

2023 Grade 12 Exit Survey

Anglophone Sector



The 2023 Grade 12 Exit Survey can be found on the
Department of Education and Early Childhood Development's website at:
www2.gnb.ca/content/gnb/en/departments/education/publications.html.

Le rapport pour le secteur francophone Sondage de fin d'études secondaires 2023 est disponible au
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Methodology

In early 2023, the Department of Education and Early Childhood Development sent all high schools in the province the link to an online version of the *2023 Grade 12 Exit Survey*. Schools were asked to distribute the link to all Grade 12 students.

The survey provides graduates the opportunity 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 students' plans after high school and their perception of how well their school prepared them for the future.

It should be noted that the objective of this survey is to gather information about students' school experience and is not an evaluation of schools and districts. The survey is part of the Department's ongoing effort to be transparent and accountable, and the data gathered helps inform decision-making.

Sample Design and Selection

The Exit Survey was developed in consultation with various sectors of the Department and district superintendents in 2006. To ensure continuity in reporting, the majority of questions were used in subsequent surveys, and with a few questions being added or revised each year.

The rate of return varied from one school to another, but a total of 2,547 students were surveyed, which represents 43% of the entire Grade 12 student population in the anglophone sector as of January 2023.

Data Analysis

The survey is made up of different questions organized into nine themes. Students were instructed to answer the questions, unless otherwise indicated, as 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 are not included in the total sum (n=). Consequently, a specific number 'n' is 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 are not included in the analysis.

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

Detailed Results

Section A – Demographic Information

The first table shows the demographic profile of students who participated in the Exit Survey. The number of female respondents was slightly higher at 49%, while male respondents accounted for 47%. Just under four percent of students identified as non-binary. English was the language most spoken at home. Eighty-six percent of respondents speak English at home and only 3.8% speak both French and English at home. Just 0.8% of students speak either Mi'kmaw or Wolastoqey at home, but 7.8% indicated they spoke at least one other language at home.

The vast majority (97%) of respondents were 17 or 18 years old.

Seven percent of respondents self-identified as an Indigenous person, including 3.2% living on a First Nation community, and 3.8% not living on a First Nation community. Just under 8% of respondents said they belonged to a visible minority. The vast majority (91%) of the respondents were Canadian citizens born in or outside Canada.

Just over 61% of respondents lived with both parents. Seventeen percent of respondents lived with their mother, but only 5.6% of respondents lived with their father. Nine percent shared time between their parents.

Sixteen percent of respondents said they are a person with a diagnosed learning disability, while 12% said they follow a Personalized Learning Plan (PLP).

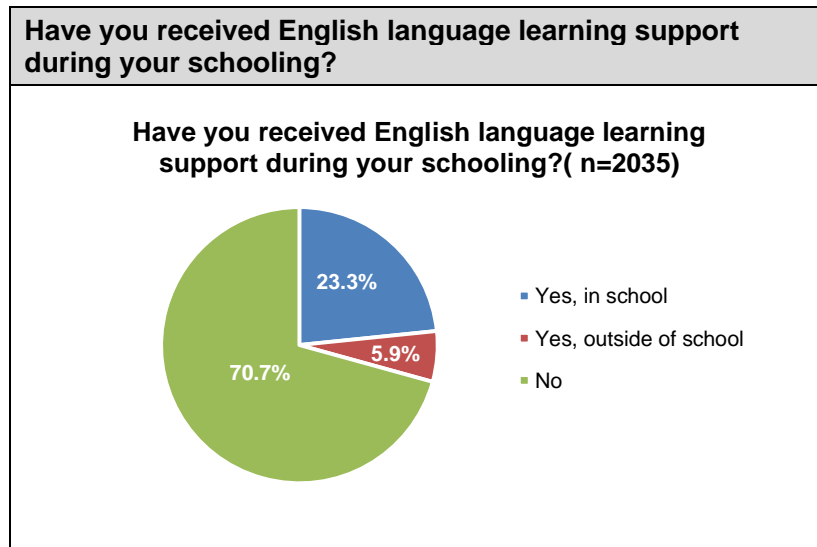
Sixty-eight percent of respondents indicated their parent/mother/guardian had completed post-secondary education, and 60% indicated the same for their parent/father/guardian.

Student Profile			
Gender (n¹=2547)		Citizenship (n=2547)	
Male	47.0%	A landed immigrant (permanent resident) in Canada	4.3%
Female	49.1%	A Canadian citizen born in Canada	85.7%
Non-binary	3.9%	A Canadian citizen born outside Canada	5.3
		A non-permanent resident who arrived in the last 3 years.	1.8%
		A non-permanent resident who arrived at least 4 years ago.	0.9%
		Other	2.0%
Language spoken at home (n=2547)		Living with (n=2547)	
English	86.4%	Both parents	61.2%
French	1.3%	Mother only	16.5%
Equally, both French and English	3.8%	Father only	5.6%
Mi'kmaw	0.4%	Time shared with both parents	9.0%
Wolastoqey	0.4%	Guardian(s)	4.1%
Other Languages(s)	7.8%	Other	3.6%
Age (n=2547)		Member of a visible minority or an Aboriginal person (n=2547)	
16 or under	0.5%	An Indigenous person living on a First Nation community	3.2%
17	71.5%	An Indigenous person not living on a First Nation community	3.8%
18	25.4%	A visible minority (<i>other than Indigenous</i>)	7.7%
19	1.8%		
20	0.2%	A person with a diagnosed learning disability (n=2547)	
21 or over	0.5%	Yes	16.0%
Following a Personalized Learning Plan (PLP) (n=2546)		Parent/guardian post-secondary education (n=2547)	
Yes	11.9%	Parent/mother/guardian	67.7%
		Parent/father/guardian	59.9%

¹ (n=): number of respondents

English Language Learning Support

A new question was added this year to ask about English language learning support during schooling. Of the respondents who indicated they received English language support, just over 23% indicated that they received language support in school, while 5.9% indicated they received support outside of school.



Section B – Academic Background

Most Recent Final Marks

Although the academic data varied depending on the subject, the overall proportion of students in each category is similar. Most respondents reported receiving marks in the 80% to 89% range or 90% or more range in most subjects.

Physical Education and Health (88%), Co-op education (82%), and Skilled trades (any) (82%) are the subjects in which marks were the highest (80% or higher). Conversely, Mi'kmaw/Wolastoqey (14%), Computer science (any) (8.7%), and Indigenous Studies (5.6%) are the subjects with the highest failure rates (less than 60%). It should be noted that these marks were self-reported and may not represent the actual results achieved.

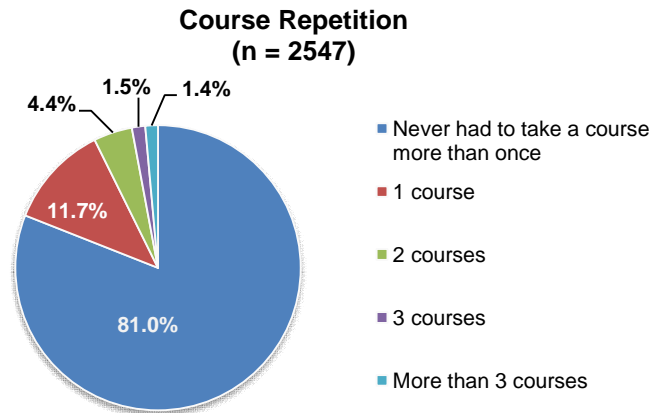
Most Recent Final Marks						
<i>What were your <u>most recent final</u> marks in the following subject areas?</i>						
	<i>90% or more</i>	<i>80%-89%</i>	<i>70%-79%</i>	<i>60%-69%</i>	<i>Less than 60%</i>	n
Computer science (any)	38.0%	25.7%	14.4%	13.2%	8.7%	584
Co-op education	57.9%	23.8%	11.4%	3.6%	3.2%	525
English	36.4%	33.8%	18.6%	10.0%	1.2%	2272
French Immersion Language Arts	46.2%	30.6%	14.0%	7.5%	1.8%	965
History (any)	46.1%	29.3%	14.8%	8.4%	1.4%	1820
Indigenous Studies	35.2%	30.0%	18.1%	11.1%	5.6%	287
Law	44.1%	25.0%	16.8%	8.8%	5.3%	567
Mathematics (any)	35.4%	30.9%	19.3%	11.2%	3.1%	2105
Mi'kmaw/Wolastoqey	29.5%	26.3%	16.8%	13.7%	13.7%	95
Music	59.2%	22.3%	9.6%	5.7%	3.2%	991
Physical Education and Health	67.7%	20.7%	7.3%	3.3%	1.0%	1295
Post-intensive French	43.8%	27.3%	15.8%	10.5%	2.6%	619
Science (any)	43.7%	30.5%	15.6%	8.6%	1.6%	2026
Skilled trades (any)	54.4%	27.9%	11.0%	4.7%	1.9%	619
Visual arts	54.8%	25.3%	12.2%	5.9%	1.9%	1134

Course Repetition

Eighty-one percent of respondents never had to take a Grade 11 or 12 course more than once to receive a passing mark. Nearly 12% had to retake one course, and 4.4%, two courses. Only 2.9% of respondents had to retake three or more courses to receive a passing mark.

Course Repetition

Were you required to take any Grade 11 or 12 courses more than once in order to receive a passing mark; if yes, how many courses?



Section C – School Environment

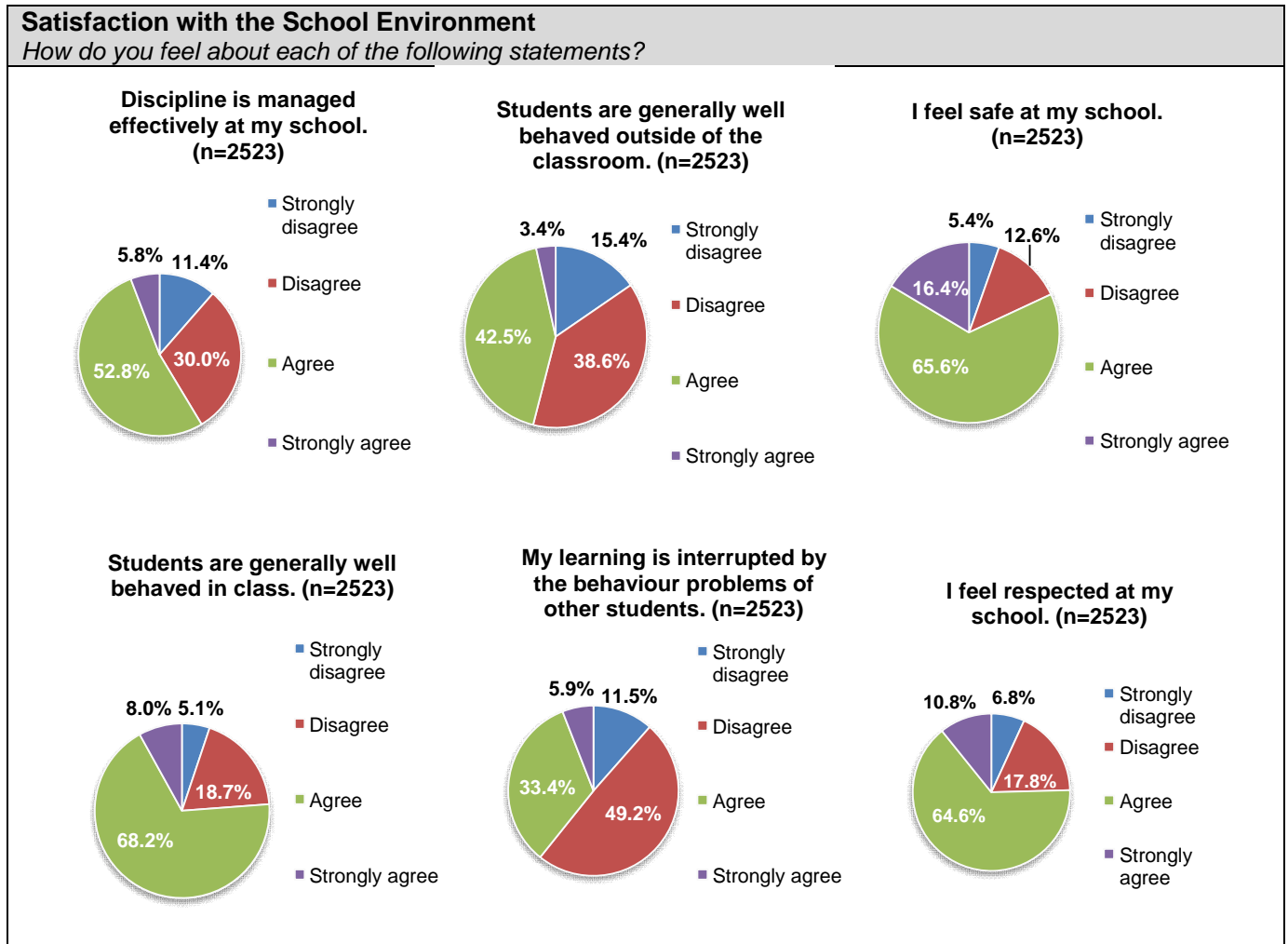
Satisfaction with the School Environment

Results show that respondents seemed satisfied with the school environment. Fifty-nine percent of respondents believed that discipline was managed effectively at school. Seventy-six percent of students were well behaved in class but only 46% said students were well behaved outside of the classroom. In all, 61% of respondents did not believe that learning was interrupted by discipline problems.

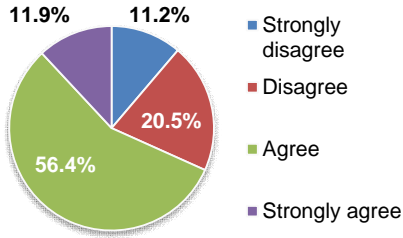
Eighty-two percent of respondents agreed or strongly agreed that they felt safe at their school and 75% agreed or strongly agreed that it was a place where they felt respected. Sixty-three percent of respondents indicated that school was a place where they felt like they belonged. Eighty-one percent indicated that if they had a problem, there was an adult they could talk to at school.

Sixty-eight percent of respondents enjoyed their school experience, and 63% considered their school experience academically challenging. Seventy-seven percent said the variety of courses available met their needs.

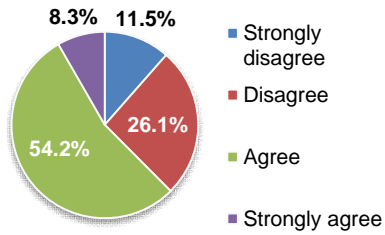
Fifty-nine percent of respondents indicated that their school encouraged them to contribute to the environment's sustainability. Seventy-four percent of respondents felt their school was environmentally friendly. Fifty percent of respondents indicated they felt empowered at their school.



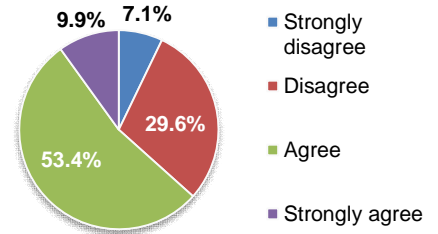
I enjoyed my school experience. (n=2523)



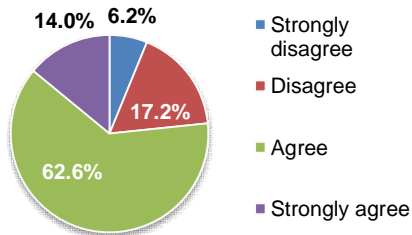
My school is a place where I feel like I belong. (n=2522)



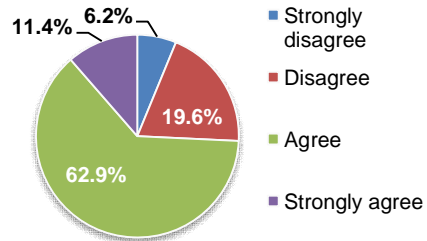
My school experience was academically challenging. (n=2523)



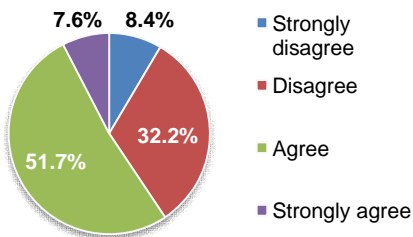
The variety of courses available met my needs. (n=2523)



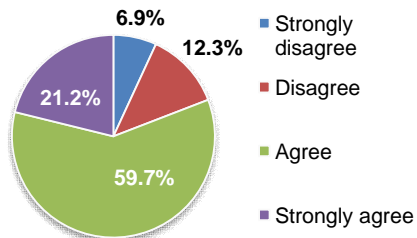
My school is environmentally friendly (e.g. recycling, composting, solar panels). (n=2523)



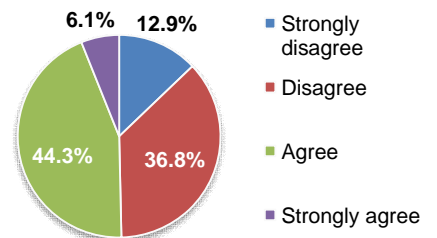
My school encourages me to contribute to the environment's sustainability. (n=2522)



If I had a problem, there was an adult I could talk to at my school. (n=2523)

