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# Senior Exit Survey Report 2019

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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

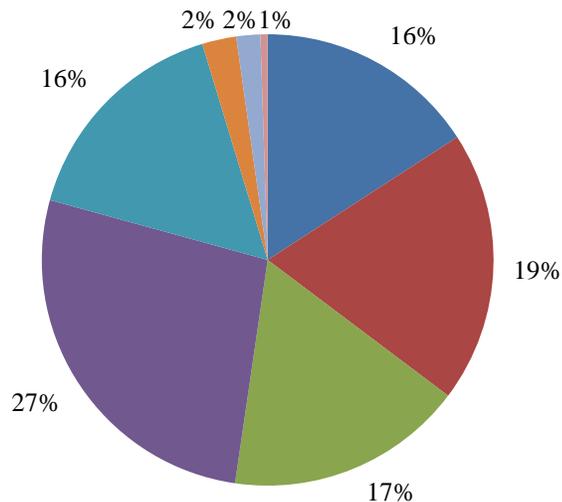
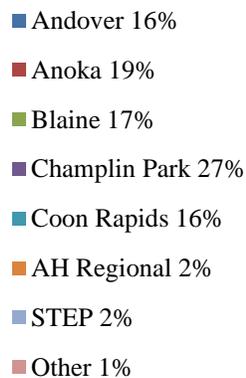
This summary highlights student responses to the Senior Exit Survey. The objective of the Senior Exit Survey is to provide an opportunity for all seniors to evaluate school programming and provide feedback on their educational experiences prior to their graduation. Students' perception of their educational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

The Senior Exit Survey has been administered annually to seniors since its inception in 2011. Teachers administered the survey during their advisory class between April 1 and May 17, 2019. 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 1,925 seniors who completed the survey. These students represented each high school as well as the district's alternate programs.

### High School Participation



This summary aggregates student responses from the survey. Some item responses are disaggregated by school for comparison.

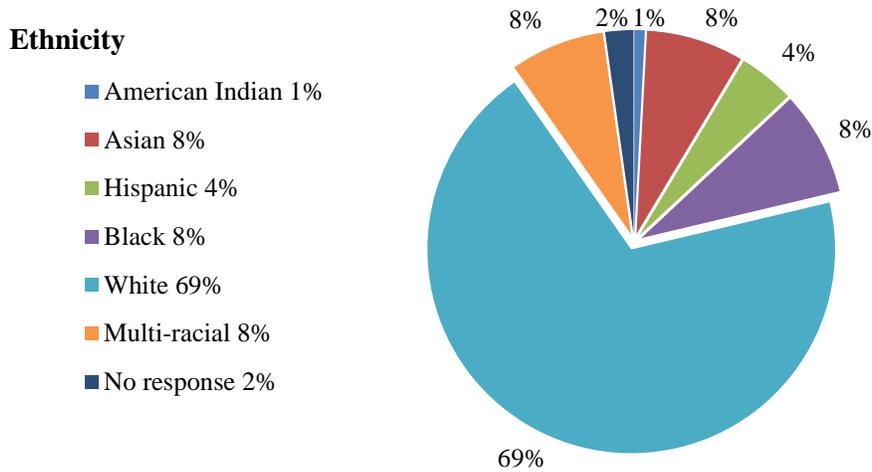
## Key Findings

- Eighty-seven percent of students reported having attended their current high school, for part or all of four years. In 2019, 60% of students reported participating in advanced courses, an increase of 5% since 2018.
- A total of 94% of seniors reported that they took the ACT, a decrease of 1% since 2018.
  - Eleven percent of students reported completing the SAT, an increase of 3% from 2018.
- The percentages of student or parent participation in college fairs, FAFSA/financial aid presentations, and paid ACT/SAT prep courses are steadily declining over time.
  - The percentage of student or parent participation in FAFSA or other financial aid presentations, along with the percentage of students who reported having completed the FAFSA have both decreased 2% since 2018.
- The percentage of seniors who reported plans to attend a 4-year college in the fall had increased steadily from 51% in 2011 to its highest levels in 2016 (58%). However, since 2016, the percentage of seniors who planned to attend a 4-year college in the fall decreased steadily to the current rate of 51% in 2019, the same rate as reported in 2011.
  - Moreover, the percentage of students who planned to attend a 4-year college in the fall has decreased 2% within the last year.
- The percentage of seniors reporting their highest level of educational aspiration included obtaining a 4-year degree or higher has decreased by approximately 10% over time. In 2016, 78% of seniors reported aspirations of obtaining a 4-year degree or higher as compared to 67% of seniors in 2019.
- The cohort of students in 2016 as ninth graders and 2019 as 12<sup>th</sup> graders were more likely to aspire to complete a 4-year degree as seniors (39%) than as freshmen (37%); they were also more confident that they could attain that goal as seniors than as freshmen. These findings are consistent with results from the previous years.
- Students were most likely to perceive financial issues and difficulty of college courses as potential barriers for reaching their educational goals.
  - In general, Asian students reported being significantly more concerned about all five potential barriers in achieving their college/career goal. In comparison to students overall, Asian students reported greater concerns about *financial issues, transportation, difficulty of college courses, personal/family issues, and choosing a career path.*
  - Female students reported greater concerns than students overall about *financial issues, difficulty of college courses* and *personal/family issues* as being potential barriers in achieving their college/career goal.
- Students' overall average rating of services provided by their high school is 2.6 (equivalent to C+). Students rated almost all areas lower or about the same as in 2018.
  - There were no significant differences in school ratings between male and female students.
  - Black students rated their schools significantly lower as compared to students overall, in the following areas: *variety of learning opportunities, variety of teaching methods used, exposure to technology, facility supports educational experience* and *relationships with teachers.*
  - Asian students rated their schools significantly higher as compared to students overall, in the following areas: *meaningful assignments/activities, helpful feedback, incorporation of life skills* and *preparation for further education.*

- In general, students who self-reported having a lower GPA rated the services provided by their schools lower than students with a higher GPA.
- The percentage of students who reported feeling connected to their high school increased slightly from 62% to 63% in 2019.
  - Students who reported not feeling connected to their high school assigned a significantly lower letter grade to their high schools in all areas related to services provided, as compared to students overall.
- When rating their schools in various areas, a lower letter grade was assigned by the same cohort as seniors than as freshmen in the following areas: *variety of learning opportunities, personally relevant course content, meaningful assignments and activities, helpful feedback and incorporation of skills I will need in life*. Seniors assigned a higher letter grade to their high schools than they had as freshmen in the area of *relationships with teachers*.

## Demographics

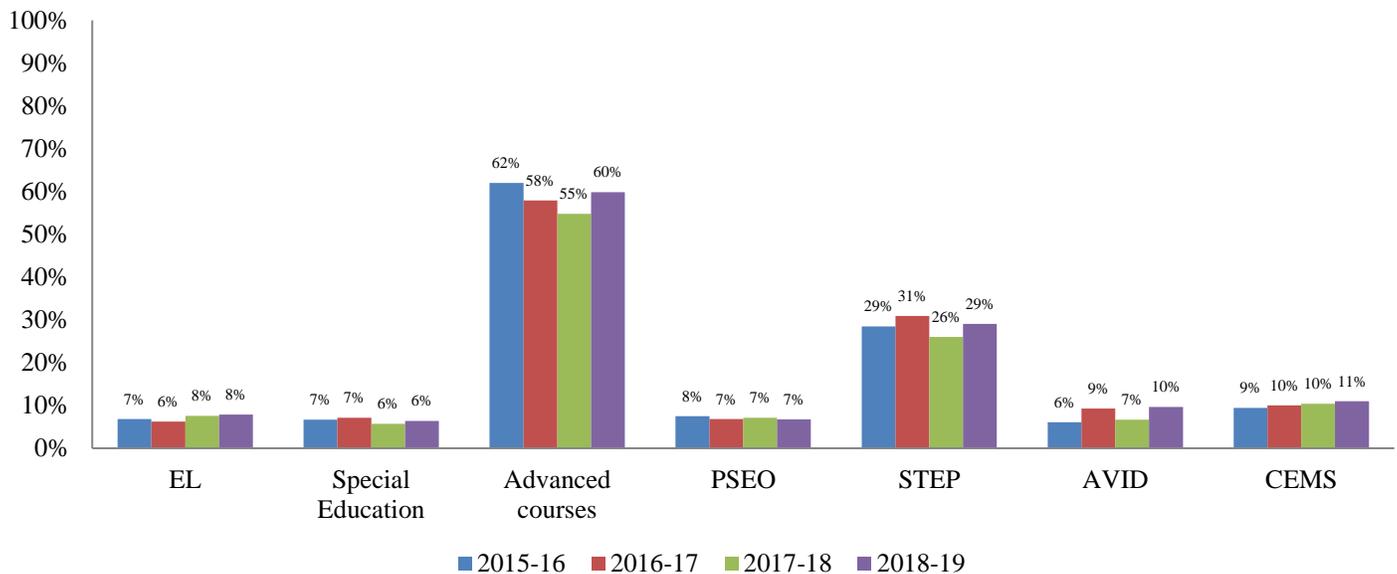
Respondents reported being 53% male and 45% female (2.1% did not respond to this item). Students self-reported their ethnic background as the following:



