

Research Results from the **Student Transitions Project**

More Immediate Entry Transitions Offset Declines in Delayed Entry Transitions to B.C. Public Post-Secondary Education

For the purpose of tracking student transitions, student mobility and student success, the Student Transitions Project (STP) annually gathers post-secondary enrolment and credential completion data from the twenty-five B.C. public post-secondary institutions and links this data to secondary school enrolment information via encrypted personal education numbers (PEN). With each annual data submission, the STP dataset expands by one additional year, such that the STP now has thirteen years of K-12 enrolment records and thirteen full years of post-secondary data. This newsletter summarizes annual research findings on the first transitions of B.C. grade 12 graduates entering B.C. public post-secondary education.

Thirteen years ago in 2001/2002, roughly 51% of the roughly 44,000 grade 12 graduates enrolled in B.C. public post-secondary education within one year of completing grade 12. This rate has gradually increased over the last decade, reaching a peak of nearly 54% for the 2008/2009 grade 12 graduation class, but has dipped slightly, reaching approximately 52% for the most recent 2013/2014 grade 12 graduation cohort.

Over the period of time from 2001/2002 to 2008/2009 we saw increases in the immediate-entry transition rate, but this was offset by declines in delayed-entry transition rates.³ The offsetting trends were due to a larger share of students enrolling in B.C. public post-secondary education sooner, rather than later. More recently, however, we see slight declines in both the immediate-entry and delayed-entry transition rates beginning with the 2009/2010 grade 12 graduation cohort. See Figure 1 and student transitions matrix in Figure 5.

Figure 1: Trends in Immediate-Entry and Delayed-Entry Transition Rates of B.C. Grade 12 Graduates, 2001/2002 to 2013/2014



¹ The STP now has thirteen years of B.C. K-12 enrollment data for grade 12 graduates of 2001/2002 to 2013/2014 and thirteen complete years of B.C. public post-secondary enrollments for 2002/2003 to 2014/2015 registrants. Students who enrolled in post-secondary education outside of B.C. or in B.C. private institutions are excluded.

² Throughout this newsletter, references to *grade 12 graduates*, or a grade 12 graduation cohort or a grade 12 graduation class refers to the group of students who graduated from grade 12 in the year specified, among those students considered eligible to graduate; and *eligible grade 12 graduates* are those students who were enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six-year completion cohort. Please refer to the Ministry of Education's K-12 glossary for details.

³ Students who transition to non-B.C. or B.C. private institutions are excluded.

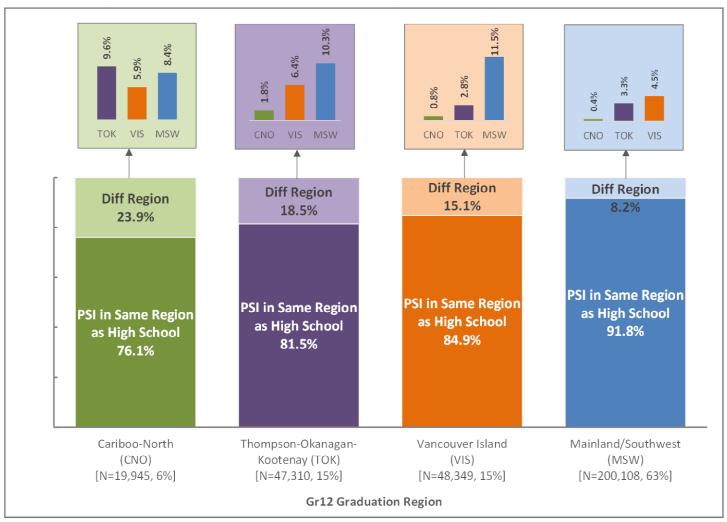
Majority of Students Entered Post-Secondary Institutions in Same Region where they Graduated from High School

B.C. high school graduates who subsequently enrolled in B.C. public post-secondary education are more likely, at 88%, to enroll in the same region where they finished high school than enroll outside of their high school region.⁴ As shown in **Figure 2**, the results vary by region of grade 12 graduation, with Lower Mainland/Southwest graduates more inclined to remain in their high school region (92%) for post-secondary education than graduates from other regions (76% to 85%).

The majority of grade 12 graduates from outside the Lower Mainland stayed in their home region for post-

secondary education (82%); however, of the 18% who left their home region for higher education, the most likely destination for these students was a post-secondary institution in the Lower Mainland/Southwest region of B.C. It is not surprising that Lower Mainland institutions were the primary destination of students who left their home region for post-secondary education because roughly 70% of the B.C. public post-secondary spaces are provided in the Lower Mainland, at three teaching-intensive universities (CAPU, ECU, KPU), two research-intensive universities (SFU, UBC), two institutes (BCIT and JIBC) and three colleges (DOUG, LANG, VCC).

Figure 2: Regional Retention of Grade 12 Graduates Transitioning to B.C. Public Post-Secondary Institutions Over Ten Years (Grade 12 Graduates of 2004/2005 - 2013/2014)



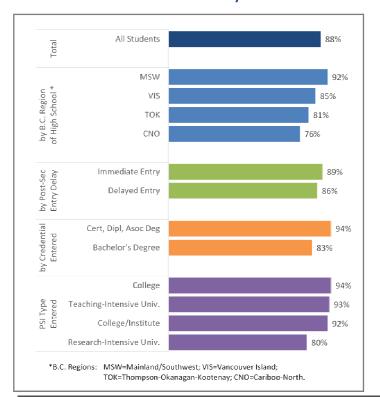
⁴ All 315,712 high school graduates in the last ten years, from 2004/2005 to 2013/2014, who subsequently enrolled in B.C. public post-secondary education, were included in this analysis by region of high school and region of first post-secondary enrollment (by academic year 2014/2015, including immediate and delayed entry).

The proportion of graduates who remained in their home region for post-secondary education not only varied across the different regions of the province, but also by how soon the students enrolled in post-secondary education, by type of credential they enrolled in, by type of institution they enrolled in, and possibly other factors (see **Figure 3**).

Evidence suggests that the B.C. college system continues to serve students in the nearby region because 94% of high school students who enrolled in a college chose to attend a college in the same region where they graduated from high school. By comparison, high school students who enrolled in a research-intensive university (RIU) were less likely to remain in the region where they graduated (80%). (Also see inset box for a list of **B.C. Public Post-Secondary Institutions by Region**).

A review of the regional trends for immediate-entry students shows no significant change has occurred in the proportion of students who remained within their home region to attend post-secondary education, declining from 90% for 2001/2002 grade 12 graduates to 88% for 2013/2014 grade 12 graduates.

Figure 3: % of Grade 12 Graduates from 2004/2005 to 2013/2014 Who Remained in their High School Region to Attend B.C. Public Post-Secondary Education



Questions Answered in this Newsletter:	Page
 What are the trends in student transition rates to B.C. public post-secondary education? 	1
 Do students enroll in post-secondary institutions in the same region where they graduated from high school? 	2
 Do student academic qualifications affect post- secondary destinations? 	5
 What are the ten-year success rates of grade 12 graduates in B.C. public post-secondary education? 	6
Student Transition Matrix	7
 What proportion of post-secondary registrants are non-graduates from B.C. high schools? 	7-8
 What are the student transition rates of B.C. Aboriginal high school graduates over a ten-year period? 	8
 Are the ten-year Aboriginal student transition rates similar across the province of B.C. or do transition rates vary by region? 	9
 How do immediate-entry student transition rates vary by region, school type and school district? 	10-11
 How do student transition rates vary by student demographic characteristics? 	12-13
• Conclusion	13



B.C. Public Post-secondary Institutions by Region

B.C. public post-secondary institutions are located in urban and rural regions of the province. For the purpose of tracking the mobility of students around the province, the STP has assigned each of the post-secondary institutions to one of the following four geographic regions.

Cariboo-North Region (CNO)

College of New Caledonia Northern Lights College Northwest Community College University of Northern British Columbia

Mainland-Southwest Region (MSW)

British Columbia Institute of Technology
Capilano University
Douglas College
Emily Carr University of Art + Design
Justice Institute of B.C.
Kwantlen Polytechnic University
Langara College
Simon Fraser University
University of British Columbia
University of the Fraser Valley
Vancouver Community College

Thompson-Okanagan-Kootenay Region (TOK)

College of the Rockies Nicola Valley Institute of Technology Okanagan College Thompson Rivers University Selkirk College University of British Columbia (Okanagan)

Vancouver Island Region (VIS)

Camosun College North Island College Royal Roads University University of Victoria Vancouver Island University

College of the Rockies, Cranbrook, B.C.

B.C. Public Post-secondary Institutions by Type

The following B.C. public post-secondary institutions are included in this study and grouped by institution type or designation, as at 2014/15:

Community Colleges – Camosun College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, Northwest Community College, Okanagan College, Selkirk College, Vancouver Community College.

Institutes – British Columbia Institute of Technology, Justice Institute of British Columbia, Nicola Valley Institute of Technology

Teaching-Intensive Universities – Capilano University, Emily Carr University of Art + Design, Kwantlen Polytechnic University, Royal Roads University, Thompson Rivers University, Vancouver Island University, University of the Fraser Valley.

Research-Intensive Universities – Simon Fraser University, University of British Columbia (including University of British Columbia, Okanagan), University of Northern British Columbia, University of Victoria.



University of Northern British Columbia, Prince George, B.C.



Justice Institute of British Columbia, New Westminster, B.C.