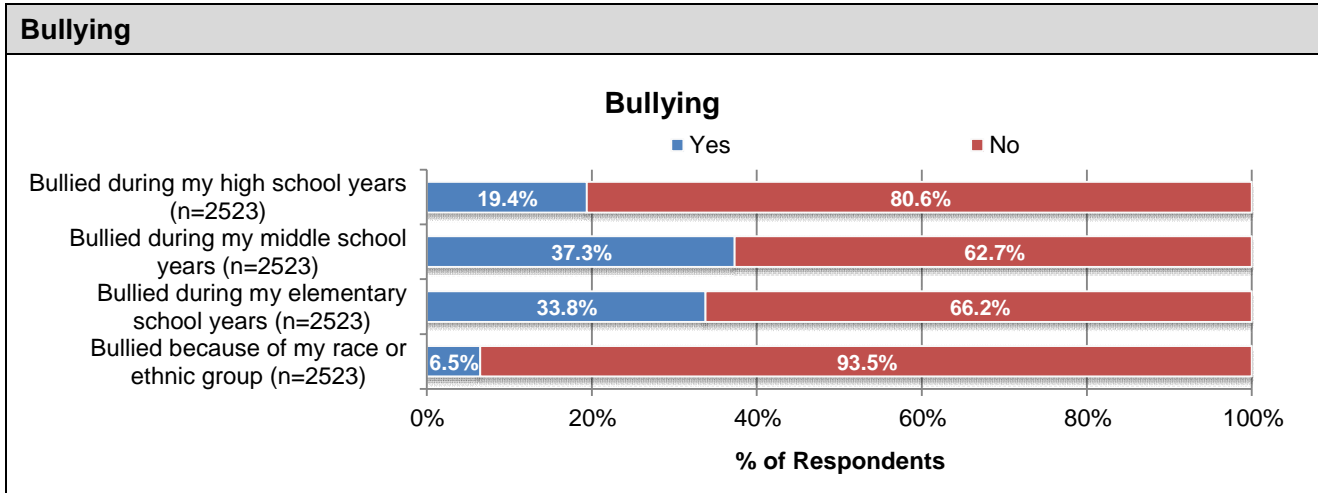


I felt empowered at my school (n=2523)



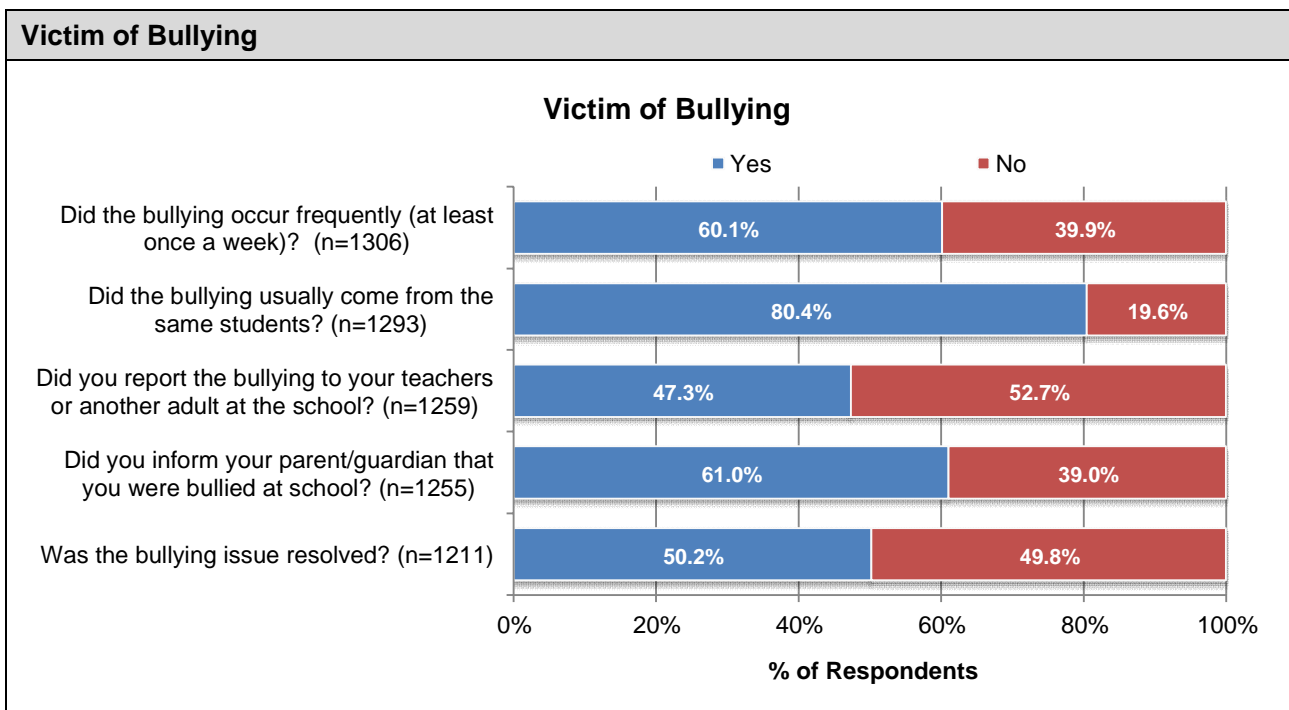
Bullying

Bullying at school was present at all grade levels, but was more prevalent in middle school, where 37% of respondents reported being bullied. Thirty-four percent of respondents reported being bullied in elementary school and 19% in high school. Only 6.5% of respondents indicated they were bullied because of their race or ethnic group.



Victim of Bullying

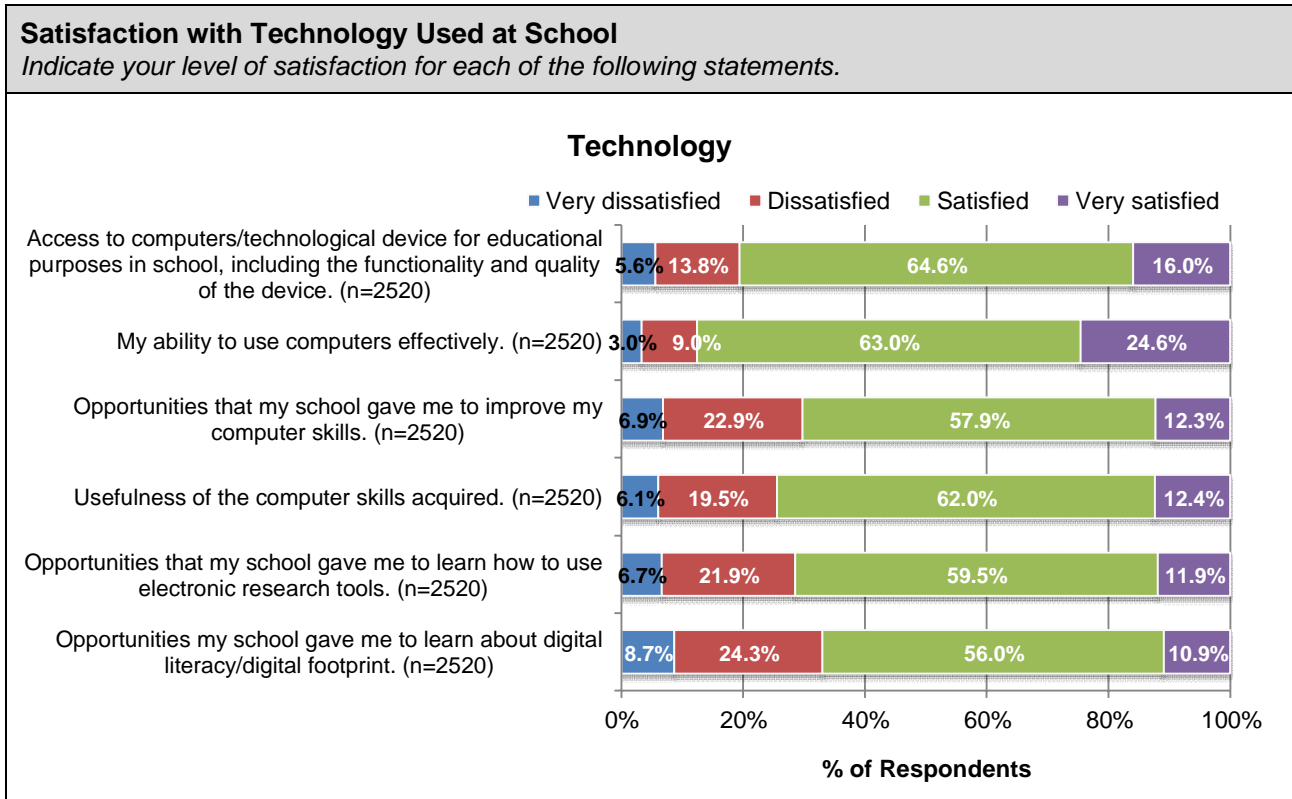
Of the respondents who reported being bullied at school, 60% were bullied frequently (at least once a week) and 80% indicated it was by the same people. Forty-seven percent of respondents reported it to their teachers, and 61% reported being a victim of bullying to their parents. In the end, 50% of the victims said the issue had been resolved.



Section D – E-Learning and New Technologies

Satisfaction with Technology Used at School

When asked to indicate their level of satisfaction with technology, 81% of respondents were satisfied or very satisfied with their access to computers at school, including the functionality and quality of the device. Seventy-four percent of respondents were satisfied with the usefulness of the computer skills acquired at school. While 88% of respondents were satisfied with their ability to use computers effectively, 30% said they were dissatisfied or very dissatisfied with the opportunities their school gave them to improve their computer skills, and 29% were dissatisfied or very dissatisfied with opportunities to learn to use electronic research tools. Sixty-seven percent of respondents were satisfied with the opportunities their school gave them to learn about digital literacy/digital footprint.

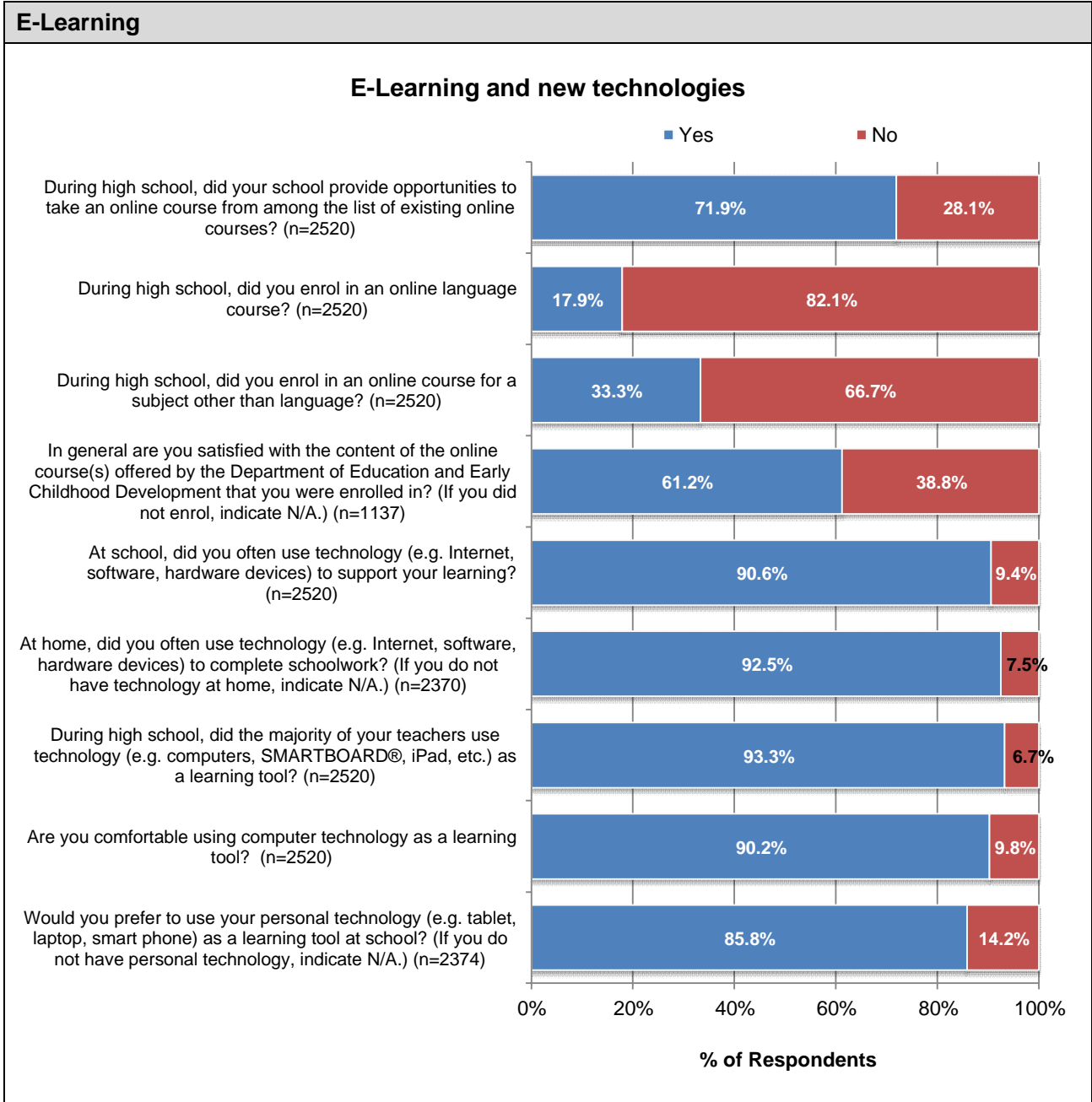


E-Learning and new technologies

Seventy-two percent of respondents indicated that their school provided opportunities to take an online course from among the list of existing online courses. Sixty-one percent indicated they were satisfied with the content of the online course offered by the Department of Education and Early Childhood Development. Thirty-three percent of respondents indicated they were enrolled in an online course other than language during high school and 18% in an online language course.

Ninety percent of respondents were comfortable using computer technology as a learning tool. Ninety-three percent said they often used computer technology at home to complete schoolwork and 91% often used technology at school to support learning. Ninety-three percent of respondents said their high school teachers used technology (e.g., computers, SMART Board®, iPad, etc.) as a learning tool.

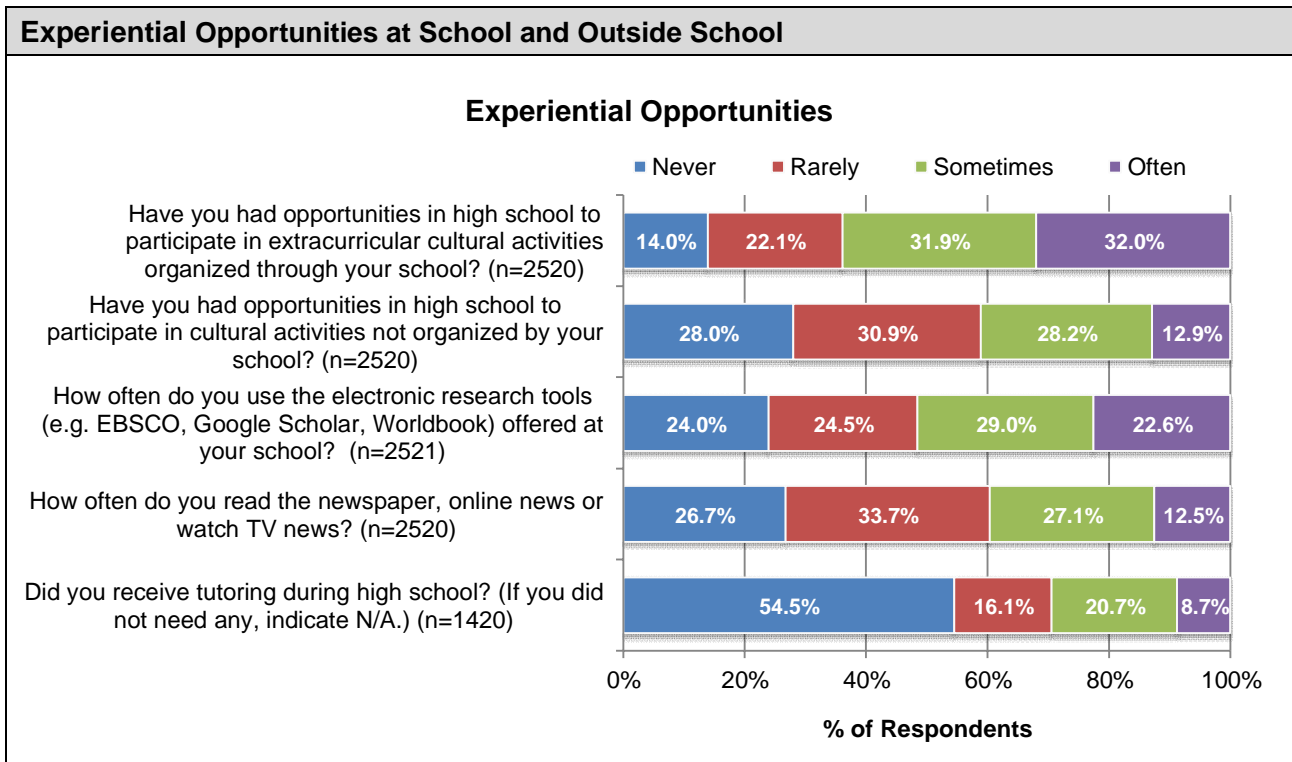
Eighty-six percent of respondents said they would prefer to use their own personal technology (e.g., tablet, laptop, smart phone) as a learning tool at school.



