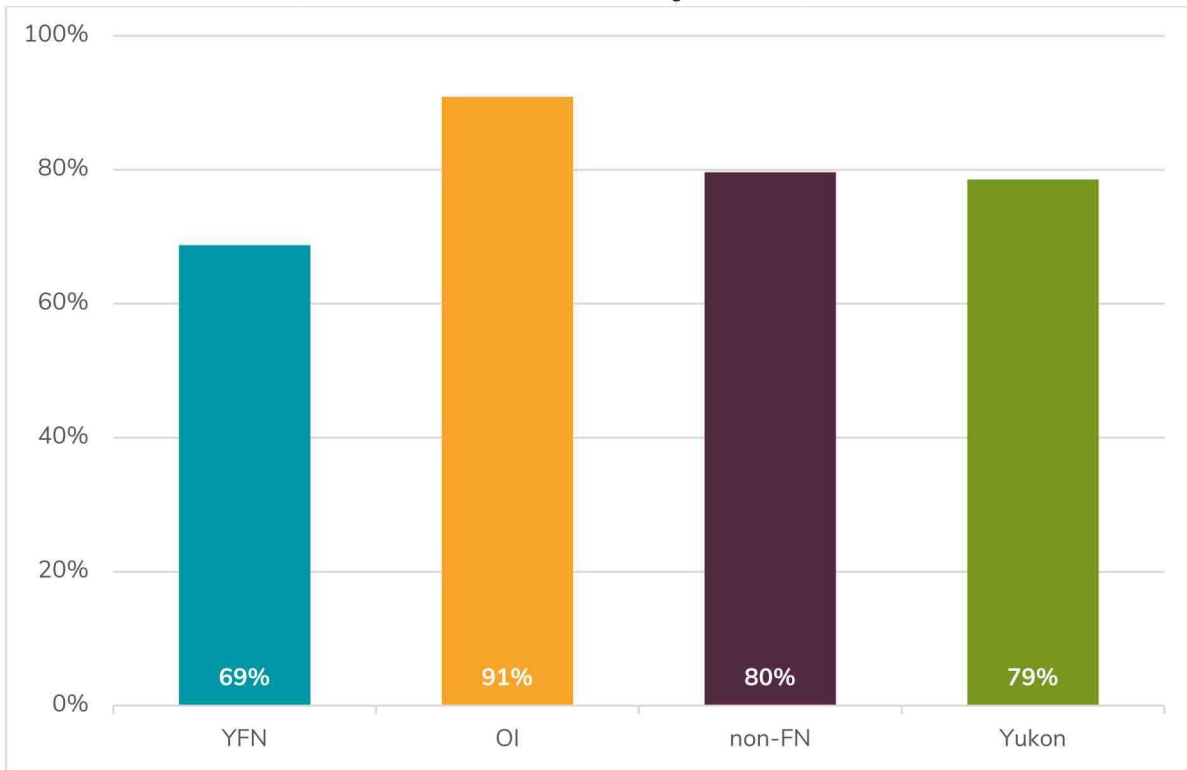
The formula for the Six-Year Graduation rate can be calculated as follows:

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

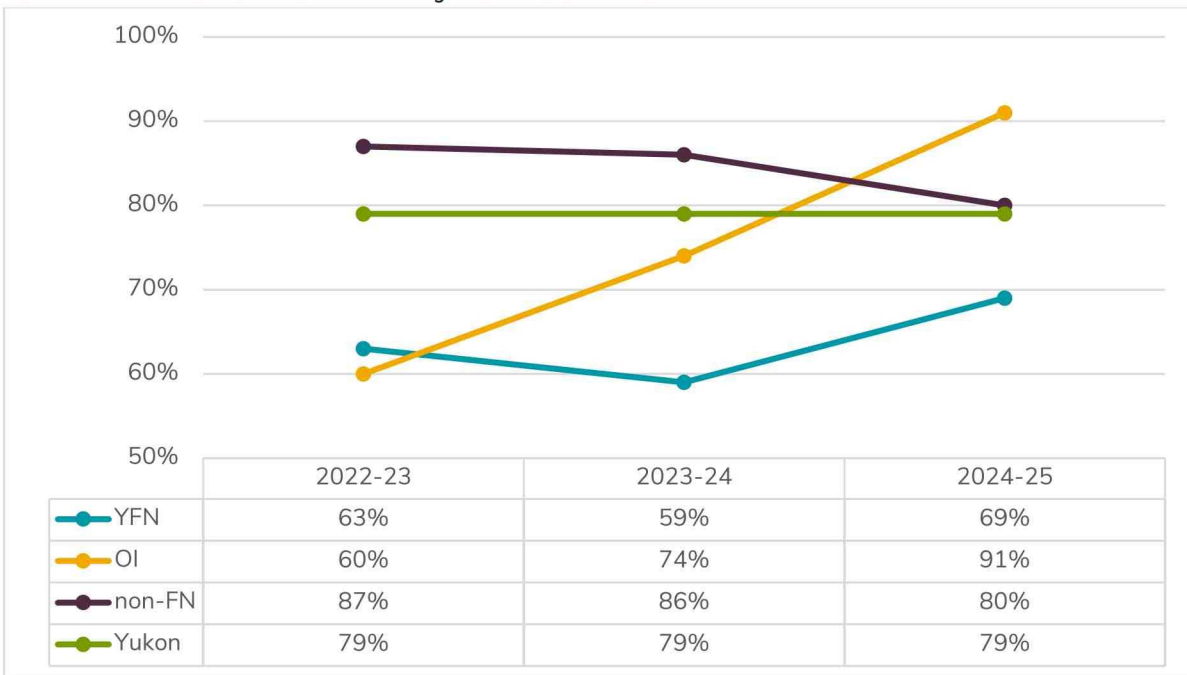
The rate is based on the number of students in the cohort who obtained their Dogwood Diploma or Adult Dogwood Certificate within the period, divided by the number of students in the cohort, less any outmigrants for that cohort.

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).

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



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



6.3 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

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 (= Working towards Dogwood Diploma);
- 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 first-time with an Adult Dogwood Certificate (= First-time Adult Dogwood Graduated);
- Graduated with an Adult Dogwood Certificate in the current school year and took several years to fulfill their graduation requirements (= Adult Dogwood Graduated);

- Not successfully graduated in the current school year but remained enrolled in the following school year with the goal of earning their Adult Dogwood Certificate (= Working towards Adult Dogwood);
- Received Evergreen Certificate;
- Working towards an Evergreen Certificate; OR
- Discontinued Studies (students who may return later to graduate).

