Education Statistics Bulletin

Secondary School and College Graduates:
A Sociodemographic Analysis

Introduction

This bulletin is essentially an update of the results that appeared in a previous publication on the sociodemographic portrait of students who leave secondary school without a diploma.[1] That 1991 publication demonstrated that student retention in secondary school varies a great deal from one sociodemographic group to another, and the main conclusion was that students in the French majority were less likely to stay in school than students from other sociodemographic groups.

The aim of this bulletin is also to measure, through observation of the most recent cohorts, trends in the sociodemographic portrait of student retention in Québec. Thus, by means of the sociodemographic variables used in the Ministère's files, we can follow the progress of students through the education system according to their mother tongue, language of use, language of instruction, place of birth, declared religion and the age at which they start secondary school. However, contrary to the 1991 document, which measured dropout rates, this bulletin deals with secondary school graduation rates.

For the purposes of this study, four groups,[2] or real cohorts, comprised of students newly enrolled in Secondary I as of September 30 in 1985, 1987, 1989 and 1991, were observed until September 30, 1996. Moreover, given that the database on student flows includes data for all students (from preschool education to the end of college), two indicators regarding these newly enrolled students were considered: the cumulative graduation rate for secondary school and the cumulative graduation rate for college.[3] The latter indicator was not taken into account in the 1991 document, therefore, it is a new measure applied to students newly enrolled in Secondary I.

Most of the tables present the same indicators. Thus, secondary school graduation rates are established after five years (the time it normally takes to earn a secondary school diploma without any academic delay), after seven years (a secondary school diploma earned before the age of 20), and after nine and eleven years (observation to 1996). College graduation rates are presented after seven years (the time it normally takes to earn a pre-university diploma without any academic delay), after eight years (the time it normally takes to earn a college diploma, for the most part without any academic delay), and after nine and eleven years (observation to 1996). For example, for students of the 1985 cohort, that is, those who began Secondary I for the first time as of September 30, 1985, the rates are calculated for those who obtain a first secondary school diploma after five years (up to 1989-90), seven years (up to 1991-92), nine years (up to 1993-94) and eleven years (up to 1995-96). The same proportions are calculated for a first college diploma, by relating the first diplomas earned to the total number of students in a starting cohort.[4]

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1. Beauchesne, Luc. *Les abandons au secondaire : profil sociodémographique.* Direction des études économiques et démographiques, February 1991.

2. The cohorts include only those students who enrol for the first time in Secondary I; they do not include students who enter secondary school in a subsequent grade level.

3. Precise definitions of "newly enrolled in Secondary I as of September 30,"secondary school diplomas earned," and "college diplomas earned" are provided on the last page of this bulletin.

4. An estimate of the number of students leaving school for emigration reasons and a nominal mortality rate are established for each sociodemographic group. These estimates are intended to distinguish between students who leave for these two reasons and those who drop out, and they have an impact on the calculation of graduation rates. The calculation of indicators is presented on the last page.

1.   Graduation by Cohort and Observation Period

Table 1 does not include any sociodemographic specifics, but it demonstrates trends in the graduation rates for the cohorts observed. In this respect, secondary school graduation rates are improving.[1] In effect, 54.8% of students newly enrolled in September 1985 earned a first secondary school diploma five years later. For students of the 1987, 1989 and 1991 cohorts, rates are also increasing: 59.2%, 59.8% and 62.4%, respectively. Graduation rates after seven years are also on the rise: 67.7% of students newly enrolled in September 1985 earned a first diploma seven years later. For the more recent cohorts, the rates are 72% and 73.6%.

Analysis of the college situation is more limited, given the length of time that it takes to earn a first diploma; consequently, it is more difficult to observe a trend. There seems to be a certain stability with respect to college graduation rates after both seven and eight years of observation. The results for the 1985 cohort appear to indicate that a long period of observation is necessary in order to correctly assess the state of college graduation for a real cohort.[2]

It should also be noted that the graduation rates for female students are considerably higher than those for male students, regardless of the indicator, cohort or observation period. The paragraphs that follow do not refer to the performance of female and male students because female students also come out ahead in most of the sociodemographic groups.

