
Ninth Grade Student Survey Report 2016

Anoka-Hennepin
School District

Prepared by the Department of
Research, Evaluation, and Testing



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Introduction

This summary highlights students' responses to the Ninth Grade Student Survey. The objective of the Ninth Grade Student Survey is to provide an opportunity for all ninth graders to evaluate school programming and provide feedback on their experiences entering high school. Students' perception of their educational experiences is useful for systems improvement, and summaries are shared with the Superintendent, Associate Superintendents, K-12 Curriculum and Instruction personnel, building level administration and staff, and other district constituents.

This year is the fifth year in which the Ninth Grade Student Survey was administered to all students finishing their ninth grade year. Teachers administered the survey during their advisory class between March 28 and May 20, 2016. Students generally take 15-30 minutes to complete the anonymous survey. The questionnaire consists of 11 main items relating to students':

- knowledge and use of school counselors
- concerns as ninth graders
- evaluation of their high school
- educational aspirations
- demographic information

Representing each high school in the district, 2,848 students completed the survey. Students were almost evenly distributed across both genders, with 50% of the respondents being male and 48% being female (2% of students provided no response to this question). Also, students self-reported their ethnic background as the following:

- 1.8% American Indian
- 8.5% Asian
- 4.0% Hispanic
- 8.6% Black
- 68.4% White
- 6.6% Multi-racial
- 2.1% No response

This summary aggregates student responses for a selected number of items from the survey.

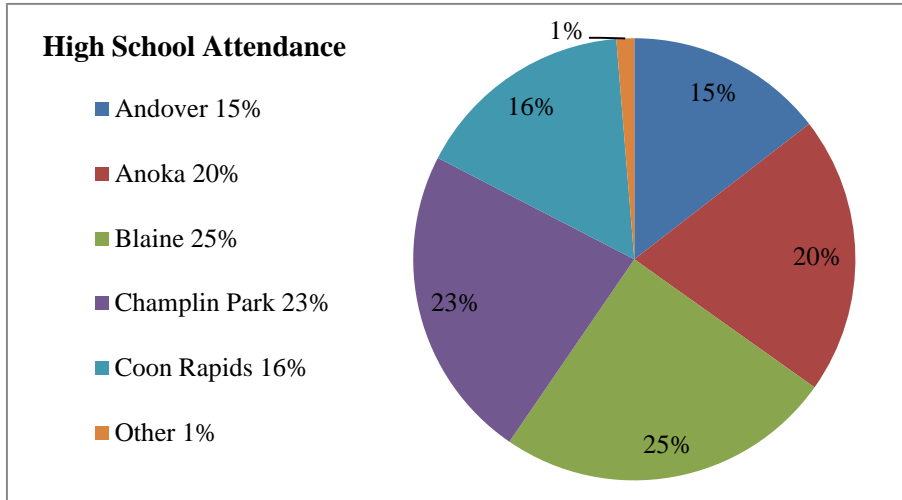
Key Messages

Illustrated in the graphs that follow.

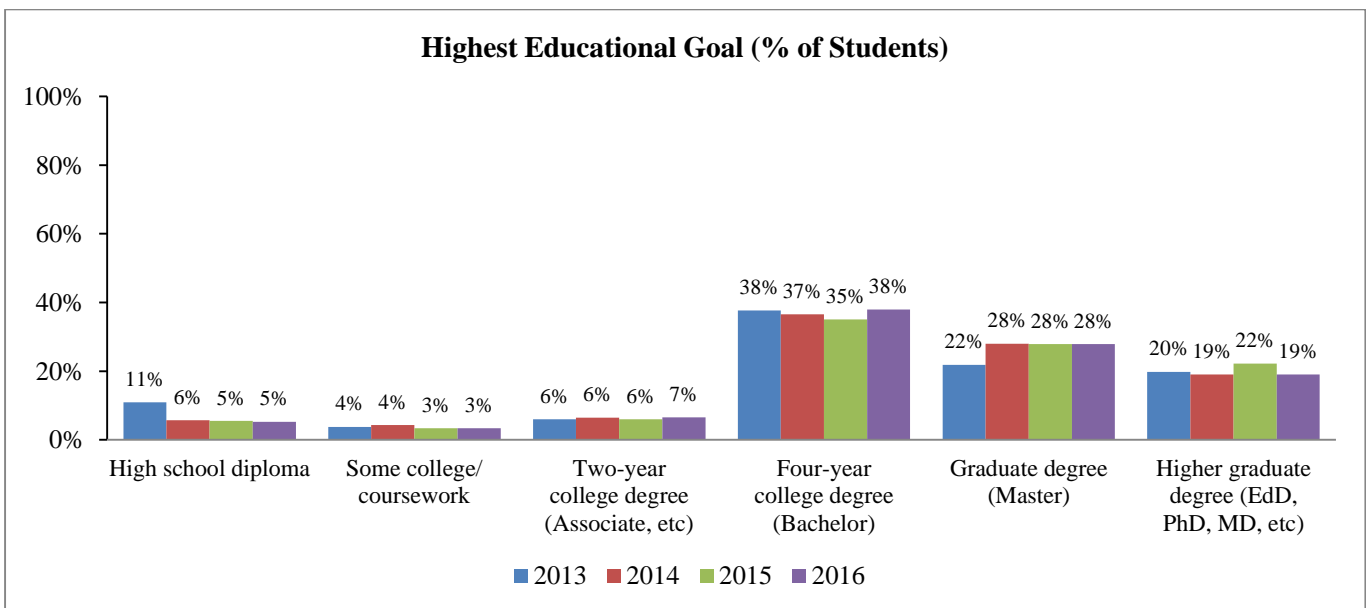
- There were 2,848 ninth grade students who completed the Ninth Grade Student Survey in 2016.
- Approximately 85% of the ninth grade students reported that their highest level of educational aspiration included obtaining a 4-year degree or higher. This result remains steady from 2015. In general, students with higher educational aspirations were more confident in reaching their goals.
 - Asian students report feeling significantly less confident in reaching their educational goals than 9th grade students overall, whereas Black students report feeling significantly more confident in reaching their educational goals than 9th grade students overall.
- Most students learned about their school counselor through orientation, open house, an individual meeting or advisory. There were 17% of students who reported not knowing who their counselor was, down from 19% in 2015. Half of the 9th grade students reported that they have never met with their counselor.
- Students reported being most likely to go to their school counselor for schedule changes, making sure credits are on track for graduation, registration, and college or career problems.
- Thinking about their ninth grade year, 96% of students reported feeling well adjusted to high school, 91% of students reported feeling prepared to move from 8th grade to high school, and 89% of students report feeling safe at their school. These items were consistent with last year's data and had the highest level of agreement.
 - While 87% of students agree that they have the support they need from building staff to be successful in high school and 84% feel their teachers and other adults at school respect them. Seventy-two percent of students agree that teachers are interested in them as a person, up 2% from last year.
- Ninth grade students were more concerned at the end of the year than upon entering the ninth grade in regards to keeping up with class/homework and expectations to do well.
 - The items with the lowest levels of concern when entering 9th grade were peer pressure and bullying. These items were even less of a concern at the end of the year.
 - Asian students were statistically significantly more concerned about peer pressure, making friends, going to a new school, getting help from teachers, expectations to do well, fitting in and bullying when they entered 9th grade when compared to all students; however, these differences were no longer significant at the end of 9th grade.
 - Female students reported feeling significantly more concerned than male students on all items except keeping up with class/homework *as they entered 9th grade*.
- Students rated the overall quality of the services provided with a 2.8 (which is equivalent to a B-), up from 2.6 in 2015. Grades assigned to each of 7 items increased slightly since 2015.
 - Male students rated relationships with teachers, course content they can relate to, and incorporation of life skills significantly higher. Black students rated variety of learning opportunities, relationships with teachers, and exposure to technology significantly lower.