Eighty-seven percent of responding seniors attended their high school part or all of four years in 2019. This is an increase of 2% from 2018.

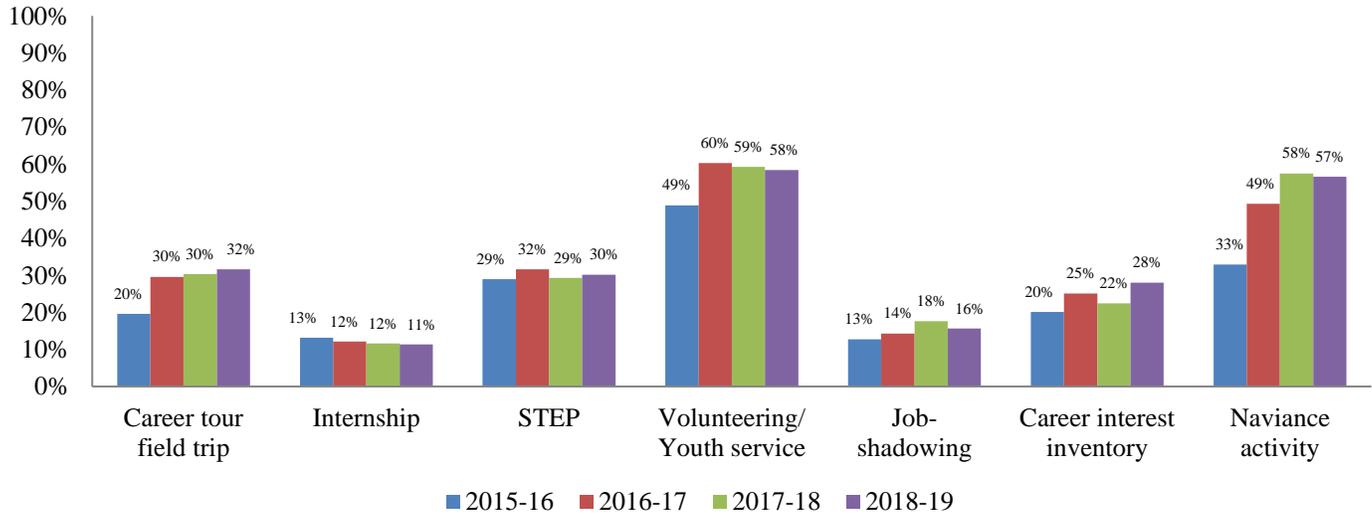
**Participation in special programming.** Of the seniors who responded in 2019, 60% of students reported participating in advanced courses, an increase of 5% since 2018. Twenty-nine percent of students reported participating in STEP, an increase of 3% from last year. The percentage of students who reported participating in AVID increased 3% from 7% in 2018 to 10% in 2019. The percentage of students who reported participating in all other special programming remained relatively the same from 2016 to 2019.

### Participation in special programming



**Participation in career activities.** In 2019, a higher percentage of students reported having participated in *volunteering/youth service* (58%), *Naviance activity* (57%), and/or *career tour field trip* (32%) than other activities. Student participation in the *career interest inventory* increased 6% from the previous year. The percentage of students who reported participating in *Naviance activity* has increased 24% since being added to the survey in 2016.

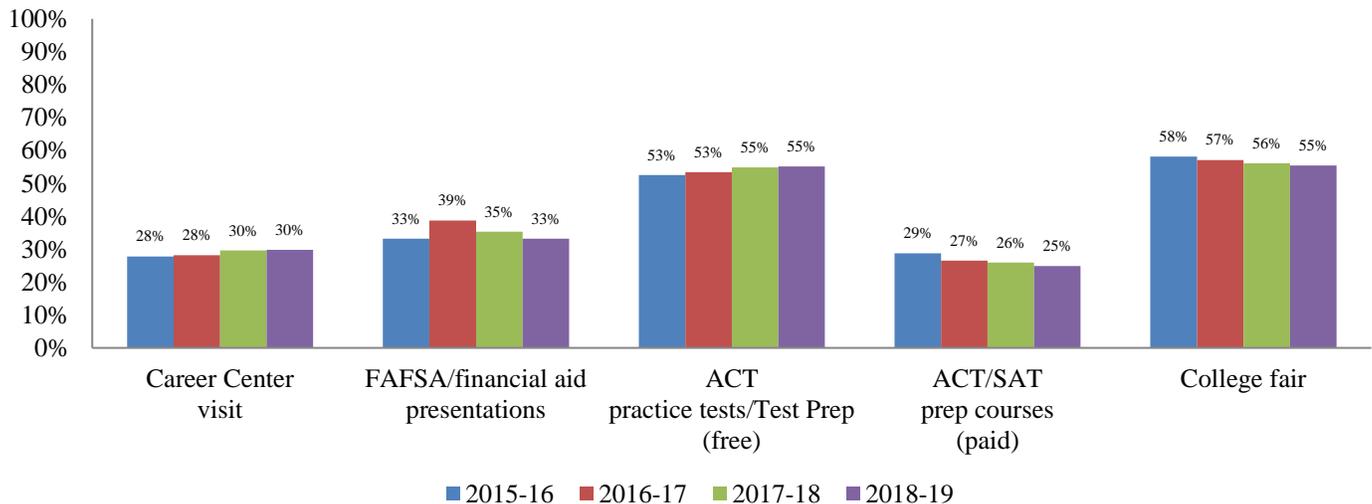
**Participation in various activities**



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

**Student or parent participation in college and career activities.** The percentage of students or parents who participated in *ACT practice tests/Test Prep* (55%) and/or *career center visit* (30%) have increased slightly over time. However, the percentage of students or parents who participated in *college fairs* (55%) and/or *ACT/SAT prep courses* (25%) have decreased slightly over time. The percentage of student or parent participation in *FAFSA/financial aid presentations* has decreased a total of 6% since 2017.