2.   Students' Mother Tongue and Language of Use

Table 2 demonstrates trends with respect to the selected indicators according to mother tongue[3] of students in the four cohorts observed. Regardless of the indicator, cohort or observation period, students whose mother tongue was French ranked third, far ahead of students whose mother tongue was a Native language, but behind those whose mother tongue is English or another language (allophone).

In terms of secondary school graduation rates, the gap between Francophone and Anglophone students varies little and was generally between 10 and 14 percentage points. For example, 66.3% of Francophone students, enrolled for the first time in secondary school in 1985, earned a first diploma seven years later, compared with 80% of Anglophone students. For Francophone nd Anglophone students of the 1987 cohort, the graduation rates were 71.1% and 81.8%, espectively. For the 1989 cohort, the graduation rate for Francophone students seven years later as 72.8%, compared with 83.2% for Anglophone students. If we observe the results for raduating with some academic delay, virtually the same gaps exist, with the exception of graduation after five years for students of the 1985 cohort, where Francophone students had a rate of 53.2% and Anglophone students, 69%.

The situation has improved slightly for Francophone students since 1992 (that is, five years after the first enrolment of the 1987 cohort), more of whom obtained a secondary school diploma without any academic delay.

There is also a difference between Anglophone and Francophone students when college graduation rates are considered. In effect, 13.2% of Francophone students of the 1985 cohort earned a first college diploma seven years later. This proportion increases to 26% if the observation period is eight years instead of seven, because in that case, the rate includes first graduates in technical education. For Anglophone students of the same cohort, 20% obtained a diploma after seven years and 35.9% after eight years. In almost all cases, the difference in

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1.   The indicators related to the probability of earning a first secondary school diploma, presented in the annual publication of the Ministère entitled *Education Indicators*, illustrate the same trend.

2.   Results pertaining to earning a college diploma after eleven years, for the 1985 cohort, are those that most resemble the indicators pertaining to the probability of earning a first college diploma. The low college graduation rate without any academic delay (after seven or eight years) is compatible with graduation rates for students enrolled in college in the Ministère's annual publication, *Regard sur l'enseignement collégial : indicateurs sur les cheminements scolaires dans les programmes.*

3.   A student's mother tongue is the language declared when the student enrols for the first time in Secondary I. All other sociodemographic variables presented in this bulletin are also based on declarations made upon the first enrolment in Secondary I.

the college graduation rates of Anglophone and Francophone students was between 7 and 10 percentage points. These differences can be observed regardless of the cohort or observation period. It should be noted, however, that with respect to college diplomas earned without any academic delay (after seven or eight years), the performance of Anglophone students was one and a half times better than that of Francophone students.

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There is also a difference between Anglophone and Francophone students when college graduation rates are considered. In effect, 13.2% of Francophone students of the 1985 cohort earned a first college diploma seven years later. This proportion increases to 26% if the observation period is eight years instead of seven, because in that case, the rate includes first graduates in technical education. For Anglophone students of the same cohort, 20% obtained a diploma after seven years and 35.9% after eight years. In almost all cases, the difference in the college graduation rates of Anglophone and Francophone students was between 7 and 10 percentage points. These differences can be observed regardless of the cohort or observation period. It should be noted, however, that with respect to college diplomas earned without any academic delay (after seven or eight years), the performance of Anglophone students was one and a half times better than that of Francophone students.

Allophone students come in second almost everywhere, regardless of the indicator, cohort or observation period. Moreover, the longer the observation period, the more the situation of allophone students improves in relation to that of Anglophone and Francophone students. Thus, with respect to secondary school graduation rates, when the results obtained without any academic delay are observed, allophone students do better than Francophone students, even though they lag considerably behind Anglophone students. However, when the longest observation period is considered, we see that difference between the results of allophone students and those of Francophone students increase, while that between the allophone and Anglophone students decreases. For example, 61.4% of allophone students of the 1985 cohort earned a first secondary school diploma five years later; after this observation period, they surpassed the Francophone students by approximately 8 percentage points, but they were also 8 percentage points behind the Anglophone students. If we look at the results of students of this cohort eleven years later, the gap between allophone and Anglophone students was only 2 percentage points, that is, 82% for the allophone students and 84% for the Anglophone students. We can therefore conclude that, in spite of certain difficulties experienced by allophone students at the beginning of their secondary studies, they succeed quite well in earning diplomas, but it takes them more than five years.

