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# Senior Exit Survey Report 2024

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Anoka-Hennepin  
School District

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Prepared by the Department of  
Research, Evaluation and Testing

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ANOKA-HENNEPIN  
SCHOOLS  
*A future without limit*

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## Introduction

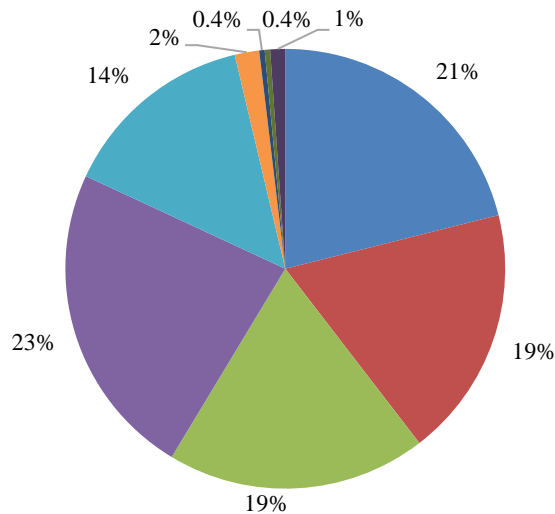
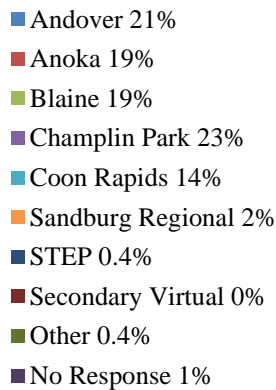
This summary highlights student responses to the Senior Exit Survey. The objective of the Senior Exit Survey is to provide an opportunity for all seniors to evaluate school programming and provide feedback on their educational experiences prior to their graduation. Students' perceptions of their educational experiences are useful for systems improvement. Summaries are shared with the Superintendent, Associate Superintendents, Curriculum and Instruction personnel, building-level administration and staff, as well as other district constituents.

The Senior Exit Survey has been administered to seniors annually since its inception in 2010-11. The survey was administered in 2023-24 online between March 25<sup>th</sup> and May 24<sup>th</sup>. Students generally complete the anonymous survey in 15-30 minutes. The questionnaire consists of 21 questions, some of which ask respondents to rate several items, relating to students':

- post-secondary plans,
- educational aspirations,
- participation in college and/or career readiness activities,
- evaluation of their high school, and
- demographic information.

There were 1,689 seniors who completed the survey. Historically, in years prior to 2019-20, teachers administered a paper version of the survey during their advisory class, although in years 2019-20 through 2020-21 students were sent a link directly and asked to take the survey on their own time in an unstructured setting due to the COVID-19 pandemic. In 2021-22 and on, seniors were given the opportunity to participate in the survey online during a structured time. The respondent count has remained consistent over the past three administrations with respondents being representative of each high school, as well as the district's alternate programs.

### High School Participation



This summary aggregates student responses from the survey. Where appropriate, item responses are disaggregated by school for comparison. Student group comparisons appear at the end of the report.

## Key Findings

- Eighty-five percent of 2023-24 seniors reported having attended their current high school for part or all of four years.
- In 2023-24, participation in special programming remained within 2% of what was reported last year, with decreases in participation in *advanced courses* over the past few years and increases in *PSEO* participation over that time.
- Regarding career activities, there was a 4% increase in students reporting that they have participated in a *career tour field trip* and a 4% decrease in students reporting having participated in *Naviance activity* since 2022-23. Regarding student or parent participation, there was a 9% decrease in students reporting participation in *college fairs*.
- Sixty-five percent of students reported feeling connected to their high school, an increase of 9% over the last four years.
- Eighty-six percent of seniors reported that they took the ACT in 2023-24, a rate that has been slowly climbing since 2020-21 when the rate was 80%.
- The majority of seniors reported that their summer plans were to work at their job (85%). The most common plans for the fall included *attend a 4-year college* (56%), *work* (55%), and *attend a community/technical college* (29%). The percentage of students reporting plans to work in the fall increased by 4% since 2022-23, and all other response options remained within 1% of last year.
- Eighty-six percent of students reported aspirations for some level of post-secondary education. Sixty-seven percent of seniors reported that their highest educational goal included obtaining a 4-year degree or higher, a 3% decrease in students reporting goals at this level compared to last year's cohort.
- Eighty-one percent of students reported being confident or extremely confident in reaching their highest educational aspirations. Students who plan to pursue a master's level graduate degree reported the highest confidence (89% confident or extremely confident) in reaching their goals.
  - Students who reported that they identify with a gender option not listed on the survey reported statistically significantly lower confidence in achieving their educational goals.
  - Students who identify as Asian or Hispanic reported statistically significantly lower confidence than students overall, while White students, as well as students attending Andover High School reported statistically significantly higher confidence than students overall.
  - Compared to students overall, students who felt connected to their high school reported statistically significantly higher confidence in reaching their goals, whereas students who did not feel connected had lower confidence.
  - Students who reported their GPA was between 1.0 and 2.99 felt less confident in reaching their educational goals, whereas students who reported a GPA of 3.0 or higher reported statistically significantly higher confidence in reaching their goals than students overall.
- Students continue to report, as in previous years, that *financial concerns* and the *difficulty of college courses* were the greatest potential barriers to reaching their educational goals.
  - Male students reported statistically significantly lower concern compared to students overall on four of the five potential barriers to achieving their educational goal while female students reported significantly higher concern on two of the five barriers listed.
  - Asian, Black, and Hispanic students reported being significantly more concerned about five of the five, four of the five, and three of the five potential barriers, respectively, compared to students overall, while White students reported statistically significantly lower concern in four areas.
  - Students at Andover High School reported statistically significantly lower levels of concern for all five barriers, whereas students at Coon Rapids High School reported significantly higher levels of concern for three of the barriers compared to students overall.
  - Students who reported feeling more connected to their school rated three of the barriers as statistically significantly less concerning than students overall, whereas those not feeling connected rated four of the barriers with statistically higher levels of concern.

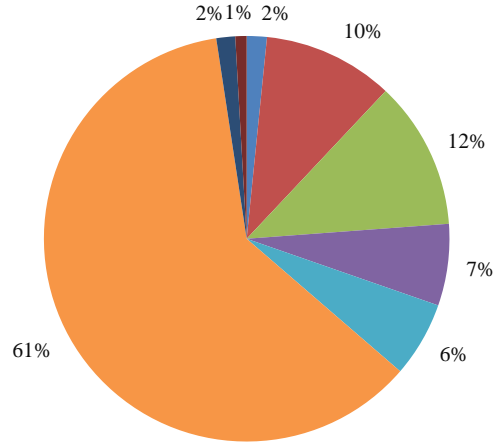
- Students who reported that their GPA was between 1.0 and 1.99 reported statistically significantly greater concern for two potential barriers, and students whose GPA was over 4.0 reported significantly lower concern for two potential barriers compared to students overall.
- When asked from whom students have sought college or career support, the highest rated groups were *parents/guardians* (95%) and *teachers* (67%).
- Students were asked to indicate whether they've participated in various career and college planning opportunities. Two areas, *use the career center* and *participate in a mock interview*, increased by 2% and 3%, respectively, since last year, and four areas decreased since last year, with *complete the FAFSA* declining the most, by 4%.
- Seventy-nine percent of seniors reported they submitted a college application, consistent with the rate reported in 2022-23.
- Seniors in 2023-24 rated their high school, on average, equivalent to a B- (2.9), consistent with last year. The items rated the lowest were *preparation for employment* and *incorporation of life skills*.
  - Students attending Blaine High School rated their school statistically significantly higher in nine of the 13 areas compared to students overall.
  - Students who reported feeling connected to their school rated their school statistically significantly higher on all 13 items compared to all students, whereas students who reported not feeling connected rated their school significantly lower on all 13 items.
  - Students who reported their GPA was between 1.0 and 1.99 and between 2.0 and 2.99 rated their school statistically significantly lower on eight and 12 of the 13 items, respectively, whereas students who reported their GPA was between 3.0 and 3.99 and 4.0 or greater rated their school significantly higher on nine of 13 and five of 13 items, respectively, compared to all students.
- The 2023-24 cohort of 12<sup>th</sup> grade students who were 9<sup>th</sup> graders in 2020-21 were more likely to aspire to complete a 4-year degree as seniors (40%) than as freshmen (34%). A greater percentage of this cohort (81%) were extremely confident or confident that they could attain their educational goals, an increase of 19% compared to their freshmen year.
- When compared to their 9<sup>th</sup> grade year, this year's seniors increased their ratings of *relationships with teachers* most. In their 9<sup>th</sup> grade year, 27% of students rated this item an "A" and as 12<sup>th</sup> graders, 49% rated this item an "A."

## Demographics

Of the 2023-24 survey respondents, 47% identified as female, 49% as male, 2% identified with an option not listed, and 1% preferred not to answer (1% did not respond to this item). According to students' self-reported ethnic background, White students were slightly over-represented while Black, Hispanic, and Multi-racial students were slightly under-represented compared to all grade 12 students enrolled:

### Ethnicity

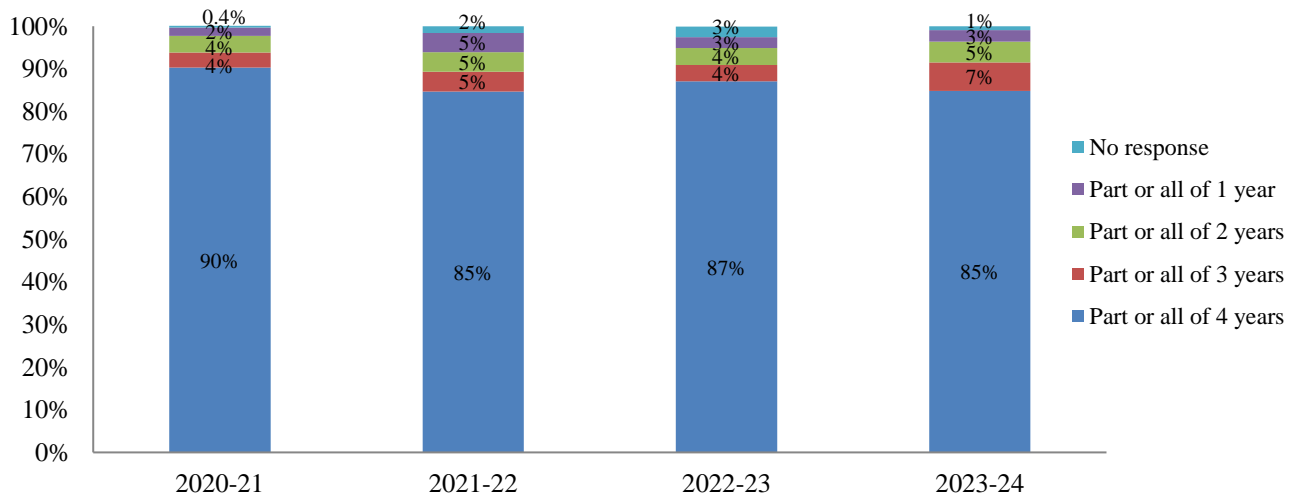
- American Indian/Alaska Native 2%
- Asian/Native Hawaiian/Pacific Islander 10%
- Black 12%
- Hispanic 7%
- Multi-racial 6%
- White 61%
- Option not listed 2%
- No response 1%



Note: The graphic above lists how the ethnicities were represented in the survey. Throughout the report, student ethnicities are referred to as American Indian, Asian, Black, Hispanic, Multi-racial, White, and Ethnicity not listed.

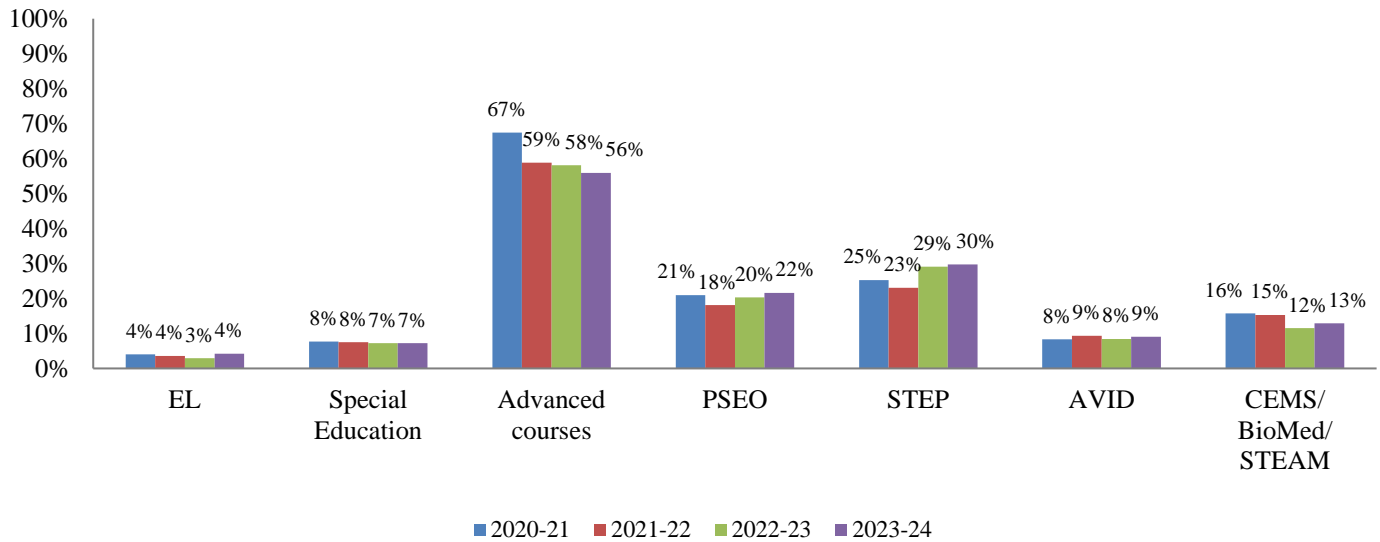
In 2023-24, eighty-five percent of responding seniors attended their current high school for part of or all of four years. This is 2% lower than reports from 2022-23.