Academic Qualifications Have Some Influence on Post-Secondary Destinations

Academic qualifications also have some influence on whether students enroll in a post-secondary institution close to home or whether they leave their high school region. GPA scores are typically more crucial to the admission decision for students seeking to enroll in research-intensive universities than other institution types.

- The average iGPA⁵ score of 2013/2014 grade 12 graduates who transitioned immediately to B.C. public post-secondary education and remained in their high school graduation region was 80.1. Of those who left their high school region, the average iGPA scores were two percentage points higher, at 82.1.
- Academic qualifications also affected students seeking to enrol in a Bachelor's degree program at a researchintensive university (RIU). The more academically qualified students remained in their grade 12 graduation region, while students with lower qualifications enrolled outside of their home region, but this finding was not consistent across the province.
 - Specifically, among the grade 12 graduates of 2013/2014 who enrolled immediately in a Bachelor's degree program at a research-intensive university, a 2.5 percentage point gap exists between the average Academic GPA4 scores of students who remained in their region (87.8) and those who switched regions (85.3).
 - However, when grade 12 graduates from the Lower Mainland/Southwest region are excluded, the opposite outcome is found: students who left their home region to enrol in a Bachelor's degree program at an RIU had higher Academic GPA⁵ scores, on average (89.0), than those who remained in their home region (87.2).
- Evidence in the STP data also suggests that academic qualifications are not as important in a student's decision to attend programs in colleges, institutes and

STP Measures of Secondary School Academic Performance

Two academic performance measures are used by the STP in complementary ways to evaluate student academic performance achieved in high school and the impact this performance has on student transition rates and post-secondary academic performance: Academic GPA (AGPA) and the Inclusive GPA (iGPA).

Academic GPA (AGPA) – This measure is typically used as an indicator of university eligibility. The AGPA is the average of four course grades, English 12 and the student's best three other academic grade 12 subjects. More than half of the students who completed grade 12 do not complete the necessary set of courses or achieve insufficient grades in order to calculate an AGPA. Thus the utility of the AGPA is limited to a subset of academically qualified students in the STP.

Inclusive GPA (iGPA) – This is a more broadly defined measure than the AGPA and it allows the STP to measure the academic performance of both grade 12 graduates and non-graduates. The iGPA is calculated from the average of twelve course grades selected from each of twelve subject areas for grade 10, 11 and 12 courses required for graduation. The best grade from each of the twelve subject areas is included in the iGPA calculation. In those cases where a student has not yet completed the requirements for all twelve subject areas, the iGPA is calculated on as many courses as are available for that student, from a minimum of one to a maximum of twelve courses per student. The twelve subject areas are based on the current grade 12 graduation requirements:

1) Planning 10	7) Skills and Fine Arts 10, 11, 12
2) Language Arts 10	8) Social Studies 10
3) Language Arts 11	9) Social Studies 11 or 12
4) Language Arts 12	10) Science 10
5) Math 10	11) Science 11 or 12
6) Math 11 or 12	12) Physical Education 10

teaching-intensive universities. Among 2013/2014 grade 12 graduates who enrolled immediately in any credential and any program at non-RIUs, a narrower percentage point gap of 1.0 exists between the iGPA scores of those who remained in their high school region (76.7) and those who entered post-secondary in another region (77.7).

⁵ See inset box in this newsletter for full definitions of the academic performance measures used in the STP studies, Inclusive GPA (iGPA) and Academic GPA (AGPA) definitions.

Ten-Year Success of Grade 12 Graduates in Post-Secondary Education

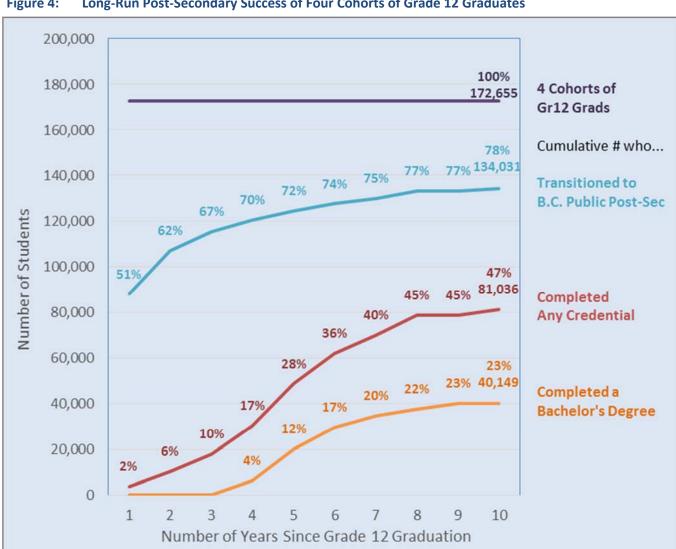
A summary of the long-run success of four grade 12 graduation cohorts submitted to the STP is shown in Figure 4. The success of these cohorts is measured by their transition rates and credential completion rates in the B.C. public post-secondary system.

Transition Rates: 78% of these grade 12 graduates enrolled in a B.C. public post-secondary institution within ten years of grade 12 graduation (also see Figure 5).

Credential Completion Rates: 47% of the grade 12 graduates (or 60% of the post-secondary entrants) completed a post-secondary credential in the B.C. public post-secondary system within ten years of grade 12 graduation.

Bachelor's Degree Completion Rates: 23% of the grade 12 graduates (or half of the credential completers) completed a Bachelor's degree within ten years of graduating from grade 12.

The accomplishments of an additional 6% of B.C. grade 12 graduates (approximately), who first enrolled outside of the B.C. public post-secondary system are not included here. The STP acknowledges that their education achievements are important and will be tracked and reported as better data on these students becomes more readily available through collaboration and co-operation with other jurisdictions and their data sources.



Long-Run Post-Secondary Success of Four Cohorts of Grade 12 Graduates Figure 4:

Figure 5: Student Transition Matrix – Number of Student Transitions from Grade 12 Graduation to B.C. Public Post-Secondary Education in Each Academic Year

	Post-Secondary School Year													
											No	Grand	Cumulative	
Grade 12	2005/	2006/	2007/	2008/	2009/	2010/	2011/	2012/	2013/	2014/	Transition	Total	Transition	
Grad Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Yet	Gr12 Grads	Rate	
2004/2005	21,934	4,757	2,137	1,337	994	777	601	415	331	232	10,150	43,665	(10 years)	
	50.2%	10.9%	4.9%	3.1%	2.3%	1.8%	1.4%	1.0%	0.8%	0.5%	23.2%	100.0%	76.8%	
2005/2006		22,897	4,933	2,250	1,360	966	750	512	371	326	10,543	44,908	(9 years)	
		51.0%	11.0%	5.0%	3.0%	2.2%	1.7%	1.1%	0.8%	0.7%	23.5%	100.0%	76.5%	
2006/2007			22,488	4,905	2,117	1,301	960	655	481	315	10,162	43,384	(8 years)	
			51.8%	11.3%	4.9%	3.0%	2.2%	1.5%	1.1%	0.7%	23.4%	100.0%	76.6%	
2007/2008				23,359	5,209	2,074	1,188	883	634	448	10,743	44,538	(7 years)	
				52.4%	11.7%	4.7%	2.7%	2.0%	1.4%	1.0%	24.1%	100.0%	75.9%	
2008/2009					24,085	4,717	2,027	1,172	812	558	11,345	44,716	(6 years)	
					53.9%	10.5%	4.5%	2.6%	1.8%	1.2%	25.4%	100.0%	74.6%	
2009/2010						24,369	4,857	1,999	1,145	7 97	12,772	45,939	(5 years)	
						53.0%	10.6%	4.4%	2.5%	1.7%	27.8%	100.0%	72.2%	
2010/2011							24,218	4,642	1,786	1,040	13,857	45,543	(4 years)	
							53.2%	10.2%	3.9%	2.3%	30.4%	100.0%	69.6%	
2011/2012								24,415	4,517	1,840	15,528	46,300	(3 years)	
								52.7%	9.8%	4.0%	33.5%	100.0%	66.5%	
2012/2013									24,102	4,379	17,313	45,794	(2 years)	
									52.6%	9.6%	37.8%	100.0%	62.2%	
2013/2014										23,338	21,336	44,674	(1 year)	
										52.2%	47.8%	100.0%	52.2%	

The Student Transitions Matrix provides the number of grade 12 graduates and the % of the graduation cohort who enrolled in B.C. public post-secondary education for the first time, by year of first entry to B.C. public post-secondary education. It includes enrolment in academic, developmental, continuing education or Adult Basic Education programs/courses in B.C. public post-secondary institutions. These matrices are also available for each of the regions in B.C. on the STP public web site at: http://www.aved.gov.bc.ca/student_transitions/documents/regional-transition-matrices.pdf

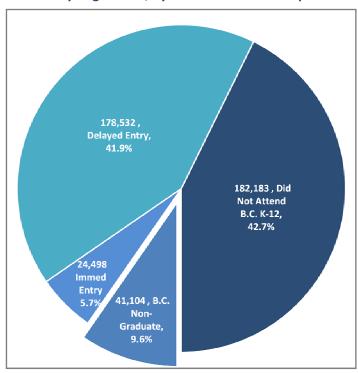
Nearly 10% of 2014/2015 B.C. Public Post-Secondary Registrants are B.C. K-12 Non-Graduates

Non-graduates from B.C. secondary schools are an important sub-population of post-secondary students, comprising about 10% of all 2014/2015 registrants in B.C. public post-secondary institutions. The 41,104 non-graduates are a subset of students within the total 426,317 unique headcount student population who enrolled in B.C. public post-secondary institutions in 2014/2015, including both graduate and primarily undergraduate students enrolled in academic or developmental programs in one or more of B.C.'s 25 public post-secondary institutions.

