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# Senior Exit Survey Report 2015

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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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## Introduction

This summary highlights students' 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' perception of their educational experiences will be useful for systems improvement and summaries will be shared with the Superintendent, Associate Superintendents, Curriculum and Instruction personnel, building level administration and staff, and other district constituents.

The Senior Exit Survey was administered to all seniors in their advisory class. Teachers were instructed to administer the survey during their advisory class between March 18 and May 22, 2015. Anonymously, students generally completed the survey in 15-30 minutes. The questionnaire consisted of 20 main items relating to students':

- post-secondary plans
- educational aspirations
- past involvement with college-and-career-readiness activities
- evaluation of their high school
- demographic information

Representing each high school in the district, 1,839 students completed the survey. Students were evenly distributed across both genders. Also, students self-reported their ethnic background as the following:

- 1.0% American Indian
- 6.5% Asian
- 2.7% Hispanic
- 7.9% Black
- 72.5% White
- 6.2% Multi-racial
- 3.2% No response

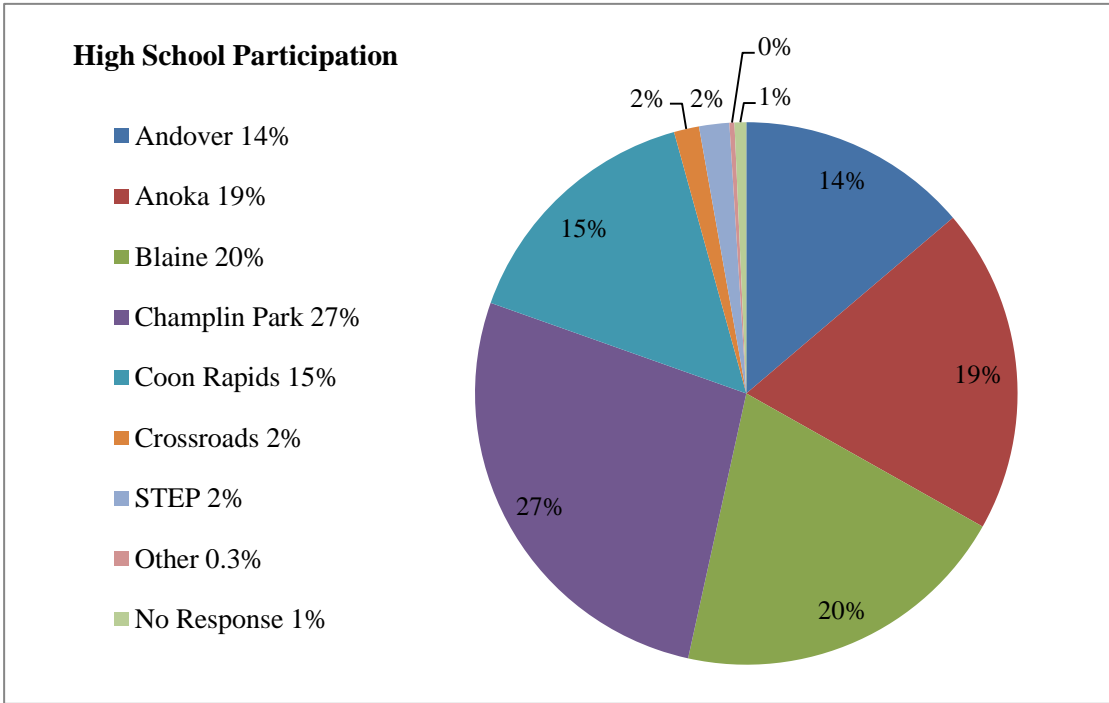
This summary aggregates student responses for a selected number of items from the survey. Some analyses are disaggregated by school for school comparison at the end of the graph section of this summary.

## Key Findings

Illustrated in the graphs that follow.

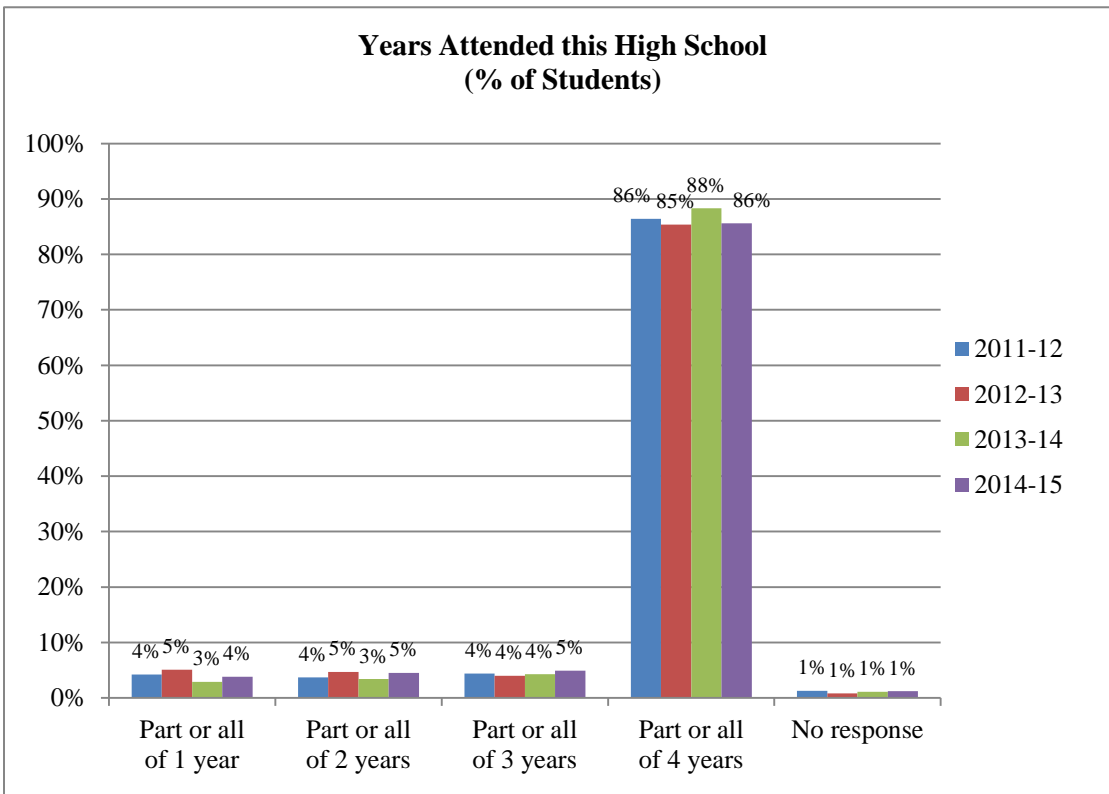
- There were 1,839 seniors who completed the Senior Exit Survey.
  - More than 85% of the seniors reported attending their high school for part or all of 4 years.
- A total of 77% of the seniors reported that they took the ACT, an increase of 5% from 72% in 2014.
  - Students' reports of participating in a free practice ACT/SAT test increased from 36% in 2014 to 39% in 2015.
- Approximately 76% of the seniors reported their highest level of educational aspiration as obtaining a 4-year degree or higher compared to 74% in 2013.
  - Asian students, students who report not feeling connected to their high school, and students who report having a lower GPA reported feeling significantly less confident that they will achieve their ultimate educational goal than all respondents as a whole. There were no reported differences between male and female students.
- Students were most likely to perceive financial issues as a potential barrier for reaching their educational goals. The difficulty of course work decreased in reported concern from 41% in 2014 to 36% in 2015.
  - Asian students reported 4 out of the 5 potential barriers being of significantly greater concern than all responding seniors as a whole. Three out of 5 potential barriers were reported as being of significantly greater concern for female students and students not connected to their high school.
- There was no significant differences in reported GPA ranges across ethnicities, however, male students reported significantly lower GPAs than female students.
- Students rated the overall quality of the services provided as a 2.7 (which is equivalent to a C+), the same rating given since 2012. In general, students' ratings in almost all areas are staying about the same or on a decline with the exception of exposure to technology which shows a slight incline.
  - There were very few differences between students of different ethnicities and gender in regards to the ratings assigned to their school. In general, students who self-reported having a lower GPA rated the areas lower than students with higher GPAs.
  - Last year, multi-racial students assigned a significantly lower letter grade to 7 of the 13 items. This year, multi-racial students did not rate any of the areas significantly lower than other students.
- Seniors' connectedness to their high school has steadily declined from 69% in 2012 to 62% in 2015.
  - Students who reported not feeling connected to their high school assigned a lower letter grade to their high schools on all statements than students who reported feeling connected.
  - They also reported having significantly lower GPAs and completing at least one college application at lower rates than students who feel connected.
- As 9<sup>th</sup> grade students, as reported on the transition survey, these same students reported a high school diploma was their highest educational goal at higher rates. As seniors, their highest educational goals were some college work up to a 4-year degree at higher rates. Also, a greater percent of these students were extremely confident in reaching their goal as seniors.
- When rating their schools in various areas as both 9<sup>th</sup> grade students and 12<sup>th</sup> grade students, students rated a variety of learning opportunities and incorporation of life skills lower as seniors than they did as freshmen. 'Relationships with teachers' was rated much more highly by these students as seniors.