Section E – Extracurricular Experiential Opportunities

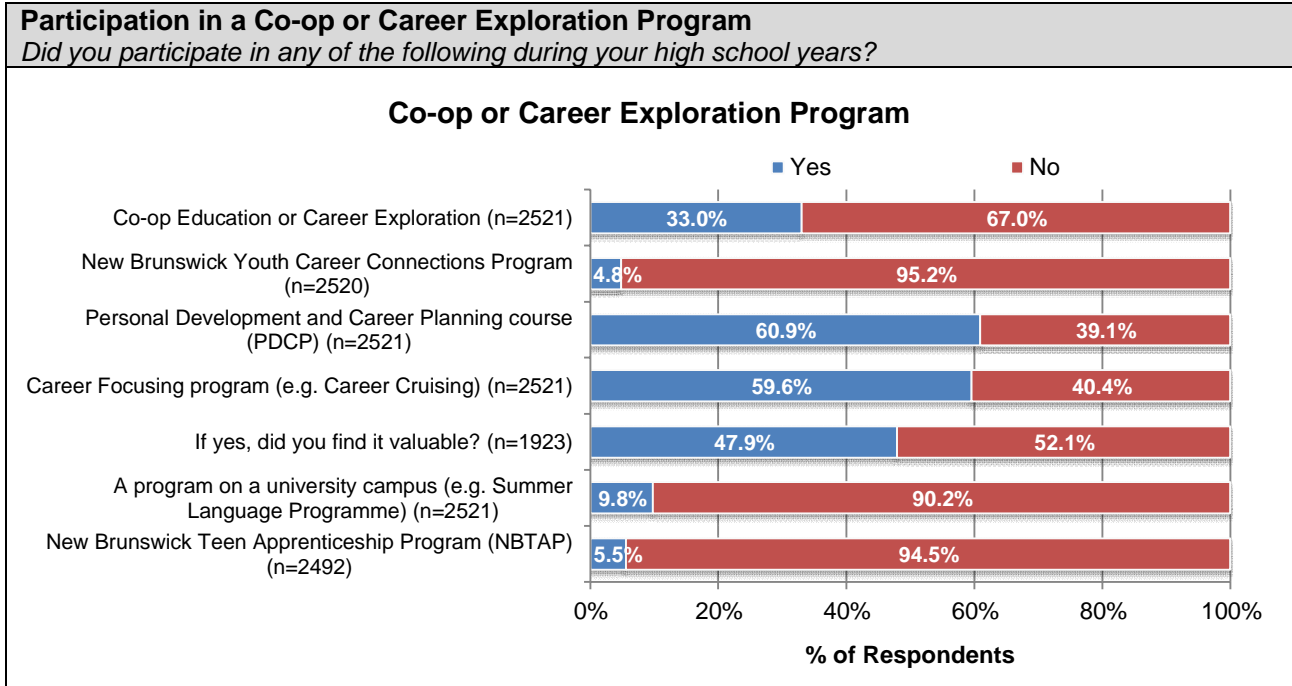
Extracurricular Experiential Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in extracurricular experiential activities, 64% of respondents said they often or sometimes had the opportunity to participate in cultural activities organized through school and 41% in cultural activities organized separate from school. Nearly 49% of respondents said they never or rarely used electronic research tools (e.g., EBSCO, Worldbook) offered at school. However, 40% indicated they often or sometimes read the newspaper or online news, or watched TV news. Twenty-nine percent of respondents sometimes or often received tutoring during high school.



Participation in a Career Exploration Program

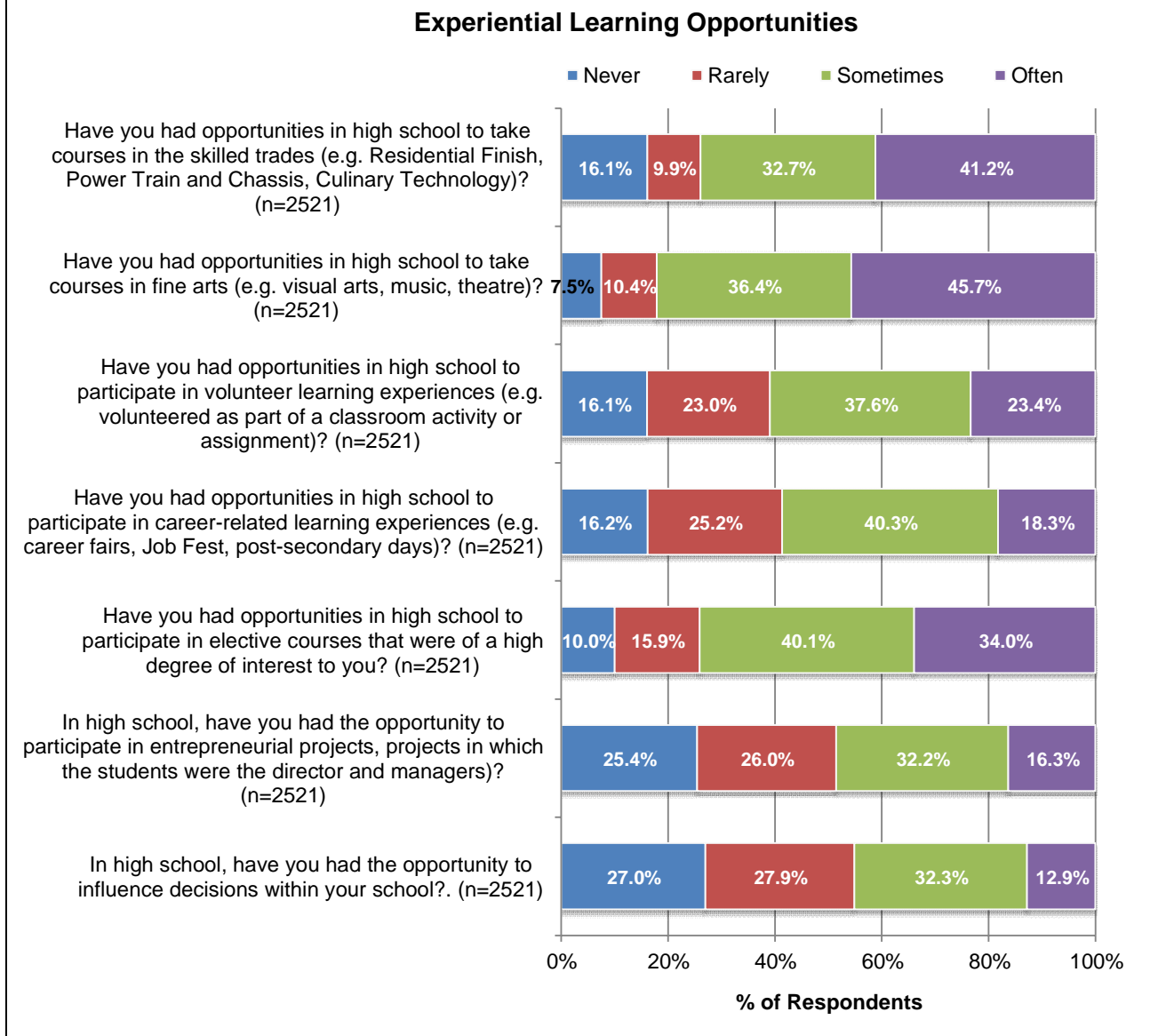
In all, 33% of respondents participated in a co-op/career exploration program during high school but just 4.8% in the New Brunswick Youth Career Connections Program. Sixty-one percent participated in a Personal Development and Career Planning course, and 60% in a career focusing program. Of those that did participate in a career focusing program, 48% said they found it valuable. Only 9.8% of respondents indicated that they participated in a program on a university campus, such as a Summer Language Programme. A question was added this year, asking if respondents participated in the New Brunswick Teen Apprenticeship Program (NBTAP). Only 5.5% indicated that they did.



Experiential Learning Opportunities

When asked to indicate the occasions they had to participate in experiential learning opportunities, 74% of the respondents said they often or sometimes participated in skilled trades courses (e.g., residential finish, power train and chassis, culinary technology), 82% in fine arts courses (e.g., visual arts, music, theatre), and 59% in learning experiences that are career-related. Sixty-one percent of respondents indicated that they sometimes or often had the opportunity to participate in volunteer learning experiences. Seventy-four percent of respondents said they sometimes or often had the opportunity to participate in elective courses that were of a high degree of interest to them. Forty-nine percent indicated that they had the opportunity to participate in entrepreneurial projects. Forty-five percent of respondents indicated that they had opportunities to influence decisions within their school.

Participation in Experiential Learning Opportunities

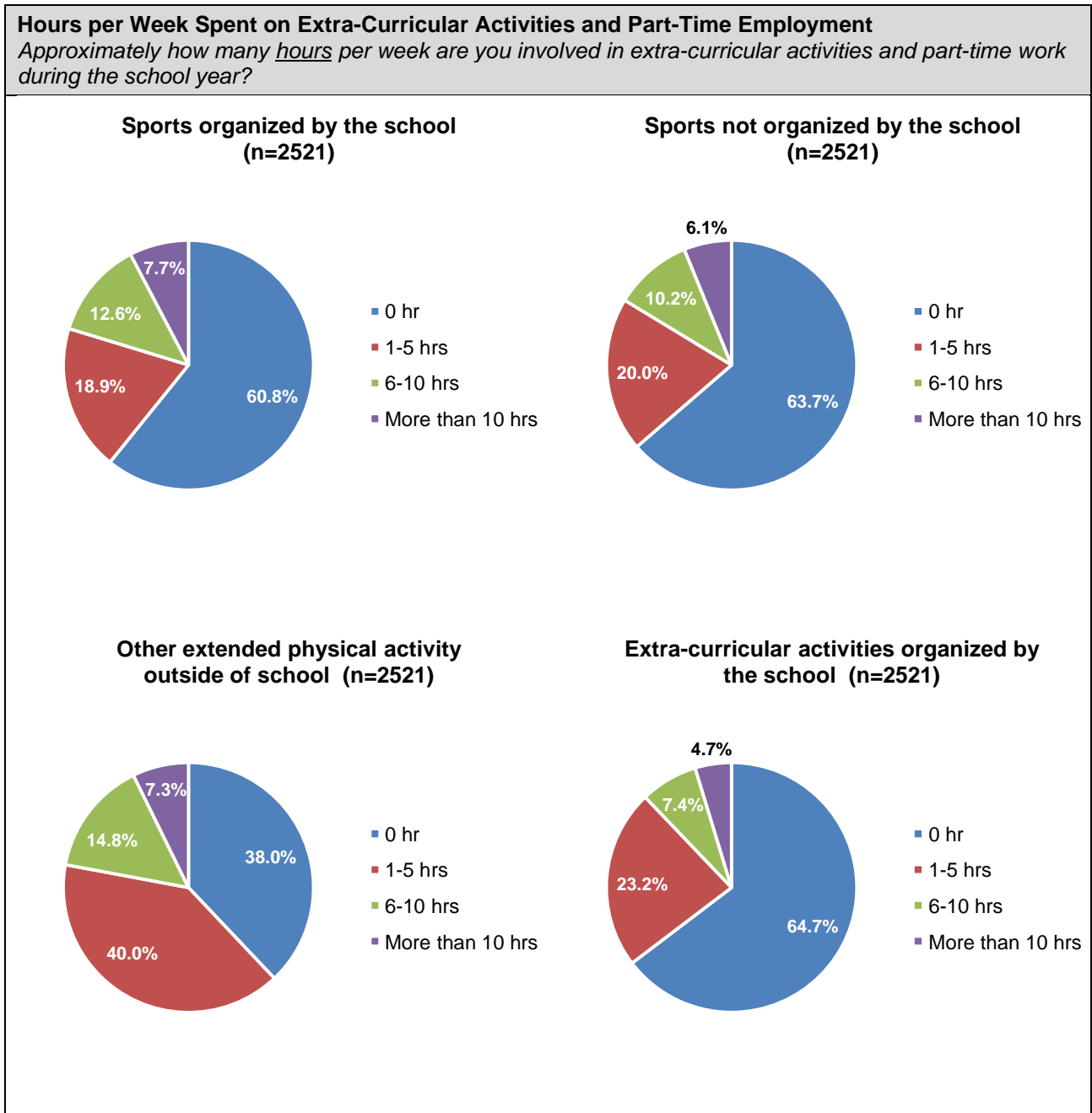


Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

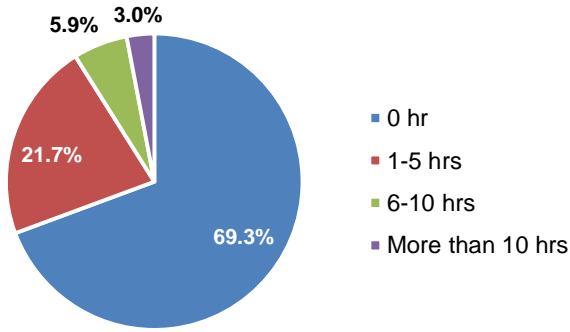
Part-time employment (34%), sports organized by the school (7.7%), and other extended physical activity outside of school (7.3%) were the top three activities to which respondents devoted more than 10 hours a week.

Thirty-nine percent of the respondents indicated that they participated in sports activities organized by the school, 36% in sports activities outside the school, and 62% in other extended physical activity outside of school. Thirteen percent spent between 6 and 10 hours a week involved in sports organized by the school, while 7.7% spent more than 10 hours a week. Thirty-five percent participated in activities organized by their school at least one hour a week (e.g., drama, clubs, band, student council).

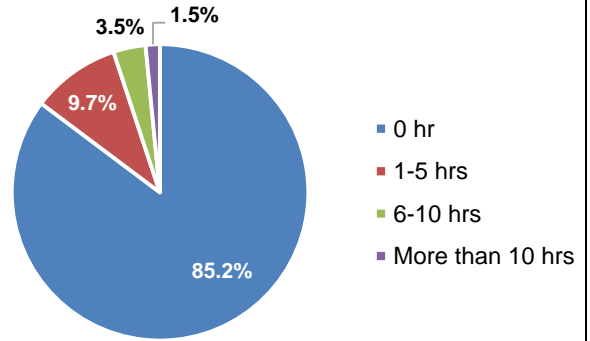
Thirty-eight percent of the respondents did at least one hour of volunteer work in the community per week, including 3.3% who volunteered more than 10 hours per week. Sixteen percent of respondents said they tutored another student for at least one hour a week. Fifteen percent of respondents were involved in social action groups for an hour or more per week.



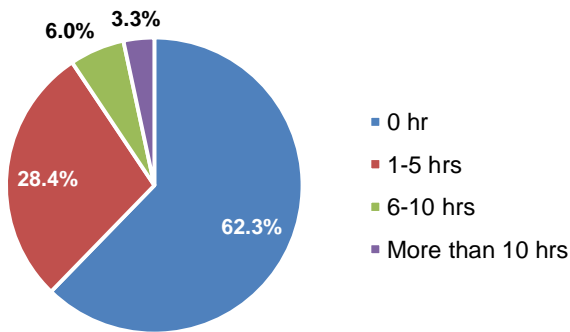
Organized activities not through the school (n=2521)



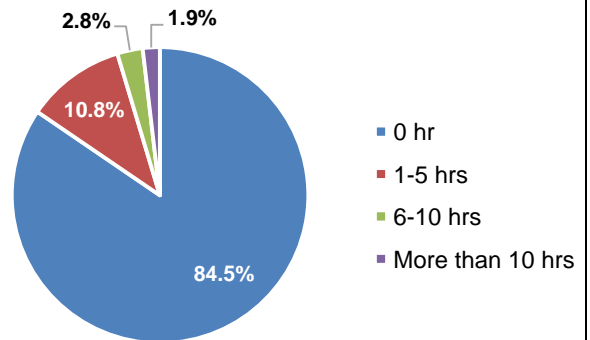
Social action groups (n=2521)



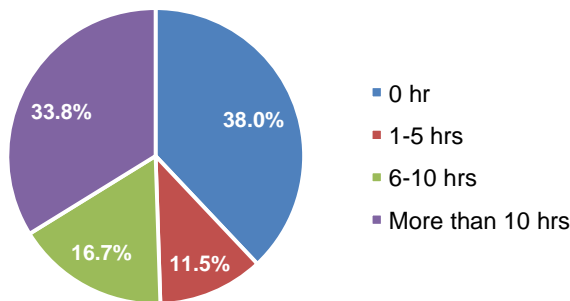
Volunteer work in your community (n=2521)



Tutoring another student (n=2521)



Part-time employment (n=2521)



