



YUKON DEPARTMENT OF EDUCATION

Annual Report

2006 – 2007 SCHOOL YEAR







To the Reader...

This report deals with the activities of the Public Schools and Advanced Education Branches of the Department of Education and covers the 2006-2007 school year which ran from mid-August 2006 to mid-August 2007 (with the exception of financial information which covers the 2006-2007 fiscal year (April 1, 2006 to March 31, 2007)).

This report contains five substantive sections:

1. Overview of the K-12 Public School System
2. Student Characteristics
3. Education Programming Highlights
4. Student Achievement and Educational Indicators
5. Advanced Education Branch Activities

Additionally, this report provides, whenever possible and where sample size is sufficiently large to ensure anonymity, information or statistics for First Nations students as a subset of the Yukon aggregate data. The report also includes a "More information..." section which lists publications and internet resources of interest to parents and the general public.

Purpose of the Annual Report:

The *Education Act* (Section 5 (h)) requires the Minister of Education to table an Annual Report on the state of education in the Yukon, including reports from each School Board, in the Legislative Assembly following the end of the year for which the report is made. This report is being tabled in response to that section of the Act for the 2006-2007 school year.

Please Note:

The Department of Education makes small and continuous improvements to the quality of its data. Sometimes these changes result in small differences from previously published reports. The data contained in this report is the most accurate data available at the time of publication.





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PUBLIC SCHOOLS BRANCH

Overview of the K-12 Public School System

The Public Schools Branch provides kindergarten to Grade 12 education throughout the Yukon in 28 schools, including three Roman Catholic schools. The Branch also provides support and resources for the Individualized Learning Centre, the Francophone School Board, distance education, home schooling, and students with identified special needs.

The British Columbia program of studies forms the basis of the Yukon curriculum; however, the branch and its educators frequently adapt programming to reflect local needs, conditions, and opportunities. Examples of this include experiential programs, where real experiences are used to enhance the teaching of concepts; literacy and numeracy initiatives such as Reading Recovery™; and culturally diverse programming that reflects the Yukon's cultural and linguistic diversity, including that of Yukon First Nations.

Budgets

For the fiscal year 2006-2007, actual **operations and maintenance (O&M) expenditures** for the Public Schools Branch totaled \$75,022,000 or 67.1 per cent of the total O/M budget for the Department of Education. These expenditures were broken down as follows:

- Administration (\$284,000 or 0.4 per cent of the Public Schools branch budget)
- Program Delivery (\$65,032,000 or 87 per cent of the Public Schools branch budget)
- Program Support (\$5,517,000 or 7.4 per cent of the Public Schools branch budget)
- Partnerships & Operations (\$1,746,000 or 2.3 per cent of the Public Schools branch budget)
- Special Programs (\$1,642,000 or 2 per cent of the Public Schools branch budget)
- First Nations Programs and Partnerships (\$801,000, or 1 per cent of the Public Schools branch budget)

Administration expenditures are those for central office administrative costs within the Department of Education. These include expenditures such as professional development for teachers and the Superintendent of Public School's office.

Program Delivery expenditures are those for school-based personnel and activities, as well as site-based facility expenses. These include salaries for teachers, remedial tutors, educational assistants, school secretaries, school librarians, Directors of Learning and native language instructors, all of whom provide direct services to the students in the classrooms.



Program Support expenditures are those that support school based personnel and activities. These cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol, school libraries, and acquisition and distribution of school curriculum resources.

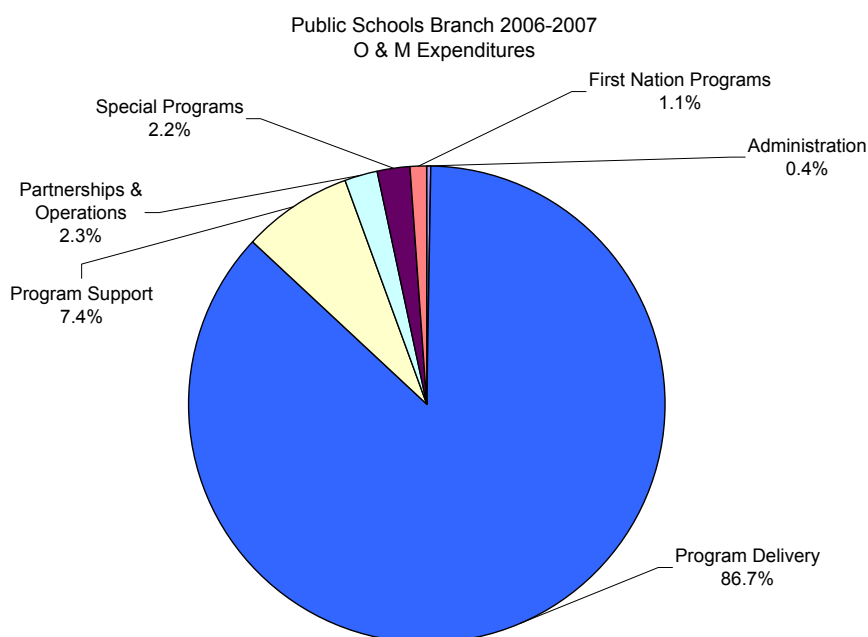
Partnership & Operations expenditures are those that support French language programs, as well as partnerships between various stakeholders in education. These include the French Monitor Program, administration costs associated with the Francophone School Board and French second language programs for adults. In addition, these include partnerships through liaison with Yukon First Nations, schools councils, the Catholic diocese, home educators, the Yukon Teachers Association, parents and community stakeholders.

Special Programs expenditures are those that support school-based special education services. These cover psychological assessment services, speech/language programs, occupational therapy, sensory impairment support services and other special needs programs or services that are required to meet the needs of special education students.

For the fiscal year 2006-2007, capital expenditures for the Public School Branch totaled \$17,237,000. These expenditures were broken down as follows:

- Facility construction and maintenance - \$15,167,000
- Instructional programs - \$2,070,000

Note: All figures for the “Educational Partnership” and the “Budgets” sections are based on March 31, 2007 data, and are subject to rounding.



(Figure 1a) Source: Yukon Department of Education;



Educational Partnerships

The Minister of Education, along with the Francophone School Board (five members); the Kluane Lake School Committee (five members), and Yukon's 26 school councils (152 members) work in partnership with 859 employees to deliver K-12 Public School education to students who attend 28 schools and one learning centre.

As of March 31, 2007, these employees were comprised of the following:

- 65 central office staff at the Department of Education, which includes 8 seconded teachers
- 11 Gadzoosdaa Residence staff (10.8 FTE)
- 10 French language monitors
- 44 school administrators (principals and vice-principals)
- 43 school secretaries
- 503 teachers (476.2 full time equivalents (FTE's))
- 30 remedial tutors (26.5 FTE's)
- 115 educational assistants (104.7 FTE's)
- 38 aboriginal language teachers (33.5 FTE's)

Of additional interest, 35 of the teachers are graduates of the Yukon Native Teacher Education Program (YNTEP). There are also 38 First Nation language teachers, 36 of whom taught in Yukon's public schools and two in the Native Language Centre.

The majority (54.6%) of Yukon teachers have ten or more years of teaching experience, while 23.3% of teachers have 5-10 years of experience and 21.9% have between 0 and 5 years of experience.

In addition, approximately 98.5% of Yukon teachers hold at least a Bachelor of Education Degree, and roughly 14% of those hold an additional Masters degree or higher.

Professional Development

The Department of Education, in partnership with the Yukon Teachers Association (YTA), works to provide professional development opportunities for Yukon teachers on an ongoing basis.

In 2006-2007, the Department of Education contributed, through a framework outlined in the YTA Collective Agreement, a sum of \$362,000 to the YTA professional development fund. It also covered the costs of the position of a half-time Professional Development Coordinator for the YTA. An additional \$50,000 is provided for the Teacher Mentoring Fund.

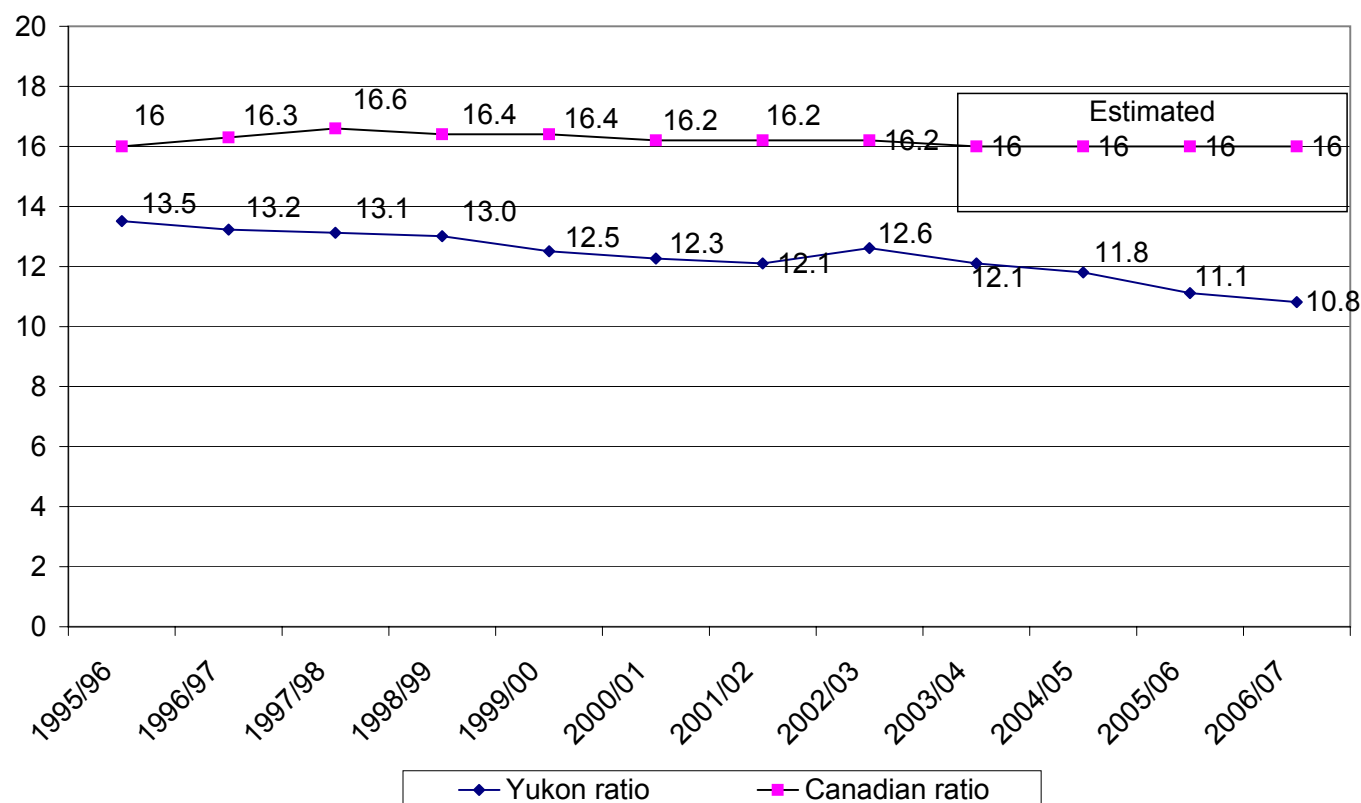
In addition, the Department of Education spent approximately \$127,000 in professional development for teachers, through the delivery of in-services and workshops presented by Department of Education consultants. The actual amount for budgeted PD in Special Programs and Curriculum is \$126,367, however that doesn't include any amounts spent in other areas such as First Nations programming or Advanced Education.



Pupil-Teacher Ratio

The Yukon enjoys the lowest (i.e. the most favourable) pupil teacher ratio of any Canadian educational jurisdiction. On average there is one teacher for approximately every 11 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming requirements rather than on enrolment. However, the steady decrease in the ratio from 1996 is largely related to declining enrolment.

Pupil-Teacher Ratio as of March 31, 2007



(Figure 1b) Source: Yukon Department of Education (YT ratio);
Centre for Education Statistics, Stats. Can. (Can. Ratio)

Pupil-Teacher Ratio

For the Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) teachers.

For Canada: Full-time equivalent enrolment (in Grades 1 to 12) and un-graded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators.

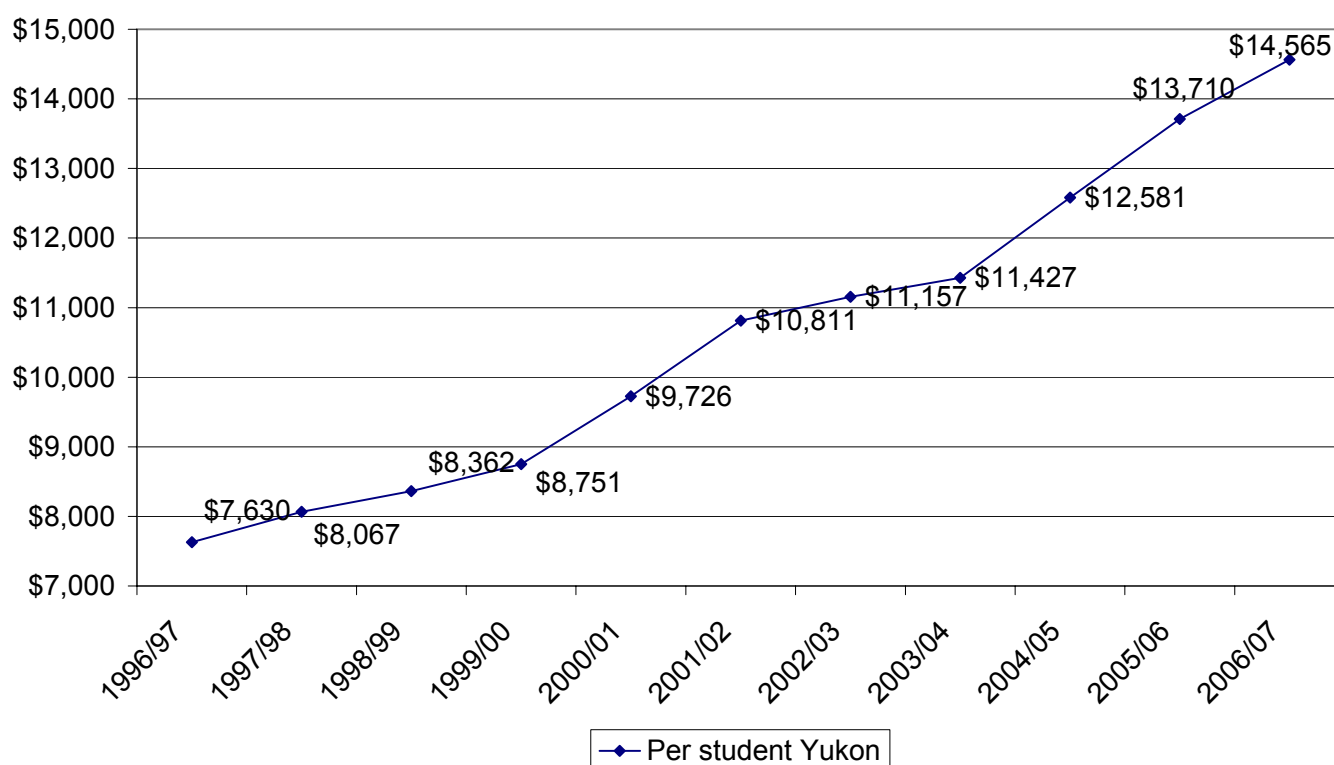
Note: The Yukon calculation usually yields a slightly higher pupil-teacher ratio than does the Canada calculation.



Expenditures per Student

Expenditures per student have been increasing since 1997 for a number of reasons. A large portion of the increase is associated with declining enrolment and the loss of staffing efficiencies. However, part of the increase is associated with significant increases in the cost of school utilities, such as heat and light, and on collective agreement salary increases. Expenditures per student include: Program Delivery, Program Support, Special Programs, Partnerships & Operations and Administration.

O & M Expenditures per student as of March 31, 2007



(Figure 2) Source: Yukon Department of Education

Expenditure per Pupil

For the Yukon: The combined total of custodial salaries, maintenance payable to Property Management Agency, clerical salaries, teacher salaries, site-based allotments, educational assistant salaries, native language instructor salaries and substitute teacher salaries, divided by the enrolment in Grades K to 12.



Facility Highlights (2006/07)

Some of the major initiatives that took place last year to upgrade the school facilities are included in this section. This represents only a portion of the work done, and is intended to highlight the major projects.

Rural Schools

- *Del Van Gorder School* (Faro): Dental Room Renovations (\$70k), Community Campus Renovations (\$35k)
- *Eliza Van Bibber School* (Pelly Crossing): Gym Floor Refinishing (\$33k)
- *Ghùich Tlà School* (Carcross): Gym Floor Refinishing (\$37k)
- *Johnson Elementary* (Watson Lake): Exterior Painting (\$54k)
- *Kluane Lake School* (Destruction Bay): Barrier-free Ramp (\$20k)
- *Ross River School*: Site Landscaping left over from last years Foundation Cooling System Upgrade (\$80k)
- *St. Elias School* (Haines Junction): Gym Floor Replacement (\$190k); Art Room Renovation (\$20k)
- *Tantalus School* (Carmacks): School Replacement (\$12 million total budget)
- *Teslin School*: New Playground Structure (\$50k)
- *Watson Lake Secondary*: Traditional Building Renovations – Windows and Central Heat (\$25k)

Whitehorse-area Schools

- *Golden Horn Elementary*: Ventilation System Upgrade (\$350k)
- *Porter Creek Secondary*: Cafeteria Addition and Classrooms Renovation (\$4.4 million total budget), Bleacher Replacement (\$54K), Interior Painting – Gym (\$34), Universal Access – CWG Upgrades (\$14K)
- *FH Collins Secondary*: Industrial Arts Ventilation Upgrade – Design (\$29K), Gym Floor Refinishing (\$41K), Bus Loop Paving (\$44K), Speed Skating Oval / Lower Bench Soccer Field (\$280K), Exterior Painting (\$130K)
- *Vanier Catholic Secondary*: Modular Classroom Relocation (\$204K), Roof Replacement Ph 3 (\$286K), Wood Shop Indoor Air Quality (\$42K), Large Gym Floor Refinishing (\$42K), Vanier Soccer Field Upgrade (\$38K), CWG Upgrades (\$26K)
- *Jack Hulland Elementary*: Water Service Line Repair (\$47K), Exterior Painting (\$53K), Interior Painting (\$18K)
- *Selkirk Elementary*: Gym Lighting and Relay Panel Replacement (\$20K)
- *École Émilie Tremblay*: Classroom Renovation (Formerly Student Lounge) (\$17K)
- *Gadzoosdaa Residence*: Awning and Enclosure Upgrade (\$22K)
- *Takhini Elementary*: Outdoor Basketball Court Installation (\$49K)



Computer and Network Upgrades

In 2006-2007, the Information Technology and Support Services (ITSS) Call Centre responded to approximately 2800 help desk calls during the year. All schools were visited over the summer break and updated with the latest versions of the curriculum software.

Tantalus, J.V. Clark, Christ the King, Selkirk, Hidden Valley and Golden Horn schools received new hardware for their computer labs. Network hardware infrastructure in Yukon schools were upgraded to allow for future fiber optic capability.



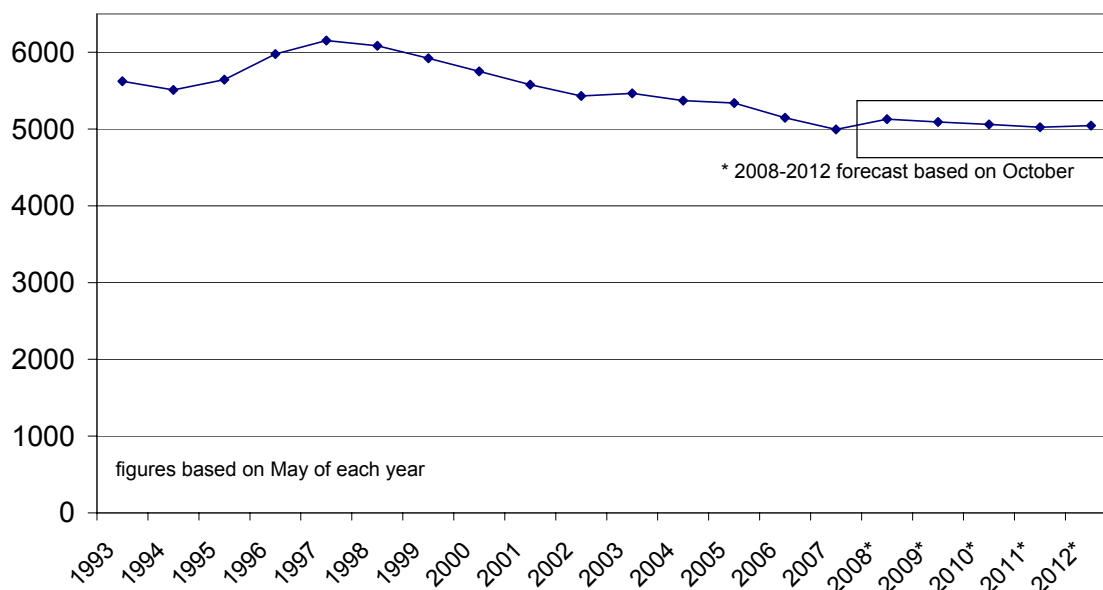


Student Characteristics

Student Enrolment

For the decade 1986 to 1996, student enrolment grew steadily both in Canada and the Yukon; however since 1996, enrolment has declined in the Yukon, with the exception of the 2002-03 school year where it held fairly steady. The number of students in public schools as of May 31, 2007 totaled 4,994. This represented a decrease of 154 students, or 3.0%, from May of the previous school year. It represented a decrease of 1126 students, or 18.4 per cent, since the 1996-1997 school year, when it was at its 10-year high. Enrolments by school are shown in figure 4c. For historical enrolments by school for the last 10 years, please refer to Appendix 1 at the end of this report.

Yukon Public School Enrolment 1993 to 2012*



(Figure 3a) Source: Yukon Department of Education

In 2006-2007, elementary students (K-7) represented 59.2 per cent of the total Yukon student population. Secondary students (8-12) represented 40.8 per cent. Given that population demographics predict that the zero to four-year-old segment of the population will continue to decline at twice the rate of other school-aged segments, it is reasonable to expect that enrolment will continue to decline slowly for a few years to come.

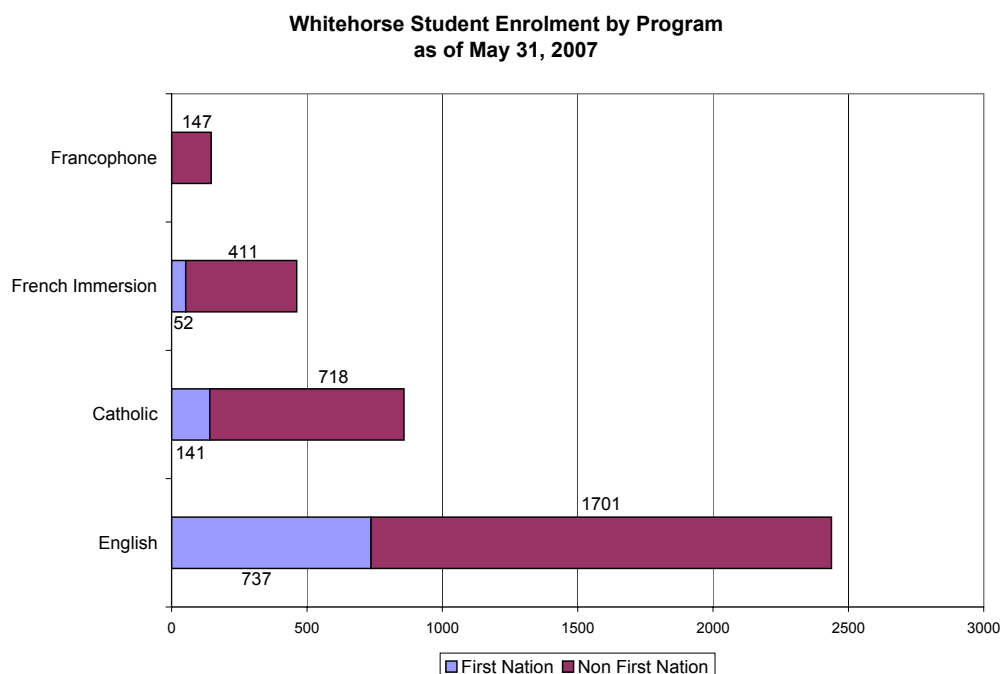


First Nation students represent approximately 34 per cent of the total Yukon student population. However, the distribution of these students varied considerably between Whitehorse and rural Yukon communities, and between programs and/or schools (see figures 3a, 4a and 4b). Overall, males and females represented approximately 50 per cent each of the total population. This percentage has remained fairly stable over the past several years.

Whitehorse Enrolment

In 2006-2007, students attending Whitehorse schools represented approximately 78 per cent of the total student population. First Nation students represented approximately 24 per cent of the Whitehorse student population.

Whitehorse was the only Yukon community having sufficient student numbers to allow an analysis by program choice and ethnicity. Figure 3b shows the four broad program categories of enrolment. The regular English program enrolls the majority of students and serves the largest percentage of First Nation students. Both French Immersion programming and Catholic programming continue to be popular. Catholic enrolment has experienced growth in recent years while the English program has declined. This is in part attributed to Catholic schools' policy to admit students from any faith, provided there is capacity within these schools to first accommodate all students of the Catholic faith who wish to attend. Students who are not Catholic but wish to attend a Catholic School must agree to practice/follow the religious practices of the school.



