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# Senior Exit Survey Report 2018

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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.

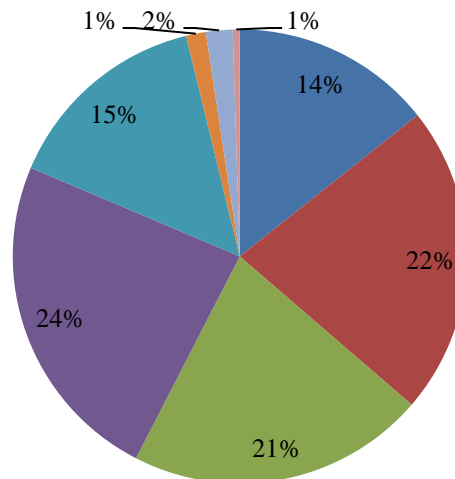
The Senior Exit Survey has been administered to seniors in their advisory class since its inception in 2011. Teachers were instructed to administer the survey during their advisory class between April 2 and May 18, 2018. Students generally completed the anonymous survey in 15-30 minutes. The questionnaire 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

There were 1,890 seniors who completed the survey. These students represented each high school and alternate program.

### High School Participation

- Andover 14%
- Anoka 22%
- Blaine 21%
- Champlin Park 24%
- Coon Rapids 15%
- AH Regional 1%
- STEP 2%
- Other 1%



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.

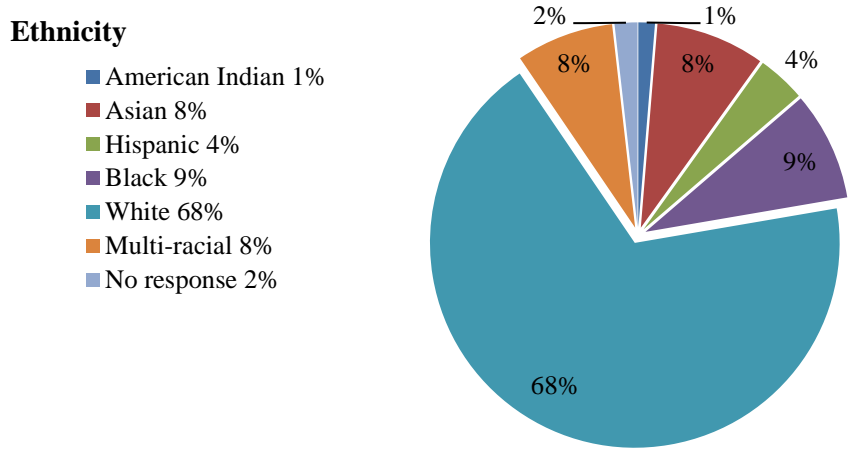
## Key Findings

- Eighty-five percent of the seniors reported attending their high school for part or all of 4 years.
- A total of 95% of the seniors reported that they took the ACT, a slight increase from 94% in 2017.
  - In 2018, 8% of students state they completed the SAT, a decrease of 2% from 2017.
  - Fifty-five percent of students took a free practice ACT/SAT test, a 2% increase from 2017.
- Thirty-five percent of students stated they or their parents participated in FAFSA or other financial aid presentations, a decline of 4% from 2017.
- The percent of students planning to attend a 4-year college in the fall decreased from 54% in 2017 to 53% in 2018. Other than a jump to 58% in 2016, this percentage has remained relatively stable over the past four years.
  - 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.
- Seventy-two percent of the seniors reported their highest level of educational aspiration as obtaining a 4-year degree or higher compared to 73% in 2017.
  - Students were more likely to aspire to complete a 4-year degree as seniors than as freshman (using the 2015 Ninth Grade Transition Survey) and were more confident that they would attain that goal. These findings are consistent with last year's results.
- Students were most likely to perceive *financial issues* and *difficulty of college courses* as potential barriers for reaching their educational goals.
  - Asian students reported four of the five potential barriers being of significantly greater concern than all responding seniors as a whole.
  - For the last four years, three out of five potential barriers were reported as being of significantly greater concern for female students than for male students: *financial issues*, *difficulty of college courses*, and *personal/family issues*.
- Students rated the overall quality of the services provided as a 2.7 (equivalent to a B-), which is steady from last year. In general, students' ratings of different aspects of their high schools have remained fairly consistent since 2017.
  - There were no significant differences in school ratings between students of different genders.
  - Black students rated their schools significantly higher on 6 of the 13 items, including *personally relevant course content*, *meaningful assignments and activities*, *helpful feedback*, *incorporation of life skills*, *preparation for further education*, and *preparation for employment*.
  - Multi-racial students rated their schools significantly lower on 3 of the 13 items, including *variety of teaching methods used*, *personally relevant course content*, and *meaningful assignments and activities*.
  - In general, students who self-reported having a lower GPA rated their schools lower than students with a higher GPA.
- Seniors' connectedness to their high school decreased slightly from 63% in 2017 to 62% in 2018.
  - 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 *meaningful assignments and activities* and *incorporation of skills I will need in life* lower as seniors than they did as freshmen. *Relationships with teachers* and *exposure to technology* were rated more highly by these students as seniors.

## Demographics

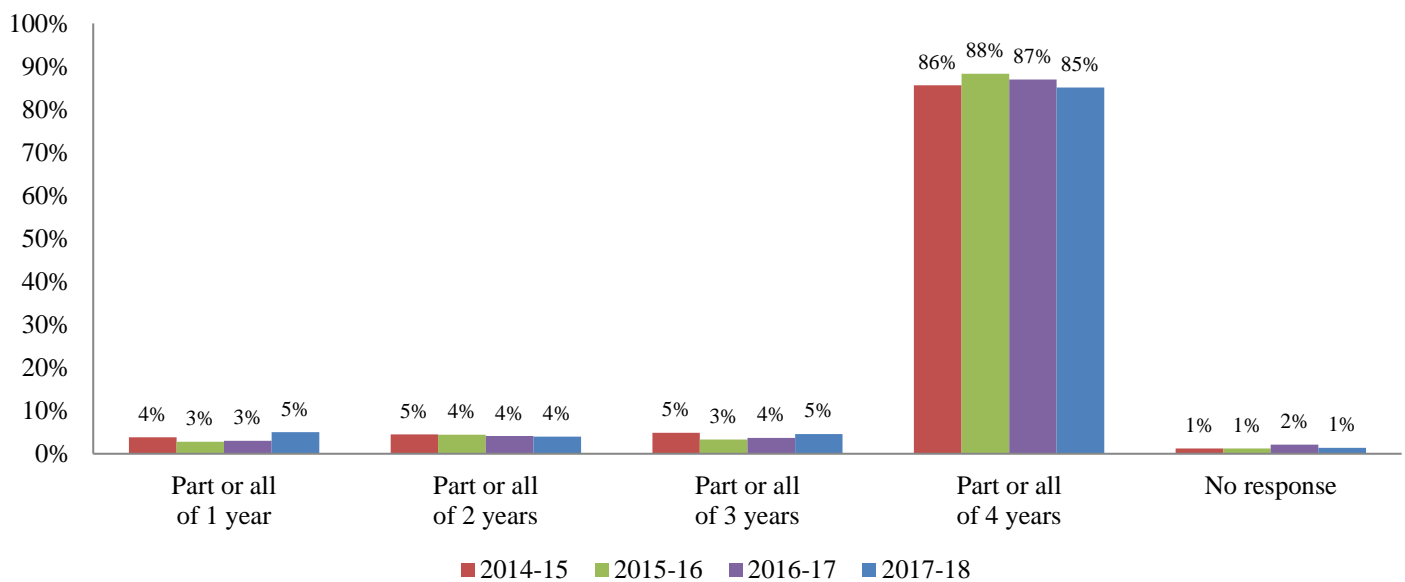
Fifty-one percent of respondents reported being male and 47% reported being female (2.0% did not respond to this item). Also, students self-reported their ethnic background as the following:



Of the seniors who responded, 8.4% reported being in the ESL program and 6.3% reported being in the special education program.