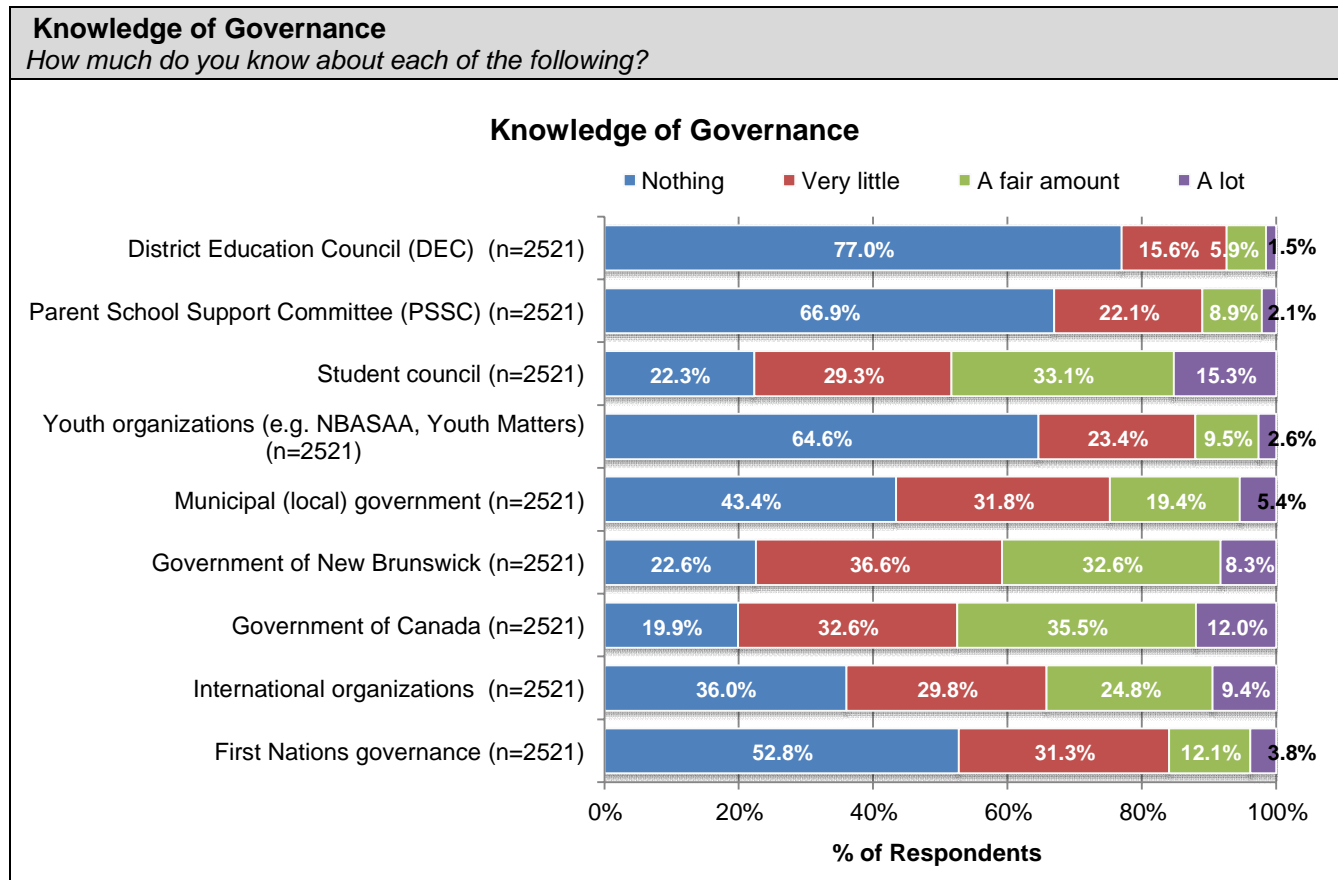
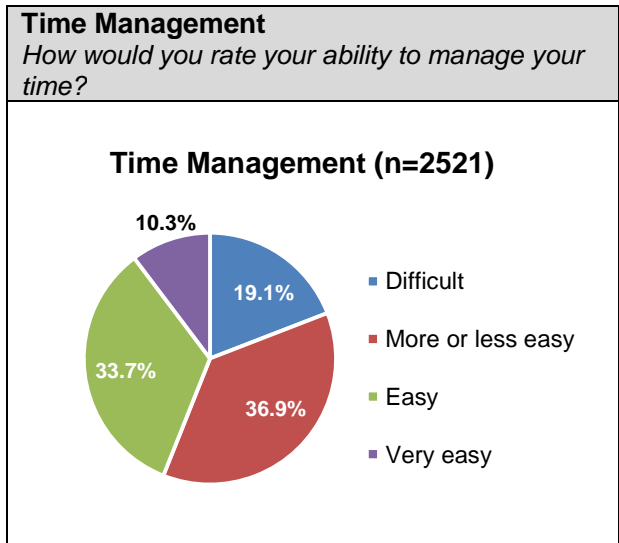
Time Management

Students were asked to rate their ability to manage their time. Forty-four percent of respondents indicated it was easy or very easy for them. Nineteen percent indicated time management was difficult for them.

Knowledge of Governance

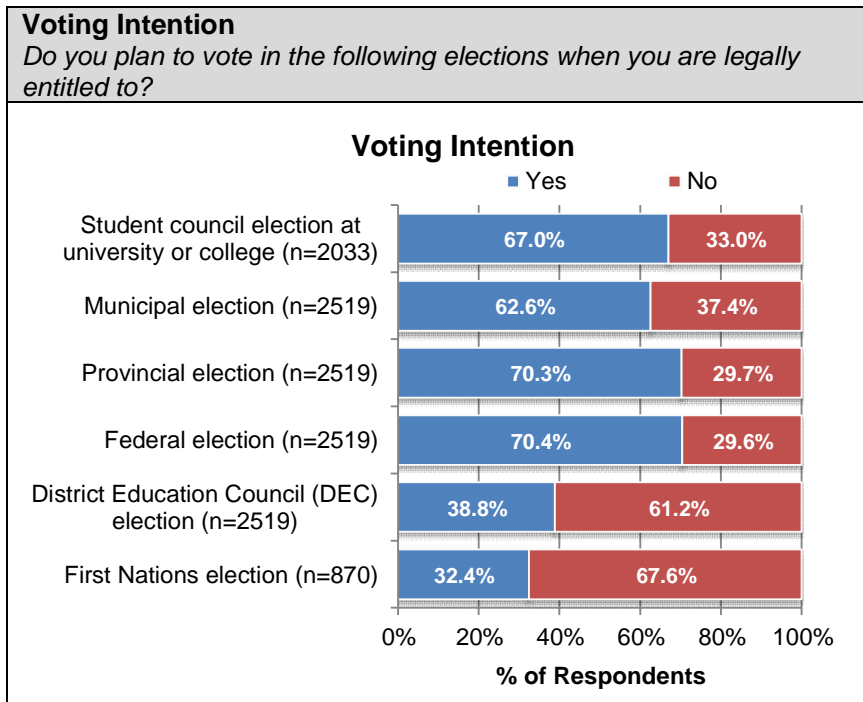
Respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (77%) or very little (16%) about the District Education Council. Just 11% of respondents said they had a fair amount or a lot of knowledge about the Parent School Support Committee. However, 48% said they had a fair amount or a lot of knowledge about the student council. Only 12% said the same about youth organizations (e.g., NBASAA, Youth Matters).

Knowledge of government varied by level. Forty-eight percent of respondents knew a fair amount or a lot about the Government of Canada, while 41% said the same about the Government of New Brunswick and 25% about municipal (local) government. Thirty-four percent of respondents knew a fair amount or a lot about international organizations (e.g., OECD, United Nations). Eighty-four percent of respondents indicated they knew nothing or very little about First Nations governance.



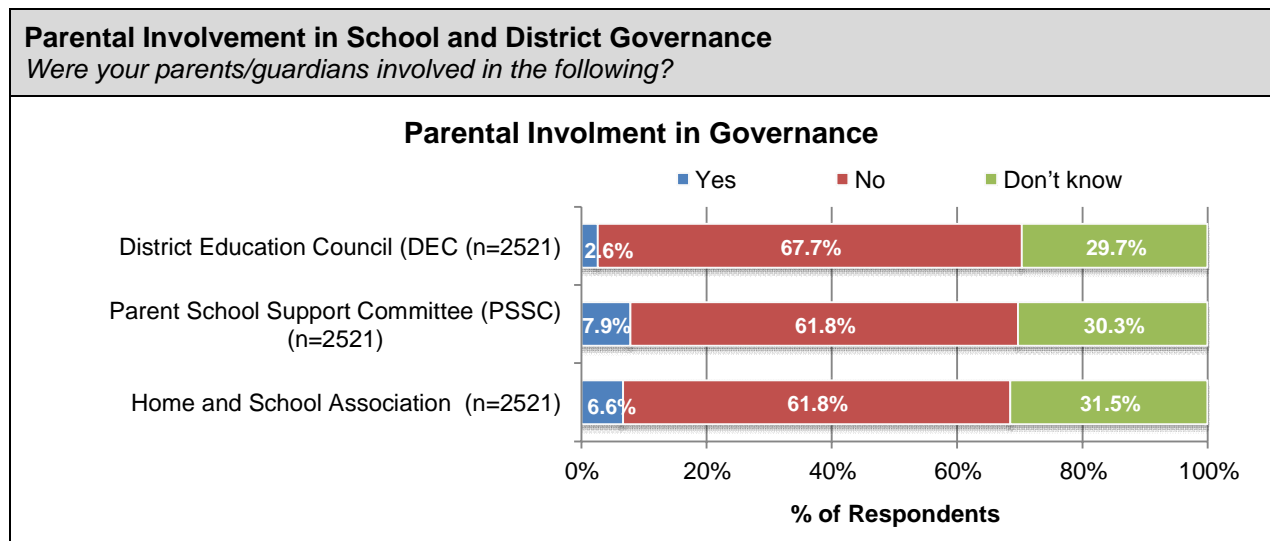
Voting Intention

Seventy percent of respondents said they planned to vote in the next federal election and in the next provincial election, when they were legally entitled to vote. Sixty-three percent planned to vote in a municipal election. The intention to vote in student council elections at university or college was 67%. Only 39% of respondents said they planned to vote in the next District Education Council election. Thirty-two percent of respondents planned to vote in First Nations elections. This number is much higher than expected, although in the previous question 84% of respondents indicated that they knew nothing or very little about First Nations governance.



Parental Involvement in School and District Governance

Three in ten respondents did not know whether their parents or guardians were involved in school or district governance. Only 2.6% confirmed that their parents were involved in the District Education Council, 7.9% in the Parent School Support Committee, and 6.6% in the Home and School Association.



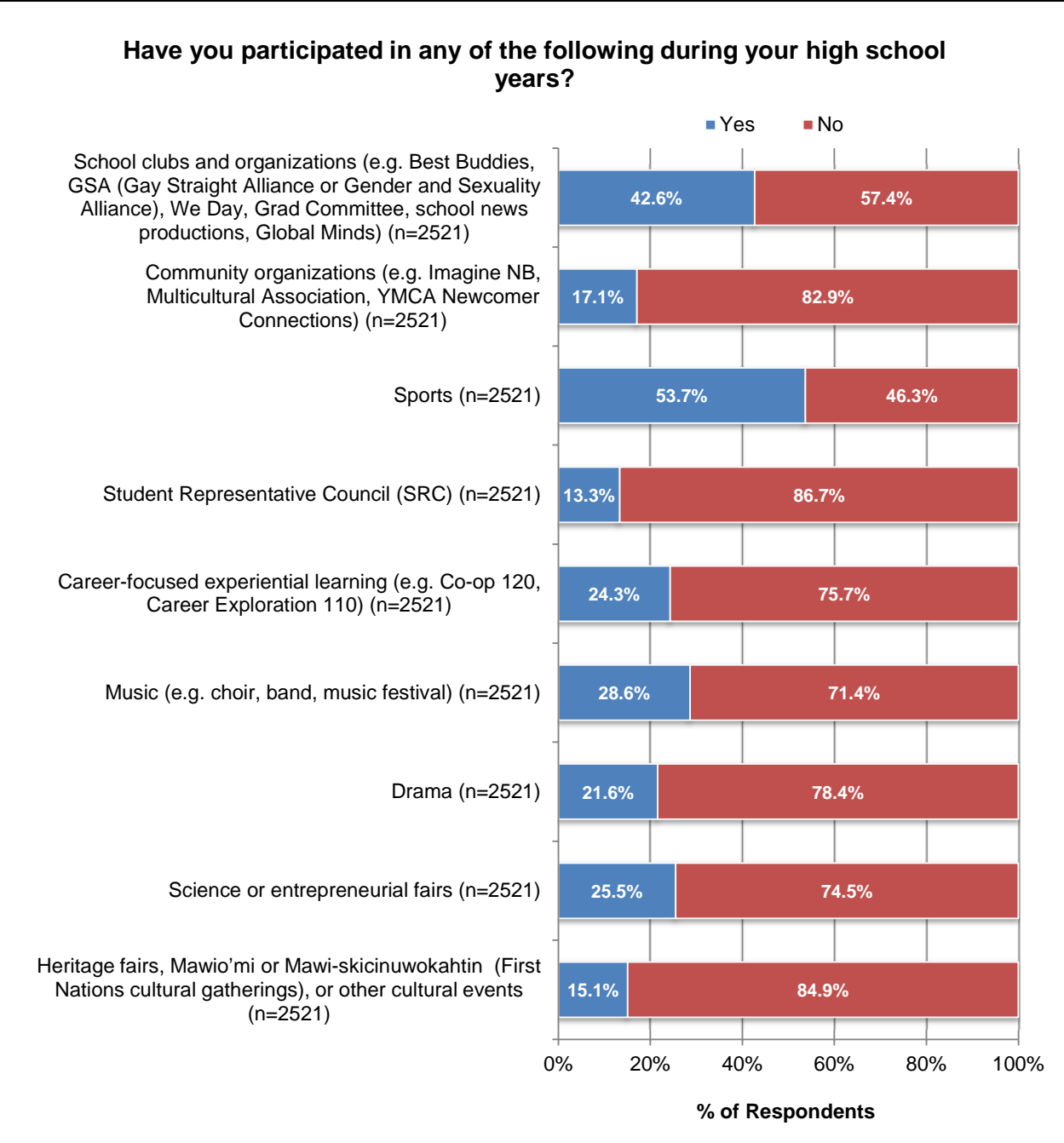
Leadership activities

Leadership can take many different forms, and may involve activities in school and elsewhere. Forty-three percent of respondents indicated they participated in school clubs and organizations. Community organizations were less popular, with only 17% of respondents participating. Fifty-four

percent indicated they participated in sports, but only 13% on the Student Representative Council (SRC). Twenty-four percent of respondents participated in career-focused experiential learning (e.g., Co-op 120, Career Exploration 110). Twenty-nine percent of respondents participated in music, and 22% in drama. Twenty-six percent of respondents took part in science or entrepreneurial fairs. Fifteen percent of respondents indicated they participated in heritage fairs, Mawio'mi or Mawi-skicinuwohtahtin (First Nations cultural gatherings), or other cultural events.

Leadership activities

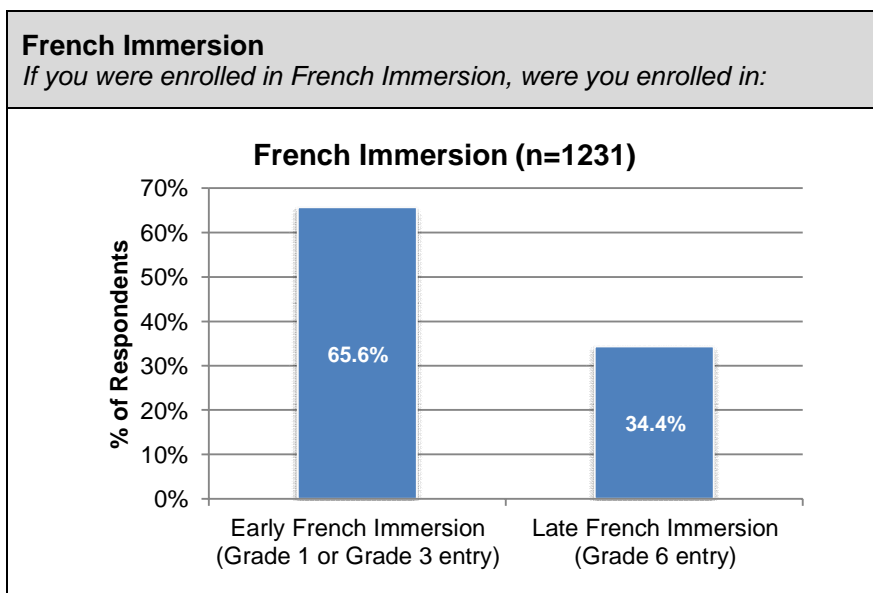
Leadership can take many different forms, including all of the examples below, and may involve activities in school and elsewhere. Have you participated in any of the following during your high school years?



Section F – Language Skills

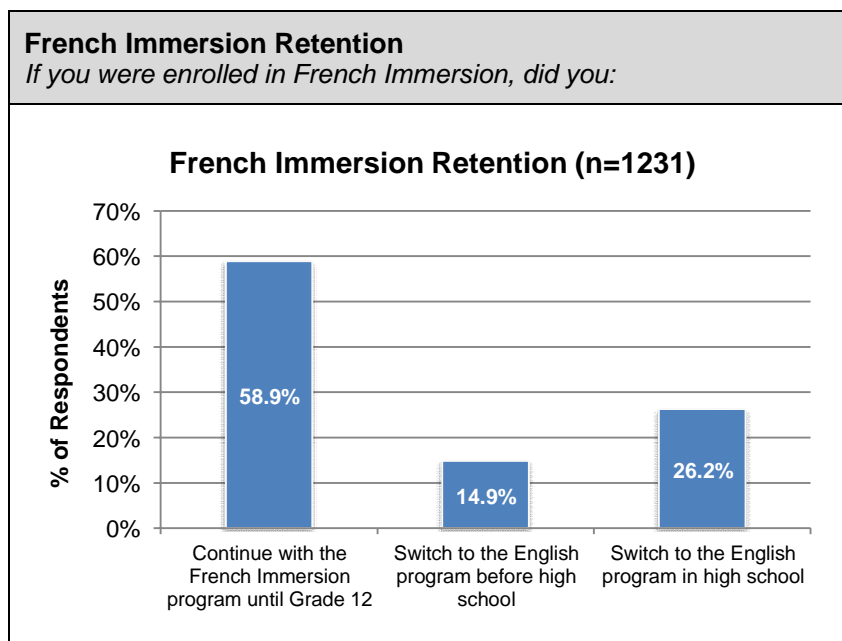
French Immersion

According to respondents, 51% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 66% were enrolled in early immersion and 34% in late immersion.