### Years Attended this High School



**Participation in special programming.** The percentage of students who reported participating in special programming stayed within 1% of last year across *EL*, *Special Education*, *STEP*, *AVID*, and *CEMS/BioMed/STEAM* programs. The remaining programs, *advanced courses* and *PSEO*, saw changes within 2% of last year. Over the past three years, the percentage of seniors reporting they have participated in *advanced courses* has been slowly decreasing, from 59% in 2021-22 to 56% in 2023-24. Reports of participation in *CEMS/BioMed/STEAM* have also decreased from 16% in 2020-21 to the current 13%. Meanwhile, the percentage of students reporting they have participated in *PSEO* and *STEP* have each steadily increased, from 18% in 2021-22 to 22% in 2023-24 and 23% in 2021-22 to 30% in 2023-24, respectively.

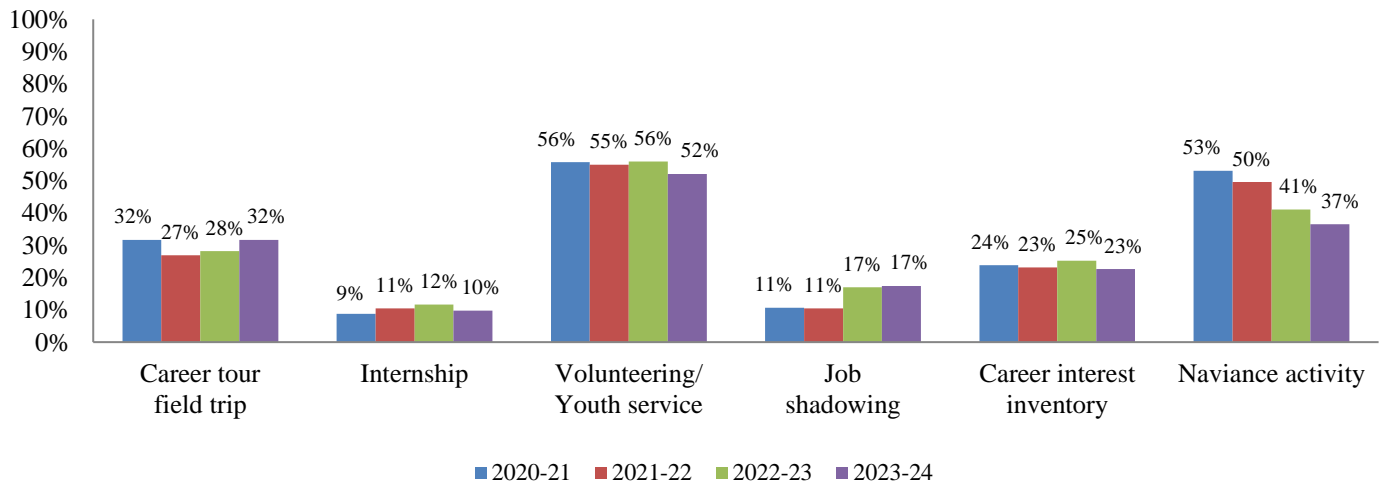
**Participation in special programming**



Note: Students were able to choose more than one response option for this item. CEMS and BioMed are offered at Blaine and Coon Rapids High Schools and STEAM is offered at Anoka High School.

**Participation in career activities.** In 2023-24, the percentage of students who reported participating in *career tour field trip* increased by 4%, from 28% in 2022-23 to 32% in 2023-24. The percentage of students who reported *job shadowing* maintained the same rate as last year, 17%. The percentage of students reporting participating in *internship* or *career interest inventory* each decreased by 2% since last year, and reports of participating in *volunteering/youth service* or *Naviance activity* each declined by 4% since 2022-23. *Naviance activity* participation has decreased 16% over the last three years.

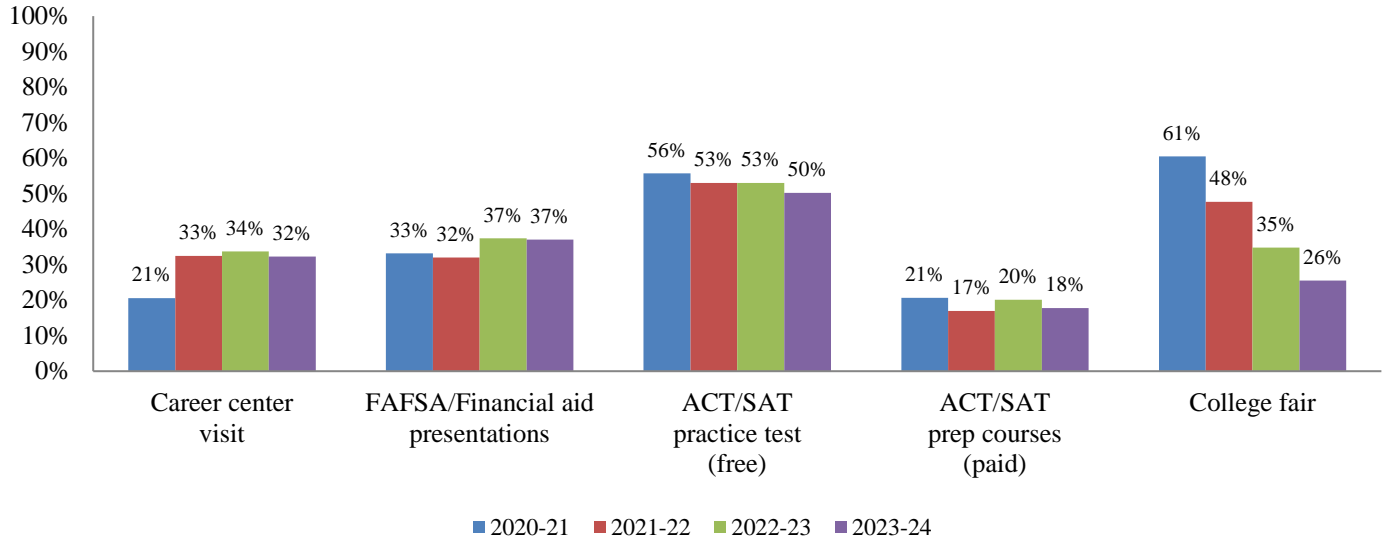
**Participation in career activities**



Note: Students were able to choose more than one response option for this item.

**Student or parent participation in college and career activities.** In 2023-24, the percentage of students reporting themselves or their parent(s) as having participated in activities decreased or maintained in all areas. The largest decrease, 9%, was for visiting a *college fair*, which has decreased by 35% over the past four years. Smaller decreases were observed for participation in *career center visit* (2% decrease), *ACT/SAT practice test (free)* (3% decrease), and *ACT/SAT prep courses (paid)* (2% decrease).

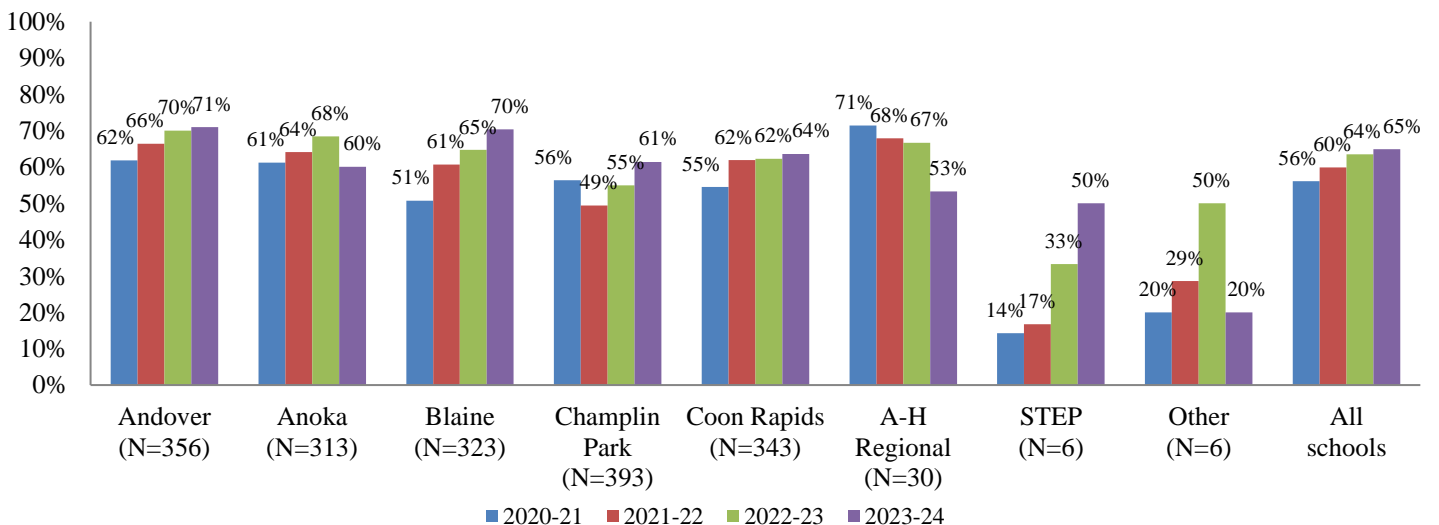
**Student or parent participation in college and career activities**



Note: Students were able to choose more than one response option for this item.

**Student connection to high school.** Overall, 65% of seniors reported that they felt connected to their high school, an increase of 9% over the past four years. The percentage of students who reported feeling connected increased at all traditional sites except at Anoka High School, where the rate decreased from 68% in 2022-23 to 60% in 2023-24. Over the past three years, the percentage of Champlin Park High School students who reported feeling connected to their school has increased by 6% from one year to the next, resulting in a 12% total increase since 2021-22. Since 2020-21, the percentage of Blaine High School students who reported feeling connected to their school has increased by 19%. It is important to keep in mind that the number of respondents at A-H Regional and STEP sites are considerably lower than at traditional high schools, making their reported connectedness more variable across years.

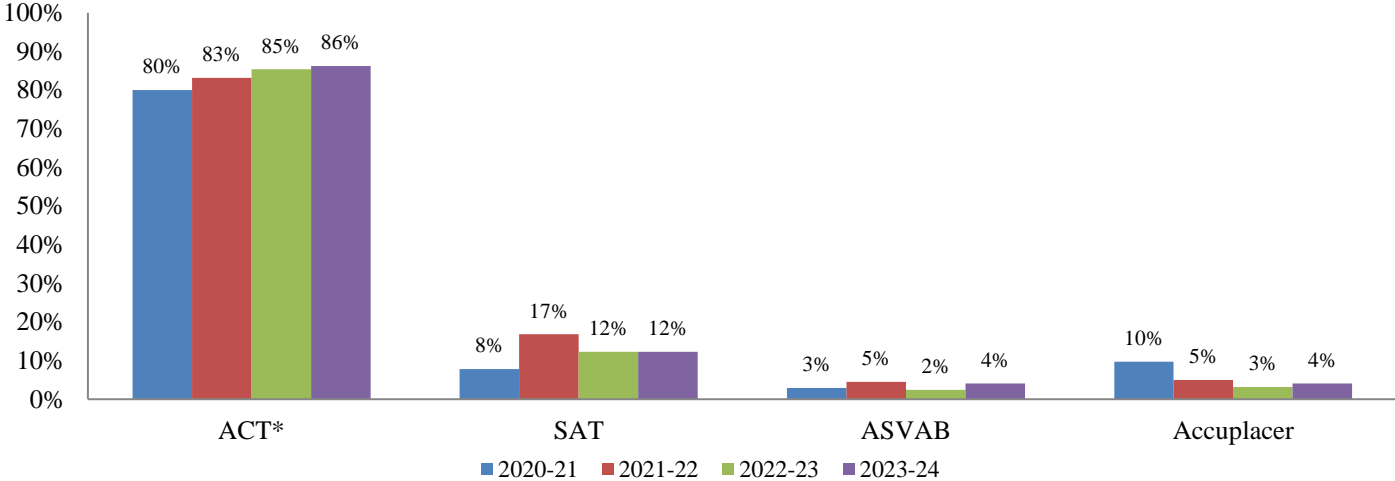
**Student connection to high school**





**College entrance exam participation.** The percentage of students reporting taking the ACT (86%) has steadily increased by a total of 6% over the past four years. Students reporting taking the SAT or the Accuplacer remained within 1% of last year, whereas students reporting taking the ASVAB increased by 2%.

**College entrance exam participation**

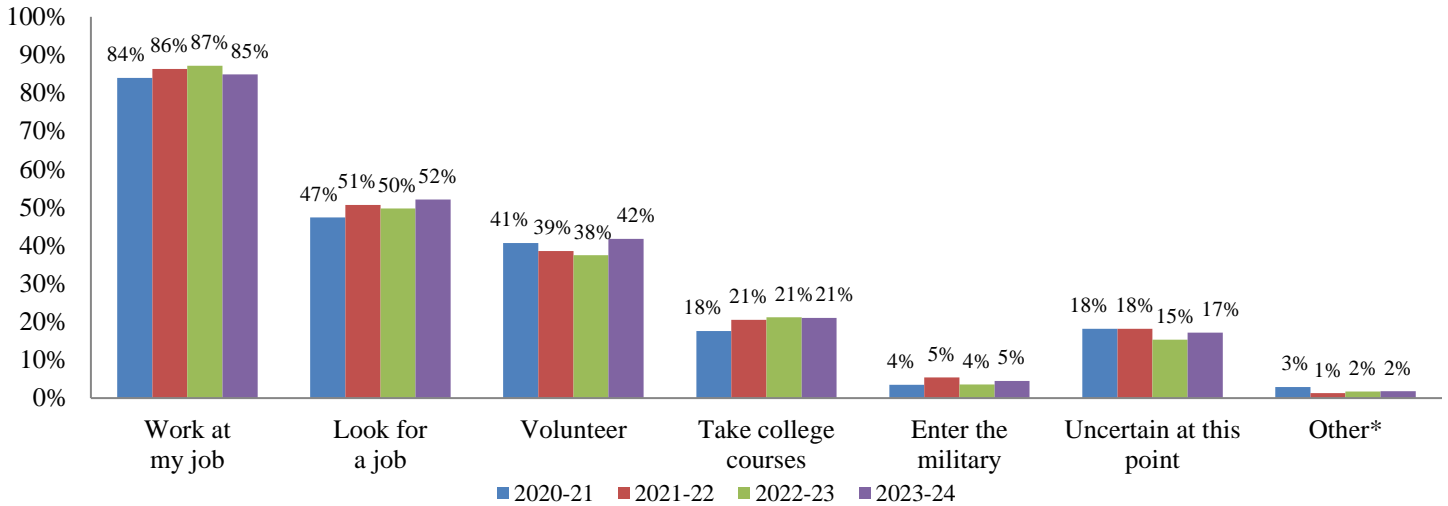


*Note: Students were able to choose more than one response for this item.  
\*The ACT is offered free of charge during the school day.*

## Future Plans and Goals

**Summer plans.** Consistent with prior years, the majority of respondents in 2023-24 plan to work at their job over the summer (85%). This rate declined by 2% since last year. All other reports of plans over the summer increased or maintained the same level as reported in 2022-23. The largest increase was in students' plans to *volunteer*, 38% in 2022-23 and 42% in 2023-24 (an increase of 4%), followed by *look for a job* and *uncertain at this point*, both of which increased by 2%.

