

2006 Grade 12 Exit Survey What's on Your Mind?

Anglophone Sector
 December 2007

New Brunswick Education

SECTION G: Physical Activity & Healthy Living

G1) Thinking specifically of your high school years, how do you feel about each of the following statements?

	Strongly Disagree	Disagree	Agree	Strongly agree
a) My school has provided opportunities to participate in exercise or physical activity other than phys. ed. class.	O ₁	O ₂	O ₃	O ₄
b) My school has enabled me to develop positive attitudes towards physical activity.	O ₁	O ₂	O ₃	O ₄
c) My school provides me to develop positive attitudes towards healthy living.	O ₁	O ₂	O ₃	O ₄
d) My school provided healthy food and snacks, easy access to a food and snack.	O ₁	O ₂	O ₃	O ₄
e) Teachers showed a positive attitude towards healthy living and health related issues.	O ₁	O ₂	O ₃	O ₄

SECTION H: Learning environment

H1) Indicate your overall satisfaction with your high school learning environment.

	Strongly Disagree	Disagree	Agree	Strongly agree
a) Teachers know their subject area.	O ₁	O ₂	O ₃	O ₄
b) When I am being taught I can understand the teacher very well.	O ₁	O ₂	O ₃	O ₄
c) Overall, teachers cared about my learning success.	O ₁	O ₂	O ₃	O ₄
d) I did not understand a lesson in class, resources were available to help me learn.	O ₁	O ₂	O ₃	O ₄
e) Lessons involved discussion, projects, and activities.	O ₁	O ₂	O ₃	O ₄
f) My school has a strong school spirit and learning environment.	O ₁	O ₂	O ₃	O ₄
g) My school offers activities and initiatives for the betterment of the students.	O ₁	O ₂	O ₃	O ₄
h) I feel my school is well-organized.	O ₁	O ₂	O ₃	O ₄

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Grade 12 Exit Survey – What’s on Your Mind? can be found on the Department of Education website at:

www.gnb.ca/0000/pub-e.asp

Le rapport pour le secteur francophone **Sondage de fin d’études secondaires 2006 – Qu’est-ce que t’en penses?** est disponible au :

www.gnb.ca/0000/pub-f.asp

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1. Executive Summary

The Department of Education administered a survey among high school students concerning their experience at school, as well as their plans for the future. The survey was composed of nine different sections:

- Demographic Information;
- Academic Results;
- School Environment;
- E-Learning and New Technologies;
- Enrichment Opportunities;
- Language Skills;
- Physical Activity and Healthy Living;
- Learning Environment; and
- Future Plans.

This research was done in May of 2006 and included the surveying of 35% of grade 12 students from both linguistic sectors. In order to ensure the effectiveness of our methods of collecting data, each school received a list of grade 12 students' names that the schools were required to have answer the series of questions. The list of names was generated at random using the Central Student Data Repository (CSDR) of the Department.

Student Profile

The gender of the respondents was split 50/50 male and female. The majority of respondents from Anglophone schools (95%) say that they speak English at home and less than 3% speak both French and English at their home. Almost 7 out of 10 respondents live with both of their parents and 16% with their mother only. The vast majority (95.2%) of respondents are Canadian citizens born in Canada. About 3% are Aboriginal and live in a First Nation community and less than 2% are also Aboriginal but do not live in a First Nation community. Almost 1 in 10 respondents declared that they are part of a visible minority. Three percent of respondents said that they are a person with a disability and about 5% said that they have a special education plan.

School Marks

It should be noted that the reported school marks were provided by respondents themselves and may not represent the results they received on their report card. Keeping this in mind and the fact that these are not all respondents who were enrolled in all courses, Physics, Chemistry and Law were the three courses in which the failure rate (less than 60%) was the highest. On the other end, Computer Science, History and French Second Language were the three subjects in which marks are the highest.

Two out of three respondents never had to take a course more than once to receive a passing mark in high school. One in five had to retake at least one course, 8.5%, 2 courses and 5%, 3 courses or more.

School Environment

Respondents are satisfied overall with the school environment and have enjoyed their school experience. Four respondents in five said that students are generally well behaved in class and two-thirds did not believe that learning was interrupted by discipline problems. Just over half said students are well behaved outside of the classroom. Nearly three-quarters of the respondents believed that discipline was managed effectively at school. Although more than 80% believed their school was a safe environment and a place where they feel respected, almost 40% seem to suggest that they have at one point felt like an outsider at school.

Bullying at school appears to be present at all grade levels, but more significantly in Grades 6 to 8, where nearly 30% of respondents said they had been bullied. The rate was slightly lower for Kindergarten to Grade 5 and even less in high school. More than half of the respondents bullied at school said it happened frequently and for the majority the bullying usually came from the same individuals. Despite being victims of bullying, only one in three reported it to their teachers and more than one victim in two reported it to their parents.

E-Learning and New Technologies

In all, respondents are satisfied with their ability to use computers effectively and the access to computers at school. Respondents are also satisfied with the usefulness of the computer skills acquired at school. However, 25% are dissatisfied with the opportunities their school gave them to improve their computer skills, and 30% were dissatisfied with online courses available at their school. Approximately 40% of respondents indicated they were enrolled in an online course during their high school years of which 63% indicated they were satisfied with the online course.

Respondents are for the most part comfortable using computer technology as a learning tool. About 90% said they often use computer technology at home and 79% at school, as a source of research for school projects. However, only half said that their teachers used computer technology as a learning tool.

Enrichment Opportunities

Half of respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized by the school and outside of school. Two-thirds of respondents said they regularly or sometimes read the newspaper or online news, or watch TV news. However a similar ratio said they never or rarely use their public or school library resources.

In all, 32% of respondents participated in a work experience program during their high school years and 9% in a youth apprenticeship program.

Part-time employment is the activity to which respondents devoted the most time, followed by sports organized by the school or outside the school. Almost half spent 10 hours or more a week at a part-time job. About one respondent in ten devoted an average of five or more hours per week to activities organized by their school and activities not organized by their school. Although only 13% of the respondents said they devoted at least one hour per week to a social action group, nearly half of the respondents do at least one hour of volunteer work in the community per week, including 4.4% who said they volunteer more than 10 hours per week.

Respondents had a limited knowledge of school and district governance. The large majority of respondents knew nothing or very little about the District Education Council and Parent School Support Committee. However, two-thirds of the respondents said they had a fair amount or a lot of knowledge about the role of the student council. When it comes to knowledge of the different levels of government, nearly 47% of the respondents said they knew a fair amount or a lot about the role of the Government of Canada, 40% about Government of New Brunswick and 28% about the Municipal Government. Although a majority of respondents had only some limited knowledge of government, more than 80% of them plan to vote in the next federal and provincial elections and 70% at the municipal election.

Fifteen percent of respondents did not know whether their parents or guardians were involved in school or district governance. As such, only 3.2% of the respondents confirmed that their parents are involved in the District Education Council, 9% in the Parent School Support Committee and 10% in the Home and School Association.

Language Skills

Fifty-five percent were never enrolled in a French Immersion Program. Twenty percent of respondents were enrolled in an early French Immersion Program and 25% in a late French Immersion Program. Fifty-seven percent remained in an immersion program while 34% said they switched to an English program in high school and 9% switched before.

When they are being taught French as a second language, 60% can easily understand their teacher. About 45% of respondents also said they can easily understand new ideas in French and are comfortable using French outside school. However only 17% indicated they use French in their daily activities.

Only 10% of respondents indicated they enrolled in a third language course at school and 70% are dissatisfied with the opportunities that the school gave them to participate in third language courses. Half of respondents

who took a third language course said they are comfortable using a third language and the main reason given by more than 50% of respondents for learning a third language course was personal interest.

Physical Activity and Healthy Living

Approximately three respondents in four seemed satisfied with the opportunities they were given to participate in physical activities and to develop positive attitudes toward healthy living and physical activities. In addition, nearly 70% of the respondents affirm that their school promoted healthy eating by providing easy access to healthy food and snacks and that teachers showed a positive attitude towards healthy living and health related issues.

Learning Environment

The vast majority of respondents are satisfied with the learning environment and their teachers in high school. About 4 respondents in 5 or more agree that their teachers knew their subject and cared about their learning success. According to nearly three-quarters of the respondents, resources were available to help them learn when they did not understand a lesson. Nine in ten said that the lessons involved discussion, projects, and activities. More than 70% believe their school had a strong school spirit and learning environment and was well organized. In addition, 78% said their school offered activities and initiatives for the betterment of the students.

My Future

Over 9 respondents in 10 plan to pursue some post-secondary education after they finish high school including 33% who plan to begin studies at a public university in New Brunswick, 17% at the New Brunswick Community College, 14% in a university outside New Brunswick and 4.8% at a college outside of the province. About 14% of the respondents do not intend to pursue studies immediately, opting to begin work and take further studies later. Only 1.5% of respondents intend to begin work with no plans to take further studies, and 3% intend to take time off from work and studies.

Obtaining a first, second, or third-level university degree is the level of education that 60% of respondents expect to attain. Only 7% of respondents plan to only complete high school. According to the respondents, obtaining a bachelor's degree and obtaining a 2-year or less certificate or diploma are the two most common levels of education students reported their parents expected of them.

The majority of respondents appear to be satisfied with the knowledge acquired at school for their future. About eight respondents in ten said they are satisfied with the knowledge acquired for their future, the quality of education received in school, and believe that they have learned skills and developed abilities that will enable them to pursue further studies. Three-quarters of the respondents also believe that school prepared them for post-secondary studies and that they acquired the skills and knowledge that will assist them in their career. However, 36% of the respondents do not believe that school has prepared them adequately for work.

According to the respondents, not having enough money is the main barrier to pursuing a post-secondary education but respondents did not believe that having to leave home is much of a barrier.

Forty-four percent of respondents plan to stay in the province and 33% plan to leave the province but come back in a few years. Only 23% of respondents plan to leave the province and have no plan to come back. More than seven respondents in ten said they did not know about the New Brunswick Tax Cash Back Credit Initiative.

2. Methodology

In May 2006, the Department of Education's Policy and Planning Division sent all of the high schools in the province the 2006 "What's on Your Mind" survey. The survey is intended for Grade 12 students and enables them to share their opinion on various issues such as enrichment opportunities at school, access to new technologies, and the school environment. The survey also provides the Department with data on the students' future plans and their perception of how well their school prepared them for the future.

It should be noted that the objective of this study is to gather information about students' school experience without using it to evaluate the schools and school districts. The survey is part of the Department's accountability framework, and the data gathered will help inform decision-making.

2.1.1. Sample Design and Selection

The "What's on Your Mind" survey was developed in consultation with various sectors of the Department and the district superintendents. The questionnaire is based on the various indicators sought by the Department.

A list containing the names of randomly selected Grade 12 students, representing 35% of the school's graduating population, was submitted to each high school in the province. Each school received a list of 10 additional names to replace students who could not participate in the survey owing to extended absence or other valid reasons. This list of additional names could be increased at the request of a school principal. The rate of return varied from one school to another, but a total of 1814 students were surveyed, which represents 29.9% of the entire Grade 12 student population in the anglophone sector as of March 2006.

Note: The same sampling rules also applied to the francophone sector.

