



DEPARTMENT OF EDUCATION

Overview of Exit Survey Results 2007, 2008 and 2009

Anglophone Sector

Policy and Planning Division

December 2009

2007 Grade 12 Exit Survey

What's on Your Mind?

Anglophone Sector

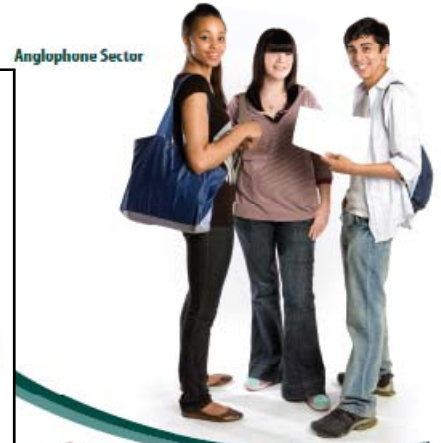


Department of Education

2009 Grade 12 Exit Survey

What's on Your Mind?

Anglophone Sector

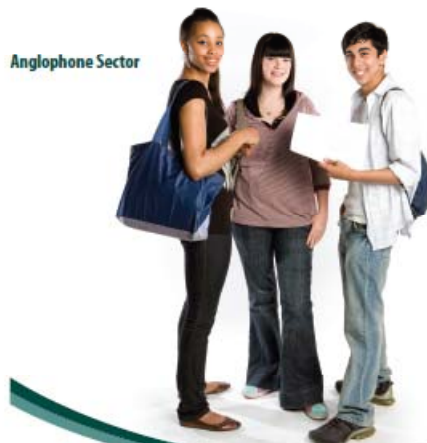


Department of Education

2008 Grade 12 Exit Survey

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Overview of Exit Survey Results 2007, 2008 and 2009 – Anglophone Sector

Summary

Overall, respondents have provided similar accounts in the Exit Survey each year, which has allowed the Department of Education to obtain a fairly accurate picture of what students' school experiences look like, as well as students' future plans. Although this survey is completed by a random selection of Grade 12 students, it appears that it is representative of a student's school experience.

Student Profile

Since 2007, the number of respondents has been split almost equally between male and female. The majority of respondents spoke English at home and a small percent spoke both English and French at home. The percentage of respondents living with both parents was similar as was the percentage living with just their mother or just their father. The vast majority of respondents were Canadian citizens born in Canada. The percentage of respondents who declared they were part of a visible minority, a person with a disability, or followed a special education plan remained constant.

School Marks

It should be noted that school marks were provided by the respondents and may not represent the results actually achieved. Physics, Chemistry and Law were those in which the failure rate (less than 60%) was the highest for 2007 and 2008, while Mathematics replaced Law in 2009. Computer Science and History were two subjects in which marks were the highest in 2007; Environmental Science replaced History in 2008 and 2009.

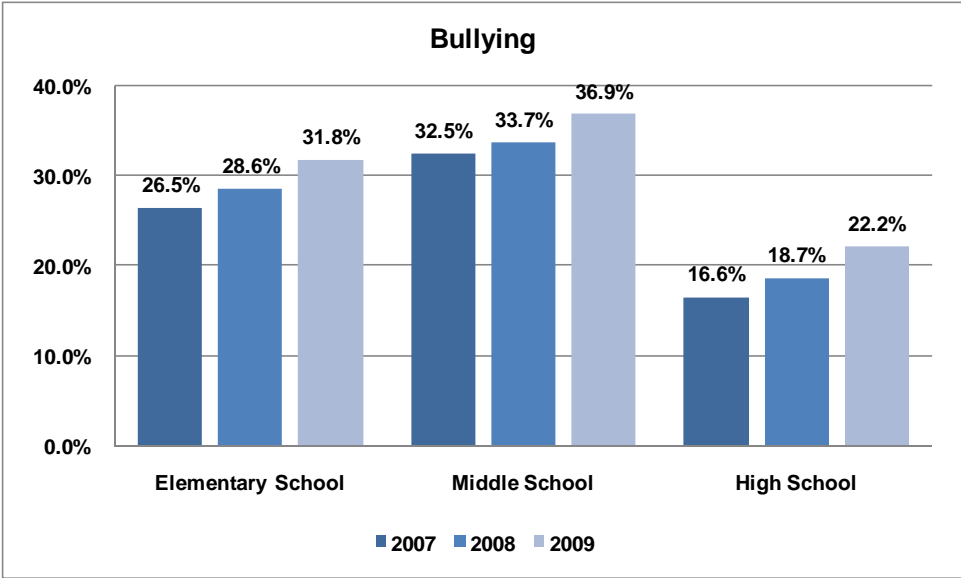
Approximately 70% of respondents never had to take a course more than once to receive a passing mark in high school. The percentages that had to retake courses (approximately 19% for one course, 7% for two courses, 4% for three courses or more) remained stable over the three years.