This tendency of allophone students to require more time to earn a diploma is also reflected at the college level. Generally starting in second place in terms of diplomas earned, allophone students often finish in first place. For example, for allophone students of the 1985 cohort, the college graduation rate after seven years was 19.7%, whereas for the Anglophone students, it was only slightly higher (20%). The two groups were in the same situation one year later with respective results of 35.4% and 35.9%. However, after an eleven-year observation period, allophone students surpassed the Anglophone students with a graduation rate of 51.1%, compared with 47.7% for the Anglophone students.

Table 3 highlights the disparities among various groups of allophone students. Of the linguistic groups that could be identified,[1] the Asian groups had the best results. Thus, for the 1987, 1989 and 1991 cohorts, the groups whose mother tongue was Chinese or Vietnamese often ranked first and second in terms of secondary school and college graduation rates. However, they were occasionally challenged by students whose mother tongue is Italian, Polish, Hebrew or Arabic.

At the other end of the spectrum are students whose mother tongue is Spanish, Portugese or Creole, who have poorer results. Regardless of the indicator, cohort or observation period, these three linguistic groups generally place third among the linguistic groups identified and their rates are lower than those for the Francophone students. At one point, students whose mother tongue

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1. Because the study is limited to the content of the Ministère's files, the only mother tongues that could be specified for students belonging to the cohorts of 1985, 1987, 1989 and 1991 are those which appear in Table 3.

is Greek were also in this category. The situation of students whose mother tongue is Creole is particularly difficult because trends in graduation rates at the secondary and college level for the 1985 to 1991 cohorts reveal a decline, which is primarily a function of a drop in the secondary school graduation rate.

Table 4 presents the results by the students' language of use. Once again, the Francophone majority ranked third, behind the Anglophone and allophone students. As we saw in the results according to mother tongue, allophone students gain the most ground with the longer observation periods: the longer the observation period, the narrower the gap between allophone and Anglophone students, and the wider the gap between allophone and Francophone students.

3. Language of Instruction

Table 5 presents the results for the four cohorts by language of instruction. We can arrive at the same conclusions as those made with respect to mother tongue and language of use. Thus, in all cases, students studying in French had lower graduation rates than students studying in English. At the secondary level, the graduation rate of students studying in English, after five years of observation, that is, without any academic delay, was 70%. Furthermore, after seven years of observation, the secondary school graduation rate exceeded 80% for students in this group. These levels are observable for each of the cohorts and surpass by at least 10 percentage points the results of students studying in French.

The same gap exists at the college level, where students who began secondary school in English had a higher graduation rate than students who began their secondary studies in French.

4. Students' Place of Birth

Table 6 presents secondary school and college graduation rates for students in the 1985, 1987, 1989 and 1991 cohorts, by place of birth. As observed previously, the majority group, represented here by students born in Québec, generally ranked third, regardless of the indicator, cohort or observation period. Students born elsewhere in Canada and those born outside of Canada shared first and second place.

The difference between students born in Québec and those born elsewhere in Canada is not as great as the gap between Anglophone and Francophone students, especially with respect to diplomas earned without any academic delay at the secondary and college levels. Thus, for the 1985 cohort, 54.5% of students born in Québec obtained a first secondary diploma five years later. For students born elsewhere in Canada, the proportion was 62.9%, which represents a difference of approximately 8 percentage points. For this same cohort, 26.8% of students born in Québec earned a first college diploma eight years later, compared with 30.7% of students born elsewhere in Canada.

However, when a longer observation period is considered, the results for students born outside Québec (elsewhere in Canada or in another country) improve and the difference between the rate for students born in Québec and the other students widens. For example, for the 1985 cohort, 72.9% of students born in Québec earned a first secondary school diploma in 1996, that is, eleven years later. For students born elsewhere in Canada, this proportion was 83.4%, whereas for students born in another country, it was 84.9%. When a longer observation period is considered, it is primarily students born in another country that leave behind students born in Québec.