## Findings



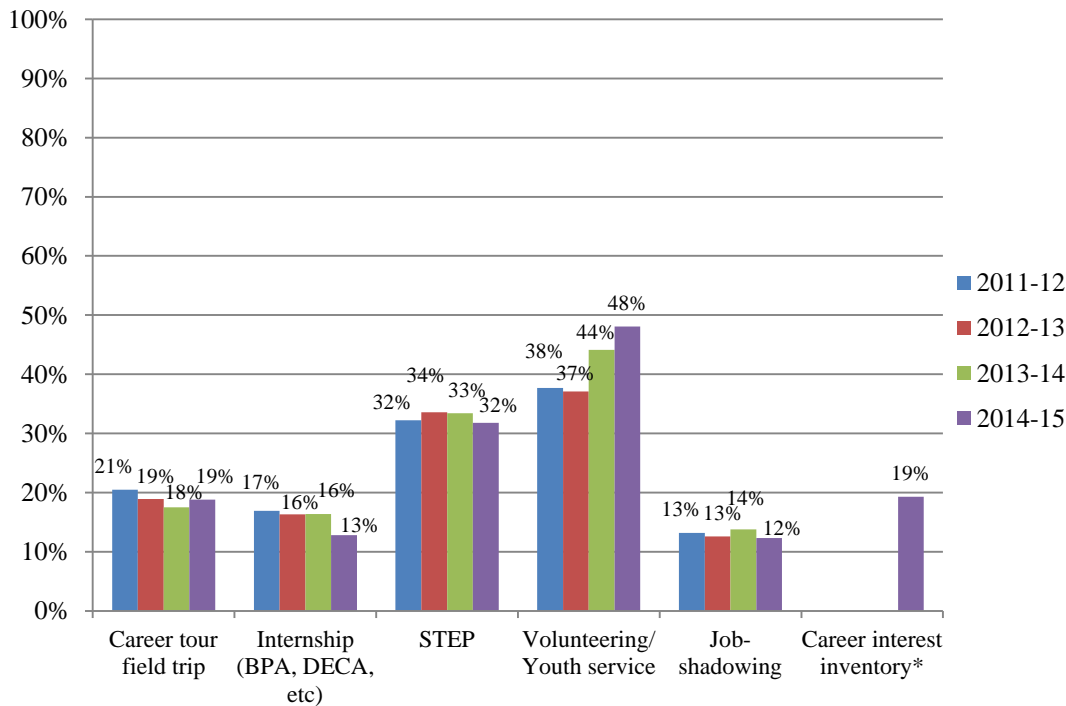
There were 1,839 seniors who completed the survey. These students represented each high school.

Of the seniors who responded, 7.8% reported being in the ESL program and 4.7% reported being in the special education program.



More than 85% of responding seniors attended their high school for part or all of 4 years in 2015. This is down from 88% in 2014.

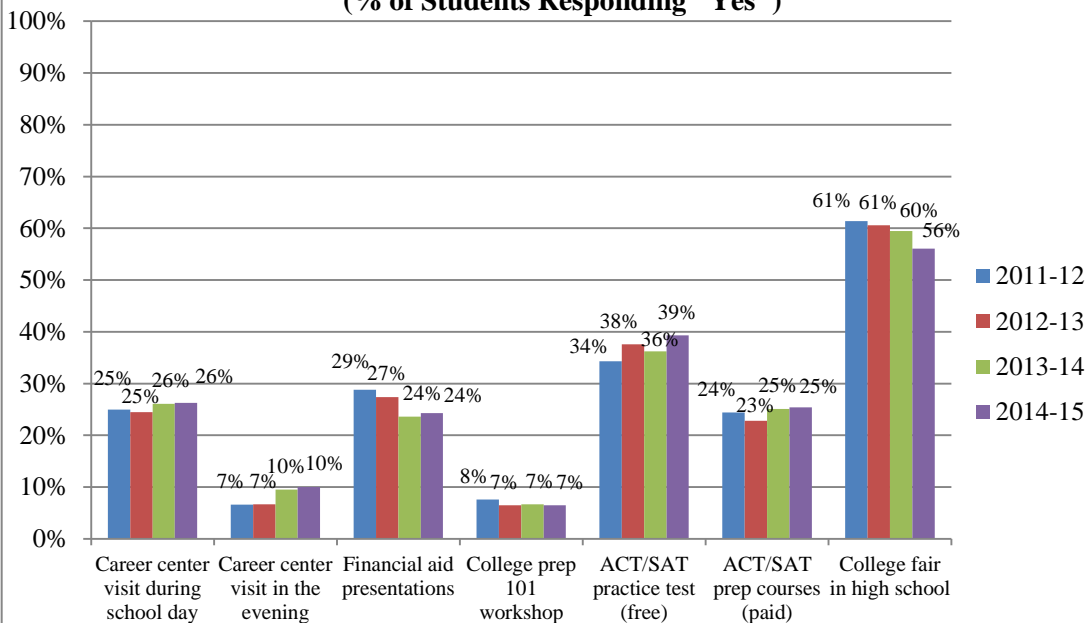
### Participation in Various Activities (% of Students)



\* Career interest inventory was a new response choice in 2014-15.  
 Note. Students were able to choose more than one response for this item.

The percent of students participating in an internship and STEP programming have declined over the past few years, whereas volunteering/youth service jumped 4% in 2015.

### Student or Parent Participation in Various Activities (% of Students Responding "Yes")

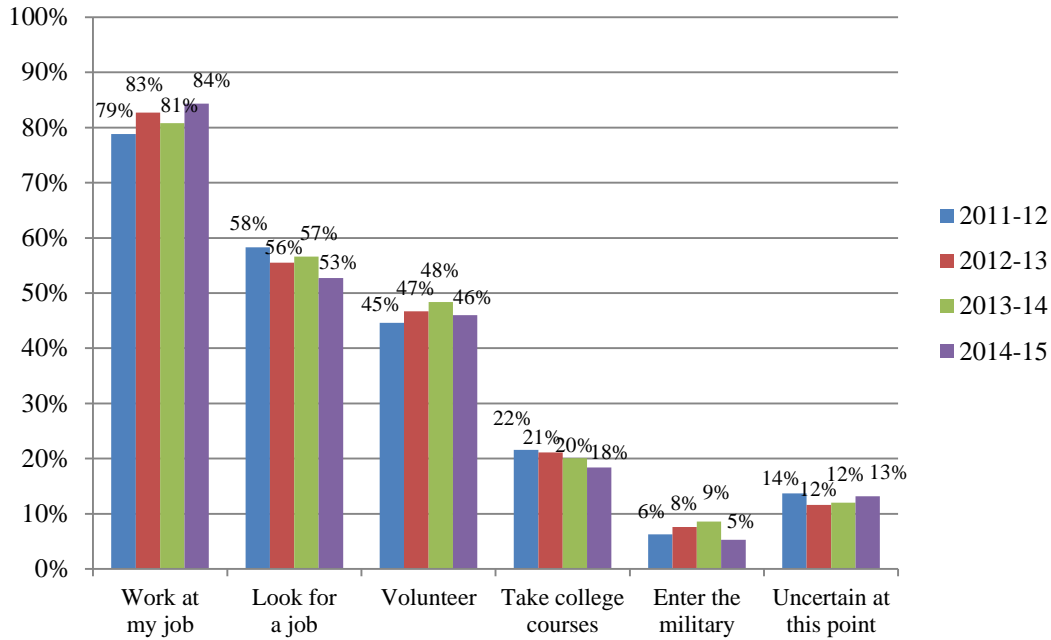


Note. Students were able to choose more than one response for this item.