The distribution of all 426,317 students registered in B.C. public post-secondary institutions in 2014/2015, by their previous experience in B.C.'s K-12 system is shown in **Figure 6** and summarized here and on the next page:

 57% of 2014/2015 post-secondary registrants (or 244,134 students) had previously attended the B.C. K-12 system, including 203,030 B.C. grade 12 graduates and 41,104 B.C. grade 12 non-graduates.

Figure 6: Distribution of 2014/2015 B.C. Public Post-Secondary Registrants, by Previous B.C. K-12 Experience



Non-Graduates (continued from previous page)

 43% had not attended the B.C. K-12 system before enrolling in the B.C. public post-secondary system. This group is mainly comprised of Canadian students from out-of-province, international students and graduate students. The data provided to the STP does not provide sufficient information to distinguish the precise origins of non-B.C. students.

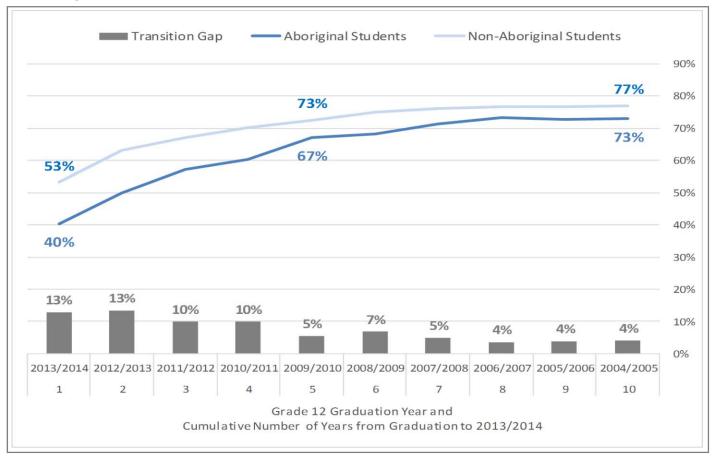
The 41,104 non-graduates represent roughly 10% of all post-secondary registrants in the academic year, or 17% of all post-secondary registrants with former B.C. K-12 experience. The STP recently conducted a more detailed study of the student transitions and post-secondary achievements of non-graduates, in comparison to grade 12 graduates.

Figure 7: Cumulative Transition Rates into B.C. Public Post-Secondary Education: Aboriginal vs. Non-Aboriginal Students

Gap in Aboriginal and Non-Aboriginal Student Transition Rates Narrows Over the Long-Run

Within one year of high school graduation, 40% of Aboriginal high school graduates of 2013/2014 enrolled in B.C. public post-secondary education, but given more time, their transition rate improves significantly. Nearly three-quarters (73%) of the Aboriginal students who graduated in 2004/2005 had enrolled in B.C. public post-secondary education within ten years of graduation. This implies that one-third (33%) of Aboriginal high school graduates delayed their transition to post-secondary education.

By comparison, with immediate-entry and cumulative tenyear delayed entry rates of 53% and 77% for non-Aboriginal students, we find that roughly one-quarter (24%) of non-Aboriginal students delayed their transition to postsecondary education. In other words, Aboriginal students offset a significant portion of their lower immediate-entry transition rates by achieving higher delayed-entry transition rates over the subsequent nine years. As a result, the gap in transition rates between Aboriginal and non-Aboriginal students narrows from 13% to 4% over a period of ten-years after grade 12 graduation (see Figure 7).



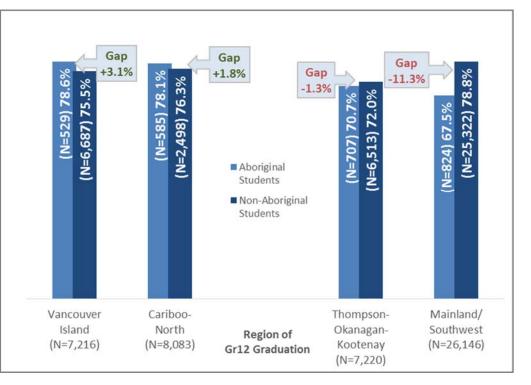
Aboriginal Student Transition Rates Vary Across the Province of B.C.

As we have already seen in this newsletter, the transition rate gap between Aboriginal and non -Aboriginal students narrows over a ten-year period, but the gap between the two groups varies across the province. As shown in Figure 8, 2004/2005 Aboriginal grade 12 graduates from Vancouver Island and Cariboo-North high schools have higher ten-year transition rates into B.C. public post-secondary education than non-Aboriginal graduates in those regions. The opposite situation is true for grade 12 graduates from the Thompson-Okanagan-Kootenay

region, but the most significant shortfall in student transition rates for Aboriginal students occurs among Lower Mainland/Southwest region high schools where non-Aboriginal grade 12 graduates have significantly higher transition rates (78.8%) into B.C. public post-secondary education than Aboriginal grade 12 graduates (67.5%).



Figure 8: 10-Year Transition Rates of 2004/2005 Grade12 Graduates into B.C. Public Post-Secondary Education, by 2014/2015



Student Transitions Project (STP)

The Student Transitions Project is British Columbia's collaborative research project that measures student success from the K-12 to post-secondary systems. This effective system-wide partnership, involving B.C.'s education and advanced education ministries and public post-secondary institutions, is tracking student success by reporting on student transition rates to post-secondary education, student mobility among post-secondary institutions, and post-secondary completion and retention rates. STP is managed by a steering committee with representation from the two education ministries, public institutions and the B.C. Council on Admissions and Transfer (BCCAT).

STP Steering Committee Members:

Robert Adamoski, Chair, STP Steering Committee and Director, Research & Admissions, BCCAT.

Brian Beacham, Director, Institutional Research, Vancouver Community College.

Kerry Pridmore, Executive Director, Post-Secondary Audit and Accountability Branch, Ministry of Advanced Education Claire Miller, Director, Knowledge Management Branch, Knowledge Management Branch, Ministry of Education.

Tony Eder, Executive Director, Academic Resource Planning, University of Victoria.

Special Thanks: The STP would like to thank the Ministry of Education, the Ministry of Advanced Education and the B.C. public post-secondary institutions for collaborating in this research effort. Without their co-operation and data contributions, this research could not have been accomplished.

Immediate-Entry Transition Rates, by Region, School Type and School District

Immediate-entry transition rates from high school graduation into B.C. public post-secondary education have shown general improvement across most regions and

school districts in the province. **Figure 9** provides immediate-entry transition rates by region of graduation, school type (public or independent) and school district.

Figure 9: Immediate-Entry Student Transition Rates by Region of Graduation, School Type and School District: Grade 12 Graduates of 2009/10 to 2013/14

	Regio	n of Grade 12 Gra	duation	Immed	l-Entry	Trans. R	ate by (5-Y	# Grads in				
College Region of	School			2009/		2011/	2012/	2013/	Trans %				2013/
Gr12 Graduation	Туре	School District		2010	2011	2012	2013	2014	Trend	Trans %			2014
Camosun	BC Public	061	Greater Victoria	50%	49%	50%	46%	50%	\sim	-6%	-41	-74	1,364
		062	Sooke	39%	36%	41%	43%	41%	~	-3%	-6	-45	525
		063	Saanich	46%	51%	50%	48%	47%	\sim	-9%	-25	-69	
		064	Gulf Islands^	37%	22%	39%	32%	35%	~~	-36%	-14	-30	113
		: Schools in Region		46%	46%	48%	45%	47%	~~	-6%	-76	-212	2,652
		endent Schools ir		44%	47%	46%	51%	47%	~^	-2%	-5	-41	440
		-	t Schools in Region	46%	46%	47%	46%	47%	_~~	-6%	-81	-253	3,092
Capilano	BC Public	044	North Vancouver	59%	57%	61%	56%	56%	~	-16%	-108	-129	1,217
		045	West Vancouver	52%	47%	46%	47%	47%		-15%	-49	-36	674
		046	Sunshine Coast	40%	47%	40%	42%	41%	^_	-11%	-11	-38	244
		048	Sea to Sky	40%	42%	41%	41%	42%	\sim	+6%	+8	+9	306
		064	Gulf Islands^			50%	33%					+5	5
		Schools in Region		53%	52%	52%	50%	50%	~	-12%	-152	-178	2,463
		endent Schools in		49%	42%	45%	37%	38%	\sim	-4%	-8	+90	508
		lic & Independent	t Schools in Region	52%	50%	51%	48%	48%	\sim	-11%	-160	-88	2,971
Douglas	BC Public	040	New Westminster	65%	59%	62%	57%	62%	~~	-14%	-37	-42	427
		041	Burnaby	68%	71%	64%	66%	65%	~~	-9%	-107	-102	1,838
		042	Maple Ridge-Pitt Meadows	41%	45%	44%	45%	41%	\sim	-12%	-50	-106	1,055
		043	Coquitlam	59%	57%	58%	57%	58%	\sim	-1%	-21	+16	2,647
		Schools in Region		59%	59%	58%	58%	58%	~	-6%	-211	-231	5,977
		endent Schools ir	66%	67%	70%	68%	64%	$\overline{}$	+7%	+20	+42	471	
		lic & Independent	59%	60%	58%	59%	58%	~	-5%	-191	-189	6,448	
Fraser Valley	BC Public	033	Chilliwack	40%	39%	37%	37%	38%	\sim	-5%	-15	-3	844
		034	Abbotsford	49%	49%	49%	51%	49%		-6%	-40	-74	
		075	Mission	36%	35%	41%	39%	41%	~~	-9%	-14	-97	378
		078	Fraser-Cascade	46%	45%	30%	37%	41%	~	-65%	-26	-46	97
		Schools in Region		44%	44%	44%	44%	44%	~~	-8%	-95	-220	2,706
		endent Schools ir		40%	37%	40%	38%	40%	<u>~~</u>	+6%	+11	+37	442
			t Schools in Region	44%	43%	43%	44%	43%	<u></u>	-6%	-84	-183	3,148
Kwantlen	BC Public	035	Langley	45%	43%	40%	41%	42%	~	-8%	-47	-2	1,457
		036	Surrey	60%	61%	61%	61%	60%	~~	+10%	+303	+532	5,053
		037	Delta	60%	61%	62%	59%	57%		-4%	-28	+3	1,293
		038	Richmond	77%	73%	72%	71%	71%		-13%	-161	-87	1,807
		Schools in Region		61%	61%	60%	60%	59%	~	+1%	+67	+451	9,634
		endent Schools ir		53%	50%	54%	50%	50%	<u> </u>	+1%	+3	+60	837
		•	t Schools in Region	60%	60%	59%	59%	58%		+1%	+70	+511	10,471
Malaspina	BC Public	047	Powell River	47%	47%	44%	45%	47%		-32%	-21	-46	139
		068	Nanaimo-Ladysmith	47%	46%	47%	51%	49%		-2%	-10	-69	966
		069	Qualicum Cowichan Valley	40%	47%	44%	47%	44%	~	-29%	-39	-126	305
		079	45%	47%	45%	44%	48%	~_	-12%	-29	-91	492	
		Schools in Region	45%	46%	46%	48%	48%		-11%	-101	-332	1,910	
	All BC Indep	41%	34%	33%	34%	33%	_	-19%	-23	+14	362		
Malaspina Total			t Schools in Region	45%	45%	44%	46%	46%	~	-12%	-124	-318	2,272
New Caledonia	BC Public	028	Quesnel	48%	46%	47%	47%	45%	~	-14%	-16	-17	260
		057	Prince George	50%	52%	52%	50%	46%		-23%	-85	-93	823
1		091	Nechako Lakes	46%	44%	41%	34%	42%	\sim	-7%	-9	+12	303
1		: Schools in Regior endent Schools ir		49%	50%	49%	47%	45%		-18%	-111	-94	
	61%	60%	50%	47%	51%	\sim	+47%	+17	+39	70			
	All BC Pub	lic & Independent	50%	50%	49%	47%	45%		-14%	-94	-55	1,466	

