



SCHOOL PERSEVERANCE AND SUCCESS IN MONTREAL

2015 EDITION



Montreal
Hooked on School

GRADUATION RATE IN MONTREAL



GRADUATION RATES CONTINUE TO RISE!

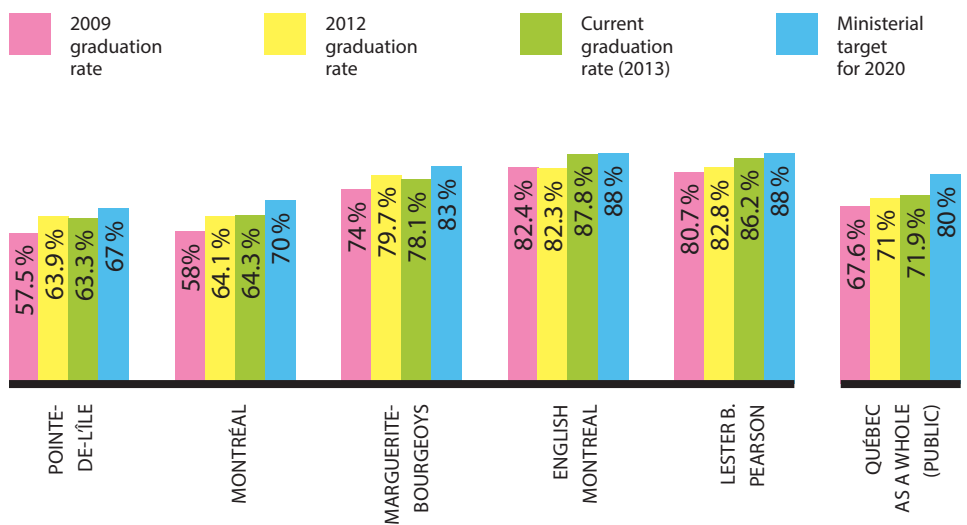
The rate of high school graduation and qualification before age 20 continues to increase in Montreal, reaching 73.4 percent in 2013.



GRADUATION RATE BY SCHOOL BOARD AND MINISTERIAL TARGETS



GRADUATION RATE BEFORE AGE 20 AND MINISTERIAL TARGETS FOR THE FIVE MONTREAL SCHOOL BOARDS, COHORTS OF 2002, 2005 AND 2006¹



¹ I.e., students who obtained their first diploma in 2009, 2012 and 2013.

Sources: Ministère de l'Éducation, du Loisir et du Sport (MELS), "Diplomation et qualification par commission scolaire au secondaire", editions 2011 and 2014; MELS, "Portraits des statistiques ministérielles", 2010

MONTREAL'S REALITY

STRIKING NUMBERS

➔ MONTREAL HAS:

1,886,481
PEOPLE

392,175
young people
aged 0 to 19

15 to
19 years
104,540

0 to
4 years
106,425

10 to
14 years
90,785

5 to
9 years
90,425

SCHOOLS

498 public schools

196 private schools

4 governmental schools



TEACHING LEVEL	INSTITUTION			STUDENTS (all three networks)
	Public	Private	Government	
Preschool and elementary	294	58	0	120,688
Elementary and high school	18	47	0	22,580
High school	97	49	0	87,895
Vocational training	32	8	1	33,612
General adult education	37	1	0	59,591
CEGEP	13	33	3	71,629
University	7	0	0	136,776

Source: Ministère de l'Éducation, du Loisir et du Sport, Direction des statistiques et de l'information décisionnelle, sphère informationnelle, système Gestion des données uniques des organismes, data as of June 30, 2013; Ministère de l'Éducation, du Loisir et du Sport, Direction des statistiques et de l'information décisionnelle, information portal, Charlemagne system, data as of January 23, 2014.