Students and their parents participated in college fairs more than in any other type of career- or college-related activities for the past four years as reported by the students.

The percent of students who reported participating in a practice ACT/SAT test increased 3% from 2014.

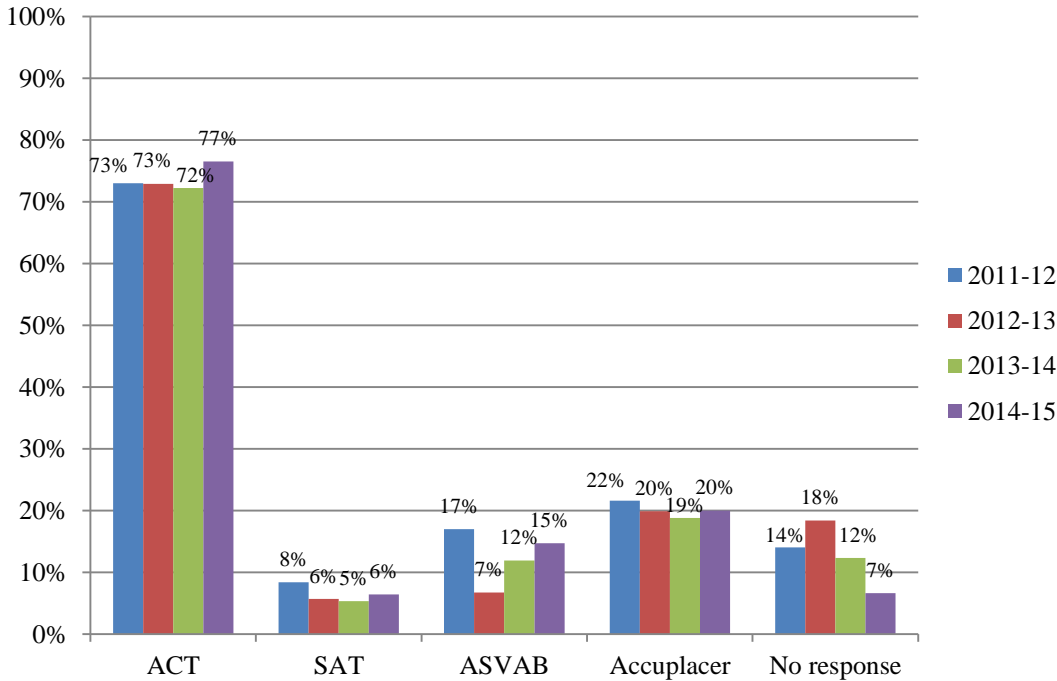
### Plans Over Summer (% of Students)



The percent of students who plan to work at a job over the summer, as well as the percent of students who are uncertain of their summer plans, have a generally increasing trend over the past few years.

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

### College Entrance Exams Taken (% of Students)

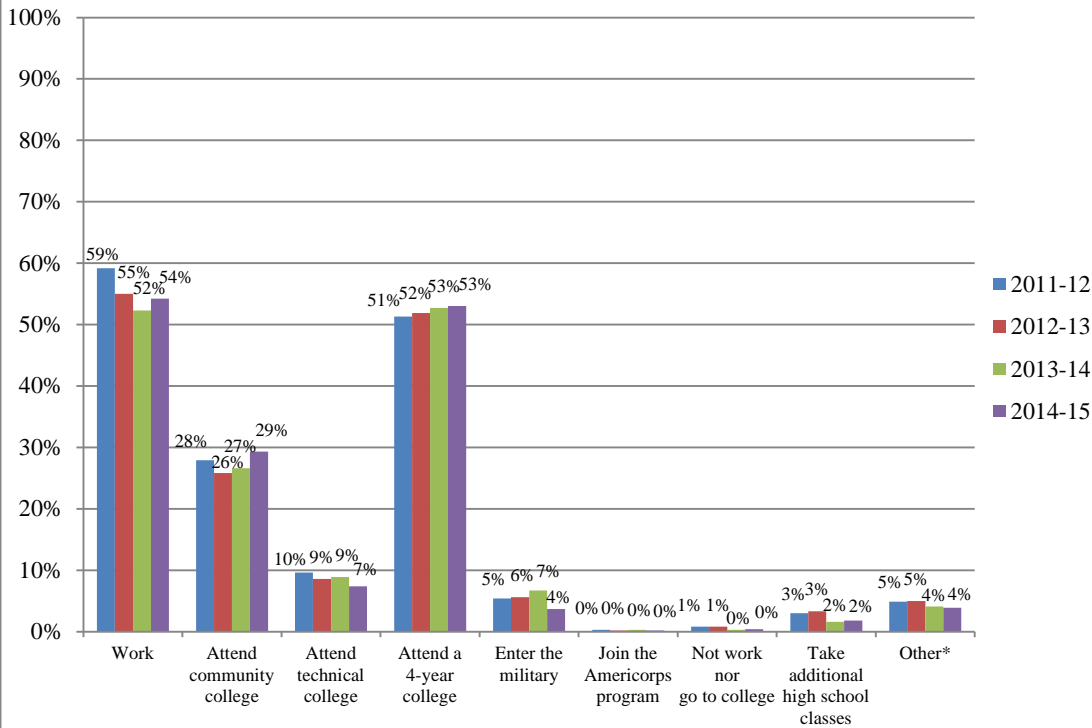


Approximately 77% of the seniors reported that they took the ACT in 2015. This is a 5% increase over last year.

Participation in one of these college entrance exams is one way students can meet graduation requirements.