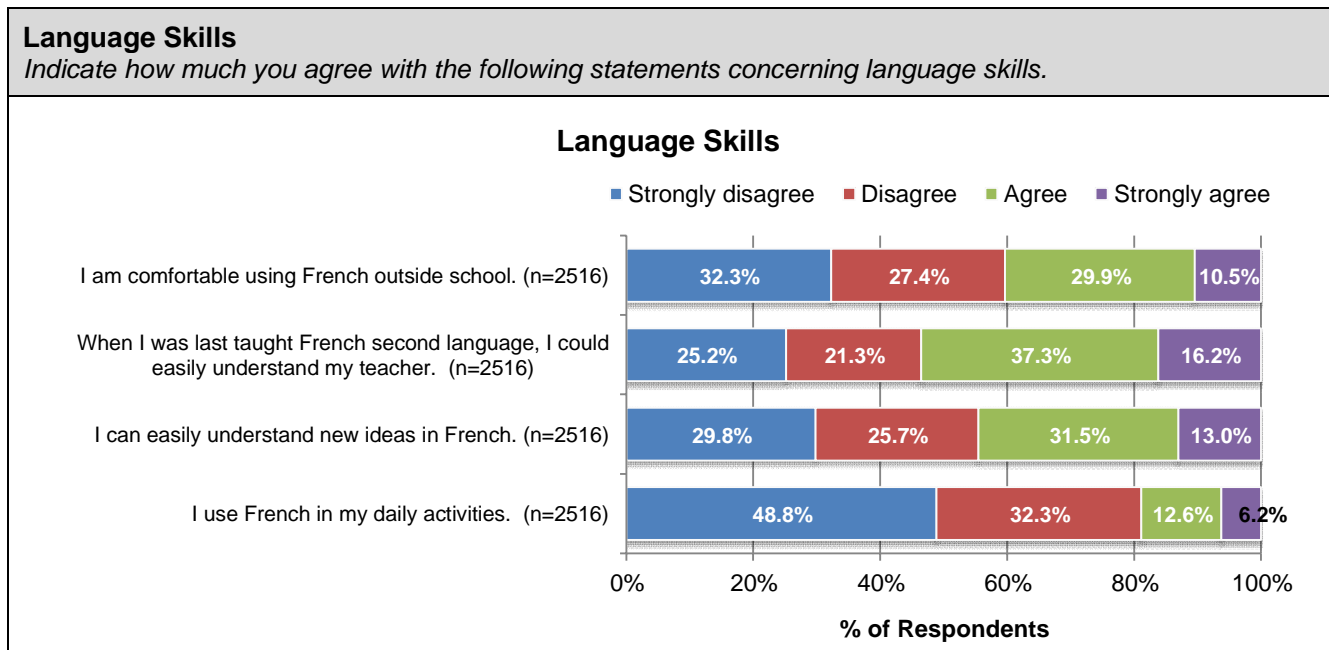
French Immersion Retention

Of those who had been enrolled in French Immersion at one point during their studies, 59% remained in an immersion program, while 26% switched to the English program in high school and 15% switched before high school.



Language Skills

When asked about their language skills, 40% of respondents said they were comfortable using French outside school. However, only 19% indicated using French in their daily activities. When they were taught French as a second language, 54% could easily understand their teacher, and 45% could easily understand new ideas in French.



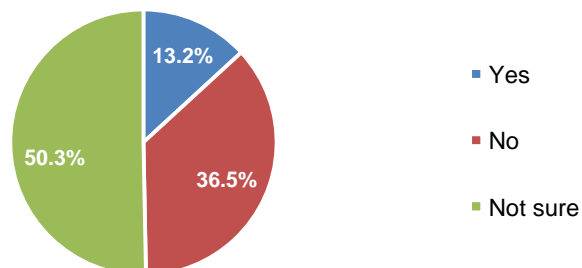
Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. Students were asked if they had ever used information from the CEFR language posters about listening, oral production and interaction, reading and/or writing to help know their French language level. Thirteen percent of respondents indicated that they had used the CEFR language posters, while 50% were unsure.

Common European Framework of Reference for Languages (CEFR)

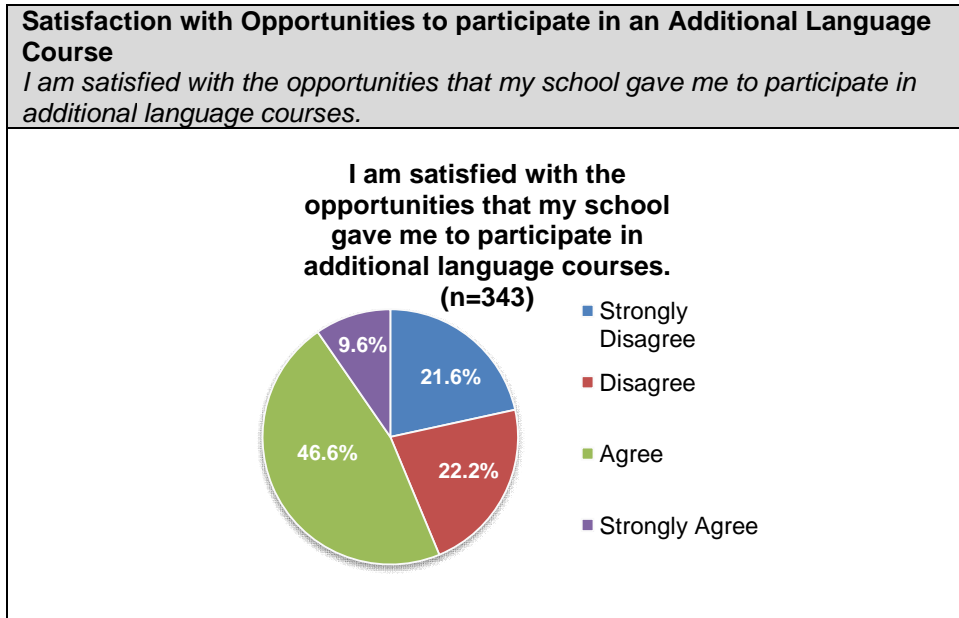
Have you ever used information from the CEFR language posters about listening, oral production and interaction, reading and/or writing to help you know your French language level? (n=2516)

Have you ever used information from the CEFR language posters about listening, oral production and interaction, reading and/or writing to help you know your French language level? (n=2516)



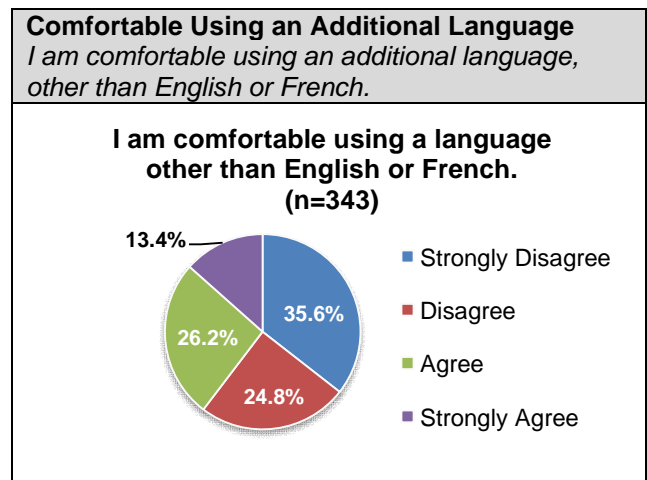
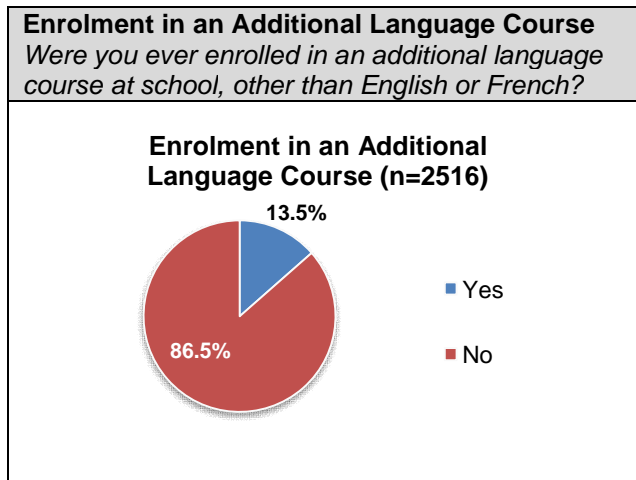
Enrolment in an Additional Language Course

Fifty-six percent of respondents were satisfied with the opportunities their school provided them to participate in additional language courses.



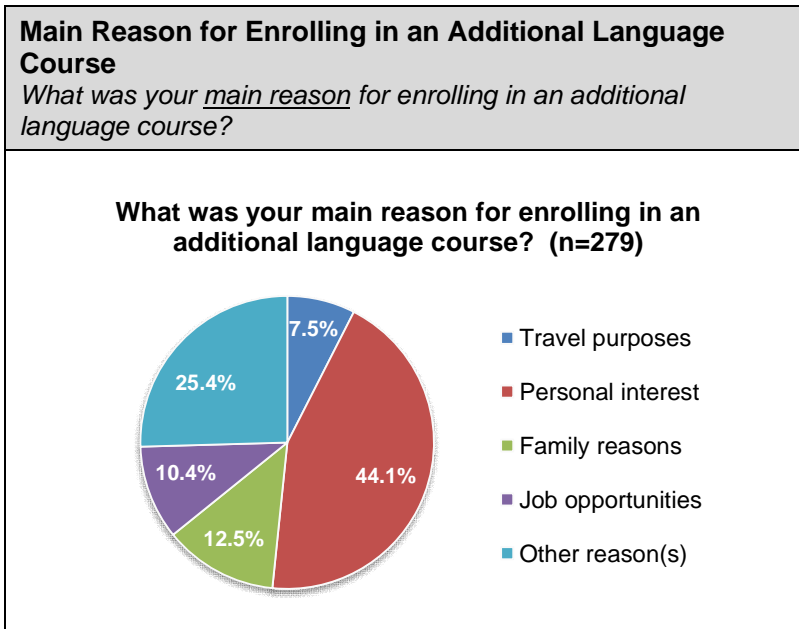
Fourteen percent of respondents indicated they were enrolled in an additional language course, other than English or French, at school.

Forty percent of respondents indicated they were comfortable using an additional language.



Main Reason for Enrolling in an Additional Language Course

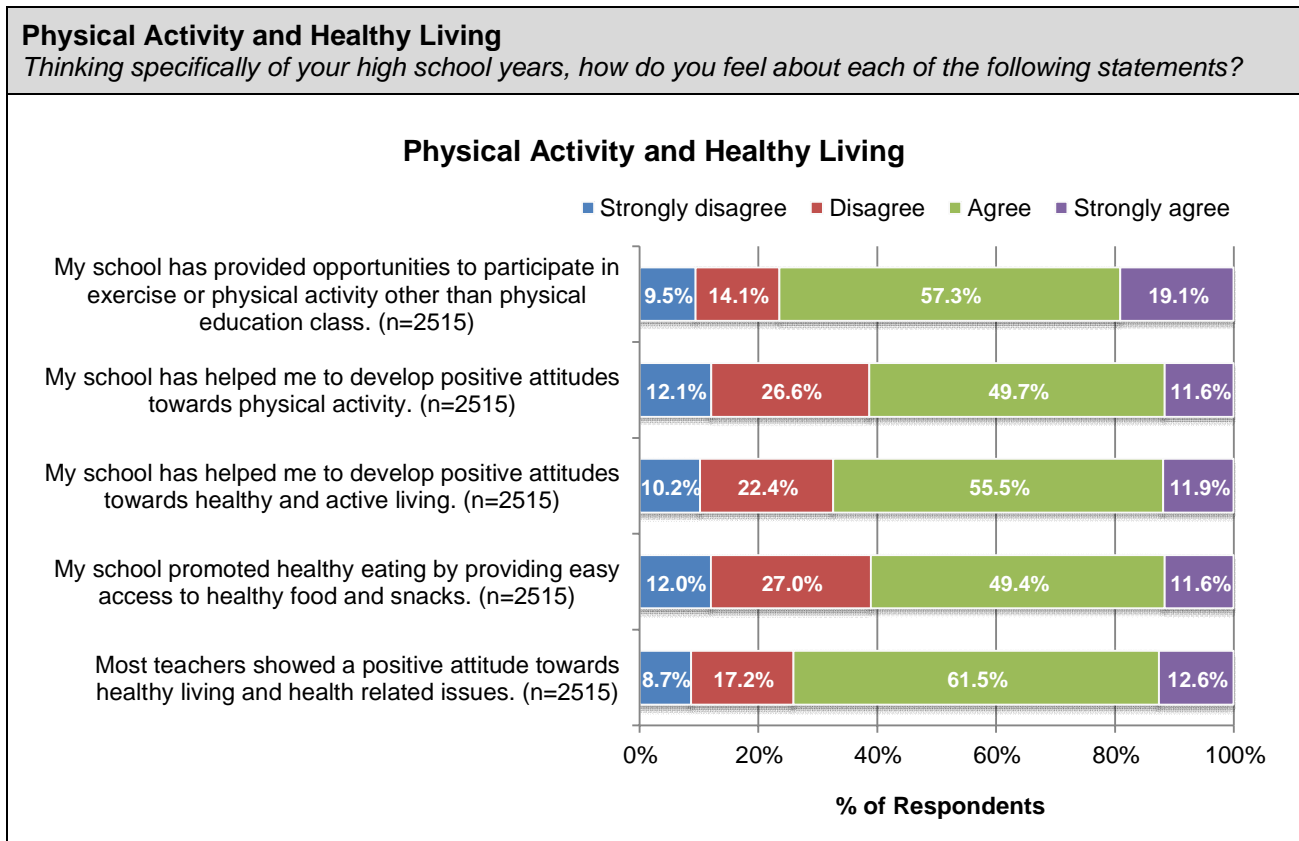
The main reason for learning an additional language, given by 44% of respondents, was personal interest, followed by other reasons (25%), family reasons (13%), job opportunities (10%), and travel purposes (7.5%).



Section G – Physical Activity and Healthy Living

Physical Activity and Healthy Living

Most respondents seemed satisfied with the opportunities they were given to participate in, and develop positive attitudes towards, physical activity. Seventy-six percent said that they had opportunities to participate in activities other than physical education classes, and 61% said their school helped them to develop positive attitudes towards physical activity. Sixty-seven percent of respondents said their school enabled them to develop positive attitudes toward healthy and active living and 61% indicated that their school promoted healthy eating by providing easy access to healthy foods and snacks. Seventy-four percent of respondents agreed or strongly agreed their teachers showed a positive attitude towards healthy living and health related issues.

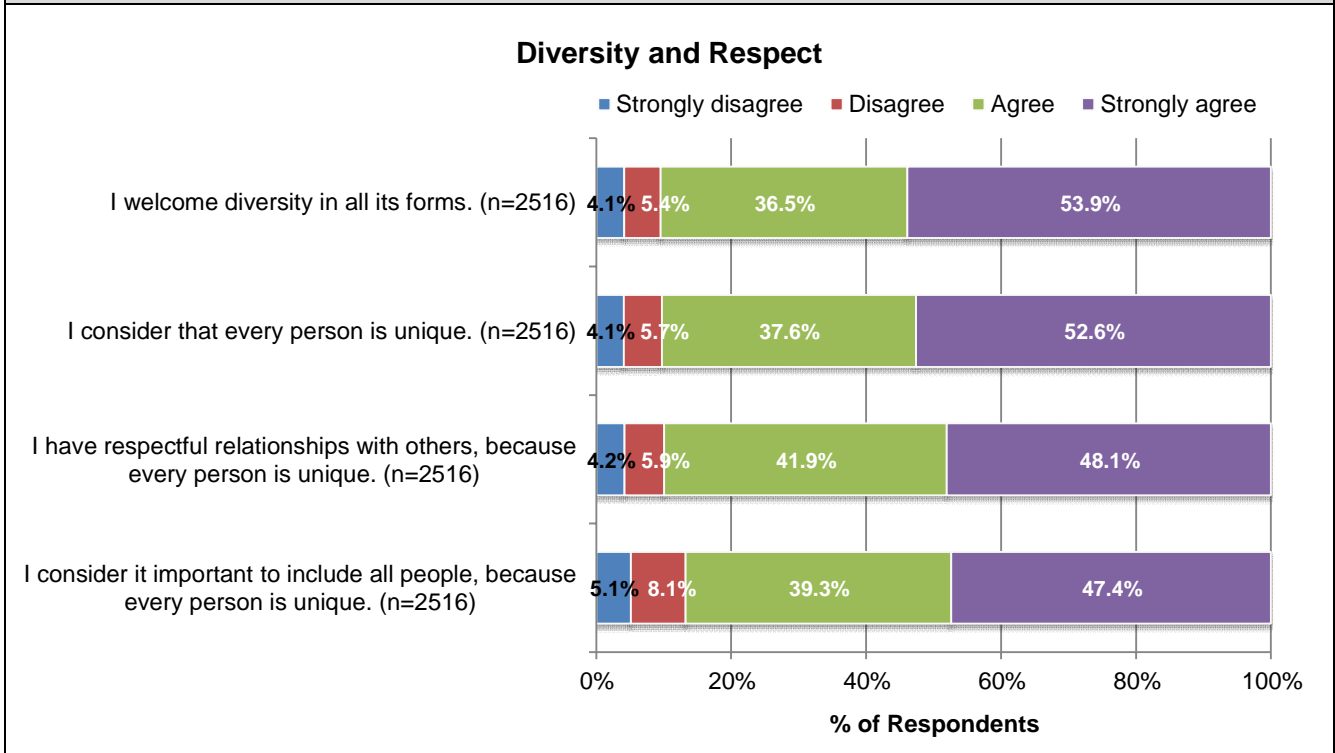


Diversity and Respect

The majority of students (90%) indicated that they welcomed diversity in all its forms. Ninety percent indicated that they considered that every person is unique. Ninety percent indicated they have respectful relationships with others because every person is unique. Eighty-seven percent of respondents said they considered it important to include all people because every person is unique.

Diversity and Respect

Indicate what you think of each of the following statements.



Section H – Learning Environment

Satisfaction with the Learning Environment

With respect to their high school experience, the majority of respondents were satisfied with the learning environment. Eighty-six percent agreed or strongly agreed that most teachers knew their subject area, and 78% said their teachers present the material in a way that is easy to understand.

According to 83% of the respondents, extra help was available for them. Sixty-five percent indicated that their school experience encouraged them to want to learn. Eighty percent of respondents said that their teachers cared about their learning success. Eighty-nine percent said that the lessons involved discussion, projects and activities.

Seventy-three percent of respondents agreed or strongly agreed with the statement that their school had strong learning environment and school spirit. Seventy-seven percent said their school offered activities and initiatives to improve the overall school environment, and 65% felt their school was well-organized and 75% felt that expectations were clear.