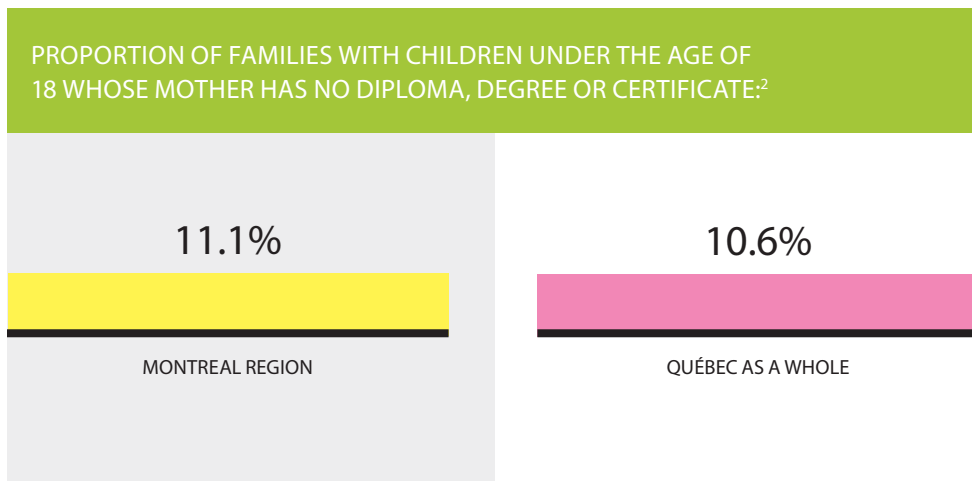
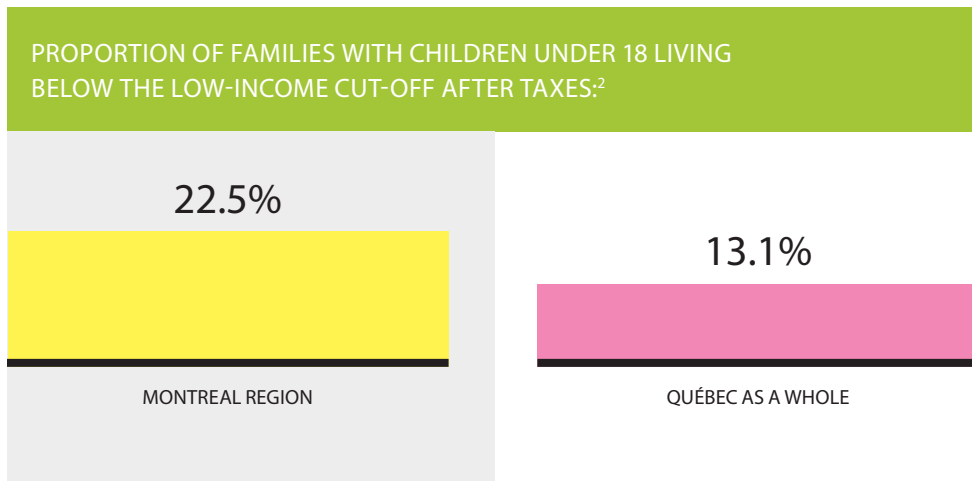
THE MONTREAL CONTEXT



Montreal has specific characteristics that influence school perseverance and success in the area.