**Summer plans**

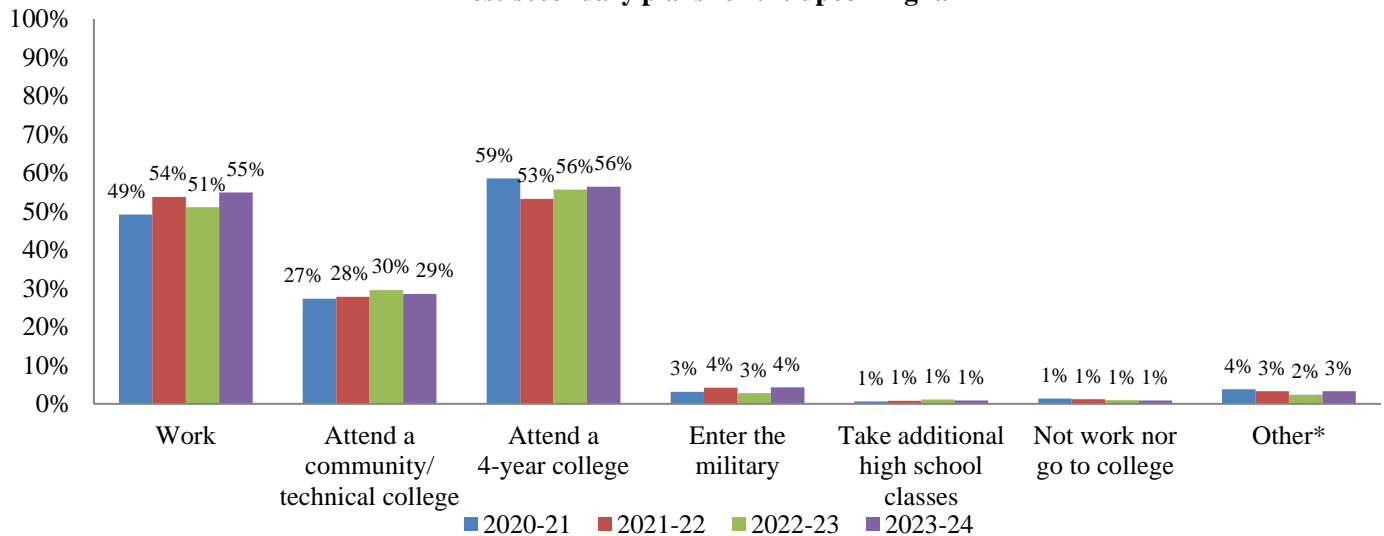


*Note: Students were able to choose more than one response option for this item.*

*\*The 'Other' option was included as a written in text box for students to provide responses that were not already included as an option on the survey. Thirty-one students selected the 'Other' option. The 'Other' responses included vacationing/traveling, playing sports, taking a gap year, participating in internships, preparing for college, participating in hobbies, hanging out and/or having fun along with replications of the responses offered.*

**Post-secondary plans.** The percentages of students reporting each of the potential post-secondary plans for the upcoming fall have remained relatively consistent, within 1% of last year, with one exception. The percentage of students reporting their plans to *work* in the fall increased by 4%.

**Post-secondary plans for the upcoming fall**

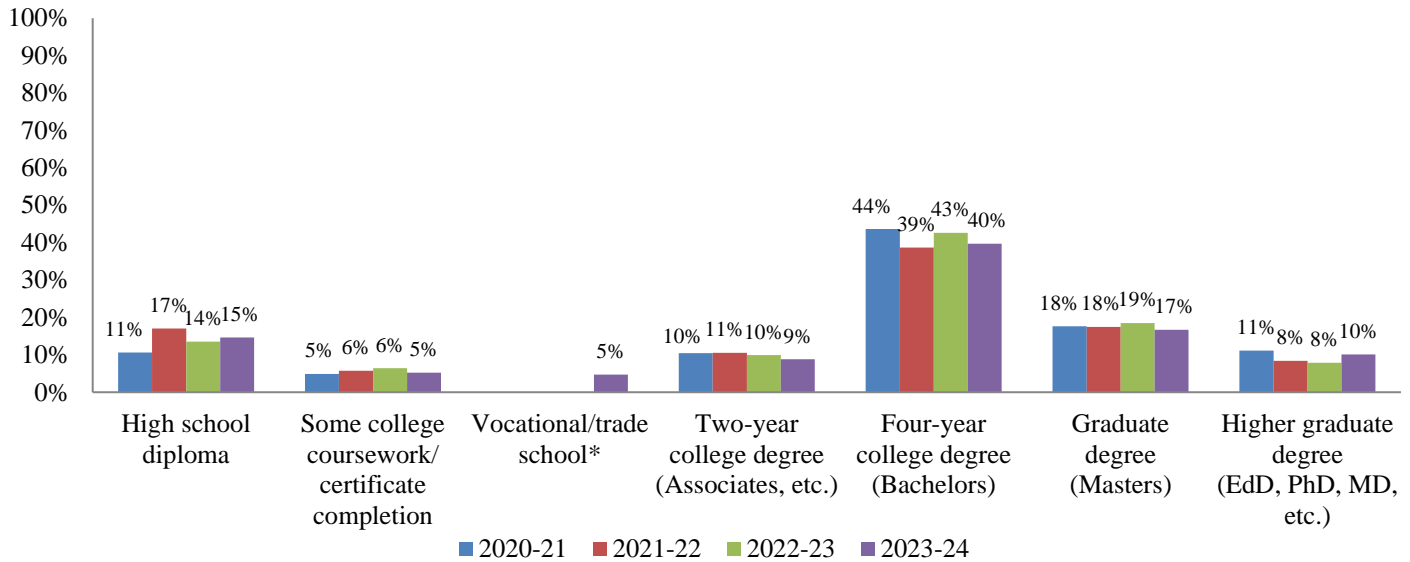


*Note: Students were able to choose more than one response for this item.*

*\*There were 57 students who provided an 'Other' response; these included taking a gap year, attending trade school, studying abroad, playing sports, mission trips, attending Pathways, entering an apprenticeship, and undecided along with replications of the responses offered.*

**Educational aspirations.** Eighty-six percent of students reported aspirations for some level of post-secondary education, consistent with last year and pre-pandemic years. Sixty-seven percent of seniors reported that their highest level of educational aspiration included obtaining a *four-year college degree* or higher, a 3% decrease since last year.

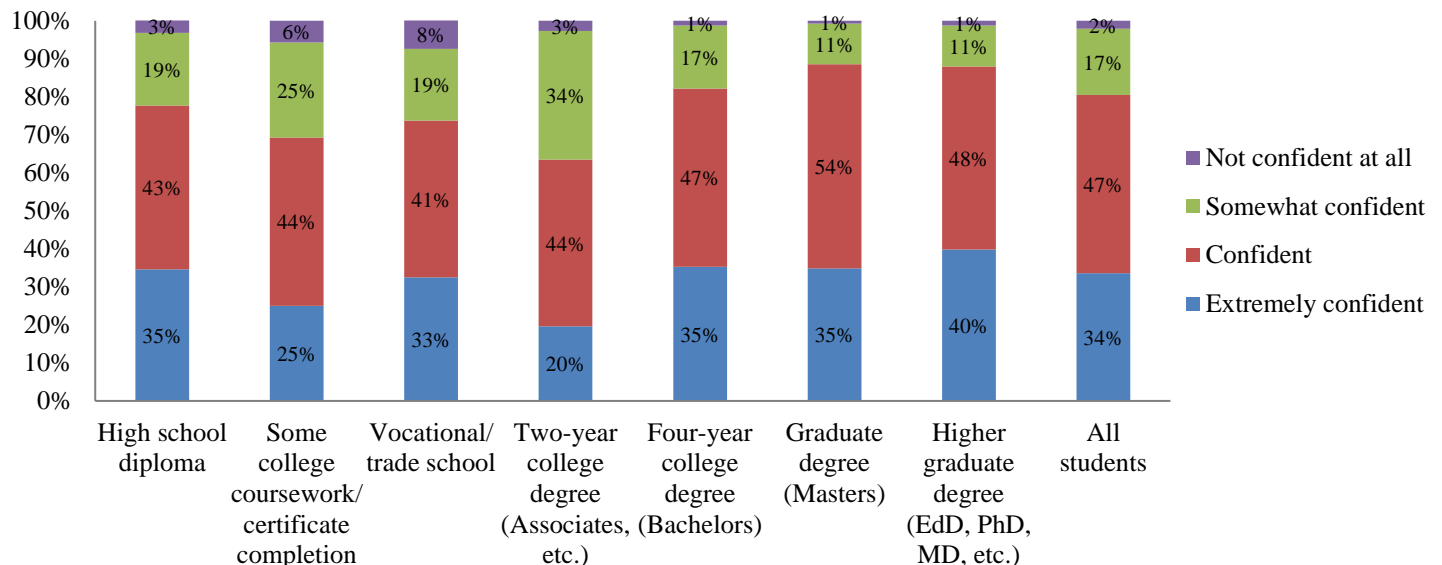
**Highest level of educational aspirations**



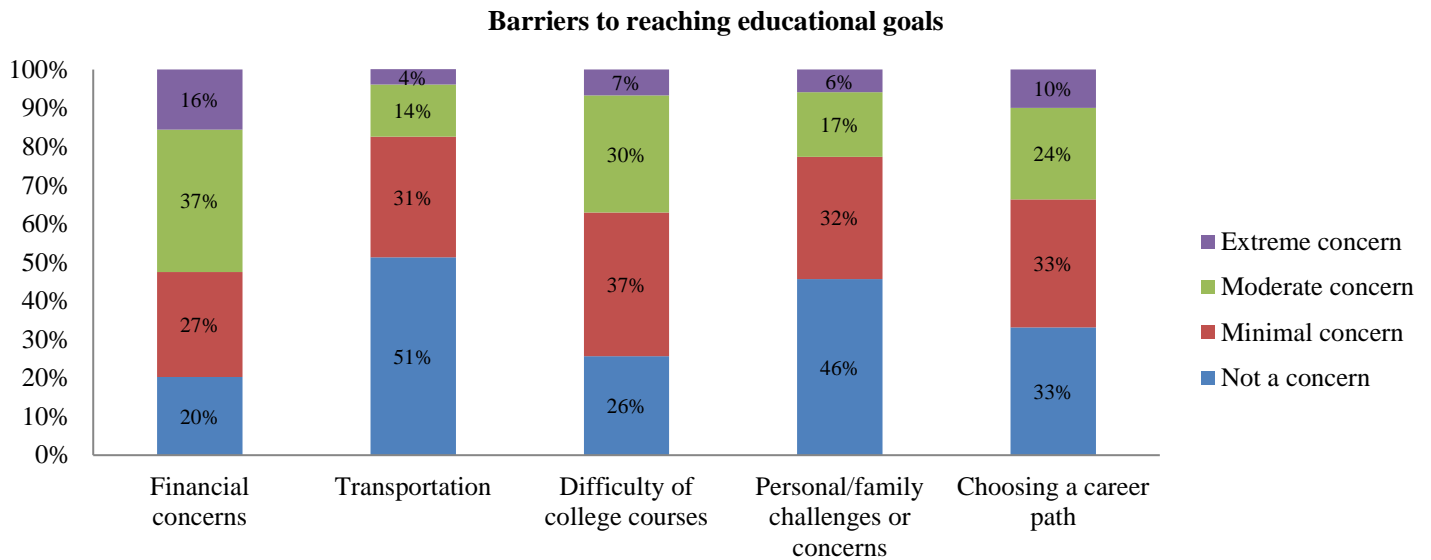
\*Vocational/trade school was added as an option in 2023-24.

**Confidence in reaching educational goals.** Eighty-one percent of seniors reported being confident or extremely confident that they will achieve the level of education they aspire to, consistent with 2022-23 results (82%). The percentage of students who plan to pursue a *four-year college degree* or higher reported being either extremely confident or confident about reaching their goals at greater rates (85%) than those pursuing a *two-year college degree* or lower (72%). These results are consistent with previous years. Students who planned to earn a *graduate degree (Masters)* were the most confident (89%) in achieving their goals.

**Relationship between two questions:  
At this point in your life, what is the highest level of education you plan to achieve? and How confident do you feel that you will achieve your ultimate educational goal?**

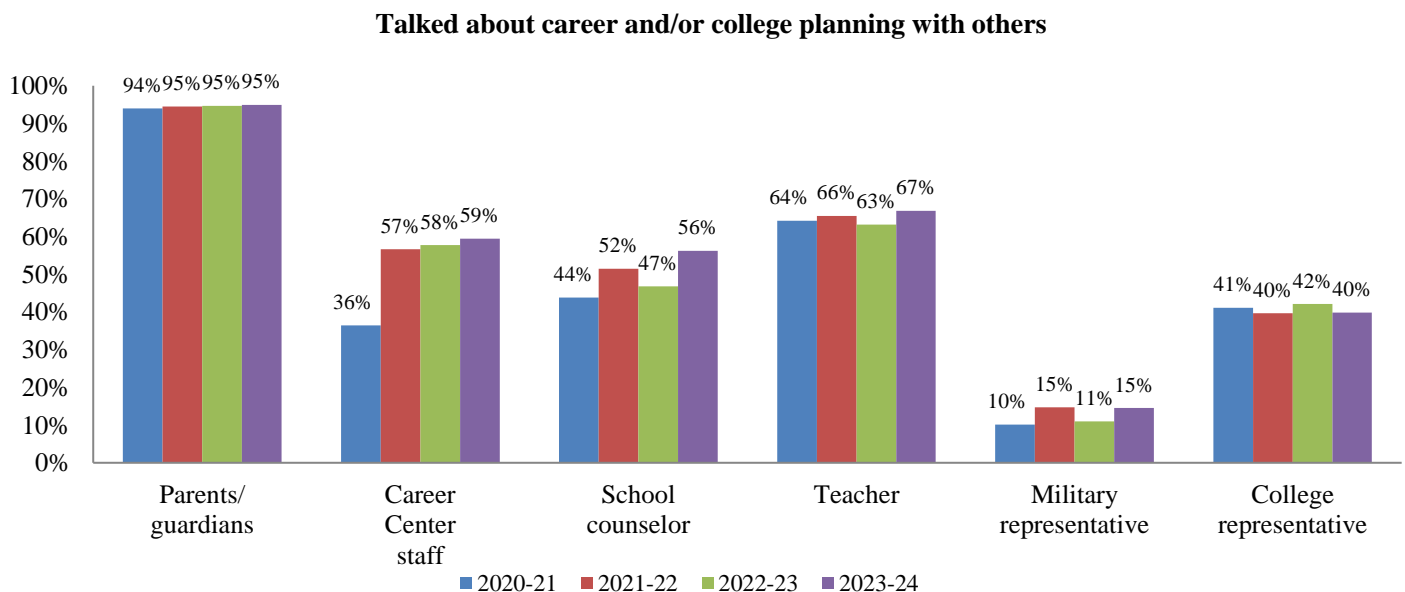


**Barriers to reaching educational goals.** Students were most commonly concerned (including both moderate and extreme concern) about *financial concerns* (53%) being a potential barrier for reaching their educational goals, followed by *difficulty of college courses* (37%), and *choosing a career path* (34%). These have historically been the top concerns.