Students born outside of Canada often have the poorest results with respect to earning a secondary school diploma after five years. The results of this sociodemographic group, which most closely corresponds to students newly arrived in Québec, attest to the difficulties that these students encounter when they first begin secondary school. But although these students have some problems obtaining a first secondary school diploma without any academic delay, they make up the time and their results compare to or exceed those of students born elsewhere in Canada. They catch up to such a degree that at the college level, these students have the

highest graduation rate, regardless of the cohort or observation period.

Table 7 takes into account the situation of students of the 1991 cohort, observed five years later. Students born in the Far East (including China, Japan, Korea), had the best graduation rates. In terms of diplomas earned at the secondary level, the gap between these students and students who ranked second was 10 percentage points in each case. Students born in Europe (except southern Europe), the United States or the Maghreb countries (North Africa) also ranked in the top. Students born in Latin America and southern Europe had the poorest results.

5. Students' Religion

Table 8 shows the results observed for the four cohorts according to the religion declared[1] by the student. This is a less discriminative variable than the previous ones because the secondary school graduation rates vary less from one group to another, regardless of the cohort and observation period. It must, however, be noted that students declaring no religion or a religion other than Catholicism or Protestantism, take the lead. This lead is even more apparent at the college level. In effect, with respect to the college graduation rates, students declaring no religion or declaring another religion besides Catholicism or Protestantism had much higher graduation rates than Catholic or Protestant students: the rate after seven years of observation was almost twice as high.

6. Students' Age When Starting Secondary School

The age at which students enrol for the first time in Secondary I is not in itself a sociodemographic variable; however, the data in Table 9 clearly illustrate that it is the most discriminative variable with respect to secondary school and college graduation rates. Thus, students who begin their secondary studies late had very low secondary school graduation rates. For example, only 17% of students of the 1985 cohort, who had experienced some academic delay, earned a first diploma five years later. This proportion climbed to 27.3% after seven years of observation and to 34.4% in September 1996, that is, after eleven years. For the same cohort, students who began secondary school without any academic delay had a graduation rate of 64.9% after five years. This rate grew to 83.9% after eleven years of observation. Although the graduation rates for students who started secondary school late are generally rising, the gap between these rates and those of students who did not experience any academic delay remains significant.

The same gap exists at the college level. Students who began secondary school without any academic delay earned ten times the number of first college diplomas in pre-university education than students who began their secondary studies late. This difference diminishes somewhat if a longer observation period is considered, but a significant difference remains between students without and with academic delay at the secondary level.

Conclusion

The analysis of the four real cohorts beginning secondary school in 1985, 1987, 1989 and 1991 first of all reveals an improvement in secondary school graduation rates. However, there are no significant trends with respect to college graduation rates. Moreover, regardless of the indicator, cohort or observation period, female students clearly outperform male students.

The majority group in Québec, essentially represented by students whose mother tongue is French, who were born in Québec and are studying in French, had lower graduation rates than those for the minority groups. It should, however, be mentioned that strides have been made by the Francophone majority, in all cohorts, especially with respect to diplomas earned at the secondary level. Anglophone students in Québec often had the highest graduation rates, especially at the secondary level. The results of students whose mother tongue is English, students who study in English and students who were born elsewhere in Canada were notable.

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1. This refers to the religion declared by the student, which does not necessarily correspond to the confessional status of the school and school board attended by the student.

Allophone students often had modest graduation rates initially, in particular with respect to graduation from secondary school without any academic delay; however, their performance improved considerably when a longer observation period was taken into account and their graduation rates compared with and often surpassed those of Anglophone students. College graduation rates for students born in another country as well as for students with a mother tongue other than French, English or a Native language reflect the situation of allophone students in all the cohorts observed.

Lastly, the age of students when they begin their secondary studies is a determining factor of success. Thus, students who are 12 years of age or under when they first enrol in Secondary I had significantly higher graduation rates than students who were 13 years of age or older when they started secondary school. Students who repeat a grade in elementary school and consequently start secondary school late, have less chance of earning a secondary school diploma, and hence a college diploma as well.

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Other Education Statistics Bulletins available:

- Lespérance, André. *Level of Graduation Upon Leaving the Education System*, No. 1, November 1997.