**Student or parent participation in various activities**

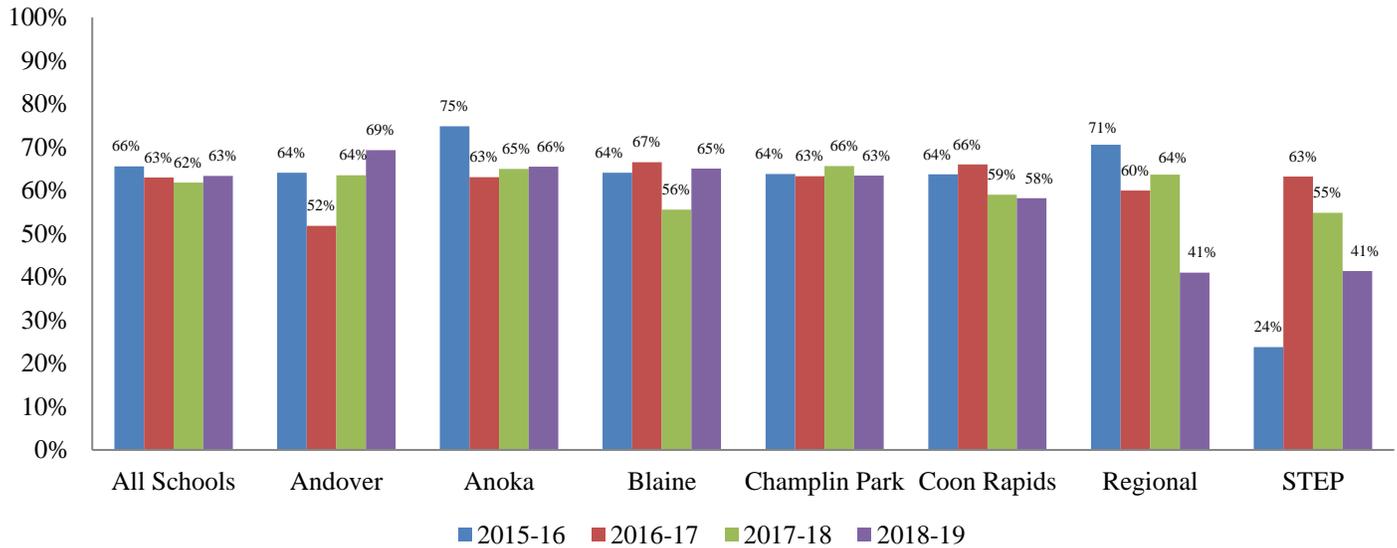


Note: Students were able to choose more than one response for this item.

**Connection to high school.** The percentage of students who reported feeling connected to their high school has remained relatively consistent since 2017. Overall, 63% of seniors reported that they felt connected to their high school, a slight increase of 1% since last year.

The percentage of students who reported feeling connected at Andover High School has increased 17% since 2017, when connectedness was at an all-time low.

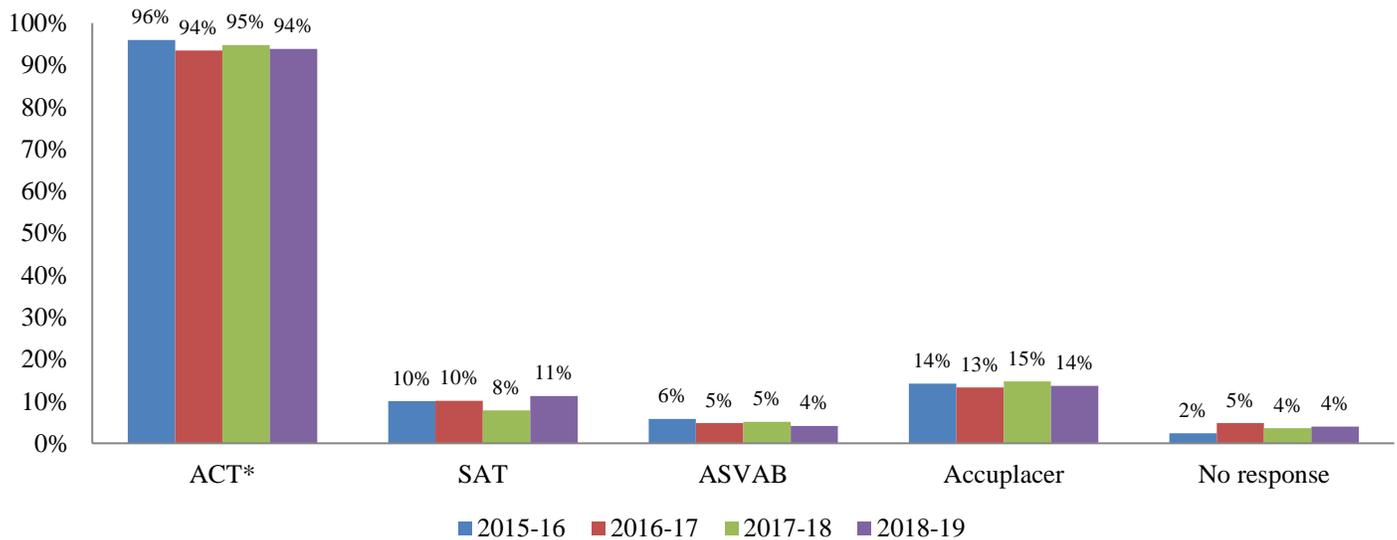
**Percent reporting feeling connected to their high school**



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

**College entrance exams.** Ninety-four percent of seniors reported taking the ACT, a decrease of 1% from the previous year. The percentage of students taking the SAT increased 3% since 2018. Four percent of students provided no response to this item.

**College entrance exams taken**

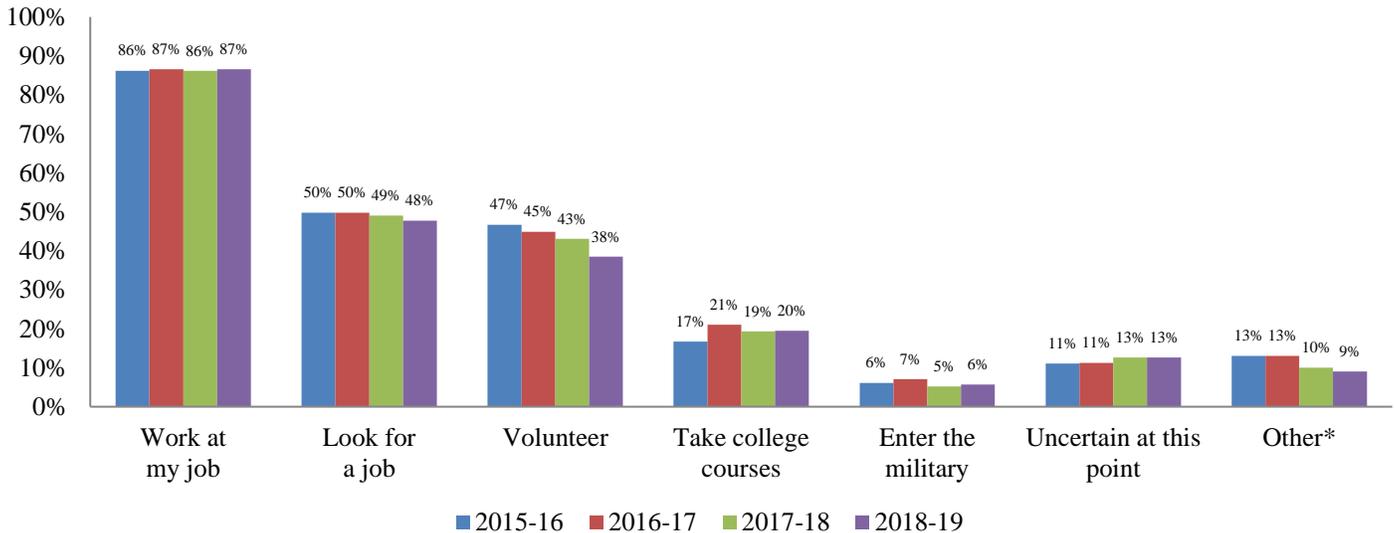


Note: Students were able to choose more than one response for this item.  
 \*Beginning with the 2016 senior class, the ACT was offered free of charge during the school day.

## Future Plans and Goals

**Summer plans.** The percentage of students reporting plans for the following activities over the summer has remained relatively steady, with one exception; the percentage of students who plan to volunteer over the summer has decreased by almost 10% since 2016. The vast majority of students plan to work (87%), which remains the highest reported activity.