School Environment

Overall, respondents were satisfied with the school environment and enjoyed their experience at school. The majority of respondents said students were generally well behaved in class and similar percentages did not believe that learning was interrupted by discipline problems. The majority of the respondents believed that discipline was managed effectively at school. Although the majority believed their school was a safe environment and a place where they felt respected, just over a third of respondents reported they had, at one point, felt like an outsider at school.

Bullying at school was present at all grade levels, but more significantly in Grades 6 to 8, where roughly a third of respondents reported being bullied in each of the surveys. The results show that bullying appears to be increasing. About half of the respondents said it happened frequently and the majority were bullied by the same individuals. Despite being victims of bullying, only one in three reported it to their teachers and about half reported it to their parents.

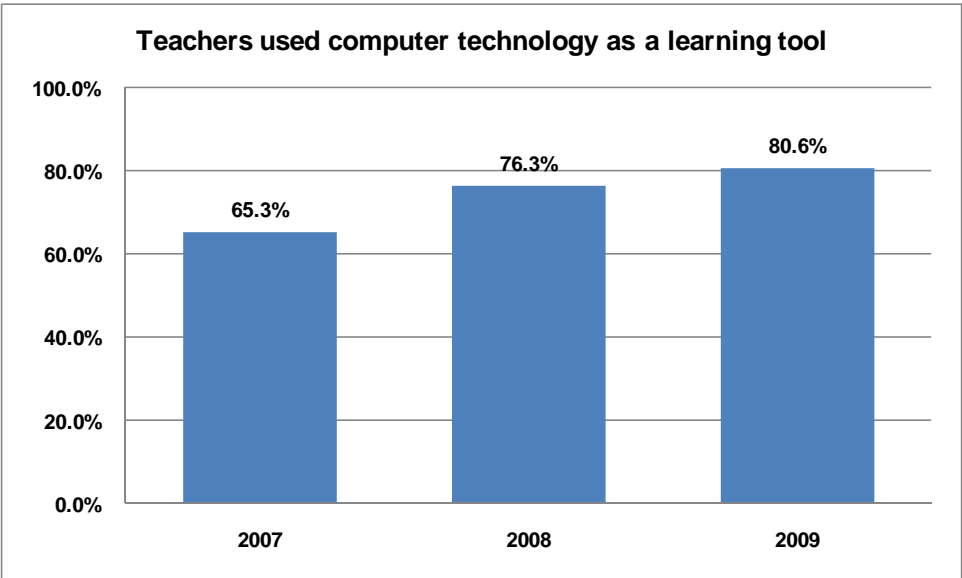
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E-Learning and New Technologies

Overall, respondents from each survey were satisfied with the access to computers at school, their ability to use computers effectively and the usefulness of the computer skills they acquired. However, nearly three in ten reported being dissatisfied with the opportunities their school gave them to improve their computer skills, and almost one out of three were dissatisfied with opportunities to participate in online courses. Between 25% and 30% of respondents indicated they were enrolled in an online course during high school of which approximately six in ten indicated they were satisfied with the online course.

For the most part, respondents were comfortable using computer technology as a learning tool. A high percentage reported they often used computer technology at home and at school, as a research tool for school projects. The percentage reporting that their teachers used computer



technology as a learning tool has increased since 2007, from 65% in 2007, to 76% in 2008 to 81% in 2009.