Note: Each item was rated separately.

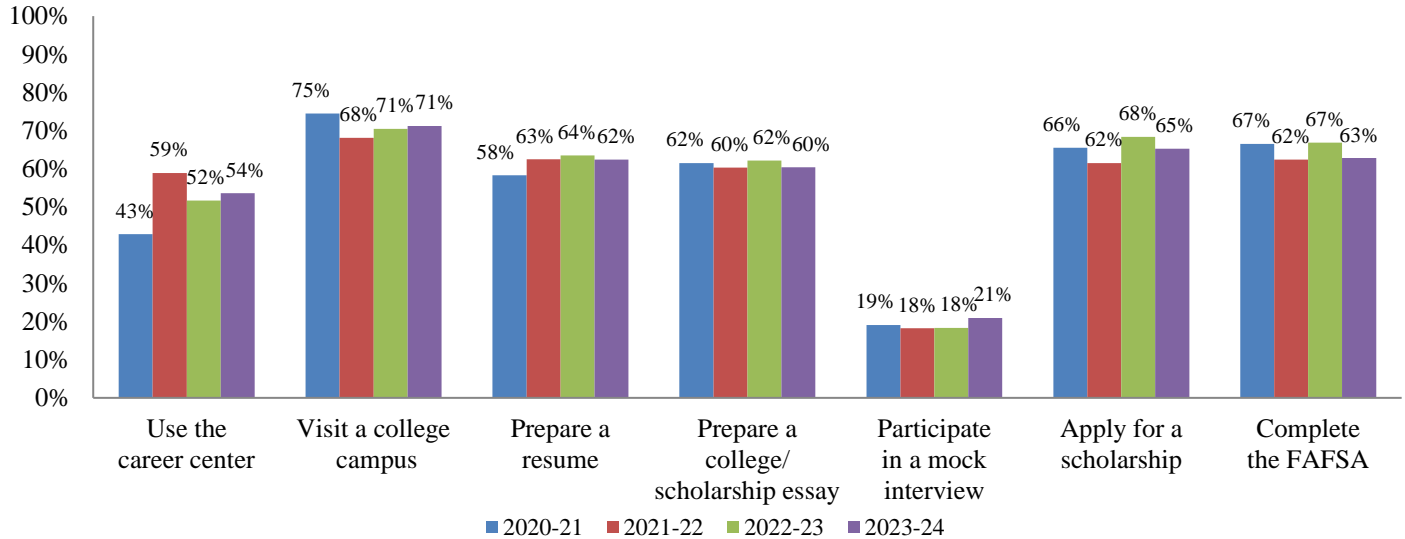
**Career and college planning support.** The vast majority of seniors (95%) reported talking to their *parents/guardians* about career and/or college planning. Students reported rates within 1% of last year for finding support from *parents/guardians* (95%) and *career center staff* (59%), and within 2% of last year's rates for *college representative* (40%). The percentage of students reporting going to a *school counselor* increased by 9% since 2022-23, and the percentage reporting going to their *teacher* (67%) or a *military representative* (15%) increased by 4% since 2022-23.



Note: Students were able to choose more than one response for this item.

**Career and/or college planning activity participation.** Since 2022-23, two of the seven career and college planning opportunities increased by 2% and 3%, respectively, *use the career center* (54%) and *participate in a mock interview* (21%). Four of the seven opportunities decreased in the percentage of students reporting having participated, with *complete the FAFSA* decreasing the most, from 67% in 2022-23 to 63% in 2023-24, followed by *apply for a scholarship* (68% in 2022-23 to 65% in 2023-24).

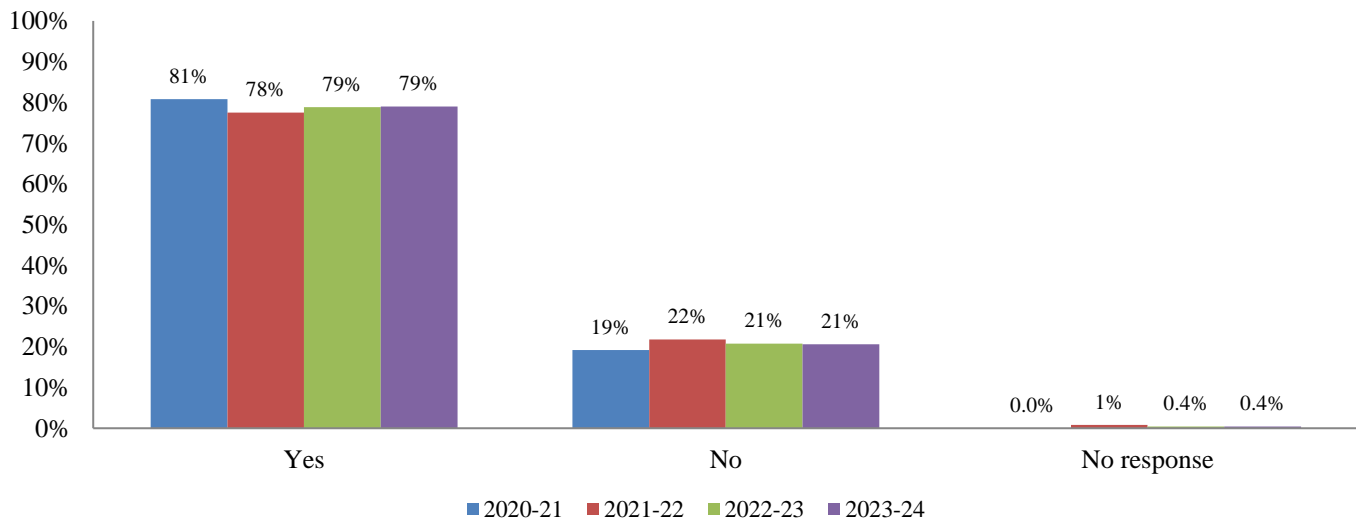
**Participation in career and/or college planning opportunities during high school**



Note: Students were able to choose more than one response for this item. Additional language was added to two item response options in 2022-23 but due to space availability the additional language was not added to the graphics, these were: “Use the services offered through the Career Center” and “Visit a college campus (2-yr or 4-yr).”

**College application submission.** Seventy-nine percent of 2023-24 seniors reported submitting at least one college application, consistent with the past two years. Noting findings on page 10, 85% of high school seniors reported plans to *attend a community/technical college or attend a 4-year college* in the fall while 79% of respondents reported that they submitted an application.

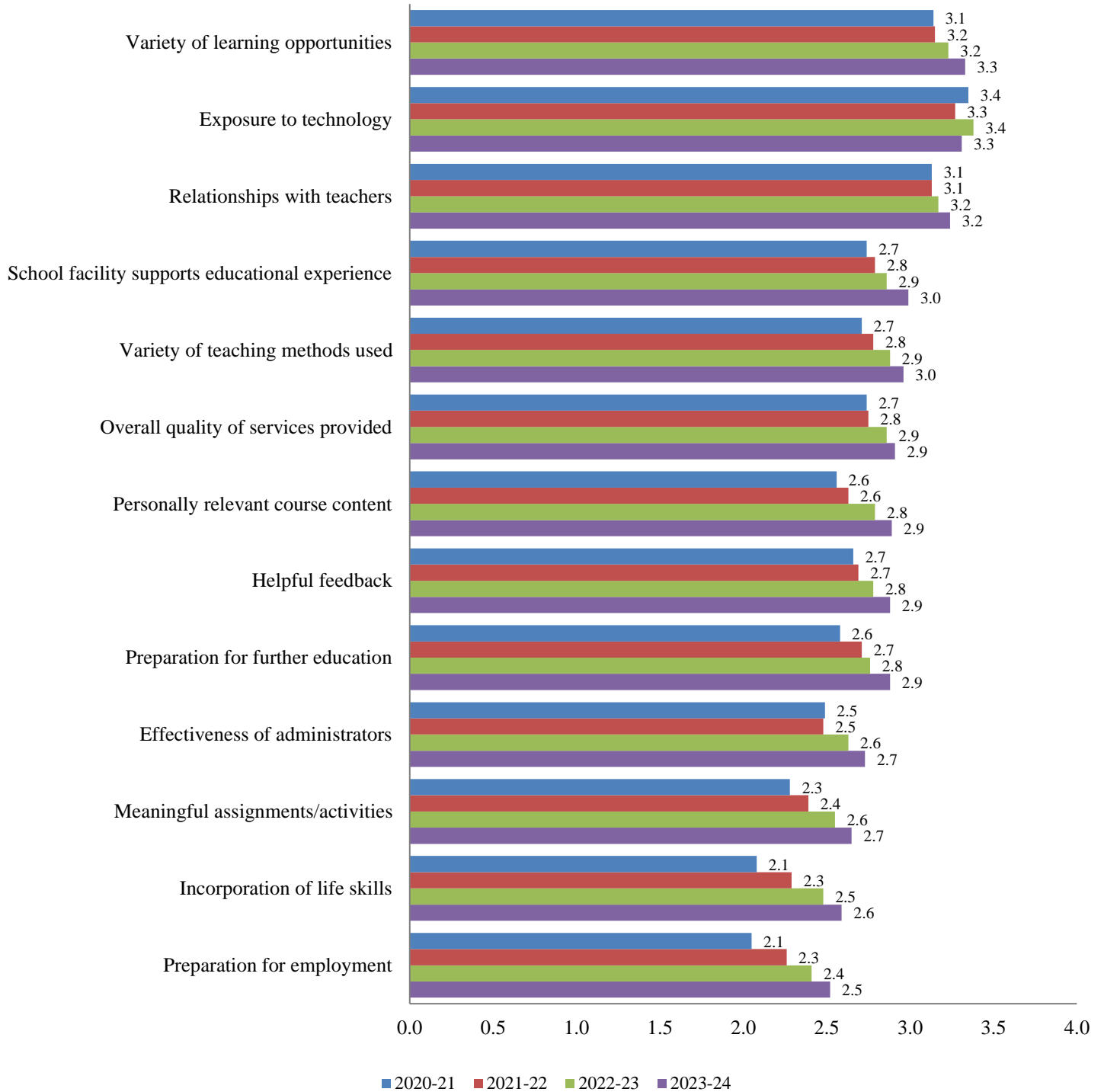
**College application submission**



## Perceptions of the High School Experience

Students assigned a letter grade to their high school based on their experiences in several domains. Consistent with last year, the average across all areas as rated by students is 2.9 (equivalent to a B-). All areas either increased by 0.1 or maintained the same rating as last year, except *exposure to technology*, which decreased from 3.4 to 3.3.

**Average letter grade assigned to high school**  
(A=4, B=3, C=2, D=1, and F=0)

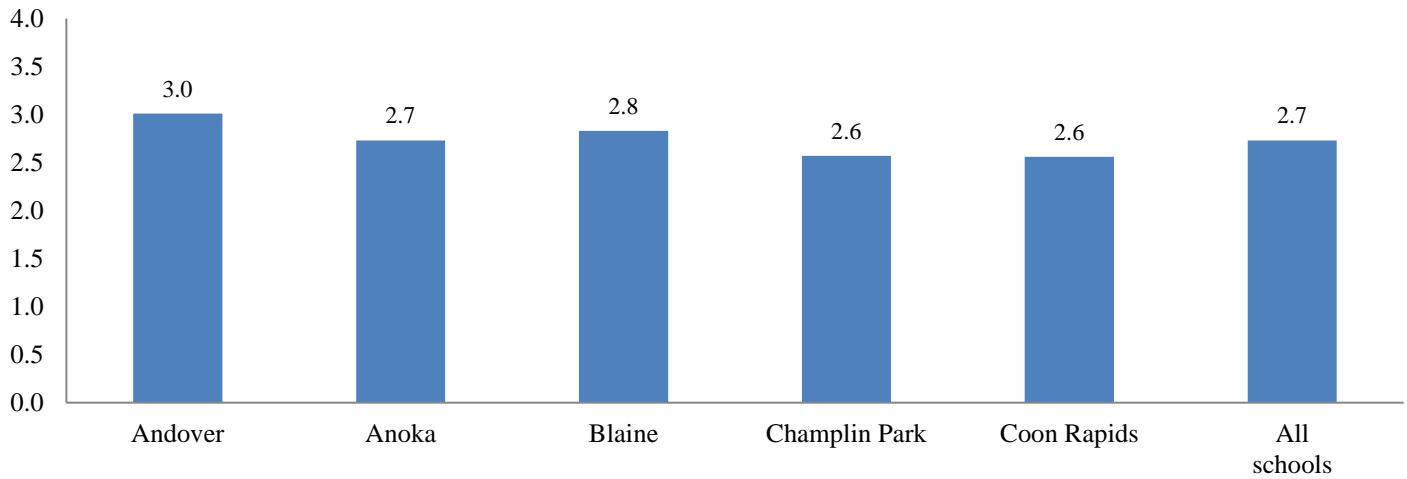


*Note: Caution should be used when interpreting differences as they may appear greater than is meaningful, due to the scale of the graphic.*

In this section, items from the previous page have been disaggregated by building for the following reasons: the item with the greatest variation across schools, the item with the least variation across schools, the highest rated item, the lowest rated item, and the item representing the overall quality of services. This year, the item with the least variation across schools was also the highest rated item.