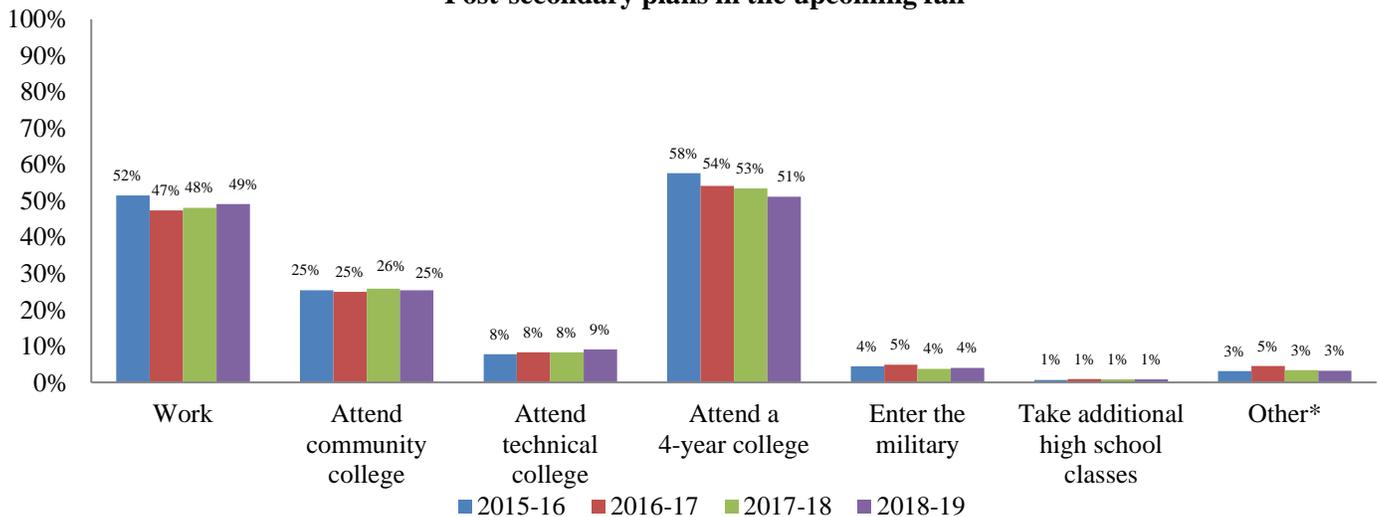
**Plans over summer**



*Note: Students were able to choose more than one response for this item.  
\*The 'Other' responses included vacation/travel, play sports, summer school, and relax/hang out.*

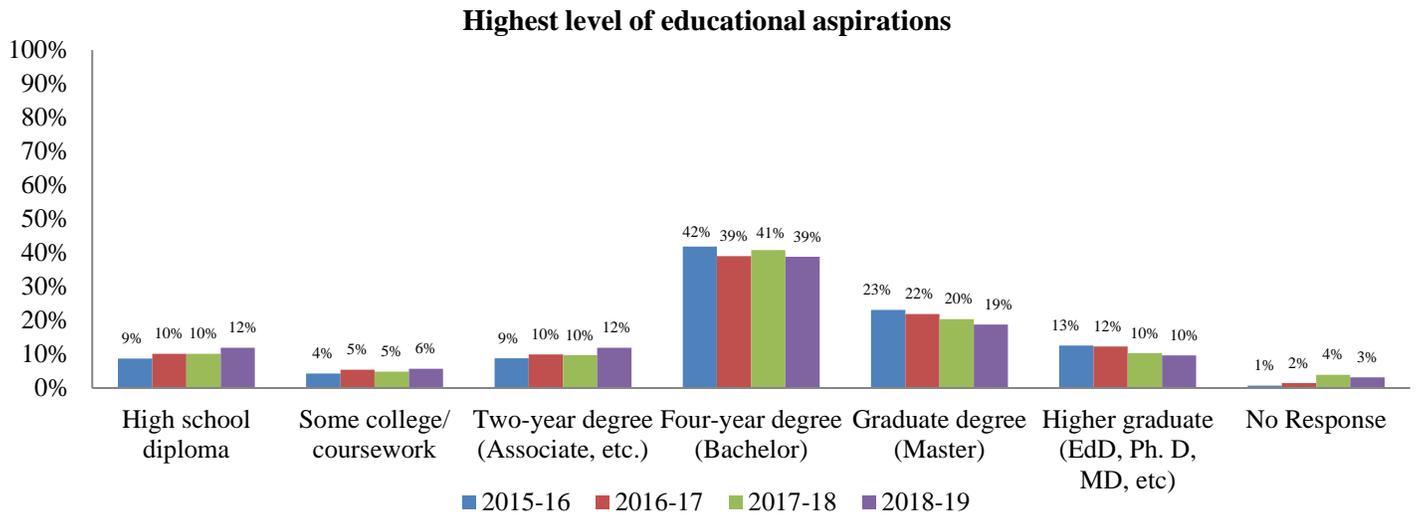
**Post-secondary plans.** The percentage of students who reported having plans to attend a 4-year college in the fall has steadily decreased by a total of 7% since 2016. The percentage of students reporting about all other post-secondary plans for the upcoming fall has remained relatively steady over time.

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



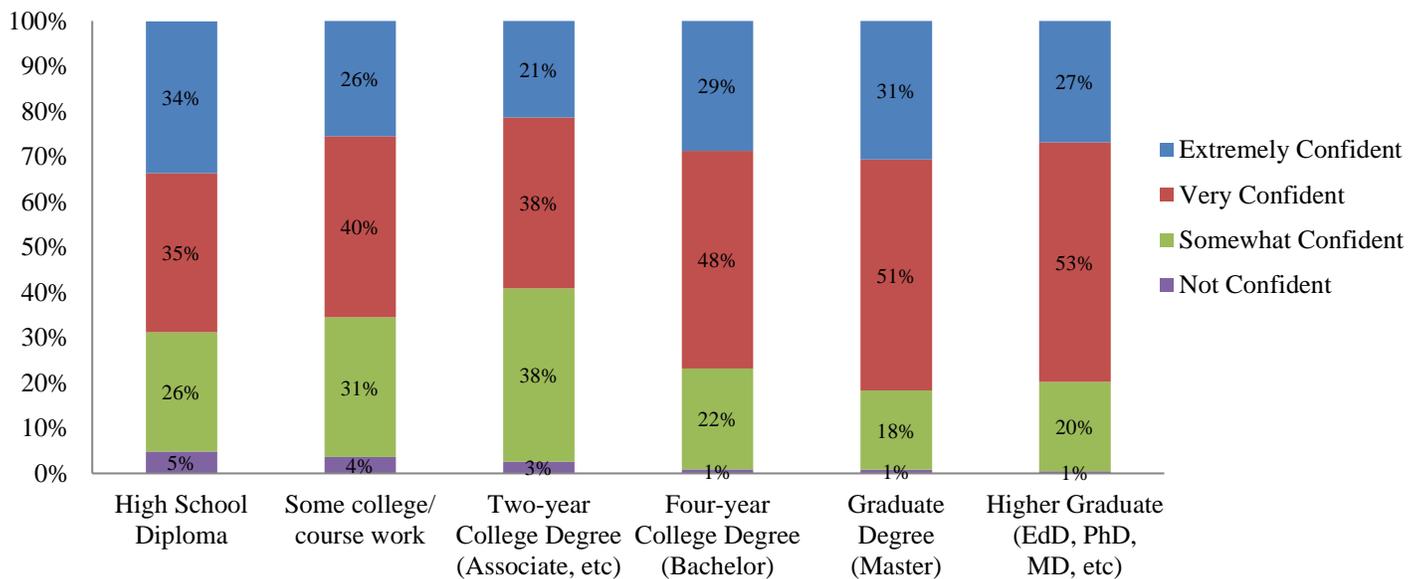
*Note: Students were able to choose more than one response for this item.  
\*The 'Other' responses included going to trade school, college, participate in sports, travel and work.*

**Educational aspirations.** Eighty-five percent of students reported aspirations for some level of post-secondary education similar to percentages reported by students in 2018. Sixty-seven percent of seniors reported that their highest level of educational aspiration included obtaining a 4-year degree or higher, a decrease of 5% since 2018.