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

**Post-secondary Plans in the Upcoming Fall (% of Students)**

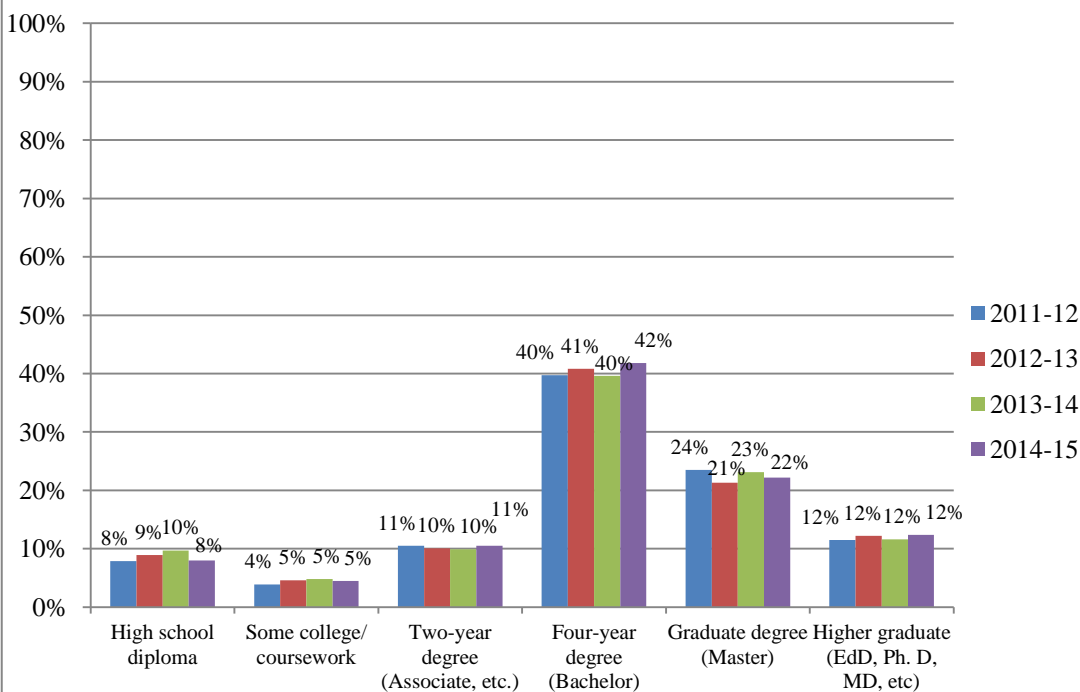


\* "Other" responses included mission/volunteer type activities, traveling, and playing sports.  
 Note. Students were able to choose more than one response for this item.

The percent of seniors who reported they plan to work or attend a community college this upcoming fall increased 2% from last year, whereas the percent of seniors who reported they plan to join the military decreased 3% from last year.

Many seniors (57.6%) report taking courses to prepare them for college (Honors, AP, CIS, and IB courses), and 7.3% report taking PSEO courses.

**Highest Level of Educational Aspirations (% of Students)**

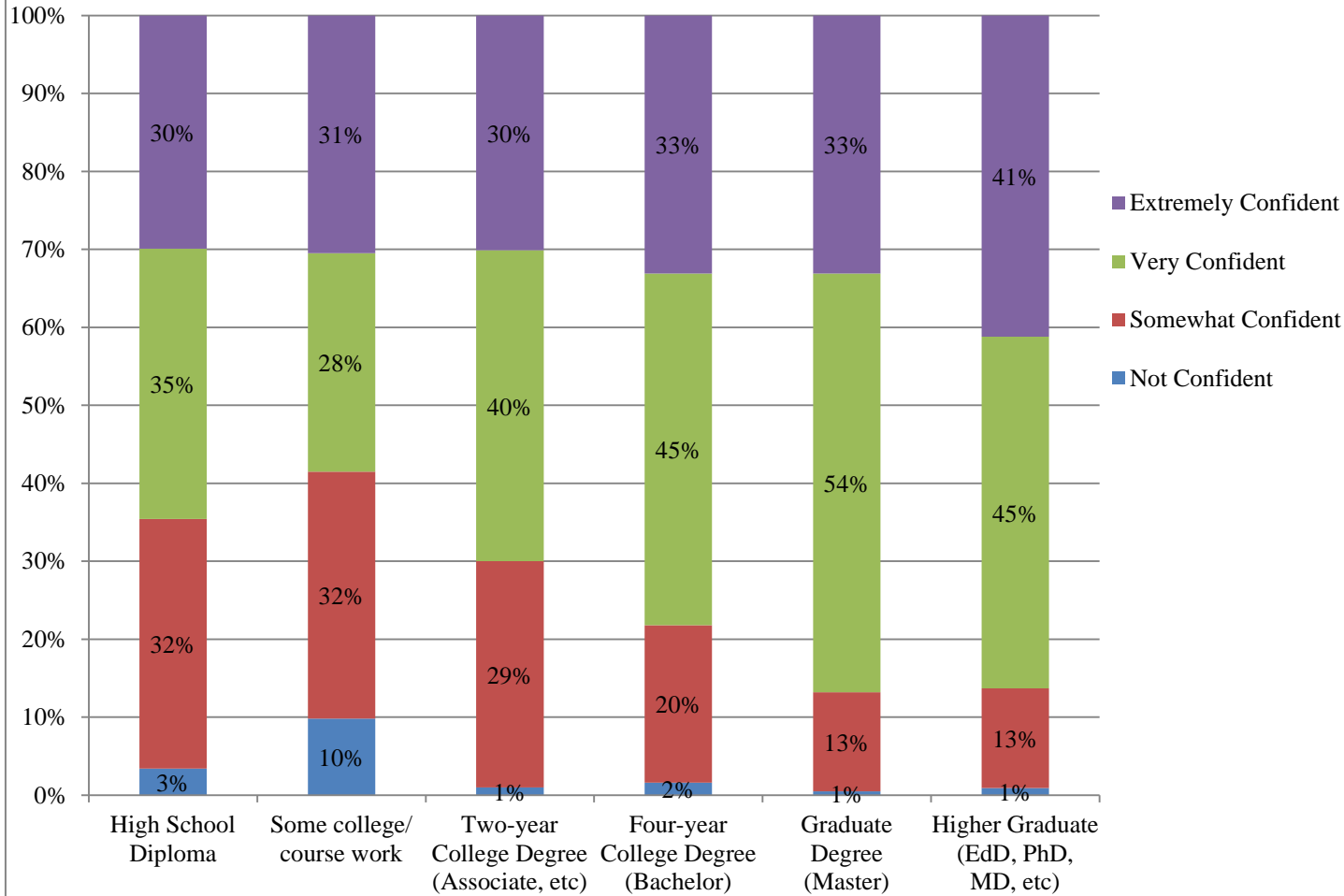


76% of the seniors reported that their highest level of educational aspiration includes obtaining a 4-year degree or higher. This has remained relatively consistent across the years.

The number of students indicating a high school diploma as their highest educational aspiration dropped 2% after a few years on the rise.

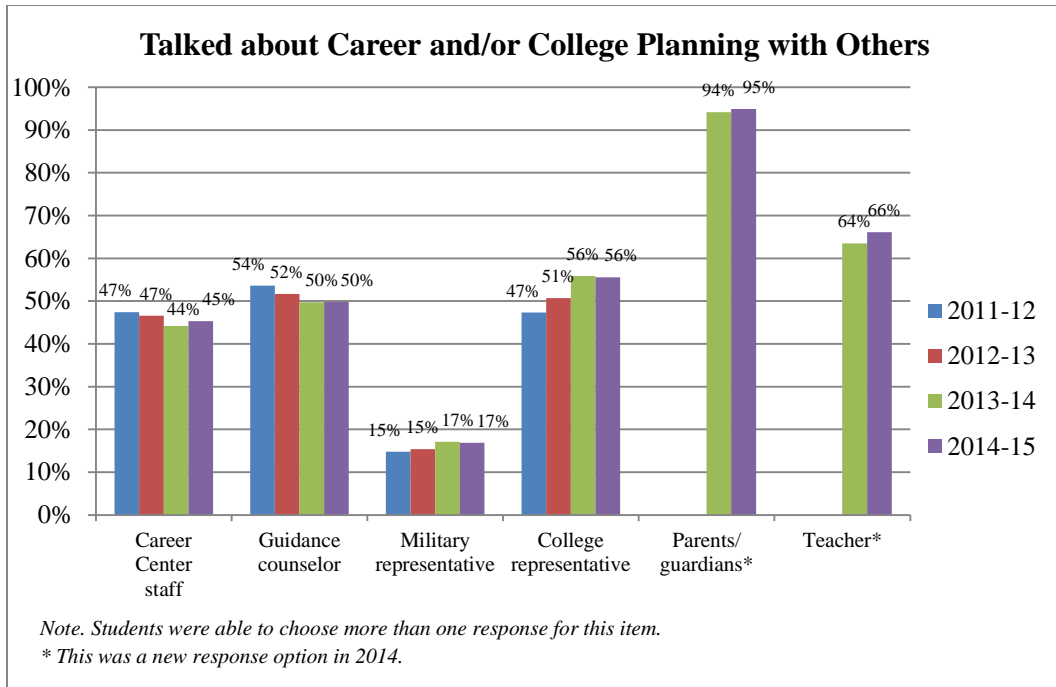


**Relationship between two questions:  
At this point in your life, what is the highest level of education you plan to achieve (choose only one)? and How confident do you feel that you will achieve your ultimate educational goal (choose only one)?**