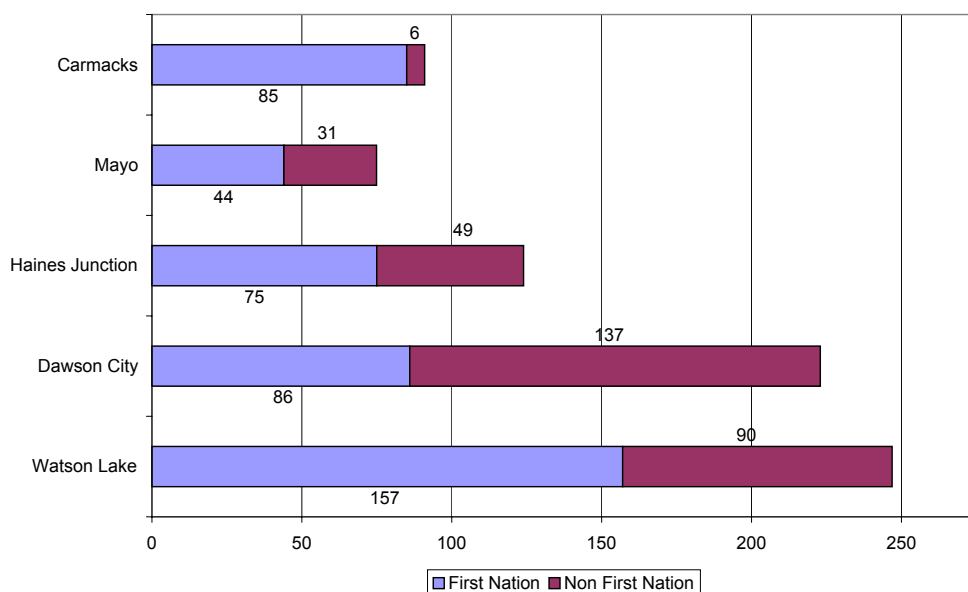
(Figure 3b) Source: Yukon Department of Education
Note: First Nation ancestry is based on self-identification.



Rural Yukon Community Enrolment

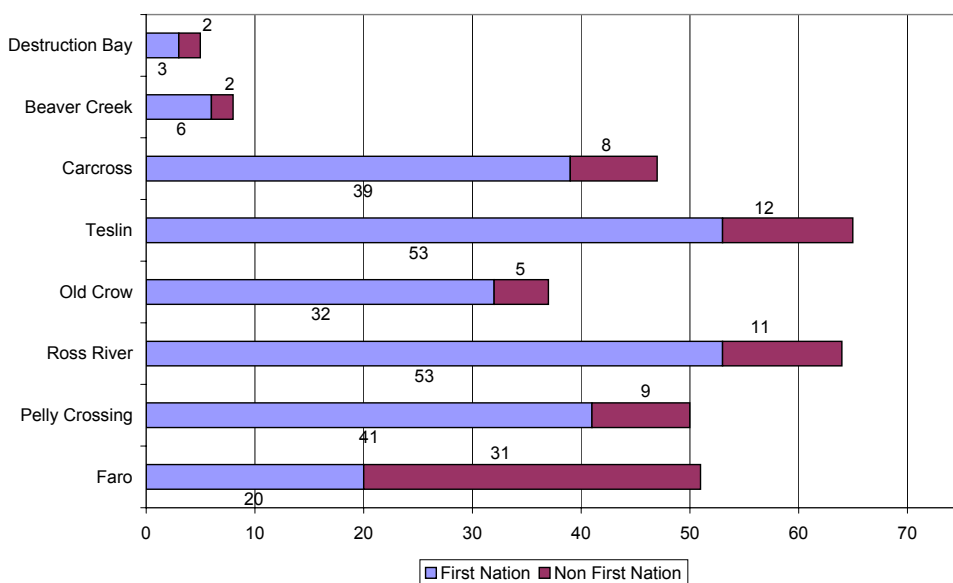
In 2006-2007, students attending rural Yukon schools represented approximately 22 per cent of the total Yukon student population. First Nation students represented approximately 64 per cent of the rural Yukon school population. As rural Yukon schools vary in student population from as low as five to approximately 250 students, the schools have been divided into two categories. Figures 4a and 4b provide enrolment analysis by ethnicity for rural schools with more than 75 students and less than 75 students respectively. In most rural schools, more than 50 per cent of the students enrolled identified themselves as First Nation.

**Community Student Enrolment
as of May 31, 2007 (where > 75 students)**



(Figure 4a) Source: Yukon Department of Education
Note: First Nation ancestry is based on self-identification.

**Community Student Enrolment
as of May 31, 2007 (where < 75 students)**



(Figure 4b) Source: Yukon Department of Education
Note: First Nation ancestry is based on self-identification.



Distance Education

The Distance Education program is made up of courses provided through both print correspondence as well as technology assisted distributed learning. Beginning with the 2003-04 school year, distance education and home school courses were offered at no cost to students from Grade 4 to 12. This resulted in a dramatic increase in both the registration of students in home school and distance education, or correspondence courses.

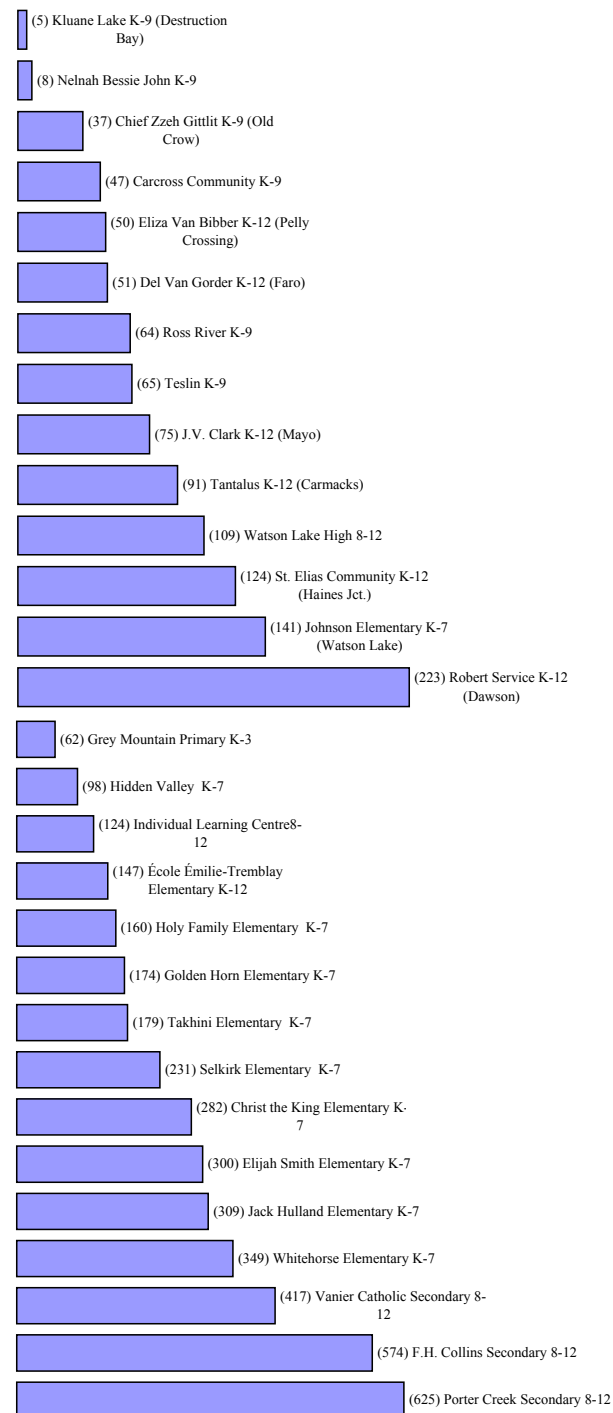
Students enrolled in Yukon public schools are funded to enroll in courses offered through BC's Distance Education Schools Consortium. Courses are available to students in a variety of delivery modes including, online, computer-enhanced or paper-based. Yukon's Distributed Learning Program enrolled a total of 141 students in 51 different courses during the 2006 – 2007 school year.

Yukon's Distributed Learning Program also includes opportunities for students to enroll in courses delivered via video conferencing. Video conferencing is now available in eight rural communities, as well as in all Whitehorse secondary schools.

Home Education

There were 87 home-educated-students registered with the Public Schools Branch in 2006-2007 using 103 individual courses (grade 8-12), and an additional 29 students using a full grade of courses (grades 1-7).

Total Enrolment by School



(Figure 4c) Source: Yukon Department of Education



Education Programming Highlights

Introduction

The Public Schools Branch serves a broad range of students. In order to meet the unique educational needs of all of these students, the branch augments its general programming with a variety of programming options. These program options are discussed below.

Individual Learning Centre

The Individual Learning Centre (ILC) opened its doors to students on February 1st, 2005. The ILC provides a safe and flexible learning environment where high school-aged youth who have dropped out of school can pick up their studies and complete their secondary education. The ILC is located at 407 Black Street and is staffed by two full-time teachers and three remedial tutors. In 2006-07 approximately 124 students were studying through the ILC on an ongoing basis, and youth aged 15-21 who have dropped out of the regular school system are encouraged to apply. In addition to following self-paced programming, students at the ILC are offered work experience opportunities and career training opportunities that will count as credits towards high school graduation.

Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. The major early intervention programs supported by the Public Schools Branch in 2006-2007 were the full-day kindergarten program and Reading Recovery™.

In addition to these initiatives in the 2006-2007 school year, the branch was engaged in the following early intervention initiatives:

- Transitioning from the Child Development Centre to Kindergarten with support from Special Programs (40 students in Whitehorse, and 19 in rural schools)
- Books for Babies program continued through distribution at the Whitehorse General Hospital
- Identification of at-risk kindergarten children continued with the collection of data via a computerized kindergarten screening profile used by all schools.
- Science and Social Studies, integrated with literacy development, was in-serviced with all Kindergarten teachers in October 2006.
- Development of four more early reading books continued in partnership with the First Nations unit. Copies will be placed in all schools in October of 2007.
- A policy was developed with the Child Development Centre regarding students attending K-4 programs in rural schools.



Extended and Full-Day Kindergarten Programs

The extended kindergarten programs emphasize language, social skills, pre-literacy and numeracy, as well as “learning to learn” behaviours.

In September 2006, full-day kindergarten programs were operating in all Whitehorse schools. Hidden Valley Elementary School continued to offer a staggered program, which includes 3 full days in term 1, 4 full days in term 2 and 5 days in term 3. Full-day sessions were also provided for Kindergarten students in Johnson Elementary School in Watson Lake and Robert Service School in Dawson City. Tantalus School in Carmacks continued to operate a full-day kindergarten program that includes four-year-old students who attend on a half-day basis.

A combined kindergarten program for four and five year-olds (K- 4/5) was offered in Haines Junction, Carcross, Carmacks, Mayo, Old Crow, Pelly Crossing, Teslin, and Ross River in order to provide children with more time to prepare for entry into Grade one. The Child Development Centre assists by providing in-school support for a number of four year-olds in these rural communities.

Reading Recovery™ Program

The Reading Recovery™ program is a key component in the early intervention strategy of the Public Schools Branch. With its dedicated teacher resources (27 active teachers in 2006/07, including 3 teacher leaders) it is one of the branch’s major investments, costing approximately \$1.3 million. It is a preventative program delivered to six year-old students in Grade one to help them with reading and writing difficulties to achieve average levels of literacy in approximately 12 to 20 weeks. In addition to classroom teaching, these students benefit from targeted one-on-one teaching that helps the student learn to read, and teaches the child to be an independent, problem-solving reader. Students who do not achieve the desired level of literacy receive further assessment and individual attention. There were 290 Grade one students in Yukon in the 2006- 2007 school year. Of these students, 143 were new to the Reading Recovery™ program. There were an additional 40 students carried over from the previous school year.

Yukon’s target for accessibility to the Reading Recovery™ program is all Grade one children who require special support to become independent readers. This accessibility target is estimated to be as high as 40 per cent. Such an accessibility target compares favorably to other ministry-funded Reading Recovery™ programs. For example, in Manitoba and Nova Scotia, the accessibility target is 20 per cent of six year-old students. Surveys of parents whose children benefited from the Reading Recovery™ program show strong support for the program. Similarly, school administrators and teachers regard the program as highly beneficial and successful.

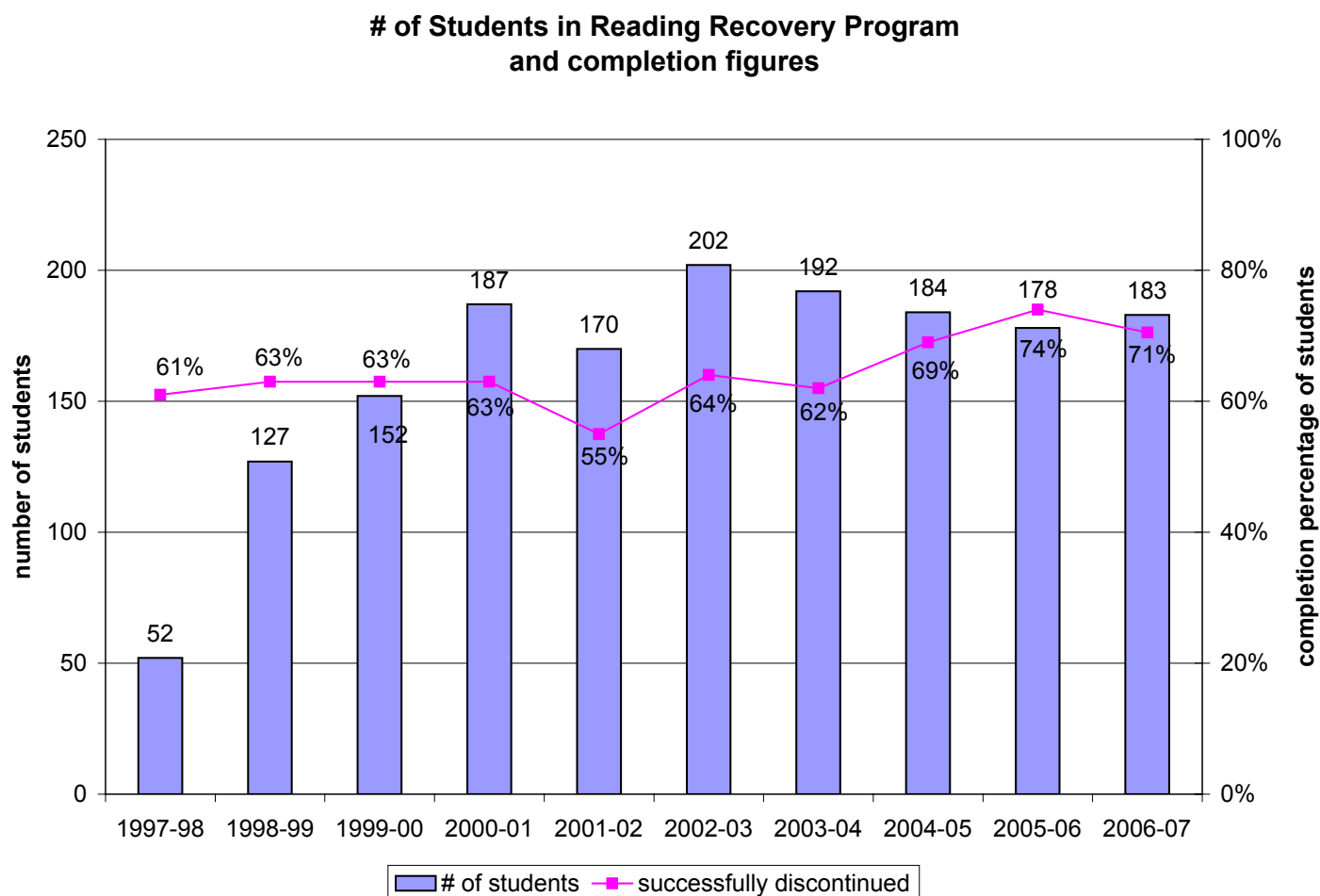
Reading Recovery™ is now considered to be fully implemented as a result of the increased allocation of resources and the training of certified Reading Recovery™ teachers. The number of students benefiting from the program since its inception is reported in figure 5a.



Reading Recovery™ and Achievement Tests

The Department of Education provides Yukon Achievement Test (YAT) results to the Reading Recovery™ Centre for students who have been through the program in previous years. The Centre uses the data to help monitor these students' success once they have been discontinued from Reading Recovery.

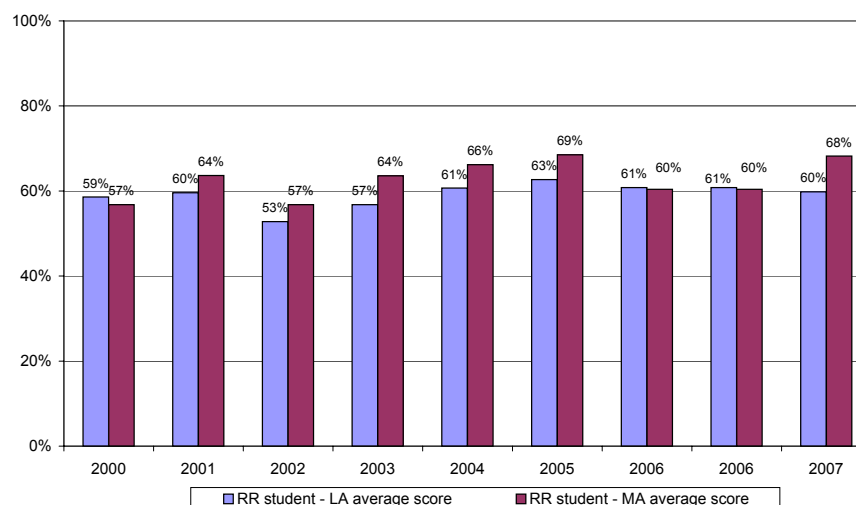
Achievement Test results for all Reading Recovery™ students are presented in the following chart for Language Arts and Math 3. Further reporting on the Achievement Tests is continued later in this report.



(Figure 5a) Source: Yukon Reading Recovery™ Report 2006-2007
Yukon Department of Education



**Yukon Achievement Test - Language Arts and Mathematics 3
Reading Recovery Student Results - Average Score**



(Figure 5b) Source: Yukon Department of Education

For further information about the Reading Recovery™ Program, you may obtain a copy of the Yukon Education Reading Recovery™ Report 2006-2007 from the Department of Education.

Experiential Education

Experiential education includes practical, hands-on experience as part of the learning process, whether in the classroom, school yard, at study sites further away with overnight camping or, national and international travel. Research has shown that most students benefit significantly from this learning method and context. As is well known, traditional First Nations learning style was almost entirely experiential and predominately out-of-doors.

Today many of our contemporary experiential education programs include outdoor pursuits as elements of core curriculum and actively include experiential methods in the classroom and out-of-doors. Well-designed and well-delivered experiential education programs enhance students' comprehension of key concepts, improve their level of achievement and help promote healthy lifestyles in an integrated fashion. This appears to be the case for students with a variety of learning styles and abilities. The Public Schools Branch recognizes Yukon's success with innovative experiential programs such as ACES (Achievement, Challenge, Environment, Service), MAD (Music, Art and Drama), SASE (Science and Socials Experiential), ES (Experiential Science), OPES (Outdoor Pursuits Experiential Science) and PASE (Plein Air et Sciences Expérientielles).

The enhancement of experiential education learning opportunities, in schools and in outdoor settings, is a major focus for the First Nations Curriculum Development and Partnership group recently formed within the Department of Education. Specific grade five and grade twelve First Nations curriculum material is being developed and the capacity to deliver outdoor education programming with camp experience enhanced.



In addition, the branch sees the value of integrating experiential learning approaches into standard course curricula. Many educators use components of experiential education as a matter of course, but the branch is actively encouraging the expansion of this approach through ongoing teacher education, and by providing opportunities to integrate curriculum delivery. During the 2006-2007 school year, the Public Schools Branch:

- Supported training to provide educators with the skills to use experiential techniques and ideas when they deliver curriculum. As a result of this support, it is expected that classroom teachers, from all disciplines, at the elementary, intermediate and senior levels, will use experiential approaches more often to help students learn
- Supported the GLOBE program, a science research set of protocols for students. The program monitors climate change, as one element, and teaches applied research skill
- The Department of Education continues to under-write the cost of Wilderness First Aid certification to comply with Risk Management Policy, which enables teacher/leaders to use outdoor learning settings more safely.
- Continued support of the FEAST program with nutritional planning, food preparation and menu management at F. H. Collins
- A new foods preparation and menu management program opened at Porter Creek Secondary School in the new cafeteria.
- Promoted the inclusion of public school students in First Nations culture camp activities, for instance the Simpson Creek camp near Watson Lake
- Integrated traditional First Nations outdoor activities such as trapping at Ross River
- Introduced archeological research methods with onsite digs to the Grade six class at Robert Service School
- Provide continued support for traditional school activities such as the bison hunt at Elijah Smith School and Hidden Valley School
- Five additional school bison hunts were facilitated by the Department of Education in 2006/2007 school year.
- Grade seven students at Elijah Smith Elementary school participated in a total immersion learning experience for three months.
- On-going planning with St. Elias Community School in Haines Junction for a grade 9/10 experiential program to begin in Feb. 2008
- Programming assistance was provided to Vanier Catholic Secondary School for their annual moose hunt and the Sled Education Course.
- Planning assistance was provided to École Émilie Tremblay for their new experiential programming in grades 7-12.
- Supported travel to the Dominican Republic and the battlefield tour of Europe.



Teen Parent Program

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so that they can finish high school. The program teaches students how to care for their children, plan and prepare healthy meals, manage their money, and plan their futures. The program also provides daycare, counseling services, transportation and health guidance. Staff at the Teen Parent Centre in 2006-2007 include 2 FTEs (1 teacher and 1 remedial tutor) hired by the Department of Education and 3 FTEs (daycare staff) placed by the Teen Parent Society, serving approximately 15-20 families.

Youth Offenders

The Youth Offender Program is designed to ensure that incarcerated youth continue to have access to educational opportunities. One teacher provides educational instruction and life skills training for individuals at the Young Offenders Facility.





Yukon First Nation Languages and Second Languages

The Public Schools Branch offers a number of second language options for students. During 2006-2007, through various schools, the branch provided language courses and programs as per Tables 1 and 2 below.

The branch was also involved in several additional Yukon First Nation languages initiatives:

- Established in partnership with the YCCOE (CYFN) the YFN Education Advisory Committee which has 14 seats available to all Yukon First Nation communities. This committee provides support, advice and guidance to the Department of Education on matters related to First Nation education. This committee examines issues around language programs in Yukon schools and will continue to provide advice and guidance as to how to improve the language programs in Yukon schools.
- Provided \$405,000 through a contribution agreement with the Council for Yukon First Nations to provide for curriculum development and teacher training for Yukon First Nation second language programs
- Provide \$511,141 for the salaries of 7 staff members as a direct contribution to the Yukon Native Language Center
- Provide \$1,816,742 for the salaries of 31 Yukon First Nation language teachers
- Provide \$282,586 for on the job training for 5 First Nation language teacher trainees
- 20 First Nation language programs are offered in 19 Yukon schools
- Language programs are offered for 6 of the 8 Yukon First Nation language groups
- Staffed First Nation Languages Program And Curriculum Consultant position whose role it is to provide First Nation culture and language curriculum delivery support to all Yukon First Nation language teachers and to local First Nation communities as requested.
- The First Nation Languages Program and Curriculum Consultant, in partnership with the First Nation community, are able to coordinate the development of a framework to assist individual YFN communities in developing a community specific comprehensive language curriculum. A goal of the framework is to have a sequential program that is progressive with each grade level. The program is geared to take a learner from becoming a non-speaker to a speaker with communicative proficiency in the language. This curriculum development support is available upon request directly from a First Nation government.
- The Language Consultant also provide professional development and training for Yukon First Nation language teachers and trainees, and will continue to provide direct and indirect support to First Nation language teachers and trainees throughout the Yukon.
- Professional development that is available and is offered depending on demand are: Master Apprentice (one to one immersion); 2nd Language Acquisition Theory & Methods –Advanced Level; FV Yukon Font & Keyboard Usage & Application; and the development of Teacher Friendly Lessons, Units & Resource Materials
- New curriculum support materials will reflect Yukon First Nation content and perspectives and ways of knowing. Several curriculum frameworks and models provide best practice information and these include : the Ontario Native Languages Curriculum; Alberta Learning's Cree Language Curriculum; British Columbia's Second Language Curriculum; the Western and Northern Canadian Protocol Common Curriculum Framework for Aboriginal Cultures and Languages: K-12; and the Dene Kede Curriculum from Northwest Territories.



School	Community	Language Programming
Ghùch Tlà Community School	Carcross	FSL
Tantalus School	Carmacks	FSL
Robert Service School	Dawson City	FSL
Del Van Gorder School	Faro	FSL
St. Elias Community School	Haines Junction	FSL
J.V. Clark School	Mayo	FSL
Johnson Elementary School	Watson Lake	FSL
Watson Lake Secondary School	Watson Lake	FSL
All elementary schools	Whitehorse	FSL
F.H. Collins Secondary School	Whitehorse	FSL, French Immersion, Spanish
Porter Creek Secondary School	Whitehorse	FSL, German
Vanier Catholic Secondary School	Whitehorse	FSL, Spanish
Whitehorse Elementary School	Whitehorse	FSL, French Immersion

Table 1: European Languages 2005-2006 • Source: Yukon Department of Education
Note: FSL refers to French as a Second Language Program

School	Community	First Nation Language Programming
Nelna Bessie John School *	Beaver Creek	Northern Tutchone
Ghùch Tlà Community School	Carcross	Tlingit
Tantalus School	Carmacks	Northern Tutchone
Robert Service School	Dawson City	Hän
St. Elias Community School	Haines Junction	Southern Tutchone
J.V. Clark School	Mayo	Northern Tutchone
Chief Zzeh Gittlit School	Old Crow	Gwich'in
Eliza Van Bibber School	Pelly Crossing	Northern Tutchone
Ross River School	Ross River	Kaska
Teslin School	Teslin	Tlingit
Johnson Elementary School	Watson Lake	Kaska
Watson Lake Secondary School	Watson Lake	Kaska
Elijah Smith Elementary School	Whitehorse	Southern Tutchone
F.H. Collins Secondary School	Whitehorse	Southern Tutchone, Gwich'in
Hidden Valley Elementary School	Whitehorse	Southern Tutchone
Porter Creek Secondary School	Whitehorse	Southern Tutchone
Selkirk Elementary School	Whitehorse	Southern Tutchone
Takhini Elementary School	Whitehorse	Southern Tutchone
Whitehorse Elementary School	Whitehorse	Southern Tutchone

Table 2: First Nation Languages 2005-2006 • Source: Yukon Native Language Centre



Special Education

The Education Act of the Yukon is based on the premise that the learning environment in Yukon is inclusive and states that “all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education”.