2.1.2. Data Analysis

The survey, which is available in the appendix, is made up of different questions organized into nine themes. The students were instructed to answer the questions, unless otherwise indicated, keeping in mind that the Department was looking for an overview of their high school experience. Only one answer was accepted for each question. Students who did not answer or who answered a question incorrectly were not included in the total sum (n=). Consequently, a specific number 'n' was associated with each question. For some of the questions, an N/A option was available for students to whom the question did not apply (e.g. satisfaction with one or more of the online courses in which the student was enrolled). To get a more representative overview of the results, the "N/A" answers were not included in the analysis of these questions.

Since the survey was administered to a sample of students, the results obtained may not be representative of the opinion of all of the students. Consequently, the term "respondent" is used in this document to refer to the students surveyed.

The SPSS program was used to analyze the data.

3. Detailed Results

3.1. Section A – Demographic Information

3.1.1. Student Profile

Table 1 shows the demographic profile of the students who participated in the "What's on Your Mind" survey.

- The gender of the respondents was split 50/50 male and female.
- English is the language most spoken at home. Ninety-five percent of respondents speak English at home and less than 3% speak both French and English at home.
- The vast majority of respondents were 17 or 18 years old.
- About 5% of the respondents identify themselves as Aboriginal, including 3.2% who live in a First Nations community, and 1.7% who do not live in a First Nations community.
- Nearly 10% of the respondents said they belonged to a visible minority.
- On the whole, the vast majority (95%) of the respondents are Canadian citizens born in Canada.
- More than two respondents in three live in a traditional family (with both parents), while 16% live with their mother only. Over 4% of the respondents live with their father only, and a similar percentage share time between their mother and father.
- Three percent of respondents said they are a person with a disability, and 5% said they follow a special education program.

Table 1 – Student Profile	
Gender (n=1810)	
Male	49.9 %
Female	50.1 %
Language spoken at home (n=1803)	
English	94.5 %
French	0.6 %
Equally, both French and English	2.9 %
Other Language(s)	2.0 %
Age (n=1809)	
16 or under	0.4%
17	50.9%
18	40.9%
19	6.1%
20	1.1%
21 or over	0.6%
Member of a visible minority or an Aboriginal person (n=1787)	
An Aboriginal person living on a First Nation community	3.2%
An Aboriginal person not living on a First Nation community	1.7%
A visible minority (<i>other than Aboriginal</i>)	9.8%
Citizenship (n=1799)	
A landed immigrant in Canada	2.4%
A non-permanent resident of Canada	0.9%
A Canadian citizen born in Canada	95.2%
Other	1.5%
Living with (n=1801)	
Both parents	68.1%
Mother only	16.2%
Father only	4.4%
Time shared between mother and father	4.2%
Guardian(s)	2.9%
Other	4.2%
A person with a disability (n=1798)	
Yes	3.1 %
Follow a special education plan (n=1787)	
Yes	4.9 %

3.2. Section B – Academic Background

3.2.1. Most Recent Marks

Although the academic data varied depending on the subject, the overall proportion of students in each of the mark categories is similar. More than half of the respondents reported receiving marks in the 70% to 89% range in most subjects.

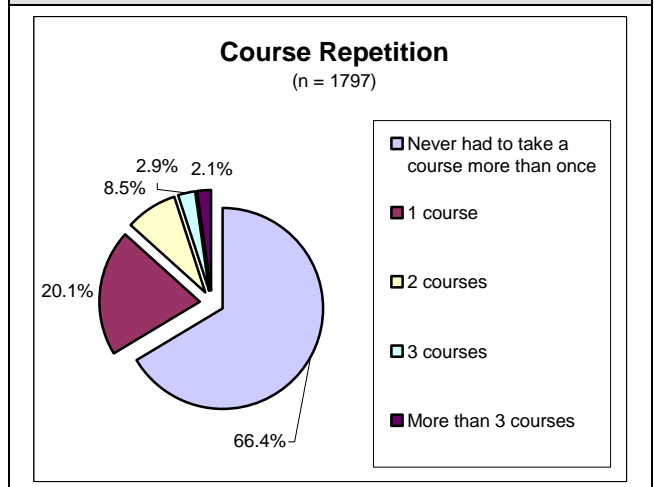
Computer Science (75%), History (65%) and French second language (58%) are the three subjects in which marks are the highest¹. On the other hand, Physics, Chemistry, and Law are the three subjects with the highest reported failure rates (less than 60%), i.e., 8.8%, 8.7%, and 7.4%, respectively. It should be noted that these marks were provided by respondents themselves and may not represent the results they received on their report card.

	90% or more	80%-89%	70%-79%	60%-69%	Less than 60%	n
Mathematics	17.8%	26.5%	24.5%	24.1%	7.1%	1691
English	17.8%	33.3%	29.3%	17.1%	2.5%	1790
French second language	22.9%	34.7%	23.7%	15.0%	3.7%	1271
Biology	21.9%	33.1%	24.7%	15.6%	4.8%	1368
Physics	20.5%	30.2%	24.1%	16.6%	8.7%	984
Chemistry	21.7%	30.5%	23.4%	15.6%	8.8%	1152
Computer Science (any)	46.1%	28.5%	16.6%	7.2%	1.6%	921
Law	23.4%	32.2%	24.2%	12.8%	7.4%	799
History	27.1%	37.4%	22.3%	11.9%	1.3%	1665
Environmental Science	21.0%	35.1%	23.8%	14.2%	5.9%	735

3.2.2. Course Repetition

Two-thirds of all respondents never had to take a course more than once to receive a passing mark during high school. Twenty percent had to retake one course, and 8.5%, two courses. Five percent of the respondents had to retake three or more courses to receive a passing mark.

Figure 1 – Course Repetition
Did you have to take any high school courses more than once in order to receive a passing mark; if yes, how many courses?



¹ Include marks of 80% or higher.

3.3. Section C – School Environment

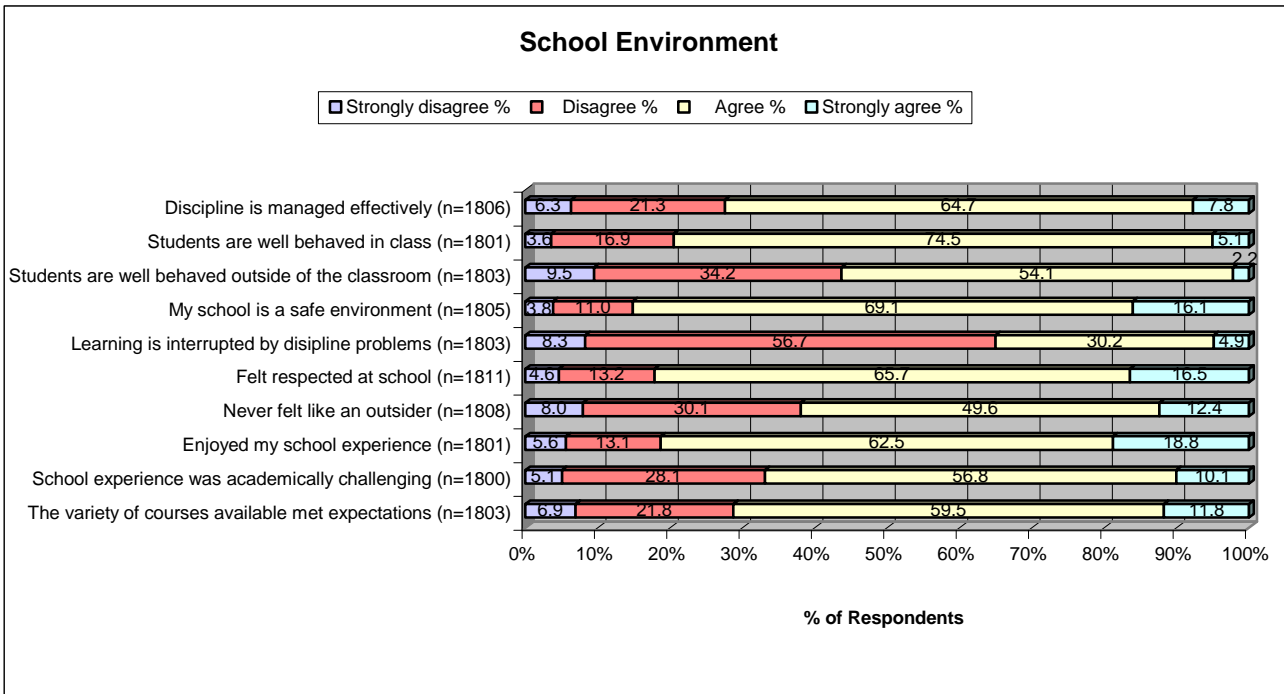
3.3.1. Satisfaction with the School Environment

Results gathered shows that respondents seem satisfied with the school environment. Nearly three-quarters of the respondents believed that discipline was managed effectively at school. Four respondents in five said that students are well behaved in class but only 56% said students are well behaved outside of the classroom. In all, two-thirds of respondents did not believe that learning was interrupted by discipline problems.

More than 80% agreed or strongly agreed with the statement that their school was a safe environment and a place where they feel respected. However, 38% disagreed including 8% who strongly disagreed with the statement that school was a place where they never felt like an outsider.

Four respondents in five enjoyed their school experience, and two-thirds of the respondents considered that their school experience was academically challenging. Finally, nearly 7 respondents in 10 said the variety of courses available met their expectations.

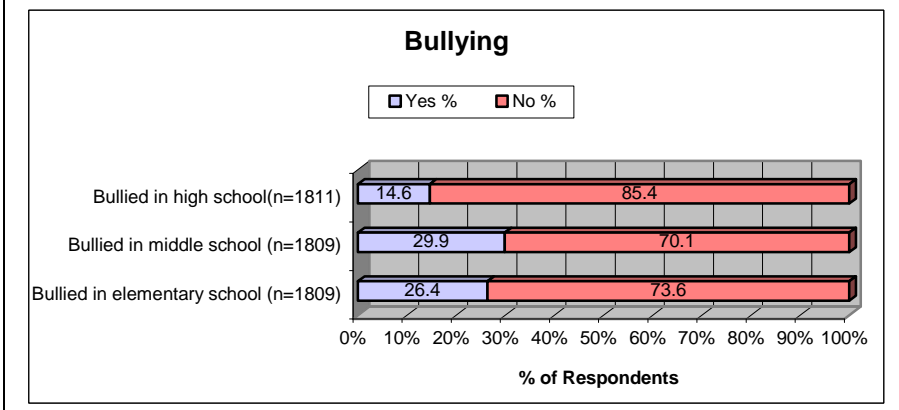
Figure 2 – Satisfaction with the School Environment
How do you feel about each of the following statements?



3.3.2. Bullying

Bullying at school appears to be present at all grade levels, but more specifically in Grades 6 to 8, where nearly 30% of respondents said they had been bullied. The rate was lower for Kindergarten to Grade 5, where 26% of the respondents said they had been bullied. Finally, the lowest rate was in high school, where less than 15% said they had been bullied.