Findings

There were 2,848 ninth grade students who completed the survey in 2016. Students were representative of the five traditional high schools as well as other programs, and representation was proportional to school size.

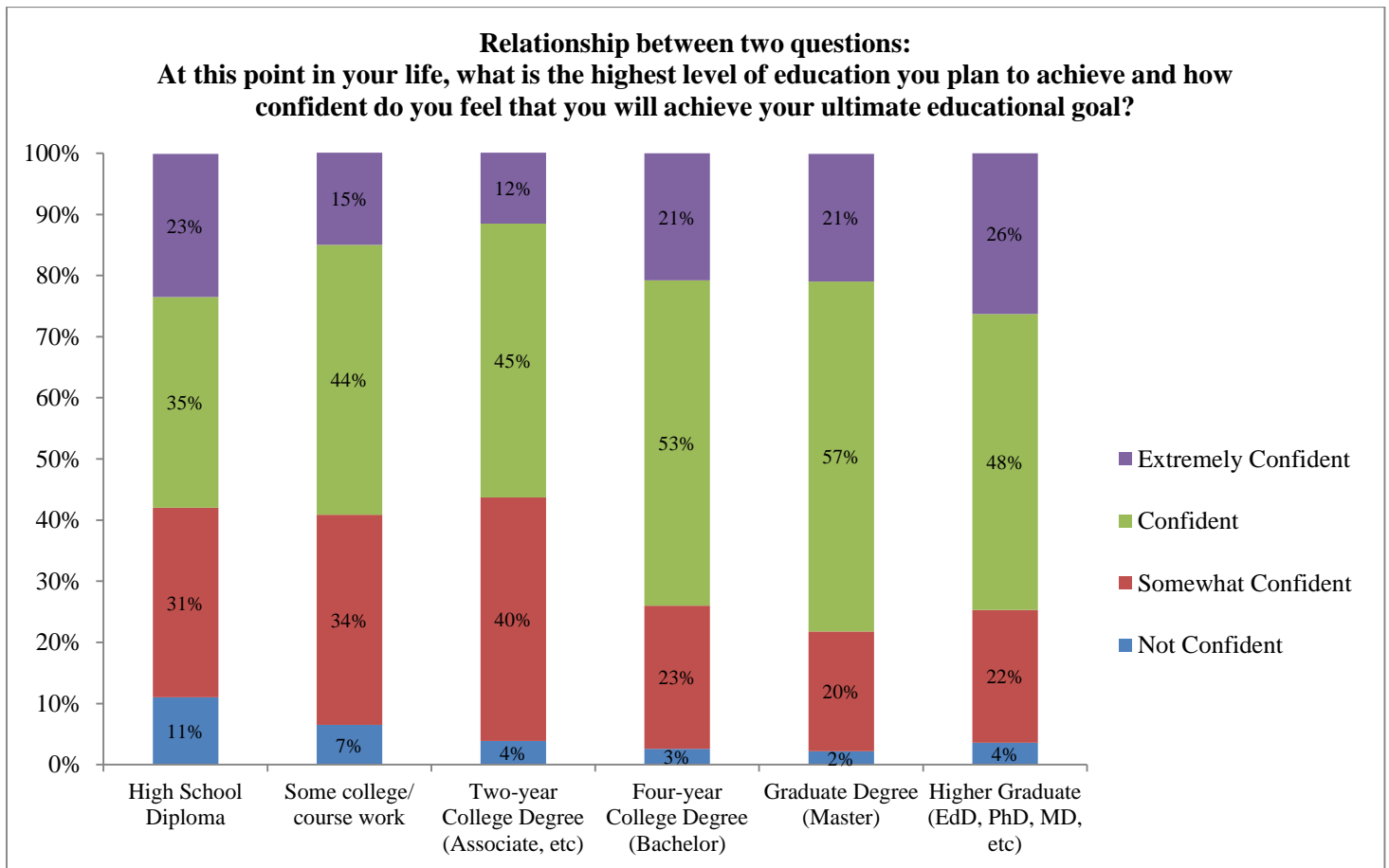


As with 2014-15, 85% of the ninth grade students reported that their highest level of educational aspiration includes obtaining a 4-year degree or higher. This is up from 79% in 2013. Aspirations of obtaining a four-year college degree have increased 3% since 2015, whereas aspirations for obtaining a higher graduate degree such as a Ph.D. or M.D. have decreased 3%.

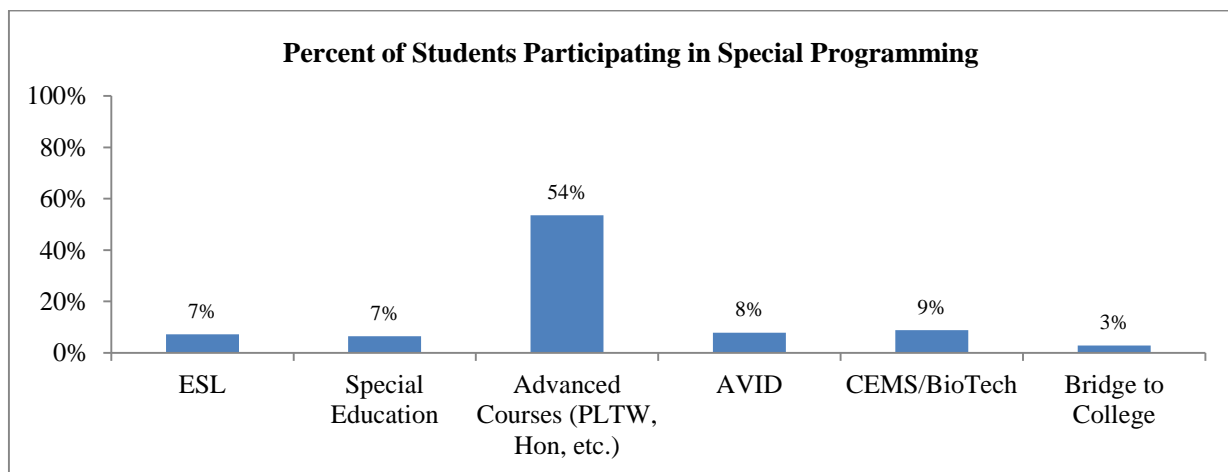


In general, students pursuing a four-year college degree, a graduate degree, or a higher graduate degree reported being either extremely confident or confident in reaching their goal at a greater rate than those students selecting other aspirations.

Eleven percent of ninth grade students were not confident they would obtain their educational goal of a high school diploma, up from 8% in 2015. In general, students with lower educational aspirations were less confident in reaching their goals.