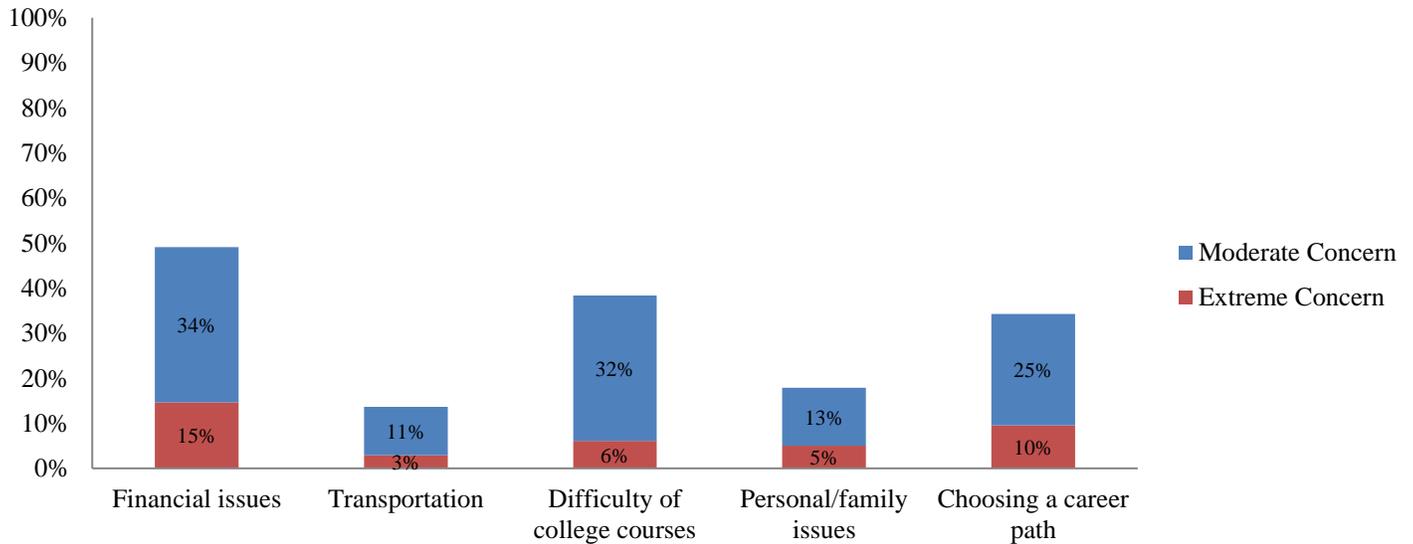
**Confidence in reaching educational goals.** The percentage of students who are very confident or extremely confident that they will achieve a two-year college degree decreased 15% since 2018. Students pursuing a four-year college degree or higher reported being either extremely confident or very confident 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 (82%) 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 concerned (including both moderate and extreme concern) about *financial issues* (49%) as a potential barrier for reaching their educational goals, followed by *difficulty of college courses* (38%), and *choosing a career path* (35%).

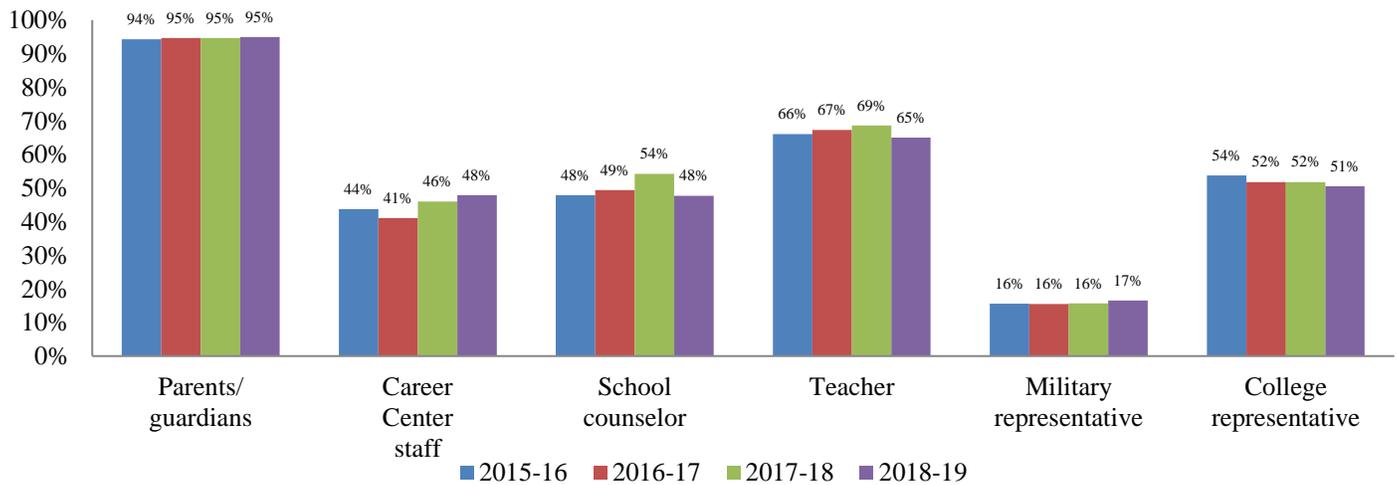
**Potential barriers for reaching educational goals**



Note: Each item was rated separately.

**Career and college support.** A high percentage of seniors reported talking more to their *parents/guardians* (95%) and/or a *teacher* (65%) regarding career and/or career planning than other individuals.

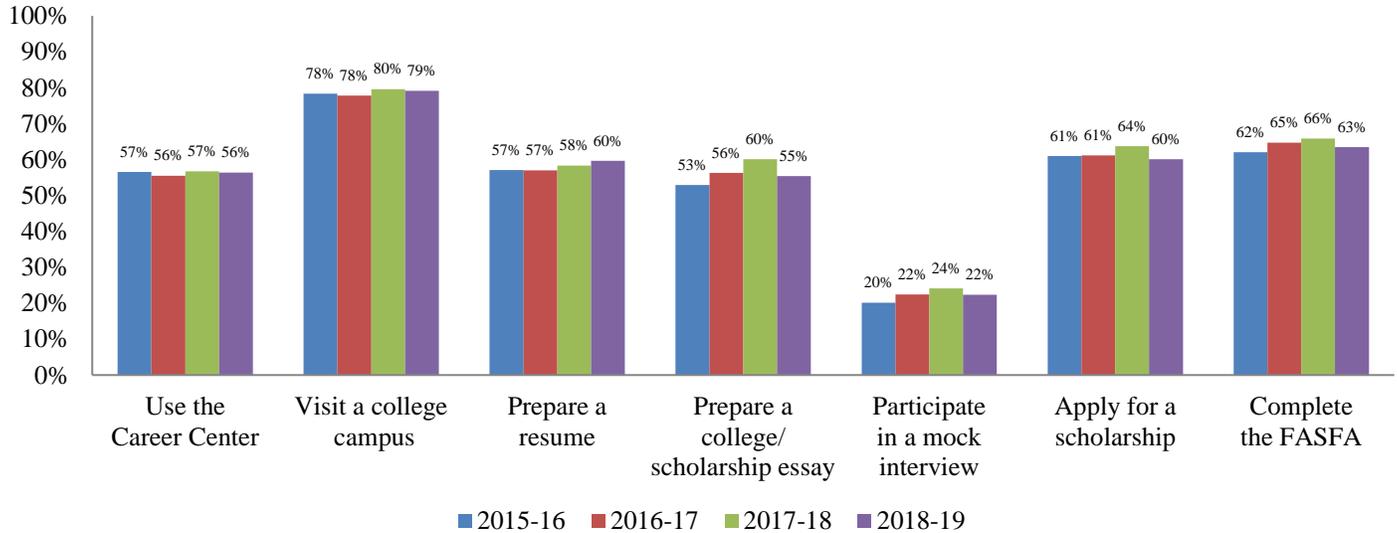
**Talked about career and/or college planning with others**



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

**Career and college planning.** The percentage of students who reported having *prepared a resume* while in high school increased 2% since 2018, whereas, the percentages of students reporting participation in all other career and/or college planning opportunities decreased since last year. *Visiting a college campus* remained the activity with the highest percentage of student participation.