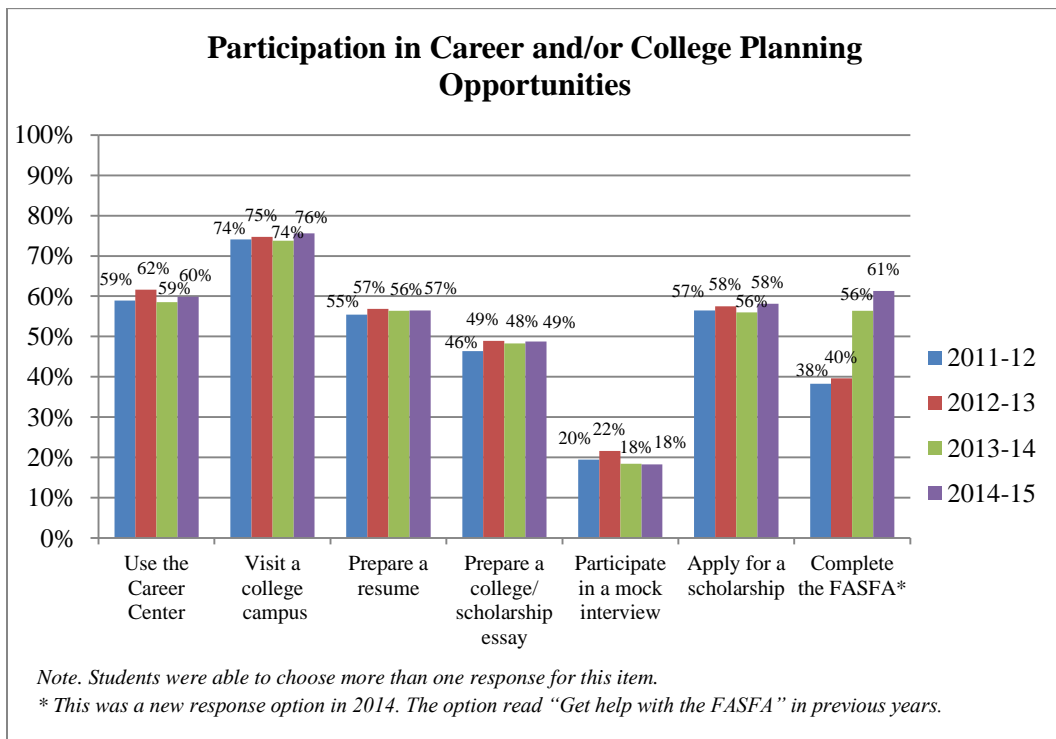


Students pursuing a four-year college degree or higher, reported being either extremely or very confident about reaching their goals at a greater rate than those students not pursuing a four-year college degree or higher.

In general, the percent of students who report feeling confident in achieving their educational goals has declined over the past two years.

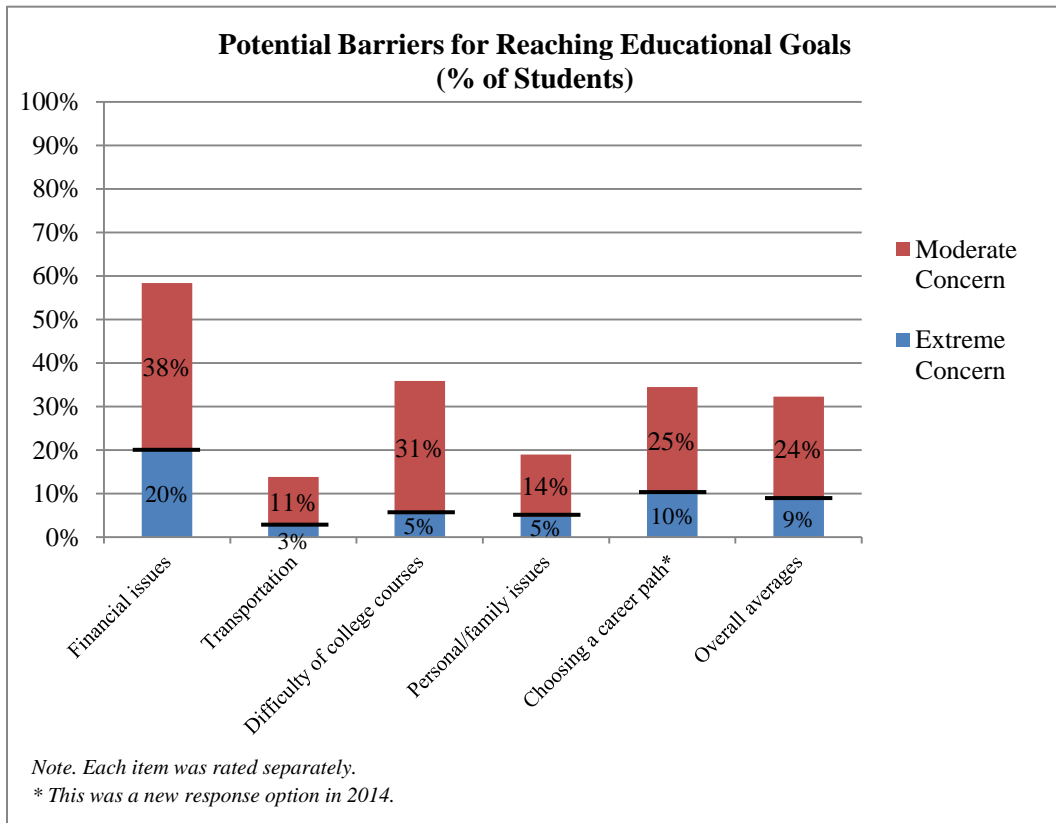


Seniors report talking to their parent/guardian, teachers, or college representatives more frequently than their guidance counselor, career center staff, or military representatives.



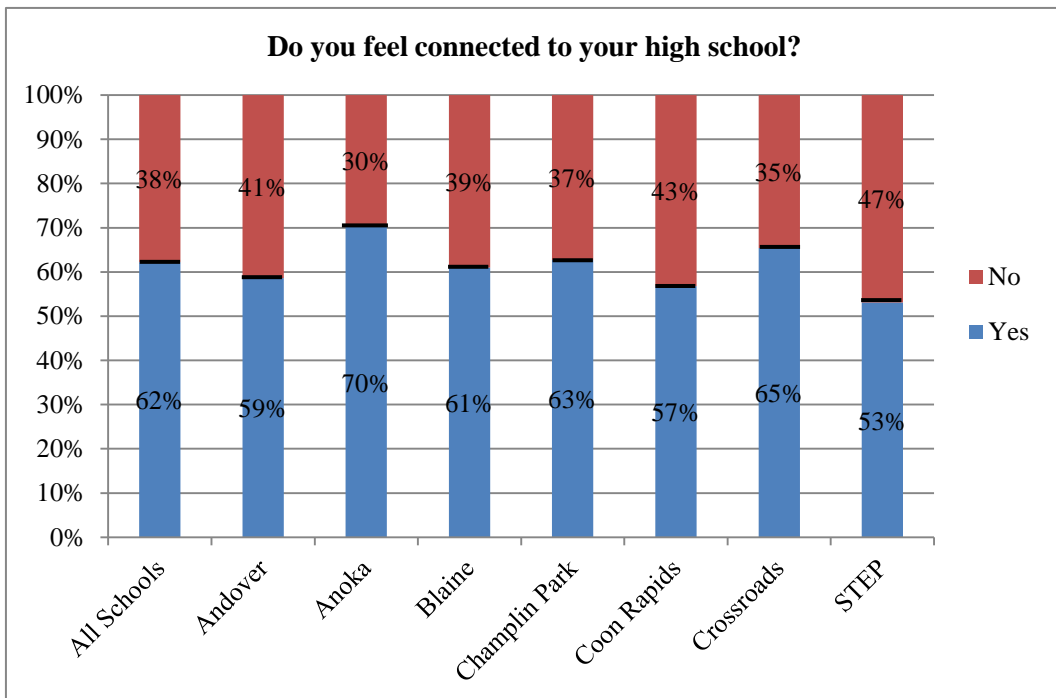
Approximately 76% of seniors report that they have participated in a college campus visit and the percent of students who report completing the FASFA increased 5% from last year.