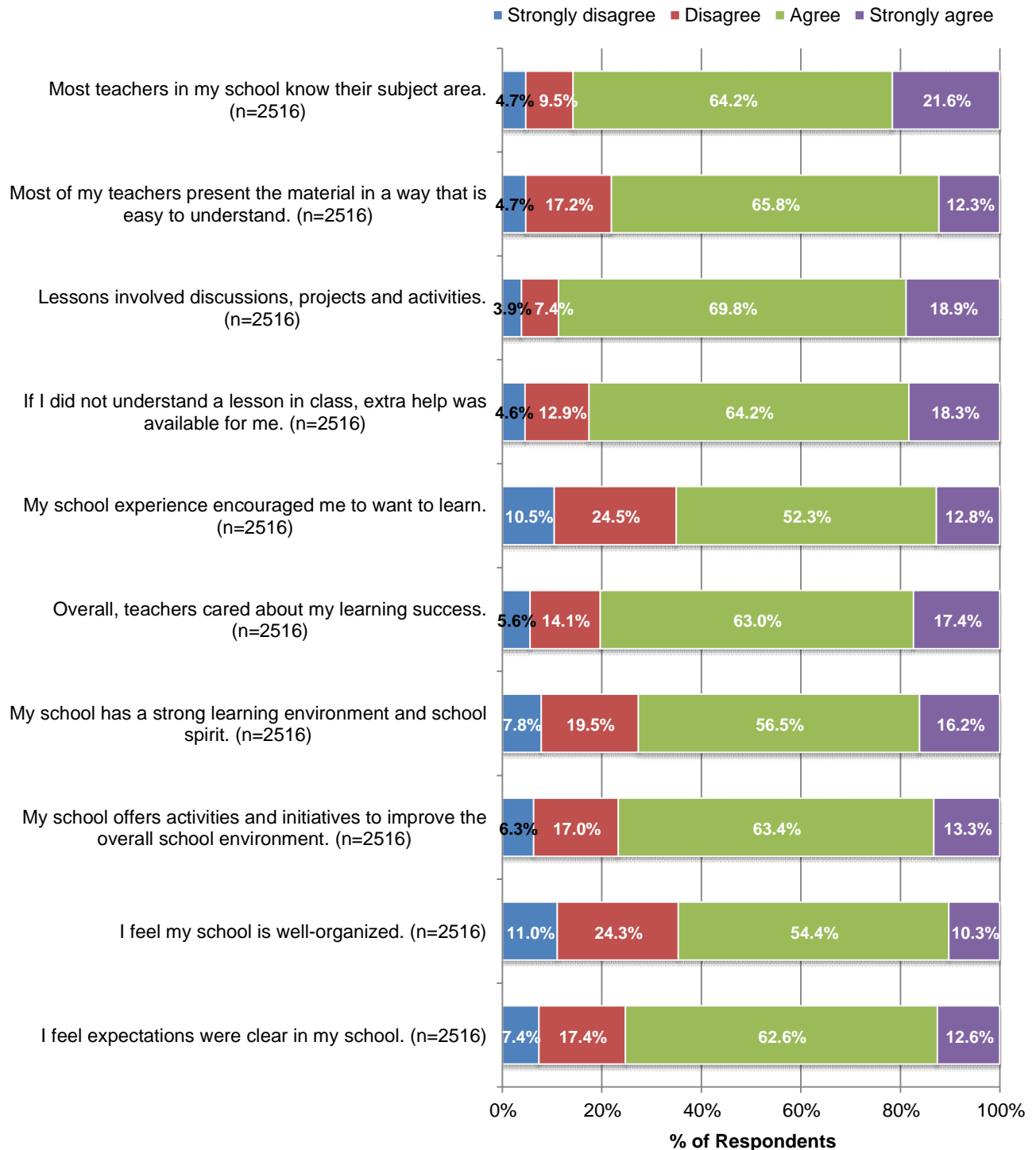
Seventy-eight percent indicated that they had the opportunity to learn the history of Indigenous peoples in Canada (treaties, residential schools and their impact on Indigenous and all people) through courses or cultural activities. Seventy-three percent felt that they learned about past and present contributions of Indigenous peoples to the development of New Brunswick and Canada.

Sixty-five percent indicated that they had the opportunity to learn the histories of Black peoples in Canada (including enslavement and resistance, as well as Black innovation and creativity) through courses or cultural activities. Sixty percent felt that they learned about past and present contributions of Black peoples to the development of New Brunswick and Canada.

Satisfaction with the Learning Environment

Indicate your overall satisfaction with your high school learning environment.

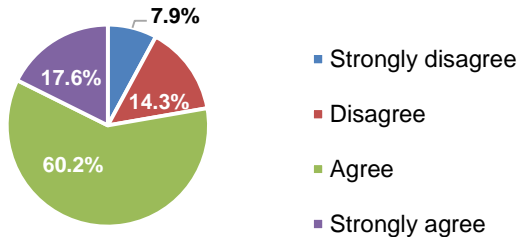
Learning Environment



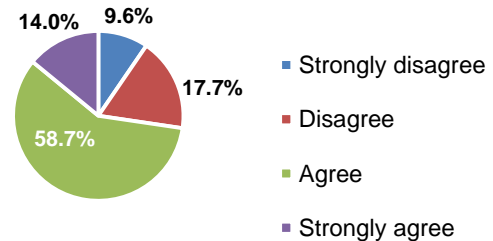
Satisfaction with the Learning Environment

Indicate your overall satisfaction with your high school learning environment.

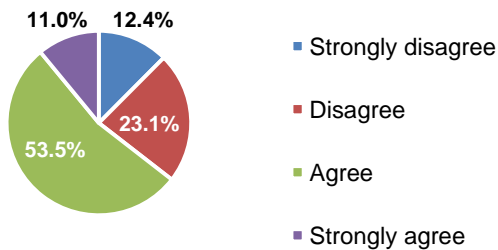
I had the opportunity to learn the history of Indigenous peoples in Canada (treaties, residential schools) through courses or cultural activities. (n=2516)



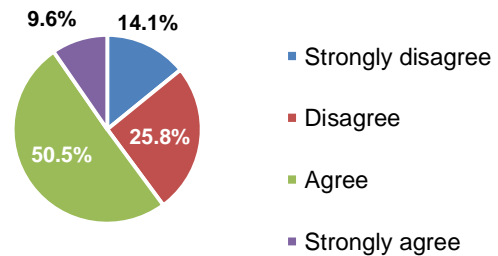
I have learned about past and present contributions of Indigenous peoples to the development of New Brunswick and Canada. (n=2516)



I had the opportunity to learn the histories of Black peoples in Canada (including enslavement and resistance) through courses or cultural activities. (n=2515)



I learned about the past and present contributions of Black peoples to the development of New Brunswick and Canada. (n=2516)



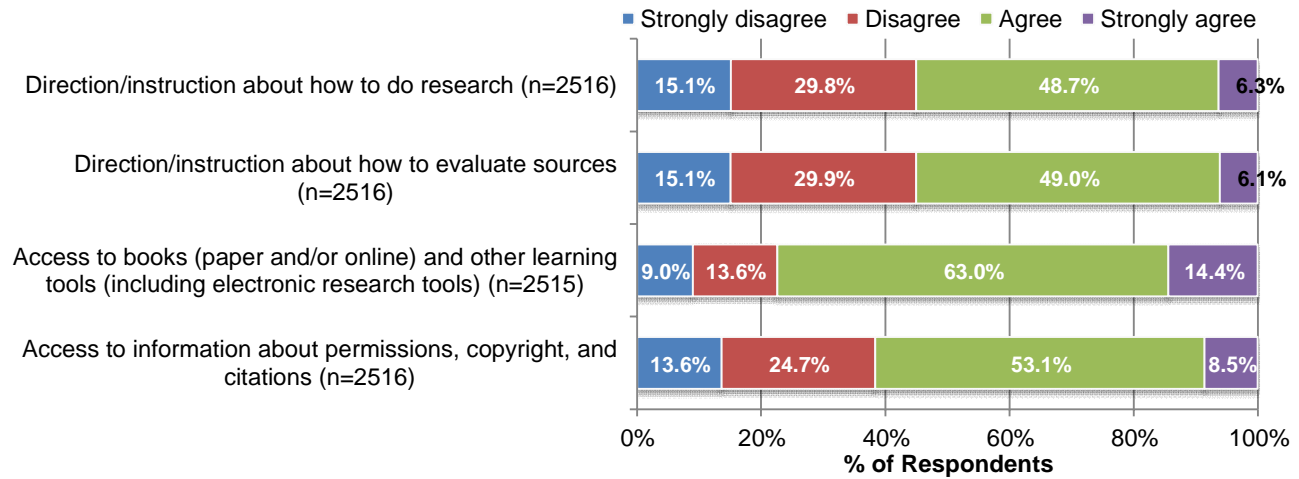
Research Skills

Respondents were asked whether their school experience taught them to question the things they had read or viewed, and if it helped them develop research skills. Fifty-five percent of respondents indicated that the materials and expertise in the school library supported their studies by providing guidance about how to do research, and 55% about how to evaluate sources. Seventy-seven percent indicated that they had access to books (paper and/or online) and other learning tools (including electronic research tools), and 62% indicated that they had access to information about permissions, copyright and citations.

Research skills

How do you feel about each of the following statements related to research skills?

Materials and expertise in the school library to support my studies

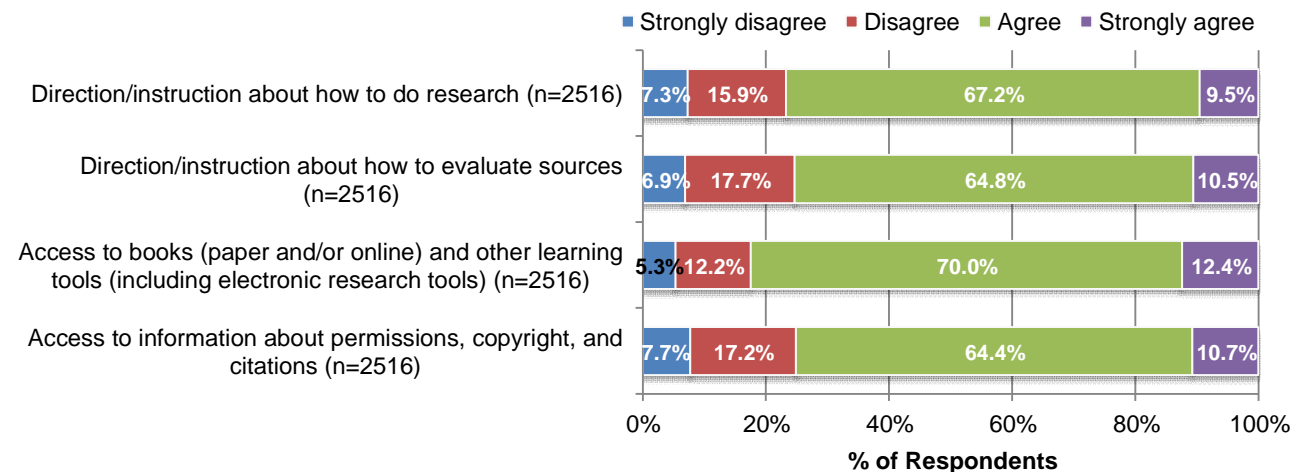


Seventy-seven percent of respondents indicated that the materials and expertise in their classes supported their studies by providing guidance about how to do research, and 75% about how to evaluate sources. Eighty-two percent indicated that they had access to books (paper and/or online) and other learning tools (including electronic research tools), and 75% indicated that they had access to information about permissions, copyright and citations.

Research skills

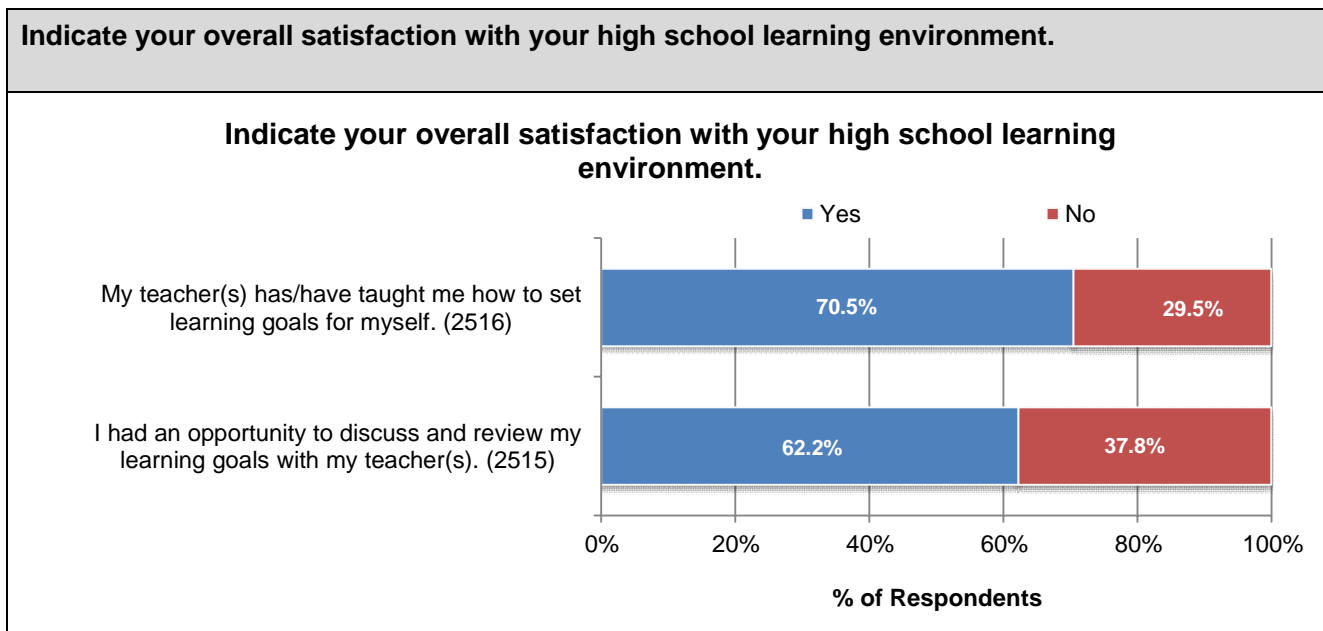
How do you feel about each of the following statements related to research skills?

Materials and expertise in my classes to support my studies



Learning Goals

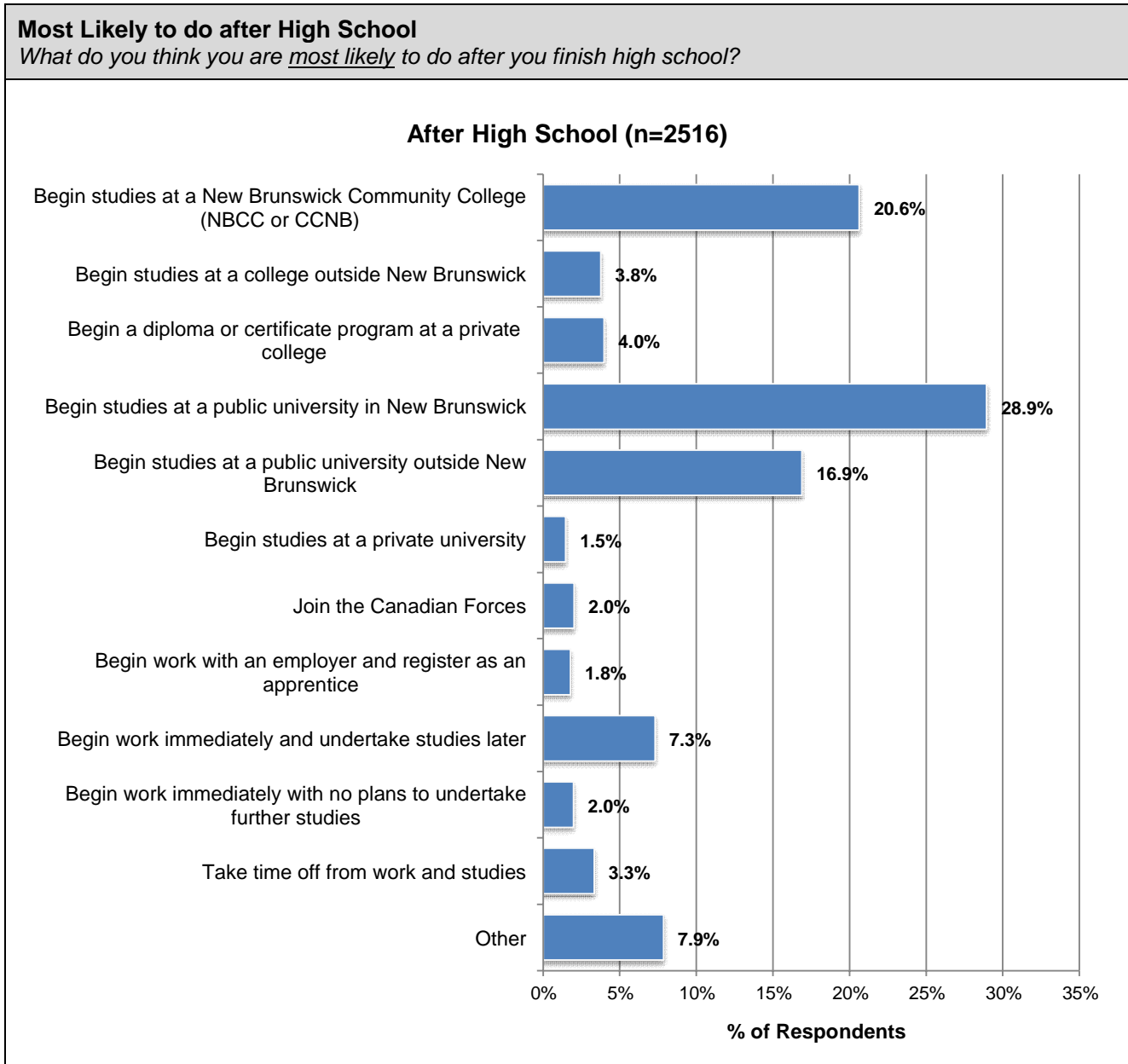
Students were asked about setting learning goals and discussing and reviewing them with teachers. Seventy-one percent of respondents indicated that their teachers have taught them how to set learning goals for themselves. Sixty-two percent of respondents indicated that they had an opportunity to discuss and review their learning goals with their teachers.