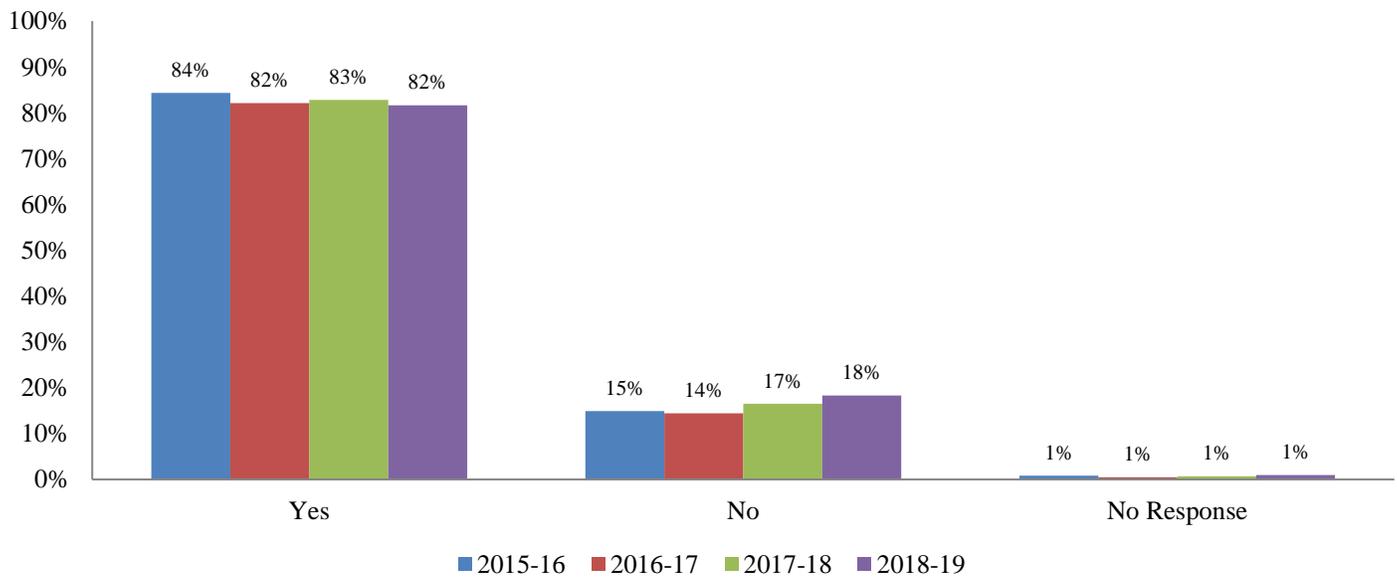
**Participation in career and/or college planning opportunities**



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

**College application.** Eighty-two percent of seniors reported submitting at least one college application in 2019. This percentage has remained fairly consistent since 2016.

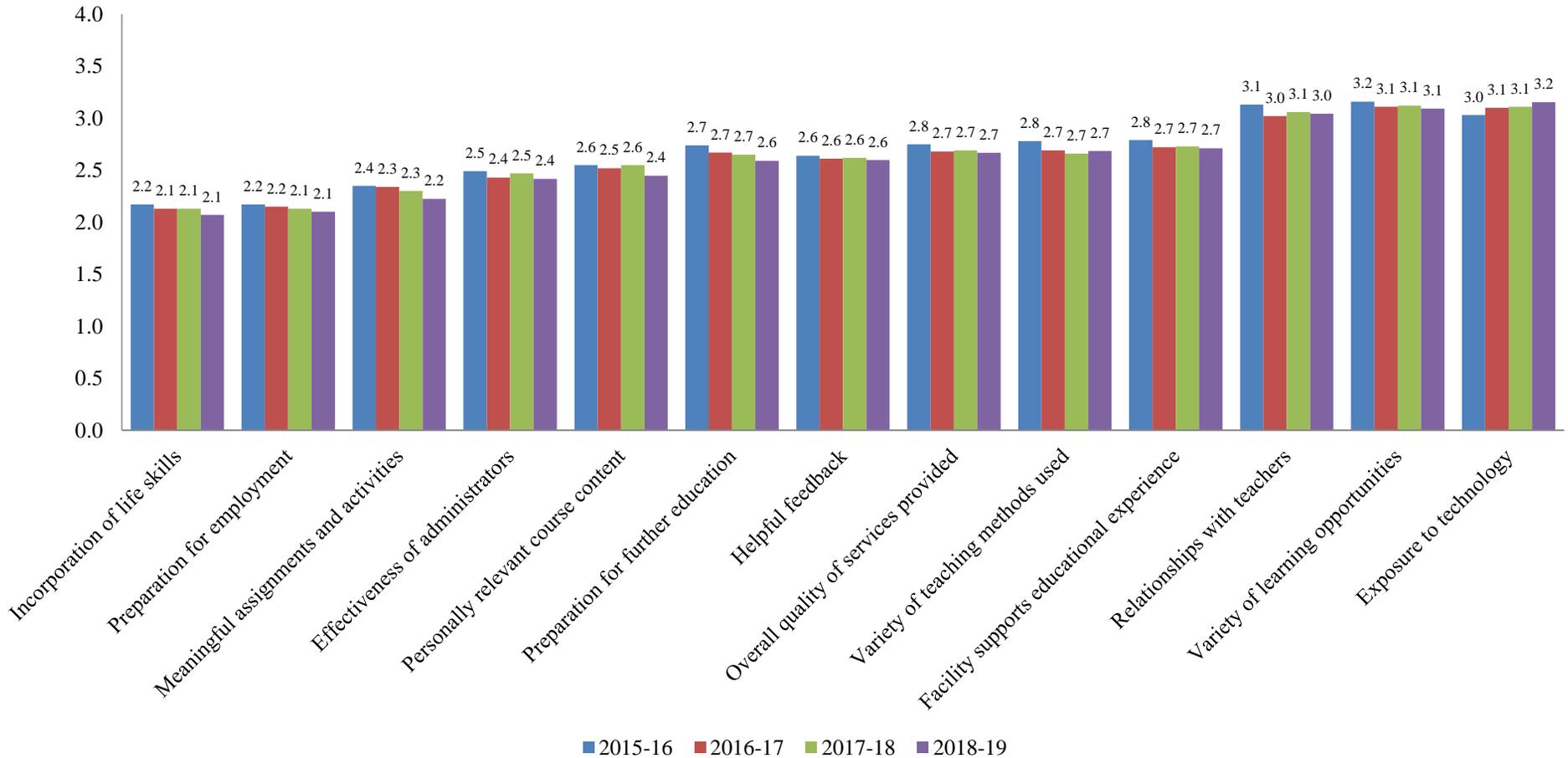
**Submission of college application**



## Perceptions of the High School Experience

The average rating across all areas as rated by students is 2.6 (equivalent to a C+). Students rated almost all areas lower or the same as in 2018. *Exposure to technology* (3.2) was rated slightly higher than in 2018 and is now the highest rated item. The lowest rated areas were *preparation for employment* (2.1) and *incorporation of life skills* (2.1).

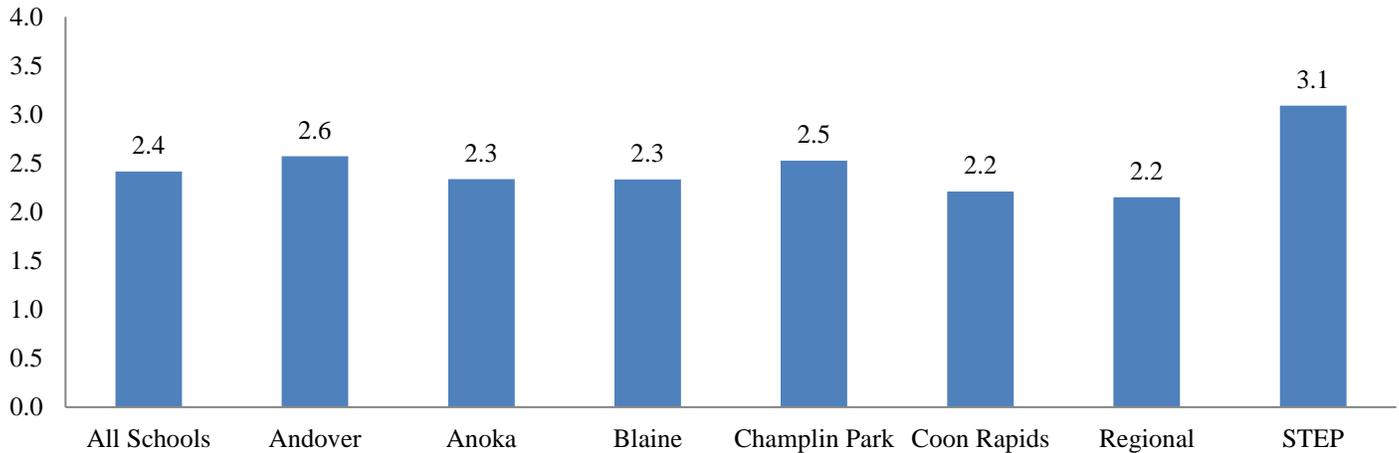
**Average letter grade assigned to high school  
(A=4, B=3, C=2, D=1, and F=0)**



In this section, four items have been disaggregated from the statements on the previous page by building, for the following reasons as mentioned below.

