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# Senior Exit Survey Report 2017

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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 are useful for systems improvement and summaries are 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 seniors in their advisory class. Teachers were instructed to administer the survey during their advisory class between April 3 and May 19, 2017. Anonymously, students generally completed the survey in 15-30 minutes. The questionnaire consisted of 21 items relating to students':

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

Representing each high school in the district, 1,913 students completed the survey. Ten percent more male students completed the survey than female students, with 53.6% of respondents reporting male and 43.6% female (2.7% did not respond to this item). Also, students self-reported their ethnic background as the following:

- 0.9% American Indian
- 7.5% Asian
- 3.2% Hispanic
- 8.1% Black
- 70.6% White
- 7.0% Multi-racial
- 2.7% 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

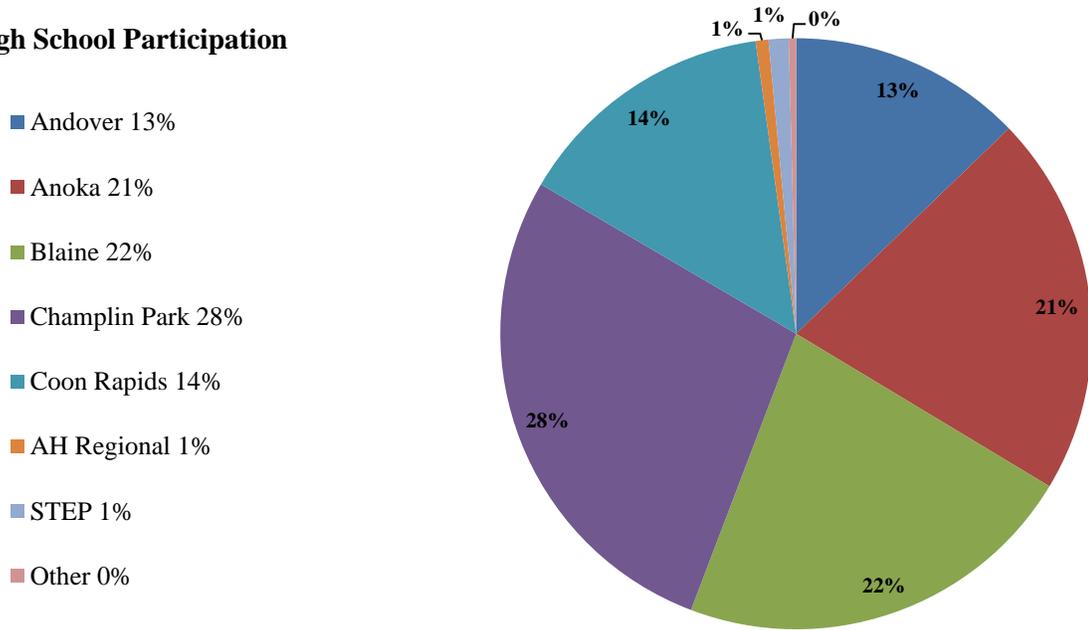
Illustrated in the graphs that follow.

- There were 1,913 seniors who completed the Senior Exit Survey.
  - Eighty-seven percent of the seniors reported attending their high school for part or all of 4 years.
- A total of 94% of the seniors reported that they took the ACT, a slight decrease from 96% in 2016. The ACT was mandated by the state for the graduating class of 2016, but not for the class of 2017.
  - As in 2016, 10% of students state they completed the SAT.
  - Students' reports of participating in a free practice ACT/SAT test remained steady from last year at 53%.
- Thirty-nine percent of students stated they or their parents participated in FAFSA or other financial aid presentations, up 15% from 2014.
- Fewer students plan to attend a 4-year college in the fall than in the past year, a decrease of 4% from 58% in 2016 to 54% in 2017, though a slight increase from the 2015 rate of 53%.
  - Students who reported feeling connected to their high schools were more likely to state they will be attending a 4-year college in the fall.
  - Students were more likely to aspire to complete a 4-year degree as seniors than as freshman (using the 2014 9<sup>th</sup> Grade Student Survey) and were more confident that they would attain that goal. These findings are consistent with last year's results.
- Approximately 73% of the seniors reported their highest level of educational aspiration as obtaining a 4-year degree or higher compared to 78% in 2016.
- Students were most likely to perceive financial issues and difficulty of college courses as potential barriers for reaching their educational goals.
  - Asian students reported all of the five potential barriers being of significantly greater concern than all responding seniors as a whole, while white students reported all of the 5 potential barriers as a significantly lower concern. For the last three years, three out of five potential barriers were reported as being of significantly greater concern for female students: Financial issues, difficulty of college courses, and personal/family issues.
- Students rated the overall quality of the services provided as a 2.7 (which is equivalent to a B-), a small decrease from last years' rating of 2.8. In general, students' ratings in almost all areas have decreased slightly since 2016, with the exception of 'exposure to technology,' which increased slightly.
  - There were no differences in school ratings between students of different genders. Multi-racial students (n=134) rated their schools significantly lower on 11 of the 13 items.
  - In general, students who self-reported having a lower GPA rated the areas lower than students with a higher GPA.
- Seniors' connectedness to their high school decreased from 66% in 2016 to 63% in 2017.
  - Students who reported not feeling connected to their high school assigned a significantly lower letter grade to their high schools on all statements than students who reported feeling connected.
- 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,' 'course content I can relate to,' and 'incorporation of skills I will need in life' slightly lower as seniors than they did as freshmen. 'Relationships with teachers,' 'exposure to technology,' 'meaningful assignments and activities,' and 'helpful feedback' were rated more highly by these students as seniors.

## Findings

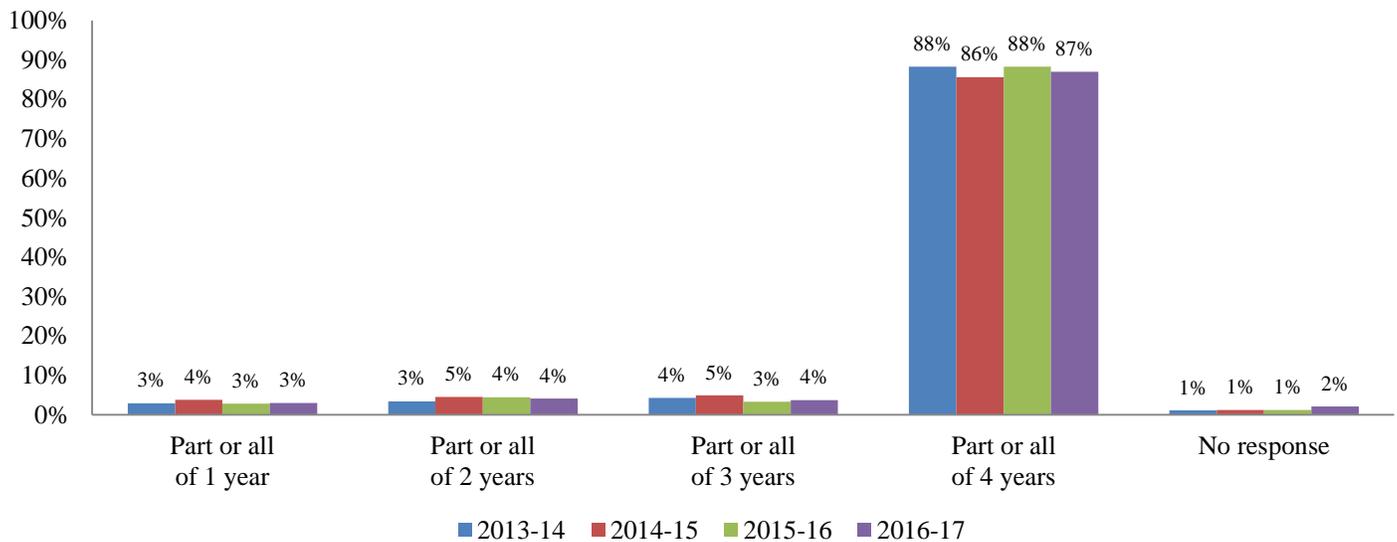
There were 1,913 seniors who completed the survey. These students represented each high school and other programs. Of the seniors who responded, 6.2% reported being in the ESL program and 7.1% reported being in the special education program.