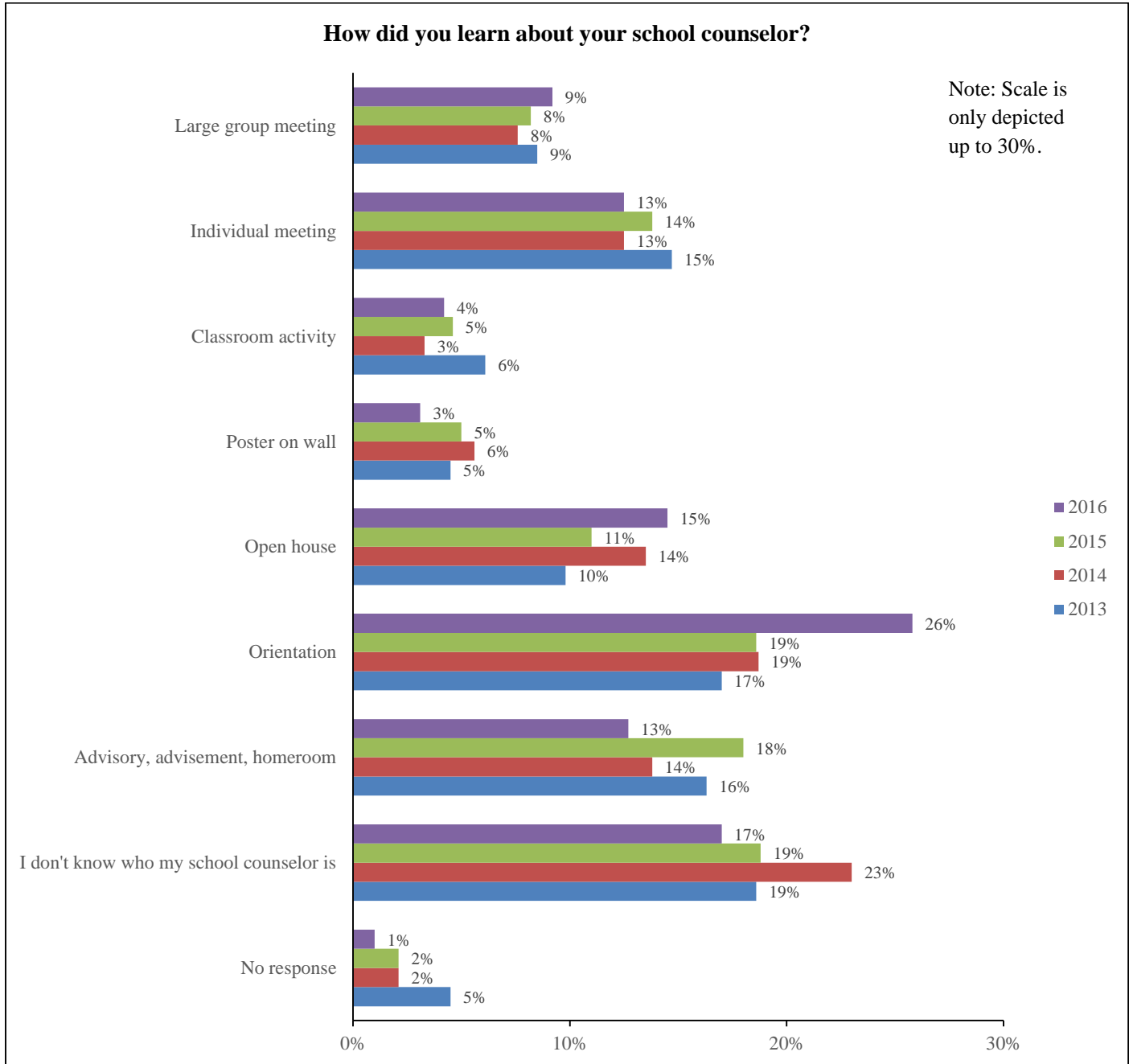


Just over half of the participants said they are taking an advanced course.