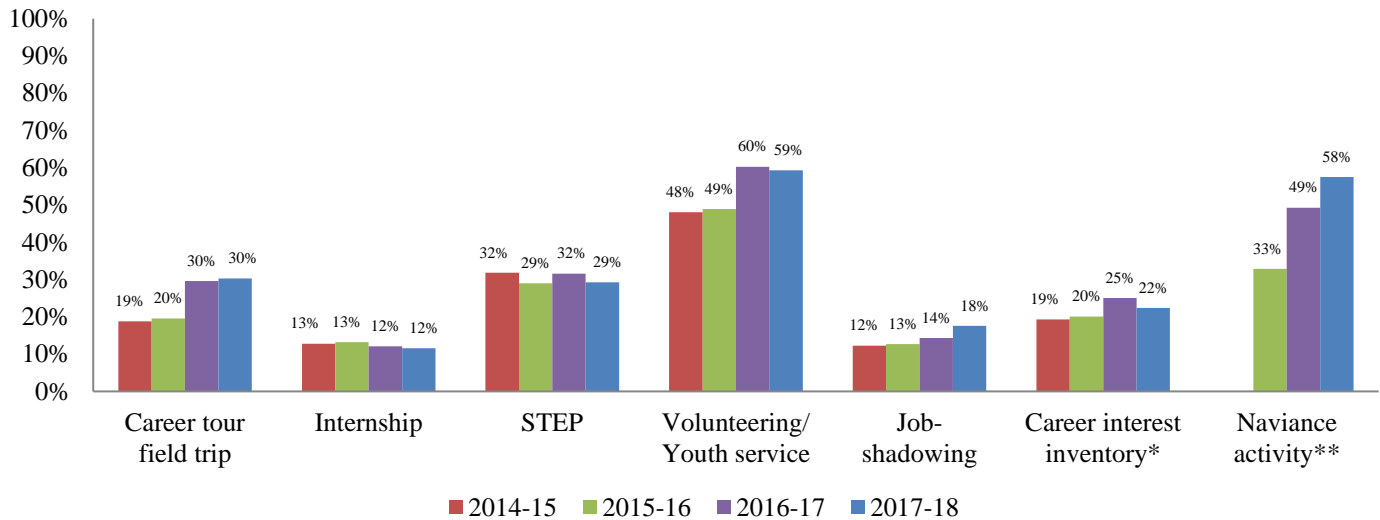
**Years attended.** Eighty-five percent of responding seniors attended their high school for part or all of 4 years in 2018. This is down from 87% in 2017, and represents a four-year low.

### Years attended this high school



**Participation in college and career activities.** The percentage of respondents participating in STEP has declined from 32% in 2017 to 29% in 2018. The percentage of students participating in Naviance activities grew 9% to 58%.

**Participation in various activities**



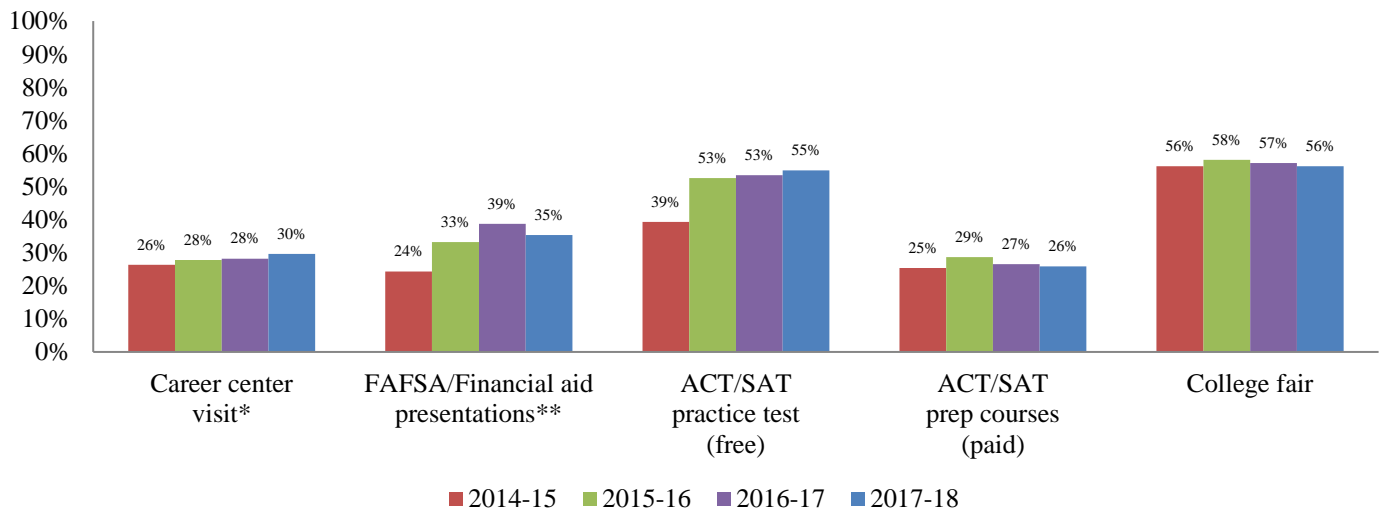
Note: Students were able to choose more than one response for this item.

\*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 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 has been steadily increasing over the past four years, from 39% in 2015 to 55% in 2018. Additionally, the percentage of students who reported participating in FAFSA/financial aid presentations has increased 11% since 2015, though it declined 4% from 2017.

**Student or parent participation in various activities**

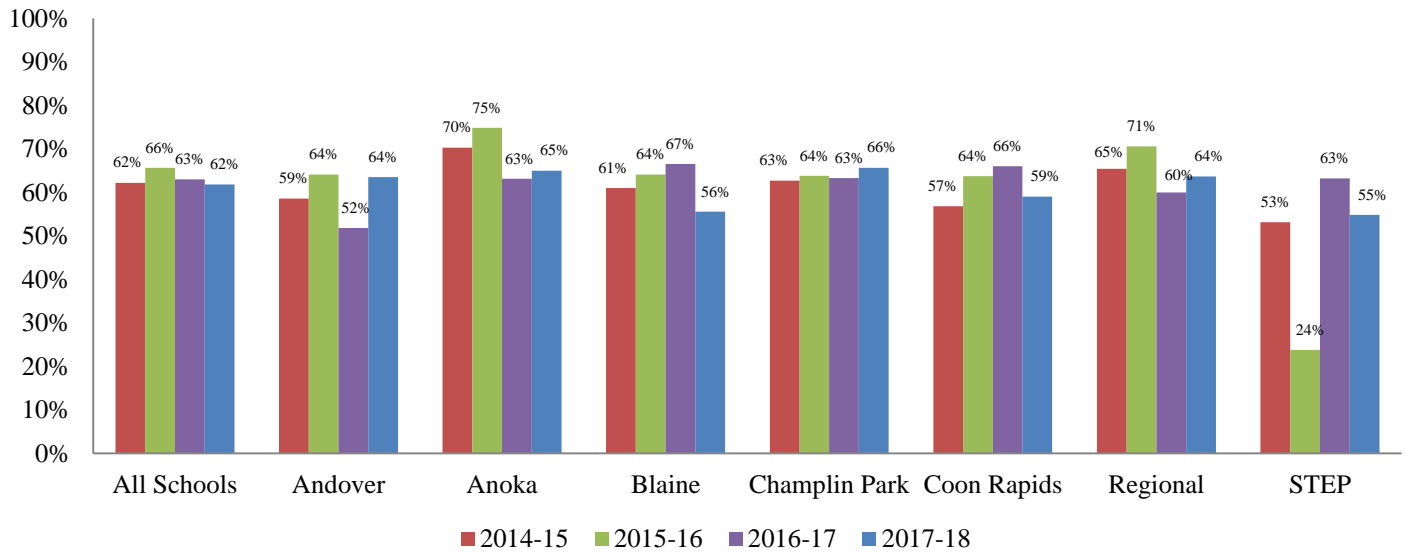


Note: Students were able to choose more than one response for this item.