### High School Participation



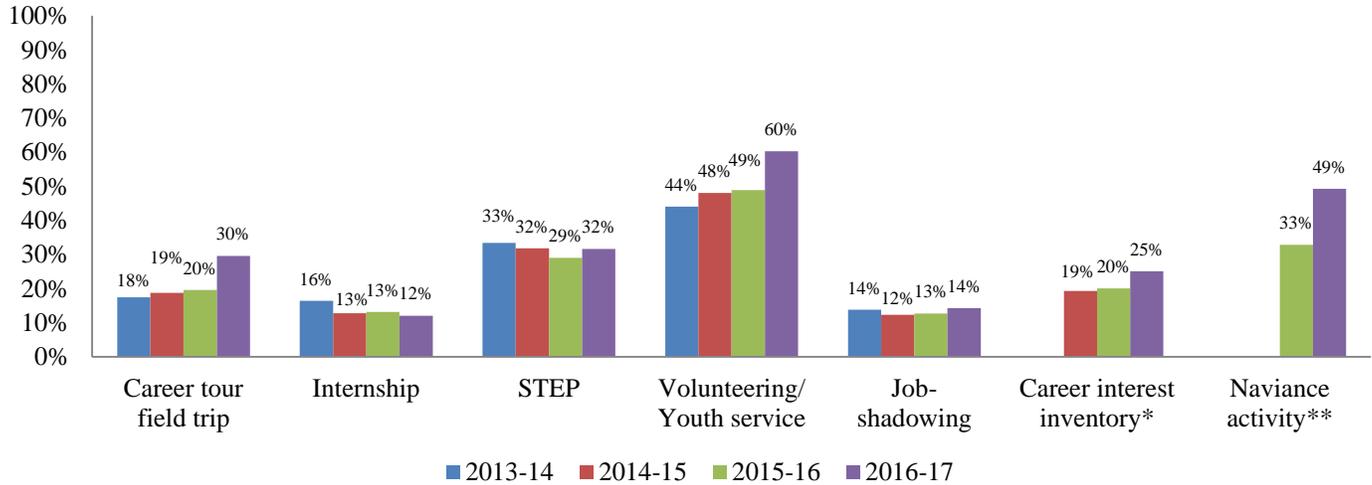
Eighty-seven percent of responding seniors attended their high school for part or all of 4 years in 2017. This is down from 88% in 2016, but about average for the last four years.

### Years Attended this High School (% of Students)



The percentage of students participating in an internship has declined over the past four years, from 16% in 2014 to 12% in 2017. The percentage of students participating in STEP increased from 29% in 2016 to 32% in 2017, after four years of decline. Volunteering/youth service continues to rise, with an increase of 11% since last year.

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



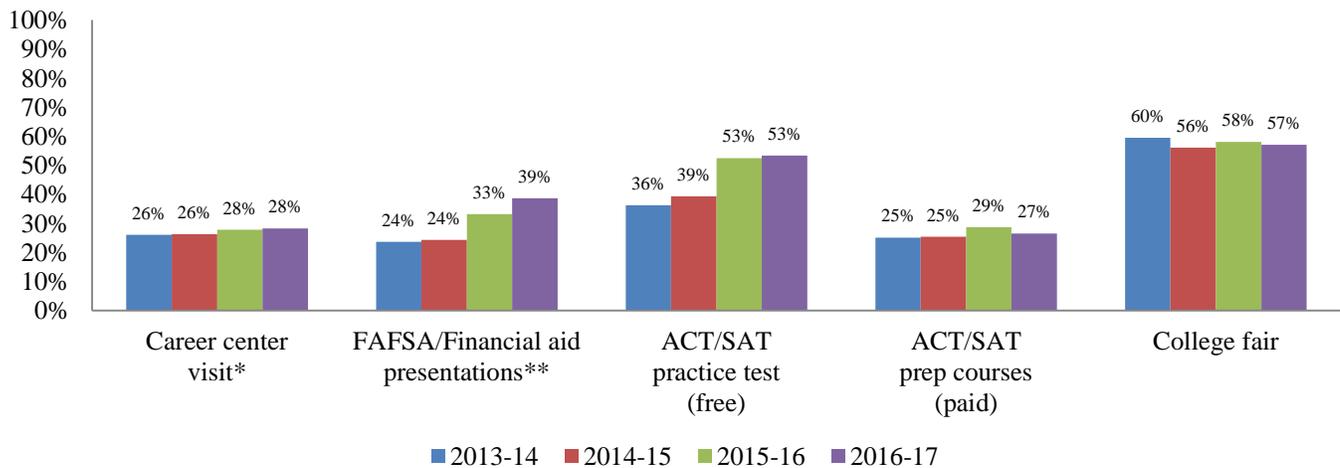
Note: Students were able to choose more than one response for this item.

\*Career interest inventory was a new response choice in 2014-15. \*\*Naviance activity was a new response choice in 2015-16.

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

The percentage of students who reported participating in a practice ACT/SAT test remained steady from 2016 at 53%. Additionally, the percentage of students who reported participating in FAFSA/financial aid presentations has increased 15% since 2015.

**Student or Parent Participation in Various Activities (% of Students)**

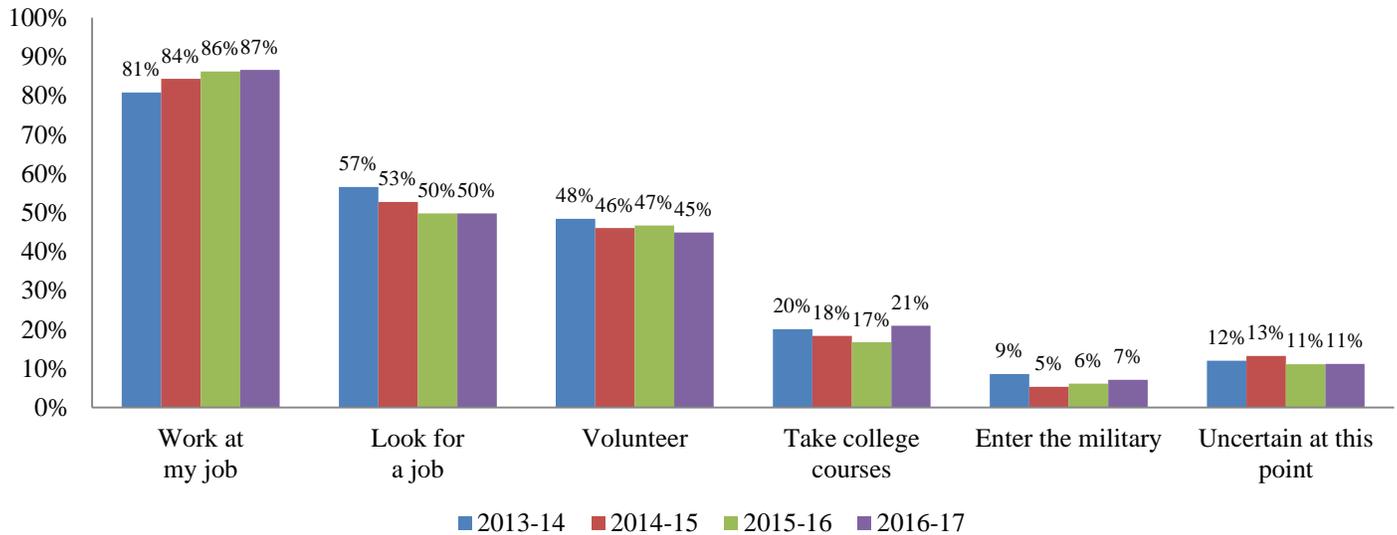


Note: Students were able to choose more than one response for this item.