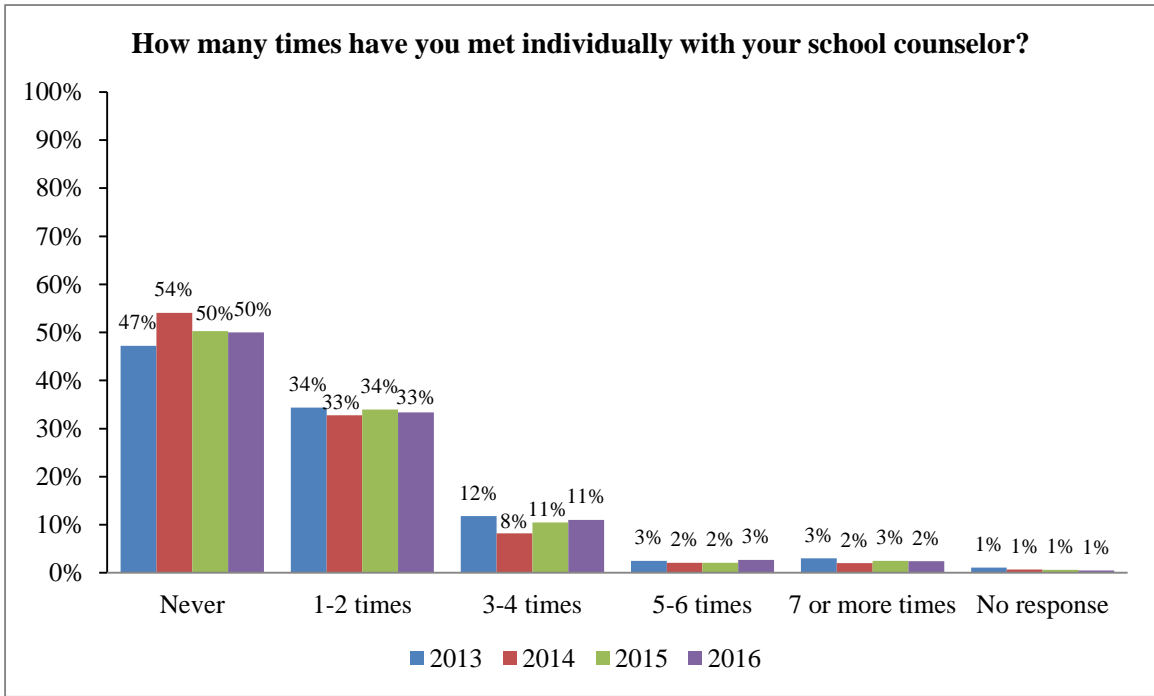


School Counselor Information

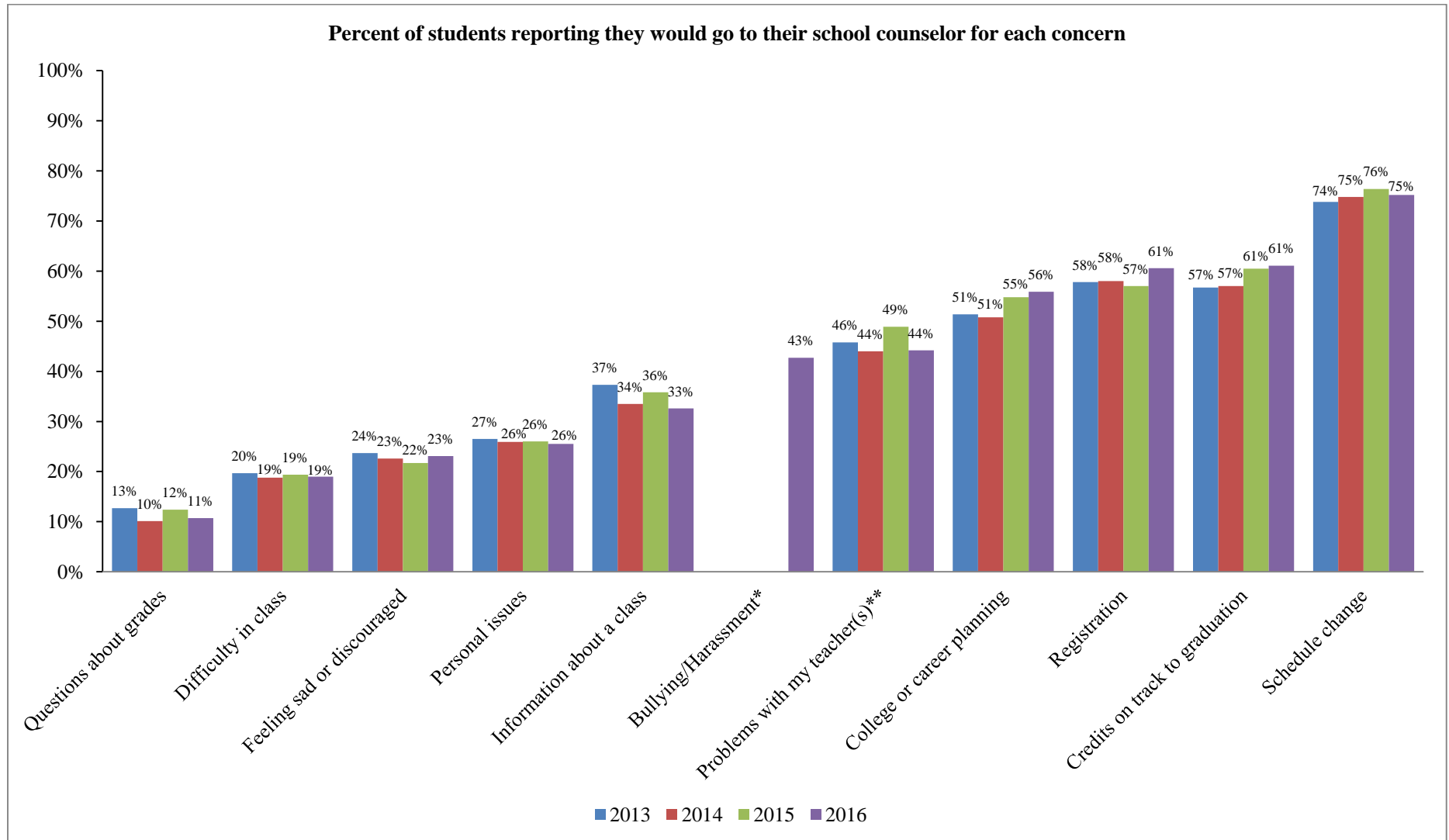
Most ninth grade students learned about their school counselor through orientation (26%), open house (15%), their advisory/advisement/ homeroom (13%), or an individual meeting (13%). The percent of students not knowing their counselor has decreased for the last two years.



Approximately half (50%) of ninth grade students have never met with their school counselor one-on-one. This is down from 54% in 2014. One-third of ninth graders met with their counselor one or two times during the school year.



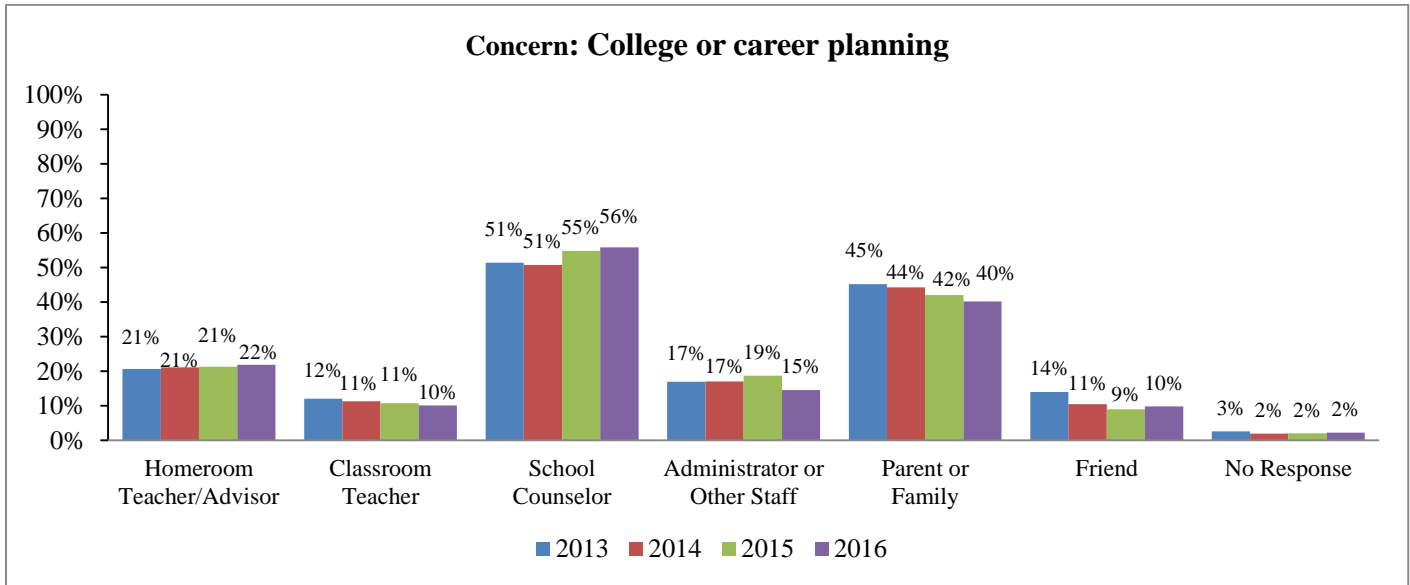
The concerns for which ninth grade students reported that they would go to their school counselor the most include schedule changes, credits on track to graduate, and registration. The least amount of students reported going to the school counselor for questions about grades, difficulty in class, and feeling sad or discouraged.



*Note: Students were allowed to choose more than one person they would go to for each concern. Other responses included a homeroom teacher, a classroom teacher, an administrator, a friend, or a parent or family member. * New option in 2016. **New wording in 2016 (previously "teacher problems").*