\*In 2014-15, this item distinguished day and night visits. \*\*The 2015-16 version began specifying FAFSA.

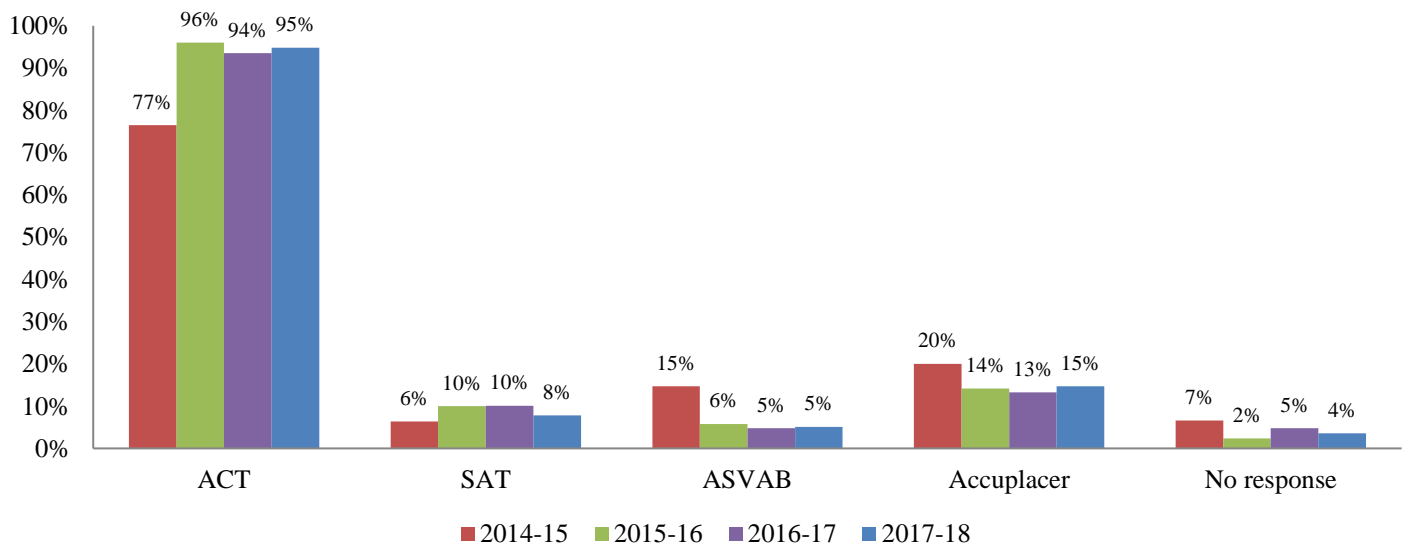
**Connection to high school.** Overall, 62% of seniors reported that they felt connected to their high school, down slightly from 63% last year.

**Percent reporting feeling connected to their high school**



**College entrance exams.** Approximately 95% of the 2018 seniors reported that they took the ACT during or before 2018, up 1% from 2017. The percentage of students who took the SAT declined two percent from 2017.

**College entrance exams taken**

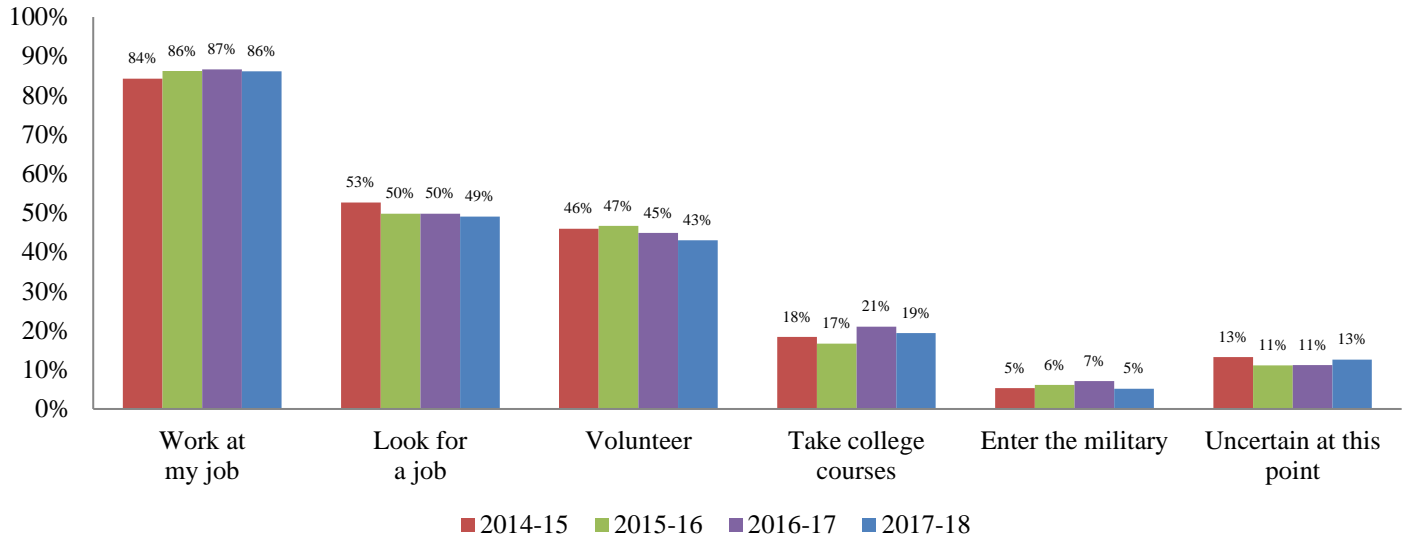


Notes: Students were able to choose more than one response for this item.  
The 2016 senior class was the first class that was offered the ACT free of charge during the school day.

## Future Plans and Goals

**Summer plans.** The percentage of students reporting plans of each activity over the summer declined from 2017 with the percent who reported being uncertain increasing 2%.