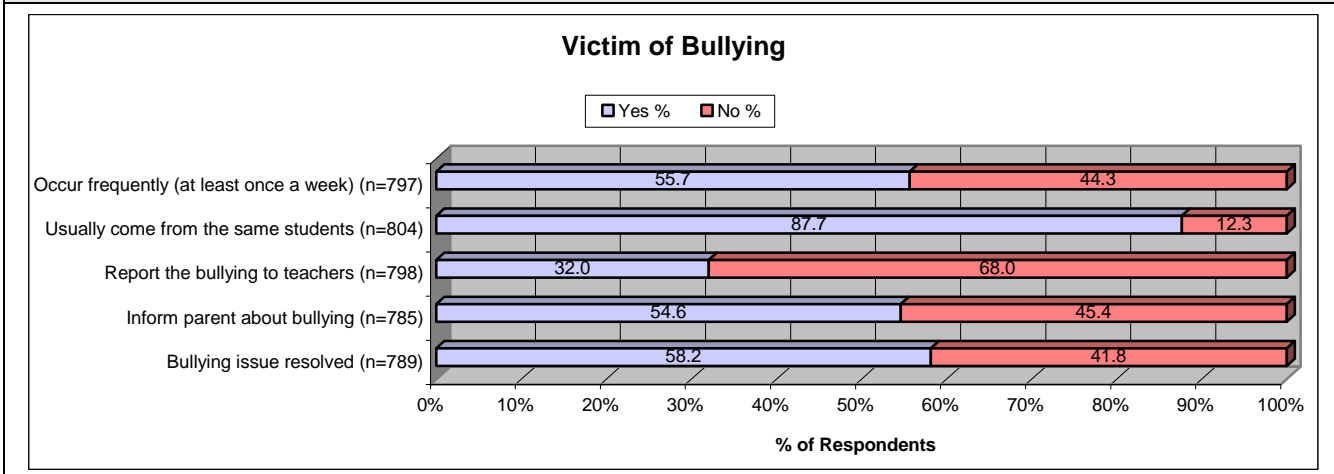
Figure 3 – Bullying
 Answer the following questions in regards to bullying.



3.3.3. Victim of Bullying

Of the respondents who said they had been bullied at school, over half were bullied frequently (56%) and the vast majority said the bullying had usually come from the same individuals (88%). Only one victim in three reported it to their teachers but more than one victim in two reported being the victim of bullying to their parents. In the end, about 60% of the victims said that the bullying issue had been resolved leaving 40% who do not believe the issue was resolved.

Figure 4 – Victim of Bullying
 Answer the follow-up questions in regard to bullying.

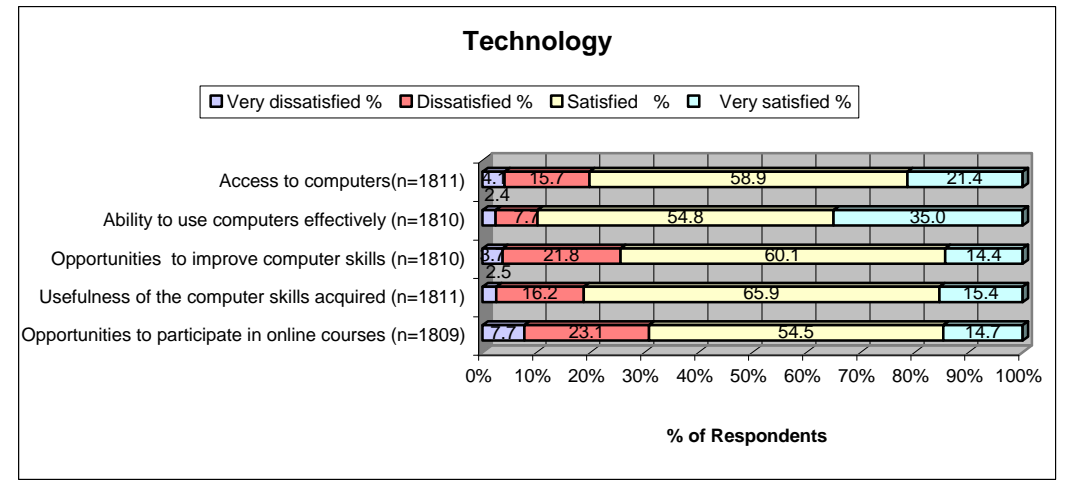


3.4. Section D – E-Learning and New Technologies

3.4.1. Satisfaction with Technology Used at School

When asked to indicate their level of satisfaction with technology, 80% of respondents said they are satisfied or very satisfied with their access to computers at school. A similar percentage of respondents also have the same level of satisfaction with the usefulness of the computer skills acquired at school. While nine

Figure 5 – Satisfaction with Technology Used at School
Indicate your level of satisfaction for each of the following statements.



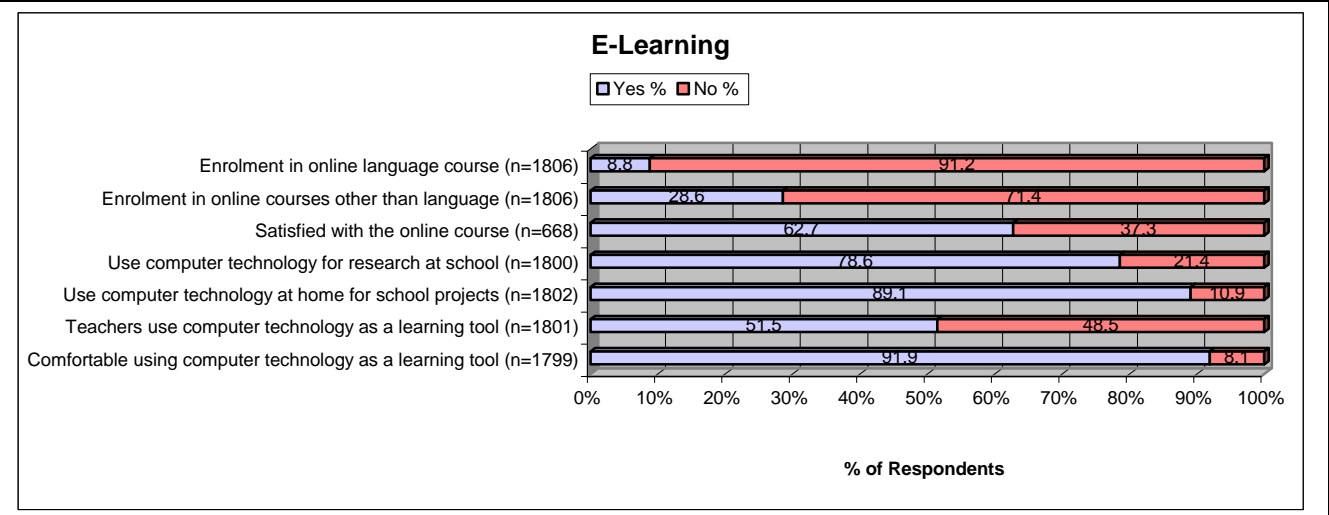
respondents in ten are satisfied, including over a third that are very satisfied with their ability to use computers effectively, 25% said they are dissatisfied or very dissatisfied with the opportunities their school gave them to improve their computer skills, and 30% were dissatisfied with online courses available at their school.

3.4.2. E-Learning

About 29% of respondents indicated they were enrolled in an online course (other than a language course) and 9% in an online language course during their high school years. According to respondents that were enrolled in an online course, 63% indicated they were satisfied with the online course they were enrolled in.

More than nine respondents in ten said they are comfortable using computer technology as a learning tool. About 90% said they often use computer technology at home and 79% at school, as a source of research for school projects. However, only half said that their teachers use computer technology as a learning tool.

Figure 6 – E-Learning
Indicate ‘yes’ or ‘no’ to the following questions regarding e-learning and new technologies.



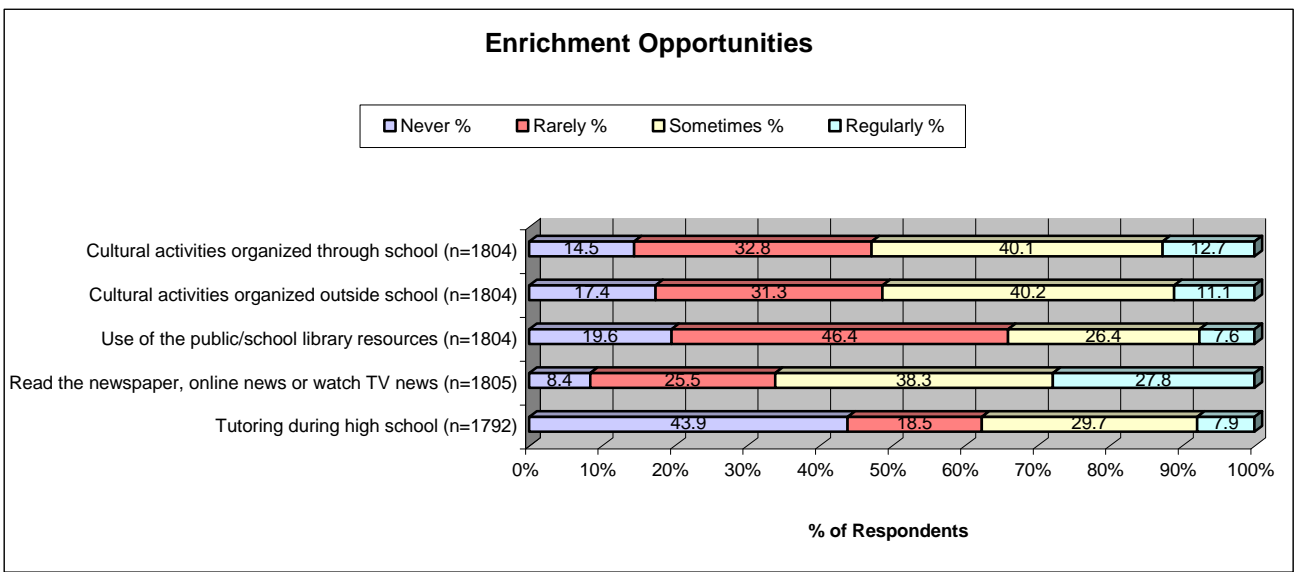
3.5. Section E – Enrichment Opportunities

3.5.1. Enrichment Opportunities at School and Outside School

When respondents were asked to indicate the opportunities they had to participate in enrichment activities, approximately 50% of respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized by the school and activities organized outside of school.

Two-thirds of respondents said they never or rarely use their public or school library resources. However, 28% of the respondents read the newspaper or online news, or watch TV news on a regular basis, and 38% do so sometimes. Nearly 40% of respondents said they sometimes or regularly received tutoring during their high school years.

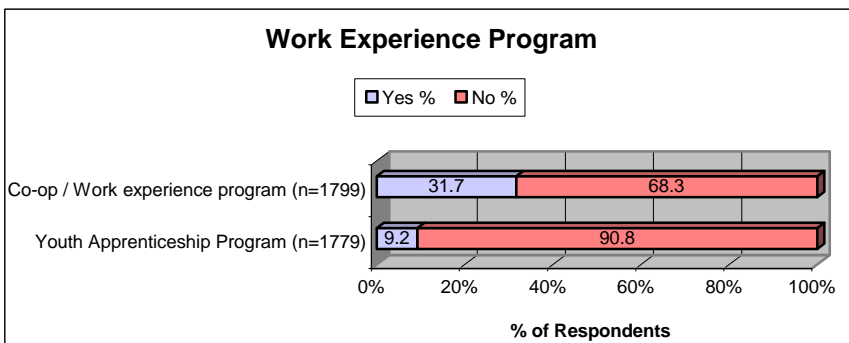
Figure 7 – Enrichment Opportunities at School and Outside School
 Answer the following questions regarding enrichment opportunities.



3.5.2. Participation in a Work Experience Program

In all, 32% of respondents participated in a work experience program during their high school years and 9% in a youth apprenticeship program.

Figure 8 – Participation in a Work Experience Program
 Did you participate in any of the following during your high school years?