Notes:

Figure 9 continues on the next page . . .

^{~ 5-}Year Change is from grade year 2008/09 to 2012/13. These columns show Trans % (percent change in number of immediate-entry students); # Trans (+/- change in number of immediate-entry students); # Grads (+/- change in number of grade 12 graduates).

^{*} Due to the small number of students in Conseil Scolaire Francophone, the transition rates are not reported for school district 093 within each college region, but these students are included in college region subtotals and shown separately in the provincial total.

[^] The following school districts span two college regions: Kootenay Lake school district (in Rockies and Selkirk college regions) and Gulf Islands school district (in Camosun and Capilano college regions). Schools in these districts are reported in their respective college regions.

Figure 9, continued: Immediate-Entry Student Transition Rates by Region of Graduation, School Type and School District — Grade 12 Graduates of 2009/10 to 2013/14

	Regio	n of Grade 12	Graduation	1	mmedia	te-Entr	y Transi	tion Ra	te	5-1	r Change	e~	# Grads
College Region of	School			2009/	2010/	2011/	2012/	2013/	Trans %				2013/
Gr12 Graduation	Туре	School Dist	rict	2010	2011	2012	2013	2014	Trend	Trans %	#Trans.	# Grads	2014
North Island	BC Public	049	Central Coast	36%	18%	60%	25%	45%	~~			-3	1:
		070	Alberni	58%	58%	54%	49%	51%	\sim	-14%	-17	+3	246
		071	Comox Valley	48%	53%	49%	46%	51%	\sim	+12%	+38	+39	635
		072	Campbell River	49%	48%	44%	50%	51%	\ \	-15%	-25	-58	336
		084	Vancouver Island West	25%	88%	31%	58%	48%	^~	+50%	+5	+1	21
		085	Vancouver Island North	44%	50%	44%	47%	47%	^~			-8	108
		ic Schools in Re		50%	52%	48%	48%	51%	\sim	+1%	+6	-20	1,366
		pendent Schoo		49%	29%	43%	37%	33%	<u>~</u>	-50%	-7	-1	42
			dent Schools in Region	50%	51%	48%	47%	50%	\sim	-0%	-1	-21	1,408
Northern Lights	BC Public	059	Peace River South	40%	38%	38%	38%	26%		-80%	-49	-39	238
		060	Peace River North	29%	33%	28%	29%	27%	~	-26%	-20	-47	282
		081	Fort Nelson	49%	60%	45%	49%	33%	~	-74%	-14	-9	58
	All Do D. L.P.	087	Stikine	2504	270/	100%	67%	75%	_	+100%	+3	+4	- 4
		ic Schools in Re	-	36%	37%	34%	35%	27%		-50%	-80	-91	582
		pendent Schoo	dent Schools in Region	38% 36%	29% 37%	17% 34%	47% 35%	43% 28%	$\stackrel{\sim}{\sim}$	+62%	+8 -72	+17 -74	612
Northwest	BC Public	050	Haida Gwaii	38%	69%	60%	66%	57%	~	+44%	+11	+7	44
isoi tiiwest	DC FUDIIC	050	Prince Rupert	74%	58%	60%	52%	54%	(-76%	-41	-29	100
		054	Bulkley Valley	41%	36%	37%	39%	48%		-76%	-41 -5	-40	162
		082	Coast Mountains	50%	55%	54%	54%	52%	_	-5%	-8	-29	305
		092	Nisga'a	50%	79%	81%	76%	67%	_	+38%	+3	+2	12
	All BC Publi	ic Schools in Re	_	51%	52%	52%	51%	52%	~	-12%	-40	-89	623
		pendent Schoo	-	51%	41%	26%	36%	29%	<u></u>	-89%	-17	-4	66
			dent Schools in Region	51%	52%	50%	50%	50%	\sim	-17%	-57	-93	689
Okanagan	BC Public	019	Revelstoke	30%	29%	31%	42%	46%		+29%	+10	-8	76
		022	Vernon	43%	47%	41%	41%	40%	\sim	-19%	-46	-70	607
		023	Central Okanagan	46%	49%	49%	50%	48%		-1%	-8	-106	1,651
		053	Okanagan Similkameen	47%	49%	45%	55%	45%	~^	-18%	-13	-19	163
		058	Nicola-Similkameen	34%	39%	50%	33%	17%	$\overline{}$	-180%	-9	-12	29
		067	Okanagan Skaha	42%	46%	46%	46%	48%		+6%	+16	-38	524
		083	North Okanagan-Shuswap	42%	42%	40%	41%	41%	\sim	-21%	-37	-74	432
	All BC Publi	ic Schools in Re	gion	44%	47%	45%	46%	45%	~~	-6%	-89	-326	3,495
	All BC Inde	pendent Schoo	ols in Region	35%	40%	41%	45%	39%	_	+21%	+24	+39	300
	All BC Pul	olic & Indepen	dent Schools in Region	43%	46%	45%	46%	45%	~~	-4%	-65	-287	3,795
Rockies	BC Public	005	Southeast Kootenay	37%	40%	39%	42%	43%		+2%	+3	-48	374
		006	Rocky Mountain	33%	30%	28%	22%	22%	/	-105%	-41	-62	179
		008	Kootenay Lake ^	33%	36%	39%	47%	44%		+31%	+12	+6	89
		ic Schools in Re	•	36%	36%	36%	36%	37%	~	-11%	-26	-104	642
		pendent Schoo			38%	14%	13%	38%	\sim	+100%	+5	+13	13
			dent Schools in Region	36%	36%	35%	36%	37%	~	-9%	-21	-91	655
Selkirk	BC Public	008	Kootenay Lake ^	41%	50%	45%	48%	47%	~	-18%	-19	-77	222
		010	Arrow Lakes	51%	65%	56%	55%	49%		-33%	-6	-10	37
		020	Kootenay-Columbia	57%	60%	59%	53%	50%	_	-45%	-61	-73	272
	All no no b	051	Boundary	34%	43%	35%	36%	44%	~	-11%	-4	-36	84
		ic Schools in Re pendent Schoo	_	48% 75%	54% 55%	50% 43%	49% 45%	48% 50%		-30% +50%	-90 +3	-196 +8	615
			dent Schools in Region	48%	54%	50%	49%	48%	_	-29%	-87	-188	12 627
Thompson Rivers		027	Cariboo-Chilcotin	46%	41%	37%	49%	48%		-25%	-32	-1 88 -30	321
monipson rivers	DC FUDIIC	058	Nicola-Similkameen	40%	39%	52%	48%	40%	~	-49%	-17	-30 -42	88
		073	Kamloops/Thompson	49%	45%	47%	42%	44%	~	-10%	-46	+5	1,055
		074	Gold Trail	39%	44%	39%	43%	39%	^^	-4%	-1	-4	71
	All BC Publi	ic Schools in Re		47%	44%	45%	43%	43%	~	-15%	-96	-71	1,535
		pendent Schoo	43%	43%	39%	36%	34%		-22%	-9	+4	120	
			dent Schools in Region	47%	44%	44%	42%	42%	~	-15%	-105	-67	1,655
Vancouver/Langar		039	Vancouver	67%	65%	66%	65%	66%	\	-1%	-35	+27	4,196
	All BC Public Schools in Region							66%		-1%	-33	+37	4,221
		pendent Schoo	_	51%	52%	52%	47%	54%	\sim	+12%	+74	+94	1,144
			dent Schools in Region	64%	62%	63%	62%	63%	~~	+1%	+41	+131	5,365
	All BC Publi	ic Schools in Al	Regions	53%	54%	53%	53%	53%	~~	-5%	-1,127	-1,676	39,817
	Conseil Sco	laire Francoph	one*	53%	54%	48%	62%	53%	~~	+31%	+24	+46	146
	All BC Inde	pendent Schoo	ols in All Regions	49%	48%	48%	46%	47%	~	+4%	+96	+411	4,857
Grand Total, Provi	nce of B.C.			53%	53%	53%	53%	54%	~/	-1%	-338	-1,265	44,674

Notes for Figure 9: See previous page.