Age analysis

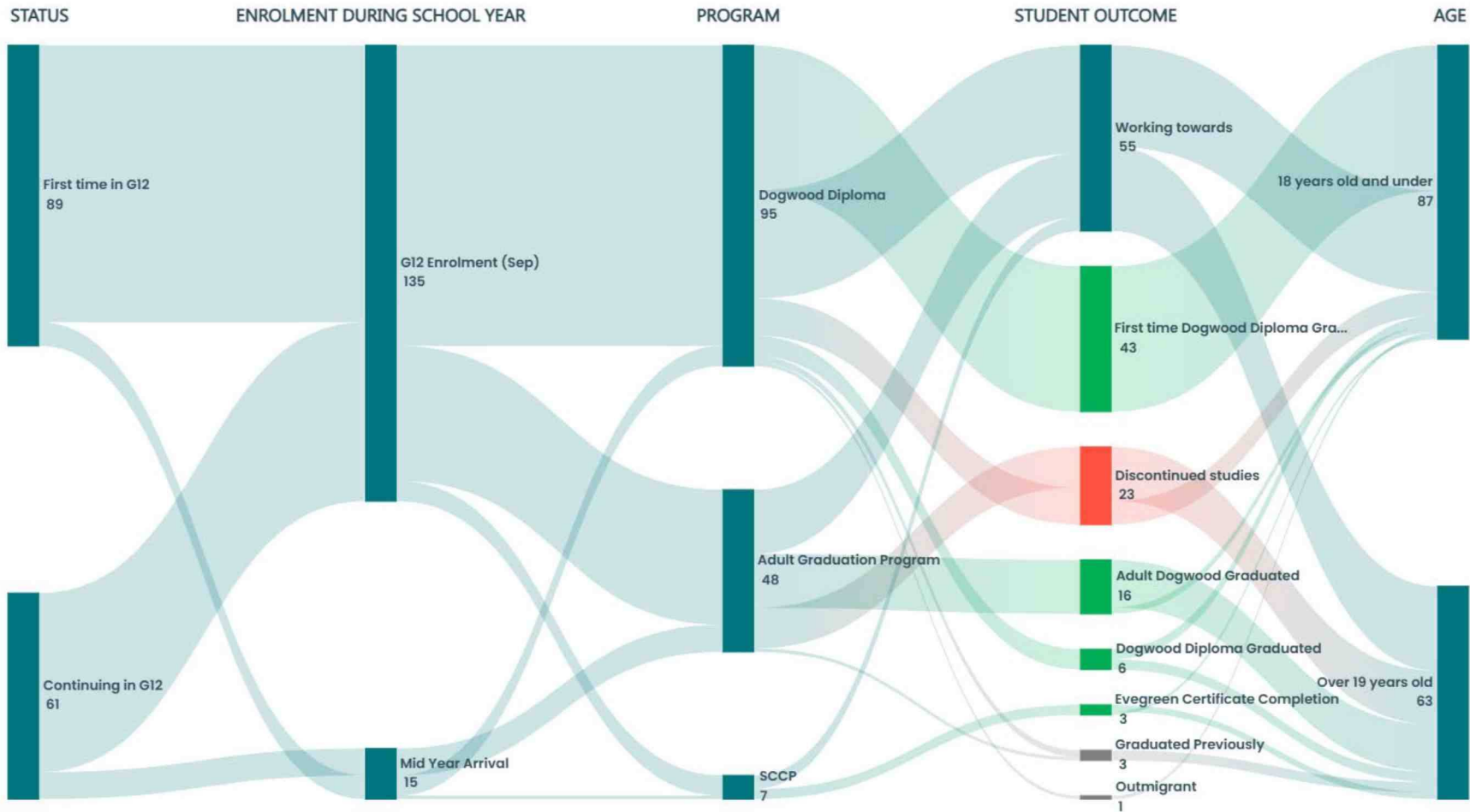
For a deeper analysis, the cohort includes the age at which students left the system.

Data Source

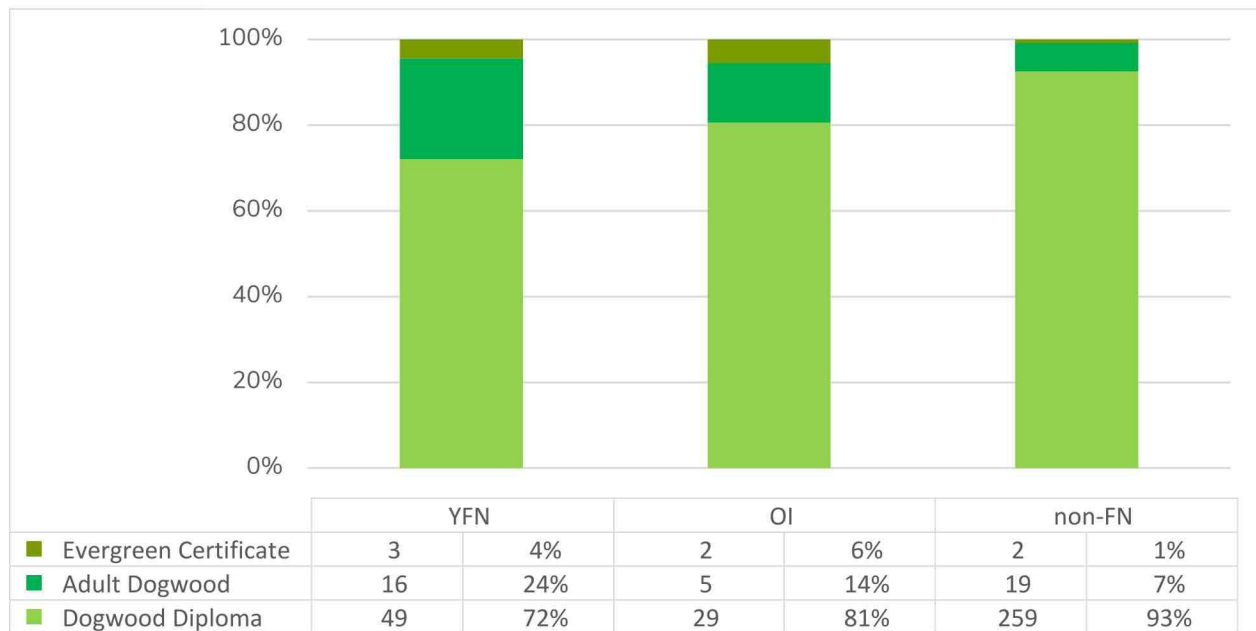
Aspen Student Information System, British Columbia Trax system and Performance and Analytics Master Model.

6.3.1 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



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



6.3.3 Dogwood Diploma, Adult Dogwood and Evergreen Certificate outcomes by Yukon First Nation

This data table was removed due to small numbers.