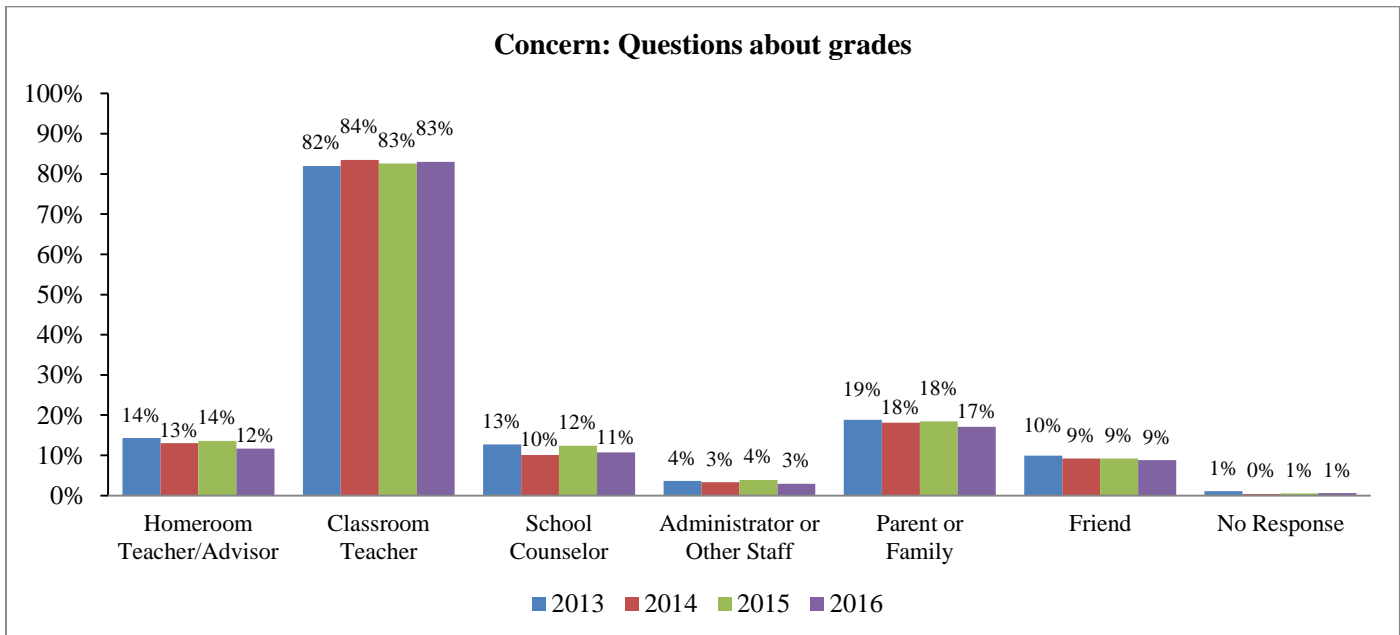
Additional Responses to Six of the Concerns

The majority of students (56%) said that they would go to a school counselor for college or career planning. Forty percent of students said they would go to a parent or family member, although that percentage has been gradually decreasing from 45% in 2013.



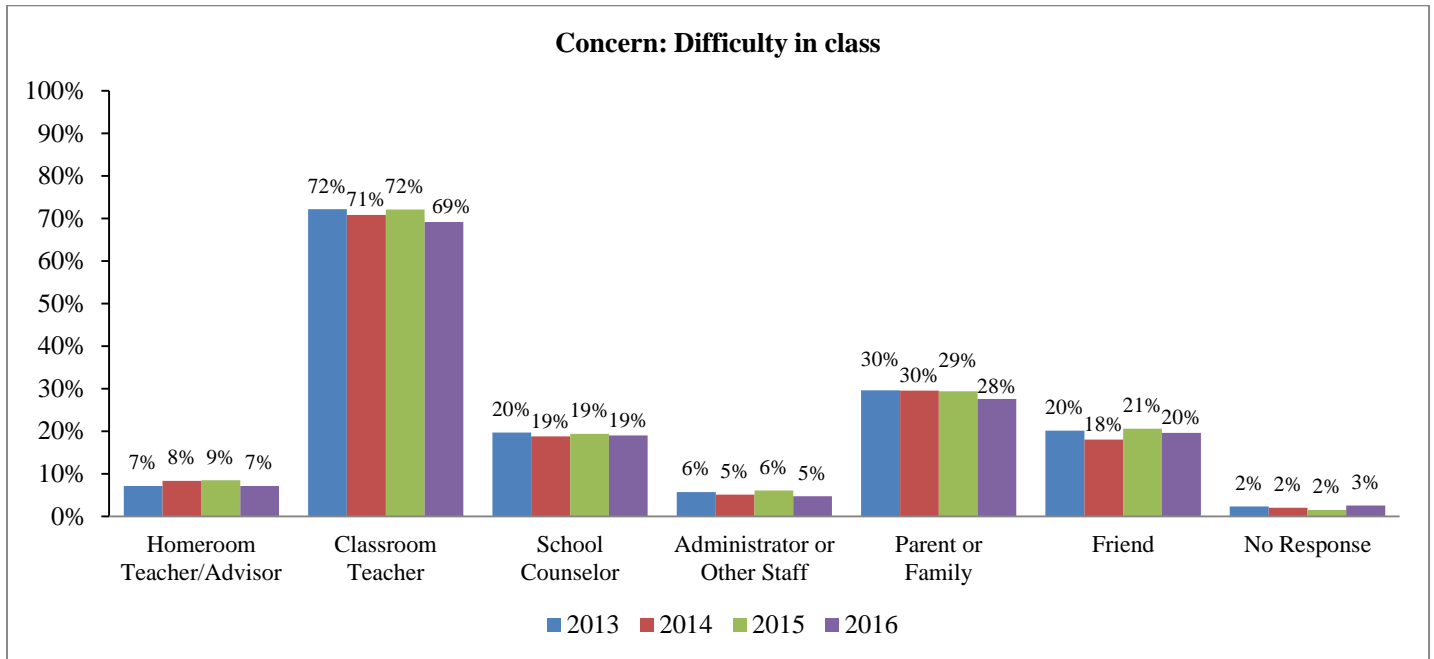
Note: Students were allowed to choose more than one person they would go to for each concern.

The vast majority of students (83%) said that they would go to a classroom teacher with questions about their grades. More students reported that they would go to a parent or family member (17%) than to their homeroom teacher/advisor (12%).



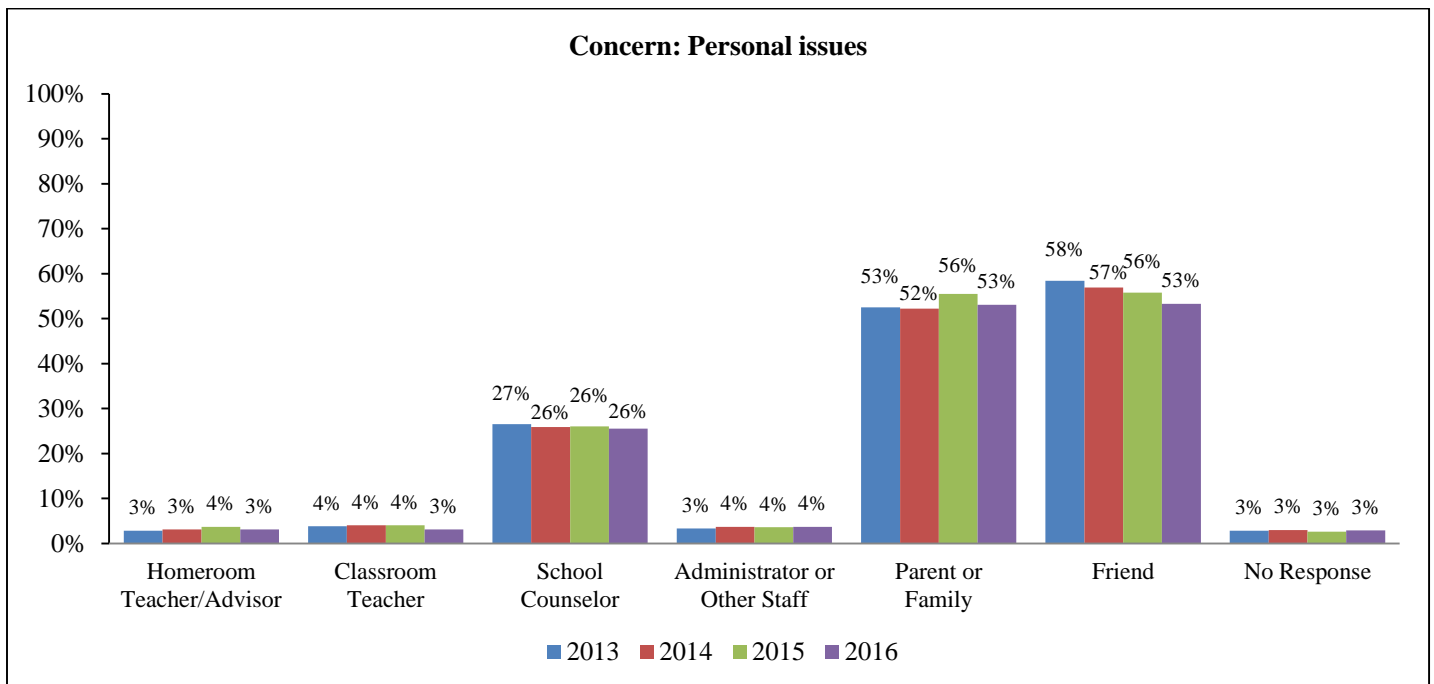
Note: Students were allowed to choose more than one person they would go to for each concern.