**Effectiveness of administrators.** Student ratings of their high school on the item, *effectiveness of administrators*, ranged from 2.6 to 3.0 at the traditional high schools. Among all items on the previous page, this item showed the greatest range in responses across traditional high schools.

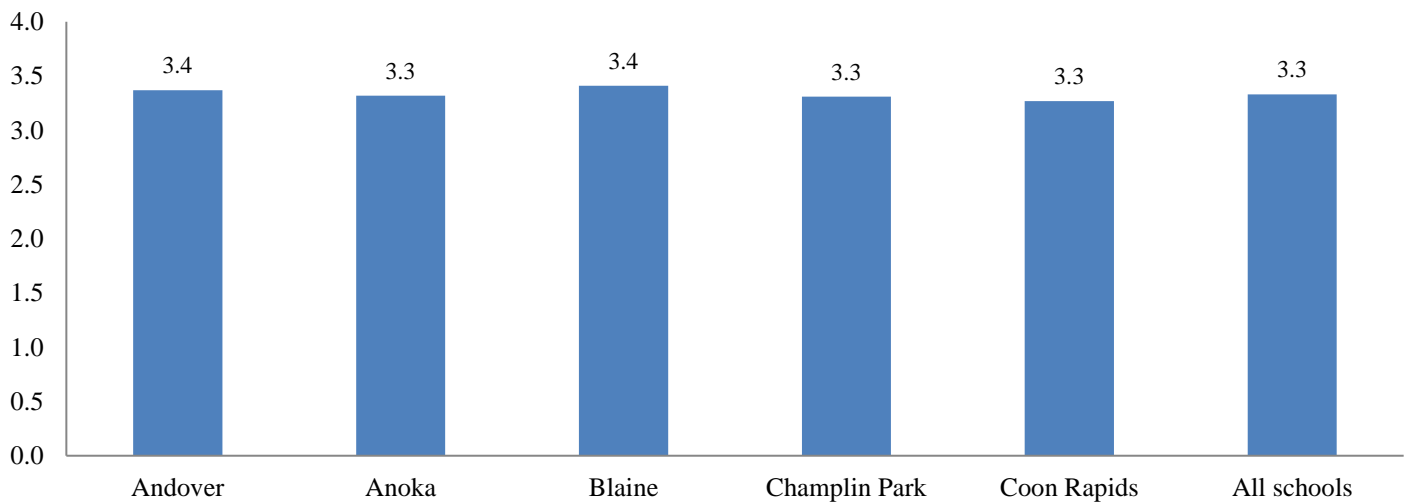
**Effectiveness of administrators**  
(A=4, B=3, C=2, D=1, and F=0)



Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in "All schools."

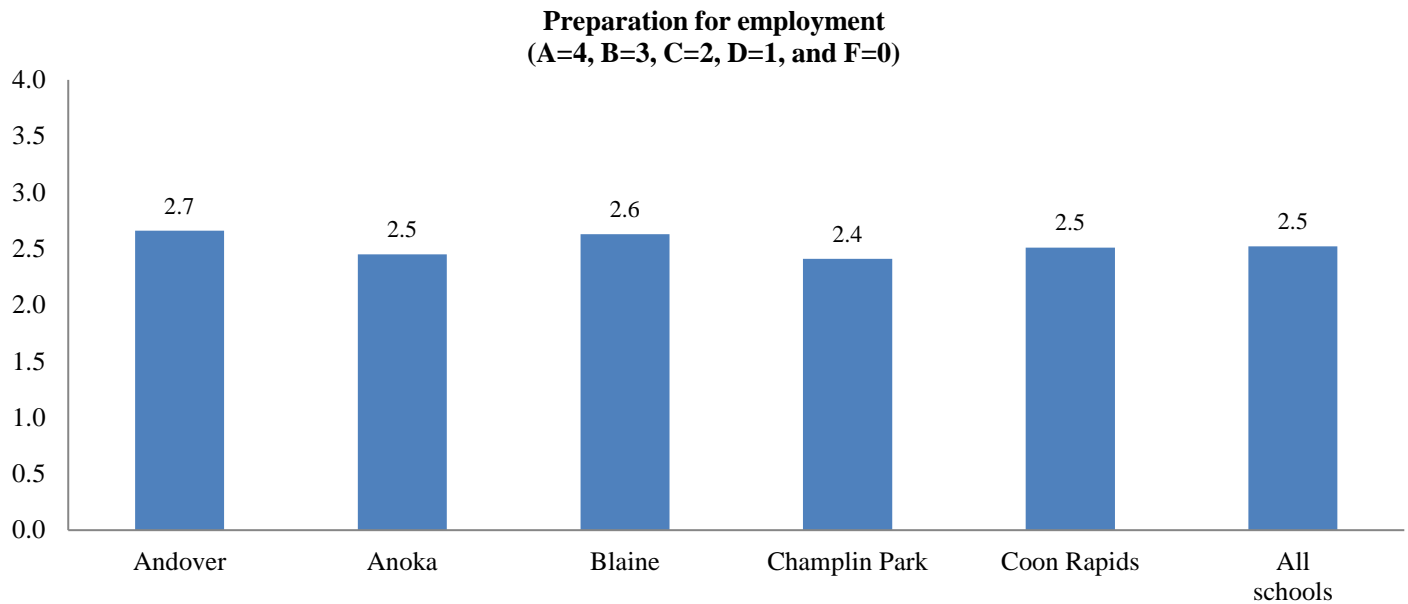
**Variety of learning opportunities.** At the traditional high schools, student ratings of *variety of learning opportunities* ranged from 3.3 to 3.4. Among all areas rated on the previous page, this item showed the least variation in responses between traditional high schools. This item was also the highest rated item overall (3.3) in 2023-24.

**Variety of learning opportunities**  
(A=4, B=3, C=2, D=1, and F=0)



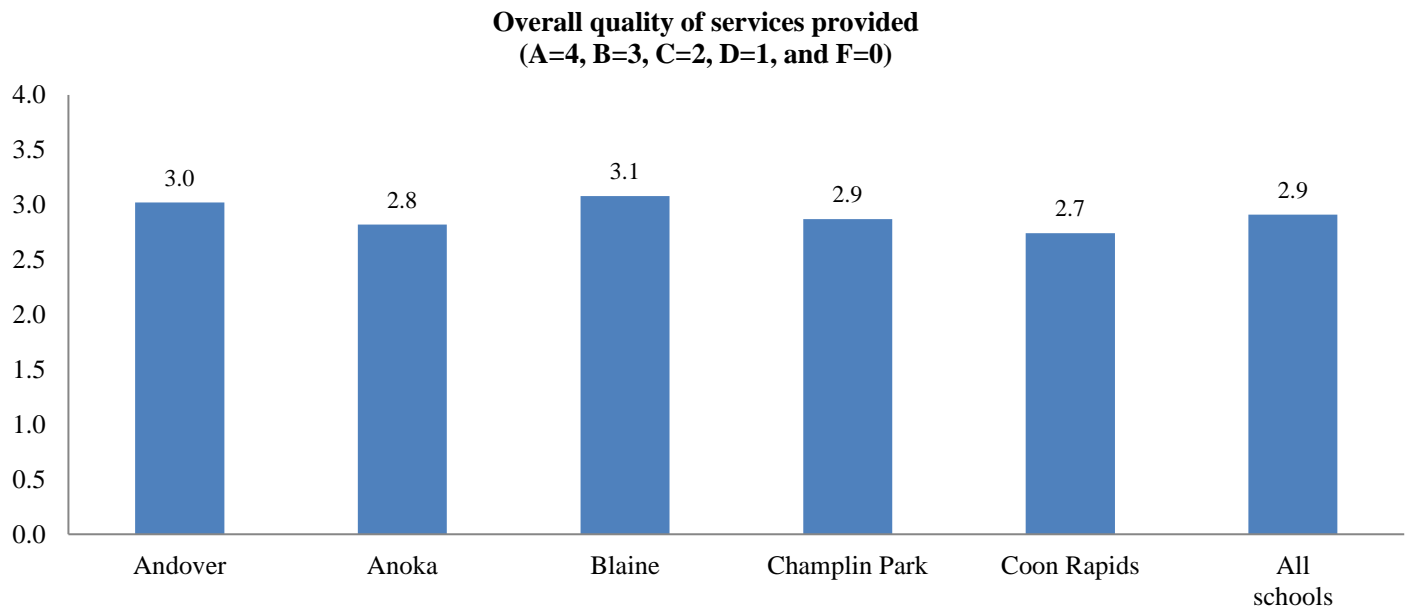
Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in "All schools."

**Preparation for employment.** At the traditional high schools, student ratings of *preparation for employment* ranged from 2.4 to 2.7. Overall, this item was the lowest rated item in 2023-24.



*Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in "All schools."*

**Overall quality of services provided.** Student ratings of *overall quality of services provided* ranged from 2.7 to 3.1 at the five traditional high schools. Blaine High School was the highest rated school for *overall quality of services provided*.



*Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in "All schools."*

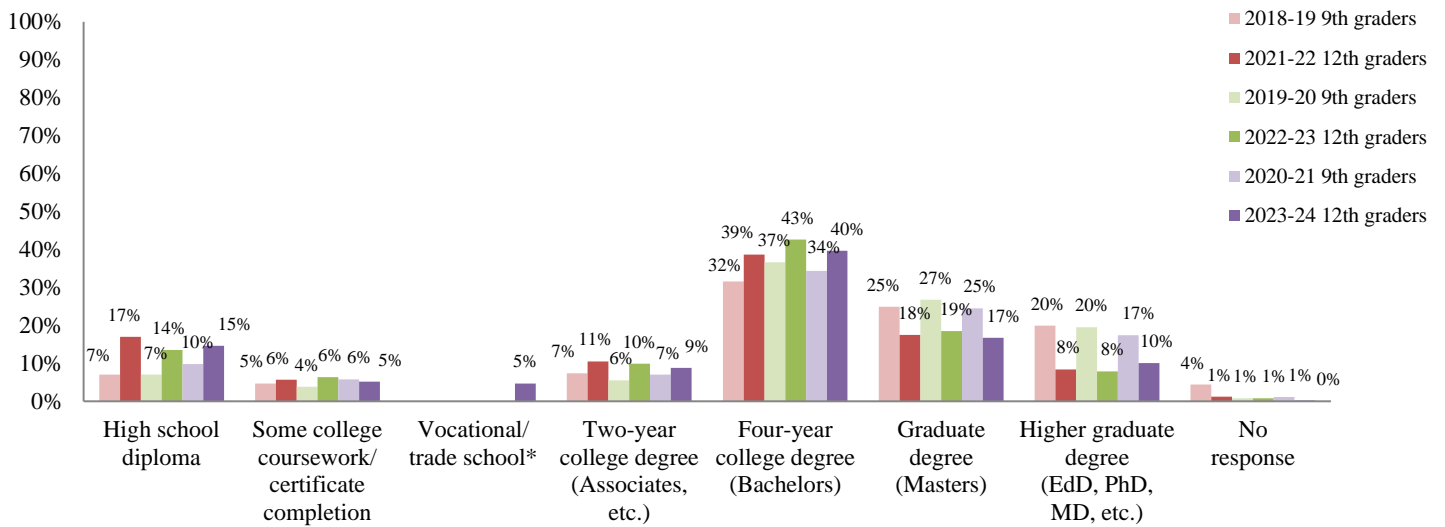


## Ninth Grade Responses Compared to 12<sup>th</sup> Grade Responses

The following graphs compare responses to like items between the Ninth Grade Transition Survey and the Senior Exit Survey that was administered to the latest cohort in 2020-21 as 9<sup>th</sup> graders and 2023-24 as 12<sup>th</sup> graders. In the graphs below, cohorts of students are displayed in different shades of the same color.

**Changes in educational aspirations.** A higher percentage of students in all cohorts reported educational aspirations towards a *high school diploma*, *some college coursework/certificate completion*, a *two-year college degree*, or a *four-year college degree* as seniors than the percentage reported as freshmen, with the exception of 2023-24 12<sup>th</sup> graders, who reported lower rates of *some college coursework/certificate completion*, which may be attributed to the addition of the *vocational/trade school* option in 2023-24. In recent cohorts, the percentage of students who reported that their highest level of educational aspiration was a *graduate degree* or higher decreased from 9<sup>th</sup> grade to 12<sup>th</sup> grade. The most recent cohort's largest change from 9<sup>th</sup> and 12<sup>th</sup> grade was in aspirations to obtain a *graduate degree*, with 8% fewer students choosing this option as seniors than when they were freshmen.

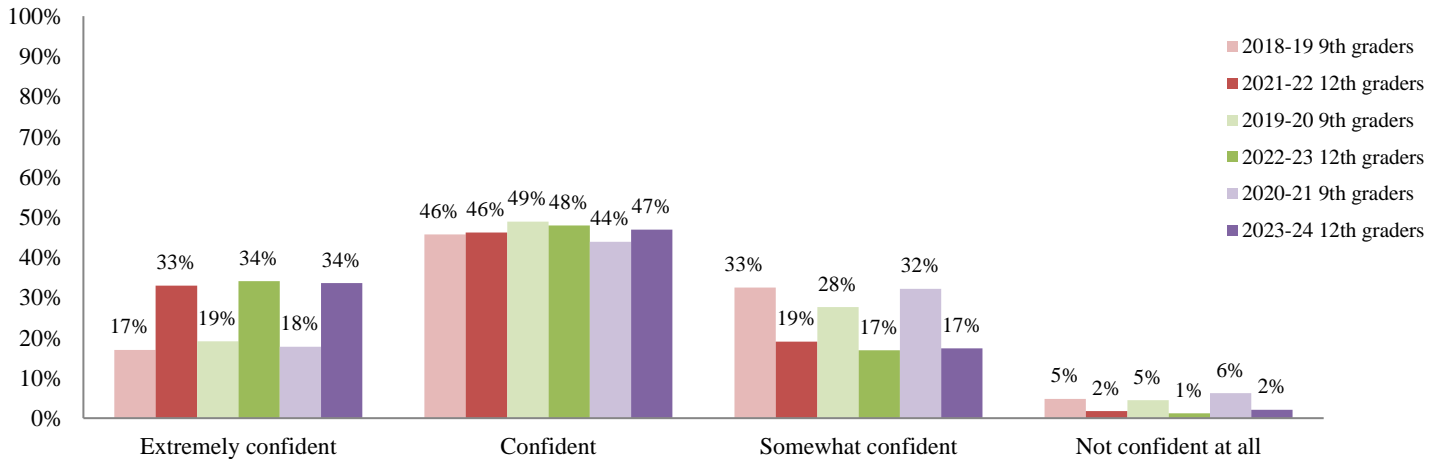
**Highest level of educational aspirations**



\*Vocational/trade school was added as an option to both the ninth grade and senior surveys in 2023-24.