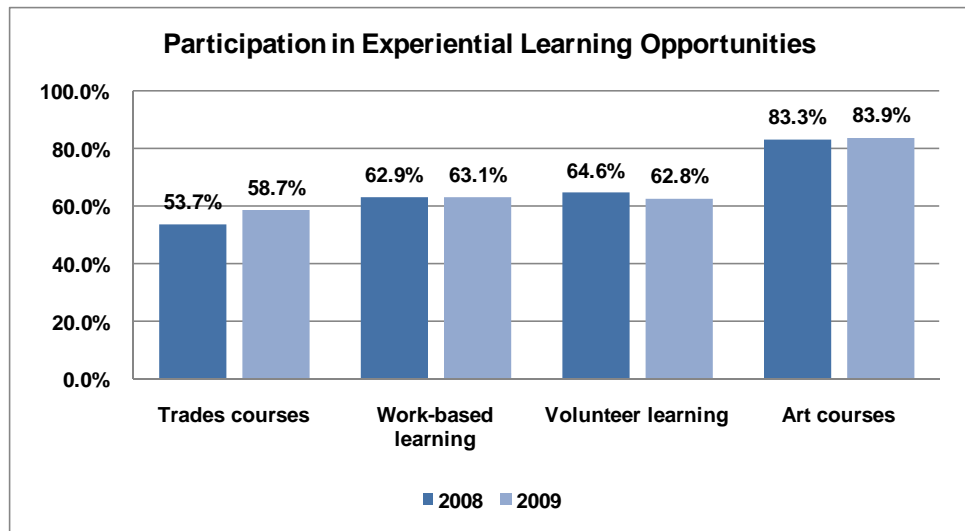
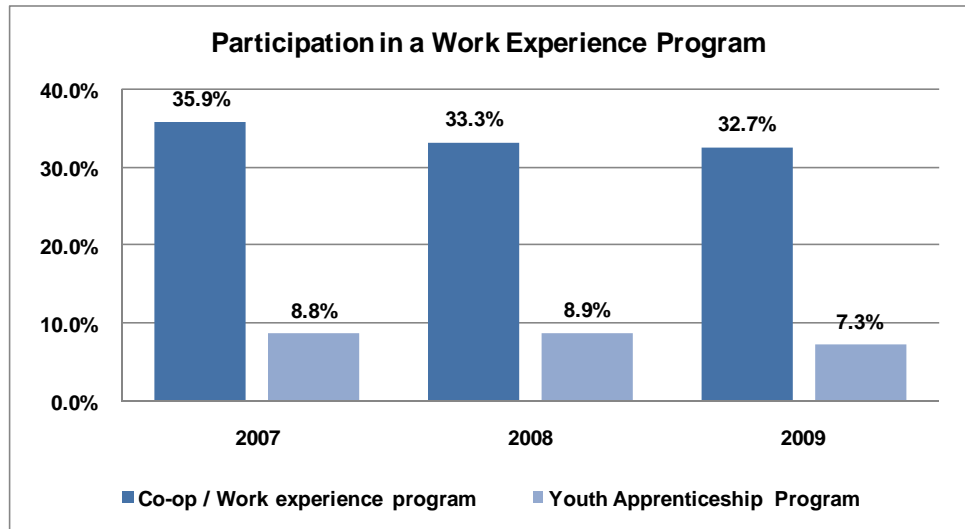
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Enrichment Opportunities

Roughly half of the respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized by the school and outside of school. Around 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 used their public or school library resources.

In all, roughly one in three respondents participated in a work experience program during high school and less than one in ten in a Youth Apprenticeship Program.

A question related to experiential learning was added to the Exit Survey in 2008. Less than four in ten respondents indicated that they never or rarely had the opportunity to participate in volunteer learning experiences. However, more than half said they regularly or sometimes had the opportunity to participate in trades courses and work-based learning, while over eight in ten said they regularly or sometimes had the opportunity to participate in art courses.



Part-time employment is the activity to which respondents devoted the most time, followed by sports and activities organized by the school. Roughly half of the respondents spent 10 hours or more a week at a part-time job. Less than 20% of respondents said they devoted at least one hour per week to a social action group, roughly half of the respondents did at least one hour of volunteer work in the community per week, including less than 5% who volunteered more than 10 hours per week.

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Respondents had 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. Regarding different levels of government, about four in ten respondents knew a fair amount or a lot about the Government of Canada and about the Government of New Brunswick and less than three in ten knew as much about municipal government. Although the majority of respondents had only limited knowledge of government, over three-quarters planned to vote in the next federal and provincial elections and just slightly less at the municipal election.

Less than 20% of respondents did not know whether their parents or guardians were involved in school or district governance. Less than 4% of respondents confirmed that their parents were involved in the District Education Council, roughly 10% in the Parent School Support Committee and a similar ratio in the Home and School Association.

Language Skills

Just over half of the respondents were never enrolled in a French Immersion Program. Of those, the percentages enrolled in early immersion and in late immersion were similar. About six in ten remained in an immersion program while nearly a third said they switched to the English program in high school and one in ten switched before.

When they were taught French as a second language, about six in ten could easily understand their teacher and four in ten could easily understand new ideas in French. A similar percentage was comfortable using French outside school, however, only one in five indicated using French in their daily activities.

Just less than 12% of respondents indicated being enrolled in a third language course at school and six in ten were dissatisfied with the opportunities their school provided to participate in such courses. Less than one in five respondents was comfortable using a third language and the main reason for learning a third language was personal interest.