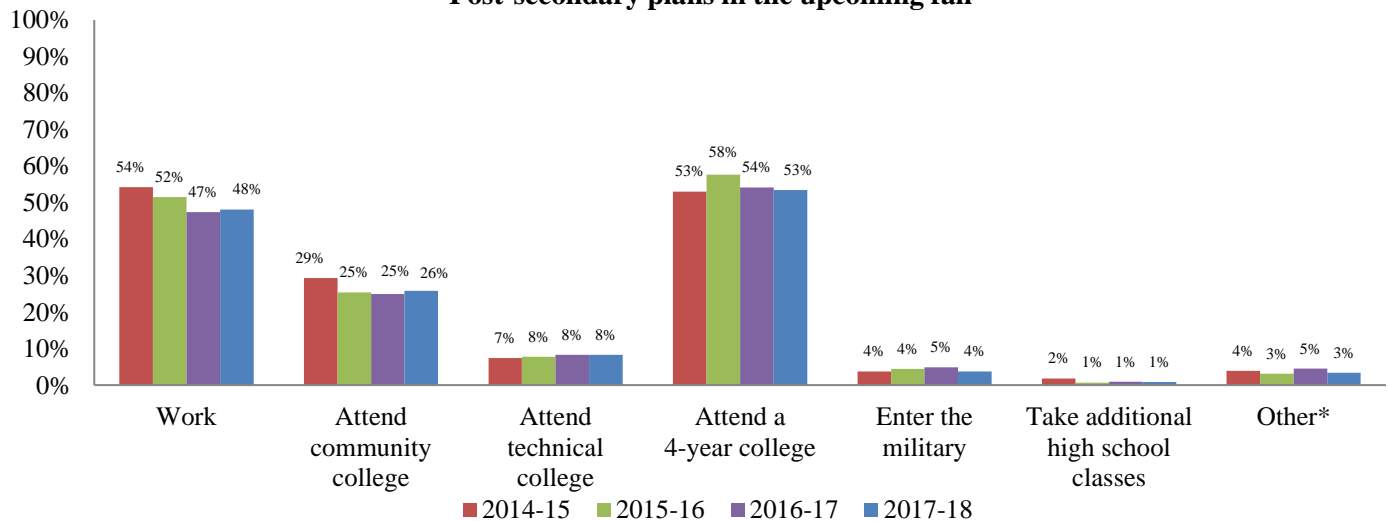
**Plans over summer**



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

**Post-secondary plans.** The percentage of seniors who reported they plan to work or attend a community college in the fall following graduation increased from last year, whereas the percentage of seniors who reported they plan to enter the military or attend a 4-year college decreased. The percent of students who said they would attend a technical college stayed about the same as in 2017. Many seniors (60%) reported taking courses to prepare them for college (Honors, AP, CIS, and IB courses), and 8% reported taking PSEO courses.

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

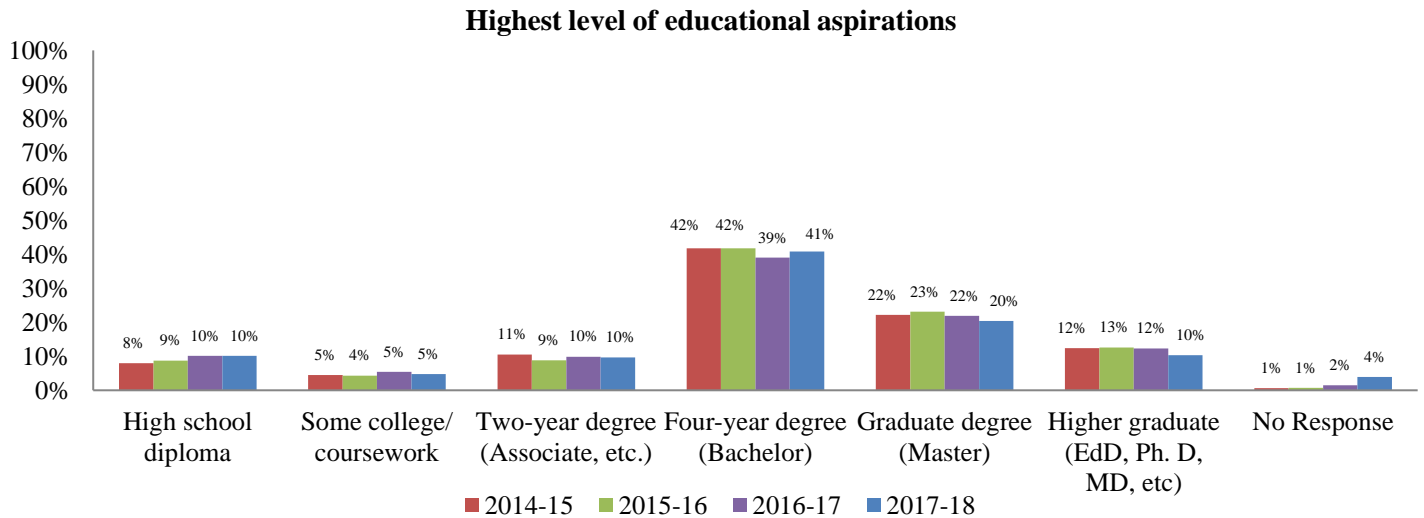


*Note: Students were able to choose more than one response for this item.*

\*'Other' responses included take a break, attend Pathways, attend a craft/trade school, travel, and volunteer.

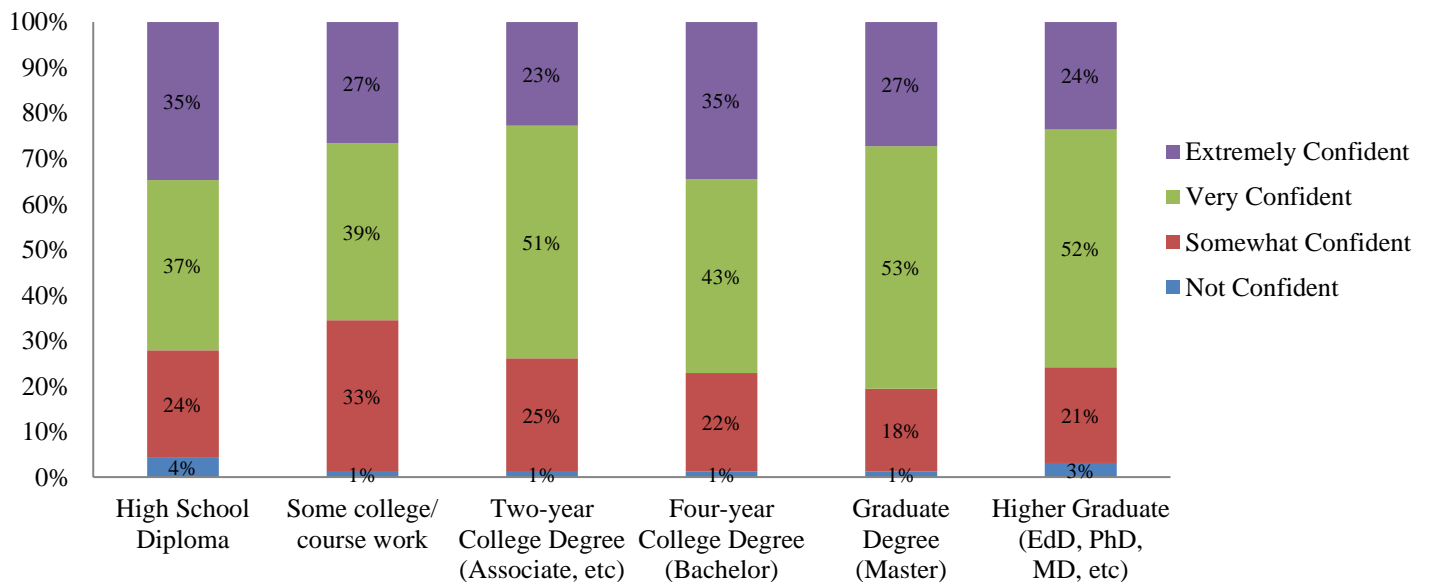


**Educational aspirations.** Seventy-two percent of seniors reported that their highest level of educational aspiration includes obtaining a 4-year degree or higher, down 1% from 2017. The percent of students indicating a two-year degree as their highest educational aspiration remained consistent from 2017, while the percent of students indicating a 4-year degree as their aspiration increased 2%. Eighty-six percent of seniors reported to aspire to some level of post-secondary education.