6.4 First Time Grade 12 graduation rate for 2024-25

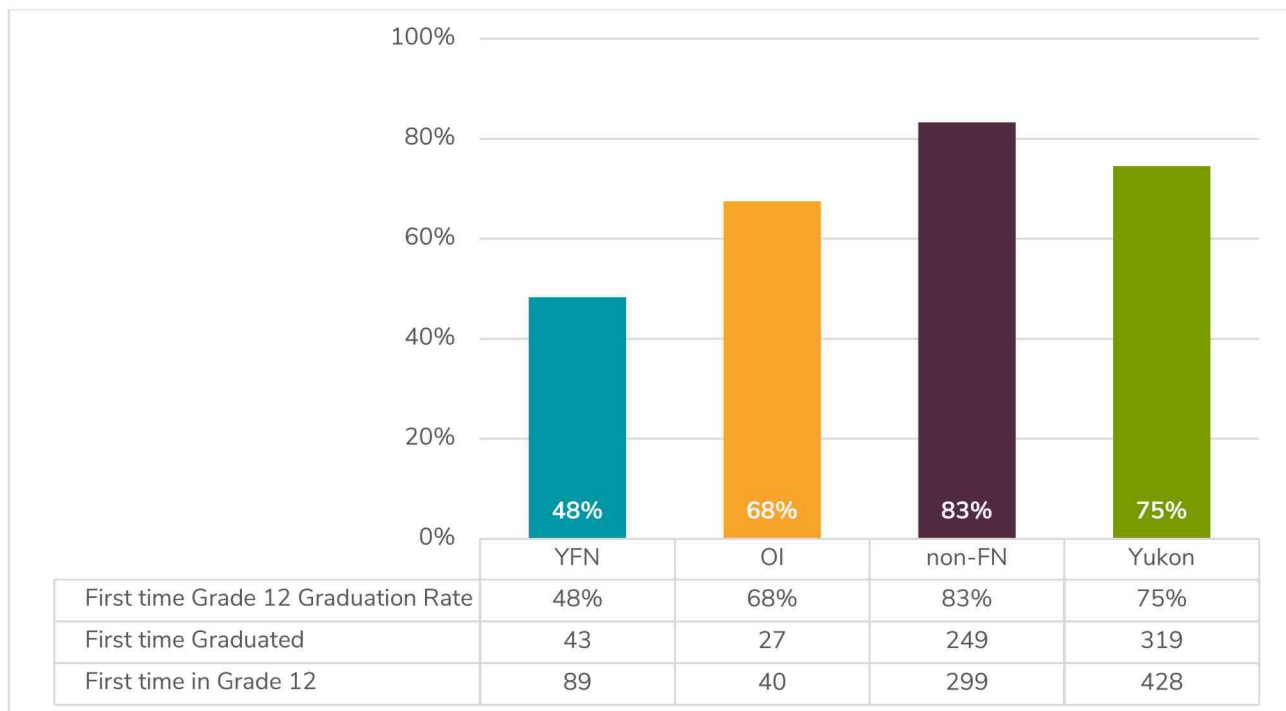
First Time Grade 12 Graduation rate – the proportion of students who were in Grade 12 for the first time in September and who then graduated within the same school year.

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).

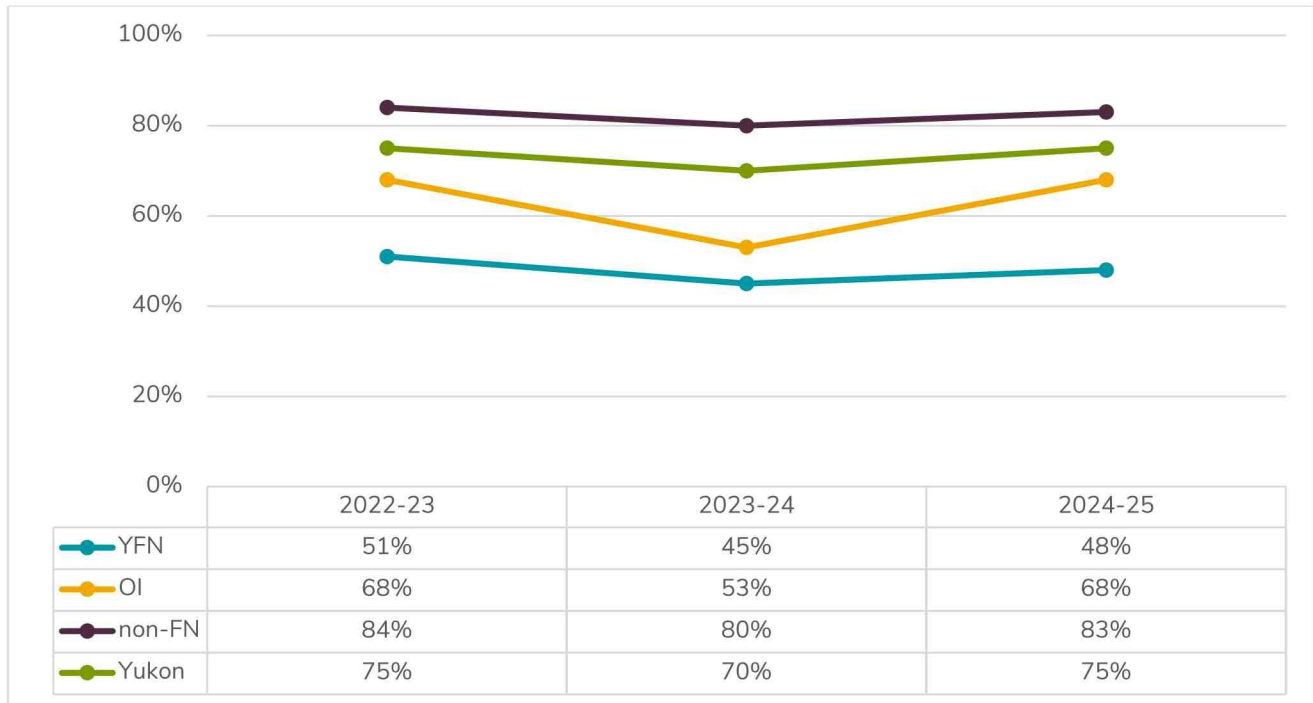
First time in Grade 12 - The count of first-time Grade 12 students, whether they are eligible to graduate or not.

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.

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



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



7 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).