While 69% of ninth grade students said they would go to a classroom teacher for difficulty in class, a moderate number also reported going to people such as a parent or family member, a friend or their school counselor.



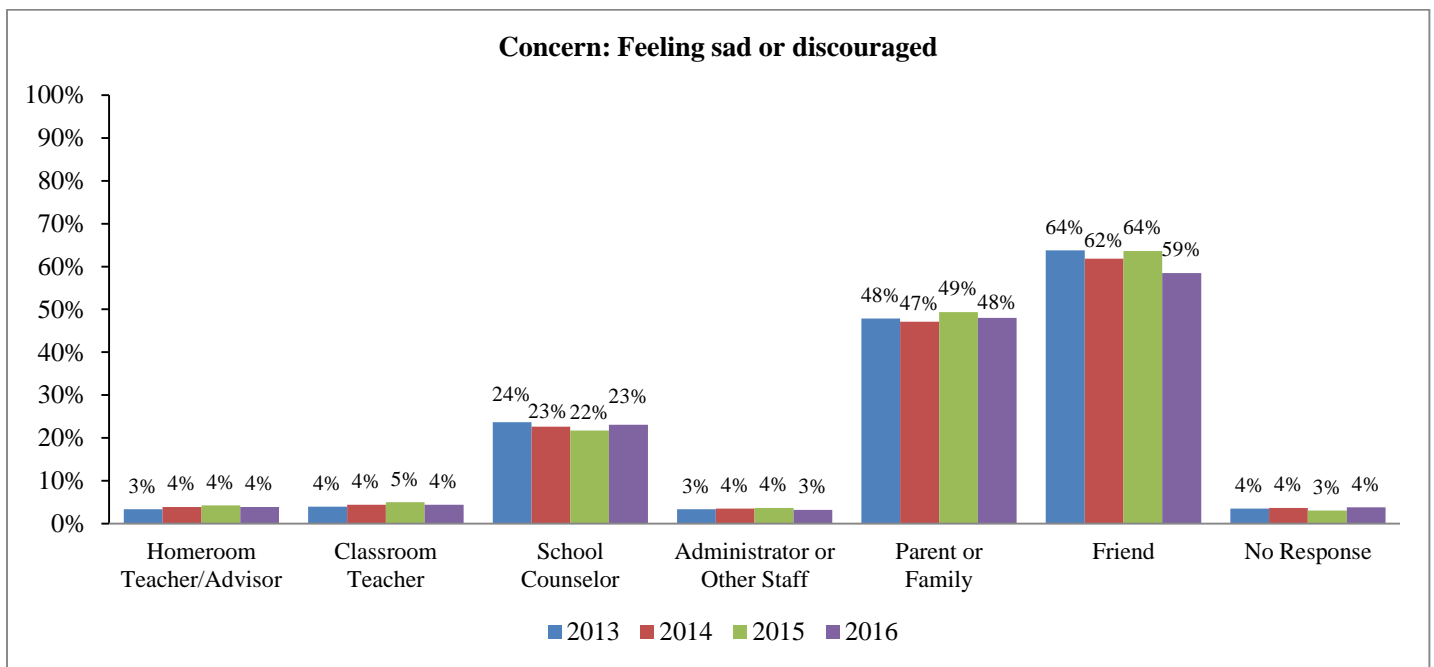
Note: Students were allowed to choose more than one person they would go to for each concern.

Fifty-three percent of ninth grade students said they would go to a friend when they are having personal issues. Fifty-three percent also said they would go to a parent or family member. The percent of students who would go to a friend with personal issues has declined since 2013. About one-quarter of students would go to their school counselor with personal issues.



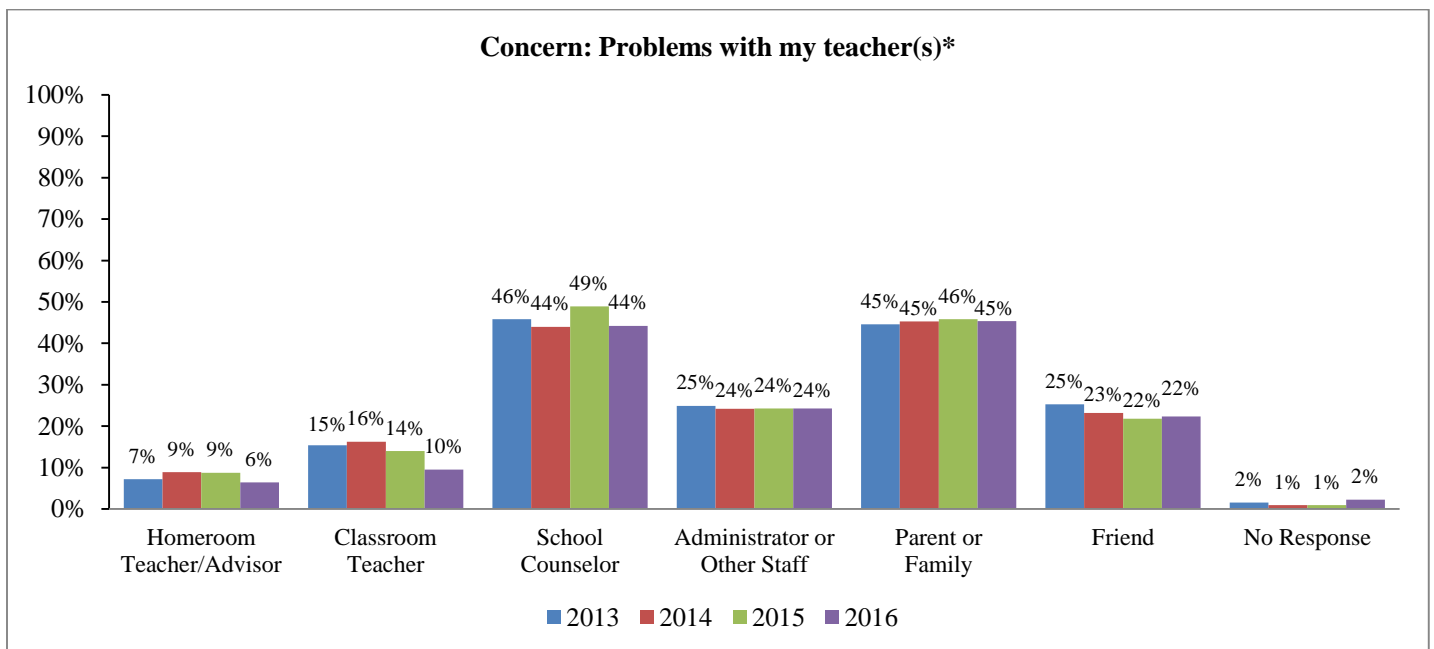
Note: Students were allowed to choose more than one person they would go to for each concern.