**Effectiveness of administrators.** Student ratings of the *effectiveness of administrators* ranged from 2.2 to 2.6 at the traditional high schools. This item showed the largest range in responses between buildings.

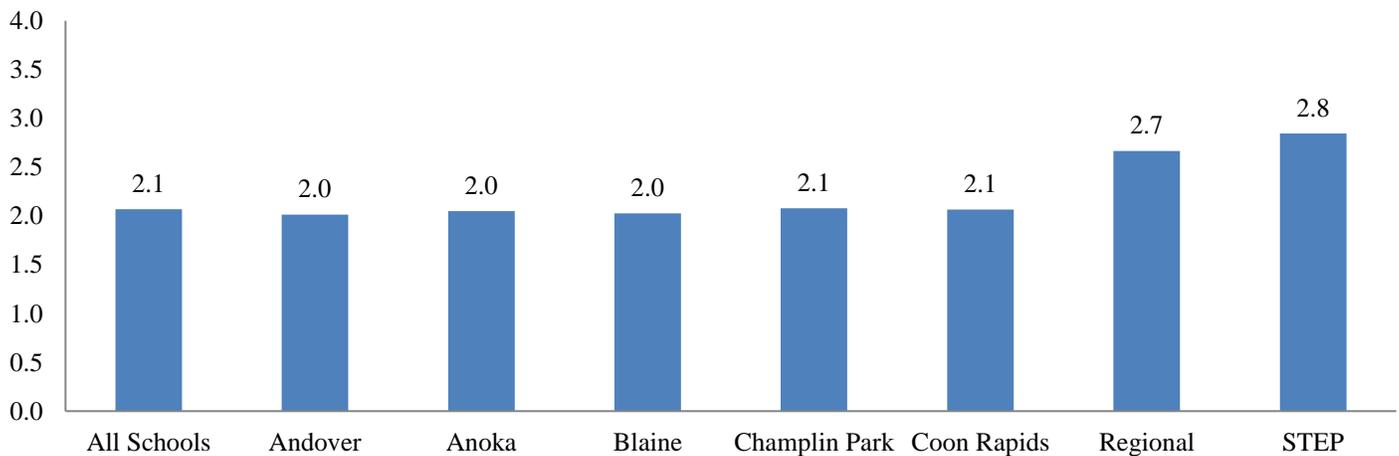
**Effectiveness of administrators**  
(A=4, B=3, C=2, D=1, and F=0)



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

**Incorporation of life skills.** Student ratings of *incorporation of life skills* ranged from 2.0 to 2.1 at the traditional high schools. This item showed the least variation in responses between buildings.

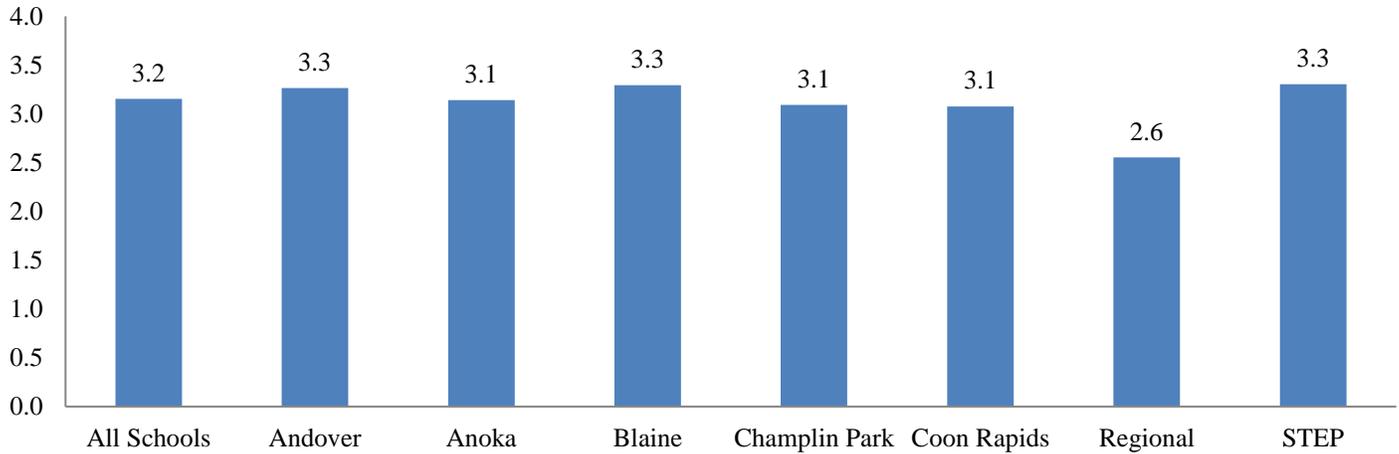
**Incorporation of life skills**  
(A=4, B=3, C=2, D=1, and F=0)



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

**Exposure to technology.** At the traditional high schools, student ratings of *exposure to technology* ranged from 3.1 to 3.3 (in the B range). This item has steadily increased in the district over time, from 2.8 in 2012 to 3.2 in 2019.

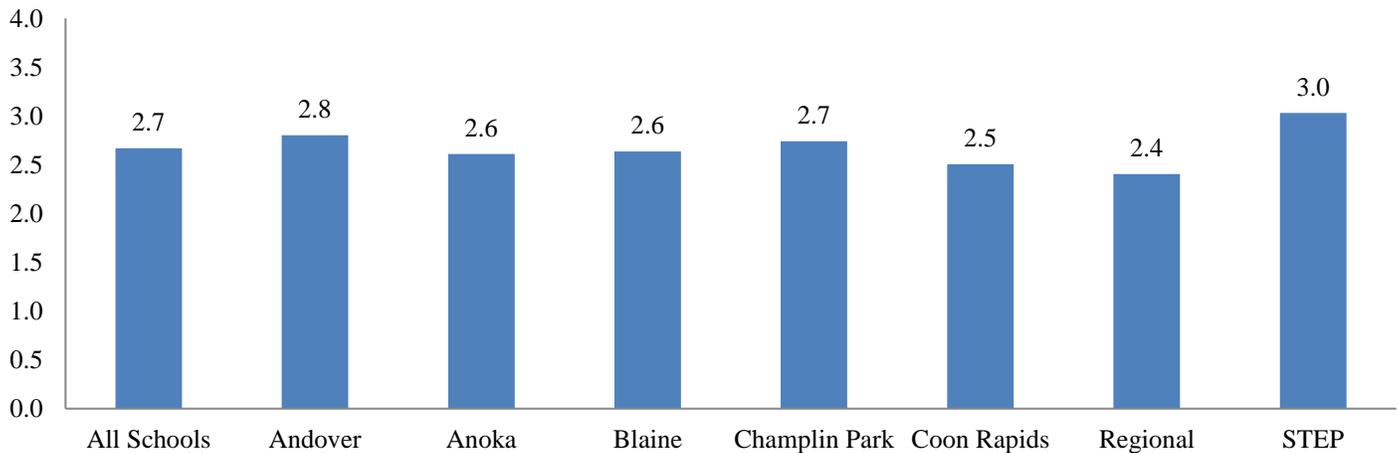
**Exposure to technology**  
(A=4, B=3, C=2, D=1, and F=0)



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

**Overall quality of services.** The final graph in this section shows how students rated the overall quality of the services provided. Student ratings of *overall quality of services provided* ranged from 2.5 to 2.8 at the five traditional high schools, all within the high ‘C’ to low ‘B’ grade range.