Student Transitions by Demographic Characteristics

Each year the Student Transitions Project provides a summary of student transition rates by various student characteristics, such as gender, age, aboriginal status, school type, college region, and academic GPA. **Figure 10** provides this summary, along with trends for the last five years.

Figure 10: B.C. Post-Secondary Transition Rates by Demographic Characteristics for Selected B.C. Secondary School Graduation Cohorts

Demographic Characteristic 2008 2009 2010 2011 2012 2013 2014 2005 2006 2007 2008 2009 2010 0010 2010		, , , , ,												Cum. Trans Rates Over 2013/14 Immed					2013/14 Gr12		
Demographic Characteristic 2008 2009 2010 2011 2012 2013 2012 2013 2018 2009 2007 2008 2009 2010 2019 2010 2012 2013 2018 2009 2007 2008 2009 2010 2019		Immediate Entry Transition Rate						5-													
**More recorder yellowal																					
More in Secondary School ** Fernale** ** Special** ** Fernale** ** Special**	Demographic Characteristic	2008/	2009/	2010/	2011/	2012/	2013/	2005/	2006/	2007/	2008/	2009/	Immed	5-Yr	10-Yr	Bach			% of		
*** French S56N S46N S50N S47N S55N S45N S55N S46N Z55N 724N 725N 725	While in Secondary School	2009	2010	2011	2012	2013	2014	2006	2007	2008	2009	2010*	Entry	Cum	Cum	Deg^	Other	Count	Total		
Mage at Graduations	Gender:																				
Age at Graduation:	* Female	55.6%	54.6%	55.0%	54.7%	55.5%	54.6%	73.5%	74.2%	74.4%	73.9%	73.0%	52.5%	72.4%	77.5%	29.7%	24.9%	22,395	50.1%		
\$1.00 \$1.0	Male	52.1%	51.5%	51.3%	50.8%	49.8%	49.9%	70.7%	72.3%	72.5%	72.9%	71.4%	47.4%	70.2%	76.0%	23.2%	26.7%	22,279	49.9%		
18	Age at Graduation:																				
19 and older	* 17 and younger	56.0%	55.3%	56.2%	55.3%	54.9%	54.8%	74.8%	75.7%	76.0%	75.6%	74.4%	53.4%	74.3%	79.6%	28.4%	26.4%	22,754	50.9%		
Control Maching All Alls	18	53.0%	52.2%	51.8%	51.3%	51.6%	50.9%	71.1%	72.1%	72.4%	72.7%	71.6%	48.2%	70.4%	76.0%	25.6%	25.3%	19,990	44.7%		
Abort Abor	19 and older	42.2%	38.9%	37.6%	38.2%	38.1%	35.2%	58.1%	58.9%	60.1%	58.9%	56.1%	37.0%	56.1%	62.3%	11.8%	23.4%	1,927	4.3%		
Non-Explain Student **Serial Marchignal Student** **Seri	Overall Aboriginal Status [†] :																				
Linguage Programs (in Grad Vear)	Aboriginal Student	41.4%	40.7%	41.8%	41.0%	40.1%	40.3%	66.0%	67.8%	67.8%	66.6%	67.2%	40.4%	65.2%	73.0%	12.5%	27.8%	3,371	7.5%		
ESI, in Grad Year French Immersion 53.7% 53.0% 53.5%	* Non-Aboriginal Student	54.8%	54.0%	54.1%	53.7%	53.7%	53.2%	72.6%	73.7%	73.8%	73.9%	72.7%	50.5%	71.7%	76.9%	27.6%	25.6%	41,303	92.5%		
French 58.7% 58.0% 58.2% 52.7% 52.8% 52.3% 72.9% 73.5% 73.5% 72.2% 49.7% 71.8% 78.8% 26.6% 25.7% 49.41 98.4% 98.5% 69.2% 68.5% 67.1% 88.3% 83.2% 82.4% 83.1% 83.4% 69.2% 68.2% 68.5% 67.1% 68.7% 69.2% 68.5% 67.1% 88.3% 83.2% 82.4% 83.1% 83.4% 69.2% 68.2% 68.5% 67.1% 68.2% 68.6% 69.2% 68.2% 6	Language Programs (in Grad Year):																				
Secial Meeds 69.4% 71.4% 68.7% 69.7% 68.5% 67.1% 88.3% 83.2% 82.4% 83.1% 83.4% 69.2% 82.6% 86.2% 51.5% 15.6% 775 775		61.4%	57.5%		53.5%	52.9%	49.8%	71.8%	74.9%	76.4%	77.9%		60.6%	71.2%	75.0%	19.5%		733	1.6%		
Grieffeld* **Grieffeld** **Gri		53.7%	53.0%	53.2%	52.7%	52.6%	52.3%	72.2%	73.1%	73.5%	73.2%	72.2%	49.7%	71.3%	76.8%	26.6%	25.7%	43,941	98.4%		
Other Special Needs	•																				
No Special Needs								l					l								
All Graduates, by Primary Language Spoken at Home:	· ·							l					l								
English (69.8% 68.9% 69.9% 49.9% 49.9% 49.9% 49.9% 49.8% 48.8% 48.8% 47.8% 70.9% 72.1% 72.2% 72.2% 72.8% 72.9% 69.8% 69.8% 67.8% 66.8% 65.6% 65.0% 65.0% 75.9% 72.9% 49.7% 47.8% 59.8% 49.9% 49.				53.5%	53.3%	53.3%	53.0%	72.1%	73.4%	73.7%	73.6%	72.5%	49.6%	71.5%	76.9%	27.3%	25.7%	40,864	91.5%		
Non-English: 69.8% 68.3% 67.3% 66.3% 65.0% 65.0% 76.9% 77.8% 78.0% 77.8% 78.6% 77.8% 78.0% 77.4% 78.9% 79.2% 37.2% 27.8% 8.02 18.7%	, , , , ,			40.400	40.50	40.40	47.00	70.00	70.40	70.00	70.00	70.00	46.00	70.00	76.40	22.22	25.00	22.005	74.40		
French Chinese, Mandarin, Cantonese Punjabi	"							l					l								
Chinese, Mandarin, Cantonese P778	_							l					l								
Punjabi								l					l								
*** Korean R. 8.5% 8.2.9% 8.8.4% 8.2.7% 8.8.4% 9.0.8% 91.4% 91.1% 91.9% 78.1% 88.9% 94.4% 38.0% 43.7% 65.3 2.19 Tagalog (Philipino) *** Other Lang, (not listed above) 65.5% 66.1% 65.5% 65.8% 65.5% 62.4% 75.6% 77.2% 77.5% 78.8% 78.8% 78.9% 61.7% 74.6% 78.0% 80.6% 18.4% 43.3% 68.4% 17.7% 78.6% 78.8% 78.9% 61.7% 74.6% 78.0% 30.0% 32.4% 51.37 7.0% 18.5% 18.2%								l					l								
Tagalog (Philipino) 66.4% 65.2% 63.1% 62.2% 64.3% 61.7% 84.2% 82.7% 86.3% 83.5% 61.9% 77.6% 80.6% 18.4% 43.3% 684 1.5% Other Lang, (not listed above) 66.5% 66.1% 65.6% 63.6% 63.5% 62.4% 75.6% 77.2% 77.5% 78.8% 78.3% 61.9% 77.6% 80.6% 18.4% 43.3% 684 1.5% Other Lang, (not listed above) 78.2% 53.5% 53.5% 53.5% 53.5% 53.5% 53.5% 78.0% 74.1% 74.3% 74.4% 73.3% 50.4% 72.3% 77.8% 27.0% 26.2% 42.570 95.3% 70.0% 74.1% 74.3% 74.4% 73.3% 50.4% 72.3% 77.8% 27.0% 26.2% 42.570 95.3% 70.0% 74.1% 74.3% 74.4% 73.3% 50.4% 72.3% 77.8% 27.0% 26.2% 42.570 95.3% 70.0% 74.1% 74.3% 74.4% 73.3% 50.4% 72.3% 77.8% 27.0% 26.2% 42.570 95.3% 70.0% 74.1% 74.3% 74.4% 73.3% 50.4% 72.3% 77.8% 27.0% 26.2% 42.570 95.3% 70.0% 74.1% 74.3% 74.4% 73.3% 50.4% 72.3% 77.8% 27.0% 26.2% 42.570 95.3% 70.0% 74.1% 74.3% 74.4% 73.3% 50.4% 72.3% 77.8% 27.0% 26.2% 42.570 95.3% 70.0% 74.1% 74.3% 74.4% 73.3% 50.4% 72.3% 77.8% 27.0% 2													l								
Chesident Status at time of G12 Graduation *Resident of B.C. S4.4% 55.6% 53.9% 53.5% 53	Korean							l					l								