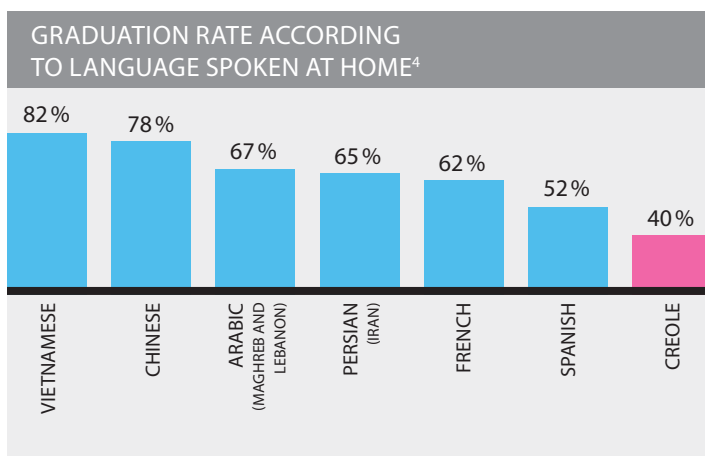
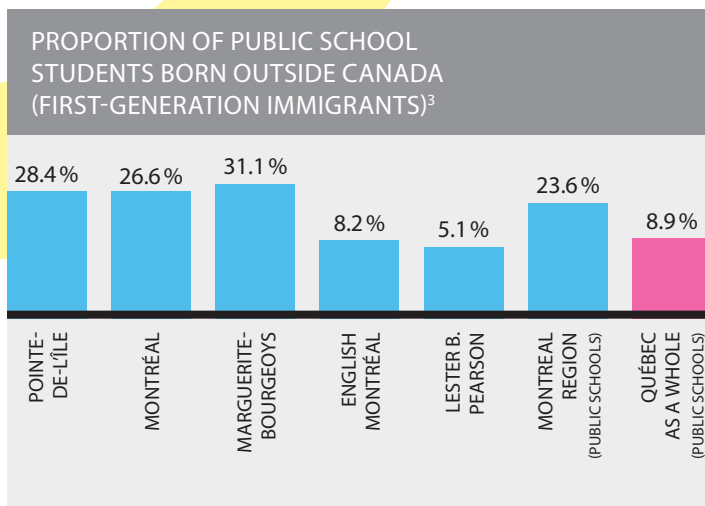
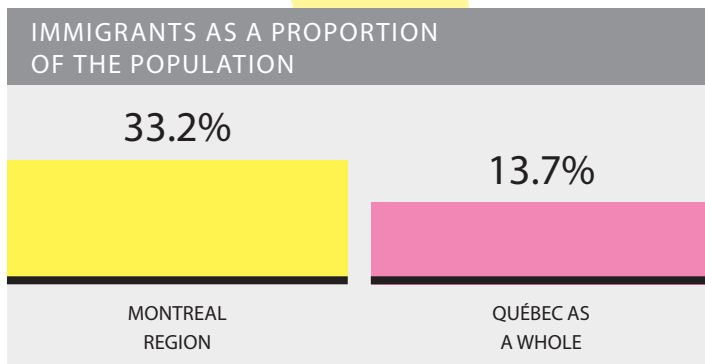
POVERTY

Research has shown a significant link between poverty and school failure. In the short term, students in underprivileged environments are at risk of falling behind at school, repeated failures, and having difficulty adjusting. Over the long term, they are more likely to drop out of school and be socially disengaged.



MULTI-ETHNICITY AND LANGUAGE

First-generation immigrant students represent one-quarter of the Montreal student population. Schools are the primary means of integrating newly arrived students from diverse cultural backgrounds.



³ 2012–2013 preliminary data.

⁴ Data on graduation rate as a function of the language students speak at home are from the study by McAndrew et al. (2010) entitled "Le cheminement et les résultats scolaires des jeunes d'origine immigrée." Data for English speakers are not available in the study. However, while the graduation rates of the English school commissions appearing in the chart on page 2 are not comparable to the graduation rates for English students in the study by McAndrew et al., they give an indication of the graduation rates among students attending an English School Board school.

Source: Ministère de l'Éducation, du Loisir et du Sport, Direction des statistiques et de l'information décisionnelle, Information portal, Charlemagne system, data as of January 23, 2014; McAndrew, M., R. Ait-Saïd, J. Ledent, J. Murdoch. "Le cheminement et les résultats scolaires des jeunes d'origine immigrée: une perspective comparative entre Montréal, Toronto et Vancouver." Final report, 2010, pp. 21, 22, 28; Statistics Canada, National Household Survey, 2011.



“ [...] Integrating young first- and second-generation immigrants into the school system can be a bumpy road. This is especially true among new arrivals whose mother tongue is neither French nor English and among visible minorities [...]. On the other hand, students living in underprivileged immigrant neighbourhoods or second-generation immigrants tend to perform better than their socially equivalent Canadian-born classmates. ”

(McAndrew et al., 2010, p. 21, 22, 28)

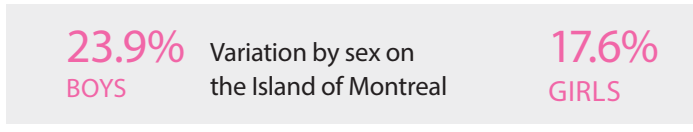
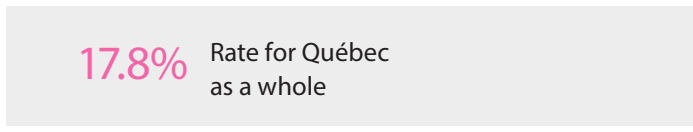
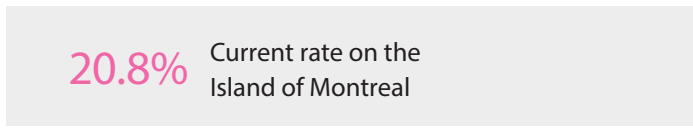
DISTINCTIVE CHARACTERISTICS OF YOUNG MONTREALERS