Students who are identified as having special needs are entitled to have an Individualized Education Plan (IEP) developed for them. Approximately 15% of the student population is on an IEP for some part of their educational program.

Additional programming and supports are identified through the IEP process. Depending on the needs of the student, these supports may include, but are not limited to, adaptive technology (hardware and software accommodations, listening devices, Braille equipment, etc), school and classroom accessibility (ramps, washroom/ changing facilities, lifting devices, lighting, seating), seating supports, feeding support, as well as additional paraprofessional and consultative professional assistance as needed. During the 2006-2007 school year, specific resources to support students with a print disability were piloted in some schools. A print disability usually shows a large gap between listening/ verbal comprehension and single-word reading/ decoding scores on a psycho-educational assessment. In addition to the Inspiration software program provided to all schools, Special Programs provides (on a limited basis based on the student's IEP) the following support technology:

1. For reading and decoding text (text to voice TTV)

- Kurzweil 3000, Write Outloud, Read Please (Windows only), Clicker 5 (limited use for primary and elementary)

2. For organization of written output

- Kidspiration/ Inspiration, Solo (including Draft-Builder), Kurzweil 3000

3. For encoding

- Literacy Support software > Picture It, Clicker 5 (primary and elementary)
- Word prediction software > Co-Writer 40000
- Dictation software > Dragon Naturally Speaking (Windows), Via Voice (Mac)

Another example of assistive technology made available to schools is the FrontRow sound field systems. Sound field systems are an assistive device that improves listening in noisy or reverberant environments like classrooms. Like a mini loud-speaker system, a sound field system amplifies the decibel level of a teacher's voice. Small speakers in the classroom bring the enhanced volume to all students. This not only addresses improved academic and behaviour of students but also addresses teacher voice fatigue. The Department of Education has been installing 25 to 30 systems per year in Yukon schools since 2004 with the goal that all classrooms will eventually have this technology available. A total of 92 classrooms were equipped by the end of 2006-2007.



To help implement an IEP, students may be assigned an Educational Assistant (EA) who works with the student on a daily basis to help them meet identified goals and/or for self care responsibilities. There are currently 115 Education Assistants working in the Yukon school system.

Although there is an identified shortage of qualified professional staff that exists in all areas of the country, the Yukon Department of Education was fortunate to recruit a full complement of staff. For the 2006-2007 school year, the Special Programs branch staffed the following positions: 1 Coordinator of Special Programs, 4.2 FTE school psychologists, 4 speech/language pathologists, 1 special education consultant, 1 physical therapist and 2 occupational therapists, 1 FTE teacher for the deaf/hard of hearing as well as contracted services for support for students with visual impairments. These consultants provided support through school and classroom visits, and assessment and programming recommendations through meetings with parents, school-based staff and other relevant support services.

The majority of students have their needs addressed with a variety of supports either within the classroom or in partial, short-term pull-out to a learning assistance center. When it is appropriate, a separate setting is provided for some students. Students placed in the Shared Resource Program (based in Whitehorse) require a highly specialized curriculum that cannot be delivered in the regular classroom setting.

There are three types of shared resource programs:

1. Life Skills Programs

- Students recommended for these programs have pronounced cognitive deficits where the highest priority needs are in the areas of functional life skills.

2. Behavioural Intervention Programs

- Students recommended for these programs have severe behaviour disorders and/or severe social/emotional disturbances

3. Multi-needs Programs

- Students recommended for these programs have multiple severe handicapping conditions.



In the 2006-2007 school year, the branch delivered the following Shared Resource Programs:

Life Skills

- Jack Hulland Elementary School (elementary-aged students)
- Vanier Catholic Secondary School (secondary aged students)
- F.H. Collins Secondary School (secondary aged students)
- Porter Creek Secondary (secondary aged students)

Behavioural Intervention

- Riverfront Shared Resource Program (off campus program for secondary age students administered by Vanier Catholic Secondary)
- Young Offenders Facility / Outreach at the Youth Achievement Centre – (teacher supported programming for youth in closed custody and outreach students, administered by Vanier Catholic Secondary)

Multi-needs

- Selkirk Elementary School (elementary age students)

The Special Programs branch continues to offer training to school-based teachers on the Wilson Reading Program. The Wilson Reading System (WRS) specifically addresses the learning style of students with a language based learning disability; however, it is beneficial to any student lacking basic reading and spelling skills.

The Wilson Reading System is a highly successful, research-based, multi-sensory reading and writing program that directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. It was developed for students from grade three through adult who have difficulty with written language in the areas of decoding and spelling. Many students who benefit from the WRS have deficiencies in phonologic awareness which makes it challenging to learn to read and spell without an explicit, systematic, and multi-sensory approach.

The certification program for teachers includes coursework as well as supervised work with a student for a minimum of sixty lessons of instruction during Level I training, and one hundred lessons plus 20 seminar hours for Level II training. A certified Wilson Trainer observes lessons and provides feedback to the teacher.



The following schools have teachers who completed Level 1 training during the 2006-2007 school year:

Elementary Schools: Carcross, Christ the King, Elijah Smith, Golden Horn, Grey Mountain, Jack Hulland, Selkirk and Whitehorse Elementary

Secondary Schools: FH Collins, Vanier Catholic and Porter Creek Secondary

Rural Schools: JV Clark in Mayo, Watson Lake Secondary and Johnson Elementary in Watson Lake, Robert Service School in Dawson, St Elias in Haines Junction,

The following schools have teachers who completed Level II (Group) training during the 2006-2007 school year:

Elementary Schools: Christ the King, Elijah Smith, Jack Hulland, while Selkirk, Takhini, Holy Family are in the process of completion

Secondary Schools: Porter Creek, Vanier

Rural Schools: Del Van Gorder in Faro, Robert Service in Dawson

Teachers from Christ the King, Jack Hulland, Porter Creek and Vanier went on to work on the Levels 7 through 12 to better address the needs of upper elementary and secondary students.

Students on Individualized Education Plans (IEPs)

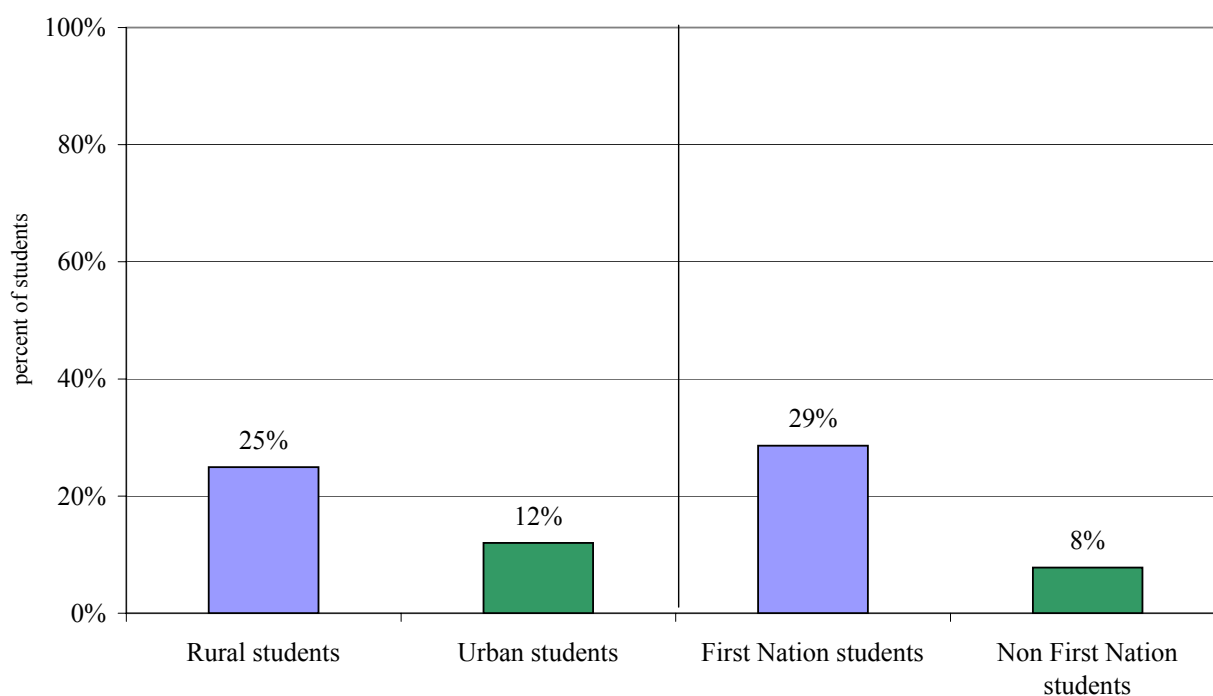
Students with exceptional educational needs are entitled to Individualized Education Plans (IEPs). These plans guide the students' activities in school. They also describe the program modifications developed for the students and the services that are to be provided to the students. IEPs must cover:

- The strengths and needs of the student
- Long-term or annual goals
- Short-term goals or specific behavioural objectives
- Suggested instructional materials, methods and strategies including required adaptations and assessment methods
- Persons responsible for the implementation of the IEP, including parents
- The period of time and process for review of the IEP
- Parents' written, informed consent for implementation

IEPs are developed by an IEP team consisting of the student (where appropriate), the parent(s) or legal guardian(s), the student's teacher, other school support staff (such as Educational Assistants) and relevant personnel for the Department of Education. With the parent's approval and the concurrence of the school principal, other persons may be added to the IEP team such as physician, social worker, advocate, etc. IEPs are a working document and are reviewed at regular reporting periods (and sooner if needed to adjust programming). A summary of IEP goals and evaluation is completed at the end of each school year.



**Yukon Students on IEP's
Rural and Urban/First Nation and non-First Nation
2006-2007 School Year**



(Figure 6) Source: Yukon Department of Education

Francophone Education

The Yukon Francophone School Board (YFSB) #23 offers education services to enhance the personal growth and cultural identity of the territory's Francophone learners. Formed in 1996, it is Yukon's only school board. It operates under the authority of the Minister of Education and has a mandate to provide French First Language (FFL) educational services for the Yukon.

Under direction from a Board of Trustees made up of five elected members chosen from Yukon's Francophone community, YFSB administers École Émilie-Tremblay, the territory's only French first-language school. The YFSB is also mandated to support FFL program requests anywhere in the territory where sufficient numbers warrant the service. At present, FFL is offered as a program in Whitehorse and some French as a Second Language program enrichment services are offered in Dawson City.

In 2006-2007, approximately 145 students attended École Émilie-Tremblay under the guidance of 11 teachers and three educational assistants. During 2006-2007, the Francophone school board pursued a number of initiatives to support French First-Language education in Yukon.



“The following is the “Report of the Director General” of the Francophone School Board for the 2006-2007 school year, as written and submitted by Lorraine Taillefer, Direction générale, CSFY

The Yukon Francophone School Board is the only school board in Yukon. Its mandate is to ensure that all children eligible to receive French language instruction under the Canadian Charter of Rights and Freedoms receive a quality education in French where warranted by numbers, not only for their academic development, but also for their social and emotional development.

The Yukon Francophone School Board works very closely with the Department of Education. While some files are managed separately, others are managed in partnership with the Department.

Our achievements during the 2006-2007 school year in each of the following areas of activity are described below.

1. Curriculum
2. Communication
3. Community relations
4. Relations with the Department of Education
5. Relations with the national network
6. General results

1. Curriculum

The School Board seeks to offer the same quality of education as is offered to the majority so as to enable students to work or study wherever they choose after they graduate from high school.

- The YFSB offers a comprehensive curriculum from pre-K to Grade 12. Next year, all students at École Émilie-Tremblay will be able to attend full time.
- A grammar reference has been prepared for each grade level.
- Children enrolled in Pre-K are now counted among the students of the school, and their educators are Government of Yukon employees.
- “Francization” services are available to all students at the school. A new program is being developed.
- The Fire Balls (Boules de feu) program to promote a healthy and active lifestyle for all children from Kindergarten to Grade 6 is being continued. Activities include cross country running in spring and fall, and cross country skiing in winter.
- The school strives to be a green school, and is carrying on with its recycling program, which is overseen by the Grades 3/4 class.
- All students have access to remedial and psycho-educational services. Evaluations, pedagogical diagnoses and follow-up plans are done with input from school personnel and students’ families.
- An experiential curriculum is in the works for the high school students. This new curriculum meets all the education objectives in each of the academic programs. The high school was re-baptized Académie Parhélie.



- Our students are tested on their performance just like students in the English stream in Yukon. They score very favorably in all subjects.
- Students in Grades 10, 11 and 12 write the exams established by the Department of Education.
- The tutoring program continues to be popular.
- Elementary school students have the option of joining a homework club.
- Child care is offered to students enrolled in Pre K to Grade 6. Under a partnership with the Garderie du petit cheval blanc, the school daycare benefits from the services of an educator.
- The cultural integration coordinator position was redefined so that all students at the school could benefit from her services. The coordinator will work closely with school personnel, community organizations and the YFSB's communications officer to set up a myriad of activities geared to all grade levels. Emphasis is on bringing students closer to the community and ensuring a balance between the activities organized and the objectives to be met.
- A program for exogamous families (i.e., where only one parent is francophone) will be developed during the 2007-2008 school year to meet the needs of our Anglophone parents. The goal of the program is to ensure that all families feel at home while at school.

2. Communications

The School Board hired a communications officer in partnership with Canadian Parents for French (CPF) this year. She developed a communication plan that was completed with the help of an outside firm. The plan, which focuses on visibility, retention, improved communication tools and closer relations with community organizations, will be rolled out during the 2007-2008 school year. This position has become a key position for the YFSB. With help from an outside firm, the communications officer has even created a new YFSB website that includes the school and the Garderie du petit cheval blanc. Certain individuals have been designated to take training to keep the website up to date.

In addition, a new logo was designed for the Yukon Francophone School Board and for Académie Parhélie.

3. Community relations

The past year involved a great deal of networking for me, but building relationships and partnerships between the community, the school and the School Board is essential. The communications officer and cultural integration coordinator will work closely with the different community organizations to build solid ties with them and develop adequate programming for everyone. The YFSB supports the community through a number of different initiatives. Students will continue to contribute to the Aurore Boréale, and the YFSB is providing more and more support to the Garderie du petit cheval blanc in terms of educational development.

Furthermore, students, school personnel, and School Board trustees and employees are active in different aspects of the Yukon community.

The School Board also contributes financially to several community initiatives.



4. Relations with the Department of Education

The Department of Education offers the students at École Émilie-Tremblay the same services as those offered to all other students in the territory. Here is a list of the different services available:

- Building maintenance and repairs
- School bus transportation
- Salary management and collective agreement
- IT support
- Territorial policies not included in the YFSB's policies manual
- Services for students with learning difficulties
- Services of a pedagogical counsellor
- External evaluation of the school's educational project

What's more, the YFSB is in discussions with the Department of Education to take over management of the daycare center in partnership with the Department.

5. Relations with the national network

The Yukon Francophone School Board participates in the meetings of national and regional francophone organizations: the Fédération nationale des conseils scolaires francophones (FNCSF); the Association canadienne d'éducation de la langue française (ACELF); and the Association des directions d'éducation de l'Ouest et du Nord (ADÉON).

The FNCSF holds an annual meeting which is attended by the YFSB's Director General and Chair. The FNCSF is the official representative of all French school boards outside Quebec. It is involved in all levels of education and raises issues and presents demands to the federal government.

The ACELF also holds an annual meeting which is attended by the Director General and the school principal. Workshops on cultural identity and the reality faced by exogamous families take centre stage at this annual meeting.

The ADÉON holds a number of meetings throughout the year in order to give stakeholders in the Northwest the opportunity to create networks, share their experiences and set up shared programs.

Some of the projects that will have a direct impact on students at École Émilie-Tremblay include:

- Creation of the Centre de leadership et d'aventures en nature (CLAN) (Powell River) offered annually to all Grade 8 students. CLAN also offers training for teaching staff.
- SOS Devoirs, a cross-Canada online tutoring service available to students for help with their homework.
- A virtual library for the Northwest.
- The development of and networking of distance education courses.
- The arrival of two education interns.
- Professional development internships for teaching personnel in summer.



6. General results

- The Department of Education has made funding available for the YFSB to create a policy manual.
- The school developed an educational project for the 2006-2007 school year, and the Department of Education provided funding for an outside firm to come in and evaluate the project. This will be repeated annually.
- The Department of Education granted additional financial assistance for the YFSB's operating budget.
- The YFSB assumed management of the summer camp under the supervision of the Communications Officer. Based on this year's success, the summer camp will be offered next year as well.
- The School Board is a proponent of professional development. The school is in the process of establishing an annual plan for professional development for teachers in a French minority setting.
- The School Board has asked for laptops for the benefit of students in Grades 9 to 12 to meet their needs in the new experiential curriculum.
- Each year, the School Board recognizes the success of the students at École Émilie-Tremblay. The Méritas Gala and graduation ceremonies are just two examples.

Conclusion

Keeping high school students in the French stream is a priority for us, and a great deal of energy was therefore put into creating a new curriculum for the high school program this past year. Two teachers were re-assigned to set up the new experiential program. A pamphlet was produced, additional territorial and federal funding was made available to hire two teachers per classroom (Grades 7/8, 9/10 and 11/12). The YFSB must pursue its efforts to further expand this new curriculum if it is to fulfill its goal of raising enrollment numbers at the high school level. The communication plan will reinforce our promotion and recruitment efforts.

With the importance of lifelong learning top of mind, the School Board is continuing to put emphasis on developing the daycare program. The children attending the Garderie du petit cheval blanc today will soon be attending school, and having a curriculum that begins with early childhood education and continues through to post-secondary studies is essential. The YFSB's vision must therefore be all-encompassing and geared to community-building.

The School Board has the necessary tools to offer all its students a high-quality education. All we need to do to be leaders in French-language education in a minority setting is listen to the community, build relationships with our partners, and offer a creative and interesting curriculum.

On behalf of the School Board, I would like to thank all the stakeholders who work with Yukon's francophone youth to guarantee an excellent education for all and help instill a sense of pride in and belonging to the Franco-Yukon community.



Student Achievement Statistics and Educational Indicators

Introduction

This report provides information that relates to assessments mandated by the Department of Education. It does not cover the many other important methods of assessment that exist in Yukon schools. These other methods of assessment range from self-evaluation to teacher observations, and from highly subjective methods to highly objective methods of assessment.

The Department of Education mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. As well, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research will always be required to diagnose the cause of problems and to assess solutions.

The performance indicators presented in this report are designed to give a picture of how students are achieving for the report year, over time, and in comparison with other jurisdictions.

Student Assessment Plan for the 2006-2007 School Year

In keeping with school systems across Canada, the Department of Education mandates certain assessment programs aimed at providing objective, system-wide measures of achievement and growth. The results from these assessments assist the Department of Education in renewing curriculum and in planning professional development for educators. As well, test results provide educators with valuable information that can be used to improve student learning. The Department of Education also provides additional assessment resources for use by schools at their discretion.

Beginning with the 1999-2000 school year, Yukon schools implemented a new assessment plan. This plan represents a comprehensive testing strategy that provides an effective evaluation of students' learning in the two key areas: numeracy and literacy. Students are assessed at important transition points in their school career: the completion of primary, intermediate, junior and secondary grades. This testing centers on the Yukon curriculum and therefore is based on what should have been taught and learned.

This plan also makes it possible for the Public Schools Branch to meet its public accountability obligations by monitoring and reporting on the implementation of the curriculum and student learning. The information provided by the plan's comprehensive package of testing also enables the branch to guide changes to curricula.



For the 2006-2007 school year, the following assessments were mandated:

Assessment Program	Grades Involved
Yukon Achievement Tests (YAT) Math and Language Arts	Grades 3, 6 and 9
B.C. Provincial Exams (BCPE)	Grades 10, 11 and 12
Language Proficiency Index (LPI)	Grades 11 and 12

Yukon Achievement Standards

In August 1994, the Deputy Minister of Education established the standard for student achievement on mandated assessments. This standard, still in effect today, indicates that 85 per cent of students should demonstrate Successful Performance (i.e. achieving 50% or better) and 20 per cent of students should demonstrate Excellent Performance (i.e. achieving 80% or better). Several of the figures in this section provide information that allows the reader to determine how well students have performed against the standard. Each figure contains the following:

- a) A bold line indicating the target of 85 per cent of students demonstrating Successful Performance
- b) A dotted line indicating the target of 20 per cent of students demonstrating Excellent Performance
- c) A bar indicating success
- d) A bar indicating excellence

Achievement in Mathematics and Language Arts - A Grade 3, 6 and 9 Overview

The Public Schools Branch is continuing to focus its curricular attention to the areas of numeracy and literacy. Figures 8 and 9 provide objective information related to mandated assessments in the areas of Mathematics and Language Arts in grades 3, 6, 9, 10 and 12. The figures detail student performance in terms of the Yukon achievement standard outlined above.

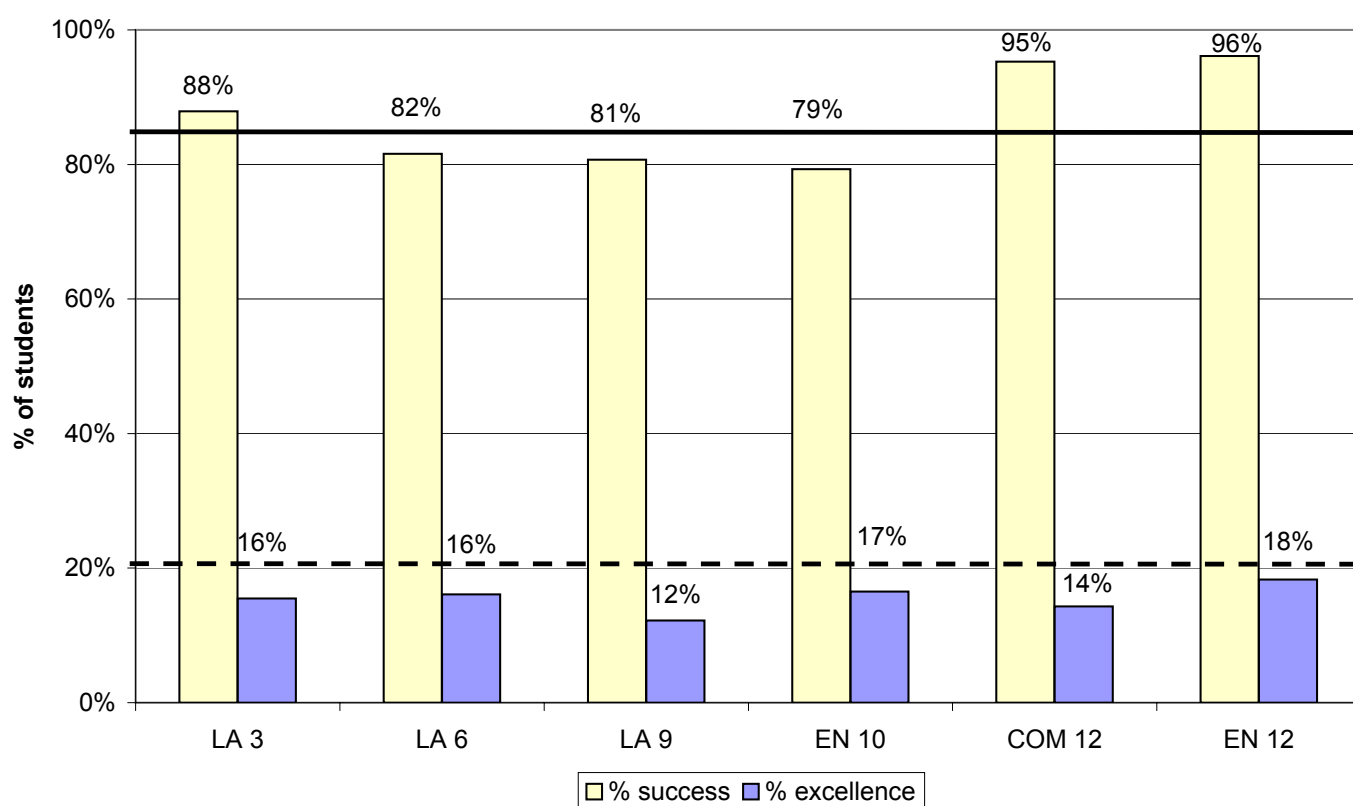
Students were slightly below the target standard of Successful performance in Language Arts in Grades 6 and 9, as well as Mathematics in Grades 6 and 9. Students exceeded the standard of Excellent performance in Mathematics at Grades 3, 6 and 9. Students in Grade 3, 6 and Grade 9 failed to meet the Excellence standard in Language Arts.

Students in Grade 12 exceeded the *Successful* performance standard in Language Arts (Communications and English), but failed to reach the *Successful* performance standard in Mathematics 10 and 12. As well, students did not attain the *Excellence* standard in English 12 or Mathematics 12.