Section I – My Future

Most Likely to do After High School

Most respondents intended to pursue their studies after they finished high school. When asked about their future intentions, 29% said they would attend a public university in New Brunswick and 21% at a New Brunswick Community College. A few respondents intended to continue their studies at a university (17%) or a college (3.8%) outside New Brunswick, and a few at a private college (4.0%) or university (1.5%). Just over seven percent (7.3%) of respondents intended to begin working following high school and pursue their studies at a future date. Only 2.0% of respondents intended to begin working immediately with no plans to undertake further studies, and 3.3% intended to take time off from work and studies altogether. Only 1.8% of respondents intended to begin work with an employer and register as an apprentice, while 2.0% intended to join the Canadian Forces.

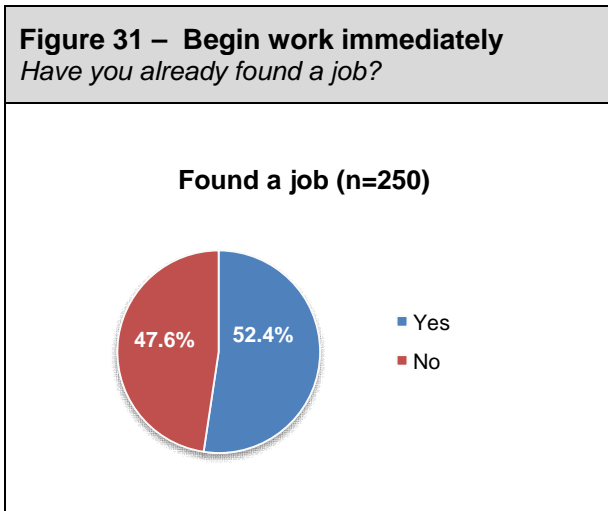
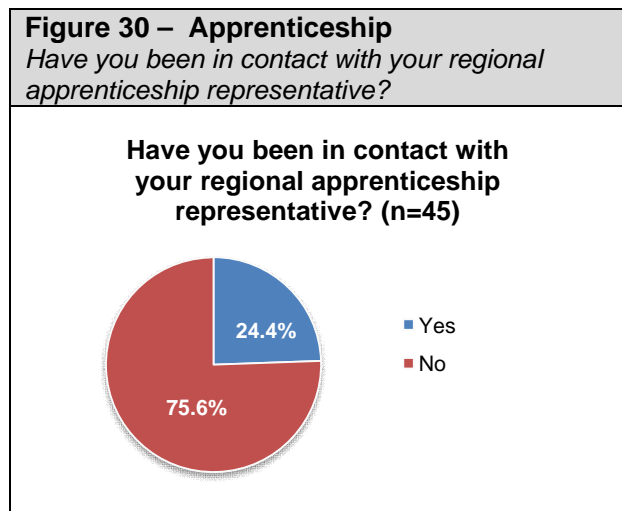
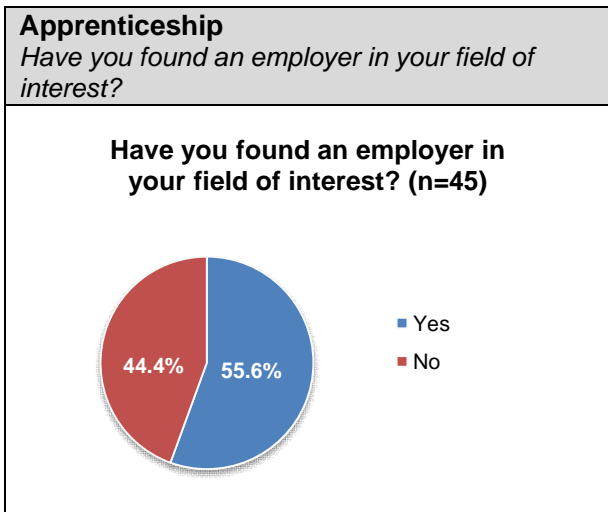
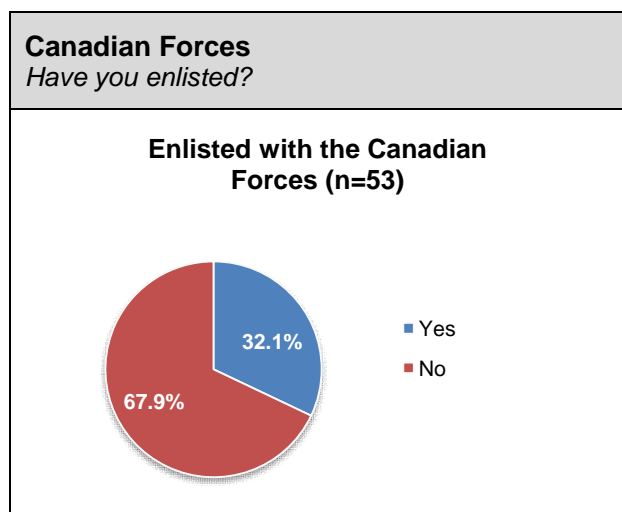
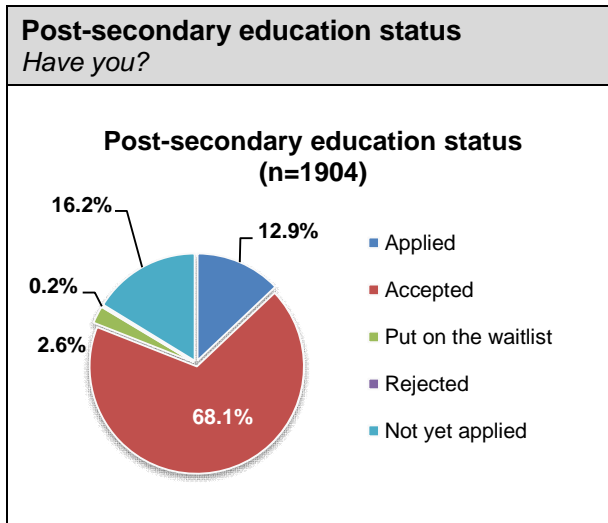


Sixty-eight percent of the respondents going on to post-secondary education had been accepted, 13% had applied, 2.6% had been put on the waitlist, and 0.2% had been rejected. Sixteen percent had not yet applied.

Of the 2.0% of respondents that indicated they intended to join the Canadian Forces, 32% had enlisted.

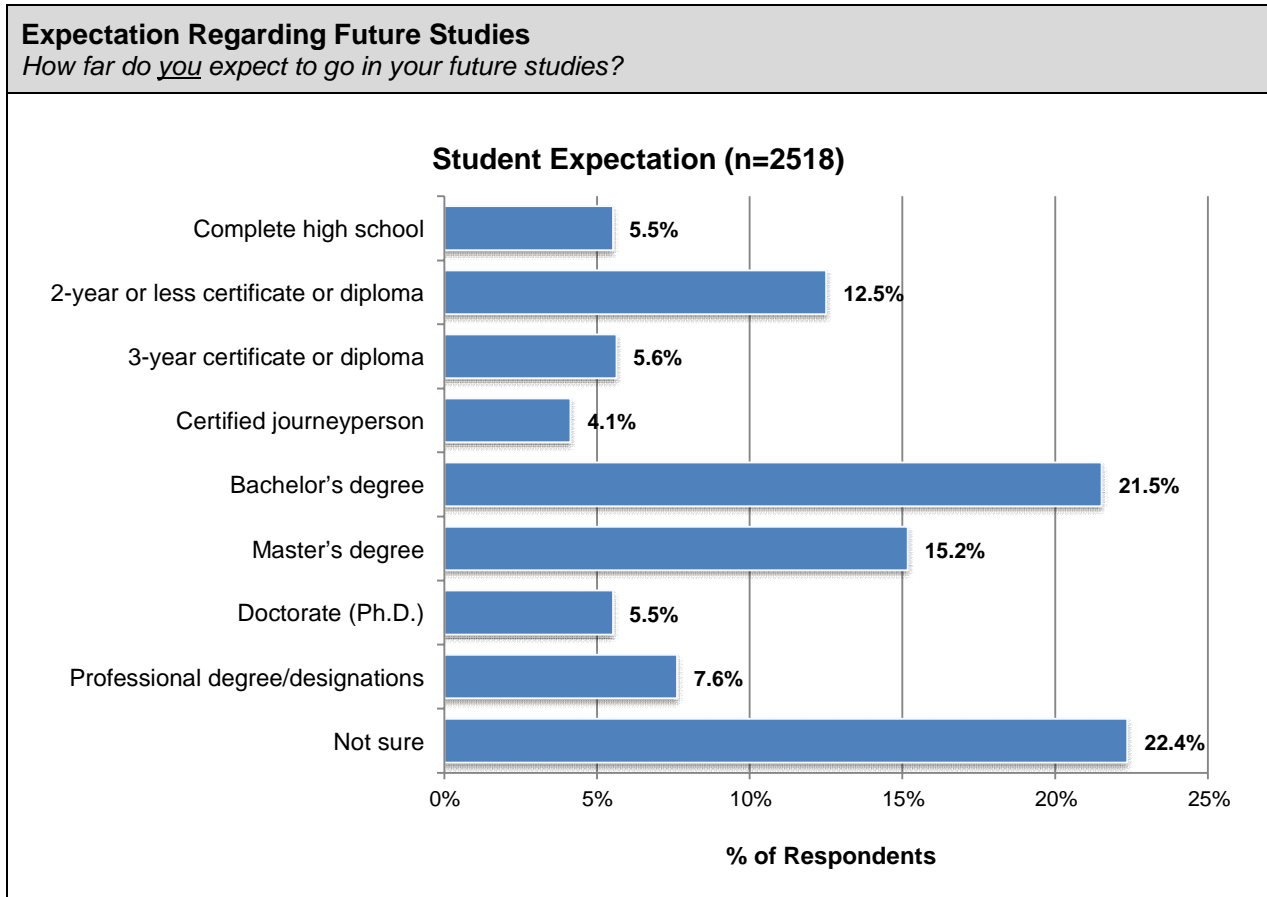
Of the 1.7% of respondents that intended to begin work with an employer and register as an apprentice, 56% had found an employer in their field of interest. Twenty-four percent had been in contact with their regional apprenticeship representative.

Of the respondents that indicated they were going to begin work immediately and undertake studies later, or begin work with no plans to undertake further studies, 52% indicated that they had already found a job.



Expectation Regarding Future Studies

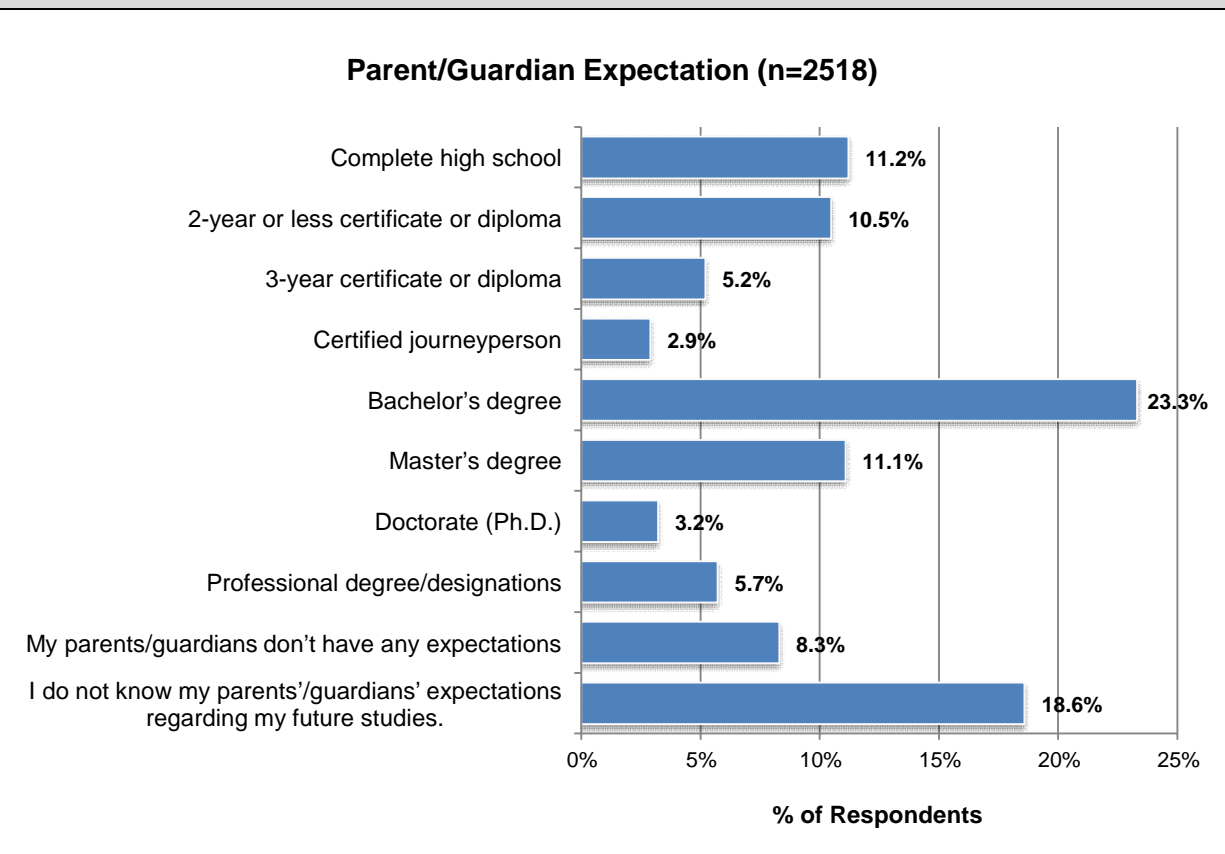
Most respondents expected to obtain a university degree (50%) or a certificate/diploma in two years or less (13%). Twenty-two percent of respondents planned to obtain a bachelor's degree, 15% a master's degree, 7.6% a professional degree/designation (lawyer, dentist, etc.), and 5.5% a doctorate. Only 4.1% expected to become a certified journeyman. Only 5.5% of respondents planned to stop at high school. Interestingly, 22% of respondents indicated they were not sure how far they expected to go in their future studies.



Parent/Guardian Expectations Regarding their Child's Future Studies

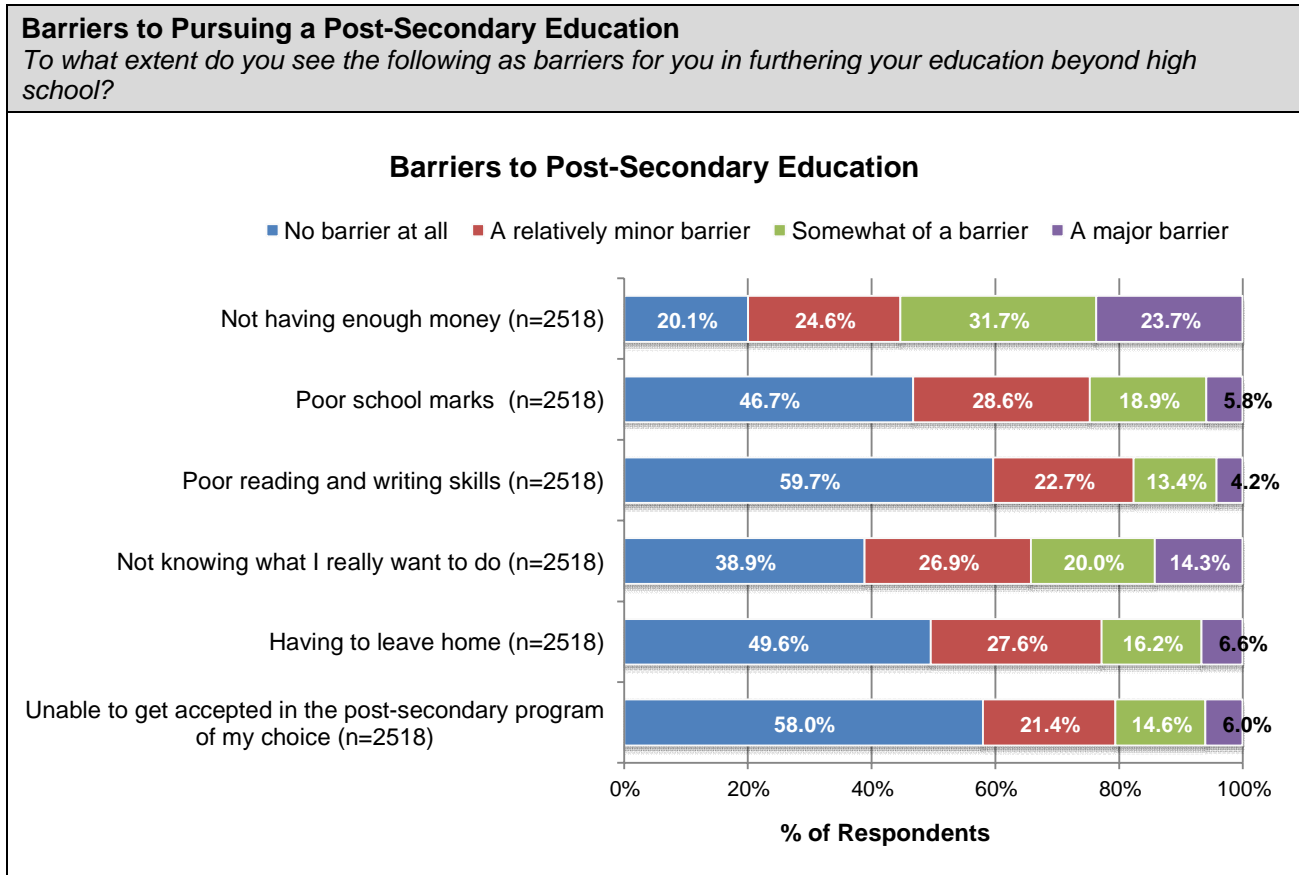
According to respondents, obtaining a bachelor's degree (23%), completing high school (11%), obtaining a master's degree (11%), and obtaining a certificate/diploma in two years or less (11%) were the most common levels of education expected by parents. These were followed by receiving a professional degree/designation (5.7%), obtaining a certificate/diploma in three years or less (5.2%), and completing a doctorate (3.2%). Only 2.9% expected them to become a certified journeyman. Nineteen percent of respondents did not know what their parents expected, and 8.3% of respondents said their parents did not have any expectations regarding their future studies.