In addition, 81.9% of students reported that they have filled out at least one college application, up from 78.1% in 2014.



Students were most likely to perceive financial issues as a potential barrier for reaching their educational goals.

The percent of students who reported difficulty of college courses as either a moderate or extreme concern decreased from 41% in 2014 to 36% in 2015.

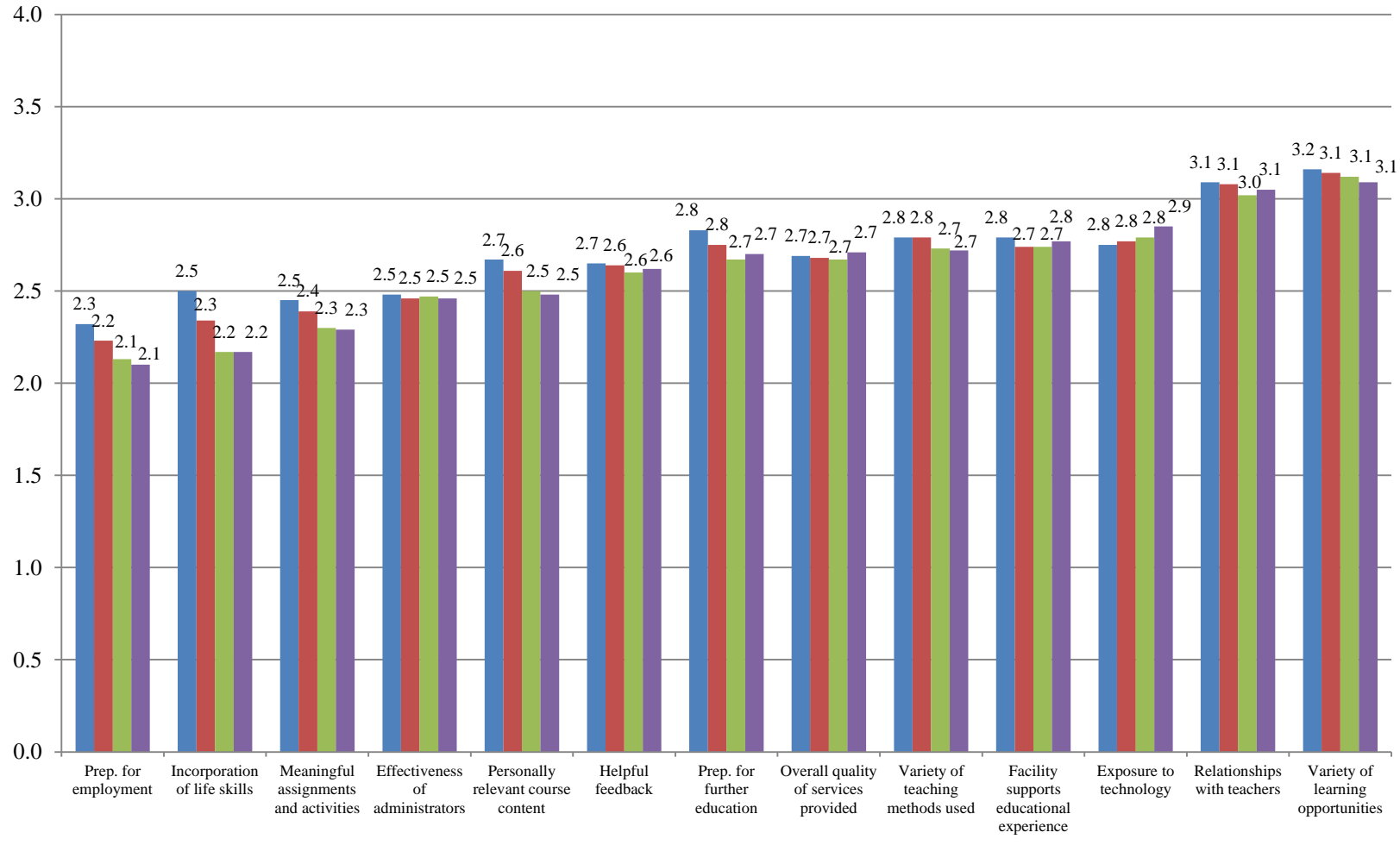


Overall, 62% of seniors reported that they felt connected to their high school.

This has steadily decreased since 2012, when the percent of students who reported feeling connected was at 69%.

**Average Letter Grade Assigned to High School  
(A=4, B=3, C=2, D=1, and F=0)**

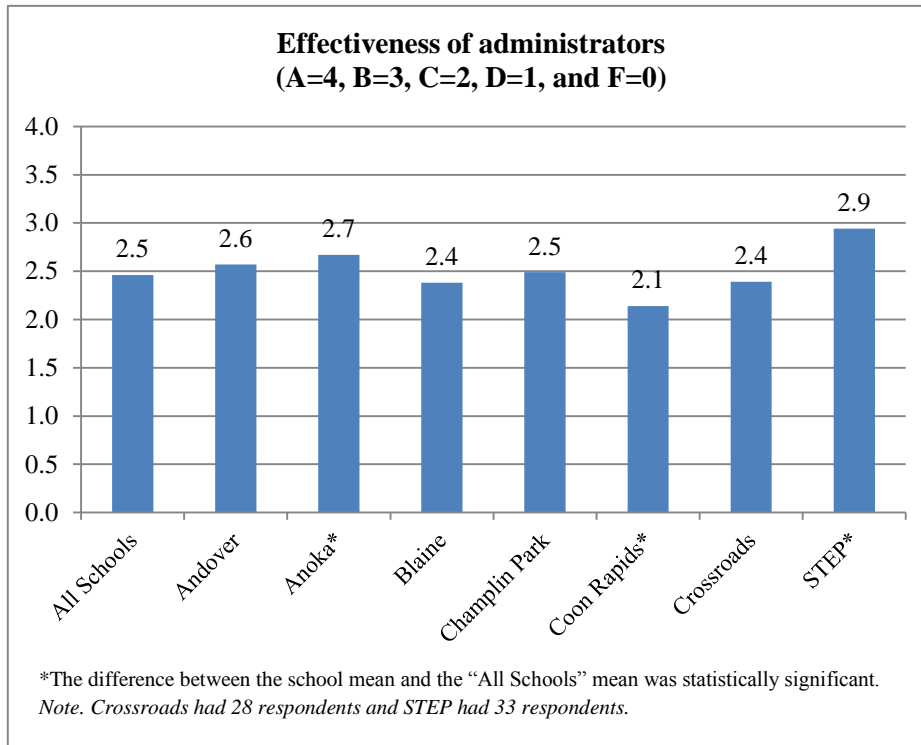
■ 2011-12 ■ 2012-13 ■ 2013-14 ■ 2014-15



Students rated the overall quality of the services provided as 2.7 (which is equivalent to a C+).