7.1 Average absent days by self-identification for regions and Yukon-wide over time

2022–23	YFN	OI	non-FN	Yukon
Rural	50.9	50.0	34.0	43.8
Urban	38.7	37.7	23.9	26.9
Yukon	45.9	40.3	25.1	30.3

2023–24	YFN	OI	non-FN	Yukon
Rural	55.3	45.3	33.4	45.8
Urban	36.4	32.5	20.5	23.4
Yukon	47.1	35.2	21.9	27.8

2024–25	YFN	OI	non-FN	Yukon
Rural	54.8	44.9	31.7	45.3
Urban	35.9	30.0	20.5	23.2
Yukon	46.0	32.4	21.6	27.3

7.2 Average absent days for K5 and Grade 1 by region 2024–25

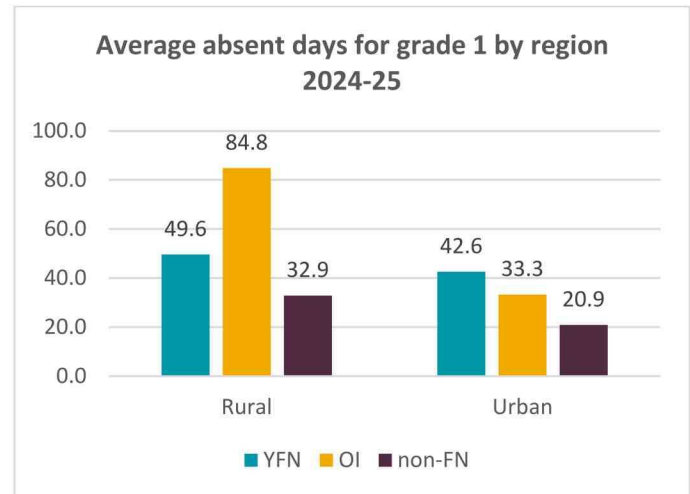
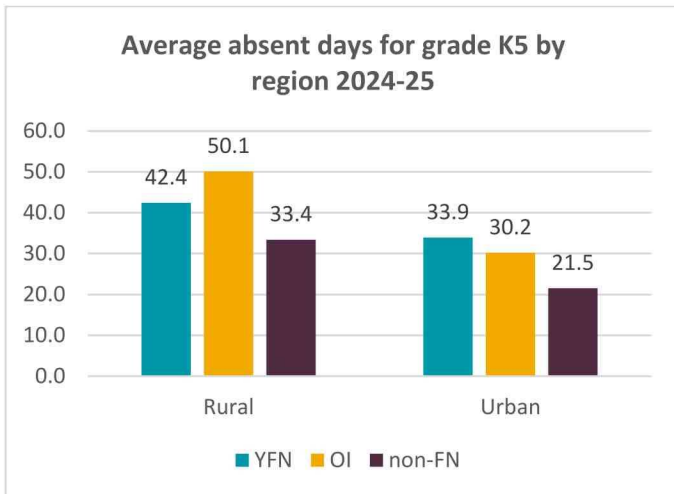


Figure 5.2.1 Average absent days for K5 by region 2024–25

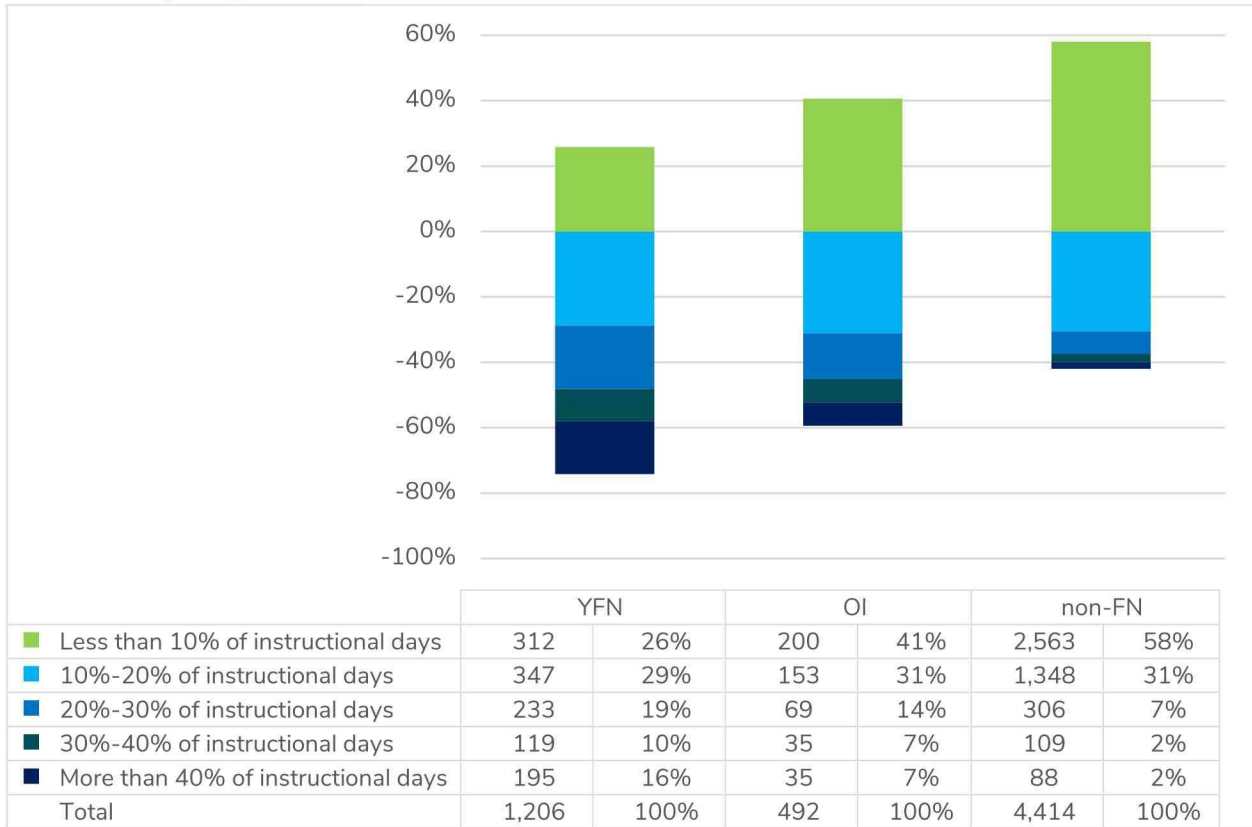
Figure 5.2.2 Average absent days for Grade 1 by region 2024–25