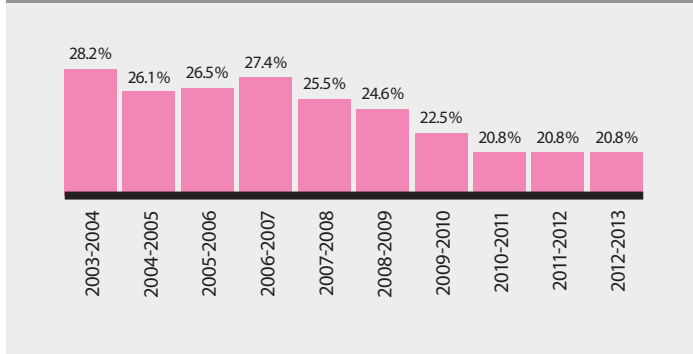
PROPORTION OF KINDERGARTEN STUDENTS WHO ARE VULNERABLE UPON ENTERING SCHOOL:



HIGH SCHOOL DROPOUT RATE (LEAVING SCHOOL WITHOUT A DIPLOMA OR QUALIFICATION), PUBLIC SCHOOL:

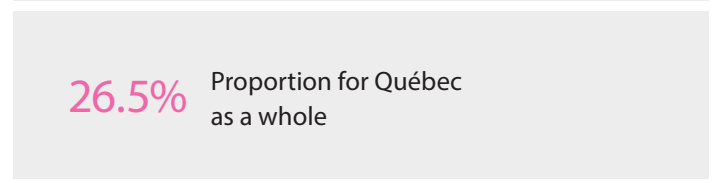
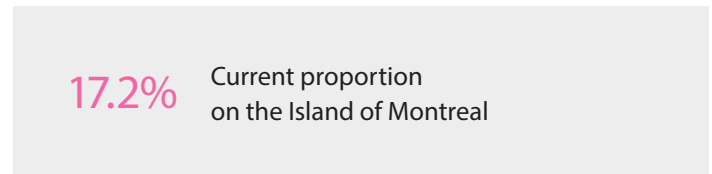


OFFICIAL DROPOUT RATE (LEAVING SCHOOL WITHOUT A DIPLOMA OR QUALIFICATION) FOR ISLAND OF MONTREAL (2003-2004 TO 2012-2013)

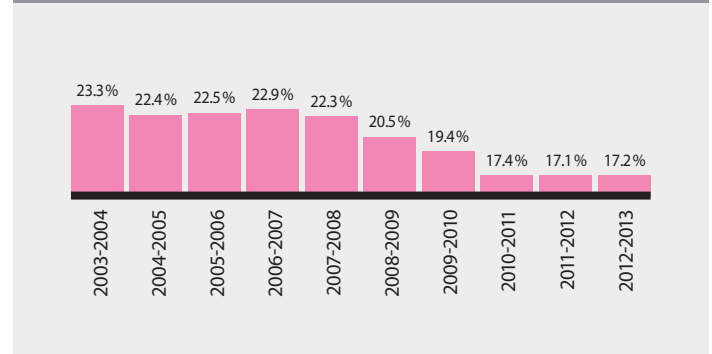


Source: Ministère de l'Éducation, du Loisir et du Sport, Charlemagne system, November 2010, 2011, 2012 and 2014

PROPORTION OF YOUNG PEOPLE UNDER THE AGE OF 20 ENROLLED IN GENERAL ADULT EDUCATION TO FINISH HIGH SCHOOL⁶:



PROPORTION OF YOUNG PEOPLE UNDER THE AGE OF 20 ENROLLED IN GENERAL ADULT EDUCATION ON ISLAND OF MONTREAL (2003-2004 TO 2012-2013)

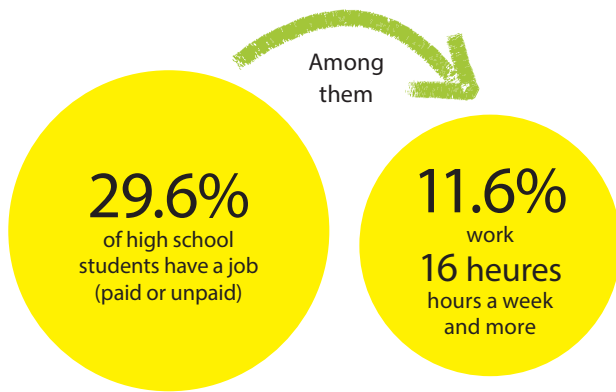


Source: Ministère de l'Éducation, du Loisir et du Sport, Direction des statistiques et de l'information décisionnelle, Information portal, Charlemagne system, data as of January 23, 2014