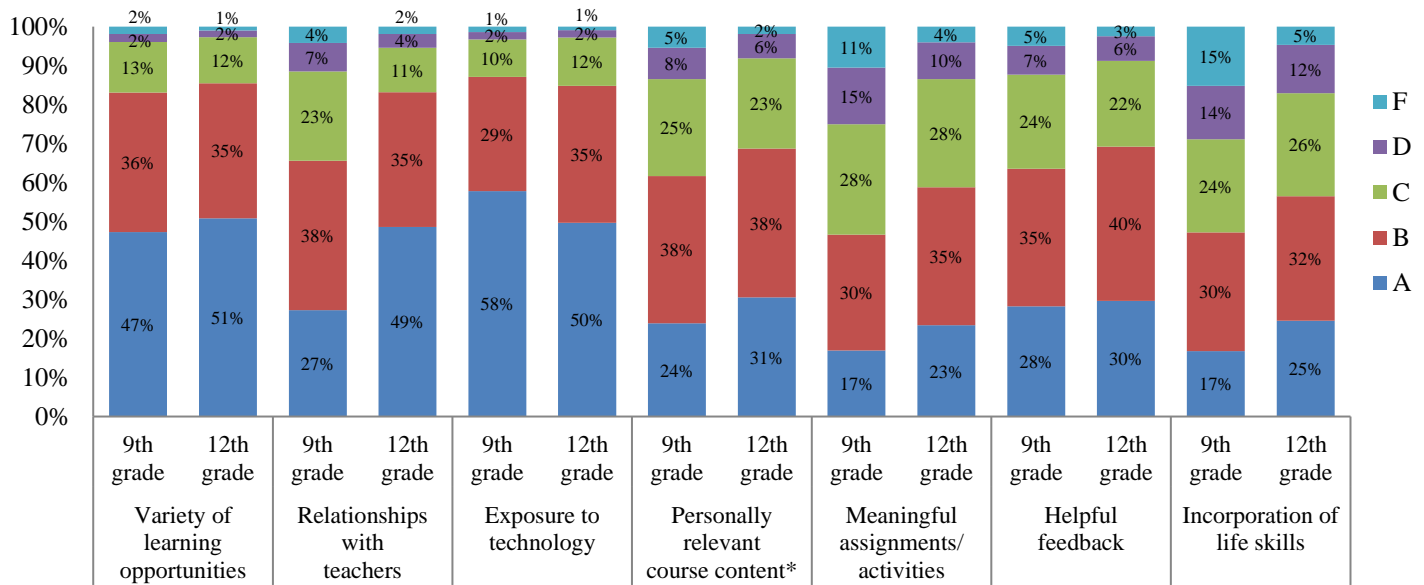
**Changes in confidence in attaining educational goals.** A greater percentage of students reported being *extremely confident* in attaining their educational goal as seniors than as freshmen, an increase of 16% from 9<sup>th</sup> grade to 12<sup>th</sup> grade for the latest cohort of students. The percentage of students in the most recent cohort who reported being *not confident at all* decreased by 4% over this time, while the percentage of students feeling *confident* increased by 3%.

**Confidence in attainment of educational goal**



**Changes in evaluation of high school.** Students were asked to rate their high school on various factors. When focusing on A's and B's assigned, respondents from the class of 2023-24 assigned higher ratings as seniors to their high schools in all areas except for *exposure to technology*, which was rated 2% lower compared to when they were freshmen when combining the percentage of A's and B's. Two areas increased by over 10% from 9<sup>th</sup> to 12<sup>th</sup> grade, *relationships with teachers* went from 65% in 9<sup>th</sup> grade to 84% in 12<sup>th</sup> grade, and *meaningful assignments/activities* went from 47% to 58% over that time.

**Comparison of 9th and 12th grade responses to overlapping survey items**



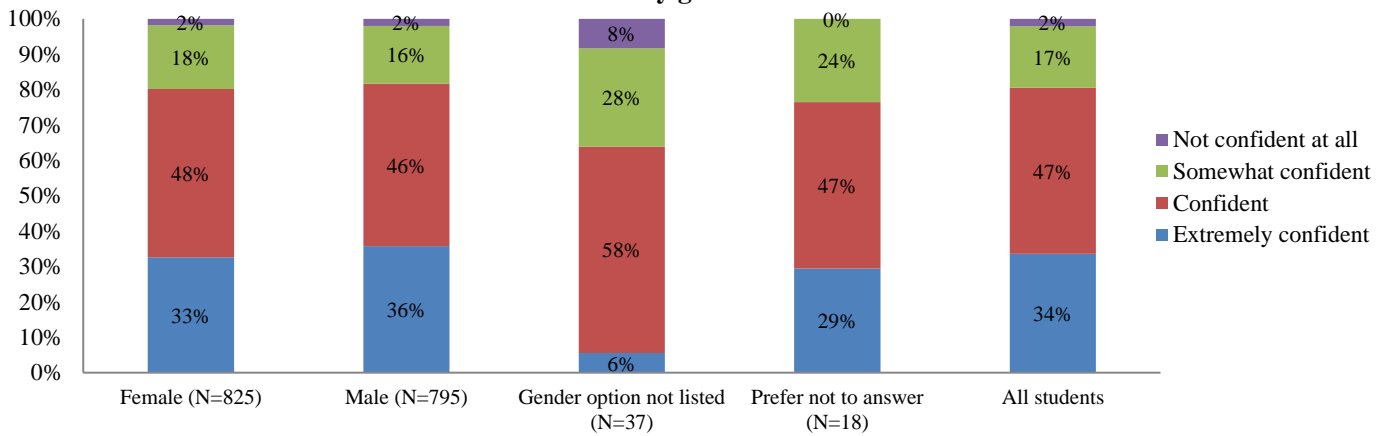
\*'Personally relevant course content' was the item for these students as 12<sup>th</sup> graders. 'Course content that I can relate to' was the item for these same students as 9<sup>th</sup> graders.

## Comparisons by Student Group

In this section, results in which student group differences were statistically significant are displayed. When statistically significant patterns were observed in the data, results are presented by student-reported factors in the order that follows: (1) gender, (2) race/ethnicity, (3) school, (4) feelings of connectedness, and (5) self-reported GPA. When no statistically significant differences among student groups exist, or when significant differences are not consistent across several items, no graphical representation of the results is presented. In all cases, the mean of the student group of focus is compared to the overall mean of all respondents. Be mindful of student group size as it pertains to data volatility when drawing conclusions.

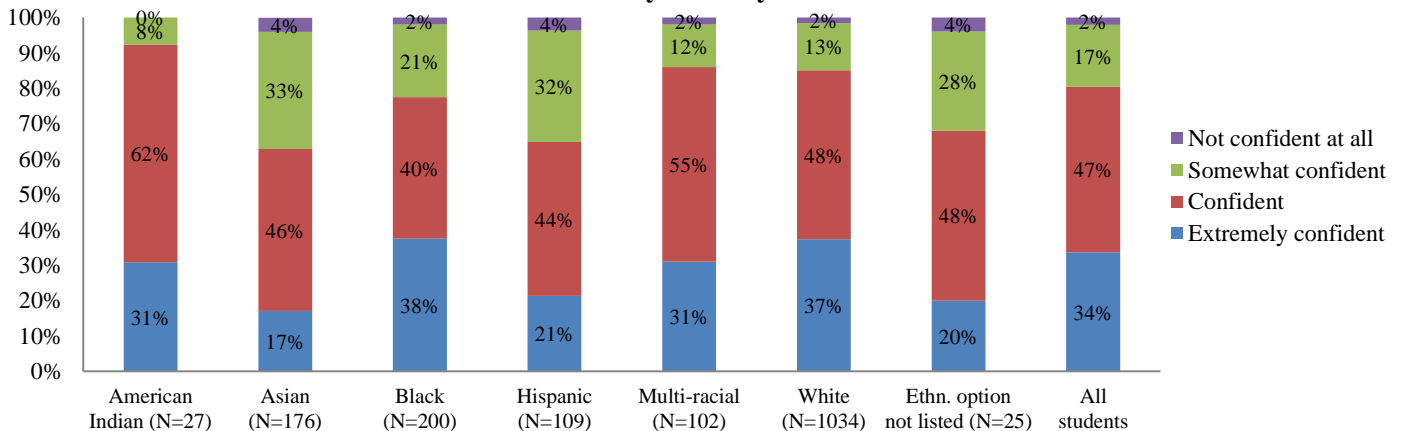
**Confidence in reaching educational goals.** When examining statistically significant differences in students' confidence in reaching their educational goals, there were statistically significant differences related to gender, race/ethnicity, school, feelings of connectedness, and GPA. When focusing on gender, students who identify with a gender option not listed reported statistically significantly lower confidence compared to students overall.

**How confident do you feel that you will achieve your ultimate educational goal?  
by gender**



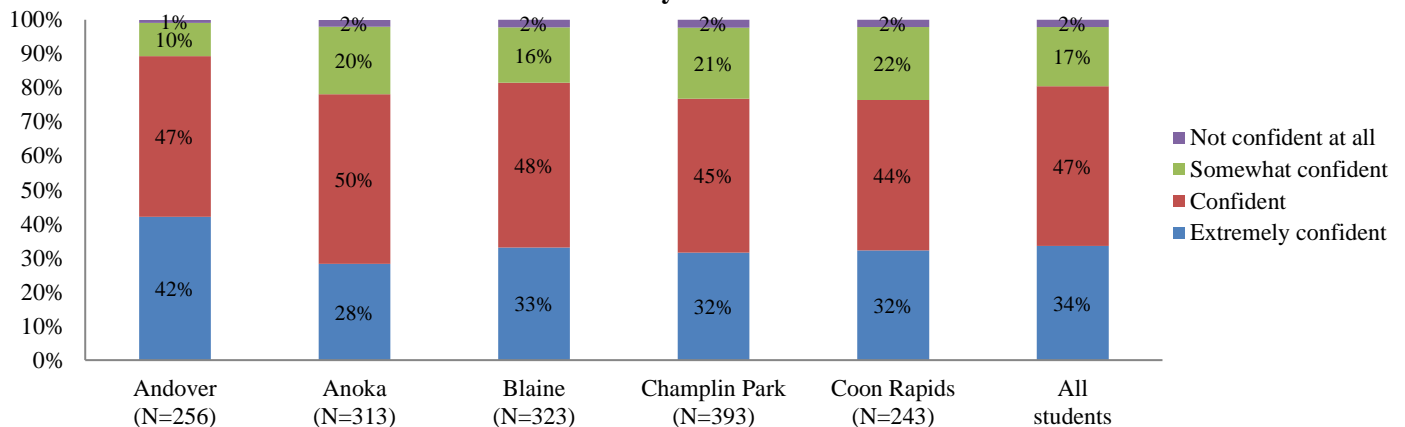
When focusing on race/ethnicity, Asian and Hispanic students reported feeling statistically significantly less confident than students overall while White students reported feeling statistically significantly more confident than students overall.

**How confident do you feel that you will achieve your ultimate educational goal?  
by ethnicity**



Seniors at Andover High School reported statistically significantly higher confidence than students overall.

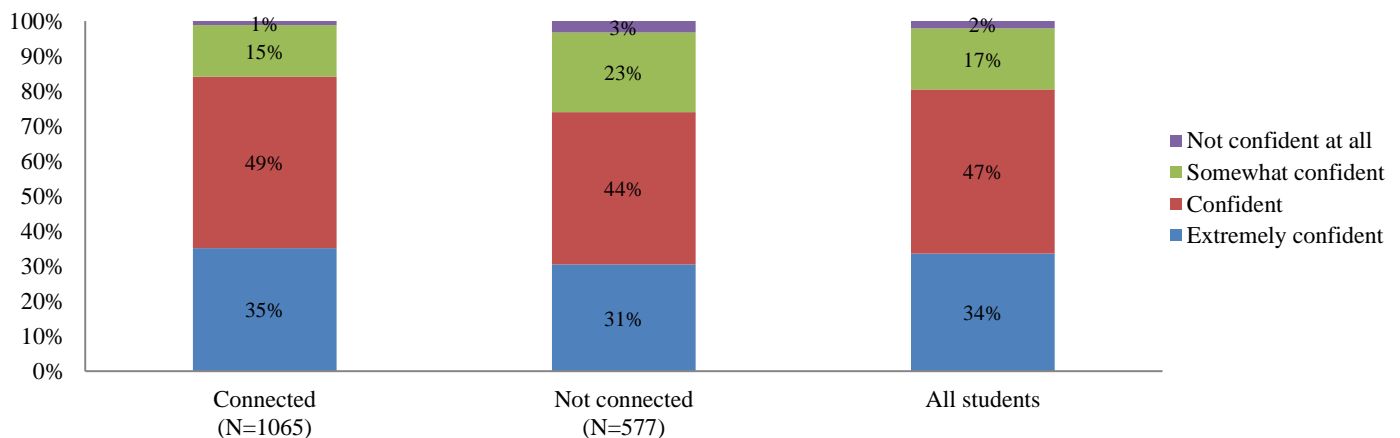
### How confident do you feel that you will achieve your ultimate educational goal? by school



Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in the "All students."