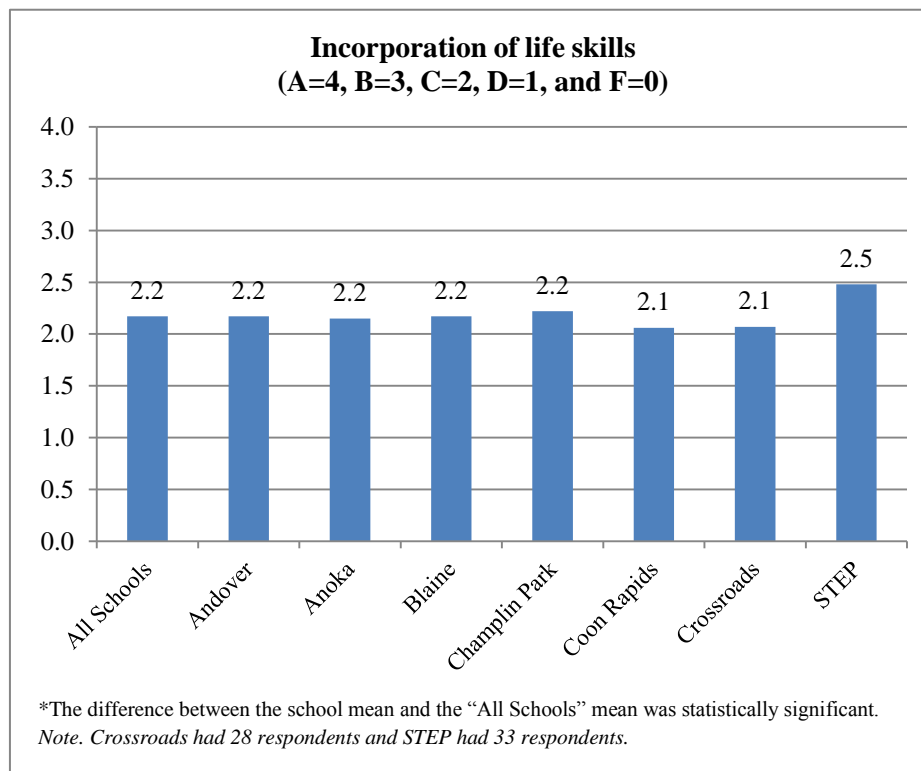
In general, students' ratings in almost all domains are staying about the same or on the decline with the exception of exposure to technology which shows a slight incline.

Of the 13 statements from the previous page, highlighted below are four items disaggregated by building. They were selected for various reasons described below.



Students’ rating of the effectiveness of administrators ranged from 2.1 to 2.9.

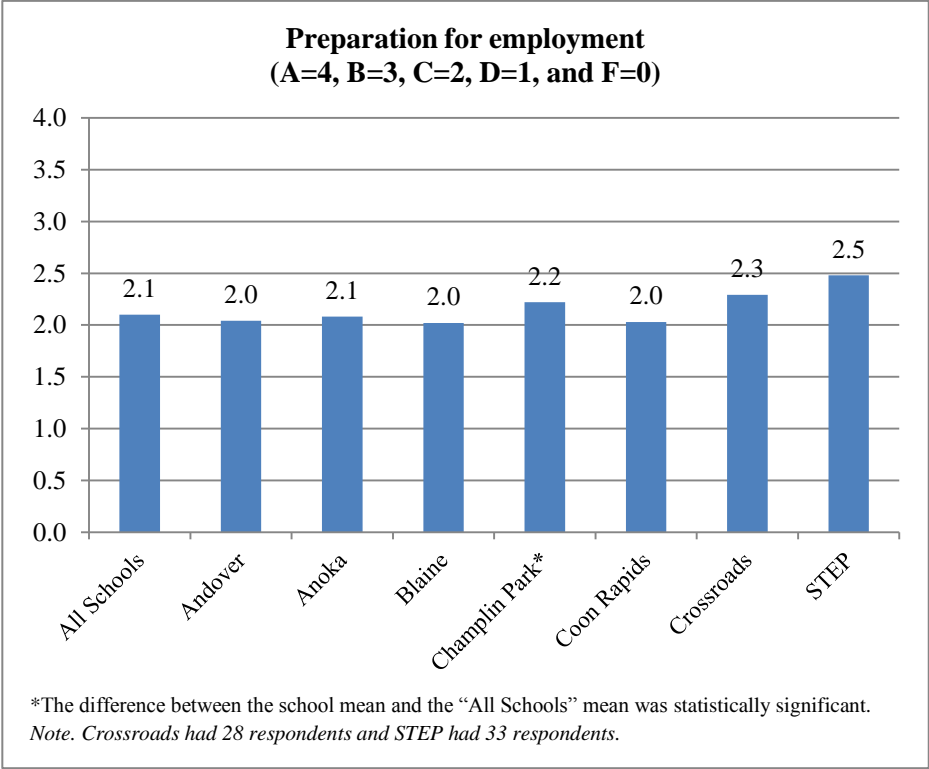
This item had the largest range in responses between buildings.



At the five traditional high schools, students’ rating of their school’s incorporation of life skills ranged from 2.1 to 2.2, in the lower ‘C’ range.

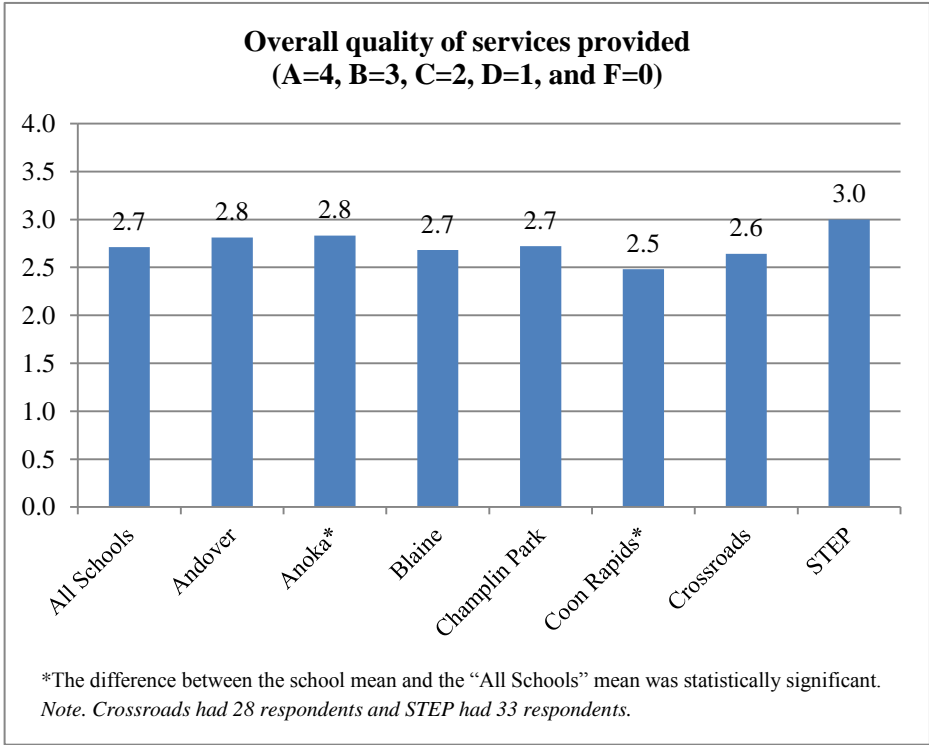
This item saw the greatest decrease in the score for “all schools” from 2012, slipping from 2.5 in 2012 to 2.2 in 2015.

This item also had the least variation in responses between buildings.



At the five traditional high schools, students’ rating of preparation for employment they received at their school ranged from 2.0 to 2.2, in the lower ‘C’ range.