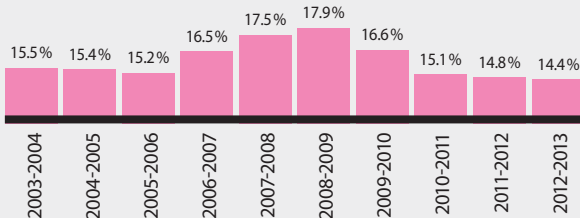
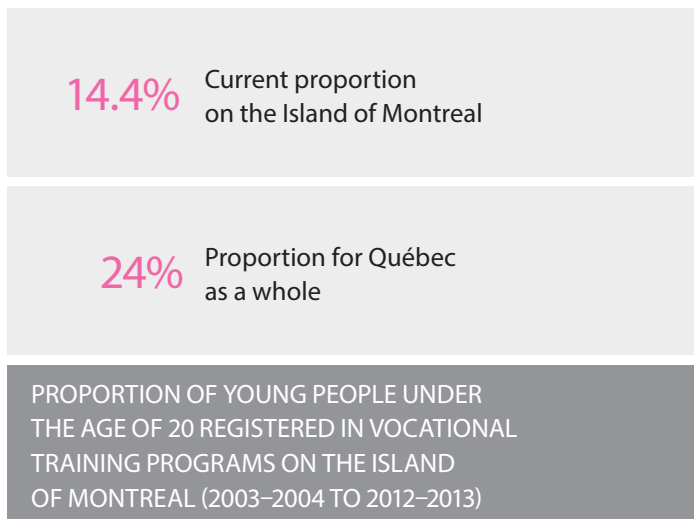
⁵ The five developmental domains are: physical health and well-being, social competency, emotional maturity, language and cognitive development, and communications skills and general knowledge.

⁶ Data reflect student numbers, not student enrolment. Students are only counted once, even if they register in more than one program. Sources: Agence de la santé et des services sociaux de Montréal, Direction de santé publique, "Le décrochage scolaire chez les jeunes du secondaire du réseau public à Montréal," updated October 5th, 2012; Ministère de l'Éducation, du Loisir et du Sport, Charlemagne system, November 2010, 2011, 2012 and 2014; Ministère de l'Éducation, du Loisir et du Sport, Direction des statistiques et de l'information décisionnelle, Information portal, Charlemagne system, data as of January 23, 2014; Ministère de l'Éducation, du Loisir et du Sport, Information portal, special compilation for Montreal Hooked on School, September 2014; Institut de la statistique du Québec, "Enquête québécoise sur le développement des enfants à la maternelle en 2012. Portrait statistique pour le Québec et ses régions administratives", 2013, 105 pp.

PROPORTION OF HIGH SCHOOL STUDENTS (YOUTH SECTOR) WHO WORK WHILE ATTENDING SCHOOL



PROPORTION OF YOUNG PEOPLE UNDER THE AGE OF 20 REGISTERED IN A VOCATIONAL TRAINING PROGRAM TO FINISH HIGH SCHOOL⁷:



Source: Ministère de l'Éducation, du Loisir et du Sport, Direction des statistiques et de l'information décisionnelle, Information portal, Charlemagne system, data as of January 23, 2014

LABOUR SHORTAGE:

37% of job openings require skills provided by a vocational diploma, and a labour shortage in this area forces small and medium-size businesses to hire under-qualified workers.

PURSUING COLLEGIAL STUDIES

The data below illustrate the reality of students entering CEGEP directly from high school.

12,958

Number of Secondary V (public system) registrations on the Island of Montreal

6,800

Number of CEGEP registrations the following year

52.5%

Proportion of students continuing directly to CEGEP⁸

83.1%

Proportion of CEGEP students registering for a third term

However, perseverance and success at the CEGEP level has proved difficult to achieve for many Montreal students: only slightly more than one in two students (53.9%) pass all of their courses in the first term.