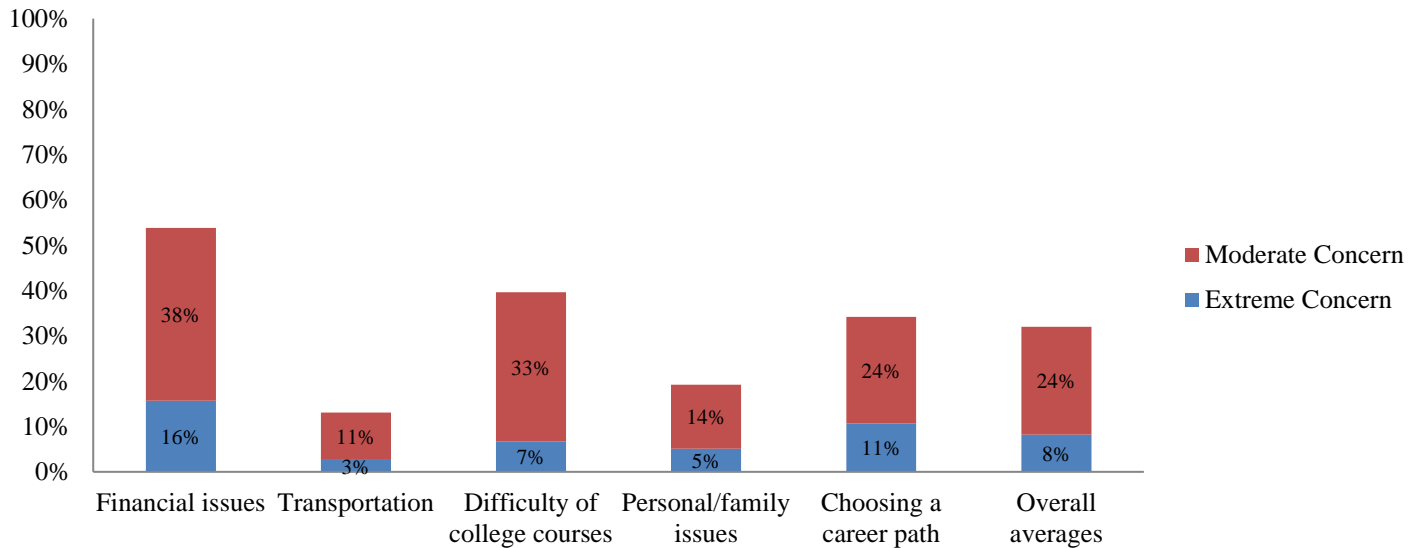
**Confidence in reaching educational goals.** The percentage of students who are very confident or extremely confident that they will achieve some college/course work or a four-year college degree has decreased since last year. Students pursuing a four-year college degree or higher reported being either 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 were the most confident 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 goals.** Students were most likely to perceive *financial issues* as a potential barrier for reaching their educational goals, with the proportion of seniors indicating this as a concern increasing 1% from last year. The percentage of students who reported *transportation* as a concern decreased 2% from 2017.

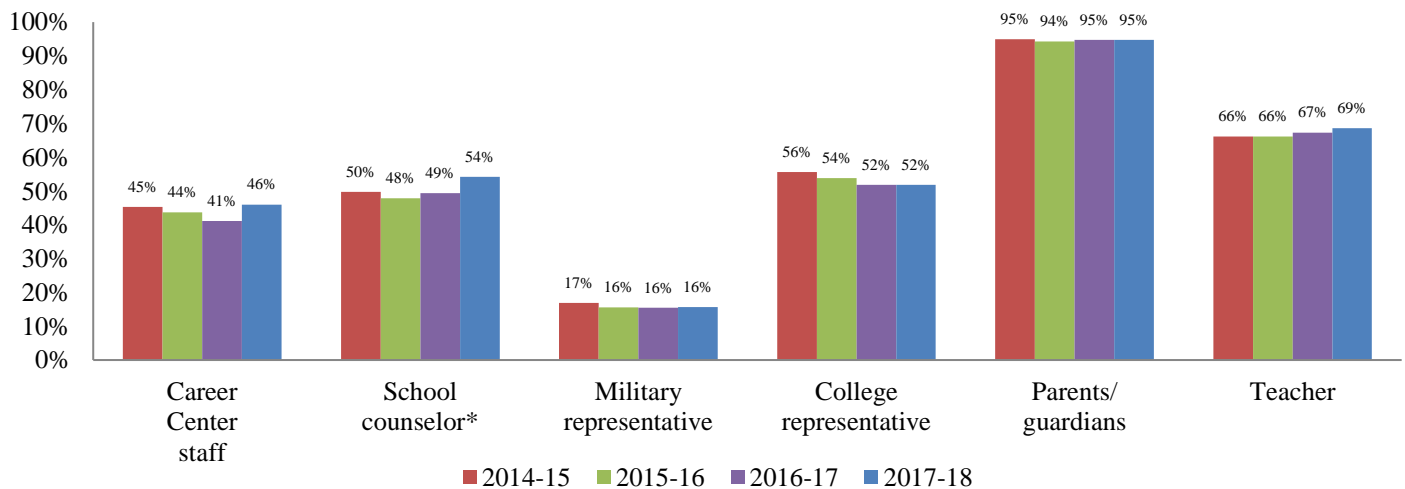
**Potential barriers for reaching educational goals**



Note: Each item was rated separately.

**Career and college support.** Seniors reported 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**

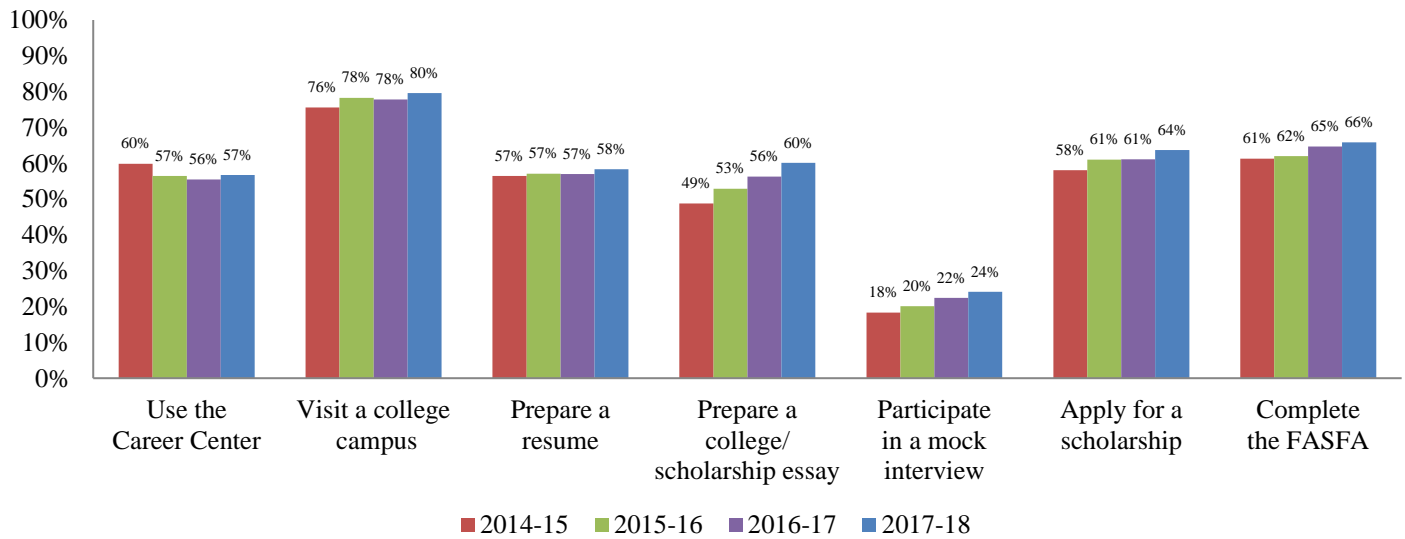


Note: Students were able to choose more than one response for this item.

\*Prior to 2015-16, this response choice was 'guidance counselor.'

**Career and college planning.** Approximately 80% of seniors reported that they have participated in a college campus visit, which continues to increase over time. The percent of students who reported that they have prepared a college/scholarship essay, participated in a mock interview, applied for a scholarship, or completed the FAFSA has been consistently increasing over the last few years, whereas the percent of students who reported using the career center has decreased 3% since 2015, with a slight increase from 2017 to 2018. In addition, 83% of students reported that they have submitted at least one college application, a 1% increase over 2017.