It should be noted that, since 2000-2001, results for Grades 3, 6 and 9 have improved in Mathematics between 4 per cent and 9 per cent over the last several years, and in Language Arts, improvement has ranged from 0 per cent to 6 per cent (see average score charts in Grade specific highlights sections).

Achievement in Language Arts 2006-2007 (grades 3, 6, 9, 10 and 12)



(Figure 8) Source: Yukon Department of Education

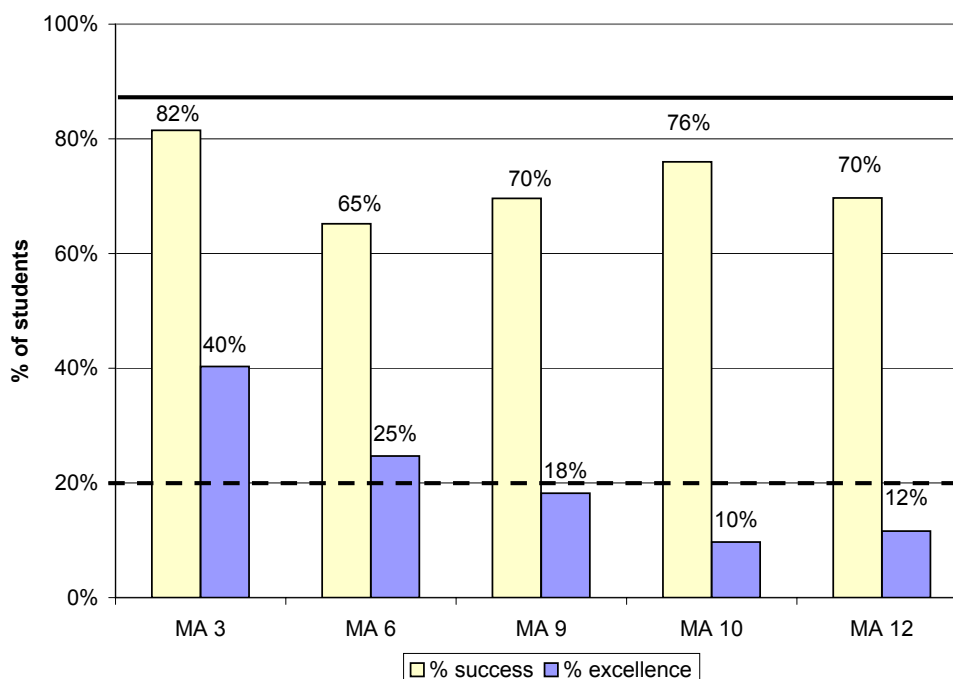
Success is defined as achieving a score of 50%-100%.

Excellence is defined as achieving a score of 80%-100%.

LA means Language Arts, COM means Communications, EN means English



Achievement in Mathematics 2006-2007 (grades 3, 6, 9, 10 and 12)



(Figure 9) Source: Yukon Department of Education

Yukon Achievement Tests (YAT)

The Yukon Achievement Tests are curriculum-referenced tests based on the Western and Northern Canadian Protocol (WNCP) common curriculum framework in Mathematics and Language Arts. As Yukon is a participating member in WNCP, this allows us to utilize these Alberta based tests, and to make comparisons to Alberta results. Yukon students are expected to write the Yukon Achievement Tests at the end of Grade 3 and Grade 6. The Math 9 and English 9 tests are written at the end of the course (i.e. semester or year end) and count as 25% towards the student's final mark for the course. The key purposes of the assessment (using the Yukon Achievement Tests) of student learning against curriculum based standards are:

- To determine if students are learning what they are expected to learn
- To report to Yukoners how well students have achieved territorial standards at given points in their schooling
- To assist schools and the territory in monitoring and improving student learning

To better understand the results presented in this section, please refer to the *Guidelines for Interpreting Yukon Achievement Test Results* at the end of this report (Appendix 3).



Achievement Test Reporting

Several levels of reports are provided to schools for the Yukon Achievement Tests. The first report is a school level summary, which provides the aggregate results of the school in comparison to Yukon as a whole, as well as Alberta results. The second report is a student listing, reporting all students' results in that particular school. Finally, the Individual Student Profile reports on a single student's results. A copy of this last report is placed in the student's permanent record, and is available for parents to view along with the teacher.

In October, Curriculum Coordinators provide schools with test item analysis information, and may follow up with meetings and in-servicing either where they feel it is warranted or as requested by schools.

As well, additional reports are produced containing further breakdowns of rural/urban, and First Nation/non-First Nation results, as well as looking at cohorts of students who wrote this past year that also wrote three years ago in an earlier Grade, and their performance as a group. This information is contained in this report.

Lastly, where number of students writing permits, individual school-based results are presented in Appendix 4, at the end of this report.

Grade 3 Highlights

Participation:

All Grade 3 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school. The decision to exempt a student is made by the school administration in consultation with the parents, teacher and other members of the school-based team involved in providing care to the student.

Math: In Grade 3 Mathematics, 243 students, or 85%, wrote the test. This participation is about the same as last year, and on par with the past several years. This is also slightly lower than Alberta's participation, which has ranged from 90% to 93% in the previous five years. The number of students exempted in 2007 from the Math test was down slightly to 36 from the previous year's exemption of 42 students.

Language Arts: In Grade 3 Language Arts, 239 students, or 84%, wrote the test. This participation is up slightly from 2006, when it stood at 82%. This is also lower than Alberta's participation, which has ranged from 90% to 93% in the previous five years. The number of students exempted in 2007 from the Language Arts test dropped to 36 students, down from 48 students in 2006.



Yukon Achievement Tests
Mathematics 3 Participation

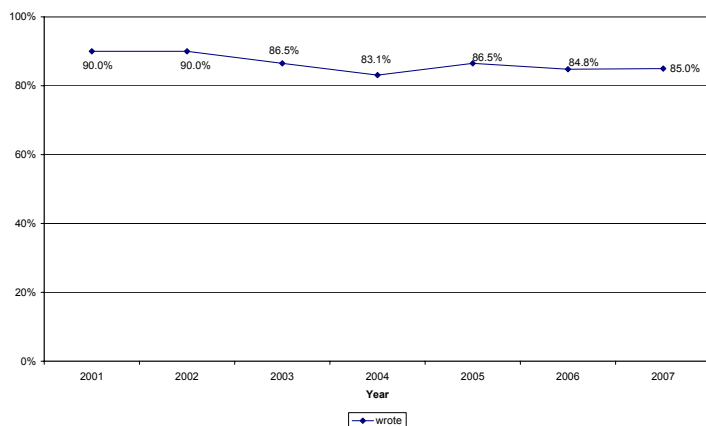


Figure 10a (source: Yukon Department of Education)

Yukon Achievement Tests
English Language Arts 3 Participation

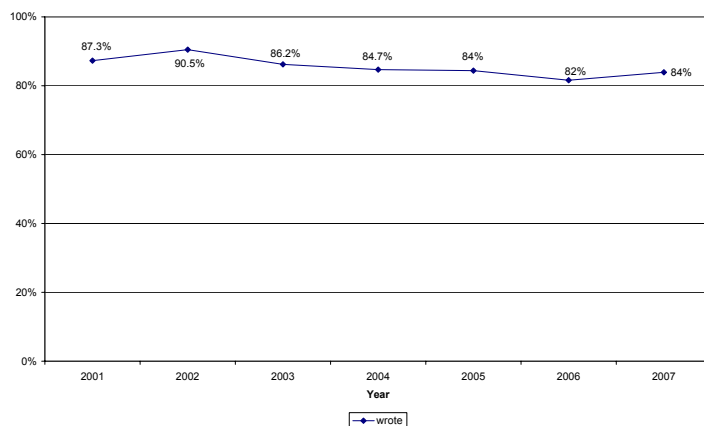


Figure 11a (source: Yukon Department of Education)

Yukon Achievement Tests
Mathematics 3 Participation

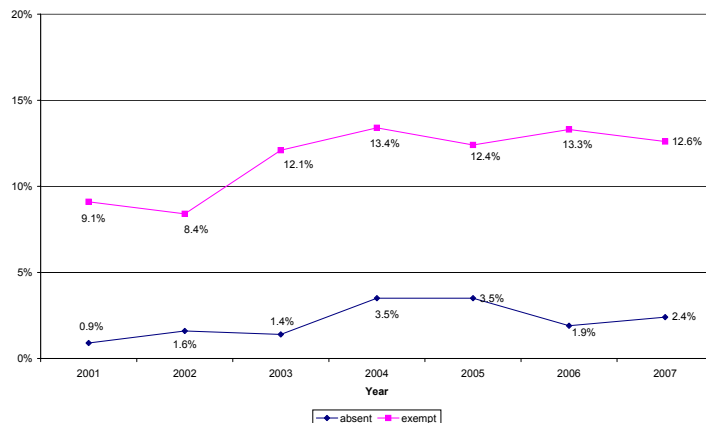


Figure 10b (source: Yukon Department of Education)

Yukon Achievement Tests
English Language Arts 3 - Participation

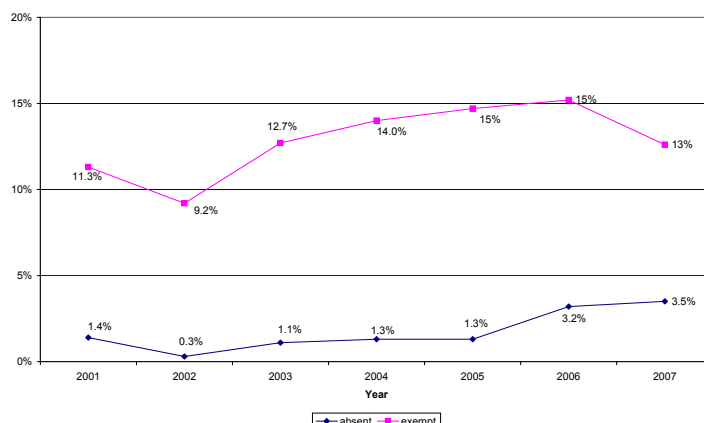


Figure 11b (source: Yukon Department of Education)

Trend Analysis:

Math: In Mathematics 3, the Yukon aggregate average score dropped a few points this year to 70.7%, after having leveled out over the last few years at about 75%. Of important note, the Alberta aggregate average score also dropped by a similar amount this past year, after also remaining fairly constant over the same period. The Yukon score of 70.7% in 2007 is slightly lower than the Alberta average of 71.9% for the same year.

Language Arts: In Language Arts 3, the trend in the Yukon aggregate average score has also remained fairly stable over the last five years at around 67%. The Yukon average score for 2007 of 66.6% was down slightly from the 2006 score of 67.1%. The Alberta aggregate average score has remained fairly constant over the last five years at around 70%.



Comparison of Averages:

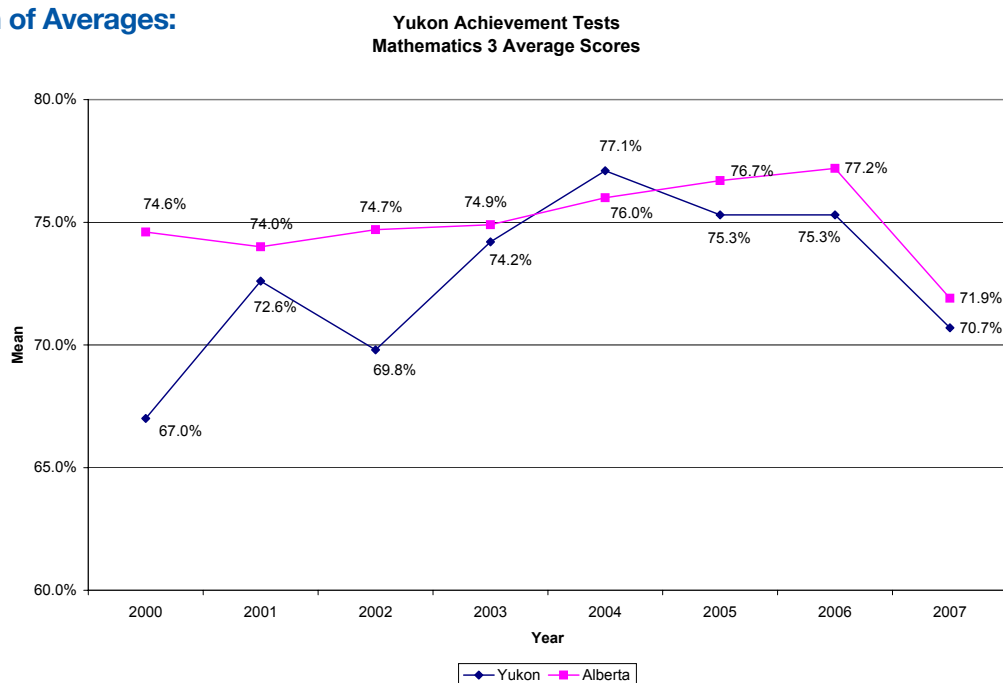


Figure 12a (source: Yukon Department of Education)

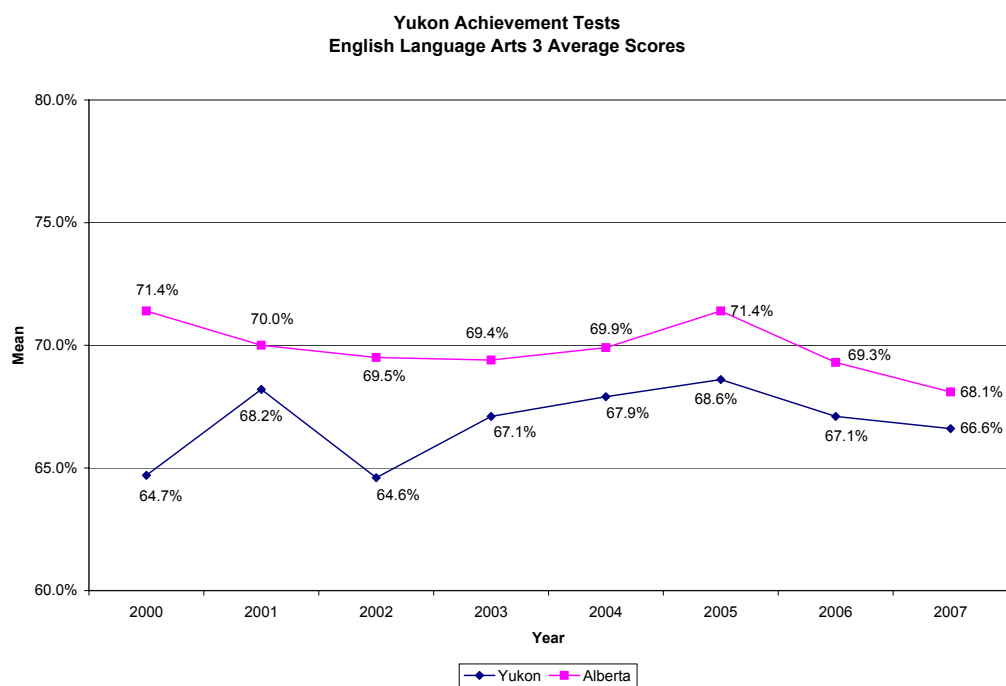


Figure 12b (source: Yukon Department of Education)



Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).

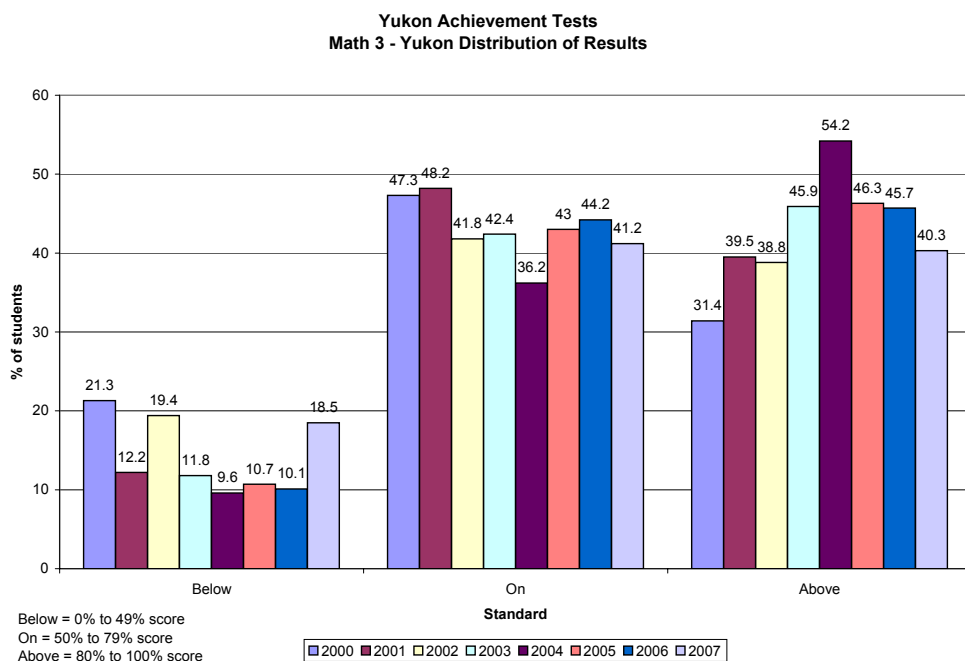


Figure 13a (source: Yukon Department of Education)

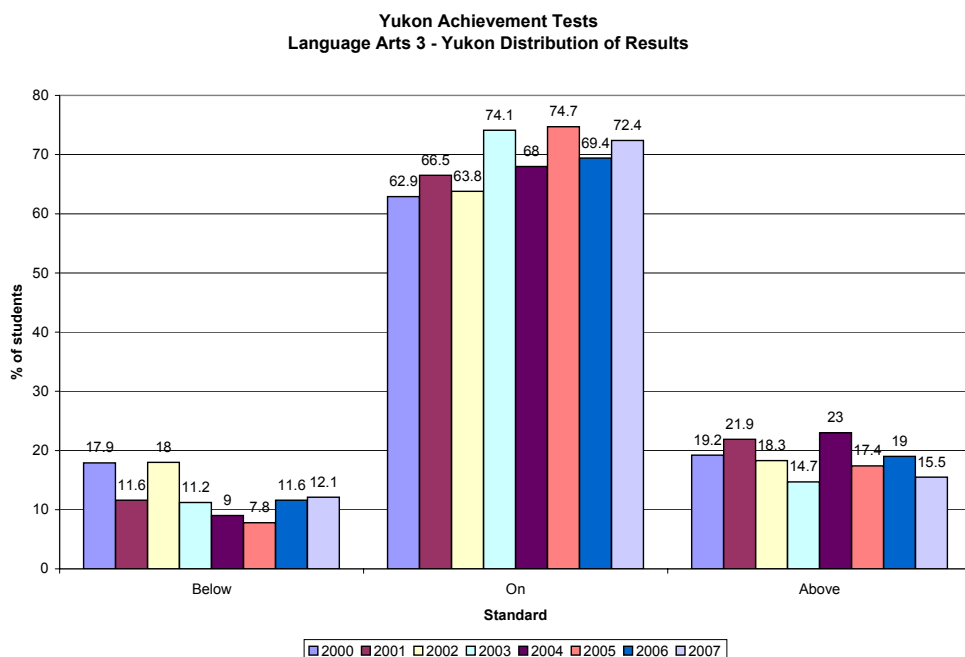


Figure 13b (source: Yukon Department of Education)
Alberta distribution of results is not available, as their standards differ.



Grade 6 Highlights

Participation:

All Grade 6 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school.

Math: In Grade 6 Mathematics, 259 students, or 85.8%, wrote the test. This participation is about the same as last year. Yukon participation is below the Alberta rate of about 90%. The number of Yukon students exempted in 2007 from the Math test has dropped to 38 students, from 41 students in 2006.

Language Arts: In Grade 6 Language Arts, 310 students, or 87.6%, wrote the test. This participation is the same as in 2006. Yukon participation is below the Alberta rate of about 90%. The number of Yukon students exempted in 2006 from the Language Arts test has dropped to 40 students from 42 students in 2006.

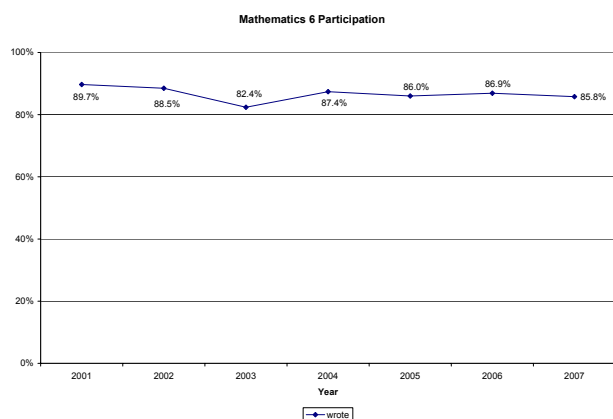


Figure 14a (source: Yukon Department of Education)

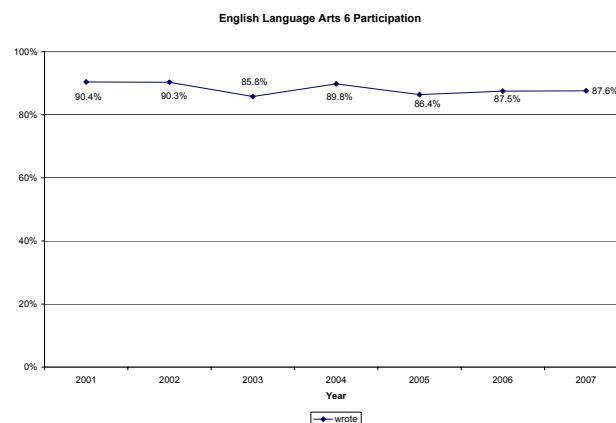


Figure 15a (source: Yukon Department of Education)

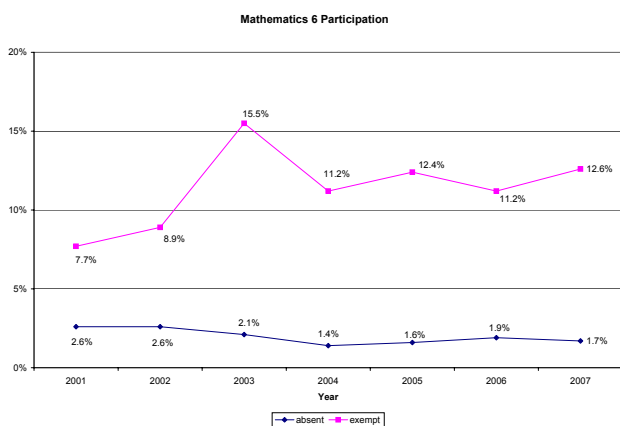


Figure 14b (source: Yukon Department of Education)

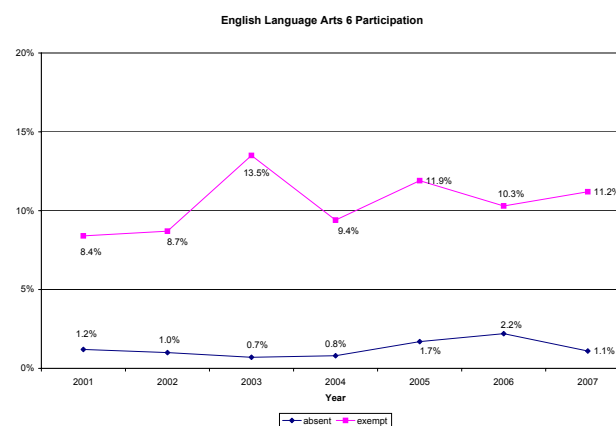


Figure 15b (source: Yukon Department of Education)



Trend Analysis:

Math: In Mathematics 6, the Yukon aggregate average score has fluctuated steadily since the inception of the tests in 2000. The Yukon average score for 2007 has dropped slightly to 58.7% from the 2006 score of 59.3%. The Alberta aggregate average also dropped slightly to 64.4% in 2007, down from 66.1% in 2006.

Language Arts: In Language Arts 6, the Yukon aggregate average score for 2007 remained increased slightly to 63.4%, up from the previous year's score of 62%. The Alberta aggregate average score has also shown a slight increase from the previous year, and stood at 67.4% for 2007.