7.3 Average absent days by grade, self-identification and region 2024–25

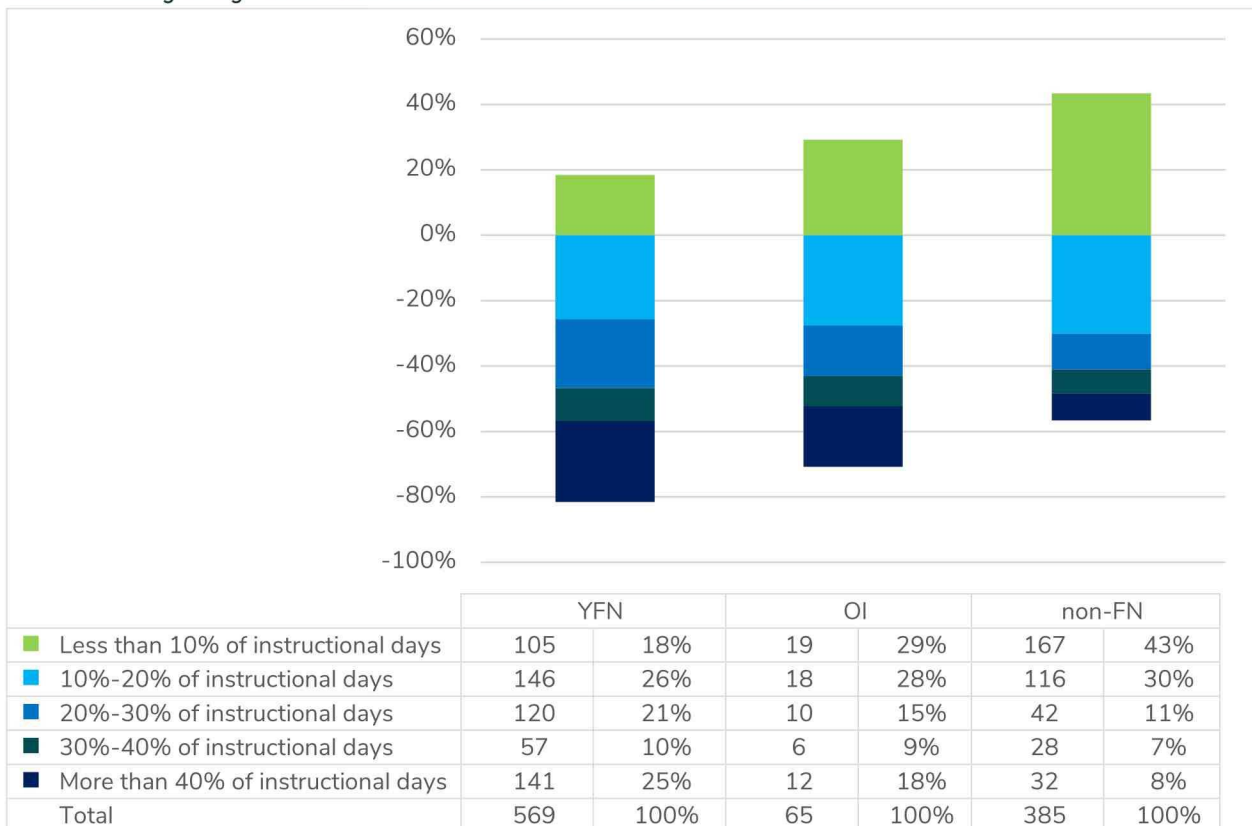
Grade	YFN			OI			non-FN			All Students		
	Rural	Urban	Yukon	Rural	Urban	Yukon	Rural	Urban	Yukon	Rural	Urban	Yukon
K5	42.4	33.9	38.8	50.1	30.2	33.0	33.4	21.5	23.1	37.6	23.5	26.2
1	49.6	42.6	45.9	84.8	33.3	41.1	32.9	20.9	22.1	45.3	24.8	28.7
2	40.6	37.4	39.8	35.0	22.6	26.1	32.3	19.0	20.4	36.4	21.2	24.1
3	39.4	24.3	31.5	15.1	30.2	27.8	27.7	19.4	20.2	32.6	20.7	22.8
4	46.1	28.7	36.8	32.4	28.8	29.1	28.7	18.1	19.4	37.7	20.4	23.7
5	46.9	32.9	39.0	23.4	28.4	27.5	36.0	21.7	23.2	40.0	23.6	26.5
6	43.4	40.6	43.4	43.9	31.3	33.0	26.8	21.2	21.6	38.8	24.4	27.0
7	58.9	41.9	52.5	35.8	30.8	31.4	30.1	21.7	22.8	46.2	25.0	29.2
8	58.8	44.5	52.5	46.4	30.0	32.9	28.8	19.9	20.4	49.3	24.4	28.3
9	66.6	38.9	55.9	71.9	33.4	44.1	29.6	20.3	21.4	55.9	23.4	30.3
10	67.3	35.9	52.7	48.7	25.3	28.3	25.4	21.7	22.2	50.4	24.0	28.9
11	57.6	37.1	47.9	44.3	37.8	38.3	46.1	20.3	21.8	54.2	24.4	29.1
12	78.5	26.8	57.8	29.7	26.8	27.2	39.6	20.8	22.5	63.7	22.0	30.6



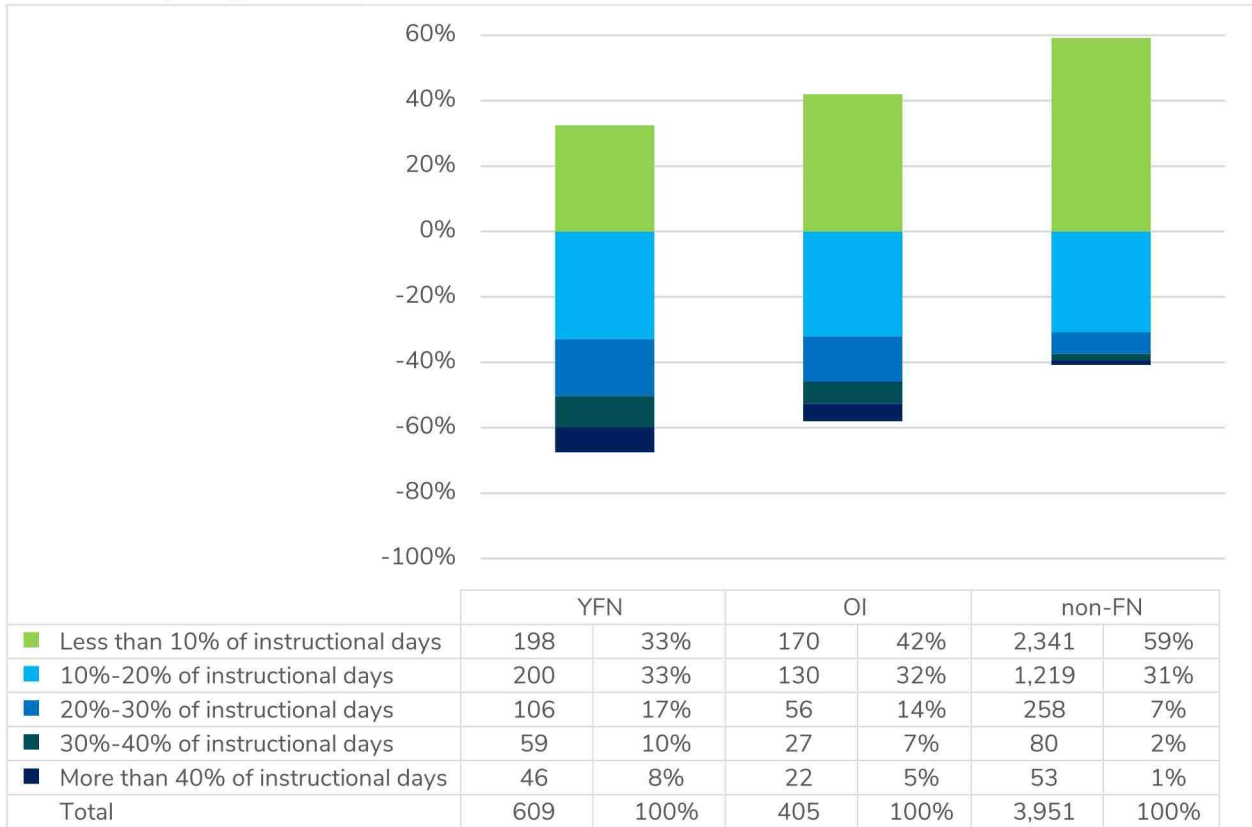
7.4 Absent days by self-identification – Yukon-wide 2024–25