The majority of students (59%) said they would go to a friend if they were feeling sad or discouraged, although that percentage has decreased from 64% in 2015. Other common responses included going to a parent or family member or to a school counselor.



Note: Students were allowed to choose more than one person they would go to for each concern.

Many students selected more than one response in regards to who they would go to with a problem with a teacher. The top responses were talking with the school counselor or a parent or family member, followed by administration or a friend.

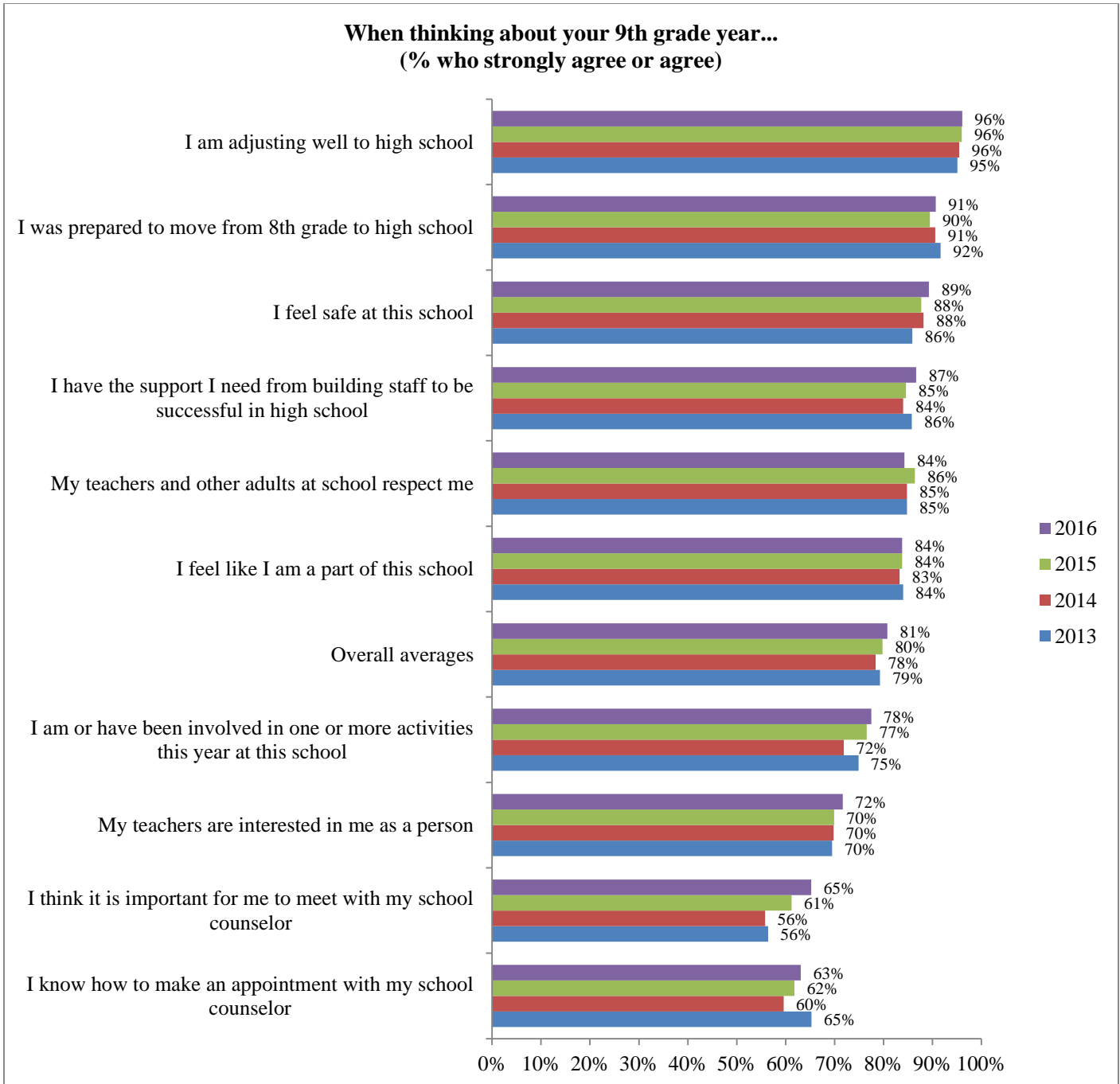


*Note: Students were allowed to choose more than one person they would go to for each concern. * New wording in 2016 (previously "teacher problems").*