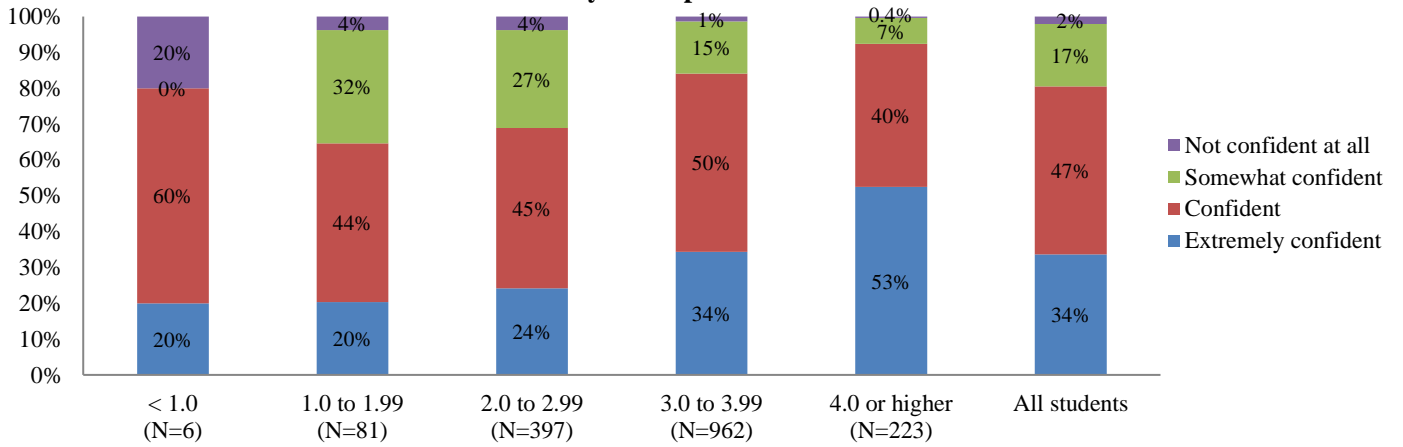
When examining students' confidence in achieving their educational goals, there were statistically significant differences based on whether a student reported feeling connected to their school. Students who reported feeling connected also reported statistically significantly higher confidence in attaining their educational goals, whereas students who reported not feeling connected reported lower confidence in attaining goals.

### How confident do you feel that you will achieve your ultimate educational goal? by connectedness to school



Students who reported that their GPA was between 1.0 and 1.99 or 2.0 and 2.99 were statistically significantly less likely than overall students to feel confident in reaching their goals, whereas students who reported their GPA was 3.0 to 3.99 and 4.0 or higher were statistically significantly more likely to feel confident in reaching their goals.

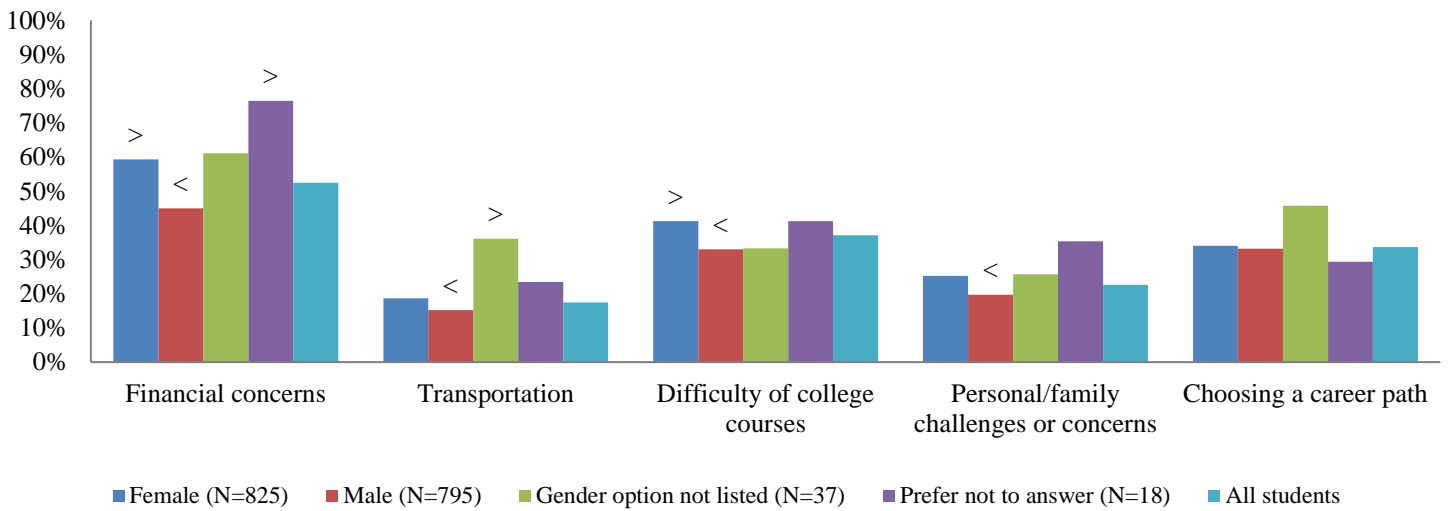
**How confident do you feel that you will achieve your ultimate educational goal?  
by self-reported GPA**



**Barriers to reaching goals.** When examining students’ concerns about reaching their educational goals, there were patterns in statistically significant differences in results based on gender, race/ethnicity, school, feelings of connectedness, and GPA. Symbols on graphs in this section indicate which items are statistically significantly different than the “all students” group. A “<” indicates an area that was significantly lower than students overall, and a “>” indicates an area that was significantly higher than students overall.

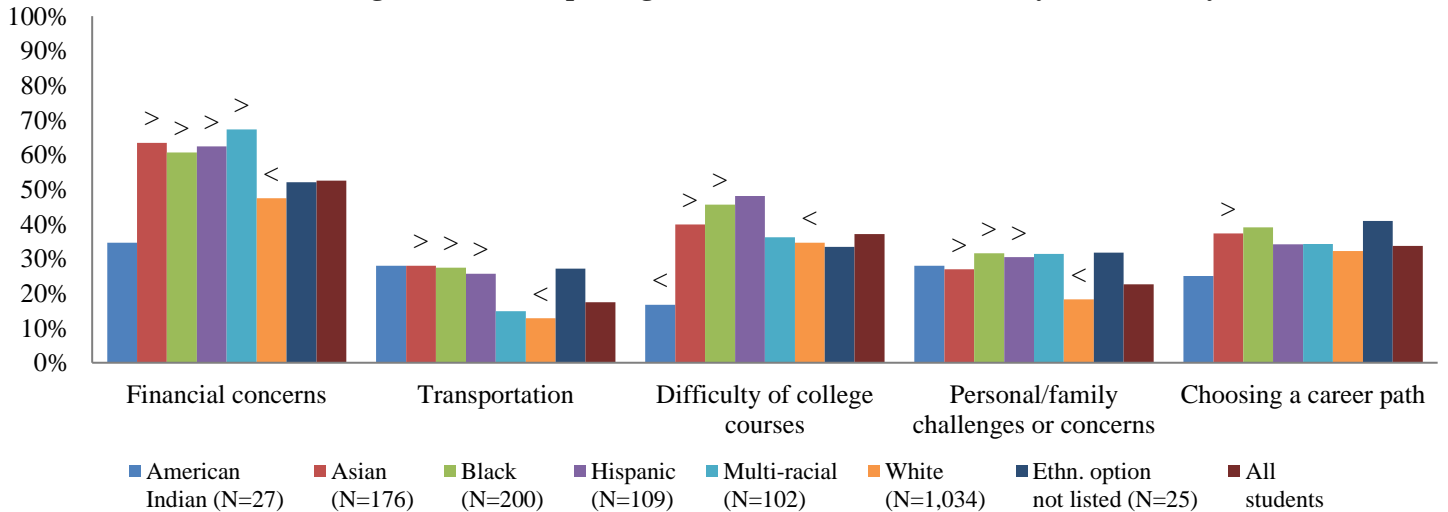
When examining barriers to reaching goals by gender, male students reported being statistically significantly less concerned in all areas except *choosing a career path*, while female students reported being significantly more concerned about *financial concerns* and *difficulty of college courses*, compared to students overall.

**Percentage of students reporting moderate or extreme concern by gender**



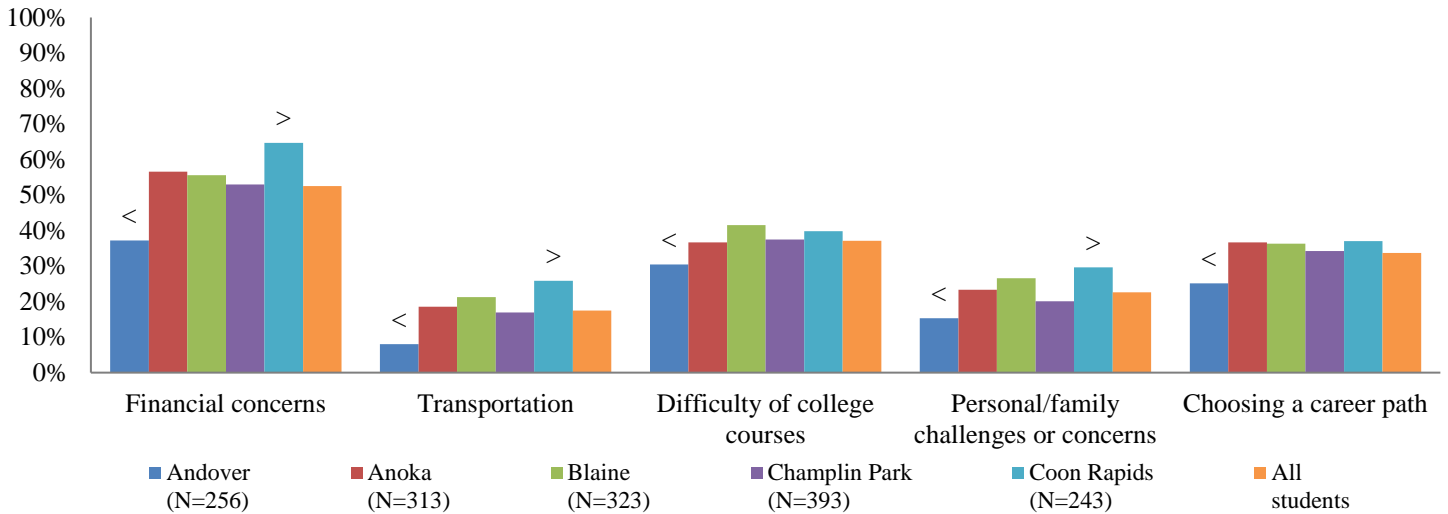
When compared to all students, Asian, Black, and Hispanic students reported statistically significantly higher levels of concern in five of five, four of five, and three of five areas, respectively, regarding barriers of reaching their goals, while White students reported statistically significantly lower concern in four areas.

**Percentage of students reporting moderate or extreme concern by race/ethnicity**



When examining student responses regarding potential barriers to achieving their college/career goal based on school, students at Andover High School reported statistically significantly lower levels of concern in all areas, whereas students attending Coon Rapids High School reported higher concern regarding *financial concerns, transportation, and personal/family challenges or concerns* compared to all students.

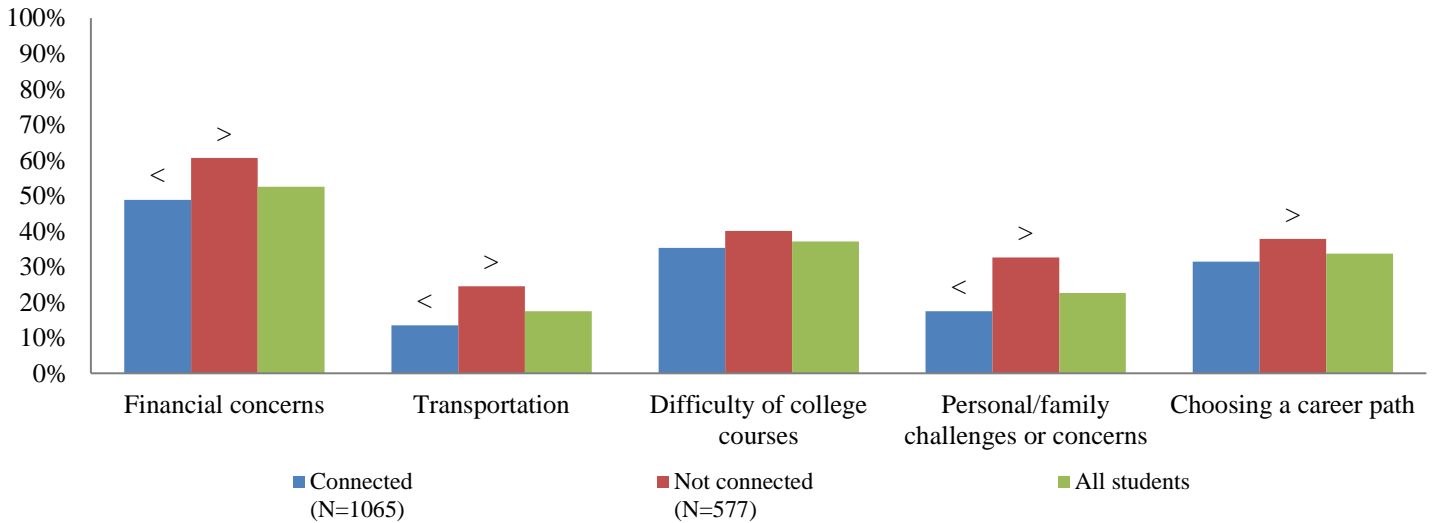
**Percentage of students reporting moderate or extreme concern by school**



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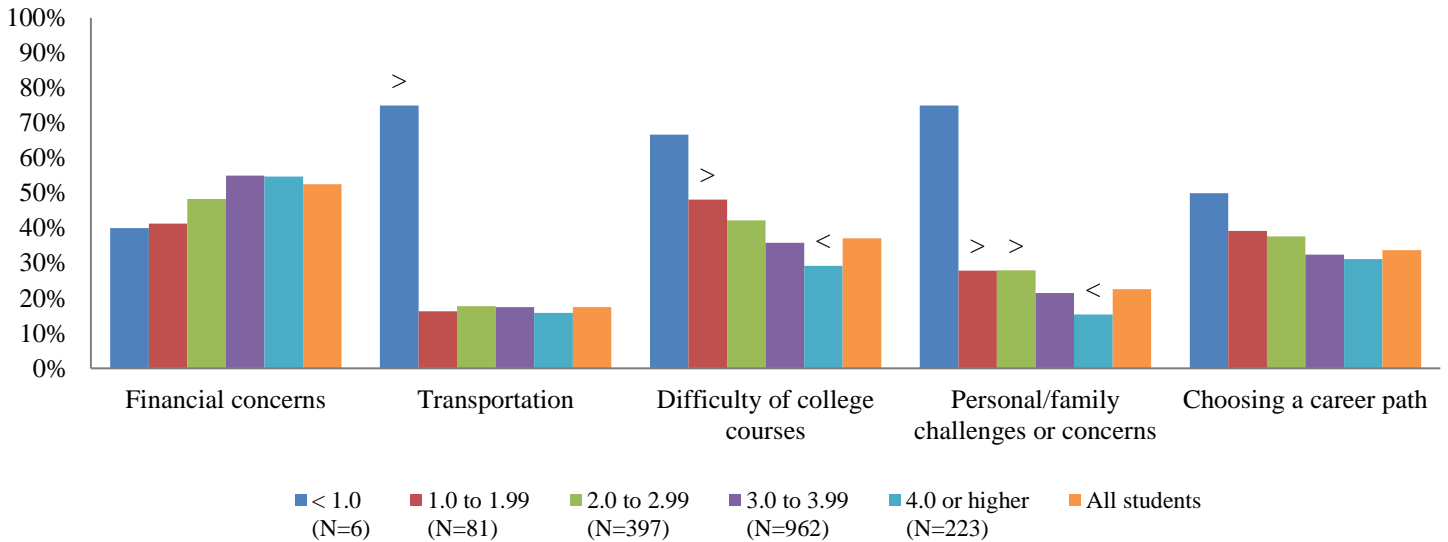
Students who reported feeling more connected to their school rated three of the five potential barriers significantly lower than students overall, whereas those not feeling connected reported being significantly more concerned about four of the five potential barriers compared to students overall.