**Participation in career and/or college planning opportunities**

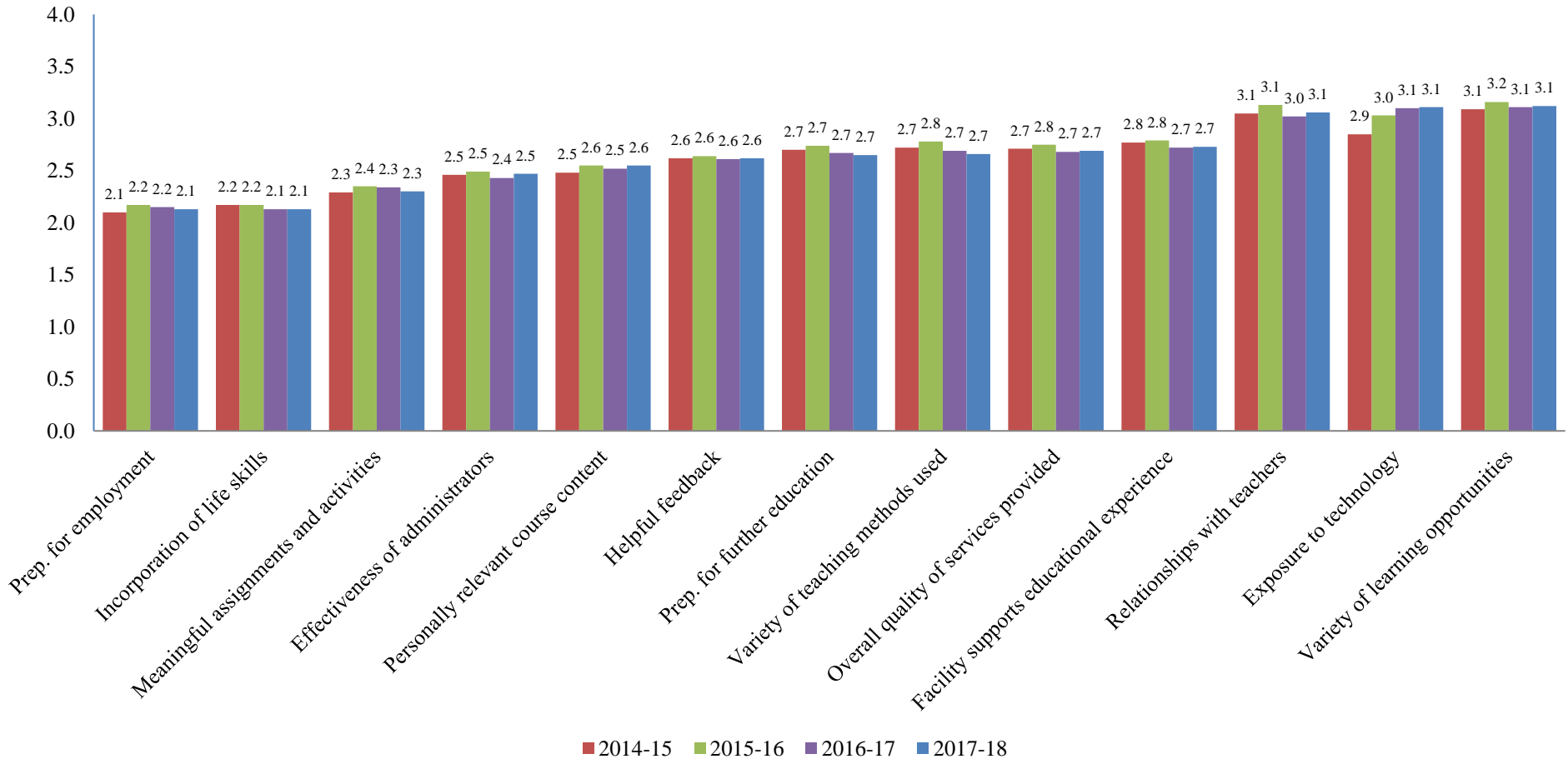


*Note: Students were able to choose more than one response for this item.*

## Perceptions of the High School Experience

Students rated the overall quality of the services provided at their high schools as 2.7 (equivalent to a B-). In general, students' ratings in each domain have changed very little from last year, though *relationships with teachers*, *personally relevant course content*, and *effectiveness of administrators* rose slightly. Students' ratings of *meaningful assignments and activities* fell slightly.

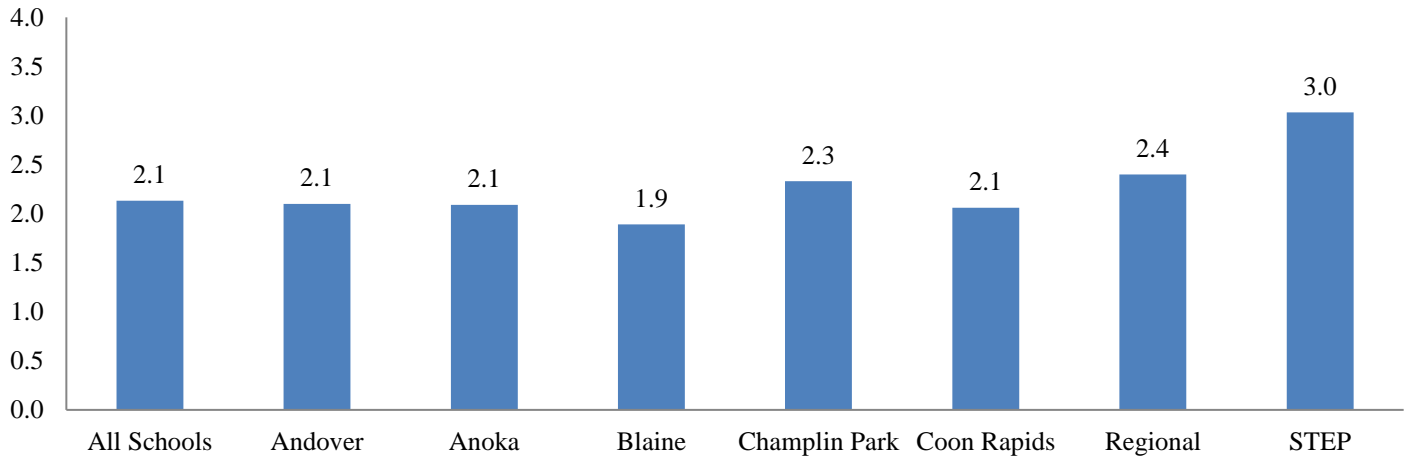
**Average letter grade assigned to high school  
(A=4, B=3, C=2, D=1, and F=0)**



Of the 13 statements from the previous page, highlighted in this section are four items disaggregated by building selected for various reasons, explained below.

**Preparation for employment.** Students' rating of *preparation for employment* ranged from 1.9 to 2.3 at the traditional high schools. This item had the largest range in responses between buildings.