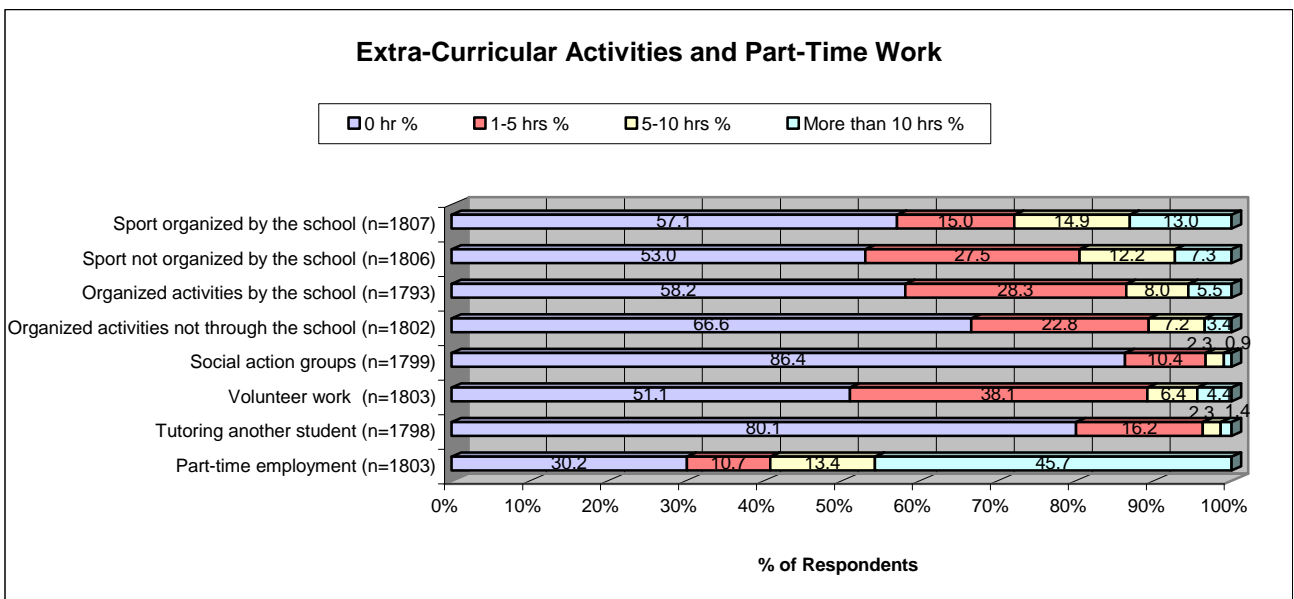
3.5.3. Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

Respondents were asked about the number of hours spent on extra-curricular activities. Part-time employment, sports organized by the school and sports organized outside the school were the three activities to which respondents devoted the most time (more than 10 hours a week). However, the most common activity was part-time employment, on which 46% of respondents spent more than 10 hours a week.

Nearly 28% of the respondents devoted five or more hours per week to sports organized by the school, and 20% devoted the same number of hours to sports not organized by the school. More than 13% of the respondents devoted an average of five or more hours per week to activities organized by their school and nearly 11% also devoted five or more hours to activities not organized by their school.

More than 13% of the respondents said they devoted at least one hour per week to a social action group, and nearly half of the respondents do at least one hour of volunteer work in the community per week, including 4.4% who said they volunteer more than 10 hours per week. About 20% of the respondents said they tutored another student for at least one hour a week.

Figure 9 – Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment
Approximately how many hours per week are you involved in extra-curricular activities and part-time work during the school year?



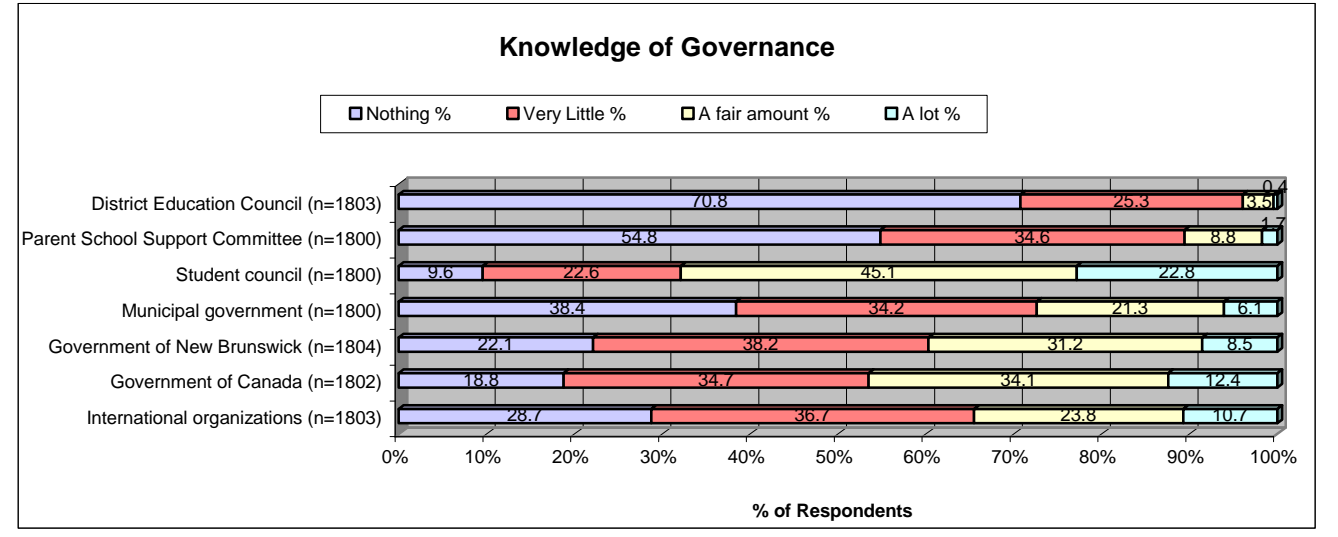
3.5.4. Knowledge of Governance Entities

When the respondents were asked to indicate how much they knew about the different governance entities, results varied according to the governance entity surveyed. Respondents had a limited knowledge of school and district governance. The majority knew nothing (71%) or very little (25%) about the District Education Council. Similar results were also gathered with regards to the role of Parent School Support Committee where only 11% of the respondents said they had a fair amount or a lot of knowledge about its role. However, two-thirds of the respondents said they had a fair amount or a lot of knowledge about the role of the student council.

Knowledge of government varied depending on the level of governance. Nearly 47% of the respondents said they knew a fair amount or a lot about the role of the Government of Canada, while 40% said the same about the Government of New Brunswick and 28% about the Municipal Government.

Approximately one respondent in three said they knew a fair amount or a lot about international organizations (e.g., OECD, United Nations).

Figure 10 – Knowledge of Governance Entities
How much do you know about the role of each of the following?



3.5.5. Voting Intention

More than 80% of the respondents said they plan to vote in the next federal and provincial election or when they are legally entitled to vote. Seventy percent also plan to vote in a municipal election. This intention is even higher with student council elections in which 87% of respondents who will be pursuing college or university studies said they plan to vote.

Figure 11 – Voting Intention
Do you plan to vote in the following elections when you are legally entitled to?

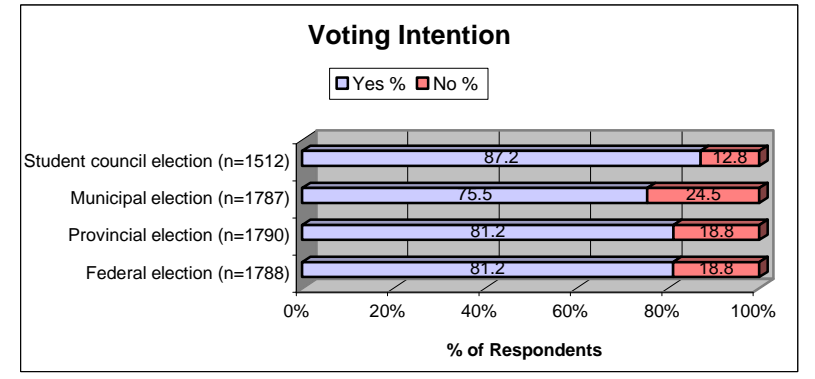
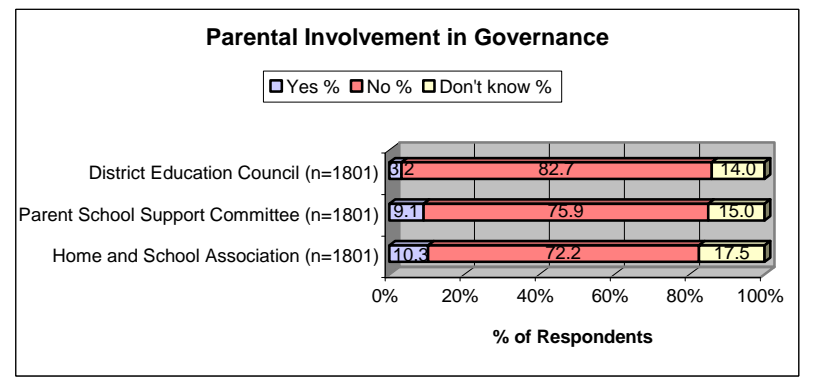


Figure 12 – Parental Involvement in School and District Governance

Were your parents/guardians involved in the following?



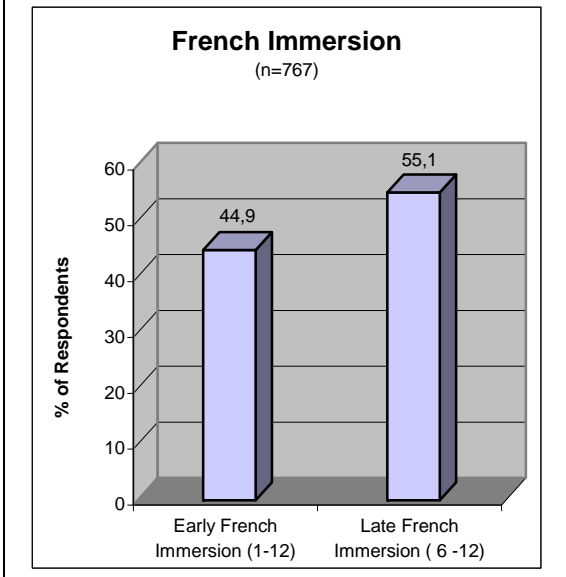
3.5.6. Parental Involvement in School and District Governance

About 15% of the respondents said they did not know whether their parents or guardians were involved in school or district governance. Thus, only 3.2% of the respondents confirmed that their parents are involved in the District Education Council and 9% in the Parent School Support Committee. Ten percent of the respondents also confirmed that their parents are involved in the Home and School Association.

3.6. Section F – Language Skills

Figure 13 – French Immersion

If you were enrolled in French Immersion were you enrolled in:



3.6.1. French Immersion

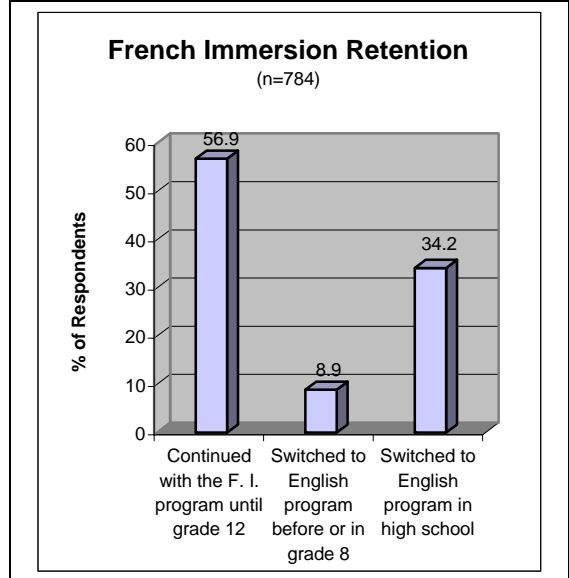
According to respondents, 55% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 45% enrolled in early and 55% in late French Immersion.