Resident Status at Time of Gr12 Graduation **Resident of B.C. 54.4% 53.6% 53.9% 53.9% 53.5% 53.5% 53.2% 73.0% 74.1% 74.3% 74.4% 73.3% 50.4% 72.3% 77.8% 27.0% 26.2% 42.570 95.39 Non-Resident of B.C. 38.9% 37.0% 33.0% 33.3% 33.9% 33.0% 33.9% 33.0% 44.9% 42.8% 44.8% 45.6% 42.4% 55.2% 41.6% 43.1% 15.9% 17.1% 2,101 4.7% Non-Resident of B.C. 38.9% 37.0% 36.3% 38.5% 35.8% 34.4% 46.7% 45.3% 47.7% 48.6% 47.5% 36.3% 44.2% 48.0% 16.3% 18.1% 13.1% 10.8% 17.1% 2.10 4.7% 18.1% 19.1% 1													l								
Resident of B.C. Non-Resident of B.C.** Non-Resident of B.C.** 38.9% 37.0% 33.0% 33.0% 33.0% 31.9% 42.8% 44.8% 45.6% 42.4% 52.5% 41.6% 43.1% 15.9% 17.1% 2,101 4.7% **Rorean 5B.C.** **Implish** Non-English** Non-English** Non-English** Non-English** 141.6% 40.0% 34.3% 33.5% 35.8% 53.8% 54.8% 46.6% 41.9% 37.5% 50.5% 33.6% 36.1% 13.9% 16.9% 79.0 1.8% Non-English** Non-English** Non-English** 141.6% 40.0% 34.3% 33.5% 52.8% 34.4% 46.7% 45.3% 47.7% 48.6% 47.5% 36.3% 44.2% 48.0% 16.3% 18.1% 10.9% 24.8 10.9% *** Korean 21.5% 26.5% 25.6% 22.7% 22.2% 21.0% 58.0% 56.6% 62.3% 62.3% 63.2% 28.0% 59.5% 33.3% 10.1% 10.9% 24.8 10.9% 24.1% 24.4% 19.4% 18.6% 27.5% 19.7% 27.0% 30.2% 21.5% 25.4% 25.6% 20.3% 62.2% 69.9% 26.9% 99.9% 98.8% 71 0.2% *** Other Lang. (not listed above) 35.7% 40.0% 31.1% 32.7% 34.3% 30.5% 42.8% 39.7% 42.1% 40.2% 43.5% 36.3% 44.2% 46.7% 9.8% 20.7% 17.4 0.4% *** Total Non-Residents of B.C.* *** ** ** ** ** ** ** ** ** ** ** **				03.076	03.076	03.376	02.476	73.0%	11.270	77.576	70.076	70.576	01.776	74.076	78.076	30.076	32.476	3,137	7.076		
Non-Resident of B.C. 38.9% 37.0% 33.0% 33.0% 33.9% 33.9% 33.9% 42.8% 44.8% 45.6% 42.4% 35.2% 41.6% 43.1% 15.9% 17.1% 2,101 4.7% Non-Resident of B.C. at Time of G12 Graduation, by Primary Language Spoken at Home **: Inglish				53.9%	53.5%	53.5%	53.2%	73.0%	74.1%	74.3%	74.4%	73.3%	50.4%	72.3%	77.8%	27.0%	26.2%	42.570	95.3%		
Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home *: English 34.6% 31.8% 30.7% 32.9% 31.1% 30.8% 42.3% 38.5% 40.6% 41.9% 47.5% 30.5% 33.6% 36.1% 13.9% 16.9% 790 1.8% Non-English: 41.6% 40.0% 34.3% 33.5% 35.8% 34.4% 46.7% 45.3% 47.7% 48.6% 47.5% 30.5% 33.6% 36.1% 13.9% 16.9% 790 1.8% Non-English: 41.6% 40.0% 34.3% 33.5% 35.8% 34.4% 46.7% 45.3% 47.7% 48.6% 47.5% 30.5% 34.2% 48.0% 16.3% 18.1% 1,314 2.9% *Korean 32.5% 25.6% 22.7% 22.2% 21.0% 58.0% 56.6% 62.9% 62.3% 63.2% 28.0% 59.5% 55.3% 10.1% 10.9% 24.8 0.6% Chinese, Mandarin, Cantonese 24.1% 24.4% 19.4% 18.6% 25.7% 19.7% 27.0% 30.2% 21.2% 25.4% 25.6% 25.6% 30.3% 26.8% 26.9% 69.9% 9.9% 87.1 0.2% Other Lang, frot listed above) 35.7% 40.0% 31.1% 32.7% 34.3% 30.5% 42.8% 39.7% 42.1% 40.2% 43.5% 36.3% 44.2% 46.7% 9.9% 20.7% 174 0.4% Total Non-Residents of B.C. 38.9% 37.0% 33.0% 33.3% 33.9% 33.9% 33.9% 44.8% 45.6% 42.4% 35.2% 41.6% 43.1% 15.9% 17.1% 21.01 47.9% Secondary School 49.7% 49.1% 47.7% 48.2% 46.3% 47.0% 67.3% 66.5% 67.7% 67.4% 66.5% 49.0% 64.2% 69.7% 22.6% 26.2% 26.7% 39.817 89.1% College Region of Secondary School 47.6% 45.8% 42.9% 43.5% 43.6% 43.5% 43.6%																			4.7%		
English Non-English:																		,			
** Korean ** ** Korean ** ** Korean ** ** Chinese, Mandarin, Cantonese 53.5% 55.1% 45.6% 22.7% 22.2% 21.0% 58.0% 56.6% 62.9% 62.3% 63.2% 28.0% 59.5% 35.3% 10.1% 10.9% 248 0.6% Chinese, Mandarin, Cantonese 53.5% 55.1% 45.6% 42.8% 43.8% 40.6% 34.5% 38.6% 40.5% 38.3% 30.3% 44.4% 34.5% 61.1% 21.4% 19.2% 821 1.8% Other Lang. (not listed above) 35.7% 40.0% 31.1% 32.7% 34.3% 30.5% 42.8% 39.7% 42.1% 40.2% 43.5% 36.3% 44.2% 46.7% 9.8% 20.7% 174 0.4% 20.4% 20.4% 20.4% 35.5% 36.3% 44.2% 46.7% 9.8% 20.7% 174 0.4% 20.4% 20.4% 35.5% 20.4% 20.4% 35.5% 36.3% 44.2% 46.7% 9.8% 20.7% 174 0.4% 2				•				1	38.5%	40.6%	41.9%	37.5%	30.5%	33.6%	36.1%	13.9%	16.9%	790	1.8%		
Chinese, Mandarin, Cantonese Japanese 24.1% 24.4% 19.4% 19.4% 18.6% 25.7% 19.7% 27.0% 30.2% 21.2% 25.4% 25.6% 30.3% 26.9% 26.9% 9.9% 9.8% 71 0.2% Total Non-Residents of B.C. 38.9% 37.0% 33.0% 33.9% 33.0% 41.9% 42.8% 44.8% 45.6% 42.4% 46.7% 9.8% 20.7% 17.4 0.4% 25.6% 30.0% 27.0% 30.2% 21.2% 25.4% 25.6% 30.3% 26.9% 26.9% 9.9% 9.8% 71 0.2% Total Non-Residents of B.C. 38.9% 37.0% 33.0% 33.9% 33.0% 41.9% 42.8% 44.8% 45.6% 42.4% 45.2% 46.7% 9.8% 20.7% 17.4 0.4% 25.6% 25	_	41.6%	40.0%	34.3%	33.5%	35.8%	34.4%	46.7%	45.3%	47.7%	48.6%	47.5%	36.3%	44.2%	48.0%	16.3%	18.1%	1,314	2.9%		
Japanese	* Korean	32.5%	26.5%	25.6%	22.7%	22.2%	21.0%	58.0%	56.6%	62.9%	62.3%	63.2%	28.0%	59.5%	35.3%	10.1%	10.9%	248	0.6%		
Other Lang. (not listed above) 35.7% 40.0% 31.1% 32.7% 34.3% 30.5% 42.8% 39.7% 42.1% 40.2% 43.5% 36.3% 44.2% 46.7% 9.8% 20.7% 17.4 0.4% Total Non-Residents of B.C. 38.9% 37.0% 33.3% 33.9% 33.0% 41.9% 42.8% 44.8% 45.6% 42.4% 35.2% 41.6% 43.1% 15.9% 17.1% 2,101 4.7% B C Public School 54.3% 53.5% 53.8% 53.2% 53.3% 52.9% 72.7% 73.9% 74.0% 74.1% 72.9% 50.0% 72.0% 77.4% 26.2% 26.7% 39,817 89.1% College Region of Secondary School 47.6% 45.8% 46.0% 47.5% 46.1% 46.9% 70.3% 71.1% 71.4% 69.3% 44.4% 69.4% 75.1% 24.1% 22.8% 30.92 6.9% College Region of Secondary School 47.6% 45.8% 46.0% 47.5% 46.1%	Chinese, Mandarin, Cantonese	53.5%	55.1%	45.6%	42.8%	43.8%	40.6%	34.5%	38.6%	40.5%	38.3%	30.3%	48.4%	34.5%	61.1%	21.4%	19.2%	821	1.8%		
Total Non-Residents of B.C. 38.9% 37.0% 33.0% 33.9% 33.9% 33.9% 33.0% 41.9% 42.8% 44.8% 45.6% 42.4% 35.2% 41.6% 43.1% 15.9% 17.1% 2,101 4.7% Secondary School Type: **BC Public School 54.3% 53.5% 53.8% 53.2% 53.3% 52.9% 72.7% 73.9% 74.0% 74.1% 72.9% 50.0% 72.0% 77.4% 26.2% 26.7% 39.817 89.1% BC Independent School 49.7% 49.1% 47.7% 48.2% 46.3% 47.0% 67.3% 66.5% 66.7% 67.4% 66.5% 49.0% 64.2% 69.7% 28.6% 18.4% 4,857 10.9% College Region of Secondary School Camosun 47.6% 45.8% 46.0% 47.5% 46.1% 46.9% 70.3% 71.1% 71.8% 71.4% 69.3% 44.4% 69.4% 75.1% 24.1% 22.8% 3,092 6.9% Capilano 53.7% 52.0% 59.5% 51.1% 48.3% 48.2% 73.5% 72.2% 72.4% 73.4% 70.6% 50.6% 71.9% 77.7% 30.5% 17.7% 2.971 6.7% Northan 19.1%	Japanese	24.1%	24.4%	19.4%	18.6%	25.7%	19.7%	27.0%	30.2%	21.2%	25.4%	25.6%	30.3%	26.9%	26.9%	9.9%	9.8%	71	0.2%		