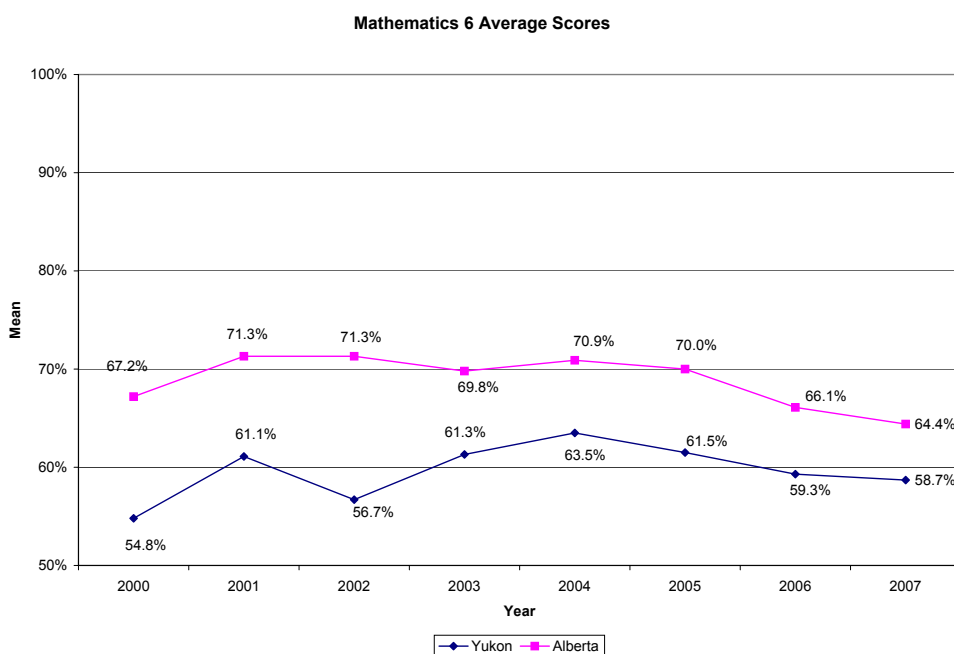


Figure 16a (source: Yukon Department of Education)

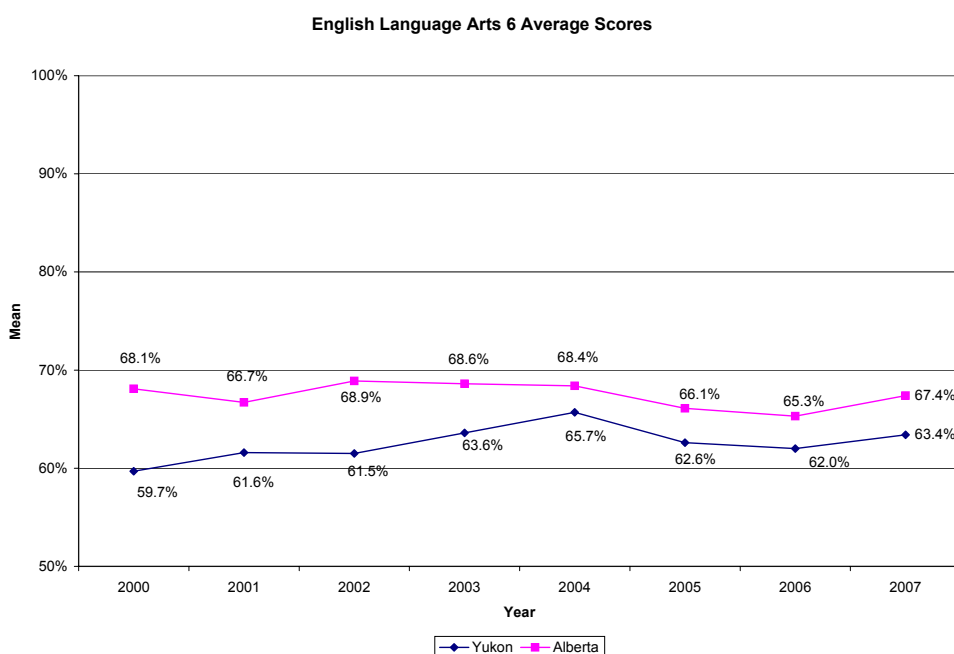


Figure 16b (source: Yukon Department of Education)



Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).

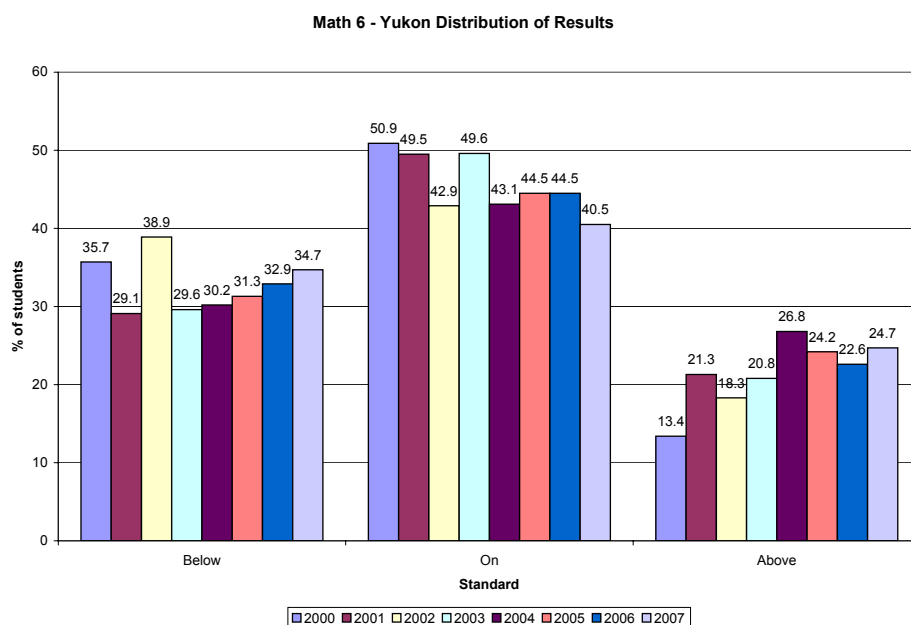


Figure 17a (source: Yukon Department of Education)

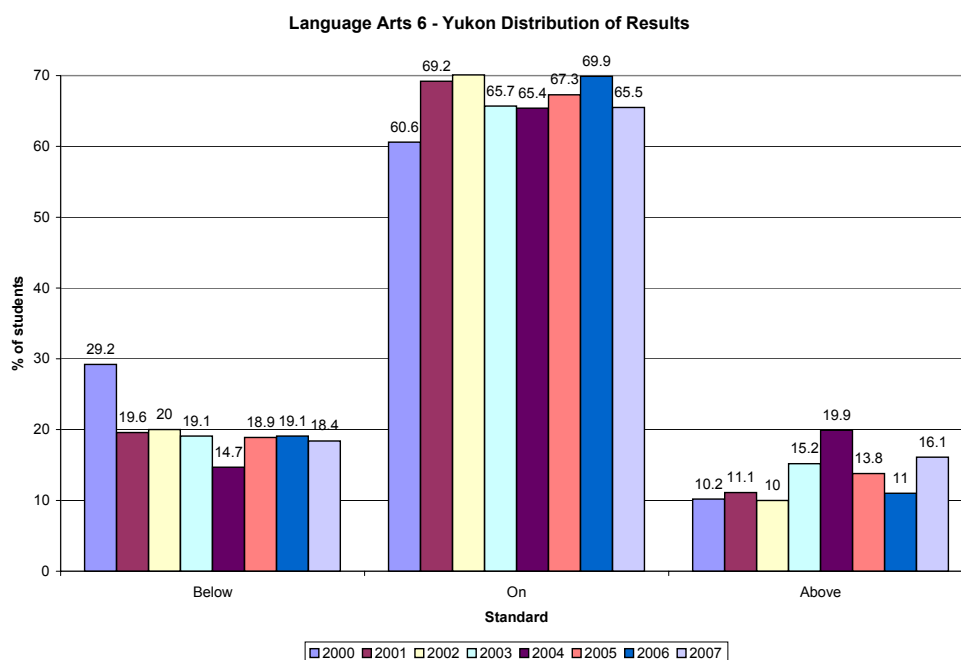


Figure 17b (source: Yukon Department of Education)
Alberta distribution of results is not available, as their standards differ from those of the Yukon.



Cohort Comparisons

As this is the eighth year of Yukon students writing the Yukon Achievement Tests, we are able to continue to present results for the same group of students (as a cohort) who wrote both in 2004 and in 2007. These students would have participated in the Math 3 and Language Arts 3 tests in the fifth year of testing, and subsequently written the Grade 6 tests 3 years later. A similar comparison can be drawn between a Grade 6 cohort of students from 2004 and Grade 9 from 2007, and is detailed in the Grade 9 highlights section.

Generally, in both the Grade 3 and Grade 6 cohort comparisons, the results of these students dropped in both Math and Language Arts with their second participation in writing between 2004 and 2007, both in terms of average score and success rates.

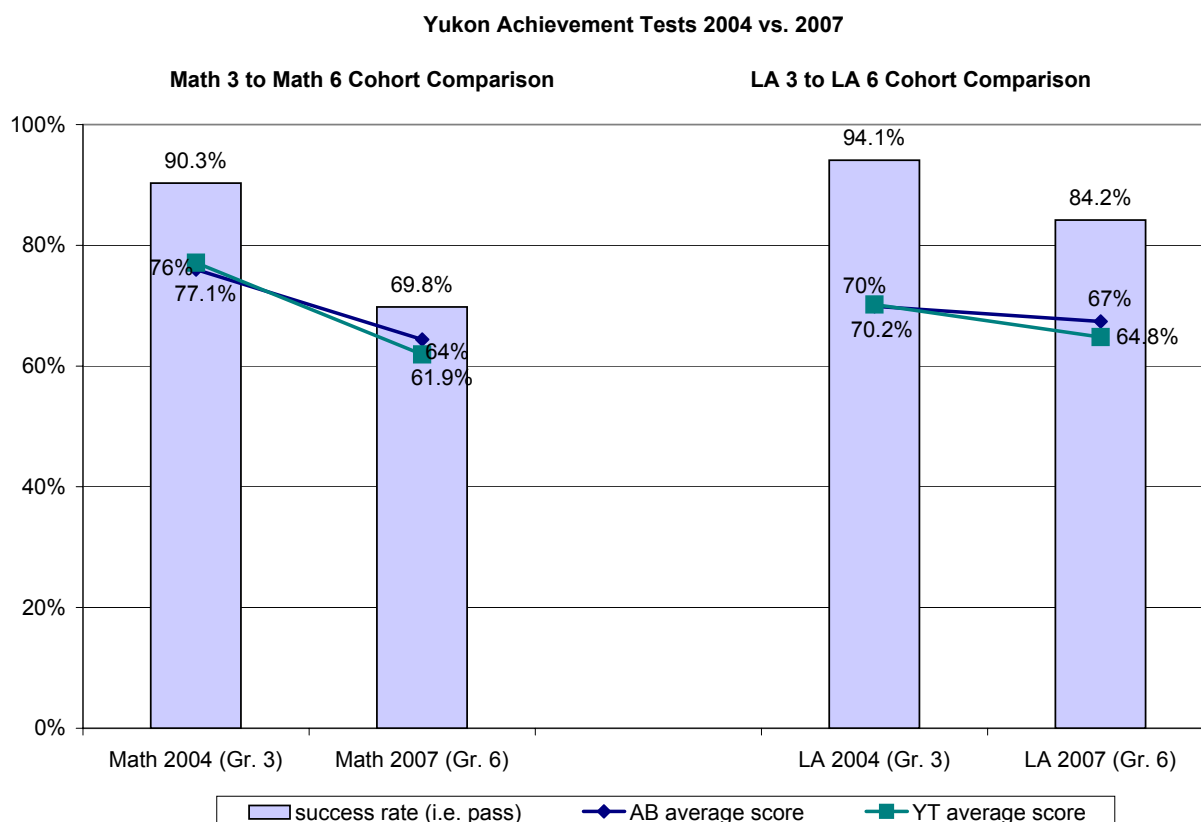


Figure 17c (source: Yukon Department of Education)



Grade 9 Highlights

Participation:

All Grade 9 Yukon students enrolled in Principles of Math 9 and English 9 are expected to participate in the YAT testing. For Math 9, this figure represents approximately 76% of the Grade 9 enrolment, as some students are enrolled in optional Math courses such as Essentials of Math. For English 9, all students are expected to write the test. A small number of students, who may not benefit from the testing, may be exempted by the school.

Math: In Grade 9 Mathematics, 313 students, or 86.2%, wrote the test. This is an increase of about 5%, up from 81.1% in 2006. Alberta participation rates are reported at about 87%. The number of Yukon students exempted in 2007 from the Math test dropped to 34 students from 55 students in 2006. Exemption figures are not available prior to 2002, as a tracking system was not in place for exemptions at the Grade 9 level.

Language Arts: In Grade 9 Language Arts, 336 students, or 86.4%, wrote the test. This is down slightly from 87% in 2006. Alberta participation rates are reported at about 87%. The number of Yukon students exempted in 2007 from the Language Arts test has dropped to 35 students from 43 students in 2006. Exemption figures are not available prior to 2002, as a tracking system was not in place for exemptions at the Grade 9 level.

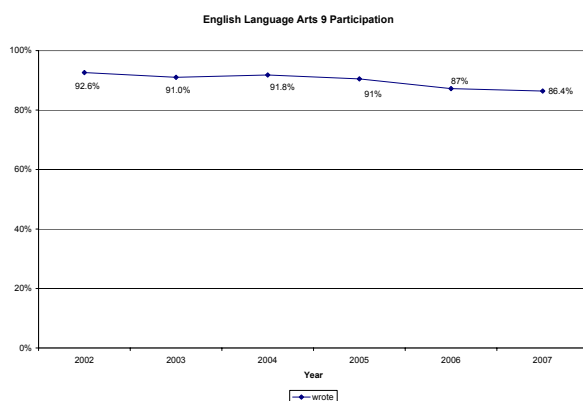


Figure 19a (source: Yukon Department of Education)

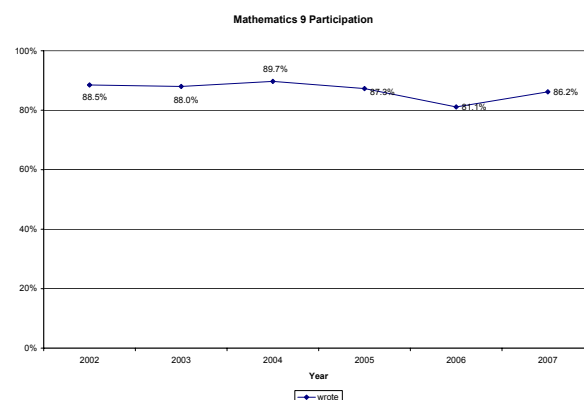


Figure 18a (source: Yukon Department of Education)

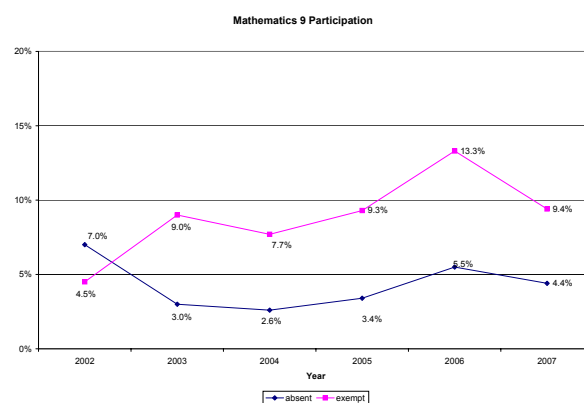


Figure 18b (source: Yukon Department of Education)

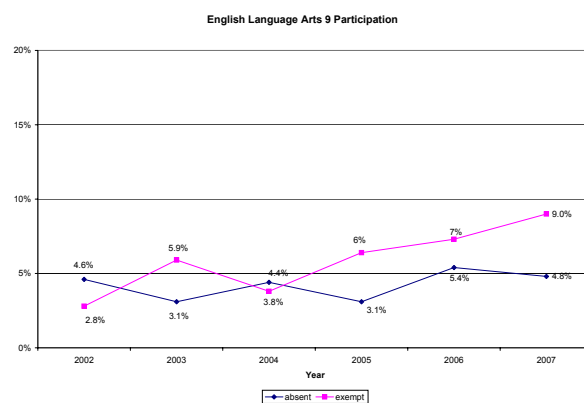


Figure 19b (source: Yukon Department of Education)



Trend Analysis:

Math: The Yukon average score increased again after a drop for the first time in five years in 2006, up to 60% in 2007 from 57.4% in 2006. The Alberta aggregate average score has followed a similar trend as the Yukon score in past years, however it decreased in 2007 to 61.8% from 62.6% in 2006.

Language Arts: In Language Arts 9, this is the sixth year that Yukon students wrote the Alberta test. Prior to that the English 9 test was locally developed. The Yukon score for Language Arts 9 in 2007 of 62.5%, has increased from the 2006 score of 60%. The score for Alberta students in 2007 was 66.1%, and has remained steady for the last 6 years around that figure.

Comparison of Averages

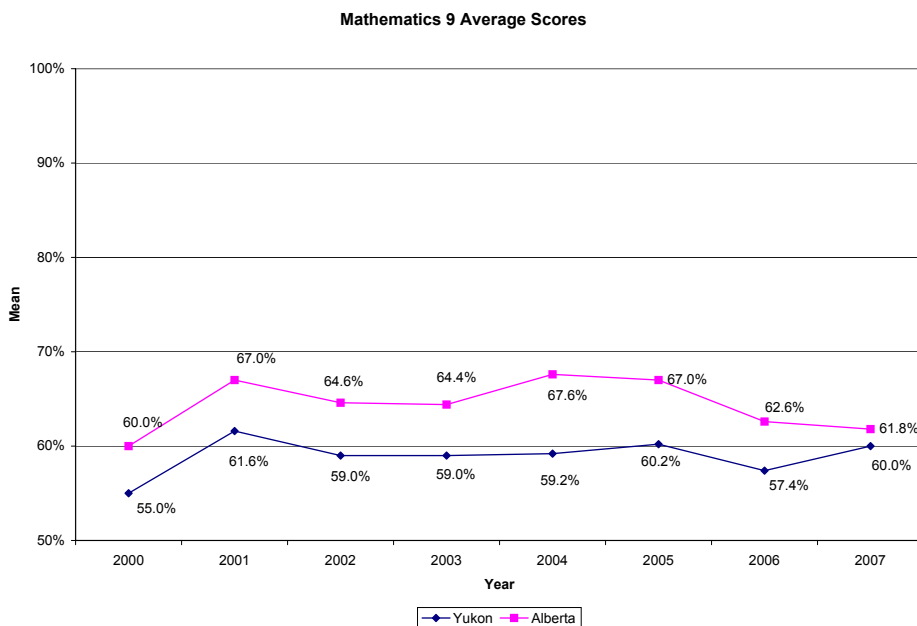


Figure 20a (source: Yukon Department of Education)

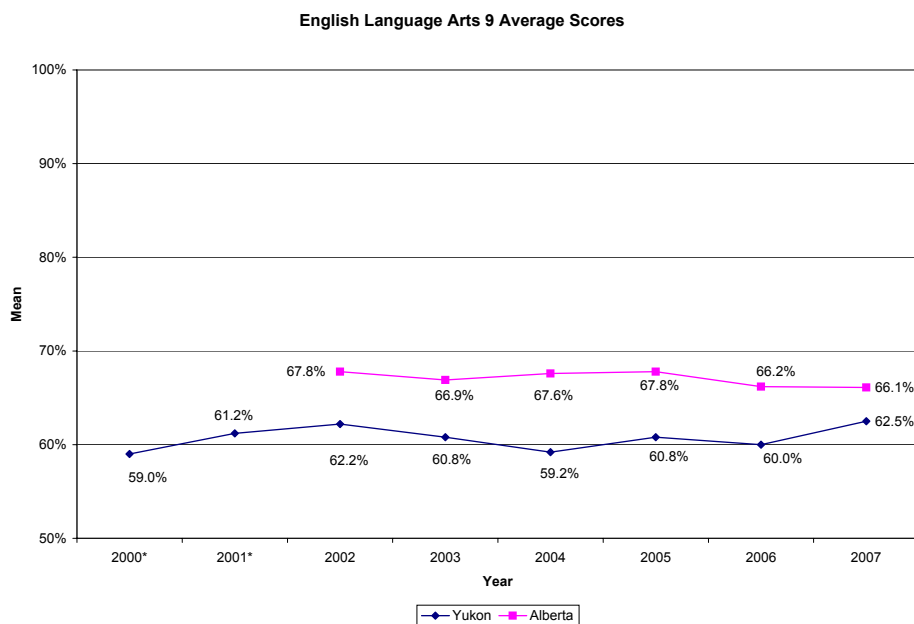


Figure 20b (source: Yukon Department of Education)

* 2002 was the first year for the Yukon's use of the Alberta YAT 9 test for Language Arts. Previous year's tests were locally developed, therefore comparisons to Alberta are unavailable for 2000 and 2001



Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. The standard indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).

Math 9 - Yukon Distribution of Results

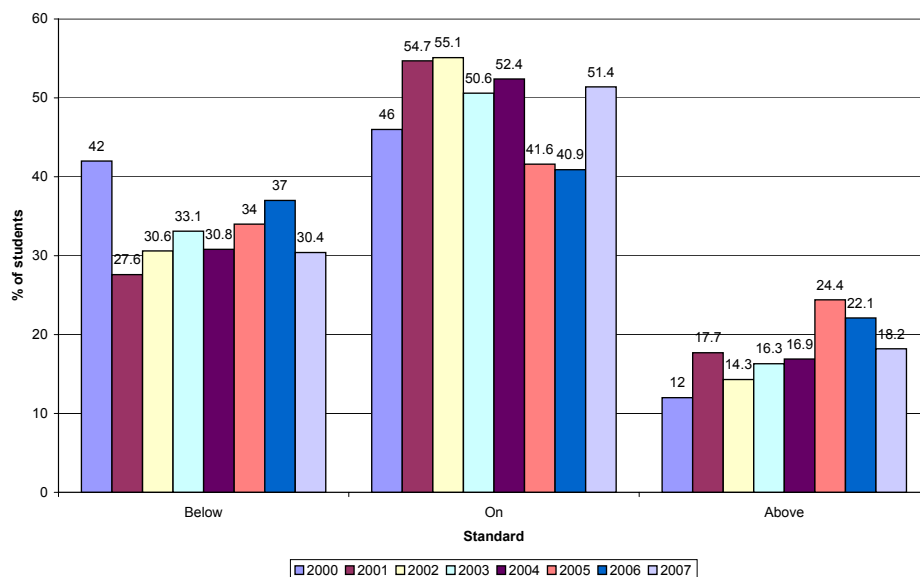


Figure 21a (source: Yukon Department of Education)

Language Arts 9 - Yukon Distribution of Results

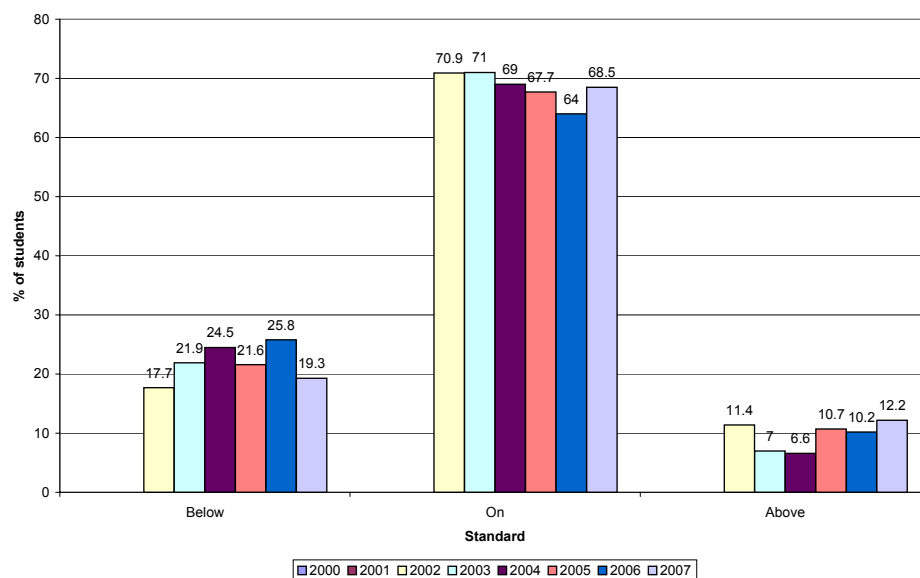


Figure 21b (source: Yukon Department of Education)

Alberta distribution of results is not available, as their standards differ from those of the Yukon.



Cohort Comparisons

Generally, in both the Grade 6 and Grade 9 cohort comparisons, the results of these students dropped very slightly in both Math & Language Arts with their second participation in writing between 2004 and 2007.