- Demers, Marius. *Statutory Salaries and Teaching Time of Teachers in Public Elementary and Lower Secondary Schools: A Comparison of Québec and OECD Countries*, No. 2, November 1997.

- Demers, Marius. *Educational Spending Relative to the GDP: A Comparison of Québec and OECD Countries*, No. 3, June 1998.

- Maheu, Robert. *Graduation from Secondary School, College and University in 1995: A Comparison of Québec and OECD Countries*, No. 4, June 1998.

Table 1: Secondary school and college diplomas earned, by gender and time elapsed since the first enrolment in Secondary I, for the cohorts of 1985, 1987, 1989 and 1991 (%)

Secondary School Diplomas Earned

	Cohort of 1985						Cohort of 1989	
	5 years	7 years	9 years	11 years			5 years	7 years
Total	**54.8**	**67.7**	**71.7**	**73.5**		**Total**	**59.8**	**73.6**
Male	46.9	61.1	65.4	67.4		Male	51.9	66.9
Female	63.2	74.7	78.3	79.9		Female	68.1	80.5

	Cohort of 1987				Cohort of 1991	
	5 years	7 years	9 years			5 years
Total	**59.2**	**72.0**	**75.4**		**Total**	**62.4**
Male	51.5	65.3	69.3		Male	54.4
Female	67.3	79.0	81.8		Female	70.8

College Diplomas Earned

	Cohort of 1985				Cohort of 1989
	7 years	8 years	11 years			7 years
Total	**14.1**	**27.2**	**41.1**		**Total**	**12.3**
Male	9.8	19.8	32.2		Male	8.4
Female	18.6	35.1	50.4		Female	16.3

	Cohort of 1987		
	7 years	8 years	9 years
Total	**14.5**	**27.0**	**34.0**
Male	10.0	19.5	25.6
Female	19.1	34.9	42.8

Table 2: Secondary school and college diplomas earned, by mother tongue and time elapsed since the first enrolment in Secondary I, for the cohorts of 1985, 1987, 1989 and 1991 (%)

Secondary School Diplomas Earned

	Cohort of 1985					Cohort of 1989	
	5 years	7 years	9 years	11 years		5 years	7 years
Total	**54.8**	**67.7**	**71.7**	**73.5**	**Total**	**59.8**	**73.6**
French	53.2	66.3	70.4	72.3	French	59.1	72.8
English	69.0	80.0	82.8	84.0	English	70.9	83.2
Native language	14.8	24.0	25.6	27.1	Native language	13.9	24.5
Other	61.4	76.1	80.5	82.0	Other	61.8	78.1

	Cohort of 1987				Cohort of 1991	
	5 years	7 years	9 years		5 years	
Total	**59.2**	**72.0**	**75.4**	**Total**	**62.4**	
French	58.2	71.1	74.5	French	61.7	
English	69.1	81.8	85.1	English	72.3	
Native language	16.8	25.9	28.5	Native language	12.1	
Other	64.1	76.6	80.7	Other	64.3	

College Diplomas Earned

	Cohort of 1985				Cohort of 1989
	7 years	8 years	11 years		7 years
Total	**14.1**	**27.2**	**41.1**	**Total**	**12.3**
French	13.2	26.0	39.8	French	11.3
English	20.0	35.9	47.7	English	19.3
Native language	3.4	6.0	9.0	Native language	1.0
Other	19.7	35.4	51.1	Other	18.8

	Cohort of 1987		
	7 years	8 years	9 years
Total	**14.5**	**27.0**	**34.0**
French	13.7	25.9	32.8
English	20.9	37.0	43.8
Native language	3.4	4.4	5.5
Other	19.3	34.6	42.6

Table 3: Secondary school and college diplomas earned, by students reporting certain mother tongues and time elapsed since the first enrolment in Secondary I, for the cohorts of 1985, 1987, 1989 and 1991 (%)