\*This item was previously two items, distinguishing day and night visits. \*\*The 2015-16 version specifies FAFSA.

The percentage of students who plan to work at a job over the summer has increased over the past four years. The percentage of students who plan to take college courses during the summer months following graduations increased 4% in 2017 after 3 years of decline.

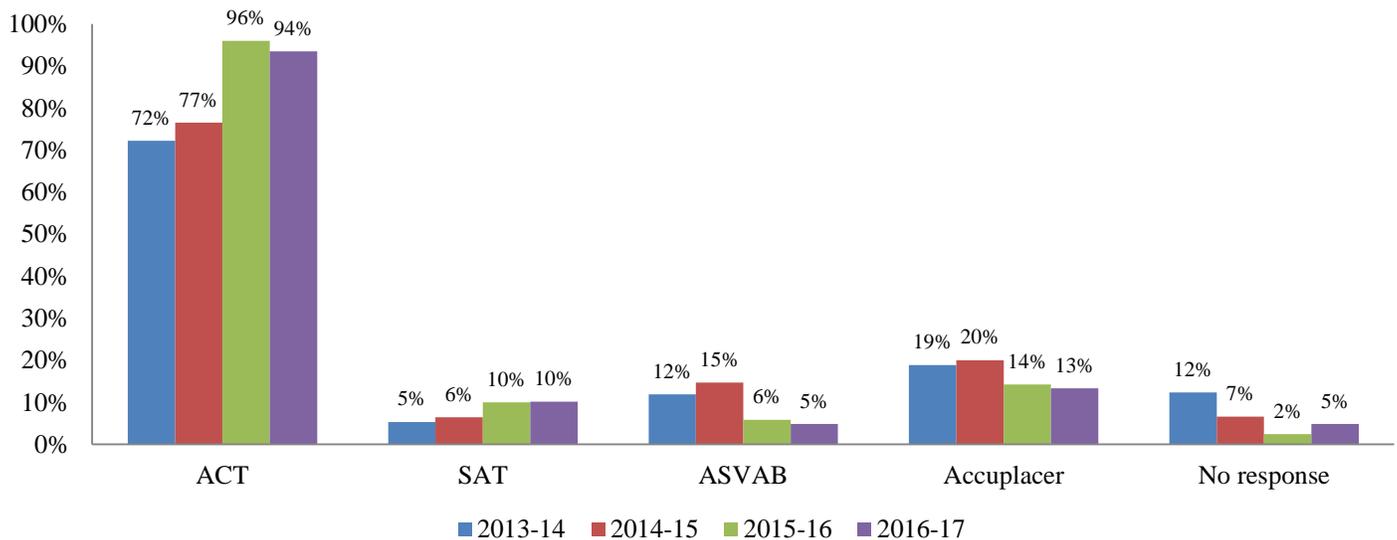
**Plans Over Summer (% of Students Responding)**



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

Approximately 94% of the seniors reported that they took the ACT during or before 2017, down 2% from 2016. The percentage of students who took the SAT remained steady from 2016.

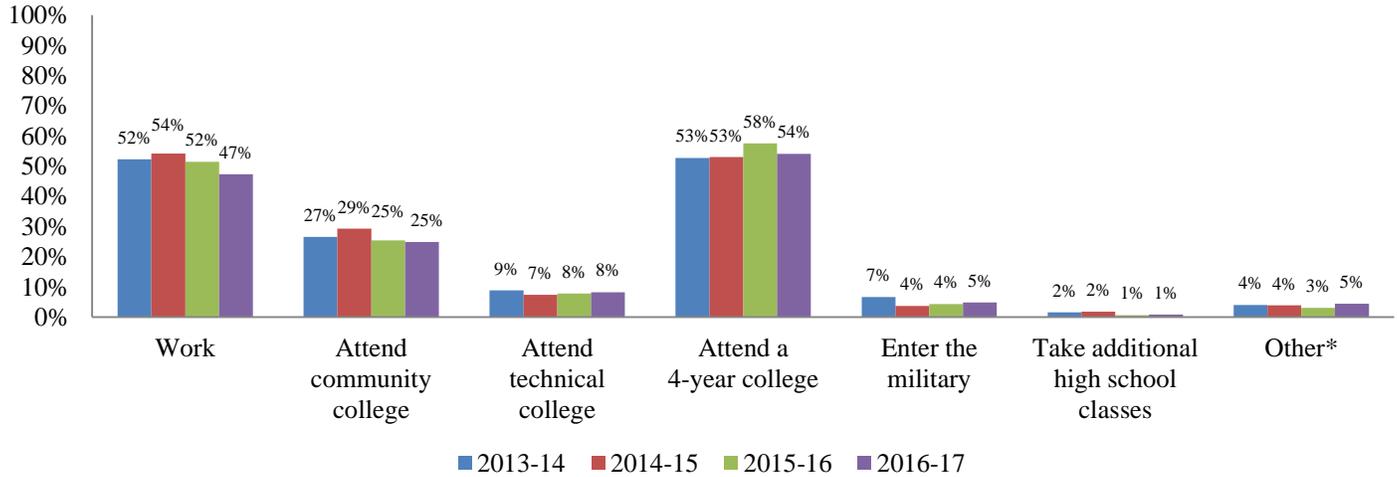
**College Entrance Exams Taken (% of Students Responding)**



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

The percentage of seniors who reported they plan to work or attend a community or 4-year college in the fall following graduation decreased from last year, whereas the percentage of seniors who reported they plan to enter the military or have other plans increased. The percent of students who said they would attend a technical college or take additional high school classes stayed about the same as in 2016. Many seniors (58%) report taking courses to prepare them for college (Honors, AP, CIS, and IB courses), and 7% report taking PSEO courses.

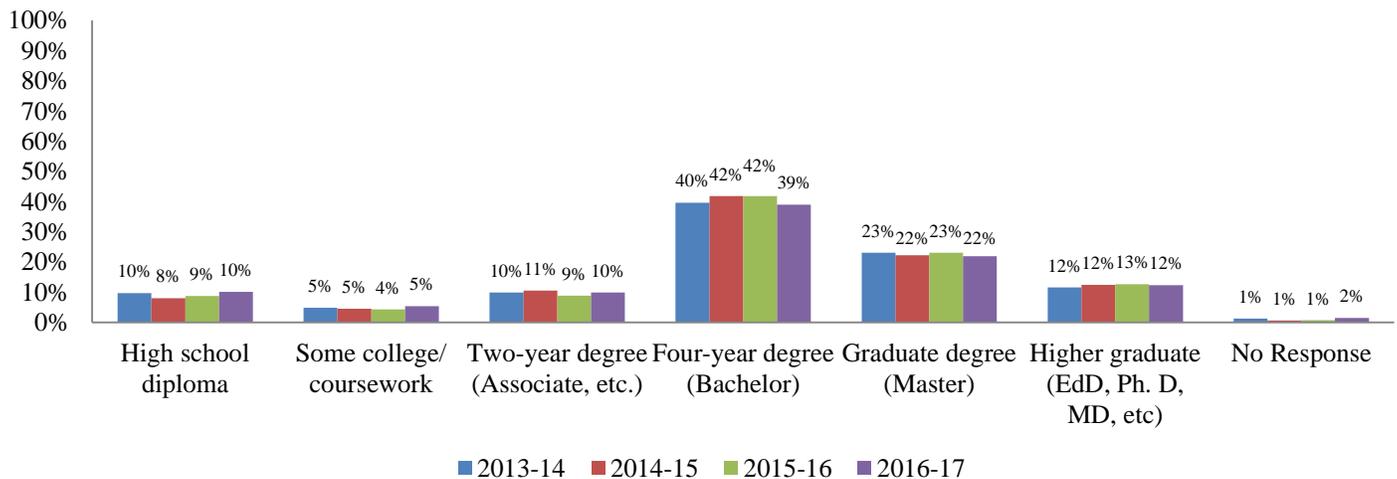
**Post-secondary Plans in the Upcoming Fall (% of Students Responding)**