3.6.2. French Immersion Retention

Of those who had been enrolled in French immersion at one point during the course of their studies, 57% remained in an immersion program while 34% said they switched to an English program in high school and 9% switched before or in grade 8.

Figure 14 – French Immersion Retention

If you were enrolled in French Immersion did you:

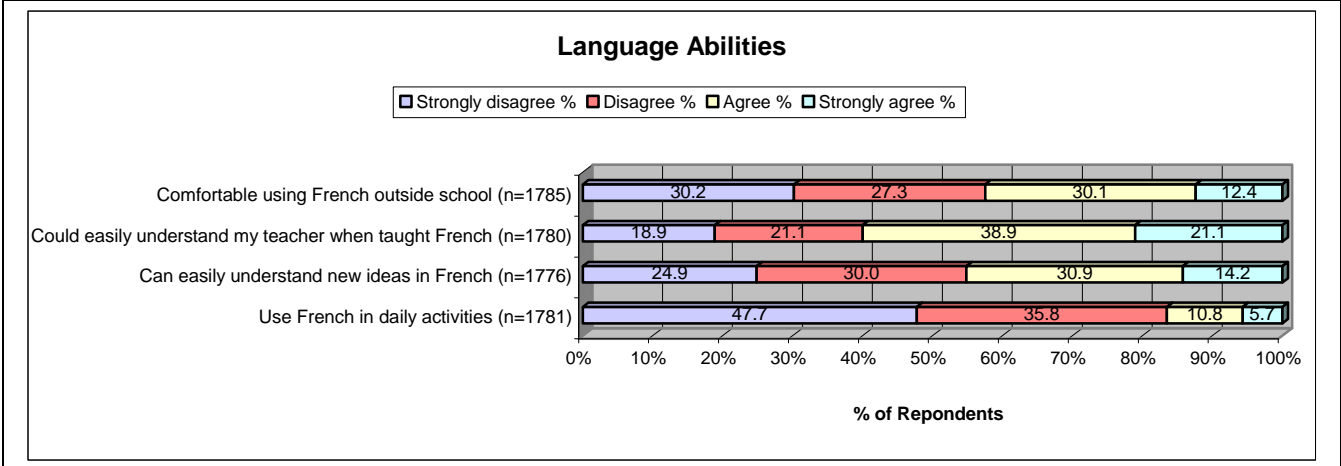


3.6.3. Language Abilities

When asked about their level of language skills, 43% of respondents said that they are comfortable using French outside school. However, only 17% indicated they use French in their daily activities. When they are being taught French as a second language, 60% can easily understand their teacher, and 45% can easily understand new ideas in French.

Figure 15 – Language Abilities

Indicate how much you agree with the following statements concerning language skills.



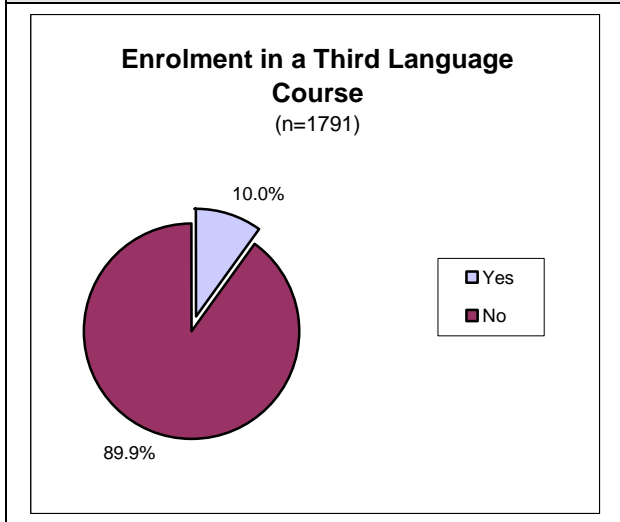
3.6.4. Third Language

Only 30% of the respondents said they are satisfied with the opportunities that the school gave them to participate in third language courses. Only 15% of the respondents said they are comfortable using a third language. However, when taken separately, one respondent in two who took a third language course said they are comfortable using a third language.

3.6.5. Enrolment in a Third Language Course

Only 10% of respondents indicated they enrolled in a third language course at school.

Figure 16 – Enrolment in a Third Language Course
Were you ever enrolled in a third language course at school?



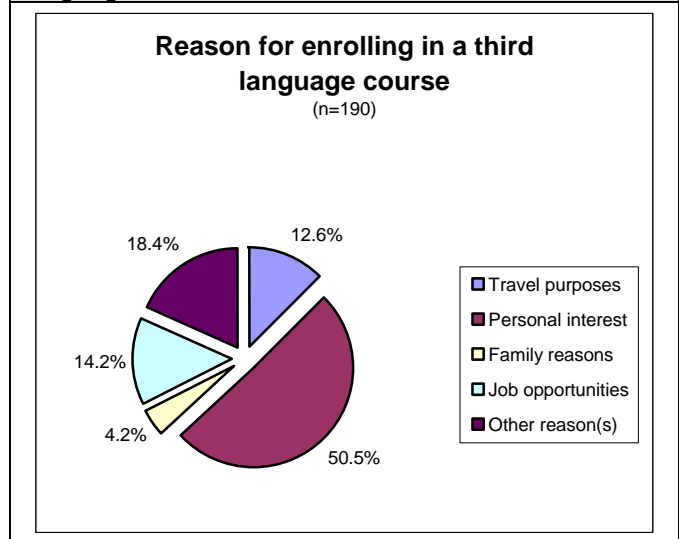
3.6.6. Main Reason for Enrolling in a Third Language Course

The main reason given by more than 50% of respondents for learning a third language was personal interest followed by job opportunities (14%), travel purposes (13%), family (4.2%), or for other reasons (18%).

Table 3 – Third Language
Indicate how much you agree with the following statements concerning language skills.

<ul style="list-style-type: none"> <i>I am comfortable using a third language. (n=1775)</i> 	
Strongly disagree	56.6%
Disagree	28.1%
Agree	12.0%
Strongly agree	3.3%
<ul style="list-style-type: none"> <i>I am satisfied with the opportunities that my school gave me to participate in third language courses. (n=1777)</i> 	
Strongly disagree	40.6%
Disagree	29.4%
Agree	25.9%
Strongly agree	4.2%

Figure 17 – Main Reason for Enrolling in a Third Language Course
What was your main reason for enrolling in a third language course?



3.7. Section G – Physical Activity and Healthy Living

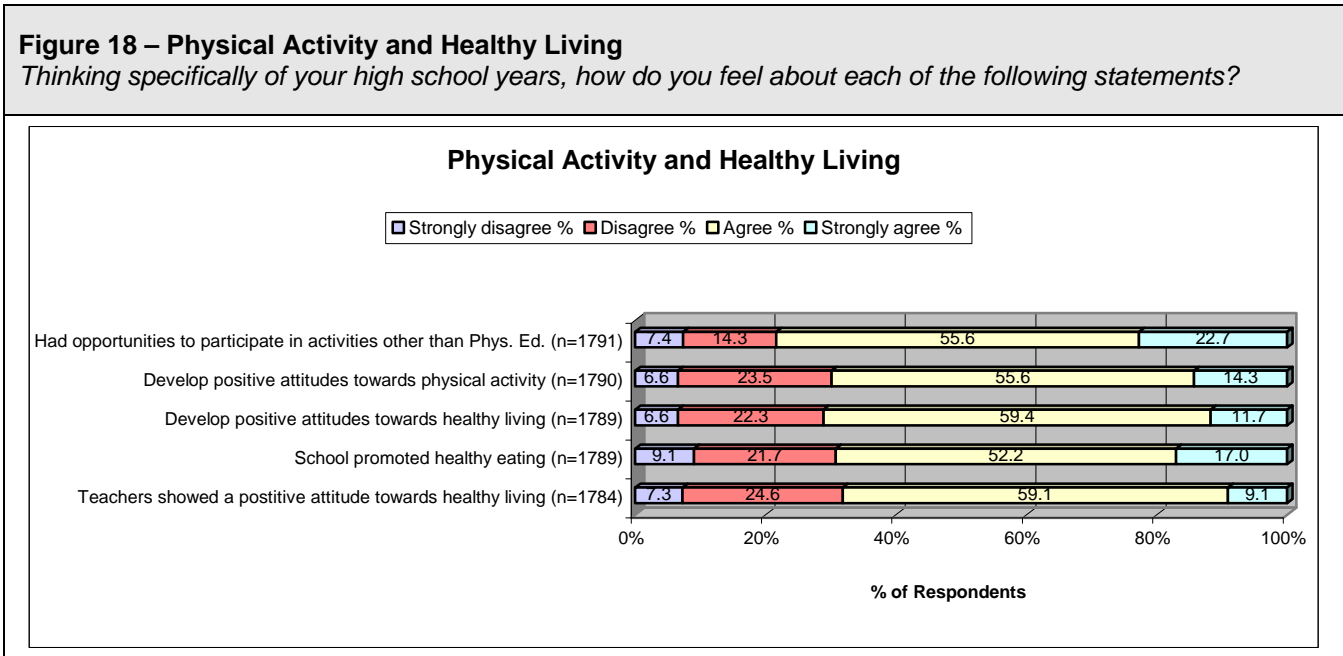
3.7.1. Physical Activity and Healthy Living

The majority of respondents seemed satisfied with the opportunities they were given to participate in physical activities and to develop positive attitudes toward healthy living. When asked about physical activity and healthy living, nearly eight respondents in 10 believe that their school provided them with opportunities to participate in exercise or physical activity other than physical education classes. More than seven respondents in ten also believe that their school had enabled them to develop positive attitudes towards both physical activity and healthy living.

Nearly 70% of the respondents agree or strongly agree with the statement that their school promoted healthy eating by providing easy access to healthy food and snacks and that the teachers showed a positive attitude towards healthy living and health related issues.

Figure 18 – Physical Activity and Healthy Living

Thinking specifically of your high school years, how do you feel about each of the following statements?