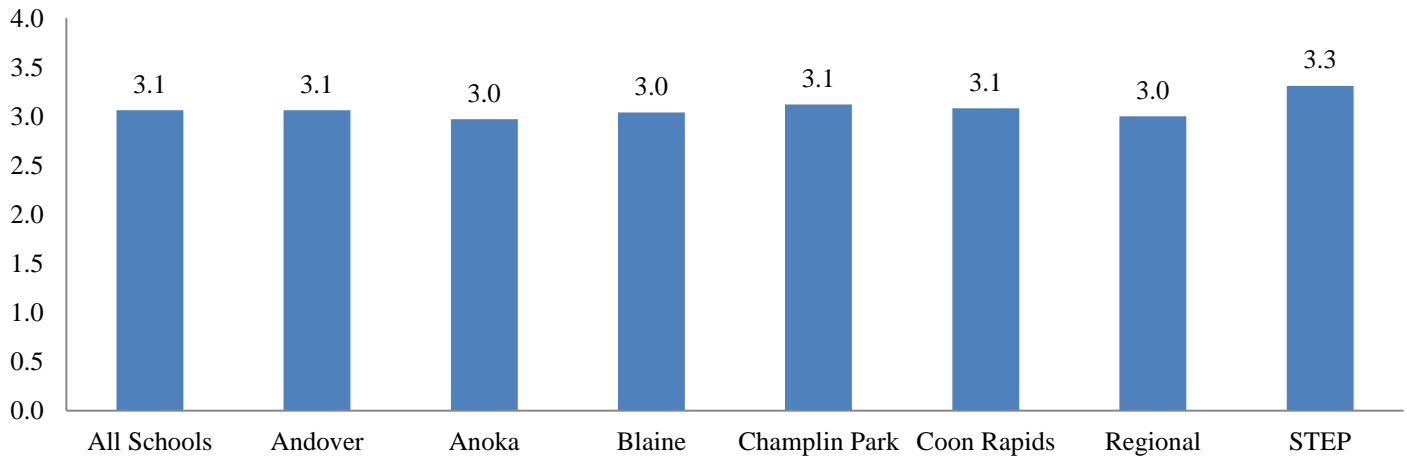
**Preparation for employment**  
(A=4, B=3, C=2, D=1, and F=0)



Note. Respondent counts for STEP and Regional are considerably lower than for the traditional high schools.

**Relationships with teachers.** Students' ratings of *relationships with teachers* ranged from 3.0 to 3.1 at the traditional high schools, about a grade of 'B'. This item showed the least variation between the five traditional high schools.

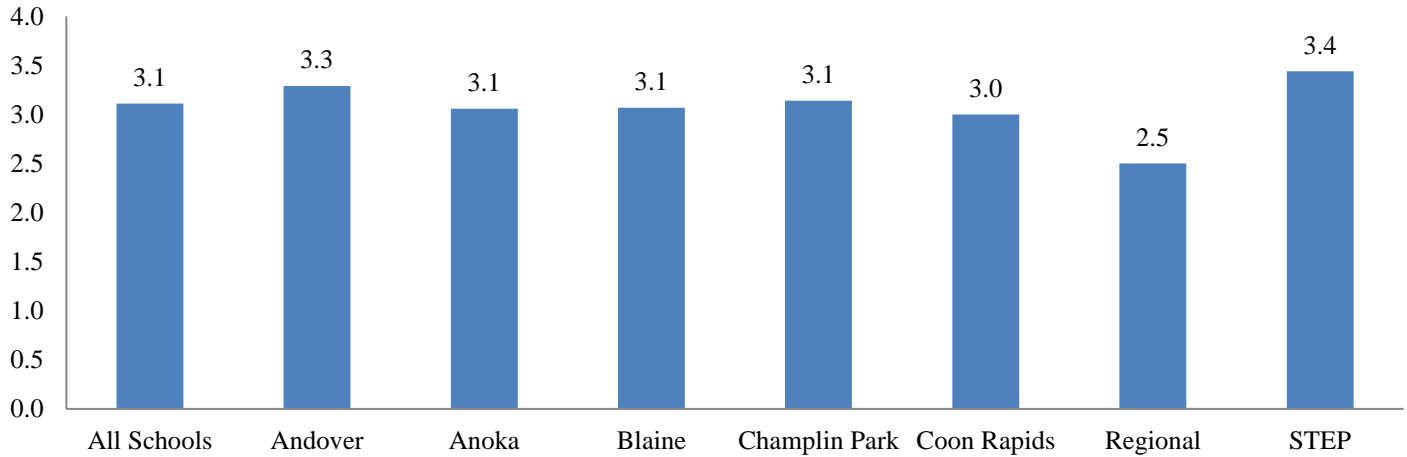
**Relationships with teachers**  
(A=4, B=3, C=2, D=1, and F=0)



Note. Respondent counts for STEP and Regional are considerably lower than for the traditional high schools.

**Exposure to technology.** At the five traditional high schools, students' ratings of *exposure to technology* ranged from 3.0 to 3.3, in the 'B' range. This item has steadily increased in the district overall since 2013, going from 2.8 in 2013 to 3.1 in 2018.

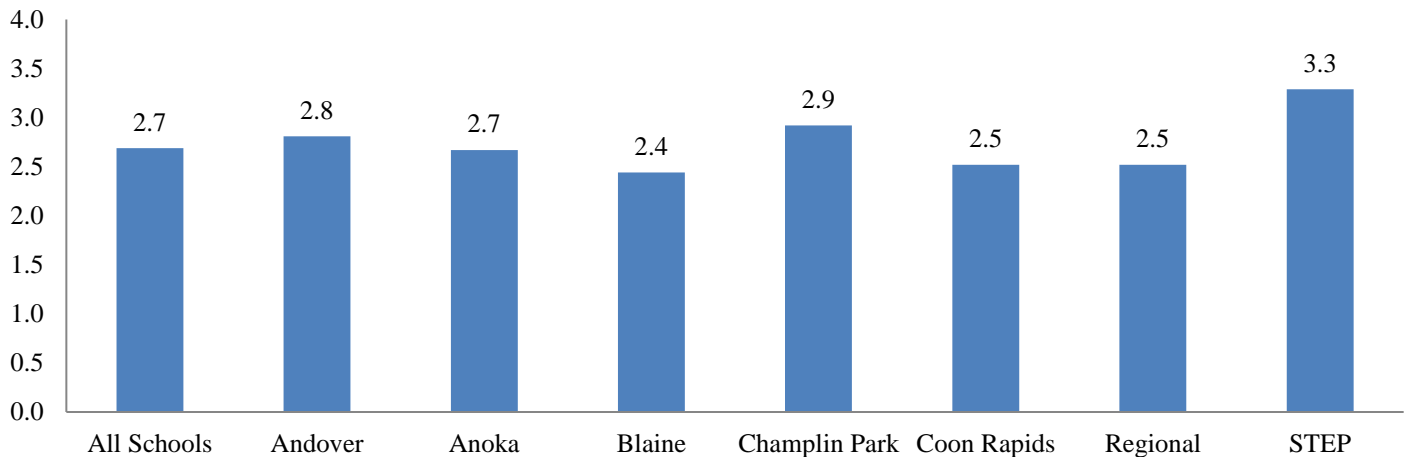
**Exposure to technology**  
(A=4, B=3, C=2, D=1, and F=0)



*Note. Respondent counts for STEP and Regional are considerably lower than for the traditional high schools.*

**Overall quality of services.** The final graph in this section was selected because it shows how students rated the overall quality of the services provided at each high school. Students' rating of *overall quality of services provided* ranged from 2.4 to 2.9 at the five traditional high schools, all in the high 'C' to low 'B' grade range.