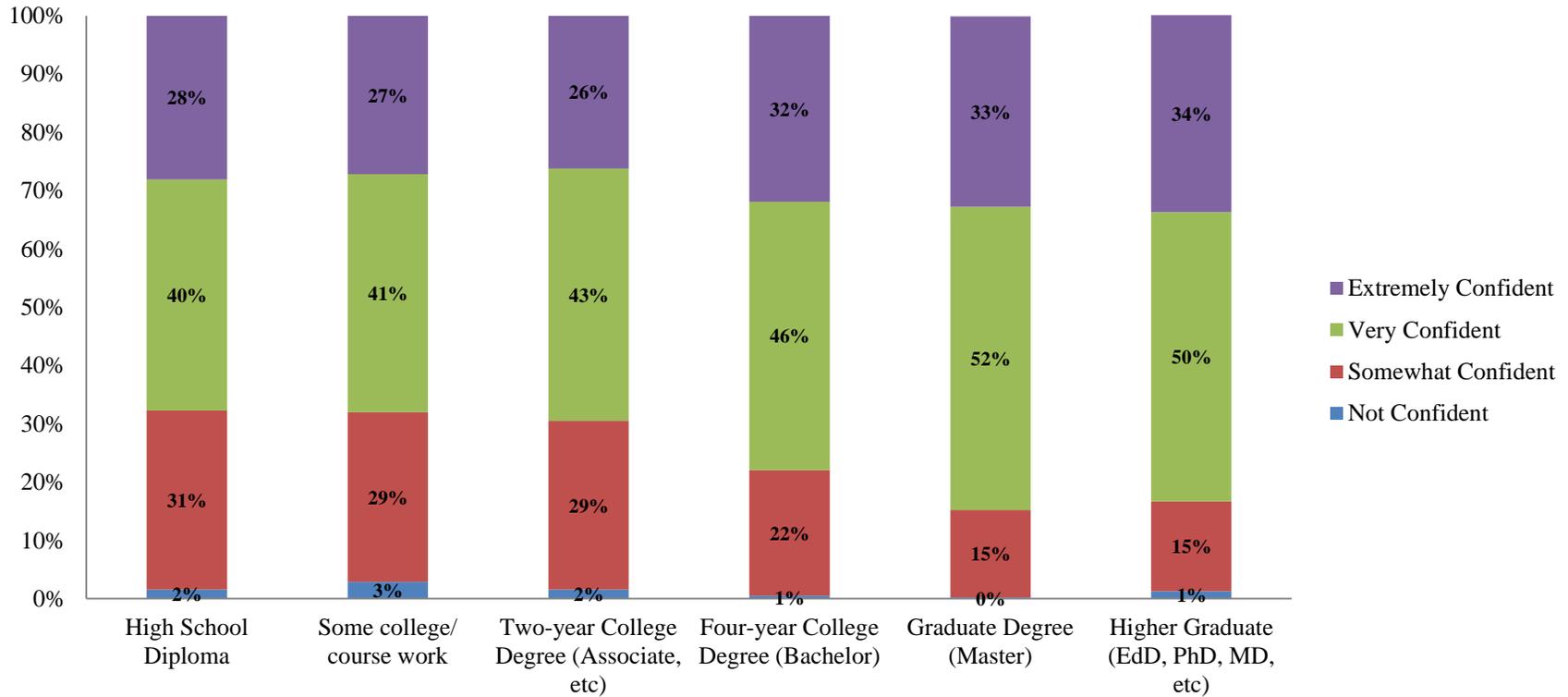
*Note: Students were able to choose more than one response for this item. In 2017, 0.4% of students selected the option "Not work nor go to college."  
\*Other items included travel, playing sports, and Bridges/Pathways.*

Seventy-three percent of the seniors reported that their highest level of educational aspiration includes obtaining a 4-year degree or higher, down 5% from 2016. The number of students indicating a two-year degree as their highest educational aspiration rose slightly from 2016, however, the percentage of students indicating a 4-year degree as their aspiration decreased 3%.

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



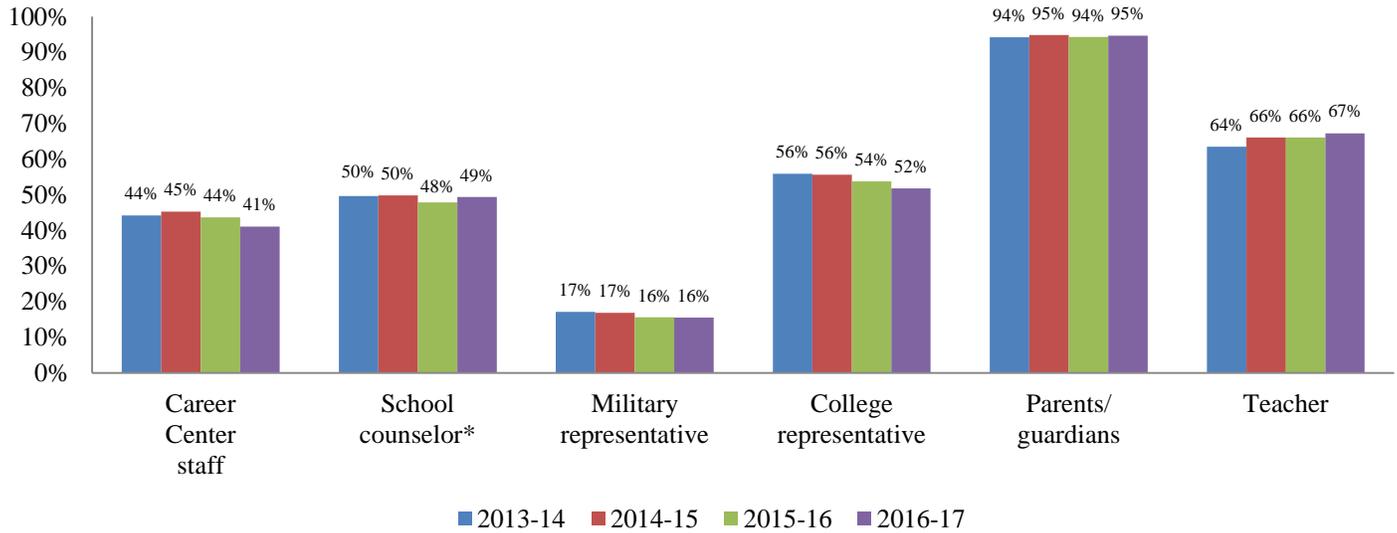
**Relationship between two questions:  
At this point in your life, what is the highest level of education you plan to achieve and how confident do you feel that you will achieve your ultimate educational goal?**



The percentage of students who are very confident or extremely confident that they will achieve a high school diploma or some college/course work has decreased since last year. Students pursuing a four-year college degree or higher reported being either extremely confident or very confident about reaching their goals at a greater rate than those students not pursuing a four-year college degree or higher. Students who planned to earn a graduate degree or higher were the most confident in achieving their goals.

Seniors report talking to their parents/guardians, and teachers more frequently than a college representative, their school counselor, career center staff, or military representative about career and/or college planning.