Secondary School Type: **BC Public School 54.3% 53.5% 53.8% 53.2% 53.3% 52.9% 72.7% 73.9% 74.0% 74.1% 72.9% 50.0% 72.0% 77.4% 26.2% 26.7% 39,817 89.1% 20.9%	Other Lang. (not listed above)	35.7%	40.0%	31.1%	32.7%	34.3%	30.5%	42.8%	39.7%	42.1%	40.2%	43.5%	36.3%	44.2%	46.7%	9.8%	20.7%	174	0.4%		
**BC Public School BC Independent School 49.7% 49.1% 47.7% 48.2% 46.3% 47.0% 67.3% 66.5% 66.7% 67.4% 66.5% 49.0% 64.2% 69.7% 28.6% 18.4% 4,857 10.9% College Region of Secondary School Camosun 47.6% 45.8% 46.0% 47.5% 46.1% 46.9% 70.3% 71.1% 71.8% 71.4% 69.3% 44.4% 69.4% 75.1% 22.8% 3,092 6.9% Capilano 53.7% 52.0% 50.5% 51.1% 48.3% 48.2% 73.5% 72.2% 72.4% 73.4% 70.6% 50.6% 71.9% 77.7% 30.5% 17.7% 2,971 6.7% Douglas 60.3% 59.2% 59.9% 58.3% 58.7% 58.0% 76.4% 77.8% 77.7% 78.6% 75.9% 57.6% 76.7% 80.7% 30.4% 27.6% 6,448 14.4% Fraser Valley 44.2% 43.5% 42.9% 43.5% 43.5% 43.4% 63.1% 63.4% 63.6% 63.2% 64.7% 41.6% 62.4% 67.9% 21.3% 22.1% 3,148 70.9% Malaspina 47.3% 44.9% 44.7% 43.7% 45.0% 68.5% 77.2% 70.2% 70.3% 71.2% 70.8% 68.3% 44.8% 71.2% 76.6% 28.6% 17.1% 22.72 5.1% North Island 47.8% 49.5% 51.3% 48.1% 47.5% 50.2% 69.2% 71.8% 72.1% 74.3% 73.4% 43.5% 68.6% 76.1% 14.9% 35.3% 1.408 32.9% North Island 47.8% 49.5% 51.3% 48.1% 47.5% 50.2% 69.2% 71.8% 72.1% 74.3% 73.4% 43.5% 68.6% 73.3% 73.7% 15.6% 29.4% 1,465 3.3% North Island 47.8% 49.5% 51.3% 48.1% 47.5% 50.2% 69.2% 71.8% 72.1% 74.3% 73.4% 43.5% 68.6% 76.1% 14.9% 35.3% 1,408 32.9% North Island 47.8% 49.5% 51.3% 48.1% 47.5% 50.2% 69.2% 71.8% 72.1% 74.3% 73.4% 43.5% 68.6% 76.1% 14.9% 35.3% 1,408 32.9% Northwest 55.8% 51.2% 51.8% 49.9% 50.0% 49.8% 60.1% 60.9% 60.9% 60.0% 60.0% 60.0% 60.0% 73.3% 73.0% 64.3% 73.7% 67.5% 67.	Total Non-Residents of B.C.	38.9%	37.0%	33.0%	33.3%	33.9%	33.0%	41.9%	42.8%	44.8%	45.6%	42.4%	35.2%	41.6%	43.1%	15.9%	17.1%	2,101	4.7%		
BC Independent School 49.7% 49.1% 47.7% 48.2% 46.3% 47.0% 67.3% 66.5% 66.7% 67.4% 66.5% 49.0% 64.2% 69.7% 28.6% 18.4% 4,857 10.9% College Region of Secondary School Camosun 47.6% 45.8% 46.0% 47.5% 46.1% 46.9% 70.3% 71.1% 71.8% 71.4% 69.3% 44.4% 69.4% 75.1% 24.1% 22.8% 3,092 6.9% Capilano 53.7% 52.0% 50.5% 51.1% 48.3% 48.2% 73.5% 72.2% 72.4% 73.4% 70.6% 50.6% 71.9% 77.7% 30.5% 17.7% 2.971 6.7% Douglas 60.3% 59.2% 59.9% 58.3% 58.7% 58.0% 76.4% 77.8% 77.7% 78.6% 75.9% 57.6% 76.7% 80.7% 30.4% 27.6% 64.48 14.4% Fraser Valley 44.2% 43.5% 42.9% 43.2% 43.5% 43.4% 63.1% 63.4% 63.6% 63.2% 64.7% 41.6% 62.4% 67.9% 21.3% 22.1% 31.48 7.0% Kwantlen 60.3% 60.5% 59.8% 59.5% 59.3% 58.2% 74.8% 76.2% 77.1% 76.3% 76.3% 54.6% 73.3% 78.0% 29.9% 28.3% 10.471 23.4% Malaspina 47.3% 44.9% 44.7% 43.7% 46.0% 45.7% 69.8% 72.4% 72.5% 69.1% 71.2% 76.6% 69.2% 75.3% 15.6% 29.4% 14.66 3.3% Northern Lights 48.8% 49.5% 51.3% 48.1% 47.5% 50.2% 69.2% 72.4% 72.5% 69.1% 71.2% 74.3% 73.4% 43.5% 68.6% 76.1% 14.9% 35.3% 14.08 3.2% Northwest 55.8% 51.2% 51.8% 49.9% 50.0% 49.8% 75.1% 74.7% 72.2% 75.5% 74.7% 46.9% 75.7% 81.4% 14.8% 35.0% 68.9 15.9% Okanagan 43.6% 43.3% 46.2% 45.0% 46.4% 44.9% 66.1% 68.5% 67.9% 67.8% 67.6% 35.5% 62.3% 70.5% 19.2% 25.7% 37.95 85.8% Selkirk 51.8% 47.7% 54.1% 50.1% 48.3% 42.4% 66.4% 68.5% 69.0% 67.9% 67.8% 67.6% 33.7% 59.8% 67.5% 25.7% 44.8% 69.0% 69.1% 71.2% 70.8% 68.9% 75.7% 81.4% 14.8% 35.0% 68.9 15.9% Selkirk 51.8% 47.7% 54.1% 50.1% 48.7% 42.4% 66.1% 68.5% 67.9% 67.8% 67.6% 35.5% 62.3% 70.5% 19.2% 25.7% 37.95 85.8% Selkirk 51.8% 47.7% 54.1% 50.1% 48.3% 42.4% 66.4% 68.6% 69.0% 67.9% 67.8% 64.2% 79.2% 82.9% 35.7% 27.4% 53.65 12.0% Grand Total for All BC12 Graduates 53.9% 53.0% 53.2% 52.7% 52.6% 52.2% 72.2% 73.2% 73.5% 73.3% 72.2% 49.9% 71.4% 76.9% 26.5% 25.7% 44.674 100.0% 67.0	Secondary School Type:																				
College Region of Secondary School Camosun 47.6% 45.8% 46.0% 47.5% 46.1% 46.9% 70.3% 71.1% 71.8% 71.4% 69.3% 44.4% 69.4% 75.1% 24.1% 22.8% 3,092 6.9% Capilano 53.7% 52.0% 50.5% 51.1% 48.3% 48.2% 73.5% 72.2% 72.4% 73.4% 70.6% 50.6% 71.9% 77.7% 30.5% 17.7% 2,971 6.7% Douglas 60.3% 59.2% 59.9% 58.3% 58.7% 58.0% 76.4% 77.8% 77.7% 78.6% 75.9% 57.6% 76.7% 80.7% 30.4% 27.6% 6,448 14.4% Kwantlen 60.3% 60.5% 59.8% 59.5% 59.3% 58.2% 74.8% 76.2% 77.1% 76.3% 76.3% 54.6% 73.3% 78.0% 29.9% 28.3% 10,471 23.4% Malaspina 47.3% 44.9% 44.7% 43.7% 46.0% 45.7% 68.5% 71.2% 71.2% 70.8% 68.3% 44.8% 71.2% 76.6% 28.6% 17.1% 2,272 5.1% New Caledonia 48.8% 49.5% 49.9% 48.8% 46.7% 45.0% 69.8% 72.4% 72.5% 69.1% 71.2% 74.3% 73.4% 69.2% 75.3% 15.6% 29.4% 1,466 3.3% North Island Northern Lights 34.7% 35.7% 37.2% 33.5% 35.4% 28.3% 66.6% 63.9% 66.0% 62.0% 60.6% 37.3% 64.3% 73.7% 67.1% 61.2 14.9% 35.3% 1,408 32.9% Northwest 55.8% 51.2% 51.8% 49.9% 50.0% 49.8% 75.1% 74.7% 72.2% 75.5% 74.7% 46.9% 75.7% 81.4% 14.8% 35.0% 68.9 1.5% Okanagan 43.6% 43.3% 46.2% 45.0% 46.4% 44.9% 66.1% 68.5% 67.9% 67.8% 67.6% 35.5% 62.3% 70.5% 19.2% 25.7% 37.95 8.5% Selkirk 51.8% 47.7% 54.1% 50.1% 48.7% 48.2% 71.0% 74.4% 76.3% 77.0% 70.0% 45.0% 73.3% 78.9% 25.9% 35.7% 27.4% 5,365 12.0% Grand Total for All BC12 Graduates 53.9% 53.0% 53.0% 53.0% 53.0% 52.2% 72.2% 73.2% 73.5% 73.3% 72.2% 49.9% 71.4% 76.9% 26.5% 25.7% 44,674 100.0%	* BC Public School	54.3%	53.5%	53.8%	53.2%	53.3%		l	73.9%	74.0%	74.1%	72.9%	50.0%	72.0%	77.4%	26.2%	26.7%	39,817	89.1%		
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Figure 10 continues on the next page.