Perceptions of the 9th Grade Experience

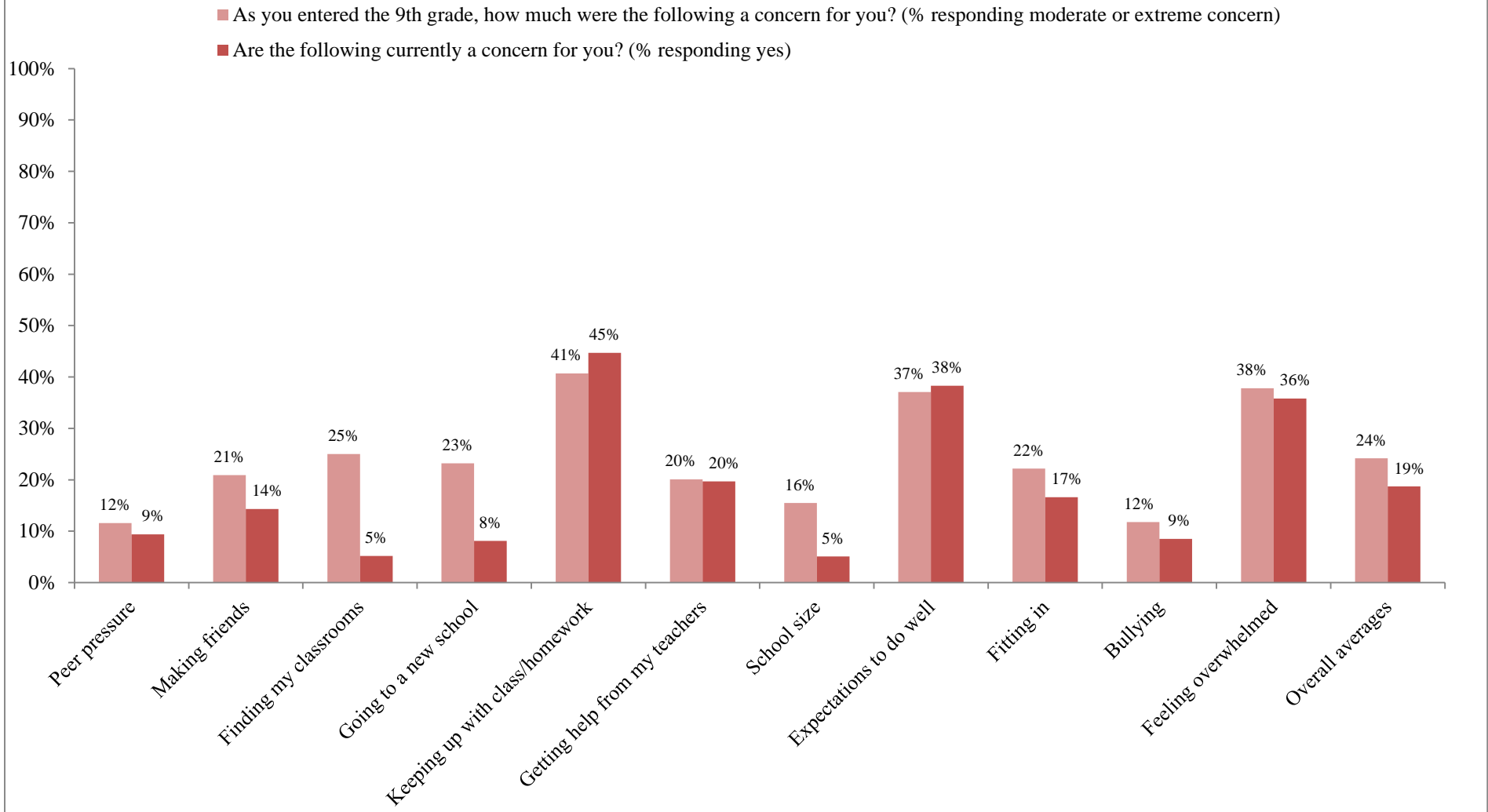
Ninety-six percent of ninth grade students reported feeling well adjusted to high school. The item with the lowest level of agreement was, *I know how to make an appointment with my school counselor*, with 63% of students agreeing.

Not considering the two items related to meeting with school counselors, the item of lowest agreement was, *My teachers are interested in me as a person* with only 72% of students reporting agreement with the statement, although that item shows an increase of 2% since last year. Over 90% of students agreed or strongly agreed that they were *adjusting well to high school* and were *prepared to move from 8th grade to high school*.

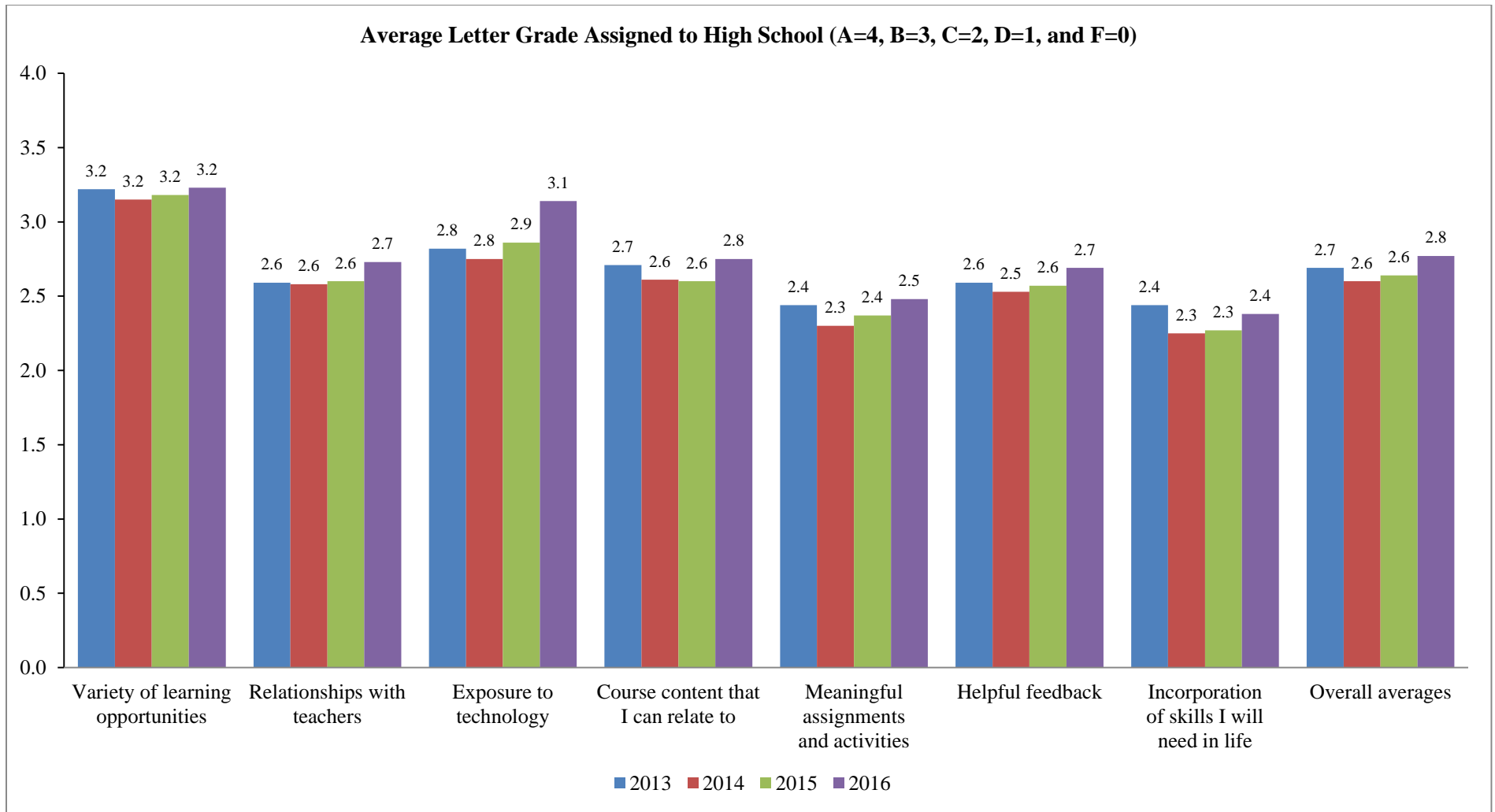


Note. The overall average was the average of the other ten items.

Comparison of level of concern



Ninth grade students were more concerned at the end of the year than upon entering the ninth grade in regards to keeping up with class/homework and expectations to do well, while all the other concerns decreased. The largest decline in concern was finding their classrooms and going to a new school. These findings are consistent with previous years. The items with the lowest levels of concern when entering 9th grade were peer pressure and bullying. These items remained among the lowest concerns at the end of the year, as well as concerns about being in a bigger school.



Students rated the overall quality of the services provided a 2.8 (which is equivalent to a B-). Grades assigned to each item were slightly higher than the 2015 responses across the board.

In general, students rated having a variety of learning opportunities and exposure to technology higher than the other items. The rating of incorporation of skills needed in life is the lowest rated item, and has been over time, although it has been gradually increasing over the past two years.

This report was generated by the Research, Evaluation, and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, www.anoka.k12.mn.us/ret, or call (763) 506-1000 and request the RET department.