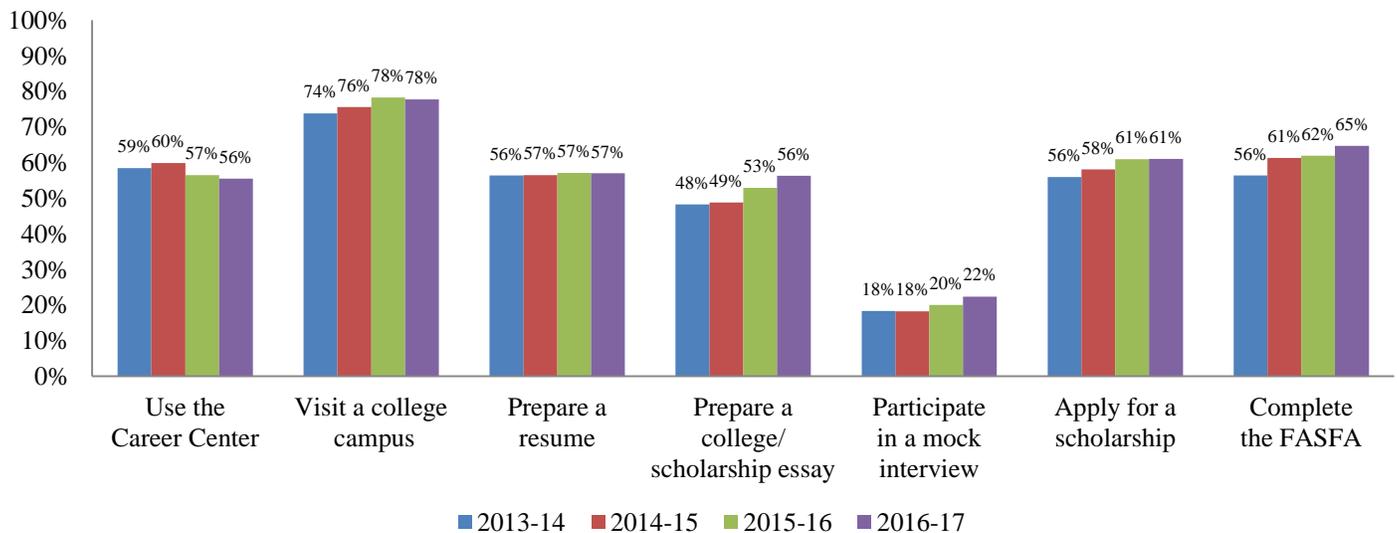
### Talked about Career and/or College Planning with Others



Note. Students were able to choose more than one response for this item. \*This response choice formerly said guidance counselor.

Approximately 78% of seniors report that they have participated in a college campus visit. The percentage of students who report that they prepared a college/scholarship essay as well as the FAFSA increased 3% from last year. In addition, 82% of students reported that they have submitted at least one college application. This is a 2% decrease from last year; however, the item language changed from “completed” to “submitted” in 2017 for clarity.

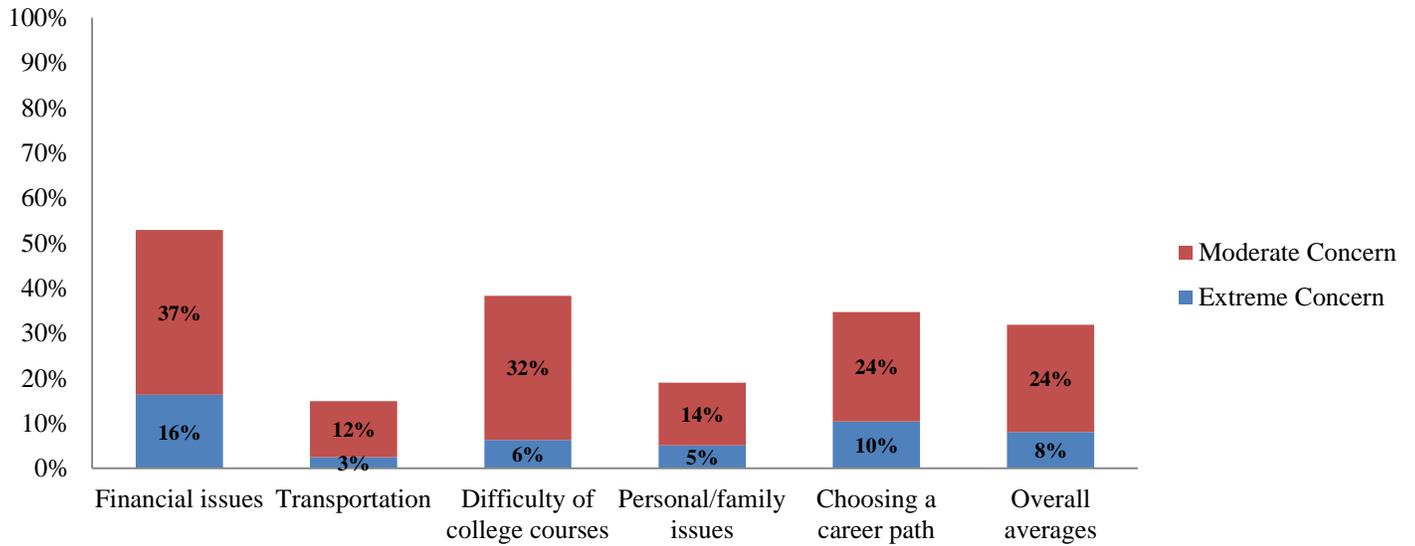
### Participation in Career and/or College Planning Opportunities



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

Students were most likely to perceive ‘financial issues’ as a potential barrier for reaching their educational goals; however, this item decreased 3% from last year. The percentage of students who reported ‘difficulty of college courses’ and ‘choosing a career path’ decreased 3% and 4%, respectively from 2016, as well.

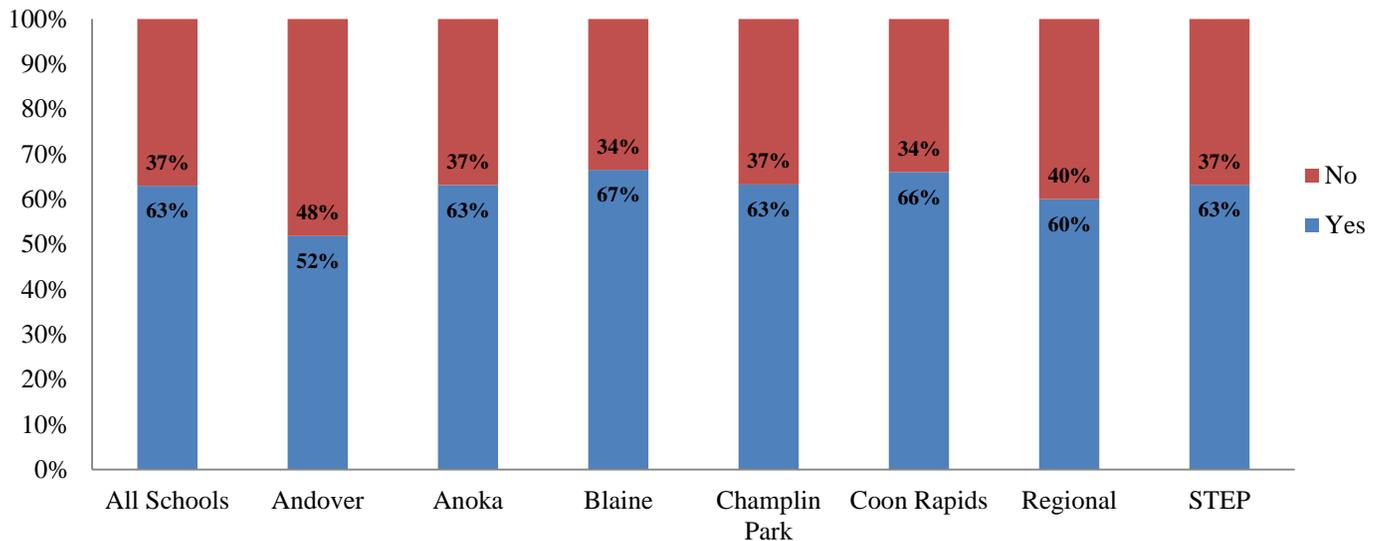
**Potential Barriers for Reaching Educational Goals (% of Students Responding)**



Note. Each item was rated separately.