⁷ Data are of students in vocational programs resulting in a vocational diploma (DEP) or an Attestation of Vocational Specialization (AVS).

Data reflect student numbers, not student enrolment. Students are only counted once, even if they register in more than one program.

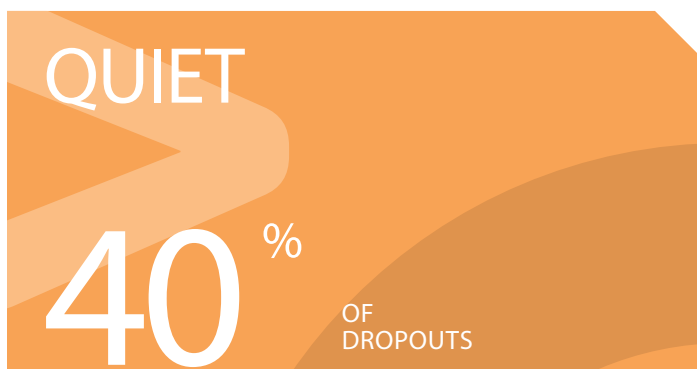
⁸ Ministère de l'Éducation, du Loisir et du Sport estimate.

Sources: Institut de la statistique du Québec, "L'Enquête québécoise sur la santé des jeunes au secondaire 2010-2011"; Lavoie, A. "Les PME et l'immigration, perspective sur les besoins de main-d'oeuvre." Fédération canadienne de l'entreprise indépendante (FCEI), Montréal, 2007; Ministère de l'Éducation, du Loisir et du Sport, Direction des statistiques et de l'information décisionnelle, Information portal, Charlemagne system, data as of January 23, 2014; Regroupement des collèges du Montréal métropolitain, "La réussite des études collégiales chez les étudiants des cégeps francophones de l'île de Montréal," survey report, December 2010, 78 pp.

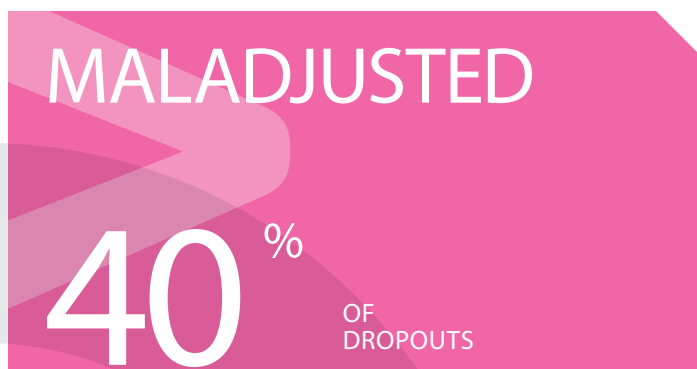
DROPPING OUT AND SCHOOL PERSEVERANCE

WHO ARE THESE DROPOUTS?

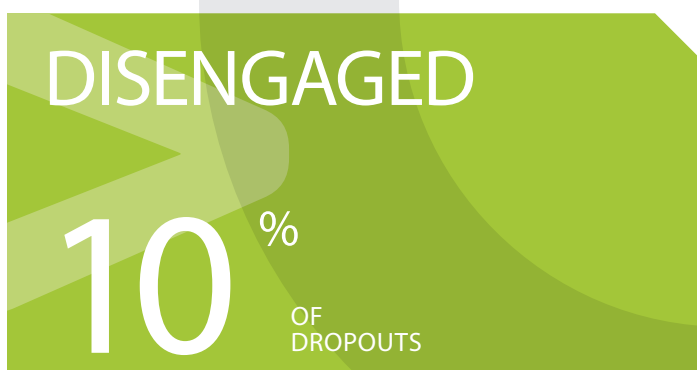
Dropouts present very heterogeneous characteristics, and Janosz et al. (2006) have divided them into four types: quiet dropouts, maladjusted dropouts, disengaged dropouts, and low-achiever dropouts.