Yukon Achievement Tests 2004 vs. 2007

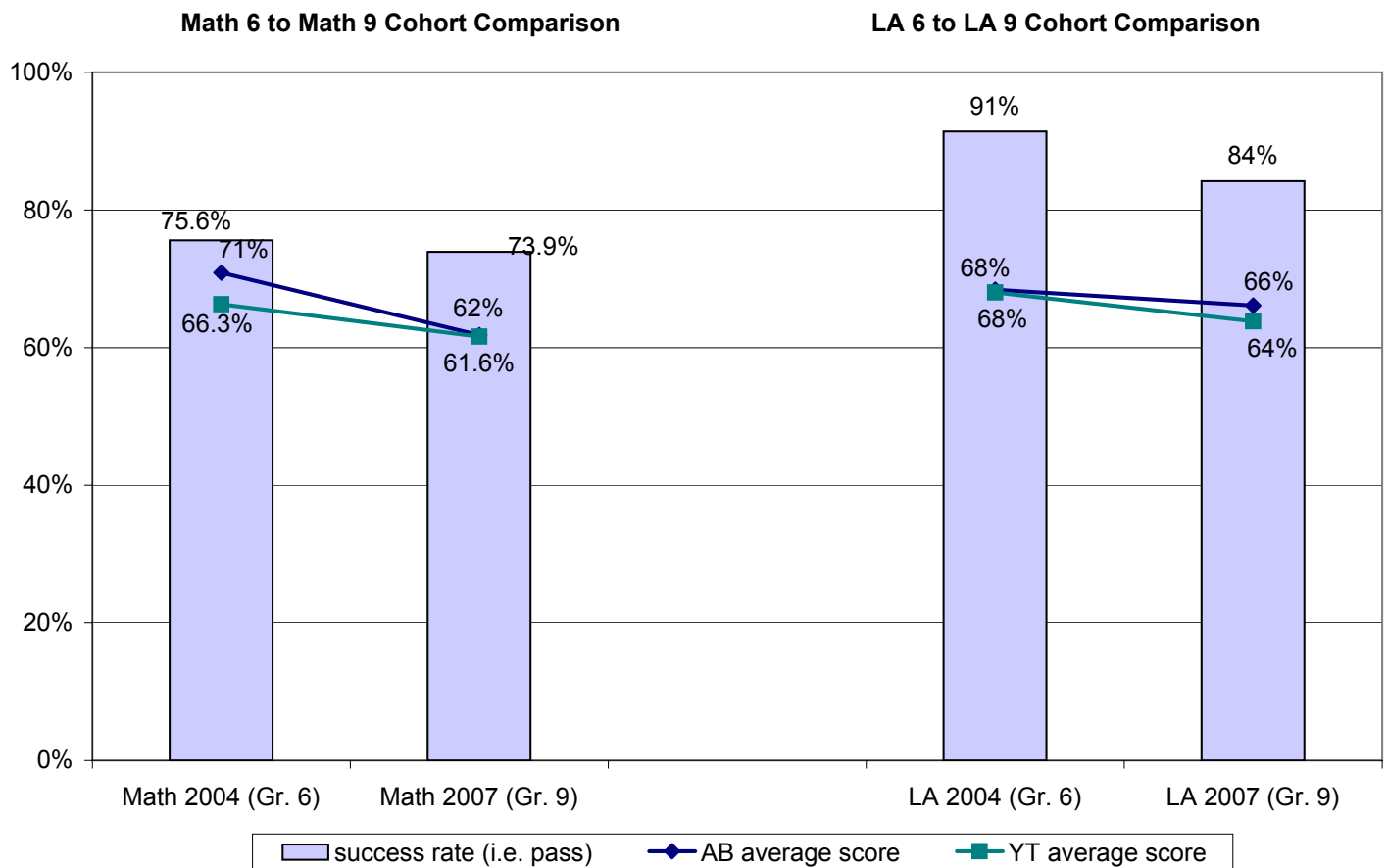


Figure 21c (source: Yukon Department of Education)



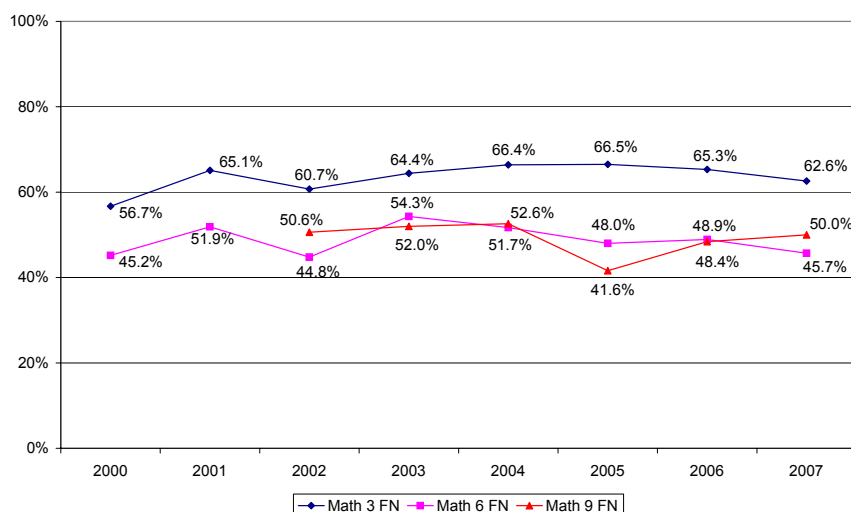
Achievement - A First Nation Perspective

Figures 22 through 24 are provided in order to allow comparisons between the performance of First Nation students and that of non-First Nation students for the 2006-2007 school year, as assessed through the Yukon Achievement Tests in Mathematics and Language Arts. The first two figures represent the average score of First Nation students on both the Math and Language Arts YATs. These figures indicate that First Nation students are achieving about the same level in mathematics than they have in previous years, and that their achievement in Language Arts has also remained fairly constant.

Generally, in Grade 3, First Nation students performed below the established standard of Successful performance, while non-First Nation students performed at or above the standard of Successful performance. In grades 6 and 9 the achievement of First Nation and non-First Nation students failed to meet the expected standard of Successful performance, with the exception of non-First Nation students in Language Arts 6 and Language Arts 9.

All students in Math 3, and non-First Nation students in Math 6, Language Arts 6 and Math 9, exceeded the expected standard of Excellent performance. Although additional research will be required to fully understand the causes, the attendance information provided in Figure 37 highlights one factor that is possibly responsible.

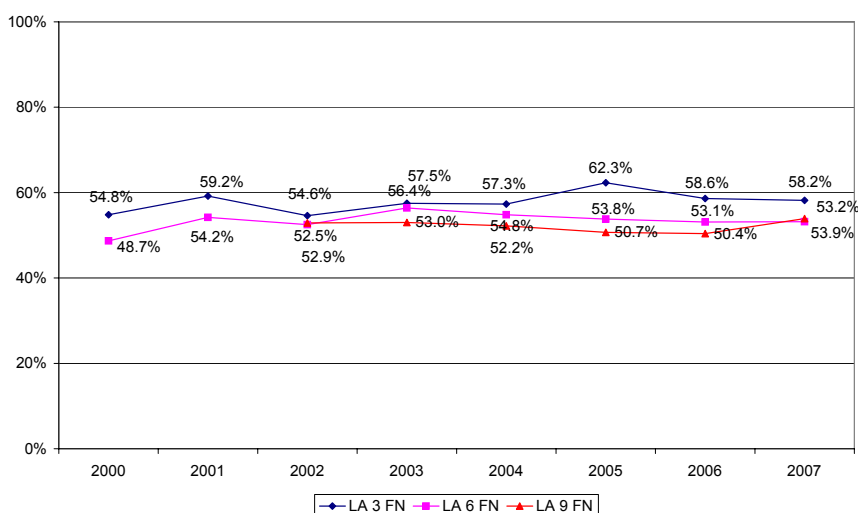
Yukon Achievement Test - Mathematics
Average Scores - Yukon First Nation Students



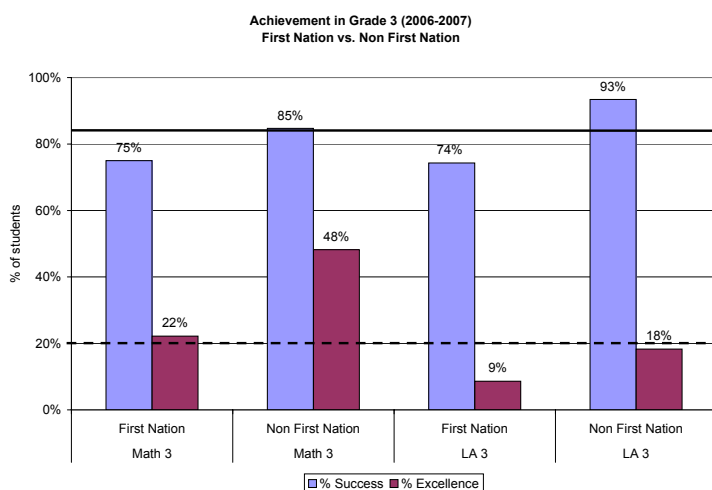
(Figure 22a) Source: Yukon Department of Education

First Nation ancestry is based on self-identification

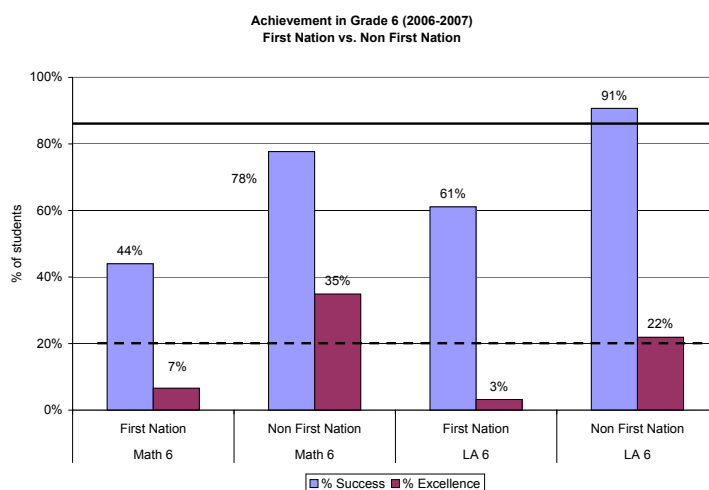
Yukon Achievement Test - Language Arts
Average Scores - Yukon First Nation Students



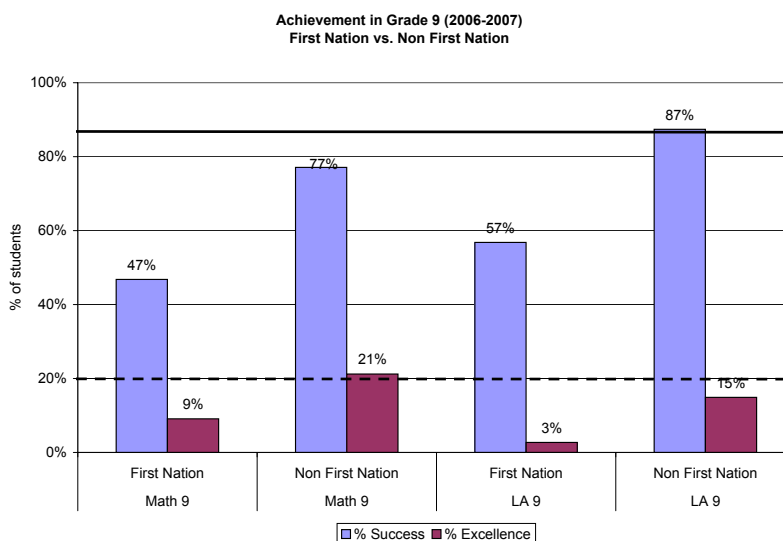
(Figure 22b) Source: Yukon Department of Education



(Figure 23a) Source: Yukon Department of Education
Success is defined as achieving a score of 50%-100%.
Excellence is defined as achieving a score of 80%-100%.



(Figure 23b) Source: Yukon Department of Education



(Figure 24) Source: Yukon Department of Education

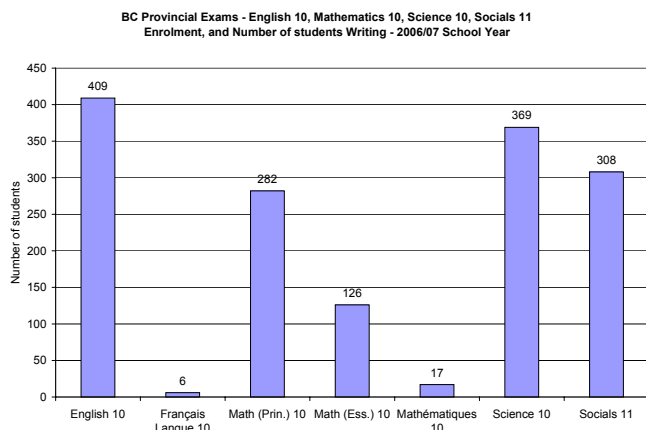


British Columbia Provincial Exams (BCPE)

As the BC Program of Studies form the basis of the Yukon curriculum, Yukon students enrolled in a number of specific Grade 10 and 12 courses are expected to write the BC Provincial Exams for those courses. The 2006-07 school year marks the third year that these exams are written at the Grade 10 level, in Mathematics, Language Arts and Science, and the second year they were written at grade 11 in Social Studies. These exams are written at the end of the course (i.e. semester or year end) and count as 20% towards the student's final mark for the course in Grade 10 and 11, and 40% towards the student's final mark for the course in Grade 12.

The BC Provincial Exam program:

- Ensures that Grade 10, 11 and 12 students meet consistent provincial standards of achievement in academic subjects
- Ensures that graduating students from all schools will be treated equitably when applying for admission to post secondary institutions
- Responds to strong public concerns for improved standards of education



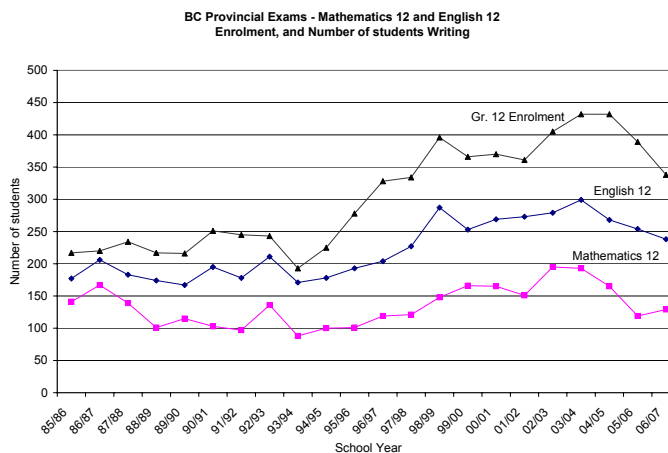
(Figure 25) Source: Yukon Department of Education

Grade 10, 11 and 12 Highlights

Participation:

All Yukon students enrolled in a number of specific Grade 10, 11 and 12 courses are expected to write the BC Provincial Exams for those courses. Participation rates are difficult to determine for Grade 12 students, as not all students are required to enroll in these courses. Students generally enroll in these courses if they are required for their specific graduation program, or as a requirement of entry to a post secondary institution.

The Department of Education can, however, track participation over time in terms of the number of students writing versus the Grade 12 enrolment over time. The information retained over the past 20 years indicates that registration in these courses has remained fairly constant, and changes at approximately the same rate as the enrolment. For the purpose of this report, with the focus on numeracy and literacy, registration information has been provided for the three Grade 10 examinable courses, Social Studies 11, as well as English 12 and Mathematics 12 exams. Figures 25 and 25a shows the number of Yukon students writing these exams compared to the Grade 12 enrolment over time.



(Figure 25a) Source: Yukon Department of Education



Trend Analysis:

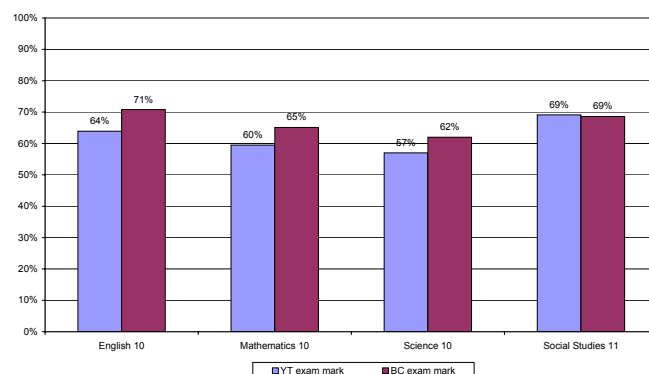
With 21 possible provincial exams available for students to write, it would not be feasible to include trend information for all exams. For the purpose of this report, with the focus on numeracy and literacy, trend information has been provided for the English 12 and Mathematics 12 exams. Figures 26 and 27 show the Yukon average score and the BC average score over time for these two exams.

Comparison of Averages

Figures 28 and 29 provide a comparison between Yukon students and their British Columbia counterparts in key subject areas in Grade 12. However, due to the small number of Yukon students writing any given exam, readers are cautioned against making definitive judgments of student performance based on these comparisons. When numbers are small, the scores of even a few students can have a large impact on the overall average. For example, in 2006-2007, the number of Yukon students writing exams ranged between about 10 (German 12) and 250 (English 12), while in British Columbia, they ranged between 5,000 and 40,000 students. It should also be noted, that the number of Yukon First Nation students writing the various exams is too small to allow comparisons on the basis of ethnicity.

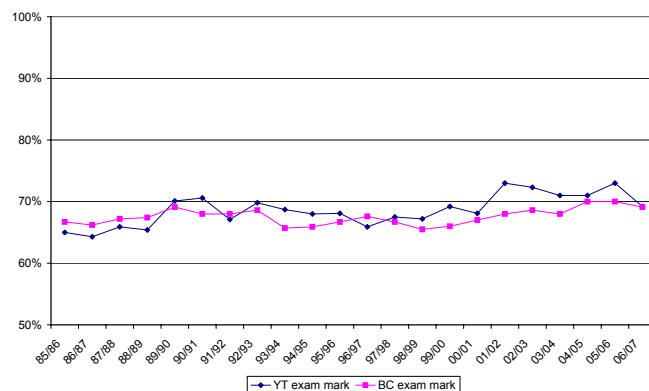
Although this report does not contain detailed information (beyond the reporting of averages in figures 27a and 27b) to allow comparisons between Yukon and British Columbia students over time, the following summary is provided to give the reader a general sense of Yukon students' performance.

B.C. Provincial Exams 2006/07
English 10, Mathematics 10 and Science 10, Social Studies 11
Comparison of Exam Mark - Yukon vs. B.C.



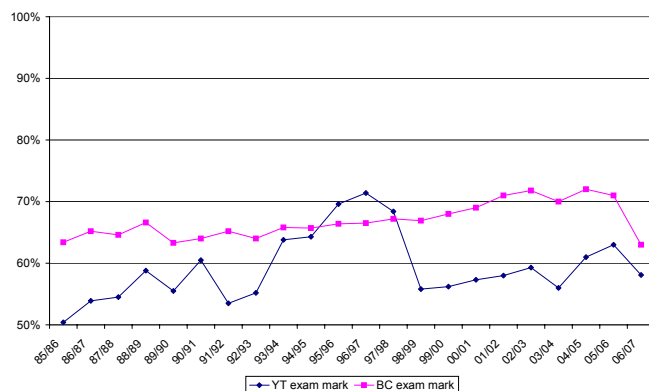
(Figure 26) Source: Yukon Department of Education

B.C. Provincial Exams - English 12
Comparison of Exam Mark - Yukon vs. B.C.



(Figure 27a) Source: Yukon Department of Education

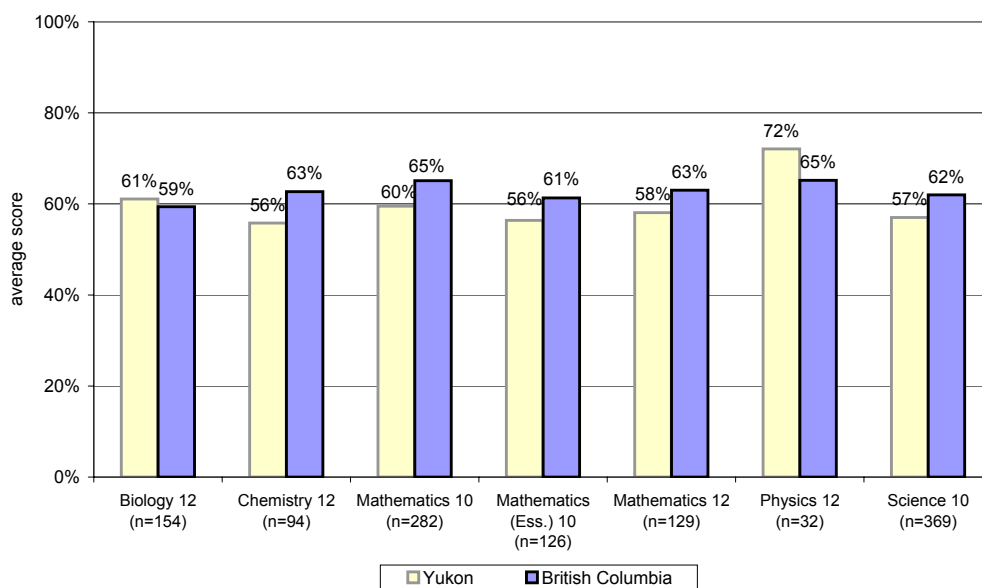
B.C. Provincial Exams - Mathematics 12
Comparison of Exam Mark - Yukon vs. B.C.



(Figure 27b) Source: Yukon Department of Education

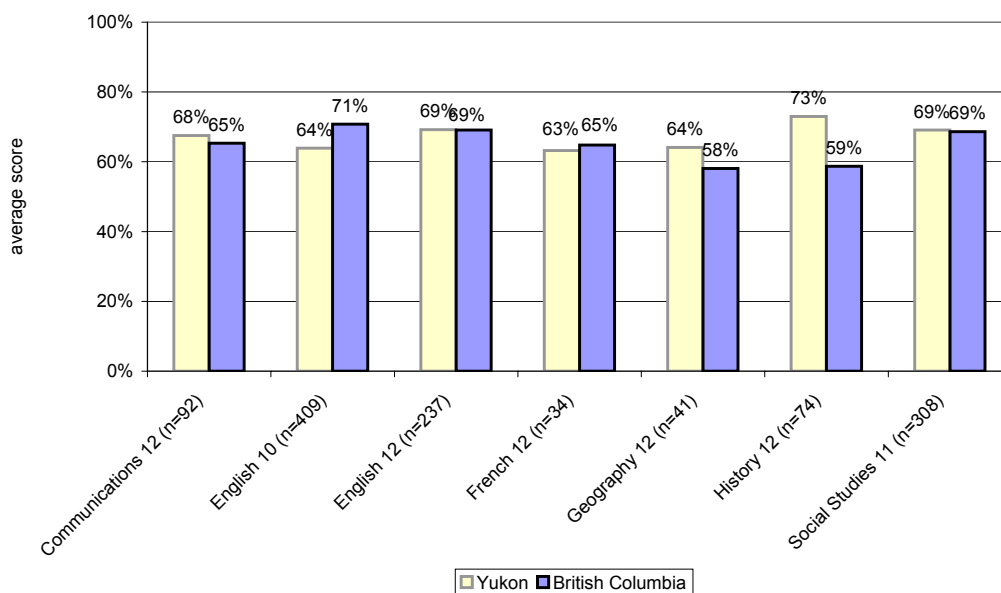


**B.C. Provincial Exams - Average Scores
Mathematics and Sciences - 2006-2007**



(Figure 28) Source: Yukon Department of Education

**B.C. Provincial Exams - Average Scores
Humanities - 2006-2007**

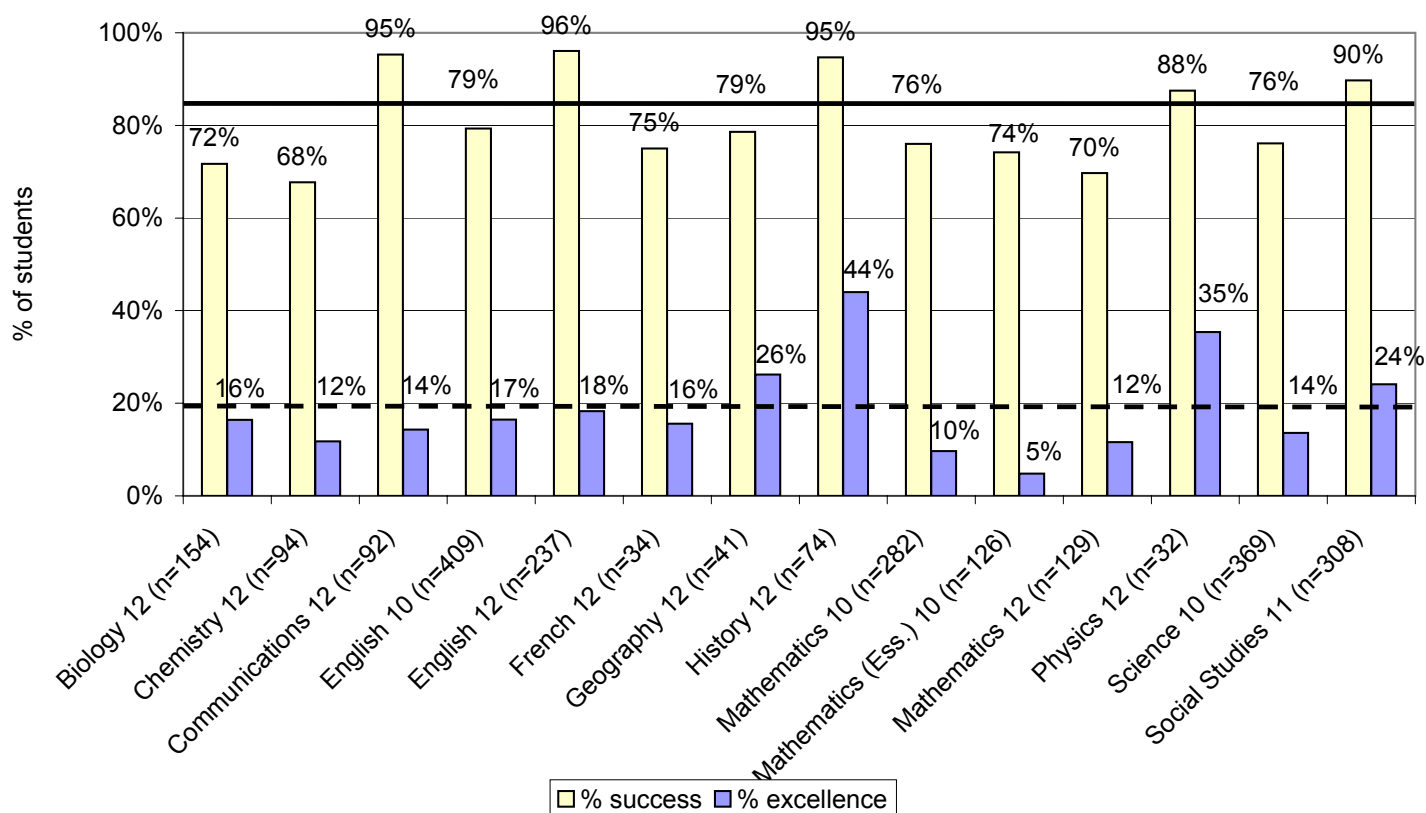


(Figure 29) Source: Yukon Department of Education



Distribution:

B.C. Provincial Exams Achievement in Grade 10 and 12 (2006-2007)



(Figure 30) Source: Yukon Department of Education
Success is defined as achieving a score of 50%-100%.
Excellence is defined as achieving a score of 80%-100%.