Physical Activity and Healthy Living

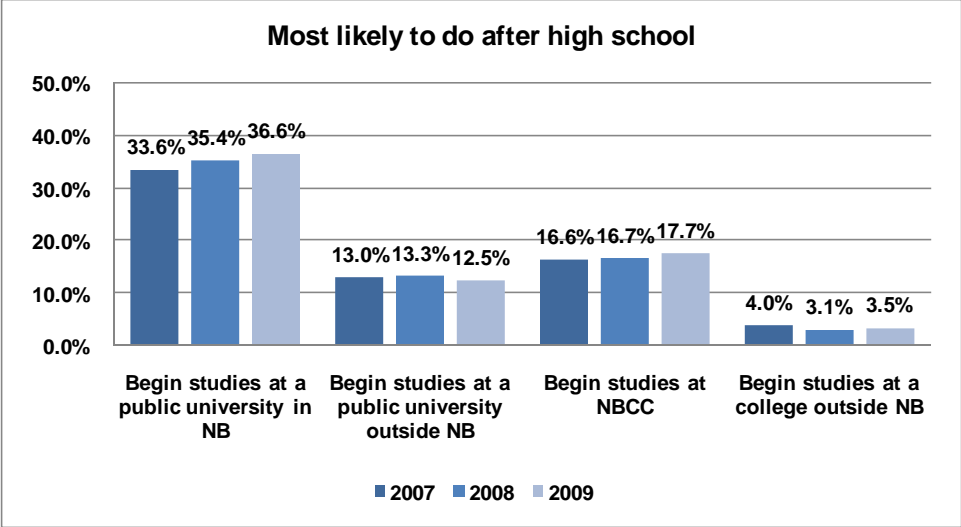
The majority of respondents seemed satisfied with the opportunities they were given to participate in activities other than Physical Education and to develop positive attitudes toward physical activities. In addition, over three-quarters of the respondents affirmed that their school promoted healthy eating while slightly less indicated that teachers showed a positive attitude towards healthy living and health related issues.

Learning Environment

The vast majority of respondents were satisfied with the learning environment and their teachers. Over eight out of ten agreed that their teachers knew their subject and cared about their learning success. According to over three-quarters of the respondents, resources were available to help them understand a lesson. The majority said the lessons involved discussion, projects and activities. Seven in ten believed their school had strong school spirit and a positive learning environment, and over three-quarters said their school offered activities and initiatives for the betterment of students.

My Future

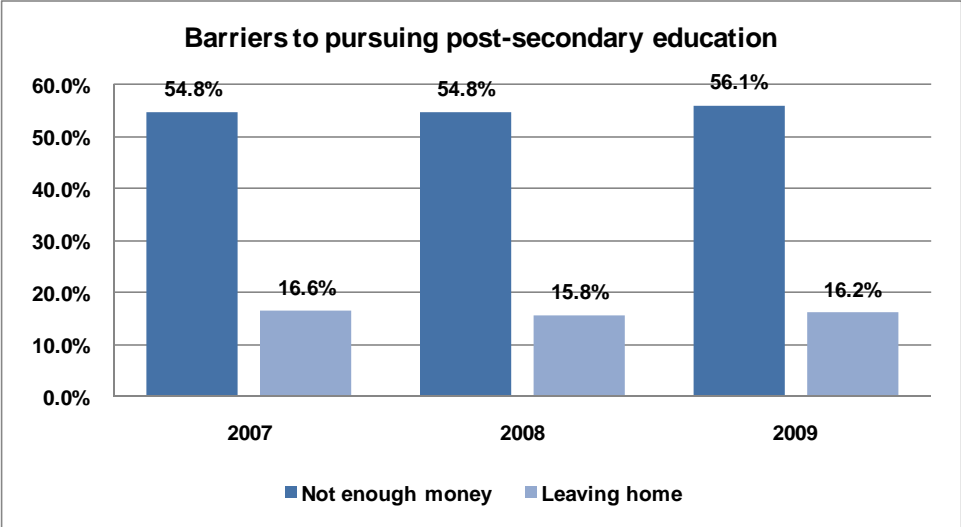
The majority of respondents planned to pursue some form of post-secondary education after they finished high school including three in ten who planned to study at a public university in New Brunswick, almost two in ten at a New Brunswick



Community College, roughly one in ten at a university outside New Brunswick and a very small percentage at a college outside the province. Just over 10% of the respondents did not intend to pursue studies immediately, and this was consistent over the three years. Only about 1% of respondents intended to begin work with no plans to undertake further studies, and about 3% intended to take time off from work and studies altogether.

Most respondents expected to obtain a university degree followed closely by a certificate or diploma in two years or less. This was similar to parents' expectations. Less than 9% of respondents planned to stop at high school.

According to respondents, not having enough money was the main barrier to pursuing a post-secondary education all three years.



The majority of respondents appeared satisfied with the knowledge acquired at school. Just over three-quarters said they were satisfied with the quality of education received in school and believed they had learned the skills and developed the abilities needed to pursue further studies. About three-quarters of respondents believed that school prepared them for post-secondary studies and roughly two-thirds for work.

About half of respondents planned to stay in the province and roughly one-third planned to leave the province but come back in a few years. About one in five respondents planned to leave the province with no plan to come back.