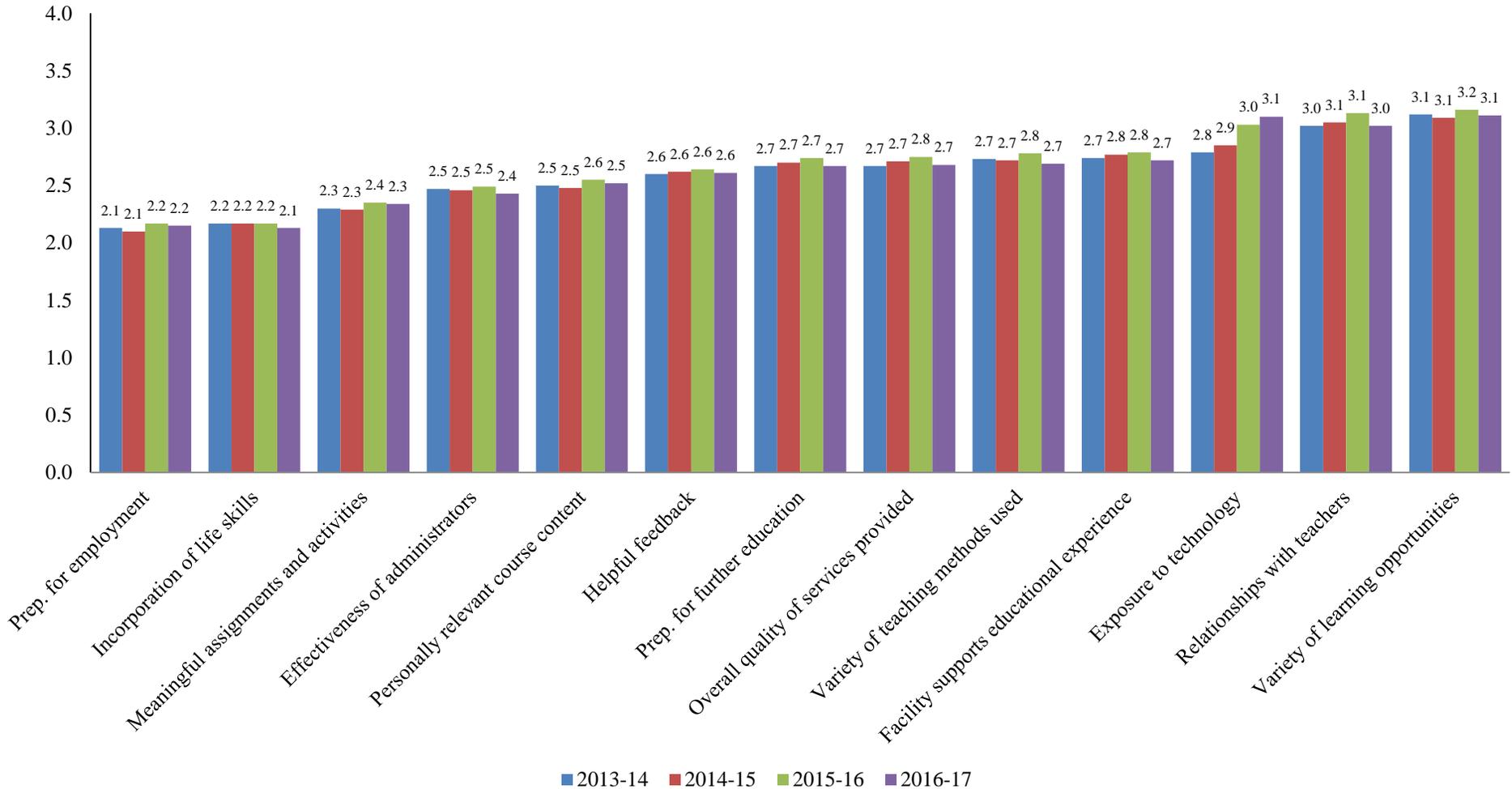
Overall, 63% of seniors reported that they felt connected to their high school, down from 66% last year.

**Do you feel connected to your high school?**



Students rated the overall quality of the services provided as 2.7 (which is equivalent to a B-). In general, students' ratings in almost all domains have decreased slightly from last year, with the exception of 'exposure to technology.' 'Relationships with teachers' has the largest decrease from 2016 (.11 grade points), while 'meaningful assignments and activities' had the smallest decrease (.01 grade points).

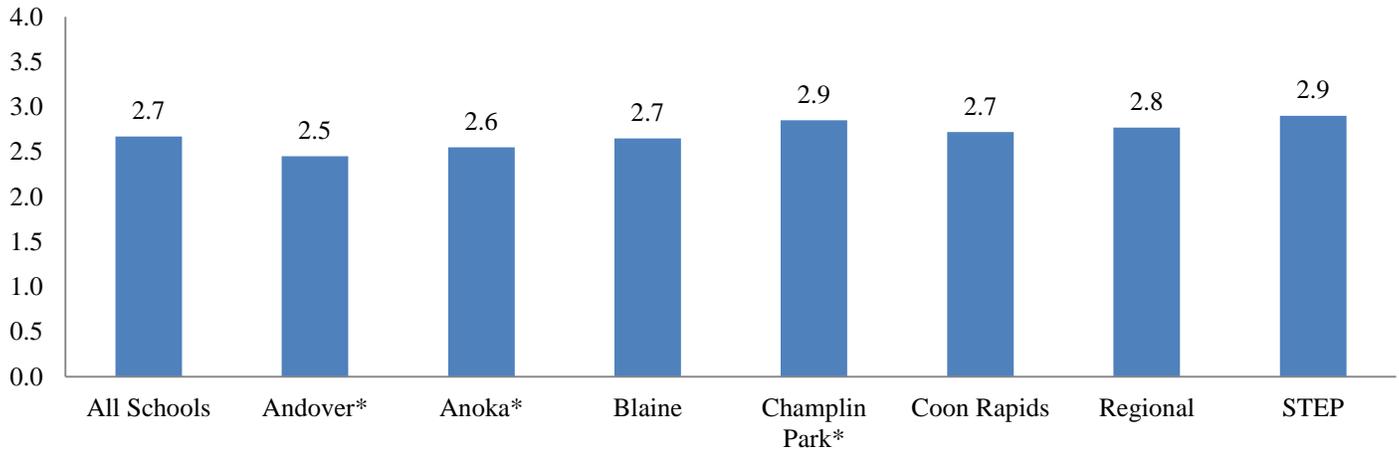
**Average Letter Grade Assigned to High School**  
(A=4, B=3, C=2, D=1, and F=0)



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 preparation they receive for further education ranged from 2.5 to 2.9. This item had the largest range in responses between buildings.