3.8. Section H – Learning Environment

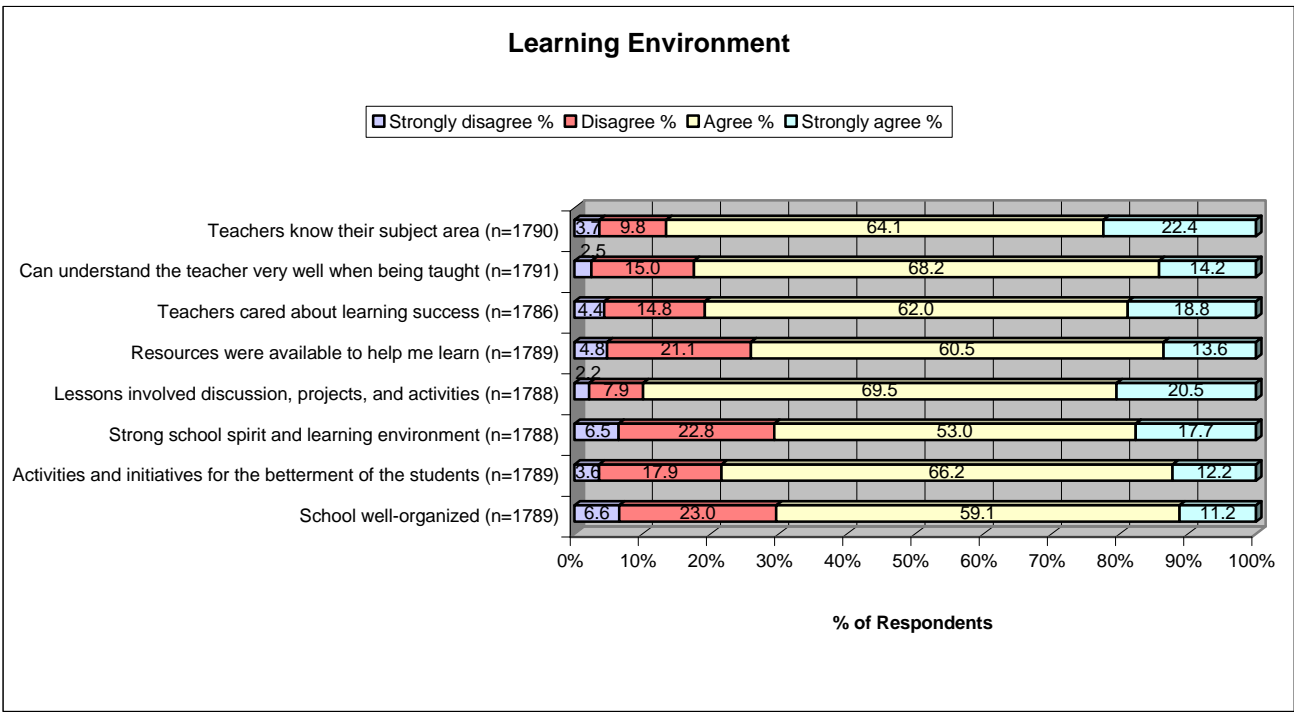
3.8.1. Satisfaction with the Learning Environment

With respect to their high school experience, the vast majority of respondents are satisfied with the learning environment. Nearly nine respondents in ten agree or strongly agree that the teachers know their subject area, and more than eight in ten also said they understand their teacher very well during classes.

According to nearly three-quarters of the respondents, resources were available to help them learn the lessons when they did not understand. Four respondents in five said that overall, their teachers cared about their learning success. Nine respondents in ten said that the lessons involved discussion, projects and activities.

More than 70% of the respondents agreed or strongly agreed with the statement that their school had a strong school spirit and learning environment. More than 78% said their school offered activities and initiatives for the betterment of the students, and 70% said they felt their school was well-organized.

Figure 19 – Satisfaction with the Learning Environment
Indicate your overall satisfaction with your high school learning environment.



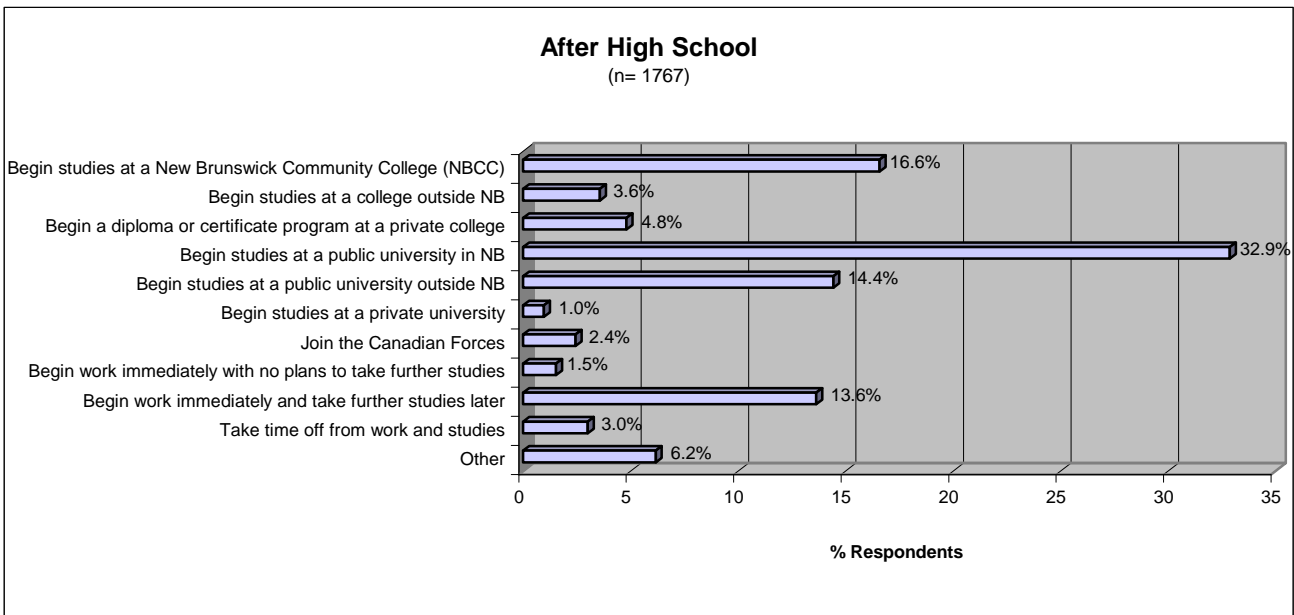
3.9. Section I – My Future

3.9.1. Most Likely to do after High School

The vast majority of respondents plan to pursue their studies in a post-secondary institution after they finish high school. When asked about their plans after graduation, 33% said they plan to begin studies at a public university in New Brunswick, and nearly 17% plan to begin studies at a New Brunswick Community College. Just over 14% of respondents intend to continue their studies at a university outside New Brunswick, and 4.8% at a college outside of the province. Less than 14% of the respondents do not intend to pursue studies immediately, opting to begin work and take further studies later. Only 1.5% of respondents intend to begin work with no plans to take further studies, and 3% intend to take time off from work and studies.

Figure 20 – Most Likely to do after High School

What do you think you are most likely to do after you finish high school? (Only one answer is accepted.)

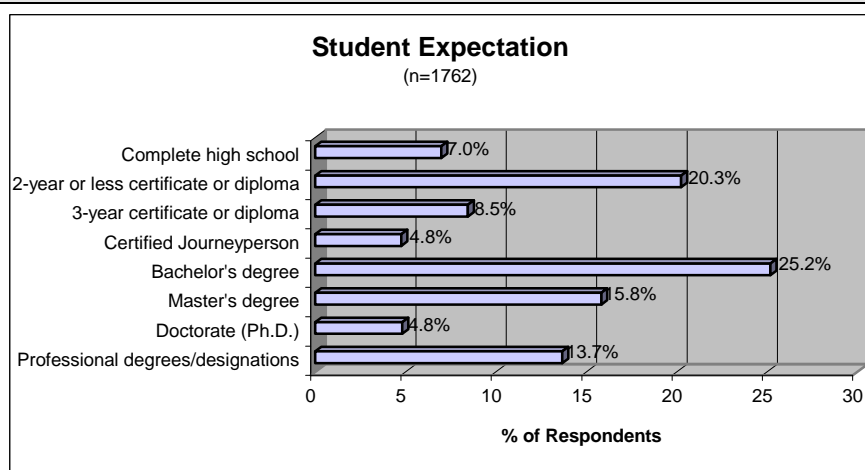


3.9.2. Expectation Regarding Future Studies

Obtaining a first, second, or third-level university degree is the level of education that most respondents expect to attain. A quarter of the respondents plan to obtain a bachelor’s degree, 16% a master’s degree, 4.8% a doctorate, and nearly 14% a professional degree/designation (lawyer, dentist, etc.). Only 7% of respondents plan to complete only high school. In addition, 20% plan to obtain a 2-year or less certificate or diploma, 8.5% plan to obtain a 3-year certificate or diploma, and 4.8% plan to obtain a journeyperson certificate.

Figure 21 – Expectation Regarding Future Studies

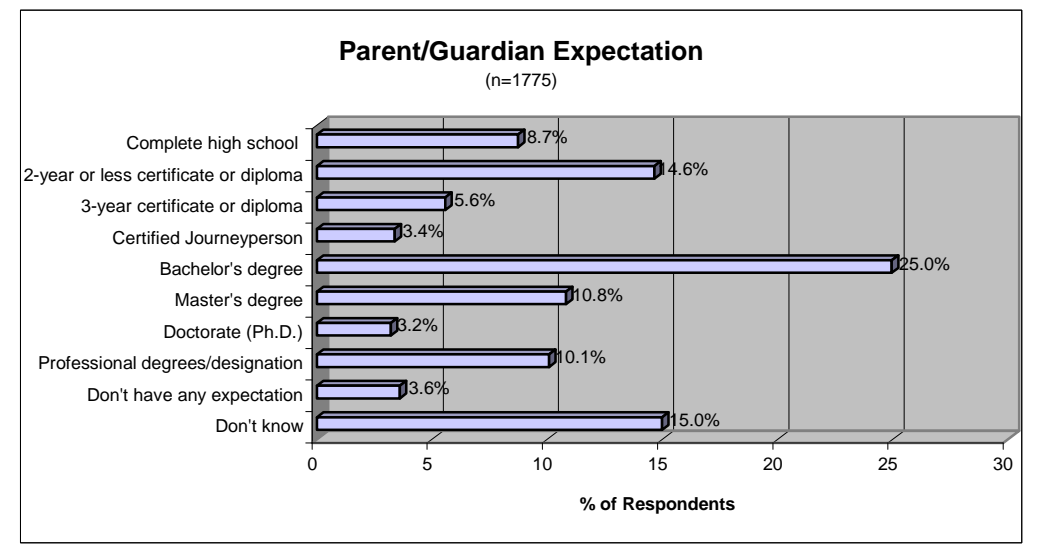
How far do you expect to go in your future studies?



3.9.3. Parent/Guardian Expectation Regarding Their Child’s Future Studies

According to the respondents, obtaining a bachelor's degree and obtaining a 2-year or less certificate or diploma are the two most common levels of education parents expect for their children. Those two levels of education are followed by obtaining a master's degree or a professional degree/designation. Fifteen percent of the respondents did not know what their parents are expecting. It should be noted that only 3.6% of respondents said their parents do not have any expectations regarding their future studies.