Secondary School Diplomas Earned

	Cohort of 1985		Cohort of 1987		Cohort of 1989		Cohort of 1991
	5 years	11 years	5 years	9 years	5 years	7 years	5 years
Italian	69.6	85.9	73.0	85.9	70.7	84.0	73.8
Greek	64.8	83.7	63.6	80.3	52.1	72.1	58.7
Spanish	45.1	72.7	46.9	67.5	50.5	67.7	54.3
Portugese	49.3	66.4	50.1	66.4	57.1	71.7	57.1
Creole	43.7	66.4	40.5	65.1	35.1	58.4	33.7
Arabic	69.1	84.3	62.9	83.4	57.7	77.5	66.6
Polish	76.6	91.7	78.1	91.8	76.7	83.9	78.4
German	59.4	77.4	83.3	86.2	66.2	81.4	79.5
Hebrew	71.4	98.0	70.4	89.1	80.0	96.8	69.1
Chinese			89.1	98.3	76.8	90.6	80.6
Vietnamese			77.6	84.8	72.3	84.6	68.9

College Diplomas Earned

	Cohort of 1985		Cohort of 1987	
	8 years	11 years	8 years	9 years
Italian	35.2	49.5	33.6	43.0
Greek	36.6	51.2	40.1	47.3
Spanish	19.8	33.4	20.4	26.0
Portugese	17.4	30.9	21.6	26.9
Creole	30.9	40.5	10.0	15.7
Arabic	57.3	70.8	39.7	51.4
Polish	51.7	73.3	52.9	60.0
German	39.1	53.2	45.8	55.2
Hebrew	51.9	64.7	42.6	52.2
Chinese			64.5	70.2
Vietnamese			49.2	55.0

Note: Shaded data indicate cohorts with fewer than 100 students enrolled in Secondary I. Consequently, these data should be interpreted with caution.

Table 4: Secondary school and college diplomas earned, by language of use and time elapsed since the first enrolment in Secondary I, for the cohorts of 1985, 1987, 1989 and 1991 (%)

Secondary School Diplomas Earned

	Cohort of 1985					Cohort of 1989	
	5 years	7 years	9 years	11 years		5 years	7 years
Total	**54.8**	**67.7**	**71.7**	**73.5**	**Total**	**59.8**	**73.6**
French	53.2	66.3	70.4	72.2	French	59.1	72.8
English	70.0	80.8	83.5	84.6	English	72.2	84.1
Native language	13.8	22.3	23.8	25.4	Native language	11.9	22.6
Other	59.2	75.4	80.8	82.9	Other	59.0	76.7

	Cohort of 1987				Cohort of 1991	
	5 years	7 years	9 years		5 years	
Total	**59.2**	**72.0**	**75.4**	**Total**	**62.4**	
French	58.2	71.1	74.5	French	61.6	
English	70.2	82.5	85.6	English	72.8	
Native language	15.9	24.8	27.4	Native language	11.3	
Other	62.8	75.9	80.2	Other	63.3	

College Diplomas Earned

	Cohort of 1985				Cohort of 1989
	7 years	8 years	11 years		7 years
Total	**14.1**	**27.2**	**41.1**	**Total**	**12.3**
French	13.2	26.0	39.8	French	11.3
English	20.5	36.7	48.9	English	19.8
Native language	3.2	5.9	8.3	Native language	0.5
Other	19.5	35.1	51.8	Other	18.5

	Cohort of 1987		
	7 years	8 years	9 years
Total	**14.5**	**27.0**	**34.0**
French	13.7	25.9	32.8
English	20.9	37.0	43.8
Native language	2.5	3.4	4.5
Other	18.9	33.8	42.1

Table 5: Secondary school and college diplomas earned, by language of instruction and time elapsed since the first enrolment in Secondary I, for the cohorts of 1985, 1987, 1989 and 1991 (%)

Secondary School Diplomas Earned

	Cohort of 1985						*Cohort of 1989*	
	5 years	7 years	9 years	11 years			5 years	7 years
Total	**54.8**	**67.7**	**71.7**	**73.5**		**Total**	**59.8**	**73.6**
French	53.0	66.3	70.4	72.3		French	58.6	72.7
English	70.2	80.7	83.5	84.4		English	72.2	82.9

	Cohort of 1987					*Cohort of 1991*	
	5 years	7 years	9 years				5 years
Total	**59.2**	**72.0**	**75.4**		**Total**		**62.4**
French	58.0	71.0	74.5		French		61.3
English	70.1	82.1	85.0		English		72.6