**Preparation for Further Education**  
(A=4, B=3, C=2, D=1, and F=0)

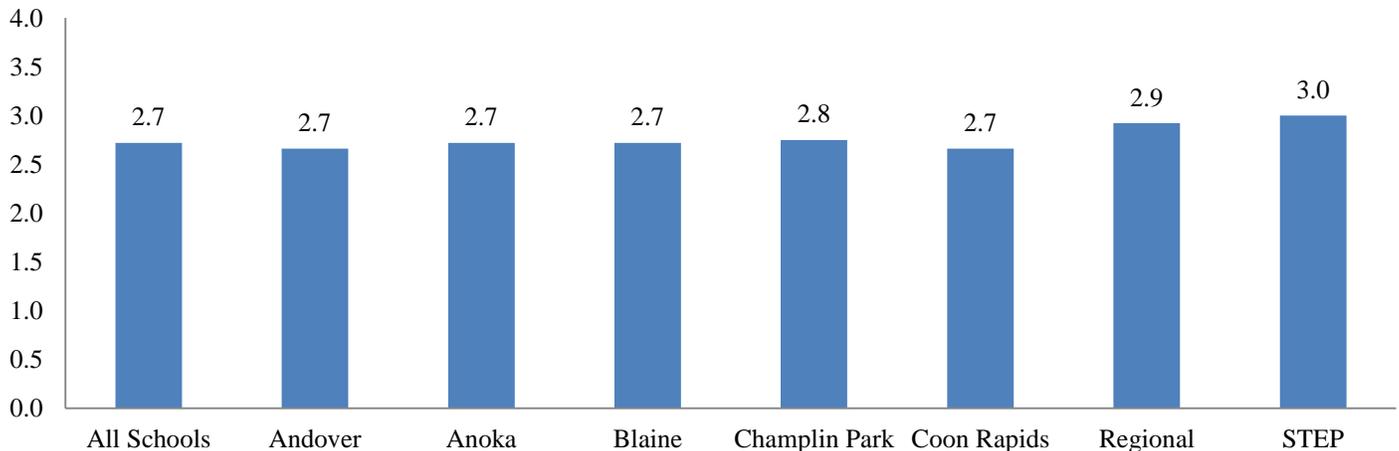


\*The difference between the school mean and the "All Schools" mean was statistically significant.

Note. Regional had 13 respondents and STEP had 21 respondents.

Students' ratings of how the school 'facility supports their educational experience' ranged from 2.7 to 2.8 at the traditional high schools, about a grade of 'B-'. This item showed the least variation between the five traditional high schools.

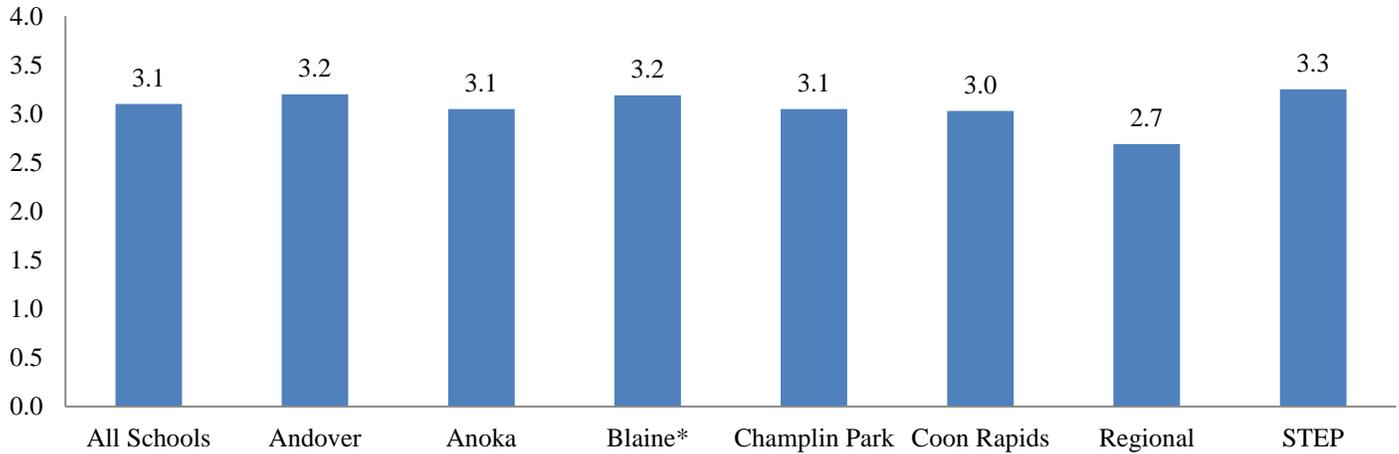
**Facility Supports Educational Experience**  
(A=4, B=3, C=2, D=1, and F=0)



Note. Regional had 13 respondents and STEP had 20 respondents.

At the five traditional high schools, students' rating of 'exposure to technology' ranged from 3.0 to 3.2, in the 'B' range. This item has steadily increased in the score for "all schools" since 2013, going from 2.0 in 2013 to 3.1 in 2017.

**Exposure to Technology**  
(A=4, B=3, C=2, D=1, and F=0)

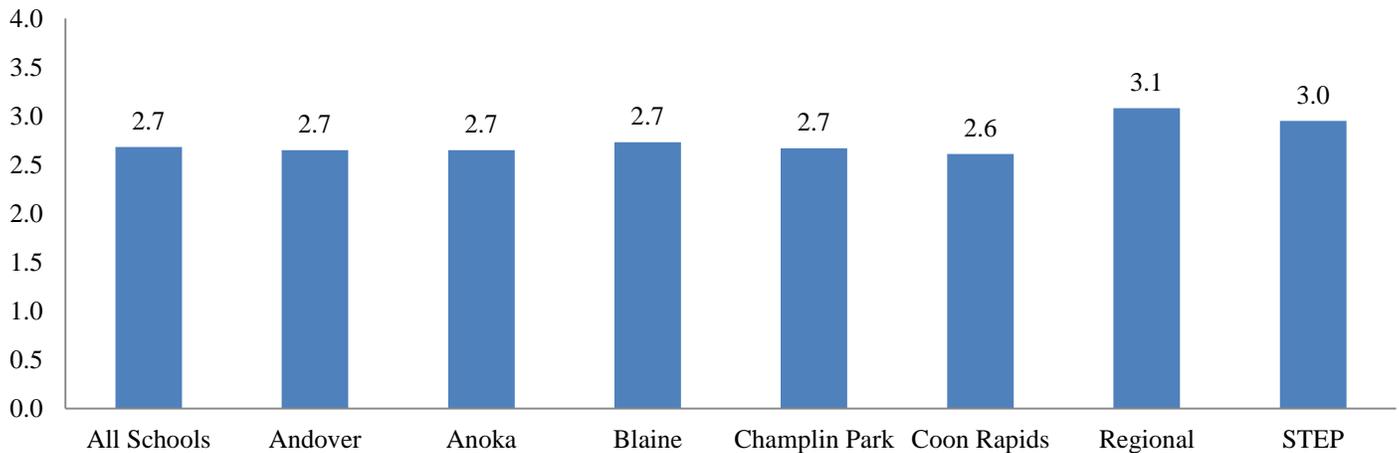


\*The difference between the school mean and the "All Schools" mean was statistically significant.

Note. Regional had 13 respondents and STEP had 20 respondents.

The final graph in this section was selected because it shows how students rate the overall quality of the services provided at each high school. Students' rating of 'overall quality of services provided' ranged from 2.6 to 2.7 at the five traditional high schools, all in the high 'C' to low 'B' grade area.