⁺ Overall Aboriginal Status is obtained from K-12 and Post-Secondary records. If either source indicates Aboriginal status, the student is classified as an Aboriginal student by STP.

^{*} Relative to other demographic groups in each set, the group with the highest 5-year transition for the 2007/08 high school graduation cohort is identified with *.

[^] Immed Trans Rate to Bach Deg is the % of high school graduates of 2011/12 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution. ^ Immed Trans Rate to Bach Deg is the % of high school graduates of 2011/12 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution.

[&]quot;Non-residents of B.C. may be residents from out of province (i.e. Alberta, Ontario, etc.) or residents from out of country (China, Hong Kong, Korea, etc.). The primary language of non-residents is used as a proxy for identifying "international" grade 12 graduates from non-English-speaking countries.

Figure 10, cont.: B.C. Post-Secondary Transition Rates by Demographic Characteristics for Selected B.C. Secondary School Graduation Cohorts

									5-Y	r Cumula	tive		Cum. Tr	ans Rate	es Over	2012/13	Immed	2012/13 Gr12	
			Immedia	te Entry	Transitio	n Rate		D	elayed-E	ntry Tran	sition Ra	te	Time (2	003/04	Grads)	Trans R	ate to	Grads [Distrib.
	emographic Characteristic	2008/	2009/	2010/	2011/	2012/	2012/	2004/	2005/	2006/	2007/	2008/	Immed	5-Yr	10-Yr	Bach			% of
V	Vhile in Secondary School	2009	2010	2011	2012	2013	2013	2005	2006	2007	2008	2008*	Entry	Cum	Cum	Deg^	Other	Count	Total
Sec	ondary School Academic GPA:																		
	No Academic GPA	38.9%	38.6%	39.0%	40.2%	41.0%	41.0%	61.4%	62.6%	64.4%	65.2%	64.2%	34.3%	60.4%	68.0%	12.4%	28.6%	24,332	54.5%
5	0.0% - 64.9%	38.9%	38.6%	39.0%	40.2%	41.0%	41.0%	77.2%	78.9%	78.6%	79.1%	79.8%	34.3%	75.3%	80.7%	8.0%	33.0%	759	1.7%
6	5.0% - 74.9%	55.2%	57.0%	55.7%	59.2%	53.2%	53.8%	82.9%	83.6%	83.4%	85.5%	85.7%	52.1%	84.0%	86.1%	18.7%	35.1%	3,097	6.9%
N	Moderate Achievers (GPA < 75%)	65.3%	63.7%	62.5%	63.4%	62.2%	60.2%	81.8%	82.6%	82.5%	84.1%	84.4%	61.1%	82.2%	84.7%	16.6%	43.6%	3,856	8.6%
* 7	5.0% - 79.9%	68.0%	65.4%	64.3%	64.5%	64.5%	61.8%	84.4%	86.1%	86.2%	85.4%	86.0%	63.4%	83.0%	86.8%	32.9%	28.9%	2,885	6.5%
8	0.0% - 84.9%	71.7%	69.4%	68.5%	67.8%	68.3%	66.3%	84.1%	84.5%	85.8%	84.9%	85.8%	65.0%	84.4%	86.9%	43.4%	22.9%	3,784	8.5%
8	5.0% - 89.9%	73.2%	73.0%	70.3%	68.9%	68.1%	67.7%	82.6%	81.4%	82.4%	81.8%	82.1%	70.1%	82.6%	85.3%	53.0%	14.7%	4,658	10.4%
9	0.0% - 94.9%	71.6%	69.8%	69.4%	68.1%	67.0%	67.3%	78.7%	79.3%	77.5%	75.4%	78.3%	71.8%	81.7%	81.9%	59.6%	7.7%	3,941	8.8%
9	5.0% - 100.0%	69.8%	68.0%	67.1%	67.3%	65.2%	66.4%	76.6%	79.3%	75.3%	75.4%	78.0%	73.2%	77.8%	79.5%	62.1%	4.3%	1,218	2.7%
Н	ligh Achievers (GPA 75 - 100%)	69.1%	66.9%	65.8%	63.5%	64.2%	66.1%	82.4%	82.7%	82.7%	81.8%	83.1%	71.1%	82.7%	85.2%	49.5%	16.6%	16,486	36.9%
Sec	ondary School Inclusive GPA:																		
5	0.0% - 64.9%	29.0%	29.2%	28.0%	28.5%	26.5%	24.6%	52.6%	52.3%	57.0%	56.8%	55.4%	24.1%	51.1%	58.8%	2.1%	22.5%	4,096	9.2%
6	5.0% - 74.9%	44.1%	43.5%	43.9%	43.2%	42.3%	41.0%	63.7%	63.9%	68.1%	69.1%	68.7%	37.1%	62.8%	69.9%	8.3%	32.7%	13,363	29.9%
N	Moderate iGPA (iGPA < 75%)	39.8%	39.5%	39.6%	39.3%	38.3%	37.2%	61.1%	61.4%	64.9%	65.7%	64.8%	33.9%	59.9%	66.7%	6.9%	30.3%	17,459	39.1%
7	5.0% - 79.9%	59.1%	58.6%	58.5%	57.6%	56.8%	55.7%	73.4%	74.6%	78.4%	79.3%	79.3%	50.7%	73.3%	78.2%	21.6%	34.1%	7,521	16.8%
* 8	0.0% - 84.9%	66.9%	64.7%	64.4%	63.0%	63.2%	62.4%	78.9%	80.1%	82.2%	81.2%	81.7%	62.1%	80.1%	82.6%	35.4%	27.0%	7,456	16.7%
8	5.0% - 89.9%	70.2%	67.6%	67.9%	66.7%	66.5%	65.4%	81.8%	81.5%	80.9%	80.3%	81.6%	69.2%	82.5%	84.4%	48.2%	17.2%	7,130	16.0%
9	0.0% - 94.9%	69.0%	69.2%	66.6%	66.2%	65.9%	65.4%	81.6%	81.8%	79.6%	78.6%	78.7%	71.1%	80.9%	84.7%	56.6%	8.8%	4,420	9.9%
9	5.0% - 100.0%	68.0%	67.5%	63.9%	65.4%	62.0%	66.1%	75.6%	80.0%	79.8%	77.1%	77.4%	72.1%	78.3%	79.8%	60.5%	5.6%	688	1.5%
H	ligh iGPA (iGPA 75 - 100%)	65.6%	64.3%	63.8%	62.9%	62.6%	61.9%	78.3%	78.9%	80.3%	80.0%	80.4%	61.6%	78.6%	82.0%	39.0%	22.9%	27,215	60.9%
Gra	nd Total for All BC12 Graduates	53.9%	53.0%	53.2%	52.7%	52.6%	52.2%	72.2%	73.2%	73.5%	73.3%	72.2%	49.9%	71.4%	76.4%	26.5%	25.7%	44,674	100.0%
Tot	al Number of BC12 Graduates	44,716	45,939	45,543	46,300	45,794	44,674												

^{*} See bottom of Figure 9 on previous page for explanatory notes.

Conclusion

Grade 12 graduates are continuing to achieve success in B.C.'s public post-secondary system, with more than half of all graduates consistently enrolling in post-secondary education within a year of graduation. Within ten years of grade 12 graduation, the STP finds that 78% of B.C. grade 12 graduates enrolled in post-secondary education, 60% earned a credential and 23% earned a Bachelor's degree. Given more time, the STP expects to see even greater success among these students. The STP also acknowledges that the post-secondary achievements of our grade 12 graduates outside of the B.C. public post-secondary system are not included here as these achievements are more difficult to quantify, although worthy of further exploration and analysis in the future.

Please visit the Student Transitions Project web site for more information at

http://www.aved.gov.bc.ca/student_transitions/.

Where to find more information: A wealth of additional information is also available to post-secondary institutions seeking more detailed information on student transitions specific to their region or institution.



STP Highlights newsletters and reports are available on the public Student Transitions Project web site at:

http://www.aved.gov.bc.ca/student_transitions

Newsletter Prepared by Joanne Heslop, Manager, Student Transitions Project