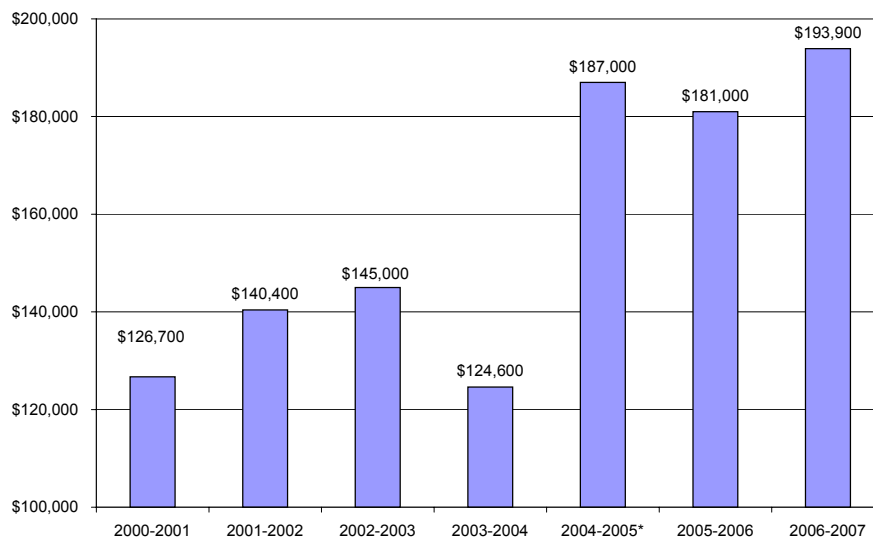


Yukon Excellence Awards (YEA)

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievement Tests, and Grade 10, 11 and 12 students who write B.C. Provincial Examinations, are eligible for an award. To qualify for an award, students must achieve a test score of 80 per cent or above.

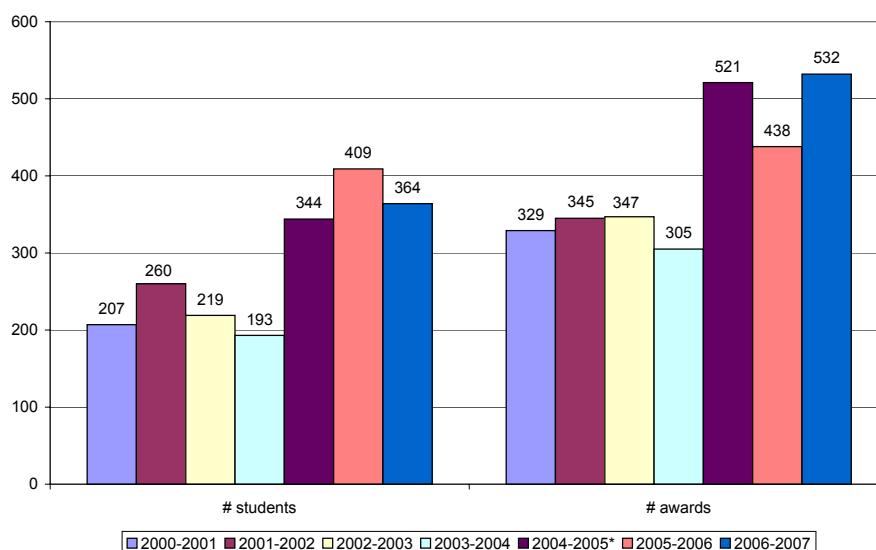
For the 2006-2007 school year, 364 students earned 532 awards, totaling \$193,900.

Yukon Excellence Awards - \$\$ Earned



(Figure 31) Source: Yukon Department of Education
* please note: Grade 10 exams were added for 2004/05

Yukon Excellence Awards - Number of Awards



(Figure 32) Source: Yukon Department of Education
* please note: Grade 10 exams were added for 2004/05

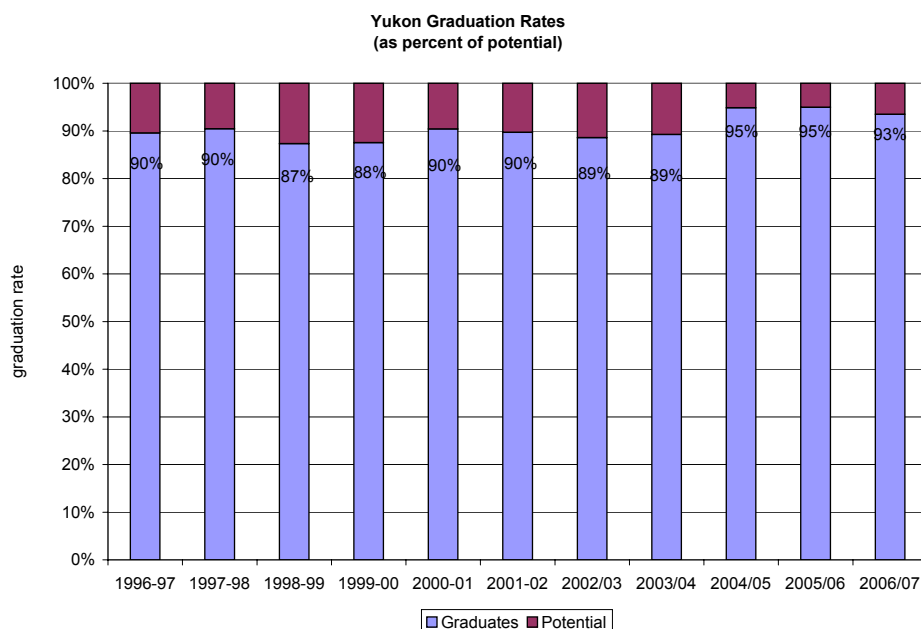


Graduation

Yukon students follow the British Columbia Ministry of Education graduation requirements. The mix of Required and Elective Studies courses enables students to meet the expectations of completing the basic academic core courses (Required Courses) of Language Arts, Social Studies, Mathematics, Science, Fine Arts and Applied Skills, Physical Education and Planning, as well as a selection of optional courses (Elective Credits) in the areas of their choosing. In order to complete graduation, students must accumulate the required total of 80 credits under this program involving courses in grades 10, 11 and 12.

Figure 35 provides a comparison over time of Yukon graduation rates. Graduation rates are calculated by dividing the number of students who actually graduated by the number of students who had the potential to graduate. Potential to graduate is defined as any student who is enrolled in the correct combination of courses to meet graduation requirements, and will graduate provided they pass those courses.

Over an eight year period from 1996/97 through 2003/04, graduation rates remained fairly constant, ranging from 87 per cent to 90 per cent. In the 2004/05 school year, there was a jump in the graduation rate to 95%, and this rate has remained fairly constant through 2006/07, with a slight drop to 94% for last year. This is largely due to the introduction of the new graduation program in 2004 which enables students with more opportunities to meet graduation requirements.



(Figure 35) Source: Yukon Department of Education

Note: Potential to graduate is defined as any student who is enrolled in the correct combination of courses to meet graduation requirements, and will graduate provided they pass those courses.

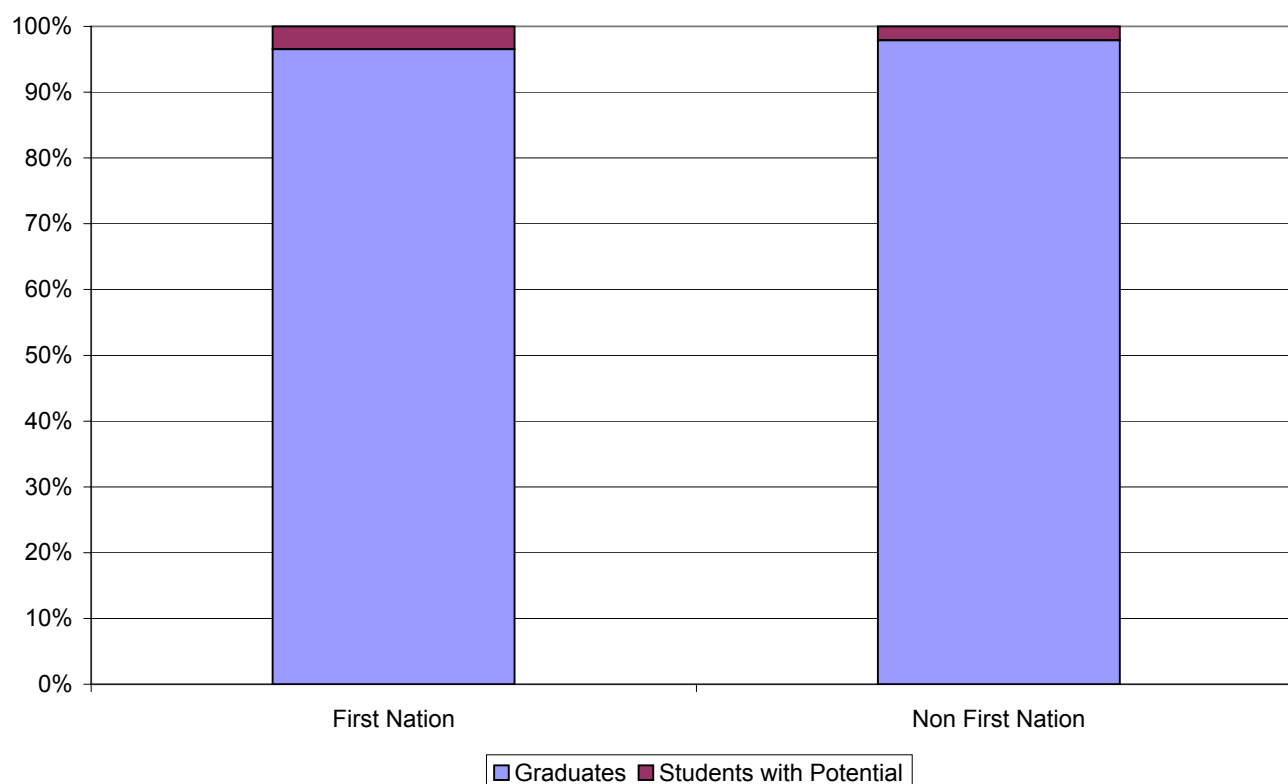


First Nation Graduates

In 1996-1997 school year, 8 per cent of the students who graduated were of First Nation ancestry. In 2000-2001 school year, 16 per cent of the students who graduated were of First Nation ancestry, and has remained around this figure for the last few years. In 2006/07, the percentage of First Nation graduates remained at 20%, the same figure as in the previous year.

A more direct comparison of First Nation graduation success can be measured in the same fashion as for total Yukon grads, by comparing the number of graduates to those with the potential to graduate (see figure 36). For the 2006-2007 school year, 97% of First Nation students with the potential to graduate were successful at meeting the requirements of graduation. This compares with 98% for non-First Nation students.

**2006-2007 Yukon Graduates
as Percent of Potential**



(Figure 36) Source: Yukon Department of Education



Student Attendance

Attendance is an important educational success indicator. At the moment, collecting and reporting attendance information presents considerable challenges.

- Secondary school attendance reporting has been aligned so that all schools are capturing period attendance and converting that to daily attendance in quarter day increments. This has resulted in a more accurate capture of missed portions of days and has in some cases resulted in higher, and likely more accurate, reporting on absenteeism.
- A few students were marked absent for several weeks or months before being deleted from the school's attendance register. It should be noted that the impact of these few students on the overall statistic is small.

During 2000-2001 preliminary work was undertaken to standardize data acquisition. Despite the limitations of the current system, some valuable information can be highlighted. For the 2001-2002 school year, additional work was undertaken to ensure that more accurate information was collected at the school level. For the 2002-2003 school year, an even closer look was taken at attendance recording. With this in mind, a revised, and more accurate, system of reporting has been used for the last four years.

Figures 37a and 37b below show that absenteeism for the past five years is greater in rural communities than in Whitehorse. Also, First Nation students, on average, miss more days of school than their non-First Nation counterparts.

Average Absences - Whitehorse Students

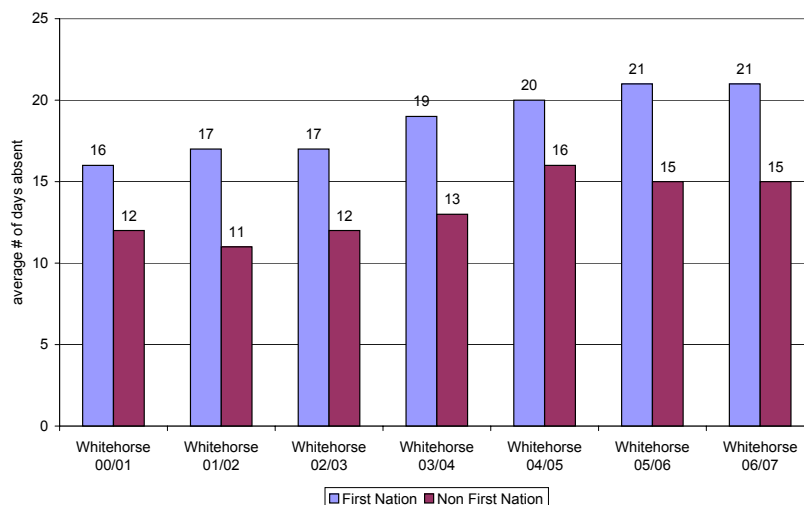


Figure 37a (source: Yukon Department of Education)

Average Absences - Rural Yukon Students

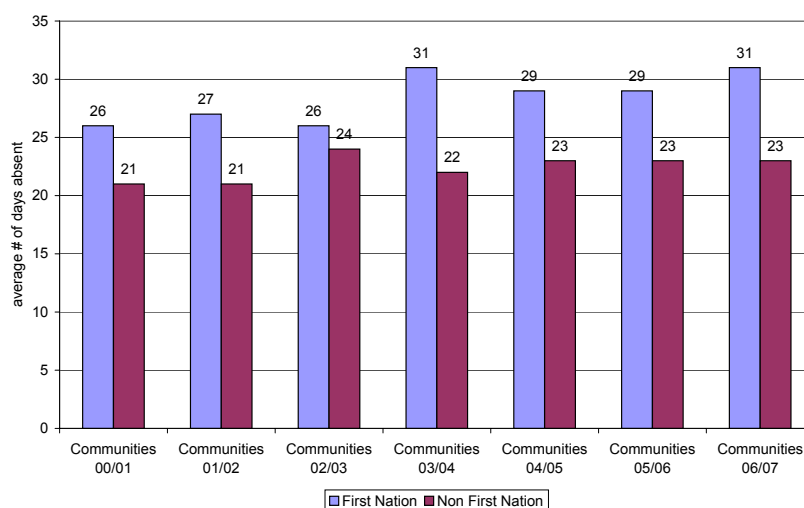


Figure 37b (source: Yukon Department of Education)



ADVANCED EDUCATION BRANCH

Overview of the Advanced Education Branch

The Advanced Education Branch of Yukon Education promotes and supports adult training, education and labour force development. The Advanced Education Branch also provides and administers student financial aid and youth employment training.

Advanced Education provides services to Yukoners through the following two divisions: Labour Market Programs and Services, and Trades Certification and Training Programs.

Program Objectives

To provide adult education, training and employment programs and services to Yukon people by:

- Supporting Yukon College programs
- Developing and delivering labour force initiatives through the Community Training Funds and the Yukon (Immigrant) Nominee Program
- Preparing labour market research and planning and information
- Promoting partnerships with business, labour organizations, Yukon College, First Nations, equity groups, federal government and other jurisdictions in the development and implementation of programs
- Administering apprenticeship, skills training, and inter-provincial trades standards
- Promoting literacy initiatives through workplace and community-based programs

To facilitate youth transitions to work or post-secondary education by:

- Providing student financial assistance for Yukon students
- Providing employment and training programming for Yukon students
- Supporting the Youth Works program
- Supporting Skills Canada Yukon

To assist in the implementation of land claims by:

- Ensuring that all programs and services consider Yukon First Nations interests
- Collaborating with First Nations on capacity building initiatives
- Providing support to the Yukon First Nations Training Policy Committee



Trades Related Training and Apprenticeship

The Advanced Education Branch plays a key role in helping Yukoners prepare for work opportunities by promoting industrial and apprenticeship training programs in the Yukon, and by promoting the Inter-provincial Standards Red Seal program. Branch staff also work with employers and employees to provide apprenticeship and tradesperson certification, and input on trades-related skills development and pedagogy.

Apprenticeship Training

Apprenticeship is a training program combining both on-the-job and in-school technical training. Employers provide employee apprentices with hands on trade experience under the supervision of certified tradespeople. Advanced Education Branch provides for the registration, monitoring, arranging of in-school technical training, and coordination of an individual's apprentice training in any of the apprenticeship occupations in Yukon.

Number of Yukon Apprentices Registered in Each Year

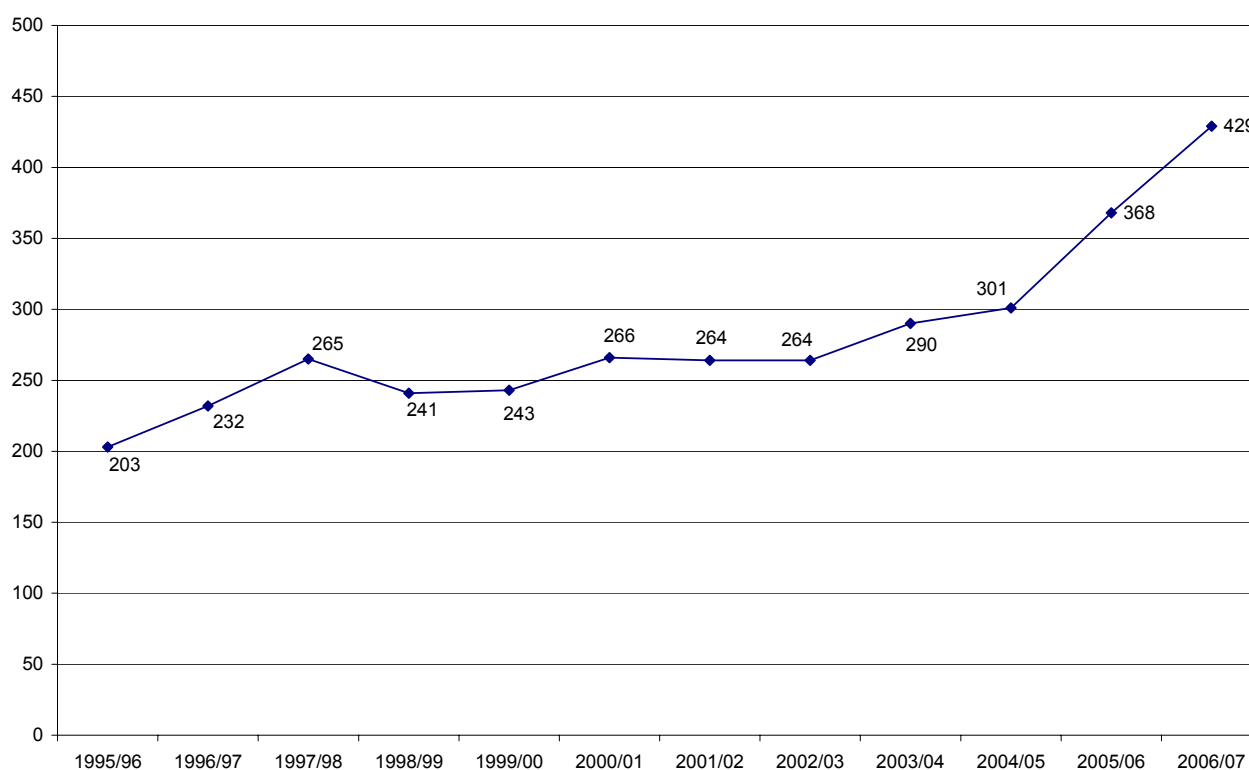


Figure 38 (source: Yukon Department of Education)



Yukon Government Apprentice Program (YGAP)

The Yukon Government Apprentice Program (YGAP) provides apprenticeship training opportunities within the Government of Yukon. These positions are in Yukon Government department workplaces throughout the territory. Positions in the program are advertised as they become available.

Yukon Tradesperson Qualification Program

This program provides trades certification, and in most cases Inter-provincial Standards recognition, for trades workers in trades designated in Yukon. The program is available to individuals who have gained the required trade experience, but have not been able to access certification through a formal apprenticeship program. It also provides to those individuals who hold trades certification from other jurisdictions in Canada or other countries an opportunity to gain Yukon certification.

Women in Apprenticeship and Trades

The **Yukon Training Strategy** committed the Government of Yukon to develop an equity strategy for apprenticeship training focusing specifically on:

1. Quantifying and qualifying the current situation of women working and/or studying in the trades, as well as those women no longer involved in the trades
2. Identifying the barriers to women in existing trades and examining the options for women in non-traditional apprenticeship programs
3. Making recommendations on how to encourage women to participate in apprenticeship programs
As part of the Yukon Training Strategy, Advanced Education, in partnership with the Yukon Women's Directorate, commissioned a report to study and make recommendations on how to encourage women to participate in apprenticeship. This report, *Yukon Women in Apprenticeship and Trades*, was tabled in the Yukon Legislative Assembly on November 9, 1999.

The recommendations included:

- Improve and add to existing training programs for women
- Create women's trade networks
- Offer introductory trades programs for young women

Implementation of the report's recommendations began in 2000, and continues today



Student Employment Programs

There are two student employment programs delivered by the Advanced Education Branch:

Student Training & Employment Program (STEP) offers Yukon post-secondary students the opportunity to work in Yukon during the summer in their chosen field of study. Students gain insight about employment in that sector and employers gain valuable summer staff. Students receive at least 450 hours of hands-on training in career related employment with private sector or government employers. STEP students are paid at least \$14.40/hour, subsidized by AEB at \$7.20/hour towards the student wages. STEP began in 1978 offering 24 jobs.

Year	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08 Projected
Budget	\$191K	\$191K	\$191K	\$368K	\$368K	\$368K	\$368K
# of Jobs	118	111	112	130	131	138	134

Summer Career Placement (SCP) provides assistance to employers to hire students or unemployed youth. The program focuses on providing career-related work experience or developmental learning for youth and students through summer or term employment. A wage subsidy is provided to employers. The number of jobs available each year within the program budget varies depending on the length of employment offered by the employers.

Year	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08 Projected
Budget	\$114,500	114,500	114,500	114,500	114,500	114,500	114,500
# of Jobs	97	43	74	64	53	69	54



Community Training Funds

Community Training Funds are a key element of the Yukon Training Strategy released in December 1998 by the Government of Yukon. In a changing job market, Yukon people need to prepare for current and future economic developments and employment opportunities. Training and upgrading of skills are a means of ensuring the Yukon workforce is ready to engage in local employment opportunities.

Training, skills development, and upgrading are essential for a modern workforce. Barriers that may limit opportunities, particularly in the communities, must be reduced. Training funds can allow the flexibility needed to provide locally relevant training that reflects emerging economic and employment opportunities.

Community Training Funds are, for the most part, community-based and community-driven. They are designed to put decisions about training in the hands of those best equipped to understand those needs—the communities themselves. Community Training Funds allow a community to take a broad approach to local training needs.

Training Funds also represent a true commitment to partnership between the Government of Yukon and private sector. They can be industry or project specific, to help the private sector meet the training needs of specific industries that are important to the Yukon economy, now and in the future.

Following is a list of Community Training Fund organizations with which the Department of Education has current and long term agreements:

- Association of Yukon Communities (Community Training Society)
- Campbell Region Training Fund, Town of Faro and Ross River
- Klondike Region Training Fund, City of Dawson
- Heritage Training Fund
- Cultural Industries Training Fund
- Yukon Tourism Industry Association
- Silver Trail Training Fund, Village of Mayo
- Carmacks Training and Employment Society
- Watson Lake Training Society
- Yukon Conservation Society
- Yukon Mine Training and Exploration Fund



The Yukon Government provided \$1.45 million to the Community Training Funds for the fiscal year 2006-07. This financial support assisted a variety of Yukon organizations including (but not limited to):

Music Yukon	\$75,000
Challenge/Community Vocational Alternatives Job Skills	\$26,000
Child Development Centre Hanen Child Care Training	\$49,370
Learning Disabilities Association of Yukon	\$95,000
Literacy Action Committee	\$112,773
Skills Canada Yukon	\$95,000
Women In Trades & Technology	\$97,000
Yukon Child Care Association	\$6,000
Yukon Council of Disabilities	\$28,500
Yukon Historical Museums Association	\$60,000
Yukon Literacy Coalition	\$76,730
Health & Social Services Client Training	\$50,000
Northern Criminal Justice Institute	\$75,000
Prior Learning Assessment Conference	\$5,000
Whitehorse 2007 Canada Winter Games Host Society	\$29,585
WECAN Conflict Resolution Society	\$5,000

Yukon College Training Courses

Apprentice Preparation Program	\$15,500
Piping Trades Pre-Employment Program	\$79,954
Welding Pre-Employment Program	\$75,929
Apprenticeship Preparation Program – Carcross	\$30,000
Whitehorse Correction Centre Campus	\$50,000
Kwanlin Dun House of Learning	\$70,000

Carcross

JIBC Conflict Resolution	\$34,000
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Dawson City

Dawson City Arts Society	\$100,000
Klondike Institute of Arts & Culture Arts for Employment	\$75,000

Old Crow

Highways & Public Works Old Crow Airport Training	\$10,000
Vuntut Gwitchen First Nation Carpenter/Labourer Training	\$24,373



Student Financial Assistance

To have options in today's workforce, education beyond high school is highly desirable. Electing to pursue education beyond high school can be a very expensive decision due to the cost of travel, tuition, books, and accommodation. Although students are primarily responsible for paying for their own education, there are many options to access funds that may make post-secondary studies more affordable.

The Student Financial Assistance Unit has a variety of programs available to assist students financially in their studies. Program information updates will be made by April for each new academic year.