**Overall quality of services provided**  
(A=4, B=3, C=2, D=1, and F=0)



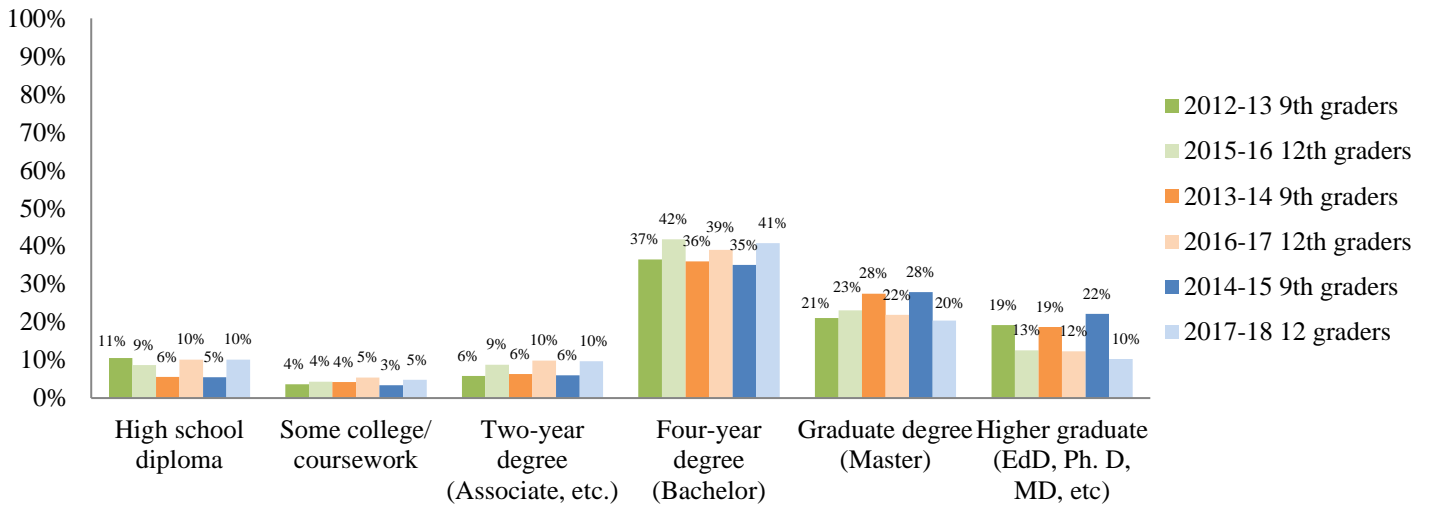
*Note. Respondent counts for STEP and Regional are considerably lower than for the traditional high schools.*

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

Students who were seniors in 2018 took the Ninth Grade Transition Survey in 2015. 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.

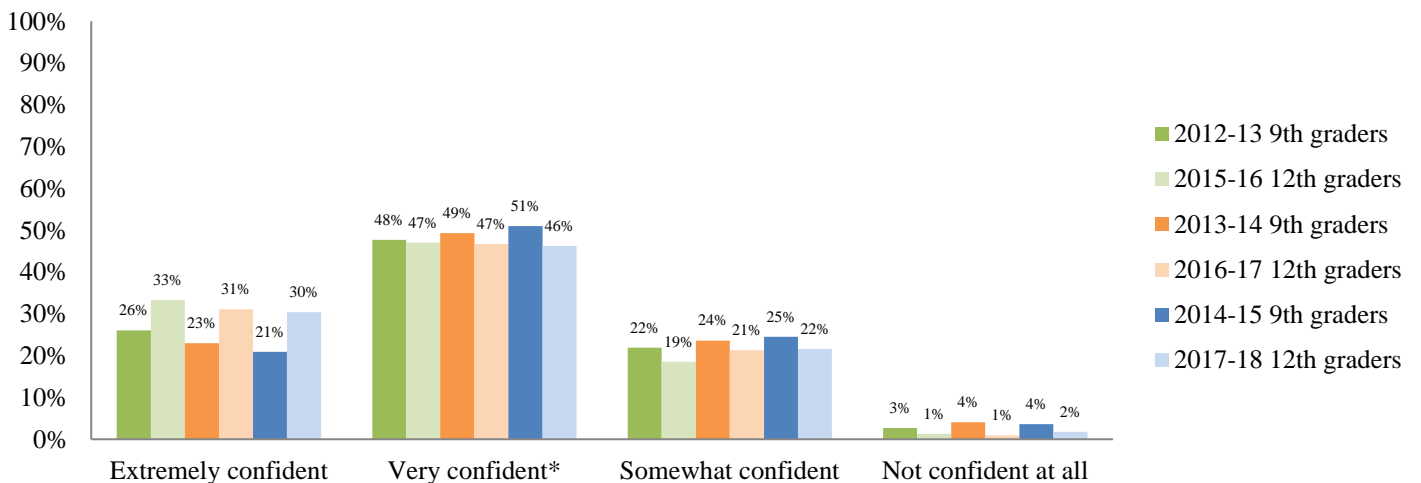
**Changes in educational aspirations.** For the 2018 graduating cohort, more students reported a high school diploma as their highest educational goal as seniors than as freshmen. However, for all cohorts, more students reported some college, a two-year degree, or a four-year degree as their highest 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**



**Changes in confidence in reaching educational goals.** A greater percentage of students were extremely confident in reaching their educational goal as seniors than as freshmen. Every other category declined slightly between freshman and senior years.

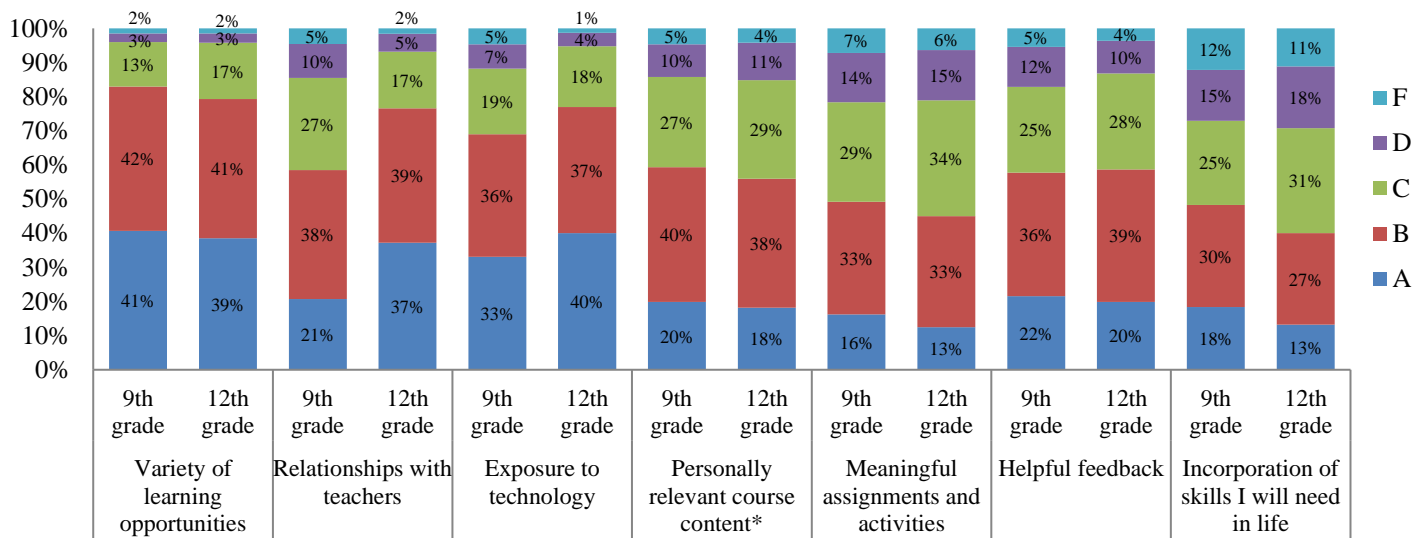
**Confidence in attainment of educational goal**



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

**Changes in evaluations of high school.** The class of 2018 assigned a higher letter grade to their high school as seniors than they did as freshmen in the areas of *relationships with teachers* and *exposure to technology*. A lower letter grade was assigned by this cohort as seniors than was assigned as freshmen in the areas of *meaningful assignments and activities* and *incorporation of skills I will need in life*, while the overall grades assigned to other items were very similar across time for these students.

**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.



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.