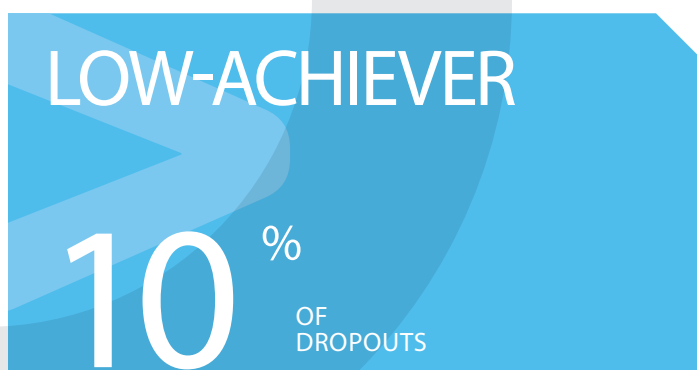
- Tend to come from socioeconomically disadvantaged neighbourhoods
- Like school
- Say they are engaged with their education
- Present no behavioural problems
- Grades are nevertheless low



- Characterized by school failures
- Present behavioural problems
- Have detrimental lifestyle habits
- Have troubled family environments



- Present no behavioural problems
- Average grades
- Say they are disengaged with their education



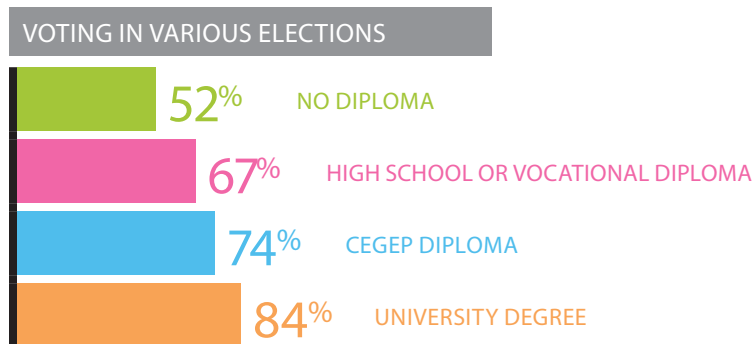
- Are disengaged
- Are failing at school
- Present no behavioural problems

THE DROPOUT PROBLEM IN QUÉBEC: COST AND CONSEQUENCES

According to a study led by the Groupe d'action sur la persévérance et la réussite scolaires au Québec, the dropout problem costs Québec society a total of \$1.9 billion.

Dropping out is also harmful to individuals. Compared to people with diplomas, people who lack diplomas are less socially engaged (e.g., fewer of them vote, volunteer and donate blood), and they have a lower average annual income, an unemployment rate that is 2.1 times higher, and a lower life expectancy.

→ REPERCUSSIONS OF DROPPING OUT (NOT EARNING A DIPLOMA), A FEW EXAMPLES:



⁹ Data for women

Sources: Actes des premières journées interrégionales sur la persévérance scolaire et la réussite éducative, Mont-Sainte-Anne, October 2008, p. 11 [<http://www.uquebec.ca/capres/Rech-pertinentes/Politiques-pratiques-institutionnelles/Pers-actes-journees-interregionales-oct-08.pdf>]; Fortin, P., "Les sans diplômes au Québec: portrait d'ensemble," PowerPoint presentation at the Journées interrégionales sur la persévérance scolaire, Mont-Sainte-Anne, October 30 & 31, 2008, 26 pp.; Groupe d'action sur la persévérance et la réussite scolaires au Québec, "Savoir pour pouvoir: entreprendre un chantier national pour la persévérance scolaire," report, Montréal, 2009; Ménard, L. J., "Au-delà des chiffres... Une affaire de cœur. L'Épaulé à la roue: comment le Québec peut se mobiliser contre le décrochage scolaire," BMO Financial Group, Montréal, 2009.



“ Beyond the economic impact on society, [...] increasing school perseverance also has social benefits for the individual, because [...] it considerably increases personal dignity, financial autonomy, citizen involvement, and social and cultural life. ”

(Fortin, cited in Actes du colloque des premières Journées interrégionales sur la persévérance et la réussite éducative, 2008, p. 11)

SCHOOL PERSEVERANCE AND SUCCESS: PROTECTIVE FACTORS

Numerous factors affect school perseverance and educational success among young people, the most well-known of which are academic in nature. Other factors fall into four categories: family history, personal characteristics, lifestyle habits, and social environment.

When these factors have a positive influence on perseverance (protective factors), they increase the likelihood that young people will continue their studies.