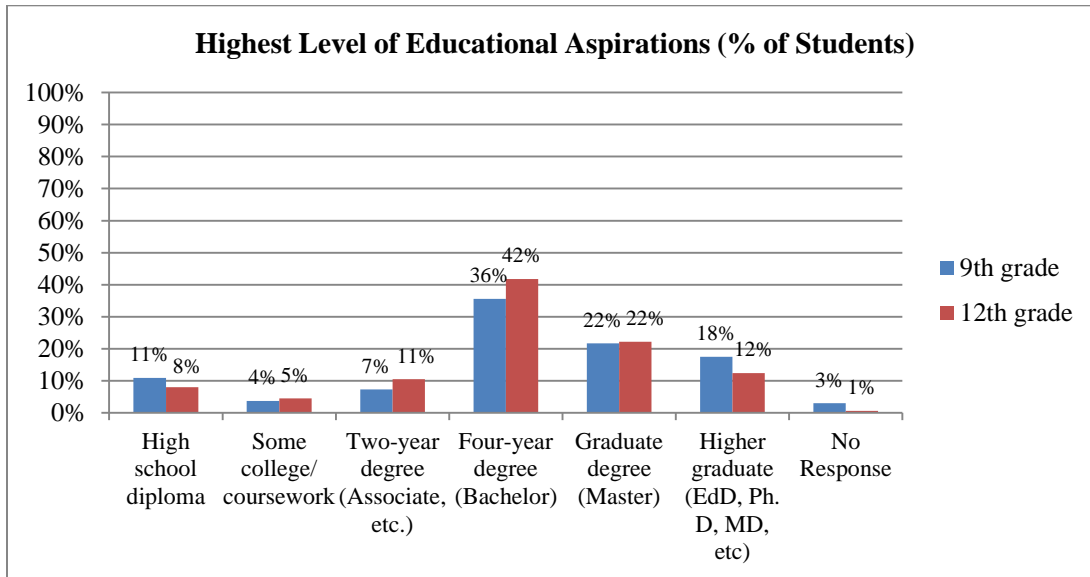
This item has steadily declined in the score for “all schools” since 2012, slipping from 2.3 in 2012 to 2.1 in 2015.



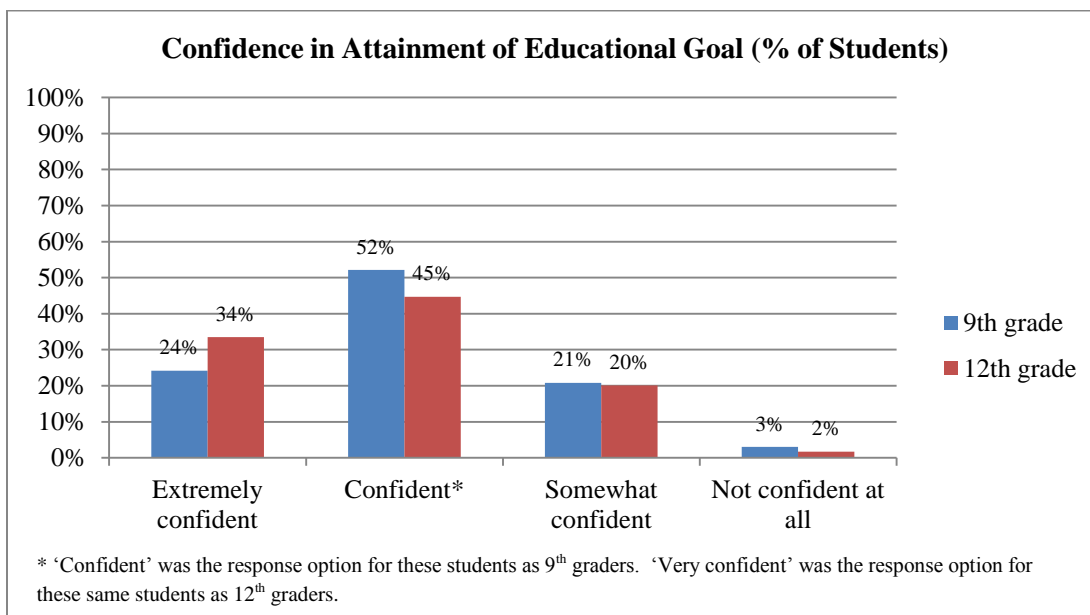
Students’ rating of the overall quality of services provided ranged from 2.6 to 2.9 (all mid to upper ‘C’s except STEP with a low ‘B’ rating).

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

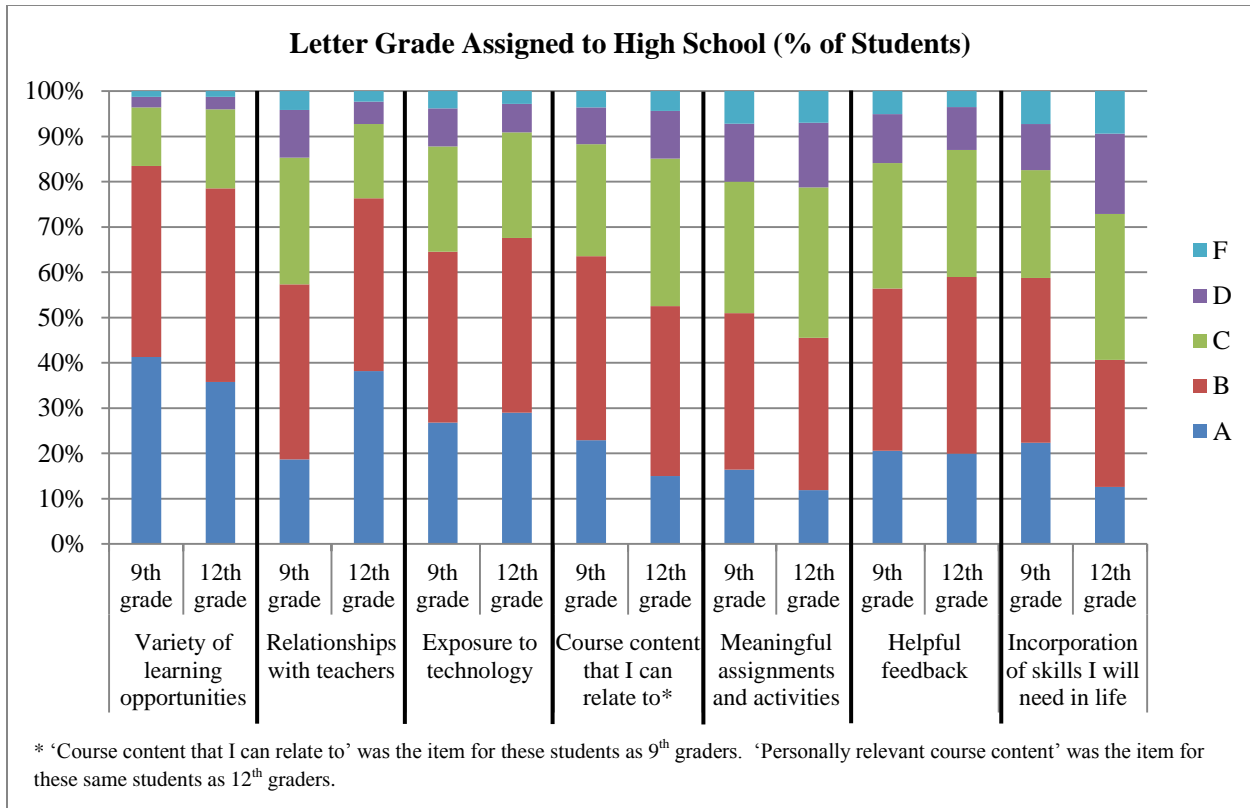
Students who were seniors in 2015, took a 9<sup>th</sup> grade transition survey as 9<sup>th</sup> graders in 2012. The following graphs compare responses to like items between the surveys of these students as 9<sup>th</sup> graders and as 12<sup>th</sup> graders.



More students reported a high school diploma as their highest educational goal as 9<sup>th</sup> graders than as seniors. As seniors, 6% more students reported a four-year degree as their highest goal.



A greater percent of this cohort is extremely confident as seniors than the percent who were extremely confident as freshmen in reaching their educational goal.



The class of 2015 assigned a much higher letter grade to their high school as seniors than they did as freshmen in the area of relationships with teachers. A lower letter grade was assigned by this cohort as seniors than was assigned as freshmen in the areas of a variety of learning opportunities and incorporation of life skills. Ratings stayed fairly consistent from these students' freshmen to senior years for the items exposure to technology and helpful feedback.