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



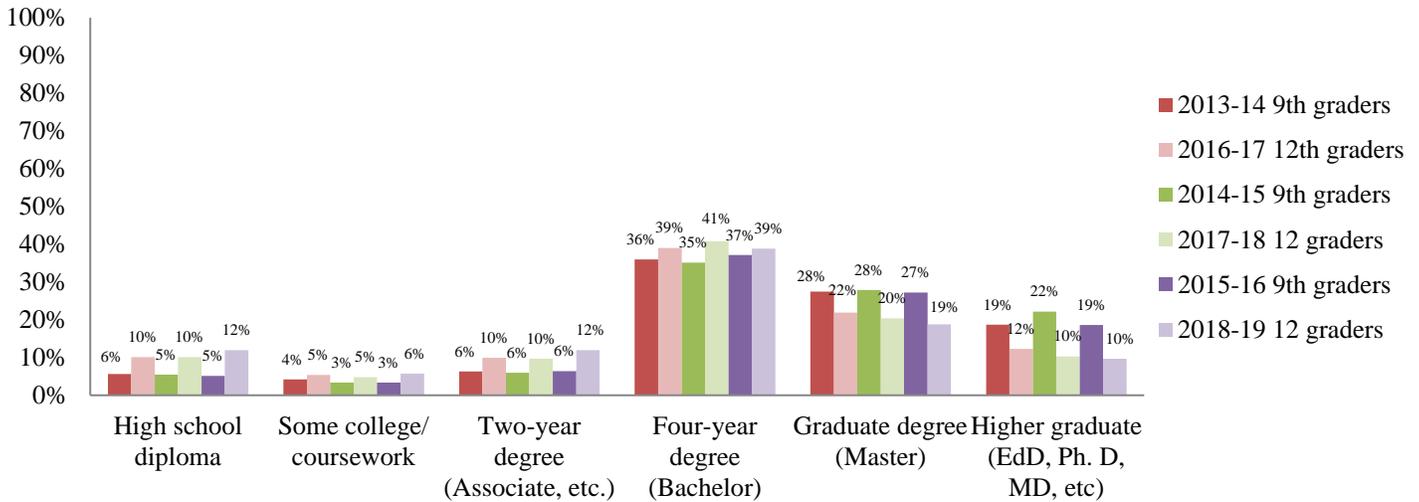
Note: Respondent counts for STEP and Regional are considerably lower than the traditional high schools.

## 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 administered to the same cohort in 2016 as ninth graders and 2019 as 12<sup>th</sup> graders.

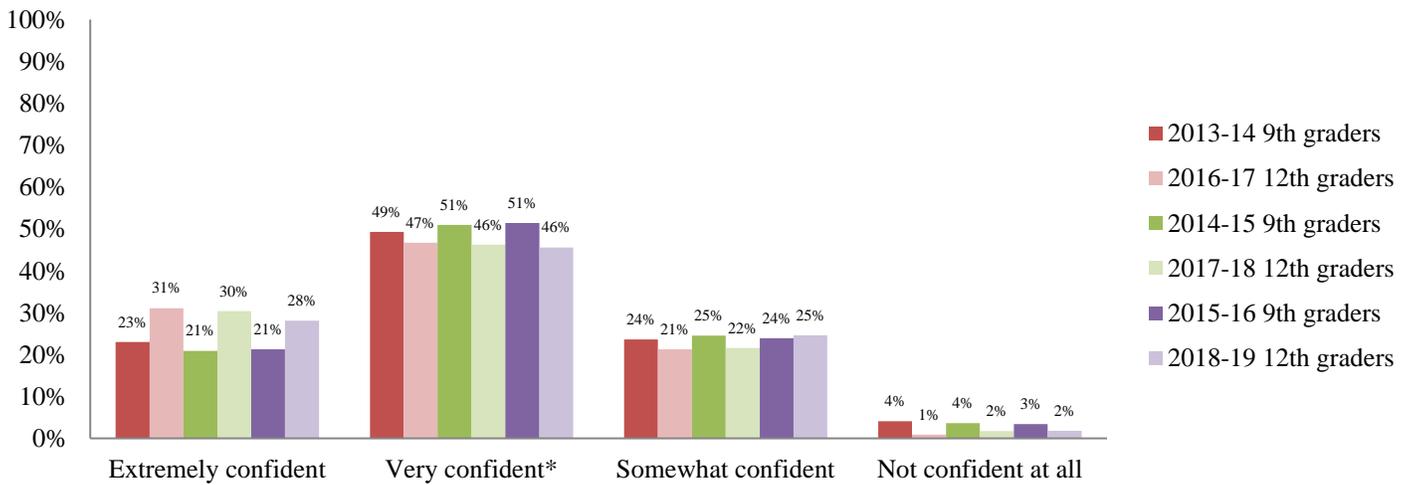
**Changes in educational aspirations.** The percentage of students in all cohorts reported higher educational aspirations towards a high school diploma, some college/coursework, a two-year degree, or a four-year degree as seniors than as freshmen. The percentage of students who reported that their highest level of educational aspiration was a graduate degree or higher decreased from reports as freshmen compared to reports as seniors.

**Highest level of educational aspirations**



**Changes in confidence in reaching educational goals.** A greater percentage of students reported being extremely confident in attaining their educational goal as seniors than as freshmen, an increase of 7% for the latest cohort of students. The percentage of students who reported being not confident at all decreased 1% from their freshmen to senior year in 2019.

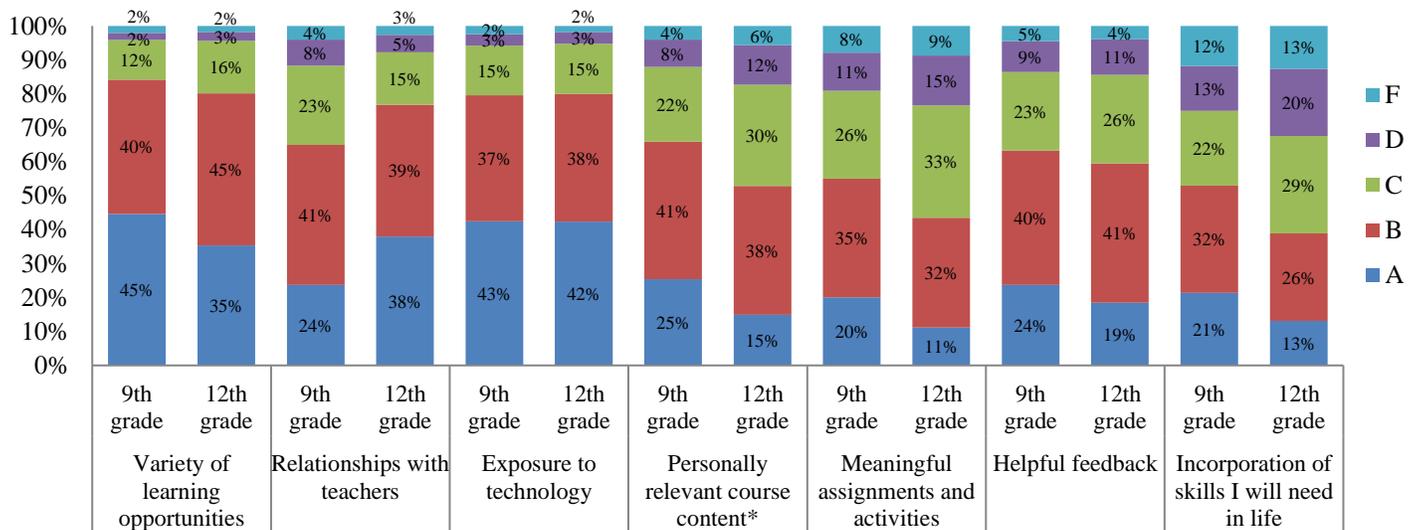
**Confidence in attainment of educational goal**



\* '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 2019 assigned a 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 as freshmen in the areas of *variety of learning opportunities*, *personally relevant course content*, *meaningful assignments and activities*, *helpful feedback*, and *incorporation of skills I will need in life*. Students rated *exposure to technology* similar letter grades across 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.

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.