Parent/Guardian Expectations Regarding their Child's Future Studies
How far do you think your parent / guardian expect you to go in your future studies?



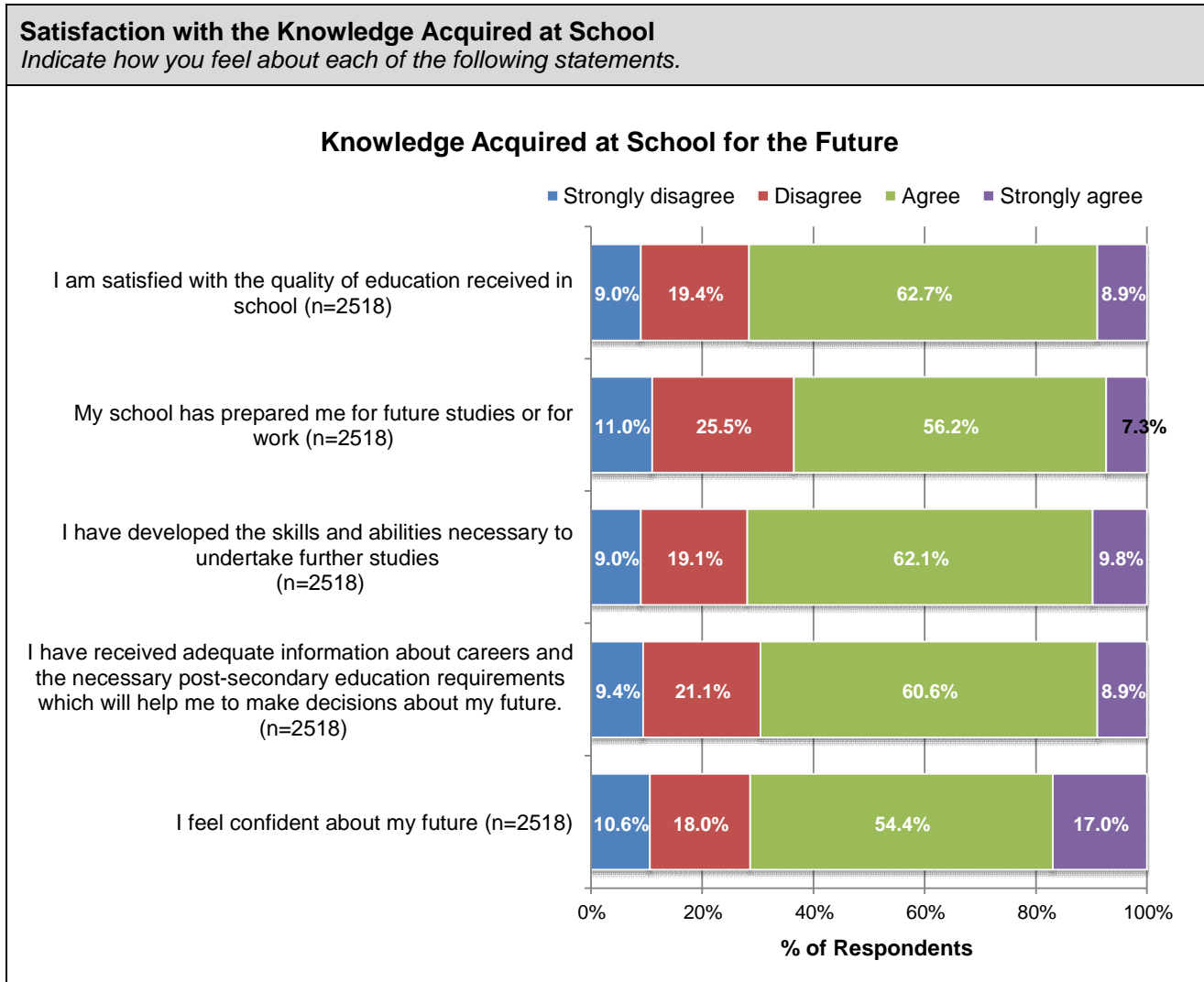
Barriers to Pursuing a Post-Secondary Education

According to 55% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Twenty-four percent of respondents believed money was a major barrier, and 32%, somewhat of a barrier. Fourteen percent said that not knowing what they really want to do was a major barrier, and 20% said it was somewhat of a barrier. Poor marks were somewhat of a barrier or a major barrier for 25% of respondents, while 18% said the same for poor reading and writing skills. Seventy-seven percent of respondents did not believe that having to leave home was a barrier. Twenty-one percent of respondents said that being unable to get accepted to the post-secondary program of choice was somewhat or a major barrier.



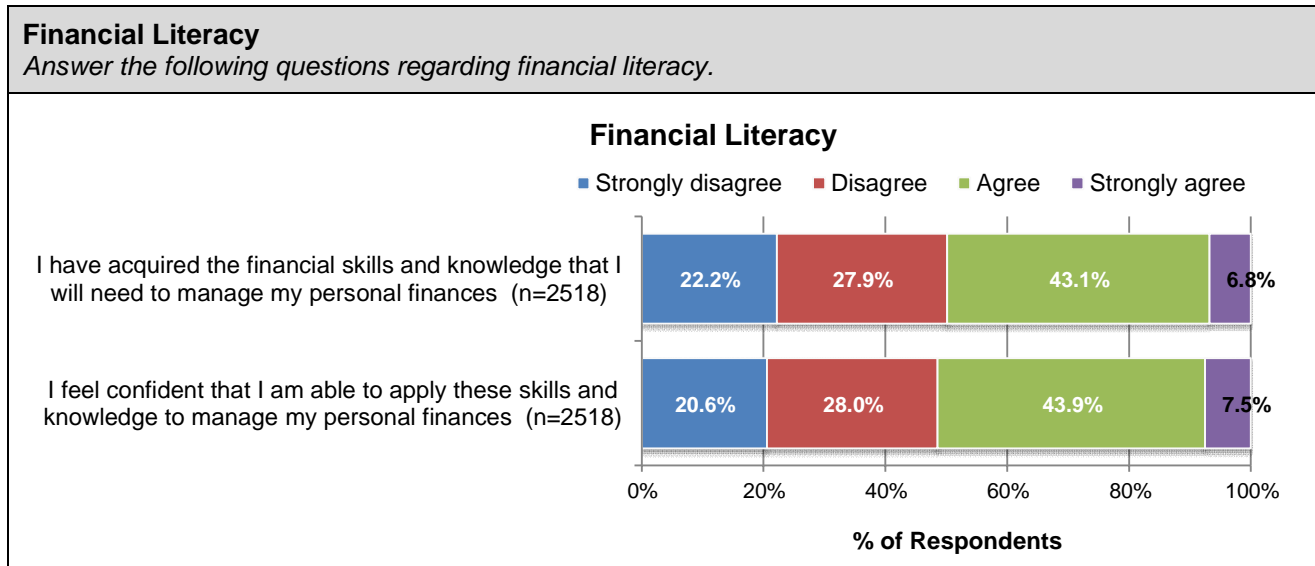
Satisfaction with the Knowledge Acquired at School

Most respondents appeared satisfied with the knowledge they acquired at school. Seventy-two percent of respondents said they were satisfied with the quality of education received in school and 72% believed they had learned the skills and developed the abilities needed to pursue further studies. Sixty-four percent of respondents believed that school prepared them for future studies or for work. Seventy percent of respondents agreed or strongly agreed with the statement that they received adequate information about careers and the necessary post-secondary education requirements to help make decisions about their future. Seventy-one percent of respondents indicated that they felt confident about their future.



Financial Literacy

Fifty percent of respondents indicated they had acquired the financial skills and knowledge that they will need to manage their personal finances. Fifty-one percent of respondents felt confident that they are able to apply these skills and knowledge to manage their personal finances.



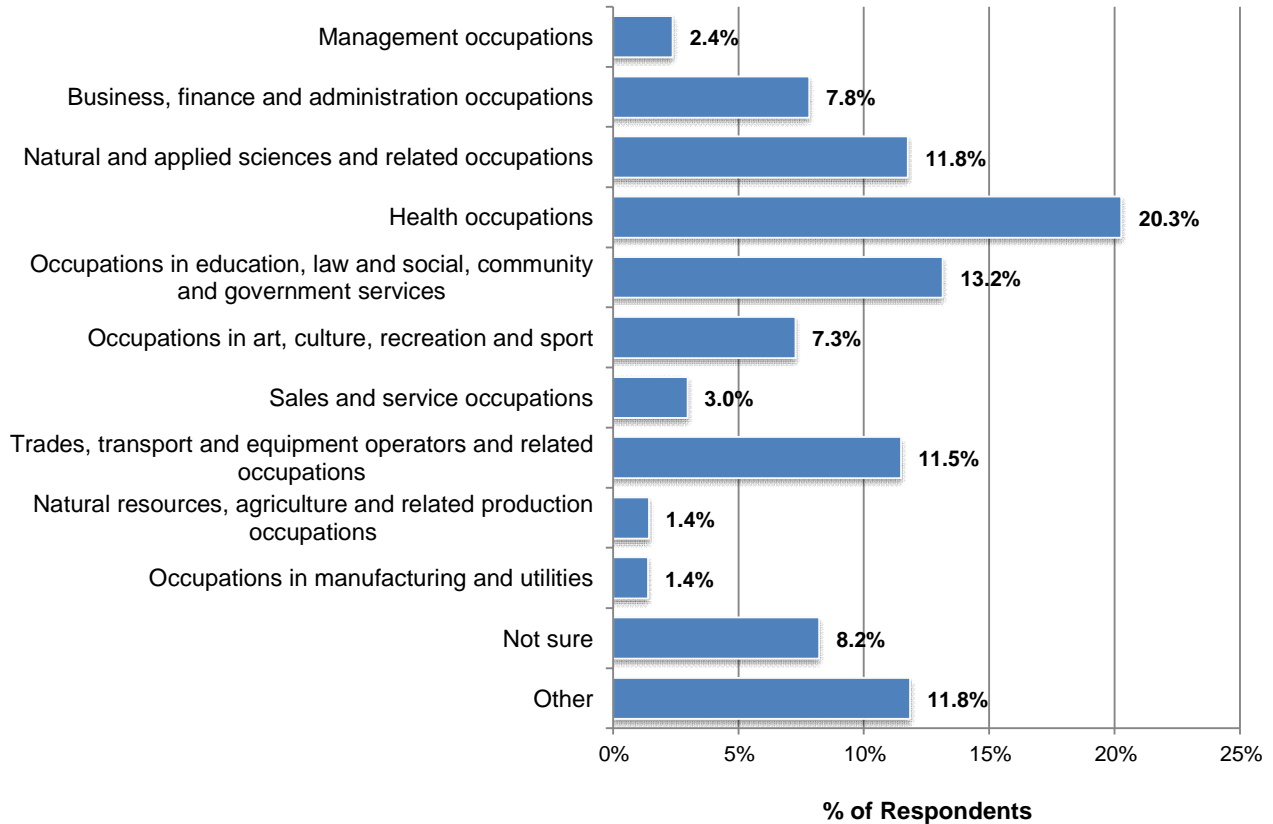
What type of job/occupational category do you intend to pursue?

Respondents were asked what type of job/occupational category they intended to pursue. Twenty percent of respondents indicated they intended to pursue a career in health occupations, 13% in education, law and social, community and government services, 12% in natural and applied sciences and related occupations, and 12% indicated occupations in trades, transport and equipment operators and related occupations. Twelve percent of respondents indicated they were pursuing a job in a category that was not listed, while 8.2% were not sure what type of occupation they intended to pursue.

What type of job/occupational category do you intend to pursue?

Indicate the type of job/occupational category you intend to pursue.

Job/occupational category (n=2517)

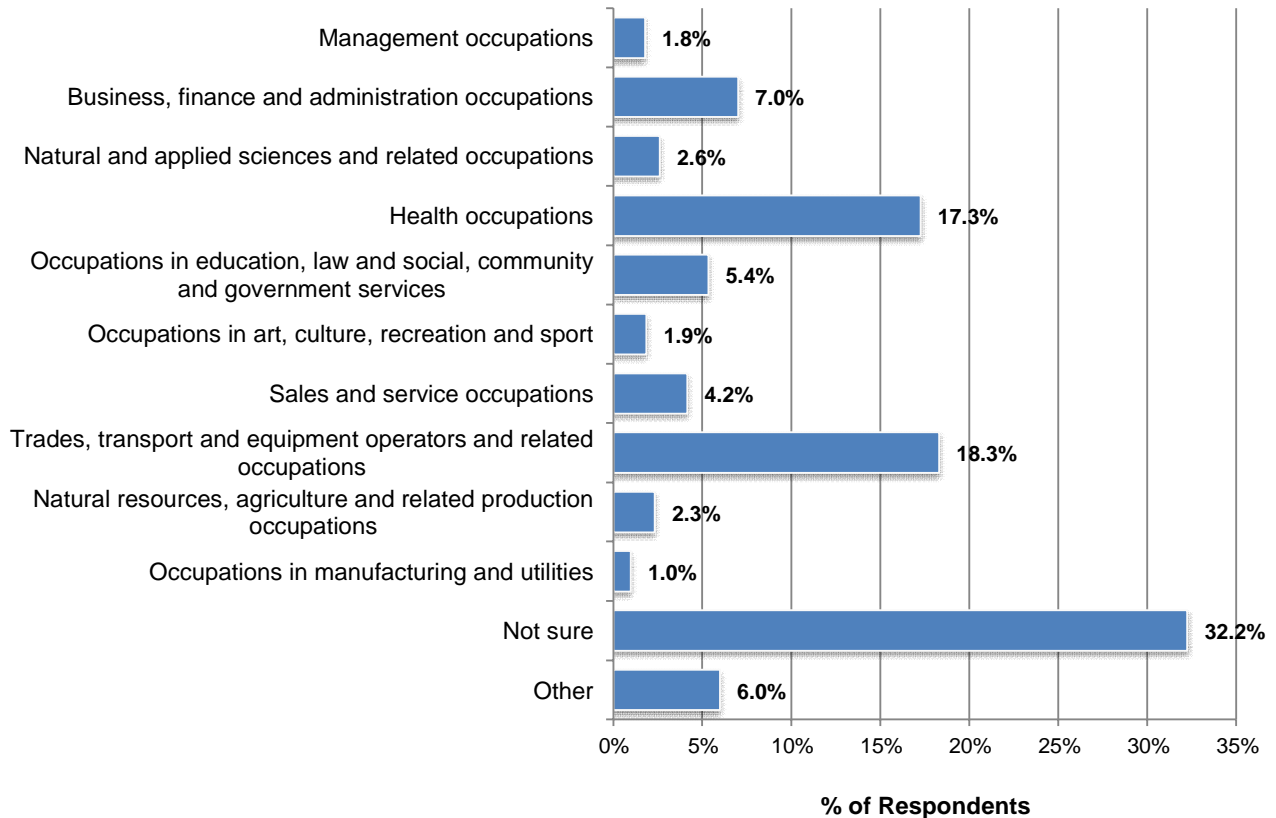


Which of the following occupational categories are currently, in your opinion, the most readily available in New Brunswick?

Thirty-two percent of respondents were not sure what occupational categories were the most readily available in New Brunswick. Just over 18% of respondents indicated that jobs in trades, transport and equipment operators and related occupations and health occupations (17%), were the most readily available, followed jobs in business, finance and administration occupations (7.0%).

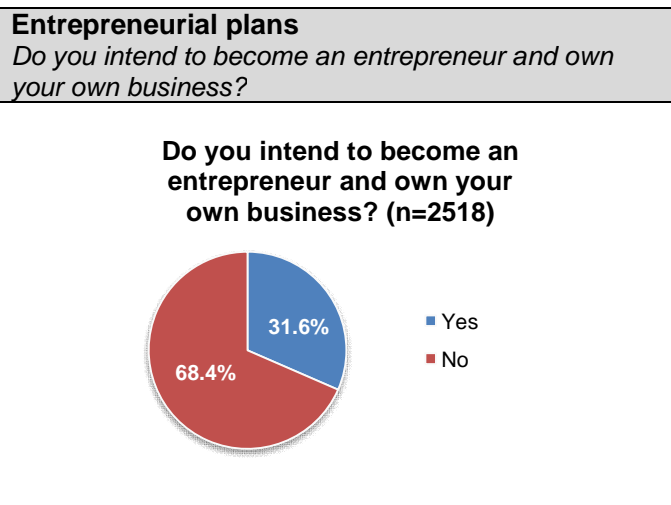
What type of job/occupational category is the most readily available in New Brunswick?
Indicate the occupational category that is the most readily available in New Brunswick.

Occupational categories most readily available in New Brunswick (n=2518)



Entrepreneurial plans

Thirty-two percent of respondents indicated they intend to become an entrepreneur and own their own business.



Plans to Stay in the Province

Thirty-nine percent of respondents planned to stay in the province and 14% planned to leave the province but come back in a few years. Seventeen percent of respondents planned to leave the province with no plan to come back. Twenty-nine percent of respondents were not sure if they plan to stay in the province.