**Overall Quality of Services Provided**  
(A=4, B=3, C=2, D=1, and F=0)



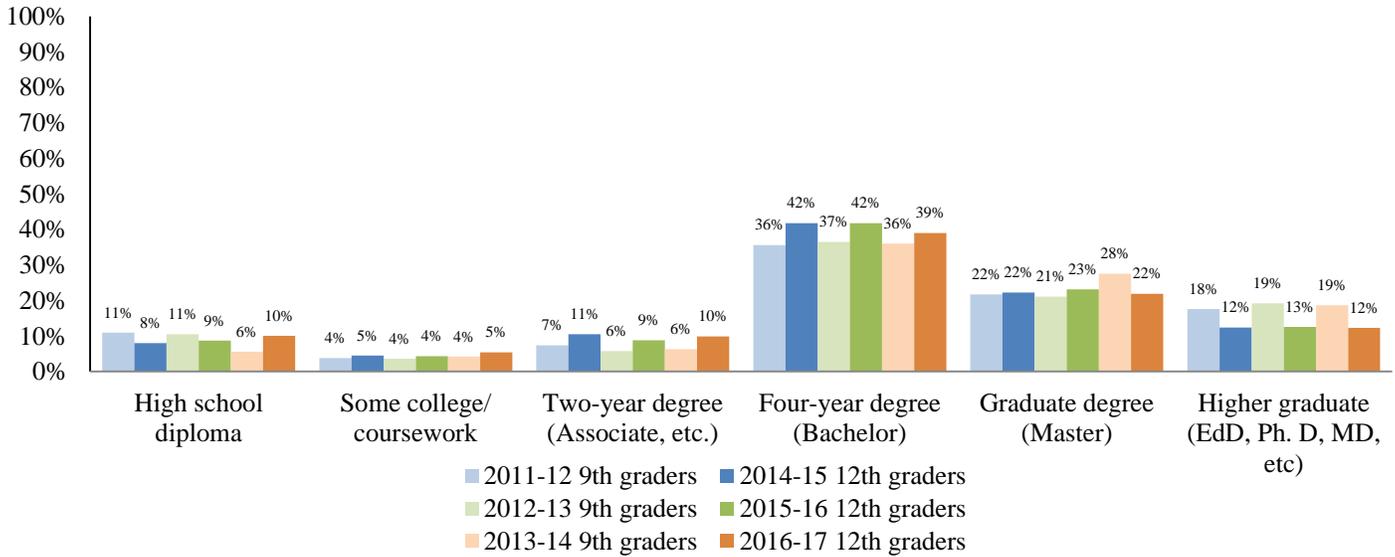
Note. Regional had 12 respondents and STEP had 21 respondents.

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

Students who were seniors in 2017 took a 9<sup>th</sup> grade transition survey in 2014. 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.

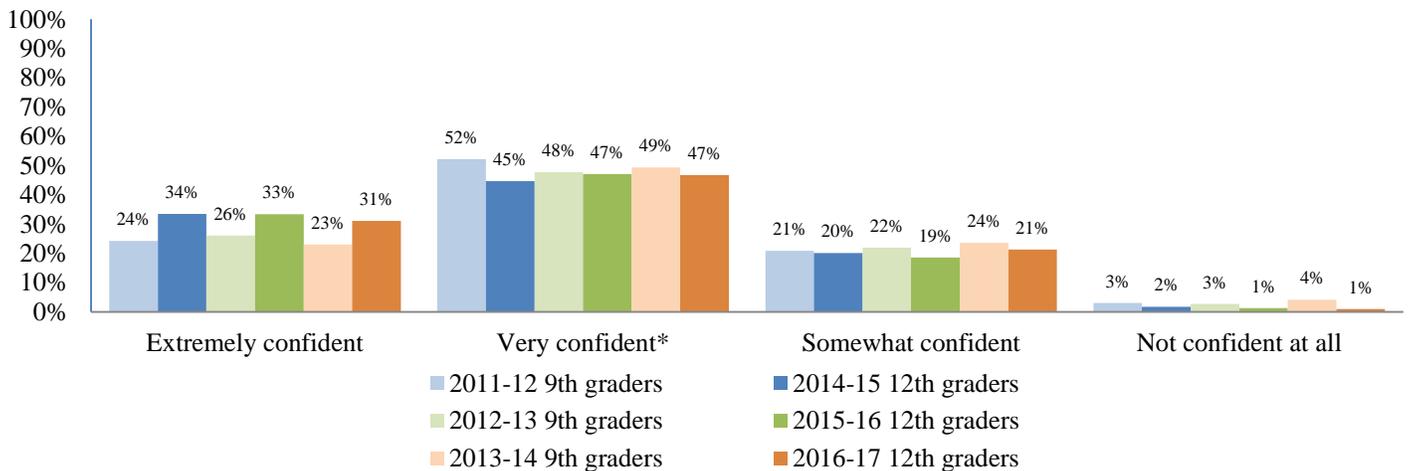
For the 2017 graduating cohort, more students reported a high school diploma as their highest educational goal as seniors than as freshmen. However, for all cohorts, more students reported some college, a two-year degree, or a four-year degree as their highest educational goal as seniors than as freshman. Senior students were less likely to select a graduate degree or higher as their educational goal as seniors than they were as freshman.

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



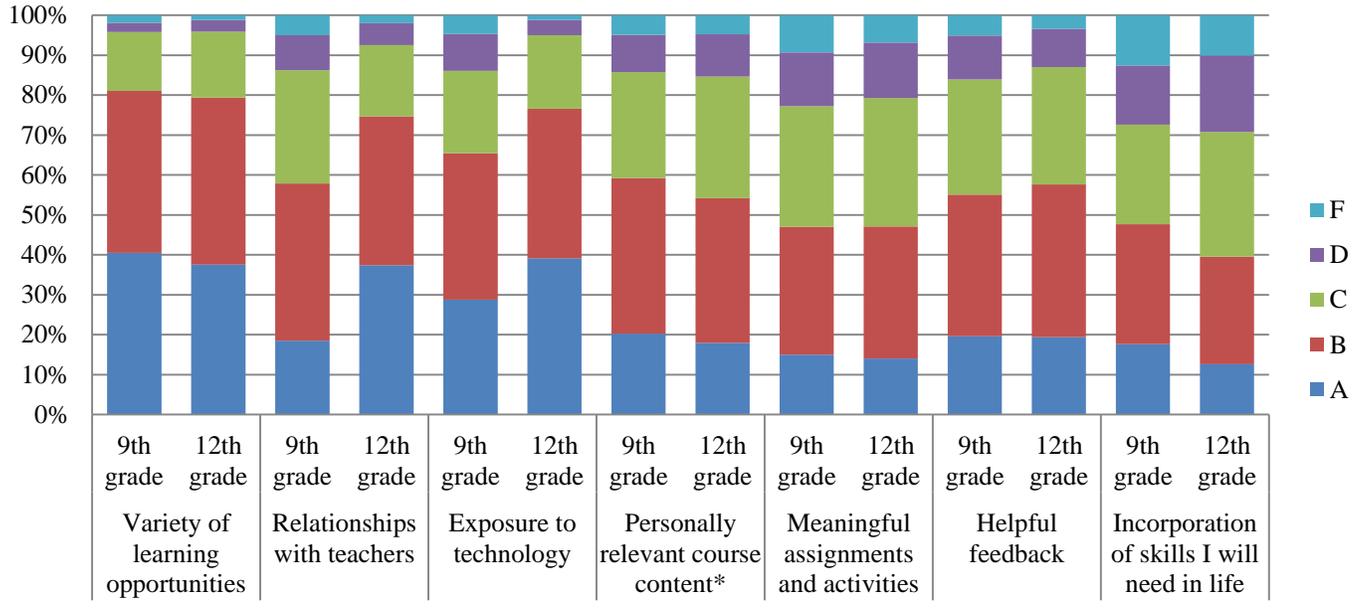
A greater percentage of students are extremely confident in reaching their educational goal as seniors than the percentage who were extremely confident as freshmen. The margins of difference in the decrease of those not confident at all is larger between this year’s cohort than the last two cohorts.

**Confidence in Attainment of Educational Goal (% of Students Responding)**



\* ‘Very confident’ was the response option for these same students as 12<sup>th</sup> graders. ‘Confident’ was the response option for these students as 9<sup>th</sup> graders.

### Comparison of 9th Grade and 12th Grade Responses to Overlapping Survey Items



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

The class of 2017 assigned a higher letter grade to their high school as seniors than they did as freshmen in the area of 'relationships with teachers,' 'exposure to technology,' 'meaningful assignments and activities,' and 'helpful feedback.' 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,' 'course content that I can relate to,' and 'incorporation of skills I will need in life.'

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.ahschools.us/ret](http://www.ahschools.us/ret), or call (763) 506-1000 and request the RET department.