7.5 Absent days by self-identification – Rural 2024–25



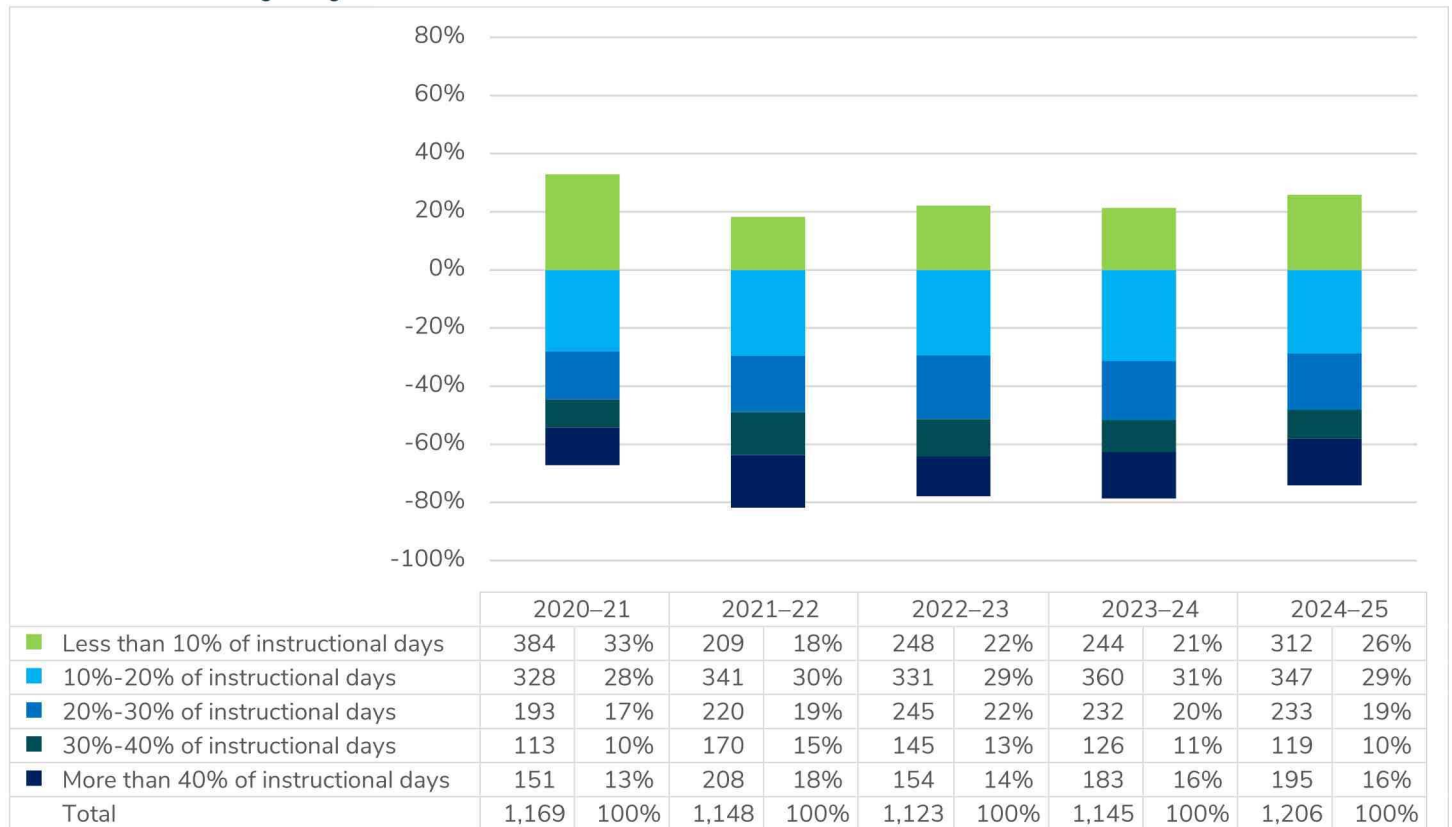
7.6 Absent days by self-identification – Urban 2024–25



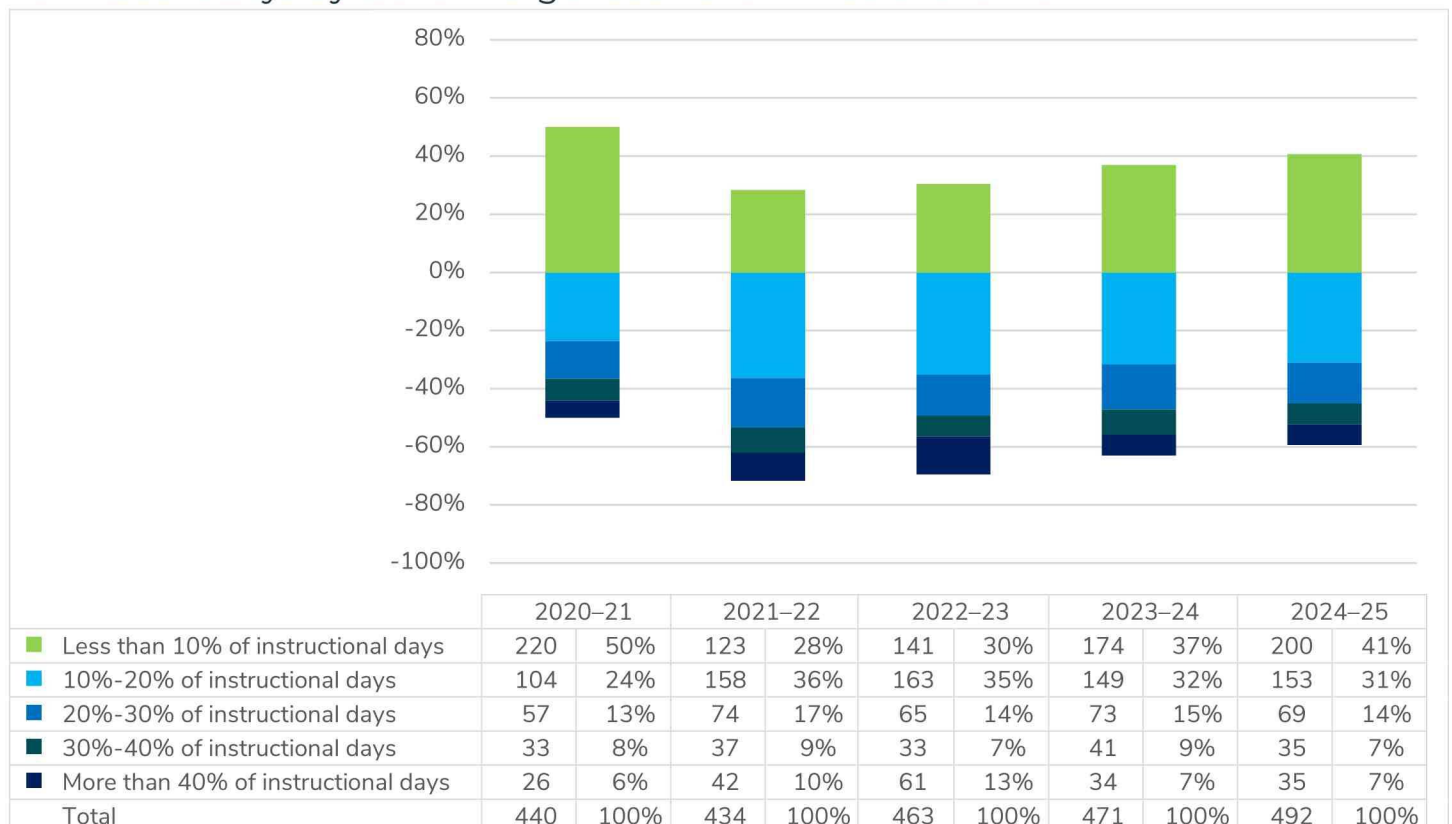
7.7 Yukon First Nation absent days by grade 2024–25