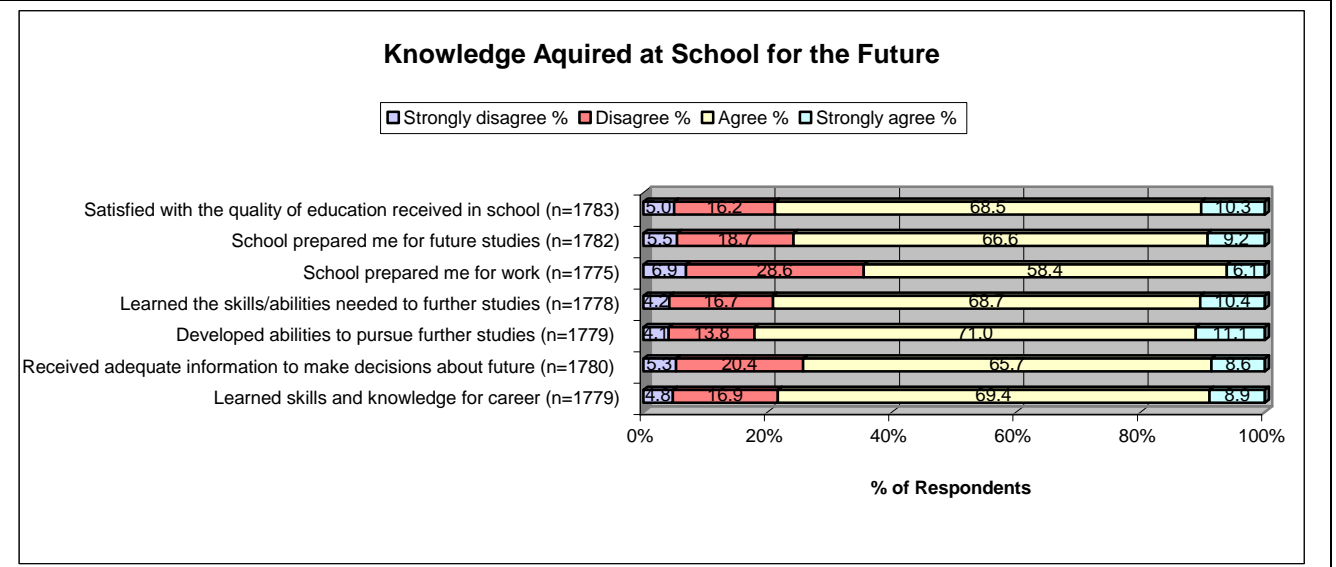
Figure 22 – Parent/Guardian Expectation Regarding Their Child’s Future Studies
How far do think your parent / guardian expects you to go in your future studies?



3.9.4. Satisfaction with the Knowledge Acquired at School for the Future

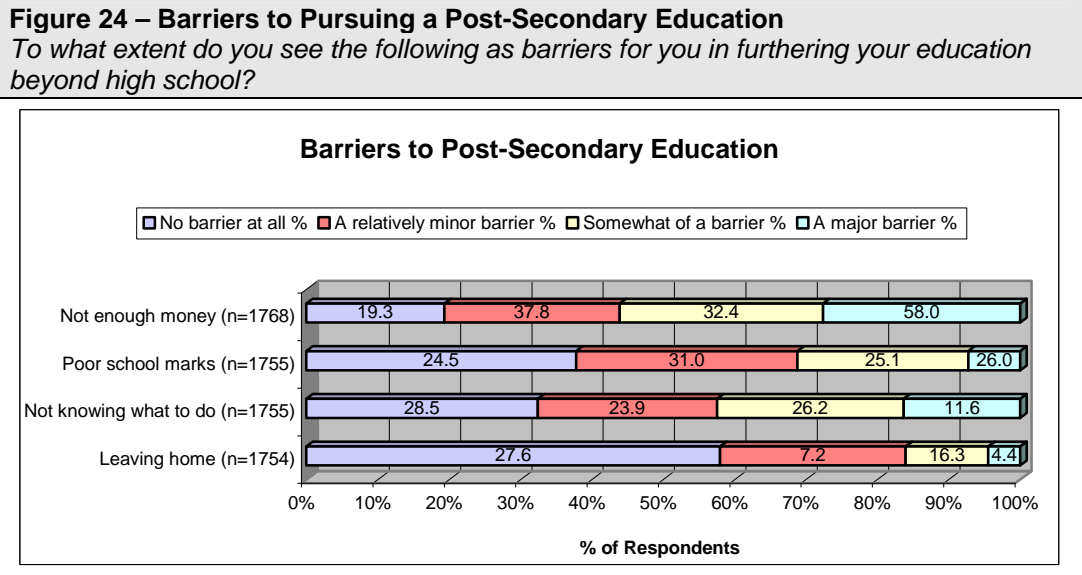
The majority of respondents appear to be satisfied with the knowledge acquired at school for their future. About eight respondents in ten said they are satisfied with the knowledge acquired for their future, and with the quality of education received in school and believe that they have learned skills and developed abilities that would enable them to pursue further studies. Three-quarters of the respondents also believe that school prepared them for post-secondary studies. More than 78% of the respondents agree that they acquired the skills and knowledge that will assist them in their career. However, 36% of the respondents do not believe that school has prepared them adequately for work. Lastly, more than 74% of the respondents agree or strongly agree with the statement that they received adequate information which will enable them to make decisions about their future.

Figure 23 – Satisfaction with the Knowledge Acquired at School for the Future
Indicate how you feel about each of the following statements.



3.9.5. Barriers to Pursuing a Post-Secondary Education

According to the respondents, not having enough money is the main barrier to pursuing a post-secondary education. Nearly 28% of respondents believe that money is a major barrier, and 29%, somewhat of a barrier. Sixteen percent also said that not knowing what they really want to do is a major barrier, and 26% said it is somewhat of a barrier. Poor marks were somewhat of a barrier or a major barrier for 31% of the respondents. On the other hand, 58% of the respondents did not believe that having to leave home is a barrier, and 26% believed that it is only a relatively minor barrier.



3.9.6. Plans to Stay in the Province

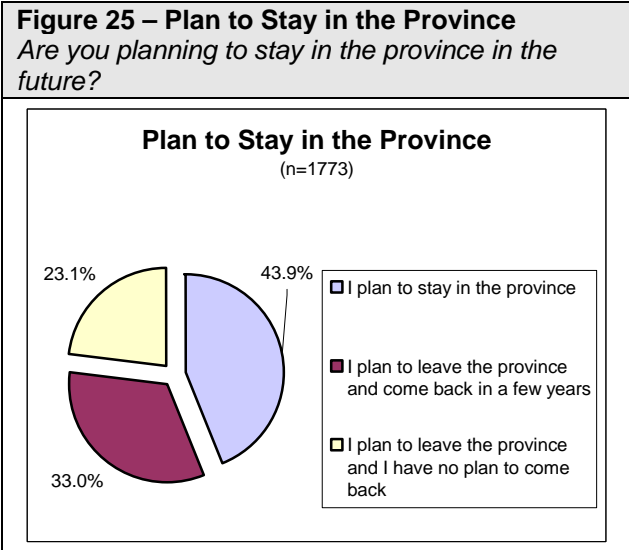
Forty-four percent of respondents plan to stay in the province and 33% plan to leave the province but come back in a few years. Only 23% of respondents plan to leave the province and have no plan to come back.

3.9.7. Knowledge of the NB Tax Cash Back Credit Initiative

More than seven respondents in ten said they did not know about the New Brunswick Tax Cash Back Credit Initiative. The purpose of this initiative is to provide a tuition tax rebate to people who have attended approved educational institutions.

Table 4 – Knowledge of the NB Tax Cash Back Credit Initiative
Are you familiar with the New Brunswick Tax Cash Back Credit Initiative?

Yes	28.8%
No	71.2%



3.9.8. Participation in a Follow-up Survey

Sixty percent of respondents agreed to be contacted for a follow-up survey.

Table 5 – Participation in a Follow-up Survey
In the future, would you agree to be contacted to answer a follow-up survey?

Yes	60.0%
No	40.0%

You have been chosen to participate in this survey. Your answers are **confidential** and important to us.

This survey of grade 12 students will help us (the Department of Education, your school district and school) understand your opinions of your school experience, activities and future plans.

Thank you for taking the time to participate.

Instructions to students:

Read every question carefully, and then answer each by filling in the appropriate bubble.

Each bubble must be fully filled.

For example:

*Strongly
disagree*

Disagree

Agree

Strongly agree

O₁

O₂

O₃

O₄

Answer each question, if a question does not apply to you fill in the not applicable (N/A) bubble. Only one answer is accepted for each question.

Unless otherwise indicated, the questions relate to your high school (9-12) experience.

The survey will take approximately 30 minutes to complete.

Before you begin, please indicate your school district number.

School District _____

You may now proceed

SECTION A: Demographic Information

A1) Are you male or female?

- Male O₁
- Female O₂

A2) What language do you speak at home most or all of the time?

- English O₁
- French O₂
- Equally both French and English O₃
- Other Language(s) O₄

A3) How old are you?

- 16 or under O₁
- 17 O₂
- 18 O₃
- 19 O₄
- 20 O₅
- 21 or over O₆

A4) Are you?

- An Aboriginal person living on a First Nation O₁
- An Aboriginal person not living on a First Nation O₂
- A visible minority (*other than Aboriginal*) O₃
- None of the above O₄

A5) Are you?

- A landed immigrant in Canada O₁
- A non-permanent resident of Canada O₂
- A Canadian citizen born in Canada O₃
- Other O₄

A6) With whom do you live most or all of the time?

- Both parents O₁
- Mother only O₂
- Father only O₃
- Time shared between mother and father O₄
- Guardian(s) O₅
- Other O₆

A7) Do you have a disability?

- Yes O₁
- No O₂

SECTION B: Academic Background

B1) Do you follow a special education plan?

- Yes O₁
- No O₂

B2) What were your most recent final marks in the following subject areas? (If you were never enrolled in one of the following courses, indicate N/A.)

NOTE: If you are following a special education plan and you do not receive marks, indicate N/A to the following questions.

	N/A	90% or more	80%-89%	70%-79%	60%-69%	Less than 60%
a) Mathematics	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅
b) English	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅
c) French second language	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅
d) Biology	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅
e) Physics	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅
f) Chemistry	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅
g) Computer science (any)	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅
h) Law	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅
i) History (any)	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅
j) Environmental science	O ₀	O ₁	O ₂	O ₃	O ₄	O ₅

	Never had to take a course more than once	1 course	2 courses	3 courses	More than 3 courses
B3) Did you have to take any high school courses more than once in order to receive a passing mark, if <u>yes</u>, how many courses?	O ₀	O ₁	O ₂	O ₃	O ₄

SECTION C: School Environment

C1) How do you feel about each of the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
a) Discipline is managed effectively at school.	O ₁	O ₂	O ₃	O ₄
b) Students are generally well behaved in class.	O ₁	O ₂	O ₃	O ₄
c) Students are generally well behaved outside of the classroom (e.g. in the hallways, on the bus, on school property).	O ₁	O ₂	O ₃	O ₄
d) My school is a safe environment.	O ₁	O ₂	O ₃	O ₄
e) Learning is interrupted by discipline problems.	O ₁	O ₂	O ₃	O ₄

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
f)	I felt respected at school.	O ₁	O ₂	O ₃	O ₄
g)	My school is a place where I never felt like an outsider.	O ₁	O ₂	O ₃	O ₄
h)	I enjoyed my school experience.	O ₁	O ₂	O ₃	O ₄
i)	My school experience was academically challenging.	O ₁	O ₂	O ₃	O ₄
j)	The variety of courses available met my expectations.	O ₁	O ₂	O ₃	O ₄

C2) Answer the following questions in regards to bullying.

		<i>Yes</i>	<i>No</i>
a)	I was bullied during my high school years	O ₁	O ₂
b)	I was bullied during my middle school years	O ₁	O ₂
c)	I was bullied at school during my elementary school years.	O ₁	O ₂

C3) Answer the follow-up questions in regard to bullying.

NOTE: if you were never bullied at school, indicate N/A to the following questions.

		<i>N/A</i>	<i>Yes</i>	<i>No</i>
a)	Did the bullying occur frequently (<i>at least once a week</i>)?	O ₀	O ₁	O ₂
b)	Did the bullying usually come from the same students?	O ₀	O ₁	O ₂
c)	Did you report the bullying to your teachers?	O ₀	O ₁	O ₂
d)	Did you inform your parent/guardian that you were bullied at school?	O ₀	O ₁	O ₂
e)	Was the bullying issue resolved?	O ₀	O ₁	O ₂

SECTION D: e-Learning & New Technologies

D1) Indicate your level of satisfaction for each of the following statements.