**Percentage of students reporting moderate or extreme concern by connectedness to school**



Students who reported that their GPA was between 1.0 and 1.99 rated a statistically significantly greater concern regarding *difficulty of college courses* and *personal/family challenges or concerns*, whereas students reporting having a GPA of 4.0 or higher reported higher concern in the areas of *difficulty of college courses* and *personal/family challenges or concerns*, compared to all respondents.

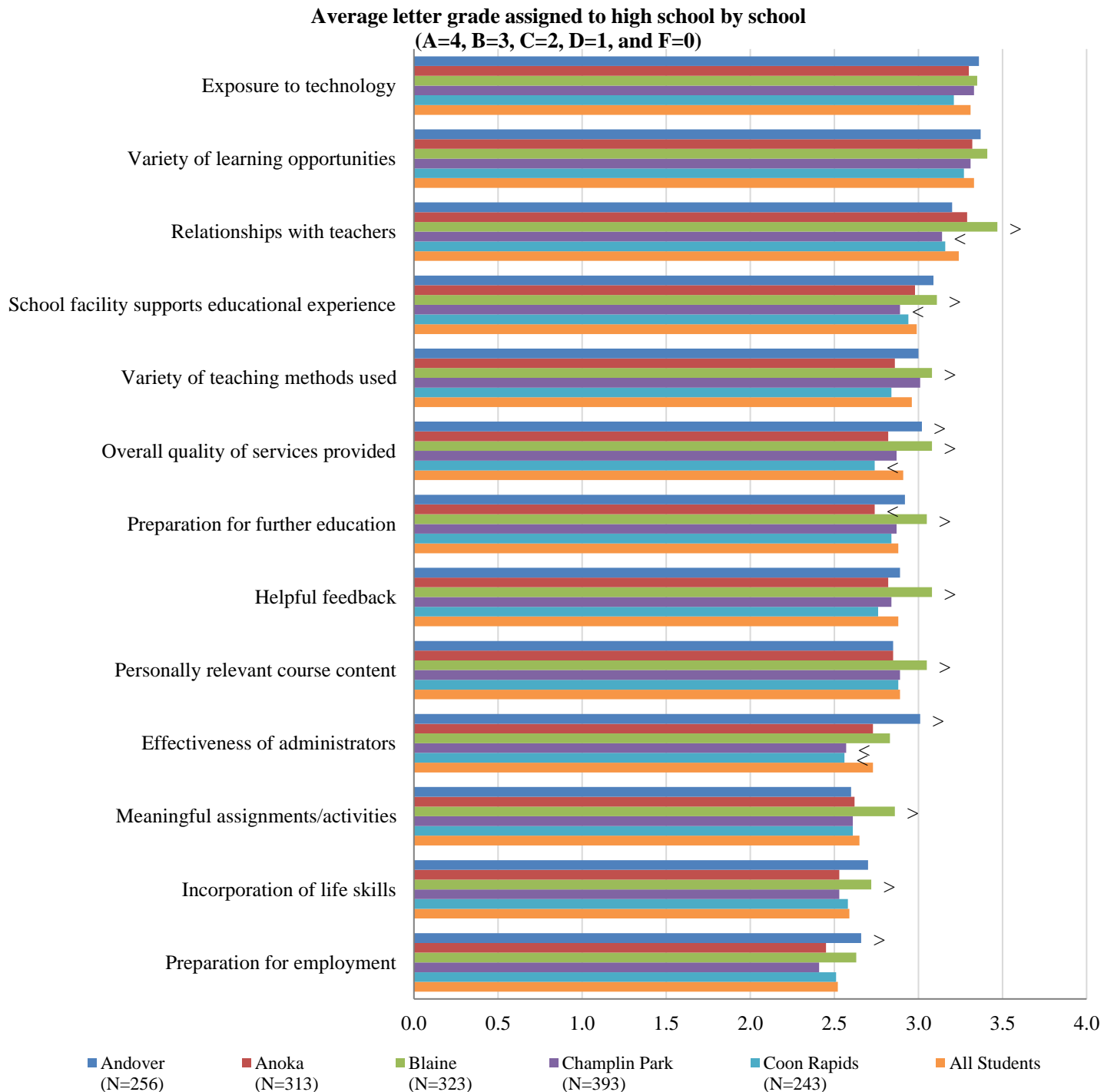
**Percentage of students reporting moderate or extreme concern by GPA**





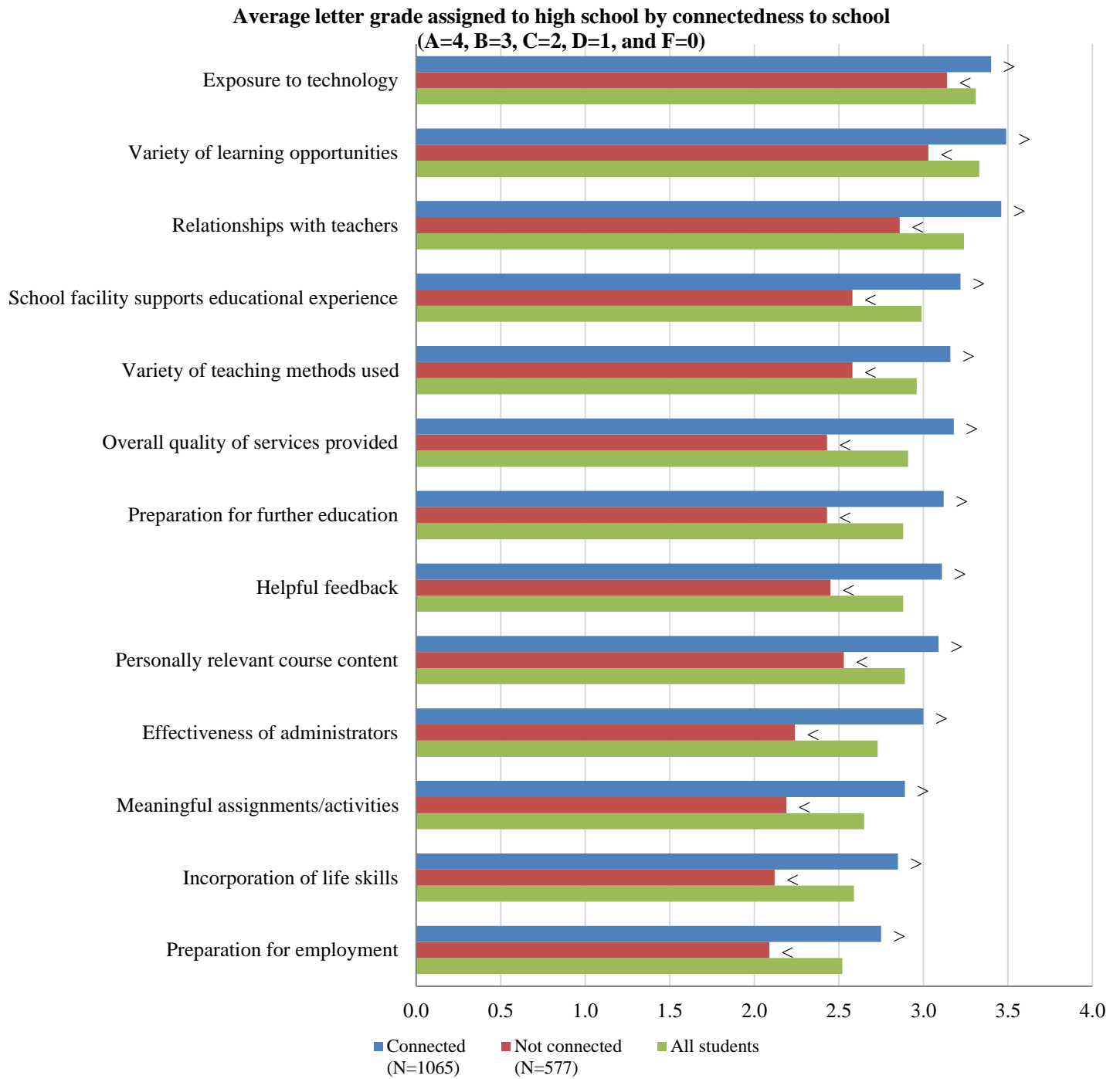
**Perceptions of the High School Experience.** When examining students’ perceptions of their high school experience, there were patterns in statistically significant differences in the letter grade assigned based on school, connectedness to school, and GPA. There were not consistent statistically significant differences related to gender or racial/ethnic background. Symbols on graphs in this section indicate which items are statistically significantly different than the “all students” group. A “<” indicates an area that was significantly lower than students overall, and a “>” indicates an area that was significantly higher than students overall.

When examining results by school, students attending Blaine High School rated their high school statistically significantly higher in nine of 13 areas compared to students overall.

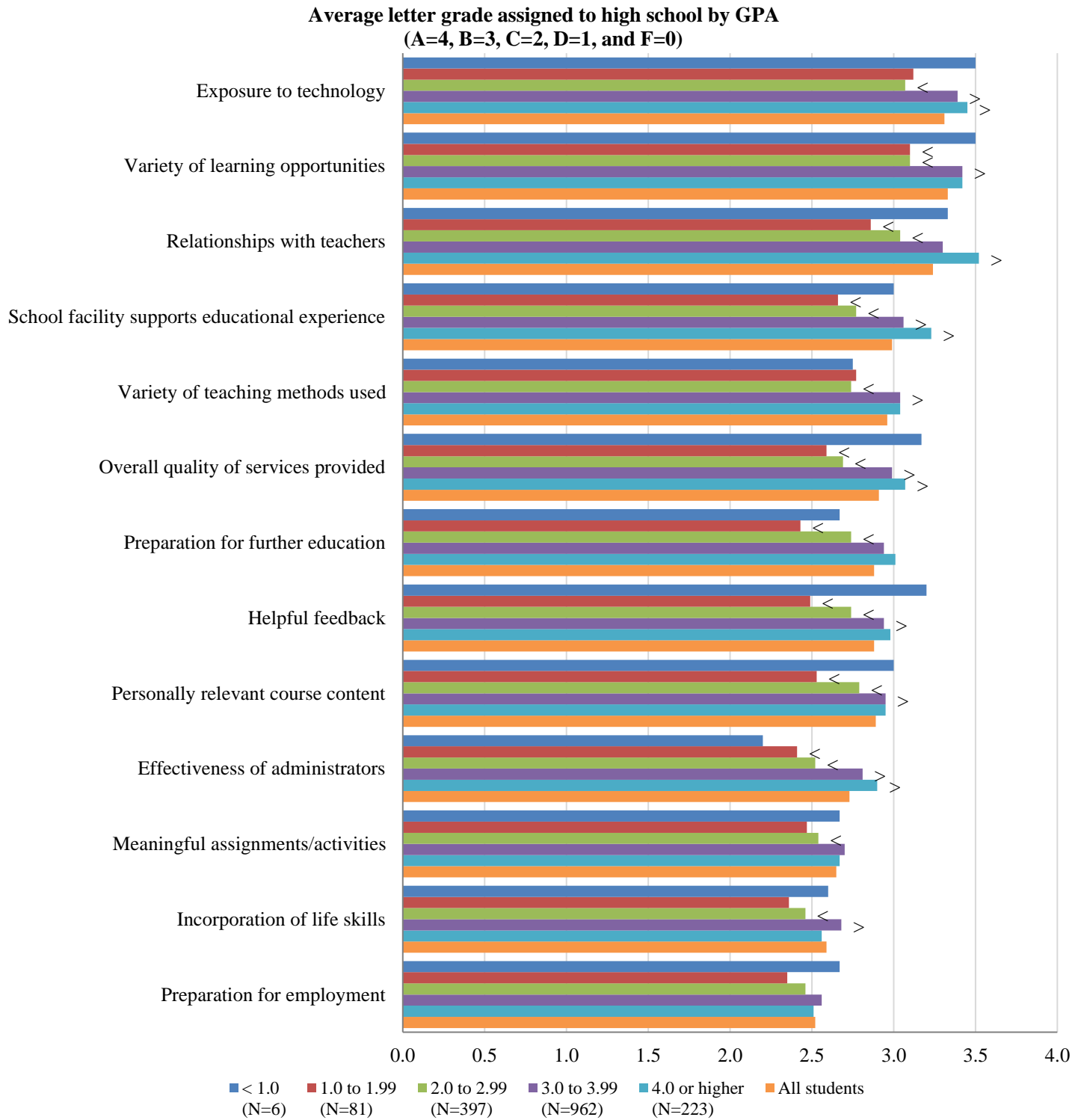


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In all 13 areas, students who reported feeling connected to their school assigned a statistically significantly higher letter grade, and students who reported not feeling connected assigned a statistically significantly lower letter grade than students overall.



When examining the results based on the students' self-reported GPA, those who reported their GPA was 1.0 to 1.99 and between 2.0 and 2.99 rated their school significantly lower on eight of the 13 items and 12 of the 13 items, respectively. Students who reported their GPA was between 3.0 and 3.99 and 4.0 and above rated their school significantly higher on nine of 13 and five of 13 items, respectively.



This report was created by the Research, Evaluation and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, [www.ahschools.us/ret](http://www.ahschools.us/ret), or call (763) 506-1000 and request the RET department.