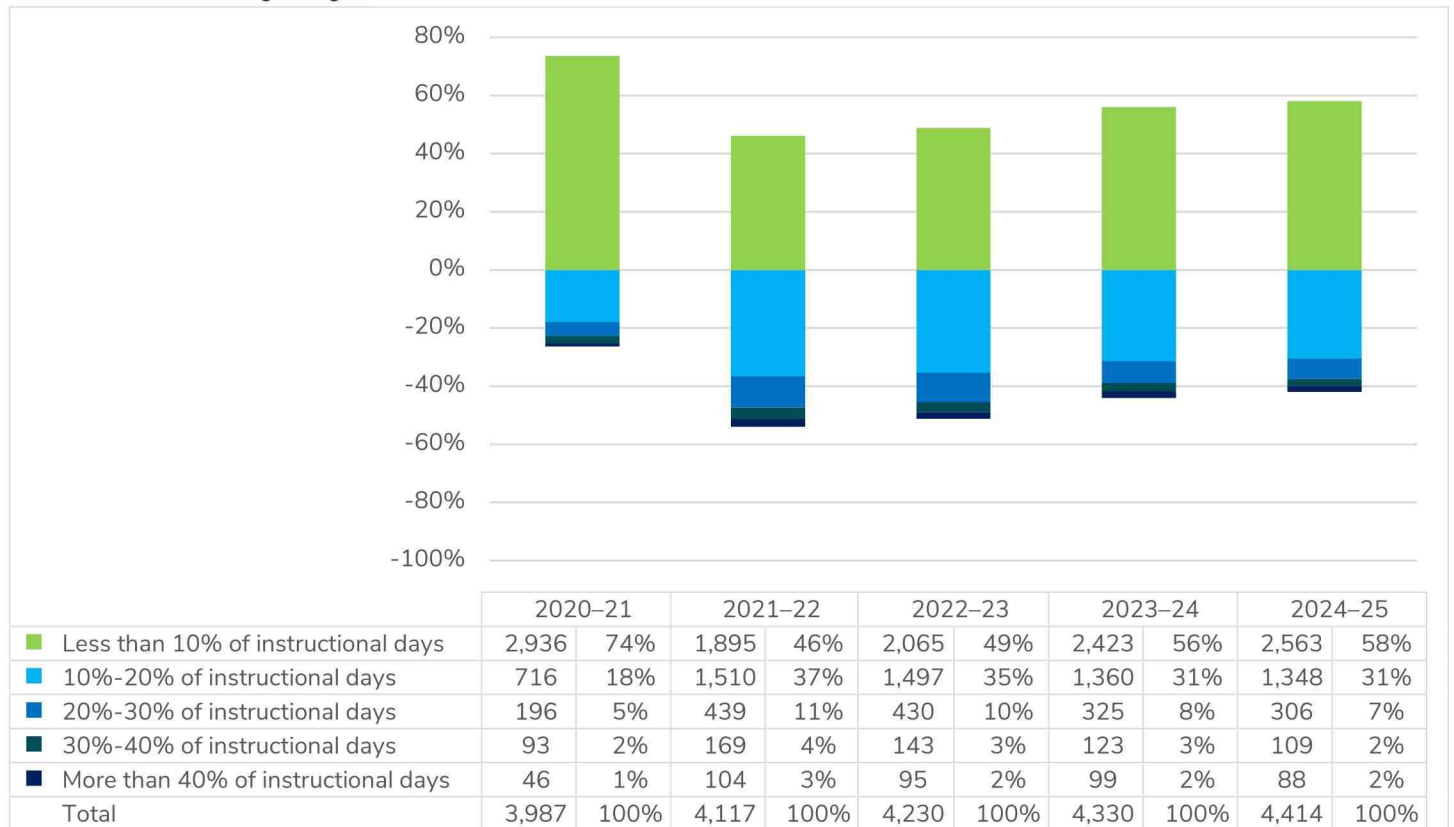
7.8 Absent days by Yukon First Nation Yukon-wide over time