College Diplomas Earned

	Cohort of 1985					*Cohort of 1989*
	7 years	8 years	11 years			7 years
Total	**14.1**	**27.2**	**41.1**		**Total**	**12.3**
French	13.4	26.2	40.1		French	11.6
English	19.9	36.3	48.6		English	19.1

	Cohort of 1987		
	7 years	8 years	9 years
Total	**14.5**	**27.0**	**34.0**
French	13.8	26.0	33.0
English	20.6	36.9	43.7

Table 6: Secondary school and college diplomas, by place of birth and time elapsed since the first enrolment in Secondary I, for the cohorts of 1985, 1987, 1989 and 1991 (%)

Secondary School Diplomas Earned

	Cohort of 1985						*Cohort of 1989*	
	5 years	7 years	9 years	11 years			5 years	7 years
Total	**54.8**	**67.7**	**71.7**	**73.5**		**Total**	**59.8**	**73.6**
Québec	54.5	67.2	71.1	72.9		Québec	60.0	73.4
Rest of Canada	62.9	76.6	81.4	83.4		Rest of Canada	65.6	77.5
Other countries	59.2	76.5	82.0	84.9		Other countries	56.7	75.2

	Cohort of 1987					*Cohort of 1991*	
	5 years	7 years	9 years				5 years
Total	**59.2**	**72.0**	**75.4**		**Total**		**62.4**
Québec	59.1	71.8	75.1		Québec		62.2
Rest of Canada	65.8	81.2	85.7		Rest of Canada		65.9
Other countries	59.2	73.9	79.2		Other countries		61.5

College Diplomas Earned

	Cohort of 1985					*Cohort of 1989*
	7 years	8 years	11 years			7 years
Total	**14.1**	**27.2**	**41.1**		**Total**	**12.3**
Québec	13.8	26.8	40.4		Québec	12.0
Rest of Canada	16.0	30.7	42.5		Rest of Canada	16.5
Other countries	21.1	36.4	54.4		Other countries	16.3

	Cohort of 1987		
	7 years	8 years	9 years
Total	**14.5**	**27.0**	**34.0**
Québec	14.3	26.7	33.8
Rest of Canada	16.3	30.5	35.9
Other countries	18.9	33.2	40.8

Table 7: Secondary school diplomas earned after 5 years, by place of birth, for the cohort of 1991 (%)

	Secondary School Diplomas Earned			*Secondary School Diplomas Earned*
Far East	86.1	Indian subcontinent	63.6
Eastern Europe	76.1	QUÉBEC	62.2
United States	74.2	South America	59.1
Western Europe	71.8	Sub-Saharaan Africa	56.1
Maghreb	66.7	Southern Europe	55.6
Rest of Canada	65.9	Former USSR	53.8
Southeast Asia/Indochina	65.7	Oceania	50.0
Near And Middle East	64.8	Central America/West Indies	40.3

Note: Shaded data indicate cohorts with fewer than 100 students enrolled in Secondary I. Consequently, these data should be interpreted with caution.

Table 8: Secondary school and college diplomas, by religion and time elapsed since the first enrolment in Secondary I, for the cohorts of 1985, 1987, 1989 and 1991 (%)

Secondary School Diplomas Earned

	Cohort of 1985					Cohort of 1989	
	5 years	7 years	9 years	11 years		5 years	7 years
Total	**54.8**	**67.7**	**71.7**	**73.5**	**Total**	**59.8**	**73.6**
Catholic	53.9	66.9	71.0	72.8	Catholic	59.3	73.0
Protestant	59.1	70.9	74.3	76.1	Protestant	59.1	72.8
Other	63.9	77.3	80.2	81.7	Other	64.9	79.3
None	66.5	78.1	81.3	82.3	None	71.2	83.5

	Cohort of 1987				Cohort of1991
	5 years	7 years	9 years		5 years
Total	**59.2**	**72.0**	**75.4**	**Total**	**62.4**
Catholic	58.5	71.3	74.7	Catholic	61.6
Protestant	59.8	73.1	76.9	Protestant	60.2
Other	67.7	81.1	84.3	Other	67.9
None	68.1	80.0	82.9	None	74.1