		<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very satisfied</i>
a)	Access to computers in the school.	O ₁	O ₂	O ₃	O ₄
b)	My ability to use computers effectively.	O ₁	O ₂	O ₃	O ₄
c)	Opportunities that my school gave me to improve my computer skills.	O ₁	O ₂	O ₃	O ₄
d)	Usefulness of the computer skills acquired.	O ₁	O ₂	O ₃	O ₄
e)	Opportunities that my school gave me to participate in online courses.	O ₁	O ₂	O ₃	O ₄

D2) Indicate 'yes' or 'no' to the following questions regarding e-learning & new technologies.

	N/A	Yes	No
a) During your high school years, did you enroll in an online language course?		O ₁	O ₂
b) During your high school years, did you enroll in an online course <u>other than</u> language?		O ₁	O ₂
c) Are you satisfied with the online course you were enrolled in? (If you did not enroll, indicate N/A.)	O ₀	O ₁	O ₂
d) At school, did you often use computer technology (Internet, CD ROM) as a source of research?		O ₁	O ₂
e) At home, did you often use computer technology (Internet, CD ROM) as a source of research for school projects?		O ₁	O ₂
f) During your high school years, did the majority of your teachers use computer technology as a learning tool?		O ₁	O ₂
g) Are you comfortable with using computer technology as a learning tool?		O ₁	O ₂

SECTION E: Enrichment Opportunities

E1) Answer the following questions regarding enrichment opportunities.

	Never	Rarely	Sometimes	Regularly
a) Have you had opportunities in high school to participate in cultural activities <u>organized through school</u> (e.g. plays, visits to museums, art galleries, musical groups)?	O ₁	O ₂	O ₃	O ₄
b) Have you had opportunities in high school to participate in cultural activities <u>organized outside of school</u> (e.g. visited a museum or went to a play with your parents/guardians)?	O ₁	O ₂	O ₃	O ₄
c) How often do you use the public or school library resources?	O ₁	O ₂	O ₃	O ₄
d) How often do you read the newspaper, online news or watch TV news?	O ₁	O ₂	O ₃	O ₄
e) If you needed any, did you receive tutoring during your high school years?	O ₁	O ₂	O ₃	O ₄

E2) Did you participate in any of the following during your high school years?

	Yes	No
a) Co-op / Work experience program	O ₁	O ₂
b) Youth Apprenticeship Program	O ₁	O ₂

E3) Approximately how many hours per week are you involved in extra-curricular activities and part-time work during the school year?

	0	1-5	5-10	More than 10
a) Sport organized by the school (e.g. varsity basketball, hockey)	O ₁	O ₂	O ₃	O ₄
b) Sport <u>not</u> organized by the school (e.g. minor hockey, soccer club)	O ₁	O ₂	O ₃	O ₄
c) Organized activities by the school (e.g. drama, clubs, band, student council)	O ₁	O ₂	O ₃	O ₄
d) Organized activities <u>not through</u> the school (e.g. Cadets, Junior Achievement)	O ₁	O ₂	O ₃	O ₄
e) Social action groups (e.g. environment, animal protection, politics)	O ₁	O ₂	O ₃	O ₄
f) Volunteer work in your community	O ₁	O ₂	O ₃	O ₄
g) Tutoring another student	O ₁	O ₂	O ₃	O ₄
h) Part-time employment	O ₁	O ₂	O ₃	O ₄

E4) How much do you know about the role of each of the following?

	Nothing	Very little	A fair amount	A lot
a) District Education Council (DEC)	O ₁	O ₂	O ₃	O ₄
b) Parent School Support Committee (PSSC)	O ₁	O ₂	O ₃	O ₄
c) Student council	O ₁	O ₂	O ₃	O ₄
d) Municipal government	O ₁	O ₂	O ₃	O ₄
e) Government of New Brunswick	O ₁	O ₂	O ₃	O ₄
f) Government of Canada	O ₁	O ₂	O ₃	O ₄
g) International organizations (e.g. United Nations, World Trade Organization, NATO)	O ₁	O ₂	O ₃	O ₄

E5) Do you plan to vote in the following elections when you are legally entitled to?

	N/A	Yes	No
a) Student council election at university or college (If you don't plan to attend a post-secondary institution, indicate N/A.)	O ₀	O ₁	O ₂
b) Municipal election		O ₁	O ₂
c) Provincial election		O ₁	O ₂
d) Federal election		O ₁	O ₂

E6) Were your parents/guardians involved in the following?

	Yes	No	Don't know
a) District Education Council (DEC)	O ₁	O ₂	O ₃
b) Parent School Support Committee (PSSC)	O ₁	O ₂	O ₃
c) Home and School Association	O ₁	O ₂	O ₃

SECTION F: Language Skills

F1) If you were enrolled in French Immersion were you enrolled in:

- Early French Immersion (Grade 1-12) O₁
- Late French Immersion (Grade 6-12) O₂
- Never enrolled in French Immersion (*English program / Core French*) O₃

F2) If you were enrolled in French Immersion did you:

- Continue with the F.I. program until grade 12 O₁
- Switch to English program before or in grade 8 O₂
- Switch to English program in high school O₃
- N/A (*never enrolled in French Immersion*) O₀

F3) Indicate how much you agree with the following statements concerning language skills.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) I am comfortable using French outside school.	O ₁	O ₂	O ₃	O ₄
b) When I was last taught French second language, I could easily understand my teacher.	O ₁	O ₂	O ₃	O ₄
c) I can easily understand new ideas in French.	O ₁	O ₂	O ₃	O ₄
d) I use French in my daily activities.	O ₁	O ₂	O ₃	O ₄
e) I am comfortable using a third language.	O ₁	O ₂	O ₃	O ₄
f) I am satisfied with the opportunities that my school gave me to participate in third language courses.	O ₁	O ₂	O ₃	O ₄

F4) Were you ever enrolled in a third language course at school?

- Yes O₁
- No O₂

F5) What was your main reason for enrolling in a third language course?

- Travel purposes O₁
- Personal interest O₂
- Family reasons O₃
- Job opportunities O₄
- Other reason(s) O₅
- Never enrolled in a third language class O₀

SECTION G: Physical Activity & Healthy Living

G1) Thinking specifically of your high school years, how do you feel about each of the following statements?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) My school has provided opportunities to participate in exercise or physical activity other than phys. ed. class.	O ₁	O ₂	O ₃	O ₄
b) My school has enabled me to develop positive attitudes towards physical activity.	O ₁	O ₂	O ₃	O ₄
c) My school has enabled me to develop positive attitudes towards healthy living.	O ₁	O ₂	O ₃	O ₄
d) My school promoted healthy eating by providing easy access to healthy food and snacks.	O ₁	O ₂	O ₃	O ₄
e) Teachers showed a positive attitude towards healthy living and health related issues.	O ₁	O ₂	O ₃	O ₄

SECTION H: Learning environment

H1) Indicate your overall satisfaction with your high school learning environment.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) Teachers know their subject area.	O ₁	O ₂	O ₃	O ₄
b) When I am being taught I can understand the teacher very well.	O ₁	O ₂	O ₃	O ₄
c) Overall, teachers cared about my learning success.	O ₁	O ₂	O ₃	O ₄
d) If I did not understand a lesson in class, resources were available to help me learn.	O ₁	O ₂	O ₃	O ₄
e) Lessons involved discussion, projects, and activities.	O ₁	O ₂	O ₃	O ₄
f) My school has a strong school spirit and learning environment.	O ₁	O ₂	O ₃	O ₄
g) My school offers activities and initiatives for the betterment of the students.	O ₁	O ₂	O ₃	O ₄
h) I feel my school is well-organized.	O ₁	O ₂	O ₃	O ₄

SECTION I: My future

11) What do you think you are **most likely** to do when you finish high school? (Only one answer is accepted.)

- Begin studies at a New Brunswick Community College (NBCC) O₁
- Begin studies at a college outside NB (e.g. CEGEP, Holland College) O₂
- Begin a diploma or certificate program at a private college (e.g. CompuCollege, cosmetology school) O₃
- Begin studies at a public university in NB (e.g. UNB, UdeM, STU, Mount Allison) O₄
- Begin studies at a public university outside NB (e.g. Dalhousie, Acadia, McGill, Carleton) O₅
- Begin studies at a private university (e.g. Atlantic Baptist, Lansbridge) O₆
- Join the Canadian Forces O₇
- Begin work immediately with no plans to take further studies O₈
- Begin work immediately and take further studies later O₉
- Take time off from work and studies (e.g. travel) O₁₀
- Other O₁₁

12) How far do **you** expect to go in your future studies? (Only one answer is accepted.)

- Complete high school O₁
- 2-year or less certificate or diploma O₂
- 3-year certificate or diploma O₃
- Certified journeyman O₄
- Bachelor's degree O₅
- Master's degree O₆
- Doctorate (Ph.D.) O₇
- Professional degrees/designations (e.g. Medicine, Dentistry, Law) O₈

13) How far do you think **your parents/guardians** expect you to go in your future studies? (Only one answer is accepted.)

- Complete high school O₁
- 2-year or less certificate or diploma O₂
- 3-year certificate or diploma O₃
- Certified journeyman O₄
- Bachelor's degree O₅
- Master's degree O₆
- Doctorate (Ph.D.) O₇
- Professional degrees/designations (e.g. Medicine, Dentistry, Law) O₈
- Parents/Guardians don't have any expectations O₉
- I do not know my parents/guardians expectations regarding my future studies O₁₀

14) To what extent do you see the following as barriers for you in furthering your education beyond high school?

	<i>No barrier at all</i>	<i>A relatively minor barrier</i>	<i>Somewhat of a barrier</i>	<i>A major barrier</i>
a) Not having enough money to pay for education/training	O ₁	O ₂	O ₃	O ₄
b) Poor school marks	O ₁	O ₂	O ₃	O ₄
c) Not knowing what I really want to do	O ₁	O ₂	O ₃	O ₄
d) Having to leave home	O ₁	O ₂	O ₃	O ₄

15) Indicate how you feel about each of the following statements.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) I am satisfied with the quality of education received in school.	O ₁	O ₂	O ₃	O ₄
b) My school has prepared me for future studies.	O ₁	O ₂	O ₃	O ₄
c) My school has prepared me for work.	O ₁	O ₂	O ₃	O ₄
d) I have learned the skills/abilities needed to go on to further studies (<i>university, college</i>).	O ₁	O ₂	O ₃	O ₄
e) I have developed abilities which enable me to pursue further studies (<i>university, college</i>).	O ₁	O ₂	O ₃	O ₄
f) I have received adequate information which will enable me to make decisions about my future.	O ₁	O ₂	O ₃	O ₄
g) I have learned skills and knowledge that will assist in my career.	O ₁	O ₂	O ₃	O ₄

16) Are you planning to stay in the province in the future? (*Only one answer is accepted.*)

- I plan to stay in the province. O₁
- I plan to leave the province and come back in a few years. O₂
- I plan to leave the province and I have no plan to come back. O₃

17) Are you familiar with the New Brunswick Tax Cash Back Credit initiative? (*Effective January 1, 2005, the government will provide a tuition tax rebate to individuals who have attended approved educational institutions equal to 50 per cent of eligible tuition, up to a maximum of \$10,000 in their lifetime.*)

- Yes O₁
- No O₂

18) In the future, would you agree to be contacted to answer a follow-up survey? Yes O₁ No O₂

**This now completes the Exit Survey
Thank you for your cooperation**