PROTECTIVE FACTORS IN SCHOOL PERSEVERANCE AND SUCCESS

Family history

- Favourable economic situation, few financial concerns, etc.
- Nurturing family climate: stable, safe, non-violent, etc.
- Parental education level, in particular the mother
- Books and reading activities at home
- Value placed on education, effort and accomplishment
- Educational and professional aspirations for children
- Cultural background: language spoken at home, immigration history, etc.

Personal characteristics

- Ability to overcome certain difficulties: romantic breakup, parental discord, grief, conflict, chronic or temporary health problems, etc.
- Self-esteem and confidence in one's abilities
- Self-control and impulse management
- Comfort with reading and writing: level of literacy, language skills, aptitude for learning new things
- Self-discipline: task planning, punctuality, time management, structured note-taking, memorization, etc.
- Motivation to imagine one's own path and move toward a goal

Lifestyle habits

- Little or no use of certain harmful substances such as tobacco, alcohol and drugs
- Healthy nutrition
- Regular and sustained physical activity
- Activities that promote personal development such as the arts, volunteering, etc.
- Sufficient time dedicated to study (continuous), especially for young people with jobs

Social environment

- Psychosocial adaptation: no problems with incivility, delinquency, peer rejection, bullying, isolation, etc.
- Cooperative attitude and social skills
- Association with friends motivated by success
- Complementarity of resources between school and neighbourhood
- Safe neighbourhood favourable to youth development and socialization
- Social contract to which young people feel they belong



EVERY STUDENT WHO PERSEVERES AND EARNS A DIPLOMA:

- ▶ Enjoys better living conditions, has a better life expectancy and whose achievements are therefore more fulfilling;
- ▶ Confers a cumulative economic benefit of \$184,000 on society over the entire working life of a young person;
- ▶ Contributes to a more stable job market by maintaining jobs vital to the Montreal economy;
- ▶ Helps create a more vibrant society (voting, volunteering, giving blood, etc.).

NEARLY ONE IN FIVE YOUNG PEOPLE IN MONTREAL DROP OUT OF SCHOOL.

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“ Education is a basic and essential resource for living your life. ”

(Dyke, 2007, p. 59)

“ There's a lot of work to do to fight the dropout problem, but our past successes give us every reason to believe we will succeed. ”

(Fortin, 2008, p. 26)

MEMBERS

Montreal Hooked on School is a regional organization comprising 32 members from different sectors, all dedicated to working together and determined to keep young people at the centre of their efforts. Together, they are committed to developing partnership projects to enhance the reach and impact of actions that encourage school perseverance and success, and reconnecting with school.



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EDUCATIONAL SECTOR



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English-Montréal
English Montreal
School Board



Commission scolaire
Lester-B.-Pearson



Commission scolaire
de la Pointe-de-l'Île



Commission
scolaire
de Montréal



> Association montréalaise des
directions d'établissement scolaire
(AMDES)

> Association of Montreal School
Administrators

> Fédération autonome
de l'enseignement

> Montreal Teachers Association

HIGHER EDUCATION SECTOR

> McGill University

> Regroupement des collèges
du Montréal métropolitain (RCMM)

> Université du Québec à Montréal

COMMUNITY SECTOR

> Institut de coopération pour
l'éducation des adultes (ICÉA)

> Regroupement des organismes
communautaires québécois
de lutte au décrochage (ROCQLD)

> Table des Carrefours jeunesse-
emploi de l'Île-de-Montréal

> The YMCAs of Québec

INSTITUTIONAL SECTOR

> Agence de la santé et des
services sociaux de Montréal

> Comité de gestion de la taxe
scolaire de l'île de Montréal

> Conférence régionale des élus
de Montréal

> Conseil régional des partenaires
du marché du travail

> Emploi-Québec

> Forum jeunesse de l'île de Montréal

> Ministère de l'Éducation, du Loisir
et du Sport

> Ministère de l'Immigration,
de la Diversité et de l'Inclusion

> Ministère de la Famille

> Service de police de la Ville de Montréal

> Ville de Montréal

BUSINESS SECTOR

> Board of Trade of Metropolitan Montreal

> Centraide of Greater Montreal

> Drakkar & Partners

> Fondation de lutte au décrochage scolaire

GUESTS

> Fonds 1804 pour la
persévérance scolaire

> Table de concertation des organismes
au service des personnes réfugiées et
immigrantes (TCRI)

OBSERVERS

> Engagement jeunesse