7.9 Absent days by Other Indigenous Yukon-wide over time

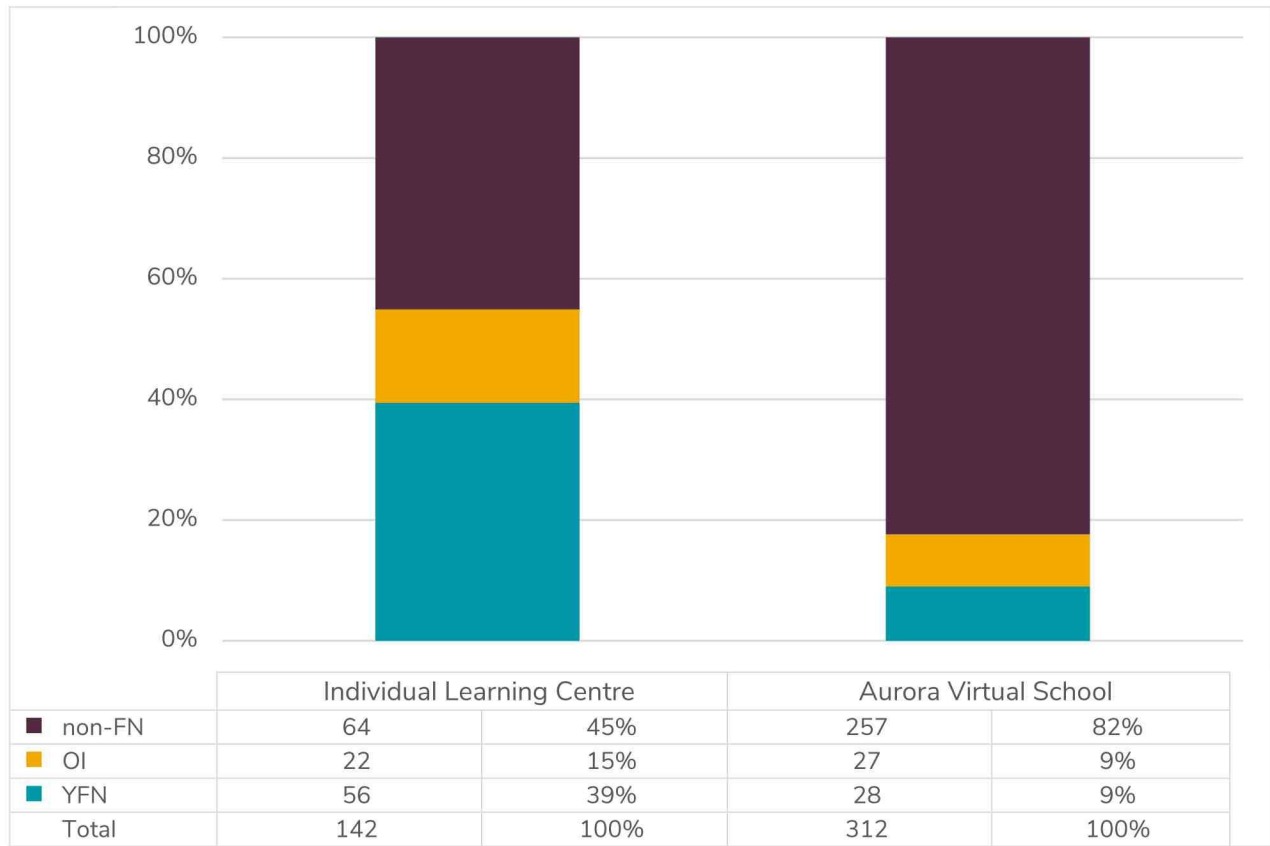


7.10 Absent days by non-First Nation Yukon-wide over time

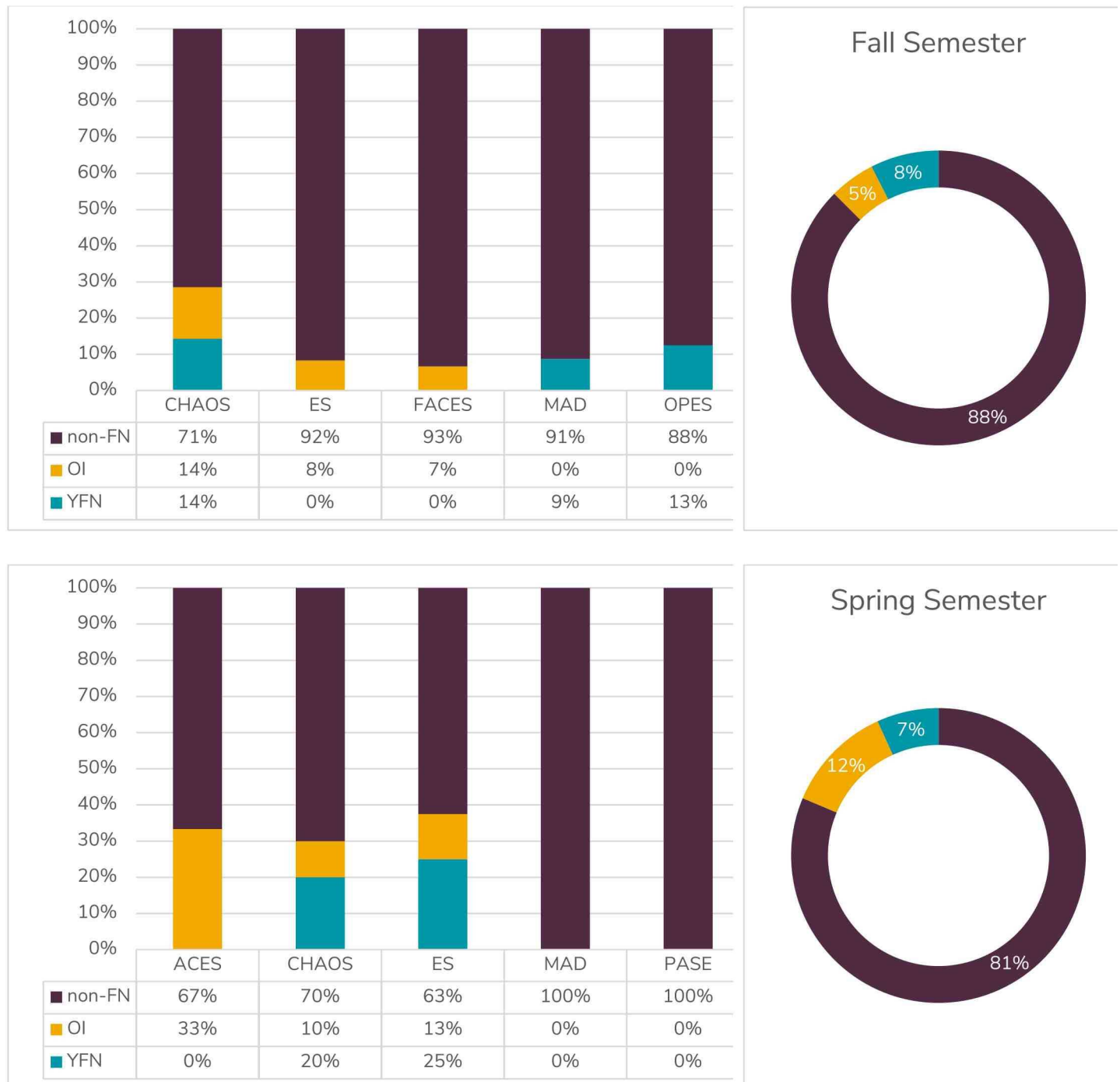


8 Students in alternative learning settings

8.1 Individual Learning Centre and Aurora Virtual School by self-identification 2024–25



8.2 Wood Street Centre Programs by self-identification 2024–25



ACES - [ACES-10-Achievement, Challenge, Environment and Stewardship 10.](#)

CHAOS - [CHAOS 10-11-Community: Heritage: Adventure: Outdoors: Skills 10/11.](#)

ES - [ES-11-Experiential Science 11.](#)

FACES - [FACES 10-French Achievement, Challenge, Environment and Stewardship 10.](#)

MAD - [MAD 9-12-Music-Art-Drama 9-12.](#)

OPES - [OPES 9-Outdoor Pursuits and Experiential Science 9.](#)

PASE - [PASE 9-Plein Air et Sciences Expérientielles 9.](#)