The following Financial Assistance options are available to Yukon students:

- Yukon Grant
- Student Training Allowance
- Canada Student Loans
- Scholarships and other options

Number of Grants, Allowances and Loans

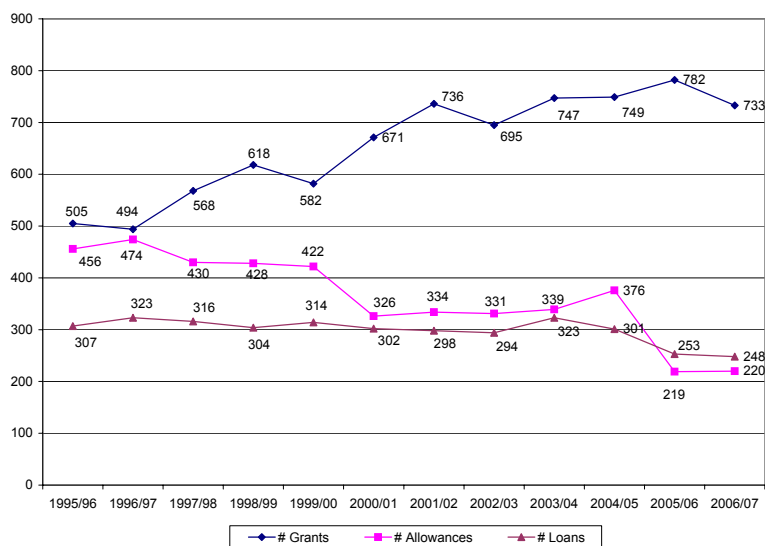


Figure 39

Source: Yukon Department of Education (data based on fiscal years)

Post-secondary Grants, Allowances and Loan Amounts

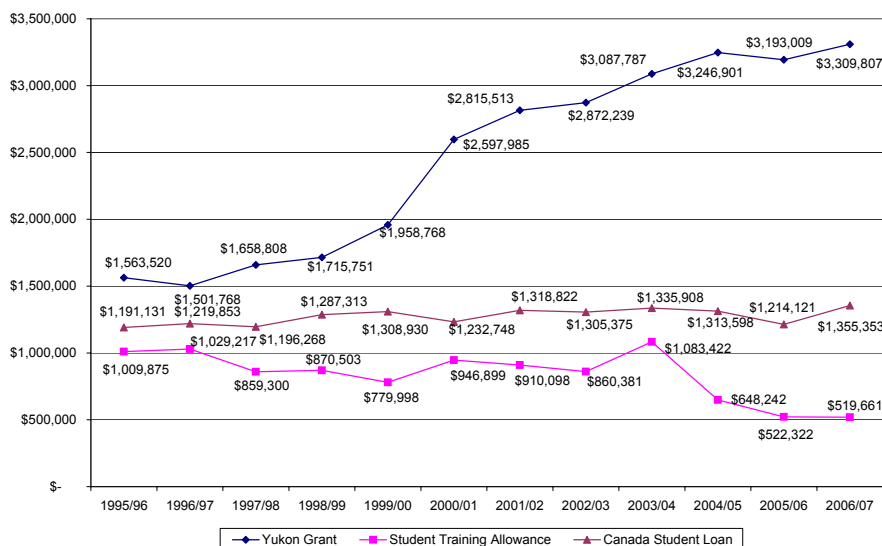


Figure 40

Source: Yukon Department of Education (data based on fiscal years)

Please note: In 2004/05 for the Student Training Allowance, the amount includes those termed students who either withdrew from programs or ended early and amounts were returned from Yukon College.



Yukon Grant

The Yukon Grant is a financial assistance program offered to Yukon students who are attending full-time post-secondary studies at an approved institution for a minimum of 12 consecutive weeks.

There are specific criteria to be eligible for this type of funding. Yukon students must fall within one of the three eligibility categories: Dependent Student, Independent Student, or New Resident Student.

Generally speaking, to be eligible for Yukon Grant funding, Yukon students:

- Must complete 2 years of high school between the grades of 8 and 12 in the Yukon Public Schools system
- Be attending full-time post-secondary studies at an approved institution, and
- Have not been out of the Yukon for more than 12 consecutive months, while not in school prior to applying

Not all student history is the same; therefore, it is always best to check with the Student Financial Assistance Office should students be unsure of their eligibility status for the Yukon Grant when planning to attend post-secondary studies.

Yukon students cannot receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

Student Training Allowance

This type of funding is available to Yukon students who are attending full-time studies at Yukon College or an approved human resource development training program within Yukon. Courses must run for a minimum of three weeks' duration, and Yukon students must have resided in Yukon for 24 months immediately prior to the commencement of classes.

The Student Training Allowance provides assistance to Yukon students through bi-weekly payments. The rates vary according to whether a student is single or has a number of dependents and is calculated based on the duration of the course of study.

Yukon students can not receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

It is important to note that Yukon students who also meet Yukon Grant criteria must make a decision on the type of funding they wish to utilize when attending in Yukon. A Yukon student can receive either the Yukon Grant or the Student Training Allowance - not both in the same academic year. Whether a Yukon student decides to take either the Yukon Grant or the Student Training Allowance, it does count towards their five years of eligible funding through the Department of Education's Student Financial Assistance office.



Canada Student Loans

The Government of Canada offers full and part-time students with demonstrated financial need in all provinces and territories across Canada, with the exception of Quebec, the Northwest Territories and Nunavut.

The purpose of a Canada Student Loan is to supplement, not replace, the financial resources that students and families are expected to contribute. When students are in school, the Government of Canada will pay the interest on the Canada Student Loan if students provide confirmation of full-time enrolment. When the student graduates or leaves school, the Government of Canada offers repayment options to help make repaying student loans more manageable if students experience financial difficulty.

Student loans are just one option to consider when deciding how to pay for post-secondary education. It is a good idea to explore all other financial opportunities, including employment earnings and scholarships.

More information about Canada Student Loans can be found at: http://www.canlearn.ca/nslsc/multimedia/pdf/infoguide_e.pdf

Scholarships and Other Options

Over the years, various organizations, individuals and professional groups in Yukon have established scholarships to complement the Financial Assistance programs offered by the Government of Yukon. These scholarships are provided by private donors.

For detailed information on the over 50 other student financial assistance options, please visit the Advanced Education website at: <http://www.education.gov.yk.ca/advanceded/sfa/scholarships.html>



LOOKING AHEAD

First Nation Programs and Partnerships

The Public Schools Branch of the Department of Education created a new unit in August 2006 called First Nations Programs and Partnerships (FNPP). This unit is responsible for ensuring that the perspectives and views of Yukon First Nations are reflected in initiatives and programming at the Department.

The unit is dedicated to:

- building productive relationships with First Nation communities;
- improving the results of First Nation students in the K-12 system;
- working towards increased levels of cultural inclusion in Yukon schools; and
- providing direct and indirect support to Yukon First Nations, schools, and the Department.

The FNPP unit works closely with the Yukon First Nations Education Advisory Committee. This Committee has the mandate of working in partnership with various stakeholders in education to improve the results and experiences of First Nation students in the kindergarten to grade 12 school system.

A new handbook, *An Introduction to First Nations Learning Resources*, has recently been released by the FNPP unit to help teachers include a First Nation perspective throughout the curriculum. The unit has also completed, and is piloting this fall, four Grade 5 Yukon First Nation Modules on Governance, Clans, Languages and Citizenship. The unit is also currently developing:

- Grades 3 and 4 Yukon First Nation Governance Units
- a Grade 12 First Nation Studies course and text
- four early primary readers reflecting Yukon First Nation people

Wilson Reading System

The Wilson Reading System is a highly successful, research-based, multi-sensory reading and writing program that directly teaches the structure of words in the English language so that students master the coding system for reading and spelling.

The system was developed for students from Grade Four through to adults; who have difficulty with written language in the areas of decoding and spelling. Many students who benefit from the Wilson Reading System have deficiencies in phonologic awareness; which makes it challenging to learn to read and spell without an explicit, systematic, and multi-sensory approach.



The Department of Education has partnered with the Learning Disabilities Association of the Yukon (LDAY) and the Yukon Teachers' Association (YTA) to train teachers in the use of the Wilson Reading System. The Department's goals for the 2007-2008 school year are:

- to have the Wilson Trainer Intern finish certification to deliver Level 1 training under the Wilson Academy. This teacher must have completed Level 1 & 2 training and be approved by the Wilson Academy to become a trainer;
- to continue to offer Level 1 training to build capacity in all schools; and
- to continue training to offer Level 2 Group and grade 7-12 instruction; to offer support to more students at each school and specifically to support more students at the secondary level.

Classroom Assessment

The Department of Education is moving forward with professional development in the area of classroom assessment practices. Classroom assessment can motivate the unmotivated, restore the desire to learn, and encourage students to keep learning.

Using the framework outlined in the resource *"Rethinking Classroom Assessment with Purpose in Mind"*, schools will focus on assessment **for**, **as** and **of** learning. The focus of the professional development will be as follows:

- leadership team in-servicing on the theory and practical application of assessment for, as and of learning;
- the development of school assessment teams;
- the connection of assessment to school planning / student success;
- the provision of assessment resources; and
- the on-going support for the implementation of "assessment for learning" strategies.

Advanced Education Initiatives

The Advanced Education Branch has several new and expanded initiatives that will be taking place for this coming school year. They are as follows:

Immigration Website

- This new website, funded by Citizenship and Immigration Canada, will provide information for prospective and new immigrants to Yukon via the internet. It will be available in the spring of 2008.



Pan-Canadian Literacy Forum

- The Pan-Canadian Literacy Forum's objective is to connect and expand the work of literacy programming across all Canadian jurisdictions. The Forum will consist of a series of simultaneous conferences that will take place at different sites across Canada. Yukon has agreed to be a receiving site for the pan-Canadian forum in April 2008. Yukon will host a local event in conjunction with the national forum.

Targeted Initiative for Older Workers

- Yukon College is proposing an innovative approach to providing older workers with the basic skills, employability skills, and work preparation they require to secure employment through a combination of transferable work skill/ employability skill development and work experience.





MORE INFORMATION

Department of Education web link

- Yukon Education: www.education.gov.yk.ca
- Yukon Schools on the web: www.yesnet.yk.ca

Enquiries

Phone: (867) 667-5141

Physical Address: 1000 Lewes Blvd, Whitehorse, Yukon, Y1A 3H9

Mailing address: Box 2703, Whitehorse, Yukon, Y1A 2C6

Assessment and indicators web links

- Alberta Learning: www.learning.gov.ab.ca
- B.C. Ministry of Education: www.gov.bc.ca/bced
- Council of Ministers of Education Canada: www.cmec.ca
- Western and Northern Canadian Protocol: www.wcp.ca

Assessment and indicators publications

- Student Information and Assessment (2000). *A Handbook of Procedures and Guidelines for Student Assessments and Awards*. Canada, Yukon Education.
- Centre for Education Statistics (2000). *Education Indicators in Canada. Report on the Pan-Canadian Education Indicators Program 2005*. Canada, Statistics Canada.
- Joint Advisory Committee (1993). *Principles of Fair Student Assessment Practices for Education in Canada*. Edmonton, Centre for Research in Applied Measurement and Evaluation.

Experiential learning web links

- Association of Experiential Education: www.aee.org
- Alternative Education Resource Organization: www.edrev.org
- State Education and Environment Roundtable: www.seer.org
- Global Learning Observation Benefits Environment: www.globe.gov

Experiential learning publications

- Lieberman, Gerald & Hoody, Linda (1998). *Closing the achievement gap: Using the environment as an integrating context for learning*. USA, Science Wizards.
- Drake, Susan (1993). *Planning integrated curriculum: The call to adventure*. USA, Association for Supervision and Curriculum Development.



Early Intervention web links

- Canadian Institute of Reading Recovery: www.yrbe.edu.on.ca/~read/rr/cirr.htm

Early Intervention publications

- Klein, Tracy (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Tantalus School : August 28,2000 to June 7, 2001*. Canada, Yukon Education.
- Johnston, Mary Ann (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Elijah Smith Elementary School : August 28,2000 to June 13, 2001*. Canada, Yukon Education.
- Eberlein, Glenda and McCorkell, Aileen (2007). *Reading Recovery Teacher Leader Site Report for the School Year 2006/07*. Canada, Yukon Education.



HISTORICAL ENROLMENT – YUKON PUBLIC SCHOOLS

SCHOOL	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Carcross Community	60	64	50	50	56	49	51	56	56	61	63	58	47
Chief Zzeh Gittlit	44	57	60	64	49	66	57	51	47	45	51	41	37
Christ the King Elementary	198	210	215	246	312	315	298	286	345	338	307	298	282
Del Van Gorder	159	242	215	167	119	76	72	67	55	53	53	51	51
Ecole Emilie-Tremblay	97	99	112	110	107	115	120	124	110	115	119	112	147
Elijah Smith Elementary	212	221	302	250	240	226	211	224	240	247	279	298	300
Eliza Van Bibber	73	75	76	79	72	74	65	57	60	71	69	59	50
F.H. Collins Secondary	709	746	683	815	711	606	614	546	544	506	497	429	460
F.H. Collins Secondary Immersion	63	72	77	131	120	107	106	94	104	107	90	111	114
Golden Horn Elementary	215	231	287	299	284	294	280	256	243	227	213	185	174
Grey Mountain Primary	123	130	122	109	94	100	78	84	80	72	65	61	62
Hidden Valley Elementary	132	129	170	171	159	146	142	137	130	125	100	93	98
Holy Family Elementary	162	177	187	191	181	182	169	172	187	168	163	162	160
J.V. Clark	92	96	99	99	101	100	103	95	97	88	81	74	75
Jack Hulland Elementary	486	459	516	497	488	466	431	386	402	372	341	331	309
Johnson Elementary	195	191	170	165	166	175	178	176	172	169	150	139	141
Kluane Lake	5	6	6	6	13	6	9	9	6	8	7	7	5
Nelna Bessie John	21	23	15	25	19	17	18	19	21	14	11	11	8
Porter Creek Secondary	380	369	340	470	603	666	654	689	681	733	724	669	625
Robert Service	298	290	284	291	268	263	221	229	224	233	238	234	223
Ross River	65	75	84	78	75	73	55	61	65	67	73	73	64
Selkirk Elementary	315	294	327	301	260	252	236	235	229	222	229	247	231
St. Elias Community	160	160	168	168	159	143	148	147	148	132	130	119	124
Takhini Elementary	168	188	247	225	221	223	223	216	206	197	168	163	179
Tantalus	102	96	102	99	101	95	101	102	102	86	103	94	91
Teslin	56	70	54	51	54	50	54	67	66	66	67	61	65
Vanier Catholic Secondary	158	233	284	388	427	441	463	448	402	402	405	415	417
Watson Lake Secondary	97	101	98	94	93	98	89	88	97	99	106	110	106
Whitehorse Elementary	131	144	178	147	104	81	85	72	79	78	54	17	
Whitehorse Elementary Immersion	273	277	310	300	265	246	248	239	268	270	301	327	349
Total Enrollment	5,249	5,525	5,838	6,086	5,921	5,751	5,579	5,432	5,466	5,371	5340	5148	4994

figures as of May 31/year



DIRECTORY – YUKON PUBLIC SCHOOL – 2007/2008

Grade	School	Phone	Fax	Address	Post Code	Principal
Director of Learning (Area 1) Rosemary Burns		667-5180	393-6339		Y1A 2C6	
K-9	Ghùch Tià Community School	821-2929	821-3505	Carcross	Y0B 1B0	Brian Shanahan
K-7	Christ the King Elem. School	667-3527	667-3666	20 Nisutlin Dr., Whse	Y1A 3S5	Marj Hlady
8-12	F.H. Collins Sec. School	667-8665	393-6385	1001 Lewes Blvd., Whse	Y1A 3J1	Darren Hays
10-12	Gadzoosdaa Student Residence	667-8067 or 5495	393-6354	15 Selkirk Street, Whse	Y1A 3J5	Peter Cassidy
K-7	Holy Family Elem. School	667-3500	667-3502	55 Wann Rd., Whse	Y1A 5X4	Ted Hupe
9-12	Individual Learning Centre	667-8288	393-6929	407 Black Street, Whse	Y1A 2N2	Bill Bennett
K-7	Johnson Elem. School	536-7333	536-7737	Box 367, Watson Lake	Y0A 1C0	Denis Ryan
8-12	Porter Creek Sec. School	667-8044	667-8953	1405 Hickory St., Whse	Y1A 4M4	Kerry Huff
8-12	Teen Parent Centre	667-3421	667-3423	Box 3984, Whse	Y1A5M6	Kathy Heinbigner
K-9	Teslin School	390-2570	390-2414	Box 16, Teslin	Y0A 1B0	Richard Burke
8-12	Vanier Catholic Sec. School	667-5901	393-6370	16 Duke St., Whse	Y1A 4M2	Trevor Ratcliff
8-12	Watson Lake Sec. School	536-2501	536-2518	Box 308, Watson Lake	Y0A 1C0	Rollie Comeau
9-12	Wood Street Centre	667-8413	393-6244	411 Wood St., Whse	Y1A 2E9	Darren Hays
Director of Learning (Area 2) David Sloan		667-3747	393-6339		Y1A 2C6	
K-7	Elijah Smith Elem. School	667-5992	393-6288	1399 Hamilton Blvd., Whse	Y1A 6G3	John Wright
K-7	Golden Horn Elem. School	667-8130	393-6389	Box 10500, Whse	Y1A 7A1	Chris Wright
K-3	Grey Mountain Primary School	667-5189	667-5179	186 Alsek Rd., Whse	Y1A 4N9	Gloria Coxford
K-7	Hidden Valley Elem. School	667-8164	393-6316	5 MacPherson Rd., Whse	Y1A 5S3	Len Walchuk
K-7	Jack Hulland Elem. School	667-8496	393-6234	1304 Fir St., Whse	Y1A 4C4	Ken Taylor
K-8	Kluane Lake School	841-4506	841-5604	Destruction Bay	Y0B 1H0	Rose-Marie Blair
K-9	Nelna Bessie John School	862-7250	862-7904	Beaver Creek	Y0B 1A0	Erin Davies
K-7	Selkirk Elem. School	667-3688	667-3693	5 Selkirk St., Whse	Y1A 3J5	Penny Prysruk
K-7	Takhini Elem. School	667-3625	667-3623	526 Range Rd., Whse	Y1A 3A3	Kelly Collins
K-7	Whitehorse Elem. School	667-8083	393-6211	4181 4th Ave., Whse	Y1A 1J7	Patrice Berrel
Director of Learning (Area 3) Denis Gauthier		993-5723 667-3722	993-5730 393-6339	Y0B 1G0 Y1A 2C6		
K-9	Chief Zzeh Gittlit School	966-3151	966-3702	Old Crow	Y0B 1N0	Vaino Latvala
K-12	Del Van Gorder School	994-2760	994-2236	Box 160, Faro	Y0B 1K0	Gary Morgan
K-12	Eliza Van Bibber School	537-3231	537-3103	Pelly Crossing	Y0B 1P0	Roche Lambe
K-12	J.V. Clark School	996-2275	996-2116	Box 38, Mayo	Y0B 1M0	Bruce MacGregor
K-12	Robert Service School	993-5435	993-6112	Box 278, Dawson City	Y0B 1G0	Philip Cull
K-10	Ross River School	969-2216	969-2702	Ross River	Y0B 1S0	Thomas Jirousek
K-12	St. Elias Community School	634-2231	634-2921	Box 5494, Haines Junction	Y0B 1L0	Ruth Lawrence
K-12	Tantalus School	863-5371	863-5814	Carmacks	Y0B 1C0	Cully Robinson
Francophone School Board Lorraine Taillefer, Director		667-8680	393-6946		Y1A 1G1	
K-12	École Émilie-Tremblay	667-8150	393-6360	20 Falcon Dr., Whse	Y1A 6B2	Remi Lemoine



Guidelines for Interpreting the School-based Yukon Achievement Test Results

The school reports describe the results achieved by students who were in grades 3, 6, and 9. There is a separate result for each test based on the language of the test.

Yukon Department of Education, including its schools, is responsible for ensuring that the highest possible quality of education is provided to students. The results from Yukon assessments enable the Department and its Directors of Learning, principals, teachers, as well as school councils, parents, and community members to examine Yukon and school results in relation to Yukon goals and standards. Careful interpretation of results should lead to decisions about how to improve student learning. The reporting on and analysis of results achieved, together with the identification of improvement strategies, are key components of a school's planning and reporting processes. Achievement test results provide only part of the overall picture of the territory's, or a school's performance.

Although Yukon assessments are designed to assess the achievement of Yukon standards, many important learning outcomes cannot be measured by time-limited, paper-and pencil tests. In addition, many factors contribute to student achievement. The school is in the best position to accurately interpret, use, and communicate achievement results for the school. For this reason, information about school results should be obtained from the school. The Yukon Department of Education does not endorse the production or publication of rank order lists of results.

Detailed reports are useful to school staff for in-depth analysis of areas of strength in a course, areas needing improvement, and the progress being made toward achievement of goals. In addition to summary School Reports, the Department of Education also provides its schools with a breakdown of results by curricular objective, to assist in identifying areas of strength and weakness.

Every student who was in grade 3, 6 or 9 in Mathematics or Language Arts was expected to write the achievement tests unless it was not possible for the student to respond to the tests or if participation would be harmful to the student.

If a student wrote only one part of the test but was absent for the other part, his or her results are not calculated in the total mean for the school.

Some students with special needs can complete the achievement tests without the use of writing accommodations, others can complete the tests with accommodations, and a few are unable to complete the achievement tests. Students who are unable to complete the achievement tests because they are not capable of responding to the test in its original or approved modified form, or if participation would be harmful to them, should be excused from writing by the school.



Results for an achievement test shall not be reported to the public when there are fewer than six students who wrote the test. This is to protect the privacy of individual students.

Since curriculum standards do not change from year to year, every effort is made to construct tests that are equivalent in difficulty to tests from previous years.

The report provides school average scores (means) for the total test. Evaluating the importance of and reasons for differences between school and territorial results requires careful consideration of the practical significance of differences. Also, it is important to consider local targets for student achievement relative to territorial achievement standards.

School factors that affect student achievement

Research in education has identified key aspects of school effectiveness that affect student achievement.

Productive School Climate and Culture

- There is a shared and articulated focus on achievement.
- There is a shared belief that all students can achieve.
- Staff is cohesive, collaborates, and makes decisions by consensus.
- There is a safe orderly environment that is conducive to teaching and learning

Focus on Student Acquisition of Central Learning Skills

- Teachers know what students are to learn and emphasize mastery of key concepts.
- Students know what is expected of them.
- Learning time is maximized.

Frequent Monitoring of Student Progress

- Student progress is monitored, reported, and used for planning improvements.
- Students can show what they have learned.
- Parents know what their child has achieved.
- A variety of assessments are used.

Instructional Leadership

- Effective instructional leadership is provided.

Parent-School Partnerships

- High levels of school and home cooperation are evident.



Effective Instruction

- Grouping and organizational arrangements are appropriate.
- Pacing is appropriate.
- Curriculum and learning are aligned.
- Teachers use a variety of strategies.
- Students are actively involved.

High Expectations and Requirements for Students

- Students are held responsible for learning.
- Higher-order learning is emphasized.

Many other factors can be considered in interpreting results and planning for improved learning. These include students' abilities, attitudes, motivations, aspirations, academic backgrounds, and learning styles. They also include students' family circumstances, socioeconomic backgrounds, and community environments. Educators can use achievement test results as one part of an overall plan to improve the quality of learning. Such planning should involve teachers, parents, and community members in the analysis of test results.



Yukon Achievement Tests 2006-07 Means by School

SCHOOL	Math 3 #	Math 3 %	Math 6 #	Math 6 %	Math 9 #	Math 9 %	LA 3 #	LA 3 %	LA 6 #	LA 6 %	LA 9 #	LA 9 %
Alberta		71.9%		64.4%		61.8%		68.1%		67.4%		66.1%
Yukon	243	70.7%	259	58.7%	313	60.0%	239	66.6%	310	63.4%	336	62.5%
Carcross											6	53.8%
Christ the King	35	83.3%	23	73.9%			35	73.7%	24	72.7%		
Del van Gorder												
École Émilie Tremblay-EN									7	64.6%	6	56.3%
École Émilie Tremblay-FR	11	81.6%	9	67.0%	6	52.4%			9	76.7%	6	68.7%
Elijah Smith	36	67.4%	24	45.9%			36	60.2%	25	56.2%		
Eliza van Bibber												
FH Collins-EN					59	59.6%					77	66.2%
FH Collins-FR					32	73.2%					33	65.7%
Golden Horn	19	87.0%	21	85.2%			21	75.3%	21	77.8		
Grey Mountain	11	78.4%					11	73.5%				
Hidden Valley	9	77.2%	13	77.6%			8	78.8%	13	73.0%		
Holy Family	14	75.6%	15	58.5%			14	71.4%	15	66.2%		
Individual Learning Centre												
Jack Hulland	24	64.4%	37	53.1%			24	67.9%	37	59.8%		
Johnson Elementary	13	47.0%	13	20.4%			12	48.4%	9	42.7%		
JV Clark					7	50.8%					7	60.7%
Kluane Lake												
Nelna Bessie John												
Old Crow			6	24.4%					6	39.7%		
Porter Creek Sec.					108	60.4%					101	62.4%
Robert Service	10	63.3%	17	59.4%	10	61.6%	10	65.5%	14	63.1%	11	53.9%
Ross River												
Selkirk	19	65.8%	35	65.0%			17	66.9%	36	65.4%		
St. Elias	8	87.0%	12	65.7%	12	58.6%	9	73.8%	13	58.8%	12	51.3%
Takhini	22	60.2%	23	49.8%			21	65.7%	23	56.7%		
Tantalus												
Teslin			6	55.9%					6	60.3%		
Vanier Catholic Sec.					84	63.4%					90	65.4%
Watson Lake Sec.					13	58.4%					12	56.9%
Whitehorse Elem.-EN									47	67.8%		
Whitehorse Elem.-FR	50	73.3%	46	58.7%					29	55.2%		
Results for a school shall not be reported publicly where there are fewer than 6 students in a particular subject writing.												
This is to protect the privacy of individual students. These results will be blacked out for the purpose of this report.												

Yukon Department of Education
Student Information and Assessment
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