College Diplomas Earned

	Cohort of 1985				Cohort of1989
	7 years	8 years	11 years		7 years
Total	**14.1**	**27.2**	**41.1**	**Total**	**12.3**
Catholic	13.4	26.4	40.2	Catholic	11.5
Protestant	13.9	27.2	37.6	Protestant	10.6
Other	25.3	40.1	53.3	Other	21.0
None	24.1	41.4	56.6	None	21.0

	Cohort of 1987		
	7 years	8 years	9 years
Total	**14.5**	**27.0**	**34.0**
Catholic	13.8	26.2	33.2
Protestant	13.4	26.1	32.2
Other	23.9	39.1	45.8
None	24.3	38.8	46.8

Table 9: Secondary school and college diplomas, by student's age upon starting secondary school and time elapsed since the first enrolment in Secondary I, for the cohorts of 1985, 1987, 1989 and 1991 (%)

Secondary School Diplomas Earned

	Cohort of 1985						*Cohort of 1989*	
	5 years	7 years	9 years	11 years			5 years	7 years
Total	**54.8**	**67.7**	**71.7**	**73.5**		**Total**	**59.8**	**73.6**
12 years and under	64.9	78.5	82.4	83.9		12 years and under	72.3	85.7
13 years and over	17.0	27.3	31.8	34.4		13 years and over	16.5	31.4

	Cohort of 1987					*Cohort of 1991*	
	5 years	7 years	9 years				5 years
Total	**59.2**	**72.0**	**75.4**			**Total**	**62.4**
12 years and under	69.9	82.9	86.0			12 years and under	74.8
13 years and over	15.6	27.4	32.5			13 years and over	20.0

College Diplomas Earned

	Cohort of 1985					*Cohort of 1989*
	7 years	8 years	11 years			7 years
Total	**14.1**	**27.2**	**41.1**		**Total**	**12.3**
12 years and under	17.4	33.3	49.6		12 years and under	15.3
13 years and over	1.8	4.5	8.7		13 years and over	1.5

	Cohort of 1987		
	7 years	8 years	9 years
Total	**14.5**	**27.0**	**34.0**
12 years and under	17.6	32.7	41.0
13 years and over	1.7	4.0	5.7

DEFINITIONS, METHODS AND CALCULATION OF INDICATORS

Newly enrolled in Secondary I as of September 30

This refers to students who are enrolled for the first time in Secondary I in the youth sector. Consequently, the students in question are not enrolled in Secondary I as of September 30 of the preceding year, nor in secondary school during the four years preceding the year chosen for the definition of the cohort of students. This procedure is followed in order to ensure that students are counted in only one cohort.

Secondary school diplomas earned

This refers to the ratio of the number of first secondary school diplomas earned by a cohort of students newly enrolled in Secondary I to the total number of students in this cohort. All diplomas obtained in general education and vocational education recognized by the Ministère are counted, as long as they are first diplomas.

In order to distinguish among students who do not earn a diploma and students who have left Québec, an estimate of students leaving the Québec education system because of emigration and a nominal mortality rate are calculated for each sociodemographic group. This estimate, which is based on the re-enrolment (or not) of students in these sociodemographic groups in elementary school, is applied to all graduates as well as to all newly enrolled students. For example, the diplomas earned after seven years are calculated as follows:

$$\frac{\text{Students who graduate within 6 years, remaining in Québec after 7 years} + \text{Students who graduate in the 7}^{th}\text{ year of observation}}{\text{Newly enrolled students of a cohort, remaining in Québec after 7 years}}$$

College diplomas earned

This refers to the ratio of the number of first college diplomas earned by a cohort of students newly enrolled in Secondary I to the total number of students in this cohort. Only the first diplomas earned are counted. Moreover, all diplomas obtained in pre-university education and technical education recognized by the Ministère are counted. It should be noted that in Québec, students who earn a college diploma do not necessarily all have a secondary school diploma, even though such cases are exceptions. The same estimate is done to take into consideration emigration and death. College diplomas earned after seven years are calculated in the same way as secondary school diplomas.

SOURCE OF DATA

Database on student flows, Ministère de l'Éducation du Québec.